

LMD System of Higher Education in Algeria: Achievements and Prospects

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Abstract

Twenty years after Algeria abandoned the classical university system and adopted the alternative system based on the Bachelor's, Master's and PhD, which mimics Western systems, especially the Anglo-Saxon ones, many institutions concerned with higher education, as well as many professionals and specialists, have begun to ask fundamental questions about the extent of the effectiveness of this system in development, as well as about the degree of its harmony with the requirements of the local labor market.

Based on this data, this paper works to study and analyze this academic system by raising the following problem: What are the achievements and prospects of the Higher Education System (L. M. D.) in Algeria? Accordingly, the matter is about trying to uncover the achievements reached by this academic system, whether positive or negative, and then extrapolating a future

outlook on it by presenting a set of perceptions and ideas that deconstruct the structure of this educational system and suggest possible alternatives that make higher education in Algeria, as one of the components of the Islamic world, a locomotive for sustainable development.

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Higher Education;
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Development;
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1. INTRODUCTION

The establishment of the first Algerian university dates back to the period of French colonization, which lasted in Algeria for 132 years, specifically to the year 1877. It was launched by the colonial authorities in Algiers, and its structuring process was completed in 1909, becoming a living model of French universities in terms of curricula, administration, the French language of instruction, and primarily catering to the children of French settlers, with a small percentage of Algerians referred to as “indigenous” or “natives.” The University of Algiers, which still exists today, offered four academic programs: literature, law, medical sciences, and physics (Turki, 1990, p. 47). After Algeria gained independence and nationalized the University of Algiers, the public authorities in the country undertook several projects in the field of higher education, focusing on two main axes: the first was to implement reforms in the university system, which began in 1965 and continued until 2005, with improvements in the years 1972, 1984, 1998, and 2002. The second axis relates to the establishment of new universities, including the Eastern Algerian University in Constantine and the Western Algerian University in Oran, following the attainment of independence. The work continued at this pace, bringing the number of higher education institutions to nearly 60 across the country, which averages out to one university in each state.

As for the educational system that was prevalent before the adoption of the (LMD) was based on three training programs: the bachelor's degree, which lasts four years, and graduates usually head to the job market afterward. Then comes the master's degree, which lasts for two years, followed by the Doctor of Science program, which is completed in an average time of about five years. The work continued in this manner from independence until

the beginning of the third millennium, when a complete change was adopted through integration into the Anglo-Saxon system, which is based on the tripartite of the bachelor's degree: the bachelor's degree, which lasts three years; the master's degree, which is divided into an academic master's that leads the student towards research and teaching after obtaining a doctorate, and a professional master's that prepares graduates for the job market, both lasting two years; and finally, the doctorate, which is completed under this system in an average of three years (Badari, Harzallah, 2012). This change in the Algerian university system is following the same approach that universities in France have taken.

Secondly, regarding the methodological aspect, this research paper relied on official documents related to the topic (laws, decisions, and regulatory decrees pertaining to the higher education and scientific research sector). It particularly focused on those that addressed the reality of the Algerian university and the reform process through the adoption of the (LMD) system.

2. Adoption of the Bachelor's – Master's – Doctorate system in Algerian universities

The (LMD) system is a new structure for the higher education system in Algeria centered around three degrees: (L) Bachelor's, (M) Master's, and (D) Doctorate, which is abbreviated in foreign languages as LMD. It was implemented in Algeria in September 2004. The (LMD) system relies on three training stages, each culminating in a university certificate, which are:

- First stage: Baccalaureate (General Secondary) + 3 years culminating in a Bachelor's degree.
- Second stage: Baccalaureate (General Secondary) + 5 years culminating in a master's degree (academic or professional)

- Third stage: Baccalaureate (General Secondary) + 8, culminating in a doctoral degree.

3. What is the nature of the (LMD) system

The university education system based on the three degrees of bachelor's, master's, and doctorate is a distinctly Western system that developed countries seek to impose on the rest of the world indirectly by not recognizing university qualifications that differ from it (Barakat, Sansom, 2015). The training system relies on (LMD) is relied on a distinctive structure that relies on specific divisions, namely:

- As for the bachelor's degree, it is divided into three stages, with the first stage lasting for two semesters dedicated to getting to know the university, adapting to it, and discovering the available specializations through studying the common core system, such as humanities or social sciences. As for the second phase, which also lasts for two semesters, it is dedicated to deepening scientific knowledge and gradually guiding the student towards the desired specialization. Finally, the third stage enables the student to acquire knowledge and competencies in the field they have chosen to study.

- The master's degree, which lasts for two years, allows all students holding a bachelor's degree (license) who meet the admission requirements to receive university training in two specific specializations: the research master's, which prepares students for scientific research that will qualify them for academic activity in the university or economic sector. The second specialization is the professional master's degree, which is characterized by providing students with adequate training in specific fields, with the aim of directing them straight to the job market.

- The duration of the doctoral program is three years and includes deepening knowledge in the studied specialization. Therefore, it provides students with the necessary training for high-level scientific research by developing the readiness to work in the academic community, whether in universities or specialized centers.

4. Conditions for adopting the (LMD) system

The adoption of the (LMD) system came after several failures in the classical educational system, which produced hundreds of graduates each year without a specific strategy for integrating them into the job market or supporting them through employment. Additionally, there was a significant disconnect between the training received, especially at the bachelor's level, and the local reality of the country, as well as an overwhelming focus on theoretical knowledge in educational programs, neglecting the effort to encourage students to engage in practical fields to acquire skills that would make their entry into the job market a real gain. For this reason, came the (LMD) system to be the magic key to eliminate the problem of unemployment among university graduates on one hand, and to design training programs that meet the needs of the labor market and the economic system as a whole. In the end, the most important aspect was the launch of academic programs that align with their counterparts in Western countries, particularly France and the United States, in order to facilitate the mobility of graduating students and provide them with academic qualifications that enable them to enroll in Western universities without the need for retraining or getting caught up in the complexities of certificate equivalency.

In addition, the academic formation has raised (LMD) a system of guardianship that benefits the student entitled to

assistance and pedagogical support from the designated teacher for this purpose, through registration in the lists allocated for this goal, and this is done on a voluntary basis. The guardianship system is one of the most significant innovations in the new system and serves as the backbone of education in (LMD) it allows the student to integrate into university life and aims to enhance their education by informing and guiding them to improve their abilities, as well as providing opportunities for participation and support in building their educational path through maximizing personal effort. Therefore, the guardianship system creates a space for dialogue between the student and the supervising teacher, who works to provide appropriate answers to all the questions that the student faces in their educational journey (Dardich, 2014, p. 258). The guardianship system is managed at three levels:

- The first level consists of reception, training, and guidance.
- The second level involves pedagogical follow-up on the completion of the student's personal work, such as preparing notes and training reports outside the educational institution.
- - The third level involves accompanying and monitoring the preparation of research and training the student to carry it out correctly.

5. Objectives of the (LMD) system

The reform of the university system aims to adopt the (LMD approach) to make university degrees, higher education applications, and the system of scientific specializations clearer. It aims to achieve a tight harmony in university teaching pathways while facilitating the comparison of procedures and training content at both national and international levels. The reform

according to this system contributes to the regulation of the major principles of education, which are represented in:

- Emphasizing the public nature of higher education means that the state is responsible for providing free education, and students are not expected to pay fees for it. Additionally, accompanying university services such as food, transportation, and housing are also free of charge.

- Providing quality training for everyone throughout life to achieve better professional integration and to meet the legitimate needs of society.

- Participating in the sustainable development of the country by engaging with the social and economic world.

- Allowing the Algerian university to regain its status as a hub of cultural and scientific influence at both the regional and global levels.

- Improving the quality of university education.

- The compatibility of the higher education system with other training systems around the world.

- Proposing diverse training pathways and adapting them to economic needs.

- Facilitating the mobility of students and guiding them to acquire additional skills through training both domestically and abroad.

- Valuing students' self-work and fostering the spirit of initiative.

- Establish procedures to support students in their work by the supervising teachers and administration through facilitating the training process.

- Valuing achievements and facilitating their transformation into economic projects, similar to launching startups.

- Development of education throughout various stages of

life so that anyone can return to the classroom to enhance their knowledge.

- Opening the university and training abroad by establishing cooperation and partnership agreements with foreign institutions.

- Organizing training presentations in the form of study courses by allowing the student to benefit from support and advice from a reference teacher.

- Improving educational and informational quality and guidance to support the student in their developmental journey.

- Developing and professionalizing higher education training programs and making academic programs more economically viable.

- Enhancing skill mastery across curricula such as foreign languages, information technology, and the internet.

- Benefiting from exchange and recognition of diplomas at the international level, as it adds a global dimension to local higher education certificates.

6. The academic formation of the (LMD) system.

The (LMD) system is based on three fundamental principles, which are:

- Capitalization and its meaning refer to the final acquisition of teaching units, so that the student will not be required to retake the assessments in case of moving to the European Union and changing the training path or transferring to a different training institution.

- Mobility is represented by providing the student with the opportunity to change institutions as they wish, without the need to acquire new skills or lose the skills gained at the original academic institution.

- The possibility of reading, by allowing the student upon

graduation to work based on the degree they hold without resorting to equivalency, on the grounds that the training they received has international recognition.

7. The scientific units of the (LMD) system

The LMD system consists of several units, which are:

- The assessment of a student's acquisition of various knowledge and skills is necessarily conducted for the different subjects that make up the educational units of the three types: core, exploratory, and interdisciplinary, in each semester. This can be done either through continuous and regular monitoring or by means of a final exam, or by combining both methods. Higher education institutions announce at the beginning of each semester all that pertains to examinations, including their number, nature, duration, and the monitoring methods employed.

The training system in the (LMD) system relies on four types of educational units divided into semesters rather than years, which are:

- Basic education units include the main educational subjects that form the backbone of the field to be studied, such as the field of history or the field of media and communication sciences.

- Exploratory education units, which are related to educational materials that allow the student to expand their knowledge and open new horizons for them in the case of redirection.

- The joint education unit includes programmed educational materials in all disciplines such as languages, computer science, and research methodology.

- Specialization education units, which are the subjects related to the field chosen by the student for study.

On the other hand, training is conducted in the (LMD)

system to obtain a bachelor's degree (license) or a master's degree according to the fields of training and the various disciplines and specializations, this training is offered through standard pathways as follows:

The field of education is considered a coherent set of disciplines and specialties that reflect the area of competencies undertaken by higher education institutions.

- The branches are considered a subdivision of the field of education and define the uniqueness of teaching within that field.

- The department can be single-specialty or multidisciplinary.

- The specialization is considered a branch of the field, determining the training pathways that the student must acquire.

- Education is organized in each training pathway into semesters, which in turn include training units.

- The training unit includes one or more subjects and is presented in various teaching formats (lessons, guided work, practical work, lectures, seminars, projects, exercises, workshops, etc.).

- Each educational unit or its constituent materials is assigned a specific coefficient and is evaluated with a grade based on credits according to the necessary hours of the semester required to acquire knowledge through the activities carried out by the students (personal work, reports, notes, exercises, etc.).

- The balance corresponds to a specific hourly volume ranging between 20 and 25 teaching hours in the semester and includes the teaching hours provided to the student through the various forms of training mentioned earlier.

- The total value of the credits assigned to the educational units forming the semester is approximately 30 credits.

It is worth noting that the Algerian university adopts the

(LMD) system includes 13 academic fields, each branching out into various disciplines and specializations. These fields are:

- The sciences of matter, which include physics, chemistry, mathematics, and computer science.
- Natural and life sciences, which include biology, biochemistry, and marine sciences.
- Earth and space sciences, which include geology.
- Technology sciences, which include architecture and electronics.
- Economics, commerce, and management
- The sciences of law, which include rights, administration, and politics.
- Social sciences, which include psychology, sociology, philosophy, and anthropology.
- The faculties of arts and languages include Islamic sciences, Arabic language, living languages, and literature.
- The humanities, which include history, library science, and media and communication studies.

8. Criteria for success and transition

As for the criteria for success and progression, the (LMD) system has based on several principles such as the principle of compensation, the principle of transition, the principle of rectification, the principle of attainability, and the principle of transferability, all aimed at making the educational system more effective and efficient, placing the student at the center of the training process, and distancing them as much as possible from factors of discouragement and obstruction, while bringing them closer to factors of success. Regarding these principles, they are reflected in the following points:

- The educational unit in which a student is considered successful, whether it is foundational, exploratory, or interdisciplinary, if the average of the grades obtained in the subjects that make it up, weighted by their coefficients, is equal to or exceeds 10/20. This means that success in a specific educational unit, in the previous manner, is achieved by acquiring the credits allocated to it. Thus, it is a definitively acquired educational unit within the relevant training path and can be transferred to any other path that includes it.

- The educational hexagon considers a student to have achieved it if they have acquired all the educational units that comprise it (core, exploratory, and cross-disciplinary) as previously mentioned. On the other hand, success in the semester can be achieved through the principle of compensation among the various educational units that make it up, by calculating the overall average based on the grades obtained in the educational units, weighted by their coefficients. Thus, the semester becomes acquired if the overall average is equal to 10/20. If this average is not achieved, the student will take the second exam as well as the remedial exam for the subjects not passed, without altering the continuous assessment grades. On the other hand, the subjects in which the student achieved an average of 10/20 will be retained.

- The academic year allows for the transition to the bachelor's degree (licence) through acquisition, meaning that it is possible as soon as the first and second semesters of the same training path are completed. The transition from one year to another requires obtaining at least 30 credits, of which 1/3 must be in one semester and 2/3 in another semester.

- Regarding the transition from the first year to the second year of the master's program, it is indeed a right for the student who has completed the first and second semesters of the training

path, provided they have obtained at least 45 credits and have also completed the required educational units to continue training in their respective specialization. On the other hand, the training team may, depending on the situation, allow a student who was unable to advance to the next year in their training program to re-enroll in the same program or direct them towards another training path, prioritizing the guidance of students who are struggling within the training program. In general, this process is based on the principle of placing the student according to their abilities in the educational track that ensures their success in their academic journey.

9. Evaluation of the experience of implementing the (LMD) system

The public authorities have proposed a series of solutions aimed at accommodating the huge numbers of graduates each year from Algerian universities, including the establishment of various bodies tasked with the responsibility of providing jobs for unemployed holders of higher degrees. Among these devices is the pre-employment contract device, which was introduced in 1998. It is specifically aimed at holders of higher university degrees and graduates of vocational training who possess a higher technician certificate. This government institution works on attracting thousands of graduates with temporary work contracts, which are mostly in public administrations and institutions, and their salaries are paid from the public treasury. The public authorities aim through this initiative to enable this group of graduates to acquire the necessary professional experience that qualifies them to join the labor market and contribute effectively to the economic development of the country (Kahi, 2016, p. 683).

10. The positives of the (LMD) system

The implementation of the (LMD) system in Western universities, its effectiveness has been proven, and the evidence for this is the advanced positions achieved by academic institutions that adopt this form of higher education. If Algeria seeks to benefit from this experience, it relies on the advantages and positives that this system enjoys, which can be summarized in the following points:

- Registration is direct and does not go through the central guidance process.
- The flexibility of the evaluation and transition system allows for greater opportunities for success.
- Reducing the weekly hours so that priority is given to research and reading, which represents 25 hours a week.
- Providing training with globally recognized specifications from major educational institutions in the West.
- It ensures a quality formation according to the specializations available to students.
- Meeting the needs of the job market and activating the relationship between the university and the economic and social environment.
- The openness of Algerian universities to the world and the encouragement of cooperation with international universities.
- Developing the university's cultural mission by introducing educational materials in addition to the main specializations.

11. Disadvantages of the (LMD) system

- Among the drawbacks that accompanied the implementation of the (LMD) system in Algeria, several elements can be discussed, namely:

The ignorance of the students and their fear of this system

have led to a decrease in productivity and performance, as well as a decline in their educational level. Therefore, it is necessary to communicate with the students in order to explain and alleviate their legitimate concerns.

- The obvious lack of resources dedicated to implementing this system is evident, as one can notice the absence of radio and television studios that allow media students to train in many universities in Algeria, for example.

The method of implementing this system, despite many years since its adoption, remains ambiguous and unclear for many students across various scientific disciplines in Algerian universities.

- The lack of a future vision and strategic plan for graduating students, especially from master's programs (academic and professional).

- The unavailability of the scientific material related to the (LMD) system and relying solely on the old measurement programs of the classical system.

- The failure to address the issue of failure and dropout in this system and the absence of radical solutions to the phenomenon.

The fragility of the economic system in the country, which heavily relies on oil revenues, poses a barrier to the integration of graduates into the labor market. Additionally, the weakness of both public and private economic institutions does not facilitate the completion of internships for students at the bachelor's and master's levels (Farfour, Rzouki, 2011).

- On the other hand, regarding the attitudes of Algerian university professors towards the shift to the LMD system can be observed that 36 percent of them do not find this change suitable, and this is due to the intensity of the curriculum and the limited

time allocated for preparing for the certificate. On the other hand, 71 percent of the professors at Blida University believe that the time allocated for presenting the study units is not sufficient at all, due to the numerous individual and collective burdens placed on the students (Karkouch, 2012, p. 126).

- In addition to that, there are the difficulties related to the system of guardianship that the teacher exercises over the student, where this mechanism suffers from several issues, the most important of which is the overall ambiguity surrounding the concept of guardianship itself, as well as the conditions for its application and the laws governing it. Similarly, from a logistical perspective, the absence of places and spaces that allow for the practice of guardianship sessions can be noted. Finally, it can be noted that students are reluctant to engage with the guardianship system, especially since it is optional amid the ambiguity of the tasks that the supervising teacher can undertake (Dardich, 2014, p. 259).

- If the core of the subject is in the (LMD) system, the university's openness to its external environment, especially the economic sector, is not reflected in the Algerian reality. This issue is evident in many areas, particularly in the almost complete absence of agreements between universities and economic, financial, and service sectors, which would ensure students receive practical training and adequately prepare them for entering the job market with ease. On the other hand, one might question the extent to which economic partners are interacting and responding to the university's new direction under the (LMD) system Or are they completely uninterested in the matter and unaware that they are supposed partners of the university in the transformations it is undergoing?

12. Proposed solutions to overcome the negatives.

The previously mentioned negatives related to the implementation of the (LMD) system in Algeria, it is necessary to address this issue and provide fundamental solutions that could enhance this higher education system, which could revolve around the following elements:

- Guaranteeing quality training that meets the needs of society.

- Achieving complete harmony with the economic environment by developing all possible exchanges between the university and its surroundings.

- Developing mechanisms for continuous qualification that align with professional development in all its forms.

- Strengthening the cultural mission of the university by promoting the high values of the human mind, primarily represented in tolerance and respect for others.

- Openness to the development of the world in scientific and technological fields.

- Encouraging and diversifying scientific exchanges with international universities, especially those in the West.

- Establishing the foundations of good governance based on participation and dialogue.

- Enabling the student to acquire scientific knowledge and deepen it both in quality and quantity in accordance with the requirements of the job market.

- Working on integrating the student into their training path through an active and dynamic pedagogical process with teachers and peers.

- Meeting the student's requests for effective and suitable training according to their abilities in order to prepare them well for entering the job market. (Political, 2018)

13. The relationship of the (LMD) system in the labor market.

The goal set by the public authorities in Algeria through the adoption of the (LMD) system is the engagement in the global educational system that their university operates in this way, in order to prepare a student who is qualified both locally and globally, enabling them to easily integrate into the job market according to their academic training. This means producing specialized graduates who are ready to work with a high level of productivity. However, reality indicates that this proposal put forth by the bodies responsible for the (LMD system) in Algeria, they remain just abstract ideas that do not find their way to being realized in reality. The reason for this is that despite twenty years since the implementation of this system, it remains shrouded in ambiguity, and many of those responsible for its application, as well as the students, struggle to understand its essence. An example of this is that institutions seeking to hire graduates do not recognize the bachelor's degree obtained in three years according to the (LMD) system they consider it insufficient. This indicates a lack of coordination between the university and employers regarding the employment of graduates from this system (Farfar, Zarouqi, 2011, p. 168). In addition, the relationship of the (LMD) system in the labor market, there is theoretically a need for alignment between university outputs and economic requirements; however, in reality, the situation differs due to a number of obstacles (Falkawi, 2018, p. 128) It is:

- The steady increase in the number of university graduates compared to the rates of expansion in job opportunities provided by the economic sector has led students to pursue professions that do not align with the academic degrees they hold, resulting in the waste of human qualifications and potential without benefiting

from them in the development process.

- The rising costs of management and equipment in Algerian universities occur without any financial return due to the free education system on one hand, and the university's lack of interaction with its external environment to contribute to generating income through offering expertise, conducting studies and research, and developing partnerships with startups, among other things.

- The mismatch between the higher education provided by universities, which is predominantly theoretical, and the economic reality on the other hand, is what hinders the reform policy of the university, as the philosophy of the (LMD) system the main focus is on the economic integration of training programs for graduating students.

- The weakness of training among students in the (LMD) system this has led economic institutions to refrain from attracting university graduates due to the lack of quality training that results in efficiency in the workplace, which ultimately reduces the motivation for university students to pursue their higher education.

14. The role of the (LMD) system in economic development.

The higher education sector is considered one of the most important areas that contributes a minimal percentage to the Algerian economy. This is evident through the figures that reveal the low performance of universities in terms of growth rates in the country, as follows (Tomi 2012):

- The period from 1962 to 1984 is 2.5 percent.
- The period from 1985 to 1998 is 1.2 percent.
- The period from 1999 to 2007 is 4 percent.
- The period from 2008 to 2016 is 4 percent.

The main reason for the decline in the economic performance of Algerian universities is the local economy's reliance on oil revenues, which also applies to other economic sectors such as industry, agriculture, and services, and is not limited to higher education. This matter explains a dual reality: the unemployment that thousands of graduates' struggle with every year on one hand, and the university remaining as a structural entity that has little impact on society, whose role is limited to producing unemployed graduates. This situation is the responsibility of the university and economic actors, and the state does not bear the burden of it, considering that it has provided all the resources for the success of this type of university training (Masak, 2010).

On the other hand, the scientific research in Algeria remains far from the level that would grant it a distinguished position in society, especially in the economic sector, as it has not taken its rightful place that it deserves. In addition to this, the Algerian university has adopted reforms that are not derived from the local reality and do not align with the needs of Algerian society; rather, they are imported from Western countries as a result of the recommendations of the globalization of education, which reflect of Ibn Khaldoun concept of the defeated being inclined to imitate the victor.

15. Recommendations

The most important recommendations that can be made regarding the development of the (LMD) system in Algeria, consists of several elements, including:

- Converting the bachelor's degree system from three years to four years, with the aim of distributing subjects according to specialization in a rational manner. For example, it is possible to

program six subjects for each semester over four years, which makes it easier for the teaching staff to grasp the curriculum to be taught and also allows students to study comfortably, away from the pressure and overload they complain about in the current situation. This matter enhances students' abilities to comprehend and, consequently, to work in university and abroad through the professional training assigned to them. This change is indeed worthy of increasing students' intelligence and creativity in the educational process and facilitates their transitions and progression through the various stages of the (LMD) system.

- Many Western universities, especially in the United States, reject graduates from universities that adopt a three-year bachelor's degree system and require them to take supplementary courses. Therefore, it would be preferable to organize this degree based on four years to avoid this issue and allow students to directly enroll in the desired program without the need to take additional courses to complete the missing subjects in their original training.

- Reconsidering the structure that the rules of the (LMD) system were based on to address foundational issues with the aim of aligning the university's objectives with other public and private institutions by establishing partnership and cooperation agreements among the various stakeholders involved in higher education, such as universities and economic institutions.

- Developing university professors' skills and training them so that they can update their knowledge and experiences, allowing them to keep pace with all the scientific developments in higher education, whether in teaching methodology or academic performance pedagogy, through enhancing opportunities for interaction with distinguished experts from Western scholars.

- An attempt to raise the salary of university professors, who

are at the bottom of public sector wages, as a financial incentive for them to enhance their performance and improve their contributions to the university and students, as well as to develop research tools and scientific publishing by acquiring the necessary devices and equipment, and to facilitate their mobility both internally and externally.

- Working on providing logistical capabilities that effectively contribute to academic performance and facilitate students' integration into the educational process, specifically concerning the equipment and tools needed by students and professors to carry out their academic work within the university.

- Conducting agreements with prestigious universities around the world to gain experience and benefit from their practices in order to localize them within higher education institutions in Algeria.

16. CONCLUSION

The discussion about the (LMD) system in Algeria, occupies an important space in the public sphere from the perspective of the key actors in the university education process, namely the teaching staff, students, and the administration represented by university managers or even the Ministry of Higher Education and Scientific Research. And often, the debate extends into other areas where it is deemed important to discuss the issue, such as journalism, media, and even politicians in parliament.

The exchange of opinions and ideas on this topic shares and agrees on one point, which is the success of the (LMD) system in training qualified and competent students to enter the job market with innovative initiatives that contribute to driving the development wheel in the country. However, this agreement is accompanied by a disagreement regarding the reasons leading to

the deterioration of the outputs of this system and the methods for addressing the issue at hand, namely, how to escape the impasse of failure that threatens this university training system.

Regardless of the circumstances, the discussion itself represents a healthy phenomenon as it indicates a sense of responsibility towards the dilemma, and thus leads to the presentation of a series of ideas that, from the perspective of those involved, may contribute to the development and improvement of the performance of partners in this academic system.

Between this and that, it is possible through this paper to present a proposal that may contribute to finding solutions to the negativity that characterizes the (LMD) system in Algeria, national sessions are organized under the supervision of public authorities, bringing together all relevant parties around one table to exchange discussions and opinions on the subject in order to reach a fundamental solution to the issue. It cannot be said that a single actor (the Ministry of Higher Education and Scientific Research) has the ability to find a magical solution on its own for the deterioration of the outcomes of this university system, away from the perspectives of the other stakeholders, including the teaching staff, students, and the industrial, agricultural, and service sectors, among other partners.

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