



The Democratic and Popular Republic of Algeria

EDUCATION IN ALGERIA

April 5th 2018

In Algeria, education is guaranteed by the Algerian constitution from primary school to university; it is **free** and **compulsory** from 6 to 16.

The number of learners has exceeded 9 millions of students in all cycles: Primary, Lower secondary and Upper Secondary.

There are more than twenty six thousand (26 751) schools and more than four hundred sixty two thousand (462 945) Algerian teachers.

The budget represents more than sixteen percent (16.3%) of the state budget; the second after the national defense one.

There is no disparity between girls and boys; gender analysis shows that there is no difference between the girls' and boys' admission rates, which confirms that both sexes are enrolled.

The Algerian Educational system is facing another challenge : quality education; a quality guaranteed to all children.

More infrastructure are planned to be built in expectation to a growing demand for more schools in the future.

Practical steps are engaged to inscribe the leap to which society aspires, and register the performance of this system in the context of international standards.

Measures have been set by the Ministry of national Education in order to readjust the educational system according to universal quality indicators.

Pedagogical Measures are supported by the three reform procedures: the *Pedagogical Redesign, Governance and Professionalization of the staff through training.*

Social Measures are set in order to bring an inclusive and a favorable school climate ; a welcoming and non-discriminatory climate.

Such important measures are crucial in creating a quality learning environment.

Algeria undertook huge efforts in reforming the educational system.

The implementation of the strategy to achieve a quality education is the result of national surveys and international assessments outcome such as PISA (Program for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study).

In order to improve its educational system and to evaluate its impact on the learners' academic achievements, Algeria submitted it (educational system) to international tests, by taking part in the PISA and TIMSS examinations.

Algerian participation allowed the identification of the pupils' weaknesses and led to the initiation of an action plan to cover the deficits.

The Pedagogical Redesign is one of the many projects initiated by the reform.

This huge reorganization improved the curriculum.

The improvement dealt with the functioning of the school specially classroom practices, where new behaviors are expected at the class level and where the learner is at the center of the process of learning.

An active participation of the learner is likely to occur to contribute to his own learning.

The educational system reforms tended to help teachers in developing teaching methods and skills and take new understandings of how children are learning.

Measures against grade repetition and school drop-out:

The Ministry of Education opened a major project to fulfill " A School of Success". This project aims to identify the factors that lead young people to leave school before the end of schooling (at the age of 16) through quantitative and qualitative studies.

The Ministry of National Education launched a survey with the objectives of:

- Reducing repetition rates and very high wastage noted at the beginning of each level;
- Reducing the effects of the occurring adaptation difficulties
- Establishing a hierarchy of educational deficiencies in learner's exit profiles.

The Pedagogical Remediation:

-It is a National Strategy for an Educational Remediation initiated by the Ministry of National Education initiated.

-Experts proceeded to the analyzes of students' productions in the national exams concerning the basic languages and it started from a result of multiple gathered data acquired from vital operations conducted earlier:

-The national survey on the student achievement.

-The National Consultation on the Evaluation Pedagogical system.

- Participation in international assessments of learning outcomes (PISA - TIMSS).

The introduction of the Portfolio as a personnel document, which follows the learner during his whole school curriculum is an important step aiming to trace him and to collect important data.

The National Consultation on the Pedagogical system of Evaluation:

The aim of this consultation is to encourage teachers to be aware of the importance of evaluation in the new teaching / learning process from a qualitative perspective, ensuring that they are provided with the necessary tools to improve learning outcomes of the learners.

Moreover, the adoption of the Competency Based Approach (CBA) by the Algerian Educational System required other assessment processes, that suits it. This is another central procedure that the Ministry is leading.

One of the supporting pillars of these reforms that the Ministry of National Education engaged is the *Governance issue*.

It is about the administrative architecture and educational management of the sector. Its aim is to make it the most efficient and develop it in terms of pedagogical and administrative management and adapt it to the international recognized standards.

Professionalization of the Staff:

The Ministry of Education in collaboration with the Ministry of Higher Education launched a campaign in order to develop an institutional framework and an interdepartmental policy.

One of the major appointments have been allocated to the adaptation of the ENS (Teachers' Training High School) to the real needs of the future teacher.

So, efforts are made to professionalize the sector's staff through training according to the most relevant elements on global qualitative trends, pedagogical developments and technological innovations.

For the Educational Institution (the school environment)

Multiple studies and research have demonstrated the link that connects the quality of learning outcomes with the quality of the climate prevailing inside the school.

It is well known that healthy, safe, protective and gender-sensitive environments, which provide adequate resources and facilities for learners

may help reduce disparities and Help necessarily learning achievement and knowledge acquisition.

Fighting and preventing violence in schools: Starting from the fact that the components of the school climate affect the trajectories of learners, the Ministry of Education has initiated “The Sectorial Strategy against violence”. Its aim is to establish a new school culture within the institution by focusing on mediation and debate as means of resolution of eventual conflicts that alter the quality of education.

The ethics charter of the educational sector: signed on 29 November 2015 by the Minister of National Education, labor unions and parents' associations. In order to achieve the current goals with strong pedagogical and technological connotations, it was important to set up bilateral and collective meetings with the social partners.

This Charter contributes also to the establishment of a favorable climate for the proper functioning of the school institution and the organization of the educational community.

For the Learner: Important measures have been taken to provide some necessary comfort for the learner to help him overcome some social and economic obstacles:

- A solidarity bonus instituted by the President of the Republic in 2000 is granted to 3 Million children in schools.
- Textbooks are distributed freely to 4 Million learners, that means, half of the school enrolment.
- School transportation in remote and distant areas, school health and free supplies for needy learners.

The education of children in a hospital environment:, In cooperation with hospitals and other structures concerned, the Ministry of National Education has ensured an appropriate pedagogical care by the integration in the school area of an important ratio of disabled and chronically ill learners.

Not to mention the support of the aspect of "School Health" by the units of detection and monitoring (UDS) that exists within schools and which plays important roles, related to health and psychological aspects supervision of children.

State Support for Deprived Schooling Children.

The sector of national solidarity intervenes in the improvement of deprived schooling children by granting their parents without income a financial compensation and a social security cover ; a solidarity policy aiming to keep disadvantaged students in the educational circuit to assure the access ok knowledge.

They also benefit from a school kit with the necessary pedagogical content. Buses are available to transport poor students or those living in rural and distant areas to their schools.

School canteens open for poor children and those of deprived areas ; a financial envelope is devoted to ensure grant of tuition bonus and provide classrooms from a heating.

State Support for Disabled Children:

Another mission entrusted to the Ministry of National Solidarity to assure an education for the disabled children.

Indeed, the Algerian legislation devoted a series of texts to make access to education for all children without distinction or discrimination and it made huge efforts to implement a national policy aiming at the education of handicapped persons.

Specialized Education Centers cover the national territory and they are entirely financed by the state budget.

PRESENTATION OF THE DIFFERENT TYPES OF INSTITUTIONS :

a- The Psycho educational Centers for Mental handicapped children from 3 to 18 years old: (152)

The programs are set up to enable them to acquire knowledge and skills according to their learning capacities.

The care of these children is carried out according to the needs through three modes of care (internal, half board, external).

Enrollment : more than fifteen thousand (15 738) children among them 6 146 girls.

b- The Psycho-educational centers for children with motor disabilities: (08).

These institutions provide an educational, psychomotor and medical follow-up.

Enrollment : more than five hundred (502) children including 184 girls.

c- Schools for children with hearing impairments: (46) schools for children between 03 and 18 years old with a partial or a total hearing impairment.

The child receives an adapted schooling according to the nature and the degree of his deafness and a psycho educational support.

Enrollment of more than three thousand (3 807) children including 1 591 girls.

d- Schools for Children with Visual Impairment: (23) schools.

These schools are for children with partial or total blindness, whose age varies between 3 and 18 years old.

The child has a schooling adapted to the nature of his disability, and a psycho pedagogical care allowing him to follow a schooling in the same way as the other children.

Enrollment : more than one thousand (1 095) children including 458 girls.

To achieve the social integration of children with disabilities, specific classrooms open in ordinary schools of the national education.

More than three thousand (3 545) children with slight mental disabilities are enrolled in mainstream education during this school year 2017-2018 (among them 991 children with autism), (1 285) children with hearing impairments and (21) visually impaired children.

The teaching and supervisory staff : A Psycho-pedagogical care for children with disabilities is provided by a multidisciplinary team composed mainly of specialized educators, specialized teaching teachers, social workers, Social mediators, Auxiliaries of life, and psychologists (speech therapists, clinicians and pedagogues).

The number of staff working in specialized establishments is more than thirteen thousand (13 322).

Didactical and Pedagogical Support:

Handicapped students receive free textbooks each year. Braille textbooks of all subjects are printed by the National Office of School Publications for the benefit of visually impaired students.

More over, specialized schools are equipped with teaching material suitable for the teaching of visually handicapped pupils (tablet with punch, Braille typewriter, embossed drawing board, talking calculator, Braille printer).

It is the same for hearing impaired students whose classrooms are equipped with digital equipment (portable FM transmitters, FM receivers and a hearing aid).

A sign language dictionary of the Algerian dialect has been elaborated to unify and facilitate the use of sign language across all regions of the Algerian territory.

THE SUCCESS RATE FOR THE FINAL EXAMINATIONS ACCORDING TO THE TYPE OF HANDICAP:

- (98,86%) of enrolled Children with Visual Impairment succeed at the primary cycle examinations followed by the children with hearing impairments (88,42 %);
- All enrolled motor handicapped succeed at the average cycle examinations followed by the Children with Visual Impairment (96,84%) and then the children with hearing impairments (75,36 %);
- The handicapped who succeed at the Baccalaureate examination are the Children with Visual Impairment (57,89 %) followed by the motor handicapped (43,72%).

Thank you for your kind attention