Розділ 6. Менеджмент та маркетинг

НАПРЯМИ РЕФОРМУВАННЯ ВИЩОЇ ОСВІТИ В ЛІВІЇ

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UNIVERSITY GOVERNANCE. ENTRANCE FOR HIGHER EDUCATION REFORM

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Анотація. Управління університетом розглядається як один із сучасних методів управління, що використовується університетами для реформування вищої освіти. Останній має на меті покращити якість своїх послуг, де зацікавленість у прийнятті університетського управління зросла після еволюції прийнятих освітніх систем та розробки критеріїв міжнародного рейтингу університетів. Проблему якості освіти справедливо пов'язують з розвитком інформаційного суспільства, в якому випереджальний розвиток суспільного інтелекту та системи освіти стають вирішальним чинником поступу людства. Інформація за цих умов набуває найбільшої цінності та є стратегічним продуктом держав. Усвідомлюючи важливість володіння якісною освітою, більшість країн світу оголошує цю проблему національним пріоритетом і передумовою власної національної безпеки. Освіта і наука, впливаючи на всі без винятку форми організації макросоціальної системи, на всі її структурні елементи, є універсальним фактором модернізації країни, її технологічної, військової, екологічної й аксіологічної безпеки. Не випадково показники освітньої та науково-інноваційної політики в міжнародній практиці вже давно введені в систему параметрів національної безпеки. Якість освіти – це багатовимірна модель соціальних норм і вимог до особистості, освітнього середовища, в якому відбувається її розвиток, та системи освіти, яка реалізує їх на всіх етапах навчання людини. Якість освіти оцінюється, по-перше, як суспільний ідеал освіченості людини; по-друге, як результат її навчальної діяльності; і по-третє, як критерій ефективності функціонування освітньої системи. Ця робота має на меті представити теоретичні основи управління університетом, висвітливши деякі враження країн, які першими застосували цей метод. Також йдеться про загальну кількість перешкод, з якими стикаються університети при застосуванні управління, а також про шляхи активізації цього методу в майбутньому. Дослідження рекомендувало не існувати єдиної моделі управління, яка була б дійсною для всіх університетів, і саме тому кожен університет повинен вибрати найбільш підходящу для нього модель, одночасно створюючи для неї відповідне середовище, щоб забезпечити свою ефективність у досягненні поставлених цілей.

Ключові слова: еніверситетське управління; вища освіта; якість; університетський досвід управління.

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Annotation. The University governance considered as one among the modern management methods that used by universities for reform of higher education. The latter aims to improve the quality of its services , where interests has increased in adopting university governance after the evolution of the adopted educational systems and the development in International University Rankings criteria. The problem of the quality of education is rightly associated with the development of the information society, in which the advanced development of public intelligence and the education system are becoming a decisive factor in the progress of mankind. Under these conditions, information acquires the greatest value and is a strategic product of states. Realizing the importance of having a quality education, most countries around the world declare this problem a national priority and a prerequisite for their own national security. Education and science, influencing all forms of organization of the macrosocial system without exception, all its structural elements, is a universal factor in the modernization of the country, its technological, military, environmental and axiological security. It is no coincidence that indicators of education and research and innovation policy in international practice have long been introduced into the system of national security parameters. The quality of education is a multidimensional model of social norms and requirements for the individual, the educational

environment in which it develops, and the education system that implements them at all stages of human learning. The quality of education is assessed, first, as a social ideal of human education; secondly, as a result of her educational activities; and thirdly, as a criterion for the effectiveness of the educational system. This paper aims at presenting the theoretical framework of the university governance, highlighting some experiences of countries as being the first who applied this method. Also, it refers to the total of obstacles that faced universities when applying the governance, as well as the ways to activate this method in future. The study recommended that there is no single model of governance that is valid for all universities, and that is why every university must choose the most appropriate model for it while creating the appropriate environment for it, to ensure its effectiveness in achieving the assigned goals.

Key words: *university governance; higher education; the quality; university experiences in governance.*

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Introduction. University administration plays an important role in meeting the needs of society by contributing to the economic, social, administrative and political development processes, in order to achieve progress and development in all aspects of life. Despite this, universities face many challenges and pressures such as the lack of compatibility between their programs and the requirements of the constantly changing labor market and this is what has cast a shadow. On the quality and effectiveness of university performance, as well as the contribution to increasing the number of graduates and thus increasing unemployment rates.

This required the necessity of reforming higher education through the awareness of education leaders, especially university leaders, of the controls, rules and mechanisms that govern the conduct of university activity in order to raise its scientific level. Therefore, university governance is considered one of the modern administrative methods and among the options available to the university to apply it in order to make correct decisions related to it, for improving the quality of university services, as well as its outputs (graduates), to compete in the higher education environment to improve its classification and reach advanced international rankings, and this method has been adopted by many universities, including : American and French universities, German and Chinese universities, as well as Canadian.

In return for that Universities are to create the appropriate environment to activate the methods of applying this method in order to face all obstacles and reach the required results.

Perhaps this topic is becoming increasingly important as the demand for higher education continues to grow, and the higher education institutions of education as beneficiaries of public funds, faces new pressure to be more efficient and responsive to the requirements of society and the labour market. Necessitating the trend towards greater transparency and public accountability to develop a parallel move toward more autonomy. And ensure that education systems are managed effectively.

The interest in university governance and reforming their systems flourished within the OECD countries, and flourished within European countries, and achieved results that made it generalize to most universities in the developed world as well.

Universities are developed and renewed institutions according to the surrounding conditions, and they should not remain subject to practices and rigid systems that suffer And refuse concepts of renewal, development and Keep pace with development.

Based on the above, The study problem can be formulated as follows :

To what extent university governance contribute to higher education reform? What are all the obstacles that stand in the way to achieve that?

Literature review. A thorough study of various aspects of the development of higher education is contained in the works of V.P. Andrushchenka, V.B. Averianova, A.M. Aleksiuka, V.I. Bondaria, V.Yu. Bykova, B.A. Haievskoho, I.A. Ziaziuna, L.M. Karamushky, V.M. Kniazieva, K.V. Korsaka, S.V. Krysiuka, V.I. Luhovoho, V.K. Maiborody, V.I. Maslova, P.I. Nadolishnoho, N.R. Nyzhnyk, N.H. Nykalo, V.S. Pikelnoi, N.H. Protasovoi, V.A. Rebkala, I.V. Rozputenka, V.A. Skurativskoho.

Aims. Aim of article is to clarify the concept of governance in terms of its inception, concept, principles and stages of implementation. Shedding light on the implementation mechanisms of governance in universities. Clarify the relationship between governance and the development of administrative performance.

Presenting the important experiences of governance in some universities, taking advantage of the most prominent examples of successful university governance systems at the global level.

Identify the various obstacles that universities face when implementing of governance, methods of dealing with these obstacles.

Results. Studying the concept of governance and understanding all the theoretical aspects will contribute to development of educational systems to make improvements in universities and reinforcement their mission, as well as benefit from the international experiences of universities in this field.

Also, the importance of this study is try provides a proposed theoretical framework for application of governance as a mechanism for developing the administrative performance of universities by use of successful systems models at the global level, to produce outputs that commensurate with the knowledge society, and to achieve a knowledge and scientific economy that advances society, to achieve justice, transparency, integrity and optimal investment in order to strengthen the economy. In addition, this study may benefit the University leaders interested in developing their administrative performance and decision-makers.

In order to achieve the aforementioned objectives, we have relied in our study on the descriptive and analytical method of presenting and analyzing the literature and studies in the field of study.

It has been dealt with through the following elements:

What is university governance?

University governance: principles, stages of implementation, and models.

Experiences of international universities in the field of governance.

Obstacles to implementing university governance and ways to overcome them.

2- What is university governance?

Before discussing the various concepts related to university governance, it is worthwhile to provide a definition of governance in institutions and the importance achieved by it, this is what contributed to the development of the uses of this concept to other institutions, including universities.
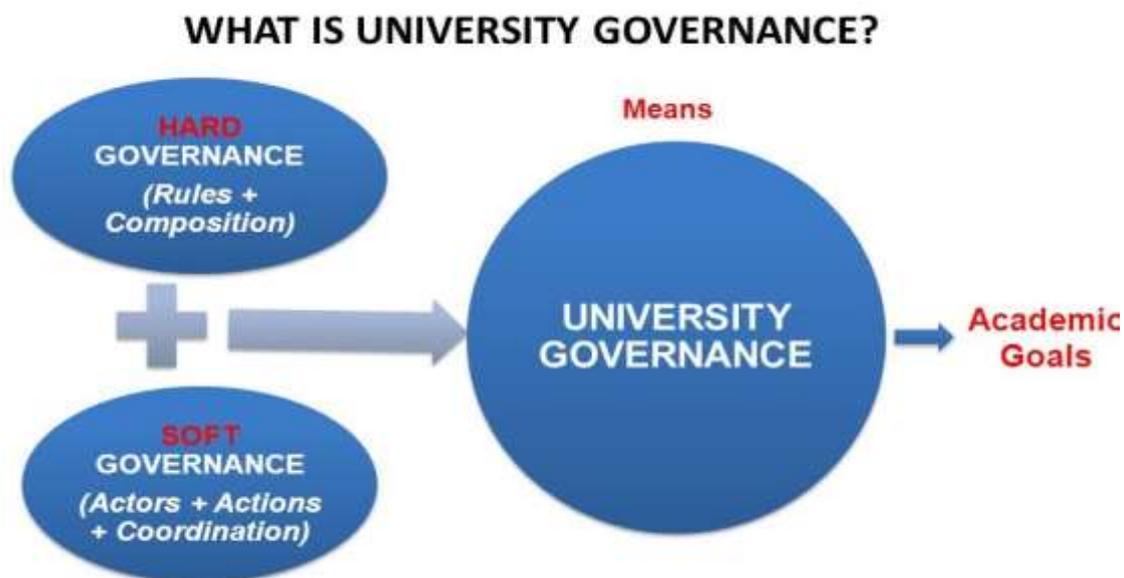

Figure 1. What is univers̓ity governance

(Cadbury Committee ,1992) defined it as: ″ It is the method that achieves a balance between economic and social objectives on the one hand and between individual and common goals on the other hand. In other words, the corporate governance framework encourages the effective use of resources, and also urges the provision of accountability and accountability systems for managing These resources, and the aim of that is to bring as close as possible between the interests of individuals, institutions and society″ , which means that governance seeks to achieve the goals of all parties related to it on the one hand, and to ensure the effective use of resources by providing an effective system that ensures accountability and accountability for the resources available on the one hand Other.

The International Finance Corporation (IFC) defined it as: ″ The structures and processes that guide management of Institutions and achieving control over them " (Al-Qarni, 2010), here governance was defined by being a system for managing institutions, which is a narrow concept because it did not clarify the various relationships of the institution with the parties, whether internal or external.

The Canadian Agency for Human Development (ACDI) defined it as: " It includes values, standards, processes, people And institutions through which they try to achieve common goals, make decisions, generate authority, legitimacy and exercise power " (Lacroix and Pier-Olivier,2012) .

And from it , it can be defined as : the method that seeks to achieve the various goals of stakeholders (Internal and external) with the institution, through the efficient use of available resources in light of respect for values and rules, and the provision of effective accounting and accountability systems that ensure correct decisions.

Governance seeks to raise the efficiency of the performance of institutions and work to put in place systems to achieve this and prevent Conflict of interests between all relevant parties, so it is evident that corporate governance is of great importance.

2.1.2 Importance of Corporate Governance:

Reducing the risks related to financial and administrative corruption in institutions.

Raising the performance levels of institutions and the consequent advancement of development and economic progress in the countries to which the institutions belong.

Attracting foreign investments and encouraging local capital to invest in national projects.

Increasing the ability of national institutions to compete internationally and open new markets for them.

Corporate governance rules provide the organizational framework through which institutions can define their goals and how to achieve them.

Transparency, accuracy and clarity in financial statements issued by institutions and the consequent increase in investor confidence and dependence on them in making decisions (Soliman , 2008).

Likewise, governance also seeks to:

- The application of governance rules gives institutions greater access to the necessary financing, reduces capital costs, and achieves better performance and satisfactory treatment for different categories of stakeholders.

- The good application of corporate governance mechanisms is one of the possible solutions to solve the agency problem and reduce its costs.

- Providing protection for stakeholders and preserving the rights of shareholders, especially the minority.

- Corporate governance seeks to raise the efficiency of the performance of institutions and work to develop systems to achieve this and prevent conflicts of interest between all relevant parties, so it is evident that corporate governance is of great importance. This is what contributed to the call for adopting governance in other institutions, including universities, in order to correct imbalances in the higher education system.
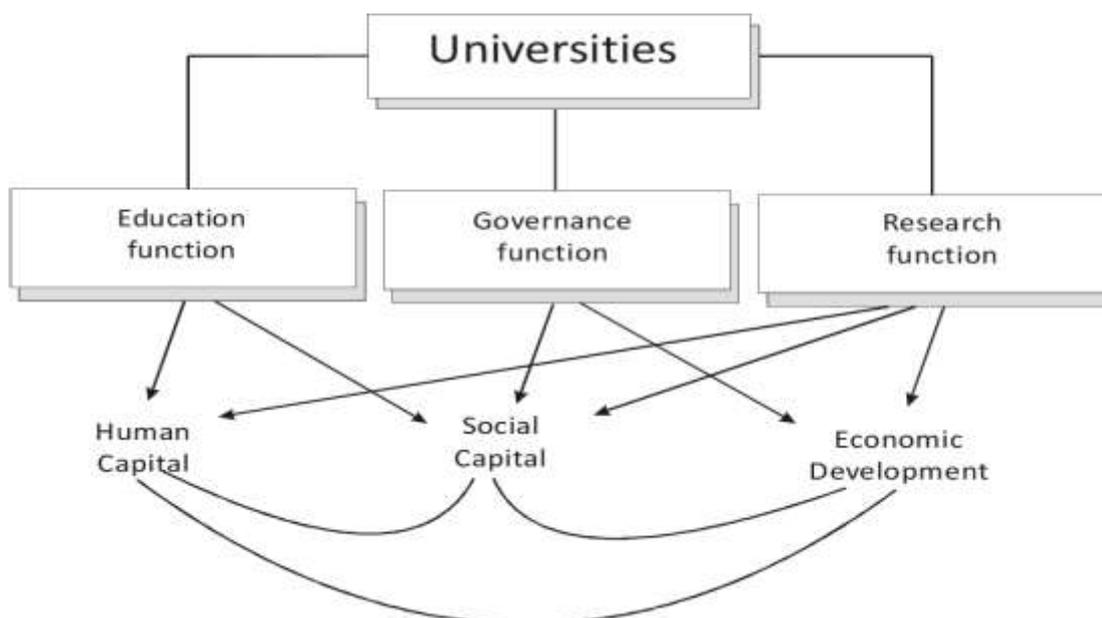
Figure 2. The importance of university governance

Governance has become a very important issue in the field of higher education, due to the changes it has faced in recent years, and we mention the following:

- In light of the rapid development the world is witnessing as a result of the communications and information revolution, it has contributed to the growing importance of science and technology as one of the important factors affecting the achievement of economic and social development, and in the context of the transition to a "knowledge economy", this in turn contributed to the expansion of the research role of universities in many countries of the world. Through the unprecedented diversity of higher education institutions and their academic and administrative structure.

- The emergence of new producers of educational services, and an increase in the academic mobility of students and faculty.

- The emergence of two major global trends expected to affect the future course of economic and social development and the level of human well-being, namely the globalization of education and scientific research and the internationalization of its activities. (Serageldin , 2009).

On the other hand, the following reasons can be added:

- New methods of education and training that are more flexible, such as: distance education, e-learning, and then developing them.

- The increasing international style or character of higher education.

- Research, innovation and utilization of knowledge production: Higher education institutions make a significant contribution to research and innovation through the creation of new knowledge through scientific and technological research and the training of skilled workers through educational missions.

- The new classification of universities: which includes the following criteria: Talent concentration, adequate funding and appropriate governance, which increases the pressure on the university administration. (Hénard, Mitterle , 2008)

The growing interest in university governance has contributed to the emergence of several definitions, each according to his point of view, and this will be indicated in the next element.

Many researchers have dealt with the concept of university governance, each according to his own point of view, and as a result it   Many definitions has emerged, below are a number of them:

Khaled Khamis Al-Sir (2013) defined it as: "The application of quality and excellence standards and systems that govern the performance of higher education institutions, in order to achieve integrity of trends, correct behavior, integrity of behavior, and to ensure

the achievement of transparency, accountability and participation by all parties, and give precedence to the institution's interest over individual interests, thus leading to Developing the performance of institutions and protecting the interests of all participants directly and indirectly related to them".

Through this definition, it is clear that university governance is based on the extent to which quality and excellence systems are applied, following methods of accountability, transparency, participation and giving priority to the interest of the institution over the individual interest, which leads to the development of institutional performance.

Ismail Saleh Al-Farra (2013) defined it as**: "**the rational exercise of the powers of university administration and the decision-making process by relying on laws, standards and rules that define the relationship between the management of the university institution on the one hand and the stakeholders or parties associated with the university institution on the other hand".

Which means that university governance is based on respecting the laws and rules that govern relations with all stakeholders, through good practice in order to make good decisions.

While Manal El-Arini (2014) defines it as: "the ability of universities to achieve their goals, with a high level of quality, and to improve their performance by following effective plans and appropriate methods through rational management".

Here, has defined as pursuit of universities to achieve their goals with high quality by following plans. without clarifying the nature of those goals, without clarifying the nature of relations with the community institutions.

The two writers Considine and Marginson (2015) defined it as*:* "Determine a system within universities, decision-making systems, resource allocation, tasks and objectives, models of authority and its hierarchy, and the university's relationship with other academic institutions, the business sector and society." Through this definition, we find that university governance is a system consisting of Inputs and outputs and the relationship between them.

Samir Bara and Salama Al-Imam (2017) define it as: "The group of methods that the university uses to manage its institution and to define and implement its objectives, at all levels, whether at the academic, functional or financial level, and the most important of these methods are: transparency, accountability, control, response, independence, justice, Strategic vision and effectiveness.*"*

Here, university governance has defined as a set of mechanisms by which universities are managed in light of the application of transparency, accountability, independence and others, which are among the basic principles of university governance.

Wyite, Gayle (2004) defined it as: "the structure and process for formal decision-making across issues of importance to the university's internal and external stakeholders."

Through the foregoing, university governance can be defined as: the method by which universities can direct and manage their activities in a way that ensures achieving quality and excellence in performance by following effective plans and methods in order to achieve their goals, with the need for the participation of all parties or participants related to the university who are members Faculty and staff in the processes of reforming teaching programs, the decision-making process, while providing the appropriate organizational structure according to the changes in the university environment in light of the availability of mechanisms of transparency, accountability, independence and effectiveness.

Good university governance practice needs to provide the necessary elements, which can be identified as follows :

- Systems and procedures to provide opportunities for student participation, and to provide information related to decisions that affect their interests.

- A system that defines councils and committees at their various levels (universities, colleges, departments, units), and includes written policies and clearly defines the roles of these committees and

councils, while making these policies available to all.

- Multiple written documents and guides explaining the structures of these councils and committees, their composition, duties, responsibilities, powers, procedures and criteria for selecting their members, accountability systems for policies and decisions they make.

- Availability of scientific backgrounds and practical experiences related to university education in the members of councils and committees, with the availability of all required information about them.

- Relying on a self-managed team work style far from the presidency.

- Update information of old members regarding changes in the mission, goals, programs and plans of universities and colleges.

- Specific systems and procedures for periodic and continuous evaluation of the effectiveness of these councils (Farouk Jaafar,2011).

Availability of the previous elements efficiently and effectively by universities is a necessary element to ensure the importance of implementing governance in universities.

Governance is of great importance in universities, because it provides the organizational structure, through which universities 'goals are achieved, defining means for achieving those goals and monitoring performance. can be determined its importance in university management as follows :

- University governance contributes to creating independent institutions that have boards and governing bodies responsible for determining the strategic direction for manage university and ensuring the effectiveness of management.

- Helping universities achieve their goals in the best possible way, by uncovering deficiencies in performance and weak outputs.

- Ensure a balance between long-term strategic responsibilities and short-term operational responsibilities.

- Governance helps in enhancing competitiveness, avoiding administrative and financial corruption for universities, and ensuring their resources and the best investment for them.

- It guarantees the rights and interests of employees of the administrative and academic bodies without discrimination.

- Governance is a system of monitoring and self-supervision, which leads to the proper legal application of legislation, and thus good management and ensuring the rights of workers, thus achieving community satisfaction with universities and their performance.

- Assisting the university administration in formulating and building a sound strategy and ensuring effective decisions are taken that lead to efficient performance.

- Avoid any risks or conflicts within the university that impede the quality of performance.

- Improving educational and administrative practices in the university institution, and achieving fairness, integrity and transparency in all university dealings.

- Separation between organizational and administrative ownership and performance oversight. (manal, 2014).

University governance is based on a set of principles that support and as a guide to implement its stages Effectively, whether in private or public universities, so each university must choose the appropriate governance model for it, Depending on their nature.

University governance is based on a set of principles as shown in the figure 3.

Governance needs a set of foundations and components to support the implementation of its specific basic rules and principles, such as the rules of supervision and control over policies, procedures and decisions set by university leaders, and the most important of these are:

- The existence of full conviction in the university departments of governance and acceptance of the rules and principles of supervision and control, and this conviction is important and essential.

- The existence of trust between different groups in universities, such as management to employees.

- Clarity of legislation, policies, rules and principles of governance, as clarity is very important to facilitate the application of the specific rules and principles.

- The clarity of the possibility of applying the governance mechanisms in order to reach accurate and clear results.

- The existence of an advanced communication system and modern technologies to facilitate the required communication in the field of scientific research.

- Defining effective policies and procedures that include guidance and counseling, and identifying negative and positive attitudes.

- Selection of university leaderships based on competence, experience and university qualification.

Figure 3. University Governance Principles

The conviction of the principles of governance and the availability of implementation elements in universities, makes universities Careful to implement well the stages of governance.

The application of governance in universities depends on several sequential and interrelated stages among them :

1. Stage of the definition of governance : It is the first stage of the stages of governance, where the governance system is presented and explained as a culture and as a management method that must be adhered to, clarifying the nature of governance, its features and aspects, defining the dimensions, special concepts, tools and methods.

2. The stage of building the basic structure of governance: Governance needs a strong infrastructure capable of absorbing its movement and able to interact with its variables.

3. The stage of work of a standard and timetable program for governance: Governance needs a specific timetable for work and tasks, in order to follow up the rate of progress in implementing university governance, and to identify obstacles and difficulties.

4. The stage of implementing governance: which is the stage of real tests, and measuring the extent preparation and wish of The participants in the application of governance, as implementation requires a number of practices such as independence of authority, transparency, accountability and responsibility, equality, and studying and analyzing them to identify weaknesses in implementation.

5. The stage of monitoring and developing governance: It is considered one of the most important stages, in which the good implementation of all previous phases is ensured and confirmed, through internal and external oversight and reviews and auditing of the mechanisms for implementing procedures and administrative processes.

In order to ensure the good implementation of these stages, there must be supportive committees such as: the Audit Committee, the Finance Committee, the Human Resources Committee, the Judgment and Ethics Committee, and the Social Responsibility Committee.(Al-Farra,2013),(manal,2014).

Clark is the first to develop the model of governance in education in 1983, as he placed the university within the boundaries of a triangle, in which there is an influence of three critical dimensions which are the university education system, the strength of state power, market power and the academic minority.

Clark's model was developed on the basis of other recent studies, the most important is study by Trakman .

Trakman (2008) has studied governance models in American, British , Australian universities And the European model, proposing four clear models of governance, which are: the academic model, the corporates model, the trustees model and the stakeholder model.

Firstly. Academic Governance Model : which sees strength on the side of the academic staff and is based on the strong influence of academics and governing councils. these models based on the assumption that universities should be under to the government of academic staff.

There are several approaches to adopting such an approach. For example: by granting decision-making powers to an academic council or by having effective representation of academic staff in governing councils, or by appointing a prominent academic as president or official in the institution.

In academic governance, academic staff have the largest representation and opinion in the university administration

And define her message. The most common classic example of this model is the University of Oxford, where academic staff explicitly rejected any form of corporate governance.

Secondly. Corporate governance model: It is the most common and widespread in universities and often consists of smaller boards of governors or trustees in addition to executive staff with financial and administrative responsibilities.

On the other hand, corporate governance has emerged as a response to the financial crises and the need of universities to manage their finances in a more responsible manner. This model prevails in Australia and the United States

And the United Kingdom, and it came into being in response to the need to improve university management.

The corporate governance model is based on the application of corporate methods such as financial accountability,

Thus it will help improve results. This form indicates that the university president is a professional company director, not just an academic.

Third. trustees governance model : which differs from other types of governance, it is based on clarity and accuracy in the board of directors, the model of governance through trustees gives management powers through a board of trustees that unelected members within the institution, they represent various stakeholders.

Fourthly. the stakeholder model: It depends on the definition of stakeholders that should be within the university governance system, to protect a balanced system for all important interests. where Governance is entrusted to a wide group of stakeholders, including students, academic staff, Graduates , corporate organizations, government, and the local community.

The mixed model of governance : which consist of the four previous models and not one clear model. (World Bank, P. 03, 2102), (Trakman 2008, P63).

France is one of the oldest countries in which universities are embracing, as France is the oldest university in the year 1200 AD.

Universities are institutions of a scientific and cultural nature and are based on three principles:

1. Independence: It is three types, the administrative independence and it is managed by a board of directors and led by a director, the educational independence that defines educational programs and methods for evaluating of the students, the financial independence that determines the budget from private financial resources and also through government support.

2. Participation: where educational institutions are managed by a democratic way, with the participation of employees, students and outside personalities.

3. Multidisciplinary: where several specializations are combined in one path.

University governance has developed in France and has a scientific, cultural and professional character, then that higher schools, institutes, educational and research units, laboratories and research centres have adopte it, became based on two main axes.

It is divided into three sides as follow :

1. Regulatory and supervisory bodies, which is the mission of the Ministry of Education and Higher Education and Scientific Research, the Ministry sets government policies To ensure the development of education and ensure that everyone has the opportunity to learn. With regard to oversight, implementation carried out by the Ministry's General Control Authority.

2. Advisory bodies, represented by the National Council for Higher Education and Scientific Research, which consists of university administrators, faculty members, researchers and students of higher education, in addition to the Minister of Education, Higher Education and Scientific Research. The government consults the Council in everything related to higher education, considers disciplinary rulings issued by higher education institutions.

3. Evaluation and correction Bodies : It is implemented by the Commission for Scientific Research and Evaluation of Higher Education, it is an independent administrative body that evaluates the educational and research process in higher education and issues periodic reports about the evaluation results.

Also within the external governance axis there are :

- The Committee of Heads of Educational Institutions: It represents and cares for the interests of higher education at the ministry, the members of this conference or committee consist of directors of universities, French institutes and schools.

- University Directors Committee: It represents and cares for the interests of universities (Al-Farra,2013).

- Implementation of internal governance through four main bodies, namely :

1 .University President: He represents the university and possesses the executive powers at the university and he is chosen by election.

2. Board of Directors: includes faculty members and researchers and also includes external personalities, at least a director of a company or an active person in the social or economic field, one or two members of the local authorities, members of staff, administrators, technicians and students. Agreements signed by the university president.

It consists of the President of the University, the Scientific Research Committee, the Rehabilitation Committee, and the Scientific Research Committee that distributes the budget allocated to scientific research in accordance with what was approved by the Board of Directors. As for the Rehabilitation Committee, it is considered an advisory body on academic programs and everything related to university life, disciplinary issues, and employment. Its president and deputy are university students, and they are chosen by election. .

Its director is appointed by nomination by the university president and by a decision of the Minister of Education and the Minister of Finance, and he performs administrative and financial tasks under the supervision of the university president. (Al-Farra,2013).

The experience of the United Kingdom in university governance is one of the most important current experiences, as it has a declared system for applying the principles of

university governance, this has clearly contributed to the British higher education institutions reaching advanced positions in the international rankings of universities.

The system contains multiple councils and committees that coordinate between universities, carry out several tasks including determining the proportions and numbers of students at each university stage and in certain specializations, for determine government's contribution to the budget of universities .

These councils are considered independent and not follow the instructions of the Ministry of Education. Most of them receive annual aid from public funds, they are distinguished by transparency, accountability , responsibility, and adhere to certain values.

The government may appoint heads for these bodies or nominate a number of presidents for these bodies. For example:

1. The United Kingdom Universities Organization: It is a body that includes all university directors and some colleges of higher education that are not associated with universities, the specialization of this organization is to shape the future of higher education and influence its orientations.

2. Quality Assurance organism: This body ensures the quality and efficiency of education that provided by universities, monitors the extent of universities 'commitment to the values and objectives of education and the teaching and training they provide. also it issues the general framework for qualifications in higher education.

3. Higher Education Funding body: which has branches in all the provinces of the United Kingdom, these councils that work to direct government funding for research according to motivational policies and to evaluate or correct the performance of universities in terms of research.

4. The Higher Education Statistics body : It has the right to suspend financial dues of universities or educational institutions if the educational institutions do not provide all the necessary information related to the specified specifications.

5. Academic Recognition and Information Centre: It evaluates the British academic degrees and facilitates a mechanism for graduates to deal with their universities through communication with international higher education institutions.

6. Higher Education Academy: it works to develop education and train faculty members, and establish frameworks for higher education practice.

7. Leadership institution in Higher Education: It develops programs and courses to train leaders at all levels of higher education to develop and standardize skills in all higher education institutions.

The United States is one of the first countries at the world that sought to implement governance in universities with the aim of developing and improving the administrative methods used in organizing university work, activating university education control systems, ensuring a good level of university performance, supporting participatory university decisions, and supporting decentralization and self-management. For universities, the governance system in U.S. higher education is governed under two main umbrellas :

Firstly. The American Education management: It consists of units that represent the Ministry of Education, Each unit is responsible for a part of the educational process in higher education and general and professional . It is also responsible for setting financial support policies for education and distributing , monitoring and following disbursement of the money, collecting data on American universities and colleges and Follow up its academic and research production.

The second. Accreditation Council of Higher Education: this Council Provides accreditation certificates to higher education institutions through which universities obtain financial support from the ministry.

As for the management of most universities, it is represented in a higher council that represents the supreme authority, whose name differs from one university to another, sometimes it is known as the board of trustees or the council of trustees or supervisors. The state governor chooses some members of the council and some members by election. The council includes a number of

important The state level to which the university belongs, such as the mayor of the state, some members of legislative and supervisory councils or owners of capital, businessmen and people of high social and religious standing, in addition to the university president and current prominent students who graduated before and achieved great achievements, The length of time that members spend on these councils varies according to the universities' internal regulations.

American university councils appoint the administrative directors at the university and define their responsibilities, approve the nomination of department heads, watching the university's commitment whence its vision and achieve its mission and goals, supervise the university's financial status, follow up the provision of the necessary funds for the university, and watching the methods of funds disbursement.

As for the academic aspects, there are other councils are responsible for those tasks and follow-up The academic aspects of the university, such as the University Council and the Council of Deans, these councils are an integrated administrative and academic and technical body that deals with the academic affairs of the colleges and departments and scientific centres in the university, and also works to facilitate what is known as the facts of the daily life of universities. Research and other scientific activities such as distance education, continuing education for graduates and professionals, and education in educational units outside the country.

Finely, councils of Universities or councils of deans and similar councils represent all members of the university community and reflect the relative balance of each of the groups participating in the university.

In general, university councils, the board of trustees, the council of deans, or similar councils are formed either by election or appointment from senior officials in the university's administrative apparatus, and decisions are usually made by voting.

In many American universities, these councils supervise the management of all academic unit affairs, student affairs, scientific research activities, and other social, sports and cultural activities that students practice, attract faculty members, campus planning, security and safety affairs and collect financial donations for the university. (Centre for Research and Studies in Higher Education,2015)

China it considered the largest academic community at the world, with more than 30 million students studying in Chinese universities and colleges, which number more than 2,600 higher education institutions that offering bachelors, masters and doctoral degrees. The Ministry of Education in China plays an active and vital role in supervising, monitoring and implementing government regulations on affairs related to higher education in China, which in turn has played a strategic role in economic growth, scientific progress and social development in China, seeks to achieve the following goals :

- setting strategies, policies and plans and relevant laws and regulations for Education reform and development and overseeing implementation.

- Directing the development and reform of higher education, deepening and consolidating the administrative system of universities under the direct supervision of the Ministry of Education, establishing, modifying, renaming and abolishing higher education institutions.

- manage the national examination for admission to universities, and managing records for students' enrolment in universities.

- Planning and directing the research of higher education institutions in natural sciences, philosophy and social sciences, developing the national innovation system in science and technology, enhancing integration between the scientific research sector and industry. Therefore, universities in China have become a major destination for international students.

In 2012, universities in China achieved the first place in attracting foreign students in Asia, and ranked third at the world level.

the universities in China are divided into several categories : universities which supervised by the Ministry of Industry and

Labor, universities that managed by provinces and other universities which supervised by autonomous regions and the latter category of universities that supervised by the municipal government in addition to private universities.

As for higher education in China, it has undergone to many reforms that have had an important role in increasing powers of Universities and colleges in China, especially in academic and administrative and research affairs, including :

- Providing opportunities for universities and colleges to choose their educational plans and curricula.

- Giving to universities and colleges more powers to accept projects and cooperate with scientific research and technical development institutions by establishing an independent scientific entity that cares about teaching, scientific research and industrial production.

- Granting appointment powers and exemption to university agents, deans, and other academic and administrative positions.

- Taking full responsibility for distributing capital in a consultative manner in university projects, managing the annual budget allocated by the state, and delegating authority to universities for the development of international exchange.

- The Chinese government also retains the powers to appoint senior positions in universities and members of the higher councils of Chinese universities, and the Ministry of Education in China is the entity responsible for supervising universities by following up the rules and regulations of higher education institutions. (Centre for Research and Studies in Higher Education, 2015).

The main problem regarding the implementation of governance in universities revolves around reconciling two basic requirements, namely university independence that academics demand, and public accountability demanded by the government. There are two levels of accountability:

First: Accountability before the government, as the university is part of state institutions, so the state usually grants financial funding to universities and also

grants them the mandate to carry out their activities.

Second: The other level is accountability to society, because all universities are private or public, so society maintains and supports them with the need to respond to social needs and demands.(Naguib and others, 2012).

This problem is not the only obstacle to implementing university governance, but there are many obstacles, which are:

- The cultural and scientific climate prevailing in society: represented in the negative culture acquired from the community that is transmitted with the student to the university, such as not discussing decisions or participating, but we must implement them, which led to a culture of reluctance or negativity and lack of confidence in the possibility of change in its various forms. In other words, the student has no right to object to the views of a faculty member, whether at the level of public discussions or at the level of teaching curricula, which kills the creativity within the student. The same method is applied on the relationship between professor and higher administrative levels regarding promotions or Evaluating to his scientific output, which leads to considering that the university is a bureaucratic institution, everyone who is lower in the administrative hierarchy has no right to discuss the decisions of higher levels.

- General political climate : The general political climate that prevails in the country affects the capabilities and opinions of the university family, which leads to frustration and doubts about the ability to effect change. In addition to the absence of democracy in the student union elections, whose mission is to defend the rights of students, but in reality they serve their own interests and the interests of political parties affiliated with them, as is the case for professors' unions whose goals may turn into personal interests.

- The current legal system : the laws are not compatible with developments in universities, meaning that higher education requires its own laws and regulations.

- University management method : The main problem with university administration is the method of selecting members of the

university Teaching and leaderships in general, from the president of the university to the deans of the faculties to the heads of the departments ... etc., all of them are appointed by administrative and executive authorities, and not by election, which is reflected in the degree of their independence to confront the executive authority and the independence of each of them in the face of President of the Supreme Council, which will directly hinder the possibility of implementing university governance, which requires setting standards for evaluating university leaders and measuring their performance.

-     The idea of students 'evaluation to the academic performance of faculty members: this idea is completely absent in most universities, unlike some universities such as: American universities, which consider that students' evaluation to a faculty member is one of the criteria for a professor's continuing work in the academic field, It is also related to promotions And grants.

Governance is a new method of management, supervision and follow-up, and it aims to improve administrative performance Academic, and university governance presupposes the ability to set goals, reach correct decisions, and ensure acceptance of these decisions and the ability to implement them. This requires an equal distribution of responsibilities between the authority and the university.

Achieving good governance in universities requires reducing central intervention and redistributing Responsibilities between the central authority and universities so that universities can build their capabilities in the field of self-management. Giving universities greater powers in the areas of administrative management and future planning, the means for independent work and for the university to become a center for decision and guidance will improve its performance and support its capabilities to rise to the level of universities in developed countries. With the need to focus on accountability mechanisms, this requires the following:

- Establishing legislation and laws that establish universities as independent and self-governing entities.

- Reducing state control over some administrative jobs, and transferring responsibility to universities, for example the decision to appoint the president and members of the Council.

- Establishing separate bodies in the public sector to carry out financial control functions or to provide services.

- Adopting financing methods that give universities more freedoms and encouraging them to develop new sources of income.

- Establishing external agencies to control the quality in universities.

- Developing new forms of accountability by preparing performance reports, and results on achieving specific national goals, granting higher education institutions autonomy while ensuring that universities respond to the requirements of the state and society. (Sheng Lee, Ming,2010).

Conclusions. The higher education sector is considered one of the important and sensitive sectors and it has an important role in the progress of countries, as developed countries are keen to implement reforms in the higher education sector, abandoning methods that do not keep pace with changes and developments in the internal and external environments, among these reforms is the adoption of a new way of managing Universities and granting them greater powers, this method is represented in governance.

Governance is a supervisory and self-supervising system that will guarantee the rights of all participants and the various stakeholders in the university. This will be achieved through a good investment of resources and building effective strategies that help in making the right decisions.

As an example of the application of governance, the experiences of some, but not all, countries that adopted this method were presented, such as France, China, Britain and the United States who became distinguished in this field through the effectiveness of the laws issued.

The application of governance in universities varies according to the nature of the university, whether private or public, and also according to the nature of the educational

system prevailing in countries, in other words, that there is no single good model of governance that can be applied in all universities, but the university must choose the model that suits it and is compatible with the educational system In the country, however, these experiences share basic points, which are strengthening the principles of university governance such as: transparency, accountability, participation, and independence by granting universities broader powers in administration and decision-making without reference to the government or the ministry, while creating the appropriate environment to ensure the achievement of goals, benefit From previous experiences in this field, in order to face the obstacles facing the application of governance in universities.

To support implementation of this approach, the following must be done:

- Educating all participants in university education within universities: (faculty, administrative staff and students) of the importance of reforming higher education by adopting the method of governance.

- Conducting many training courses for university leaders, to explain this method and present the experiences of successful universities in this field.

- Conducting many applied studies in the field of university governance, seeking to find the most appropriate and best model for implementation with the least obstacles and the lowest possible costs.

- attention to the opinions of all participants and stakeholders in the university when preparing legislation and laws related to the university.

- Issuing clear laws related to university governance and their application, for example: developing legislation related to the financial and administrative independence of universities.

- Benefiting from the international experiences of universities in the field of governance, provided that each university chooses the most appropriate model according to its capabilities and environment.

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