

**THE IMPACT OF GLOBALISATION ON HIGHER EDUCATION IN ALGERIA****A Case Study of Second year LMD Students at Dr Moulay Tahar University of Saida****Nouria Ali Rabah<sup>1</sup>**

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**Abstract**

Education is becoming more and more important not only for the development of one's personality but also for the sustained growth of nations mainly in the age of globalisation as information is universally shared. The impact of globalization on education in the contemporary time has emerged as a subject of continuous debate and discourse. This paper focuses on the impact of globalization in the domain of higher education wide world since it drives changes in education systems towards wider global perspectives. It specifically reviews how the phenomenon of globalization is affecting educational policy and planning in the Algerian universities and thereby influencing how such segment of education might be restructured to satisfy learners' and educators' hopes and desires for an ideal future as being more imaginative, innovative, and widely responsive to ideas, experiences, feelings, emotions, and most importantly open on intercultural and mutual cooperation in a globalized world. In short this study addresses the impact of globalisation on higher education in Algeria, and sheds light on the overall reforms adopted so far by the Algerian Ministry of Higher Education and Scientific Research to cope with the urgent need for globalisation. The most prominent of these reforms is the LMD ( License, Master ,Doctorate) System that came to cut ties with the so called Classical System that kept Algerian universities in backwardness for more than 50 years. It also analyses the challenges and obstacles that hinder the Algerian universities from becoming more competitive and profitable globally. It finally ends up by providing some recommendations to better benefit from the fruits of globalisation by sharing the ever-increasing excellence in teaching within the integrated knowledge-driven world community.

**Keywords:** Globalisation, higher education, challenges, reforms, impact, Algeria**Resumé**

L'éducation est de plus en plus importante non seulement pour le développement de la personnalité, mais aussi pour la croissance soutenue des nations, principalement à l'ère de la mondialisation, car l'information est universellement partagée. L'impact de la mondialisation sur l'éducation à l'époque contemporaine est devenu un sujet de débat et de discours continus. Cet article se concentre sur l'impact de la mondialisation dans le domaine de l'enseignement supérieur dans le monde entier, car elle conduit les changements des systèmes éducatifs vers des perspectives mondiales plus larges. Il examine spécifiquement comment le phénomène de la mondialisation affecte la politique et la planification de l'éducation dans les universités algériennes et influence ainsi la manière dont ce segment de l'éducation pourrait être restructuré pour satisfaire les espoirs et les désirs des apprenants et des éducateurs d'un avenir idéal comme étant plus imaginatif, innovant, et largement sensible aux idées, expériences, sentiments, émotions et surtout ouvert à la coopération interculturelle et mutuelle dans un monde globalisé. En bref, cette étude aborde l'impact de la mondialisation sur l'enseignement supérieur en Algérie et met en lumière les réformes globales adoptées jusqu'à présent par le ministère algérien de l'Enseignement supérieur et de la Recherche scientifique pour faire face à l'urgence de la mondialisation. La plus importante de ces réformes est le système LMD (Licence, Master, Doctorat) qui est venu couper les liens avec le système dit classique qui a maintenu les universités algériennes dans l'arriération pendant plus de 50 ans. Il analyse également les défis et les obstacles qui empêchent les universités algériennes de devenir plus compétitives et plus rentables au niveau mondial. Il finit par émettre des recommandations pour mieux profiter des fruits de la mondialisation en partageant l'excellence toujours croissante de l'enseignement au sein de la communauté mondiale intégrée axée sur le savoir.

**Mots Clés:** Mondialisation, enseignement superieur, defits,réformes, impact, Algerie.

**ملخص:**

أصبح التعليم أكثر أهمية ليس فقط لتنمية شخصية الفرد ولكن أيضًا للنمو المستدام للأمم بشكل رئيسي في عصر العولمة حيث يتم تبادل المعلومات عالميًا. برز تأثير العولمة على التعليم في العصر المعاصر كموضوع للنقاش والخطاب المستمر. تركز هذه الورقة على تأثير العولمة في مجال التعليم العالي في جميع أنحاء العالم لأنها تقود التغييرات في أنظمة التعليم نحو وجهات نظر عالمية أوسع. يستعرض على وجه التحديد كيف تؤثر ظاهرة العولمة على السياسة التعليمية والتخطيط في الجامعات الجزائرية وبالتالي تؤثر على كيفية إعادة هيكلة هذا الجزء من التعليم لإرضاء آمال ورغبات المتعلمين والمعلمين لمستقبل مثالي باعتباره أكثر إبداعًا وابتكارًا ، ويستجيب على نطاق واسع للأفكار والخبرات والمشاعر والعواطف ، والأهم من ذلك هو الانفتاح على التعاون بين الثقافات والتعاون المتبادل في عالم معولم. باختصار ، تتناول هذه الدراسة تأثير العولمة على التعليم العالي في الجزائر ، وتلقي الضوء على الإصلاحات الشاملة التي اعتمدها حتى الآن وزارة التعليم العالي والبحث العلمي الجزائرية لمواجهة الحاجة الملحة للعولمة ومن أبرز هذه الإصلاحات نظام LMD (الترخيص والماجستير والدكتوراه) الذي جاء لقطع العلاقات مع ما يسمى بالنظام الكلاسيكي الذي أبقى الجامعات الجزائرية في حالة تخلف لأكثر من 50 عامًا. كما يحلل التحديات والعقبات التي تحول دون أن تصبح الجامعات الجزائرية أكثر تنافسية وورحية على الصعيد العالمي . ينتهي الأمر أخيرًا بتقديم بعض التوصيات للاستفادة بشكل أفضل من ثمار العولمة من خلال مشاركة التميز المتزايد باستمرار في التدريس داخل المجتمع العالمي المتكامل القائم على المعرفة.

**الكلمات المفتاحية:** العولمة ، التعليم العالي ، التحديات ، الإصلاحات ، الأثر ، الجزائر

**1 INTRODUCTION**

The principal objective of this paper research is to investigate the impact of the process of globalization on higher education in the world in general and in Algeria in specific. Speaking of the impact of globalisation on higher education in the contemporary time requires, however an appriori understanding of the meaning of both concepts, their importance, their dimensions and the role they play in society mainly when they interact one with the other. Currently, education is one of the most contested concepts. It is in fact one with a vast range of definitions; impressively none of these definitions is totally satisfactory. In a parallel way, education goes hand in hand with school and learning (Tight) Speaking about how valuable the education process is, Matheson(2014) argues that "education is not an activity we undertake just for its own, but always because we want to achieve something or bring something about". In this sense, no one denies the fact that education plays a significant role in the progress of human race. If education in general constitutes the backbone of a nation, higher education occupies the apex of the educational pyramid because it provides countries with academic knowledge and employable skills. Nations never grow or prosper without education. Accordingly, a nation's sound education system should be tailored to achieve the overall wellbeing of the nations' citizens. If education is commonly referred to as the process of learning and obtaining knowledge at school, in a form of formal education, globalisation's first concern is to communicate knowledge wide world via the ever increasing technology in plenty of fields at the top of them communication. What then is globalisation and how is it defined? What relation does it have with education? And how does it impact it? This research concerned second year students at dr Moulay Tahar. Questionnaires were addressed to students to gather data about the impact of globalization on higher education.

Broadly speaking, globalisation is the ability to move and communicate in an easy way with others all over the world. It is also referred to as "the phenomenon of acceleration and intensification of worldwide social relation which links distant localities " (Giddens 1990p64). From an academic perspective, globalization as a concept has a plethora of usages spanning cultural, technological, informational, environmental and political dimensions. According to Cheng (2000) page num , globalization "may refer to the transfer, adaptation, and

development of values, knowledge, technology, and behavioral norms across countries and societies in different parts of the world”.

The relationship between globalisation and education has become a subject of debate and discourse in a number of settings. In today's world, globalization is an important theme for students in higher education since it is the vehicle of gathering and sharing knowledge, across institutions and disciplines. As a consequent, many universities and institutions found themselves facing big challenges caused by Communication technologies which rendered the world a small village where everything is shared and communicated to an unlimited number of people in a wink of eye. This urged for reforms that might bridge the gap and update higher education systems to meet the requirements of globalization. At this level, the role of teachers in a global education experience is to develop the spirit of being facilitators of the technical materials and guides for their students who are supposed to conduct research on their own (Kuechler 1999).

## 2 THE HISTORICAL ROOTS OF THE LMD SYSTEM WORLD WIDE

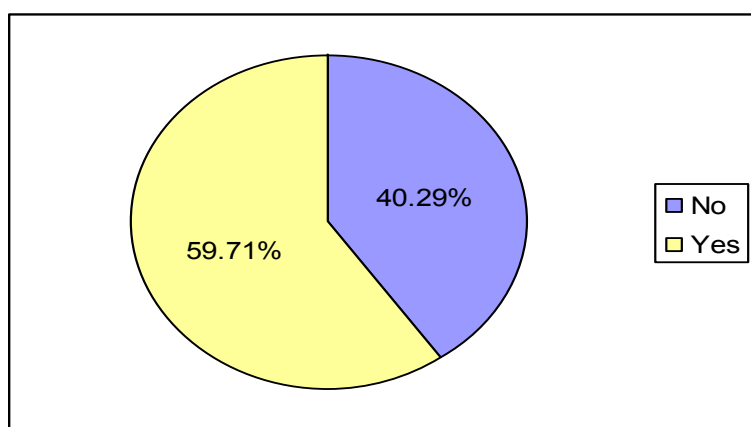
Historically, the LMD system dates back to the Bologna process that took place in 1999 when European Ministers of Higher Education (EMHE) from 28 European countries signed the Bologna Declaration. This step was taken to establish a more harmonized space for Higher education across the European community whose country members agreed “to promote citizens’ mobility and employability and the continent’s overall development” and also to face hegemonic policies embraced by the United States and by other world players (European Union). More importantly, it is one of the many schemes that have been developed, before and after 1999, in order to create a European Higher Education Area (EHEA) by 2010. The EAHE is based on international cooperation and exchange that is attractive to 83 European students and staff, as well as to students and staff from other parts of the world. In fact, the will of establishing the EHEA goes back to 1988 with the signing of the Magna Carta Universitatum. More expressively, the fundamental principles of this document state that The university is an autonomous institution and must be intellectually independent of all political authority and economic power besides that, teaching and research in universities must be separated one from the other. In the same vein, both research and training must be dealt with as the fundamental principle of university life. Of course the constant care of universities is to attain universal knowledge. Later in 2005, the European initiative was adopted by members of the West African Economic and Monetary Union (ECOWAS). Brazil, India, Indonesia and China followed the same path. Eight years after, Middle East and North African countries including Algeria opted for the same reforming trend. In doing so, countries attempt to restructure higher education to achieve compatibility with the sweeping market-driven ideology. However, if such reforms succeeded in certain European contexts, it unfortunately turned into complete failure for other countries as the implementation of such reforms was done to achieve quantity and did not mean to attain quality (Metatla, 2016). In short, and as claimed by researchers, it was adopted by imitation and not by meditation.

## 3 REFORMS ADOPTED BY THE MINISTRY OF EDUCATION IN ALGERIA

The academic 2003/2004 witnessed the beginning of the implementation of LMD system in Algeria. At first, the introduction of such a system was limited to include only some universities at the national level to be finalized in 2010. Most Algerian universities that started using this system did not however stop working under the classical system. For example Moulay Tahar University in Saida to whom we belong did not adopt this system not until 2009. The Ministry of Higher Education resorted to this system following the footsteps of the French who themselves were swept by this global wave brought about from Europe and most particularly from North America. Thereby, under the effects of globalization, education in Algeria has been driven to important changes. Robertson (1992) states that globalization was initially discussed from economic perspectives, but soon after it became a topic for discussions among intellectuals from cultural perspectives as well. Therefore, it is essential to interpret globalization from both economic and cultural perspectives simultaneously to grasp its impact in every walk of life. The aim of the Algerian policy makers was to provide the university with the proper pedagogical and didactic means in order to meet the society’s

urgent expectations while integrating this new international system. these reforms strongly involved the sector of education (Toualbi-Thaalibi, 2006, Tawil, 2006)..

Faster developments in technology and communications led to the arrival of new ideas and new values that challenged the roles of students and teachers mainly after the introduction Information Communication Technology (ICT) into the classroom that has greatly changed the nature of delivering education to students. This has gradually given way to a new form of electronic literacy that required papers, assignments and projects in electronic form. Blackboards are now being replaced with video projection screens, books with storage device servers and CDRoms and of course above spreading online digital libraries that facilitated greatly the diffusion of knowledge throughout the whole world. Burbules and Torres (2000) have emphasized the need for educational innovations in light of changing contexts and emerging new circumstances globally. Facing such a revolution in communication, and fearing that Algerian universities stay at a backward situation, Algerian authorities found it necessary to cope with the new situation by introducing reforms in education system at all levels. Perhaps, the most prominent reform is the one that was implemented in higher education. The different objectives of ICT are introduced in the following figure :



**Figure 1:** The Role of ICT's to enhance student's linguistic abilities

When teachers were asked if the ICT's respond to their students' need, **(40.29%)** of them see that it is a challenge for another opportunity to get good marks in comparison with the lower mark. Whereas **(59.71%)** claim that it sometimes reflects and improves their ability because it is not totally accepted by them? but no teachers refuses the positive side of failure beyond the development of learning progress.

All in all The LMD system has promoted new pedagogical practices. Broadly speaking, two major policy reforms have marked Algeria's higher education sector since its independence in 1962. The Ministry of higher Education adopted the three-cycle degree higher-education framework best- known as the 'LMD system' (License/Bachelor-Master-Doctorate) in the academic year 2003/2004. This step was soon followed by an urgent Massification policy resulting from the demographic reality that brought to the fore a large youth population if we consider that 24.2% are under the age of 15 from an overall population that was estimated to be 43,216,714 people by January 1st, 2020 (<https://countrymeters.info/en/Algeria#facts>). Disatisfied with the small number of researchers in Algerian universities compared with the overall population, the General Directorate for Scientific Research and Technological Development (DGRS-DT) declared that universities counted 600 researchers per million inhabitants in Algeria and that Algeria fell fairly short of the global average. In this respect and to face this scientific dilemma, the government expressed its full commitment to increasing this small ratio, the DGRS-DT figured out that the LMD system is a key driver for achieving this objective. Most importantly, previous responsible in the Ministry of Higher Education and Scientific Research (MESRS) praised the LMD system for its capacity to produce human

capital that endorses the progress and development of the nation. "The Algerian authorities' first aim has been to bringing the Algerian diploma to the universality and the Algerian student to a higher level of learning on the one hand and to the business world on the other"(Bouhadiba F,2002).

#### 4 OBSTACLES FACING THE NEW REFORMS

The implementation of LMD reform in Algerian higher education institutions faced and is still facing many challenges to this day. Lack of human and material resources are two of the many obstacles that put into question the efficacy of such reforms. In more clear words, the implementation of LMD reforms in universities requires the availability of great funds and solid and sophisticated infrastructures that should go hand in hand with the huge advance in communication technologies. One of the conditions that make the LMD system more successful is at least the small-size classes and Well-trained teachers.

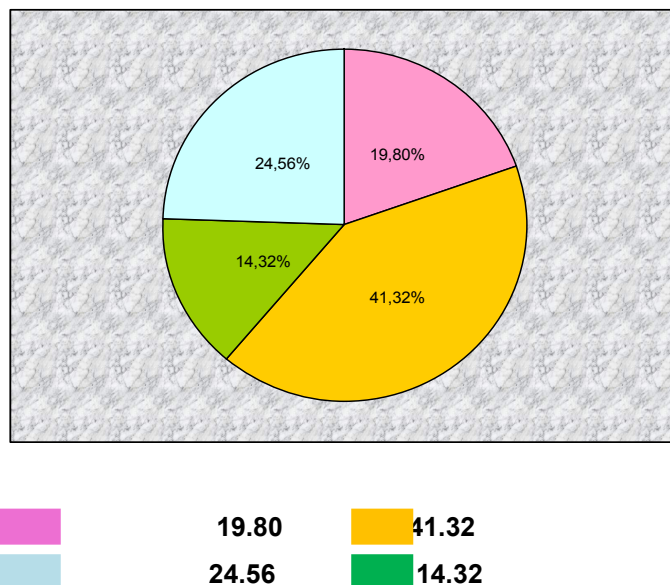


Figure2:Students'attitudes towards the LMD system

The question addressed to second year students at dr Moulay Tahar University who belong to the department of english was an attempt to know about their attitudes towards the implemented system.41.32% were satisfied and their impression was good.24.56% of the respondents showed a lit bit of satisfaction.However 19.80% and 14.32% of them were dissatisfied and have strong disagreements with the others. Unfortunately, this seems to be a more far reaching objective. From another perspective, the introduction of LMD reform was not preceded by adequate mechanisms for smoothly transition from the classical to the LMD system. This resulted in increasing tension and friction between students of the old system and those who graduate within the confines of the LMD system, in addition to the widening gap between the university administrations and students with regard to job market and career opportunities and prospects for which authorities stand powerless and hopeless to find efficient outlets to such difficult problems. During the analysis of the questionnaire addressed to second year level, when being asked about the attitude towards the LMD system and its efficiency 24,56% of the respondents answered that the new system bought some changes in education.14,32% of the population didn't were strongly disagreeing about the implementation of the LMD system. 41,32% of the students gave positive point of views, they had a preference for the LMD system and found that many opportunities are offered by the new system. 19,80% respondents showed an agreement for the implementation of the LMD system and considered it a giant leap in higher education. What makes things worsening are those students who obtained university degrees abroad and who tried to come back home to tragically get lost in the midst of degree comparability and equivalence. As a matter of fact, such a situation engenders conflict, friction and enmity rather than a sense of community and solidarity among the citizens of this country. This ultimately leads to a considerable loss of intellectual wealth that has

of course drained the national budget. Although efforts are now targeted at improving the quality of teaching by enhancing learning conditions, still this is not sufficient because the government is obsessed with increasing the number of graduates rather than improving the quality of their education. Briefly speaking Algerian policy makers are still looking at the university as business.

## 5 METHODOLOGY

This research is to investigate the impact of globalisation on higher education in Algeria. It specifically looks at the implementation of LMD system in Algerian universities and the extent of its success or failure. This study focuses on the following questions:

- 1- How the phenomenon of globalization is affecting educational policy and planning in the Algerian universities?
- 2- How such segment of education might be restructured to satisfy learners' and educators' hopes and desires for an ideal future?
- 3- What challenges and obstacles hinder the Algerian universities from becoming more competitive and profitable globally?
- 4- What are the teachers and students' opinions and attitudes about the implementation of the LMD system in the Algerian universities in general, and Dr Moulay Tahar University in particular?
- 5- What benefits Algeria will harvest after taking strong hold of its higher education policies and after freeing itself from the long lasting French monopoly and hegemony?

To conduct this research, we referred to previous studies done at different levels. Our attempt was to analyse already gathered data about LMD students and the impact of the reform on their academic achievements taking as an example students in Dr Moulay Tahar University of Saida.

## 6 RESULTS

As university teachers who experienced teaching through both systems, the Classical and LMD systems, we noticed that LMD system was introduced into the Algerian universities with neither reflection on the adequacy of time nor the availability of the qualified staff or suitable infrastructure to address its shortcomings. This is regardless of communication and socioeconomic global pressures. The results of such blind reforms were catastrophic and the wave of discontent among students and the teaching staff was so evident to be hidden or at least ignored. The cause behind such a reaction according Algerian teachers in general and our colleagues in Saida University in particular lies in the clear mismatch between material and human resources. By imitating European policies for higher education, policy makers in Algeria have basically stressed the form and ignored the content. By this we mean favoring quantity and neglecting quality. It is true that quantitatively, Algeria marked a big leap in the number of higher education institutions established since its independence<sup>2</sup>, unfortunately, however, the quality of education is still to be questioned.

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<sup>2</sup> From 3 university establishments in 1962, year of Independence, with only 2000 students and less than 200 teachers, the sector grew in 2015 to 107 higher education establishments, and one and a half million students, of which 60% are female, and 54,000 teachers.

Driven by a sort of pragmatic spirit that lacks critical awareness and deep reflection on the specificity of the Algerian society, higher education institutions fell prone to perpetual dependency and subordination ‘This is on the one hand, on the other hand, Algerian decision makers ‘unwise policy has inhibited visionary forces from finding out other alternatives or setting up their own innovative plans. To get rid of the state of dependency and subordination imposed by the European hegemony inherited from long colonization, Algeria has as a first step to politically free itself from the French dependency under which Algeria has kept swaying.

## 7 CONCLUSIONS

The importance of higher education for the building and for the development of nations is a reality that no one can deny. University is the cradle where future leaders of nations are taken care of. As a matter of fact, governments should save no effort to provide them with the adequate and the necessary support at the material level; but still this will not be sufficient if education policies are not wisely studied or thought of to fit the requirements of the nation mainly in this global era which is characterised by the law of the fittest favouring the most skilled the best talented individuals universally. Implementing foreign education strategies or policies i.e. importing them from abroad is no solution to problems. This is because difficulties as well as expectations of countries are not alike. Thereby adopting reforms should be the creation of nationals, this is because imported agendas ideas will worsen the situation rather than bettering it. The implementation of the LMD reforms in Algeria has not in fact relieved university difficulties or found solutions to its problems.

The first cause for the failure of the LMD reforms according to most observers lies in its hybridity. The Ministry of Higher Education and Scientific Research resorted to this educational formula of French origin and applied it in Algerian society despite the voices calling for its rejection mainly after the failure of such reforms in a number of countries and in view of its failure in France itself. Algerian policy makers gave deaf ear to students’ organizations and representatives who denounced and expressed their refusal through frequent strikes throughout the national territory and as also as evidenced by the wave of discontent, anger, and criticism that started among students at the beginning of 2010.

Globalisation puts Algeria in front of serious challenges that require a visionary agenda to positively cultivate the fruits of global education. It also requires including all parts concerned with higher education in serious debates that embrace constructive discourse that does discard no partner either students, teachers, and higher education policy makers, and of course without forgetting to consult the public opinion. It is high time for Algerians to strike their own policies not only for higher education but all domains to and take into account the realities of the national context .This will thereby help in incorporating appropriate dialogue with those who are most concerned far from arbitrary policies.

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