

*Algerian universities' teaching system in the face of
unemployment crisis*

النظام التعليمي للجامعات الجزائرية
في مواجهة أزمة البطالة

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Abstract:

In the light of the world's economic and social transformations, the unemployment crisis remains one of the most significant challenges facing many countries, including Algeria. Unemployment is a serious economic problem that has a negative impact on economic growth and social stability, resulting in low productivity and widening social disparities. In Algeria, high unemployment is an urgent problem requiring effective strategies to address it.

The study's importance lies in the analysis of the role of the university education system in addressing the unemployment crisis. The current system is the educational model adopted in Algeria with a view to improving the quality of education and developing students' capacities to meet the needs of the labour market. The aim of this study is to investigate the impact of this system on graduate employability and how the system can be adapted to meet labour market requirements. The study will also examine the educational methods adopted by the system and their impact on students' qualifications. By analysing the situation of unemployment and the labour market in Algeria, the extent to which the educational system's outputs are adapted to the needs of the labour market will be assessed.

Keywords: Teaching, Teaching system, Algerian universities, Unemployment.

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الملخص:

في ضوء التحولات الاقتصادية والاجتماعية في العالم ، لا تزال أزمة البطالة واحدة من أهم التحديات التي تواجه العديد من البلدان ، بما في ذلك الجزائر. البطالة مشكلة اقتصادية خطيرة لها تأثير سلبي على النمو الاقتصادي والاستقرار الاجتماعي ، مما يؤدي إلى انخفاض الإنتاجية واتساع الفوارق الاجتماعية. في الجزائر ، يعد ارتفاع معدلات البطالة مشكلة ملحة تتطلب استراتيجيات فعالة لمعالجتها. تكمن أهمية الدراسة في تحليل دور نظام التعليم الجامعي في معالجة أزمة البطالة. النظام الحالي هو النموذج التعليمي المعتمد في الجزائر يهدف تحسين جودة التعليم وتنمية قدرات الطلاب على تلبية احتياجات سوق العمل. الهدف من هذه الدراسة هو التحقيق في تأثير هذا النظام على توظيف الخريجين وكيف يمكن تكييف النظام لتلبية متطلبات سوق العمل. كما ستتناول الدراسة الأساليب التعليمية التي يتبناها النظام وتأثيرها على مؤهلات الطلاب. من خلال تحليل حالة البطالة وسوق العمل في الجزائر ، سيتم تقييم مدى تكييف مخرجات النظام التعليمي مع احتياجات سوق العمل.

الكلمات المفتاحية: التدريس، نظام التدريس، الجامعات الجزائرية، البطالة.

I. Introduction

1. Historical overview of Algeria's education system:

1.1. Algeria's current higher education system:

Since September 2004, our country has been working to reform the higher education system in the light of the recommendations of the National Education Reform Commission. This plan includes a strategic plan for the years [2013-2014], consisting of a comprehensive and in-depth reform of higher education, including the improvement of programmes and courses and the reorganization of educational administration. It should be noted that old degrees (classical system certificates) are still awarded at universities: in September 2004, 10 universities were selected to pilot the "lmd" system, which was extended to all university institutions in Algeria. The new system of higher education is based on three degrees: bachelor's degree, master's degree and doctorate. It aims to improve the quality of university education, bring it into line with other education systems around the world, and give students a greater role in this system. Students are given a greater role in this system by facilitating student mobility and mentoring, appreciating students' self-employment, and developing procedures to support student employment. It also assesses, transforms and adapts students' talents and skills to their needs. The reforms were driven by the need for universities to be open to the outside world and open to the economic and social

environment. The reforms sought to open doors to the economic and social environment and meet various demands, such as the reforms divided into two tracks: academic and career pathways at the bachelor's and master's levels. Academic pathways enable students to enter directly into more advanced and specialized studies, i.e. master's and doctoral programmes. Career pathways enable students to enter directly into the world of work.¹

2. System Definition²

It is a three-tier system of higher education:

- L-1 Bachelor's degree.
- M-2 Master certificate.
- D-3 Ph.D. certificate.

At the end of 2003, the Ministry of Higher Education and Scientific Research introduced a series of reforms aimed at reforming the education system known as the "LLMD" system. This reform consists of LLMD, an internationally accredited system, which is now a standard in many universities, including Anglo-Saxon, European and Arab universities: it was adopted as a standard as adopted by the University of Algiers from the school season beginning in 2024:

- Bachelor's degree: baccalaureate + 3 years composition.
- Master stage: baccalaureate + 5 years composition.
- Ph.D.: baccalaureate + 8 years composition, meaning master + 3 years²

2.1.Objectives of the system (LMD)³

- Achieving the highest standards of education and training.
- Mobilizing Algerian students and raising their educational level in line with the standards established by the Ministry of Education.
- Upgrading Algerian students to international standards.
- Adapt education to socio-economic needs at each stage of the system and organize educational pathways and curricula in educational units consisting of one or more subjects grouped in hexagonal form for each stage.⁴

2.2. LMD system Challenges and opportunities:

Thus, while the LMD system offers many opportunities to improve higher education and link it to the labour market, success in achieving its goals requires addressing existing challenges and developing a teaching

and administrative infrastructure capable of fully accommodating the requirements of this new system.

- The role of the LMD system in improving the quality of education and connecting universities to the labour market.

The objective of the " M.L. ' To reform higher education in Algeria and bring it into line with international standards, which is seen as a crucial tool for improving the quality of education and linking universities to the labour market. The system's role in this context can be analysed in several respects:

- Improving the quality of education
- Renewed and specialized curricula
- Enhancing research and analysis skills
- Focus on interactive education and self-learning

3. *Linking universities to the labour market:*

- Design of study programmes in cooperation with the economic sector
- Vocational training and practical application
- Flexibility of academic qualification
- Professional guidance and partnerships with the private sector

4. *Challenges and successes of linking universities to the labour market:*

Challenges:

Despite these advantages, there are many challenges to the practical application of the distance education system. These include weak educational infrastructure, underfunding and uneven quality of education among universities. In addition, some disciplines do not correspond to the labour market's needs, which may result in large numbers of students graduating who have difficulties finding suitable jobs.

II. Teaching methods in the current system and their impact on recruitment

1. Approved teaching methods

- Analysis of teaching methods, defined by Khuzla as "a set of scientific procedures, practices and activities carried out by the

teacher within the classroom by teaching a specific lesson aimed at communicating information, facts and concepts to students.

Gamel defined it as "the instrument, the means or the way in which a professor communicates the content of the curriculum to students while conducting the educational process."⁵

So the teaching method is the communication method that a professor uses to communicate the goals of the lesson to his students, which is how the teacher addresses the lesson, and the strategy is a broad and broad plan for teaching.⁶

Teaching stages to qualify students for the labour market.

From its section to three main stages, depending on Jackson's division, it includes:

- **Phase 1:** Planning is the stage of mental activity that aims to identify goals and choose how best to achieve them. It is free of interaction because it takes place outside the classroom. It also represents
- An intentional logical activity in which the teaching attitude appears to be an easy and harmonious attitude.
- **Phase II:** begins with the teacher's confrontation with his students, and is therefore a phase of live interaction, rapid with its events, and what made sense at the planning stage becomes a complex psychological situation.
- **Phase III:** Where a teacher tries to see how influential he or she is in students, he or she takes an accurate look at how effective teaching is and tries to benefit from this follow-up in the teaching process.⁷

2. The teaching stages of the current system and their impact on recruitment:

The Bachelor's, Master's, Ph.D. system is based on a sequenced educational structure that aims to provide a gradual education starting from bachelor's (bachelor's) through master's (master's) to doctoral. Each stage has a clear impact on employment and qualification opportunities for the labour market. Let's address this effect in detail:

2.1. Licence

After obtaining a bachelor's degree, graduates have a chance to enter the labour market directly. In some disciplines, bachelor's degrees are sufficient to start a career, especially in areas that do not require

advanced scientific qualifications. For example, graduates of disciplines such as management, accounting, and humanities may find employment opportunities in private and public sectors.

a/ *Limited specialization:*

In contrast, bachelor's graduates face challenges related to limited specialization, as some professions may need deeper knowledge and advanced skills that are not covered at this stage. This makes it difficult for some graduates to compete in a labour market that requires more specialized skills.

b/ *Need for continuous training and development:*

Graduates may need to develop their skills through continuous vocational training or pursue higher studies to improve their employment opportunities, especially in competitive fields.

2.2. Master

Obtaining a master's degree opens up broader prospects for employment, as graduates from this stage are seen to possess advanced skills and in-depth knowledge in their field of specialization. This makes them more attractive to employers looking for specialized cadres who can take on more responsible jobs.

In many industries, master's certification has become a prerequisite for senior or research positions. For example, in areas such as engineering, computer science, and marketing, employers prefer master graduates because of their specialized skills and ability to implement complex projects.

Some Master's programs provide field training opportunities or collaboration with companies and institutions, enhancing students' readiness for the labour market and helping them build professional relationship networks that can contribute to improving employment opportunities.

2.3. PhD:

PhD is the final stage and typically takes three years or more after the masterpiece. This phase focuses on independent scientific research and contributing to the production of new knowledge in a particular field. Students at this stage usually work on a doctoral thesis that includes thorough and in-depth scientific research.

Obtaining a doctoral degree is a prerequisite for admission to academic and research positions at universities and research centres.

Graduates find opportunities to recruit as faculty members, independent researchers, or consultants in their specialized fields.

PhD gives the holder high scientific status and demonstrates his commitment to scientific research and professional development. This makes doctoral holders potential candidates for leadership or advisory positions in institutions that rely on research and development.

Despite high scientific standing, doctoral graduates may face challenges in finding jobs outside the academic field, especially in a market that does not require a high degree of scientific specialization. Some industries may prefer to hire master graduates who possess more direct applied skills and higher flexibility to adapt to daily work needs.

PhD also gives students the opportunity to become innovators or entrepreneurs, where they can transform their research results into new products or services, thereby contributing to the creation of new jobs for them and others.

- How the stages contribute to students' qualification to meet the requirements of the labour market.

Bachelor's, Master's, Ph.D. system aims to prepare students in an integrated manner to meet the demands of the labour market by progressively developing their skills and knowledge at every stage of education. Each stage plays a crucial role in qualifying students to meet the needs of the labour market by focusing on different aspects of education and training. Here are details of how each stage contributes to students' qualification to meet labour market requirements:

a/ Licence:

- Provide the general knowledge basis.
- Development of public skills.
- Flexibility in specialization.
- Bachelor's degree offers students flexibility in choosing disciplines that correspond to their interests and labour market needs, giving them the ability to orient their educational path towards the most demanding areas of the market.

b/ Master :

- Deep specialization.
- Practical application and research.
- Communication with the private sector.

c/ PhD:

- Scientific research and innovation.
- Qualification for academic and leadership positions.
- Building international professional networks.

Each stage of the system contributes in different ways to ensuring that students can meet the demands of the labour market. While the bachelor's programme provides a basis in general knowledge and skills, the master's programme provides students with greater specialization and practicality in order to gain advanced experience. Finally, doctoral programmes focus on innovation and research, place students in academic and leadership positions and enhance their ability to meet future market challenges. This integration gives students diverse and advanced skills and increases their chances of success in the changing and demanding labour market.

III. Unemployment and the labour market in Algeria

1. The concept of unemployment and its causes

- Definition of unemployment and the most important factors affecting it.

Concept of unemployment:

"The position of a person with qualifications for employment, and not necessarily the occupational person who does not find work for himself in society" ⁸

The concept of unemployment:

Unemployment is one of the most important challenges facing the global economy. This is because unemployment is a global phenomenon linked to the stages of economic development, often as a result of population growth and economic problems, with a historical and geographical dimension, and can be found in both developed and developing countries. The study of unemployment is based on its size and developmental nature, or its economic, political, demographic, technological, administrative and organizational causes..... and other causes and factors, or their impact on social aspects, are of interest to scientists, researchers and politicians because of the phenomenon's characteristics. ⁹

- Analysis of the main causes of Algeria's high unemployment rate.

Algeria's high unemployment rate is due to a range of economic, political and social reasons, which reflect the complexities of the Algerian market. Among the main reasons: ¹⁰

- Rent economy and oil dependence.
- Corruption and bureaucracy.
- Education and the labour market.
- Informal market.
- Ineffective government policies.
- Rapid demographic growth.

Taken together, these factors exacerbate Algeria's unemployment problem, one of the greatest challenges facing the Algerian economy today. ¹¹

2. Characteristics of the labour market in Algeria

- Overview of the characteristics of Algeria's labour market.

The continuous transformation of the working population, slower economic growth and lower job creation in the 1990s exacerbated labour market imbalances through high unemployment rates, which had a significant impact on new entrants to the labour market, and increased temporary employment despite the rise in informal activities that were an important refuge for surplus labour forces. ¹²

Low oil prices, high population growth rates and a widening gap between the educational system's achievements and labour market requirements are signs of a crisis in the labour market, with an increasing proportion of unemployed young people, including those with degrees, making up an important part of the job offer. There is also an increase in temporary employment in rural areas, another feature of labour market imbalances. Another phenomenon affecting the labour market is the continuing increase in the number of unemployed in Algeria as a result of the closure of many economic institutions (some of which are still active, but measures are being taken to reduce the labour force).

The main reason for this is that many workers are in disguised unemployment. ¹³

- Challenges such as the disparity between supply and demand for jobs.

The disparity between supply and demand for jobs in Algeria is a major challenge that contributes to high unemployment rates and reflects the mismatch between graduates' skills and labour market requirements. There are several factors leading to this disparity:

- Incompatibility between skills and education.
- Lack of employment opportunities.
- Government policies and market regulation.
- High reliance on traditional sectors.

To overcome these challenges, it is essential that Algeria focus on modernizing educational curricula to meet market requirements, stimulating economic diversity and promoting cooperation between the academic and economic sectors.

Assessing the extent to which the outputs of the higher education system meet the needs of the labour market is essential for improving the quality of education and meeting the requirements of the national economy. In Algeria's case, this harmonization can be analysed in several respects:

IV. Higher education and labour market outputs:

- Graduate rehabilitation.
- -Training students.
- Determining unemployment rates.
- -Market forecast:
- Review of curricula.
- Cooperation with the private sector.
- Developing students' skills.
- Reliance on training programmes.
- Implementation of joint projects between the two sectors.

In conclusion, achieving better alignment between the higher education system and the needs of Algeria's labour market requires a joint effort from all stakeholders, including the government, universities, and private companies.

V. Assessment of the role of the LMD system in the face of the unemployment crisis

To enhance the effectiveness of the LMD system in combating unemployment and achieving its goals, current challenges must be considered and appropriate recommendations made.

1. Review the system's challenges in achieving its objectives.

- Academic programmes are incompatible with labour market needs.
- Skills gap.
- Modernization of curricula.

- Poor hands-on training and real-life experiences.
- Lack of practical training.
- Lack of partnerships between universities and companies:
 - Different partnerships.
- Lack of government support and strategic direction:
 - Funding.
 - Operating strategies.
 - Make recommendations to enhance the system's effectiveness in reducing unemployment.
 - Modernization of academic curricula.
 - Analyze market needs.
 - Introduction of new disciplines.
 - Strengthening practical training: field training - realistic projects
- Strengthening partnerships between universities and companies:
 - Corporate development.
 - Joint cooperation
- Government and strategic support:
 - Increased funding.
 - Employment strategies.
- Improvement of recruitment skills:
 - Vocational training.
 - Professional consulting.

By addressing these challenges and implementing recommendations, the LMD system can be more effective in reducing unemployment and improving the proportionality of education outputs to labour market needs.

Conclusion

The unemployment crisis is one of the most significant problems affecting Algeria's social stability and economic growth. This study found that the current education system, which aims to modernize and develop higher education, plays a crucial role in trying to address this crisis. However, the analysis revealed that there were many challenges to achieving the system's goals.

The results show that, despite some improvements in students' education and skills development, the current university education system continues to face difficulties in fully matching academic programmes with labour market needs. There is still a gap between what students learn and the practical and technical skills the market needs. In

addition, although important, partnerships between universities and institutions are in some cases undeveloped.

Students' practical training should also be enhanced through increased on-the-job training opportunities and joint ventures with companies. Partnerships between universities and the private sector should be strengthened to ensure better compatibility between education and labour market requirements.

The study emphasizes the importance of ongoing follow-up and evaluation of the success of the proposed measures and their actual impact on the labour market. Ensuring the effectiveness of the current education system in combating unemployment and increasing employment opportunities in Algeria requires a joint effort by all stakeholders, including the Government, universities and the business sector.

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