

**Comparative study of two  
higher education systems  
(Classical and LMD) :  
Algeria face to scientific  
development :  
case of the university of  
Béjaia**

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## **Abstract**

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In order to promote the scientific commitment since September2004, in a world process of higher education system reform, because of dysfunction of the classical system which survived since 2003, to give birth to a new system put in exchange and human mobility in all levels. Our country practiced few time ago. The university of Bejaia is one among the first universities that adapted this new system. This leads us to be interested in the theme of the new system face to scientific research ,and to ask the following questions: has the classical system failed in its mission of scientific development to call for a new one ? Is the new system capable of creating a better scientific development.

## **1. Historical view on the tow systems**

### **1.1 The classical system :**

French colonization constituted a serious cultural choc for the Algerian society so that it lead to a

process of enculturation if not “uncivilization” .Certainly , some Algerian families had boycotted colonial schools in 1830-1914.However, at the end of First World War , representatives of Algerian population started reclaiming the establishment of the schools.(1)

After Independence , Algeria inherited the university of Algiers and two university campuses located in Constantine and Oran .By reason of nature , function and finality of colonial superior teaching , which was a reflection of a dominated society by European colonizers , helped by a collaborating Algerian minority- very few of nationals had succeeded to enter the university – we have to mention that in1954 , their number arrived to almost 1200 among whom 600 in Algiers .The university included 11.4%muslim student whenever the Muslim population represented 89.5%of the whole Algerian population .As a fact, in 1962-1966 the university of Algiers was French, colonial in its structure and functioning , its programmes ,cultural model and its social and economical finality .When the French felt the pressure from the Algerian authorities to form national universities , they automatically oriented them towards their own model which had no link with the Algerian society’s needs .(2)

Moreover, the role of the Algerian university in the Algerian independent society could not be conceived

without the adoption of national language rehabilitation like teaching and its progressive use in the scientific and cultural fields .For higher education , the process of “Arabisation” that lead to the” Algerianisation” of the professional ,scientific and technical corpse of democratization.

### **1.1.2Educational reform of 1971**

The 23rd of July 1971, a year after having nominated the higher education and scientific research minister Muhammed Ben yahia , who insisted in his first public speech on the triple revolutions “industrial, agricultural and cultural”, by inviting all laborious forces to take part in the development of our country .So he suggested some objectives to be achieved among which we cite:

- Forming operational intellects committed in the building of a socialist country
- The university has to answer all demands of intellects in all fields.
- During his studies , student must reflect the reality of his people in order to concretize the national revolution’s objectives.
- Scientific formation that casts iron a certain level of constant assimilation of the progress of universal knowledge heritage.

- The need for a complete reform of mind , of pedagogical methods ‘context and objectives
- The increase of state financial help to the scientific research activities and the technological development.

### **1-1.3 Drawbacks of classical system**

The strategy of using Arabic as a language of the higher education adopted some years ago was not really well studied by experts to consider the consequences and implications that such a decision can make .The minister charged of its practice did nothing to reinforce necessary means to assure the success of the “Arabisation” policy in either pedagogical ,scientific and technological field .Authorities of universities’ ministry waited till the arrival of the first wave of Arabic language formed students and started organizing seminars of fifteen days to teach scientific terminology to zealous teachers .Thus ,face to the lack of organizational structures with adequate means, the minister was in front of a delicate situation in one hand, Arabic language formed students refused to use French as a language of teaching ;in the other hand, French language formed teachers found serious difficulties in teaching in Arabic.(3)

### **1.1.4Quantitive increase and qualitative decrease**

From 1988-2000 the ministry of higher education and scientific research knew the cascade of eight ministers among whom we cite professor Mokrane and Liabès who would rearrange the system , but unfortunately , things remained the same :absence of human and material adequate means in university centers (settled up by Brerhi), lack of research directors and the urgency of recruiting BA students recently got their degrees to supervise their “fellows ” works .The result was weakness of the university system feedback : less than 5%of candidates got the average in post-graduation foreign exam.

In relation with the improvement of higher education quantity, we notice that from 1967 to 1978 Algerian universities gave 25.450 degree in all branches .(4)

### **1.1.5 Classical system architecture**

By a presidential bill dated of 20th February 1976 a post-graduation was created to specify the traditional doctorate into P H D .In reality , post-graduation is not only a higher step over graduation but also ,it constructs the bases of a future Algerian university whose scientific and technical level can be comparable to those of other universities , and to be faithful towards the principles of the higher education reform.

Post graduation in the higher education of the classical system was constituted of two cycles :

M A “magister” got after a complementary theoretic and empirical formation the student has to prepare a thesis which lasts at least two years.

Doctorate: in sciences demands minimum six semesters to prepare the thesis

## **2- A historical view on L M D system**

This process was settled up at the beginning of the Second World War in 1943 through the European council in order to make its members adopt common norms. This council worked on different files that resulted in the recognition of university qualification and put the technical conditions that leads to the human mobility .

In parallel to this work ,the” U N E S C O” took initiatives that tend to harmonize the higher education systems in diverse areas of the world .

The construction of European space of higher education and scientific research was an intergovernmental initiative held by four countries :France, Italy , Germany and united kingdom, called together in 1998 in Sorbone, in order to create a favorable climate in support of European systems of higher education initiated by different

experts reports namely” DEARING “in 1997 in U K and “ A T T A L I “ in 1998 in France (4) .By suggesting a model for higher education : B A, master and doctorate and this is based on the following objectives:

-Fluidity: to gain entry into much more fluidity in higher education branches by favoring cooperation between institutions.

-Mobility: to facilitate as possible as human mobility exists in the European space and its integration in the European labor market .

- Facility : to enable the continuity of studies and the recognition of studies' period .

These objectives were highly determined through the conference of Bologna in 1999 and lately through the conference of Berlin (2003) (5)

The L M D is based on the principles of credits ,it demands some teaching units which require a number of credits that correspond to a number of hours that the student must require. However, 1 credit=25to 30 hours of student work composed of : lectures +tutorial+ personal work. In addition ,the validation of one semester implies the definitive acquisition of 30 credits but , if a student does not acquire one semester , he can go directly to the

following semester. The teaching unity associates different modules taught in a semester .One semester includes many teaching unities that are divided into :

-Fundamental (major) needed to reinforce base knowledge.

-Complementary comprises minor disciplines.

-Free unity includes T U to reinforce major disciplines.

## **2-1 Political context of the reform:**

A national commission of educational system was put by the president of republic in may 2000 constituted of 157expert .It was aimed to adopt the system to the economy's needs through the ad equation of work/formation .Plus to this , the topicality of the formation in relation with the quality international standards.

## **2-2 L M D architecture:**

National degrees are got through the acquisition of certain number of credits .(6)

-BA: after 180credits of 30 credits by semester.

-Master: after 120 credits of 30 credits by semester beyond the BA.

-Doctorate: after three years .

- Student can be inscribed in any branch to get his B A but after passing his baccalaureate exam .
- An academic B A leads to the preparation of a master .
- A professional B A leads to the entry to the active life.
- The doctorate lasts at least two semesters in preparing the thesis.

### **2.3 Objectives of teaching L M D.**

Because of the dysfunction of the ancient system , it was urgent for the Algerian university to get out of the crisis by adopting international pedagogical ,scientific , human, material, and structural means to respond to the society needs and to integrate into international higher education system. For this reason , it was primordial to call for a radical reform in the Algerian higher system , and this can only be achieved via the following objectives.

#### **In relation with the quality of teaching**

- To assure the quality of teaching in taking account of the society needs .
- To ameliorate the pedagogical ,information , students orientation quality.
- To develop the higher education professional .

-To favor the learning transversal competence (language skill mastery, TIC)

-To benefit of an international recognition of degrees .

### **In relation with scientific dynamic**

-To establish an equilibrium between the socio - economical environment by developing all possible interaction between the university and the world that surrounds .

-To realize universities autonomy.

-To encourage and amplify international cooperation according to the appropriate forms .

## **1. Scientific research in Algeria and its role in the national development :**

Since the importance of the scientific research in the fight against under-development , it was very necessary to concretize the scientific and technical option .For this reason ,the Algerian government created the national centre known as :General Direction of Scientific Research and Technological development (DG-RSDT)Its primordial mission is to put in application the sum of adequate mechanisms to sustain and develop the creativity.(7)

Algeria is one among other countries that possesses 2012 researchers, but unlikely they left the country and immigrate towards other countries. It includes 50 national research centers, 1000 research laboratories, and 30000 researchers among whom permanent teachers .

According to the balance sheet set up in 1979 by (M P A T) the major problem of research in Algeria is due to the limited number of researchers , their lack of experience and their disqualification(8). Scientific research does not reach a critical point that enables it a sufficient quantity and quality production .However, this is unreliable because of the absence of the researcher's full time statute , teachers bad conditions ,absence of information of (ONRS) about the subjects needed to be studied and even about the papers needed to form files , ...etc .In addition to this ,research laboratories present certain serious anomalies , often do some researchers refuse the adhesion of young people ,unless they show interest for them; lack of equipment- no access to news and documentation especially for human sciences .

### **Conclusion:**

In reforming its higher education system Algeria was obliged to set up the L M D as an alternative and

this in order to realize what is known as: the internationalization.

Considering the internationalization of the quality of the higher education system , on the light of international knowledge , norms and standards topicality is necessary , but considering national context( contextualization )and the national socio-economical specificity remains of great importance too.

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