

# The Higher Education system in Algeria



## National Report

September 2019



# 1. Introduction

## Overview of the educational system

In Algeria, education is compulsory from the age of six. Education is one of the main priorities of the Algerian government. The Algerian educational system is divided into several levels: preparatory, basic (primary and secondary), secondary, vocational and higher education. Access to higher education is subject to obtaining an A level equivalent or an equivalent foreign qualification.

In 1962, Algeria had only three higher education establishments (Algiers, Oran and Constantine) with fewer than 2,000 students, of which only 1% were women, and a total of 250 teaching staff. It was only after independence (1963) that the Algerian government began to rebuild its country and its educational system. After the creation of the Ministry of Higher Education and Scientific Research in the 1970's, universities gradually came into being. The university network represented 107 universities in 2015 and more than 1,500,000 students, 60% of whom were women, for a total of 54,000 teaching staff.

Algerian universities are public institutions and scientific, cultural and professional bodies, endowed with corporate status and financial autonomy. They are composed of governing bodies (board of directors, scientific council), a dean, faculties, institutes and annexes; common administrative and technical departments.

The Algerian educational system in terms of structure was influenced by the Napoleonic system for historical reasons, which go back to the French colonisation.

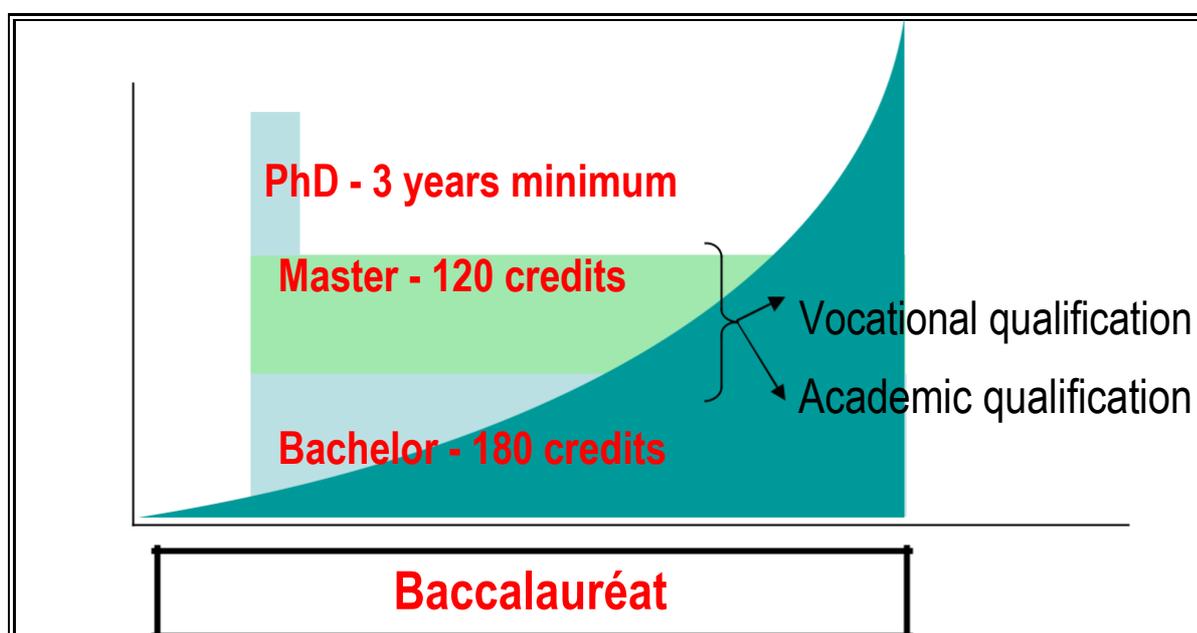
Like all other countries, Algeria has been confronted with the challenge of the globalisation of the university educational system, which has favoured the introduction of the BMD system (Bachelor Master Doctorate). This reform has led to a major overhaul of curricula and to new pedagogical practices. Maximising opportunities and opening up to the international stage has been the main reason for choosing BMD. That is why, in 2004, Algeria moved from the former system (4-year *Licence*, 2-year *Magister*, 3-4-year *Doctorat*) to the *BMD* (3-year *Bachelor*, 2-year *Master* and 3-year *Doctorate*).

## 2. Educational System: Diagram

Since the beginning of the 2004-2005 academic year, the Higher Education and Scientific Research sector has implemented reforms in three areas: the content of educational curricula, the teaching architecture, and the organisation of the pedagogical management structures.

The courses are organised in training cycles:

1. A first cycle leading to a Bachelor's degree
2. A second cycle leading to a Master's degree
3. A third cycle leading to a PhD.



Law No. 99-05 of 18 Dhou El Hidja 1419 of 4 April 1999, amended and supplemented, providing for a higher education orientation law, allocated these three degrees of higher education, except for studies in medical sciences (medicine, pharmacy and dentistry), architecture, veterinary sciences and agronomic sciences, which are still taught according to the previous educational system.

### 3. Tertiary Education

The Algerian higher education sector has been marked by two major forms of policy since its independence: the former and the most recent system - the adoption of a three-cycle higher education framework, called the BMD system (Bachelor-Master-Doctorate), in existence since 2004/2005.

Algerian universities have implemented a reform aiming at integrating the Bologna process standards: 3 years of study for the bachelor's degree and 2 years for the master's degree. Since the introduction of the three-cycle degree system in 2004, universities have awarded a bachelor's degree for having achieved 180 credits (first cycle), a *master's degree* for having achieved 120 additional credits (the second cycle) and, following a course of study, a *doctorate* (third cycle). Bachelor's or master's degree can take two different forms: "academic" or "applied", i.e. specialised or technical. In parallel to the Bologna process system, there are other scales of classification for qualifications in Algeria, as it is the case of the so-called "single cycle" or "long" qualifications, which last five to seven years, such as medical studies.

#### 3.1. Access to Higher Education

Access to higher education and training is open to students holding a "Baccalauréat" or recognised foreign equivalent qualification. As in all educational systems, there are exceptions in Algeria to the general procedures for access to higher education programs. These exceptions are mostly related to specific needs and educational policy decisions (mechanisms for adult learners and students with special needs to access higher education, validation of prior learning, etc.).

Access to the university is organised according to the provisions provided by a pre-registration and orientation circular, which is promulgated each year. The latter sets the conditions for access to the faculties provided by higher education and training institutions. Graduate orientation is subject to a classification which is based on the combination of four parameters:

1. the wishes expressed by the "Baccalauréat" holder,
2. the specialization and results of the "Baccalauréat",
3. the accommodation capacity of higher education and training institutions
4. the geographical district of the "Baccalauréat" holder.

Further conditions, such as the grades obtained in the core subjects, are required for access to certain fields and/or courses of study.

Access to certain fields may be subject to the presentation of a medical certificate of good health or to an interview with a panel.

Within the architecture of the BMD, education received is measured in credits and not in years of study: students must collect **180 credits** to obtain the Bachelor's degree, **and 120 credits** after graduation to obtain the Master's degree.

Credits can be capitalised and transferred from one course to another.

The progression from the first to the second semester of the same academic year is an automatic right for any student enrolled in the same course. The progression from the first to the second year of the bachelor's degree, within the same training course, is a right if the student has acquired the first two semesters of the academic course.

Passing from one year to another is achieved:

- if the average of all course units of the academic year is acquired,
- if the overall average by compensation between the marks of all units, is equal to or greater than 10/20.

A course can be validated by capitalisation or compensation.

The validation of a unit is achieved when the student has reached the average.

The validation of course units is also achieved by compensation:

- between the marks of the constituent elements of the same unit.
- between the marks of the different units in the same academic year, weighted by coefficients.

However, admission to a further studies can also be validated as follows:

- from 1st to 2nd year: if the student has a minimum of 30 credits out of the 60 of the year.
- 2nd to 3rd year: if the student totals a minimum of 80% of the credits of the two years (1st and 2nd year) of the bachelor's with the validation of the fundamentals course units.

In either case, the opinion of the teaching team is required if the number of credits is less than 60 (transition from the 1st to the 2nd year) or 120 (passage from the 2nd to the 3rd year). If the student is accepted for a conditional admission (with debts), it will be up to him to catch up on the missing credits. The teaching team can set up a special evaluation system to allow the student to be directed to another training course.

### **3.2. Vocational training**

In Algeria, there are two types of vocational degrees:

- Vocational degrees in higher education, the vocational master's degree, are awarded by higher education institutions,
- Professional degrees supervised by the Ministry of Vocational Training. These diplomas are considered as vocational training and not as academic.

### **3.3. Teacher training**

Various institutes are responsible for the teacher training depending on the level and subjects taught.

- Higher Normal Schools (Ecoles Normales Supérieures), Training for the benefit of the Ministry of National Education,
- Training of Primary School Teachers,
- Training of Middle Education Teachers,

- Training of Secondary School Teachers,
- 11 Higher Normal Schools (Bouzaréah, Kouba, Skikda, Constantine, Setif, Bou Saâda, Bechar, Laghouat, Ouargla, Oran, Mostaganem).

The disciplines taught in the HNS are: languages, exact sciences, technology, natural sciences, history-geography, music and philosophy.

## 4. Higher education

### 4.1. Public institutions

**Public** higher education is provided in **universities, academic centres** and **schools**. There are also **Institutes of Sciences and Applied Techniques**, created within the universities and whose exclusive mandate is to train middle managers holding a professional degree, for an explicit requirement (following up on field surveys, etc.).

**Private** higher education, recently created (2014), currently has eleven (11) private higher education institutions.

The Algerian university network consists of one hundred and seven (107) higher education institutions spread over forty-eight (48) Algerian administrative areas, covering the entire national territory. This network is composed of 17 universities in the Central Region; 22 Universities in the Eastern Region and 11 Universities in the Western Region. There are also 13 academic centres in each region and 31 higher schools.

See the list of institutions on the ministry's website at the following address (available in Arabic and French): <https://www.mesrs.dz/universites>

### 4.2. Higher education provided by private institutions:

The first and second cycle higher education can be provided by institutions established by a private corporate body.

The creation of a private higher education institution is subject to an authorisation from the Minister for Higher Education, issued in view of compliance with, inter alia, the following conditions:

- the director of the private higher education institution being of Algerian nationality,
- the availability of infrastructure and equipment, in accordance with the standards set by the ministry responsible for higher education, necessary for the smooth running of the envisaged higher education,
- the availability of qualified teaching staff capable of providing pedagogical supervision of the higher education envisaged, whose level of teaching must be at least equal to that provided in public higher education establishments,
- the inclusion of the higher education envisaged in response to the national requirements defined by the country's economic, social and cultural development plan,
- the justification of a share capital at least equal to that required by the legislation in force for the creation of a joint-stock company.
- respect for the components of national identity,
- respect for national religious and cultural specificities.

## **Comment:**

Public academic institutions cannot be privatised for any reason whatsoever.

These conditions and others are specified in specifications set by the Minister of Higher Education (Order of 18 June 2008 setting the terms of reference for issuing the authorisation to establish a private higher education institution). Private higher education institutions cannot provide higher education in the field of medical sciences.

The establishment of private foreign higher education institutions is subject to a ratified bilateral agreement.

The authorisation granted specifies the specialties and diplomas of higher education for which it is issued and any modification of one of the fundamental elements which led to its issue is subject to the prior approval of the Minister of Higher Education.

At the beginning of each academic year, the minister responsible for higher education publishes the list of private institutions authorised to provide higher education as well as the list of specialist subjects covered.

The private higher education institution is required:

- to apply the teaching programmes and the conditions of progression in the curriculum set by the Minister responsible for higher education when the speciality is provided in public institutions of higher education,
- to submit the teaching programmes corresponding to the speciality assured as well as the conditions of progression in the curriculum to the approval of the minister in charge of higher education when it is not ensured by public institutions of higher education,
- to sign, at the time of registration, an individual training contract with the student,
- to subscribe to all insurance to cover the civil liability of students and staff and to implement the rules provided by the legislation in force in the field of social protection and health cover and protection of students.

The private institution of higher education is required to enroll only candidates holding a "Baccalauréat" or any foreign diploma recognised as equivalent for the pursuit of studies in the first or second cycle.

Students holding diplomas awarded by private higher education institutions may, after obtaining equivalency of their diplomas, apply for registration, in accordance with the provisions of the relevant regulations, in a public institution of higher education and training to pursue further studies.

The terms and conditions for issuing the equivalence of diplomas awarded by private higher education institutions are laid down by regulations. The private higher education institution must show on all of its documents the expression 'private' in characters identical to those used for the name itself, as well as the number and date of the authorisation issued by the minister of higher education.

The private institution of higher education must not indulge in advertising likely to mislead the students or their parents on the status, the nature and duration of the training provided and its possible outcomes.

Private institutions of higher education are subject to administrative and pedagogical supervision, monitoring and evaluation by the Minister of Higher Education. The supervision and evaluation relate to the respect of the conditions fixed by the law mentioned in reference), the regulations relevant to its application and the content of the specifications.

In case of failure to comply with the specifications or infringement of the provisions of this law and its implementing regulations, the Minister of Higher Education may decide to withdraw the authorisation.

No private institution of higher education may be closed during the academic year at the initiative of the founding corporate body or the head of the institution authorised to represent it.

In cases of force majeure making it impossible to continue the activity of the private higher education establishment or withdrawal of the authorisation provided for in Article 43bis10, the Minister for Higher Education may request, in order to protect the interests of students, the territorially competent judge to appoint a manager from among the body of higher education teaching staff of public higher education institutions.

During this period, the real estate and movable property of the establishment necessary for the correct running of the training cannot be seized.

In the event of the closure of a private institution of higher education at the end of the academic year, the students will be transferred to universities and campus universities close to it, in accordance with the terms and conditions laid down by the Minister responsible for Higher Education.

The founding private corporate body or the person in charge of the institution authorised to represent it must, at the beginning of each academic year, justify the subscription of a bank guarantee to deal with expenses incurred in cases of closure to the Minister of Higher Education.

The amount of the deposit is determined according to criteria set by the Minister of Higher Education.

#### **4.3. Private institutions of higher education:**

- Ecole Supérieure d'Hôtellerie et de Restauration d'Alger (**ESHRA**)
- Management Development Institute (**MDI**)
- Institute Ennour
- Institut de Management d'Alger (**IMA**)
- Institut de Formation d'Assurances et de Gestion
- Institut de Management (**INSIM-SUP**)
- Ecole de Management (**EM**)
- Institut d'Electronique et de Mécanique (**IEM**)
- Ecole de Formation en Techniques de Gestion (**EFTG**)
- Institut d'Optométrie
- Ecole de Management d'Alger (**Business School**)

L'Ecole de Commerce Algérienne was created in 2004 by the Algerian-French cooperation with the support of a French university consortium in the field of management, i.e. ESCP Europe, HEC Paris, the Kedge company; it is the only mixed school that exists in Algeria. A French degree from the University of Lille is issued, as well as an Algerian transcript. This type of diploma does not require a recognition procedure as is the case for other foreign diplomas.

The Higher Arab Institute of Translation (HAIT) is an Algerian university organisation of the Arab League. Inaugurated in 2005, it has since been working with international scientific and cultural institutions, with leading universities and research centres, to promote and develop translation in the Arab world.

## 5. Governing Bodies of Higher Education

State policy in the field of higher education is implemented by the Minister of Higher Education and Scientific Research. He develops the national curriculum for higher education and scientific research, in accordance with the laws and regulations in force, and schedules, coordinates and evaluates higher education. In addition, the pedagogic supervision of the Ministry of Higher Education and Scientific Research is granted to both higher education institutions in other ministries and private higher education institutions.

To carry out its mission, the Minister of Higher Education relies on a number of advisory bodies.

### 5.1. Advisory Bodies

Placed under the authority of the minister responsible for higher education, several bodies or institutions play an important role in the implementation of the training policy of the parent ministry and in the implementation of the strategy underlying this policy:

- i. The **CNU** (National Conference of Universities) is under the direct authority of the Minister of Higher Education. It brings together all heads of higher education institutions and is the supreme educational authority.
- ii. The CRUs (Regional Conferences of Universities) are regional subdivisions of the CNU and bring together the heads of higher education institutions in each of the three regions that make up the university map: CRU West, CRU Centre, CRU East.
- iii. A **university ethics and morality council**, responsible for ensuring the promotion of university moral values, to propose any measure relating to the rules of ethics and professional morality.
- iii. The **CNH** (National Commission for Empowerment) and its regional subdivisions which are the CRE (Regional Assessment Commissions); these are bodies that came about with teaching reforms. Their mission is to evaluate training offers from academic institutions and to authorise them to issue the corresponding diplomas. It should be noted that each ministerial department is represented by a member of the CNH which constitutes the last advisory body before the authorisation of a training offer for bachelor, master or doctorate.
- iv. The **CUN** (National University Commission) promotes teachers to the rank of professors of higher education.
- v. The **CNE** (National Evaluation Committee) is an autonomous body responsible for promoting the internal and external evaluation of higher education institutions with the aim of improving their performance in terms of training, research and governance.
- vi. The Scientific Council (**CS**) is an advisory body within academic institutions (university, faculty and department).
- vii. The **CNER** (National Council for the Evaluation of Scientific Research and Technological Development), an autonomous body responsible for evaluating research activities and the fulfilment of national research programmes in the higher education sector and in other socio-economic sectors involved in research activities. Other educational and scientific evaluation bodies exist such as the National Pedagogical Sector Committees (**CPND**).

## **5.2. Registration fees and scholarships**

Higher education institutions are fully State funded public institutions. They can also mobilise their own resources.

## **5.3. Organisation of an academic year**

The academic year is organised in 2 semesters.

# **6. Quality assurance**

The Ministry of Higher Education and Scientific Research created the National Commission for the Implementation of Quality Assurance in Higher Education -CIAQES- on 31 May 2010. It was designed to reflect upon the quality assurance system, its development and its implementation.

Its guidelines included a set of actions that should provide the sector with a quality assurance system.

### **Highly comprehensive guidelines**

Right from the start, the CIAQES has set itself guidelines worthy of the ambitious mission entrusted to it: to implement quality assurance in higher education and scientific research. To do this, it drew up a comprehensive action plan. These actions consisted of: 1 -The structuring of quality assurance units within each higher education institution, 2 -The training of quality assurance managers-QAR of the units, 3 -The setting of a national standard, 4 - The creation of a quality assurance agency. The CIAQES has begun its work of structuring quality assurance units in each university and scientific research establishment. These quality assurance units bring together the main actors of the university community and the parties involved (employers, State, etc.), and are headed by quality assurance managers - QAR -whose role is to animate, to raise awareness and steer self-evaluation actions. Training in quality management and university evaluation has been scheduled for quality assurance managers. Seminars and conferences on quality assurance in higher education are periodically organised by QA managers in many academic institutions. Technical workshops focused on the development of the national guidelines by adopting a participatory approach with all the actors of the university community. Previously, and after the organisation of an international QA symposium in Algiers in June 2008, work on raising awareness in the various actors was carried out through the organisation of seminars and regional workshops to prepare the advent of QA units at all academic institutions. Visibility operations through the publication of the first issue of a newsletter. Preparation of curricula for the training of QA managers, as well as training experts. In addition, a study and prospection work was carried out in various QA institutions around the world: <http://www.ciaqes-mesrs.dz/>

## 6.1. Credit system

Credits are the accounting unit that allow for measuring the student's work during the semester (course, homework, practical work, internship, long study, personal work, etc.). Credits can be capitalised and transferred from one course to another. A credit is equivalent to an hourly volume of 20 to 25 hours per semester covering the hours of instruction provided to the student by all forms of teaching and the student's personal working hours:

Fundamental course unit: 60% of the semester's credits

Main course unit: 30% of the semester's credits

Discovery course unit and common course unit: 10% of the semester's credits

Each semester includes 30 credits. Each degree corresponds to the capitalisation of: 180 credits for the Bachelor, and 120 additional credits for the Master. A Doctorate is obtained after 6 semesters of studies and research, corresponding to 180 credits.

Information concerning the credit system and the coefficient of the subjects covered are indicated on the transcript of records.

## 6.2. Evaluation system

The Algerian university system is based on the BMD system with credit transfer: ECTS grades. Number of credits per semester: 30 ECTS. Number of credits per year: 60 ECTS. Scale: 0-20. Excellent: 18-20. Very good: 16-17.99. Good: 14-15.99. Satisfactory: 12-13.99. Adequate: 10-11.99. Failed (F / FX): 0-9.99.

## 6.3. Credits transfer

Credits allocated to any subject or unit acquired is capitalised.

A student capitalises 30 credits for each acquired semester and 60 credits for each acquired year (valid only for bachelor's degree).

Credits facilitate mobility; they are: capitalisable and transferable if they correspond to the subjects acquired with an average  $\geq 10/20$  and are capitalisable and not definitively transferable if they correspond to the subjects acquired by compensation.

## 7. National qualifications framework

No national qualifications framework has been established in Algeria yet. Nevertheless, the steps towards its setting up are identified as follows:

Step 1: decision made and the process just started,

Step 2: The objective of the NQF has been agreed and the process is ongoing, including discussions and consultations. Various committees have been set up to work on them,

Step 4: The redesign of the study programmes is underway and the process is almost complete. Step towards the establishment of a national qualifications framework,

Step 5: The overall process is fully completed, including the self-certified compatibility with the Framework for Qualifications of the European Higher Education Area.

## 8. Relationship between university and business

The university and the business world have different objectives: the university aims at extending the field of knowledge through teaching and research, whereas the company aims at producing goods or services. It also produces profits, offers work to its staff and generates wealth thanks to the added value it incorporates in its action. This difference admitted, it can be a source of fruitful synergies with the university.

In order to be and remain competitive, the business must constantly innovate: new technologies, new products, new procedures and new markets.

As for universities, they accumulate extensive expertise in research and education, in serving the society.

Both activities are different in principle but can often be complementary. In this case, a university-business partnership usually leads to mutual enrichment.

Collaboration between universities and businesses, in various forms, has developed very rapidly in recent years. Many businesses and universities have multiple experience of university-business projects: many contracts are signed each year. The lines of partnership can be very variable in terms of nature, duration and complexity, and are accessible to the heads of small and medium businesses as well as the specialised services of a multinational.

This increasingly important interaction between businesses and universities is due to changes in the business world as well as in the academic world. Therefore, it is necessary to establish a form of connection between the two worlds in order to better adapt the qualifications provided by education to the needs of the developing economy.

The success of any size business is often linked to its innovation and differentiation from competitors in products and services as well as in processes. Faced with these challenges, the business can find a solution in a partnership with a university research unit to which it brings:

- in-depth knowledge of needs and markets (present and future) by presenting qualitative and quantitative studies, this will help us to assess the needs of the economy and to develop university activities accordingly,
- the possibility of better guiding education and improving student-business contacts,
- the specific skills and know-how of the business developed by university research,
- the possibility of placing students from the 3rd year undergraduate degree in businesses, so as to round-off theoretical education through practical experience;
- business participation in the development of programmes, which makes it possible to adapt them to local conditions,
- the creation of advisory committees to collaborate in programme development and evaluation,
- the call for cooperation from former students (Alumni) for the organisation of discussions aimed at verifying whether their university education truly corresponds to the jobs they obtained after graduation,
- the organisation of meetings between academics and business leaders to discuss objectives and problems.

This business-university partnership will also enable:

- suggestions of possible improvements in the content of courses according to the identified needs,
- setting of the rules and provisions relating to the confidentiality of research results to maintain a climate conducive to communication “Corporate University”;
- developing training programmes for business creation, technology management and intellectual property, in all faculties and specialties.

In addition, universities have accumulated significant scientific know-how and wish to promote research, especially research geared towards human, economic or technological problems that arise today. The university can offer the business:

- competent personnel,
- specific equipment,
- a rigorous and multidisciplinary approach,
- an opening to international research,
- an opportunity to get to know potential employees better.

**The suggested structures :**

- The Corporate University Liaison Office,
- Entrepreneurship Centre,
- Career Centre,
- Job-Finding Club,
- Incubator.

## **9. Research**

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

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

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

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

## **10. Internationalisation of Higher Education**

The internationalisation of higher education is considered a very important point by university officials. The international development strategy aims at:

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

As a result, the institution's lecturers will be obliged to improve the quality of teaching.

Other possible measures to encourage internationalisation are related to better international recognition of university programmes, close cooperation with other recognised institutions, and knowledge and research challenges.

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

### **10.1. Transnational education:**

With regard to transnational education, there are two main institutes in Algeria: the Arab Higher Institute of Translation in Algiers and the Panafrican Institute domiciled at the University of Tlemcen (PAUWES).

### **10.2. International cooperation and conventions**

There are different agreements and treaties with other countries such as:

- The Ministerial Council for Education and Higher Education and Scientific Research, at its tenth session, held in Tunis from 28<sup>th</sup> to 30<sup>th</sup> December 2010. The countries involved are Algeria, Tunisia, Morocco and Mauritania,
- Decree No. 88-121 of 21 June 1988 ratifying the Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Certificates of Higher Education in African States, prepared at Arusha on 5 December 1981;
- Executive Decree No. 18-95 of 19 March 2018 laying down the conditions and procedures for the recognition of foreign higher education diplomas.

## **11. Recognition of foreign qualifications and studies**

The Algerian government has made considerable efforts to expand the university network and train hundreds of thousands of executives. These efforts must continue to achieve the desired objectives both quantitatively and qualitatively. The development of quality assurance in higher education is the culmination of the reforms undertaken as part of the international dynamic for mutual recognition of qualifications and diplomas. In this context, the National Accreditation Committee (CNH) and the Regional Evaluation Committees (CRE) are responsible for validating bachelor and master programmes offered by universities and for authorising these institutions to award the corresponding diplomas. Doctoral courses are validated by committees created by the Directorate of Postgraduate Studies and Educational Research of the Ministry of Higher Education and Scientific Research. A National Council for the Evaluation of Scientific

Research and Technological Development has been established in accordance with the executive decree of 21 January 2010. This council is responsible for the strategic evaluation and monitoring of evaluation mechanisms of the national policy for scientific research and technological development.

The candidate must register online on the platform at the following address: [www.mesrs.dz](http://www.mesrs.dz), section of the site: equivalence, and then scan the file and send it online, with reference to the Ministerial order for the recognition of a foreign diploma (Order 1260). Once recognition is established, the candidate must physically present all the originals of his diplomas (the A levels, the diploma subjected to the equivalence as well as all the intermediate diplomas).

During the recognition process, different tools are used:

- regulations based on the texts published in the Official Journal of the Republic of Algeria, as well as on the decrees that regulate Algerian higher education from one system to another or from one country to another;
- academic research;
- comparison between an old system and the most recent.

It is worth noting that 70% of Algerian students pursue their studies in France and that French diplomas are the most requested for recognition in Algeria. Most applications for recognition relate to diplomas awarded in France.

## References

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## 12. Examples of certifications

### Algiers University

32

رقم القسم: // .....  
رقم الكلية: دس/2011/2230

جامعة الجزائر 1  
University of Algiers 1

سهاوة نجام

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شعبة: .....  
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الجزائري في: 20-09-2011  
بالتاريخ: سبتمبر 2011  
مقبول  
ولاية: قسنطينة  
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الدكتور: أحسن سليمان

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م. بن خروف عبد الرزاق

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بسم تعين و بعد الاطلاع على شهادة التي يجب إرجاعها عند استلام الشهادة النهائية





University of Science and Technology Houari BOUMEDIENE, Algiers

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**UNIVERSITE DES SCIENCES ET DE LA TECHNOLOGIE HOUARI BOUMEDIENE**  
*B.P. : 32, U.S.T.H.B. 16123, Bab-Ezzouar, Alger*

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N° : 137/2008

**ATTESTATION PROVISOIRE DE SUCCES**

Le Recteur de l'Université des Sciences et de la Technologie HOUARI BOUMEDIENE

Vu la délibération du jury en date du Jun 2008  
certifie que M [redacted]  
Né (e) le : [redacted] à : [redacted] Wilaya [redacted]  
a obtenu le **DIPLOME D'INGENIEUR D'ETAT** en **BIOLOGIE**  
Option : **ECOLOGIE ANIMALE**  
près : **LA FACULTE DE BIOLOGIE**

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المجلس الأعلى للتعليم  
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Fait à Alger, le 29/11/2008

**LE RECTEUR**  
[Signature]  
Recteur, Chargé  
de l'Administration, de la  
Généralisation de l'Enseignement  
Supérieur et des Diplômes  
TOUJABET Abdelkarim

**LE DOYEN**  
[Signature]  
Doyen  
F. LARABA-DJEBARI

U.S.T.H.B.

L'original de cette attestation porte le LOGO de l'USTHB de couleur bleue. Elle n'est délivrée qu'en un seul exemplaire et doit être restituée obligatoirement lors du retrait du diplôme définitif.

Mouloud Mammeri Tizi Ouzou University



الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي و البحث العلمي  
جامعة أمحمد بوقرة - بومرداس

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شهادة نجاح مؤقتة

إن رئيس جامعة بومرداس  
وبعد إطلاع على محضر لجنة الامتحان المؤرخ في : 01 JUIL 2007  
يشهد أن الطالب (ة) :  
المولود (ة) في :  
قد تحصل على :  
شهادة الدراسات الجامعية التطبيقية  
فرع : التكنولوجيا الغذائية  
قسم : مراقبة الجودة  
التكنولوجيا الغذائية  
بومرداس في : 10 جويلية 2007

Attestation provisoire de succès :  
Du diplôme d'Etudes Universitaires Appliquées  
Filière : Technologies Alimentaires  
Option : Contrôle de Qualité  
Délivrée à M :

رئيس الجامعة / نائب رئيسة الجامعة  
مكلف بالتكوين العالي والتكوين المستمر والشهادات  
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عميد الكلية

