

The challenges facing the higher education system on International, Regional, and Global levels [Analytical study]

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Abstract

Higher education is the keystone for society's development and competitiveness. Higher education has a prominent role in encountering different forms of challenges, either regional, international, or global, and utilizing them positively and making them a tool for advancing their processes.

Several economic, social, and political transformations face higher education worldwide, significantly impacting developing countries. This requires reconsidering the role of higher education institutions through formulating new curricula, prioritizing future development, and expanding the scope of participation in modernization to ensure that the current and future practices match our society's development needs and requirements.

Keywords: Higher Education, Arab Society, Universities, Global Challenges, International, Regional Challenges, Higher Education Challenges, Competitiveness.

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ملخص الدراسة باللغة العربية

التعليم العالي هو حجر الزاوية لتطور المجتمع وقدرته التنافسية. يلعب التعليم العالي دورًا بارزًا في مواجهة أشكال مختلفة من التحديات سواء الإقليمية أو الدولية أو العالمية، والاستفادة منها بشكل إيجابي وجعلها أداة للنهوض بعملياتها.

تواجه العديد من التحولات الاقتصادية والاجتماعية والسياسية التعليم العالي في جميع أنحاء العالم، مما يؤثر بشكل كبير على البلدان النامية. وهذا يتطلب إعادة النظر في دور مؤسسات التعليم العالي من خلال صياغة مناهج جديدة، وإعطاء الأولوية للتطوير المستقبلي، وتوسيع نطاق المشاركة في التحديث لضمان توافق الممارسات الحالية والمستقبلية مع احتياجات ومتطلبات التنمية في مجتمعنا.

الكلمات المفتاحية

التعليم العالي، المجتمع العربي، الجامعات، التحديات العالمية، التحديات الدولية والإقليمية، تحديات التعليم العالي، التنافسية.

Introduction

Education nowadays takes so many forms, as it could have a political, economic, or military form. Despite these vast differences, all countries share one goal, which is to invest in the development of education, where each of these forms competes toward ensuring a high level of educational excellence and quality (Popov, N., et. al., 2013).

It's noticed that regardless of their form, there is no doubt that educational institutions seek to have a high reputation and to be competitive with other institutions; therefore, it needs to be aware of different challenges that may affect the quality of their services not only on the regional level but also on the international and global levels. To ensure a high capability in survival within a wide range of markets, every day various needs and challenges. Therefore, higher education organizations shall direct all their efforts to developing their educational institutions to keep pace with the continuous progress in all fields of higher education (Khneis, D., 2009, p. 7).

University higher education systems are the driving force of the individual and society toward progress, comprehensiveness, and sustainable development, as well as it's the key for societies to cross different gateways to civilized progress, which is characterized by complex and growing scientific and technological transformations and challenges in various fields on an ongoing basis (El-Sayed, A., 2013).

Many countries of the world have succeeded in linking higher education with development requirements. All world countries are no longer measured by the area of their lands, by the armies they own,

by the number of their population, by what they possess of natural resources or wealth, but today they are measured by what they have of advanced knowledge, advanced culture, and an educated human wealth capable of Production, creativity, and achieving the best and most advanced forms of human development (Abdel Hay, R., 2006).

Research Problem

The world is witnessing many rapid economic, social, cultural, and political developments. The scientific progress in various fields and activities has provided the latest innovations and inventions to serve human being and their well-being in different countries of the world and includes all types of education. Higher education has become an educational platform in any society in the march of progress in science and systems.

The education of the twenty-first century has become the cornerstone of competitiveness. The education system in the twenty-first century is the main challenge to building the competitive capabilities of countries.

Al Bulushi (2003) indicated that the current reality of higher education in the new millennium is highly unstable due to the massive number of new challenges and rapid changes affecting higher education, such as issues of globalization of higher education, the occurrence of the market and the social, political, and economic effects of higher education, whether local or international or regional.

Therefore, Arab countries, including Egypt, are keen to keep pace with modern global trends in all aspects of life and work to define the vision and goals of universities to achieve their tasks. Therefore, Egyptian universities and various higher education institutions have worked to establish systems to ensure quality, which would achieve

competitiveness and help to face various challenges.

Higher education institutions are concerned with the development process and work to provide the financial and human resources that qualify them to carry out the development process, reach high levels of competitiveness, and prepare appropriate outputs for the labor market.

Research Questions

- 1- What challenges are facing the higher education system locally, regionally, and globally?
- 2- What is the impact of these challenges on higher education and universities?
- 3- What are the recommendations to overcome some of these challenges?

Research Purpose and Goals

This research aims to achieve and retain high competitiveness within regional, international, and global challenges of the higher educational institution (HEI), to identify the problems and obstacles that prevent the achievement of higher education in Egypt to distinguished position in global competitiveness through highlighting the leading and most common challenges that affect higher education efficiency, effectiveness, and competitiveness ability. To get a deeper insight into these challenges and how they would affect higher education institutions in the Arab world, including Egypt. To employ an approach to enhance the competitiveness of the higher education system in the Arab world and in Egypt in Particular.

Research Methodology

The current research uses the descriptive approach, which is one of the approaches concerned with the process of research and

investigation of social, educational, and educational phenomena, describing them as they are, diagnosing and trying to analyze and interpret them to discover the relationship between its elements and then arrive at meaningful instructions concerning these phenomena.

Theoretical Framework

Higher education institutions Objectives

There are various opinions about the goals and the importance of higher education, and this lies in a large number of different concepts of university education and its purpose (John C., Kristina L., Nikki H., 2002, Pp. 10). University higher education is very important on many levels. Al-Khayat, A. (1983) described Universities as institutions that invest in human resources, and they are the productive service institutions that can provide society with human forces and leaders who work to identify the various problems of society, find solutions, and contribute to treating them. Also mentioned that Universities are the center of civilizations and cultures for peoples, as higher education institutions are considered one of the most important centers of cultural radiation for society and the most prominent.

Rashid, A. (2016), had mentioned that universities of higher education bears the primary responsibility for preparing intellectual, scientific, literary, artistic, and professional leaders at all levels The university actively participates in setting plans for the development and development of society, and it presents ideas, theories, and innovations in various fields. So, the university as a higher education institution, in particular, is the primary source in the formation of the necessary higher skills for human resources to achieve the required development.

Gohar, A. (2012) highlighted that higher education institutions and systems perform three essential functions: education, scientific

research, and community service. El-Beltagy, M. (2013) confirmed by mentioning that higher education is the main entry point for scientific research, as and community services that aim to progress and evolve, and the first way to seek development, progress, and raise the individual living standard, and she added that attention must be paid to higher education as the main tool that supports society with highly qualified specialized individuals of specialists and experts in various fields and sciences.

One of the major objectives of higher education is that it aims to spread high-end knowledge and proper upbringing of young generations to ensure an outcome for those with great talents and competencies to be prepared to serve the community in order to contribute to its progress and development through different scientific research institutions (Hatamleh, H., 2015).

Education has basic functions in promoting the development of the individual, society, and country in all its aspects. Education provides opportunities for individuals to develop physically, intellectually, morally, socially, aesthetically, and spiritually in order to maximize their potential and prepare them for the future. Education strengthens civil society and promotes social justice, equity, and unity. Education also helps a nation instruct public and social responsibility among its citizens, develop the capacity building, and enhance national integration and competitiveness. Every country in the same world seeks to establish an educational system for the welfare and development of the young generation, society, and nations (Popov, N., et. al., 2013).

Therefore, it is clear from the above that the university is the stronghold of human thought and the progress of societies. Hence, achieving quality requirements in universities has become a modern

necessity, an educational imperative, and a future duty to overcome future challenges (Al-Balawi, J., 2019, p. 49).

Competitiveness in Higher Education

Labas, I., et. al. (2016, p. 11) mentioned that the competitiveness of higher education institutions has become more critical to the national economy. In recent years, the frameworks of operation of higher education systems have undergone a total transformation, and the factors forming the competitiveness of these budgetary institutions play an essential role in survival. The more competitive a higher education institution is, the higher the opportunity for the students would like to continue their studies there. Thus, this institution will have a more significant chance of survival in the future than one lagging in the competition.

Bikse, V., et. al. (2014, p. 52) indicated that developing a competent individual is the essential precondition of competitiveness in higher education, leading to higher demands for the development and education of human capital implementing competency-based education.

Voronov, A., et. al. (2018, p. 528) also stated that researchers had assessed the competence effectiveness, which forms competitiveness in the labor market during studies in the following way. The respondents' answers vividly and negatively reflect the efficacy of professional competence components mastered during studies at university. These assessments reflect relatively high educational, professional, and pedagogical levels of the teachers who are little involved in the realization of the applied labor functions but lack any system in the development of higher education, with only their enthusiasm to continue to seek the reserves of the educational process effectiveness growth.

Kireeva, N., et. al. (2018) states that it is essential to understand the notion of competitiveness in general and the notion of higher education institution competitiveness in particular, as the widely used concept of competitiveness implies an object's ability or feature to be better than others in its capacity in an array of similar objects.

Kovalenko, A. (2013) states that the competitiveness of various objects has different meanings. In particular, the competitiveness of goods is treated as the ability to satisfy buyers' needs. The country's competitiveness presumes the ability to create and increase national product, to take a particular place in the international division of labor, and the competitiveness of industry implies the ability to increase its share in the gross domestic product. In other words, competitiveness means the ability of a company or industry to cope with the competition.

Kireeva, N., et. al. (2018) added that to be competitive is to occupy the dominant or growing positions in the market (internal and external). A company's competitiveness is defined as a level of competency concerning other competitors by the following parameters: technology, staff knowledge and skills, strategic and operational planning, quality (management systems, production, and products), and communication.

HEIs should understand their competitive advantage to conquer the market and gain a firm foothold, bearing in mind transnational corporations emerging as essential players with significant resources to «perform their large-scale educational programs and train specialist practitioners of the highest level» (Tarakanov et al. 2017).

Challenges Facing Higher Education Institutions

Introduction

Between (1990-1995) UNESCO called for focusing in its third medium-term plan on encouraging and strengthening action at the regional and international levels to formulate new strategies for higher education that take into account the main challenges education faces in a world full of rapid changes.

Challenges of higher education sometimes may turn into crises in most countries of the world. At a time when the rate of students' enrollment in higher education institutions is increasing, it is noticed that a decrease in the ability to give the needed support it, which negatively affects educational quality (Hatamleh, H., 2015, pp. 41). On the other hand, we can find that education has lost its duty to serve the community and treat it as a tangible product, leading quality assurance bodies and organizations to define more objective and transparent measures to ensure the quality of university education institutions.

There are many factors affecting various aspects of education and university education in particular all over the world. Among those challenges, we will find regional challenges such as quantitative, qualitative, financing, and competitiveness. Global (international) challenges, such as scientific and cognitive challenges, the challenge of modern communication and information technology, and the challenge of globalization.

In the following, we will present the most critical challenges with high impact on universities, with their various types and forms, and their impact on higher education institutions,

First: Challenges of an international and regional character:

a. Quantitative challenge

It has been noticed that the demand for higher education has increased rapidly in the present era, and the corresponding failure of some institutions to absorb this increase. The rising generations are knocking on the doors of universities with more than the available institutions and capabilities. This indicates that higher education is growing quantitatively at all levels, from the increase in the number of educational institutions on the one hand to the increase in the number of students on the other hand, in addition to the continuous expansion of the programs of these educational institutions. On the other hand, quantitative growth faces a severe shortage of faculty members, high education costs, and a lack of traditional funding sources in the fields of university education and scientific research (Al-Ramani, Z., 2013).

There are various forms and types of quantitative challenges:

1. Spontaneous and random growth: this may result in inconsistency and compatibility of growth with the needs of society and the consequent waste of material and human resources, and lead to the continuation of important gaps in the programs, activities, and services of higher education institutions.

2. Lower educational quality: It is important to maintain a high level of higher education, as rapid quantitative growth may lead to low quality of education and a deterioration in its level and inability to achieve its goals. It is important to provide innovations and improvements in the field of education, whether in universities or various colleges with regard to the curriculum, whether in terms of the programs and courses or in terms of training methods and procedures (Picas, S., 1988).

3. Intense competition: Competition is often a phenomenon that exists in many forms, competition for financial resources, powers,

reputation, fame, and others, which increases the severity of the quantitative challenge (Hatamleh, H., 2015 p. 41 and 42). Competition is often a healthy phenomenon if it is kept within reasonable limits and if its goal is the public interest. This exacerbates the quantitative challenge (Ibid).

The shortcomings and disadvantages resulting from quantitative challenges

1- Low educational opportunities: The problems of challenging educational opportunities are due to the fact that the number of population and the social demand for education increases rapidly and with greater size than the increase in the absorptive capacity of higher education institutions. This problem becomes more difficult as the population increases and the economic resources decrease (Hatamleh, H., 2015).

2- Enrollment rates in higher education are unsatisfactory: enrollment rates in Arab countries are still within 22%. This led to placing the Arab region in sixth place when compared to other regions of the world (Hatamleh, H., 2015).

3- Weak equality and fairness in academic opportunities: unfair distribution due to the subjection of students of varying circumstances to specific standards, the swelling of students' numbers beyond the institutions' ability to absorb them, and the exclusion of a segment of students whose grades fall below the required equivalencies at times.

4- Imbalance in enrollment between scientific majors: those enrolled in the humanities, and social sciences significantly outnumber those enrolled in applied majors such as engineering and medicine.

5- The size of the postgraduate studies is negligible.

6- The disparity between enrollment and graduation: where statistical reports indicate that there is a discrepancy between the number of enrollees and the number of graduates, and this leads to reasons including the student's incompatibility with the major he is enrolled in and the conditions and quality of study that are not encouraging, including the student's enrollment in the university due to social pressures (Hatamleh, H., 2015).

7- The increased contribution of non-governmental sectors in providing various educational opportunities: that private higher education is a new source of financing education and increased spending on higher education, which achieves higher returns and increases the proportion of graduates, which results in a kind of competition between high public and private education (Gohar, A., and Radwan, W., 2012).

B. Qualitative Challenge:

The qualitative challenge could be divided into: universities are fit for purpose, classification/type of graduates, programs, and courses, and the quality of universities.

The Fit for purpose or appropriateness of higher education is related in particular to the role of higher education in society and its tasks related to teaching, research, and the services it provides, and to the extent to which it relates to the labor market and development requirements and its responsibility to other stages of education. To provide a suitable higher education, it is necessary to provide graduates who can constantly update their information and acquire new skills and capabilities to open up opportunities for success to be able to obtain jobs suitable for their knowledge and experience and

to create new job opportunities in constantly rabid labor markets.

The increasing demand for the appropriateness of the quality of educational outputs, such as the type of university graduate, the type of curriculum, or the needs of the labor market in the field of higher education, goes hand in hand with the demand to enhance the quality and improve the quality of higher education. Although the focus on quality is not new to higher education, it includes all functions and activities, the quality of teaching, training, research, level of faculty members, programs, and the content of the university educational process (Hatamleh, H., 2015, p. 44).

Classification/type challenges related to higher education institutions:

▪ **Challenges related to the quality of programs and curricula**

The inadequate quality of programs and curricula for the time-based component and their failure to keep pace with scientific and technical development. This results in a weak academic level for graduates of higher education. The learner, as the main product and output of the education process, must be equipped with knowledge, skills, and competencies that help him integrate into the world of work and achieve self-realization. Among those skills, for example, Job search skills, entrepreneurial spirit, and the ability to make appropriate decisions. In the case of the inability to provide such skills, it also results in the disproportion of the quality of the outputs with the volume of expenditure on university higher education. Higher education is not a real investment except to the extent of the human, social and economic returns in comparison to the effort and

money spent on it. Therefore, the failure to update the curricula of Traditionalism and its development and the failure to provide practical training for the demand that simulates practical reality during the study period leads to a large gap and severe damage affecting society at all levels (Hatamleh, H., 2015, pp. 45-46).

The widening gap between academic reality and practical application, and the failure to develop university education in the required manner that suits the requirements of the labor market has led to the widening of the gap between the concepts and theories that the student studies and what the graduate finds in his practical practices when he joins the fields of work (Al-Rushdi, A., 2011, p. 57 & 58).

▪ **Challenges related to the quality of graduates**

Another qualitative problem related to the qualitative challenge is the inadequacy of graduates to the requirements and needs of the labor market. Higher education does not only aspire to elevate the human being, his knowledge, culture, and social behavior but also looks forward to qualifying the person professionally for a job through which he can secure a material income that enables him to lead a decent life that enhances His knowledge and living advancement. The compatibility between “what higher education offers” on the one hand and what the labor market needs” on the other hand, requires sound solutions in various professional fields.

The gap between the objectives of university education and its economic and social returns has widened, as the educational body has become suffering from a shortage and a need for the professional development sector because of the lack of a sufficient number of degree holders and the required specializations despite the number of students available. Where we find that the relationship of the

university education system with the labor market is exposed to some problems related to the inability of the economy and the labor market to absorb all graduates of university education systems, which results in; Low quantitative and qualitative efficiency, which is represented in graduating numbers of graduates in specializations not needed by the labor market. (Gibran, C., 2009).

When talking about the relationship between education outcomes and the needs of the labor market, it is necessary to point out that increasing attention to quality means paying attention to quality in everything, not only in terms of curricula, but that the educational system itself is characterized by the appropriate quality that serves the objectives of higher education (Al-Rushdi, A., 2011, p. 57 & 58).

The shortcomings and disadvantages resulting from the qualitative challenge:

1- Low internal qualitative efficiency of higher education institutions, whose indicators include: (low knowledge attainment, specialized qualification, weak analytical, innovative, and applied capabilities, and shortcomings in promoting values and production trends).

2- The weak relationship of university education with the fields of work: This led to the inappropriateness of the quality of university education outputs to the needs and requirements of the labor market and development plans in most countries alike and the spread of the phenomenon of unemployment, due to the inadequacy of graduate payments in quantity or quality to the needs and requirements of society, and this resulted from the policy of University education, which was characterized by the lack of compatibility between its different types and the lack of uniformity of the main levels of the employment structure (Al-Rushdi, A., 2011, p. 55). It is worth noting

that high unemployment rates have been observed, especially in the disciplines of humanities and social sciences, as many of the specializations and programs of these institutions do not constitute a priority for the needs of society, and the local labor market has become saturated, including (Hatamleh, H., 2015 p. 47 and 48)

3- Lack of a plan to link education to the labor market: The absence of linking the university to the labor market loses the university its most important resources in development, community service and strengthening its mission, which led to the presence of more unemployed university graduates, which requires the necessity of linking education policy with the labor market, through Sending a database of the current and future workforce of all kinds, specializations and desired educational levels.

4- Weak relationship between admission policy and the labor market: There are many reasons behind the weakness of this relationship, including the stereotyping of university education and the lack of development and modernization, as well as the emergence of new specializations as a result of the wealth of technology that university education did not respond to, which led to a widening gap between it and the labor market, in addition to The lack of adequate studies on the needs of the labor market and, consequently, the absence of an objective criterion governing university admission policy (Al-Rushdi, A., 2011, p. 56).

5- The difference between university education institutions and government and private production institutions: where there is a difference between university education institutions and government and private production institutions at a time when development was linked to scientific research in the developed world and when there was no longer research by use and to follow up on universities and

production institutions, while he finds that They each run a different path (Al-Rushdi, A., 2011, p. 66).

6- Weakness of the scientific research culture in public and private sector institutions, and the weak link between research projects in universities, the economic and social development plan, and issues of productive sectors (Hatamleh, H., 2015 p. 45 and 46).

Other negative effects that followed the qualitative challenge:

- The continuous deterioration in the knowledge and abilities of students and the spread of functional illiteracy among them.
- The incompatibility of the skills and characteristics of university education outputs with the requirements of the evolving labor market.
- The weak capacity of the country's economic system to absorb the number of graduates.
- The great expansion in the establishment of universities, especially private universities, led to the crowding of the market with graduates in a very large way that does not match the requirements of the labor market (Al-Rushdi, A., 2011, p. 57). In addition, the private sector requires the availability of other additional skills, such as the foreign language and the ability to use a computer, in addition to some other personal skills and abilities to employ these outputs (Hatamleh, H., 2015, p. 47 and 48).
- As a result, many governments in the world, including some Arab governments, have sought to reform higher education institutions and improve their outputs by establishing and forming specialized bodies and councils for academic accreditation and

ensuring their quality, through which they ensure the consolidation of their culture through their educational programs and the alignment of their outputs with the requirements of society and the labor market (Al-Obaidi, C., 2009) Scientific research is a crucial element for achieving quality operations, innovation and comprehensive development (Hatamleh, H., 2015, p. 44).

c. Funding Challenge:

Funding is an important factor in the ability of educational institutions to play their role effectively, to enable them to maintain quality, and to enable students who are academically able to join the university (Zaabalawi, I., 2006). In light of the population explosion and the increase in demand for higher education in all parts of the world, the problem of financing education and securing the sources of this funding has emerged. Expenditure on higher education varies between advanced industrial countries and developing countries.

The higher education sector in the Middle East, including the Arab Republic of Egypt, still faces many shortcomings due to the lack of financial resources, challenges, and demographic pressures on both the system and the government due to the shortcomings within the education systems. These factors may lead to problems in the quality of higher education institutions. In turn, it greatly affects the quality of higher education outcomes (Schomaker, R., 2015).

The sources of higher finance are divided into two main parts, which can be explained as follows:

- Traditional financing methods: such as governmental sources and self-sources represented in university fees and others.

This funding can be achieved through restructuring university fees, establishing funding funds to support capable students, a

continuation of additional government support in universities, and distributing government support among universities based on excellence and performance (Zaabalawi, I., 2006).

- Non-traditional methods of financing: such as parallel programs and university investment funds.

Muzairiq, H., and Al-Faqih, F. (2008) mentioned that there are other means that the university can invest in to support the financing of higher education, including the expansion of private higher education, which relieves the burden on public universities in accommodating the increasing numbers of students and to make universities centers of production, trade, and investment.

The Shortcomings in funding university education institutions:

- University education institutions suffer from a deficit in their annual budgets constantly due to a number of reasons, perhaps the most important are the following:
- The available governmental financial credits tend to decrease compared to the size of the demand for them, due to the rapid population growth, as the number of students of general education age increases, and then the number of those wishing to enroll in higher education institutions increases, in addition to the high cost of students at the undergraduate level compared to at the cost of any other stage (Al-Hijri, I., 2009).
- Limited funding sources and weak plans to find renewable funding sources for university programs.
- The crisis of academic freedom, despite the state's contribution to supporting and financing higher education institutions, creates another problem, which is the crisis of academic freedom, as it is

feared that this crisis will result in the state controlling educational policies in higher education institutions and imposing the policies to be followed because The dependence of these institutions on financial, administrative and government support (Muzairiq, H., and Al-Faqih, F., 2008).

- **The low percentage of spending on university education and the difficulty of securing sufficient and stable funding sources** (Proceedings of the Arab Regional Conference Transforming Higher Education 2009).

Effects of the funding challenge:

- **The aggravation of the universities' indebtedness and their inability to implement their development strategies according to limited timetables**, and their inability to provide the lowest quality requirements such as increasing the preparation of faculty members or, at the minimum, maintaining what they have of qualified cadres, stopping the bleeding of their emigration, providing their requirements of advanced educational equipment and technologies, and increasing Allocations for scientific research and the intensification of student delegation programs and the completion of its infrastructure (Proceedings of the Arab Regional Conference Transforming Higher Education 2009).
- **Establishment of private higher education institutions.** Private higher education is one of the new sources of financing education and increased spending on higher education, which achieves higher returns and increases the percentage of graduates, and contributes to creating a kind of competition between public and private education and private higher education institutions avoid some of the negatives that public education suffers from, including the lack of Resources and High Student Density (Gohar,

A., and Radwan, W., 2012).

- **Adopting parallel, international, and evening programs and accepting more students to improve their financial situation;** forced it to accept students with a low level in secondary school; This has confused the faculty members due to the heterogeneity of the level of students in one class, and this also applies to the number of graduate students. Some universities have neglected a basic duty of a university professor, which is scientific research, and the focus is on scientific research in reducing teaching burdens, increasing appointments and Missions, increasing allocations, and providing the necessary equipment (Al-Batikhi, A., 2009).

Global challenges:

First: The scientific and cognitive challenge (and the era of knowledge)

This era is the era of knowledge explosion and is characterized by the rapid multiplication of information and the speed of its change, thanks to advanced scientific research in all fields. I reached the era when information became the basis of urbanization and strength. This challenge represents a new wealth that depends in the production and distribution process on the human brain, microelectronics, engineering, biochemistry, artificial intelligence and information generation (Hatamleh, H., 2015 p. 51).

The age of knowledge works on the best use and exploitation of modern technologies in various aspects of contemporary life, because it requires upgrading the future vision and reconsidering the traditional methods of operations at all levels (Jamil and Waih, 2006). Information and communication technology has become a

means and not just a luxurious tools restricted to a specific field. In this context, the educational system appears as the most important engine to cause radical changes and a real revolution in the way of life and thinking because education is the gateway to the knowledge society and one of its essential pillars (Qawasmeh, A., 2015, page 69 and 70).

Knowledge is an essential economic resource for any country, as the economic resource is not limited to capital or natural resources, but rather depends on knowledge. All developed countries, such as Japan, the United States and Britain, spend at least 20% of their gross national income on research and development, which means that the production of new knowledge, building and forming it, is considered the largest investment by advanced peoples. (Hatamleh, H., 2015 p. 51).

Higher education institutions, especially universities, acquire a distinct importance in the world of knowledge, as they come at the top of the educational and knowledge ladder and embrace the best national human resources between their sides. Universities are exceptional social, cultural, political, and educational institutions that seek to serve individuals and groups of all kinds. Universities are closely related to research, development, and knowledge production (Qawasmeh, A., 2015. P. 69).

The rate of change and knowledge development has spread to varying degrees to all parts of the world, and with its spread, the challenges facing higher education institutions have increased. While some developed countries keep pace with this development, some developing countries, including some Arab countries, suffer from their inability to keep pace with these changes. This resulted in many challenges when one of the most important objectives of

the educational system was to prepare young people to face the challenges of work and life and graduate university students based on the knowledge they acquired during their educational years. The graduates now face society with outdated knowledge at the time of their graduation, so they find new knowledge, tools, methods of production, and services in place. You study it, so it becomes doubtful that what they have learned will have any value in preparing them to meet the challenges of life or that it becomes necessary for the educational system to adapt to the speed of change that the world is witnessing (El-Sayed, M., 2005).

The emergence of information and knowledge societies also resulted in the emergence of the so-called knowledge economy, which is the result of the overlap between many different phenomena such as the communications revolution, the phenomenon of knowledge explosion, and the spread of the use of technology, which allowed building a knowledge economy, which makes information and technology something irrefutable. On Most Educational and Cultural Aspects (Qawasmeh, A., 2015. P. 69 & 70).

Scientific research forms the backbone of universities and higher education institutions, but some countries, especially Arab and developing countries, suffer from a noticeable decline in the scientific and knowledge level. Among the most important problems of scientific research in the Arab world and developing countries are:

- Low level of spending on scientific research.
- Lack of scientific and technical equipment.
- Lack of technicians and specialists in modern technologies.
- Absence of literature and references necessary for the researcher's work.

- **Absence of a clear policy for scientific research. (Hatamleh, H., 2015 p. 52).**

We were that universities face challenges at the global level, including the challenges of knowledge wealth based on the production of knowledge, which requires universities to work hard to provide an advanced infrastructure based on the production and marketing of knowledge, in addition to correcting the course of university education so that universities become one of the most important tools for development and modernization and improvement in the society (Qawasmeh, A., 2015. P. 67).

Second: The challenge of modern communication and information technology

The current era is characterized by the explosion of knowledge and technology, the spread of communication systems, the increasing use of computers, and the expansion of the use of the Internet, which has made the world an electronic global village (Hatamleh, H., 2015 p. 54). The interest of individuals in an era characterized by development and continuous change and the employment of information technology and the Internet in training and education is one of the most important indicators of society's transformation into an information society (Hatamleh, H., 2015, p. 54). Therefore, it has made many contributions to increasing the efficiency and effectiveness of the education system and thus spreading information awareness and thus contributing This is in building the information cadres that societies seek in the current era. (Hatamleh, H., 2015 p. 54). Gates (1998), notes that the information highway will help raise educational standards for all future generations, and this path will provide a new path for teaching (Qawasmeh, A., 2015. P. 68).

Also, information and communication technology is an important

component to reducing the digital divide and the main driver for advancing comprehensive development plans, including education; and an essential measure of the progress of nations and an effective factor in revitalizing humanitarian principles at all levels, and paving the way for a new and different future for modern life (Qawasmeh, A., 2015. P. 69).

New communication technologies contribute to facilitating global trade as well as cultural interaction, and one of the developments that leads to the emergence of globalization (Popov, N., et.al., 2013. Page 18). It has become difficult to ignore modern communications and information technology that give a global dimension to everything global, as the Internet represents the largest contributor to the multifaceted rapid globalization. E-learning has become an alternative to university education and has increased the degree of competitiveness with traditional universities (Qawasmeh, A., 2015. P. 69).

The communications and information revolution has affected education at all levels, to the extent that illiteracy, which in developing countries is considered illiteracy to read and write, has become in developed countries computer and information illiteracy (Fouad, N., 2005).

The information and communication revolution transforms societies from traditional societies to societies of knowledge and information through education (Qawasmeh, A., 2015. P. 68).

Fouad, N. (2005) stated that new factor has imposed itself on the educational process, which is the quality of the educational process, from which developing countries are still largely far from.

The development of the use of technology and the Internet since

the nineties has led to the constant pursuit of data management It has led to more and more digital tools being introduced into higher education management processes such as Classification, indicators and many other media. Through it, it became easy to compare institutions of higher education with each other, in addition to evaluating scientific departments and scientists according to many criteria such as research outputs or the amount of global award winners and other criteria for measurement (Kauppi, N. 2018, p. 1752).

But at the same time, keeping pace with the successive developments in information technologies and dealing with them efficiently and flexibly has become one of the most important challenges facing the student at times. (Hatamleh, H., 2015 p. 54). Technology is not a dominant factor that operates independently, but it is a product of exceptional creativity, it can be put to good use but at the same time it is able to offer the worst applications if it is not well understood and avoided, and it is also capable of pushing educational institutions backward if they are not Its use has improved (Qawasmeh, A., 2015. P. 69)

. Effects of the challenge to modern communication and information technology:

Despite the great benefits of information and communication technology, there are some obstacles that negatively affect the volume of benefits from this technology, which Arab and developing societies suffer from in particular, including (Qawasmeh, A., 2015. P. 69).

- Scientific research suffers from low spending on it
- Lack of awareness of the importance of technology and its applications
- Weak infrastructure

- Lack of Arabic research content on the internet
- Lack of confidence in conducting electronic transactions

Third: The challenge of university education in the era of globalization

Globalization Definition:

Although globalization is not a new term, there are many points of view to define a specific definition of globalization. Popov, N., Wolhuter, C., et. al., (2013) argued that there is no agreed global perception of globalization, globalization has many faces, and therefore researchers explain the theoretical side of globalization in different forms and images.

The different forms of globalization (economic, cultural, ecological, and technological) can also be illustrated as a parallel and differential process that proceeds differently and affects countries in a variety of ways (Michael A., 2003, Pp. 362). Pieterse J., (1995, Pp. 16) mentioned that the globalization in terms of “ideas that the world has become more unified and unified, through technological, commercial, and cultural synchronization emanating from the West, and that globalization is linked to modernity.

It was identified by Al-Atrash (2000), that globalization is a new world system based on the electronic mind and the information revolution based on information and creativity across the existing geographical and political borders in the world (Qawasmeh, A., 2015, P. 68).

The term “globalization” is also used generally to refer to a complex set of economic, political and cultural factors, as a result of the expansion of global trade, and thus countries and individuals experience greater economic and political interdependence (Wells et al, 1998, Pp.17) .

Countries differ in their response to the processes of globalization according to their size, economic and technological level, economic position in global markets, cultural composition, and relations between the state and the economy. (Green, A., 1997). Cultural and economic globalization has entered a new era in higher education, and as C. A. Torres & R. A. Morrow, claimed in (2000), perhaps no place has been more affected by internationalization and globalization than the university.

(Ramadan et al., 2011) indicated that globalization has affected higher education in all its aspects, including policymaking, governance, organization, academic work and identity. Globalization also played a great role in the spread of university higher education markets.

As AACSB international (2011) pointed out that globalization will have major impacts on education in the future as a result of very large global financial flows, as governments increasingly rely on foreign capital to finance economic growth and one of the ways to attract financing capital is to provide ready supplies of labor skilled workers by increasing the general level of education in the workforce.

The impact of globalization on university education

Roth, K., (2007, p. 30) mentioned that globalization is essential to thinking about education, and that education is a cause and effect of globalization, and stresses that education, especially higher education, among other variables, is greatly affected by globalization.

The effects of the forces of globalization on change in higher education are evident in the radical restructuring of higher education systems, where values, such as accountability, competitiveness, delegation of authority, value for money, cost effectiveness, corporate governance, quality assurance, and performance indicators (Popov,

N., et. al., 2013). In general, most of these changes are expressions of a greater influence of the market and government on the university system. At the heart of these changes are the redefinition of university-state-market relations (Schugurensky, 2003).

Bates (2002, p. 139) predicts that the future challenges of most education systems and their success in global competition will depend on; Whether they can identify the skills and attitudes that young people and lifelong learners need, build an appropriate global curriculum, bring about appropriate technological-mediated educational development, define global standards by which performance can be evaluated, and manage the system by which achievements can be made.

(Carnoy, M., 1999) analyzes how globalization has affected education systems directly or indirectly. He reviews the impact of globalization and the changes it has brought about in educational institutions, including:

1. The increasing demand for manpower capable of producing consumer goods with added value and skill, as a result of rapid and successive changes in labor markets, requirements, and education systems.
2. Such demands push governments to expand the scope of higher education and to increase the number of school graduates who are ready to enroll in education after completing basic education.
3. The quality of education is increasingly being compared internationally.
4. An urgent need for additional resources for education to expand the role of the public sector.

5. Reliance on a large scale of information technology, to provide educational opportunities and improve the quality of education through computer-supported education and the Internet.
6. The transformation of culture and the resulting “conflict over the meaning and value of knowledge.

As for ensuring quality in the era of globalization, quality movements in higher education have been established by governments. However, responses to globalization in the context of quality assurance of the higher education sector differ between countries. All these trends can be conceptualized as processes of policy transmission, policy learning, or policy borrowing that occur across nations (C. A. Torres & R. A. Morrow, 2000, Pp. 338 and 339).

Over the past decade, due to the globalization of labor markets or integration processes such as the integration of European education systems into the so-called Bologna process, issues of quality control and assurance have become a major concern of most governments around the world, “Traditional academic disciplines are insufficient for today’s challenges, and there is a need to emphasize More frank about quality” (Schomaker R., 2015, p. 151 and 152).

Effects of the globalization challenges on higher education institutions:

Globalization has a significant impact on the educational process (Qawasmeh, A., 2015. P. 68) and it is necessary to take into account the variables of globalization and the risks it carries. What globalization will lead to can be summarized as follows: (Hatamleh, H., 2015 p. 56).

- The presence of international foreign universities within developing countries, increases the intensity of national university competition and superiority over it.

- The decline in the role of governments in supporting public universities and their inability to increase university fees for economic, political, and social reasons.
- Diversity of higher education patterns and the emergence of new types of universities, such as the open university, distance education, and the virtual university, whose cost is lower than traditional universities.
- The possibility of an imbalance between scientific disciplines and human and basic disciplines (Al-Aql, A., 1431 -1432)
- Gawhar and Radwan (2012) emphasized that one of the effects of globalization on education systems is; Increasing the use of decentralization in education and the dominance of the private sector over the educational sector, its production, and investment.
- As for the El-Rabea (2008), he identified some phenomena resulting from the globalization of higher education, including: The emergence of a new trend towards making universities a center of knowledge, the expectation of an increase in demand for university education at the global level, the change of regulations and policies that determine working methods in universities, and the emergence of a market Unlimited university education (Qawasmeh, A., 2015. P. 68).
- The rapid expansion of higher education and a decline in the average academic level and performance of graduates. This may lead to quality processes becoming the domain of management rather than academics. Then universities become more like companies, and they will be linked more to the market (Popov, N., et. al., 2013, Pp. 21 & 22).

Globalization also poses a set of cultural challenges, including the danger of cultural dependence and the erosion of cultural identity, especially in the event of an unequal confrontation between the Arab and Western cultures in favor of Western cultures in the more advanced countries, which are active in exporting cultural leaders of other countries to other countries, taking advantage of the technological revolution. Therefore, it is important to modernize education to balance identity and the requirements of cultural openness (Fattouh, M., 2005).

As for the negative effects of globalization on the level of social issues, brain drain, a term also called (brain drain), is a dangerous phenomenon that many countries in the developing world suffer from, as high-level scientific competencies leave their homelands to work abroad, due to the availability of Job opportunities, this problem increases the picture that expands every day between the developing world and the developed world because the highly qualified people who leave their countries teach abroad and help the countries abroad to advance while their societies lose them and their scientific efforts after having spent on their upbringing and education And rehabilitating them, and after the long time that has been waiting for them is wasted, and this in itself confuses development plans, and the causes of human bleeding vary between political, economic, social and academic reasons (Morsi, M., 1985).

Another negative effect is the phenomenon of unemployment, as it was noted that the unemployment rate among bachelor holders is usually higher than the general rate of the unemployed (Proceedings of the Arab Regional Conference on Higher Education, 2009).

Fourth: Challenges of Competitiveness and Marketing of Higher University Education:

Competitiveness is defined as: “the skill, technology, or distinguished resource that allows the institution to produce values and benefits for customers that exceed what competitors offer them and confirms its distinction and difference from these competitors from the point of view of customers who accept this difference and distinction” (Al-Salami, A., 2001). Competitiveness is a major challenge for universities, as it imposes the need to consciously study the new circumstances and the opportunities they produce and the restrictions and risks they impose (Al-Qawasmeh, A., 2015, p. 71).

The old traditional education systems do not suit the needs of the current society, which is the information and knowledge society, as it does not allow the majority of university societies to learn and think creatively and independently (Abbas, B., 2001) and (Qawasmeh, A., 2015. P. 70- 71).

Competitiveness is one of the results of globalization that it has imposed on all countries, which led to changing the course of the university education movement and it aims to present a product that can compete in the global market (Hatamleh, H., 2015 p. 58), as the function of modern universities is to form a national culture and graduate good citizens. However, some universities still suffer from losing their social and educational goals and have become like any other traditional institution that serves their own interests and interests, as university students have become consumers of educational services only (King, R., 2008) which results in a weak competitive and marketing opportunity. And not to classify them according to the classifications of excellence and institutional quality.

Daun, H. (2002) pointed out that educational systems are under pressure to produce individuals for global competition, individuals who can compete for jobs in the global context and who can legitimize the state and enhance its global competitiveness (Popov, N., et.al., 2013).

As a result, the university education sector has become very competitive, with the number of universities increasing annually, as each university works to improve the quality of its education in order to attract the best students, which may result in students facing challenges about how to choose a university that suits their interests. And how to develop a list of the best universities, which increased the demand for university ranking systems to help students choose the best universities that meet quality standards and conditions.

The added value of competitive capabilities in higher university education:

- Achieving a high added value for higher education services by relying on and focusing on the self-ability of countries and institutions and their distinct energies.
- It aims mainly to expand the higher education industry and increase the welfare of its entrants and graduates.
- It aims at economic development, productivity, employment, and technology level (Molesworth, M., et.al., 2011). As a result of the tremendous technological development, the idea of commodifying higher education came as special as it became easy for beneficiaries of higher education services to identify and compare universities in terms of tuition fees, scholarships, and graduation rates (Kauppi, N., 2018, p. 1752).

Higher education is subject to market mechanisms and requirements, including free competition, which may motivate the development of its quality and services. Hence, the recognition of the marketing of higher education in the global framework is agreed upon.

Some of the leading indicators to achieve positive competitiveness in the university higher education market

- Institutional autonomy of universities:

In order for universities to enjoy and be able to compete freely, they must first enjoy institutional independence. Free competition can motivate the development of the quality and services of university education. And that is if it has the freedom to determine its mission, its subjects, programs, and certificates granted, its tuition fees (if any), its admission criteria, and the number of its students and employees (Badawy, M., and Abdel Haki. E., 2018, p. 338).

Institutional independence enables higher education institutions from ability to act and react, an ability that can be defined as the ability to maintain the competitive position of higher education institutions by meeting the expectations of customers and shareholders while constantly eliminating threats and exploiting opportunities that can be available or arise in Competitive environment (Brown, R., 2011).

Molesworth. M., et. al., (2011) indicated that there are many forms and sizes of competition between higher education institutions, and the competition is on the number of students, revenues, and prestige, and all of this depends on a number of market requirements that create the conditions for real competition among them, and the multiplicity of requirements to create a successful competitive environment, including:

- The relative ease of market entry, with regulations used to facilitate competition and provide essential consumer safeguards rather than restrict competition that could threaten standards, and the real possibility for students to choose what, where, and how to study.
- Linking competition to geographical locations, and insignificant countries, students may find it more challenging to travel to study there.

Funding: If there is limited support for program and living costs, many students will be bound to study at the local institution, where balanced institutional funding should be linked to the number of registered students, which represents incentives for institutions to register students and the absence of limits imposed from abroad on the numbers or categories of students that It enables her to join university institutions (Brown, R., 2011).

The patterns and strength of competition also vary according to the forms and types of university education institutions, so competition is between “public” and “private” institutions and between “non-profit” and “for-profit” institutions.

In light of the primary competition for public and private educational institutions, competition between them is over discrimination and funding, and both systems receive private and public forms of funding. This leads to the broader issue of accountability because funding involves some degree of accountability.

With regard to the distinction and competition between “for-profit” and “non-profit” institutions, there is a clear distinction between the two organizations. For profit-oriented institutions, their trade surplus falls on their owners (the owner and/or shareholders), while for-

profit organizations are not subject to this restriction. In theory and practice, however, “not-for-profit” universities and colleges often behave in marketed systems in ways that are indistinguishable from “for-profit” ones, excluding less sustainable programs or subjects, investing in various non-core processes and engaging In all kinds of revenue and activities increase (Weisbrod 1988). From the above it is clear that this growing commercialization is in fact one of the challenges that both marketing and privatization present to the long-term autonomy and health of higher education (Molesworth. M., et. al., 2011)

- Expenses for obtaining higher education services

Service price plays a big role in the competitiveness of educational services. There are also many variables related to the price, service requirements and the extent to which the expenses or costs of the services provided are covered. Here, there are many conditions, regulations, and controls for institutions to impose their own tuition fees. In order for some university institutions to be able to impose full tuition fees, they must provide scholarships and present a broad participation plan. Some factors that increase competitiveness must not be overlooked, such as; Whether the tuition fees are subsidized or not if the cost of living is subsidized for the student (Roger Brown, 2011).

- Availability of knowledge about higher education institutions – Information

According to market theory, quality is automatically protected by the consumer using the information provided to select the most suitable product for him. Unsuitable goods leave the market, but the difficulty lies in higher education. Invisible product and repurchase opportunities are limited or almost non-existent, which of course

does not prevent commercial publishers or government agencies may provide information to guide students and funders in the form of a global or local institutional classification.

Despite this, there are limitations to institutional ranking and university ranking as indicators of quality, among which it may enhance the market position of institutions that have already achieved a prominent and well-funded position, at the expense of those that may seek to build a reputation commensurate with their nature and capabilities by meeting the needs of students and employers (Badawy, A., and Abdel Hakim, E., 2018, p. 338- 340).

The competitive importance of university higher education lies in the following:

Various political developments, the rule of the market economy based on the principle of competition, and the increase in the role of international higher education institutions in the international market in the areas of goods and services in accordance with the provisions of the GATT.

- The development of various and flowing international economic realities, the integration of economies, the increase of networks between countries, including the increase in growth, which depends on specialization, which also falls on the breadth of the higher education market, and thus the international market allows specialization and returns to the highest levels of productivity increase and its rates Continuous growth.

Scientific, technological and electronic developments, where the industry is no longer closely related to the necessity of traditional capital, as much as it is related to the knowledge, skill and efficiency of workers and management, which leads to competitive competition in higher education institutions, and the importance of the trend

towards strengthening it (Badawy, M., and Abdel Hakim, E., 2018, p. 344).

Many countries have taken measures to enhance their competitiveness by developing knowledge-producing institutions and industries (Popov, N., et. al., 2013, p 19 and 20). The World Trade Organization (WTO) in the GATS- General Agreement on Trade in Services) negotiated policies to support trade markets in higher education. In 2005, the World Trade Organization and the General Agreement on Trade in Services focused on liberalizing regulatory terms governing trade in services, including higher education, in all countries (Ramadan et al., 2011)

In light of the global competition in the local labor market, as well as with regard to the international competitiveness of graduates and the potential of different universities in comparison to the international higher education markets, they represent an urgent issue for policy makers in the world in order to achieve and achieve high quality of study programs and strive to provide skills in order to meet the needs of employers (Schomaker R., 2015, p. 150).

In the global economy and competitive environment, nation-states must adjust to being more efficient, productive, and resilient. To enhance the country's productivity and competitiveness in the global competitive situation, decentralization and creating a "market" in education are the two main strategies used to restructure education. Decentralization and institutional management have been used by most governments to increase work flexibility and create more independent educational institutions while meeting the demand for more choices and diversity in education. The emergence of education markets has also been pivotal in the education reform of globalization in many countries. Carnoy (2002) says that if education

is restructured based on market principles and based on market relations with competitiveness, individual choice will be facilitated, and education will become more efficient (Popov, N. et. al., 2013, p 20 & 21).

Conclusion and Recommendation

In Conclusion, the higher education system which is operating nowadays would necessarily construe the competitiveness of higher education as a concept more accurately and, in parallel, determine and position the factors influencing the competitiveness, set objectives, and elaborate a higher education strategy that can result in achieving the higher education targets.

Many Arab countries have most of these challenges mentioned through the current research that will increase the proportion of graduates without enlarging the existing employability capacity, delivering an insufficient graduate, decreasing competitiveness capabilities, etc.

The competitiveness of higher education is a prominent and decisive factor in regional, international, and global competitiveness.

It is recommended to define the pillars determining competitiveness by examining higher education system competitiveness performance through further analysis and identification methodologies.

It has been noted that the challenges facing higher education vary between quantitative, qualitative, financial, scientific, technological, technical, scientific, cultural, and social challenges.

The university higher education system in Arab countries and Egypt faces significant changes in its various aspects, including regional, global, and international.

In light of the previous orientation about universities and higher education challenges, the researcher suggests solutions that would help reduce or avoid regional, international, and global challenges in developing countries, in general, and in Egypt in Specific.

There is no doubt that the challenges of higher education will not end. Still, sometimes those challenges may turn into crises in some countries, which calls for finding different flexible solutions to reduce these challenges; accordingly, it is recommended,

- Reconsidering the role of higher education requires a new curriculum, a sound set of priorities and future development, and expanding the scope of the participant in modernization and development to meet the needs and requirements of comprehensive development.
- Harmonize the outputs of higher education with the requirements of the labor market and the needs of society so that the learner is finally equipped with the knowledge, skills, and competencies, capable of acquiring knowledge, searching for it, and mastering it, and able to adapt to developments, and armed with critical and creative thought.
- Conducting more studies to address the challenges facing higher education
- Providing the necessary financial support for the development of university higher education institutions and creating more than one of the financial support inputs
- Conducting more international studies to compare the current situation with other international institutions, especially those with high numbers, and to benefit from their experiences.
- That the quality assurance and quality assurance bodies are

- obligatory in all universities, with setting a date for submission and grants, with a focus on programs and curricula and the extent to which they achieve the goals and objectives of the society and the labor market
- It is necessary to review the political events of higher education in line with the goals of the future so that comprehensive planning for higher education is carried out by taking care of higher institutes in the field of technical and technical education and training to establish a productive society to achieve economic development.
 - Ensuring qualitative expansion in universities instead of quantitative growth, as it aims to focus spending on quality with a higher return than spending on quantity
 - The spread of universities is more significant in the local areas than the concentration in the major cities in Egypt.
 - Establishing strong communication channels between universities, workplaces, and production centers
 - The university should focus its curricula and programs and be relevant to social, economic, and cultural development issues.

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