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## The Historical Development of Education in Algeria: From Independence to 2024

### Abstract

In this article, the researchers discuss the historical development of education in Algeria from independence to the present time, adopting the descriptive approach for each stage. Since Algeria's independence in 1962, education has witnessed remarkable developments. Initially, efforts were focused on eradicating literacy and expanding access to basic education. Many schools and educational centers were established, which helped increase the percentage of learners. During the seventies and eighties, technical and vocational education was strengthened to meet the needs of the labor market. Higher education was expanded with the establishment of new universities, but the system faced challenges, such as lack of resources and the quality of education. In the nineties, the country was affected by a political crisis, which led to a decline in some educational fields. However, efforts to reform education continued in the following two decades, focusing on updating curricula and improving infrastructure. Since 2000, new reforms have been introduced aimed at developing basic and secondary education, and increasing the percentage of higher education. In recent years, emphasis has been placed on digital and technical education to keep pace with global developments, until 2024, Algeria continues to face challenges such as lack of equipment, regional disparities, and the need to improve the quality of education, but there are Efforts are ongoing to improve the education system and expand educational opportunities for all.

**Keywords:** *Education in Algeria, Independence stage 1962, old generation stage, new generation stage*

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## Əlcəzairdə təhsilin tarixi inkişafı: müstəqillikdən 2024-cü ilə qədər

### Xülasə

Bu məqalə Əlcəzairdə müstəqillikdən bu günə qədər təhsilin tarixi inkişafını araşdırır və hər mərhələni təsviri yanaşma ilə təhlil edir. 1962-ci ildə müstəqillik qazandıqdan sonra ölkədə təhsil sahəsində mühüm irəliləyişlər baş vermişdir. İlk dövrdə səylər savadsızlığın aradan qaldırılmasına və

ibtidai təhsilin genişləndirilməsinə yönəlmişdir. Bunun nəticəsində bir çox məktəb və təhsil mərkəzi yaradılmış, bu da təhsilənlərin sayının artmasına kömək etmişdir. 1970–1980-ci illərdə əmək bazarının tələblərinə uyğun olaraq texniki və peşə təhsili gücləndirilmiş, ali təhsil sahəsində isə yeni universitetlərin yaradılması prosesi sürətlənmişdir. Bununla yanaşı, resurs çatışmazlığı və təhsilin keyfiyyəti kimi problemlər meydana çıxmışdır. 1990-cı illərdə baş verən siyasi böhran bəzi təhsil sahələrinə mənfi təsir göstərmiş, lakin sonrakı onilliklərdə kurikulumun yenilənməsi və infrastrukturun təkmilləşdirilməsi istiqamətində islahatlar davam etdirilmişdir. 2000-ci ildən etibarən əsas və orta təhsilin inkişafı, həmçinin ali təhsilin əlçatanlığının artırılması məqsədilə yeni islahatlar həyata keçirilmişdir. Son illərdə isə Əlcəzair rəqəmsal və texniki təhsilin inkişafına xüsusi diqqət yetirmişdir. 2024-cü ilə qədər ölkə təhsil sahəsində resurs çatışmazlığı, regional bərabərsizliklər və təhsilin keyfiyyətinin artırılması kimi problemlərlə üzləşsə də, təhsil sisteminin təkmilləşdirilməsi və təhsil imkanlarının genişləndirilməsi istiqamətində söylər davam edir.

***Açar sözlər:** Əlcəzairdə təhsil, müstəqillik dövrü (1962), köhnə nəsil mərhələsi, yeni nəsil mərhələsi*

## Introduction

Education in Algeria has a long history, moving from the Kuttabs to the large and advanced universities, where education was one of the basic priorities in the comprehensive development policy that the state followed immediately after gaining its independence on July 5, 1962, as it is considered the most important sector to which the state attaches great importance, whether through the budget it allocates to education annually or through the human energy contained in this sector. From this standpoint, the state established the basic principles of national education, where the student is considered the focus of the educational process and has the right to free and compulsory education for all students aged 6 to 16 years. With the early years of independence, the revolutionary development choices imposed a special pattern of education, which they saw as a solution to the problems of education, but after the implementation of the development plans, the situation changed, as the basic objectives of education emerged from them, which were represented in Arabization, the democracy of education and its free nature, and scientific and technical choice.

The history of education in Algeria is known for its struggle and love of science and country even before independence. The biggest evidence is the student demonstrations on May 19, 1956, which had a great and widespread impact. What proves the importance of science to Algerians is their refusal to surrender and their heading to Tunisia to complete their academic training (Djoudi, 2021, p. 21). After the revolution, education was full of reforms and struggle from after independence to this day. It is considered an important part of the national identity, and this is what we will discuss in this research.

## Research

Since Algeria regained its freedom, it has been struggling with the fragile and weak entity left by its colonizer, especially at the level of the education sector. The educational system in 1962 was prepared according to the goals and objectives set for it by the French colonial regime to serve its various interests. The circumstances of this takeover were very difficult and arduous, as it had left on the morning of independence, most of the French teachers were gone, and in 1962, only dozens of Algerian teachers remained, estimated at 2,602 teachers, in addition to about a thousand teachers of French origin, while the start of the school year after independence, according to official estimates, required about twenty thousand teachers at the very least (Abdul Rahman, 2000, p. 15). This is what made the state rely on exceptional plans, including: direct employment of those with an level of education in French and Arabic, resorting to cultural cooperation between countries, especially providing Algeria with teachers from the East and the Maghreb, and concluding a cultural cooperation agreement with France to provide Algeria with the necessary teachers, as the number of French teachers reached about 7,691 French teachers (Rabah Turki, 1981, p. 105).

Although the number reached 16,886 teachers, a number of students remained without a teacher, so several educational institutions rushed to use special pedagogical systems, such as grouping groups into one group or rotating a classroom several times a day, as well as reducing the size of the entire hour and curriculum, and having one teacher supervise several study groups. As for the situation of the classrooms, researchers and those interested in the sector described it as dangerous,

as military barracks, centers, camps, school housing, and even commercial stores and sometimes mosques in some areas were used (Rabah Turki, 1981, p. 106). This difficult stage was only the beginning of the journey of reforms that Algeria has undertaken since that time until the present time. From the above, we can pose the following questions: -How was education in the post-independence period?

-What are the most important changes that have occurred in education since 1990, the first generation?

- What are the stages of education from 2010 to 2024, the second generation?

### **Research objectives**

- Study the pros and cons of each stage of education in Algeria.

- The possibility of predicting the future of education in Algeria in light of its past events.

- This research helps us to know the previous studies that addressed the history of education in Algeria.

### **Previous studies**

- Study: (From decolonization to the cultural revolution 1962-1972), in which he addressed the forms of Arabization that appeared in the educational system.

- Ahmed Al-Tariki's study on educational trends in Algeria after the restoration of national autonomy, in which he addressed the most important problems of education in Algeria after independence.

- Ben Said Rachida's study on education in Algeria between the past and the present, which addressed educational development and school reform in all its aspects.

### **Stages of education in Algeria**

#### **A - his first stage after independence (1962-1990)**

We classified the post-independence education stage into three stages:

1 -The first stage: 1962-1973 After the declaration of independence on July 5, 1962, the Algerian state had to organize its first academic year, only two months after its establishment. The focus was, of course, mainly on the quantitative aspect, while the qualitative aspect was not very important at that stage. Algeria sent an appeal to friendly and sister countries and international organizations, requesting assistance to save that academic year. France apologized, claiming that security was not yet stable on Algerian soil, while UNESCO responded by announcing the approval of a project to assist in this regard. Egypt also announced its readiness to send (300) Al-Azhar graduates (Mohamed Abed Al-Jabri, 1990, p. 118). This is in addition to the Algerian government summoning all students - or most of them - whom the Liberation Front had sent to study abroad. Knowing that the number of children between the ages of 6 and 12 years in the academic year (1962-1963) reached 2,480,000, and the school enrollment rate at the beginning of that stage - with regard to primary education - was about 31% in the academic year (1966-1967) (1986.p130). I won't reply.

Thus - through the exceptional measures taken by Algeria in the first academic year - 777,636 students were enrolled in primary education, 16,014 were registered in secondary school, and 3,217 students were registered in higher education. The Algerian government was therefore unable to enroll all children in schools in the first academic year after independence. In the following year - the academic year (1963-1964), the number of students enrolled in primary education became 1,063,095 students, while the number of students enrolled in middle and secondary schools in their various branches reached 51,014. In higher education institutions, the number of students reached 3,493. This was despite the difficulties and obstacles of all kinds, leading to the fact that most girls did not enroll in education compared to boys, especially in villages and small cities (Mohamed Abed Al-Jabri, 1990, p. 125) year plan 1967-1969 was implemented, the situation changed, as the basic objectives of education crystallized, which were: Arabization, democratization of education, scientific and technical selection, and the appointment of a higher committee for education reform, which reviewed the contents of the curricula, and established the educational institute to write books. In addition, the number of children expected to be enrolled in school - during the three-year plan - was estimated at 360,000 children, after this number was 357 in 1966-1967.370.1. By the end of the plan, 840,000 children will be in primary education, but in reality, in the academic year (1969-1970) 1,689,023 children enrolled in primary education. This indicates that enrollment in

education is still suffering from a deficit despite all the great efforts made, whether in providing schools or teachers (Ministry of Primary and Secondary Education, 1976).

After the implementation of development plans began in 1967, the year in which the three- The second part of this stage coincides with the four-year plan 1970-1973. This plan was concerned with the issue of universal education, as this plan stipulated the acceptance of all children born in 1962. The plan is a continuation of the first plan, and it is worth noting - in this regard - that what was expected from this plan was to achieve a growth rate of 10% annually during the period covered by the plan, i.e. the reception of 622,000.2 A child in the 1973-1974 school year in primary school (Ministry of Primary and Secondary Education, 1976).

## **2- (1974 - 1980) The second stage**

This stage was characterized by the issuance of several decisions of great importance. The National Charter was drafted in 1976, which determined the direction of the strategy for social and economic development, including education. The National Charter stated: Education is the cornerstone of any solid structure, and it is the irreplaceable source of human feeling and formation, and the radiant pole of the Algerian personality... Because education is the common denominator for the various types of culture (National Liberation Front, 1976, pp. 95-96). Therefore, education must be unified - that is, one for all - and be reformed according to realistic standards. Article (66) of the Constitution also states that every citizen has the right to education, and that education is free and compulsory. In addition, the Algerian Revolutionary Council approved - in February 1975 - a project to reform education, aiming to radically restructure primary and secondary education. The project was based on emphasizing the need for Arabization, democratization of education, giving great attention to science and technology, and paying attention to nursery schools and kindergartens.

The reform was implemented - experimentally - in October 1975 with the establishment of nine-year basic schools in five institutions, and the experiment was expanded in the following year, 1976. In this regard, 1976 can be considered the birth year of the Algerian school, as in the same year free education was nationalized and integrated into government education. Perhaps it is important to point out - in this regard - that there is a difference between the goals declared in the official charters - at this stage - and the objective reality, especially with regard to Arabization, democracy in education, and justice in distribution (Mohamed Abed Al-Jabri, 1990, p. 139). After the number of students in primary education in the year 1972-1973 was 3,061,252 students, it reached 308,725 in the year 1979-1980. As for intermediate education, the number reached 308,725 students in the Arabic classes in the year 1978-1979, and 553,957 students in the dual classes, meaning that the total number of students in intermediate education reached 862,683 students compared to 38,000 in the year 1972-1973. As for secondary education, the number of students reached approximately 180,000 in the year 1978-1979 (Resume for economic and social development in, 1990, p. 19).

However, there was a problem during that period, which was the problem of providing teachers and professors. Some Algerian teachers themselves withdrew from education, as 5240 teachers left primary education in 1974 and joined other jobs. Also, 118 Algerian teachers with draw from secondary education. Azhari (Mohamed Abed Al-Jabri, 1990, p. 141).

## **3 - (1980 - 1990) The third stage at this stage**

the education reform policy continued. In fact, the reform project that crystallized in 1973 was not issued until 1979, and its actual implementation did not begin until 1980. We should point out here the change in the political and ideological direction of the Algerian leadership and government, which began to move Towards openness and liberalism, and then, the transformation in the field of education - as a result of this comprehensive change - to multi-faceted education. It is also worth noting that this project was not a coincidence, as it was issued by a political decision, which is the decision of the Central Committee of the Algerian Liberation Front Party, issued on December 30, 1979, which has been considered since its issuance the basic reference for education policy in Algeria during the eighties. In the field of primary education, the committee decided to start the reform - in October 1980 - which was approved by the National Charter in 1976, and to start Arabizing higher education. Hence, the 1980-1981 academic year witnessed the implementation of the reform project, prepared since 1973, and the basic school was generalized, which includes

primary education and intermediate education, which was shortened to three years instead of four. Moreover, economic development increasingly required skilled labor, and therefore, education had to bear many burdens in order to provide this labor, in various specializations - noting that the educational system had not yet been prepared for these specializations, or was not equipped to provide them - In addition to the choice of advanced technology and the demographic factor. Hence, coordination between the educational system and the economic structure became the focal point of the first five-year plan (1980-1984) (Ahmed Al-Turaiki. 2017, p. 161).

The education policy in this plan was directed towards trying to respond to basic social needs and the needs of the economy. The contents of the educational programs also had objectives such as developing the content of education, generalizing it, eliminating regional imbalance, unifying education, and adapting the contents of education to suit the economic and social conditions by developing science and technology education. This will not happen except by implementing the basic school and technical education, and the transition rate from primary to intermediate - which was 75% in 1984, to 55% in 1979, to reach 85% in June 1986. The plan expected that number of students in primary education in the academic year (1984-1985) would reach 3,874,100 students after it was 3,135,200 students in the academic year (1979-1980). The plan also expected that the number of students in intermediate education would move from 735,300 to 1,237,400 students, and it also expected that the number of students in general secondary education would move from 174,700 to 263,900 students, and that their number in technical secondary education would move from 17,900 students to 67,000 students (MPAT Rapport general plan 1980-1984, p. 125).

As for the National Charter of 1986, it is stipulated that education and training as a system is characterized by compulsory basic education and its generalization to children of school age, thanks to the basic school, which has become the preferred tool for providing educational opportunities for all Algerians (National Liberation Front Party. National Charter 1986, p. 162).

Despite all these efforts and the progress achieved, the education system suffered from inequality in educational opportunities - between boys and girls, and between regions - more than ever before. Algerianization - also - was not achieved in the way that was expected, in addition to the failure to achieve what was drawn up and outlined in the first five-year plan. With regard to foreign teachers - in secondary education, for example - it was decided that 1,339 teachers would remain in 1984, but 8,188 teachers remained out of the total number of teachers, which was estimated at 16,892 teachers. During this stage, unemployment among educated people at all levels became clear, as the number of graduates rose from 1,244 graduates in the year (1970-1971) to 11,713 graduates in the year (1984-1985). What is noticeable, then, is the continuation of problems despite all these efforts, which reflects a state of ambiguity and lack of clarity of vision at the level of planning and implementation (Ahmed Al-Turaiki, 2017, p. 163).

Then the events of October 1988 happened to eliminate what remained, in preparation for the beginning of the implementation of the liberal project. This openness is nothing but an attempt to correct the path of development and the path of the Algerian economy, a path that was a pile of mistakes in the seventies.

## **B - The first generation: major reforms (1999 - 2010)**

### **1.1. Structural reforms and launching the new educational system:**

After the turbulent 1990s, Algeria was in dire need of radical reform in the education sector. The first reforms began with the formation of the National Commission for the Reform of the Educational System in 2000, which made key recommendations for updating curricula, strengthening teacher training, and developing school infrastructure (Algerian Ministry of National Education, 2003). The introduction of a basic education system that made compulsory education until the age of 16 was a pivotal step towards ensuring that all Algerian children had access to their right to education.

### **1.2. Improving educational curricula:**

The reforms included restructuring the curriculum with the aim of increasing the focus on science and mathematics, as well as the teaching of foreign languages. One of the main goals of the government was to improve the level of teaching of French, which is considered a second language in Algeria, as well as to introduce English more widely into the curriculum, especially at the secondary level (Ben Youssef, 2015, p. 43).

### **1.3. Implementation challenges:**

Despite the great ambitions of these reforms, Algeria faced significant challenges in implementation. Some areas, especially rural and remote areas, lack the necessary infrastructure, leading to gaps in the level of education between cities and villages. The shortage of qualified teachers in some vital disciplines, such as foreign languages and mathematics, also negatively affected the quality of education (Rachid, 2019, p. 110).

### **Phase II Second Generation: Expansion and Growth (2010 - 2015)**

#### **2.1. Increase investment in educational infrastructure**

With the Algerian economy relatively stable thanks to oil revenues, the Algerian government increased spending on the education sector. During this period, hundreds of primary, middle and secondary schools were built, in addition to the opening of several universities and technical centers (UNESCO, 2020, p. 87). These investments were aimed at meeting the increasing demand for education as the population grew.

#### **2.2. Improving the quality of higher education**

Algeria began to focus on higher education during this period, with the implementation of the "Higher Education Development" program, which focused on improving the quality of university infrastructure and increasing partnerships with foreign universities. More scientific and technical colleges were established with the aim of providing qualified personnel in fields such as engineering and medicine, which was in line with the needs of the local market (Algerian Ministry of Higher Education and Scientific Research, 2021).

#### **2.3. Ongoing challenges**

Despite the remarkable progress in building educational institutions, Algeria continued to face challenges related to overcrowding in some educational institutions, especially in major cities, and the educational system faced difficulties in securing a sufficient number of qualified teachers to meet the growing demand for education (Ben Youssef, 2015, p. 43).

### **Phase 3: Education in the Shadow of the Covid-19 Pandemic (2020-2022)**

#### **3.1. The crisis and its impact on the educational system:**

With the spread of the COVID-19 pandemic in 2020, Algeria, like many countries around the world, was forced to close schools and universities as a precautionary measure to limit the spread of the virus. This decision greatly affected the continuity of education, as the digital infrastructure in Algeria was not sufficiently developed to provide distance education for all students (UNESCO, 2020, p. 87).

#### **3.2. Digital transformation attempts:**

During the pandemic, the Algerian government tried to rely on e-learning platforms, as some educational programs were launched online, in addition to broadcasting educational lessons on government television channels. Despite these efforts, there were large gaps in access to these services, especially in remote and deprived areas (Rashid, 2019, p. 110).

#### **3.3. Long-term implications of the pandemic:**

The pandemic has clearly revealed the urgent need to strengthen the digital infrastructure in Algeria, as well as the need to train teachers and students in the use of modern technology in education. These lessons learned from the pandemic are expected to remain a driver for future reforms in the Algerian education system (Algerian Ministry of Higher Education and Scientific Research, 2021).

### **Phase Four: New Transformations (2022-2024)**

#### **4.1. Introduction of digital and technical education:**

As the impact of the pandemic subsides, Algeria has focused on promoting digital and technical education. New initiatives have been launched to develop curricula to include digital skills and programming, with a focus on promoting technology in schools and universities (Algerian Ministry of National Education, 2003).

#### **4.2. Promoting foreign language teaching:**

There has been a growing interest in teaching English in schools recently, as the government has begun to include the language in primary school. Training programs have also been developed to qualify teachers to teach English, as a global language necessary for integration into the global economy (Algerian Ministry of Higher Education and Scientific Research, 2021).

#### **4.3. International partnerships and exchange of expertise:**

To improve the quality of education in Algeria, the government has increased its partnerships with foreign countries such as France, Canada, and Germany. These partnerships have helped improve educational programs and provide training opportunities for both teachers and students (UNESCO, 2020, p. 87).

#### **Discussion:**

##### **A - Analysis of the first stage from independence to 1999:**

Education in Algeria from independence in 1962 to 1999 has gone through several stages, and has been an important axis in the process of building the modern state. To analyze this period, we should focus on three main dimensions: educational policies, the challenges facing the educational system, and the impact of political and economic factors on education.

As for educational policies after independence, they focused on literacy and Arabization. The French colonial system had left Algeria with a very high literacy rate and an incomplete educational infrastructure, so the newly independent state moved towards building a comprehensive education system for all. One of the main pillars was Arabization, which aimed to restore national identity and promote the Arabic language, while education in French remained present in universities and sciences. This nationalist orientation was a natural response to the attempt to eliminate the cultural and linguistic effects of colonialism.

During the 1970s and 1980s, Algeria expanded its education system to include a larger number of students, with free and compulsory education becoming the focus of this period, as school enrollment became a guaranteed right, which contributed to a significant increase in the percentage of learners. This period also witnessed a growth in the number of universities and higher education institutes, reflecting the state's desire to create academic elites that would contribute to the development of the national economy, which at that time was adopting socialist policies. However, the rapid expansion came with challenges, such as a shortage of qualified teachers. Teachers were brought in from Arab countries, which helped bridge the gap but affected the overall quality of education. Economic and political transformations also caused fluctuations in education budgets, which affected the development of infrastructure and curricula.

In the 1990s, education entered a crisis phase due to the civil war that broke out after the cancellation of the legislative elections in 1991. Political violence and security threats directly affected schools and universities, some of which were attacked or temporarily closed, and enrollment rates improved significantly. The migration of academic cadres and teachers abroad or to safer areas further complicated the situation, and it became difficult to maintain the usual levels of education. These crises affected the quality of education, and were reflected in the state's ability to develop modern curricula that keep pace with global developments.

On the other hand, economic factors during this period had a direct impact on education. Algeria in the 1970s and early 1980s benefited from oil revenues to large-scale finance educational programs, but with the decline in oil prices in the mid-1980s, the country began to face a financial crisis. This crisis was reflected in education, as investment in schools and universities was reduced, and the provision of educational resources was affected.

But despite the crises and challenges that the education system went through, with the end of the nineties and the return of relative stability after the election of Abdelaziz Bouteflika as president, gradual reforms began, focusing on improving the quality of education, updating curricula, and rehabilitating teachers. These efforts were part of a broader strategy to achieve social and economic stability, as the government realized that developing education was a vital basis for achieving national development.

Education in Algeria from independence to 1999 has undergone a turbulent development, between a rapid expansion of the educational infrastructure in the early years of independence, and political and security crises that greatly affected the continuity and quality of education. However, the state's will to invest in education and recognize its importance and has kept the education system at its core, despite the crises it has experienced.

##### **B/ Analysis and discussion of education from 1999 to 2024:**

Since 1999, education in Algeria has undergone significant transformations, as the government began implementing comprehensive reforms aimed at improving the quality of education. Despite these reforms, challenges remain regarding the level of education, especially in rural areas where

urban-rural gaps are prominent, Regarding the curricula, they have been updated to meet the needs of the market, but there are criticisms regarding their balance between theoretical and practical subjects, and the school infrastructure suffers from a lack of equipment and resources, which negatively affects the educational experience, so Algeria has focused more on curricula and development in order to still instill the values of humanity and perseverance in school children, and this is done by changing the curricula of some subjects, especially the curricula of Islamic education.

At the level of higher education, Algeria has seen an increase in the number of universities, providing greater opportunities for students. However, the problem of unemployment among graduates remains, raising concerns about the effectiveness of the education system in meeting the needs of the labor market. The phenomenon of brain drain has increased, as many seek better opportunities abroad.

Future trends indicate the importance of enhancing technical and vocational education to meet market needs, but this requires improving the image of these sectors in society. The partnership between educational institutions and the local community must also be strengthened to ensure the improvement of the quality of education and its compatibility with the requirements of practical life. Since 1999, education in Algeria has witnessed profound transformations driven by ongoing reform attempts, but it still faces many challenges. The reforms that began at the beginning of the millennium aimed to improve the quality of education and update curricula to keep pace with the requirements of the times. These curricula were supposed to reflect the rapid changes in the labor market, but the actual implementation of these reforms has been mixed.

The level of education, despite the efforts made, is still weak in some areas. The gaps between urban and rural areas are clear, with large cities benefiting from better educational resources, while rural areas suffer from a shortage of qualified schools and trained teachers. This situation affects the educational opportunities available to children in these areas, leading to disparities in future opportunities, as for higher education, Algeria has witnessed a significant increase in the number of universities, but this increase has not necessarily been accompanied by the quality of education. Many universities suffer from a lack of equipment and resources necessary to develop advanced educational programs, which limits the effectiveness of higher education in preparing students for the labor market. The country also faces a major problem of graduate unemployment, as many of them find it difficult to find jobs that match their qualifications, which raises questions about the effectiveness of higher education in achieving economic and social goals.

Moreover, the phenomenon of brain drain is emerging as one of the major challenges. Many students and graduates, especially in the fields of science and technology, prefer to seek job opportunities abroad, which leads to the country losing its human capital.

Moving towards technical and vocational education is a positive step, as it can contribute to meeting market needs and alleviating unemployment. However, this requires a great effort to improve the image of these sectors and raise awareness of their importance in society, to ensure improved quality of education, it is essential to enhance collaboration between educational institutions and the local community. Involving parents and local communities in education development can contribute to improved educational outcomes and enhance the effectiveness of the education system in general.

In general, despite the progress made since 1999, education in Algeria still needs more efforts to ensure educational outcomes that are consistent with the needs of young people and the requirements of the labor market.

Between 2020 and 2024, education in Algeria has undergone significant transformations as a result of several factors. The reforms implemented were mainly aimed at updating the curricula to reflect the needs of the times and the requirements of the labor market. Emphasis was placed on developing teachers' skills, as good education depends on the competence of teachers and their ability to provide innovative and engaging educational content.

With the onset of the COVID-19 pandemic, there was a rapid shift to distance learning. This transition was not easy, as many students and teachers struggled to adapt to the new methods. Many areas lacked the necessary infrastructure, such as internet connectivity and technological devices, leading to a significant disparity in educational opportunities between urban and rural areas.

## Conclusion

Financial challenges were also prominent, with the education system suffering from a lack of funding, affecting the ability to improve equipment and provide basic resources. Schools in some areas still suffer from inadequate conditions, which hinders the learning process. On the other hand, there was a growing trend towards promoting vocational and technical education, in a move aimed at linking education to the labor market. This trend is in line with the urgent need to provide practical skills to young people, which contributes to reducing unemployment rates.

Evaluation and monitoring mechanisms have been strengthened to ensure the quality of education, with new methods to assess the performance of students and teachers being introduced. These steps aim to improve academic achievement and achieve better results in national and international examinations. Despite these efforts, there is still an urgent need to address existing challenges, such as improving the living conditions of students and teachers and providing more government support, by addressing these issues, education in Algeria can achieve better results in the future.

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