What outlooks does the Algerian University Seek to realize under the Impact of Globalization?

ما هي التوقعات التي تسعى الجامعة الجزائرية إلى تحقيقها تحت تأثير العولمة؟

El-hadj Bourouina -Doctorant:
Université Djilali Liabès Sidi-Bel-Abbès
E-Mail : elhadjbourouina@gmail.com

__ABSTRACT__ : The overall education system of a country, from early childhood education until upper secondary, influences the selection, the knowledge and the attitudes of individuals who effectively enter higher education, i.e., typically, the university. Quality in Higher Education has become a primary agenda of the countries worldwide. In the context marked by expansion of higher education and globalization of economic activities Education has become a national concern in developing countries with an international dimension. To cope with this changing context, developing countries have been pressurized to ensure and assure quality of higher education at a nationally comparable and internationally acceptable standard.

It is generally acknowledged that globalization has created tremendous impacts on higher education in this first decade of twenty-first century. Externally, there have been unprecedented changes both at global and national context. The benefits of globalisation accrue to the countries with highly skilled human capital and it is a curse for the developing countries, where Algeria is no exception, without such specialised human capital.

This paper delves the recent trends of higher education in Algeria. It addresses the various challenges of higher education in the Algerian universities in the context of 21st century. Besides, the paper examines the response of higher education to the country's (Algeria) needs and discusses the major challenges that the globalization has brought to higher education.

__Keywords__: challenges; developing countries; globalization; impact; mission of higher education,

ملخص:

يؤثر نظام التعليم العام للبلد - من التعليم في مرحلة الطفولة المبكرة وحتى المرحلة الثانوية العليا - في الاختيار والمعرفة ومواقف الأفراد الذين يدخلون التعليم العالي بفعالية ،أي الجامعة تحديدا. فلقد أصبحت الجودة في التعليم العالي أجندة أساسية للبلدان في جميع أنحاء العالم. في ظل هذا السياق المتغير الذي تميز بالتوسع وعولمة الأنشطة الاقتصادية ، أصبح التعليم العالي شاغلاً وطنياً في البلدان النامية تحت ضغط تأكيد وضمان جودة التعليم العالي على مستوى وطني قابل للمقارنة ومقبول أساسا دوليا.

وعموما فالعولمة أحدثت آثارًا هائلة على التعليم العالي في هذا العقد الأول من القرن الحادي والعشرين دوليا، إذ تسببت في تغييرات غير مسبوقة على الصعيدين العالمي والوطني. تعود فوائدها على البلدان التي لديها رأس مال بشري عالي. وهي لعنة بالنسبة للبلدان النامية ، حيث الجزائر ليست استثناءً ، بدون رأس مال بشري متخصص.

تتناول هذه الورقة الاتجاهات الحديثة للتعليم العالي في الجزائر. نعرض فيها مختلف تحديات التعليم العالي في سياق القرن الحادي والعشرين. علاوة على ذلك ، تبحث الورقة عن استجابة التعليم العالي لاحتياجات البلاد (الجزائر) وتناقش التحديات الرئيسية التي جلبتها العولمة .

الكلمات المفتاحية: التحديات; البلدان النامية ; العولمة ; التأثير; التعليم العالي

The Algerian authorities, namely those in charge of education have always struggled to set up a comprehensible approach to respond positively to the country needs, in the first place and then to be positioned worldwide, either in terms of quantity or quality. It is widely acknowledged that

education contributes significantly to the development of the country in all fields. The developed country understood much earlier the fact that individuals with higher education have an edge over their counterparts. We may have all the resources to build a solid state but in the absence of a solid system of education, things may fall apart. The role of higher education is not limited to fostering the economic development of nations and providing opportunities for individuals. Rather, it extends also to promotion of cultural diversity, political democracy and trade. Emphasis is then rightly placed on how higher education can better serve society and promote international cooperation.

Alongside history, Algeria crossed different stages and knew different types of educational systems. The change was imposed either by the state's needs or external dictations.

The dawn of the new millennium has brought a significant amount of new ideas on financing of higher education. The latter is simply because responsibles in the field have sensed the importance of higher education in the foundation of the human capital. As the process of globalization is technology-driven, and knowledge-driven, the very success of education reform policies critically depends upon the competence of human capacity. But what is observed is the reverse. Hence, the education sector, and in the late decades, relative priority assigned to higher education has been on the decline. It is to be realized that higher education institutions in Algeria play the role in setting the academic standard for primary, middle and secondary education.

This paper will take the faculty of art and foreign languages as a model of study in order to acknowledge the mission of higher education, because to comment the mission of higher education in all disciplines, requires a mass data collection, no matter the research tool being used in the study is.

In order to respond positively to the study, the following research questions have been set forwards.

1) What kind of syllabus do students follow in this discipline?
2) Does the syllabus respond to student's career nationally and internationally?
3) Does higher education better serve society and promote international cooperation?

Based on such research questions, the following hypotheses have been formulated.

1) Students learn knowledge related to the culture and linguistics of the language.
2) Knowledge of the language is far from what the student needs to do with in the future career.
3) Higher education serves society in terms of quantity and to a lesser extent in terms of quality, while the notion of promoting international cooperation remains as a main concern of Globalization.

4) **Literature review**

5) Since the primary goal of the use of the LMD system in the Algerian universities today is to bridge the gap between knowledge, acquired at the university and the job market demands, the Algerian authority, mainly policymakers have thought that such system will reduce the government charges for education on the one hand, and satisfy the student's desire on having an opportunity for an employment on the other hand. Yet and with regard to the unexpected results resulted from the nature of the system itself or because of the bad plans for achieving such goals authentically, one might say that the mission of higher education in the Algerian university has lost its tendency towards responding to the Algerian market needs in terms of quality and called for a problematic in terms of quantity.

6)

7) **1) What is the role of the Algerian university?**

8) Despite hundreds of years of history, there is no clear consensus as to what a university is or what its aims should be. Some argue that the aims of higher education

9) differ from country to country and across institutional types, and that the University of Necessity reinvents itself to address current concerns and to adjust to contemporary contexts. Others are adamant that there should be a set of core aims that define the sector and give us a united

project, and that shifts in the relationship between the state and higher education and changes in the public conception of the university need to be addressed. There is not even consensus as to whether a university education is for the elite or for the masses, serves social development or economic growth, is a private good or a public one. While most would argue that it can and should be myriad things and that universities should simultaneously attend to multiple aims, there are always tensions and constraints and attention to one aim will almost always be at the expense of another; grappling with the nature of the university sector and the particular aims of the individual institutions in which we work is thus an essential task for all academics.

10) The notion of having applied for higher studies does in the first place, especially in the mind of the student, call for paving the way to a career. However, in the Algerian or other university it is not necessary that. The university prepares the student for a given career, and not assuring him a career. Such ambiguity is a common challenge among students nowadays. But it is estimated that after high education every student is supposed to have a job, a right that is guaranted.constitutionally.In this respect how can we clear up in the mind of the students such difference?

11)

12) 2) University between assuring a good quality of education and preparing students for future careers.

13) The purpose of higher education is in question. Some higher education experts insist that the purpose of higher education is to train students for jobs, while others argue it is to prepare them more broadly for meaningful, engaged lives. Researches in the field suggest that these two "different" purposes of higher education are not mutually exclusive. In fact, they may be one and the same. The connection between the relevance of students' education to their career and their overall well-being tells us that students thrive when they can envision a path from their studies to their future work. In practice, colleges and universities should think purposefully about drawing more connections between the college experience and the careers for which students are preparing.

14) Results from Hassiba Benbouali University (HBU), Faculty of foreign languages, a student Survey offers powerful insights into how colleges and universities can begin to draw these connections, including more direct discussions among students and faculty about potential career options. Students who say that at least one professor, faculty or staff member initiated conversations with them about their career options expressed considerably more confidence in their workforce preparation. Similarly, students who said they often speak with faculty and staff members about potential career options are more confident in their studies will lead to positive workforce outcomes. Through our research, we have learned that the top reason students pursue postsecondary education is to get a good job, more than double the second-most common motivation of general interest and a love of learning. Promoting conversations among students and faculty about potential career options may expose students to careers they had not previously considered.

15) Moreover, career-based discussions with students could also help faculty draw more purposeful connections between students' coursework and their future careers. A two-way dialogue between faculty and students about the relationship between the

16) collegiate experience and their future careers can better prepare them to thrive in their future work, but can also promote their current well-being.

17) 3) The Research University

18) One of the primary goal, almost neglected in the Algerian universities nowadays, of a university, scholars insisted on, is "the encouragement of research ... and the advancement of individual scholars, who by their excellence will advance the sciences they pursue". Despite appearances, this declaration was not in fact made in complete indifference to a social and educational role. Rather, it rested upon the conviction that the best way to fulfil both these functions was to create an institution that would be wholly devoted to intellectual research by gifted

individuals. Universities were for the production and transmission of knowledge, and they served society best by sticking to this role

19) Research University has gained great prominence - one might say dominance -in the world of modern universities. Evidence of this lies in the emphasis that is given to research activity. This emphasis both reflects, and in turn strengthens, a policy within institutions of hiring leading scholars and researchers first and foremost, and only determining their contribution to the undergraduate curriculum thereafter. In effect, this makes additional measures of excellence - in student teaching, knowledge transfer, or impact within the wider community.

20) Research and education

21) It is with regard to the connection between research and education that the deepest problem lays. Experts in the field of education were especially anxious that a strong emphasis on the university as primarily a place of research would introduce a radical division between researchers and teachers. This division, of course, found institutional expression in the Algerian universities .where initially there was no provision for researches at all.

22) The result is that research has come to overshadow education in determining the academic status of both institutions and individuals. One strategy for offsetting this distortion might be thought to lie in making it a requirement that even the most active university researchers continue to teach students at all levels. But this does not really touch the source of the difficulty. The faculty must be free to offer courses based on research interests rather than on the educational needs of the student.

23) It is the second possibility that is most significant in the present context. An important step in the move from education to Research University was the introduction of postgraduate courses, whose purpose was to provide higher-level study and instruction for new generations of scholars and scientists.. The curriculum in most subjects should be structured so as to enable students to move up though the subject from introductory to advanced levels. The natural trajectory of such a structure leads to graduate work and eventually to original research.

24) 5) Prospects and Future Tasks of Universities

25) - Digitalization

26) Digitalization is changing our higher education institutions - a transition that needs to be shaped. Higher education teaching and learning would particularly benefit from comprehensive use of digitalization. Nevertheless, most Algerian higher

27) education institutions are far from adopting a strategic approach. It is now time for higher education leaders to assume responsibility for developing strategies for the digital age.

28) The formative effects of digitalization also become evident in higher education institutions. Digitalization is affecting higher education institutions as a whole, Teaching can benefit considerably from digitalization:

29) With digital technologies, learning paths and learning pace can be tailored to the individual needs and abilities of each student. Re-using content (e.g., in the form of videos) allows teachers to intensify the individual mentoring of students and to discuss the contents of the previously shared learning videos in lectures or seminars. The technology does not replace teachers; instead, it changes their role from conveyer of knowledge to mentor for learning. Additionally, online teamwork opens up new didactic possibilities. Online learning communities can collaborate independent of location and without additional teachers.

30) Online teamwork makes it possible to facilitate learning in intercultural or transcultural groups, for example, for people who are not able to participate in an exchange program ("virtual

mobility"). Furthermore, creative experimentation in multi-media laboratories allows for re-creation of real situations that would, for example, otherwise be very expensive to set up or even dangerous. In the field of academic research, new opportunities arise not only in research itself but also in the exchange between academics. Employing "big data" can fundamentally alter the approaches to research. In the past, research data was collected for a particular question and evaluated with the goal of answering that question. Using large data sets for research allows for a diametrical approach.

31) Now, posing the question can in some cases follow a discovery. Data sets can be evaluated in their entirety, rather than just as statistical samples. Researchers can discover patterns that, due to their rough granularity, had previously remained undetected. Connections are being uncovered, and even without particular research questions correlations become visible. Furthermore, digitalization enables new forms of exchange. Digital communication technologies simplify networking among researchers around the world. Virtual research groups can work together using cloud services and video conferencing for quick exchanges, thus avoiding time-consuming business trips.

32) In terms of the third mission, digital media can facilitate easy exchanges with external actors, for example, for the purpose of effective public dissemination of research results. Open educational resources and open access research databases can be used for wide-ranging public access to academic education and academic knowledge. Furthermore, higher education institutions help shape the change of society by digitalization as a part of their portfolio.

33) In a diverse higher education system, not all institutions will rely on digitalization to the same extent or in the same way - but in the medium term no higher education institution will be able to manage without them. Digitalization is changing higher education institutions. It enables them to handle existing challenges - and to find entirely new ways of reaching their development goals. While modernization by digitalization is certainly necessary, it is up to higher education institutions to go further and link digitalization closely to their institutional identity and use it to enhance their mission and profile.

34) Higher education institutions that understand more quickly and more convincingly than others how to utilize digitalization to serve their general strategy have a great opportunity to use the benefits of digitalization for their overarching goals. However, it is inevitable that some institutions will run into dead ends during this innovation process. In the long term, advantages will accrue to higher education institutions that actively shape the process of transformation instead of just observing it passively. In 254 Dr. Jorg DRAGER et al. order to use digital media systematically and holistically, higher education institutions need strategies for the digital age. The conception and implementation of such a strategy cannot simply be delegated to special representatives for e-learning, to the directors of computing centres or to CIOs. Higher education leaders must promote the development and implementation of an adequate and stringent strategy, while cooperating with institutional stakeholders.

35) Last, but not least: The options for shaping one's institutional identity discussed above show a remarkable positive effect, when looked at as a whole. Through digitalization; teaching regains a place in the strategic focus of higher education institutions. The design of teaching was, for a long time, more the individual concern of professors and seldom consciously used as a means to shape the profile of higher education institutions. The reputation of an institution has mainly been determined by its research and in parts by the content of its course offerings, but not by its teaching methods. Higher education institutions such as Maastricht University with its problem-based learning remain the exception (University Maastricht 2016). It is to be welcomed that digitalization and the related options to shape mission and profile contribute to a clear appreciation of teaching.

36)-Methods

37)-Data Analysis and Interpretation.

38)

39) To fully respond to the research questions posed in this research proposal, it should be necessary to shed light on the rate of success in the baccalaureate exam each year, on the one hand, and their reputation on the different disciplines offered in the Algerian university on the other hand.

40)

41) A)-Rates of success in the Baccalaureate Exam (1963-2017)

42)

43) Source: The National Divan of Exams and contests

| النسبة	الدورة	النسبة	الدورة	النسبة	الدورة
24.64%	1999	37.72%	1981	45.00%	1963
32.29%	2000	21.13%	1982	35.43%	1964
34.46%	2001	19.99%	1983	28.97%	1965
32.92%	2002	25.31%	19ن84	28.48%	1966
29.55%	2003	29.73%	1985	29.11%	1967
42.52%	2004	25.91%	1986	30.55%	1968
37.29%	2005	19.20%	1987	59.13%	1969
51.15%	2006	24.43%	1988	55.20%	1970
53.29%	2007	18.47%	1989	52.09%	1971
53.19%	2008	20.99%	1990	44.24%	1972
45.04%	2009	19.19%	1991	48.60%	1973
61.23%	2010	22.62%	1992	37.68%	1974
62.45%	2011	10.54%	1993	49.66%	1975
58.84%	2012	15.52%	1994	22.18%	1976
44.78%	2013	18.63%	1995	23.89%	1977
45.01%	2014	22.18%	1996	24.29%	1978
51.36%	2015	24.82%	1997	22.64%	1979
49.79%	2016	23.43%	1998	24.99%	1980
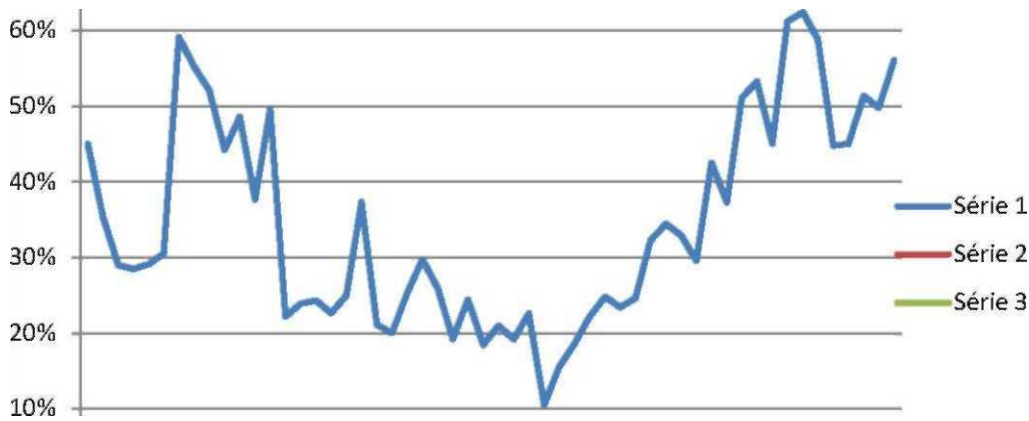
Graph 1. Rates of success in the baccalaureate exam (1963-2017)

Graph 1 offers a genuine picture of the results obtained from 1963 to 2017. The rate of success knew a relative wiggle from 1963 to 1999, except for the dramatic decline of rate in 1993. This can be interpreted by social, socioeconomic, quality of education and political changes. Some may understand that when the rate of success is high, the educational system is exercising in reference to the norms. Sometimes, it is simply because when the number of the candidates decline, the percentage of success rises eg: if we have ten candidates sitting for the baccalaureate exam this year, and among those ten candidates five will succeed, the rate of success in this case will be50%. What is noticeable and worth wise to be acknowledged are those results of the last eighteen years which knew admirable revival. The latter is due to the improvement of the different sectors listed above.

Students expecting jobs after high studies	Students wishing to do high studies	Students wishing to do post-graduation studies	Students with no response
89%	5%	5%	1%

Table 1: Students attitudes towards high studies

B) Students' attitudes towards high studies
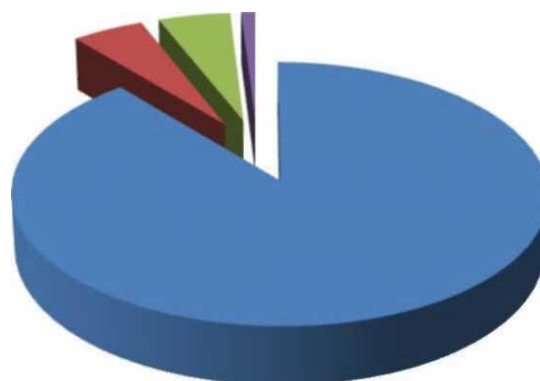
■students expecting jobs after high studies

■students wishing to do high studies

students wishing to do post-graduation studies

■students with no response

Graph 2: students' attitudes towards high studies

Graph 2 echoes the students' beliefs of joining the university. It is admitted, right from the start that the reason is typically ulitaritanian. Hence 89% of the students expect that after their high studies, they will have a job as if the university was preparing them for that fact. The second proportion is divided between students who wish to do high studies and those who wish to do post-graduated ones, while 1% of the students reported with no response. Our comments on the above results claim that, in the mind of the students, the university mission is to provide jobs for them.
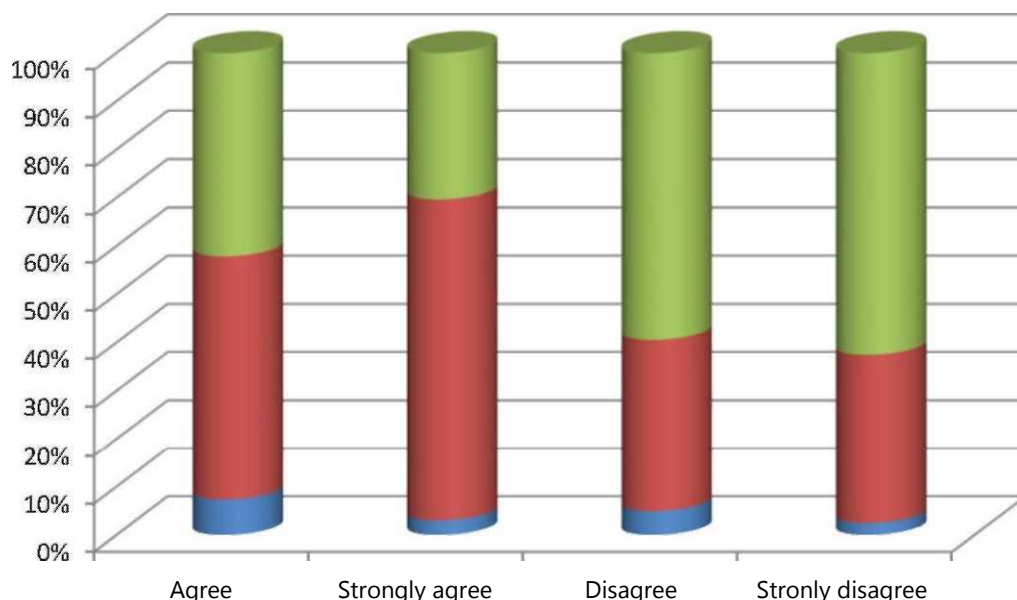
Does the curriculum cater for the students' needs?

Except for linguistics, little is known about culture of the language. Students study different disciplines, such as ESP and computing, oral expression and written expression. Since the department prepares the majority of the students for the job of teaching, it is worth wise to focus on subject matters related to the field of teaching such as didactics and methodology.

Agree	Strongly agree	Disagree	Strongly disagree
35%	20%	25%	20%

Table 2: The curriculum caters for the students' needs

Graph 3: The curriculum caters for the students' needs

Conclusion

Higher education is increasingly recognised as playing a central role in human, social and economic development. Moreover, in contemporary "knowledge societies" and in the face of pressures and changes from globalisation, this role is increasingly important, yet ever more complex. Higher education institutes (HEIs) serve as agents in development in multiple ways depending on their capabilities, objectives and the contexts in which they operate. Many HEIs, such as the faculty of foreign languages, and as a sample, the department of English studied in this report, have an institutional commitment to development in one way or another as part of its missions in teaching, research and service.

In turn, the educational programmes and curricula, action research and university outreach projects reflect this commitment and incorporate methods designed to improve the impact of the institution and its graduates on larger processes of development and social change. There are a number of qualities or issues in the provision of education or teaching, research and its application, and engagement in civil society that should be considered when examining the role that HEIs and its graduates can have in development. To insure quality in higher education in the Algerian universities, Higher education should play a central role in human, social and economic development. Yet, and based on the first condition, higher education may stand against pressures and changes from globalization.

References:

Baker, D.P. (2009). The educatonal transformaton of work: towards a new synthesis, *Journal of Educatori and Work,* 22 (3): 163-191

1)Billet, S. (2009). Realising the educatonal worth of integratng workexperiences in higher educaton. *Studies in Higher Educaton,* 34 (7): 827-843.

2)Crozier, G. and Reay, D. 2011. Capital accumulaton: working-class students learning how to learn in higher educaton. *Teaching in Higher Educaton* 16(2): 145-155

3)Cox, David. (2000). Developing a Framework for Understanding UniversityCommunity Partnerships. Cityscape: A Journal of Policy Development and Research,

4)Kelly, James & Sullivan, Myitis (Eds.). (2001). Collaborative Research: University and Community Partnership. Washington DC: American Public Health Association2j

5) Maurrasse, David J. (2001). Beyond the Campus: How College and Universities Form Partnerships with their Communities. New York, NY: Routledge

6) Reardon, Kenneth M. (2000). An Experiential Approach to Creating and Effective Community-University Partnership: The East St. Louis Action Research Project. Cityscape: A Journal of Policy Development and Research, 5 (1), 59-74.

7) Rubin, Victor. (2000). Evaluating University-Community Partnerships: An Examination of the Evolution of Questions and Approaches. *Cityscape:* A Journal of Policy Development and Research, 5(1), 219-230

8)Young, M. (2005). The knowledge queston and the future of educaton in South Africa: a reply to Michelson's 'On trust, desire and the sacred: a response to Johan Muller's *Reclaiming Knowledge'. South African Journal of Educaton,* **36:** 7-17.