

Recognition of Qualifications in Algeria: National Perspective

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Outline

Global Dialogue and Peer Learning
Algeria's Case Study

Overview 1/2

Higher education has, since independence, experienced the **fastest growth of the education system.**

This rapid growth can be explained both by guaranteeing employment in the state sector for higher education graduates and by other social factors (social promotion).

In Algeria, the **financing of this sector is provided almost entirely by the State**, but in a time of budget

cuts, the sharp decline in public funding threatens the quality and continuation of existing programs.

Massification was a core part of the reform, in part motivated by the demographic reality of a large youth population, but also by explicit policy choices undertaken by the government

Overview 2/2

Algeria's higher education sector has been marked by some major policy reform since its independence.



The most recent of these – the adoption of the three-cycle degree higher-education framework known as the 'LMD system' (License/Bachelor-Master-Doctorate) – has been in place since 2004/2005.



The LMD Reform helped universities to move to a greater internationalisation, more in line with the neighbour EU HE system; sought to enhanced university governance and autonomy; sought to provide quality education

In 2025, 117 HEIs

Students: 1 900.000



68 % Girls

74000 Teachers

Key Reforms and Drivers for Change

Primary Driver: Integration with the Bologna Process.

Implementation of ECTS Credits: The European Credit Transfer and Accumulation System made learning volumes transparent and comparable, moving beyond just time-based metrics.

National Driver: Economic Diversification.

The national strategy to reduce reliance on hydrocarbons necessitated a skilled workforce and greater international collaboration. A recognizable qualification system is fundamental to attracting foreign investment and facilitating academic mobility.

Current Recognition Practices

- Accreditation managed by Ministry of Higher Education : National Centre for Information on Recognition and Academic and Professional Mobility (NARIC)
- Diplomas recognized by national decrees
- Bilateral/multilateral agreements for mutual recognition

Peer Learning Mechanisms

- HERE (Higher Education Reform Experts) activities: Technical Assistance Missions on Bologna tools.
- Erasmus+ Capacity Building projects: testing recognition practices, joint curricula, double degrees.
- Regional exchanges with Maghreb and Mediterranean HEIs.
- Study visits & virtual exchanges for training staff.

Achievements

- Adoption of ECTS-compatible systems in universities.
- Pilot introduction of the Diploma Supplement.
- Drafting and validation of Algerian NQF inspired by EQF.
- Enhanced staff and institutional capacity for recognition.

Key Challenges

- Incomplete implementation of NQF
- Limited recognition of prior learning (RPL)
- Weak links with labor market
- Limited international comparability

Pillar 1 : What Algeria Can Learn from Peers ?

Algeria has established a strong structural framework (LMD, NARIC). The next challenges are implementation, consistency, and innovation. Peers can offer practical solutions to:

Inconsistent implementation of ECTS/Learning Outcomes across universities.

Limited awareness and use of the Diploma Supplement by national employers and institutions.

Developing robust South-South recognition agreements, particularly within Africa.

Digitalization of credentials to combat fraud and streamline processes.

Recognition of prior learning (RPL) and non-formal education.

Pillar 2: What Peers Can Learn from Algeria ?

Algeria's experience is particularly valuable for countries with centralized systems or those beginning their recognition reforms.

Using a major international process (Bologna) as a lever for deep national reform.

Establishing a central NARIC authority within a centralized governance model.

Managing a large-scale system transition (from Magister to LMD) across a vast and diverse country.

Balancing international alignment (LMD) with linguistic and cultural specificity (Arabic/French, national curriculum needs).

Progress and Good Practices

- NQF descriptors aligned to international standards
- Technical Assistance Missions (TAMs) with EU/HERE
- Digitalization of records and diplomas
- Employer engagement in validation of skills

Lessons Learned

- Peer learning with EU partners accelerates reforms.
- Capacity building must accompany policy changes.
- Adaptation to Algerian context (languages, legal frameworks).
- Engagement of stakeholders (students, employers, HEIs).

Recommendations and Way Forward

- Accelerate adoption and legal enforcement of NQF
- Strengthen RPL for lifelong learning
- Enhance regional/international agreements
- Digitalize recognition (online platforms, blockchain diplomas)
- Promote peer learning with global partners

Conclusion

- Algeria in transition toward modernized recognition system
- NQF as backbone for comparability & employability
- Global dialogue is key for integration into international ecosystem