

Higher Education System in Algeria

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Outline

To review Algeria Higher Education System and National Priorities

To discuss Algerian HEI's Inclusion Strategies

To explore the role of MESRS in advancing institutional strategic priorities

Overview 1/2

Higher education has, since independence, experienced the **fastest growth of the education system.**

This rapid growth can be explained both by guaranteeing employment in the state sector for higher education graduates and by other social factors (social promotion).

In Algeria, the **financing of this sector is provided almost entirely by the State**, but in a time of budget

cuts, the sharp decline in public funding threatens the quality and continuation of existing programs.


Massification was a core part of the reform, in part motivated by the demographic reality of a large youth population, but also by explicit policy choices undertaken by the government

Overview 2/2

Algeria's higher education sector has been marked by some major policy reform since its independence.



The most recent of these – the adoption of the three-cycle degree higher-education framework known as the 'LMD system' (License/Bachelor-Master-Doctorate) – has been in place since 2004/2005.



The LMD Reform helped universities to move to a greater internationalisation, more in line with the neighbour EU HE system; sought to enhanced university governance and autonomy; sought to provide quality education

In 2023, 112 HEIs

Students: 1800.000



68 % Girls

64000 Teachers

University Network



Annexes d'universités

5

Centres Universitaires

9

Ecoles Normales

12

Ecoles Préparatoires

12

Ecoles Nationales Supérieures

37

Universités + U.F.C.

54

La réforme LMD : 2 enjeux majeurs

- ▶ 1 – Bringing the Algerian education system up to international standards
 - Effectively meet society's expectations in terms of training quality
 - Addressing the employability concerns of graduates
 - Establish institutional governance
 - Implement a quality assurance system

La réforme LMD (suite)

- ▶ 2– Creating an osmosis between the university and the socio-economic environment
 - To make graduates competitive in the labour market, both nationally and internationally;
 - Continuously adapt training to the requirements of the societal and economic environment;
 - Encouraging and diversifying national and international cooperation

Instauration du Système LMD

- ▶ Licence (Bachelor) in septembre 2004
- ▶ Master in september 2007
- ▶ Doctorate in september 2009

De Nouveaux dispositifs du Ministère de L'Enseignement Supérieur pour une meilleure employabilité des diplômés

Nationally recruited Fields

Hydrocarbures

Télécommunications

Génie des Procédés

Mathématiques

Informatique

Electronique

Aéronautique

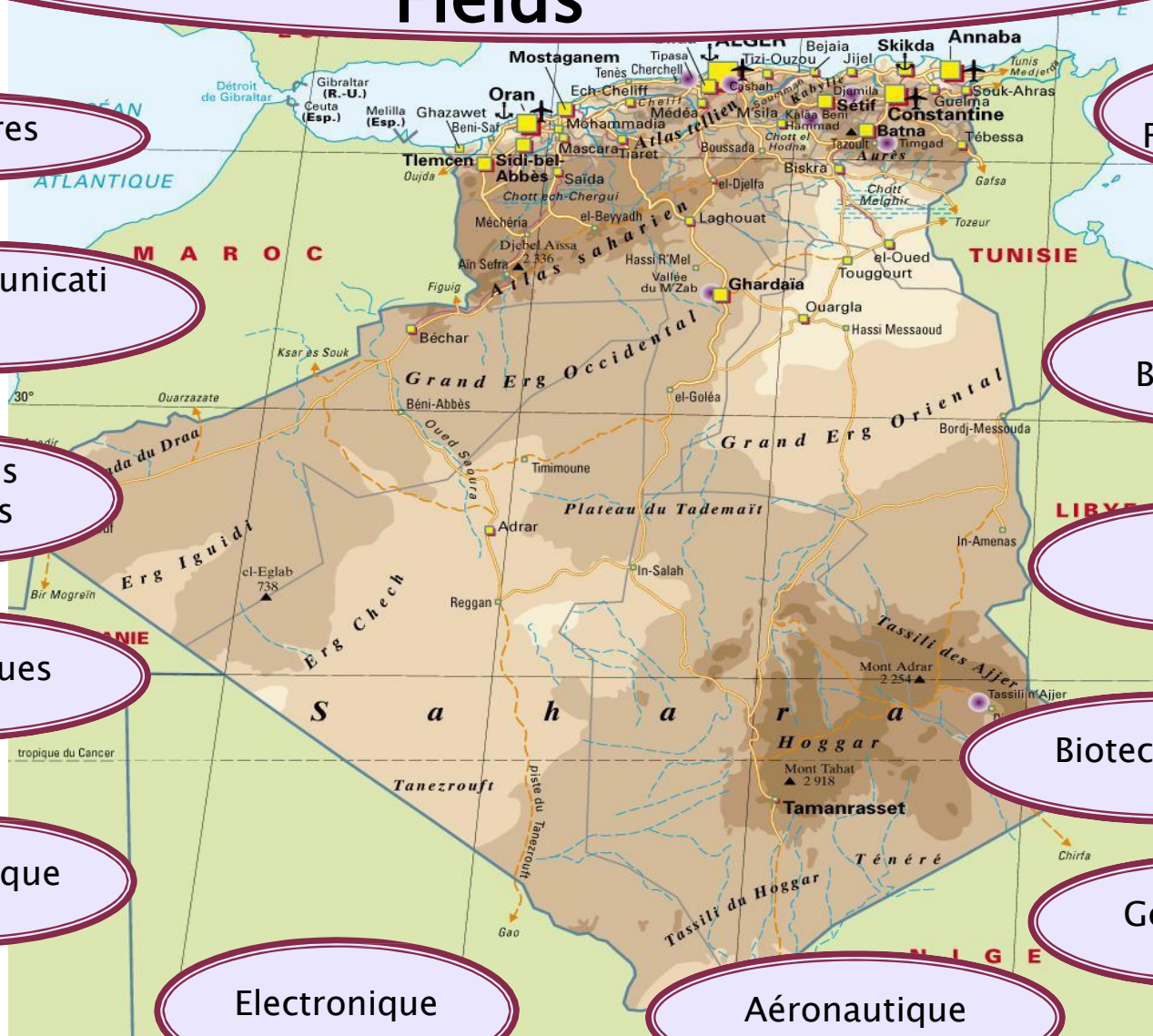
Foresterie

Génie Biomédical

Mines

Biotechnologie

Génie Civil



Professionalization of Teachings

- Way:
 - ❖ Prepare the university to introduce the professional dimension into its teaching programs, in partnership with the company
- Goals:
 - ❖ Strengthening relation between university– entreprise
 - ❖ Valorization of diploma
 - ❖ Employability of graduated

Development of Centers of Excellence

Strategy for the emergence of a high-level training system:

- ❖ Nationally recruited fields
- ❖ Opening of Institutes of Technology
- ❖ Master's Degrees with Integrated Bachelor's Degree Courses
- ❖ Master's degrees in direct cooperation with the socio-economic sector

Research

Thematic Structuring of Scientific Research in Algeria: 7 major domains, 25 domains, and 228 sub-domains, 1440 research laboratories and 23 research centers.

The analysis shows that the percentage of doctoral students in research laboratories amounts to 35% across the whole spectrum.

At research level, it is relevant to say that there are two principal types of categories: sector-specific research and strategic national research

Research

- Laboratories: they are directly dependent on the sector or establishment and fit within the framework of the establishment project and the sector policy. (Funding will be provided by the DGRSDT in the form of a call for projects according to the define goals. The authorising officer is the head of establishment through the deans).
- National or Excellence laboratories: they will be associated with permanent research structures and will have a label of excellence; they depend directly on a research centre of attachment (CNRS type in France or National Lab in USA), mobility of researchers and support staff, the director of the laboratory is authorising officer.

About autonomy in HEIs in Algeria

High level of centralization: **participation of the state at all levels**, participation of government members in all the governing boards of the institutions, the almost absence of the private sector...

Academic autonomy: The Algerian institutions can in most cases decide on the introduction of new programs, the types of courses the number of hours per program, the format of the student evaluation, the academic partnerships with other institutions as well as admissions questions but these **decisions must be validated by the State**

HR autonomy: They all have, or almost, the autonomy to hire or dismiss administrative staff or professors, to train staff or to grant promotions, but, with the exception of training and the promotion of personnel, these decisions must be validated by the State in most cases

Financial autonomy: There is **little autonomy to establish incentives:** almost no institution has the autonomy to set salaries, both teachers and administration, and very few can establish performance-related bonuses or establish the contractual conditions of the staff (duration, benefits ...). These limitations are linked to the low financial autonomy of Algerian institutions. The financing of all the Algerian institutions comes from **99% of the funds of the government**

Une Coopération Internationale pour une employabilité renforcée des diplômés



Pan African University : Institute of Water and Energy Sciences



Pan African University
Institute of Water
and Energy Sciences

1st Promotion:
2014 – 2015

Algerian Partners

- Ministry of HE and Scientific Research
- University of Tlemcen Abou Bekr Belkaid



African Partners

- Institute of Pan African University of Basic Sciences, Technology and Innovation (**PAUSTI**) at University Jomo Kenyatta of agriculture and technology (JKUAT), Juja, Kenya.
- Institute of Pan African University for Life and Earth Sciences, including Health and Agriculture (**PAULESI**) at University of Ibadan (UI), Ibadan, Nigeria.
- Institute of Pan African University for Governance, Humanities and Social Sciences (**PAUGHSS**) at University of Yaoundé II, Soa, Cameroun.
- Institute of Pan African University for Water and Energy (including Climate Change) (**PAUWES**) at University of Tlemcen, Algeria

KFW



Implemented by:

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

DAAD Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

German Cooperation

- German Development Agency **GIZ** (Deutsche Gesellschaft für Internationale Zusammenarbeit)
- The Development Bank **KFW** (Kredit für Wiederaufbau)
- German Academic Exchange Service **DAAD** (Deutscher Akademischer Austauschdienst)

Internationalisation of Higher Education

The internationalisation of higher education is considered a very important point by university officials.

The international development strategy aims at:

- Increasing the number of national students and academic staff studying abroad,
- Increasing the quota of foreign students and academic staff in the establishment.

As a result, the institution's lecturers will be obliged to improve the quality of teaching. Other possible measures to encourage internationalisation are related to better international recognition of university programmes, close cooperation with other recognised institutions, and knowledge and research challenges.

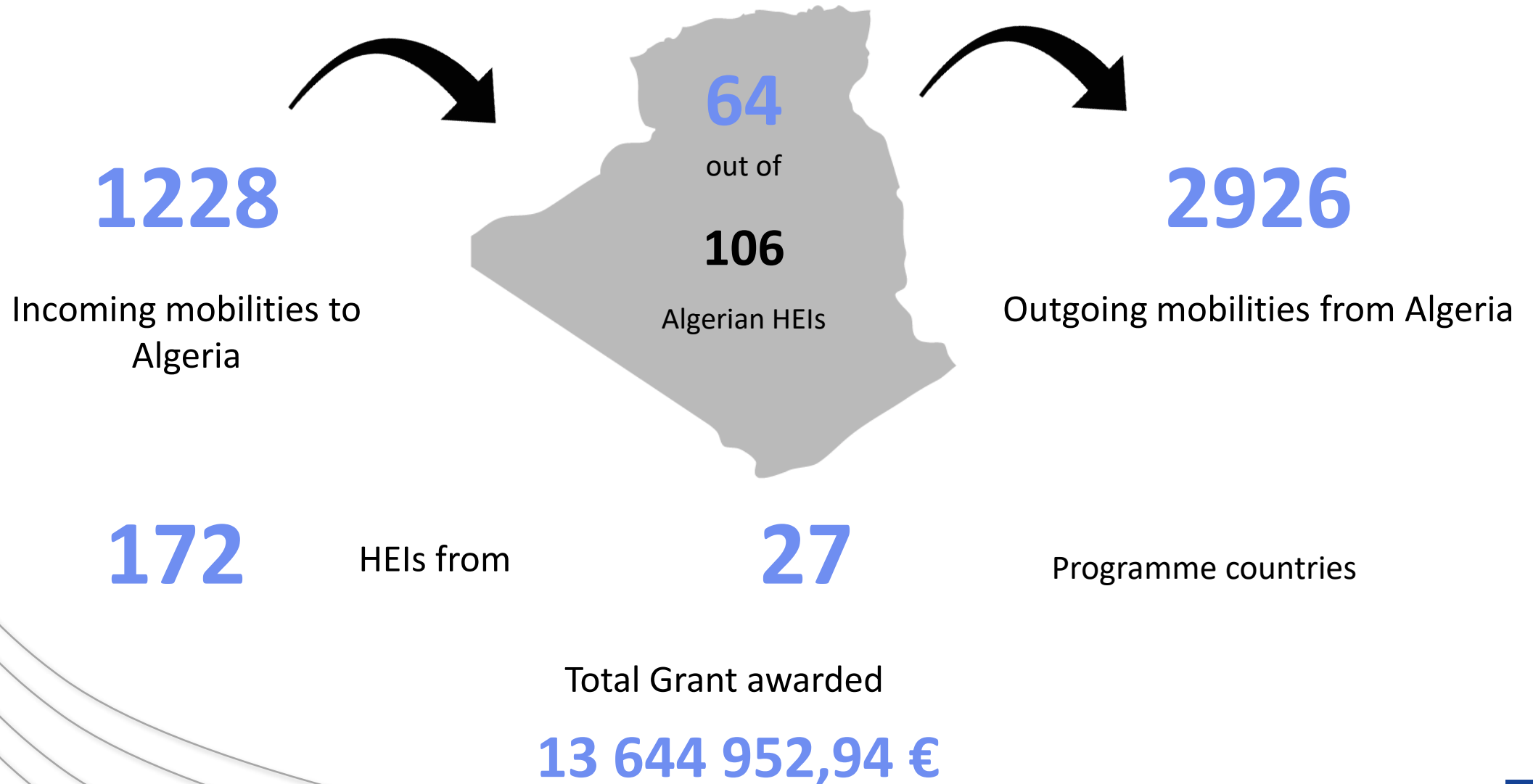
Algeria participates in international projects in the field of higher education, such as the international mobility of Erasmus+ credits; Erasmus+ Capacity building in higher education; PRIMA Initiative; H2020 research projects.



Algeria's participation in ICMS



Key numbers



Coopération internationale Avec l'Union Européenne



**Developing Employability in Engineering
Fields**

Objectives Project Tempus DEFI-Averroès :

- Transfer of the employability of engineering courses and engineering schools from industrialized countries in Europe to the countries of the South;
- More professional engineering training in line with the business world ;
- 10 institutions from the Maghreb and 10 European universities involved;
- Creation of tandems between universities and companies (facilitating contacts between industry and universities)

Coopération internationale Avec l'Union Européenne



Structured opening of the University Socio-
Economic World

-Objectives Project Tempus OSMOSE :

- Structuring the communication between the university and the socio-economic world;
- Creation of mechanisms for researchers to disseminate their work;
- Support and development of research actions in partnership;
- Structuring relations between young researchers and the socio-economic world;

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Entrepreneurship and Valorization of Research

Objectives Project Tempus EVARECH :

- Stimulating reforms in universities: incubators, incubators and technology transfer services
- Entrepreneurial culture among university students, graduates and researchers;
- Graduates' self-employment;
- Opening up universities to the industrial and commercial world;
- Generalization of innovative entrepreneurial ideas;
- Supporting business projects through a transnational network of experts
- Return on investment in scientific research: Patents exploitation and Creation of technology companies

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Euro-Mediterranean Integration Through Lifelong Learning

Objectifs Projet Tempus EuMILL : Support higher education institutions in the establishment of lifelong learning (LLL);

- Design, evaluation, organization, implementation and promotion of LLL programs in the private and public domains;
- Adequately train the staff responsible for LLL centers in higher education institutions;
- Develop a qualifications framework based on the Lifelong Learning Model and the European Qualifications Framework;
- Define and design a common LLL system for quality assurance;

Coopération internationale avec l'Union Européenne PAPS-ESRS

- ▶ Support programme for the higher education and scientific research sector policy (PAPS – ESRS) based on 6 Results

in the process of being generalized:

- The development of the structural, institutional and qualitative support plan for higher education (Quality Assurance),
- The implementation of an integrated and objective-oriented information system.

PAPS-ESRS

- Capacity Building of Human Resources,
- The development of the Doctoral School,
- The development of higher education training and the opening of new promising courses as well as the consolidation of the BMD system,
- Strengthening between universities and companies and the adequacy of training and employment.

Part 2:

Participation in Erasmus+ Centralized Projects

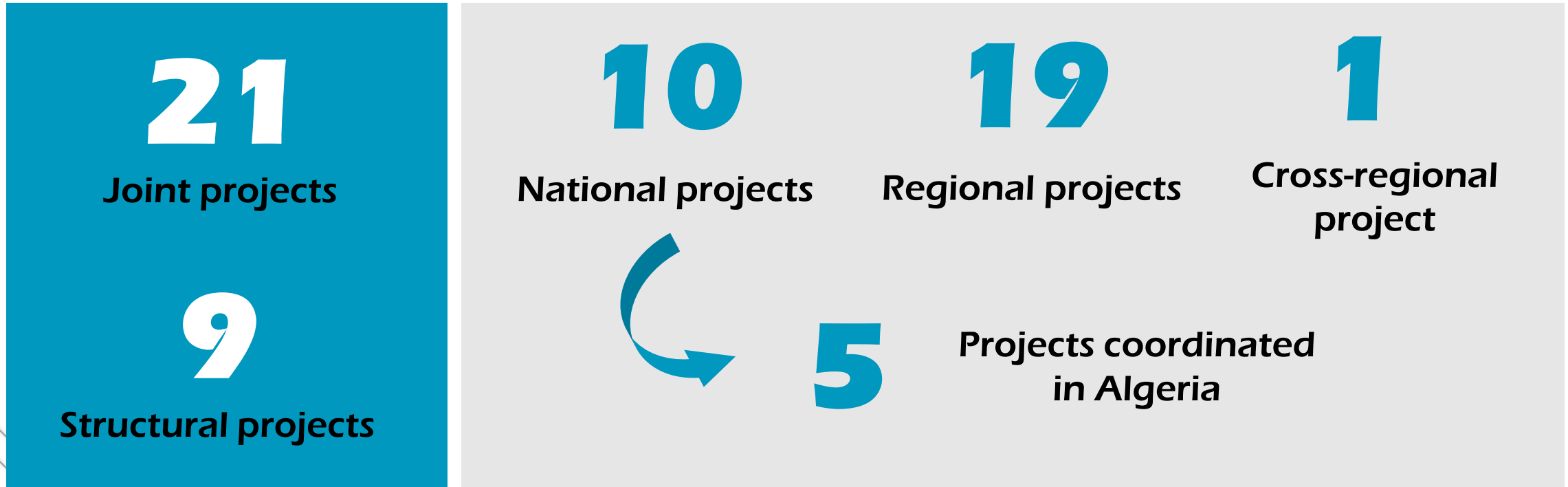


Overview of CBHE projects in Algeria

CBHE Projects in Algeria - Key numbers



Total selected CBHE projects: **30**



CBHE Projects in Algeria - Key numbers



Total selected CBHE projects: **30**

49

Implicated Algerian HEIs

9

Implicated Algerian Socio-economic partners

Total allocated budget :

€

26,2

Millions

CBHE Projects in Algeria

	 		 <p>Including Students with Impairments in Distance Education</p>		
					
					<p>ERODITE</p>
					<p>AARMENA</p>
					<p>DIGITAO</p>

2015 2016 2017 2018 2019 2020 2022

CBHE Projects in Algeria



1. Boosting Environmental Protection and Energy Efficient Buildings in Mediterranean

1. University Student Capacity Building: Towards Readiness for Sustainable Development-Oriented Regional Job Market (STREAM)
1. Création de Capacités Institutionnelles d'Intégration des Réfugiés dans l'Enseignement Supérieur (CIRÉS)

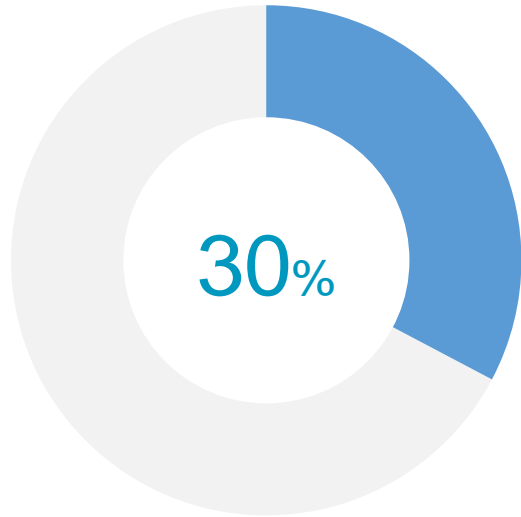
2. EaRth Observation Tools for the promotion of Digital Economy (ERODITE)
2. Modernisation de l'Enseignement des Langues dans les centres de langues des universités algériennes (EL@N)

3. Strengthening the Academic Alliance for Reconciliation in the Field of Higher Education in Peace, Conflict Transformation, and Reconciliation Studies in the Middle East and North Africa (AARMENA)
3. Initialisation du PROcessus de Validation des acquis de l'Expérience dans les Etablissements d'enseignement supérieur en Algérie (InPROVE)

4. Création de Capacités Digitales pour le Pilotage de l'Assurance Qualité dans l'Enseignement Supérieur Algérien (DIGITAQ)
4. Spatial Data Infrastructures and Earth Observation Education and Training for North Africa (SEED4NA)

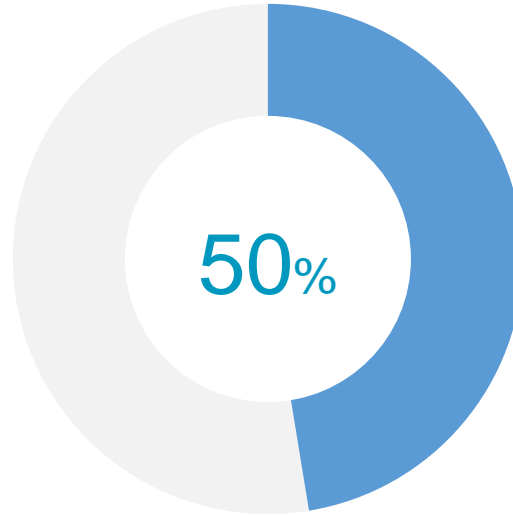
Qualifications (MERIC-NET)

CBHE Projects in Algeria – Main actions



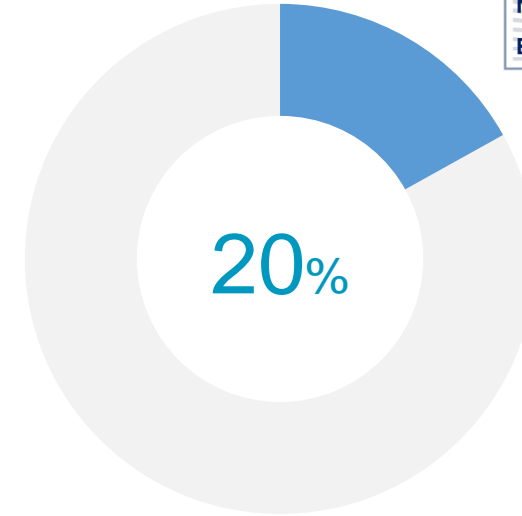
Curriculum development

9 Projects



Modernising university governance and management

15 Projects



Strengthening of relations between HEIs and the wider economic and social environment

6 Projects

CBHE Projects in Algeria – Main actions



Curriculum development



CBHE Projects in Algeria – Main actions



Modernising university governance and management



DIGITAO

CBHE Projects in Algeria – Main actions



Strengthening of relations between HEIs and the wider economic and social environment





المكتب الوطني إيراسموس + الجزائر

البيانات الشخصية

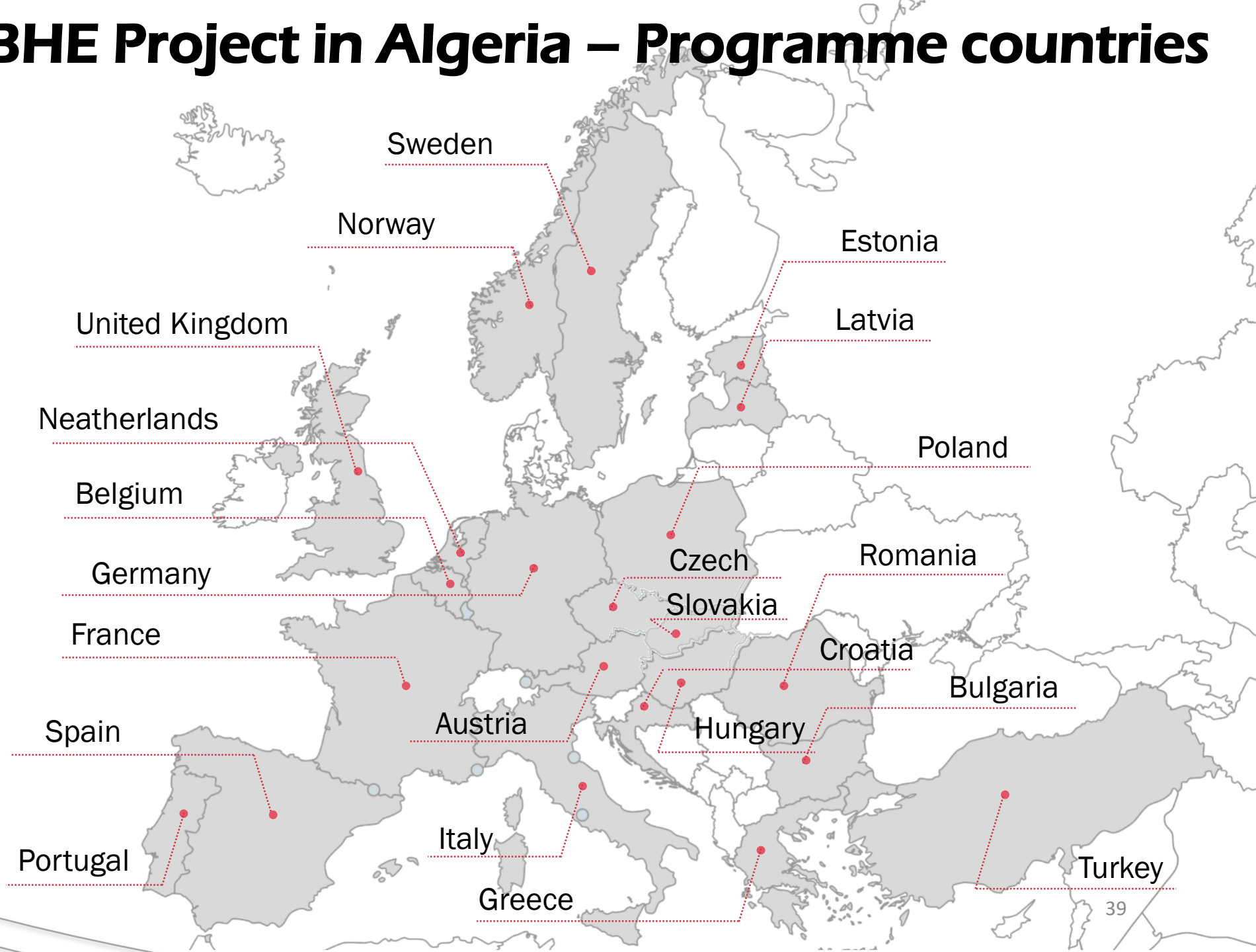
National Erasmus+ Office Algeria

Bureau National Erasmus+ Algérie

CBHE Project in Algeria – Programme countries

22
Programme country

120
European partners



MESRS Strategic objectives

- The continuous improvement of the sector's performance to improve the quality of teaching and research,
- The social and societal responsibility of the HEIs and the usefulness of training and research products,
- The sector's contribution to sustainable economic development, as well as its openness to the international market, in particular for visibility and comparability,
- The rationalization of human, financial and infrastructural resources in view of the massification of the current and future workforce.
- The effectiveness of university governance gradually leading to the autonomy of the management of the HEIs,

Resulting Action plan (1 / 2)

- The consolidation of university governance by updating the legislative and regulatory framework that sets out the provisions applicable to the service of higher education (orientation law, status of academic institutions, status of teacher-researchers).
- The revision of the training map and the strengthening of the centers of excellence.
- The application of the principles and rules of university governance through the triptych of optimization, rationalization and pooling of resources by pursuing the gradual decentralization of management actions.
- Strengthening the implementation of quality assurance through the creation of an Algerian quality assurance agency.

Resulting Action plan (2 / 2)

- The involvement of the sector in socio-economic development through the institutionalization of the university-business relationship and through the integration of the social and societal responsibilities of universities participating in the creation of wealth and thus supporting the sustainable development of the country.
- The rehabilitation of ethics, deontology and scientific values by strengthening the normative framework, scientific rigour and the valorization of knowledge.
- The revitalization of scientific research and technological development.
- The development of digital technology in all its dimensions. Refocusing international cooperation.
- The animation of student life and the reorganization of university works.

Algeria's Historical Approach to Advancing Diversity, Equity and Inclusion

Definitions

Diversity – the condition of having or being composed of differing elements, especially, the inclusion of different types of people (such as people of different races or cultures) in a group or organization

Inclusion – the act or practice of including and accommodating people who have historically been excluded (as because of their race, gender, sexuality, or ability)

Equity – justice according to natural law or right, specifically, freedom from bias or favoritism

Inclusive Excellence – active, intentional and ongoing engagement with diversity in ways that increase personal and social awareness, content knowledge, cognitive sophistication and empathetic understanding of one another

ans

Institutional Commitment to Advancing Diversity, Equity and Inclusion

For more than 60 years, Algeria has sought to provide central support for the recruitment, retention and advancement of students, faculty and staff from all the regions of the Largest Country in Africa.

- Since independence, the social character of the state has been reflected in free services, health care and education for all.
- Algeria, a country of asylum for refugees... African and Arab countries (Mauritians, Nigerians, Malians, Tchadians, Palestinians, Syrians, Iraqis, Yemenis, Western Sahara,...) who benefit from scholarships and enjoy the same advantages as Algerian students....

Principes fondamentaux

- ▶ Education : priority of the Algerian State
- ▶ Compulsory education: up to the age of 16
- ▶ Access to higher education for any holder of a baccalaureate (or foreign qualification recognised as equivalent)

Building Institutional Capacity for the Integration of Refugees into Higher Education



Création de Capacités
institutionnelles d'Intégration
des Réfugiés dans
l'Enseignement Supérieur

Algerian HEI's Inclusion Strategies

Inclusion strategies involve a range of actions aimed at creating an environment where all individuals feel valued, respected, and supported. Here are some common inclusion strategies that universities may implement:

Diverse Recruitment

Inclusive Curriculum

Student Support Services

Safe and Inclusive Campus Environment

Diverse Recruitment

Universities can work to attract a more diverse applicant pool through targeted outreach to minority groups, scholarships for underrepresented students, and partnerships with schools or organizations that serve diverse populations.

Inclusive Curriculum

Universities can ensure that their curriculum reflects a wide range of perspectives, experiences, and cultures. This can include the use of inclusive language, incorporating diverse case studies and examples into course materials, and offering courses and programs that focus on diversity, equity, and inclusion.

Many programs promote the diversity of cultures in human sciences especially

Student Support Services

Universities can provide a range of support services to help students from diverse backgrounds succeed academically, socially, and emotionally. These services might include mentorship programs, counseling, tutoring, career coaching, and culturally-specific student organizations.

Open to all students, including international students... CEIL available to students for language learning (up to 13 foreign languages). Entrepreneurship ecosystems and soft skills training.. The corners (American and Spanish)... Scientific clubs and associations are open to all....

Safe and Inclusive Campus Environment

Universities must ensure that their campus environment is safe and welcoming to all students, faculty, and staff. This involves developing and enforcing policies that prohibit discrimination and harassment, providing training and education on diversity, equity, and inclusion, and creating spaces on campus that are accessible and accommodating to people of all abilities.

All spaces and administration services are open to all students without exclusion.

THANK YOU

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