

The LMD Higher Education System in the Maghreb Countries: The Example of Algeria*

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Abstract

Observation of the performance of higher education in Algeria reveals a preoccupation with quantity, as is evident in the annual or periodic statistics compiled by the ministry, or university records of accomplishments, which emphasize advances in facilities and infrastructure needed to accommodate students. The problem of balancing quantity and quality was not acute in the sixties and seventies, when Algerian university graduates proved themselves in both the labor market and in further studies pursued at foreign universities. With reforms of higher education in the early eighties, involving programs and evaluation, and in the late nineties, involving restructuring, as well as with the continuing increase in the number of students, the balance between quantity and quality began to waver; levels of student achievement started to decline, and the gap between training and market requirements progressively widened. To accommodate the influx of large numbers into universities each year and improve outcomes, higher education officials began considering new reforms based on the Bachelor / Master / Doctorate system.

This paper will address the following questions: What are the intellectual and objective bases of this system? What are the solutions it offers to the problem of balancing quantity with quality? What are the reactions of faculty and students to such systems and what are the obstacles faced during its implementation?

I. Introduction

It wouldn't be new to affirm that higher education was and remains the cornerstone of any genuine development drive. Examples of this are many, for the correlation between the level of higher education and development rates in any society is strong. The results of research and studies conducted by international bodies indicate that investing in this sector cannot be overlooked by countries aspiring to join the knowledge society.

A look at the order of the Maghreb universities in Islamic countries shows that they occupy the fourteenth rank after Benin, Nigeria and Oman in terms of the production of published scientific articles, as revealed by the Organization of the Islamic Conference-OIC Report on Academic

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Ranking of Member Universities. With regard to the order of these countries amongst each other, we find that they rank as follows: Tunisia, Morocco, Algeria, Libya and Mauritania. Although Algeria leads the Maghreb countries in the number of published articles (an estimate of 1682 articles), it comes in third place after Tunisia (1490 articles) and Morocco (807 articles) given the number of universities it has compared to them (OIC Report on Academic Ranking, 2007).

It is common knowledge that Arab universities, and Maghreb universities in particular, still suffer from weaknesses on several levels, including aspects of management, staffing, pedagogy, quality of structures and conditions of student admissions, etc. In order for the Maghreb countries to play their role in transferring, producing and implementing knowledge, a rehabilitation process is called for. This is what the Maghreb countries aspire to do through the successive reforms of higher education.

II. Higher Education Reform in Algeria

Algeria is considered to be one of the countries that have adopted an education policy that is open to all the categories of society. Through its choice of education democracy principle which started with its independence, Algeria adopted free education at all levels as a national mandate. Furthermore, the State takes upon itself the responsibility of providing student services such as accommodation, transport and grants. Additionally, any student who obtains the secondary school leaving certificate, the «Baccalaureate», is immediately offered a seat at the University.

These major strategic goals have given the state the great responsibilities of ensuring completion of projects that accommodate the number of new students arriving each year to the University, and the ensuring requirements and needs for training cadres, providing pedagogical support, etc. Those observing the performance of higher education in Algeria can record that the primary concern is the quantitative aspect. This is clearly reflected in the annual or periodic results recorded by the Ministry, or even those recorded by the universities. These are based on achievements that serve to ensure the accommodation of students by facilities and infrastructures.

Algeria inherited, at its independence from colonialism, one university, which is the University of Algiers. Established in the year 1851 as a medical institute, it was created to meet the needs of the settlers. This was followed by the establishment of institutes of law, arts and economy. In 1909, the university was reorganized on a college basis to include four faculties: the Faculty of Medicine and Pharmacy, the Faculty of Law and Economic Sciences, the Faculty of Arts and Humanities and the Faculty of Exact Sciences. A look at the number of students enrolled in these faculties clearly suggests that the university was established to serve the settlers.

Table 1 clearly shows that higher education in Algeria after independence was serving the settlers, as the total number of foreign students (4557) far exceeded the number of Algerian students (549), who represented only 11% of all students.

A comparison of the development that took place in the higher education sector from independence until 2007 shows that the number of universities in the year 1962 was limited to just one, namely, the University of Algiers. However, by 2008 more than sixty Higher Education (HE) institutions, including 34 universities, 13 HE centers, 13 HE institutes and 4 teacher training institutes had been established. From a mere 103 in 1962 the number of teachers reached 30,510 in 2008. Furthermore, the number of students jumped from 5,106 to 979,949 and will exceed a million in the next few years.

Table 1: Number of students, Algerians and Europeans, enrolled in the University of Algiers, after independence in 1962

| Faculties | Number and Percentage of European Students | | Number and Percentage of Algerian Students | | total |
|--------------------------------------|--|------------|--|------------|-------|
| | Number | Percentage | Number | Percentage | |
| Faculty of Medicine and Pharmacy | 1110 | 89% | 134 | 11% | 1244 |
| Faculty of Law and Economic Sciences | 1528 | 90% | 179 | 10% | 1707 |
| Faculty of Arts and Humanities | 1157 | 87% | 172 | 13% | 1329 |
| Faculty of Exact Sciences | 762 | 92% | 64 | 8% | 826 |
| Total | 4557 | 89% | 549 | 11% | 5106 |

Source: adapted from Massouda (2002)

The reforms that the higher education sector underwent are diverse and touched upon organizational and pedagogical aspects. They can generally be summarized in three reforms; the 1971 Reform, the 1999 Reform and the 2004 LMD Reform. However, before going further into detail, it would be pertinent to mention the situation of higher education before these reforms came into effect; directly after Algeria's independence.

1. Pre-Reform Period

This period extends from 1962, the year of Algeria's independence to 1971. It witnessed the establishment of the Ministry of Higher Education and Scientific Research, which was entrusted with the task of supervising the promotion of higher education. The French organization remained in effect during this period, and educational studies were carried out according to three cycles: The first is a three-year, post-baccalaureate (high school diploma) cycle. The second cycle is one-year long or more and awards the successful student a Diplôme d'Études approfondies. The third stage, through which one can obtain a Doctorat de Troisième Cycle and then a Doctorat D'État, is accessible to holders of a Doctorat de troisième cycle

This phase was characterized by Algeria's quest to achieve the following objectives:

- Ridding curricula from colonial ideas, especially programs of social sciences, human sciences and law which were full of colonial ideas offensive to Algerian society.
- Abolishing French educational administration and replacing it with Algerian educational administration.
- Making education a right for every citizen.

2. The 1971 Higher Education Reform

The following characterized this period of reforms:

- a. The progressive process of adapting curricula, especially in the social sciences, to Arab and Algerian cultures through Arabization and "Algerianization".
- b. Training individuals capable of being integrated directly into the labor market.
- c. Diversifying training paths so as to provide for the needs of economic, social and service sectors.
- d. Training the maximum number of individuals at the lower cost.

- e. Combining theoretical and applied training by opening of the university onto its economic and social environments.
- f. Abolishing the Certificate system and introducing a four-year Bachelor system, as well as the Master's and the Doctorat d'Etat.
- g. Introducing the system of semesters and modules.
- h. Changing faculties into institutes.

3. Phase of Returning to Faculty System

This period, which started in 1999, became known as a structural reform of the University because the Ministry went back again to the faculty system instead of Institutes. This was done by placing together different majors under one faculty (in most cases with no solid framework), to the extent that one might find that the majors of the same faculty differed from one university to another. It should also be noted that these reforms did not depend on an evaluation of the existing system in order to identify the pros and cons and benefit from such findings in the future reform. In spite of this restructuring, the management maintained the institute 'mentality' it previously had and did not fully benefit from its financial and pedagogical autonomy.

4. The LMD Reform

The reform known as the LMD System (License, Master, Doctorat or Bachelor, Master, Doctorate) came about in 2004. It kept the structure of the University and faculties as they were, but made radical changes to the pedagogical process. This reform is considered the focus of this research, and it will be dealt with through its philosophy, goals, structure, implementation and results.

III. The LMD System

1. The Bologna Process

On 19 June 1999, a group of countries belonging to the European Union ratified mechanisms for developing higher education in Europe. This was due to knowledge being considered as an indispensable factor in the process of social and human development along with it being an essential component in the strengthening of European citizenship. It was deemed necessary to give citizens the necessary competencies to meet the challenges of the new millennium with an awareness of common social and cultural values that would develop a mutual social and cultural outlook.

In an LMD System (a system of Anglo-Saxon origins), higher education was entrusted with facing this scientific, social and cultural challenge in Europe, relying on a set of principles which includes:

- a. Guaranteeing university autonomy, to ensure continuous consonance with the changing needs of society and knowledge along with cultural advancement.
- b. Promoting European higher education on the global level.
- c. Linking higher education to the work requirements of the community.
- d. Promoting European labor and making it more competitive globally.
- e. Strengthening student mobility dynamics and taking advantage of the opportunities for learning, training and professional services.
- f. Promoting European cooperation in the field of learning quality.
- g. Promoting the European learning dimension through program contents, skills and competencies.



2. LMD Objectives in the Maghreb Countries

Through the commissions that worked on evaluating higher education in Algeria, a number of imbalances in its functional performance were detected. Abdelhamid Djekoun (2006) summarized the most important difficulties facing higher education as follows:

- A large number of students with poor attendance.
- A great failure and dropout rate along with cost effectiveness.
- Weak dynamics when it comes to program renewal.
- Weak relations between the university and its social and economic environments.
- Strong centralization as a means of managing university life.

To deal with these difficulties and problems, Algeria adopted the LMD System as a ready made European system as had all the other Maghreb countries. It can be pointed out that these countries have adopted major objectives inspired as a whole from the European system, and features of its implementation were apparent in the following:

- a. Improving the quality of higher education.
- b. Compatibility of the training with the global system and European standards in particular.
- c. Diversifying training paths and linking them to the economic and social needs.
- d. Seeking to ensure employment.
- e. Modernizing management and pedagogy.

3. Structure of the Study Plan in the LMD System

It is common knowledge that the study in the LMD System consists of three cycles, which are: License (Bachelor), Master and Doctorate. The first being the Bachelor or License stage includes three years of post- secondary education, undergraduate study and is divided into six semesters. Success requires obtaining in 180 credits at a rate of 30 credits per semester.

The Bachelor is offered in two programs: Academic Bachelor and Professional Bachelor. The Masters is considered the second level after the Bachelor and requires 2 years of study, i.e. baccalaureate +5 years. The first year is allocated for studying a range of modules that amount to 120 credits and culminating in a certificate called Master 1. During the second year, the student prepares a research project and also attends some supporting lectures, which are usually provided by visiting professors, in order to receive a certificate called Master 2.

The third level, or the Doctorate, is the culmination of university education and lasts at least three years after the Master, and ends with a thesis that is to be defended before a jury.

It is worth noting the existence of a parallel structure called Doctoral schools on which several universities are gathered to offer a training program at the level of Master and Doctorate.

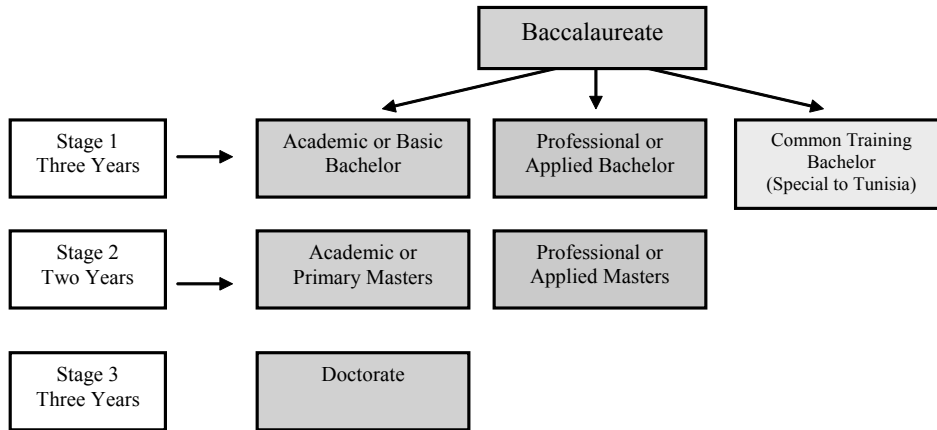
Before addressing the effects and results of implementing the LMD System, it would be useful to refer to the contents of this system in its various dimensions, which can be identified as follows: program building, evaluation, transfer and progress of students, learning sources, relation with professional institutions, relation with foreign scientific bodies and education quality.

a. Building Training curricula

The process of building curricula is considered the cornerstone of any educational work, and the training success in this system depends on this process, because the right knowledge, skills and competencies that match the requirements of modern education and the needs of the community are transmitted through it. The added value of this system is the way it gave a kind of autonomy and flexibility to universities in developing and building their training programs. This meant the responsibility was handed back to the professors, which is a positive gain.



Figure 1: The Structure of the LMD Based on the Structures Adopted in the Maghreb Countries



However, there are required procedures and preparations to be implemented before the training program is adopted. In turn, this process requires educational and scientific expertise in building and preparing the programs. This is because presenting the program to be provided requires completion of a standardized form which demands knowledge and expertise in curriculum design such as in:

- Identifying the general objectives of the training program
- Suggesting core, transversal and discovering teaching units. Credits are distributed amongst these courses in such a way that the greater number falls under the core courses. For example, assuming there are eight courses per semester, four of these should be core courses, and the rest is divided amongst the other units.
- Suggesting the weekly study time for each module and distributing it amongst lectures, practical sessions and personal work.
- Proposing a number of credits for courses as well as a weight for each model. This is usually done by calculating 15 work hours for each credit, meaning that the course containing four credits has a time estimate of 60 hours per semester. These are then distributed amongst lectures, practical sessions and personal student work.
- Proposing methods for knowledge evaluation.
- Listing the contents of each course and giving a description of the objectives it achieves.
- Listing the references that support the contents.
- Pointing out the societal sectors that are likely to employ students in the future.
- Pointing out the physical potential of the learning resources available to students in the training program.
- Pointing out the list of those in charge of the training program as well as determining the responsibility of each one of them.

The map of training programs in the three Maghreb countries took irregular steps in terms of the launch year of this academic project, with Morocco coming first and followed by Algeria and finally Tunisia. However, Algeria leads the three in terms of training programs, including the Bachelor and Masters (Table 2). But despite this number of accredited training programs, the

number of students following the previous system still exceeds the number of students following the LMD System.

Table 2: Training programs in the Maghreb Universities in the LMD System

| Countries | Year of Adopting the LMD | HEIs | Academic Bachelor | Professional Bachelor | Common Bachelor | Academic Master | Professional Master | Total |
|--------------------|--------------------------|------|-------------------|-----------------------|-----------------|-----------------|---------------------|-------|
| Algeria 2008/ 2009 | 2004 | 64 | 133 | 59 | – | 364 | 83 | 703 |
| Morocco 2007/2008 | 2003 | 18 | 25 | 30 | – | 122 | 18 | 213 |
| Tunisia 2007 /2008 | 2005 | 14 | 76 | 303 | 26 | Not available | Not available | 419 |

Source: Rehabilitation Decrees from the Ministries of Higher Education in the Three Maghreb Countries: Morocco, Algeria and Tunisia

b. Evaluation

Evaluation is based on a set of indicators such as continuous monitoring, final exams and students' personal work, as these all contribute differentially to the course's final grade. Students benefit from the compensation system for the courses belonging to the same unit and between different units. The general average of the semester is obtained through the averages of the courses it's comprised of. A student is considered to have passed if she/he gets a total average of 1020/ or more. A student who gets less than that average fails. He has the right to a catch up session at the end of semester. The catch-up session concerns only the theoretical component within the courses, the student's mark on the practical component of the course remains. A period of two months must separate the regular exam and the catch-up exam. If the student fails after the catch-up session, she/he retains the modules in which she/he succeeded. We also note that the LMD System has kept the compensation system that was common in the old system.

30% of the final score is allocated for continuous monitoring and 70% for the final exams in the regular session and the catch-up. Students also benefit from the system of compensation, meaning that a student can pass the courses by adding up grades of the unit models, disregarding the failure in some models and the success in other. The student has to get an average of 1020/ on the unit total.

c. Student progression

Although teaching is based on semester, student's progress from one year to the next is annual. Therefore, the student who acquires a passing average or at least 30 credits, i.e. 50% of all the credits, is allowed to move up to the second year after her/his results are approved by the pedagogical committee. It also allows the student to shift to the third year if she/he acquires a passing average or 80% of the first and second years' credits, provided that she/he had passed the core courses. It should be noted that there are some minor differences between the different countries of the Maghreb in defining the required credits for the transition. For example: in Tunisia, promotion from the first year to the second requires the student to acquire 45 credits, which amounts to 75%, as opposed to the 50 % required in Algeria (Table 3).

Table 3: How students pass from one year to another

| Countries | From First to Second Year | From Second to Third Year |
|-----------|---|--|
| Algeria | Acquiring 30 credits following the opinion of the pedagogical committee | Acquiring 80% of the credits of the first and second years |
| Tunisia | Acquiring 45 credits (75% of the first year credits) | Acquiring 45 credits (75% of the second year credits) |

Source: Extracted from the LMD system regulations in Algeria and Tunisia

d. Learning Resources

Based on the philosophy of the LMD System (that is founded on accompaniment and self-learning) small groups of students should work together, which in turn calls for a large number of tutors, study rooms, laboratories, libraries, media rooms and Internet.

e. Relation with the Environment and Community

Training programs require the identification of community needs in terms of competencies and skills that are needed by economic and social institutions. There is also a need to engage these institutions in the training process through their supervision of student fieldwork and trips. In order to adopt training programs, especially professional ones, the system emphasizes the agreement between the training team and these institutions on the proposal of training programs.

f. Relation with Foreign Countries

As declared by the Bologna Process, the implementation of LMD System is to be spread globally. For this, a number of agencies and organizations have been established to strengthen and promote the system at the European level first and in the other countries that have adopted the System, including the Maghreb countries. Among these programs, Erasmus Mondus, Tempus and some others are the most important, and all of them aim to establish cooperation in building training programs, students and professors' mobility, and making financial provisions available. They also work towards a joint monitoring of the academic accreditation of the training programs and financial, pedagogical and scientific accompaniments in order to ensure the quality of higher education. Furthermore, they aim to attract highly-qualified professors and students and facilitate mobility in both directions between Europe and Third World countries, at least in theory.

g. The Quality of Higher Education

There is no doubt that the quality of education is the outcome of several requirements that include the various aspects that have been already addressed. These consist mainly of providing training programs, accreditation procedures and accompanying support means such as libraries, laboratories and Internet services. It also requires developing regulations in great detail and ensuring the quality development through experienced foreign and national independent specialized centers.

As mentioned previously, the European formula brought forward by Erasmus Mondus and Tempus is considered part of the attempts to create systems that monitor the quality of higher education.

III. Critical Review of the LMD System

Even though the LMD System was only implemented recently, it is advisable to highlight and discuss the difficulties and constraints it's encountering in the field. However, it's preferable to speak first about the public perception of this system in the Maghreb countries, Algeria in particular, through the major principles it's built on.



1. The Philosophical Aspect

This system is based on the idea of using higher education as a mechanism for scientific, social, cultural, economic and professional education, in order to enhance integration and promote citizenship on a large European scale.

This is not perceived in the adoption of this system by the Maghreb countries, despite the existence of a Maghreb Union capable of creating a similar philosophy that uses higher education as a tool for promoting the Union, and stresses the importance of cooperation in the preparation of programs and strengthening student and professor mobility. In Maghreb countries, the process seems individualistic and eager to merge with Europe's outlooks, which facilitates the brain drain and promotes dependency on the French language.

Of the severe criticism addressed to the conditions of the adoption of this system, there were references made to the absence of a genuine evaluation of the previous educational stages and of a state report on the reforms that were carried out in order to benefit from, and build on, their positive aspects. Furthermore, the LMD System is defined as a simple, technical procedure that seeks rehabilitation in a global education outlook (Aissa, K. 2008).

Training programs that are developed using scientific and educational methods enable the system to adapt them to the needs of the society as well as to the student's professional needs. This could only happen through the participation of the active players in the economic and social fields. This system is considered positive in terms of the eight-year training length required to acquire a doctorate, although it is a short period when compared with the previous system, where doctoral studies had no time limit. This reduction allows the student to devote more time to post-doctoral research projects, or to practice her/his professional activity at an early stage. Furthermore, the tutoring system is considered an important pedagogical component in guiding students, strengthening their abilities and compressing the projects of their lives. Added to that is the flexibility of this system in transferring the student from one training path to another without the loss of any credits she/he'd passed, and the student's ability to transfer from one university to another.

2. Implementation Problems

a. On the Student Level

The influx of students arriving to the university every year is one of the fundamental problems of this system. This was and remains an obstacle in terms of admission, follow up, support means and accompaniment structures, making it difficult to implement this system in the current conditions. The lack of students and administration understanding matters such as student transition and progress in their training paths has often led to protests and conflicts between them. Therefore, seeking students' awareness before they come to the university and during their registration, as well as providing them with information about the system may reduce these problems.

On the topic of students' evaluation, the governing law recognizes that 70% of the overall assessment will be based on final exams and 30% on continuous monitoring, which in turn is subdivided into 90% for controlled assignments and 10% for other assignments. This means that the final assessment depends on 95% of the controlled exams, whereas the remaining 5% is allocated for the work the students do in the form of assignments, such as oral exams or presentations. This assessment procedure goes against the principle of self-learning, which values the student's initiatives and holds her/him responsible for her/his training and learning. Compared with the previous system, the number of examinations in a semester was reduced from two exams to just one for each module, with catch-up examinations being kept and



comprehensive sessions cancelled. In effect, this procedure provides more time for teaching instead of overloading teachers with correcting exam papers. In addition to that, the concept of continuous monitoring was introduced for the first time, along with the final assessment. This type of assessment has important educational dimensions both for the professor and student, because the learner's strengths and weaknesses are found during the learning process with its help. This aids the professor to change, modify or maintain the teaching method used.

It is also observed that the compensation system, which allows the student to pass the unit by compensating the modules she/he had failed in with the module grades he had passed, lead them in many cases to compensate core modules with secondary modules. This situation caused a negative impact on the students' training quality, as they became focused on modules they consider easier and expect to get high grades with minimal effort. We can also mention that the students whose grades fall short of the general average and are in danger of failing, are the ones who end up seeking their professor's assistance in the hopes that they would help them by adding a few grades, so as to achieve the required passing average. This compensation system has had the same effect in the previous system, and one researcher (Labeled, N. 2007) points out that, "The compensation system is a pedagogical cemetery", because he found it leads to destroying all motivation in learning and instead focuses on skim-learning and searching for easy ways to reach the average that allows transition to the next year.

In addition, a large portion of students who use the compensation system to their benefit may move to the following year while not being able to understand the information related to the modules they failed in. In general, this type of evaluation has created a mindset focusing more on transition rather than improving achievements.

b. Curriculum design and teaching

The Higher Education Ministry's encouragement to universities to move into the LMD System, has often resulted in rushing in to present premature training programs that were based on a hasty drafting of old programs or by using programs that were copied from foreign universities. This goes against the philosophy of the LMD System in the building of training programs, which take into account local needs and modern scientific developments at the same time. In terms of approving training programs, it has been noted through the practice of regional evaluation committees, that the focus is usually oriented on whether this program respected the formal requirement. Since the programs are usually submitted to experts of other majors. Also, one can find that the same training program could be approved by committee A and refused by committee B.

It has also been noted that the LMD System was faced with some resistance, since it expanded faculty requirements at the expense of department requirements, which results in subjects or modules being studied for almost two years as a part of the faculty's requirements and one year as part of the department's requirements. This is being justified since it gives the student an opportunity to switch to other majors without losing the credits she/he acquired; a situation that has somehow been rejected by professors who prefer to have department requirements over faculty requirements.

c. Means of Support

The economy in the Maghreb is still young and suffering from rehabilitation difficulties. Privatization or the dismantling of several public sectors can also be seen in Algeria in particular. Since the philosophy of this system requires that economic institutions be involved in the training programs, it is difficult to find genuine partnerships in the current circumstances. Thus, we notice that the majority of the presented training programs are of the academic type (Table 2), because of the lack of interaction between the university and its environment.

If cooperation with foreign institutions is important and primordial in higher education with respect to science and the provision of financial resources, there are some questions to be asked about what can be achieved from this cooperation in terms of endorsing cultural and linguistic subordination. This is because most of the training programs in scientific and technological fields and some programs in social sciences are taught in French.

Speaking from the principle of self-learning on which this system is based, the availability of learning sources such as laboratories, libraries, media rooms, computer labs and substructures suitable for learning are considered the basis of this system's success. Here we can point to the big shortage in these resources in many universities, and this is without mentioning the disparity in the number and quality of professors from one university to another, since high-ranking professors station themselves at major universities located in major cities.

3. Prospects

a. Quality of Education

The ambition of any educational institution is to become professional in order to reach efficiency, and subsequently to produce high quality outputs. For this objective to be attained, various factors are needed. These areas are substantive, educational, legislative and managerial, and the process of controlling these is often faced with obstacles; such as resistance to change and clinging to old and familiar methods. In this context, agencies specialized in quality of education intervene to break this stiffness about wrong customs and practices. It is believed that organizing forums that are attended by representatives from different countries, together with representatives from Algerian universities, is part of internal and external assessment to improve the quality of education in the LMD System (Haraoubia,R. 2007). New work methods based on self-assessment and external expertise should be adopted in the preparation of programs.

In order to achieve this goal, and in addition to holding forums that allow exchange of expertise, specialized bodies that supervise and observe the training process, in its various aspects, should be established at local, regional and Arab levels. The following are some examples:

- Quality Assurance Council with the aid of independent external bodies.
- Commission for Observing Internships and Relations with the Environment.
- A joint commission between the university and the world of business to monitor community needs.
- Using the Bachelor diploma called the "Common Training" Bachelor (that is in force in Tunisia) as a model, to be generalized among all Magrebian universities due to its ability to combine the community institutions' needs and university services.
- A commission which undertakes raising awareness in parents, students and even professors about the contents of this system and its objectives.

b. Good Governance

These prospects remain incomplete or figments of one's imagination, if the governance, or what's known as good governance, of higher education institutions is not dealt with. The main demand might just be the way in which a university is governed, which is currently characterized by strong centralization by the concerned ministry. This has made many academics connect the future of universities to how daring the political decision can be with respect to decentralization, independence and the consequent procedures and methods of selecting leaders. Those in charge, such as heads and deans of universities and colleges, should be chosen according to generally accepted international standards that are not controlled by personal or political recommendations. Today, The University of Algeria in particular needs

to stop listening to the speeches talking about quantitative achievements, like the multitude of substructures and the number of new students and the like. These are achievements that can't be renounced. It should listen instead to what is considered deeper and essential in the process of promoting its output, bypassing the cost of the graduating students to the quality of their knowledge level.

In order to implement this good governance, attention must also be paid to pedagogy and all matters related to the accountability of professors and managers alike. It is unreasonable to allow a professor to teach however she/he wants, and not hold her/him accountable for the official learning times as well as teaching methods. However, justifications can be offered in these situations, such as poor salary, lack of faculty offices, etc. Nevertheless, this situation is considered unacceptable and must be changed. This could be achieved by activating pedagogical committees and scientific councils at the levels of departments and faculties. In addition to this, by developing clear follow-up and assessment methods that enable the manager to perform her/his job in order to make objective decisions regarding study progress, the contents of the programs and professor accountability. This means, when talking about the LMD System, that problems related to professors remain the focus of this reform, and success or failure can be determined through it, to a large extent.

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