

Financing Higher Education in Algeria - Reality and Challenges -

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Abstract: Higher Education in all its functions considered one of the most important pillars of economic and social planning. Most countries have considered financing Higher Education as a national investment in the framework of planning and improving the indicators of economic and human development, which made most countries pay great attention to the issue of working to provide the necessary funding for this sector. Algeria, like other countries, has paid great attention to the issue of funding Higher Education, considering it as a government project funded mainly through government resources, due to the limitations of these sources, financing of Higher Education in Algeria has identified various challenges that have affected its adequacy. On this basis, this study intending to research and highlight Higher Education and spending on it. In addition to mentioning the most important sources of funding. Then analyze the reality of spending on this sector in particular in Algeria. By clarifying the allocations of public spending on this sector, and thus the main question of this study is about analyzing the reality of the financing of Higher Education in Algeria, as well as identifying the most important challenges facing it towards achieving the objectives set. And one of the most important results that's considered as a challenge is that the volume of government funding for higher education in Algeria remains the dominant factor by 98%, So Algerian government needs to seek for non-government sources of funding.

Keywords: Higher Education; Financing higher education; public spending; Algeria.

Jel Classification Codes: I220; I230; I290.

الملخص: يعتبر التعليم العالي بجميع وظائفه من أهم ركائز التخطيط الاقتصادي والاجتماعي، إذ أصبحت أغلب الدول تعتبر تمويل التعليم العالي استثمارا وطنيا يدخل في إطار التخطيط للمستقبل وتحسين مؤشرات التنمية الاقتصادية والبشرية، الأمر الذي جعل معظم الدول تولي اهتمام كبير بقضية العمل على توفير التمويل اللازم لهذا القطاع. الجزائر كغيرها من الدول أولت اهتمام كبير بقضية تمويل التعليم العالي، حيث اعتبرته مشروعا حكوميا تموله بشكل أساسي من خلال الموارد الحكومية من حيث المصادر، ونظرا لمحدودية هذه المصادر عرف تمويل التعليم العالي في الجزائر تحديات متنوعة أثرت على كفايته. وعلى هذا الأساس تأتي هذه الدراسة بهدف البحث وتبسيط الضوء حول ماهية التعليم العالي والإنفاق عليه بالإضافة إلى ذكر أهم مصادر تمويله. ومن ثم تحليل واقع الإنفاق على هذا القطاع بشكل خاص في الجزائر، وذلك من خلال توضيح مخصصات الإنفاق العام على هذا القطاع، وبذلك تتمحور إشكالية هذه الدراسة حول تحليل واقع تمويل التعليم العالي في الجزائر، وكذا الوقوف على أهم التحديات التي تواجهه نحو تحقيق الأهداف المسطرة. ومن أهم النتائج التي تعتبر تحديا في حد ذاتها هو أن حجم التمويل الحكومي للتعليم العالي في الجزائر يظل العامل المهيمن بنسبة 98٪، لذلك تحتاج الحكومة الجزائرية إلى البحث عن مصادر تمويل غير حكومية.

الكلمات المفتاحية: التعليم العالي، تمويل التعليم العالي، الإنفاق العام، الجزائر.

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1. Introduction:

The higher education issue is an important element in national economic performance. Therefore, it is the first pillar in building societies in our modern era. Moreover, its institutions play a major role in any development process that aims to raise the level of society and develop it.

Algeria has given great importance to the higher education sector and made it a priority for its development plans, and had sought to provide all the necessary material and human capabilities as the basis for its progress and well-being. As it implemented a set of reforms in order to raise the stock of its educational capital represented by the number of students enrolled in higher education and improve their quality. Which in turn enhances the efficiency of the workforce, increases worker productivity and increases gross domestic product. Which means that, achieving a strong educational base, based on a strong and effective development programs. Financing higher education is one of the most complex and controversial issues facing higher education. In Algeria, funding is always a renewed issue because, despite the remarkable quantitative development of higher education system in Algeria and the vast reforms it entailed, it suffers from multiple imbalances. Because we know that the funding of higher education in Algeria is around 80% funded by the government, which makes the state the first and the permanent that afford all costs, whatever its economic conditions.

In this context, we represent the following main question:

- **What is the reality of financing higher education in Algeria? And what are the most important challenges that facing it?**

1.1. Research Objectives:

- Mentioning the most important sources of higher education funding.
- Analyzing the reality of spending on higher education in Algeria, by clarifying allocations for spending on it during (2000-2018).
- Identifying the most important challenges facing financing higher education in Algeria

2. Theoretical Aspect

2.1. Higher Education:

2.1.1. Higher Education Definition

- In the World Declaration on Higher Education adopted by the World Conference on Higher Education in 1998, higher education defined as “all types of studies, training for research at the post-

secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the state authorities.” UNESCO, the World Bank, UNDP and others use this same basic definition.(UNESCO, 1998, p. 1)

• Algerian legislator defining higher education according to the Official Gazette under Law 99 - 05:(kanon rakm. 99 05, 1999)

It is every form of training and research presented at the post-secondary level by multiple institutions by the state. Higher education institutions consist of universities, university centers, schools and institutes outside the university, institutes and schools that may also established in other ministerial departments, in a joint report with the minister in charge of higher education.

• Higher education represents all types of academic, professional and technological education or teacher preparation offered in institutions such as universities, liberal arts colleges, technology institutes, and teacher colleges.(BOUCHIKHI, 2018-2019, p. 73)

2.1.2. Financing higher education:

It is the sum of financial resources allocated for higher education from the state budget, or some other sources such as bodies, donations, student fees, or domestic and foreign aid and manage it effectively to achieve the goals of higher education during a specified period.(TARIK, 2006, p. 6)

It has also been defined as funding higher education is the ability of the state to mobilize the resources needed to spend it on the educational process to achieve its goals, whether these resources cash or non-cash directly or indirectly.(ODEH AL TARAWNEH, 2016, p. 6)

2.1.3. Phases of financing higher education:

Financing higher education requires establishing a structural program for its sources of funding in the long term and setting a program for interim implementation in short term in light of the existing capabilities. And what the general conditions allow in society. The process of financing higher education is through the following phases:(AISAoui, HOUHOU, & MAOU, 2018, pp. 122-123)

• Comprehensive survey of real resources at the country level. And analyze the expenditures data, that is, determining the total financial allocations during a period of time. And the procedures used to establish allocations and ways to monitor them;

• Identify direct and indirect expenditures from financing operations, and set the budget;

• Determining priorities in spending.

- Identify the pros and cons of each new method used to finance higher education. Decision-making in light of the calculated and accepted risks for each new method of financing;

- Determining the sources of financing higher education. And the extent of the ability of each source to afford the expenses, whether this source is the state or students. It is unreasonable to ask the government to provide institutions to educate millions of students and provide excellent educational services. Without it budget being able to afford the spending.

2.2. Sources of financing higher education:

2.2.1. Government sources:

Governments in some countries are the main source of funding for most universities, as the government contributes to finance higher education in a number of ways and through many methods. And it aims "that its citizens become able to earn material and contribute in the economic development of society." Which leads to create a community of educated individuals with the skills and knowledge necessary to build a community. Government funding for universities expressed in public spending, which means, the amount of money that is deducted from the gross national product that included within government budgets. And it is also any expenditure derived from a tax proceeds". In addition to that, government funding takes more than one form, either it is done directly (through a budget allocated for higher education from the national income), or indirectly (through taxes imposed directly in favor of higher education, or tax facilities provided by the government to institutions that donate for universities, or borrowing in favor of Universities). (ZIYAD SABIH, 2005, p. 47)

2.2.2. Other sources of financing higher education:

- **Loans:** internal and external, which are obtained by governments or educational institutions in order to establish educational projects or develop existing projects. (ZIYAD SABIH, 2005, p. 48)

- **Educational taxes and fees:** Some governments impose taxes on certain social groups and sectors, for the benefit of universities and various higher education institutions. (ZIYAD SABIH, 2005, p. 48)

- **Private sources:** Funding for university education has become a major burden on the government, which is why many countries have cut government allocations to universities, and the 1980s saw these cuts in many countries around the world. Governments therefore allowed universities to impose fees on students, accept grants and donations, and tax on graduates. As detailed below:

- **Student loan:** Student-loan programs are becoming popular in many countries. However, loans as a mechanism for financing education are also associated with certain inherent weaknesses, apart from poor

BENSALEM Farah, GAIDI Khemissi

rates of recovery. In recent years, loans were applied in many countries, such as China and Thailand. As a result, many issues of these loans have been changed to continuous income managed loans such as Australia and the United Kingdom. While several loan programs were changed into income-contingent loans, and government-operated loan schemes were replaced by a commercial bank-operated loan schemes (e.g. India), where believes that the best way is to cancel state funding from its tax and non-tax revenue. (JANDHALYA, 2015)

- **Cost recovery system:** Some universities resorted to imposing tuition fees on students in exchange for their studies at universities, and this trend was supported by the World Bank, when it issued a report entitled "Priorities and Strategies for Education" in January 1995. Where he proposed the necessity for the student to afford the full tuition fees in the higher education stage, with the possibility of benefiting from student lending systems and providing some scholarships for poor and exceptional students, the idea of imposing tuition fees on students is based on the university reclaiming a portion of the student's study costs. This is, known as a cost recovery system, either directly, or later. (ZIYAD SABIH, 2005, p. 50)

- **Donations and grants:** They are the efforts of charitable and social organizations and societies in the field of education. These efforts are either presented to the student directly, as is the case in Japan, Indonesia and China, or they offered to the university directly through financial aid to the university. (ZIYAD SABIH, 2005, p. 52)

- **Self-sources:** Many European countries resorted to the method of self-financing, within the framework of the university's productive method. This means that the university does some activities added to its basic tasks in return for achieving some financial resources that enhance the university's budget itself in improving the level of teachers working in it. There are a set of methods that universities use for example: (KHOUATHER, 2019, p. 82)

- **Evening studies (parallel education):** The idea of evening colleges depends on creating new opportunities for students who missed these opportunities at an early age, and they could not get them in the morning for a wage.

- **Community service:** Community service considered one of the university jobs, and many international and Arab universities use community services for gaining financial return.

3. Methods and Materials:

3.1. Study methodology:To answer the main question of this research, this study based on the descriptive-analytical approach, which depends on present and order statistical data, then analysis it, which is largely consistent with the nature of this subject through statistical data analysis.

3.2. Study framework:The study covered the extended period from 2000 until 2018. And the necessary data collected from the published financial laws, and other sources.

4.Results and discussion :

4.1. Sources of financing higher education in Algeria:The sources of financing higher education in Algeria varied before the reforms in light of the financing policies and prevailing economic conditions in the society.It can divided into the main sources that include government funding, and secondary sources that include scholarships and foreign aid, as follows:(MOUSSI, 2012, pp. 64-67)

4.1.1. Main sources:The government is the main source of funding higher education in Algeria by 98% and the role of the private sector estimated by 02%. The government supports all current expenditure on higher education, in addition to that it allocates specific amounts from the public budget each year for education in general and higher education in particular. These allocations linked directly to the national income, government economic and political conditions, financing higher education in Algeria characterized by great interference from the State, and it is classified as a system of public loans. Therefore In terms of calculating the budget and estimating the amounts allocated for higher education, each year the budget estimated for the university based on the amount of the previous year, with the addition of a lump sum often justified by the increase in the number of students. Government funding relies on several sources to provide financial allocations for spending on higher education. Including general taxes, which are the most important sources of financing education in its various stages, and on which the government relies on spending on higher education, in addition to other state revenues and government fees imposed on students, considering that University education is a semi-official service.

4.1.2. Secondary sources :Secondary sources contributed in financing of higher education in Algeria by a small percentage very limited, mostly external sources. The most important of them are:

- **Scholarships:** The last half of the previous century marked by a great expansion in higher education institutions in various countries of the world, including Algeria, which led many governments of developed countries to provide scholarships for most developing countries to

students of higher education. It reflects on the students of these countries by sending their students abroad, often to Europe and America.

- **Foreign aid:** Many developing countries, including Algeria, receive subsidies from some developed countries or international organizations to support their higher education. This is bilaterally between two governments or two educational institutions, and foreign aid takes many forms, the most important of which are: Financial aid such as scholarships, grants and loans at a low interest rate, financial aid such as buildings and equipment, humanitarian assistance, such as taking advantage of the services of foreign teachers. In addition to technical consultations received by the country, seminars and conferences, they are also included within the framework of foreign aid that can be allocated to investment or current spending and they represent a small percentage of spending on higher education in Algeria, And it remains depend entirely almost on government funding.

4.2. Challenges in funding higher education in Algeria:

Moreover, what funding higher education in Algeria suffered is not the insufficiency of the funds allocated to this sector only, but rather the way in which these resources are used where they are not used in a rational way. We mention for example:

The main problems of sources use are:(SAGHOR, 2014, pp. 172-176)

4.2.1. Human Resources: It classified into three types:

- The large number of teachers who perform purely administrative positions, sometimes-formal jobs;
- Incomplete use of teachers to fulfill part of their teaching obligations, in addition to the Poor distribution of teachers to various institutions of higher education.

4.2.2. Financial and material sources: The most important problems are:

- Exaggeration in the prices paid for construction, installation and repair contracts or for the purchase of some equipment;
- Lack of control over buildings and real estate assets, as university institutions do not possess major real estate assets and equipment;
- As the government funds the construction or the purchase of these assets, either directly or indirectly, everything related to the management of these assets is done through decisions based on the level of the specific ministry.

4.3. Method for estimating higher education expenses:

The lack of understanding of the rules relating to the estimation and evaluation of public resources and expenditures in another way, other

than that which based on the main rules, makes the higher education sector linked to traditional procedures that relate to objective restrictions. These procedures are determined by the Ministry of Finance instructions in appropriate with the financial conditions of the country during the year. The objective limitations are based on the following elements:(SAGHOR, 2014, p. 178)

4.3.1.The financial calendar is not appropriate to the characteristics of higher education Sector Lack of controlling market mechanisms:

The activity of higher education institutions linked to the economic, political and social sectors of the country. As every fluctuation that occurs in these sectors produces negative results on the activity of higher education institutions. As well as it impedes the evaluation process and appreciation of some financial burdens.

4.3.2. Weakness in the basic and procedural laws:In fact, the field of preparing budget projects for higher education institutions considered a classic phase that has no benefit with the objectives of the expectations of these institutions. The reason for this is due to several factors, including:

- The institutions of higher education are not based on any scientific discretionary base or a clear and accurate view of the works that will be initiated in order to prepare the financial proposals.

- The central administration represented by the ministry of higher education also characterized by a weak preparation for the preparatory budgets.

4.4. The reality of financing higher education in Algeria

4.4.1.The establishment of university institutions in Algeria

According to the latest statistics, the Algerian university network includes: (106) institutions of higher education, distributed in (48) states across the national territory. There are: (50) universities, (13) university centers, (20) national superior schools, (10) superior schools, (11) superior schools for teachers.(Ministry of higher education, 2020)

From figure number (1):It turns out that there is a major expansion in the establishment of university institutions. Where the number of universities has doubled, going from one university in 1962 to 50 universities in 2018. Moreover, we note that the number of universities has become more than the number of cities (48 cities). All this in order to achieve democracy in education and because of the high number of students enrolled in higher education.

4.4.2.Financial allocations for higher education:

Through table (1) and when comparing higher education budget with the government's budget, we remark an increase in allocations for higher education and scientific research sector from 2000 until 2018, and BENSALAM Farah, GAIDI Khemissi

this is because the Algerian government has pursued an expanded spending policy, as a result of higher revenues, due to higher oil prices. While in 2000, the financial appropriations estimated by 38.580.667 DZD, which is equivalent to 4% of the government's operational budget.

This increase continued, until 2006 to reach 85.319.925 DZD, which represented 6.64% of the government's operational budget. Moreover, in 2008, despite the difficult circumstances that characterized the global economy due to the global crisis, and the consequent shortage of revenues, we note a slight decrease in the financing of higher education to be 5.86% in 2008. Which is the same thing in 2014 as the financial authorities continued their financial expansionist position, and it continued to support the higher education sector. Furthermore, in 2018, the financial appropriations estimated by 313,336,878 DZD, equivalent to 6.83%.

Accordingly, as can be seen, that, since 2000, the higher education sector has witnessed a continuous increase in the expenditures allocations, in order to be parallel with the global fast changes. As the government works to develop the structural and organizational capabilities of higher education and scientific research sector. And enhance its role as a pillar of innovation, and support it with training and research. This confirms the efforts made by the government in developing the higher education sector.

The reason for this increase is also due to the increase in wages, salaries and the number of students registered at universities as well as residents, which in turn leads to an increase in expenditures for university services. In addition to that, the increase in the number of laboratories and scientific research activities and the re-evaluation of the university grant. This increase confirms how the government intervened in financing higher education. Considering that, the Algerian University is free of charge, and relies on the government's funding.

4.4.3. The allocations of the gross domestic product to the higher education sector

The relationship between the gross domestic product and the higher education budget reflects the educational effort made and its relationship to economic and social development. As the higher education contributes to sustainable economic growth, through the influence of graduates on disseminating knowledge, higher education institutions also contribute to the production of new scientific and technical knowledge, through scientific research and advanced training, and serve as channels for the transfer and dissemination of knowledge generated abroad.

The return on higher education estimated by 10% or more, in low and middle-income countries. This indicates that investing in this type of education contributes to raising labor productivity and long-term economic growth. Where research emphasizes the need to increase the proportion of its gross domestic product (GDP) for education. As higher education budget represents in relation to GDP, what can be saved by society for a specific period. In order to benefit from these savings in the near or far future, it also represents what society can invest in the side of long-term projects, as well as an aspect of services and consumer benefits related to social welfare.(BOUDIAF, 2014, pp. 230-231)

Through table (2):We note an increase in the proportion of the higher education budget from GDP. In other words, we can say that this increase is insufficient, although it is necessary to develop the human element and remove obstacles in front of the development of higher education and scientific research. However, the human factor remains one of the most important factors for the development of higher education and scientific research.

4.4.4. The relative importance of spending on higher education compared to the public spending on other social sectors.

Through table (3): The social expenditures of the government include the expenses of higher education, and the expenses of higher education ranked as the third after both national education and health budget expenditures. As higher education sector benefited from the program of consolidating economic growth (2010-2014), by 768 billion DZD in order to create 600,000 pedagogical seats and 400,000 residences. With providing about 44 pedagogical restaurants. (Cabinet Statement, Five-Year Development Program 2010-2014)The use of such funds, not to mention the various legislations devoted to the field, expected to achieve positive results that would restore the knowledge economy as one of the secrets of the progress of countries today.

4.5. Suggestions to improve financing higher education in Algeria

Financing higher education is one of the most important challenges facing those involved in developing global researches. Therefore, those concerned must develop a long-term strategy to benefit from the inputs and outputs of higher education spending, which are:(KABAR, 2014, p. 309)

- The quality of solutions and their ability to radically eliminate blockages caused by problems that arise from time to time,
 - Where we find that the problem raised is the size of the financial allocations for higher education attached to the Ministry of Higher Education, because the issue of financing higher education is a
- BENSALEM Farah, GAIDI Khemissi

controversy and a topic of research for those interested in financial financing issues.

- As for the issue of financing higher education, it may be very critical, because the rate of spending of Arab countries does not exceed 2.0%, according to the statistics circulated. And Algeria is not better than the other Arab countries.

In any case, as can be seen, that funding higher education currently depends on the following ways:

- The government that considered as the only funded of higher education.

- International organizations such as the United Nations and its bodies, such as UNESCO.

- Scientific partnership between the universities of Algeria and other countries. Non-Governmental Organizations, although their activities in this regard are very limited.

Concerning the absent sectors, which may be involved in financing higher education in the future, they are as follows:

- The public sector, such as industrial establishments and local groups. Also, the private sector, which remained out of focus despite its expansion activities at the national level and in various fields.

- The Endowment Sector, which was completely absent to contribute in solving this problem.

5. Conclusion:

The issue of financing higher education is a great pressure on many countries, especially in third world countries such as Algeria. What distinguishes universities in Algeria is the state's monopoly on higher education, meaning that universities, as public facilities, are run by the state and do not exist in the private sector. Among the most important results, we find are:

- The volume of government funding for higher education in Algeria remains the dominant factor by 98%.

- The increase in higher education funding in Algeria, especially government funding, is due to the decline in the other sources of the Algerian government's income, the decline in oil prices, the increase in student numbers, the high cost of university students, the cost of graduate studies and research carried out by universities. In addition to the poor inefficiency in spending on Algerian higher education, from wasting money and not allocating spending items to suit higher education goals.

- Therefore, the Algerian government must encourage higher education institutions by trying to search for other financing ways to

reduce the burden on the government in spending and choose alternative methods that are compatible with social and economic requirements.

- While perhaps, the most important challenge that Algeria will face in the future is the continuous increase in higher education expenditures as a result of population growth, which is a burden on the state budget. Therefore, other options that contribute to financing should be sought. In this context, we recommend engaging the private sector and forging partnerships with foreign universities to open branches and reduce the burden on the government’s general budget.

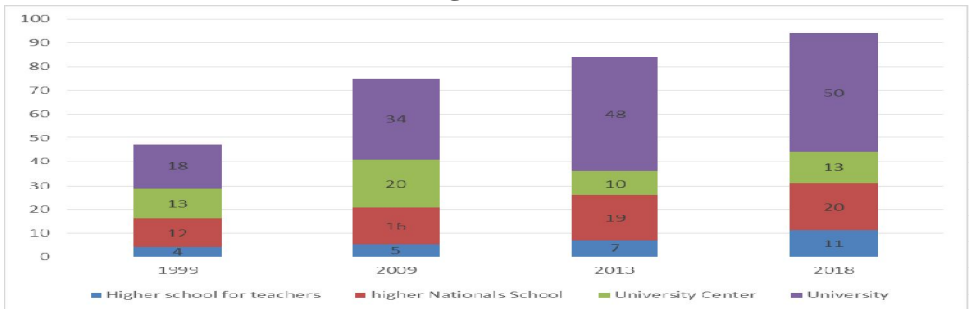
6. Suggestions:

Based on the results, we recommend the following suggestions:

- Linking higher education financing operations to university performance. In order to achieve results that serve economic and social development plans.
- The Algerian government should increase the involvement of the private sector in financing higher education by developing administrative, financial systems and procedures.
- Linking higher education programs to the needs of the private sector. Moreover, encouraging business community to establish educational institutions competing with each other to provide distinguished educational services.

7. Appendices:

Figure (1): The establishment of higher education institutions in Algeria



The source: Prepared by the researchers based on Ministry of higher education and scientific reaserch of Algeria, <https://www.mesrs.dz/ar/universites>

Table (1): The development of higher education budget and the government budget(billion DZD)

years	Higher education budget	Government budget	The share of higher education budget to the government budget	Increase in higher education budget
2000	38.580.667	965.328.164	4.00%	-
2001	43.591.873	836.294.176	5.21%	34.8%
2002	58.743.195	1.050.166.167	5.59%	8.1%
2003	63.494.661	1.097.385.900	5.78%	4.7%
2004	66.497.092	1.200.000.000	5.54%	17.9%
2005	78.381.380	1.200.000.000	6.53%	8.9%
2006	85.319.925	1.283.446.977	6.64%	12.2%
2007	95689.309	1.574.943.361	6.07%	23.6%
2008	118.306.406	2.017.969.196	5.86%	30.7%
2009	154.632.798	2.593.741.485	5.96%	12.2%
2010	173.483.802	2.837.999.823	6.11%	22.7%
2011	212.830.565	3.434.306.634	6.19%	30.2%
2012	277.173.918	4.608.250.475	6.01%	-4.5%
2013	264.582.513	4.335.614.484.	6.10%	2.3%
2014	270.742.002	4.714.452.366	5.74%	10.9%
2015	300.333.642	4.972.278.494	6.04%	3.9%
2016	312.145.998	4.807.332.000	6.49%	-0.4%
2017	310.791.629	4.591.841.961	6.76%	0.8%
2018	313.336.878	4.584.462.233	6.83%	-

The source: Prepared by the researchers based on financial laws from 2000 to 2018.

Table (2): Allocations of higher education from the gross domestic product

years	Higher education budget	Gross domestic product	The share of higher education budget to Gross domestic product
2000	38.580.667	4.123.500.000	0.94%
2001	43.591.873	4.260.800.000	1.02%
2002	58.743.195	4.537.700.000	1.29%
2003	63.494.661	5.264.200.000	1.21%
2004	66.497.092	6.150.400.000	1.08%
2005	78.381.380	7.563.600.000	1.04%
2006	85.319.925	8.514.800.000	1%
2007	95689.309	9.366.600.000	1.02%
2008	118.306.406	11.090.000.000	1.07%

2009	154.632.798	10.034.300.000	1.54%
2010	173.483.802	12.049.600.000	1.44%
2011	212.830.565	14.526.600.000	1.47%
2012	277.173.918	16.115.400.000	1.72%
2013	264.582.513	16.647.600.000	1.59%
2014	270.742.002	17.228.600.000	1.57%
2015	300.333.642	16.702.100.000	1.80%
2016	312.145.998	17.406.700.000	1.79%
2017	310.791.629	18.906.600.000	1.64%

The source: Prepared by the researchers based on financial laws from 2000 to 2018, and Annual reports of the Bank of Algeria.

Table (3): Allocations of higher education from the gross domestic product(Billion DZD)

years	National Education Budget	Health budget	Training & vocational education budget	Mujahedeen budget	Higher education budget
2011	3.434.306.634	227.859.541	38.328.953	169.614.694	212.830.565.000
2012	4.608.250.475	404.945.348	49.320.325	191.635.982	277.173.918.000
2013	4.335.614.484	306.925.642	47.635.070	221.050.281	264.582.513.000
2014	4.714.452.366	365.946.753	49.491.196	241.274.980	270.742.002.000
2015	4.972.278.494	381.972.062	50.803.924	252.333.450	300.333.642.000
2016	4.807.332.000	379.407.269	50.379.263	248.645.702	312.145.998.000
2017	4.591.841.961	389.073.747	48.304358	245.943.029	310.791.629.000
2018	4.584.462.233	4.584.462.233	46.840.000	225.169.592	312.336.878.000

The source: Prepared by the researchers based on financial laws from 2000 to 2018.

8. Footnotes and references:

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