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Mechanisms for Ensuring Higher Education Quality Towards Enhancing Sustainable Development

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ABSTRACT

This study explores the mechanisms adopted to ensure higher education quality in Algeria and their role in supporting sustainable development. It reviews key frameworks implemented by the Ministry of Higher Education and Scientific Research, including the National Quality Assurance Reference, institutional assessment methods, quality assurance cells, and community participation mechanisms. The paper also examines the integration of the LMD system, digital transformation, and digitization as pivotal tools for aligning higher education with international standards. Findings reveal notable progress through initiatives such as faculty and doctoral training in English, ICT integration, and the gradual introduction of artificial intelligence in curricula. However, structural challenges persist, including limited technological infrastructure, insufficient digital skills among faculty, fragmented governance, and inadequate performance-based funding. The study concludes that achieving quality in Algerian higher education requires continuous evaluation, stronger partnerships with socio-economic actors, and targeted investments in digital and human capacities. Recommendations focus on accelerating digital transformation, enhancing regulatory frameworks, and fostering innovation ecosystems to advance long-term sustainable development goals

Keywords: digitalization, quality of education, sustainable development

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INTRODUCTION

Quality higher education constitutes one of the most essential foundations for the achievement of sustainable development in contemporary societies. It does not merely provide individuals with academic knowledge, but it also equips them with the competencies, skills, and innovative thinking necessary to address the complex challenges of the twenty-first century. Through the preparation of highly qualified human resources, higher education institutions contribute to the creation of knowledge-based economies, capable of fostering social well-being and economic competitiveness on both national and global scales.

In this context, higher education plays a pivotal role in cultivating critical and creative thinking, promoting research and innovation, and enhancing lifelong learning opportunities. These elements collectively form the backbone of sustainable development, as they empower individuals to contribute effectively to social transformation, environmental preservation, and economic growth. Moreover, the integration of modern educational technologies into higher education systems has revolutionized teaching and learning processes, providing learners with dynamic, interactive, and globally connected environments that enhance their ability to adapt to rapid societal and technological changes.

Consequently, many countries have come to recognize higher education as a crucial component of sustainable development strategies. Within the framework of the United Nations' Sustainable Development Goals (SDGs), higher education is explicitly positioned under Goal 4: Quality Education, which emphasizes the need to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Higher education is thus seen not only as an educational pathway but also as a strategic lever that contributes to building knowledge societies, strengthening institutional capacities, and generating innovative solutions for sustainable progress.

By fostering knowledge creation and dissemination, higher education institutions strengthen innovation systems and contribute directly to addressing pressing issues such as poverty alleviation, environmental sustainability, social equity, and economic diversification. In this regard, universities and research centers act as drivers of transformation, linking academic outputs with the real needs of society, and ensuring that development is both inclusive and sustainable in the long term.

1.Study Problem:

. Despite Algeria's continued efforts to reform and modernize its higher education system, the challenge of achieving and maintaining quality higher education remains both complex and multifaceted. This complexity arises from several interrelated factors, including the need for coherent and long-term strategic planning, the provision of sufficient human and financial resources, and the establishment of effective mechanisms to evaluate and ensure quality standards within universities and academic institutions (Altbach & Jamil, 2011)

Furthermore, the issue of higher education quality cannot be separated from the broader agenda of sustainable development, as education has been universally acknowledged as a cornerstone for

achieving the United Nations' Sustainable Development Goals (SDGs), particularly Goal 4: Quality Education (Nations, New York: United Nations)

. In this regard, the role of higher education goes beyond the transmission of knowledge to encompass innovation, capacity-building, and the preparation of qualified cadres capable of contributing to national and international development efforts (UNESCO, 2017)

In Algeria, however, the alignment between higher education policies and sustainable development objectives still encounters structural and operational obstacles. These include inadequate investment in modern teaching technologies, disparities in the availability of academic and research infrastructure, and the challenge of bridging the gap between academic outputs and labor market needs (Benrabah, 2016, pp. 400–415)

Main Research Question:

-What are the mechanisms for ensuring higher education quality towards promoting sustainable development?

2.Study Importance:

-Clarifying the mechanisms for ensuring higher education quality.

-Highlighting the role of these mechanisms in promoting sustainable development.

-Identifying various challenges that stand as barriers to ensuring quality education and achieving sustainable development.

3.Study Objectives:

—Presenting and evaluating the most important mechanisms for ensuring higher education quality.

—Clarifying the importance of developing higher education quality towards promoting sustainable development.

-Developing a set of proposals and recommendations as a way to ensure quality education and achieve sustainable development.

4.Theoretical Approach (Kaizen):

Kaizen is a philosophy of continuous improvement that enhances quality, efficiency, and sustainability by addressing weaknesses, reducing waste, and involving all organizational levels in decision-making (okoro, 2024, p. 12).

Its successful application relies on clear strategic planning, trained teams, inclusive participation, resource provision, goal alignment, and incentive systems—fostering a supportive environment for sustainable performance (glover & farris, 2014, p. 51) .

Ultimately, Kaizen promotes sustainable development by embedding a culture of long-term quality and collective engagement.

5.Review of the Literature

1.Saleem Aslam et al. (2022): “Education For Sustainable Development And Sustainability Consciousness: Evidence From Malaysian Universities”

The study aimed to understand the practices and perceptions of education for sustainable development at Malaysian universities and explore how action-oriented educational methods can be linked to knowledge, behavior, and attitudes regarding sustainability. The study concluded that the prevalence of comprehensive, pluralistic, and directed curricula in Malaysian universities enhanced the quality of education for sustainable development.

2.Shava, Mkwelie et al. (2023): “Higher Education Institutions Sustainable Development towards Agenda 2030: A Global Goals In Policy And Curriculum”

The study aimed to evaluate the extent of higher education institutions’ orientation towards achieving the 2030 Agenda for sustainable development, while identifying mechanisms and strategies that could be taken to enhance this. The results revealed structural challenges in universities including: increasing student numbers, lack of financial support, absence of education strategy for sustainable development, and rigid administrative structures, which necessitates funding to enable reorganization of higher education structures.

3.Zakaria Study (2022): The study addressed the evaluation and analysis of higher education quality in Algeria through “a field study at Abu Bakr Belkaid University in Tlemcen” to determine the level of higher education quality from the perspective of professors and students. The results showed an average overall assessment of higher education quality, necessitating work on improving points that received negative evaluation to develop and enhance the educational process through reviewing the quality of educational programs, administrative processes, and available capabilities, with the need to provide greater support for quality assurance cells across the sector and encourage their role.

4.Critical Review of the Literature:

The reviewed literature demonstrates that improving the quality of higher education is a critical pillar for achieving sustainable development, with diverse approaches adopted globally to advance this goal. Among these approaches, the Kaizen philosophy has emerged as a continuous improvement model that emphasizes strategic planning, inclusive participation, and waste reduction—thereby fostering long-term quality and institutional resilience (okoro, 2024). Empirical evidence supports this orientation: Saleem Aslam et al. (2022) found that comprehensive, action-oriented curricula in Malaysian universities significantly enhanced education for sustainable development, while Shava et al. (2023) revealed persistent structural challenges—such as increasing student enrolment, inadequate funding, and rigid administrative systems—that hinder the realization of the 2030 Agenda within higher education institutions. In the Algerian context, Zakaria (2022) reported a moderate level of higher education quality, highlighting the need to strengthen quality assurance mechanisms and improve educational programs.

Taken together, these findings reveal that although substantial progress has been made both globally and locally, the limited integration of continuous improvement models such as Kaizen represents a notable research gap—one that this study seeks to address.

First: Conceptual System:

1. Digitization: Digitization refers to the process of converting media, such as images and sound, into digital data that can be electronically processed. Terms like "Digitize" and "Digitalize" are commonly used to describe this process. The variation in terminology is primarily due to the concept’s novelty and the absence of standardized international usage (Issa, 2012, p. 16).

2.Digital transformation:Digital transformation refers to adopting digital technologies to create radical changes in business processes and various interactions with customers by integrating these technologies within all operations to improve efficiency and competitive capability (Oseremiozigagun, 2024, p. 1158).

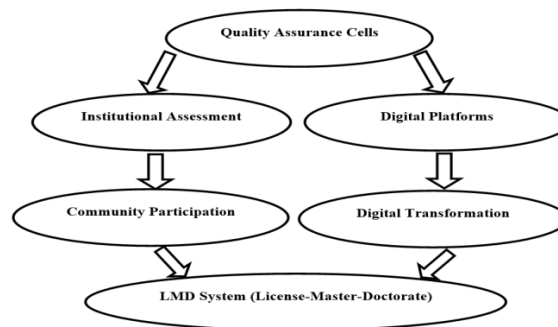
3. Education Quality: is a holistic administrative approach that seeks comprehensive improvement across all levels of the institution by ensuring effective communication with students and delivering curricula and services that meet stakeholder expectations and enhance the overall educational process. (Ajjal, 2018, p. 823).

Teacher competence is central to education quality. Well-qualified educators enhance learning outcomes, making it essential to hire professionals who meet clear standards and master modern teaching methods (bugtai & batilaran, 2024, p. 9).

4. Sustainable Development: The definition issued by the Scientific Committee for Environment and Development of the United Nations under the supervision of Norwegian Prime Minister “Gro Harlem Brundtland” in 1987 gained international fame, defining sustainable development as a new pattern of development that meets present needs while considering future generations’ share.

Second: Higher Education Quality Assurance Mechanisms:

Quality Assurance Mechanisms in Higher Education Prepared by Researchers:



1. Quality Assurance Cells in Higher Education Institutions:

1.1: Concept of Quality Assurance Cells:

A Quality Assurance Cell is an internal institutional body established by the university president to oversee and support quality assurance procedures such as evaluation, monitoring, training, and reporting. It includes members from both academic and administrative units to ensure coordinated efforts in maintaining educational standards.

1.2: Effectiveness of Quality Assurance Cells:

The effectiveness of quality assurance cells in higher education is measured by how well they fulfill their core responsibilities, which include:

- Conducting internal evaluations across governance, training, research, and campus life;
- Disseminating information about their mission, objectives, and publishing quality-related reports;
- Providing ongoing training for members in quality assurance practices;
- Facilitating both internal and external institutional communication. (Ben Hussein, 2015, p. 209).

1.3 National Reference for Internal Quality Assurance in Higher Education Institutions:

The Algerian Ministry of Higher Education recognized the need for a unified national reference for internal quality assurance in higher education. On January 26, 2014, it introduced this framework

in collaboration with university quality assurance officials. The reference includes seven domains and 559 measurable criteria encompassing all university activities. Its goal is to identify strengths and weaknesses and to develop tailored strategies for enhancing education quality based on each institution's unique context and resources (Zawi Hajar, 2021, p. 08).

The Ministry of Higher Education added "**Social Responsibility**" as the eighth domain in the National Quality Assurance Reference, reflecting universities' growing role in sustainable development through enhanced community service quality, in line with evolving educational priorities.

2. Institutional Assessment Methods:

1. Individual Assessment: The leadership of a university or college selects a qualified and experienced member of its staff to carry out a self-assessment of the institution, either in part or as a comprehensive evaluation.

2. Collective Assessment: The process is carried out by a group of university affiliates from diverse specializations. The resulting findings and proposals are then presented to another group for study, analysis, and discussion with the original preparers. This collaborative approach aims to reach a consensus on the necessary improvement measures and to establish priorities for their implementation. (Bekhadija & Fallag, 2022, p. 300)

3. External Evaluation: Given the variation in institutional capacities and contexts, each higher education institution tends to adopt its own set of quality standards. While many aim to meet all quality benchmarks, limited economic and political resources often hinder full implementation. As a result, institutions prioritize aspects they deem most critical in their current context (Bekhadija & Fallag, 2022, p. 301).

Based on the above, it can be said that institutional assessment is a key strategic tool for ensuring quality in higher education. It relies on transparency and collaboration to identify strengths and weaknesses, propose improvements, and align with academic standards, thereby promoting sustainable educational quality.

the main components of an institutional evaluation report prepared by researchers based on (Bekhadija & Fallag, 2022, p. 301)



3. Community Participation Mechanism:

The community participation mechanism represents a core pillar in promoting sustainable development through quality education. Recognizing its importance, the Algerian government

emphasized it within the National Quality Assurance Reference, highlighting its role in supporting development efforts aligned with quality standards.

Community participation contributes significantly to sustainable development through several interconnected dimensions:

1. Local engagement, by offering training aligned with the needs of local stakeholders.

2. Partnership development, through involving external partners in designing academic programs.

3. Research and innovation, by fostering a research environment that directly responds to the needs of partner institutions.

4. Training and monitoring: Implementing targeted training plans and regularly evaluating them, while strengthening ties between universities and socio-economic actors, contributes to professional integration and promotes economic, environmental, and social development (Mansouri & Ben El-Din, 2018, p. 223).

4. Prospects for Activating the LMD System to Ensure Quality in Education:

The Algerian government has adopted the LMD system as a strategic approach to enhance the quality of higher education by aligning academic training with labor market needs. To ensure its effectiveness, several mechanisms have been implemented, including improving both educational inputs and outcomes, emphasizing scientific research, and reinforcing strategic planning and continuous evaluation practices (Mustafa & Triki, 2023, p. 248).

Therefore, ensuring higher education quality requires a shift toward qualitative focus through periodic self-assessment and effective mechanisms, including an independent body for quality oversight, away from performative policies (Bai Ahmed & Abdel Aziz, 2018, p. 16).

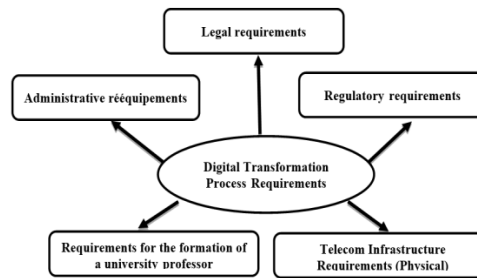
4. Digital Transformation and the Quality of Higher Education:

Digital transformation has become a vital necessity in higher education due to its role in enhancing the quality of teaching and broadening access to knowledge and skills. However, Algerian universities face significant challenges in this regard, including insufficiently trained personnel in ICT, inadequate infrastructure, and limited access to modern technologies, with continued reliance on traditional methods such as blackboards and printed materials (Boubalota, 2021, p. 19)

Digital transformation requires coordinated efforts across various sectors, the availability of necessary technological tools, and a clear legal framework to govern the process (Hamidouche & Bouzida, 2020, p. 47).

Accordingly, the success of digital transformation in university institutions depends on meeting several essential conditions, including infrastructure readiness, human resource qualification, availability of appropriate technologies, and the existence of a regulatory legal framework.

An illustrative figure showing the most important requirements of the digital transformation process prepared by the two researchers:



5.Digitization as a Mechanism to Ensure Higher Education Quality:

The digitization of the educational process requires a comprehensive strategic plan to ensure the effective integration of information and communication technologies, enabling Algerian universities to align with global advancements in the field.

The most important mechanisms for implementing digitization in the higher education sector can be discussed as follows:

1.E-learning:The Ministry of Higher Education and Scientific Research in Algeria has given special importance to e-learning as a means to address supervision shortages and enhance the quality of training. The project began at the University of Oran and progressed through three main phases:

1. **First Phase:** Utilizing technologies such as educational video lectures to accommodate the growing number of students.
2. **Second Phase:** Adopting modern educational technologies, particularly online learning, to ensure quality.
3. **Third Phase:** Integrating and officially accrediting distance learning within the university system.

This initiative reflects the Ministry's strategic orientation toward establishing e-learning as a key developmental tool in higher education (Fatima, 2022, pp. 138-139)

6.Digital Platforms:

1 MOODLE Platform: The Moodle platform is an educational course management system designed to support e-learning. It enables students to access course materials, engage in interactive learning activities, communicate with peers and instructors, and complete assignments efficiently through an online environment. (Ministry of Higher Education and Scientific Research – Algeria, 23/10/2023, 19:00)

2 Progress Platform: is an advanced educational platform used for the comprehensive management of university affairs. It facilitates learning and skill development for university students, making it one of the most vital tools in the higher education system.

3 Algerian Scientific Journal Platform(ASJP):ASJP is a national digital platform in Algeria that facilitates the management and dissemination of scientific journals. It safeguards researchers from predatory journals by ensuring transparent, secure, and documented article submission, while acting as a neutral and credible intermediary between authors and publishers. (askmesrs, 2023)

4 Digitization of University Services: ASJP is a national digital platform in Algeria that ensures the secure and transparent management of scientific journals, protecting researchers from predatory publishing. Alongside this, universities have implemented digital procedures such as online registration, electronic payments, and service access through the WEBETU app—streamlining and accelerating student services (sabqpress, 2023).

5 University Library Management System

This is a digital system known as **SYNGEB**, designed for managing university libraries. It was developed by research centers for scientific and technical information (CERIST) and operates through local information networks as well as the internet.

6 National Online Documentation System (système national de documentation en ligne):

A system created by CERIST center specifically for digitizing and searching doctoral and master's theses online, abbreviated as **SNDL**.

7 Digital Pedagogical Platform (E-learning): This is an interactive digital pedagogical platform that provides lesson summaries in various formats and serves as a digital communication channel between professors and students. It is developed using the Moodle platform.

8 Institutional Email: A formal digital communication tool used by universities, the ministry, faculty, and students to facilitate academic and administrative correspondence.

The Ministry of Higher Education and Scientific Research has clearly contributed to national efforts toward digital and smart transformation by gradually digitizing the sector. This transformation encompasses key areas such as pedagogical management, administrative operations, and scientific research (Boutebba, 2021, p. 45)

9 .PRFU Platform: The PRFU platform is an online project management system designed to enhance project efficiency by allocating qualified human resources who continuously oversee project progress. It offers functionalities such as scheduling and tracking tasks, contributing to better planning and execution.

Third: Digital Transformation and Innovation in Algerian Higher Education as a Pathway to Sustainable Development

1. Challenges to Digital Transformation

Algerian universities encounter several barriers to digital transformation, notably:

- Limited financial resources
- Time constraints
- Faculty resistance to digital tools
- Legal issues related to intellectual property

Addressing these challenges requires a phased shift to digital education, supported by infrastructure development, enhanced stakeholder coordination, and stronger inter-ministerial collaboration (Hawass, 2021, p. 88).

2. Structural Barriers to Quality and Inclusive Education

The education sector in Algeria faces structural inefficiencies, such as:

- Fragmented governance across three ministries, reducing coordination
- Weak linkage between funding and institutional performance
- Inadequate pedagogical training among faculty and a seniority-based salary system

Improving quality in higher education is essential to enable it to effectively support sustainable development (Mansouri & Ben El-Din, 2018, p. 90).

Fourth: The Role of Science, Technology and Innovation in Achieving Sustainable Development Goals

Science, technology, and innovation are central to sustainable development, especially when integrated into higher education. International frameworks such as the Addis Ababa Action Agenda and the 2030 Agenda have fostered cooperation and knowledge exchange among nations (Hawass,

2021, p. 112). In Algeria, digital transformation in higher education supports inclusive development and human capacity-building by promoting effective digital tools (Denden, 2023, p. 55). Achieving these goals necessitates preparing competent leaders capable of contributing to national development across all sectors (Kheribech & Ben Kobbi, 2015, p. 04)

An illustration showing the main challenges to ensuring the success of digital transformation in Algerian universities, prepared by researchers:



Conclusion: This study has underscored that ensuring the quality of higher education constitutes a pivotal driver for achieving sustainable development. In the Algerian context, recent initiatives—such as faculty and doctoral training in English, the integration of information and communication technologies, and the gradual adoption of artificial intelligence within curricula—illustrate a tangible commitment to aligning with international educational standards. Nevertheless, persistent structural challenges remain, including insufficient institutional coordination, limited performance-based funding mechanisms, and gaps in digital competencies among academic staff. Addressing these challenges is essential to fully harness the transformative potential of higher education as a lever for sustainable development.

Recommendations:

Drawing upon the analysis of Algeria’s current reforms and the mechanisms required to ensure higher education quality, the following strategic actions are recommended:

1. **Comprehensive Digital Transformation:** Accelerate digitalization through the modernization of technological infrastructure, the reinforcement of digital platforms, and the establishment of dedicated artificial intelligence research and innovation centers.
2. **Human Capacity Development:** Expand and institutionalize advanced academic training programs, develop centers of technological excellence, and ensure continuous professional development for faculty members in emerging digital technologies.
3. **Technological Infrastructure Enhancement:** Invest in high-speed communication networks, upgrade laboratories with state-of-the-art equipment, and provide the necessary tools to support large-scale digital transformation.
4. **Strategic Partnerships:** Foster strong partnerships between universities and the economic sector, create technology incubators, and enhance community engagement to promote an ecosystem of innovation and knowledge transfer.
5. **Regulatory and Financial Frameworks:** Enact comprehensive legislation to safeguard intellectual property rights, diversify funding sources, and allocate dedicated budgets to support research in frontier technologies and sustainability-related fields.

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