

**Quality Assurance, Internationalization, and Ranking of Higher  
Education Institutions in the Context of the Syrian War**

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**Final Master Project**

**For the requirement of Master's Degree in Quality Management and  
Evaluation in Higher Education**

**Theoretical Approach**

**Universitat Oberta de Catalunya UOC**

**June 2022**

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## **I. Preamble**

### **- Introduction**

It is very difficult to maintain stable and advanced conditions for the functioning of higher education institutions in exceptional cases that universities might stand against, or in the unstable situations that any higher education institution might face such as low funding, failure in management, poor planning, low student enrollment or any other reasons.

In the event of such cases, HEIs can request support or funding from the government, independent funders, or international bodies. In the event that obtaining support is not possible, or if the steps to change management or develop the strategy, or the use of experts or attract new students are of no use, HEI can request to merge with another university so that the new merged university (consisting of the two universities) will be more able to deal with these urgent difficulties, and more able to develop plans that contribute to improving and developing its operation in a way that contributes to avoiding potential difficulties.

When the exceptional case of the university's operation is caused by compelling external conditions, such as epidemics, and the COVID-19 epidemic was an example of these compelling conditions in the past three years, it would be difficult for the university to implement a rescue plan independently. Hence, there should be cooperation with the government and the rest of the partners, stakeholders, financiers, and the board of trustees in a way that contributes in a way that contributes to the university's continuity of operation, and this is what we have clearly seen by providing government support to many universities around the world, which contributes to overcoming the epidemic crisis.

The most difficult condition ever, and which it is very compelling for HEIs to deal with, is to ensure the quality assurance of universities and higher education institutions in the afflicted areas and areas witnessing conflicts and wars. These wars lead to the fragmentation of any country, the collapse of its economic and social structure, the loss of qualified teaching staff, and the loss of a large number of students.

This study seeks to provide a model for the latter case, which is the state of a country that is witnessing conflicts and wars that affect its higher education system (Syria as a case study). Certainly, wars have devastating effects on all sectors of any affected country, but the main focus of this research is to determine the damage that the war will cause to the higher education sector, how higher education institutions can implement an appropriate quality system, and what strategies, plans, curricula, and operating systems can be applied by universities in the event of the occurrence of war in a manner that ensures that the minimum required quality assurance standards are met.

In the case under study for this research, I have chosen my country, Syria: a country that has been witnessing for about 11 years a war that does not seem to have an end, and there does not seem to be an end to the country's tragedy or the process of building or reconstruction of what has been destroyed. Nor does it seem that there is any clear future for the country, its institutions, its universities, or its higher education system.

#### - **Research Methodology, and tools**

This study analyzes the operation models of all Syrian universities (43 universities) operating in Syria in the three regions of domination into which, Syria has been implicitly (not explicitly) divided into. All of these universities suffered from the effects of the war and lost large numbers of their students and members of the educational and teaching staff (some of them traveled to other more stable countries, and some of them had to leave teaching or study due to financial difficulties, and some of them lost or were killed as a result of the war). The research adopted the descriptive-analytical method of the operational condition and situation of Syrian universities, their model of operation, and the difficulties they face.

Research methodology generally identifies three main sectors (rankings, internationalization, and quality assurance) of study. In the first stage, they are analyzed in general, and the operating conditions of Syrian universities are determined based on these three sectors.

The questionnaire was designed to cover the main points covered by this project, which are the three sectors that we talked about, in addition to asking some questions related to the university and its work, such as an overview of the university, information about the colleges and institutes in the university, some details related to the number of students, and the operational difficulties that the university suffers from and any other details that the university would like to provide

The questionnaire was built to be an easy-to-use tool for Syrian universities in a way that educational institutions can add information directly. In addition, it was allowed to upload additional documents if any of the educational institutions wished to do so.

After that, by analyzing the data generated by the results of the questionnaire, the extent to which Syrian universities apply these three sectors, the impact of the war on these sectors, and clarifying the main weaknesses in the structure of these three sectors in Syrian universities, as well as identifying the main weaknesses of Syrian universities, is analyzed.

To provide a broader understanding of the higher education system in Syria, a summary of licensing and quality assurance bodies in Syria is presented. By accessing the current situation of the Syrian universities in these three sectors (after the results were analyzed

and presented via visual data sets and figures), recommendations and suggestions are presented that aim in general to improve the work of Syrian universities.

#### - **Propose of the Research**

This research aims to generalize the research in countries that are witnessing or will witness a conflict situation that affects the operation of higher education institutions.

Wars in all countries of the world proceed in the same way, follow the same method, and have the same devastating effects.

This study and its results can be generalized to any country experiencing a state of conflict and war. When talking about quality assurance in areas that have witnessed a state of war or conflict, it is rare to find objective studies that discuss the situation of higher education in such cases, or what are the difficulties faced by educational institutions, or what are the most pressing issues for these institutions.

It seems that war is part of human history over all eras of history, and these wars have the most severe damage to the higher education sector, and therefore, it is necessary to provide a helping hand to these universities and to generalize the experience they went through. The results, data, and observations contained in this study can be applied and drawn to any country experiencing a state of permanent conflict, as the higher education sector in that country will experience the same difficulties that I will discuss in this study. This research can benefit all higher education institutions in countries experiencing situations of permanent conflict, and all countries that might find themselves, for any reason, in the middle of devastating conflict. Quality assurance bodies, higher education councils, and international accreditation networks can benefit from this research by understanding the difficulties and obstacles faced by HEIs in the affected areas, and countries experiencing armed conflict.

#### - **Objectives of the research**

From a general perspective, this research aims to *present a general study of Syrian universities, their operational status, and the difficulties they face in general*. Then, more specifically, *it aims to analyze the aspects of internationalization, quality assurance, and academic rankings of these Syrian universities and then compares Syrian universities with regional universities in terms of the operational strength and general aspects*. After that, the project focuses to *present a future vision of the situation of higher education in Syria in light of the division in areas of influence and control, and in light of the continuation of the conflict for more than 11 years*. For the purpose of assisting Syrian universities, *the project aims in particular to identify problems and difficulties and to present some proposed solutions to these difficulties*. The research tries to generalize the Syrian experience in higher education in countries that are likely to witness conflict and war.

### - **Statement of the Problem**

There are many difficulties that Syrian universities are experiencing as a result of the conditions of this 11-year endless war. This war has caused a collapse in teaching standards in all Syrian universities, a collapse in the quality of education, a failure to properly control the educational process, and severe financial difficulties experienced by most universities.

In addition, Syrian universities were unable to implement appropriate quality assurance or apply the standards and requirements of international quality assurance bodies. Most universities were unable to obtain external accreditation from international quality assurance agencies (with very few exceptions). In addition, the ranking of Syrian universities has significantly decreased, and the focus has been placed on rankings based on web content, without focusing on rankings related to scientific research. No Syrian university has been able to be ranked less than 3,500 out of 32,000 universities around the world.

Finally, due to the stalemate caused by the war and conflict, Syrian universities have not been able to build a strong and wide network of relations with international universities and have not been able to join international education programs and initiatives such as Erasmus and other international programs.

### - **Research Questions**

This research proposes the following questions:

- What are the most prominent problems and difficulties that Syrian universities stand against?
- What are the operational difficulties of Syrian universities?
- How did the war affect the ranking of Syrian universities?
- Is it possible to benefit from the results obtained in other countries that had experienced conditions similar to the conditions of the Syrian war?
- What are the main difficulties, problems, and obstacles faced by the university?
- What university rankings does your university have on their lists?
- Does the university have memberships in international networks of universities?

### - **Keywords**

Ranking – Armed-control-areas – Syrian Universities – Accreditation – Quality Assurance – Internationalization

### - **Significance of the Research**

This research is the first of its kind in the Middle East that studies in detail and extensively the impact of war and conflict on the quality assurance of higher education in a country that is under the circumstances of war. It is also the first research around the world (at the master's and doctoral levels) that analyzes the impact of war and conflict on the operation of universities in a country that has gone through armed conflicts and provides final results and recommendations that universities that are located in areas of conflict or wars, or countries threatened by wars in their lands, can view and benefit from.

At the end of the research, recommendations are made for universities to overcome their current difficulties. The research also provides recommendations for accreditation and quality assurance bodies that they can refer to be able to understand the general operational situation of universities in a state of war, what are the urgent requirements for these universities, and what is the optimal mechanism through which, a quality assurance model can be applied in these universities with the help of accreditation and quality assurance bodies external.

### - **Research limitations and Restrictions.**

The scarcity of literature in the field of quality assurance of higher education in conflict and war zones was the biggest obstacle to conducting this study. Other limitations I encountered are related to the inability to collect information directly from universities due to the implicit division of Syria, which I will talk about later.

### - **Ethical Aspects of the Research**

This research is the personal product of the author, and the author collected the information based on integrity and transparency. In this research, no confidential information or data was used, and all data and information that were used, discussed, and referenced in the research are available in the public domain of these universities, whether on university websites or social media platforms. No party's privacy was violated while collecting this data. No information that can be considered confidential by Syrian universities, higher education councils, or academic institutions was or will be disclosed under any circumstances.

### - **Student's Satisfaction Ratio**

To determine the percentage of students' satisfaction with the educational process, the only method that brings together all Syrian universities has been used, is by referring to the pages of Syrian universities on social media platforms, specifically Facebook. 30 random student comments were selected from the public publications that the universities



published, and these data were analyzed according to a parameter (negative comment - positive comment). A percentage of these comments have been accessed and added in an item called: “The level of student's satisfaction with the educational process” in determining the general data for each university.

#### - **Questionnaire of the Research**

A questionnaire was designed that includes all aspects covered within the scope of the research study, which includes the difficulties that the university suffers from, statistical information, financial information, salaries of faculty members, the applicable quality model, the importance of internationalization for the university, and the role of rankings in the university's activity. The link to this questionnaire was sent to all Syrian universities by e-mail. 30 universities answered the questionnaire, and I had received multiple error messages that the email questionnaire did not reach some universities.

For the aforementioned reason, and to support the questionnaire and the statistical information, a lot of information about Syrian universities and their faculties have been collected from their websites, Facebook pages (the main social media platform for exchanging information in the Middle East), Twitter accounts and YouTube channels, and any related information available on Google that can enhance our prospects of those universities.

The questionnaire was sent to universities via e-mail, while some universities were contacted via WhatsApp to obtain this information.

As for the questionnaire, I requested that it be filled out by the university president, his/her deputy, or any person who possesses general and specialized information about the university. I will attach at the end of this research the answers sent by universities to the questions proposed in the research.

## II. Literary Review

Although many previous studies in the literature on providing elementary education in conflict areas, and providing acceptable education in war and disaster areas, very few studies discussed quality assurance in higher education in disaster and conflict areas, and the following, are some examples of that:

- In an article published by the International Institute for Educational Planning of the United Nations Educational, Scientific and Cultural Organization UNESCO, Leonora MacEwen, (2013) discussed in detail the need for countries affected by conflicts, clashes, and wars to find strategies aimed at preventing transferring the armed conflict to education and academic programs. The report insisted on the fact that donors and funders should never ignore the needs of educational institutions during times of war. The report also discussed that the International Institute for Educational Planning and the International Network for Education in Emergencies would provide concrete ideas to enhance the implementation of conflict-sensitive education, and called on the humanitarian and development sectors to cooperate more effectively to increase the quality of educational investment in post-crisis situations. The International Network for Education in Emergencies also launched the Conflict Sensitive Education Package, which consists of "*Guidelines for Integrating Conflict Sensitivity into Education Policy and Programming in Fragile and Conflict-Affected Contexts*".
- Smith B, (2014), in his article published in Bay News, through a meeting of the Scholars Rescue Fund, a research study concluded that about 150 students were killed in Kenya due to attacks by militant groups, and about 500 Iraqi academics were killed in the violence and chaos that followed the Iraq War in 2003. The study concluded that "*higher education institutions must be protected as open and inclusive spaces where challenging ideas are discussed and diversity accepted without resorting to violence.*" It also called on "*state and non-state armed actors*" to treat universities as "*neutral and safe places during the conflict.*" and ensure that higher education communities are physically safe and free from intimidation.
- Sangdale J, (2016) points out that supporting higher education programs in conflict areas is the best way to prevent the flow of refugees, and is the cheapest, most effective, and sustainable way to stabilize conflict areas in the long term. Professor Sangdale points out in the Afghan case that there are 150,000 people annually who are unable to obtain the opportunity for university education.
- Rabbani, F., Nakamura, A., Mogeni, (2020), in a study conducted by the Partnership Institute for International Education and presented on February 27<sup>th</sup>, 2020, pointed out the great difficulties faced by Sudan were discussed in providing educational opportunities in this country, which witnessed a long state of

- continuous conflict and civil war that decimated the country and drained its resources.
- Østby, G., & Nordås, R., (2021), in a study titled "Protecting Education in Conflict Zones - A Step in the Right Direction" issued by the Peace Research Institute Oslo (PRIO) on November 16<sup>th</sup>, 2021, called for the support for education as a "*good peace policy*". The study discussed that the next goal is that the education provided meets certain quality standards and that education is the right of everyone, regardless of gender, race, or religion, and that this is extremely important for peace and long-term development. The study concluded that from the general perspective, and when thinking about education in crisis areas, the focus of all parties is to support access to the widest possible range of education without focusing on the content and quality of education, which can be equally important to reduce the risks of conflict and promote democracy and development.
  - Heleta, S., (2015), in his article published in Social Science Space titled "*Universities in War Zones Can Heal From Their Wounds*" concluded that countries emerging from violent conflict need immediate, significant, and long-term support to reform higher education systems and institutions. Higher education institutions from Europe and the United States and academic entities in Africa such as South Africa can also help post-conflict universities in several ways, including by creating support networks, research collaborations, fundraising, organizing staff and student exchanges, developing accreditation, and quality assurance mechanisms. The researcher also added that universities could not do this alone, and needed the support of funders to make the process successful.
  - Milton, S., & Barakat, S. (2016), in their research paper titled "*Higher Education as a Catalyst for Recovery in Conflict-Affected Societies*", point out that higher education is neglected and not a priority in post-war reconstruction efforts. The authors note that in a review of World Bank lending to the education sector in countries emerging from the conflict, primary education received 43% of the funding, while higher education received only 12%. The authors also pointed out that higher education in conflict-affected contexts did not receive the renewed attention that the sector received within the framework of the prevailing development thinking since the turn of the millennium. Basic education, the legal system, and the higher education sector was either seen as an expensive luxury that war-torn societies could not afford or were increasingly seen as better left to the private sector.

Many studies have discussed the impact of conflict on basic and secondary education, and we will not mention them because they are not the subject of our research.

### **III. Dedication**

First of all, I would like to thank my wife and children, for tolerating my preoccupation with them for the past two years. It is difficult for anyone to continue his studies, stick to his work and spend time with his family.

For me, I had to spend 18 hours a day balancing my master's studies at Catalonia Open University, finishing my Ph.D. in Quality Management at Azteca University, fulfilling my work requirements with the 3 universities I work with, completing my translation contracts, and spending time with the family! This was a really daunting task.

I thank my friends and co-workers for their endless support and encouragement, and in particular, my friend Abdullah Al-Hajji, for his encouragement and support.

I would like to say *thank you* to my supervisor, Dr. Sandra Marcos Ortega, for all your directions, advice, and observations, which had a great role in developing and preparing this thesis. Without your support, I really would be lost.

Many thanks to the International Network of Quality Assurance Agencies in Higher Education INQAAHE for providing financial support to cover the fees for this program. You are the quality assurance umbrella, and you are the supporter for all of us.

Many thanks to all professors at UOC who were keen to support me and provide such an interesting and wonderful trip.

#### IV. Higher Education in Syria before and after 2011

Formerly known as the Syrian University, and according to Lindsay R (2013), Damascus University is the oldest university in Syria and the Ministry of Higher Education was established in 1966 to supervise scientific and educational institutions, such as universities, academic councils, the Arabic Language Academy, and teaching hospitals. Most post-secondary education is provided by the state, but legislation passed in 2001 allows the establishment of some private universities and colleges.

Local policies focus on the teaching of engineering and medicine in Syrian universities, with less emphasis on arts, law, and business. Most universities in Syria follow the French model of higher education

Prior to 2011, education was receiving attention from the Syrian government, as the Syrian constitution guarantees the right to education for every citizen. It is compulsory and free in the basic education stage, and free but not compulsory in the secondary stage and with a nominal fee for university education.

According to a report entitled *The State of Higher Education in Syria before 2011* was published by the Council of Academics at Risk, until 2001, there were 4 public universities in Syria (Damascus University, Aleppo University, Tishreen University, and Al-Baath University). By 2011, 16 private universities were opened, the Syrian Virtual University was established, and a fifth public university, Al-Furat University, was established.

In addition, 6 government higher institutes were opened as follows:

1. Higher Institute of Dramatic Arts 1977 (Damascus).
2. The Higher Institute of Applied Sciences and Technology (HIAST) 1983 (Damascus).
3. The Higher Institute of Music 1990 (Damascus).
4. Higher Institute of Business Administration (HIBA) 2001 (Damascus).
5. The National Institute of Public Administration (INA) 2002 (Al-Tall city, on the outskirts of Damascus).
6. Higher Institute of Water Management 2009 (Homs).

As a result of the war conditions in Syria, and the turmoil arising from the sustainability of the conflict, and after 11 years of war, it seemed clear that the division in Syria is implicit if it is not an explicit one following international agreements. This division is embodied in the social, living, economic, and living reality, as well as the fact that the continuation of the conflict has led to the people of Syria not feeling that they belong to one country, and by this, I mean that many Syrian regions have become separate and independent from central Syria, and have become completely independent in their system of life, its living

stability, economic returns, and its governance system, even in the differences in time zones.

It is important to take into account that Syria has changed very rapidly during the years of the Syrian war, and even the population of Syria has changed very dramatically. For example, according to the statistics of Worldmeter and Countrymeter, the population of Syria on February 24, 2022, was approximately 16,475,000, while its number in 2010 was approximately 21,362,529, and their number was estimated at 16.9 million in 2018. The reason for this sharp decline, taking into account the passage of 12 years, is a large number of displaced people outside Syria exceeded 8 million, in addition to the loss and death of nearly 1.5 million Syrians during the years of conflict. It is not possible to obtain exact figures and stats due to the circumstances of the war. The number of the Syrian population is also significantly declining during the current period due to the massive waves of migration toward neighboring countries as a result of the very difficult economic conditions inside Syria. It is expected that the population will decrease by about 370 thousand people to reach the beginning of 2023 to 16,139,840 at the beginning of 2023.

According to this perspective, Syria can be implicitly divided into the following sectors:

**Sector A:** It includes the areas controlled by the central government, and according to Jussor for Studies (2021), the area of domination is estimated at 63.38% of the area of Syria. This area includes the cities of Damascus, Aleppo, and Homs, in addition to the coast (which includes the deployment of Russian forces), the Damascus countryside (which includes the areas of Iranian deployment), and the southern region of Syria (which could turn into an independent sector and an independent governance area due to its instability and lack of control complete and comprehensive of the central government).

These areas are under the control of the central government, and commercially, are dealt with in the Syrian pound SYP. As for the higher education sector, this region includes the four public universities (Damascus, Aleppo, Al-Baath, and Tishreen), while the fifth public university (Al-Furat University) suffers from many operational problems due to the spread of its branches in the areas of control of the AANES, and the University of Hama and Tartous University was opened to be tributaries of public universities. The percentage of control of Sector A did not exceed 15% in 2013, but with the war entering a new dimension with the direct entry of Russian forces, the percentage of control of this sector reached what it is today. Despite the vast areas covered by Sector A, the population does not exceed 9 million due to severe migrations from this sector to neighboring countries.

**Sector B:** It includes the opposition-controlled areas, the administration areas of the Turkish administration, and the greater Idlib region. Sector B's domination area, according to a report published in Feb 2022 by *humanite* entitled, “*Syrie. Après 10 ans de guerre : ce que révèle la carte du pays aujourd'hui*” is estimated at 10.98% of the area of Syria.

This area includes the greater Idlib region and its cities (under indirect Turkish administration), and the cities of Afrin, Azaz, and Tal Abyad (under direct Turkish administration). This sector is directly related to the Turkish government in which, these areas are subject to the Turkish time zone (GMT +3) and not the Syrian region (GMT +2). In addition to that, commercially speaking, people are dealing with the Turkish currency and not the Syrian currency. This region obtains its services (gas - electricity - internet) from Turkey, and education is conducted in the Arabic language in addition to a wide and large spread of the Turkish language, and a large spread of Turkish administrations and institutions.

As for the higher education sector, this region includes two public universities: Idlib University, affiliated with the Higher Education Council in Idlib, and Free Aleppo University, affiliated with the Interim Government, in addition to the spread of a large number of private universities, which we will talk about in a later chapter.

The percentage of control of Sector B exceeded 80% of the area of Syria in 2013, but the percentage declined after the intervention of the Russian and Iranian forces, reaching what it is today. Despite the narrow area of the sector compared to the area of Syria, this sector is considered very crowded due to the large spread of the population who have been displaced from the areas of the central government as a result of the conflict, and a large part of this population resides in camps that were established and supported by international NGOs. According to Fabrice Balanche (2020), The population of this sector is about 4 million.

**Sector C:** It includes the areas of control of the Syrian Democratic Forces, which was established on October 11, 2015, to fight the former Islamic State ISIS, which later expelled it from the area and took control of the northern Euphrates region, which is estimated at 25.64% of the area of Syria. This area includes the cities of Deir ez-Zor, Al-Raqqah, Al-Hasakah, Al-Thawra, Al-Qamishli, and all the cities and towns located east of the Euphrates River. This region operates independently from the rest of Syria and has its own economy based on oil. The region possesses huge water and electrical wealth represented by the Euphrates River and the Tabqa Dam for electricity.

This region has good relations with Iraqi Kurdistan and is logistically supported by the international coalition led by the United States. As for the higher education sector, this region includes three universities, which are universities affiliated with the Autonomous Administration (the government body in the region), which are the universities of Rojava, the University of Kobani, and the University of the East. These three universities go through the absence of a methodology and action plans of their own as if they know that they will work for a temporary period, and the reason for this is the focus of teaching in



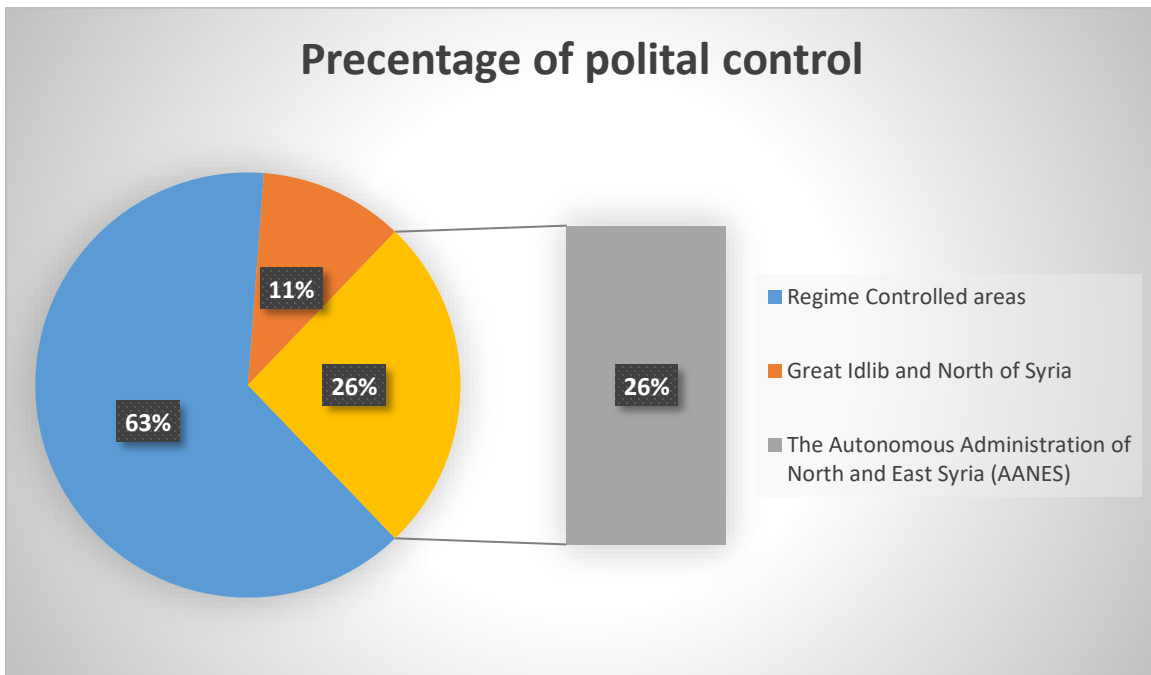
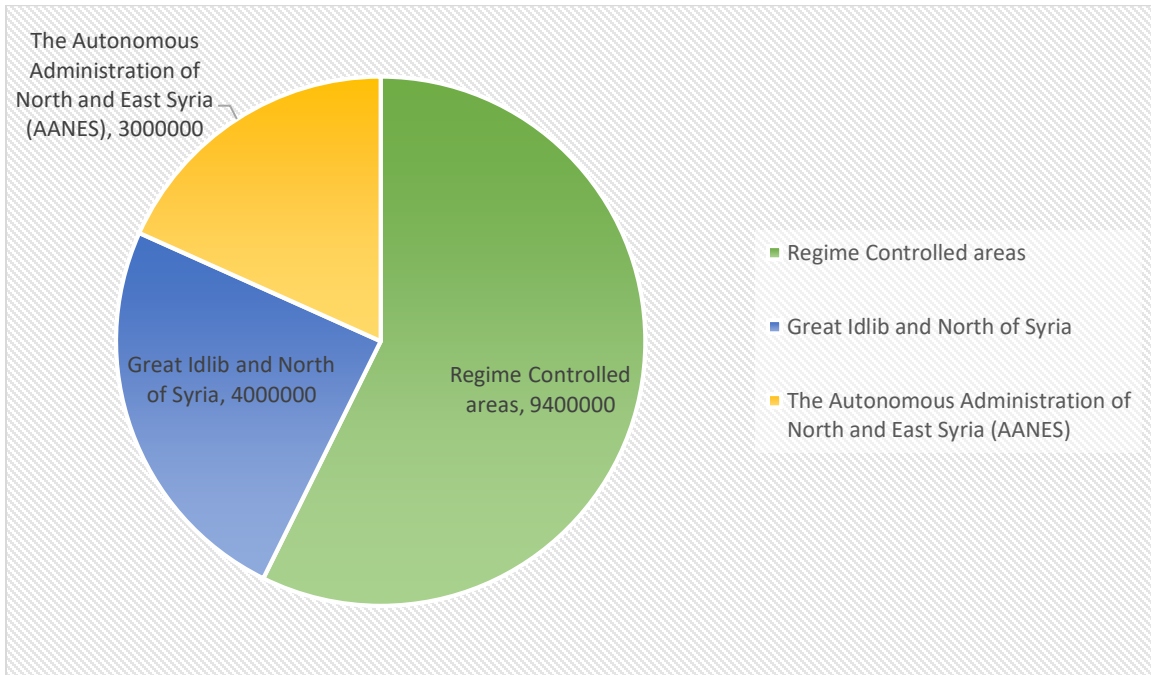
these universities on specific topics and issues, with the absence of a specific strategy for development. We will provide a later overview of these universities in detail.

The population of this sector is about 400,000 people. The Autonomous Administration of North and East Syria AANES is a Syrian region that extends in the north and east of Syria in which de facto autonomy has been established. The Autonomous Administration controls the area by the Syrian Democratic Forces and includes parts of the governorates of Hasaka, Raqqa, Aleppo, and Deir ez-Zor. This region is a multi-ethnic region and is home to large Arab, Kurdish, Syriac, and Assyrian populations, with smaller groups of Turkmen, Armenians, Chechens, and Yazidis.

According to Cameron Glenn (2016), The Syrian Democratic Forces participated in the war against the Islamic State (ISIS) and continued to include lands outside its control into its administration. Although it enjoys few foreign relations within the framework of military support, the region has not been officially recognized by the government of Syria or any country or international organization. Kurdish nationalists refer to the region as “Rojava,” and this name refers to what they consider to be “West Kurdistan,” which in their literature is part of what they call “Kurdistan,” a supposed region that they seek to become a state that also includes other parts of Iran, Turkey, and Iraq.

The Autonomous Administration was established initially as “Rojava Federation-Northern Syria” and then, following international and local pressure, the name was changed to “Democratic Federal System of Northern Syria”, where the Kurdish Democratic Union Party militarily controlled the region and whose militias manage the situation there was forced to delete the designation “Rojava”. And replacing the word “federalism” with the word “federal system,” then, it adopted the current name (“Autonomous Administration of North and East Syria AANES”) to refer to its newly established self-rule in the region. Proponents of the region argue that it is a formal secular system with direct democratic governance based on a libertarian socialist ideology that promotes decentralization, gender equality, environmental sustainability, and pluralistic tolerance of religious, cultural, and political diversity and that these values are reflected in its constitution, society, and politics, which it claims constitute a model for a federal Syria as a whole, rather than complete independence.





## V. Higher Education Councils and Bodies in Syria: The impact of war

Before the beginning of the 2011 war, the Higher Education Council of the Ministry of Higher Education in Damascus was responsible for granting licenses to open public or private universities, and the decision to create a university was approved by the President of Syria.

As a result of the war in Syria, and after 2011, and as I mentioned in the last chapter, the structure of Syria changed in a way it was not there before, and as a result of the conflict situation during the past eleven years, as a result of the situation of the conflict, sectors of political, geopolitical, geographical, economic and social control were formed that separated from the central government completely and independently.

The higher education sector was not separate from this bloc and this new structure. As we indicated in previous pages, and as we will explain in the coming pages, many universities have been formed in conflict areas. It is necessary, as a result of this new reality of higher education, to have bodies regulating the work of these universities that fully supervise and manage these universities.

In this regard, in addition to the Ministry of Higher Education and the Higher Education Council of the central government in Damascus, which have been in place for many years, 3 higher education regulatory bodies have been formed in the different spheres of influence in Syria. Below, we explain the four bodies regulating the licensing and events of universities and higher education institutions in Syria.

It is important to note that the central government still has the sole decision to grant the .edu.sy domain to higher education institutions in its areas of control and therefore, in other areas of control of Syria, universities create their websites with .org, .university or .com domains, which is the only available option for Syrian universities at the moment.

At a later period, these universities can obtain institutional accreditation from an accrediting body listed by the US Department of Education, and in this case, they can obtain .edu domain for their websites.

### 1. The Higher Education Council of the Ministry of Higher Education in the central government in Damascus:

The Ministry of Higher Education was established in Syria in 1966 and works to bring about a qualitative development in the field of higher education and its knowledge and research outputs and to establish systems to ensure quality and accreditation.

The Ministry has established systems for self-evaluation, established quality assurance centers in public universities, launched a national program to formulate and set national academic standards for all disciplines, and set rules and accreditation standards for private

universities, and is working to establish a national authority for quality assurance and accreditation<sup>1</sup>. The Ministry also continues its efforts to update and develop study plans and create new specializations that are compatible with economic and social development to meet the needs of comprehensive and sustainable development.

The Ministry is also keen to develop university admission policies in line with the student's skills, and to achieve the best inputs to the educational process, to be an important pillar in the efforts being made to improve the efficiency of graduates and in line with the real needs of the labor market.

The ministry also aims to achieve excellence, perfection, and quality through building and investing human resources and knowledge as a strategic wealth and providing the infrastructure for knowledge transfer, settlement, generation, and dissemination to ensure the achievement of the state's goals and human development, and it seeks to make Syria able to compete regionally and internationally. The Ministry also works to secure educational and scientific research opportunities that are compatible with the principles of global development and are consistent with the requirements of sustainable development and societal needs, and it seeks to deepen the linking of universities to society and develop their performance and outputs according to approved standards of quality and excellence.

The Ministry aims to achieve the following:

- Increasing opportunities to enroll in higher education and making them available to all according to merit criteria.
- Promote optimal investment in education and scientific research as an effective resource in the development process.
- Enhancing the alignment between education outcomes and labor market requirements
- Develop performance and efficient use of resources.
- Strengthening the governance of higher education and developing institutional administrative work.

The structure of the higher education system in the ministry:

The structure of the Ministry consists of the following departments and units:

- Public universities: These include the universities of Damascus, Aleppo, Tishreen, Al-Baath, the Alfurat, Hama, Tartous, and the Virtual Universities.

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<sup>1</sup> Unfortunately, the establishment of this specialized national authority related to quality assurance was not easy to implement due to the difficulties that resulted from the Syrian war, which caused the collapse of the higher education system in Syria. Even before the war years, the application of this specialized national authority was not possible as a result of the conditions regulating the operating of Syrian universities.

- Private Universities: It includes several private universities (we will talk about them in detail in the next chapter).
- Higher Institutes: These include the Higher Institute of Business Administration, the National Institute of Public Administration, the Higher Institute of Housing Studies and Research, and the Higher Institute of Water Management.
- Councils: It includes the Higher Education Council and the Higher Council for Technical Education.
- Central Administration and Affiliated Entities: It includes the Central Administration, the Arabic Language Academy, the General Authority for Biotechnology, the General Authority of the Student Credit Fund, the Health and Social Solidarity Fund, the Information Technology Center, the Measurement and Evaluation Center, and the Excellence and Creativity Commission.
- Teaching hospitals: They include Al-Assad University Hospital, Al-Mowasat Hospital, Children's Hospital, Obstetrics and Gynecology Hospital in Damascus, Al-Biruni Hospital, Heart Surgery Hospital in Damascus, University Dermatology and Venereal Diseases Hospital in Damascus, University Oral and Maxillofacial Surgery Hospital in Damascus, Aleppo University Hospital, Al-Kindi Hospital in Aleppo, Obstetrics and Gynecology Hospital in Aleppo, and Heart Surgery Hospital in Aleppo Al-Assad University Hospital in Lattakia and Tishreen Hospital in Lattakia.

## **2. Coordinator of the Universities of North and East Syria of the Democratic Autonomous Administration of North and East Syria**

As I mentioned in the previous chapter, The Autonomous Administration of North and East Syria (AANES) was established in the areas that were controlled from the areas controlled by ISIS. During the past six years, AANES has brought about many changes in the structure of education in the areas it controls. It launched the education system in the Kurdish language and established a new system to supervise the educational process, a system known as the "education system for a democratic society", which includes educational bodies in the areas of self-administration, the Kurdish language teaching institution, academies and institutes that teach in the Kurdish language.

The Education Committee for the Democratic Society, which is one of the institutions of the AANES, worked to prepare for the first time to teach the Kurdish language in the schools of the cantons of the AANES regions, known as the "Rojava" regions, as a subject given for an hour or two in classrooms. In September 2014, the Mesopotamian Academy of Social Sciences in Qamishli began teaching, as many academies designed under the

liberal socialist academic philosophy and concept were in the process of being established or planned.

In August 2015, the traditionally designed Afrin University in Afrin began teaching, with initial programs in literature, engineering, and economics, including institutes of medicine, topographic engineering, music, theater, business administration, and the Kurdish language. Later, the university transferred a number of its students to Rojava University in Qamishli.

In July 2016, the Education Council of Jazira Canton began to establish Rojava University in Qamishli, and it established the faculties of medicine, engineering, science, arts, and humanities. Programs taught include health, computer, agricultural engineering, physics, chemistry, history, psychology, geography, mathematics, primary education, and Kurdish literature. There is an additional faculty of petroleum and pharmacology in Rmelan and the language of instruction at the university is Kurdish.

The universities established by the administration are experiencing several problems, perhaps the most important of which are:

- Their failure to obtain the recognition of the United Nations or any regional or global country.
- Not discussing the university's opening plan with academics and specialists, despite the presence of three deans of faculties at Syrian universities, deans of deans, and heads of departments.
- Those in charge of opening the university marginalized the academic cadres in the province.
- The university lacks a person to fill the presidency and hold a doctorate with the rank of assistant professor at least.
- The lack of teaching staff and the absence of someone who can replace the Minister of Education to sign certificates.
- A great lack of educational supplies, such as the lack of classrooms in the College of Medicine that meet the department's requirements, or laboratories and a university hospital affiliated with it.
- Other colleges lack halls and auditoriums that can accommodate large numbers of students, in addition to the lack of offices that are specific to each college, and a central library for the entire university.
- One of the existential and political challenges facing universities of AANES is the very turbulent relations with Turkey, which in turn threatens to invade and control the region. For this reason, the universities affiliated with AANES *must* communicate with the Turkish academic bodies and coordinate with them in a way that guarantees the independence of universities from political and military

conflicts, and the continuation of the work of universities in the region in the event of any political or military change.

The Autonomous Administration of North and East Syria (AANES) is accused of ideologically ignoring educational materials as a result of its imposition of an article called "the democratic nation", which stems from the thought and theory of Abdullah Ocalan. The process of adopting educational curricula in the Kurdish language has also begun in areas with a Kurdish concentration.

AANES has formed institutes to teach languages: Kurdish, Syriac and Assyrian, and it is the only body that can prepare teachers and appoint them later, under the supervision of the Education Authority for Autonomous Administration.

### **3. Higher Education Council in Idlib**

An independent academic institution was established in the city of Idlib in 2016 to license universities and raise their educational standards.

The council exercises the following competencies:

- Setting the organizational and administrative structure and the scientific, administrative, and financial regulations necessary for the work of universities and their branches, in a manner that does not violate the Universities Organizing Law and its Executive Regulations.
- Approving the events and opening of specialized scientific centers attached to universities, colleges, or institutes.
- Approval of the internal regulations that include the private affairs of colleges and institutes.
- Approval of the establishment of scientific degrees at the level of qualification studies, specialization, or postgraduate studies in any of the university's faculties, based on a scientific cooperation agreement carried out following the provisions of the law with a non-Syrian university.
- Approving the general rules for the wages of contractors, researchers, lecturers, visiting professors, and those charged with applied work, and their compensation and rewards proposed by the university councils.
- Setting rules for the transfer of students from one college to another and from one university to another.
- Determine criteria for equivalence of degrees and academic qualifications.
- Defining the tasks of the Higher Education Council.
- Setting executive instructions and other conditions that it deems necessary to appoint faculty members.

- Lay down the rules regulating the position of a faculty member at the university based on the proposals of the university councils and councils of their scientific affairs, and the equivalence of academic degrees to fill that position.
- Develop executive instructions to implement the provisions of the articles of the Universities Organizing Law to be appointed to the position of assistant professor or professor, whether from inside or outside the university.
- Setting rules for evaluating educational performance and developing the scientific, technical, linguistic, and research competence of faculty members.
- Approval of the transfer of a faculty member to another public position.
- Establishing rules for the delegation with scientific missions for scientific research for a faculty member, and re-delegating him to take advantage of the aforementioned mission.

Higher Education Council aims to achieve the following:

- Increasing access to higher education and making it available to all according to merit criteria.
- Promoting optimal investment in education and scientific research has a major role in development.
- Enhancing the alignment between education outcomes and labor market requirements.
- Improve performance and resource efficiency.

#### **4. The Council of Higher Education of the Interim Government**

The Higher Education Council of the Interim Government was established in 2016 to be the legislative body for licensing public and private universities in the northern Syria region and the areas of the Turkish administration in the cities of Afrin, Azaz, al-Bab, Jarabulus, and Tal Abyad. The Council works to follow up on higher education affairs in public and private universities and institutes. In addition, the Council draws up higher education policies in all fields, whether in the educational staff or organizing student affairs and curricula. It is a legislative body that issues decisions and is ratified by the interim government and grants a license to universities and private institutes according to an internal system in the liberated areas.

The council aims to achieve all of the following:

- Setting rules of eligibility and competence in transfer and appointment to posts in the technical body, and rules for evaluating educational performance and developing competence.
- Setting rules for equivalence of non-Syrian degrees for candidates for appointment to a teaching assistant position, and the rules for their appointment and disapproval.



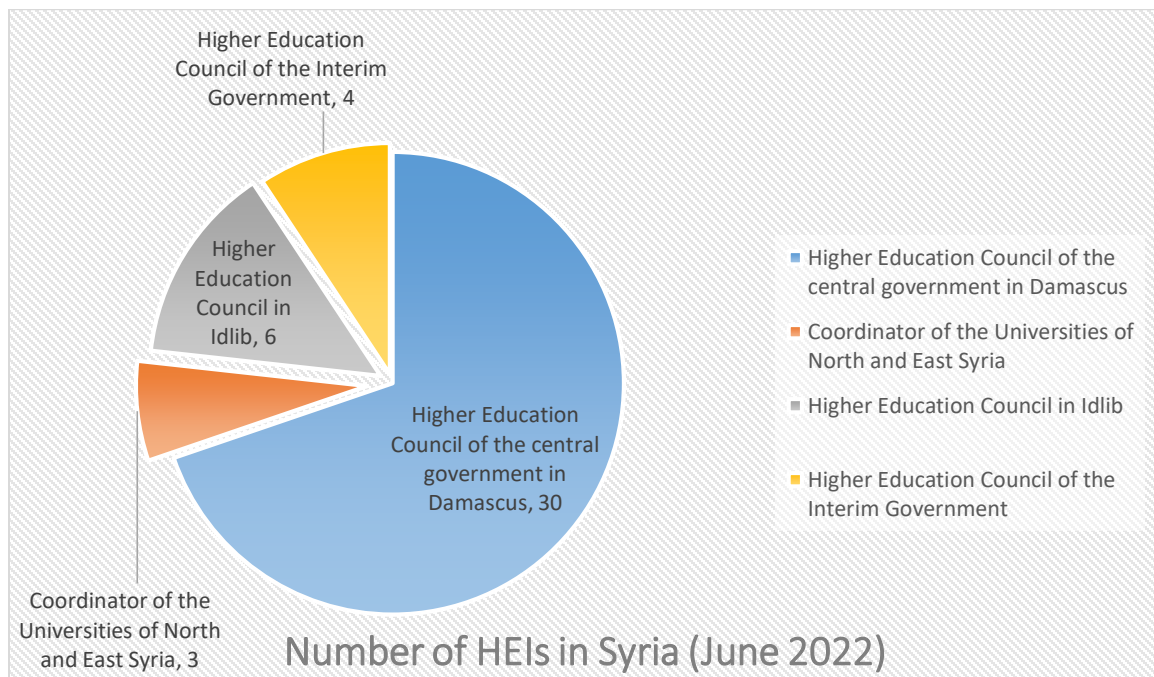
- Establishing rules for awarding an honorary doctorate degree.
- Suggesting detailed provisions related to the updated division.
- Establishing the rules of football and the provisions related to the affairs of the departments.
- Setting rules for determining teaching hours for scientific workers who are not members of the teaching staff in universities.
- Laying the foundations related to calculating the teaching hours in the quorum for the person charged with teaching individually or jointly with others.
- Setting the rules for the additional work that falls on the members of the educational staff in addition to their teaching shares (doing student interviews, exam work, and correcting papers).
- Suggesting the rules for preparing the budget for practicing the profession at the university, issuing it, contracting its expenses, liquidating and disbursing from it, the principles of keeping its accounting, its restrictions, depositing its funds, and everything related to it (the financial system for practicing the profession).

The council is also developing the necessary executive instructions to implement the provisions of practicing the profession, especially in the following:

- Setting procedures for accepting professional works and the rules for universities' participation in competitions and tenders to carry out the work of practicing the profession.
- Setting rules for distributing missions and professional work to the offices of practicing the profession in colleges and to members of the teaching staff and technical staff therein.
- The foundations of inter-faculty cooperation for the implementation of joint multidisciplinary professional work.
- The foundations and rules of cooperation for practicing the profession with scientific and research bodies and institutions inside and outside Syria.
- Determining the tasks of the Profession Council and the Profession Practice Office.
- Determining the system of study in colleges (annual, semester, credit hours, etc.) and setting the organizational structure and study plans according to this system.
- Determining the start and end of the study according to the academic system adopted in the college, and the University Council, when necessary, may decide to start and end the study on dates other than the mentioned dates after the approval of the Education Council.
- Determining the start and end dates of exams according to the college's study system.
- Lay down rules relating to the results of exams for various courses, after taking the opinion of university councils.
- Establishing rules for depriving a student who tries to cheat or cheat in the exam from sitting for the exam.

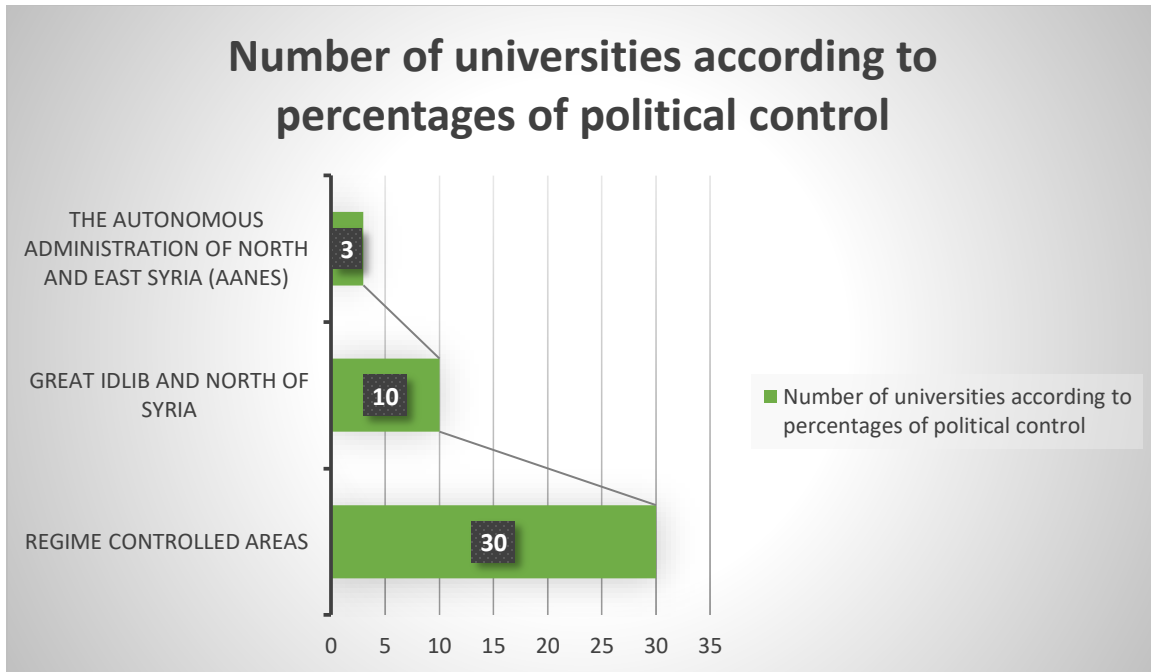


- Determining the license degree certificate form based on the proposal of the relevant university council.
- Setting the provisions governing the transfer from the academic year in which the student is registered to the next academic year following the approved academic system.

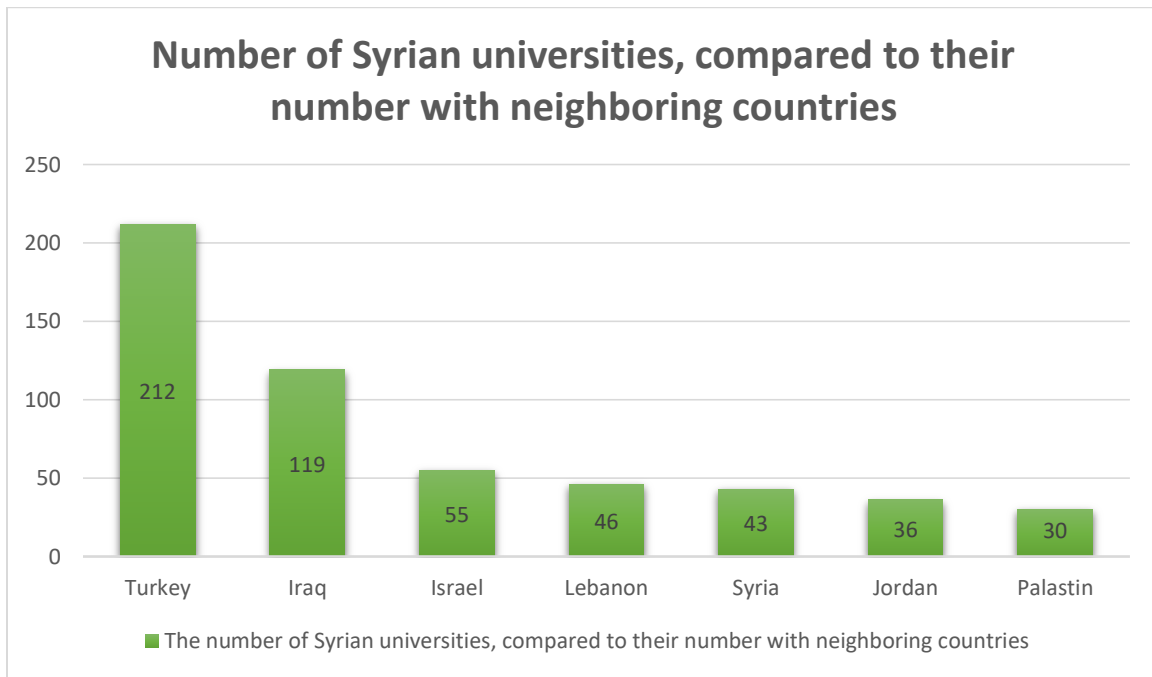


## VI. Comparison between Syrian Universities and Other Universities in Different Contexts.

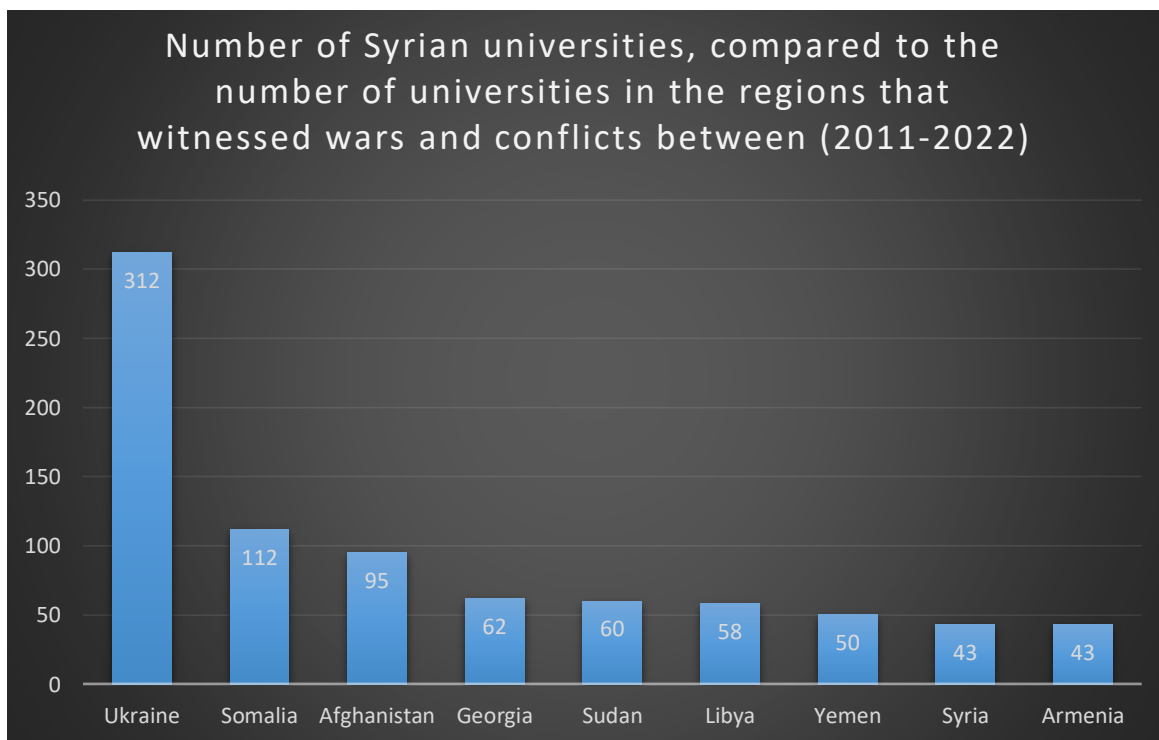
As we noted in the last chapter, Syrian and foreign universities have spread greatly during the past years, and their number and influence have increased significantly as a result of the Syrian war, as universities have become serving certain ideologies, and spread to spread certain intellectual trends. Below we can observe the percentage of universities in the different areas of control in Syria.



The following figure also provides an average ratio and proportionality between the numbers of Syrian universities, and compared their number with neighboring countries:



The third figure provides a comparison between the number of universities that have experienced a state of conflict and war during the past twenty years compared to the number of Syrian universities.



## VII. Internationalization of Syrian Universities: Before and after 2011

According to Buckner E (2019), Gao, Y., Baik, C., Arkoudis, S. (2015), The internationalization of higher education is the process of adding international or global factors to the purposes, functions, or products of higher education. When talking about the internationalization of higher education, we directly mean the integration of an international, multicultural or global dimension into the post-secondary education system. The internationalization of higher education can be viewed as a process of integrating and embedding the international dimensions and the intercultural dimensions in the basic functions of universities, that is, in teaching, scientific research, and services provided by the university, to improve the levels of quality and competitive efficiency. (Hans de Wit 2020), pointed out that the increasing globalization and regionalization of economies and societies has created the context for a more strategic approach to internationalization in higher education.

### Internationalization of higher education in Syria before 2011

One day, the British author, and writer *John Donne* once said "*NO man is an island*". This means that a person cannot live alone or continue his/her life independently of people. The same methodology can be applied in higher education, by which we mean that higher education institutions cannot operate independently and separately from other universities, and cannot operate without communicating with their international partners.

In the period preceding the war in Syria, all Syrian universities (On October 5, 2012, the number of those universities was about 25 HEIs) worked to sign cooperation agreements with networks and international higher educational institutions, as well as signed cooperation and partnership protocols with international institutions, organizations, and networks such as the British Council, the Francophone Organization and other international institutions.

On January 14<sup>th</sup>, 2010, the University of Aleppo obtained full membership in the Francophone Agency. According to this decision, Aleppo University became a genuine member of the General Assembly of the Francophone University Agency, entitled to vote, and its authorized representative can be elected in the departments of the Agency. This membership is also granted to the students, professors, and researchers of Aleppo University the possibility of benefiting from all the Agency's programs, in particular from the grants offered by the Agency to its members. Through this partnership, the University of Aleppo and the Francophone University Agency, in the framework of scientific cooperation, have entered into a partnership agreement aimed at developing information and communication technology for education,

Syrian universities managed in one way or another during that period to achieve logical and reasonable communication with international networks and were able to sign

memoranda of partnership and cooperation with many international universities. The first university in this regard was the University of Damascus, which signed dozens of memoranda of partnership and cooperation with French, Spanish, and Japanese universities, and greatly enhanced its internationalization. When talking about private universities in Syria, the University of Kalamoon was a pioneer in this regard, as it signed a large number of memoranda of partnership and cooperation, perhaps the most important of which are scientific cooperation agreements with the University of Glamorgan, the University of Michigan, the University of Amsterdam, the University of Oklahoma, the University of Paris, University of Wyoming, University of Strasbourg, CNOUS, University of Genoa, CRUIE, ENST, Institute of Political Studies and National Political Science Foundation (Science-PO), and the University of Berlin.

In one way or another, the process of building partnerships and memoranda of understanding between Syrian and international universities was **based on political considerations**. In the period prior to the war years, the Syrian government had good relations with European countries, East Asian countries, Japan, Russia, and Iran, and in this way, Syrian universities did not find any difficulty in building partnership and cooperation MoUs with universities located in those countries, attending seminars with them, or organizing conferences and academic events. **All Syrian universities (whether public or private) were working within the umbrella of the Syrian government's relations with other countries** and benefited from this relationship by building a network of their own.

### **Internationalization of higher education in Syria after 2011**

With the beginning of the uprising in Syria in the spring of 2011, its transformation into an armed conflict in mid-2012, and the intensification of the conflict with the intervention of international parties in 2013-2014, European countries began to stop their relationship with the central government in Damascus and began expelling ambassadors, closing embassies and stopping all forms of cooperation with all Syrian higher education institutions.

This was reflected in higher education in Syria, where Syrian universities found themselves between two fires: operational difficulties, student dropouts, the collapse of the currency value, the suspension of the educational process, and the resignation of faculty members on the one hand, and the suspension of most partnerships and memoranda of understanding for Syrian universities with the international academic community.

This led to an academic shock suffered by these universities, which were suffering from the struggle for survival. Some of these universities had to change their headquarters and build new temporary campuses instead of the old ones.

With the continuation of the war years, and during the past four years, Syrian universities began to benefit from the geopolitical impact of countries that contributed to supporting their political presence. In other words, universities in central government-controlled areas have begun to sign memoranda of partnership and cooperation with Russian and Iranian

universities, and cultural, scientific, and academic cooperation agreements with Chinese higher education institutions. In turn, Iranian institutions have achieved a very large influence in the Syrian higher education sector. Examples of this can be illustrated by the following:

- On October 29, 2018, Dr. Muhammad Ziyad Sultan, President of Hama University, during his visit to Iran, signed memoranda of scientific cooperation between Hama University and 3 universities in Iran, namely (Ferdowsi University of Mashhad, Amir Kabir Technical University, and Al-Zahra University for Women). To “benefit from the Iranian experience in the field of scientific research and the educational system.” These agreements also focus on the scientific and cultural exchange of students and professors to study in Iran and complete their educational attainment, with the exchange of scientific expertise and mutual visits between professors and benefiting from technical expertise between Hama University and various Iranian universities.
- On November 15, 2018, the Persian Language Department was inaugurated at the Higher Institute of Languages at Tishreen University in coordination with the Iranian Cultural Chancellery in Latakia.
- On December 15, 2021, an Iranian delegation arrived at Al-Baath University in Homs to sign a scientific cooperation agreement with the university. This agreement includes the sharing of scientific materials and research achievements, the exchange of a scientific database, the establishment of a business incubator and a science and technology park
- On December 16, 2021, the University of Aleppo and the Iranian Academic Center for Education, Culture, and Research signed a memorandum of understanding to develop “joint cooperation” for a period of five years, subject to renewal, in the presence of the Iranian consul and the President of Aleppo University. The agreement with the University of Aleppo, according to websites close to the Syrian government, includes the exchange of scientific databases and research achievements, and the implementation of short-term specialized training courses at the University of Aleppo by Iranian professors. Under the agreement, the two universities exchange short-term visits for faculty members, exchange postgraduate students (Master's and Ph.D.) for research and training, accept them for scholarships, and jointly supervise their theses.
- At different times in the past two years, many Syrian universities signed memoranda of partnership and cooperation with Russian universities to exchange scientific and administrative experiences. **It is also important to note that universities located in areas under the control of the central government have become a mirror for conveying the portrait of the political orientation of the central government in Damascus.** During the past two months, the universities of Damascus, Aleppo, and Tishreen witnessed rallies in support of the Russian

aggressive operation against Ukraine, and these demonstrations raised the flags of Russia and the flags of the central government.

Unfortunately, Syrian universities have been completely politicized, and even the memoranda of partnership and cooperation that Syrian universities have signed during the past years are political protocols, influence and expansion agreements, and the dissemination of a specific intellectual system rather than academic scientific agreements or scientific, intellectual and knowledge exchange agreements.

It is very difficult to achieve the independence of Syrian universities again, given the state of severe interference in the functioning of these institutions, their system of work, and their activity.

### **Internationalizing Higher Education in Syria: Universities Established After 2014**

The newly established universities after 2014 were able to avoid most of the routine and traditional difficulties experienced by universities located in areas under the control of the central government, and these universities did not stand against the psychological obstacles that central universities were suffering from, such as student dropout, staff resignation, and the suspension of previously signed partnerships. As for these newly updated universities, the students of these universities had settled in the regions of north and northeastern Syria, and they are opponents of the central government who were displaced and fled from the central government areas for fear of being killed and arrested. Therefore, their new areas of residence are relatively permanent areas. The same principle can be applied to the teaching staff in these universities, as all the teaching staff in these universities hold an ideology that opposes the thought of the central government.

In this regard, we will study the case of universities located in the opposition-controlled areas in the Idlib region (Sector B) and universities located in the Autonomous Administration's control area (Sector C).

Idlib region:

Idlib region has witnessed tangible stability during the past five years, with some periods during which bombardment, explosions, battles, and skirmishes took place. Despite the above, stability seems to be the constant outlook for the region.

Idlib region witnessed the emergence of some universities (although the number of universities does not meet expectations and does not meet the needs compared to the geographical area and population) that have worked largely to achieve actual and tangible communication with the regional and international academic community, and worked to obtain prestigious international membership and signed memoranda of understanding and partnership With several international universities. In the following, we mention the internationalization of higher education in the universities of northern Syria:



Idlib University: Over the past 5 years, Idlib University has been able to grant its students many scholarships in Turkish universities. It has also been able to obtain membership of the United Nations Academic Impact UNAI, and membership in UNIMED, Mediterranean Universities Union. The university was also able to include its Faculty of Medicine in the WDOMS database and established a research journal for the university and obtained its ISSN.

AL-Shamal Private University: The University was able to sign several memoranda of understanding and partnerships with Malaysian and Pakistani universities. It was also able to obtain membership in the Asian Association of Schools of Pharmacy, membership in the United Nations Academic Impact UNAI, membership in the Quality Matters QM for improving quality for universities, membership in the International Association for Higher Education, membership in the Register Association Research Community ROR, and membership in the Association of Globalization and Arabization GALA.

Academy of Health Sciences: The Academy was able to sign several memorandums of partnership and understanding with a large number of universities in Pakistan, the USA, South Africa, and Britain. The academy is a member of a large number of international educational bodies, perhaps the most important of which are the National Association of Emergency Medical Technicians NAEMT, UNIMED, Mediterranean Universities Union, United Nations Academic Impact UNAI, GUIDE Association – Global Universities In Distance Education, GUNi - Global University Network for Innovation, The Consortium of Universities for Global Health (CUGH).

The Autonomous Administration of North and East Syria (AANES):

The Autonomous Administration of North and East Syria (AANES) worked differently from the work methodology of universities located in the north of Syria, where it established a follow-up office to run the work of universities (similar in its work to the Council of Higher Education). This office proposes the university's work plans and mechanism and its course of action.

The three universities located in The Autonomous Administration of North and East Syria (AANES) created advocacy groups in European countries. These teams consist of academics, researchers, professors, doctors, and stakeholders who have an ideology and an intellectual orientation similar to that of the Autonomous Administration. These advocacy teams hold seminars and conferences with European universities and educational institutions and provide a full and sufficient explanation about AANES universities to encourage European educational institutions to sign memoranda of partnership and cooperation with them. During the past few years, the main focus of the advocacy teams has been German universities and the reason for this is the large number of Syrian refugees in Germany. Rojava University has held joint seminars with Freie Universität Berlin, German, and has also held many meetings with many French and Spanish universities.



In a later period, these advocacy teams can contribute to linking AANES universities with accreditation and quality assurance bodies and agencies, which contributes to these universities obtaining international academic accreditation.

### **Difficulties of internationalizing higher education in the regions of Idlib and The Autonomous Administration of North and East Syria (AANES).**

Catalina Crisan-Mitra & Anca Borza, (2015) pointed out that internationalization of higher education is one of the main directions of development and the achievement of competitiveness and performance in higher education and international academic mobility; Student exchange programs and partnerships are some of the aspects that can play an important role in this process. Lack of qualified people who can communicate with the Quality Agency and the International Networks of Universities: Universities in the Idlib and AANES regions need to contract and communicate with academics and specialists who have academic, scientific, and professional experience in communicating with educational bodies, organizations, and networks that provide support services and scientific and professional development for the universities affiliated with them. It is also important for universities to qualify specialized cadres in the areas of quality assurance, accreditation, and internationalization, whether by training them locally or by sending them to external scholarships (either in a physical or online form) through which they learn to achieve the best possible results.

It is noticeable that several universities in the Idlib region have not yet begun to communicate with any international academic or educational institution or body. In this way, these universities are regressive and closed institutions that cannot be developed and will not be able to keep pace with academic development in the international academic community. We mention examples of these universities, for example, but not limited to (University of Mari - Academy of Alternative Energy - Al-Hayat University for Medical Sciences – Al-Sham International University - Al-Maali Private University). We advise these universities to start implementing a more open and comprehensive policy for the international academic community, which contributes to keeping pace with their peers from universities located in the same geographical area in which they are located.

The Autonomous Administration of North and East Syria (AANES) universities focus on the national geopolitical dimension more than the academic dimension: One of the main problems that AANES universities stand against is that they are still, until this moment, focusing mainly on the national dimension, their national presence, their historical grievances, and their eternal suffering, without focusing on developing the academic and scientific aspect. , and without expending energies and resources on improving its working methodology. While communicating with the international academic community, it is possible to refer to the historical and existential path that prompted the establishment of

universities, but for this historical and existential path to be the main driver of the university, it means that the university will remain permanently and continuously as a local university whose influence does not exceed the geographical area of its existence. Internationalization is a very important factor for institutions of higher education, and the universities affiliated with the Autonomous Administration will go through severe existential difficulties if they do not partly abandon their current course and current ideological orientation. At the same moment in which AANES universities hold seminars and awareness-raising and indicative lectures on the role of women in society and the importance and influence of women on society, universities must hold seminars and lectures on the importance of strategic planning for the university and clarify the vision of AANES universities strategic for the next five years. Instead of limiting the university's activities to clarifying the importance of local culture, its impact, and its role in the university and society, AANES universities should hold seminars that talk about developing the study of medicine at the university and the importance of creating new programs in these universities. The science of studying women is important, and redefining women and life is an important aspect that must be covered by the university, but at the same moment, it is important to study management and marketing programs, human resources sciences and modern technology, and it is also important that AANES universities should offer vocational education programs that contribute providing students with life skills, and provide vocational training that helps students to establish and create appropriate and suitable job opportunities. True development is one of the main challenges facing AANES universities, and the reformulation of the vision, goals, and mission of the universities there is the main challenge and the main task of the universities within their five-year plan for the coming period.

### **Components of internationalization in Syrian higher education**

- Registration of international students in higher education institutions: In the period prior to 2011, Syrian universities were recruiting international students in their various faculties and programs. After 2011, and as a result of the war's difficulties, there is no longer any scope for Syrian higher education institutions to attract international students or push them to enroll in Syrian universities. In the coming years, if Syrian universities manage to implement comprehensive accreditation standards, or can obtain accreditation for their programs, they may open virtual education departments in their theoretical programs offered. These programs that international students enroll in can be an additional financial supplement to the university.
- Opening international branches of the university in more than one region or more than one country: International universities are taking this step, as many British and American universities have opened branches in Qatar, the UAE, and many East Asian countries. It is still early days for Syrian universities to implement this step.

- Cultural, scientific, and knowledge exchange programs for students, teachers, and staff in higher education institutions: Syrian universities can engage in scientific and cultural exchange programs such as Erasmus and other educational programs in a way that contributes to students and academics leaving the crucible of the miserable higher education conditions.
- Internationalization of educational curricula offered in higher education institutions: If Syrian higher education institutions can obtain accreditation for their programs, they can then hold joint educational programs with other regional and international universities that offer the same program. At a later stage, joint educational programs can be designed between the two universities.
- Partnerships and memoranda of understanding between higher education institutions: It is considered the most comprehensive gateway to internationalization for Syrian higher education institutions. With more than 30,000 educational institutions around the world, it is not difficult for Syrian universities to sign memoranda of partnership and cooperation with international universities. In the current period, activities can be limited to exchanging scientific and administrative experiences, holding seminars, lectures, workshops, and conferences, and participating in joint scientific research. All these activities can be carried out via the Internet without the need for physical meetings between institutions of higher education. The spread of COVID-19 during the past two years has contributed to expanding the horizons and perceptions of higher education institutions of the importance of online communication and the various applications of the Internet in higher education.
- Memberships of the university in international education networks: Many organizations, bodies, and academic agencies offer academic membership free of charge or by paying a small fee by institutions of higher education. These networks contribute to the development of higher education and encourage universities to communicate with each other. Syrian universities can resort to these networks as part of their quest to internationalize themselves and encourage other HEIs, and international academic bodies, to connect with them.

### **The impact of internationalization on higher education**

- Social impact: The application of internationalization in higher education encourages Syrian students to engage in educational experiences in international universities (either in a physical form or online), and this factor leads to enabling Syrian students to apply the

experiences they obtained in those universities inside Syria which has a great social and intellectual impact.

- **Economic impact:** The application of internationalization by Syrian universities contributes to achieving a good financial return for these universities, as the acceptance of international students is a source of financial income for many international universities. The internationalization of higher education is associated with the commodification and marketing of educational products. In this globally competitive market, there can be a contribution of Syrian universities in this internationalization. In addition to the contribution of internationalization to achieving a good financial return for Syrian universities, it also contributes to building a distinguished academic reputation and enhances its spread and reach.
- **Academic Impact:** Internationalization encourages the teaching staff in Syrian universities to develop their skills and capabilities in a way that contributes to the development of the educational process, the development of the university faculty members, the improvement of the performance of the educational institution, and the raising of the efficiency of the teaching staff. Internationalization also contributes to encouraging the staff to publish studies and research papers so that the teaching staff develops its scientific output.

### **Challenges related to the internationalization of Syrian higher education**

- The internationalization of higher education requires a specific financial budget, which is something that Syrian universities may not be able to provide in the current period
- The internationalization of higher education in Syria requires defining binding five-year plans for Syrian higher education institutions. These plans are communicated to students and teaching staff.
- The internationalization of higher education in Syrian universities requires technical rehabilitation of universities through updated digital halls and building digital platforms that can deal with international students and secure a distinctive educational experience for them.
- The internationalization of higher education requires finding a common ground and base between Syrian universities and their international peers.

### **VIII. Quality Assurance at Syrian Universities: Spotlight for Improvement**

Kahveci, T. C., Uygun, Ö., Yurtsever, U., & İlyas, S. (2012) pointed out that QA is the methodology by which, HEIs use all possible ways to serve students and stakeholders, and meet their expectations. The process of accreditation and quality assurance was a routine and traditional process in Syrian universities between 1990 and 2011 in a way that robbed the accreditation of its content, and for the higher education system in Syria, the accreditation of universities was political and not an academic accreditation. We explain these points in the following passages.

#### **Quality Assurance in Syrian Universities before 2011**

As we have noted in previous paragraphs of this research, politics played a major role in public life in Syria, and political interactions interfered in sectors that were not supposed to interfere with them, such as the economy and education. Concerning higher education, and as we mentioned in the chapter on internationalizing higher education, the public relations of Syrian universities were based on the Syrian government's political relationship with European and international governments. Thus, memoranda of partnership and cooperation were carried out through a political umbrella, not an academic one. This caused the inability of Syrian universities to focus on improving their internal quality system, the lack of attention to the performance and development indicators of the university, and their failure to measure the outcomes of the educational process outcomes, graduate employment rates, or their access to job opportunities shortly after their graduation.

Explicitly and directly, Syrian universities did not need academic accreditation because they were replacing it with a political umbrella, and this resulted in great neglect of all aspects of the educational process. Despite this, the educational process in all public and private Syrian universities was proceeding acceptably and reasonably, and these universities did not know that in a later period they would pay the price for not building a real quality system.

At the beginning of 2010, and with the spread of the phenomenon of external quality assurance and programmatic and institutional accreditation, Syrian universities began to imitate this phenomenon and try to apply it formally without focusing on its content, and at that time they opened quality assurance units in these universities. These units were fictitious indoctrination, which had no binding decisions and no binding effect on the development of work in these universities.

The Syrian private universities can be seen as partly trying to implement quality assurance standards, as some universities have worked to implement the ISO 9001 standard in their universities.

## Quality assurance in Syrian universities after 2011

With the outbreak of the war in Syria, the political umbrella that protected Syrian universities has disappeared, and the umbrella that used to provide Syrian higher education institutions with legal and scientific legitimacy has disappeared. Syrian universities found themselves at a crossroads: these universities are not able to implement an actual quality assurance system, nor are they able to implement international standards for supporting higher education and providing acceptable scientific services to their students. In the first six years of the war, the main argument of the Syrian higher education institutions was that Syria is witnessing a global war aimed at its existence and survival and that the main goal is to withstand this devastating war.

After the first years of the war, and with the conflicting countries extending their control over specific areas of Syria, Syrian universities began to walk through a difficult and painful maze of external quality assurance.

With regard to universities located in areas of conflict and war, and as a result of the chaos and instability in the work of public institutions, service sectors, and educational institutions, these countries that have been broken by wars, to ensure the success of the educational process in them, resort to an external party that grants a certificate of accreditation and quality assurance to the educational institution or its programs educational. This step appeared in several countries, including Afghanistan, Iraq, and Somalia. This step is considered a very important process for the following reasons:

- Ensures a successful educational process in a higher education institution that has obtained an external quality assurance certificate
- Encourages international partners to communicate with the university and sign memoranda of partnership and understanding with it
- Encourages potential partners to establish protocols and potential partnerships with the University
- Potential funders are encouraged to provide financial grants to the university and support it financially
- Allow university graduates to continue their studies abroad through student exchange programs or even allow them to obtain job opportunities abroad
- Allows the teaching staff to develop methodology and work plans
- Allows the university to define a clear vision and five-year strategic action plans
- It raises the level of transparency in the teaching process and ensures that there is no leakage in the numbers of students, or manipulation in the examination process, or indifference on the part of the teaching staff.
- It crystallizes the university's work and transfers its successful experience abroad



- Contribute to raising awareness of the importance of higher education in periods of turmoil and instability

With regard to Syrian higher education institutions, for a long period, communication with external quality assurance bodies was postponed in the hope that the central government would restore its political relations with European countries and the international community.

### **Awakening**

The universities that emerged after 2014 worked to overcome the obstacle represented by their accreditation and obtaining external academic legitimacy, and the reason for this was that these universities did not rely on the political umbrella that the central government provided in an earlier period. A trend emerged from these universities that the guarantor of their existence and the process by which they can ensure the stability of their project during the difficulties and obstacles witnessed by the Syrian higher education sector is to obtain an external quality assurance certificate. These institutions, through this process, aimed to achieve all of the following:

- Ensuring that its project is permanent and not a temporary project that serves a temporary time.
- Ensures the achievement of a successful and distinctive educational process for its students.
- Strengthening its strategic vision and its view of higher education as the guarantor of community building.
- Confirming the credibility of its project before regional and international partners.
- Achieving the requirements of sustainable development for higher education institutions.
- Avoiding the difficulties of higher education during wars and conflicts
- Ensuring a real and effective presence of universities that obtained accreditation in the post-war and reconstruction phase.

### **Available Options**

Syrian higher education institutions and universities that worked to think about achieving external quality assurance found themselves before several options that they could work on to achieve. Available options included all of the following:

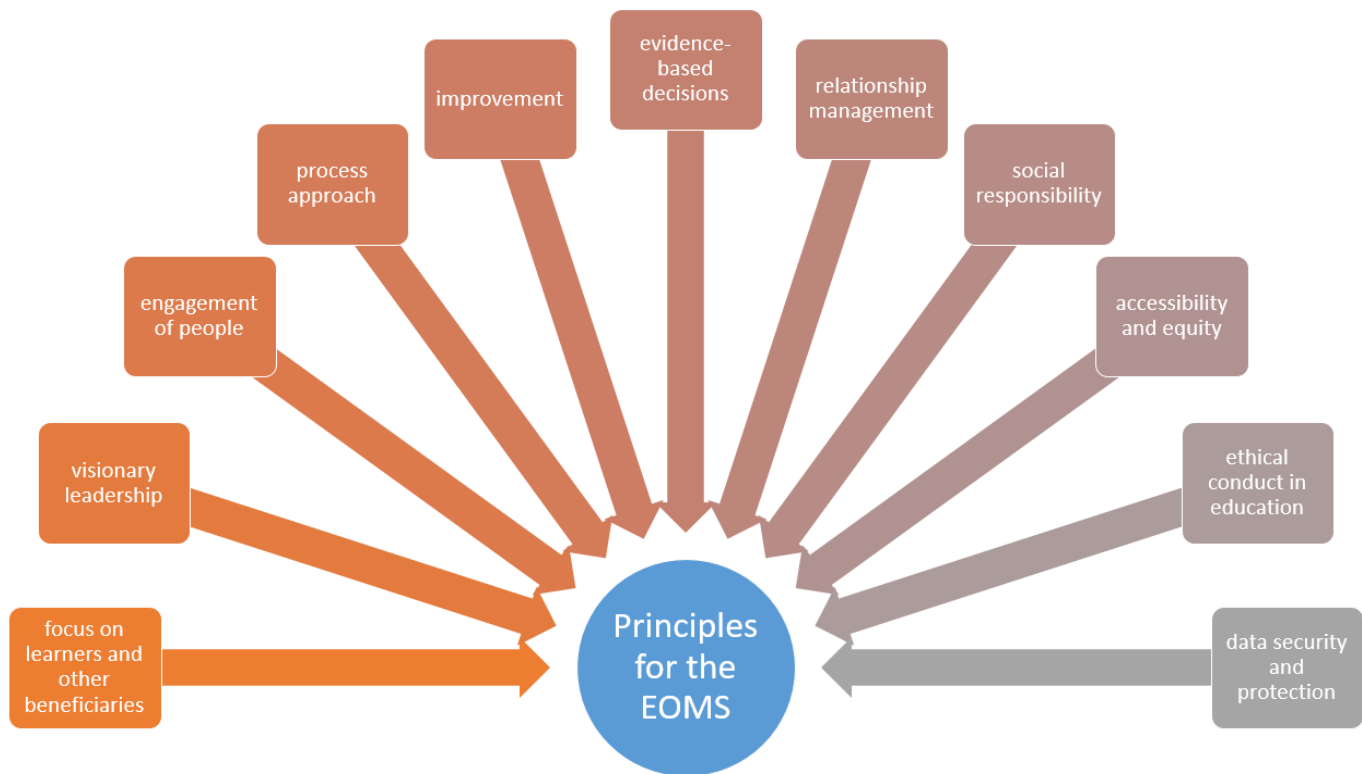
- Obtaining institutional accreditation for the university as a whole by European quality assurance agencies. This standard is based on communicating with one of the quality assurance and accreditation agencies that is a member of international quality assurance networks such as the International Network of Quality Assurance Agencies in Higher Education INQAAHE, the European

Association for Quality Assurance in Higher Education ENQA and the Asia-Pacific Quality Network (APQN).

- Obtaining program accreditation for the most important academic programs offered by the Syrian Higher Education Institution, and then obtaining accreditation for the rest of the educational programs offered at the university, or closing programs for which accreditation cannot be obtained. The trend has been for accreditation by professional quality assurance agencies such as the Agency for Accreditation of Programs in Health and Social Sciences (AHPGS), and the Agency for Accreditation of Degree Programs in Engineering, Informatics, Natural Sciences and Mathematics e.V. (ASIIN) and the Foundation for International Business Administration Accreditation (FIBAA).
- Obtaining the ISO 21001:2018 certificate as proof of the university's application of the institutional and administrative accreditation requirements. For Syrian higher education institutions, this criterion was seen as analogous to institutional accreditation granted by international quality assurance agencies.
- Obtaining the European Foundation for Quality Management (EFQM) Model 2020 standard as a management quality standard similar to the ISO 21001:2018 standard and equivalent to the institutional accreditation of higher education institutions.

Syrian higher education institutions found that the application of any of the previous standards is a guarantee of the quality of the educational process they provide and confirms the credibility of the university and the transparency of the educational standards it provides.





### Successful experiences

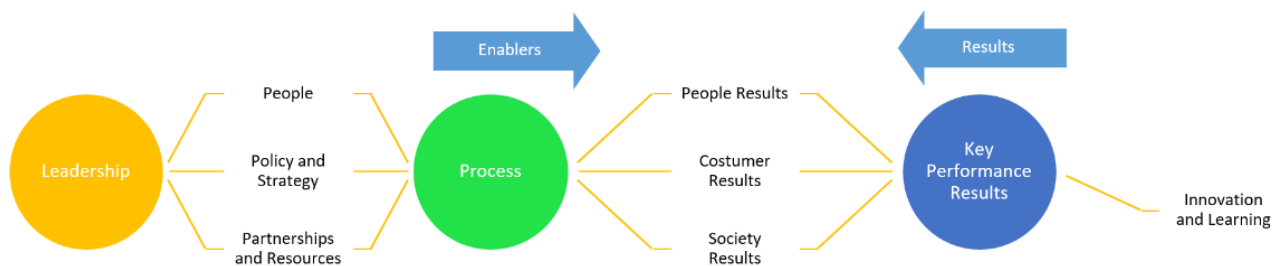
During the past years, several successful experiences of implementing accreditation standards and the total quality system appeared in several Syrian universities. These successful experiences can be illustrated by:

- In the period 2018 to 2019, Academy of Health Sciences was in touch with The Akkreditierungs-, Zertifizierungs- und Qualitätssicherungs-Institut ACQUIN to obtain program accreditation for all programs offered by the Academy. Within two years, the Academy undertook a comprehensive restructuring of its work, activities, and events to conform to the accreditation requirements provided by the accreditation agency. After fulfilling all the requirements, the Academy obtained programmatic accreditation for all the programs it offers. The accreditation process was carried out remotely via the Internet.
- In 2021, Idlib University began building a quality assurance system that includes supporting scientific research, developing the educational process, encouraging scientific research, raising the efficiency of scientific, teaching, and professional staff, encouraging students to self-study and developing their

scientific and technical skills, which contributes to paving the way for the university to obtain institutional accreditation, in addition to implementing the requirements of ISO 21001:2018 standard.

- At the end of 2021, Al-Shamal Private University began building a clear structure to ensure external quality and accreditation, which includes achieving all requirements for comprehensive development, meeting all expectations of European quality assurance bodies, and meeting the scientific, technical, and technical requirements that contribute to the university obtaining institutional and programmatic accreditation for the university. The university also obtained the membership of Quality Matters QM to build a real quality assurance system for the university.

As I mentioned earlier, many Syrian universities have departments for quality assurance, but these departments have little effect, either because these departments do not have an executive capacity or their recommendations are not applied, or because their presence is formal and has little practical applications.



### **The role of education councils and quality assurance agencies established after 2011 and the legitimacy of these councils and agencies**

As a result of the state of war that Syria witnessed, and as a result of the state of intellectual, cognitive, social, and geopolitical division, several councils and accreditation agencies have emerged in Syria during the past few years.

As a result of the conflict and war in Syria, it is necessary to have bodies regulating the work of these universities to fully supervise and manage these universities. The reality today is different from what it was in 2011 when the Higher Education Council of the Ministry of Higher Education in the central government was controlling the educational process of all Syrian universities. New quality assurance agencies and higher education councils grant and withdraw recognition from universities in their areas of control, and for some of these councils, the accreditation process for universities under their control is voluntary, while for others it is mandatory.

Several councils have worked in this regard to establish rules regulating their work, specific protocols for granting and withdrawing accreditation from universities, work systems, and

basic laws regulating the process of granting programmatic and institutional accreditation to these universities. Some councils have also worked to obtain international legitimacy by reaching out to international quality assurance networks to obtain their membership, and by signing memoranda of partnership and cooperation with international higher education assurance councils and agencies.

One of the successful experiences in this regard is the Higher Education Council in Idlib, which organizes the work of universities and grants accreditation to them. The council is also working on obtaining membership in several quality assurance networks around the world. The council also imposed the creation of an accreditation and quality assurance unit in universities that obtained their accreditation.

One of the difficulties faced by the newly established higher education councils is that they cannot grant the .edu domain, and this privilege is currently restricted to the Higher Education Council of the central government in Damascus. At a later period, it is possible to coordinate with the Internet Corporation for Assigned Names and Numbers ICANN and to communicate with **EDUCAUSE** to coordinate the granting of **Edu** domains to Syrian universities by the newly established higher education councils outside the authority of the central government.

One of the main difficulties faced by higher education institutions located in areas outside the control of the central government is that many international bodies and organizations reject the application for membership of these universities because they are not indexed within the databases of the Higher Education Council of the central government. These international bodies and organizations must know that the structure of higher education in war and conflict areas differs from stable regions, and even in stable countries, it is noted that there are more than one higher education council and body in the same country, and this confirms the need to support this trend in higher education in Syria.

### **The concept of quality assurance for international accreditation bodies**

It is important to focus on the fact that there is a tendency today among Syrian universities to apply standards of accreditation and external quality assurance. In this regard, external accreditation and quality assurance bodies should focus on the following:

- Most of the accreditation processes that take place in Syrian universities, similar to all international areas of conflict and war, must be done remotely. Therefore, it is illogical for the quality assurance and accreditation bodies to refuse to accept the application for accreditation of Syrian universities because they cannot visit Syria due to the state of instability in Syria.
- Today, there are several certification bodies and several higher education councils in Syria, and therefore, it is illogical for the quality assurance bodies to impose on Syrian universities a license from the Higher Education Council of the central government in Damascus because this is not applicable.

- The quality assurance bodies must understand the instability that Syria is witnessing today, and therefore, it must be taken into account that many Syrian universities will not be able to meet the luxuries requirements that can be imposed by the quality assurance agencies (such as stadiums, canteens, green spaces, etc.)
- It is necessary for quality assurance agencies to be aware of the urgent needs of higher education institutions in Syria, to be aware of the requirements of these universities, and to be aware of all the difficulties they are experiencing.
- Quality assurance in conflict and war zones is a very painful, and complex task. Quality assurance agencies must be aware of that.

## IX. Rankings of Syrian Universities: Defects, Pitfalls, and Prospects for Improvement.

Generally speaking, rankings are protocols by which one thing is compared to something else. University ranking is a set of criteria by which the performance, operation, and work of a university, academy, higher education center, higher educational institution, higher education training center, or any type of higher educational institution compared to that of another. The criteria upon which each ranking is built depends on the mechanisms, algorithms, and formulas on which the ranking structure depends on. Other criteria of rankings are the different structures of the content of each ranking, the different target groups for the ranking, the quality of ranking, and the mechanism of data collection.

The criteria that ranking agencies rely on vary according to the target group as well as the date on which each ranking was created. The history of the emergence of the ranking plays an important role in determining the criteria and the structure on which it is based, as well as the various mechanisms underpinning it and the privileges it provides that are not provided by any other ranking body.

Today, there are a large number of ranking agencies and you can check the *IREG Observatory* website for the most important current ranking and information on each ranking.

We attach below a list of the most important university ranking, and the date of their establishment:

ID	Ranking Institute	Date of inception
1	CWTS Leiden Ranking	2006
2	CWUR World University Rankings	2012
3	Emerging/Trendence Global University Employability Ranking	2010
4	Nature Index	2014
5	NTU Ranking	2007
6	QS World University Rankings	2004
7	Ranking Web of Universities (Webometrics)	2004
8	Reuters Top 100: The World's Most Innovative Universities	2015
9	RUR Round University Ranking	2010
10	SCImago Institutions Ranking	2009
11	Shanghai Ranking's Academic Ranking of World Universities (ARWU)	2003
12	THE World University Rankings	2004
13	U-Multirank	2014
14	UI GreenMetric Ranking of World Universities	2010
15	uniRank University Ranking™	2005
16	URAP University Ranking by Academic Performance	2010

17	US News Best Global Universities Rankings	2014
18	UniPage World University Ranking	2013



In the general context, ranking is a tool through which the university's progress or regression level is measured according to a certain methodology and based on certain criteria determined by the ranking, which is issued on average every 6 months. It is important to note that there are two types of university rankings:

**Rankings based on scientific standards, protocols, and algorithms:** They are those rankings based on scientific criteria: it is based on fixed and specific scientific indicators and criteria such as the number of research papers that appear in high-level journals and have been published by higher educational institutions during a specified time, the number of citations for these published research, and the number of Ph.D. holders in the institution. In addition to that, the number of university graduates who received prestigious academic privileges about the size of the university, the number of university graduates who occupied high positions in major companies to the size of the university, and the number of graduates and employees who won Nobel Prizes and prestigious international awards are taken into consideration. As examples of this type of ranking, we can consider rankings with numbers (1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, and 11<sup>th</sup>) that can be seen as in the previous table.

**Rankings based on web content:** They are those rankings that depend on the level of digital availability of the university's website according to a performance algorithm that includes unbiased and independent web metrics on international sites that rank the university's website, such as:

- Moz Domain Authority

- Alexa Global Rank
- SimilarWeb Global Rank
- Majestic Referring Domains
- Majestic Trust Flow
- Ahrefs

As examples of this type of ranking, we can consider rankings with numbers (7<sup>th</sup>, 15<sup>th</sup>, and 18<sup>th</sup>) that can be seen as in the previous table.

It is worth mentioning to point out that most rankings, according to Pavel, A.-P. (2015), were conducted and managed by journals, newspapers magazines, and websites. Regardless of the type of rankings, higher education institutions around the world take (rankings) as a gateway that attracts lecturers and students. Rankings are proof of development for those higher education institutions. The departments of educational institutions also adopt policies of punishment and reward or, more clearly, reward and succession of representatives in the event of progress or regression in the rankings, and this confirm the great role played by those rankings for these higher education institutions. It is clear without a doubt that the rankings have intellectual, marketing, knowledge, scientific and financial importance for these universities, and that is why higher education institutions eagerly anticipate the release of ranking results and sometimes create departments, units, and categories to support their rankings.

As a result of the war that Syria witnessed during the past few years, and based on the difficulty of Syrian universities developing their own accreditation and quality assurance methodology, Syrian universities focus on rankings as the main tool for their improvement for the following reasons:

- Rankings as platforms for universities to monitor their work: Rankings (in case of commitment to transparency) contribute to improving the educational institution, which will positively affect its operation.
- Rankings as platforms for students to choose the best university: University ranking is one of the main indicators that any student who wants to enroll in the university can ask about.
- Rankings encourages universities to compete with other universities similar or close to them in ranking: competition is everywhere and it is wrong to think that there is no competition in higher education. Rankings can be ideal and effective real portals for universities to compete among themselves to get a higher ranking than other universities or to obtain a higher ranking than their ranking during the previous year(s).
- Rankings encourages universities to establish partnerships with universities of common interest: Rankings play an important role in expanding the partnerships and network of universities' relations, whether at the regional or international



levels. It also contributes to improving the operation of universities and increases the administration's confidence in the decisions it takes.

- Rankings support decision-making and enhance boldness and courage at higher educational institutions: a university's progress in ranking can contribute to a decision to support and develop the university's structures, increase scientific research, increase the amounts that the university spends on developing the teaching staff, develop the curricula that it uses, or even push it to communicate with higher education institutions that they have never contacted before. The main motive for this is their advancement in the rankings
- Rankings support the development of HEIs in specific areas: University ranking remains a reliable source that contributes to measuring the performance of the university in specific areas that are directly or indirectly related to the centrality of the university's operation.
- Rankings encourage HEIs to contribute to scientific research: Most of the ranking bodies listed in the previous table encourage scientific research and even support the university's carrying out scientific, intellectual, and cognitive research and studies.
- Rankings encourages HEIs to develop action plans: When the higher educational institution progresses over some time in their ranking and achieves tangible progress for several years (real, not illusory, and commensurate with the work done on the ground, not for the classification to be contrary to reality), it will be able to develop its tactics and develop its plans and programs. Rather, those HEIs will then be able to find the appropriate motivation to change the entire structure of the institution in a way that contributes to improving its operation.
- Rankings as a motivator for positive change: Ranking is a motivator and incentive for the educational institution towards achieving positive change in its operation. Whether there is progress or regression in ranking for an institution of higher education, this institution will be motivated to make real, tangible change to achieve as much progress as possible.
- Rankings as a reference for following up on the progress or regression of the university in specific areas: This measure depends on the methodology and algorithm of rankings on which the university relies on its progress or regression.
- Rankings as an independent neutral reference for information: Rankings impartiality and transparency of its results and outputs is one of the most important reasons that support researchers to trust them, and the increased reliance of researchers on rankings and their results and outputs raised many important questions related to the impartiality of the results presented.
- Rankings as a source for constantly updated information: Perhaps the most important factors on which rankings depend is the novelty of the information

provided and the periodic and permanent update in the results and tables provided by all ranking bodies.

Despite the well-known advantages of university rankings, there are certainly many negatives, perhaps the most important of which are:

- Student distraction
- Higher education institutions neglect the educational process and work to focus on rankings.
- Lack of transparency through manipulation of results to obtain a high ranking.
- The inability of rankings to improve the teaching programs at an educational institution.

### **Rankings and the Labyrinth of the Syrian Higher Education System**

For many years before the spark of war in Syria in 2011, Syrian universities did not pay any attention to university rankings, as there was no tendency from Syrian universities to deal with rankings as a reliable and good performance indicator. In the following years, the vision began to crystallize in the Syrian academic circles about the most important start to focus on ranking as a tool and a way through which the university proves its ability to keep pace with academic development, globalization, internationalization, and competition with its international peers.

Before the war years, and even during the period between 2011 and 2022, Syrian universities were not able to compete with regional and international universities openly and honestly and were not even able to cross the threshold of the best 3,500 universities in the rankings since 2012 until now. Also, Syrian universities were not able to be included in the lists of ranking bodies that depend on scientific and academic indicators, and were not able, even for once, to enter prestigious ranking bodies such as the CWUR World University Ranking, Shanghai Ranking, Academic Ranking of World Universities (ARWU), or URAP University Ranking by Academic Performance.

The reason for this is that the Syrian universities could not implement any of the aforementioned ranking requirements, and they did not (and still don't) have a clear and specific policy and methodology for scientific research, publishing research and studies, encouraging translation and Arabization, applying scientific experiments, holding international seminars and conferences, or hosting international academic events. Teaching staff in Syrian universities was not able to compete in international scientific competitions and events, publish research in prestigious peer-reviewed journals, nor even obtain valuable international prizes, and there was not a good percentage of employment rates after graduation for alumni of these universities, and Syrian universities could not compete with regional universities, which were able to bypass Syrian universities by great levels.

In one way or another, Syrian universities were indoctrination institutions and not centers of studies and research. There was no significant difference between higher education and basic education in Syria: the Syrian university was a large indoctrination school and in many cases, more than 300 students attended one lecture without any measurement of the student's absorptive capacity or understanding of the information provided.

A university lecturer (who is supposed to be a scientist or researcher who spends his/her time in scientific research and participating in scientific and academic activities) was in one way or another (and most of the time) a teacher (or employee) who presents the lecture to the students and then go home.

University student, in turn, who was supposed to be a project of a researcher and scientific discoverer, was a repository of information received during the lecture to be transcribed into the examination paper.

Syrian university exams, instead of being a deductive method for measuring a student's understanding of information, were a primitive, traditional memorizing method that measured the duration of a student's ability to memorize information by heart.

University graduates in Syrian universities, instead of being a project to create a job opportunity for themselves and others, and instead of being a tool for changing society, developing it, and pushing it forward, were using the university degree as a gateway to get a job opportunity (in the public sector most of the time) and there was no clear mechanism to help alumni to bridge the gap of theoretical skills that he/she is supposed to have learned at the university, and the labor market that requires scientific and training experiences.

Syrian universities' focus on university rankings that depend on digital content began with the beginning of the Syrian war, as Syrian universities noticed that their progress in university rankings could be a privilege to be reckoned with and a point of advantage that distinguishes them from other universities. This type of ranking was easy to access and did not require any prior preparation by the university. The main measurement tool is the website, which is available in advance at most Syrian universities and is included in these rankings only required some technical and technical preparations.

Unfortunately, at this particular moment, the focus of the Syrian universities was not to focus on improving the added value of the student, but rather on a type of marketing taken by the universities, and as a kind of proof of the university's ability to continue the educational process despite the difficulties of the war. Syrian universities were waiting for the results of the ranking to be released and making all possible efforts to improve their ranking, whether this was through the actual improvement of the university's digital content with other international universities, or by resorting to a dishonest way and applying manipulation and fraud policies to improve the classification.

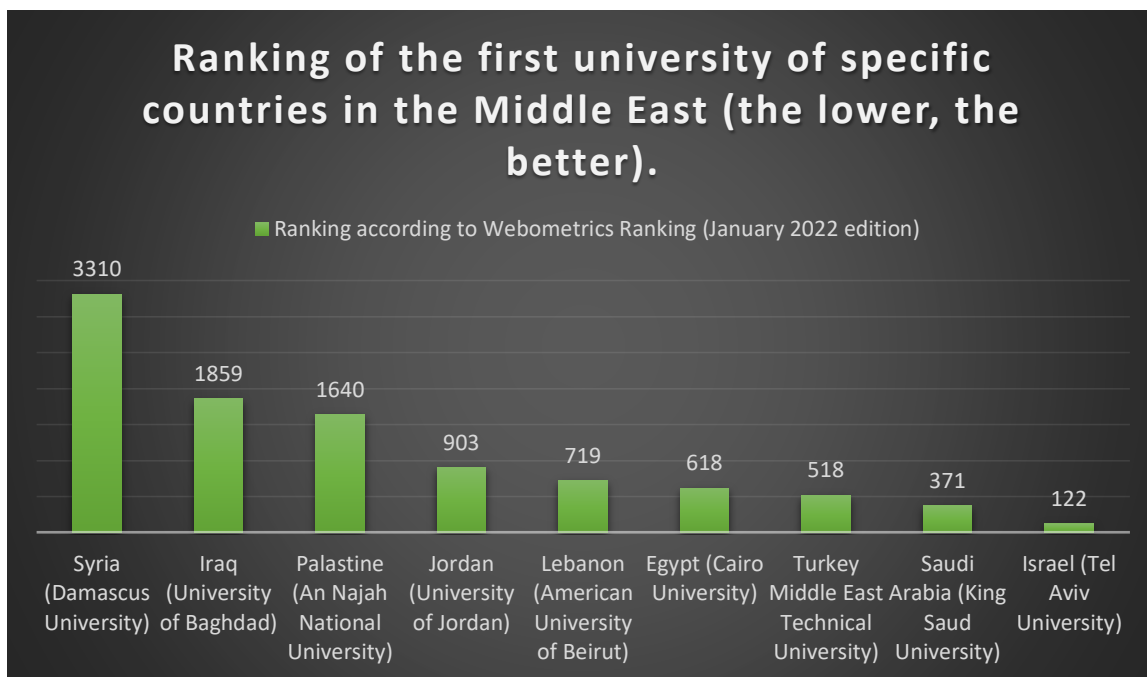
The main ranking that Syrian universities rely on is the *Webometrics Ranking of World Universities*, also known as the Web Ranking of Universities, which is a ranking system

for the world's universities based on a composite index that takes into account the volume of web content (number of web pages and files), visibility and impact of these web publications according to the number of external-internal links (site citations) received by the university.

During the past five years, this ranking was the only marketing outlet that Syrian universities could rely on to market themselves as being able to overcome the difficulties of the war and be able to withstand. Unfortunately, this ranking and other rankings are treated as a marketing medium, and not a scientific one, which is something that Syrian universities must change their view of.

Although the web-content rankings are the only rankings that Syrian universities have been able to be included in, Syrian universities have not been able over the past years to achieve tangible progress in these rankings. Even if the Syrian universities' argument is the Syrian war, it can be said that the past three years (2020-2022) have witnessed a state of relative stability in the various areas of domination in Syria, and this means that blaming the war and using the language of emotions and pity, etc., is no longer applicable today. The academic community needs to see data, information, and results from the Syrian academia, and does not want to hear the language of emotions, pity, and begging.

To describe the current situation of the ranking of Syrian universities, and to compare it with regional universities, it is possible to know the negative conditions that Syrian universities are going through and to notice and realize the significant decline in their rankings compared with other regional universities. The results of the January 2022 classification were relied on as follows:



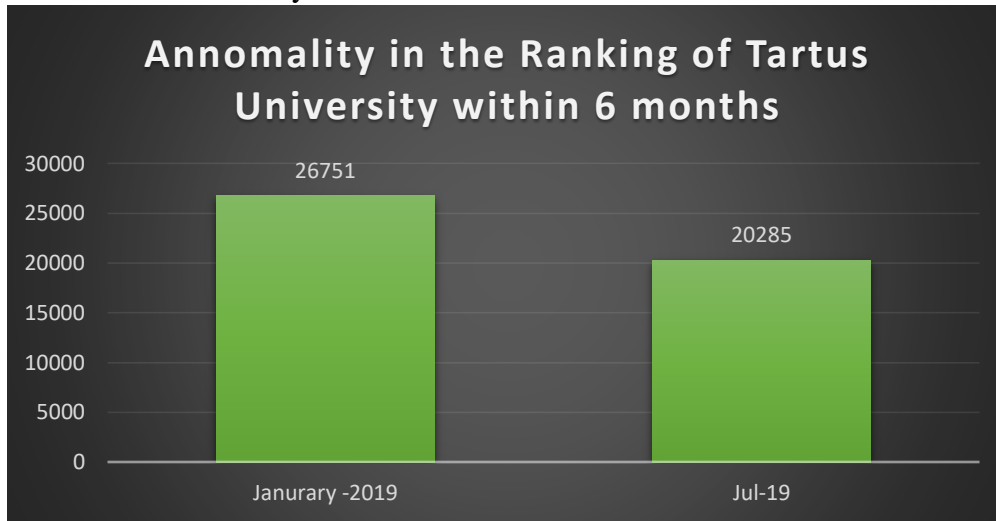
At times, it is noticed that some universities seek to improve their ranking in any possible way. In many cases, we notice significant differences in the ranking values for the same university during 6 months from the previous issue of the ranking. We can attribute this to one of the following reasons:

- The university encourages students, staff, administrators, and alumni to create extensive content that includes university hyperlinks, and publish these links on all forums, and on social media platforms, not forgetting to create frequent visits to the website of the university.
- Errors in collecting ranking values led to the emergence of this great difference in the ranking of the same university within a short time.
- An unprecedented and illogical development in the university's performance.
- The university might sign a very large number of memoranda of partnership and understanding MoUs with a large number of higher educational institutions, which led to the viability of its website in a large number of websites of those higher education institutions that it had signed MoUs with.
- The university administration makes frequent, permanent, and continuous visits to the university's website to increase the spread and visibility of the website.
- The university publish a very large amount of web content (both related and unrelated) to the university's operation, which led to the spread of hyperlinks and webpages on the university's website.

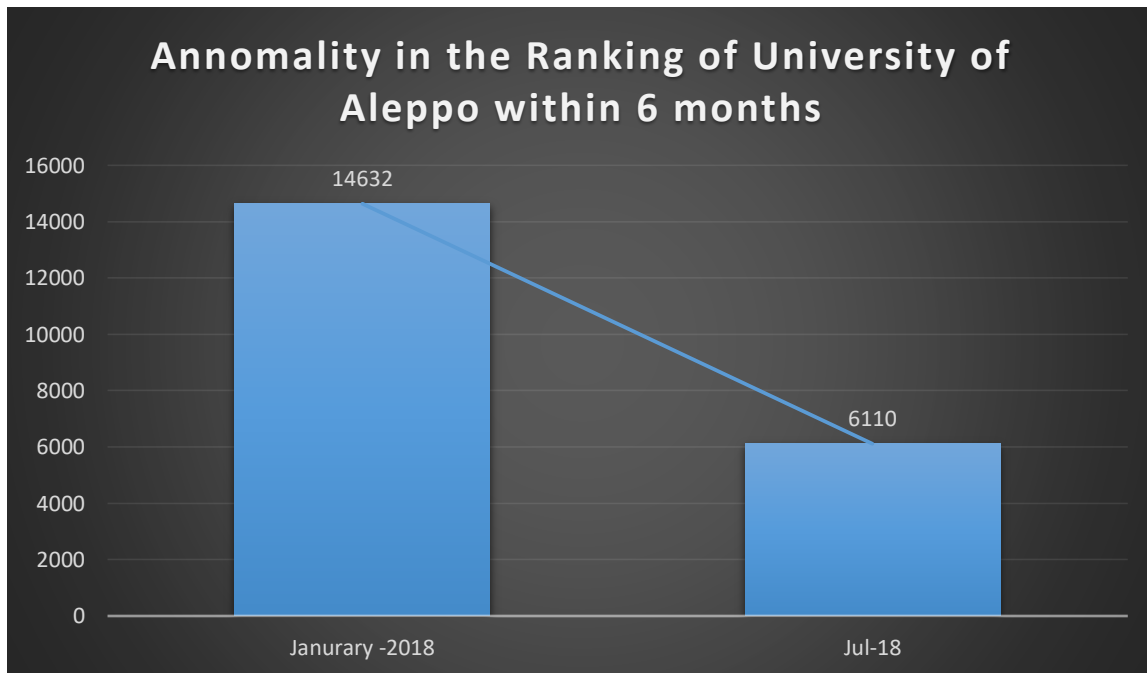
Most of the following reasons are illegal and the university should not resort to them in any way. They are behaviors that violate the main principle of the emergence of university rankings and contradict the main reason for their spread. Rankings are a guide and indicator of the progress or regression of the university and are not a tool used by the university for its purposes.

The following is an example of the ranking of three Syrian universities and the value of their ranking over two different periods:

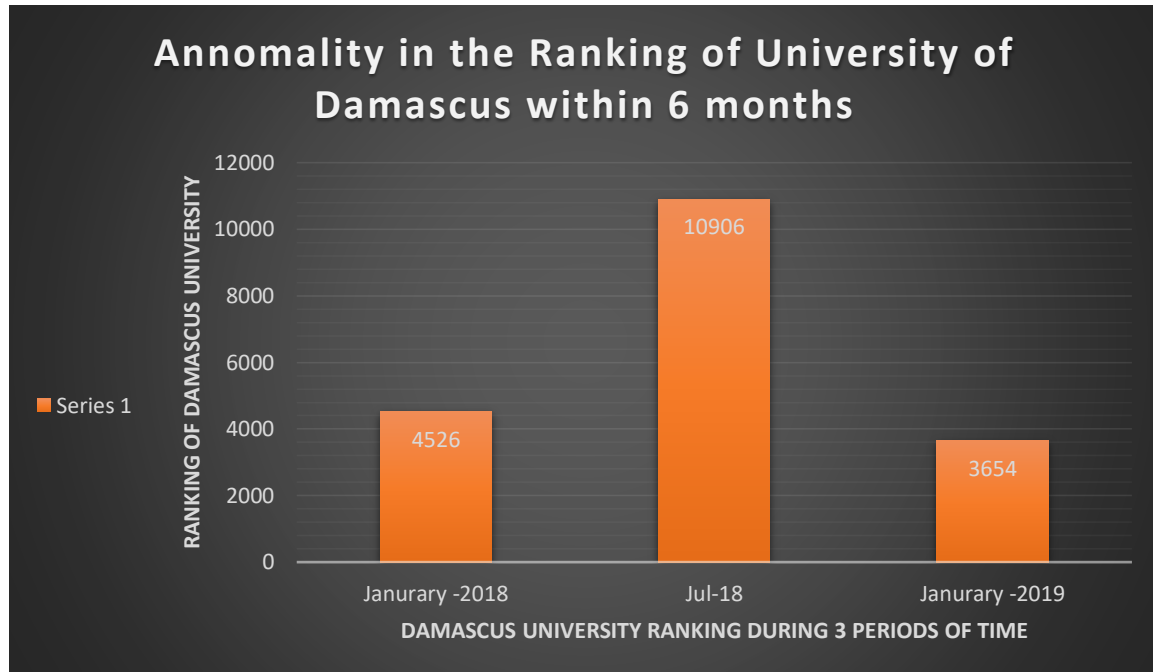
First: Tartus University



Second: Aleppo University



Third: Damascus University



### **The importance of rankings for universities established during the war years**

The newly established universities generally stand against major problems and difficulties in spreading, appearing, and communicating with the outside world. Anyone can imagine the difficulties that universities that emerged during periods of conflicts and wars can experience. As we all know, it is not easy at all to establish higher education institutions during situations of instability, turmoil, and chaos. This is the case witnessed by the newly established Syrian universities between 2014 and 2022. Most of the newly-established Syrian universities have been established in areas that have come out of the control of the central government. Consequently, these universities are still newly established and require a time ranging from 5-to 8 years to be able to build a successful management system.

It is important to note that these newly established universities located in the north and northeastern Syria do not have red tape, bureaucracy, and traditional transactions, and are trying to some extent to build a wide and open network of relations with the international academic community, communicate with international educational institutions and build a specific system to develop their operation.

These newly established universities can use the university rankings as a tool to build a network of relationships with other regional and international universities. In addition, rankings can be used by these universities as a tool for proving the progress and



improvement of universities, and rankings in this case can be viewed as a dynamic process for the development of the university that measures the progress and regression of the university in a way that reflects correctly, transparently and harmoniously the state of progress or regression of this university on campus.

It is difficult in this period for the newly established universities to rely on rankings based on scientific and academic research, or the number of published researches or awards obtained by the university. For this reason, we advise the newly established universities to work on making the ranking a real mirror that reflects the operational conditions of the university's progress. Care must be taken that this mirror should be transparent, honest and fair, and present reality as it is.

It is important to emphasize the fact that a ranking is a tool and not an end, and it is a mirror that reflects operational conditions, and not a goal and gain that educational institutions work to improve in any possible way. For Syrian universities, rankings are important health and spontaneity protocols and not methods through which the university confirms that it offers good educational programs. It is illogical for the university to make all possible efforts to improve its ranking in any way, whether legal or illegal, and at the same time, neglect the developmental process, neglect the educational process, neglect the development of the efficiency of the teaching staff or linking the university with the community and supporting students to bridge the gap between theoretical and practical skills.

### **Prospects for Improvement**

To improve the ranking of Syrian universities, I recommend the following:

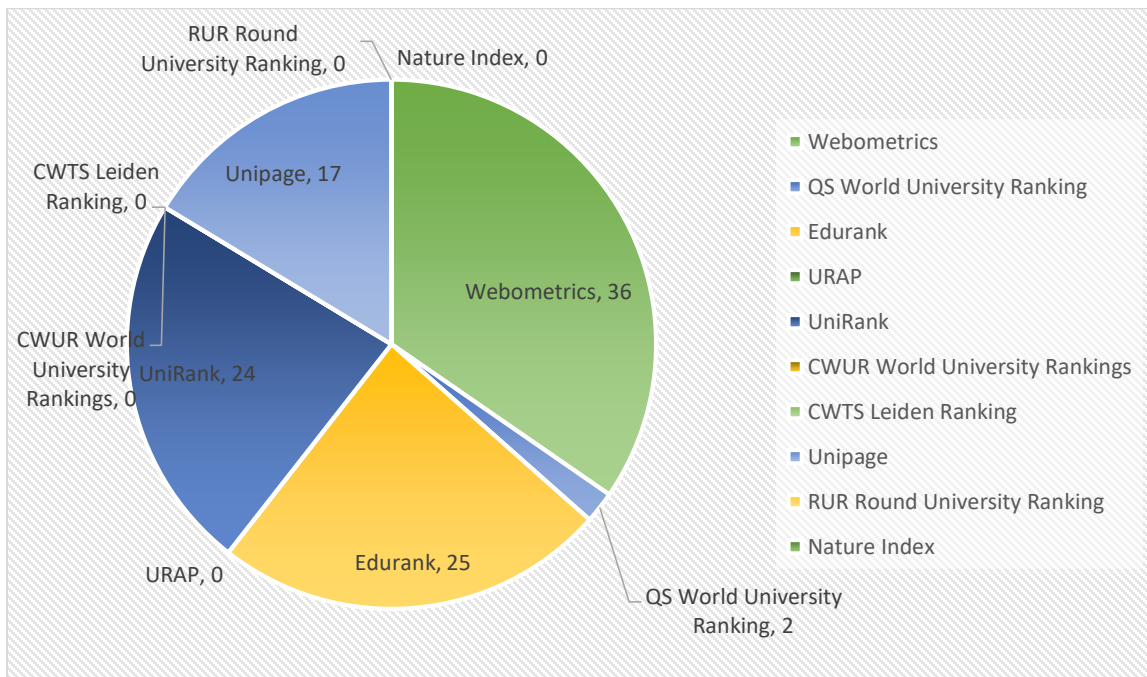
- Until this moment, several Syrian universities have not been included in any ranking body, such as (Al-Mashreq University, Mary Private University, Al-Hayat University for Medical Sciences, Sham International University, Syrian Academy of Alternative Energy, and Al-Maali University). Presidents of these universities did not notice the importance of the ranking for their universities as a useful tool, and it is possible that these officials did not initiate the required steps for the inclusion process, did not apply to join the ranking, or even did not create their own websites. Regardless of all the previous reasons, we strongly advise these universities to start logical, rational, and tangible steps to be included in university rankings and to develop binding five-year plans to measure the duration of the implementation and fulfillment of the promises made by these universities.
- Ranking is a true reflection of the university's strength. If there is a development in the university's work and activity on the ground, this will be reflected in improving its ranking and this is a certain fact.

### X- Analysis of the Questionnaire

As I mentioned in the introduction to the research, not all universities responded to the questionnaire that was sent, and the main reason for not responding is the political and security considerations for filling out the questionnaire. The implicit division of Syria was a major and direct factor in the division of the higher education system in Syria, and accordingly, Syrian universities are viewed as educational institutions located in separate, independent countries that are not united by any scientific, intellectual, or political considerations. Based on the foregoing, and taking into account the analysis of the questionnaire data, the following can be concluded:

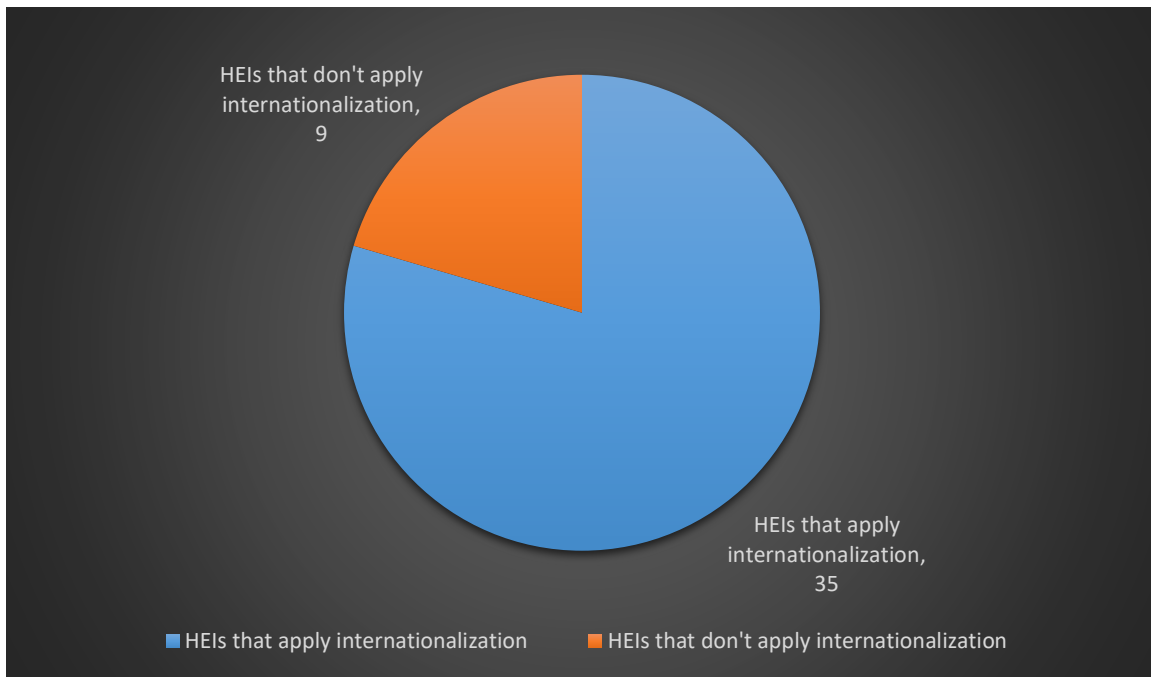
#### - Rankings

All Syrian higher education institutions included in the survey stated that they are working to improve their rating and that Webometrics University Ranking is the main ranking they rely on in the promotion and marketing process. There is an exception to this rule, which are some Syrian universities that were established after 2014, and that did not enter any ranking.



#### - Internationalization

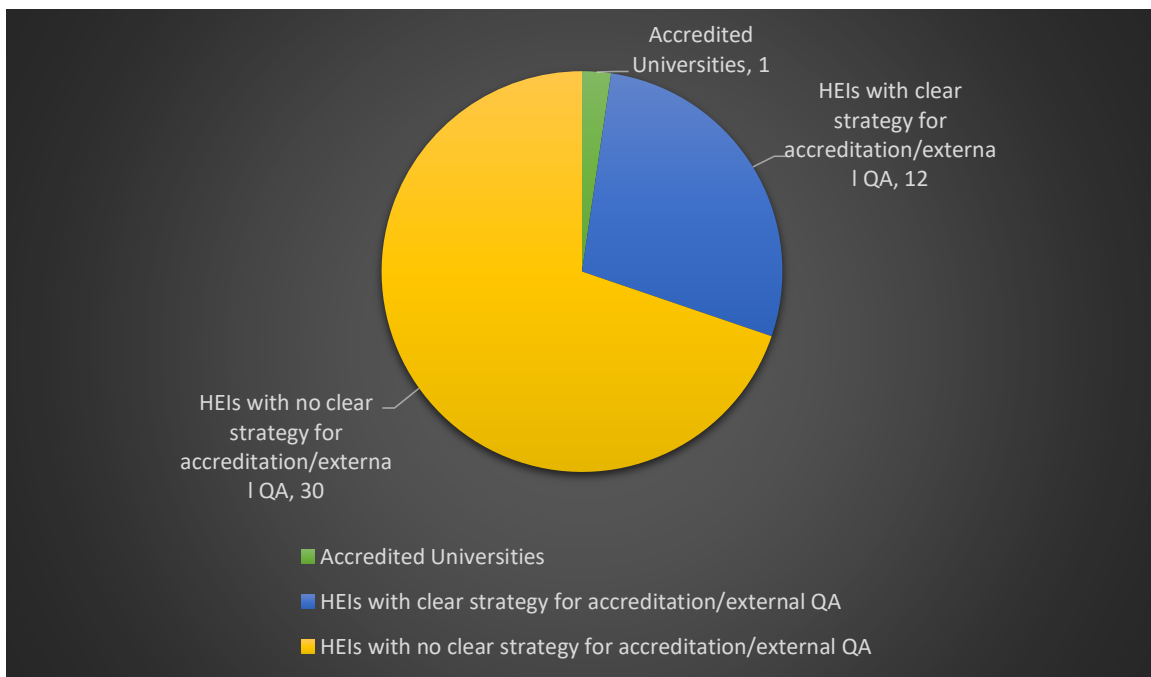
Most of the universities included in the survey stated that they are working to achieve internationalization by building partnership agreements, relationships, and cooperation with international partners, whether by signing partnership and cooperation memoranda or by obtaining international academic memberships.



**- Quality Assurance**

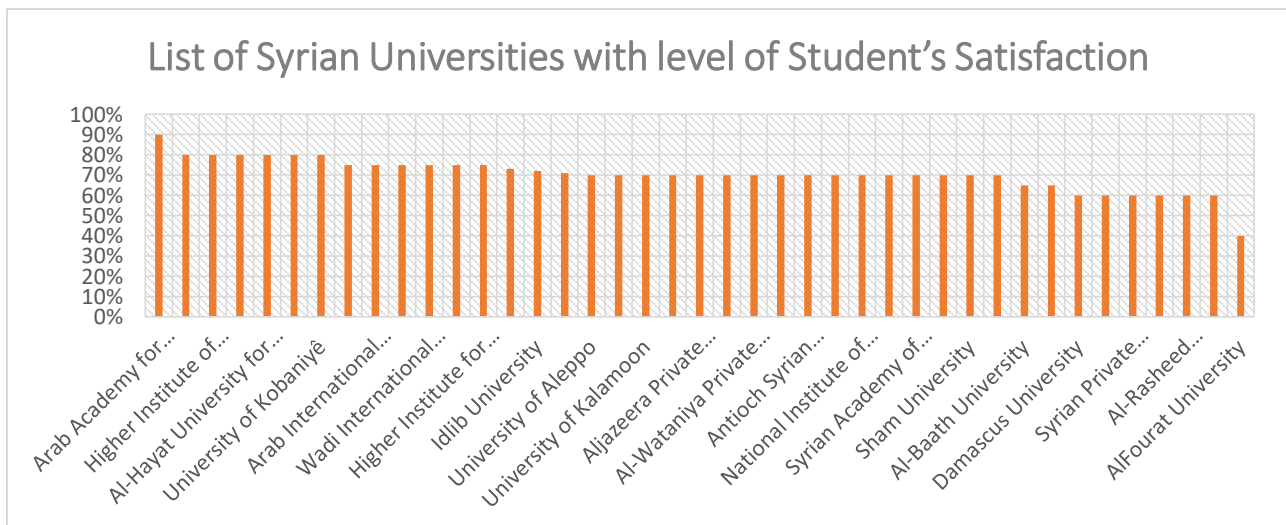
Most Syrian universities did not implement a clear system for quality assurance, while they stated that they had established specialized units for total quality assurance, and started the university’s programmatic and institutional accreditation steps.

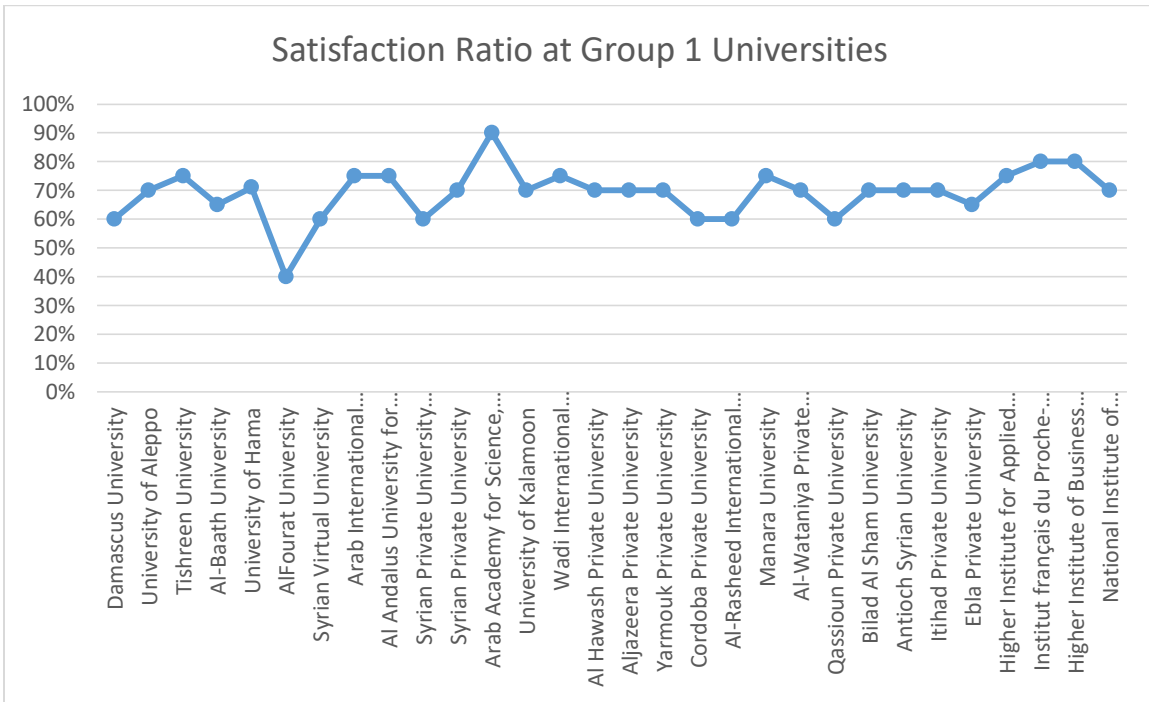
According to the above, the variables are as follows:

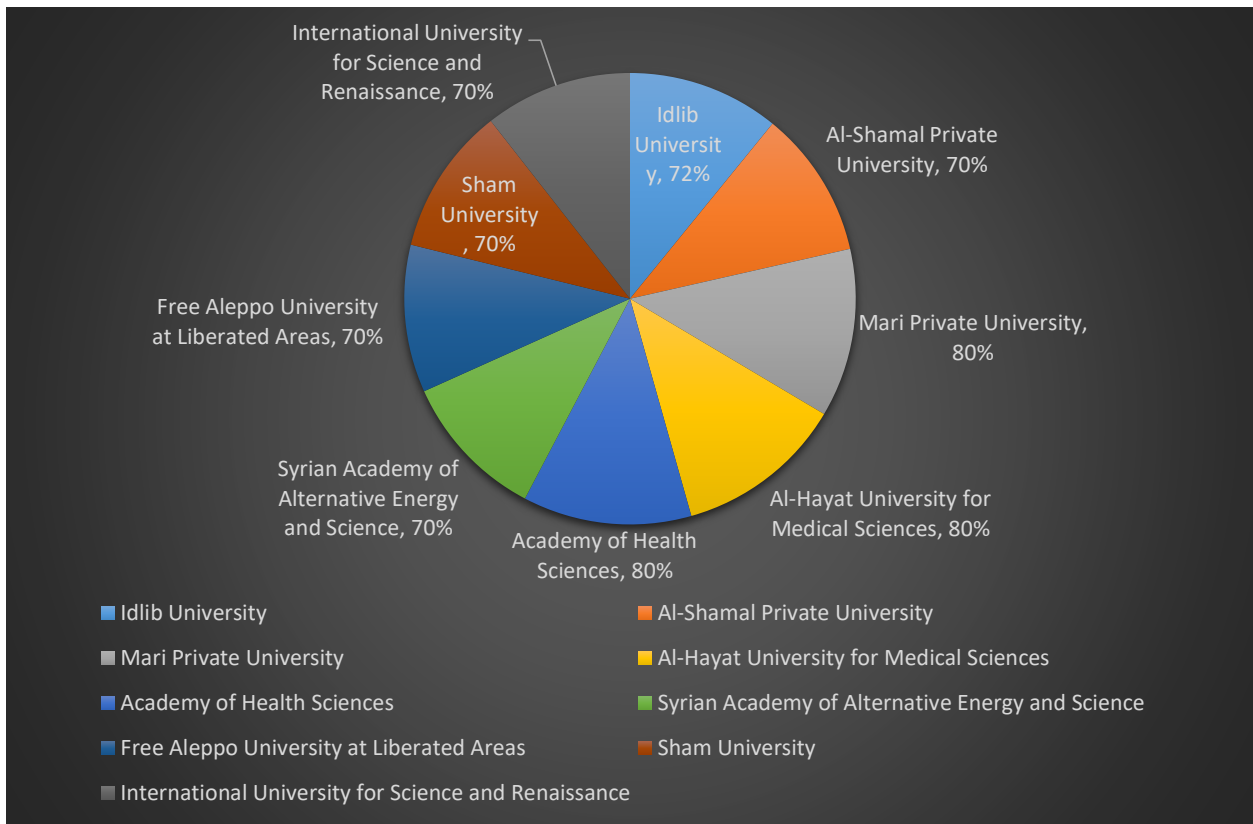


### XI- Analysis of Student’s Satisfaction

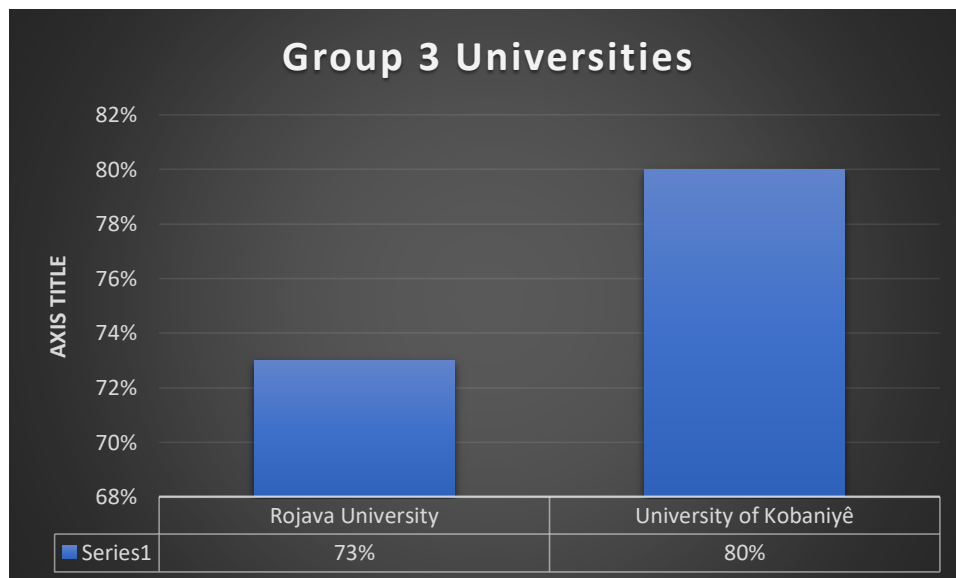
An indicator that is difficult to deal with it, while managing complete transparency, is determining the level of student satisfaction with the university as a whole. It is difficult in the case of analyzing the conditions of operating higher education in Syria to determine the level of student satisfaction with the educational process. During wars, students are not looking for a comprehensive development process for education, and all they want to achieve is a state of stability for their psychological distress they suffer from, or at least, to graduate, and obtain a certificate to enable them to travel abroad. For this reason, students are not fully aware of their rights, nor are they fully informed of what they are entitled to while studying at university. In addition to the previous data, and as a result of panic caused by the war, many students felt afraid to express their thoughts or their point of view towards the university because of the fear of arrest and torture, or at least dismissal from the university. Despite the above, we analyzed students’ satisfaction with the university by identifying the most comprehensive and popular online platform for Syrian higher education institutions, which is Facebook. 30 random comments were chosen for each university, and these comments were measured according to a variable (positive comment - negative comment). Accordingly, the percentages of these comments were collected and a percentage was reached to determine student satisfaction. The results were as the following:







Students' satisfaction ratio for Group 2 Universities



Both Maali University and Mashreq University were excluded from the analysis because both of these universities have not started the educational process yet.

## X. Major Difficulties and Challenges of Syrian Universities Regarding QA, Internationalization, and ranking

Syrian universities are experiencing many existential difficulties and challenges, which can be mentioned as follows:

- Up to this moment, one of the major difficulties for most Syrian universities is the decrease in the value of the currency, the decrease in the salaries of the faculty, and the inflation in the value of the currency, with the absence of any equality between the monthly income rate of the faculty members with the increase in the prices of all foodstuffs, catering, and fuels. Students also find great difficulties in paying the university registration fees or in paying the costs of books, paper pamphlets, academic summaries, and the various expenses associated with the university.
- Some Syrian universities are having severe legal and existential problems that prevent them from building real relations with the international academic community in the future. An example of these legal problems is the operational conditions of “*Free Aleppo University*”. The problem with “Free Aleppo University” is that its name is similar to the name “*Aleppo University*” and the description of the university as “*Free*”, or in the liberated areas, is a description of a place, and not connected with the name itself. Therefore, the university **must** change its name, such as the “*Second Aleppo University*,” or “*The Independent University of Aleppo*” or any name by which the university can be distinguished from the “University of Aleppo” that is located in the city of Aleppo. Another legal problem is the “logo” of “Free University of Aleppo”, because the logo is the same logo of the University of Aleppo, and this is not accepted legally speaking. Another point to take into account is that the main building facade is reproduced from the facade of the building of Aleppo University located in the city of Aleppo. The Free University of Aleppo **must** find quick, direct, and radical solutions to these legal problems that it suffers from.
- Many Syrian universities are similar in name, such as “Al-Rasheed International University for Science and Technology, and the International Private University for Science and Technology. Sham University, and the International Sham University. The name of the university must be distinct and explicit and not bear any similarity with any other university.”
- One of the problems that must be found radical solutions is the granting of Ph.D. degrees in Syrian universities. For universities established after 2014, it is still **too early** to award Ph.D. degrees because there are international, academic, and scientific considerations for awarding a Ph.D., and it is still too early for these universities to award a Ph.D. One of the fundamental



problems in this context is the awarding of doctoral degrees in some departments where universities are not entitled to award a doctorate, such as foreign languages departments (like the English language). Granting a Ph.D. will cause subsequent legal problems. It is possible to find practical alternatives to this issue through grants and scholarships that are offered by those universities to their faculty members. Those faculty members would be studied (physically or online) at reputable universities and be awarded their Ph.D. degrees. After that, they will be obliged to teach at the university that offered them the scholarship for some time (like 5-8 years).

- Syrian universities must also adjust their admission policies so that these policies are commensurate and parallel to the needs of the labor market. It is illogical for a university to accept the admission of students in academic study programs, and to graduate at a later period without enabling them to get a job opportunity that fits the study program. One of the academic programs that can face radical difficulties in this field is the human medicine program. If the university is graduating a large number of doctors without job opportunities for them, or without hospitals where they work, we will face a real problem. Universities must analyze the needs of the labor market before accepting the admission of students. Syrian universities can resort to obtaining program accreditation, which enables them to open the way for their graduates to work abroad.
- The Autonomous Administration of North and East Syria (AANES) has a small number of universities, as 3 universities in a relatively large geographical area and a large population, are considered to be a small number.
- vocational education is completely neglected at Syrian universities.
- Syrian universities, accreditation bodies, and Syrian accreditation boards still view distance education as lower or not equal to the level of physical education (and this view is completely wrong).
- MoUs are still neglected by most Syrian universities.
- Syrian universities still have a major obstacle to improving their rankings, and their entry into new rankings is based on scientific content more than those based on web content. Syrian universities must build a clear academic scientific system and transform Syrian higher education institutions into academic research centers, innovation centers, scientific bodies, and platforms that encourage scientific research more than they are today indoctrination institutions that rely in their operation on a routine bureaucratic policy that does not differ from the work of any high school or sub-university education center.
- Syrian universities have a major problem which is the severe weakness in scientific research, due to the small number of research publications that the university publishes and the small number of research journals published by

Syrian universities (except for Damascus and Tishreen universities). Syrian universities should support the teaching staff to publish scientific research either in the university's journal or independently in prestigious scientific journals.

- Despite the continuous claims by all Syrian universities, a very large section of Syrian academics still do not have an academic identity or even have accounts on the most important scientific research platforms or digital engines dedicated to academic research.

## XI. Future of Syrian Higher Education

- It is very difficult to determine the future of higher education in Syria given the development of the conflict, and the connection of the political and military solution in Syria to many regional and international issues such as the war in Ukraine, the conflict between Azerbaijan and Armenia and other outstanding political issues. Based on the foregoing, there may be a change in the map of control over the areas of influence (as if Turkey controls areas on the border strip with Syria), and thus, this matter will lead to the suspension of several universities in the AANES from working. For this reason, the universities affiliated with AANES must communicate with the Turkish academic bodies and coordinate with them in a way that guarantees the independence of universities from political and military conflicts, and the continuation of the work of universities in the region in the event of any political or military change
- As I mentioned in the introduction, the concept of looking at Syria as a single independent state has ended irreversibly due to many economic, political, social, and security factors, and therefore, at this stage, Syria can be considered a multi-cantons state, or as independent cantons at the very least.
- One of the intractable future problems that Syria will face is the ideological and mental influence that foreign universities have had on Syria. As I mentioned earlier, Iran has opened a large number of universities in Syria, and these opened universities will have a very large ideological and cultural impact and it will be difficult, if not impossible, to overcome the effects of these universities on the distant future in the new Syria. These universities are molding students and building intellectual trends that are completely independent of the Syrian orientation, by providing grants, aid, and sums of money to students and providing job opportunities for graduates. Dealing with these universities and their outputs will be one of the most controversial issues in the higher education sector in Syria.
- One of the additional problems is the universities, which represent in their true essence **temporary projects**, and by that, I mean that these universities are profitable financial projects that work for a temporary period only, like any other project. It is immoral and logical to allow these brokers to open the so-called universities and thus the work of these fake temporary universities must be stopped.
- As a result of the conditions of war in Syria, and the current and future difficulties in establishing a sound higher education system, higher education institutions must teach at least 30% of their educational programs in English. This contributes to the internationalization of higher education institutions, the encouragement of scientific research, and the student's follow-up of any developments in his field of specialization.

- As everyone knows, as a result of the conditions of war and its difficulties, Syrian universities must establish quality systems that qualify them at a later stage to obtain programmatic and institutional accreditation. This stage must be part of the strategy of Syrian higher education institutions.
- One of the major difficulties that newly-established universities are going through is the internationalization of higher education institutions, which is, according to Salmi, J. (2009), the offspring, and best product that globalization has introduced to the sector of higher education. The approximate period during which any university can internationalize its operation is 5 years, but if this university suffers from difficult circumstances outside its control (which is the case with Syrian universities operating in the war phase), the period it needs to internationalize itself is 8 years. We advise Syrian universities to make all efforts to achieve internationalization in higher education, build a distinguished network of relations with regional and international universities, and obtain membership in the most important international education networks, circles, and associations.
- One of the main problems that Syrian universities are going through, especially in the AANES region, is the university's inability to adopt educational programs that suit the needs of the labor market or choose programs that have no practical applications. For this reason, we advise those universities to analyze the needs of the labor market and the requirements of society before deciding which programs to offer.
- Syrian universities can benefit from the experience of countries that have witnessed renaissance and tangible progress during the past century according to their own circumstances. For example, the experience of the renaissance of Malaysia and Singapore can be benefited from, and it is possible to learn from the Japanese and German experiences by transcending the difficult bloody period of World War II, and the Vietnamese experience at the stage of Post-American-War. In general, it is not difficult to build an independent and developed higher education system in the post-war era. What academics should focus on is the ability of universities to learn from the experiences of others, act with flexibility and diplomacy, and show a willingness to learn from the experiences of other countries.
- **In the current period, and at the beginning of the second half of 2022, the future of higher education in Syria seems vague, unclear, complicated, and does not bear any nucleus of stability or confirmation.** According to a study published by the University of Cambridge (2019), the Syrian Higher Education System is on the brinkmanship of a complete breakdown. It is difficult to define a specific operation module due to the political, geographic, cultural, and social division that Syria is witnessing, which could result in one explicit state on the map, fragmented and divided on the ground with the fading of the factors that brought Syrians in the past centuries together.

- The intricacy of higher education increases in difficulty and complexity with the spread of foreign universities in Syria, a matter that Syrians will endure great difficulties in resolving in a later period.
- As for the Syrian academics residing outside Syria and in the countries of asylum, most of them have established their own independent path in their lives, and most of them obtained the nationalities of the countries of asylum and their children became citizens of the new country. It is *impossible* to ask these academics at a later period to leave everything behind and return to Syria in the reconstruction phase, as this is a figment of the imagination. What we can do is to ask them to present the experience they have gained to serve in building the new Syria, whether that is by giving lectures, seminars, and conferences online, or by holding physical training workshops, or coming for short periods and returning to their new country.
- The future of higher education in Syria rests on the shoulders of qualified and specialized cadres, and on qualified students who will supplement the labor market and become a real productive force. The future of higher education in Syria is built on the shoulders of students who will create job opportunities instead of searching for those jobs. Those graduates will rely on all possible resources and employ all creative abilities to build a new identity for higher education in the future of Syria.

## **XII. Conclusions and Recommendations**

This study was a detailed, extensive and comprehensive description of the state of the higher education sector in Syria and the difficulties it suffers from, whether through improving the ranking of Syrian universities, applying a quality assurance system in these universities, or internationalizing them and linking them to international academic institutions. This study also focused on the general operational status of each university and a partial statement of its work, departments, and operational status. In addition, a detailed explanation was provided about the general difficulties and obstacles that some Syrian universities are experiencing, and the optimal and best mechanism for finding practical solutions to these mentioned difficulties.

In addition to the above, the research discussed the future of higher education in Syria, the current and future difficulties of the Syrian higher education sector, and discussed the most controversial difficulties that Syrians will endure in the post-war and reconstruction phase. The research also provides recommendations for Syrian universities to deal with some of the sensitive and controversial issues that they were going through.

The research also discussed the structure of higher education in Syria, the current higher education councils as licensing and accreditation bodies for universities, and the goals and vision of each of these legislative entities.

After analyzing the conditions of operation for Syrian universities, and after taking the results of the questionnaire into account, we have reached the following conclusions and recommendations:

- Most Syrian universities suffer from the lack of a clear strategy to implement policies or standards for applying external quality assurance in line with the universities' vision, goals, and capabilities. By analyzing the questionnaire data, we found that a few Syrian universities have a clear plan for obtaining accreditation, and therefore, Syrian universities must develop a clear and transparent policy and a clear and specific five-year plan that runs according to tight systems to implement internal quality assurance standards, leading to the restructuring of Syrian universities, and obtaining accreditation from well-known academic and international bodies.
- The quality assurance process for Syrian universities must be logically and tightly studied so that universities do not fall prey to the accreditation mill, and that the accreditation that these universities will obtain is of value, importance, and benefit to universities, students, and graduates. Accreditation mills are entities and councils that grant accreditation either without any value because it does not depend on any of the academic standards, or they are not authorized to grant accreditation. These accreditation mills implement many illegal methods to deceive universities into falling prey to them.

- We advise Syrian universities, by studying the reality of their rankings, to establish scientific and academic workshops aimed at clarifying the importance of rankings for these universities. We advise these universities to try to make a clear structuring of the role of the university professor and to transform him/her into a “researcher” or “scientist” rather than a mere teacher in secondary schools.
- We advise Syrian universities to direct their attention towards rankings based on scientific content because those rankings contribute to providing an actual and real assessment of the scientific level of the university, and determining the academic level of the teaching staff, including the number of academic research published in prestigious journals, and the international academic awards obtained by the university’s teaching staff. Those rankings also help in measuring the strength of the university’s influence in society, and the local, regional and international influence of the university’s graduates in all fields.
- For Syrian universities, the role of rankings should be similar to the role of a mirror that reflects the reality as it is, and not be a marketing tool for Syrian universities. In addition, Syrian universities should focus on improving the educational process in general, which leads to an improvement in the ranking of Syrian universities. The main concern of the universities should never be to focus on areas and sectors that serve to improve rankings and at the same time, neglect the rest of the other procedures in the educational institutions that are not directly connected with improving the ranking of the university.
- Many Syrian universities are having difficulties with the internationalization of their educational process, and this problem exists directly and mainly in universities that were established after 2014, as these universities are still new, and it is difficult for them to build extensive relations with international academic bodies. In addition, many Syrian universities still have difficulties with technical issues, as some of them are having problems with the suspension of their websites, while others depend on social media in the process of internationalization, which is an unsuccessful process because the university's digital interface is the website. Promotion can be supported through social networking sites, but social media should not be the first and only tool for the university's digital appearance.
- Regarding the internationalization of Syrian universities, we advise the Syrian universities to allocate a financial budget dedicated to the internationalization of these universities. The process of internationalization needs a specific financial budget that includes membership fees, partnerships, and travel costs undertaken by the university.
- We advise Syrian universities to work on overcoming the operational difficulties they suffer from and to implement governance modules commensurate with their operational nature.



- We advise Syrian universities to communicate with international universities in areas that have witnessed a previous period of instability so that Syrian universities can benefit from the experiences of these universities to overcome the current difficulties of Syrian universities.
- o Syrian universities must find urgent solutions to the financial problems they are going through, taking into account the excessive inflation that the value of the Syrian currency suffers from, and the possible collapse that could occur at any moment. There is no solution to this problem in universities under the control of the central government in Damascus. As for the AANES region, it is possible to deal in US dollars in the higher education sector, and by that, I mean that universities charge students fees in US dollars, and pay the salaries of the teaching staff in US dollars. Universities can get a share of oil sales in coordination with The Autonomous Administration of North and East Syria (AANES). In the Idlib region, the basic financial transaction in the higher education sector is in US dollars and Turkish Liras, but it is possible to coordinate with the administrative entities controlling Idlib, and allocate part of the financial revenues of the border crossings to support universities and educational institutions in Idlib.
- Higher education councils in Syria must work to communicate with accreditation bodies and councils in several countries and sign partnership memoranda with them to accept joint accreditation and accept graduates of Syrian universities in those countries.
- I recommend establishing and opening additional universities in the region.
- I recommend the establishment of specialized academies and higher institutes in the Idlib region. These institutes and academies offer a small number of programs, but at the same time, they provide an outstanding academic experience.
- I recommend establishing departments and units for vocational education that connect the student with the labor market
- I recommend that Syrian universities should establish special departments for distance education so that these departments are part of the internationalization of universities, and at the same time, they are good financial support for the university.
- At the three areas of dominations, we recommend establishing specialized mechanisms for accreditation and acceptance of educational programs offered online
- I recommend limiting the designation of any institution bearing one of the following words: “higher education,” “university,” “academy,” “graduate school,” or “college,” except through one of the licensing and accreditation bodies or boards in Syria.

- Syrian universities, specifically in the Idlib sector, should form advocacy teams made up of Syrian academics currently residing in Britain, Germany, and Italy. These academics can be the voice of these universities abroad and they are the physical gateway to these universities abroad.
- At a later period, I recommend that Syrian universities open a campus nucleus in several countries around the world, and as a starting point, Syrian universities can be licensed in other countries (Germany for example), and then, a registration office is opened for students, and this office is converted over time into a branch for the university.
- I recommend that universities located in areas under the control of the central government in Damascus take steps more open to the international academic community and try to transfer themselves to the outside world as independent academic institutions.
- Private universities located in areas under the control of the central government in Damascus are advised to try to stay away from political quarrels in a way that allows them a margin of independence in their communication with the international academic community.
- Some private universities, despite the difficulties they are going through, have signed memoranda of partnership and cooperation with several international universities, such as "Ittihad Private University", which has signed memoranda of partnership and cooperation with Al-Sabah University and the University of Science in Malaysia. We recommend "Ittihad Private University" and other Syrian universities support its scientific internationalization and sign additional memoranda of partnership and cooperation.
- The teaching staff in Syrian universities must realize that they have a great responsibility to advance education and scientific research, support the educational process, and help the university in the internationalization of its educational process.

### **Specific Recommendations:**

Recommendations related to the internationalization of Syrian higher education

- Syrian universities need to focus on achieving institutional and program accreditation to facilitate the start of building partnerships with various international universities
- Syrian universities must improve their ranking and digital presence, which contributes to encouraging international universities to communicate with them
- It is also important for Syrian universities to obtain memberships of the most important international higher education organizations, agencies, and networks so that Syrian universities work under the umbrella of these organizations.

#### Recommendations related to the Quality Assurance of Syrian higher education

- We advise Syrian higher education institutions to start applying The Standards and guidelines for quality assurance in the European Higher Education Area (ESG) so that they can access academic and institutional accreditation

#### Recommendations related to the Ranking of Syrian higher education

- We recommend Syrian academics, especially in newly established universities, to establish an academic identity with their affiliation emails and affiliation with the universities in which they teach.
- We advise newly established universities to encourage their faculty (and Ph.D. candidates) to create accounts on Google Scholar, Research Gate, and Academia, and to publish research articles they have authored.
- We advise universities to grant incentive bonuses to the teaching staff who publish research and articles, and the university can depend on promotion, recruitment, or renewal of teaching contracts at the university on the number of peer-reviewed papers published in prestigious periodicals.
- We advise universities to encourage their teaching staff to participate in international scientific conferences and symposia.
- We advise universities to encourage their teaching staff and nominate them to win international academic and scientific awards.
- We advise universities to build real performance indicators for their work that can be relied upon at a later stage to enable them to be included in rankings based on scientific standards, protocols, and algorithms.

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#### **XIV. Annexes**

##### **Syrian Universities at Three Sectors of Domination in Syria**

The number of universities in Syria has varied rapidly over the past sixty years. Initially, Damascus University, the largest and oldest university in Syria, was founded in 1923 by merging the Faculty of Medicine (established in 1903) and the Institute of Law (established in 1913). Until 1958, it was called the Syrian University, but the name changed after the founding of the University of Aleppo.

With the beginning of the war in Syria, many universities have emerged, and many other universities were closed. It is also clear that many foreign universities started their academic programs in Syria during the last few years. **In April 2022, there were 43 Syrian universities, 3 Turkish universities, and 8 Iranian universities, and there is a plan to open a branch of a Russian university in Damascus.**

First of all, here is a list of the Syrian universities that have been closed over the past few years:

- Al-Mamoun Private University of Science and Technology (transformed into the University of Cordoba).
- Al-Farabi University for Postgraduate Studies.
- Gulf Private University (transformed into Al Shahba University).
- P.U.S.A. Private University for Sciences and Arts, (a private university closed due to the war).
- Qadmous Private University (was closed two years after its opening for unknown reasons).
- United Private University of Kenitra.
- Al-Rasheed International Private University for Science and Technology.




**Universities of Sector A: 30 universities**

Name of the University	Damascus University	
Logo of the University		
Website, and Social Media.	Website	<a href="http://www.damascusuniversity.edu.sy/">http://www.damascusuniversity.edu.sy/</a>
	Facebook	<a href="https://www.facebook.com/Damas.University">https://www.facebook.com/Damas.University</a>
	Twitter	<a href="https://twitter.com/damasuniv">https://twitter.com/damasuniv</a>
	LinkedIn	<a href="https://www.Linkedin.com/company/damsucs">https://www.Linkedin.com/company/damsucs</a>
	YouTube	<a href="https://bit.ly/damascusYouTube">https://bit.ly/damascusYouTube</a>
Location of the university	The university is located in the city of Damascus and has several branches in each of the governorates of Damascus, Daraa, As-Suwayda, and Quneitra.	
Overview of the university	It is the oldest and largest university in the Syrian Arab Republic. It is located in the capital, Damascus, and has branches in some other governorates. It is the first public university in the Arab world. Its first nucleus goes back to the year 1903 through the Medical School with its two branches: Human Medicine and Pharmacy. In 1923, the Medical School was merged with the School of Law (founded in 1913) to form the Syrian University. And it remained under that name until 1958 when it became called Damascus University. Damascus University includes many colleges, higher institutes, and applied institutes, in addition to the School of Nursing. There is a specialized institute for teaching Arabic to foreigners, which is the largest of its kind in the Arab world. It is one of the largest universities in the Arab world in terms of the number of students. Damascus University, in addition to the rest of the official Syrian universities, is the only university in the world that teaches all its sciences in all its branches in the Arabic language.	
Faculties of the university	Faculties of Arts and Humanities, Mass Communication, Economics, Education, Law, Agriculture, Tourism, Sharia, Health Sciences, Pharmacy, Medicine, Dentistry, Science, Political Science, Fine Arts, Civil Engineering, Informatics Engineering, Architecture, Mechanical, and Electrical Engineering, and Applied College.	
Higher education institutes	Higher Institutes of Regional Planning, Languages, Administrative Development, Laser Research, and its Applications, Seismic Studies and Research, and Translation and Interpretation. - Technical Institutes for Banking and Financial Sciences, Business Administration and Marketing, Agricultural Technical, Mechanical, and Electrical Engineering, Medical Technical, Dental Technical Institute, Engineering Technical Institute, and Computer Technical Institute	
Centers and units of the university	Reda Saeed Convention Center - Oral and Maxillofacial Surgery Center - Nursing School - Blood Transfusion Center - Francophone Center - Leishmaniasis Center - Biological Control Center - Medical Education	



	Development Center - Quality Assurance Center - Career Guidance Center - National Center for Visual Arts.	
Teaching and training hospitals	Al-Assad University Hospital - Mouwasat University Hospital - General Authority for Children's Hospital - Obstetrics and Gynecology Hospital - Al-Biruni Hospital - University Heart Surgery Hospital - Dermatology and Venereal Diseases Hospital - Oral and Maxillofacial Surgery Hospital - Dermatology Hospital.	
Main directorates of the university	Personnel Affairs - Legal Affairs - Scientific Research - Internal Control - Public Relations - International and Cultural Relations - Financial Affairs - Central Student Affairs - Contracts - Financial Control and Warehouses - Systems and Information - Engineering Affairs - Planning and Statistics - Journals - Student Activities and Camps - Libraries - Dividers - Books and Publications.	
Number of students	315,993 students (Statistics for the academic year 2017-2018)	
Number of faculty members	2884 faculty members (Statistics for the academic year 2015-2016)	
Main difficulties, problems, and obstacles faced by the university	Students dropping out and not attending lectures. The resignation of the teaching staff and their travel abroad. The financial burden. Financial difficulties experienced by the teaching staff.	
The level of students' satisfaction with the educational process	60%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	3310 of 31200
	QS World University Rankings	+1201
	EduRank	4138 of 14160
	UniRank	4025 of 13,800
	UniPage World University Ranking	1658 of 28,193
International Accreditation	NA	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	No available information	
Research Journals of the university	Damascus University Journals of Engineering Sciences, Health Sciences, Economic and Legal Sciences, Basic Sciences, Agricultural Sciences, Human Sciences, Educational, and Psychological Sciences. The New Journal of Medical Sciences / Translations /, The Journal of the Union of Arab Universities for Medical Studies and Research, The Arab Journal of Pharmaceutical Sciences, The Journal of Historical Studies, and The Journal of Strategic Studies.	

Name of the University	University of Aleppo	
Logo of the University		
Website, and Social Media.	Website	<a href="https://alepuniv.edu.sy/">https://alepuniv.edu.sy/</a>
	Facebook	<a href="https://bit.ly/alepunifb">https://bit.ly/alepunifb</a>
	Twitter	<a href="https://www.twitter.com/aleepuni">https://www.twitter.com/aleepuni</a>
	LinkedIn	<a href="https://bit.ly/381tBGf">https://bit.ly/381tBGf</a>
	YouTube	<a href="https://bit.ly/3LGDeJ4">https://bit.ly/3LGDeJ4</a>
Location of the university	Aleppo city and its countryside. It previously included several colleges in Idlib.	
Overview of the university	<p>The second university was established in Syria after the Syrian University, which was later renamed Damascus University, and is one of the leading scientific institutions and reputable Arab universities. In the year 1946, the Faculty of Engineering was established in the city of Aleppo as the first institution of higher education, and at that time it was affiliated with the Syrian University in Damascus. In 1960, the Faculty of Engineering effectively became independent from the University of Damascus and formed the basic core of this emerging university with the creation of a second faculty.</p>	
Faculties of the university	<p>Faculties of Civil Engineering, Architecture, Electrical, and Electronic Engineering, Mechanical Engineering, Engineering, Technical Engineering, Medicine, Dentistry, Pharmacy, Nursing, Agricultural Engineering, Science, Applied Fine Arts, Applied Faculty, Law, Arts and Humanities, Economics, Education, and Faculty of Sharia.</p>	
Higher education institutes	<p>Medical Technical Institute, Technical Engineering Institute, Technical Computer Institute. Technical Institutes for Prosthodontics, Agricultural Technical, Accounting and Finance, Business Administration and Marketing, and Mechanical and Electrical Engineering.</p>	
Centers and units of the university	<p>Center for Innovation and Technology Transfer - Francophone University Digital Center - Center for Strategic Studies and Research - Center for Skills and Career Guidance - Computer Center - Japan Academic Cooperation Center.</p>	
Teaching and training hospitals	<p>Aleppo University Hospital - University Obstetrics and Gynecology Hospital - University Heart Diseases and Surgery Hospital - Al-Kindi University Hospital - Dental Clinics Hospital - Oral and Maxillofacial Surgery Hospital</p>	

Main directorates of the university	Aleppo University Research Journal - Aleppo University Secretariat - Directorate of Cultural Relations - Directorate of Public Relations - Directorate of Scientific Research and Graduate Studies - Quality Assurance Center - Directorate of Technical Institutes - Directorate of Planning and Statistics - Directorate of Supplies.	
Number of students	55597 students (Statistics for the academic year 2015-2016)	
Number of faculty members	1508 faculty members (Statistics for the academic year 2015-2016)	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of students' satisfaction with the educational process	70%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	4973 of 31200
	QS World University Rankings	NA
	EduRank	6441 of 14160
	UniRank	8832 of 13,800
	UniPage World University Ranking	NA of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	None	
Research Journals of the university	Journal of Aleppo University	

Name of the University	Tishreen University	
Logo of the University		
Website, and Social Media.	Website	<a href="https://tishreen.edu.sy/">https://tishreen.edu.sy/</a>
	Facebook	<a href="https://bit.ly/tishrenfbuni">https://bit.ly/tishrenfbuni</a>
	Twitter	<a href="https://twitter.com/Tishreen_Univ">https://twitter.com/Tishreen_Univ</a>
	LinkedIn	<a href="https://bit.ly/3KEOLYf">https://bit.ly/3KEOLYf</a>
	YouTube	<a href="https://bit.ly/3ky9sdB">https://bit.ly/3ky9sdB</a>
Location of the university	Latakia city	
Overview of the university	<p>A public university in Syria was established in 1971 under the name of Latakia University and later renamed Tishreen University after the Tishreen Liberation War in 1973. Its location is east of the city of Latakia, the center of Latakia Governorate on the Mediterranean coast in Syria. It includes colleges and higher institutes for various scientific disciplines, research centers, a campus, and various types of university services.</p>	
Faculties of the university	<p>Faculties of Informatics Engineering, Civil Engineering, Mechanical, and Electrical Engineering, Architecture, Medicine, Applied Sciences, Dentistry, Science, Economics, Education, Law, Arts and Humanities, Nursing, Fine Arts, Physical Education, Information and Communication Technology Engineering, Applied Engineering.</p>	
Higher education institutes	<p>Higher Institutes of Languages, Environmental Research, Marine Research. Computer Technical Institute, Engineering Technical Institute, Medical Technical Institute, Agricultural Technical Institute, Technical Institute for Financial and Banking Sciences, Veterinary Technical Institute, Technical Institute for Business Administration and Marketing, Technical Institute for Medicine the Teeth.</p>	
Centers and units of the university	<p>Computer Center - Quality Assurance Center - Skills and Career Guidance Center - Biotechnology Center - Video Center for Animal Research and Production - Buga Center for Plant Research and Production.</p>	
Teaching and training hospitals	Tishreen University Hospital	
Main directorates of the university	<p>Directorate of Student Affairs and Central Examinations Directorate of Scientific Research Directorate of Continuing Education Directorate of University City Directorate of Libraries and Cultural Activities Directorate of Books and Publications Directorate of International,</p>	

	Cultural and Public Relations Engineering Affairs and Services.	
Number of students	69461 students (Statistics for the academic year 2015-2016)	
Number of faculty members	2569 faculty members (Statistics for the academic year 2015-2016)	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of students' satisfaction with the educational process	75%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	4539 of 31200
	QS World University Rankings	NA
	EduRank	5544 of 14160
	UniRank	7526 of 13,800
	UniPage World University Ranking	4726 of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	None	
Research Journals of the university	Tishreen University Journals of (Economic and Legal Sciences Series), (Biological Sciences Series), (Engineering Sciences Series), (Medical Sciences Series), (Basic Sciences Series), and ( Arts and Humanities Series).	


Name of the University	Al-Baath University	
Logo of the University		
Website, and Social Media.	Website	<a href="https://albaath-univ.edu.sy/">https://albaath-univ.edu.sy/</a>
	Facebook	<a href="https://www.fb.com/albaathunivweb/">https://www.fb.com/albaathunivweb/</a>
	Twitter	<a href="https://twitter.com/albaathunivweb">https://twitter.com/albaathunivweb</a>
	LinkedIn	<a href="https://bit.ly/3LEf157">https://bit.ly/3LEf157</a>
	YouTube	<a href="https://bit.ly/3vDYcD5">https://bit.ly/3vDYcD5</a>
Location of the university	Homs city, Homs countryside	
Overview of the university	The University of the Central Region in Syria, distributed between the cities of Homs and Hama, was established in 1979 and is the fourth among Syrian universities according to the date of establishment.	
Faculties of the university	Faculties of Medicine, Dentistry, Pharmacy, Health Sciences, Informatics Engineering, Civil Engineering, Architecture, Chemical, and Petroleum Engineering, Mechanical and Electrical Engineering, Agriculture, Applied Faculty, Arts and Humanities, Law, Tourism, Education, Music Education, Economics, Science.	
Higher education institutes	Computer Technical Institute - Engineering Technical Institute - Agricultural Technical Institute - Technical Institute for Badia and Desertification Affairs - Higher Institute of Languages - Higher Institute for Water Management.	
Centers and units of the university	Quality Assurance Center - Biotechnology Research Center - Renewable Energies Center - European Union Capacity Development Project (EGREEN) - Syrian-Belarusian Center for Scientific and Technical Cooperation - Skills and Career Guidance Center.	
Teaching and training hospitals	Al-Baath University Hospital	
Main directorates of the university	Supplies Directorate - Directorate of Scientific Research and Graduate Studies - Directorate of Qualification and Training - Directorate of Central Student Affairs - Directorate of Administrative Development - Directorate of Engineering Affairs - Directorate of Student Activities - Directorate of Technical Institutes - Directorate of Libraries - Directorate of Cultural, International, and Public Relations - Directorate of University Councils - Press and Media Office - Directorate of Statistics and Planning - Directorate of Books and Publications - Directorate of Academic Dedication - Directorate of Information and	

	Communication Systems - Directorate of Financial Affairs - Directorate of Internal Control - Office of Legal Affairs.	
Number of students	120000 students (Statistics for the academic year 2019-2020)	
Number of faculty members	1190 faculty members (Statistics for the academic year 2015-2016)	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of students' satisfaction with the educational process	65%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	5804 of 31200
	QS World University Rankings	NA
	EduRank	8699 of 14160
	UniRank	5564 of 13,800
	UniPage World University Ranking	3855 of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	None	
Research Journals of the university	Al-Baath University Journal (Medical Sciences Series) - Al-Baath University Journal (Science Series for Civil and Architectural Engineering) - Al-Baath University Journal (Science Series for Petroleum and Chemical Engineering) - Al-Baath University Journal (Science Series for Mechanical, Electrical and Informatics Engineering) - Al-Baath University Journal (Biotechnology and Agricultural Sciences Series) - Al-Baath University Journal (Linguistic and Literary Sciences Series) - Al-Baath University Journal (Economic Sciences Series) - Al-Baath University Journal (Legal Sciences Series) - Al-Baath University Journal (Educational Sciences Series) - Al-Baath University Journal (Basic Sciences Series) - Al-Baath University Journal (Historical and Social Sciences Series).	




Name of the University	<b>University of Hama</b>	
Logo of the University		
Website, and Social Media.	Website	<a href="https://hama-univ.edu.sy">https://hama-univ.edu.sy</a>
	Facebook	<a href="https://www.fb.com/HamaUnivWeb/">https://www.fb.com/HamaUnivWeb/</a>
	Twitter	<a href="https://www.twitter.com/hamauni">https://www.twitter.com/hamauni</a>
	LinkedIn	<a href="https://bit.ly/3MPNoYf">https://bit.ly/3MPNoYf</a>
	YouTube	<a href="https://bit.ly/37YnIK5">https://bit.ly/37YnIK5</a>
Location of the university	City of Hama	
Overview of the university	<p>A public university located in the city of Hama in Syria. The establishment of Hama University was announced on May 13, 2014, under Decree No. 19 of 2014, after it was part of Al-Baath University.</p>	
Faculties of the university	<p>Faculties of Veterinary Medicine, Medicine, Dentistry, Nursing, Pharmacy, Civil Engineering, Architecture, Agriculture - College of Applied, Arts and Humanities, Physical Education, Education, Economics, Science.</p>	
Higher education institutes	<p>Higher Institute of Languages - Technical Institute of Computer - Agricultural Technical Institute - Medical Technical Institute - Technical Institute of Dentistry - Technical Institute of Veterinary Medicine.</p>	
Centers and units of the university	<p>Directorate of Financial Affairs - Directorate of Supplies and Contracts - Directorate of Student Affairs - Directorate of Cultural and Public Relations - Office of Legal Affairs - Directorate of Internal Control - Directorate of Training and Qualification - Directorate of Personnel Affairs - Directorate of Administrative Development - Directorate of Planning and Statistics - Directorate of Books and Publications</p>	
Teaching and training hospitals	Hama University Hospital	
Main directorates of the university	<p>Directorate of Information and Communication Systems - Directorate of Engineering Affairs and Services - Center for Quality Assurance and Academic Accreditation - Directorate of Student Activities - University Dormitory - Directorate of Graduate Studies and Scientific Research - Directorate of Academic Sacrifice - Press and Media Office - Directorate of Readiness.</p>	
Number of students	14903 students (Statistics for the academic year 2015-2016)	
Number of faculty members	187 faculty members (Statistics for the academic year 2015-2016)	


main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of student satisfaction with the educational process	71%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	11588 of 31200
	QS World University Rankings	NA
	EduRank	12137 of 14160
	UniRank	9600 of 13,800
	UniPage World University Ranking	NA of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	None	
Research Journals of the university	Hama University Research Journal	

Name of the University	AlFourat University	
Logo of the University		
Website, and Social Media.	Website	<a href="http://alfuratuniv.edu.sy/">http://alfuratuniv.edu.sy/</a>
	Facebook	<a href="https://www.fb.com/AlForatUniversity/">https://www.fb.com/AlForatUniversity/</a>
	Twitter	<a href="https://twitter.com/alfuratu">https://twitter.com/alfuratu</a>
	LinkedIn	<a href="https://bit.ly/3vCUSrG">https://bit.ly/3vCUSrG</a>
	YouTube	<a href="https://bit.ly/3y9sQ8M">https://bit.ly/3y9sQ8M</a>
Location of the university	Cities of Deir ez-Zor, Hasaka, and Raqqa. The university has been temporarily suspended over the past years due to the Syrian war	
Overview of the university	One of the government universities affiliated with the Ministry of Higher Education in the Syrian Arab Republic. Its headquarters is located in the city of Deir ez-Zor. It is considered one of the newest Syrian universities in terms of the date of establishment. It was established by Law No. 33 in 2006 in the eastern region to provide university education in the eastern governorates (Deir ez-Zor, Hasaka, Raqqa).	
Faculties of the university	There is not enough logical information about the faculties that are working at the university in the current period.	
Higher education institutes	There is sufficient and logical information about the institutes that are operating at the university at present.	
Centers and units of the university	There is not enough information about this factor	
Teaching and training hospitals	There is not enough information about this factor	
Main directorates of the university	There is not enough information about this factor	
Number of students	38606 students (Statistics for the academic year 2015-2016)	
Number of faculty members	726 faculty members (Statistics for the academic year 2015-2016)	
main difficulties, problems, and obstacles faced by the university	The university and many of its faculties have stopped working during the past years, and the university is still in an unstable situation. The university has stopped working many times and years and is not fully and adequately operating. The resignation of many members of the university and the lack of stable and permanent headquarters for the university.	
The level of student's satisfaction with the educational process	40%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	17153 of 31200

	QS World University Rankings	NA
	EduRank	13074 of 14160
	UniRank	10015 of 13,800
	UniPage World University Ranking	10835 of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	None	
Research Journals of the university	Al-Furat University Research Journal	


Name of the University	Syrian Virtual University	
Logo of the University	 الجامعة الافتراضية السورية SYRIAN VIRTUAL UNIVERSITY	
Website, and Social Media.	Website	<a href="https://svuonline.org/">https://svuonline.org/</a>
	Facebook	<a href="https://www.fb.com/svuonline.org/">https://www.fb.com/svuonline.org/</a>
	Twitter	<a href="https://twitter.com/svu_syria">https://twitter.com/svu_syria</a>
	LinkedIn	<a href="https://bit.ly/3s9TIHn">https://bit.ly/3s9TIHn</a>
	YouTube	<a href="https://bit.ly/37YqFdC">https://bit.ly/37YqFdC</a>
Location of the university	A virtual university located in the building of the Ministry of Higher Education.	
Overview of the university	It opened on September 2 <sup>nd</sup> , 2002. The Syrian Virtual University, which was the first to adopt virtual education in the Middle East, was established by a decision of the Syrian Ministry of Higher Education, which aims to provide world-class education to Syrian students in their country, including all currently available professional sectors.	
Faculties of the university	Faculty of Informatics and Communication - Faculty of Administrative Sciences - Faculty of Humanities	
Higher education institutes	Technical Institute for Computer - Technical Institute for Business Administration - Technical Institute for Tourism and Hotel Sciences.	
Centers and units of the university		
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Main directorates of the university		
Number of students	11524 students (Statistics for the academic year 2015-2016)	
Number of faculty members	Information is not available	
main difficulties, problems, and obstacles faced by the university	Rapid changes and the collapse of the value of the Syrian currency.	
The level of student satisfaction with the educational process	60%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	10380 of 31200
	QS World University Rankings	NA
	EduRank	NA of 14160
	UniRank	NA of 13,800

	UniPage World University Ranking	NA of 28,193
International Accreditation	None.	
International Memberships	None.	
International Awards	None.	
Research Journals of the university	None.	


Name of the University	Arab International University (AIU)	
Logo of the University		
Website, and Social Media.	Website	<a href="https://www.aiu.edu.sy/">https://www.aiu.edu.sy/</a>
	Facebook	<a href="https://bit.ly/3F72gid">https://bit.ly/3F72gid</a>
	Twitter	<a href="https://twitter.com/aiu_edu_sy">https://twitter.com/aiu_edu_sy</a>
	LinkedIn	<a href="https://bit.ly/3kxF8Qz">https://bit.ly/3kxF8Qz</a>
	YouTube	<a href="https://bit.ly/3yqhU79">https://bit.ly/3yqhU79</a>
Location of the university	Damascus- Daraa International Highway	
Overview of the university	A private Syrian university was established on June 5, 2005.	
Faculties of the university	Faculties of Pharmacy, Dentistry, Informatics and Communications Engineering, Civil Engineering, Business Administration, Law, Architecture, Arts.	
Higher education institutes	None.	
Centers and units of the university	Language Center - Business Administration Support Center - Center for Excellence in Teaching and Learning - Women Empowerment Center - Professional Development Center	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Main directorates of the university	Directorate of Information Resources - Directorate of Quality and Reliability - Directorate of International Relations - Directorate of Student Affairs - Directorate of Admission and Registration - Directorate of Services - Directorate of Information Technology - Directorate of Public Relations - Directorate of Human Resources	
Number of students	2466 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of student's satisfaction with the educational process	75%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	5702 of 31200
	QS World University Rankings	NA
	EduRank	9882 of 14160




	UniRank	6701 of 13,800
	UniPage World University Ranking	NA of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	None	
Research Journals of the university	None.	

Name of the University	Al Andalus University for Medical Sciences	
Logo of the University		
Website, and Social Media.	Website	<a href="https://au.edu.sy/">https://au.edu.sy/</a>
	Facebook	<a href="https://bit.ly/3MNCpOY">https://bit.ly/3MNCpOY</a>
	Twitter	<a href="https://www.twitter.com/auunivsy">https://www.twitter.com/auunivsy</a>
	LinkedIn	<a href="https://bit.ly/3kAfR88">https://bit.ly/3kAfR88</a>
	YouTube	<a href="https://bit.ly/3kC6Xaa">https://bit.ly/3kC6Xaa</a>
Location of the university	Tartous - Qadmous	
Overview of the university	A private Syrian university was established by a group of Syrian doctors in the diaspora, established in 2005.	
Faculties of the university	Faculties of Medicine, Dentistry, Pharmacy, Medical Engineering, Nursing, Hospital Administration.	
Higher education institutes	None.	
Centers and units of the university	Andalusia Prosthetic Kidney Project - Andalus Project for Immunological Drugs and Medicinal Plants	
Teaching and training hospitals	Al-Andalus Hospital in Homs - Al-Andalus Hospital in Damascus - Al-Andalus Hospital in Lattakia	
Main directorates of the university	Andalus Center for Proton Cancer Treatment - Andalus Stem Cell Project - Andalus Center for the Design and Manufacture of Prosthetics and Orthotics.	
Number of students	1487 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of student satisfaction with the educational process	75%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	6527 of 31200
	QS World University Rankings	NA
	EduRank	10400 of 14160
	UniRank	10759 of 13,800
	UniPage World University Ranking	6778 of 28,193
	International Accreditation	None.
International Memberships	UNIMED   Unione delle Università del Mediterraneo	

	Association of Arab Universities Federation of the Universities of the Islamic World FUIW
International Awards	None
Research Journals of the university	None.


Name of the University	Syrian Private University (Private International University for Science and Technology)	
Logo of the University		
Website, and Social Media.	Website	<a href="https://iust.edu.sy/">https://iust.edu.sy/</a>
	Facebook	<a href="https://www.fb.com/iustofficial1/">https://www.fb.com/iustofficial1/</a>
	Twitter	<a href="https://twitter.com/IUST5">https://twitter.com/IUST5</a>
	LinkedIn	<a href="https://bit.ly/3LFFvo1">https://bit.ly/3LFFvo1</a>
	YouTube	<a href="https://bit.ly/3yawa3v">https://bit.ly/3yawa3v</a>
Location of the university	Previous location: Ghabagib city in Daraa governorate. Current location: Damascus City.	
Overview of the university	A private university established in 2005, it is located in the city of Ghabagheb in Daraa Governorate, Syria. The university headquarters moved temporarily to the city of Damascus in the Kiwan area, opposite Tishreen Park in 2013	
Faculties of the university	Faculty of Dentistry - Faculty of Pharmacy. - Faculty of Engineering and Technology - Faculty of Business and Finance - Faculty of Information Technology - Faculty of Arts and Sciences.	
Higher education institutes	None.	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Main directorates of the university	Financial Department - Admission and Registration Department - Information Technology Department - Administrative Affairs Department - Procurement Department - Maintenance Department - Public Relations Department.	
Number of students	2227 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of student's satisfaction with the educational process	60%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	9314 of 31200

	QS World University Rankings	NA
	EduRank	11544 of 14160
	UniRank	9063 of 13,800
	UniPage World University Ranking	8214 of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	None	
Research Journals of the university	None	


Name of the University	Syrian Private University	
Logo of the University		
Website, and Social Media.	Website	<a href="https://www.spu.edu.sy/">https://www.spu.edu.sy/</a>
	Facebook	<a href="https://www.fb.com/SPUpage.sy/">https://www.fb.com/SPUpage.sy/</a>
	Twitter	<a href="https://twitter.com/syrianprivate">https://twitter.com/syrianprivate</a>
	LinkedIn	<a href="https://bit.ly/3LGO1Dg">https://bit.ly/3LGO1Dg</a>
	YouTube	<a href="https://bit.ly/3OXiZZY">https://bit.ly/3OXiZZY</a>
Location of the university	Damascus	
Overview of the university	A private university was established in Syria in 2005 by several Iraqi and Arab academics and businessmen.	
Faculties of the university	Faculties of Human Medicine, Dentistry, Pharmacy, Computer and Informatics Engineering, Petroleum Engineering, Business Administration.	
Higher education institutes	None.	
Centers and units of the university	Directorate of Technical Affairs - Directorate of Information Technology - Directorate of Public Relations, Media and Marketing - Directorate of Legal Affairs and Contracts - Directorate of Supplies - Directorate of Monitoring.	
Teaching and training hospitals	University Hospital of the Syrian Private University.	
Main directorates of the university	Directorate of International Relations and Scientific Cooperation - Directorate of Finance - Directorate of Human Resources - Directorate of Admission and Registration - Directorate of Student Affairs - Directorate of Examinations.	
Number of students	1986 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of student's satisfaction with the educational process	70%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	7140 of 31200
	QS World University Rankings	NA
	EduRank	11267 of 14160
	UniRank	7830 of 13,800

	UniPage World University Ranking	4879 of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	None.	
Research Journals of the university	None.	





Name of the University	Arab Academy for Science, Technology & Maritime Transport	
Logo of the University		
Website, and Social Media.	Website	<a href="https://latakia.aast.edu/en/">https://latakia.aast.edu/en/</a>
	Facebook	<a href="https://bit.ly/3kAkFKI">https://bit.ly/3kAkFKI</a>
	Twitter	<a href="https://twitter.com/aastmteg">https://twitter.com/aastmteg</a>
	LinkedIn	<a href="https://bit.ly/3s9cCIW">https://bit.ly/3s9cCIW</a>
	YouTube	<a href="https://bit.ly/3ybKKrA">https://bit.ly/3ybKKrA</a>
Location of the university	Latakia city	
Overview of the university	An educational organization specialized in science, technology, and maritime transport affiliated to the League of Arab States, headquartered in Egypt, that aims at education, training, and research work. The Academy opened several branches, and one of these branches was in Syria.	
Faculties of the university	Faculty of Engineering and Technology - Faculty of International Transport and Logistics - Faculty of Management and Technology - Faculty of Maritime Transport and Technology.	
Higher education institutes	None.	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Number of students	379 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial difficulties.	
The level of student's satisfaction with the educational process	90%	
University Licensing Authority	<p>The Ministry of Higher Education in the central government - the university is licensed by the Ministry of Higher Education in Egypt and has international academic accreditation by many international quality assurance agencies, perhaps the most important of which is the Accreditation Council for Engineering and Technology (ABET). The Academy's programs are accredited by each of the following:</p> <p>Royal Institute of British Architects (RIBA)  National Authority for Quality Assurance and Accreditation of Education (NAQAAE)  Zentrale Evaluations- und Akkreditierungsagentur (ZEvA)</p>	

	OPITO International Maritime Organization (IMO)	
Ranking of the university: (It is important to note that the ranking of the Arab Academy for Science, Technology and Maritime Transport as an Egyptian higher education institution and therefore it is ranked within the Egyptian universities, not the Syrian)	Webometrics	2189 of 31200
	QS World University Rankings	#151+
	EduRank	3141 of 14160
	UniRank	2296 of 13,800
	UniPage World University Ranking	1776 of 28,193
	International Accreditation	Accreditation Council for Engineering and Technology (ABET). The Academy's programs are accredited by each of the following: Royal Institute of British Architects (RIBA) National Authority for Quality Assurance and Accreditation of Education (NAQAAE) Zentrale Evaluations- und Akkreditierungsagentur (ZEVA) OPITO International Maritime Organization (IMO).
International Memberships	Magna Charta Association of Arab Universities Federation of the Universities of the Islamic World FUIW International Diving Schools Association International Association of Maritime Universities Global Civil Society Database The International Maritime Organization European Leadership Network in Higher Education Cberuk economic and commercial research center International Association of Universities	
International Awards	None	
Research Journals of the university	The available information about this factor is not enough.	

Name of the University	University of Kalamoon	
Logo of the University		
Website, and Social Media.	Website	<a href="http://www.uok.edu.sy">http://www.uok.edu.sy</a>
	Facebook	<a href="https://www.fb.com/kalamoonofficial/">https://www.fb.com/kalamoonofficial/</a>
	Twitter	<a href="https://twitter.com/mckalamoon">https://twitter.com/mckalamoon</a>
	LinkedIn	<a href="https://bit.ly/3vzp2vY">https://bit.ly/3vzp2vY</a>
	YouTube	<a href="https://bit.ly/3ye7OG6">https://bit.ly/3ye7OG6</a>
Location of the university	Countryside of Damascus	
Overview of the university	A private Syrian university located in Deir Atiyah, Damascus Suburbs Governorate. It was established in 2002 and teaching began in 2003. This university owns the Al-Nibras Shareholding Company.	
Faculties of the university	Faculties of Human Medicine, Dentistry, Pharmacy, Engineering, Civil and Architectural Engineering, Applied Sciences, Business and Administration, Media and Applied Arts, Law and Human Sciences, Health Sciences.	
Higher education institutes	None.	
Teaching and training hospitals	Medical City Hospital at Kalamoon University	
Number of students	4837 students (Statistics for the academic year 2021-2022)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of student's satisfaction with the educational process	70%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	7167 of 31200
	QS World University Rankings	NA
	EduRank	11569 of 14160
	UniRank	8369 of 13,800
	UniPage World University Ranking	7034 of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	


International Awards	None.
Research Journals of the university	None.

Name of the University	Wadi International University	
Logo of the University		
Website, and Social Media.	Website	<a href="http://www.wiu.edu.sy">http://www.wiu.edu.sy</a>
	Facebook	<a href="https://www.fb.com/WiuUniversity">https://www.fb.com/WiuUniversity</a>
	Twitter	<a href="https://twitter.com/WadiInternation">https://twitter.com/WadiInternation</a>
	LinkedIn	<a href="https://bit.ly/38LePnl">https://bit.ly/38LePnl</a>
	YouTube	<a href="https://bit.ly/3kw0sWB">https://bit.ly/3kw0sWB</a>
Location of the university	Wadi al-Nasara, western Syria.	
Overview of the university	Wadi International University or the Syrian-German Wadi University is a Syrian university established in 2005 and it is one of the Syrian private universities.	
Faculties of the university	Faculties of Pharmacy, Engineering, Dentistry, Administrative, and Economic Sciences, Law, and Medicine.	
Higher education institutes	None.	
Teaching and training hospitals	The available information about this factor is not enough.	
Number of students	749 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of student's satisfaction with the educational process	75%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	20242 of 31200
	QS World University Rankings	NA
	EduRank	13345 of 14160
	UniRank	10392 of 13,800
	UniPage World University Ranking	15418 of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	None	
Research Journals of the university	None.	


Name of the University	<b>Al Hawash Private University</b>	
Logo of the University		
Website, and Social Media.	Website	<a href="http://hpu.edu.sy/">http://hpu.edu.sy/</a>
	Facebook	<a href="https://bit.ly/3s8QChu">https://bit.ly/3s8QChu</a>
	Twitter	<a href="https://www.twitter.com/hpusy">https://www.twitter.com/hpusy</a>
	LinkedIn	<a href="https://bit.ly/3FbqvMj">https://bit.ly/3FbqvMj</a>
	YouTube	<a href="https://bit.ly/3KRpr1n">https://bit.ly/3KRpr1n</a>
Location of the university	Hawash town in Wadi Alnasara.	
Overview of the university	Al-Hawash Private University was established in 2007 under the name "Al-Hawash Private University of Pharmacy and Cosmetology" and opened on March 13, 2008, and the name of the university was changed to "Al-Hawash Private University".	
Faculties of the university	Faculties of Human Medicine, Pharmacy, Dentistry, Aesthetics, Entrepreneurship, Nursing, Law, and Engineering.	
Higher education institutes	None.	
Teaching and training hospitals	Dr. Ferzat Ayoub University Hospital	
Number of students	630 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of students' satisfaction with the educational process	70%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	19714 of 31200
	QS World University Rankings	NA
	EduRank	12654 of 14160
	UniRank	11203 of 13,800
	UniPage World University Ranking	7715 of 28,193
International Accreditation	None.	
International Memberships	International Association of Universities. Association of Arab Universities. UNIMED   Unione delle Università del Mediterraneo.	

	Association of Asian and Oceanic Universities. The Arab Organization for Quality Assurance of Higher Education
International Awards	None
Research Journals of the university	None.




Name of the University	Aljazeera Private University	
Logo of the University		
Website, and Social Media.	Website	<a href="https://jude.edu.sy/">https://jude.edu.sy/</a>
	Facebook	<a href="https://www.fb.com/jude.edu.sy/">https://www.fb.com/jude.edu.sy/</a>
	Twitter	<a href="https://www.twitter.com/judesy">https://www.twitter.com/judesy</a>
	LinkedIn	<a href="https://bit.ly/3MKyXEx">https://bit.ly/3MKyXEx</a>
	YouTube	<a href="https://bit.ly/3w2zRWe">https://bit.ly/3w2zRWe</a>
Location of the university	Deir ez-Zur	
Overview of the university	The university was established in 2007 to provide university and post-university education services to the eastern region of Syria.	
Faculties of the university	Faculties of Pharmacy, Architecture, Informatics Engineering, Civil Engineering, Economics.	
Higher education institutes	None.	
Centers and units of the university	Directorate of Examinations - Directorate of Systems - Directorate of Supplies and Services – General Register	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Main directorates of the university	Financial Directorate - Directorate of Human Resources - Directorate of Public Relations and Information - Directorate of Student Affairs - Directorate of Admission and Registration.	
Number of students	55597 students (Statistics for the academic year 2015-2016)	
Number of faculty members	1508 faculty members (Statistics for the academic year 2015-2016)	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of student's satisfaction with the educational process	70%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	15403 of 31200
	QS World University Rankings	NA
	EduRank	12276 of 14160
	UniRank	11328 of 13,800


	UniPage World University Ranking	9655 of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW Association of Arab Private Institutions for Higher Education Association of the Universities of Asia and the Pacific	
International Awards	None	
Research Journals of the university	None.	

Name of the University	Yarmouk Private University	
Logo of the University		
Website, and Social Media.	Website	<a href="https://site.ypu.edu.sy/">https://site.ypu.edu.sy/</a>
	Facebook	<a href="https://bit.ly/3sv4mn5">https://bit.ly/3sv4mn5</a>
	Twitter	<a href="https://twitter.com/ypu_univ">https://twitter.com/ypu_univ</a>
	LinkedIn	<a href="https://bit.ly/3KBTFF9">https://bit.ly/3KBTFF9</a>
	YouTube	<a href="https://bit.ly/3vAV9eM">https://bit.ly/3vAV9eM</a>
Location of the university	Near the International Roadway between Daraa and Damascus.	
Overview of the university	A private university that adopts the latest international systems in the field of education and exchanges experiences with international institutions and universities.	
Faculties of the university	Faculties of Information and Communication Engineering, Civil and Environmental Engineering, Architecture, Design, and Applied Arts, Administrative and Financial Sciences.	
Higher education institutes	None.	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Main directorates of the university	Directorate of Information Technology - Directorate of Human Resources - Directorate of Admission and Registration - Directorate of Financial Affairs.	
Number of students	950 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The university and many of its faculties have stopped operating over the past years, and the university is still in a precarious position.	
The level of student's satisfaction with the educational process	70%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	21680 of 31200
	QS World University Rankings	NA
	EduRank	12863 of 14160
	UniRank	12070 of 13,800
	UniPage World University Ranking	12351 of 28,193

International Accreditation	None.
International Memberships	The available information about this factor is not enough.
International Awards	None.
Research Journals of the university	None.


Name of the University	Cordoba Private University	
Logo of the University		
Website, and Social Media.	Website	<a href="http://main.cpu.edu.sy/">http://main.cpu.edu.sy/</a>
	Facebook	<a href="https://bit.ly/3kGKE32">https://bit.ly/3kGKE32</a>
	Twitter	<a href="https://twitter.com/cpusy">https://twitter.com/cpusy</a>
	LinkedIn	<a href="https://bit.ly/3KGKvqU">https://bit.ly/3KGKvqU</a>
	YouTube	<a href="https://bit.ly/3LAma7D">https://bit.ly/3LAma7D</a>
Location of the university	Qamishli	
Overview of the university	Cordoba University (formerly Al-Mamoun for Science and Technology), is a Syrian university, headquartered in Qamishli, with a branch campus in Aleppo Governorate. It includes five colleges with different specializations. It was established in 2003 and is owned by the Syrian Engineers Syndicate.	
Faculties of the university	Faculties of Engineering and Technology, Administrative and Financial Sciences, Living Languages and Human Sciences, Dentistry, Architecture.	
Higher education institutes	None	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Number of students	780 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	There are constant skirmishes between the forces of the Autonomous Administration region and the forces of the central government in Damascus, and this is reflected in the university. During the past few days, the Autonomous Administration forces took control of some university blocs.	
The level of student's satisfaction with the educational process	60%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	25986 of 31200
	QS World University Rankings	NA
	EduRank	11665 of 14160
	UniRank	11313 of 13,800

	UniPage World University Ranking	NA of 28,193
International Accreditation	None.	
International Memberships	The available information about this factor is not enough.	
International Awards	None	
Research Journals of the university	None	


Name of the University	Al-Rasheed International Private University for Science and Technology	
Logo of the University		
Website, and Social Media.	Website	<a href="https://ru.edu.sy/">https://ru.edu.sy/</a> (not working)
	Facebook	<a href="https://www.fb.com/RasheedUniv/">https://www.fb.com/RasheedUniv/</a>
	Twitter	<a href="https://twitter.com/rasheeduniv">https://twitter.com/rasheeduniv</a>
	LinkedIn	<a href="https://bit.ly/3MRYWu1">https://bit.ly/3MRYWu1</a>
	YouTube	<a href="https://bit.ly/3w4aLWX">https://bit.ly/3w4aLWX</a>
Location of the university	Ghabageb – Daraa	
Overview of the university	Al-Rasheed International Private University for Science and Technology was established on 17/6/2007 and its study plans are accredited and certified by the Syrian Ministry of Higher Education.	
Faculties of the university	Faculties of Architecture, Pharmacy, Management Sciences, Dentistry, Physiotherapy, Law, Business Administration, Technology, and Informatics Engineering.	
Higher education institutes	None	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Number of students	178 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	The university and many of its faculties have stopped operating over the past years, and the university is still in a precarious position.	
The level of student's satisfaction with the educational process	60%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	27332 of 31200
	QS World University Rankings	NA
	EduRank	13823 of 14160
	UniRank	Listed but not ranked
	UniPage World University Ranking	NA of 28,193
International Accreditation	None.	
International Memberships	None.	
International Awards	None.	




Research Journals of the university	None.
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Name of the University	Manara University	
Logo of the University		
Website, and Social Media.	Website	<a href="https://manara.edu.sy/">https://manara.edu.sy/</a>
	Facebook	<a href="https://www.fb.com/ManaraUniv/">https://www.fb.com/ManaraUniv/</a>
	Twitter	<a href="https://twitter.com/manaraunisyl">https://twitter.com/manaraunisyl</a>
	LinkedIn	<a href="https://bit.ly/3s4NLWT">https://bit.ly/3s4NLWT</a>
	YouTube	<a href="https://bit.ly/3OTZwcr">https://bit.ly/3OTZwcr</a>
Location of the university	Baniyas - Latakia	
Overview of the university	Al-Manara University was established on March 31, 2016, and its opening was approved by Higher Education Council Resolution No. 266/ on July 17, 2016, in the temporary building in Lattakia - the tenth project, and began implementing its academic programs on November 6, 2016.	
Faculties of the university	Faculties of Health Sciences, Dentistry, Pharmacy, Engineering, Architecture, Business Administration, and Performing Arts	
Higher education institutes	None	
Centers and units of the university	Directorate of Human Resources - Directorate of Student Affairs - Directorate of Examinations - Directorate of Information Technology - Directorate of Financial Affairs - Directorate of Technical Affairs - Directorate of Reliability and Quality	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Main directorates of the university	Directorate of Information and Communication - Directorate of Training and Qualification - Directorate of Dispatch - Directorate of Marketing - Directorate of Public Relations and International Cooperation - Directorate Scientific Research.	
Number of students	200 students (Statistics for the academic year 2019-2020)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency.	
The level of student's satisfaction with the educational process	75%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	17889 of 31200

	QS World University Rankings	NA
	EduRank	12834 of 14160
	UniRank	11948 of 13,800
	UniPage World University Ranking	NA of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	None	
Research Journals of the university	None.	

Name of the University	Al-Wataniya Private University	
Logo of the University		
Website, and Social Media.	Website	<a href="https://wpu.edu.sy/">https://wpu.edu.sy/</a>
	Facebook	<a href="https://bit.ly/3w4BK4M">https://bit.ly/3w4BK4M</a>
	Twitter	<a href="https://twitter.com/aluniversty">https://twitter.com/aluniversty</a>
	LinkedIn	<a href="https://bit.ly/3y8PuOL">https://bit.ly/3y8PuOL</a>
	YouTube	<a href="https://bit.ly/3w1IOPF">https://bit.ly/3w1IOPF</a>
Location of the university	City of Hama	
Overview of the university	A private university in Syria that was established in 2007.	
Faculties of the university	Faculties of Pharmacy, Dentistry, Engineering, Architecture, Administrative, and Financial Sciences.	
Higher education institutes	None.	
Centers and units of the university	Directorate of Human Resources - Directorate of Student Affairs - Directorate of Examinations - Directorate of Systems and Information.	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Main directorates of the university	Directorate of Finance - Directorate of Information - Department of Quality and Reliability - Engineering Office.	
Number of students	574 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of student's satisfaction with the educational process	70%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	18274 of 31200
	QS World University Rankings	NA
	EduRank	12861 of 14160
	UniRank	11528 of 13,800
	UniPage World University Ranking	14048 of 28,193
International Accreditation	None.	


International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW
International Awards	None
Research Journals of the university	None


Name of the University	Qassioun Private University	
Logo of the University		
Website, and Social Media.	Website	<a href="http://www.qpu.edu.sy/">http://www.qpu.edu.sy/</a>
	Facebook	<a href="https://bit.ly/3w4bacb">https://bit.ly/3w4bacb</a>
	Twitter	<a href="https://twitter.com/qasyounu">https://twitter.com/qasyounu</a>
	LinkedIn	<a href="https://bit.ly/3MMwny6">https://bit.ly/3MMwny6</a>
	YouTube	<a href="https://bit.ly/3vEDfaT">https://bit.ly/3vEDfaT</a>
Location of the university	Jabab area on the Damascus-Daraa highway.	
Overview of the university	A private Syrian university was established in 2007.	
Faculties of the university	Faculties of Pharmacy, Architecture, Communications Engineering, Informatics Engineering, Administration and Economics, Dentistry, and Arts.	
Higher education institutes	None.	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Number of students	686 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad.	
The level of student's satisfaction with the educational process	60%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	26488 of 31200
	QS World University Rankings	NA
	EduRank	13550 of 14160
	UniRank	12403 of 13,800
	UniPage World University Ranking	NA of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	None	
Research Journals of the university	None.	

Name of the University	<b>Bilad Al Sham University</b>	
Logo of the University		
Website, and Social Media.	Website	<a href="http://shamkuftaro.org/">http://shamkuftaro.org/</a>
	Facebook	<a href="https://www.fb.com/BALADSHAM/">https://www.fb.com/BALADSHAM/</a>
	Twitter	<a href="https://twitter.com/shambilsy">https://twitter.com/shambilsy</a>
	LinkedIn	<a href="https://bit.ly/3s9278D">https://bit.ly/3s9278D</a>
	YouTube	<a href="https://bit.ly/3KzLsBD">https://bit.ly/3KzLsBD</a>
Location of the university	City of Damascus	
Overview of the university	<p>The University of Bilad Al-Sham for Sharia Sciences, formerly known as the Higher Institute of Al-Sham, is a Syrian educational institution established in the year 2011. It is located in the city of Damascus and is linked to the Minister of Awqaf. The university has three branches: “Sheikh Ahmed Kaftaro Complex, Al-Fateh Islamic Complex, and Mrs. Ruqayya Complex.” The three branches have several colleges and departments specialized in Sharia sciences and other related sciences.</p>	
Faculties of the university	Faculties of Da`wah and Islamic Studies, Sharia and Law, Fundamentals of Religion and Philosophy, Arabic Language, Islamic and Arabic Studies.	
Higher education institutes	None.	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Number of students	6223 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	The decrease in the salaries of the teaching staff compared to the devaluation of the currency.	
The level of student's satisfaction with the educational process	70%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	28587 of 31200
	QS World University Rankings	NA
	EduRank	NA of 14160
	UniRank	12805 of 13,800
	UniPage World University Ranking	NA of 28,193




International Accreditation	None.
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW
International Awards	None
Research Journals of the university	None.


Name of the University	Antioch Syrian University	
Logo of the University	 <p>جامعة أنطاكية السورية الخاصة Antioch Syrian Private University</p>	
Website, and Social Media.	Website	<a href="https://asu.edu.sy/en">https://asu.edu.sy/en</a>
	Facebook	<a href="https://bit.ly/3LIP8Ca">https://bit.ly/3LIP8Ca</a>
	Twitter	<a href="https://bit.ly/3F9Waxy">https://bit.ly/3F9Waxy</a>
	LinkedIn	<a href="https://bit.ly/3FbP0sw">https://bit.ly/3FbP0sw</a>
	YouTube	<a href="https://bit.ly/3y7aoxH">https://bit.ly/3y7aoxH</a>
Location of the university	Maarrat Sdnaya, Deir Al-Syrian Road, opposite the Monastery of St. Ephrem Al-Syriany, in the Damascus Countryside Governorate	
Overview of the university	A private Syrian university was established by Decree No. 233/ of 2017 and was inaugurated in September 2018.	
Faculties of the university	Faculties of Law, Pharmacy, Dentistry, Arts and Humanities, Basic Sciences, Administrative, and Economic Sciences, and Engineering.	
Higher education institutes	None.	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Number of students	275 students (Statistics for the academic year 2019-2020)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of student's satisfaction with the educational process	70%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	23488 of 31200
	QS World University Rankings	NA
	EduRank	NA of 14160
	UniRank	NA of 13,800
	UniPage World University Ranking	NA of 28,193
International Accreditation	None.	
International Memberships	World Council of Churches	
International Awards	None	
Research Journals of the university	None	

<b>Name of the University</b>	<b>Itihad Private University</b>	
Logo of the University		
Website, and Social Media.	Website	<a href="http://ipu.edu.sy/">http://ipu.edu.sy/</a>
	Facebook	<a href="https://bit.ly/3s8PH0G">https://bit.ly/3s8PH0G</a>
	Twitter	<a href="https://bit.ly/3FaKHhb">https://bit.ly/3FaKHhb</a>
	LinkedIn	<a href="https://bit.ly/39ts8sJ">https://bit.ly/39ts8sJ</a>
	YouTube	<a href="https://bit.ly/37aDl0w">https://bit.ly/37aDl0w</a>
Location of the university	Cities of Deir ez-Zor, Hasaka, and Raqqa. The university has been temporarily suspended over the past years due to the Syrian war.	
Overview of the university	The first Syrian private university, opened in 2003 under Decree No. 302 of 2003 establishing the Al-Itihad Private University in the Syrian Arab Republic. Its main headquarters is in Raqqa Governorate, and its branch is in the city of Manbij, in Aleppo Governorate. It has a legal personality and is represented by its president before others. The university currently has headquarters in Damascus and Aleppo.	
Faculties of the university	Faculties of Pharmacy, Architecture, Informatics, and Administrative Sciences.	
Higher education institutes	None	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Number of students	3850 students (Statistics for the academic year 2021-2022)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	The university and many of its faculties have stopped operating over the past years, and the university is still in a precarious position. The resignation of many members of the university and the lack of stable and permanent headquarters for the university.	
The level of student's satisfaction with the educational process	70%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	23302 of 31200
	QS World University Rankings	NA
	EduRank	13098 of 14160
	UniRank	11452 of 13,800

	UniPage World University Ranking	13337 of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	None.	
Research Journals of the university	None.	


Name of the University	Ebla Private University	
Logo of the University		
Website, and Social Media.	Website	<a href="http://www.ebla.edu.sy">http://www.ebla.edu.sy</a>
	Facebook	<a href="https://www.fb.com/eblauniversity">https://www.fb.com/eblauniversity</a>
	Twitter	<a href="https://bit.ly/3P5Vj5E">https://bit.ly/3P5Vj5E</a>
	LinkedIn	<a href="https://bit.ly/3vEi5cS">https://bit.ly/3vEi5cS</a>
	YouTube	<a href="https://bit.ly/3saM0au">https://bit.ly/3saM0au</a>
Location of the university	Saraqib - Idlib countryside. The headquarters moved to the city of Aleppo as a result of the Syrian war	
Overview of the university	Preparation for the establishment of Ebla Private University began in 2004 by a group of professors at the University of Aleppo. Starting from an objective belief that mimics the educational goal, bearing in mind that real development can only be achieved through the education and rehabilitation of young generations for modern life, scientifically and professionally.	
Faculties of the university	Faculties of Pharmacy, Engineering, and Administrative Sciences	
Higher education institutes	None	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Number of students	1280 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	The university and many of its faculties have stopped operating during the past years, and the university is still in an unstable situation.	
The level of student's satisfaction with the educational process	65%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	25605 of 31200
	QS World University Rankings	NA
	EduRank	13076 of 14160
	UniRank	11720 of 13,800
	UniPage World University Ranking	NA of 28,193
International Accreditation	None.	

International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW
International Awards	None.
Research Journals of the university	None.


Name of the University	Higher Institute for Applied Sciences and Technology	
Logo of the University		
Website, and Social Media.	Website	<a href="https://hiast.edu.sy">https://hiast.edu.sy</a>
	Facebook	<a href="https://www.fb.com/hiast.edu.sy">https://www.fb.com/hiast.edu.sy</a>
	Twitter	<a href="https://bit.ly/3vFovsw">https://bit.ly/3vFovsw</a>
	LinkedIn	<a href="https://bit.ly/3KF5oTI">https://bit.ly/3KF5oTI</a>
	YouTube	<a href="https://bit.ly/3Ff0M5j">https://bit.ly/3Ff0M5j</a>
Location of the university	City of Damascus	
Overview of the university	<p>The Higher Institute of Applied Sciences and Technology was established in 1983. The Institute aims to prepare qualified frameworks for scientific and technical research in all fields of applied sciences and technology to contribute effectively to the scientific and economic development process in Syria. The engineering qualification at the institute constitutes the essence of the process of preparing frameworks and specialized cadres. The institute provides good opportunities for advancement in the fields of applied research through studying for qualification and specialization diplomas, master's studies, and doctoral preparation.</p>	
Faculties of the university	<p>Faculties of Communications, Electronics, Mathematics, Electronic Systems, Information Systems, Mechatronics Systems, Materials Science and Engineering, Optics Science and Engineering</p>	
Higher education institutes	None.	
Teaching and training hospitals	<p>There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.</p>	
Number of students	755 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	<p>Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad</p>	
The level of student's satisfaction with the educational process	75%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	4911 of 31200
	QS World University Rankings	NA

	EduRank	NA of 14160
	UniRank	NA of 13,800
	UniPage World University Ranking	NA of 28,193
International Accreditation	None.	
International Memberships	National Documentation Center EKT/ EIE	
International Awards	None	
Research Journals of the university	None	




Name of the University	Institut français du Proche-Orient (Ifpo)	
Logo of the University		
Website, and Social Media.	Website	<a href="https://www.umifre.fr">https://www.umifre.fr</a>
	Facebook	<a href="https://www.facebook.com/ifporient">https://www.facebook.com/ifporient</a>
	Twitter	<a href="https://twitter.com/ifporient">https://twitter.com/ifporient</a>
	LinkedIn	<a href="https://bit.ly/380av3q">https://bit.ly/380av3q</a>
	YouTube	<a href="https://bit.ly/3s9sviR">https://bit.ly/3s9sviR</a>
Location of the university	City of Damascus	
Overview of the university	The French Institute for the Near East (IFPO) is a French research organization with branches in Syria, Lebanon, and Jordan.	
Faculties of the university	Department of Archeology and Ancient History, Department of Arabic, Medieval and Modern Studies, and Department of Contemporary Studies	
Higher education institutes	None	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Number of students	The available information about this factor is not enough.	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of student's satisfaction with the educational process	80%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	9610 of 31200
	QS World University Rankings	NA
	EduRank	NA of 14160
	UniRank	NA of 13,800
	UniPage World University Ranking	8489 of 28,193
International Accreditation	None.	
International Memberships	Many international memberships, given that the Institute is an international institution. GLOBAL CIVIL SOCIETY DATABASE	

	Centre national de la recherche scientifique Ministère des affaires étrangères Association Internationale d'Épigraphie Grecque et Latine (AIEGL)
International Awards	None
Research Journals of the university	The available information about this factor is not enough.


Name of the University	Higher Institute of Business Administration HIBA	
Logo of the University		
Website, and Social Media.	Website	<a href="http://www.hiba.edu.sy">http://www.hiba.edu.sy</a>
	Facebook	<a href="https://www.fb.com/hiba.unv.sy">https://www.fb.com/hiba.unv.sy</a>
	Twitter	<a href="https://bit.ly/38MRj9w">https://bit.ly/38MRj9w</a>
	LinkedIn	<a href="https://bit.ly/3s9tX4N">https://bit.ly/3s9tX4N</a>
	YouTube	<a href="https://bit.ly/3KHsf0T">https://bit.ly/3KHsf0T</a>
Location of the university	City of Damascus	
Overview of the university	<p>The Higher Institute of Business Administration in Syria is a public university education institution concerned with teaching business administration. This institute was established in 2001 and is located in the Damascus Governorate, in the Barzeh region - prefabricated. It aims to contribute to the development and modernization of the administration and the development of human resources. This institute carries out many of its activities within the framework of a project to cooperate with other educational institutions (European Union).</p>	
Faculties of the university	Human Resource Management, Marketing, and International Trade, Banking, and Financial Management.	
Higher education institutes	None	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Number of students	635 students (Statistics for the academic year 2015-2016)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of student's satisfaction with the educational process	80%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	21205 of 31200
	QS World University Rankings	NA
	EduRank	12706 of 14160
	UniRank	10620 of 13,800

	UniPage World University Ranking	9938 of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	None	
Research Journals of the university	None	

Name of the University	National Institute of Administration	
Logo of the University		
Website, and Social Media.	Website	<a href="http://ina.edu.sy/pages/home.aspx">http://ina.edu.sy/pages/home.aspx</a>
	Facebook	<a href="https://www.facebook.com/inasyrie">https://www.facebook.com/inasyrie</a>
	Twitter	<a href="https://bit.ly/385NZWN">https://bit.ly/385NZWN</a>
	LinkedIn	<a href="https://bit.ly/3w1Gok5">https://bit.ly/3w1Gok5</a>
	YouTube	<a href="https://bit.ly/3831Nnp">https://bit.ly/3831Nnp</a>
Location of the university	City of Damascus	
Overview of the university	<p>The National Institute of Administration was established in 2002 to prepare and qualify high-level administrative frameworks to support plans for the development and modernization of public administrations in the country. The creation of the institute came as a result of Syrian-French cooperation that culminated in the signing of an agreement between the Minister of Education in Syria and the Minister of Public Service in France.</p>	
Faculties of the university	Basic Qualification Program - Continuing Qualification Program.	
Higher education institutes	None	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Number of students	255 students (Statistics for the academic year 2015-2016)	
Number of faculty members	30 faculty members (Statistics for the academic year 2021-2022)	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties. The decrease in the salaries of the teaching staff compared to the devaluation of the currency. The resignation of the teaching staff and their travel abroad	
The level of student's satisfaction with the educational process	70%	
University Licensing Authority	Ministry of Higher Education in the central government in Damascus.	
Ranking of the university	Webometrics	24135 of 31200
	QS World University Rankings	NA
	EduRank	13074 of 14160
	UniRank	Listed but not ranked


	UniPage World University Ranking	NA of 28,193
International Accreditation	None.	
International Memberships	UNIMED   Unione delle Università del Mediterraneo Association of Arab Universities Federation of the Universities of the Islamic World FUIW	
International Awards	None	
Research Journals of the university	None.	

**Universities of Sector B (Part 1): 6 universities**


Name of the University	Idlib University	
Logo of the University		
Website, and Social Media.	Website	<a href="https://idlib.university/en">https://idlib.university/en</a>
	Facebook	<a href="https://www.fb.com/idleb.univ1/">https://www.fb.com/idleb.univ1/</a>
	Twitter	<a href="https://twitter.com/idlib_un">https://twitter.com/idlib_un</a>
	LinkedIn	<a href="https://bit.ly/3OO0vL8">https://bit.ly/3OO0vL8</a>
	YouTube	<a href="https://bit.ly/3safK7w">https://bit.ly/3safK7w</a>
Location of the university	Idlib City - The university branches are spread in the western countryside of Aleppo in the cities of Sarmada and Dana	
Overview of the university	Idlib University was established at the end of 2015 after the opposition forces took control of the city of Idlib. Since that time, the university has developed and expanded in its work and activity, and several colleges and educational institutes have been opened. In addition, a university hospital was opened with modern infrastructure and equipment in 2020.	
Faculties of the university	Faculties of Medicine, Dentistry, Pharmacy, Veterinary Medicine, Arts and Humanities, Economics and Administration, Sharia and Law, Education, General Sciences, Informatics Engineering, Mechanical Engineering, Electrical Engineering, Engineering Civil, Architecture, Agricultural Engineering, and Health Sciences.	
Higher education institutes	Computer Technical Institute - Technical Institute for Financial and Administrative Sciences - Technical Engineering Institute - Medical Institute - Technical Institute for Medical Equipment.	
Centers and units of the university	Directorate of Postgraduate Studies - Directorate of Financial Affairs - Directorate of Supplies and Procurement - Office of Public and Cultural Relations - Directorate of Internal Control - Directorate of Training and Qualification	
Teaching and training hospitals	Hospital of Idlib University	
Main directorates of the university	Directorate of University Publications and Books - Directorate of Engineering Affairs and Services - Directorate of the General Court - Directorate of University Housing - Directorate of Accreditation and Quality Assurance	
Number of students	17061 students (Statistics for the academic year 2021-2022)	

Number of faculty members	257 faculty members (Statistics for the academic year 2021-2022)	
main difficulties, problems, and obstacles faced by the university	The university is newly established, and therefore there are operational difficulties related to the presence of adequate teaching staff. The continuation of the war constitutes a very big obstacle to the work of the university, and the ambiguity of a political solution in Syria is an additional problem related to this matter.	
The level of student satisfaction with the educational process	72%	
University Licensing Authority	The Higher Education Council is located in northwestern Syria	
Ranking of the university	Webometrics	28187 of 31200
	QS World University Rankings	NA
	EduRank	NA
	UniRank	NA
	UniPage World University Ranking	NA
International Accreditation	None.	
International Memberships	UNAI United Nations Academic Impact UNIMED   Unione delle Università del Mediterraneo	
International Awards	None	
Research Journals of the university	Idlib University Research Journal	




Name of the University	Al-Shamal Private University	
Logo of the University		
Website, and Social Media.	Website	<a href="https://spu-sy.org/">https://spu-sy.org/</a>
	Facebook	<a href="https://www.fb.com/spu2019sy">https://www.fb.com/spu2019sy</a>
	Twitter	<a href="https://twitter.com/spu2019sy">https://twitter.com/spu2019sy</a>
	LinkedIn	<a href="https://bit.ly/3kF4vQc">https://bit.ly/3kF4vQc</a>
	YouTube	<a href="https://bit.ly/3MPHuX2">https://bit.ly/3MPHuX2</a>
Location of the university	Northern Syria, near the Turkish border	
Overview of the university	<p>Al-Shamal Private University is a private, non-profit Syrian academic institution with multiple goals and functions. It seeks to provide various educational opportunities for students according to their needs, backgrounds, and interests. North Private University offers a variety of academic programs that contribute to the development of students' abilities to be learners and skilled individuals who can assume their responsibilities in contributing to building their societies positively and constructively.</p>	
Faculties of the university	<p>Faculties of Pharmacy, Informatics Engineering, Administrative Sciences, Political Science, Education, Law, Arts and Humanities.</p>	
Higher education institutes	<p>Institute of Anesthesiology, Institute of Pharmacy, Institute of Prosthodontics, Institute of Laboratory Analysis.</p>	
Teaching and training hospitals	<p>There is no hospital affiliated with the university, and the exercises take place in hospitals surrounding the university.</p>	
Main directorates of the university	<p>Directorate of Student Affairs, Directorate of Examinations, Directorate of Finance, Quality Unit.</p>	
Number of students	1320 students (Statistics for the academic year 2021-2022)	
Number of faculty members	93 faculty members (Statistics for the academic year 2021-2022)	
main difficulties, problems, and obstacles faced by the university	<p>The students' difficulties are limited to establishing an unknown future in the Idlib region. For the cadre, the direct difficulties are the inability of the cadre to build their capabilities and obtain higher academic qualifications due to the circumstances the country has gone through.</p>	
The level of student's satisfaction with the educational process	70%	
University Licensing Authority	The Higher Education Council is located in northwestern Syria	
Ranking of the university	Webometrics	30938 of 31200


	QS World University Rankings	NA
	EduRank	NA of 14160
	UniRank	NA of 13,800
	UniPage World University Ranking	NA of 28,193
International Accreditation	None.	
International Memberships	United Nations Academic Impact UNAI Quality Matters QM Asian Association of Schools of Pharmacy AASP International Higher Education Teaching and Learning Association HETL Research Organization Registry Community ROR	
International Awards	None	
Research Journals of the university	None	

Name of the University	Mari Private University	
Logo of the University		
Website, and Social Media.	Website	<a href="https://mari-university.com">https://mari-university.com</a>
	Facebook	<a href="https://www.fb.com/mari.university.srq">https://www.fb.com/mari.university.srq</a>
	Twitter	<a href="https://twitter.com/maryuni">https://twitter.com/maryuni</a>
	LinkedIn	<a href="https://bit.ly/3w4nKYO">https://bit.ly/3w4nKYO</a>
	YouTube	<a href="https://bit.ly/3FbnhrU">https://bit.ly/3FbnhrU</a>
Location of the university	Idlib region, which was located in the city of Saraqib, and then moved to the Idlib-Bab al-Hawa Highway	
Overview of the university	Mari Private University is licensed and accredited by the Higher Education Council in Idlib and is considered one of the private universities in the Idlib region. It was established in 2015 in the city of Saraqib in the Idlib governorate and later moved from the city and established a new headquarters on the Idlib - Bab al-Hawa Highway	
Faculties of the university	Faculties of Dentistry, and Informatics Engineering	
Higher education institutes	Technical Institute of Dentistry (Prosthodontics), Institute of Physiotherapy, Institute of Radiology, Technical Institute of Engineering, Institute of Midwifery, Technical Institute of Dentistry (Dental aids).	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Number of students	474 students (Statistics for the academic year 2021-2022)	
Number of faculty members	52 faculty members (Statistics for the academic year 2021-2022)	
main difficulties, problems, and obstacles faced by the university	The transfer of the university to its headquarters due to the conditions of the war caused a necessary restructuring of the university. Like all students of Syria, the main difficulties are the uncertain future the students and the absence of a comprehensive vision in Syria. For the cadre, it is difficult to pursue higher studies and the lack of enough cadre of Ph.D. holders.	
The level of student's satisfaction with the educational process	80%	
University Licensing Authority	Higher Education Council is located in northwestern Syria	
Ranking of the university	Webometrics	NA
	QS World University Rankings	NA
	EduRank	NA

	UniRank	NA
	UniPage World University Ranking	NA
International Accreditation	None.	
International Memberships	None.	
International Awards	None.	
Research Journals of the university	None.	


Name of the University	Al-Hayat University for Medical Sciences	
Logo of the University		
Website, and Social Media.	Website	<a href="http://www.meduc.net/mec/ar">http://www.meduc.net/mec/ar</a>
	Facebook	<a href="https://www.fb.com/alhayat.university.m">https://www.fb.com/alhayat.university.m</a>
	Twitter	<a href="https://bit.ly/3ycvDy7">https://bit.ly/3ycvDy7</a>
	LinkedIn	<a href="https://bit.ly/37fDi3I">https://bit.ly/37fDi3I</a>
	YouTube	<a href="https://bit.ly/3s9II7q">https://bit.ly/3s9II7q</a>
Location of the university	Idlib, Atima, near the Turkish borders	
Overview of the university	A private, non-profit medical university located in northern Syria in the Idlib region, offers its programs free of charge to all students.	
Faculties of the university	Faculties of Physiotherapy, Anesthesia, Midwifery, and Nursing.	
Higher education institutes	None.	
Teaching and training hospitals	Medical training takes place in the hospitals surrounding the university.	
Main directorates of the university	Directorate of Student Affairs, Directorate of Examinations.	
Number of students	645 students (Statistics for the academic year 2021-2022)	
Number of faculty members	42 faculty members (Statistics for the academic year 2021-2022)	
main difficulties, problems, and obstacles faced by the university	There are no difficulties for students considering that studying at the university is free. For the cadre, the immediate difficulties are in pursuing postgraduate studies for the cadre, and the lack of sufficient cadre of Ph.D. holders.	
The level of student's satisfaction with the educational process	80%	
University Licensing Authority	The Higher Education Council is located in northwestern Syria	
Ranking of the university	Webometrics	NA
	QS World University Rankings	NA
	EduRank	NA
	UniRank	NA
	UniPage World University Ranking	NA
International Accreditation	None.	
International Memberships	None.	

International Awards	None
Research Journals of the university	None.

Name of the University	Academy of Health Sciences	
Logo of the University		
Website, and Social Media.	Website	<a href="http://hsacademy.org">http://hsacademy.org</a>
	Facebook	<a href="https://www.fb.com/emt.academ">https://www.fb.com/emt.academ</a>
	Twitter	<a href="https://bit.ly/3kEcVHz">https://bit.ly/3kEcVHz</a>
	LinkedIn	<a href="https://bit.ly/3w4EjDU">https://bit.ly/3w4EjDU</a>
	YouTube	<a href="https://bit.ly/3KHJizZ">https://bit.ly/3KHJizZ</a>
Location of the university	Qah, Idlib, near Turkish borders	
Overview of the university	Academy of Health Sciences was established in 2011 and was a rapid response to the urgent need for an academic medical training program in Syria. It is a non-profit academic training project that seeks to spread awareness and academic medical thought and provides international and qualitative academic training as well as providing qualified medical cadres to help the injured during the war.	
Faculties of the university	Schools of Nursing, Paramedics, and Physiotherapy.	
Higher education institutes	None.	
Teaching and training hospitals	There are no training hospitals, but students are trained in the hospitals surrounding the academy	
Main directorates of the university	Directorate of Student Affairs - Division of Examinations - Unit of Quality, Accreditation, and External Relations - Directorate of Finance - Psychological Unit.	
Number of students	140 students (Statistics for the academic year 2021-2022)	
Number of faculty members	30 faculty members (Statistics for the academic year 2021-2022)	
main difficulties, problems, and obstacles faced by the university	The absence of a university-owned building affiliated with it and the absence of self-financing resources.	
The level of student's satisfaction with the educational process	80%	
University Licensing Authority	The Higher Education Council is located in northwestern Syria.	
Ranking of the university	Webometrics	21163 of 31200
	QS World University Rankings	NA
	EduRank	NA
	UniRank	NA
	UniPage World University Ranking	NA

International Accreditation	ACQUIN Akkreditierungs-, Zertifizierungs- und Qualitätssicherungs-Institut.
International Memberships	American Council on Education ACE UNAI United Nations Academic Impact AAHSL Association of Academic Health Sciences Libraries SSIH Society for Simulation in Healthcare Global Universities In Distance Education - GUIDE Association UNIMED Unione delle Università del Mediterraneo UN Global Compact The consortium of Universities for Global Health (CUGH) Global University Network for Innovation (GUNi) National Association of Emergency Medical Technicians NAEMT
International Awards	Zairi International Awards for Excellence in Higher Education
Research Journals of the university	International Journal of Medical Sciences




Name of the University	Syrian Academy of Alternative Energy and Science	
Logo of the University		
Website, and Social Media.	Website	<a href="http://syriansae.org">http://syriansae.org</a>
	Facebook	<a href="https://www.fb.com/syriansae">https://www.fb.com/syriansae</a>
	Twitter	<a href="https://www.twitter.com/syriansae">https://www.twitter.com/syriansae</a>
	LinkedIn	<a href="https://bit.ly/3vPfhKp">https://bit.ly/3vPfhKp</a>
	YouTube	<a href="https://bit.ly/3LBAL2F">https://bit.ly/3LBAL2F</a>
Location of the university	Der Hassan, Idlib.	
Overview of the university	An educational institution, specialized in higher education, based on the public benefit of the members of society, and it has a legal personality and a private financial liability.	
Faculties of the university	Alternative Energy Engineering	
Higher education institutes	Intermediate Institute for Alternative Energy	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Main directorates of the university	Directorate of Student Affairs, Examination Division	
Number of students	60 students (Statistics for the academic year 2021-2022)	
Number of faculty members	15 faculty members (Statistics for the academic year 2021-2022)	
main difficulties, problems, and obstacles faced by the university	Providing relatively new educational programs, which requires follow-up and diligent work by the university administration. In addition, the university suffers from the problem of having a permanent, stable, and stable building for teaching. Connecting the university to the labor market and working to supply the labor market with well-qualified graduates who can develop their community.	
The level of student's satisfaction with the educational process	70%	
University Licensing Authority	The Higher Education Council is located in northwestern Syria.	
Ranking of the university	Webometrics	NA
	QS World University Rankings	NA
	EduRank	NA
	UniRank	NA
	UniPage World University Ranking	NA
International Accreditation	None.	

International Memberships	None
International Awards	None
Research Journals of the university	None


**Universities of Section B (Part 2) 4 universities.**

Name of the University	Free Aleppo University at Liberated Areas	
Logo of the University		
Website, and Social Media.	Website	<a href="https://uoaleppo.net/">https://uoaleppo.net/</a>
	Facebook	<a href="https://www.fb.com/UOAleppo">https://www.fb.com/UOAleppo</a>
	Twitter	<a href="https://twitter.com/uoaleppo">https://twitter.com/uoaleppo</a>
	LinkedIn	<a href="https://bit.ly/37YcoOe">https://bit.ly/37YcoOe</a>
	YouTube	<a href="https://bit.ly/3LKzUN7">https://bit.ly/3LKzUN7</a>
Location of the university	The northern countryside of Aleppo, in the areas under the direct Turkish administration, includes the areas (Euphrates Shield and Olive Branch) and includes the cities of Jarabulus, Azaz, Marea, and Afrin.	
Overview of the university	A governmental scientific institution that works to consolidate educational, cultural, and moral goals, and seeks to prepare effective national scientific cadres by providing an environment that allows for the continuous development of educational, research, and educational programs, and meets the renewed needs of society to achieve human development.	
Faculties of the university	Faculties of Medicine, Dentistry, Pharmacy, Civil Engineering, Informatics Engineering, Mechatronics Engineering, Agricultural Engineering, Basic Sciences, Economics, Arts and Humanities, Media, Sharia, Law, Politics Science, Education.	
Higher education institutes	Higher Institute of Management and Financial Control, Technical Institute of Business Administration, Media Technical Institute, Computer Technical Institute, Medical Technical Institute.	
Teaching and training hospitals	There is no hospital affiliated with the university and the training takes place in the hospitals surrounding the university headquarters in the city of Azaz. The university has a plan to create a university hospital within the next two years	
Main directorates of the university	Directorate of Public Relations, Directorate of Student Affairs, and Examinations.	
Number of students	10800 students (Statistics for the academic year 2021-2022)	
Number of faculty members	180 faculty members (Statistics for the academic year 2021-2021)	

main difficulties, problems, and obstacles faced by the university	Physical difficulties in addition to the lack of recognition. Lack of sufficient capacity building process at the university	
The level of student's satisfaction with the educational process	70%	
University Licensing Authority	The Higher Education Council of the Syrian Interim Government	
Ranking of the university	Webometrics	30198 of 31200
	QS World University Rankings	NA
	EduRank	NA
	UniRank	NA
	UniPage World University Ranking	NA
International Accreditation	None.	
International Memberships	None	
International Awards	None	
Research Journals of the university	None.	


Name of the University	Sham University	
Logo of the University		
Website, and Social Media.	Website	<a href="http://shamuniversity.com">http://shamuniversity.com</a>
	Facebook	<a href="https://www.fb.com/SHAM.UNIV">https://www.fb.com/SHAM.UNIV</a>
	Twitter	<a href="https://twitter.com/bhefree">https://twitter.com/bhefree</a>
	LinkedIn	<a href="https://bit.ly/39ETKLP">https://bit.ly/39ETKLP</a>
	YouTube	<a href="https://bit.ly/3OVLqHl">https://bit.ly/3OVLqHl</a>
Location of the university	Azaz city, near the Turkish border.	
Overview of the university	Al-Sham University is located in the north of Syria, near the city of Azaz in the Aleppo countryside. It was launched in 2016 by a decision of the Higher Education Authority in the liberated areas, and cooperation with the IHH Turkish NGO.	
Faculties of the university	Faculties of Engineering, Political Science, Economics and Administration, Sharia and Law, Education, and Arts and Humanities.	
Higher education institutes	None	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Main directorates of the university	Directorate of Student Affairs - Examination Division - Graduate Studies Division	
Number of students	530 students (Statistics for the academic year 2018-2019)	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	The absence of a specific mechanism through which the teaching staff can pursue postgraduate studies or obtain a doctoral degree.	
The level of student's satisfaction with the educational process	70%	
University Licensing Authority	The Higher Education Council of the Syrian Interim Government	
Ranking of the university	Webometrics	NA
	QS World University Rankings	NA
	EduRank	NA
	UniRank	NA
	UniPage World University Ranking	NA
International Accreditation	None.	

International Memberships	None
International Awards	None
Research Journals of the university	None

Name of the University	International University for Science and Renaissance	
Logo of the University		
Website, and Social Media.	Website	<a href="https://iru.university">https://iru.university</a>
	Facebook	<a href="https://www.fb.com/IUSRIUSR">https://www.fb.com/IUSRIUSR</a>
	Twitter	<a href="https://bit.ly/3kAEQs0">https://bit.ly/3kAEQs0</a>
	LinkedIn	<a href="https://bit.ly/3kDoVco">https://bit.ly/3kDoVco</a>
	YouTube	<a href="https://bit.ly/3yd5src">https://bit.ly/3yd5src</a>
Location of the university	City of Azaz	
Overview of the university	A higher education institution that aims to serve the community and raise its scientific level by educating its children in the various disciplines required in the labor market.	
Faculties of the university	Faculties of Informatics, Dentistry, Psychological Sciences, Pharmacy, English Language Teaching, Electronic Media, Business and Economics, Health Sciences	
Higher education institutes	Prosthodontics Institute, Institute of Medical Pharmacy, Institute of Midwifery, Institute of Laboratory Medicine, Institute of Medical Radiology, Institute of Turkish Language Teaching, Institute of Pediatric Nursing, Institute of Media and Press Technology, Institute of Information and Network Security Technology, Institute of Modern Education Technologies, Institute of Accounting and Financial Audit, Institute of Social Counseling, Institute of Human Resource Management.	
Teaching and training hospitals	There is no hospital affiliated with the university, and the training takes place in the hospitals surrounding the university.	
Main directorates of the university	Directorate of Student Affairs - Examination Division	
Number of students	The available information about this factor is not enough.	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties and the lack of recognition of the university's programs.	
The level of student's satisfaction with the educational process	70%	
University Licensing Authority	The Higher Education Council of the Syrian Interim Government	
Ranking of the university	Webometrics	24374 of 31200
	QS World University Rankings	NA


	EduRank	NA
	UniRank	NA
	UniPage World University Ranking	NA
International Accreditation	None. On its website, the university has indicated that it started the accreditation process with ASIC, UK	
International Memberships	None	
International Awards	None	
Research Journals of the university	None	




Name of the University	Al Maali Private University	
Logo of the University		
Website, and Social Media.	Website	NA
	Facebook	<a href="https://www.fb.com/almaaliuniv">https://www.fb.com/almaaliuniv</a>
	Twitter	<a href="https://twitter.com/almaaliuniv">https://twitter.com/almaaliuniv</a>
	LinkedIn	<a href="https://bit.ly/38OiAbF">https://bit.ly/38OiAbF</a>
	YouTube	<a href="https://bit.ly/3LK20Ii">https://bit.ly/3LK20Ii</a>
Location of the university	Al-Bab city, northern countryside of Aleppo	
Overview of the university	An independent higher education institution established in 2021 with a license from the Ministry of Higher Education in the Interim Government. The university is concerned with academic programs and the qualification of cadres and competencies.	
Faculties of the university	Faculties of Education, Fundamentals of Religion, and Arabic Language	
Higher education institutes	None	
Teaching and training hospitals	There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.	
Main directorates of the university	Directorate of Student Affairs - Examination Division	
Number of students	Still no available information because the university has just been established a few months only.	
Number of faculty members	Still no available information because the university has just been established a few months only.	
main difficulties, problems, and obstacles faced by the university	Financial and operational difficulties.	
The level of student's satisfaction with the educational process	0%	
University Licensing Authority	The Higher Education Council of the Syrian Interim Government	
Ranking of the university	Webometrics	NA
	QS World University Rankings	NA
	EduRank	NA
	UniRank	NA
	UniPage World University Ranking	NA
International Accreditation	None.	
International Memberships	None	

International Awards	None
Research Journals of the university	None


**Universities of Sector C: 3 universities**

Name of the University	Rojava University	
Logo of the University		
Website, and Social Media.	Website	<a href="https://www.rojavauni.com">https://www.rojavauni.com</a>
	Facebook	<a href="https://www.fb.com/Rojavauni">https://www.fb.com/Rojavauni</a>
	Twitter	<a href="https://twitter.com/RojavaUniv">https://twitter.com/RojavaUniv</a>
	LinkedIn	<a href="https://bit.ly/3vZGMiZ">https://bit.ly/3vZGMiZ</a>
	YouTube	<a href="https://bit.ly/3scfdSt">https://bit.ly/3scfdSt</a>
Location of the university	City of Qamishli	
Overview of the university	<p>A university-affiliated with The Autonomous Administration of North and East Syria (AANES). Its establishment opened the way for students who had interrupted their studies and universities due to the Syrian crisis and the interruption of geographical communication between several regions to pursue their higher education, in addition to the fact that its opening was a response to the deterioration of the educational sector as a result of migration and displacement that the Syrian people witnessed as a result of that crisis. Solutions to revive and develop the educational sector.</p>	
Faculties of the university	<p>Faculties of Petroleum and Petro Chemistry, Agriculture, Educational Sciences, Environmental Architecture, Languages and Social Sciences.</p>	
Higher education institutes	<p>Civil Institute - Higher Institute of Mechatronics - Administrative and Financial Institute.</p>	
Teaching and training hospitals	<p>There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.</p>	
Main directorates of the university	<p>Directorate of Student Affairs - Examination Division</p>	
Number of students	<p>711 students (Statistics for the academic year 2017-2018)</p>	
Number of faculty members	<p>127 faculty members (Statistics for the academic year 2017-2018)</p>	
main difficulties, problems, and obstacles faced by the university	<p>The university is newly established, and therefore, there are many foundational and intrinsic difficulties that it suffers from. The university also suffers from the problem of viewing the university as a permanent and ongoing project. In addition, it is very difficult for the university in such circumstances to establish a real methodology and a future plan for work, bearing in mind that the university teaches</p>	

	in a language other than the official language of the university.	
The level of student's satisfaction with the educational process	73%	
University Licensing Authority	Coordinator of the Universities of North and East Syria of the Democratic Autonomous Administration of North and East Syria	
Ranking of the university	Webometrics	24044 of 31200
	QS World University Rankings	NA
	EduRank	NA
	UniRank	NA
	UniPage World University Ranking	NA
International Accreditation	None.	
International Memberships	None	
International Awards	None	
Research Journals of the university	None	

Name of the University	University of Kobaniyê	
Logo of the University		
Website, and Social Media.	Website	<a href="http://kobaniuni.ac/">http://kobaniuni.ac/</a>
	Facebook	<a href="https://www.fb.com/zaningeihakobane">https://www.fb.com/zaningeihakobane</a>
	Twitter	<a href="https://bit.ly/3LJYf5Q">https://bit.ly/3LJYf5Q</a>
	LinkedIn	<a href="https://bit.ly/3ycQ3Hb">https://bit.ly/3ycQ3Hb</a>
	YouTube	<a href="https://bit.ly/3kAsHDo">https://bit.ly/3kAsHDo</a>
Location of the university	Kobanî (Ayn al-Arab) city	
Overview of the university	<p>One of the universities affiliated with the Education Office in The Autonomous Administration of North and East Syria (AANES). Kobani University was established in September of 2017. About sixty students enrolled in the university in the first academic year, until the number of students reached more than 600 students in the current academic year.</p>	
Faculties of the university	<p>Faculties of Language and Literature (Kurdish Language and Literature - Arabic Language and Literature), and Natural Sciences (Biology, Mathematics, Physics, and Chemistry).</p>	
Higher education institutes	<p>Institute of Pedagogical Sciences (Geography, Refugee Education, English, BFK, Biology) - Medical Institute (Laboratory, Anesthesia, Nursing) - Technical Institute (Electrical, Mechanical) - Institute of Legal and Administrative Sciences.</p>	
Teaching and training hospitals	<p>Students of the Medical Institute are trained in the hospitals surrounding the university.</p>	
Main directorates of the university	<p>Directorate of Student Affairs - Examination Division</p>	
Number of students	<p>650 students (Statistics for the academic year 2021-2022)</p>	
Number of faculty members	<p>80 faculty members (Statistics for the academic year 2021-2022)</p>	
main difficulties, problems, and obstacles faced by the university	<p>Difficulties related to the existence of appropriate laboratories for students - Difficulties related to the recognition of the certificate issued by the university. Operational financial difficulties for students and staff in general. In addition, the lack of a campus is a major problem for the university.</p>	
The level of student's satisfaction with the educational process	<p>80%</p>	
University Licensing Authority	<p>Coordinator of the Universities of North and East Syria of the Democratic Autonomous Administration of North and East Syria</p>	

Ranking of the university	Webometrics	NA
	QS World University Rankings	NA
	EduRank	NA
	UniRank	NA
	UniPage World University Ranking	NA
International Accreditation	None.	
International Memberships	The university has advocacy teams in many European universities.	
International Awards	None	
Research Journals of the university	None.	

Name of the University	Şerq University	
Logo of the University		
Website, and Social Media.	Website	NA
	Facebook	<a href="https://bit.ly/3vX7t82">https://bit.ly/3vX7t82</a>
	Twitter	<a href="https://bit.ly/3LIWvd0">https://bit.ly/3LIWvd0</a>
	LinkedIn	<a href="https://bit.ly/3kDsCPp">https://bit.ly/3kDsCPp</a>
	YouTube	<a href="https://bit.ly/3LKp7CL">https://bit.ly/3LKp7CL</a>
Location of the university	City of Raqqa	
Overview of the university	<p>A newly established university at the end of 2021 affiliated with the Education Office in The Autonomous Administration of North and East Syria (AANES), located in the city of Raqqa. The university seeks to implement a modern and contemporary education system that complies with international educational standards to serve the student and society. Studying at the university is free without any fees</p>	
Faculties of the university	<p>Faculties of Educational Sciences (Department of Biology - Department of Physics - Class Teacher - Mathematics - Chemistry), and Arts and Humanities (Department of Arabic Language).</p>	
Higher education institutes	English Language Institute - Technical Institute	
Teaching and training hospitals	<p>There is no university hospital for the university because it does not require it, and there are no medical schools or medical programs offered by the university.</p>	
Main directorates of the university	Student Affairs Unit - Examinations Unit	
Number of students	The available information about this factor is not enough.	
Number of faculty members	The available information about this factor is not enough.	
main difficulties, problems, and obstacles faced by the university	<p>The university has been in existence for less than a year, so it is difficult to identify the obstacles it suffers from. Opening educational programs appropriate to the needs of the community - the university's ability to continue and follow up</p>	
The level of student's satisfaction with the educational process	0%	
University Licensing Authority	Coordinator of the Universities of North and East Syria of the Democratic Autonomous Administration of North and East Syria	
Ranking of the university	Webometrics	NA
	QS World University Rankings	NA

	EduRank	NA
	UniRank	NA
	UniPage World University Ranking	NA
International Accreditation	None.	
International Memberships	The university has advocacy teams in many European universities	
International Awards	None	
Research Journals of the university	None.	



## **Impact of War: Foreign Universities Operating in Syria**

The year 2013 was the year in which all parties related to the war in Syria noticed that this war will continue and prolong for many years, and the reason for this conviction is the great intervention of all parties in Syria, whether in terms of supporting government forces with weapons and fighters, or through the presence of a large number of European countries with the opposition forces after they took control of large parts of the city of Aleppo, or through the entry of militias and religious sectarian forces alongside the forces of the central government in controlling many Syrian cities and destroying them.


Until the end of 2016 and the beginning of 2017, it was noticeable and certain to a large number of local politicians, military, and economists that the countries participating in the war would obtain areas of long-term control, and even more than that, the dominant countries in Syria established blocs, gatherings, and institutions indicating the presence of It is permanent in Syria, and perhaps the higher education sector and universities have a major role in this matter.


As a result of the foregoing, there was a direct presence of Turkish and Iranian higher education institutions inside Syrian territory, either through signing memoranda of understanding with a very large and direct impact with Syrian universities or through the establishment of branches of Turkish and Iranian universities inside Syria. It is important to note that some of these universities were concerned with providing services to students who had dropped out of their studies (in the case of Turkish universities), while other universities were a religious, sectarian, and military arm inside Syria (in the case of Iranian universities).


### **1- Iranian universities in Syria:**


In the beginning, an agreement was signed between the Iranian Minister of Education, Mohsen Haji Mirzai, and his counterpart in the government of the regime, Imad Muwaffaq Al-Azab, on January 23, 2021, providing for the supervision of the Iranian Ministry of Education to amend the Syrian curricula and printing them in Iran, in addition to many other contributions, all related to the education sector and education in Syria. The agreement includes transferring Iranian scientific expertise and experiences to Syria, building Iran a scientific and technological building in Syria, considering Persian as a second and optional language in Syrian secondary schools, holding training courses for Syrian teachers in Iran, conducting training courses in the field of planning and academic evaluation, formulating educational content and qualifying professional trainers.


Bashar al-Assad granted Iran great facilities in building Sharia secondary schools and schools for Shiites, so he issued a decree in 2014 allowing Shiite doctrine to be taught in Syrian schools alongside Sunni doctrine, in addition to opening the first public Shiite school in the country in September 2014 “The Great Prophet School” On the outskirts of the city of Jableh, then in previous years these schools amounted to approximately 40 schools spread in Damascus.


Name of the University	The Great Prophet School
Logo of the University	
Overview of the university	It is considered the most prominent cultural, social, and educational institution on the Syrian coast. It is affiliated with Iran in terms of organization, financing, and training of human cadres. It opened in the year 2006.


Name of the University	Al-Mustafa International University - Syria Branch
Logo of the University	
Overview of the university	<p>Al-Mustafa International University was formed in the city of “Qom” after the Iranian revolution for non-Iranian students. It was initially called the “Coordination Council for Non-Iranian Students.” After a while, its name was changed to the “International Center for Islamic Sciences.” In the next stage, this center was divided into two institutions: The first is the “International Center for Islamic Sciences for Non-Iranian Students Residing in Iran”, and the second is “The Organization of Schools and Seminaries Abroad to Organize Seminaries Outside Iran.”</p> <p>As the official website of Al-Mustafa University states, Al-Mustafa University is an “international Islamic and seminary scientific center”, which aims to “meet the need of those who are eager for divine knowledge, and to find a new movement in the field of developing Islamic theories.”</p> <p>As for the registration conditions, the virtual university accepts the registration of all Muslims from all over the world, regardless of their “sects, races, ages, and educational levels.” The university has more than 170 branches in more than 50 countries.</p>


Name of the University	Al-Farabi University for Postgraduate Studies
Logo of the University	
Overview of the university	A joint educational and research institution in cooperation between the Syrian University of Tishreen and the University of Teacher Education “Teaching Education” of Iran. The university specialized in postgraduate studies in engineering sciences, marine sciences, marine biology, informatics sciences, and biotechnology.

Name of the University	Free Islamic University of Iran (Azad)
Logo of the University	
Overview of the university	It opened in January 2018.


Name of the University	Iranian University of Islamic Denominations
Logo of the University	
Overview of the university	It was established in Damascus in 2018, and its launch was announced on April 13, 2019, in cooperation with the International Council for the Proximity of Iranian Islamic Schools of Thought.


Name of the University	Teacher Education University
Logo of the University	
Overview of the university	The opening of the university’s branch in Syria was announced in 2018. The university aims to graduate professors from Syrian universities, and also helps Syrian students complete their academic education at the master’s and doctoral levels in their country.”


Name of the University	The Higher Institute of the Levant (Sayida Ruqayya College)
Logo of the University	
Overview of the university	An independent university branch of the University of the Levant has an independent website and is treated as an independent university.

Name of the University	Iran Payam Noor University
Logo of the University	
Overview of the university	Bayan Nour University, which means “The Message of Light” in Persian, was founded in 1988 and is considered one of the largest universities in Iran, affiliated with the Ministry of Science, Research and Technology. The university is “with an Iranian-Islamic identity, to play its role and responsibility in promoting the scientific and research position among open universities and distance education in the world.”

## 2- Turkish Universities

Name of the University	Gaziantep University
Logo of the University	
Overview of the university	On October 4, 2019, Gaziantep University announced the opening of three affiliated colleges in the countryside of Aleppo, northern Syria, by a decision of Turkish President Recep Tayyip Erdogan, which stipulated the establishment of the College of Administrative and Economic Sciences in the city of Al-Bab, the College of Education in Afrin, and the College of Islamic Sciences in Azaz. Later, new departments were opened, namely the "Mathematics and Science Education / Primary Mathematics Teachers Qualification Program" and the "Turkish Language and Social Sciences Education / Social Sciences Teachers Qualification Program" department. In addition to the Department of "Political Science and Public Administration" within the structure of the Faculty of Economics and Administrative Sciences in the city of Al-Bab.

Name of the University	University of Health Sciences, Istanbul
Logo of the University	
Overview of the university	In February 2021, a decision was issued by Turkish President Recep Tayyip Erdogan to open a college of medicine and a higher institute for health services in the city of Al-Rai, northeast of the city of Aleppo

Name of the University	Harran University
Logo of the University	

Overview of the university	In 2018, it opened a branch in the city of Al-Bab in the eastern countryside of Aleppo. This university provides study for students in six majors, including civil, electrical, and mechanical engineering, mathematics, physics, chemistry, and biology.
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### 3- Russian Universities

Russia seeks to open a branch of Moscow University in Damascus.

#### **4- Impact of Foreign Universities**

It is very difficult to determine the impact of foreign universities operating in Syria and their direct and indirect impact in the coming years. It is noticeable, and certain, that there is an intellectual, political, and ideological influence behind the creation of these foreign universities, as they represent the soft power policy of the state that opened them, and it is not possible to look innocently behind the opening of these universities, as it is not possible to deal with the policy of good intentions behind their creation.

As for Iranian universities, as we noted in the past few pages, they are an extension of the sectarian dimension policy used during the years of war. All the opened Iranian universities are universities with a religious sectarian dimension, an arm of the deep state, and the intellectual orientation pursued by the Iranian government in spreading its expansionist sectarian ideology.

Based on the foregoing, the role of these inaugural Iranian universities will be to recruit loyal people with a similar ideology to theirs and who can adapt their expansionist ideas so that in future periods (after 10 or 15 years) they may have a role in forming the new Syrian government or religious figures speaking in Syria, or even new merchants and capital owners who will be an arm of Iran inside Syria, and parallel entities that can be directed in any way the Iranian government desires.

Universities are the soft power that the Iranian government is working to strengthen in the coming years, and new Iranian universities are expected to open in Syria.

Concerning Turkish universities, the Turkish way of thinking is very different from the Iranian approach. In the beginning, Turkey is strengthening its areas of control with official Turkish departments and institutions such as mail, water, electricity, transportation, and all other civil services, and Turkey is doing this to fulfill its role, responsibilities, and duties as a mandated authority in its areas of influence inside Syria.

Turkey is linked with Syria historically during the past centuries through the Ottoman Empire, and later through the modern Turkish state founded by Ataturk. Turkey signed with Syria many security, political and military agreements, the latest of which was the "Adana Agreement" signed in 2009, which stipulates Turkey's right to penetrate Syria to a depth of 5 km to protect it from any potential or expected threat to Turkish national security. With the beginning of the Syrian war, Turkey worked to incur a distance of more than 30 km, and is working to maintain this dimension and the border security framework. Turkey could pursue a policy similar to the policy of annexing Iskenderun in a similar way with its current areas of influence in Syria. For all of the above, Turkey

is working to serve its areas of control with service institutions, universities and other institutions.



• Questionnaire of the Research

القسم الأول : لمحة عامة عن الجامعة - Section one: An overview of the university

لمحة عامة عن الجامعة An overview of the university

جامعة عامة خدمية تتمتع بمستوى علمي عالي رغم الحروب والقصف المتكرر عليها تنهض بالمقومات المادية الموجودة لديها وتعمل وفق معايير التعليم العالي وتعمل باصرار وتصميم في سبيل تأمين جميع احتياجات طلابها وكادرها

Current number of students (it is preferable to mention the number of students in each college if information is available) عدد الطلاب الحالي (يفضل ذكر عدد الطلاب في كل كلية اذا كانت المعلومات متوفرة)

المجموع الكلي لعدد الطلاب 10200 طالب و 600 طالب دراسات

Section Five: University Rankings القسم الخامس: التصنيفات الجامعية

What university rankings does your university have on their lists? ما هي التصنيفات الجامعية التي تضم جامعتك في قوائمها؟

تصنف الأولى على

Section Six: Internationalization of Higher Education القسم السادس: تدويل التعليم العالي

Is the internationalization of the university a priority? هل يعتبر تدويل الجامعة أولوية بالنسبة لها؟

نعم

Section Two: Difficulties, obstacles and problems القسم الثاني: الصعوبات والعقبات والمشاكل التي تعاني منها الجامعة

What are the main difficulties, problems and obstacles faced by the university?  
ما هي الصعوبات والمشاكل والعقبات الرئيسية التي تعاني منها الجامعة؟

ضعف الإمكانيات المادية بشكل عام، الخطورة الأمنية لقلبها من خطوط تماس حربية

University's legal name \* - اسم الجامعة

جامعة

Section one: An overview of the university - القسم الأول : لمحة عامة عن الجامعة

An overview of the university لمحة عامة عن الجامعة

جامعة خاصة مرخصة بموجب مرسوم جمهوري في الع. في مدينة

Current number of students (it is preferable to mention the number of students in each college if information is available)  
عدد الطلاب الحالي (يفضل ذكر عدد الطلاب في كل كلية اذا كانت المعلومات متوفرة)

3850

عدد أعداد الهيئة التدريسية (يفضل ذكر قائمة بأعداد الهيئة التدريسية : اجازة جامعية - ماجستير - دكتوراه) ويفضل أن تقوم القائمة خاصة بكل كلية ومدرسة ومعهد في الجامعة Number of faculty numbers (it is preferable to mention a list of faculty numbers: university degree - master - PhD) and it is preferable that the list is specific to each college, school and institute at the university

اجازة جامعية 30 ماجستير 12 دكتوراه 80

Section Two: Difficulties, obstacles and problems القسم الثاني: الصعوبات والعقبات والمشاكل التي تعاني منها الجامعة

What are the main difficulties, problems and obstacles faced by the university? ما هي الصعوبات والمشاكل والعقبات الرئيسية التي تعاني منها الجامعة؟

وجودها في مقرات مؤقتة بسبب تهجيرها من مناطقها بسبب الحرب السورية

Section Five: University Rankings القسم الخامس: التصنيفات الجامعية

What university rankings does your university have on their lists? ما هي التصنيفات الجامعية التي تضم جامعتك في قوائمها؟

web metrics

Section Six: Internationalization of Higher Education القسم السادس: تدويل التعليم العالي

Is the internationalization of the university a priority? هل يعتبر تدويل الجامعة أولوية بالنسبة لها؟

لا

عدد أعداد الهيئة التدريسية (يفضل ذكر قائمة بأعداد الهيئة التدريسية : اجازة جامعية - ماجستير - دكتوراه) ويفضل أن تقوم القائمة خاصة بكل كلية ومدرسة ومعهد في الجامعة Number of faculty numbers (it is preferable to mention a list of faculty numbers: university degree - master - PhD) and it is preferable that the list is specific to each college, school and institute at the university

/ طب الطوارئ / ماجستير 3 اجازة 5 معهد 1  
/ التمريض / ماجستير 2 اجازة 4  
/ العلاج الفيزيائي / اجازة 4 معهد 1

Section Two: Difficulties, obstacles and problems القسم الثاني: الصعوبات والعقبات والمشاكل التي تعاني منها الجامعة

What are the main difficulties, problems and obstacles faced by the university? ما هي الصعوبات والمشاكل والعقبات الرئيسية التي تعاني منها الجامعة؟

صعوبات امنية نتيجة الواقع الذي تعيشه المنطقة  
عدم امتلاك بناء خاص بالاكاديمية  
نقص التمويل  
عدم وجود موارد ذاتية خاصة بالاكاديمية

Accreditation Agency of Curacao AAC / Accreditation Council for Business Schools and Programs ACBSP / Accreditation Council for Entrepreneurial and Engaged Universities ACEEU / Accreditation, Certification and Quality Assurance Institute ACQUIN / Agency for Quality Assurance Through Accreditation of Study Programmes AQAS / Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften der Informatik der Naturwissenschaften und der Mathematik ASIIN / Foundation for International Business Administration Accreditation FIBAA / British Accreditation Council for Independent Further and Higher Education BAC

ACQUIN تم اعتمادنا برامجيا من قبل

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#### القسم الخامس: التصنيفات الجامعية Section Five: University Rankings

ما هي التصنيفات الجامعية التي تضم جامعتك في قوائمها؟  
What university rankings does your university have on their lists?

Webometrics

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### Questions of the Questionnaire:

اسم الجامعة - University's legal name\*

القسم الأول : لمحة عامة عن الجامعة - Section one: An overview of the university

لمحة عامة عن الجامعة An overview of the university

Your answer

عدد الطلاب الحالي (يفضل ذكر عدد الطلاب في كل كلية اذا كانت المعلومات متوفرة)  
Current number of students (it is preferable to mention the number of students in each college if information is available)

Your answer

عدد الكليات والمعاهد في الجامعة (يفضل ذكر قائمة بالكليات والمعاهد والمدارس التي تضمها الجامعة)

Number of faculties and institutes in the university (it is preferable to mention a list of faculties, institutes and schools that the university includes)

Your answer

عدد أعداد الهيئة التدريسية (يفضل ذكر قائمة بأعداد الهيئة التدريسية : اجازة جامعية - ماجستير - دكتوراه)  
Number of faculty numbers (it is preferable to mention a list of faculty numbers: university degree - master - PhD) and it is preferable that the list is specific to each college, school and institute at the university

Your answer

Section Two: Difficulties, obstacles and problems  
القسم الثاني: الصعوبات والعقبات والمشاكل التي تعاني منها الجامعة

What are the main difficulties, problems and obstacles faced by the university?  
ما هي الصعوبات والمشاكل والعقبات الرئيسية التي تعاني منها الجامعة؟

Your answer

ما هي مستوى رضى الطلاب عن العملية التعليمية؟ (يرجى تحديد النسبة من 10 بحيث يكون 0 غير راضي و 10 راضي جدا).  
What is the level of student satisfaction with the educational process? (Please select a ratio of 10 with 0 dissatisfied and 10 very satisfied).

Your answer

Section Three: University Licensing  
القسم الثالث: ترخيص الجامعة

What is the current licensing authority for the university (Ministry of Higher Education - Council of Higher Education - other bodies).  
ما هي جهة الترخيص الحالية للجامعة (وزارة التعليم العالي - مجلس التعليم العالي - هيئات اخرى)

Your answer

Does the university have a license in other countries? Please mention it  
هل تملك الجامعة ترخيصاً في دول أخرى؟ يرجى ذكر ذلك

Your answer



#### Section Four: Quality Assurance القسم الرابع: ضمان الجودة

هل حصلت الجامعة على اعتماد خارجي من قبل هيئة ضمان جودة خارجية؟ يرجى توضيح ذلك. اذا كان الاعتماد  
 Has the university obtained external  
 accreditation from an external quality assurance body? Please explain. If the  
 accreditation is programmatic, please mention the programs that have the  
 accreditation

Your answer



هل هناك أي خطوات للجامعة للحصول على الاعتماد من هيئات الاعتماد المعروفة في اوربا مثل الهيئات التالية:  
 وكالة اعتماد البرامج الدراسية في العلوم الصحية والاجتماعية ABET مجلس الاعتماد للهندسة والتكنولوجيا  
 مجلس الاعتماد ACBSP مجلس الاعتماد لكليات وبرامج إدارة الأعمال AAC وكالة اعتماد كوراكو AHPGS  
 معهد الاعتماد والشهادة وضمان الجودة ACEEU لجامعات ريادة الأعمال والجامعات المشاركة  
 وكالة اعتماد البرامج الدراسية في الهندسة AQAS وكالة ضمان الجودة من خلال اعتماد البرامج الدراسية  
 مجلس FIBAA مؤسسة اعتماد إدارة الأعمال الدولية ASIIN والمعلوماتية والعلوم الطبيعية والرياضيات  
 Are there any steps for the university to  
 obtain accreditation from well-known accreditation bodies, such as the  
 following bodies: Accreditation Board for Engineering and Technology ABET /  
 Accreditation Agency for Study Programs in Health and Social Sciences  
 AHPGS / Accreditation Agency of Curacao AAC / Accreditation Council for  
 Business Schools and Programs ACBSP / Accreditation Council for  
 Entrepreneurial and Engaged Universities ACEEU / Accreditation, Certification  
 and Quality Assurance Institute ACQUIN / Agency for Quality Assurance  
 Through Accreditation of Study Programmes AQAS / Akkreditierungsagentur  
 fur Studiengange der Ingenieurwissenschaften der Informatik der  
 Naturwissenschaften und der Mathematik ASIIN / Foundation for International  
 Business Administration Accreditation FIBAA / British Accreditation Council  
 for Independent Further and Higher Education BAC



Your answer

Section Five: University Rankings القسم الخامس: التصنيفات الجامعية

What university rankings does your university have on their lists? ما هي التصنيفات الجامعية التي تضم جامعتك في قوائمها؟

Your answer

Section Six: Internationalization of Higher Education القسم السادس: تدويل التعليم العالي

Is the internationalization of the university a priority? هل يعتبر تدويل الجامعة أولوية بالنسبة لها؟

Your answer

هل تملك الجامعة مذكرات تفاهم وشراكات مع جامعات محلية واقليمية ودولية اخرى، يرجى ذكر هذه الجامعات  
Does the university have memoranda of understanding and partnerships with other local, regional and international universities, please mention these universities

Your answer

هل تملك الجامعة عضويات في شبكات دولية خاصة بالجامعات؟ يرجى ذكر هذه الشبكات  
Does the university have memberships in international networks of universities? Please list these networks

Your answer

هل حصلت الجامعة على جوائز دولية خاصة بالتعليم العالي؟ يرجى ذكر هذه الجوائز  
Has the university received international awards for higher education? Please list these awards

Your answer

هل هناك مجلات بحثية تقوم الجامعة بنشرها؟ يرجى ذكر هذه المجلات  
Are there research journals that the university publishes? Please list these journals

Your answer

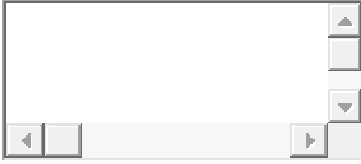
Section Seven: OTHER RELEVANT INFORMATION  
معلومات اضافية اخرى ذات صلة

هل تملك الجامعة سياسات خاصة بدعم الحرية الاكاديمية والبحث العلمي؟ يرجى توضيح ذلك  
Does the university have special policies to support academic freedom and scientific research? Please explain.

Your answer

هل هناك أي معلومات اضافية ترغب بذكرها؟  
Is there any additional information you would like to mention?

Your answer



يمكن تحميل أي مستندات توضح المعلومات أو الاسئلة المذكورة Any documents clarifying the information or questions mentioned can be uploaded

[Add File](#)