

Higher Education In Algeria: Where Are We Now?

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Abstract— The Algerian Higher education system has really attained important quantitative achievements, especially on justice and Accessibility to higher education as a result of democratic education along with providing considerable educational facilities. In contrast, the educational system is still suffering from quality problems on one hand and its weak role in the economic development on the other hand. This is due to the mismatch between the educational system and the local labour market and also to the failure of the reforms during the application process, as well as mono public funding for higher education and scientific research which doesn't represent a strategic financial choice in the long-term.

Index Terms—: higher education, LMD system, quality, funding,.

I. INTRODUCTION

Higher-education in Algeria is an advanced stage among the stages of education to which Algeria gave great attention after independence resulting to free higher education to all Algerians.

In this document, we focus on the reality of higher-education in Algeria, its past, reforms and the indications concerning the evolution of this sector, and stand at the most important achievements, the problems and challenges faced by the sector.

II. THE EVOLUTION OF THE ALGERIAN HIGHER EDUCATIONAL SYSTEM

The higher education went through significant development during the past decades that followed independence, it could be summed up to three essential steps.

2-1 step one : 1962-1969

- In the early sixties, there had been one single university in the capital town Algiers.
- Later, in 1966-1967 two more universities emerged in oran (western Algeria) and in Constantine (Eastern Algeria).
- The University of Algiers included 4 faculties, 19 institutes, three centres, four high schools and an astronomical observatory.
- Oran University had four faculties : faculty of law and Economic Sciences, Faculty of Arts, faculty of Sciences and Faculty of Medicine.
- Constantine University included a national

- University School of Medicine, a scientific institute, the Institute of Legal Studies and an Institute for Literary Studies.
- At that time higher education was under the aegis of the Ministry of Education.

3-2 Step Two : 1970-1998

This step coincided with the creation of the Ministry Of Higher Education and Scientific Research in 1970 and the reforms of higher education one year later called « Decree of 1971 ».

The Reform of Higher Education Project in 1971 has focused on four main objectives:

- Diversity and intensity of academic specialties, which reached 105 branches among 04 disciplines.
- The increase of the number of universities all over the territory.
- The “algerianization” of the academic staff and improvement of the scientific level which led to send part of them abroad
- Most disciplines are taught in Arabic rather than French in the past decade especially as far as human sciences are concerned. That had been gradually and smoothly done from 1971-1972 to achieve that and cope with the increasing demand for higher education
- It was an urge to multiply the number of universities all over the country.
- Set up a 16 years planning map (1984 -2000) to achieve a balance between scientific disciplines and human sciences on the one hand and meet the national economic needs on the other hand.[01]

3-3 Step Three : Since 1998

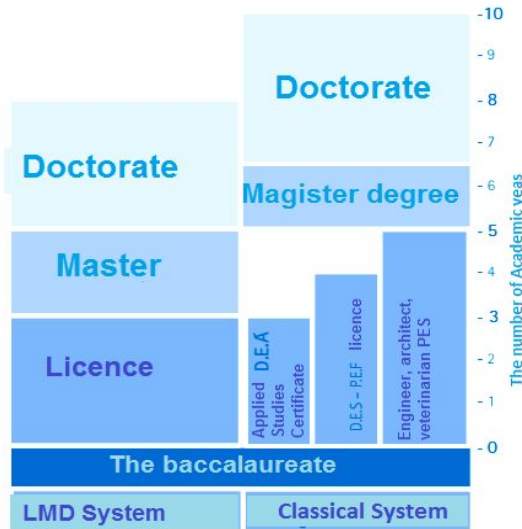
This last step is characterized by :

- The establishment of the framework law for Higher Education which was approved in September 1998 by the Government Council.
- Decision on the reorganization of the university in the form of faculties.
- Creation of six Common orientation trunks for new students.
- Creation of 13 university centres (sub university) and conversion of 19 university centres to universities
- Some Imperfections accompanied the classical system of education; in addition to the declaration of Poland were the most important factors that incited the supervisory ministry to make global reforms in the Algerian university system and to adopt the LMD system from the beginning of 2004. (Fig. 1).[02]

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Figure.1: Illustrative Scheme Comparing the Classical System and the New System (LMD)



Source: La réforme des enseignements, ministère de l'enseignement supérieur et de recherche scientifique.

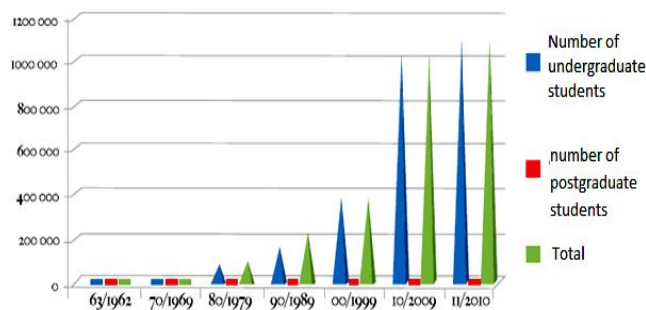
The LMD system spread across the national universities and graduated the first promotion of (Master) within the 2008/2009. And the first promotion of doctorate 2012/2013.

III. Indicators Of The Development Of Higher Education

The number of students in 1961 in institutions of higher education was up to 1317 students enrolled at the University of Algiers and its two annexes Oran and Constantine. the flow of new students became more and more important in 1962/1963 and multiplied 9.5 times in less than ten years and has multiplied up to a 1000 times between 1962/2012 (Fig.2,3,4; table.1). [03]

This number is distributed on the establishments of higher education in 48 provinces.

Figure .2: The increasing number of students enrolled



Source: L'Enseignement Supérieur et la Recherche Scientifique en Algérie (1962-2012),

Figure.3: Evolution of the number of undergraduate students enrolled by major disciplines

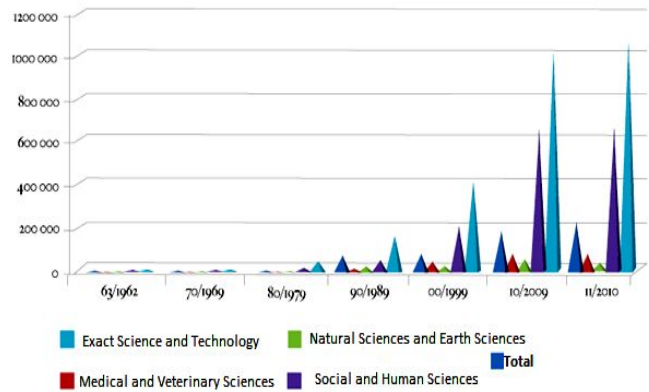
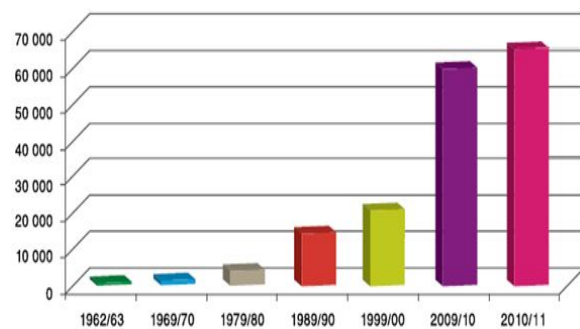


Table 01: The number of male and female students enrolled in under graduation.

	1972	1992	2002	2011
proportion of Male students enrolled in the undergraduate	77	61	50	41
proportion of female students enrolled in the undergraduate	23	39	50	59

Source: L'Enseignement Supérieur et la Recherche Scientifique en Algérie (1962-2012),

Figure.4: Evolution of students enrolled in post graduation.



Source: L'Enseignement Supérieur et la Recherche Scientifique en Algérie (1962-2012),

In Table 2, is an increase in the number of teachers from 298 in 1962 up to 17 460 in 2000 to 40 000 in 2011, the number of permanent teachers multiplied to 135 times from 1962 to 2011, and what characterizes this increase is the presence of the assistant professors .

The number of professors in higher education increased to 48 times in the same period, In terms of percentage 03 % to 08 % .

Table.2: Evolution of the number of permanent academic staff

	1962/63	1969/70	1979/80	1989/90	1999/00	2009/10	2010/11
Professor	66	80	257	573	950	2874	3186
Docent	13	112	463	905	1612		
Docent « A »						4562	4817
Docent « B »						2352	2835
				1958	6632		
Assistant Professor	74	167	2494	6839	6275		
Assistant Professor « A »						15 517	16 681
Assistant Professor « B »						11 844	12 101
Assistant	145	483	4283	4261	1991	539	520
Total	298	842	7497	14 536	17 460	37 688	40 140
Enrolled students	2 725	12 243	57 445	181 350	407 995	1034 313	1077 945
supervision rate	9	15	8	12	23	27	27

Source: L'Enseignement Supérieur et la Recherche Scientifique en Algérie (1962-2012),

The supervising is low (too many students for one single Professor), this phenomenon declined continuously to reach 27.

As for the scientific production, the ministry has created the Office of University Publications to help overcome publication problems .now it has a distribution network of approximately 50, including a library of 5200 titles.

Concerning the University Services, the Ministry of Higher Education established the Office of University Services for transportation, shelter, and feeding this to free the pedagogical institutions for such services . [04]

- In 2012/2013 the Services for university networks have :
 - 59 Directions of university services
 - 388 university residences
 - 490 feeding units including central restaurants
 - 809 015 grant holders at a rate of 75.48 % of the number of enrolled students.
 - 445 248 resident students at a rate of 39 %.
 - In addition to 7672 foreign students enjoying shelter.
 - 63,379 employees across various departments
- 1061000 meals per day.

IV. The Assessment Of The quality Of Higher Education Outputs .

The outputs of Higher Education in Algeria are :

- 1.1- Graduates at both graduate and post-graduate levels.
- 1.2- The Scientific production ; E.g. : Books, scientific researches, dissertations, articles....etc.
- 1.3- Studies and Consultancies realized for the profit of the institutions out of the university.

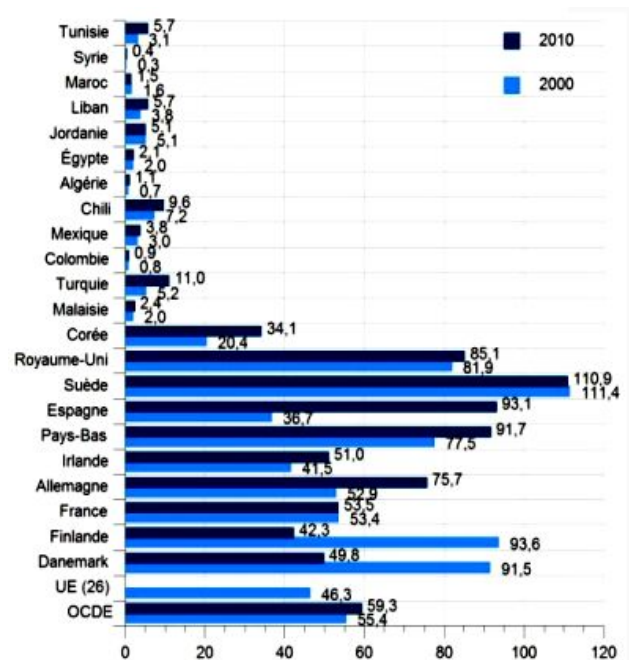
As far as measuring the quality of these outputs is concerned, we used the macro indicators and standards and the summaries of many studies on the quality of higher education in Algeria because the adoption of partial standards requires the availability of accurate data for the various inputs and processes and the outputs of the university system.

The following indicators show the low level of quality of the higher education . [05]

Internal Indicators :

1. The coefficient of supervisors is somehow weak throughout the past years, as shown in the table 2 compared to international rations.
2. The weakness of the scientific production of the university teachers especially in the studies for the benefit of the external environment of the university . The following figures are clear examples. [06]

Figure 5: The number of scientific citations per 100 000 residents for the years 2000 and 2010 for different countries.



(Source : World Bank Report, August 2011)

This figure is an indirect indicator for the contribution of national research in the global Stock of knowledge, where the number. 1.1 (2010) compared to other Arab countries such as Lebanon, 5.7, Tunisia 5.7 and Jordan 5.1. On the other

hand, a large number for the European Union countries gathered for an average of 46, and Chile to 9.6 in 2010, although it is classified among the developing countries.

3. Some LMD fields of study are imposed by the Ministry. In fact, this is paradoxical to the principle of decentralization that characterizes the LMD system.
4. The low ranking of the Algerian University at the international level remains static even after the adoption of the LMD system.
5. (Regarding the academic staff, the high-ranking accounts for only 20% of the total number of teachers, where most of the teachers belong to the class of assistant teachers as shown in the table below.
6. A high rate of failure amongst students.
7. A large number of passing students to the following year with debts.
8. The LMD system is primarily based on the student's efforts where he relies on himself in nearly 70% of his duty as requires the CBA (Competency Based Approach), but this was not achieved because of the students' ignorance of the essence of this system. Moreover, they lack the material means such as personal computers and internet connections.

External Indicators :

1. The failure of the university graduates to cope with professional life and they rely only on some public social organizations such as (Ansej, Angem, Cnac, Anem).* [07] Hence, in 2010, 37% of the Algerian institutions (in a similar way to its likes in the Middle East and North Africa) suffer from the lack of experience and the technical competitiveness provided that most of its staff are graduated from the fields of humanities and social sciences. This resulted the regress of creativity and the absence of know how to communicate. Their inability to reach a mode of life. All these factors contribute in the failure to achieve the suitable climate of successful business. [08]
2. As a matter of fact, a big portion of LMD graduates are jobless ; therefore, the aims of such a university system were not achieved and there was no correlation between such a system and its socio-economical environment. As a result, all the efforts turned below the expectations. [09]
3. The LMD system requires advanced techniques, spaces and equipment the ministry is unable to provide adequately and on time.

Reasons that Led to the Poor Quality :

1. The teachers' low salaries being compared to the average per capita income.
2. Nearly 50% of the management budget is devoted to social expenses (shelter , food, transportation...etc.). Although, this provides students with favouring climate for a good

aquisition, it reflects negatively on the financing of the pedagogical side. [10]

3. Weak spendings on the staff training through inadequate short-term Internships in both sides of number and value.
4. The expenditures devoted to universities are centralized while they should not be. [11]
5. The weak family budget devoted to students because of the change occurring at the level of the social values, which believes that the university education ends up in unemployment. [12]
6. Universities are depending directly on the government spendings and do not seek to conclude agreements and economic partnerships with the surrounding business enterprises. [13]

CONCLUSION

Algeria spends on higher education more than what is spent by the countries characterized by the same level of national income ; moreover, expenditures in this sector are frequently increasing [14]. This can be considered as a positive sign for the future of the sector. However, spending for its own sake is not enough. The spendings of Algeria are, in fact, the result of growing pressure that emerged accordingly to the number of students and the required expenses for processing and management to meet the demand for higher education. This goes in the favour of the hypothesis of this project.

The main problem lies in the distribution of the public expenditures provided that 50% of the management expenses go to the social side in most budgets. This was one of the reasons for the low quality of higher education despite the adoption of the LMD system.

According to what was shown above, it can be said that the expenses devoted to the sector of higher education in Algeria were weakly effective at the level of quality and were relatively effective at the quantitative level illustrated by the colossal number of students and host infrastructures. In this way , a social justice principle was illustrated which was « *people should have equal opportunities* ». As a matter of fact, Algeria's limitations lie in its inability to assure a quality of management for the devoted budgets and how to make the scientific research perform better.

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