



## *Quality Standards for the Training of Educational Inspectors in Algeria*

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### *Abstract*

*This study investigates the quality standards for programs training pedagogical inspectors in Algeria, with international benchmarks and the needs of the national education system. Through a critical-analytical approach, it reveals significant gaps between policy objectives and practical implementation, highlighting systemic challenges that hinder meeting global standards. Despite institutional initiatives, current training lacks a competency-based and needs-oriented focus, and limits inspector participation in program design. The study recommends improvements to enhance training quality and effectiveness, positioning inspector development as a key driver of educational reform in Algeria.*

### *Article info*

*Received*

*August 12;2025*

*Accepted*

*September 17;2025*

### **Keyword:**

- ✓ Standards,
- ✓ Educational
- ✓ Inspector
- ✓ Formation
- ✓ Quality

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## 1. Introduction

The position of the educational inspector occupies a pivotal place within the architecture of the educational system, as it serves not only to monitor and evaluate the quality of pedagogical and instructional practices, but also to guide and support teachers, administrators, and other stakeholders in their efforts to achieve the intended educational outcomes. In essence, educational inspectors act as the bridge between policy and practice, ensuring that national educational strategies are effectively translated into classroom realities.

In the Algerian context, this role assumes particular significance due to the profound and ongoing transformations shaping the national school system. Over the past decades, Algeria has embarked on a series of ambitious reforms aimed at modernizing curricula, integrating innovative teaching methodologies, and enhancing overall educational efficiency. Such reforms require rigorous oversight, consistent quality assurance, and informed professional guidance—all of which fall squarely within the inspector's mandate.

However, the effectiveness with which educational inspectors fulfill these responsibilities is inextricably linked to the quality of their training, both at the initial preparation stage and through continuous professional development. Inadequate or outdated training can limit inspectors' ability to respond to the evolving demands of the educational landscape, while high-quality, contextually relevant training can empower them to become true agents of educational change.

Addressing the issue of inspector training in Algeria thus raises critical questions: What are the content and structure of current training programs? To what extent do they reflect internationally recognized standards in educational supervision? And, perhaps most importantly, how well do they

align with the actual needs of schools, the realities of the classroom, and the overarching aspirations of national educational reform? These questions form the foundation for a deeper exploration into the standards and quality of inspector training in Algeria, and their impact on the broader educational system.

## 2. Research Problem and Questions

Despite the efforts made by the Algerian Ministry of National Education through training centers, educational discussions continue to raise a crucial issue concerning the adequacy and quality of inspector training, as well as its ability to respond to the new challenges facing the education sector.

Accordingly, the core problem addressed by this article is expressed in the following question:

***To what extent do the training programs for educational inspectors in Algeria meet quality standards, and what are the main challenges hindering the achievement of effective***

***training that fulfills the needs of the educational system?***

From this central question emerge the following sub-questions:

- What are the key concepts related to quality, training, and educational inspection?
- What international standards are adopted in inspector training?
- What is the current state of educational inspector training in Algeria? Does it meet quality requirements?
- What are the main challenges facing the achievement of high-quality training for educational inspectors?

## 3. Objectives and Significance of the Study

This article aims to:

- Identify the standards adopted in the training of educational inspectors in accordance with international trends;

- Analyze the extent to which the training adopted in Algeria aligns with these standards;
- Highlight the shortcomings and challenges in inspector training;
- Propose recommendations to improve the quality of educational inspector training in Algeria.

The significance of this study lies in its attempt to shed light on a pivotal role within the educational system—the educational inspector—who is a key human resource in improving the quality of teaching and learning

#### 4. Methodology

This article falls within the category of theoretical and analytical research with a descriptive orientation. It adopts a critical analytical approach aimed at examining the current state of educational inspector training in Algeria in light of internationally and locally adopted standards. This methodology was chosen due to the nature of the subject, which requires a deep understanding of existing training systems, a thorough analysis of the content delivered, and an exploration of the challenges that hinder the achievement of effective training quality.

The article is based on four primary sources of data and information:

##### 1. *Legal and Regulatory References Issued by the Algerian Ministry of National Education*

These documents constitute the official framework that defines the role and training of educational inspectors in Algeria. They include:

- Basic laws related to the education and training sectors;
- Ministerial decrees concerning training programs and annual plans;
- Organizational circulars regarding the selection and training of inspectors;
- National reports issued by the departments of inspection and training.

##### 2. *Training Guides Used in Inspector Training Institutions*

These guides include official printed materials and training programs delivered in institutions that prepare educational inspectors, such as:

- The National School for Personnel Responsible for Training and Capacity Building;
- Regional Institutes for the Training of Education Staff;
- Training unit booklets specific to inspectors of primary, middle, and secondary education.

These guides were examined in terms of the program structure, the distribution of training time between theoretical and practical components, the presence of leadership and evaluation competencies, and the quality of the training content provided.

##### 3. *Selected International Studies and Reports (UNESCO, OECD, World Bank...)*

This study relied on reference reports and data issued by international organizations specialized in evaluating and improving education systems, such as:

- UNESCO reports on quality in education;
- Studies by the Organisation for Economic Co-operation and Development (OECD) on inspector effectiveness;
- World Bank observations on educational training reforms in developing countries.

These studies provided a comparative framework for identifying the gaps between current practices in Algeria and the quality standards promoted by global experiences in inspector training.

##### 4. *Comparative Models from Selected Arab and Western Educational Systems*

To enrich the analysis, models from several countries were reviewed, including:

###### *Arab countries:*

- *Tunisia:* which adopts a participatory approach in designing inspector training programs;

- *Morocco*: which has, since 2016, implemented a training pathway based on competencies and digitalization;
- *Qatar*: whose programs are aligned with standards set by the Higher Education Council and international educational bodies.

#### **Western countries:**

- *Finland*: known for empowering inspectors as independent, research-oriented educators;
- *Canada*: which offers long, profession-oriented training pathways based on authentic evaluation;
- *France*: where inspectors are trained in specialized institutes under a dual system—academic and professional.

These comparisons helped identify strengths and good practices that could inform efforts to improve the quality of inspector training in Algeria.

## **5. Conceptual Framework**

### **5.1. The Educational Inspector**

The educational inspector is a central actor in the educational system, acting as a bridge between the central educational administration and grassroots school institutions. The Algerian Ministry of National Education has defined the role in several regulatory decisions (e.g., Ministerial Decree No. 153/2018) as:

“A civil servant responsible for supervision, evaluation, inspection, and pedagogical, administrative, and educational guidance within the national education sector.”

#### **Key functions of the educational inspector include:**

- **Supervision**: providing guidance and recommendations to teachers and school principals to enhance performance;
- **Training**: organizing and delivering ongoing training for educational personnel;
- **Monitoring**: overseeing the implementation of official programs

and pedagogical practices in classrooms;

- **Evaluation**: assessing teacher and institutional performance using rigorous educational standards;
- **Support**: offering pedagogical advice and support to newly appointed teachers;
- **Control**: ensuring compliance with current legal and regulatory frameworks.

The inspector's role varies according to educational levels, with distinct tasks for primary, middle, secondary, and administrative inspection.

#### **Key dimensions of an effective inspector's profile include:**

- Pedagogical and leadership competence;
- Objectivity in evaluation;
- Capacity for educational planning;
- Constructive critical thinking;
- Effective communication and pedagogical dialogue.

### **5.2. Quality**

Quality is a central concept in modern educational studies. Originally developed in the industrial sector, it has since become a core criterion in evaluating educational performance and outcomes.

According to the International Organization for Standardization (ISO), quality is defined as:

"A set of inherent characteristics of a product or service that meet stated or implied needs of the beneficiary."

In the educational context, quality refers to:

- The effectiveness of curricula and training programs;
- The extent to which educational goals and targeted competencies are achieved;
- The improvement of educational outcomes in terms of performance, results, and professional conduct;

- The provision of a stimulating and supportive learning environment.

### ***Dimensions of quality in educational inspector training include:***

- The relevance and applicability of training content to field practices;
- The competence of trainers and facilitators;
- The quality of instructional methods and tools (technology, workshops, applications);
- The effectiveness of assessment and feedback mechanisms;
- The continuity of training (i.e., lifelong learning).

The ultimate goal of quality in training is not merely the transmission of knowledge, but the development of real competencies capable of influencing the educational field and achieving positive transformation.

### ***Training***

Training is a structured educational process aimed at building capacities and developing professional skills. It is a fundamental component of any successful educational reform. UNESCO defines training as:

*"A set of processes aimed at preparing individuals to competently and effectively perform specific tasks in the educational field, while continuously updating their knowledge and skills."*

### ***Types of Training in the Educational Field:***

- **Initial Training:** Provided prior to formal entry into the profession, during which trainees acquire theoretical knowledge and foundational skills.
- **Continuous Training:** Delivered throughout the professional career, aimed at improving performance, keeping pace with developments, and addressing deficiencies.

### ***Characteristics of High-Quality Training:***

- Centered on the needs of the trainee;

- Based on modern approaches (e.g., competency-based training, self-directed learning, field training);
- Balanced between theory and practice;
- Integration of ICT tools;
- Pre- and post-training evaluations to measure impact.

In the context of educational inspector training, training must be deep and comprehensive—not limited to knowledge of curricula and regulations, but also including:

- Tools for educational evaluation
- Leadership and supervision skills;
- Techniques for analyzing school data;
- Competencies in pedagogical guidance and support

## ***6. Reference Framework: International and National Standards***

***6.1. Understanding the quality of educational inspector training requires referring to multiple frameworks,*** combining international standards derived from successful global experiences and national standards governing training in Algeria. These references serve as a basis for assessing the alignment of adopted programs with principles of quality, competence, and educational effectiveness.

### ***6.1. International Standards in Educational Inspector Training***

Leading international organizations—foremost among them UNESCO, the OECD, and various advanced education systems—have established a set of standards that training programs for educational inspectors should meet, including:

#### ***6.1.1. UNESCO***

UNESCO advocates for training grounded in leadership skills, critical thinking, educational analysis, and comprehensive evaluation. It emphasizes the importance of preparing inspectors for multifaceted roles, not only in oversight and accountability but also in providing pedagogical and technical support to teachers.

UNESCO also calls for dynamic and interactive training programs, based on real-

life scenarios and incorporating technology into the training process<sup>1</sup>.

### 6.1.2. Organisation for Economic Co-operation and Development (OECD)

In its periodic reports, the OECD stresses the importance of equipping inspectors with multiple skills, including:

- **Professional competency;**
- Strategic thinking;
- The ability to analyze student performance and statistical indicators;
- Mastery of data-driven educational planning;
- Effective communication with educational stakeholders.

The OECD recommends that training be continuous and open to collaborative work and sustainable professional development<sup>2</sup>.

### 6.1.3. Models from Advanced Educational Systems

Some developed countries rely on well-established educational philosophies in the training of inspectors, including:

- **Finland:** Inspection is considered a high-level academic function. Inspectors are trained through specialized university programs in educational sciences, with a strong focus on research, analysis, pedagogical supervision, and reflective practice.
- **Canada (Quebec):** Emphasizes training in transformational leadership and educational equity, linking the inspector's role to institutional improvement projects rather than merely evaluating individuals.
- **Singapore:** Ties training to performance. Inspectors undergo requalification every three years, and must demonstrate continuous training and a proven record of improving school performance<sup>3</sup>.

## 6.2. National Reference Framework in Algeria

The Algerian Ministry of National Education has adopted several regulatory texts that frame the roles and training of inspectors, and has established specialized structures for this purpose. However, the practical application often falls short of what is outlined in official documents.

### 6.2.1. Legal and Regulatory Texts

- **Ministerial Decree No. 932 (2005):** One of the first texts to clearly define the inspector's duties and stipulate the necessity of ongoing professional training.
- **Ministerial Decree No. 153 (2018):** Introduced a new structure for training pathways, specifying how programs for inspectors at the primary, middle, and secondary levels—as well as administrative inspectors—should be designed and delivered.
- **Annual circulars from the Directorate of Training and Capacity Building:** These outline the yearly training calendar and objectives, with increasing emphasis on competency-based training<sup>4</sup>.

### 6.2.2. Training Reality vs. Reference Frameworks

Despite the clarity of these official texts, several Algerian educational studies indicate:

- Weak implementation of the programs as outlined;
- A shortage of qualified human resources to supervise training;
- Poor funding and infrastructure in training centers;
- Irregular continuous training and the absence of periodic evaluation of its outcomes<sup>5</sup>.

## 7. The Reality of Educational Inspector Training in Algeria (Expanded with References)

Despite efforts by the Algerian Ministry of National Education to establish specialized institutions for training educational inspectors—such as the National School for

Personnel in Training and Development, and regional training centers—many studies and educational inspection reports have highlighted structural and methodological deficiencies that hinder the effectiveness and modernization of the training.

### **7.1. Weakness in Developing Pedagogical and Leadership Competencies**

Training programs for inspectors often emphasize legal and administrative content—such as legislative texts, public service regulations, and procedural instructions—while largely neglecting modern pedagogical components.

#### **Key shortcomings include:**

- Limited training in transformational educational leadership;
- Lack of development in effective communication skills;
- Insufficient preparation in school performance analysis;
- A scarcity of workshops on critical thinking and educational team management.

Merzak (2020) noted that most new inspectors lack even the minimum leadership skills necessary to effectively support teachers, negatively impacting their guidance and evaluation roles<sup>6</sup>.

### **7.2. Lack of Regular Continuous Training**

Continuity in training is a central principle in developing professional competencies. However, in practice, Algeria lacks well-structured continuous training programs. Occasionally, short-term workshops are held without annual planning or follow-up to evaluate impact.

Khalifa (2021) pointed out that most inspector training occurs during isolated events related to reform or administrative requirements, and is often informational rather than formative, without being grounded in actual field needs<sup>7</sup>.

The 2019 report from the Central Inspectorate revealed that 61% of new inspectors had not participated in any

specialized training workshop during their first year in the field<sup>8</sup>.

### **7.3. Lack of Technology Integration in Training**

While educational systems globally are shifting toward digitalization, training programs in Algeria still largely rely on traditional methods (lectures, presentations, printed manuals). Notable observations include:

- The absence of dedicated e-learning platforms for inspectors;
- No digital simulations or e-assessment workshops;
- Inadequate training in using technology for assessment, monitoring, and performance analysis.

The OECD's 2021 report on *Digital Education Outlook* highlighted that Algeria remains in the early stages of digital integration in professional education training—particularly in inspection and supervision roles<sup>9</sup>.

### **7.4. Absence of Practical and Field-Based Training**

Inspector training is predominantly theoretical, with limited exposure to real-world school environments. This leads to a disconnect between trainees and the actual work context upon entering the profession.

Key deficiencies in field-based training include:

- Lack of internship periods within educational institutions;
- No structured field visits with experienced inspectors;
- Absence of collaborative training networks or professional learning communities;
- No use of simulation techniques or case study analysis.

Ben Saada (2018) observed that "most inspectors face difficulty translating theoretical knowledge into practical fieldwork, which undermines the effectiveness of pedagogical follow-up in schools."<sup>10</sup>

## Interim Conclusion

The preceding indicators point to a clear gap between formal training and school reality, which affects the effectiveness of inspectors in fulfilling their oversight, guidance, and pedagogical roles. Bridging this gap requires a fundamental reform of training curricula, based on quality principles, competency-based training, and real professional support.

## 8. Standards of Quality in Educational Inspector Training in Algeria: Analysis and Proposals

This section draws on both local and international educational references to enrich the academic framework and support the scientific arguments of the article.

### 8.1. Relevance to Professional Needs

This standard refers to how well training programs match the actual needs of inspectors in the field. Educational literature (e.g., Le Boterf, 2006) emphasizes the need for a thorough functional analysis of the profession before designing any training program. This analysis should include daily practices, common challenges, and competency gaps.

#### *Situation in Algeria:*

Training programs are centrally designed, often by national directorates without meaningful consultation with field inspectors. A 2019 report from the Ministry of Education stated that "around 70% of training content does not reflect the real needs expressed by inspectors in their periodic reports."<sup>11</sup>

### 8.2. Comprehensiveness and Integration

Quality training should address all dimensions of the inspector's role, including:

- **Pedagogical** (curricula, teaching methods, competency-based approach);
- **Administrative** (school organization, educational legislation);
- **Communicational** (relationship management, listening, educational leadership).

#### *Situation in Algeria*

A field study by Khalifa (2021) revealed that "training programs tend to overemphasize legal and regulatory aspects at the expense of pedagogical and leadership dimensions," resulting in an imbalance that undermines the development of a well-rounded, competent inspector<sup>12</sup>.

### 8.3. Competency-Based Training Standard

Modern pedagogy emphasizes the importance of competency-based training, which goes beyond the transmission of knowledge to focus on developing the ability to act effectively in complex professional situations.

This approach requires the use of authentic learning situations, practical workshops, and the analysis of real-life cases.

#### *The situation in Algeria:*

Although the Ministry of National Education has officially adopted the competency-based approach in school curricula, inspector training still relies heavily on lectures and direct information transmission, with limited practical workshops or field-based learning activities<sup>13</sup>.

### 8.4. Lifelong Training Standard

UNESCO and the OECD both stress that effective professional training does not end with initial qualification. Rather, it must be a continuous, lifelong process that evolves with new knowledge and emerging challenges.

#### *The situation in Algeria:*

Inspectors in Algeria suffer from a scarcity of organized, ongoing training opportunities. Most initiatives are reactionary—triggered by reforms—lacking strategic planning, and are conducted without prior or post-evaluation<sup>14</sup>.

### 8.5. Qualified Pedagogical Supervision Standard

To ensure effective training, it must be conducted by professionally trained facilitators who are pedagogically competent, well-versed in adult education techniques, and capable of delivering formative evaluation and professional mentoring.

### ***The situation in Algeria:***

Training is often led by inspectors with administrative experience but without formal training in educational sciences. Ben Saada (2018) notes that “the weak pedagogical qualifications of trainers limit the effectiveness of training, perpetuating its theoretical and routine nature.”<sup>15</sup>

### ***8.6. Pre- and Post-Evaluation Standard***

Quality training is grounded in a dual evaluation system: diagnostic (pre-training) and summative (post-training). These assessments help measure the trainee’s progress and the impact of training on professional performance.

### ***The situation in Algeria:***

There is no structured system to evaluate the professional impact of training. Evaluations are often limited to superficial feedback or internal reports, with no standardized indicators to assess training effectiveness.

A 2021 report from the General Inspectorate of Education recommends building participatory evaluation networks based on objective performance indicators<sup>16</sup>.

### ***9. Challenges Hindering the Quality of Educational Inspector Training in Algeria***

Despite various reforms, Algeria’s educational system faces structural and organizational obstacles that prevent the implementation of high-quality training for educational inspectors. The most pressing challenges include:

#### ***9.1. Centralized Curriculum Development***

Training programs and curricula are developed centrally by the Ministry without substantial involvement from inspectors, training institutions, or local educational partners.

#### ***Negative consequences:***

- Lack of regional adaptation;
- Misalignment with field realities;
- Limited scope for local training initiatives<sup>17</sup>.

#### ***9.2. Insufficient Budget for Continuous Training***

Although the importance of in-service training is officially recognized, the allocated budget remains insufficient and inconsistent. It is often considered a secondary priority compared to recruitment or infrastructure.

#### ***Consequences:***

- Limited number of annual training sessions;
- Absence of financial incentives for trainers and inspectors;
- Lack of equipment and digital training tools<sup>18</sup>.

### ***9.3. Weak Digital Culture in Training Institutions***

Several international reports highlight Algeria’s significant lag in digitizing educational training, particularly in inspector supervision. Training institutions lack the necessary infrastructure, flexible digital platforms, and technology-integrated pedagogical practices.

#### ***Consequences:***

- Persistent reliance on traditional lectures;
- Limited access to modern training resources;
- Inspectors are not adequately prepared for digital transformation in schools<sup>19</sup>.

### ***9.4. Disconnection Between Training and Field Practice***

There is a clear gap between what inspectors learn during training and the real challenges they face in the field. Training rarely addresses practical problem-solving for tasks such as:

- Mentoring novice teachers;
- Analyzing learning outcomes
- Managing educational conflicts;
- Improving institutional performance<sup>20</sup>.

### ***9.5. Lack of Empirical Research on Training Effectiveness***

The absence of academic and empirical studies evaluating the actual impact of training is a major barrier to developing effective, evidence-based programs.

**Consequences:**

- Lack of data on strengths and weaknesses;
- Poor feedback mechanisms for program improvement;
- No performance indicators for educational or institutional outcomes<sup>21</sup>.

**Analytical Summary**

The above challenges show that training quality in Algeria is not solely a matter of content or time allocation. It is deeply linked to institutional structures, planning mechanisms, evaluation systems, funding priorities, and openness to modern pedagogical knowledge.

Addressing these challenges requires a comprehensive strategic reform—beginning with needs assessment, moving through curriculum redesign, and ending with the integration of training outcomes into national educational policies.

**CONCLUSION**

The analysis of the current state of inspector training in Algeria reveals a significant gap between pedagogical aspirations and international standards on the one hand, and actual practices on the other.

Despite official efforts, achieving quality training remains contingent upon a genuine reform agenda that aligns with contemporary educational trends and societal needs.

**Recommendations:**

- Redesign training programs based on competencies and real needs;
- Establish lifelong training as a professional right and duty;
- Integrate digital technology into training and evaluation;
- Involve inspectors in the co-design of their training programs;
- Allocate a dedicated budget for inspector skill development;
- Implement regular evaluations to assess field impact.

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