Higher Education in Jordan
(A Case - Study on Improving Higher Education in Jordan)

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ABSTRACT

This study investigates the needs for developing a compatible higher educational system in the region to match other systems of higher education, well known internationally , to fulfil our daily life needs. The study utilized the scientific descriptive approach based on imperial direct objective observations. The results showed the possibility of transforming the present higher educational system to an actual compatible system, internationally speaking. The researchers presented the establishment of Jordanian universities, the reality of Higher Education in Jordan, findings, recommendations and suggested solutions.

Keywords: Higher Education, Jordan

ملخص:

التعليم العالي في الأردن (دراسة حالة: تطوير التعليم العالي في الأردن)

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تناولت الدراسـة الحاليـة واقـع الحاجـة إلـى تطوير نظـام تعليم عـالي فـي المنطقـة يتوافق مع أنظمة التعليم العالي ذات الصبغة العالميـة، لتلبيـة الاحتياجات اليوميـة للتعليم فـي ضـوء متطلبـات المملكـة. ولقد اعتمدت الدراسـة علـى المـنهج الوصـفي العلمـي القـائم علـى الملاحظـات الموضـوعية التجريبيـة المباشـرة. وأظهـرت النتـائج إمكانيـة تحويـل نظـام التعليم العالي الحالي إلى نظام متوافق مع المعايير العاليمة. كما تطرقت نتائج البحث إلى إنشاء الجامعات الأردنية، بالإضافة إلى تقديم تصور عن واقع التعليم العالي فـي الأردن، واختتم البحث بالنتائج والتوصيات والمقترحات.

الكلمات المفتاحية: التعليم العالي ، الأردن.

Introduction

Higher education in Jordan is regarded as one of the most advanced educational systems in the Arab world. During the past decades, higher education in Jordan has witnessed change in its attitudes, philosophy, organizational patterns, administrative and educational methods, multiplicity of universities, diversity of specialties, and quality control methods. According to the sixth report of the World Bank issued on Monday the 4th of May 2008 on human development of 14 countries from the MENA region, the higher education outputs are of good reputation across the Arab world. Still, higher education in Jordan is not as advanced as the developed countries higher education level, neither in terms of inputs nor in terms of outputs, even if they use the same names these countries use since it adopted the shape and ignored the contents. This is evidenced by the lack of patent culture, absence of innovation and renovation, brainstorming, the launching of individual initiatives among these universities graduated with some respectful exceptions.

Based on this, we should not compare our universities with the worst universities but with the best universities if we are looking forward to developing our universities especially if we wish to correct the path of our universities in the rapid era of new sciences, as the twenty- first century is characterized by the knowledge economy.

Since Jordan is a developing non-oil country rated in the middle between the above poverty and below average class in terms of its economic situation, it has to enhance its educational reputational in sequence to be able to play a vital role in scientific research. This is to become more distinguished, professional and present on the global educational and human development map. This is due to the fact that, productive humans are the key elements in the country at the international level. This dream may not come true without effort and application, while taking into account of the development means (Attea, 2010).

What do we need from our universities? What do we expect from them in terms of contribution to the sustainable comprehensive development? What are they supposed to be like? What about the private sector's support for universities? What is our position in comparison to others? What are our strengths and weaknesses? Are we different in the field of higher education? What are the features of scientific research in our universities? Are the good governance criteria applied in our universities? What are the new features added by the civil universities? How can we respond to these challenges?

The researchers used a descriptive method, which is suitable for such kind of studies in the theoretical context. This method does not require the section of purposive sample because it addresses higher education in general, and not just one of its segments.

What applies to this study does not apply to other educational and psychological studies, which require the use of purposive sample.

The study significance lies in its attempt to investigate the reality of the Jordanian Universities, and identify its advantages, disadvantages and limitations. Hopefully, the study findings, including the recommendations and suggested solutions are at the level of the information and database which might be benefited from during developing the strategic educational plans.

Among the issues that the current study addresses is the identification of the higher education problems which resulting from similar factors in different universities in terms of specialties, programs, objectives, plans, inputs, outputs and administrative systems. These factors prevent most of these universities from achieving distinction and professionalism because they are all the same and lack for academic distinction. This is due to similarity in specialties which do not take into account the alignment with the labor market, which increased the unemployment rate among graduates, and depriving parents from enjoying their children's graduation. This has contributed to the social tension and community peace. Such consequences are the

result of the absence of good governance in aligning specialties and the comprehensive sustainable development needs.

The current study seeks to:

- identify the universities advantages and disadvantages, in order to enhance advantages and overcome the disadvantages before it is too late;

- identify the status quo of universities from the perspective of people and the CSOs;

- compare higher education in Jordan to other higher education institutions at the advanced Arab and foreign countries levels;

- address the international institutions reports on the reality of higher education, including:

  a. The World Bank report on human development.
  b. The UNESCO and Iliescu on higher education in Jordan and the Arab World;

- achieve Quality Assurance Programs at Universities (Westerneijden, et al, 2007).

- identify the significant points from the establishment of the Jordanian universities;

- define the role of universities in comprehensive development of their foundation and the size of their contribution to the national economy (Mohammad, 2008);

- highlight the features of scientific research at the Jordanian universities;

- illustrate the reality of Jordanian universities in terms of the global rating for the most prominent 500 universities; and

- substitute the dictation method with the education method, since UNESCO has recommended in its International Conference on Higher Education of 1998 the need to stop using the dictation method and start applying

the educational method based on scientific research and the optimum use of technology (UNESCO, 1998). In the same context, Al-Ghad Newspaper published in its 13/10/2014 edition what Dr. Basheer Al-Zo'bi, the head of the Higher Education Accreditation Commission (HEAC) stated: "Universities are supposed to produce education, and their role shall not be restricted to dictation, which is still the most prominent feature of our universities".

Many researches adopted previous studies that address the reality of education in Jordan, For example Saeed (2007) conducted a study on education in Jordan. He discussed the reality of Higher Education in Jordan. It was published in Addustour Newspaper

A study on higher education published in Alrai Newspaper in 2000 by Amin, the current Minister of Higher Education.   Studies and articles published in Al-Ghad Newspaper in 2008 and 2009 on higher education, Walid the former Minister of Higher Education.   Higher Education in the reign of King Hussein, 2001, Ministry of Higher Education. The Strategic Challenges Faced by Jordan and the Proposed Solutions/Higher Education Crisis, Attea, (2010).

Analysis of the previous studies follow up of the study relevant conferences, seminars, workshops, and interviews with the Minister of Higher Education.

The Establishment of Jordanian Universities

The history of universities of Jordan goes back to 1962, which the establishment of the University of Jordan which established a set of university traditions which are still applied at the national level. The University of Jordan is the parent university from which all the public and private universities benefited from during their establishment phase. It has become a teacher for all other Jordanian universities (Fayez Al-Rabi'a et al., 2010). When objectively and impartially examining the reality of higher education in Jordan, we conclude that:

Higher education in Jordan has its own policies, strategies, objectives, and experiences. Such aspects differ from one country to another depending on their specificity. Unfortunately, there is no integration in coordination between educational institutions, such as studies, researches, conferences, seminars and courses. Innovation and renovation are absent, and these universities are locked within simulation and imitation. They are stuck without being open to their communities and responding to their needs and the requirements of comprehensive development do not solve the communities' problems. It is isolated from the different aspects of development, since all it cares about is graduating the huge numbers of students concentrating on quantity rather than quality without taking into account the labor market and the development plans. There are so many unemployed university graduates. If the situation does not change due to the lack of real development, the researchers estimate the number of unemployed people to become 500000 by 2025. You may imagine the consequences of such a number on all life aspects especially that the year 2025 is not very far away. We also have the right to ask: What is the universities role in development, knowledge dissemination and activation of the intellectual, cultural and scientific movement? Supplying the communities with the staff and competencies in all the development fields? Is the revenue and outputs of higher education commensurate with its costs and low expenditures? What is the evidence of scientific advancement and success experiments achieved by these universities in favor of their communities?

It would not be weird to say that the educational inputs are weak and that their outputs are even weaker. However, the chancellor insists during the graduation ceremonies that the education in his university is based on excellence and professionalism. What excellence are they talking about in light of the absence of the university's role in meaningful education and advanced scientific research and sustainable social development in order to increase its productivity, development and contribution to providing consultation and educational and technical services? What professionalism are they talking about in light of the absence of change-making and scientific, economic, political,

social cultural, technical, and behavioral transformations which are desirable for citizens within their communities? What excellence and professionalism are this in the absence of accurate statistics and feasibility studies for projects and the weak relevant database? Higher education is suffering from the foreign culture, identity, language, and behavior because of the importation of educational models from western countries without making any amendments on them to suit our reality.

Unfortunately, the role of the members of faculty of the Jordanian and Arab universities is limited to carrying our researches required for their upgrading without considering the social problems or the development of any specialty (Antoine Rahmeh, 2002). The decision maker has the right to ask what is there role in developing the modern educational methods and attitudes to find alternative energy sources, use stone oil, extract uranium from phosphate, provide food, industrial or water security? What is their role in developing their communities and developing their educational, economic, administrative, political, social, cultural and other systems? What is their role in improving production methods in the agricultural, economic and commercial fields as well as in the fields of desertification combat, environmental pollution, overpopulation, etc.?

Based on the above, the reports issued by UNESCO, Iliescu, the Arab scientific research councils, and other international, regional and national organizations interested in culture and education, ensure that the Jordanian higher education outcomes –in comparison to the famous European, American and Canadian universities- are very humble. This can be evidenced by the huge number of graduates and their poor achievements and lack of their ability of self-innovation. The higher education institutes are even regarded as publishing houses for theoretical academic information dissemination, and printing houses for granting certificates with no material content. This necessitates the reconsideration of the higher education appearance and content, and trying to renovate its systems, contents, programs, methods, paths, and allocations in order to promote it to the maximum to be absorb the advanced technologies, deploy them and

professionally use and make them on the local level. However, educational institutions are still expanding, and their number is increasing in order to take more students. As a result, the need for investing in this sector has emerged as a new idea, which was translated in the form of civil or private universities. Such universities were first established in Lebanon, then in Jordan in 1990 with the establishment of Al-Ahliyya Amman University, which the leading private university in Jordan, and the second university in terms of applying e-learning after the Hashemite University. The success of this university was followed by the establishment of many civil universities across the kingdom.

Al-Ahliyya Amman University experiment was transferred to many Arab countries including Egypt, GCC, Yemen, Libya and Syria. This has led to releasing the burden of the budgets born by these countries in the field of higher education, and allowing students who have not been able to admit to the public universities to flexibly admit to the civil universities and choose their preferable specialties. In addition to this, such universities provide the national economy with hard currencies and contribute to the reception of thousands of expatriate students to enhance the educational tourism or the educational economy culture.

Other universities in the form of twinning universities similar to western universities has also emerged, such as British, American, German, French, Canadian and Australian universities. The number of universities is still increasing, as there are 32 public and private and foreign universities in Jordan, compromising around 250000 students according to the 2014/2015 academic year estimations. During a lecture presented in the Royal Faculty of Civil Defense entitled "Higher Education in Jordan" on 24/11/2014, which was published in the gazettes on 25/11/2014, the Minister of Higher Education (HE Dr. Amin Mahmoud) stated that "The Ministry intends to establish Chinese and Turkish universities which are specialized in technology, such as the German-Jordanian University". He also assured that Jordan is regarded as one of the advanced Arab countries in terms of higher education and scientific research which is supported by the government by 90".

The Reality of Higher Education in Jordan

The researchers depend on the logical, analytical, and critical analytical framed judgement along with transparency and subjectivity to diagnose some of the education systems shortage in Jordan as follows:

- Since the establishment of Transjordan in 1921 until 2000, the number of those who have been granted the Ph.D. degree has reached 6000 members of faculty distributed over the public and private Jordanian universities in different specialties. On the other hand, according to the statement of the former Prime Minister Maarouf Al-Bakheet during a special lecture held in the Al-Ahliyya Amman University in 2008, the number of students who were admitted to higher education institutions between 2001 and 2008 is about 5000 students distributed over public and private universities. The majority of these students are admitted to educational and human specialties. In addition, the Minister of Higher Education stated on 15/08/2012 that "around 10000 higher education students are admitted to different universities around the world, and most of these universities are not prominent". The majority of these students are affiliated to human and educational specialties, which means that some of them will be unemployed in the future, because they have chosen specialties which are not in line with the development requirement, the labor market needs, and are above the national economy capacity to take them in the national institutions.

In general, this is due to the poor coordination between the educational institutions and the programs they provide, and the development plans needed including the staff qualifies in certain specialties from all sectors. This necessitates the interference of the State on the educational policies, programs and strategic objectives in accordance with each phase, now and in the future. This is not limited to Jordan, as it applies to many Arab countries and developed countries, causing the waste of the national

economy and the impedance of the sustainable development programs, as well as imbalance in the human resources management (Jamal , et al., 2000).

In the same context, the gazettes published what the Minister of Higher Education has stated in his meeting with the Journalists Syndicate during the Iftar held at the last week of Ramadan of the year 2012 that some of the higher education chaos indicators and the absence of controlling strategies is the existence of "thirteen thousand students in the faculties of medicine at different universities around the world, whereas three thousand of them are in Ukraine alone".

Engineer Abdullah Obeidat has also mentioned on 18/09/2012 what the Jordanian gazette has published, that "the number of engineers affiliated to the Engineering Union has exceeded 100000, and there are hundreds of engineering students who are still studying engineering in universities around the world". This applies to tens of other specialties. The Minister of Higher Education stated on 15/08/2012 that "more than 45000 students are studying administrative, financial and banking sciences, whereas the market is not capable of absorbing this number during the years to come". This fact gives us the right to ask: What is the position of the Ministry of Higher Education from all of this? Where is the sound strategic planning for labor market?

- Moreover, Jordan suffers from a similar phenomenon as a result of the educational programs chaos and their unclear strategies and goals. The phenomenon is prominent in the imbalance of the manpower map which is of a wide base (50%) of its area in favour of the unprofessional workers who are illiterate or partially educated, followed by the second narrower class with more than (20%) of the hierarchy area. The second class comprises the skilled technicians who graduated from the vocational secondary centers and community colleges. The top of the hierarchy is the third class which is wider than the second and less wide than the first with an area and manpower of (30%)

compromising the university graduates from all levels and grades. When taking a contemplative look at the manpower hierarchy, we find that it does not reflect real comprehensive sustainable development due to the poor contribution of the second class in the development sector. This is contrary to the manpower hierarchy map of the developed countries which shows less contribution for the first and third classes, while the area is wider for the skilled technicians which are mostly needed by the development sectors. It shows that the role of universities is limited to graduating students, regardless of the huge numbers of these graduates and the labor market need. These universities should better continuously reform their programs in order to supply the development sectors with the vocational, technical and applied educational programs.

- It is worth nothing that none of the Jordanian universities was rated among the five hundred most distinguished universities of the global level for many consecutive years, this is due to the many reasons, such as, the poor scientific research and development programs in these universities, in addition to the low research and development yield in these universities in the development sectors, such as industry, agriculture, health, mining, alternative energy, etc. Also the decreased number of researches published by these universities members of faculty compared to the global rate of their peers in other universities.

Besides, lack of patents of the members of faculty and students of these universities and any Nobel prizes granted to any of the faculty staff or students of these universities.

And standards of the validity of the infrastructure and the specialized facilities such as the plants, laboratories and research centres. The level of facilities provided by the university to the educational environment. The ease of access to the provided grants. The services provided for people with disabilities. The number of foreign students.

Also, the graduates abilities and competencies as well as the degree of rating the scientific journals.

In this regard in the same matter that Khuleif Al-Tarawneh, the Chancellor of the University of Jordan has mentioned during the 50th anniversary of the University of Jordan on September 1, 2012 has stated that "a roadmap has been developed in an attempt to include the University of Jordan within the best 500 universities around the world. On 02/09/2012, Jordan News Agency noted that to achieve this purpose, 7% of the university budget was allocated for scientific research and enhancing patents as well as publishing researched in international journals. In 2013, the University of Jordan was ranked 1633 among the universities around the world according to the Webometrics rating (Noaman Shadeh et al., 2014). Al Ghad Newspaper has also published on 23/11/2014 that the University of Jordan has been official ranked 8th among 1000 Arab universities in accordance with the QS rating for Arab universities. This rating was based on eight standards, as follows:

- 30% for the academic reputation.
- 20% for the graduates' reputation.
- 20% for the members of faculty reputation.
- 10% for the university activities impact on the website.
- 5% for the ratio of faculty PhD holders and the competency of their international researches and number of scientific papers.
- 2.5% for the ratio of the foreign members of faculty.
- 2.5% for the number of international students admitted to the university.

Non-conformity of these universities with the quality control conditions and the strict international education standards, such as the consideration of the number of students to be taught by each faculty member which shall not exceed 1:20 and taking into consideration that the number of university students number when divided by the number of faculty members shall not exceed 1/30.

The majority of Jordanian universities suffer from insufficient allocation of expenditure to scientific research, as noted by Dr. Anwar Al-Bateekhi in several scientific conferences due to the traditional administration and bureaucracy. This leads to wasting a significant proportion of the humble expenditure on fields other than the scientific research field. The results and paybacks of the researches are very small compared to the amounts spent on them. Funding these researches is not very high compared to their impacts on the economic revenue. Te results of these researches are a repetition of the old researches results in the developed countries, and some of them are not needed. In addition, most of them are not related to the development needs and requirements. They are in general dictational and lack for innovation and renovation. This requires reconsidering the strategy of scientific research at our universities. to achieve this, we need to allocate 4% of the Jordanian universities' budgets for scientific research.

The establishment of our public and private universities is nothing but an imitation to one another in terms of their administrative systems policies and educational programs. When firstly launched in the middle of the sixties, the mother University of Jordan, for example, has deeply considered the administrative and educational systems of neighboring Arab universities, such the University of Damascus, the University of Cairo as well as the American University of Beirut. After being launched, the University of Jordan has once again applied the administrative and educational systems of some Western British and American universities and adopted their programs. Other public universities established later on have applied the mother university approach, as they have imitated its programs, administrative and educational systems from the beginning. Years later, the civil universities started to show during 1990. These universities took the path of the University of Jordan in terms of the systems, legislations and subject matters names due to the fact that people are generally

convinced that the Mother University of each Country is of good reputation and even of better reputation than any new university. The new universities started to take the pros and cons of the University of Jordan. Then they started adopting its policies in openness and building relationship with some western universities, in appearance and not in content to imitate the public universities which were established earlier. The Jordanian universities can be looked at as if they were a bouquet of artificial flowers, which look nice but have no smell. They should have rather had an independent personality for each of them in terms of systems, programs and legislations seeking for excellence and professionalism, and avoid being nothing but a simulation for one another. If they did this right from the beginning, the reality of education and its contribution to development would have been different. To be honest, we must admit that these universities, when compared to some of the Arab world universities are of good reputation. But when compared to prominent western universities, they are not. In order to enhance the situation of our universities, we need to direct education in its faculties towards the development needs and the needs of the local and Arab markets. It is fine to close some specialties, which have graduated sufficient numbers of students. It is fine to open other specialties based on the national and Arab needs. It is fine to welcome the launching of new universities which are based on specialty only, such as medicine, engineering, pharmacy, computer sciences, agriculture, animal husbandry, geology, petrochemicals, nuclear energy, administrative and banking sciences, or strategic planning. These specialties shall be linked to large service and industrial-trade institutions according to their names, such as the drug factories, banks, the refinery, the Potash Company, etc. The contribution of these institutions to the supply of the labor market with the specialties commensurate with the development needs along with the practical application in the institutions aims at increasing the graduates' competencies.

Some of the higher education aspects suffer from imbalance in their policies and legislations, such as:

The chaos of the numbers of community colleges during the seventies, as there we more than 70 community college. We appreciate the educational programs they provided to serve the national and Arab labor market, however, their programs were not of high level and they aimed at financial benefit, which made it obligatory to have the comprehensive examination (Alshamel). This examination is the first of its kind for any community college in the world and it aimed at controlling the educational outputs of these institutions. Year after year, the number of students graduating from similar specialties taught at these colleges became too high, which caused unemployment of its graduates during the nineties (according to the Civil Defense Bureau statistics). The community colleges took the same path until they were affiliated to the Al-Balqa'a University, which started reconsidering their policies once again in light of the increasing number civil universities and the decreasing number of these colleges' students and well as the closure of some of them. It helped these institutions come to light again by providing more flexible new specialties and provide the members of faculty of the public colleges with benefits almost similar to those provided to the members of faculties of the public universities. we hope that such benefits will apply to the private community colleges too, because it does not make sense to keep the salaries of their members of faculty low despite the problem of inflation and salaries.

a. The absence of a clear strategy for dealing with private universities. This is best evidenced by the imbalance of the admission rates policies, the relevant legislation control and the double standards in handling them. Despite the fact that the private universities are of short lifetime, they have a significant impact on the educational and economic image of the kingdom. Based on the above, it is not wise to treat them with super structural, moody and exclusionary manner in terms of contribution to the

practical educational legislations. We would better build channels to reach them through integrated policies, in order to consider and assess their role and avoid fighting them. These are national institutions, which are based on special investments, which have benefited the national economy.

b. The major legislative chaos aspect is the absence of justice in terms of equality of representation of private and public universities in the Higher Education Council. This is one of the causes for the emergence of the psychological obstacle mentioned earlier. The public universities have the major share of this Council's care, and private universities are treated firmly for many reasons to some of which we agree and disagree with the others because they are not fair. The private universities have the right to have their examination results of their students compared to those of the public university students, which revealed disappointing results in many specialties. The Ministry of Higher Education is not aware of the fact that private universities are partners of the public universities in terms of developing education now and in the future. So why does the Council treat private universities with tyranny? Repression is not the suitable method for maintaining education quality. And the governmental officials must not use their positions for false purposes in order to unfairly treat private universities while applying double standards and dual mechanisms based on bias. In the same context, we warn from the continuity of the mutual accusation policy between the Ministry and the private universities, which each party consider from their own perspective. Furthermore, what is applied using force will lead to challenge in the name of the public interest. The vision is not intended to defend the private universities, but rather to defend higher education itself, which is in charge of overseeing the Jordanian universities and correct their paths. We need to stress on the fact that all Jordanian

universities shall be subject to continuous overseeing in order to correct any faults without discrimination.

Findings

This study does not include questionnaires or figures, since they are not suitable for this kind of researches. The critical analytical review of the study ensures the fact that Jordan was able to achieve civilized leaps in its infrastructure and facilities, despite its poor strategic vital resources, this made many countries around the world praise its achievements in many sectors, especially its significant achievements in the higher education sector (Ahmad, 1990).Such achievements will be positively rated due to the shortage in sources and capabilities of Jordan. It is wise to compare the achievements of this sector to those of the developed and not the undeveloped countries in order to direct the country towards the right path. However, higher education suffers from strategic challenges which require fundamental reviews and reforms to achieve knowledge economy according to the World Bank Report of 2009. This requires the adoption of a higher education reform roadmap, which includes the following points in order to control its quality:

- Development of the administrative and financial system of the universities (Keller, G., 1993).

- Application of the good governance policies in the open management.

- Directing education in accordance with the national and regional labor market needs, which might require closing some specialties and opening some other, as needed (khader, 2010).

- Developing the admission and registration mechanisms through applying new innovative systems (Amer, 2005).

- Developing the student affairs deanships.

- Developing new systems for teaching methodologies outputs in order to continuously assess the inputs and outputs (Fry & Ketteridge, 2003).

- Subjecting universities to systematic policies in terms of quality and quality assurance.

- Developing legislations, which contribute to the psychological satisfaction with the human elements of higher education, such as the faculty members, administrative staff and students. This would achieve loyalty to these educational institutions, increase the level of product quality, stress causing university violence, and achieve emotional balance through systematic education which takes into account the objective conditions for psychological health (Mufeed, 2014).

a. Overcoming scientific research obstacles including the immigration of scientists, reduced productivity rates, the dominance of individual research, financial and organizational challenges, etc. (Nawwaf , 2010).

b. Participation of the private sector in supporting the scientific research fund.

Our analysis highlights on the need to perform real reform, which must be preceded by introductions to prove its validity to make it accessible for this sector. This requires avoiding the use of any traditional solutions tools.

To complement the study findings, recommendations and suggested solutions, the researchers suggest carrying out the following future studies:

-Comparing higher education in Jordan to other similar systems in the Arab countries.

-Comparing higher education in Jordan to other similar systems in the advanced countries.

-Shed the light on the moral duty of the faculty member in changing students' mentality in order to explore future hopes and change our attitude towards

ourselves and the changes around us serving the national and nations interest and enhancing loyalty and belonging.

Recommendations

The study recommends the following:

- **The need to tear the Ministry of Higher Education with great care in order to develop the practical educational inputs and outputs of all systems and dimensions. This would not be possible unless the situation of the workers in this sector is improved and unless they are granted attractive privileges.**

- **Develop new mechanisms for university admission in order to achieve justice. The following is our vision for the new admission policies:**

  a. **Considering students grades in the secondary level and allocating 30% for it and 70% for the GSSC.**

  b. **Apply the pre-examination, which might be called the preparatory examination in the required field, especially in the faculties of medicine, pharmacy and engineering.**

  c. **The admitter to different faculties, especially the scientific ones shall meet the following conditions:**

     - **Pass the standardized writing and oral examinations, which take into account many considerations regarding the student character.**

     - **Consider the student's desires and readiness for the requested specialty, which he has proven to succeed or fail through the writing, oral and preparatory exams.**

     - **The student shall enjoy wide satisfactory culture in the requested specialty. If this mechanism is applied, the proper student will study the proper specialty after measuring their desires and future aspirations. This would guarantee psychological safety and prevent the tension and violence causes in order to prepare the student for excellence.**

d. If it was not possible to apply the abovementioned, it is recommended that each university stipulate its own admission conditions.

- The need to take care of university members of faculty. This is regarded as the most important cultural measure for the advancement of people. Nations are elevated and developed through taking care of the elite classes. They are weakened by the marginal look at these classes and the ignorance of their requirements and needs. This category is the last hope for facing the current challenges and crises. Any failure to materially and morally care taking of this category would lead to the deterioration of educational quality. On the other hand, psychological satisfaction and hope would lead to increased effectiveness and efficiency of the results, which would be positively reflected on all the comprehensive development dimensions. This is one of the quality control basics in terms of educational outputs, as it enhanced the culture of teaching and learning values and applying the methods which lead to creation. Based on this, the claim of improving their situations in terms of salaries, privileges, easy interest-free loans, deduction of tax-free cars like the armed forces and judges, in addition to decent housing which suits their social position is one of the main requirements and priorities of development.

- Response to challenging the phenomenon of violence in the Jordanian universities which has become a nightmare for the government and people. The optimal diagnosis for this phenomenon would help find it the best solutions and educational, psychological, social, academic, economic, political qualification, cultural and religious remedial programs.

Suggested Solutions

- **Recognize the need to carry out a critical audit of the educational institutions to reform and develop them and identify the philosophy of each educational and strategic stage in order to be able to amend them and develop them when needed in response to the local and international changes.**

 However, we should be aware of following the improvised and ill-considered educational policies in order not to complicate the situation. Advancement is not limited to having new faces in the arena, it requires a qualitative leap in our personality, mentality and thoughts in order to change the way we see our lives and selves, so as to use our energies in innovation and launching creative individual initiatives.

- **Allocate (5%) of the net profit of the institutions rather than (1%) to cover the scientific research expenditure in the Jordanian universities in order to activate their role in the national economy, and make the applied research dominate for comprehensive development. For example, such scientific researches may be linked to the development of the rural areas, in order to stop the phenomenon or immigration to the city and reverse it to increase agricultural production and achieve food security (both animals and agricultural security).**

- **Continuous assessment of universities in terms of their programs, systems, financial and human potential by national regional and international independent scientifically specialized organizations. Also, ask for the opinions of the internationally competent parties.**

- **Subject the members of faculty at the universities to joint periodic assessment by multiple bodies within and outside the university campus, such as the CSOs, and former graduates. Also, the members of faculty shall be evaluated in terms of their rank for others and personal attempt to rehabilitate themselves seeking excellence and innovation.**

- **Flexibility in continuous educational development hoping to respond to the modern requirements and the accompanying cultural, economic, social, political and environmental change. This requires continuous periodic review of the public and private educational goals and comprehensive assessment of the same in light of the regional and national labor market.**
- **Subject universities to continuous assessment of their programs and curriculum in order to deepen the honorable cultural competitiveness, and provide students and the CSOs as well as the industrial institutions with their preferable opportunities, in order to admit to them while having a previous idea of the background, or refer to them in studies, researches, and consultations, and hold the specialized courses in order to achieve integration between them on the contrary to their reality in order to make higher education one of the most important tools of sustainable comprehensive development and use it to develop the society.**
- **Each university may establish a centre for strategic studies in order to handle the hot regional, national and international files and scientifically and objectively analyze them in order to present them to the decision maker who would develop the proper policies in light of this.**
- **Activate university twinning culture between the Jordanian universities and the famous universities around the world in order to bridge the scientific gap between them. This aims at the participation with these universities in order to cover the expenses of scientific research at our universities and benefit from their experience in the fields of visits exchange, consultative studies, scientific research, strategic middle and long term planning for educational development, conferences organization, seminars, workshops and continuous training for the educational and technical staff through the application of un-preceded programs and contribution to the launching of the infrastructure foundations and the needed vital facilities, such as premises, laboratories, plants, workshops, libraries, etc. The difference between our universities and**

those prominent universities is that their members of faculty and students have had the chance to carry out scientific research and show excellence in it, and their researches and studies have resulted in un-preceded judgements and advanced industries which have contributed to the advanced of economy in their countries. On the contrary, our universities have not provided scientific research opportunities for the earlier mentioned reasons, which deprived the faculty members and students of these universities from innovation, leading to the emergence of the phenomenon of imitation without any innovation. We hope that serious twinning would liberate our universities from negativity and one of these universities would be rated among the best 500 universities in the world soon (El-Baz, 2007). The University of Cairo was the first Arab University to be rated within the best 500 universities in the world, which means that we have a chance to be one of them too.

- Bridging with vocational training universities and institutions and the National Directorate of Training and Employment of the Armed Forces as well as other vocational training institutions in order to help students who would like to learn a special occupation, they desire to get training on it during vacations.
- Focus on pairing e-learning and ICT, which is a new science that has been given many naming, such as Disruptive Technologies.
- Computer Science Theory.
- Learnability.
- Formal Education Theory (Nabil ,A. 2009).
- It compromises all types of e-learning, cloud computing, quantum computing, robots, modelling, simulation, artificial intelligence, etc., and the analysis of huge data and benefiting from their contents in all the university specialties. This is in line with the Royal Vision of technology setting. For this reason, a forum on information technology and communication was held in the MENA on 12/11/2014 under Semitic sponsorship in order to enhance

university students to use their creative energies and provide the environments for their innovations. This is the heart of optimal use of the human resources management and linking it to knowledge economies in order to refresh the national economy and provide new work opportunities, which would make Jordan a regional technological centre.

- Call for higher education development through the adoption of a flexible strategy that addresses a number of aspects to guarantee the quality of educational outputs in line with the labor market needs as follows:

- Good governance based on transparency.

- University administration.

- University admission policies.

- University self-funding.

- Public and private university specialties application.

- Quality Assurance.

- Scientific research and scientific conferences.

- Postgraduate education and scholarships.

- University stimulating and attractive environment.

- Academic and technical programs.

- Human resources management.

- Universities independence.

- Partnership with productive and industrial universities and institutions.

It is worth noting that each of the above mentioned aspects has its own function and objective conditions in order to achieve the optimal use of the university contribution to sustainable development and achieving the desired investment in human capital.

conclusion

The study reveals that the Jordanian universities are similar in terms of their specialties, systems, legislations, inputs and outputs. This fact made these universities look like they are copies of one another. Thus, it is not a healthy situation; they are weak due to the accumulated challenges faced by its academic components in terms of the relevant inputs and outputs (Walid, 2002). The most prominent disadvantage of the Jordanian universities is the increasing number of graduates of the similar specialties and their unemployment, which cause the complication of the situation, since these graduates and their parents are getting mad and uncomfortable with this situation, threatening the communal peace, spreading weird behaviors, widening the scope of university violence, and disrupting the population hierarchy due to life pressures and people instability caused by the lack of sound strategic planning in comprehensive national development.

Public and private Jordanian universities, especially those in the regions far away from the capital city of Amman, suffer from debt and budget deficit. This has caused the government to consider allocating an amount of (138) million JDs of the 2013 budget for supporting these universities. According to Al-Ghad Newspaper of 23/09/2012, official sources from higher education revealed that an amount of 4 million JDs of the 2011 budget was allocated for supporting these universities. This dept is due to the increased current expenditures of these universities, especially the payrolls. Some of these universities also suffer from administrative problems, especially Muta, a university, where the proportion of administrative staff exceeds that of the faculty staff by 1:6, through the sound international proportion is 1:1. It is with noting that while he public universities suffer from increased debt, the private universities are achieving profits ranging from good to high profits. This image reflects administrative corruption and the absence of good governance in the university administration.

Higher education problems mentioned in this study are not limited to Jordan. The phenomenon exits in the Arab world universities too. Such a situation necessitates collaboration at the regional level in order to enhance Arab higher education for a brighter future and sustainable development (Antoine Rahmeh, 2002).

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Terminology

Unless otherwise specified herein, the following terms are defined and used as follow:

Term	Definition
Minister	**Minister of Higher Education**
Ministry	**Ministry of Higher Education**
University	**All the Jordanian universities**
Quality	**Quality and quality assurance in all universities**
UNESCO	**The United Nations Educational, Scientific and Cultural Organization**
Iliescu	**The Arab Organization for Education, Culture and Sciences**
ISESCO	**The Islamic Educational, Scientific and Cultural Organization**
UNEDBAS	**The Regional Office for Education Based in the Arab States**
Teaching Staff	**The faculty members of all grades**

Teacher	The teachers of the Ministry of Education
Education	Ministry of Education
Violence	Students violence at the universities
Good Governance	The aware university management stating with sustainable reform, development and evaluation based on transparency, participation, accountability, and allocation the right person in the right position while avoiding mutual interests and biases (Khader, 2010, p5).