

Reforming the Algerian educational system in light of the challenges of globalization (2003- 2018)

Mansouri Somia^{1*}, Lttal Lynda²

¹ University of Algiers3, Laboratory of study and analysis of public policies in Algeria (Algeria), mansouri.somia@univ-alger3.dz

² University of Algiers3, Laboratory of study and analysis of public policies in Algeria (Algeria), lettad.lynda@univ-alger3.dz

Received: 19/11/2021 Accepted: 11/12/2021 Published: 25/01/2022

Abstract:

Despite its multiple definitions and dimensions, Globalization is a complex phenomenon, and even if it is considered temporary, it has a very strong influence in directing major and minor choices in various countries of the world. Algeria does not depart from this framework, as it is... constantly trying to adapt to the new rapidly changing conditions and what is mostly noticeable, recently, is the country's attempt to keep up with world developments through its reforms in the education sector in line with the international standards imposed by globalization.

Keywords: globalization, reform of the educational system, Algeria.

INTRODUCTION

We are all aware that the globe on which we live has become a small village where what happens in one corner of the world gets known in the rest of the world, affects it and cannot be but affect by it at a speed that humanity has not experienced before, Where there is a consensus on the part of researchers and specialists that the political processes, events and activities in today's world have an increasing global dimension, and which go through various processes such as technological innovation, international competition, the spread of production, exchange and modernization. Algeria is part of this world with all its influences on it, and accordingly the following problem can be posed:

How has globalization affected the direction of reforms in the educational sector in Algeria?

1. Globalization

1.1 Definition

The word globalization has many different dimensions nowadays because it is linked politically, economically, culturally and socially to the domination of certain powerful countries over developing countries and the domination of rich economic blocs over poor countries. The concept is difficult to circumscribe and a comprehensive definition is not easy to find. Can it be considered a temporary developmental phase that came as an inevitable result of the end of the Cold War, or is it an advanced stage of global imperialism? Or is it rather an explicit call for all countries to open up to each other with the aim of serving humanity. From the definitions offered by great thinkers, it can be concluded that:

It is a stage of the development of the global capitalist system, in which the political, economic, cultural and behavioral affairs of the nation state dissolve in the global framework through the tremendous

communication, technology and information revolution that created a general trend of openness or a world without borders in which the stronger party controls the weaker party¹. This definition has circumscribed globalisation to a temporary phase.... based.. on the interrelations between nations and the influence in favour of the most powerful party , which possesses knowledge and complete control over informatics and modern technologies.

- James Rosenau recognizes such a tendency when he states that:

- Globalization is not the same as globalism, which points to aspirations for an end state of affairs wherein values are shared by or are pertinent to all the world' s five billion people; their environment, their roles as citizens, consumers or producers with an interest in collective action designed to solve common problems. Nor is it universalism-values which embrace all humanity, either hypothetically or in actual fact². The definition here refers to making the general interest of all the world's population first, while respecting individual values and societal idiosyncrasies, but rather it is for the exchange of benefits and interests with harmony between the roles of individuals.

- Robert Z Lawrence is emphatic in stating that globalization shifts authority to specifically the local and the regional level. Cerny adds elsewhere that:

- Globalization is defined here as a set of economic and political structures and processes deriving from the changing character of the goods and assets that comprise the base of the international political economy- in particular, the increasing structural differentiation of those goods and assets³.

- Anthony McGrew is hardly the only example of this, nor the most egregious, when he states that globalization constitutes.

- Multiplicity of linkages and interconnections that transcend the nation states (and by implication the societies) which make up the modern world system. it defines a process through which events, decisions and activities in one part of the world can come to have a significant consequence for individuals and communities in quite distant parts of the globe⁴.

1.2 Globalization features

- It is very complex, since its emergence in the nineties until now, the thinkers have not reached a unified and fixed definition for Globalisation.

- Its relationships are intertwined to a large degree which makes it unclear and also because its nature includes many variables that have complex relationships between them.

- There are many contradictions in the term, as there are definitions that explain that its goal is human in terms of its pursuit of development, progress and prosperity, and there are those who see the opposite of that, where the strong increases strength and the weak weakens.

- Globalization depends primarily on technological and communication developments, which have contributed to accelerating its emergence and the clarity of its features, and then came the means of communication which facilitated the communication movement between individuals⁵.

1.3 Globalization features: globalization challenges

- **Knowledge:** In the age of the Internet, it has become easy to obtain knowledge, which may be one of the reasons for destroying the human future because of deliberately and intentionally produced false information, which makes it a real challenge for human beings,

who can be faced with real difficulty and a challenging thinking effort trying to separate right from wrong.

- **Technology:** In the era of globalization, technology has become a major challenge due to the difficulty of building a strong and solid technological base, enabling/permitting its production and development, because of this very dependency imposed on non-producing countries, and the lack of local cadres capable of its production and modernization, in addition to the brain drain towards the most developed world.

- **Culture:** it has become difficult to achieve a unified cultural strategy for the national and world heritage, and, therefore, it is expected that a clash between cultures will occur instead of there being convergence⁶.

2. Educational reform

2.1 Definition

In this case, global trends and aspects of educational renewal are among the most important things to be taken into consideration⁷.

This definition directs reform in the education sector to take into account international standards and global trends in various dimensions of educational processes, programs and curricula.

- One of the pioneers of educational innovation, Mathew Miles, sees it as a specific and intended new change that he believes is more effective in achieving the goals of the educational system, while Rogers and Shoemaker et Rogers define it as an idea, practice, or topic that is viewed as new⁸.

As for the previous definitions of Mills, Roger, and Shoemaker, the educational reform seems simple, focusing on setting goals and clarifying them with the process of renewal that affects the educational system to make the change in it effective and beneficial to the whole community.

Educational reform means striving to develop the educational system, rebuilding curricula, modernizing the means and work methods, which respond and correspond to the renewed needs, and successive changes as well as the profound transformations occurring. According to this perspective, the reform process does not destroy the existing structure, but rather seeks to improve it and adds what has been confirmed to be urgently needed.⁹ There is also a need to respond to the inputs of the educational system, which imposes a specific type of reforms consistent with the public and private transformations taking place.

- It is an organized and deliberate process concerned with education and guidance in general, allowing the individual to develop his capabilities, getting him ready to reach his fullest potential, through a system that allows flexibility in preparing and planning curricula and organizing them in accordance with the societal spectrum and its needs. And this change must proceed in accordance with the values drawn by the constitution and the social order with the aim of establishing a democratic society.¹⁰ This definition of educational reform processes takes into account the characteristics of a single society with flexibility in change through plans, programs and curricula to reach the optimal use of human resources.

2.2 Negotiating Culture and Identity in a Multicultural Setting

Among some of the guarantees for the success of the educational reform process, several considerations are to be taken into account, the most important of which are:

- That there is a full understanding of the reform required to be implemented on the part of those in charge of it.
- That those in charge of making changes have the ability to undertake them.
- The necessary resources and materials required are available.

- That the procedures and arrangements within the organization be consistent with the reform and not contradict it.

- That the implementers are willing to put in the effort and bear the extra time that the reform requires.

- To prepare the minds of people in society, including parents, for the changes brought about by reform and to try gain their collaboration and support and arrange for meetings between those interested in reform and those affected by it.

- To have a good system of communication and exchange between the reformers, on the one hand, and the officials and the media, on the other¹¹.

2.3 Motives for educational reform

Each particular society has its own motives that direct it to rely on some kind of change in order to adapt to new situations. Among the most important motives for educational reform are the following:

- The desire of the higher authority representing the political system to make changes, often characterized as being from top to bottom, based on reports at the national or regional level, or based on new legislation under which the reform policy is delivered to those charged with its implementation regardless of any centralization or decentralization in the system.

- Social conditions and the pressure of the need for specific organizations or businesses, such as women entering the world of work creating a need for nurseries, widespread now to all contemporary educational systems, engendering a new function for schools and a new role as a babysitter in addition to transmitting cultural and scientific heritage. On the other hand, the emergence of the principles of social justice, equality, equal opportunities, and

basic human rights has brought many changes to educational systems and their structure.

- The impetus for change may come from within the organisation, through a change of leaders or subordinates of the organisation or their working methods; and this is also true when the political leadership changes at the ministerial level or just below.

- The spread of educational thought, such as the ideas of Thorandik, Whited, Dewey, Brunner, Piaget and others with regard to teaching, learning, thinking, mental processes and cognitive organization, as they had an important role in stimulating educators to carry out educational reform and renewal.

- Knowledge change: the current era has witnessed a huge increase in knowledge and information in the world, as more than fifty thousand scientific research papers are published annually in various fields, and, thus, it has become compulsory for educators and students to follow this explosion of knowledge, which calls for the need for the educational systems to be updated to allow individual to adapt to their external environment.

- The emergence of modern technology: where the world as a whole faces strong challenges due to the emergence of the technological revolution, and as a result, educators must adopt modern educational means to achieve their goals and face the challenges they meet.

- Ease of movement and communication: Modern means of communication have made it easy to obtain, store and exchange information between individuals, such as intranets, information networks and their rules.

- The development of some concepts related to work and the professions; some ideas stemming from the change in the contents of

the heritage to be transmitted and the nature of society, standards of living, methods of dealing with things, in general. New concepts of quality, accuracy and specialization in the profession have also been developed.

- The contradiction between educating the individual as an individual and educating him as a citizen within the community. Education is required to abandon the idea of forming individuals in a single mold for the society.

- The contradiction between the demand to preserve the national identity of the educational system and the pressure for the educational system's openness to the world, and this contradiction appears when some institutions rush to use knowledge in the foreign language, while others are having to wait until this knowledge is translated into the national language.

- The tendency to move to more democracy and liberation created a new relationship between teacher and student¹².

3. the educational system in Algeria(2003/2018)

3.1 Challenges facing educational reform

Nowadays, countries, individuals, public and private organizations are all facing great pressures due to the interactions taking place in their internal and external environments. Among the most important challenges facing the education sector in Algeria and other sectors are the following:

- Integration of other/various cultures;the whole world is heading towards union, integration and the formation of new entities, and whoever does not follow will be left behind and fall. There is a stark call to integrate all cultures into one melting pot and melt away the peculiarities of individual societies.

- Technological and scientific progress: the world today goes through a super-fast acceleration in the development and explosion of

the information revolution, and the veritable explosion taking place in this field makes the need for specialists urgent and crucial, and this changes the characteristics and movement of the labor market, as well as imposes the control by stronger forces with greater knowledge and science.

- International influence and competition: international influence and competition are amongst the biggest challenges facing our Arab nation, especially in the case of Algeria, with the French influence having a great impact due to it being imposed on its people for near a century and half of occupation¹³.

- Population increase: Algeria suffers from overpopulation in certain areas and overcrowding in some of its regions, which impedes the desired progress. The overcrowding and concentration of the population in some regions, and not others, affects the educational process and leads to a lack of efficiency of the educational system¹⁴.

- The Algerian economic situation continued to suffer from many structural imbalances, whether at the level of production, consumption, or exports and imports.

- Social structure factors: these include the lack of a balanced distribution of the population between the regions of Algeria, and between the north and the south, the increase in the phenomenon of weak purchasing power which affects most social groups, as well as the spread of negative phenomena in society such as deviations, drugs, unemployment¹⁵.

3.2 The impact of globalization on directing reforms in the educational system in Algeria

The various reform projects adopted over time lack conscious planning and were not based on sound studies likely to make the deciders comprehend realities and realize the dimensions of the transformations that have come to impose themselves. Almost all of them focused on the following points:

1- Transferring the responsibility of training from the training institutes of the Ministry of National Education to university institutions, with the aim of raising the level of qualifications, as well as the level and value of training by making it one of the university's outputs. trying to raise the level and value of training by making it one of the university's outputs.

2- In-service training: this is the second part of the announced training policy, as the teacher is one of the most important elements in the educational processes, and his success is considered a success of education as a whole. Thus, the teacher must be trained so as to be able to take charge of matters relating to all the psychological and educational aspects on which learning is based.

3- Reconsidering the contents of Islamic education, as this subject's program was reduced in the first and second phases, with the reason that the school, through its Islamic education topics, produced a generation violent in its behavior, in an indirect call to direct education to universality and secularism.

4- The inclusion of civic education in the first phase years in order to prepare a generation that is flexible in dealing with the existing political and social system and, imbued with the values of civic behavior, understands its intertwined relationships and knows what the requirements of life in the city require.

5- The change in the admission system and the transition from one stage to the next higher stage, together with the replacement of the term "exams with examinations" for the promotion to the third stage, as well as the replacement of the previous assessment system with another system based on continuous monitoring of learners, in order to assess the impact of learning and evaluate the performance level of learners and classify them according to their results in the prescribed subjects.

6 -Proposing a draft education law, which aims to abolish the order regulating education and training issued on 04/16/1976 and replace it with a new law called the Directive Law for the Educational System, which the Ministry presented to the government at the time The project consists of seven chapters, nine sub-chapters and 92 articles. Amongst the most important points advocated by this new law, we find:

◦ Changing the educational ladder through the abolition of the basic education system: making the primary school the basic stage, followed by the intermediate phase, which will become separate from the primary school, to be a stand-alone stage, and the compulsory stage being reduced from the present nine years.

◦ The inclusion of the French language in the second year of primary education, and the postponement of the introduction of English language to the seventh year: this was scheduled to be implemented in the 2004/2005 school year, when the generalization of this process required the provision of more than ten thousand well-versed teachers in the French language. But that kind of staffing was not available, or could only be obtained with great difficulty, which meant that the initiative was cancelled, with the study of French now starting at the beginning of year 4 of first education.

◦ Adopting global coding through Frenchifying the symbols and terminology used in the teaching of scientific subjects at all levels in preparation for changing the language used for teaching these subjects in the future: this aimed to empower the learner by equipping him with global scientific and technological information, to support his scientific cultural competence, and ease his adaptation to the professional environment and to working life after graduation¹⁶.

7- Establishment of private schools: Algerian society's openness to the outside world, culturally, intellectually, and in all social aspects of daily life, resulted in its being influenced by various educational systems from other countries, which led to making it speed up its adoption of the private schooling system, which contributed to raising awareness of the importance of education outside the official system, as these private schools rely on the best competencies. This meant that professors and teachers' quality in terms of rigor and strong discipline became more prevalent as were the use of more modern educational means such as computers and the Internet, and a comfortable educational climate through the provision of all work requirements and conditions that enable raising the education level of students much higher. The number of private schools available in Algeria, which exceeds 119 schools across the national territory, meant that access to these educational centers was no longer restricted to the¹⁷.

8- Adopting the competency-based approach in teaching processes: this approach has transferred the learning centered on the educational material to the student as an essential element in the teaching / learning act, which meant the reinvestment of learning in new situations and the transfer of knowledge from the place of its construction to the place of its use. These new tasks require the Algerian teachers in primary schools to have high teaching competencies allowing them to perform the teaching profession in light of globalization and the technological and cognitive developments taking place around the world today¹⁸.

4. CONCLUSION

Attempting to adapt to the various changes taking place in the world today calls for adapting to everything that is new, but without melting the national identity and the special features of one's society, which is distinguishable from others, in order to be able to

successfully implement any kind of reform at any level, rationally choosing the most appropriate alternatives, especially in a sensitive sector such as that of education. So, one must carefully and meticulously study all the proposed solutions and procedures, now and in the future, with the involvement of the concerned parties to reach a set of agreed effective goals, as well as avoid any resistance to change, if any, in order to benefit from it. Continuous work and efforts are meaningful in this way and, in general, can safely reach any sector in society.

Margins:

¹¹ Magdy Aziz Ibrahim, Education and Globalization, Cairo: World of Books, 2008, p. 23

² Simon Reich, What is globalization? four possible answers; working paper; Kellogg Institute ; The Helen Kellogg Institute for International Studies ;December 1998; p 4.

³ Simon Reich, *ibid*; p5.

⁴ Simon Reich ,what is globalization ?four possible answers ,working paper, Kellogg Institute ,1998, p5

⁵ Magdy Aziz Ibrahim, Education and Globalization, Cairo: World of Books, 2008, p. 24.

⁶ Magdy Aziz Ibrahim, Education and Globalization, Cairo: World of Books, 2008, p. 30.

⁷ Farida Shanan, Mustafa Hegyasi, Educational Dictionary, National Center for Educational Documents, Ministry of National Education, Algeria, p. 118.

⁸ Abdel Razzaq Soltani, Secondary Education Teachers' Attitudes Towards Educational Resilience in Algeria, Master's Thesis, Mentouri Constantine University, Faculty of Humanities and Social Sciences, Department of Sociology, 2011, p. 111, quoted from Mohamed Mounir Morsi 1999, p. 7

⁹ Abdelkader Fadil, The School in Algeria, Facts and Problems, Algeria: Bridges for Publishing and Distribution, 2009, p. 62

¹⁰ ¹⁰ MazhouraShaknounAmarush, Introduction to Education Sciences, p49.

¹¹ Abdel Razzaq Soltani, Secondary Education Teachers' Attitudes Towards Educational Resilience in Algeria, Master's Thesis, Mentouri Constantine University, Faculty of Humanities and Social Sciences, Department of Sociology, 2011, p. 111, quoted from Mohamed Mounir Morsi 1999, p50

¹² Abdel Razzaq Soltani, Secondary Education Teachers' Attitudes Towards Educational Resilience in Algeria, Master's Thesis, Mentouri Constantine University, Faculty of Humanities and Social Sciences, Department of Sociology, 2011, p. 111, quoted from Mohamed Mounir Morsi 1999, pp 40- 42

¹³ Ayman Muhammad Abdel-Fattah Al-Khouli, Principles of Education, Future Visions for the Development of Education in the Twenty-First Century, in A.M.A., Lebanon: Dar Al-Rateb Al-Jamiah, 2001. p.P 26-29

¹⁵ Ayman Muhammad Abdel-Fattah Al-Khouli, Principles of Education, Future Visions for the Development of Education in the Twenty-First Century, in A.M.A., Lebanon: Dar Al-Rateb Al-Jamiah, 2001. p. P33-.35

¹⁶ Abdelkader Fadil, The School in Algeria, Algeria: Bridges for Publishing and Distribution, 2009, p.p 194.290

¹⁷ Amira Esser, The Private School in Algeria, December 11, 2017, www.almayadeen.net, seen on 07/02/2021. Hour: 10:45.

¹⁸ Rabeh Bin Issa, Nasira Obeid, The Competency Approach in the Modern Algerian School, The Algerian School: Problems and Challenges, p. 20.