



Overview of the Higher Education System

Algeria



February 2017

This document has been produced by the Education, Audiovisual and Culture Executive Agency (EACEA) on the basis of contributions from the Azerbaijan National Erasmus+ Office in and the authorities of the country concerned:

Mr. Arezki SAIDANI, Director of Multilateral Cooperation, MESRS
Mr. Karim KHECHENI, Deputy Director Multilateral Cooperation, MESRS

The approach and data collection have been implemented in close cooperation with Eurydice, the Network Education Systems and Policies in Europe.

This document reflects the views of the Erasmus+ Office and the Authorities of the country concerned. The European Commission cannot be held responsible for any use which may be made of the information contained therein.

© European Union, 2018

For any use or reproduction of photos which are not under European Union copyright, permission must be sought directly from the copyright holder(s).

ISBN: 978-92-9492-378-3

doi: 10.2797/7149

For further information:

Education, Audiovisual and Culture Executive Agency (EACEA)

Erasmus+ : Higher Education – International Capacity Building

Postal address: Avenue du Bourget 1, B-1049 Brussels - Belgium

Contact: EACEA-EPLUS-CBHE@ec.europa.eu

Web-site: https://eacea.ec.europa.eu/erasmus-plus_en

National Erasmus+ Office in Algeria

Postal address: CRTI- BP 64, Route de Dely Brahim, Chéraga – Alger, Algeria

Contact: NEO@erasmusplus.dz

Web-site: www.erasmusplus.dz

Eurydice

Web-site: http://eacea.ec.europa.eu/education/eurydice/index_en.php

The higher education system in Algeria

	Most common length of a Bologna cycle		Programme outside the typical Bologna model	ECTS: Credits according to the European Credit Transfer and Accumulation System		regulated at national level	decided at institutional level
	Other length of a Bologna cycle		Professional programme non Bologna		All programmes have admission requirements	▼	▲
	Professional programme				SOME	▽	△

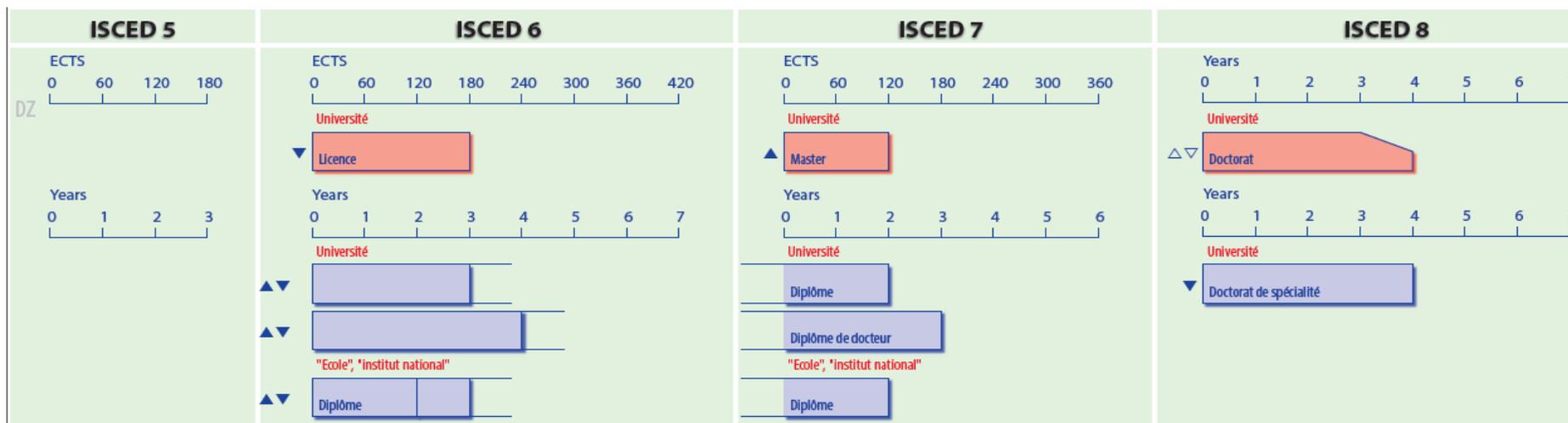


Table of Contents

1	Overview	1
1.1	Fundamental Principles and National Policies	1
1.2	Lifelong Learning Strategy	3
1.3	Organisation of Private Higher Education	3
1.4	National Qualifications Framework (NQF)	3
1.5	Statistics on Organisation and Governance	3
1.6	Distribution of responsibilities	6
2	Higher Education Funding.....	8
2.1	Public Education	8
2.1.1	Financial Autonomy and Control.....	9
2.1.2	Fees within Public Higher Education	10
2.2	Private higher education	10
2.3	Financial Support for Learners' Families	10
2.4	Financial Support for Learners	10
3	The structure of the Higher Education system	11
3.1	Types of Higher Education Institutions	11
3.2	First Cycle Programmes.....	11
3.2.1	Branches of Study.....	12
3.2.2	Admission Requirements.....	14
3.2.3	Curriculum	14
3.2.4	Teaching Methods.....	15
3.2.5	Progression of Students	15
3.2.6	Employability	16
3.2.7	Student Assessment	16
3.3	Short-Cycle Higher Education.....	16
3.4	Second Cycle Programmes	16
3.4.1	Branches of Study.....	17
3.4.2	Admission Requirements.....	17
3.4.3	Curriculum	17
3.4.4	Teaching Methods.....	17
3.4.5	Progression of Students	17
3.4.6	Employability	17
3.4.7	Student Assessment	18
3.5	Programmes outside the Bachelor and Master Structure	18
3.6	Third Cycle (PhD) Programmes.....	18
3.6.1	Organisation of Doctoral Studies	18

3.6.2	Admission Requirements.....	18
3.6.3	Status of Doctoral Students/Candidates.....	18
3.6.4	Supervision Arrangements.....	18
3.6.5	Employability.....	18
3.6.6	Assessment.....	18
3.6.7	Reform of doctoral studies.....	19
4	Teachers and Education Staff.....	19
4.1	Initial Education for Academic Staff in Higher Education.....	19
4.2	Conditions of Service for Academic Staff Working in Higher Education.....	19
4.2.1	Planning Policy.....	20
4.2.2	Entry to the Profession.....	20
4.2.3	Professional Status.....	20
4.2.4	Salaries.....	20
4.2.5	Working Time and Holidays.....	21
4.2.6	Promotion, Advancement.....	21
4.2.7	Retirement and Pensions.....	22
4.3	Continuing Professional Development for Academic Staff Working in Higher Education.....	22
5	Management and Other Education Staff for Higher Education.....	22
5.1	Requirements for Appointment.....	22
6	Quality Assurance in Higher Education.....	23
6.1	Responsible Bodies.....	23
6.2	Approaches and Methods for Quality Assurance.....	23
7	Educational Support and Guidance.....	24
7.1	Support Measures for Learners in Higher Education.....	24
7.1.1	Definition of the Target Group(s).....	24
7.1.2	Specific Support Measures.....	24
7.2	Guidance and Counselling in Higher Education.....	25
7.2.1	Academic Guidance.....	25
7.2.2	Psychological Counselling.....	25
7.2.3	Career Guidance.....	25
8	Mobility and Internalization in Higher Education.....	25
8.1	Student Mobility.....	25
8.2	Academic Staff Mobility.....	25
8.3	Bilateral Agreements and Worldwide Cooperation.....	26
8.3.1	Bilateral Agreements.....	26
8.3.2	Multilateral Cooperation.....	26
9	On-going reforms and Policy developments.....	26
9.1	Overall national education strategy and key objectives.....	26

9.2	Overview of the education reform process and drivers	27
9.3	National reforms in Higher Education.....	27
10	Legislation	28

1 Overview

Algeria is located in northern Africa. Africa's largest country by area (2 381 741 km²), it is bordered by Tunisia and Libya to the east; Morocco, Western Sahara and Mauritania to the west; Niger and Mali to the south; and the Mediterranean Sea along its 1622 km northern coast.

Its capital is Algiers, and its main cities are Annaba, Batna, Constantine, Béjaïa, Sétif, Tizi-Ouzou, Boumerdès, Blida, Médéa, Tiaret, Chlef, Mostaganem, Oran, Sidi-Bel-Abbès, Tlemcen, Béchar, Adrar, Laghouat, Biskra, Ghardaïa and Tamanghasset. Algeria enjoys a warm and temperate Mediterranean climate and comprises four major areas of relief, namely, from north to south: the Tell, a plain extending along the entire Mediterranean coast; two major mountain ranges running from east to west, flanking a region of desert tablelands; a vast desert occupying 80% of the country's total surface area; and the Hoggar mountains.

In 2016 Algeria's total resident population was 40.4 million (ONS figures).

Algeria is a people's democratic republic. The State religion is the Malachite branch of Sunni Islam. The President of the Republic is the country's supreme magistrate.

Under the new constitution, as amended and signed into law in February 2016, the country's official languages are Arabic and Tamazight. French is also used as a lingua franca.

Education is estimated to account for 1.88% of total government spending.

1.1 Fundamental Principles and National Policies

Education became a legitimate aspiration for all Algerians when the country gained independence in 1962. Back then, higher education in Algeria was limited to a single university in Algiers and two engineering schools (one multidisciplinary, the other specialising in agronomics) in the outskirts of the capital. There were barely 2 500 students. The change since then has been remarkable. Since 1990, student numbers have just kept rising. In 2009-10, the country boasted approximately 1 164 200 students, including 135 000 new high-school graduates. In 2016, this rapid growth saw the student population reach 1 600 000.

Article 53 of the Algerian Constitution stipulates that the State organises the education system and that, for all Algerians:

- the right to education is guaranteed;
- basic education is compulsory;
- education is free within the conditions prescribed by law.

The public higher education service operates under the authority of a government minister. It prepares and implements government policy on universal access to knowledge, as well as knowledge development and assessment in higher education. It is also involved in devising and implementing scientific research policy.

History

The organisation of teaching and education has gone through a number of phases, the most significant of which are:

1962-1976: Immediately after the independence, there was a need to get an Algerian school system up and running. During this period education was made more widely available, with schools set up even in the most disadvantaged areas; content inherited from the colonial system was adapted and education was gradually 'Arabised'.

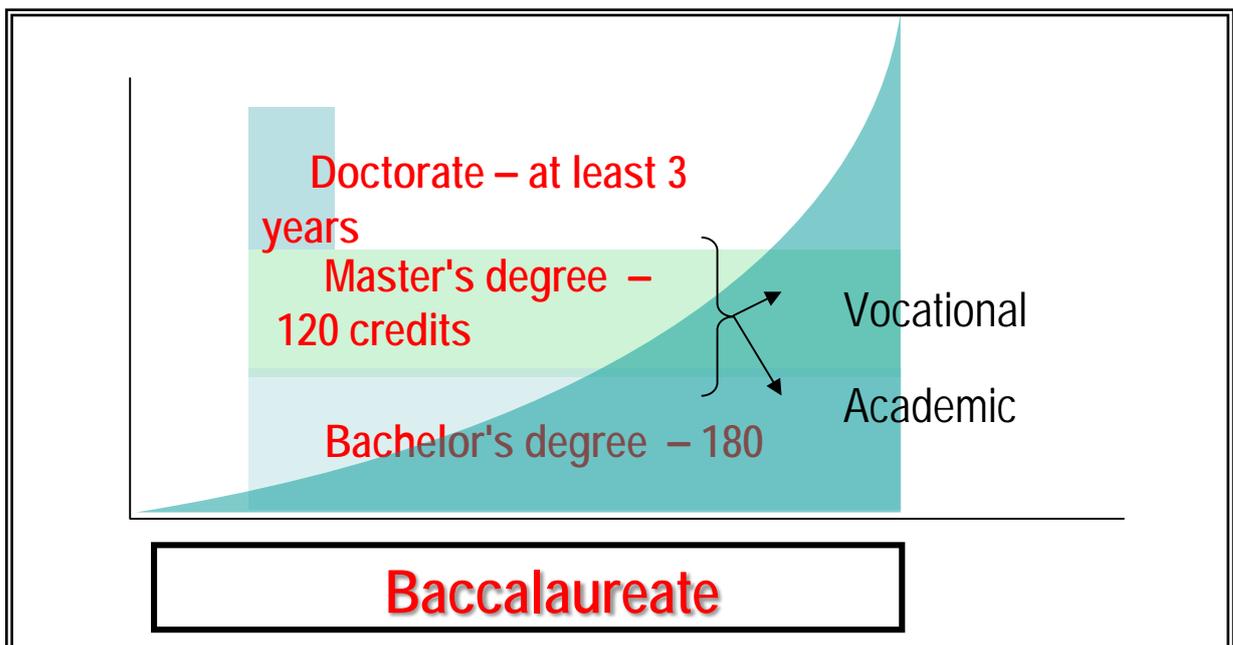
These measures resulted in the creation of technology institutes to train advanced technicians and field application engineers, as well as an increase in the number of training institutions for primary, middle-school and secondary teachers.

1976-1999: This period began with the signing into law of Ordinance 76-35 of 16 April 1976, organising education and training in Algeria. This ordinance adapted the organisation of education in the light of the profound economic and social changes that had occurred, enshrining the principle of nine years of free, compulsory basic education, and setting the fundamental policy directions of the national education system with a greater emphasis on science and technology.

The provisions of the ordinance were applied from the 1980-81 academic year onwards. In 1998, Decree No 98-382 of 2 December 1998 reinstated faculties, which had been abolished by the 1971 law. This period also saw the signing into law of the amended and supplemented Framework Law No 99-05 of 4 April 1999 on higher education.

1999-present: The major challenge faced by Algerian universities today is reconciling justified demands to democratise access to higher education with demands for high-quality training in a fast-changing world shaped by the advent of the knowledge and information society, economic globalisation and the knowledge explosion. Having conducted a comprehensive review of the existing higher education system in Algeria, the Higher Education and Scientific Research sector implemented three-pronged reforms – concerning curriculum content, course structure, and pedagogy management – from the 2004-05 academic year.

Higher education is currently organised into three levels: Bachelor's degree, Master's degree and Doctorate.



Framework Law No 08-06 of 23 February 2008 on higher education enshrines these three higher education qualifications, except in medicine, where teaching will continue to follow the traditional model.

This reform comprises:

- **Updating, adapting and upgrading the various teaching programmes** through more widespread use of cross-curricular teaching (information technology, history of science, foreign languages, methodology, international law), broadening of content, expanding students' areas of competence by introducing optional teaching units and providing more diverse and multidisciplinary

knowledge through introductory teaching units; the adoption of a semester-based system and greater emphasis on practical work, work experience placements, projects and personal work by students.

- **Adopting of a new course structure by introducing the Bachelor's/Master's/Doctorate system:** such a structure is clearer, more flexible, and better equipped to cope with ongoing socio-economic transformations.

1.2 Lifelong Learning Strategy

The BMD reform was adopted by the Algerian higher education sector from 2005 onwards, as part of the wider reform of the education system. Based on the principle of lifelong learning, the new course structure has enabled people in work or who have already left university to return to higher education, enrolling in BMD and gaining credits for what they have learned. However, with the number of high-school graduates increasing year on year, it has not been possible to meet the high demand from such learners, particularly in HE institutions located in big-cities.

It should be noted that since 1989 the Algerian government has offered advanced tertiary courses for people in work, charging a nominal fee, through the 'University of Continuing Education' (Université de Formation Continue, UFC).

1.3 Organisation of Private Higher Education

The amended and supplemented Law No 99-05 of 4 April 1999 establishing a framework law for higher education provides for the opening up of higher education to the private sector (particularly in Article 43 bis1).

To this end, a draft decree was drawn up to enable the opening of new private higher education institutions to be authorised. These institutions (universities, schools or institutes) carry out their task in accordance with a set of specifications stipulating their rights and obligations on the following aspects: procedures and conditions for granting and authorisation, students enrolment procedure, content taught, teaching staff, organisation and legal responsibility of the private institution

Qualifications awarded by accredited private higher education institutions are considered equivalent to national qualifications.

1.4 National Qualifications Framework (NQF)

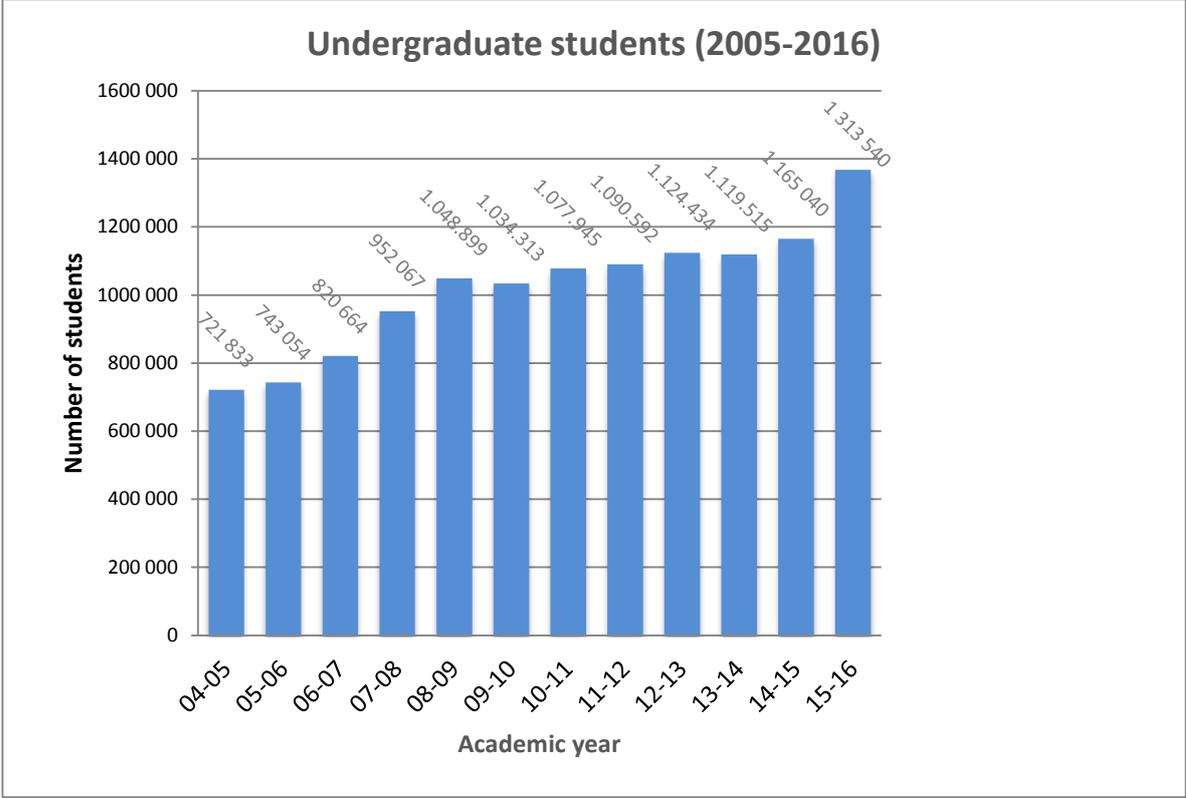
The initial work was done by the National Employment Agency (Agence Nationale de l'Emploi – ANEM), resulting in the creation of an Algerian Nomenclature of Occupations and Trades (Nomenclature Algérienne des Emplois et Métiers – NAME). This nomenclature will serve as a basic working document for establishing, in conjunction with other ministerial departments involved in education, a National Certification Framework.

1.5 Statistics on Organisation and Governance

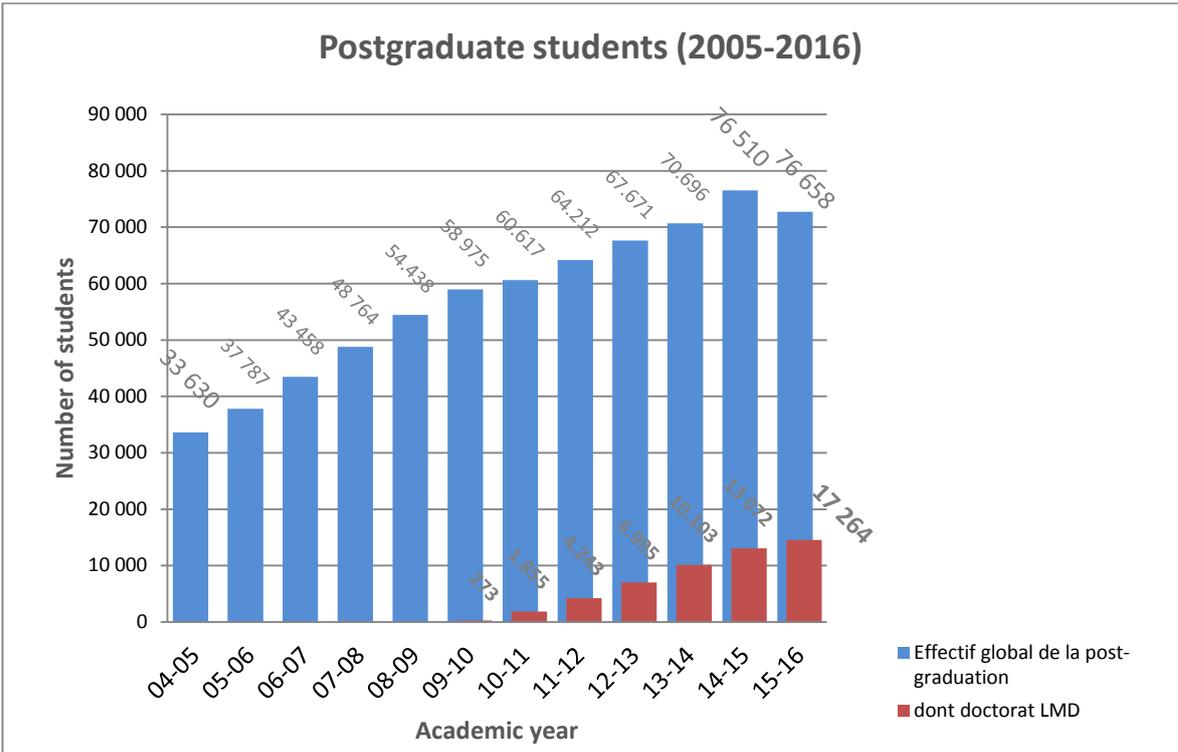
The reform of the education system has been implemented against the backdrop of a student population that has increased significantly over the last ten years.

The undergraduate population has grown by more than 61% over the decade. It rose from 721 833 students (57.5% of them women) in the 2004-05 academic year to 1 165 040 (61% of them women) in 2014-15.

In the 2015-16 academic year, there were around 1 313 540 registered undergraduate students, an increase of more than 11% on the previous year. The overall rate of growth for the period 2005-2015 was therefore close to 82%.



Postgraduate students (including doctoral candidates) have more than doubled (128% increase), rising from 33 630 (44% of them women) in 2004-05, to 76 658 (more than 51% of women).

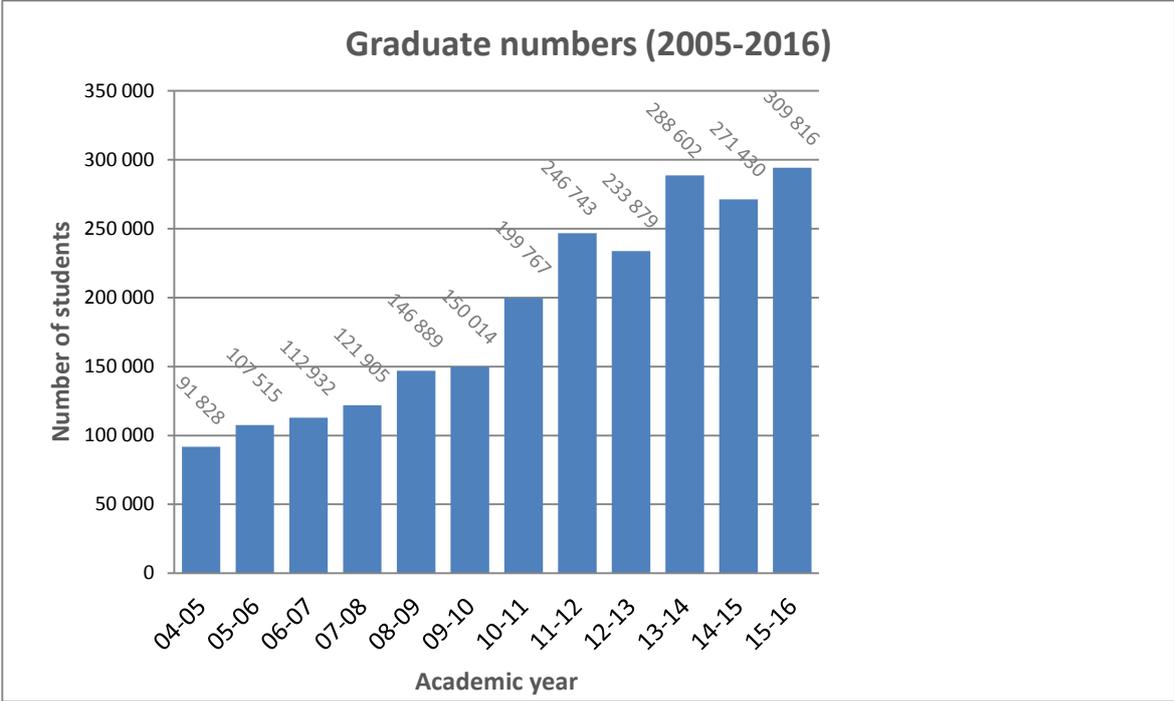


The number of students enrolled in continuing education programmes grew by nearly 32% over the period under reference, from 36 364 at undergraduate level in 2004-05 to around 47 924 today.

The total number of students enrolled in undergraduate, postgraduate or continuing education courses rose from 791 827 in the 2004-05 academic year to more than 1 440 000 in 2015-16, an increase of nearly 82%.

Graduate numbers

Over the period 2004-2015, a total of 2 281 320 students have completed a degree in higher education; approximately 63% of them are women.



Teaching staff

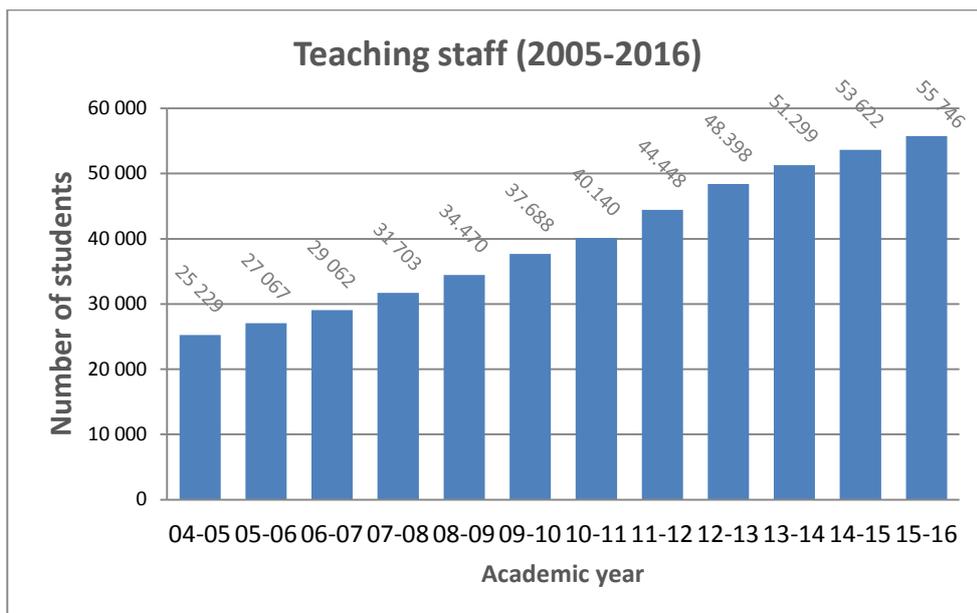
The permanent teaching staff grew from 25 229 in 2005 to 55 746 in 2016, a rise of nearly 120%.

As far as quality of teaching staff is concerned, the number of higher-ranking teachers (professors and class-A lecturers) rose from 4 124 to 11 378 over the same period, a 176 % growth rate.

The proportion of higher-ranking teachers in the total teaching population, which stood at 16% in 2005, had grown to 22% by 2016.

The average student-teacher ratio has improved from 29:1 to 22:1.

In specialist higher education institutions (*écoles supérieures*), however, the average student-teacher ratio is 13:1.



Development of the university network and changes over time

The Algerian university network has undergone substantial quantitative growth. In the space of a decade, the number of higher education institutions has almost doubled.

The university network has expanded from 56 academic institutions spanning forty provinces in 2005 to 103 institutions spread over forty-eight provinces in the academic year 2015-16.

In terms of student capacity, academic institutions were able to offer around 1 324 000 places in 2016, an increase of more than 200% in 12 years.

1.6 Distribution of responsibilities

Government higher education policy is set by the Minister for Higher Education and Scientific Research. He develops the national higher education and scientific research programme in accordance with the laws and regulations in force. The minister's key prerogatives include planning, coordination and assessment of higher education courses. In addition, his ministerial department oversees the education programmes delivered by higher education institutions belonging to other sectors, as well as by private higher education institutions.

The Minister for Higher Education relies on the support of a number of consultative bodies in the course of his work.

Consultative bodies

A number of bodies and authorities around the Minister for Higher Education play an important role in implementing the education policy of the supervising ministry and in putting into practice the strategy underpinning that policy:

- a) The **National Conference of Universities** (*Conférence Nationale des Universités* or **CNU**) is a body operating under the direct authority of the Minister for Higher Education. It is made up of the heads of all higher education institutions and is the country's supreme education authority.

- b) The **Regional Conferences of Universities** (*Conférences Régionales des Universités* or **CRU**) are the regional sections of the CNU, each comprising the heads of the institutions from one of the three regions that make up the university map (West, Centre and East).

The regional bodies are responsible for issuing opinions and recommendations in their respective geographical areas, particularly on:

- potential developments or planned changes to the higher education map;
 - potential developments or planned changes to the network of HEIs;
 - potential developments of scientific research in HEIs;
 - ways and means of promoting and using the results of scientific research;
 - ways and means of developing regional cooperation between universities, particularly to encourage the mobility of teachers and researchers;
 - measures to improve the student assessment and progress system in university education;
 - draft regulations on educational, scientific and administrative matters.
- c) An **academic ethics council**, responsible for promoting moral values in academic institutions and for proposing any measures concerning ethical standards in academia.
- d) The **National Accreditation Committee** (*Commission Nationale d'Habilitation* or **CNH**) and its regional sections which came into being with the education reform: the Regional Assessment Committees (*Commissions Régionales d'Evaluation* or CRE). Their role is to assess academic institutions' training provision and to accredit said institutions to award the corresponding qualifications. It should be noted that each ministerial department is represented by one member on the CNH, which is the final advisory body consulted before accreditation of a bachelor's, master's or doctoral course.
- e) The **National Academic Committee** (*Commission Universitaire Nationale* or **CUN**) handles the promotion of teachers to the rank of professor.
- f) The **National Assessment Committee** (*Comité Nationale d'Evaluation* or **CNE**) is an autonomous body responsible for promoting the internal and external assessment of higher education institutions with the aim of improving their educational, research and governance performance.
- g) The **Scientific Council** (*Conseil scientifique* or CS) is a consultative body within an academic institution (university, faculty or department).
- h) The **National Council for the Assessment of Scientific Research and Technology Development** (*Conseil National d'Evaluation de la Recherche Scientifique et du Développement Technologique* or **CNER**) is an autonomous body responsible for assessing research activities and execution of national research programmes in the higher education sector and other socio-economic sectors concerned by research activities.

Other educational and scientific assessment bodies and committees exist, such as the National Field-Specific Teaching Committees (*Comités Pédagogiques Nationaux de Domaine* or CPND).

Academic institutions

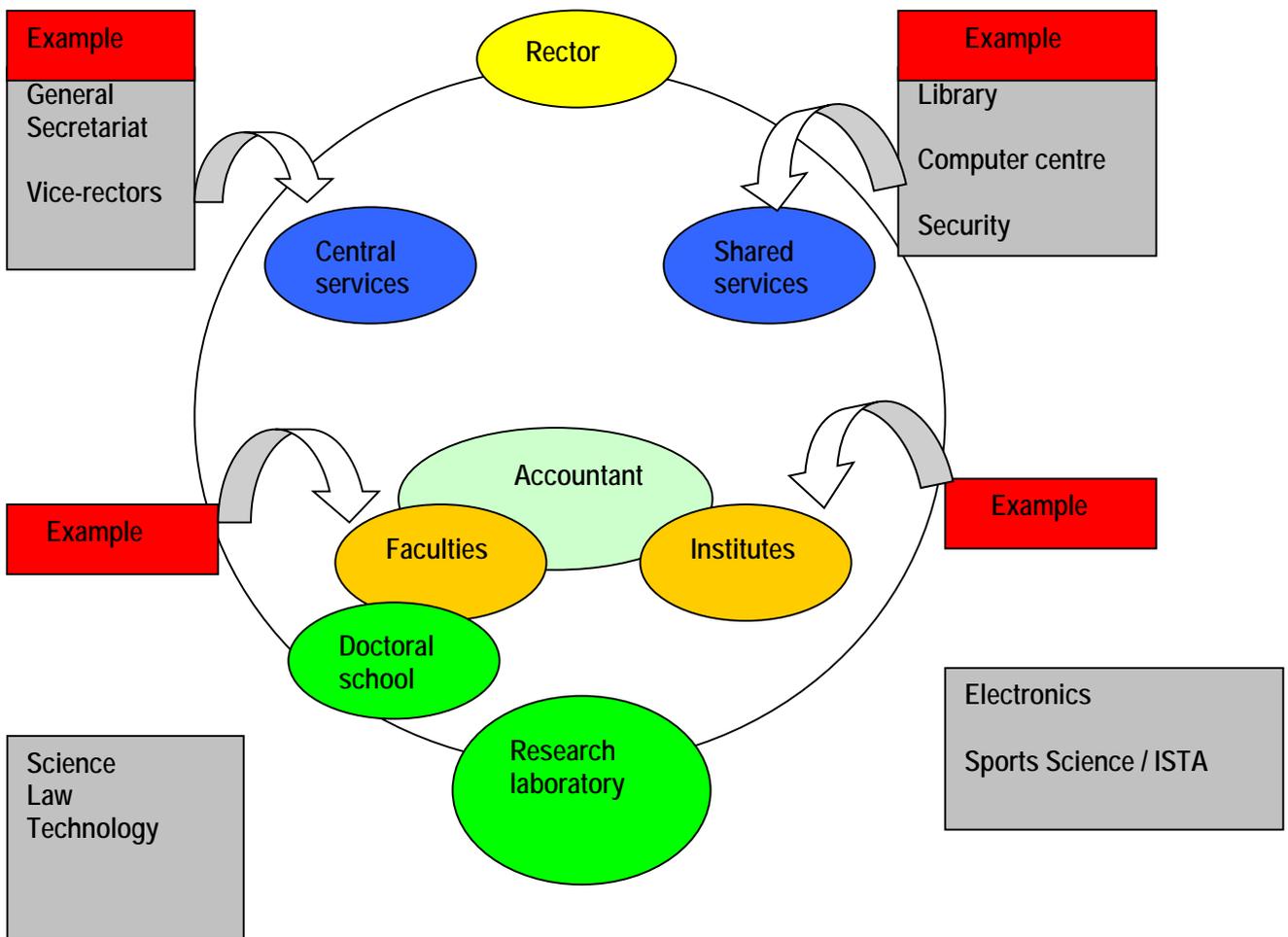
Academic institutions are governed by the following legislation:

- Law No 99/05 of 4 April 1999, as amended and supplemented, establishing a framework law on higher education;
- Executive Decree No 03/279 of 23 August 2003 establishing the duties and specific organisational and operating rules of universities;

- Executive Decree No 05/299 of 16 August 2005 establishing the duties and specific organisational and operating rules of university centres;
- Executive Decree No 16-176 of 14 June 2016 establishing a standard set of statutes for specialist higher education institutions (*écoles supérieures*);

The rectors and directors of university centres and schools must be higher-ranking teachers. They are proposed by the Minister of Higher Education and Scientific Research and appointed by the President of the Republic. The rector is assisted by four vice-rectors and a general secretary. Likewise, the director of an academic institution is assisted by assistant directors and a general secretary.

The aforementioned Decree 03-279 of 23/08/2003 organises universities as follows:



2 Higher Education Funding

2.1 Public Education

The draft budget for higher education institutions is prepared jointly by the institution's management team, the faculty deans and institute directors, and the directors of any satellite campuses, and is submitted to the governing board for deliberation. It is then passed on to the supervisory authority for approval.

The budget of higher education institutions has two components: income and expenditure.

Income comprises:

1. subsidies awarded by the State, local authorities and public bodies and institutions;
2. financial contributions from natural or legal persons;
3. subsidies from international organisations;
4. loans, gifts and legacies;
5. exceptional items;
6. miscellaneous income from activities connected to the university's objective (own resources).

Expenditure comprises:

1. the operating expenses of central and shared services;
2. the operating expenses of faculties, institutes and any satellite campuses;
3. capital expenditure (investments);
4. any other expenditure necessary to meet the institution's objectives.

The accounts of higher education institutions are kept in accordance with the public accounting rules.

Resources that higher education institutions acquire through the provision of services and/or expertise, the exploitation of patents and licences and the sale of the products of their activities, as well as income from the creation of subsidiaries and the acquisition of interests, are treated for accounting purposes as extra-budgetary income.

The directors of education, research and student services institutions and of other organisations within the sector are the main authorising officers for the budgets assigned to them. They delegate operating appropriations and sign any agreements or contracts in accordance with the regulations in force. They ensure that the legislation and regulations in force on budget implementation, education and schooling are applied.

2.1.1 Financial Autonomy and Control

For all higher education, research and student services institutions and other organisations within the sector, the **General Inspectorate** is responsible for:

- checking that institutions are operating properly, preventing any deficiencies, and ensuring that regulatory procedures concerning financial and accounting management and the award of public contracts are followed;
- ensuring rational and optimal use and preservation of the resources made available to institutions;
- making proposals to improve governance and management performance;
- conducting regular audits and assessments.

Its work is based on an annual assessment and inspection schedule, which it draws up and submits to the Minister of Higher Education and Scientific Research for approval.

As regards the use of budget allocated to scientific research and technology development, ex-post financial control is carried out based on expenditure categories set out in a nomenclature established jointly by the Ministry of Higher Education and the Ministry of Finance.

Depending on the legal status of the institution, ex-post financial control is carried out either by a financial controller or by a statutory auditor.

External supervisory bodies:

These bodies work to a predetermined annual schedule with the aim of improving the operating and management conditions of State-owned companies, public institutions and other State entities.

In this capacity, they check how resources (including material resources) and public funds are used and managed and ensure that their financial and accounting operations are compliant with the laws and regulations in force.

2.1.2 Fees within Public Higher Education

Without prejudice to the principle of free education and within the framework of equal access to higher education set out in the framework law on higher education, each public scientific, cultural and professional establishment receives enrolment fees from students in accordance with the conditions set out in regulations. The amount of these fees is DZD 200 per year.

Enrolment of international students:

1) Students awarded a scholarship by the Algerian government

In accordance with Departmental Circular No 47 of 5 May 1986, foreign students are permitted to enrol in Algerian universities provided they submit a certificate issued by the Cooperation Department of the Ministry of Higher Education and Scientific Research.

2) Students whose parents are foreign nationals resident in Algeria

Such students can obtain a place in the same conditions as Algerian students. However, in order to finalise their enrolment, students must present a certificate of authorisation issued by the Cooperation Department of the Ministry of Higher Education and Scientific Research.

Students have access to education, research and information services, as well as cultural and sporting activities.

2.2 Private higher education

The recently created private higher education sector has only one establishment whose educational activities are supervised by the Ministry of Higher Education and Scientific Research: a hotel and catering school. Four applications for authorisation to open private higher education institutions are currently under consideration.

2.3 Financial Support for Learners' Families

Family benefits are financed from the State budget. The recipients are salaried workers. Former salaried workers who receive social security benefits (retired workers, etc.) maintain their right to family benefits.

A family allowance is paid for each child, including the first child, until the age of 17 and may be extended to 21 if the child continues in education or training.

2.4 Financial Support for Learners

In a measure intended to promote social justice, students duly enrolled in higher education institutions also have access to scholarships and/or indirect support from the State in accordance with the conditions prescribed by the regulations in force.

These scholarships are paid every three months and are granted subject to certain conditions, based on the income of the student's parents, in order to help the student during his/her course and enable him/her to enjoy the student services provided by the specialist institutions and bodies created for this purpose (through social transfers from the State budget).

Undergraduate students and students enrolled in tertiary-level continuing education courses may be awarded a scholarship, while postgraduate students may be awarded a study and research grant.

The monthly amount of the grant/scholarship is as follows:

- Third-level course: DZD 600
- Post-foundation-level course: DZD 700
- Undergraduate-level course: DZD 1 350
- Postgraduate-level course/new BMD system: DZD 1 650

The study and research grant can be awarded to students enrolled in postgraduate courses in State higher education institutions.

For students enrolled in Master's programmes or second-level courses provided by higher education institutions, the amount of the study and research grant is paid quarterly for the duration of the course of study. The amounts are as follows:

- First-year students: DZD 5 850.00
- Second- and third-year students: DZD 7 200.00

3 The structure of the Higher Education system

3.1 Types of Higher Education Institutions

In the Algerian higher education system, training is delivered by three different types of institutions:

- a) public scientific, cultural and professional establishments directly supervised by the Ministry of Higher Education and Scientific Research;
- b) public administrative establishments attached to other ministries but whose educational activities are supervised by the Ministry of Higher Education and Scientific Research;
- c) private higher education institutions.

State higher education is delivered in **universities**, **university centres** and **schools**. There are also **Institutes of Applied Science and Technology (ISTA)**, created within universities with the sole purpose of training middle managers with a vocational Bachelor's degree to meet specific needs identified following, for instance, surveys of employers.

The Ministry of Higher Education and Scientific Research currently supervises the educational activities of eight ministerial departments having higher education schools or institutes in the field of ICT, arts and culture, tourism and crafts, social welfare, sports and young people, shipping, meteorology and land transport.

Like most of its neighbouring countries, Algeria has adopted the Bachelor's – Master's - Doctorate system (BMD).

Teaching in higher education is organised into semesters made up of teaching units (*unités d'enseignement*). Courses are categorised into fields of study.

A field of study is a coherent whole comprising several disciplines. Courses are presented in the form of training offers broken down into fields, courses and specialisations.

3.2 First Cycle Programmes

A first-level course is taught in six semesters.

Generally, a **Bachelor's degree** comprises three years, as indicated in the table below:

First year	Semester 1 Semester 2	Adaptation to university life and experimentation of various training offers. All students are taught together, regardless of their future specialisations.
------------	--------------------------	---

Second year	Semester 3 Semester 4	Deepening students' basic knowledge of the subject chosen. Common-core (80%) and specific subjects (20%), depending on the specialisation chosen.
Third year	Semester 5 Semester 6	Focused on the student's chosen subject and specialisation Specific (80%) and common-core subjects (20%), depending on the specialisation chosen.

The first two semesters consist of basic modules (8 on average), including one language module, with a total of at least 337 hours of teaching and assessment per semester.

The other semesters also comprise an average of 8 modules, with an overall minimum of 360 hours of teaching and assessment. The first level culminates in the award of a Bachelor's degree once the student has accumulated 180 credits.

Each module, between 22.5 and 90 hours, is taught for 14-15 weeks per semester, which equates to around four months of teaching.

3.2.1 Branches of Study

There are 14 fields of study at Bachelor's level. Each field is broken down into courses and specialisations.

Science and Technology

- Aeronautics
- Automatic control engineering
- Electromechanics
- Electronics
- Electrical engineering
- Biomedical engineering
- Civil engineering
- Environmental engineering
- Process engineering
- Plant engineering
- Maritime engineering
- Mechanical engineering
- Mining engineering
- Hydraulic engineering
- Oil and gas
- Industrial health and safety
- Petrochemical industries
- Transport engineering
- Metallurgy
- Precision engineering and optics
- Telecommunications
- Public works

Material Sciences

- Chemistry
- Physics

Mathematics and Computer Science

- Mathematics
- Computer science

Natural and Life Sciences

- Biological sciences
- Agricultural science
- Marine and continental hydrobiology
- Nursing

Earth and Space Sciences

- Geology
- Geography and land planning
- Geophysics

Economics, Management and Business

- Economics
- Management
- Business
- Finance and Accountancy

Law and Political Science

- Law
- Political science

Foreign Languages and Literature

- German
- English
- Spanish
- French
- Italian
- Russian
- Turkish

Social Science and Humanities

- Humanities
- Social sciences
- Islamic studies

Sports and Sports Science

- Sport and physical education
- Sports coaching
- Adapted physical education
- Sports management and administration
- Communications and sport

Arts

- Visual arts
- Performing arts

Arabic Language and Literature

- Language
- Literature
- Critical studies

Berber Language and Culture

- Linguistics and didactics
- Language and literature
- Language and civilisation

Architecture, Urban Planning and Town Management

- Architecture
- Urban planning
- Town management

3.2.2 Admission Requirements

All holders of the Baccalaureate or a recognised foreign equivalent have access to higher education and training.

Access of new high-school graduates to university is organised in accordance with the pre-enrolment and placement circular issued each year. This circular establishes the entry criteria for the fields and courses offered by higher education and training establishments. High-school graduates are placed in institutions according to a ranking based on a combination of four parameters:

- the preferences expressed by the Baccalaureate-holder;
- the type of Baccalaureate he/she holds and the results he/she achieved;
- the number of places available at the higher education and training institutions;
- the geographical district in which the Baccalaureate-holder lives.

Additional criteria, such as grades in essential subjects, are imposed for those wishing to study certain fields and/or courses.

Some courses may require candidates to submit a certificate of good health or to undergo an interview before a panel.

3.2.3 Curriculum

The BMD teaching system is made up of compulsory and optional teaching units. Each teaching unit is worth a number of credits proportional to the amount of work students must do to complete it (lectures, seminars, practical work, internships, etc.).

Each teaching unit is made up of one or more modules. There are several types of teaching units:

- **Fundamental teaching units** determine the student's course of study and specialisation. Students must take and pass all the constituent elements of such units.
- **Methodology teaching units:** enable students to develop the ability to work independently.
- **Introductory teaching units:** deepen students' knowledge, provide professional skills, help guide career plans, build bridges between disciplines, etc.
- **Cross-disciplinary teaching units:** designed to provide students with tools (languages, IT, etc.).

During the sixth semester of their Bachelor's degree, students may be required to complete a tutored practical project or internship specific to their course. It must be supported by a report and, possibly, a

viva before a panel. The project is assessed and graded in accordance with the description in the training offer framework. It is equivalent to one module.

In vocational education programmes at Institutes of Applied Science and Technology, the time devoted to internships gradually increases as follows:

- 2-4 weeks in the first year;
- 4-6 weeks in the second year;
- 3-4 months in the final year.

Seminars are compulsory for Fundamental Teaching Unit modules. Practical work accounts for 25% to 50% of the total number of teaching and assessment hours for science modules.

The programme for some courses also includes field trips lasting eight to ten days.

3.2.4 Teaching Methods

Because of the large number of students, teaching on Bachelor's courses consists primarily of lectures. Seminars must take place face-to-face, as must practical work. Personal work is also an important component of the student's training and is assessed and graded.

As the number of students admitted to the vocational Bachelor's programme at Institutes of Applied Science and Technology is small, practical teaching both at the institute and in the field accounts for a significant part of the course.

3.2.5 Progression of Students

Under the BMD system, completed learning is measured in credits and not in years of study: Students must accumulate 180 credits to complete their Bachelor's degree and a further 120 credits after their Bachelor's degree to complete their Master's.

Credits remain valid once acquired and may be transferred from one course to another.

All students automatically progress from the first to the second semester of the same academic year (provided they do not wish to change courses). Students progress automatically from the first to the second year of their Bachelor's studies if they have successfully completed the first two semesters of their course (provided they do not wish to change courses).

Students may progress to the next year of study:

- if they achieve the required pass mark of 10/20 in every teaching unit of the academic year; or
- if their overall average mark is 10/20 or more (even if their mark for some teaching units is under 10).

A course can be passed by successfully completing every one of its component modules, or by achieving the required overall average grade across all modules.

A unit is passed when the student obtains a grade of 10/20.

Teaching units can also be passed by compensation:

- between the grades achieved for the constituent elements of the same unit;
- between the grades achieved for different units in the same university year, with each unit weighted using a system of coefficients.

However, students may also be allowed to progress to the next year of study in the following cases:

- From 1st to 2nd year: if the student has accumulated at least 30 out of the 60 credits available for the year.
- From 2nd to 3rd year: if the student has accumulated at least 80% of the credits available in the first two years of his/her Bachelor's degree and passed the Fundamental Teaching Units.

In either case, the opinion of the teaching team is required if the student has accumulated fewer than 60 credits (to progress from 1st to 2nd year) or 120 credits (to progress from 2nd to 3rd year). If the student is granted conditional admission (with debts), he or she must make up his/her missing credits. The teaching team may set up a special assessment procedure to guide the student towards another course.

3.2.6 Employability

Analysis of the current state of graduate employability and relations between universities and the world of work show that efforts are being made in this direction by academic institutions and the Ministry of Higher Education and Scientific Research, as well as by some public and private bodies.

Synergies between universities and their socio-economic environment have been developed through interesting initiatives such as:

- including professionally oriented teaching units in courses (business creation, career planning, project management, vocational integration, etc.);
- involving professionals in some courses;
- establishing lasting relationships with vocational bodies;
- organising paid internships in businesses for students, raising the internship bonus and establishing internship monitoring and assessment systems (internship guide, internship agreement, assessment form, internship report, etc.),
- initiating and organising regular meetings and events with representatives from various socio-economic sectors (forums, job fairs, themed events, etc.);
- organising visits to enable students to discover the business world (students then write reports on these visits);
- organisation by the university of recruitment competitions at the request of the public-sector employers;
- involvement of university in tackling local and regional development challenges;
- organisation of vocational Bachelor's and Master's courses and specialist postgraduate courses designed to meet employers' needs;
- participation of university representatives in meetings of the governing boards of public institutions and vice versa.

3.2.7 Student Assessment

The assessment system is a mixed system combining continuous assessment (research work, oral or written questions, presentations, etc.) and final end-of-semester exams, with a single opportunity to resit.

The mixed assessment system is weighted as follows:

- 50-70 % final exams
- 30-50 % continuous assessment

The assessment methods are set by the teaching team.

Assessment takes place each semester, but student progress is determined annually.

3.3 Short-Cycle Higher Education

With the advent of the B/M/D system, there is no short-cycle degree in Algeria.

3.4 Second Cycle Programmes

The second level is completed in five years after passing the Baccalaureate. It includes **Master's** courses and **Engineering** degree.

3.4.1 Branches of Study

The fields of study at Master's level follow on from those for Bachelor's courses.

3.4.2 Admission Requirements

In light of the large number of Bachelor's graduates wishing to enrol in a Master's programme, the Ministry of Higher Education and Scientific Research has published an order setting out the entry criteria for Master's degrees. These criteria are:

- the preferences expressed by the candidate;
- the qualification obtained by the candidate that entitles him/her to pursue a Master's degree;
- the candidate's academic results at university;
- the number of places available and the number of teaching staff available to supervise the Master's programme.

3.4.3 Curriculum

A Master lasts two years after a Bachelor's degree. Master's courses are taught over four semesters, the first two of which are devoted to deepening students' knowledge of their chosen speciality, and the last two to specialisation and the development of professional skills.

A Master's course comprises an average of 24 modules spread over 3 semesters (eight modules per semester). There are at least 360 hours of teaching per semester altogether.

The fourth semester is reserved for a practical internship, which may take place in a professional environment, and which culminates in the defence of a final Master's thesis.

An engineering course lasts three years. Students must first have successfully completed a national competitive examination and attended two years of preparatory classes (4 semesters). Teaching takes place over six semesters, each comprising eight to ten modules, with a total of 480 hours of teaching and assessment.

It should be noted that students studying for an engineering degree may, if they wish, upgrade to a Master's degree by completing another 200 hours of teaching and assessment.

3.4.4 Teaching Methods

Teaching methods are almost the same as for the Bachelor studies. Teaching and learning take place within the department; some subjects are shared with other courses.

Assessment is conducted by way of in-class tests, homework assignments, presentations, practical tests and reports on practical work and exams.

3.4.5 Progression of Students

Students pass from the first year of the Master (M1) to the second one (M2) by successfully completing the first two semesters.

3.4.6 Employability

There are no significant differences compared to the first cycle studies.

3.4.7 Student Assessment

Under the B/M/D system, assessment takes place on a semester basis. Each semester is assessed through a final examination and a number of continuous assessments, including in-class tests, homework assignments, practical tests, reports and presentations.

At the end of each exam session, students who fail may be allowed to retake one or more exams during the resit period.

Examination board meetings are held at the end of each semester and of each year.

3.5 Programmes outside the Bachelor and Master Structure

Academic institutions offer other types of training, such as continuing education for public-sector employees, and special courses to meet the specific needs of a particular sector. A fee is charged for these courses and a certificate is awarded at the end.

3.6 Third Cycle (PhD) Programmes

3.6.1 Organisation of Doctoral Studies

The accreditation of doctoral studies is subject to examination by doctoral training committees within the accredited teaching and research units of higher education and research establishments. The doctoral training committee (*Comité de Formation doctorale* or CFD) must be made up of at least five higher-ranking teacher-researchers. Doctoral studies must be accredited a National Accreditation Committee (CNH) for the third level, which will validate the appraisal of committees of experts from the three Regional Conferences of Universities. Accreditation is granted to higher education establishments for a period of three years, with a progress review each year.

3.6.2 Admission Requirements

Access is open to holders of a Master's degree or a recognised foreign equivalent. Admission is granted on merit based on competitive written entrance examinations.

3.6.3 Status of Doctoral Students/Candidates

Doctoral students have student status and are considered as permanent members during their doctoral training in partner laboratories. They enjoy the same rights and benefits in terms of funding and scientific equipment, and receive a research grant of DZD 12 000 per month if they are not salaried employees, so that they are able to complete the required number of working hours.

3.6.4 Supervision Arrangements

Doctoral students are supervised by permanent higher-ranking researchers and teacher-researchers.

3.6.5 Employability

Doctorate-holders are recruited by all business sectors requiring a highly qualified workforce, and particularly in higher education institutions and scientific research centres.

3.6.6 Assessment

Students' progress through their doctoral research work is assessed by doctoral research committees (*Comités de Recherche Doctorale* or CRD) and the scientific committees of the establishment to which

the student belongs (department, institute, faculty, school or university). A doctorate is awarded in recognition of successful completion of doctoral training and of the related research work, presented in public before a judging panel.

3.6.7 Reform of doctoral studies

As part of the effort to improve the performance of doctoral training, the Minister has taken a number of measures, including steps to standardise such training from recruitment to graduation. Order No 547 of 2 June 2016 sets out entry, monitoring and thesis defence requirements in an assessment grid.

Concerning the competitive entrance examination:

The adaptation and revision of regulatory texts consists in particular in making access to doctoral training entirely dependent on students' results in a competitive examination.

In order to ensure that doctoral training is consistent with the needs and requirements of employers the following measures were adopted:

- Introduction of courses on research tools and methodologies, languages, communication, ICT and ethics, in addition to the fundamental subjects taught in the first year;
- Revision of the duration of doctoral training aiming progressively towards standardisation;
- Limitation of the number of theses per supervisor;
- Improvement of the human and material environment by pooling the available resources;
- Improvement of student-supervisor relations;
- Encouragement to national mobility of doctoral students between universities, laboratories and research teams (mechanisms to be established);
- Improved support of doctoral training by research laboratories and integration of doctoral students in research teams and projects.

As far as thesis is concerned, the reform aims to establish a database of doctoral students and theses, to clarify the rules for thesis defence and university accreditation moving from a publication-based approach to an approach centred on training, to harmonise the assessment of publications by scientific committees and councils and to allocate more space for publication in the universities' and other national institutions' scientific reviews and to boost their international profile.

4 Teachers and Education Staff

4.1 Initial Education for Academic Staff in Higher Education

The qualifications required to become a member of the teaching staff are as follows:

- For university-hospital teacher-researcher providing training in medical science and similar fields, access to the first level of the profession (assistant lecturer) is open to holders of a degree in special medical studies who have successfully completed a national recruitment competition based on tests, qualifications and work done.
- For teacher-researcher teaching in other disciplines, access to the first level of the profession (Class B assistant lecturer) is open to holders of a Master's degree who have successfully completed recruitment competitions based on their qualifications, and to doctorate-holders based solely on their qualifications.

4.2 Conditions of Service for Academic Staff Working in Higher Education

Teacher-researchers and university-hospital teacher-researchers are public-sector employees. They work in academic institutions with the legal status of public scientific, cultural or professional establishments;

university-hospital teacher-researchers work in higher education institutions in addition to their healthcare activities in public health establishments.

The duties and working time of teacher-researchers and university-hospital teacher-researchers are as stated in the general obligations for State employees established by Ordinance No 06-03 of 15 July 2006 on the general status of public servants and in Executive Decree No 08-129 of 3 May 2008, which establishes specific statutory provisions for them.

Their salary levels and components are determined by the State.

In terms of mobility and retirement, higher education teaching staff is subject to the same conditions as all public-sector employees.

4.2.1 Planning Policy

The objectives to be reached in terms of supply and demand of higher education teaching staff are mainly determined in reference to predictable trends: the number of high-school graduates likely to apply to higher education institutions, for which the sector must provide a student-teacher ratio as close as possible to the international standard, and the number of doctoral students.

Of course, the objectives to be reached in terms of job offers in higher education remain linked to the budget made available by the State.

4.2.2 Entry to the Profession

A career as a university-hospital teacher-researcher begins by attaining the status of assistant lecturer by successfully completing a national competitive examination, following which the admitted candidates are assigned to the available posts based on their ranking.

Access to the position is dependent on national competitive examinations organised jointly by the Ministry for Higher Education and the Ministry for Public Health, except for Class B lecturer status, which can be attained simply by qualifying as a doctor of medical science.

A career as a teacher-researcher begins by attaining Class B assistant lecturer status, in one of the following two ways:

- through a recruitment competition based on qualifications for candidates holding a Master's degree;
- based solely on qualifications for candidates holding a doctorate.

4.2.3 Professional Status

Higher education teaching staff are public servants and the general rules governing their career are set out in the general statutes for public-sector workers.

The standards of conduct to be followed by higher education teaching staff in the course of their work are set by a code of ethics for university professionals, specifying the rights and obligations of each of the components of the university community, as well as the rules that should govern their relations within the university franchise.

4.2.4 Salaries

The salary levels of higher education teaching staff are set by the State, which is their employer.

In terms of occupational classification, higher education teaching staff are uncategorised.

The various positions are classified as follows:

- Professor and university hospital professor: uncategorised, subdivision 7, index 1480
- Class A lecturer and university-hospital lecturer: uncategorised, subdivision 6, index 1280
- Class B university-hospital lecturer: uncategorised, subdivision 5, index 1200
- Class B lecturer: uncategorised, subdivision 4, index 1125
- University-hospital assistant lecturer and Class A assistant lecturer: uncategorised, subdivision 3, index 1055
- Class B assistant lecturer: uncategorised, subdivision 1, index 930

The salary earned by higher education teaching staff consists of a component remunerating them for their statutory duties and another component compensating them for the hardships inherent in their teaching activities.

For teacher-researchers the salary is paid by the higher education institutions where they work.

For university-hospital teacher-researchers the salary is broken down into:

- a remuneration for their teaching activities, paid by the higher education institutions in which they work;
- a fee for their healthcare activities, paid by the public health establishments in which they work.

4.2.5 Working Time and Holidays

The tasks of higher education teaching staff and the obligations applicable to staff at each level are set out in the statutes governing the profession.

In terms of workload, higher education teaching staff must complete 192 hours of lectures, 288 hours of seminars or 384 hours of practical sessions per year.

As far as holidays are concerned, higher education teaching staff are entitled to two and a half days of rest-and-recuperation leave per month worked, which they must take during the university holidays.

4.2.6 Promotion, Advancement

The career path of a university-hospital teacher-researcher includes the positions of assistant lecturer, Class B lecturer, Class A lecturer and professor.

The career path of a teacher-researcher includes the positions of Class B assistant lecturer, Class A assistant lecturer, Class B lecturer, Class A lecturer and professor.

Access to these positions is as follows:

- Access to Class A assistant lecturer status is open to all Class B assistant lecturers who can demonstrate that they have enrolled in a doctoral programme for three consecutive years.
- Access to Class B lecturer status is open to teachers who have obtained a doctorate.
- Access to Class A lecturer status is open to teachers who have attained university accreditation.
- Access to professor status is open to Class A lecturers with five years of experience and who have been placed on a list of capable, favourably viewed candidates by the National Academic Committee.

All of these stages, as well as the attainment of Class B lecturer status, are subject to the prior agreement of the scientific council of the teaching and research unit where the teacher-researcher is to work.

Concerning promotion opportunities, considering that there must be a job vacancy in order for a public-service position to be filled, in an effort to facilitate the promotion of higher education teaching staff, the Algerian public authorities have adopted a procedure whereby budget items are automatically converted in the event of promotion.

4.2.7 Retirement and Pensions

In terms of pension rights, higher education teaching staff are subject to the same rules applicable to all public servants, which are as follows:

- Legal retirement age: 60
- Minimum number of years of service: 32 years
- Accrual rate: 2.5% per year of service.

As regards the retirement age, there is a difference between women and men. Women can retire from the age of 55, though this is an option and not a requirement.

However, in order to meet teaching needs, and since public servants in this category must be highly qualified, the public authorities have established two possible exceptions:

- The possibility of continuing to work beyond the legal retirement age.
- The recruitment of higher education teachers entitled to claim their pension on a five-year contract.

4.3 Continuing Professional Development for Academic Staff Working in Higher Education

Higher education teaching staff benefit from a number of professional development opportunities. These measures enable them to finish their doctoral training through residential grants abroad or to engage in the necessary research work to achieve university accreditation. They also allow higher-ranking teachers to update and hone their pedagogical and scientific knowledge through the granting of a sabbatical year, or to take part in international scientific events, be it as a speaker or otherwise.

During professional development periods, higher education teaching staff are placed on secondment and continue to receive part of their pay and to have their living expenses abroad covered.

5 Management and Other Education Staff for Higher Education

The role of other higher education staff, who may be permanent public servants or contract staff, is to support all aspects of teaching and research work.

Permanent public servants are responsible for general administration, university libraries and laboratories, university sporting, cultural and social activities, and student services (food and accommodation).

Contract staff are responsible for maintenance, service and security activities.

Positions of responsibility at academic institutions are filled by higher education teaching staff.

5.1 Requirements for Appointment

The senior managers of institutions, the vice-rectors of universities, and the teaching and research unit managers of universities (faculty deans, institute directors) and university centres (institute directors) are, appointed by the State from the ranks of higher education professors and, when that is not possible, from teaching staff who have reached at least Class A lecturer status.

They are appointed by presidential decree based on a proposal from the Minister for Higher Education.

Other educational administration posts are filled by permanent teachers of the most senior rank in the institution or in the teaching and research unit.

General administration positions are entrusted to public servants with at least five years' experience in a position for which the entry requirement is a higher education degree.

With the exception of the general secretary of the university, who is appointed by presidential decree based on a proposal by the Minister for Higher Education, they are appointed, depending on the seniority

of the position, either by an order of the Minister based on a proposal from the head of the institution concerned, or by decision of the head of the institution.

Positions of responsibility in the technical facilities of the higher education institution (university laboratories and libraries) are entrusted to public servants from the relevant sectors with at least five years' experience in post, who are appointed, depending on the seniority of the position, either by an order of the Minister based on a proposal from the head of the institution concerned, or by decision of the head of the institution.

6 Quality Assurance in Higher Education

6.1 Responsible Bodies

Two bodies have been created:

- The National Commission for Implementing Quality Assurance (CIAQES)
- The National Assessment Committee (CNE)

The **National Commission for Implementing Quality Assurance (CIAQES)** is in charge of implementing quality assurance in higher education and scientific research; it will follow a road map based on the set objectives which are:

- promoting the development of quality assurance practices in academic institutions;
- monitoring and invigorating them by prioritising internal assessment to improve the governance;
- designing or commissioning the design of a quality assurance reference framework;
- promoting the establishment of quality assurance teams in academic institutions;
- establishing a core team with participation from international experts;
- establishing a quality assurance Agency.

The Quality Assurance implementation process will concern all higher education institutions, with five priority segments:

- Pedagogical management;
- Information system;
- Employability;
- Students' living environment;
- Resource centres (libraries, online spaces, multimedia).

The responsibilities of the **National Assessment Committee (CNE)** are as follows:

- Assessing institutions' activities and actions;
- Establishing a reference system and a system of standards;
- Analysing the performance of institutions and making recommendations;
- Examining institutions' internal assessment reports;
- Promoting the development of self-assessment;
- Supervising the teams responsible for internal assessment;
- Promoting relations with assessment and quality assurance bodies throughout the world.

6.2 Approaches and Methods for Quality Assurance

The quality approach is based on Quality Assurance Units, made up of teachers, administrative staff and students, and headed by a Quality Assurance Manager, whose role is to coordinate the units. Each higher education institution has a Quality Assurance Unit.

After an experimental phase in which a number of sites conducted a self-assessment, the time has come to roll out self-assessment to all institutions.

The approach adopted is participatory and progressive, starting with the structuring of the bodies concerned and recommending an improvement process.

7 Educational Support and Guidance

Each year, the Ministry of Higher Education schedules a series of information campaigns on universities before the Baccaalaureate exams in big university towns, as well as open days at academic institutions after the results of the Baccaalaureate are announced.

The sole purpose of these days is to make future high-school graduates aware of the national training programmes on offer at all of the country's academic institutions.

As soon as the results of the Baccaalaureate are announced, a placement circular signed by the Minister for Higher Education and Scientific Research is made available to new high-school graduates. It sets out the entry criteria for the various accredited courses. After computerised processing of the preferences expressed by new high-school graduates, candidates are assigned to a course based on:

- the preferences they have expressed;
- the average grade achieved in Baccaalaureate, and sometimes their grades in essential subjects;
- the number of places available at higher education and training institutions;
- the geographical district in which they live.

7.1 Support Measures for Learners in Higher Education

The Algerian State's student support policy is handled by the National Student Services Offices (Office National des Œuvres Universitaires, ONOU).

The objectives of this policy are twofold:

- to reduce the financial burden on the poorest families by awarding scholarships;
- to offer services such as food, accommodation and transport at nominal prices.

7.1.1 Definition of the Target Group(s)

All Algerian students have access to university social and cultural services and financial support so as to provide material assistance to families with limited resources via a direct contribution paid in the form of a scholarship or of subsidies for catering, accommodation, transport, culture, leisure and health facilities (infirmary, health insurance).

Algeria is part of North Africa and the Maghreb and shares several kilometres of land with other African and Maghreb countries. For several decades, Algeria has been offering scholarships (via the Ministry of Higher Education and Scientific Research) to several countries in Africa and the Arab world. These scholarships are spread among various disciplines according to their country's needs, then distributed across the various universities of Algeria's 48 provinces. Placement is based on the number of student places available at the universities.

Foreign students have access to university student services and are housed in university residences along with their Algerian classmates.

7.1.2 Specific Support Measures

All students receive a scholarship, and the remaining State support is spent on food, accommodation and transport.

Aware of the difficulties that students with special needs may encounter in integrating into university life, and despite the fact that such students account for less than 2% of the total student population, the Algerian State has introduced various kinds of support for them. These students receive social support and specially adapted rooms in university residences. Teachers are also asked to take account of such students' specific needs.

In Algeria, specialist science courses are taught and examined in French. Foreign students from countries where the language of study is English who want to study such specialities take a one-year language course at an Intensive Language Learning Centre (Centre d'Enseignement Intensif de Langues, CEIL), which exist at most Algerian academic institutions.

7.2 Guidance and Counselling in Higher Education

7.2.1 Academic Guidance

Students are admitted to university to study a broad disciplinary field, and are then gradually directed towards specialisations based on their choices and competencies. A guidance and tutoring system exists within institutions to help students decide upon and pursue a path towards their academic or professional goals.

7.2.2 Psychological Counselling

Every academic institution has a medical unit which provides first aid to students, as well as a psychologist to support students suffering from psychosocial difficulties and thus improve their integration into the university environment.

7.2.3 Career Guidance

Many higher education institutions in Algeria have committed to strengthening university links with the world of work and boosting the employability of young graduates, by setting up a University-Business Liaison Office (BLEU), an entrepreneurship centre or a careers centre. These information and resource centres on entrepreneurship and university-business partnerships encourage, advise and support both students and university staff as well as their partners from the business sector.

The main objectives for these centres are reducing time spent looking for work and meeting business' training needs by adapting university teaching programmes to the needs of the labour market.

8 Mobility and Internalization in Higher Education

International cooperation measures have been taken with the aim of supporting higher education reform in Algeria.

International university partnerships have been established, providing support to Algerian institutions that have reorganised the architecture of university studies, deepening the B/M/D system and adjusting programmes by introducing vocational training into new or revamped courses.

8.1 Student Mobility

There are currently more than 10 000 foreign nationals, from 61 different countries, studying in Algeria.

8.2 Academic Staff Mobility

The Ministry for Higher Education and Scientific Research's cooperation programme has featured a trainer training support programme to improve quality of teaching; the programme has two components:

- the Exceptional National Programme, which has, over the last ten years, paid out 4 200 grants to teachers finalising their doctoral theses and 1 500 doctoral grants for the leading students;
- the support programme for mobility and advanced training abroad, which has provided 308 100 man-months of internships.

8.3 Bilateral Agreements and Worldwide Cooperation

8.3.1 Bilateral Agreements

Over the last years bilateral cooperation has resulted in a substantial increase in international agreements between universities.

These agreements are geared towards dealing with the specific needs of Algerian universities, particularly the mobility of high-level staff and support with postgraduate studies, which accounted for an average of 1 500 agreements.

They have also made it possible to initiate and develop high-level scientific collaborations and joint research projects between Algerian and foreign research teams, to establish networks between scientific communities through research partnership hubs, and to train young Algerian students and teachers through research.

8.3.2 Multilateral Cooperation

The Ministry of Higher Education and Scientific Research signed up for all the multilateral programmes designed to contribute to higher education reform, improved management of establishments, strengthening of institutions, development of new study programmes, networking, and the expansion of the education offer based on current demand for qualifications.

The aim was also to encourage and facilitate multilateral cooperation with the higher education institutions, authorities and bodies of European Union (EU) Member States, placing emphasis on reforming and modernising higher education.

The most important programmes are those developed with the European Union, which are essentially:

- The Erasmus Plus programme (formerly 'Tempus');
- The Erasmus Mundus programme;
- The 'Horizon 2020' programme, following on from the '7th RTD Framework Programme';
- The Higher Education Reform Support Programme ('PAPS-ESRS').

9 On-going reforms and Policy developments

9.1 Overall national education strategy and key objectives

Since independence, the Algerian State has made considerable efforts in the training and supervision of young high-school graduates. These efforts were stepped up from the 2000s onwards, with the launch of operations to build dedicated infrastructure for higher education and scientific research, accompanied by teacher recruitment. These efforts must be continued in order to accommodate increasing numbers of high-school graduates, to provide induction and better guidance for new high-school graduates; improved training for the future HEI teachers and handling of socio-economic considerations.

The strategy of the higher education sector aims to reduce failure rates, particularly in the first year. It aims to develop graduates' employability by introducing schemes in partnership with the world of work in order to ensure quality of teaching and to develop research in line with national priorities.

9.2 Overview of the education reform process and drivers

After a National Conference of Universities extended to include representatives from the world of work was held in January 2016, several courses of action were identified, leading to:

- rationalisation of training offers by bringing Bachelor's degrees into compliance, harmonising Master's programmes and establishing a nomenclature for courses;
- development of vocational programmes;
- establishment of quality assurance reference frameworks;
- progressive revision of the guidance system and access to professions;
- development of university-business relations;
- review of doctoral training with the aim of taking better care of young doctoral students and ensure successful research;
- greater emphasis on continuing education;
- progressive launch of distance learning using modern methods.

Currently a place is possible for the private sector handling specific courses.

9.3 National reforms in Higher Education

The National Commission for Education System Reform (C.N.R.S.E) has highlighted the many constraints, as well as the corrective action to be taken to enable universities to play a full role in driving the adaptation of their training system.

The higher education reform is now in its twelfth year of application. The B/M/D system has been adopted by all academic institutions except in medical science, covering a total of 14 fields of study (see paragraph 3.2.1 above).

The reform has taken place in three main phases:

- a long process of careful consideration and adoption of the appropriate strategy;
- provision of vital information and extensive awareness-raising campaign within the 'university family';
- setting up of technical committees.

The engagement of institutions in the reform has happened progressively.

The guidance paper by the Minister for Higher Education and Scientific Research, confirmed by Circular No 07 of 4 June 2005, set out the process adopted for establishing proposed training offers, assessing them and having them accredited by the national ministerial authorities.

The guiding philosophy of this process was based on the following cardinal principle: "The reform is intended to be overarching in its design, participatory in its approach, and inclusive in its application."

Accordingly, the institutions were given the freedom to decide on the appropriate time to switch, totally or partially, to the new system, based on an assessment of their own capabilities.

The adoption was indeed gradual and since 2009 the BMD system has been rolled out across all 102 academic institutions in Algeria's 48 provinces.

This reform was assessed by a National Assessment Conference, including representatives of the world of work, eleven years after its implementation. This conference resulted in a series of recommendations concerning:

- the assessment of Bachelor's, Master's and Doctorate courses;
- the benefits of international cooperation;
- relations between universities and the world of work;
- university governance;

- student life.

The Ministry of Higher Education and Scientific Research is now in the process of implementing these recommendations through its action plan.

10 Legislation

Legislative framework for the higher education and scientific research sector:

<https://www.mesrs.dz/textes-juridiques;jsessionid=DC27FFC5E85766D605083AA0842E9E19>

- Law No 15-21 of 18 Rabie El Aouel 1437 (30 December 2015) establishing a framework law on scientific research and technology development (J.O.R.A.D.P 2015, No 71, pages 5-13).
- Law No 99-05 of 18 Dhou El Hidja 1419 (4 April 1999) establishing a framework law on higher education (J.O.R.A.D.P 1999, No 24, pages 4-10), as amended and supplemented by Law No 08-06 of 16 Safar 1429 (23 February 2008) (J.O.R.A.D.P 2008, No 10, pages 33-37).
- Executive Decree No 03/279 of 23 August 2003 establishing the duties and specific organisational and operating rules of universities;
- Executive Decree No 05/299 of 16 August 2005 establishing the duties and specific organisational and operating rules of university centres;
- Executive Decree No 16-176 of 14 June 2016 establishing a standard set of statutes for specialist higher education establishments (écoles supérieures).

HOW TO OBTAIN EU PUBLICATIONS

Free publications:

- one copy:
via EU Bookshop (<http://bookshop.europa.eu>);
- more than one copy or posters/maps:
from the European Union's representations (http://ec.europa.eu/represent_en.htm);
from the delegations in non-EU countries (http://eeas.europa.eu/delegations/index_en.htm);
by contacting the Europe Direct service (http://europa.eu/europedirect/index_en.htm) or
calling 00 800 6 7 8 9 10 11 (freephone number from anywhere in the EU) (*).

(*) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

Priced publications:

- via EU Bookshop (<http://bookshop.europa.eu>).

Priced subscriptions:

- via one of the sales agents of the Publications Office of the European Union (http://publications.europa.eu/others/agents/index_en.htm).

Education, Audiovisual & Culture Executive Agency

Erasmus+ : Higher Education - International Capacity Building (CBHE)

Write to us:

Erasmus +
Avenue du Bourget 1
B-1049 Brussels
Belgium

Fax: +(32 2) 299 4530**Visit us:**

Rue Joseph II, 59
B-1000 Brussels
Belgium

Website:http://eacea.ec.europa.eu/erasmus-plus/library_en**General questions about CBHE:**EACEA-EPLUS-CBHE@ec.europa.eu