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Facing the Global-
Ambivalent Coping Strategies in the Algerian
Academic Field

Par Leonie Schoelen

Thèse de doctorat en Sciences de l'Éducation/Sociologie

Dirigée par Marie Salaün
Et par Uwe Schmidt

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Ambivalent Coping Strategies in the Algerian Academic Field

Abstract

This thesis in sociology and education sciences, thematically in the field of higher education studies, addresses the following main research question: Which implications does the degree of the Algerian higher education system nationalisation as well as internationalisation orientation have on institutional development as well as individual practices?

The theoretical and conceptual framework is three-fold, namely, Castells' functions of the university, Lüscher's ambivalences, and Bourdieu's forms of capital. The thesis' underlying hypotheses are as follows: There are system limitations related to a lack of institutional autonomy; research is a new social field; Algerian academics' agency is reflected in conducting research, on an individual level, by employing adaptation strategies; as well as, personal internationalisation experiences such as stays abroad correspond to successfully engaging in research as an expression of embodied cultural capital, and serve as a means of differentiation in national academia.

The thesis is empirically based on 15 semi-structured interviews with professors at Algerian universities and research institutes, analysed with qualitative content analysis. The thesis has found that Algerian academics are confronted with a situation of personal oscillation in engaging in research, induced by an ambivalent environment in a nationally-oriented institution due to a prevailing political and ideological outset of the higher education system versus the necessary international dimension of research. Algerian professors employ different coping strategies to deal with this setting, which can be subsumed under three categories of research engagement/prioritisation, minimum/no research, or alternatives in academia. Each of these strategies is an expression of underlying behavioural reasons on the micro, meso and macro levels. The motivation to obtain, and accumulate, cultural capital as a means of local differentiation is decisive in academics' choice of engaging in and pursuing, research. The findings have a broader impact on on-going and future university reforms and associated higher education policy shifts in African and Arab contexts from the background of transforming societies' transition into knowledge economies trend.

Keywords: Algeria, higher education, ambivalences, academic freedom, internationalisation

Titre :

Face à la mondialisation -

Les stratégies d'adaptation ambivalentes du champ universitaire algérien

Résumé :

Cette thèse aborde les principales questions de recherche suivantes : quelles sont les conséquences du degré de nationalisation du système d'enseignement supérieur algérien et de son orientation vers l'internationalisation sur le développement institutionnel et les pratiques individuelles ? Le cadre théorique et conceptuel est triple, à savoir les fonctions de l'université de Castells, les ambivalences de Lüscher et les types de capital de Bourdieu. Les hypothèses associées sont les suivantes : il existe des limites systémiques liées au manque d'autonomie institutionnelle; la recherche est un nouveau champ social; la capacité d'action des universitaires algériens se traduit par la conduite de la recherche de manière individuelle en employant des stratégies d'adaptation ; elle se traduit également par des expériences personnelles d'internationalisation telles que les séjours à l'étranger, qui correspondent à un engagement réussi dans la recherche en tant qu'expression du capital culturel incarné, et servent de moyen de différenciation dans le milieu universitaire national.

Sur la base de 15 entretiens semi-structurés avec des professeurs d'universités et d'instituts de recherche algériens, travaillés avec l'analyse qualitative de contenu, il a été constaté que les professeurs algériens sont confrontés à une situation d'oscillation personnelle dans leur engagement dans la recherche, induite par l'environnement ambivalent d'une institution dont la vocation nationale est liée à l'orientation politique et idéologique prédominante du système d'enseignement supérieur, par opposition à la dimension internationale nécessaire de la recherche.

Afin de faire face à ce contexte, les professeurs algériens emploient différentes stratégies d'adaptation, qui peuvent être regroupées sous les trois catégories suivantes : engagement dans la recherche/priorité, recherche minimum/absence de recherche, ou alternatives dans le milieu universitaire. Chacune de ces stratégies est l'expression de raisons comportementales sous-jacentes aux niveaux micro, méso et macro. La motivation à obtenir et à accumuler du capital culturel comme moyen de différenciation locale est déterminante dans le choix des universitaires de s'engager dans la recherche et de la poursuivre. Les conclusions de cette thèse ont un impact plus large sur les réformes universitaires en cours et à venir et sur les changements de politique de l'enseignement supérieur qui y sont associés dans des contextes africains et arabes, dans le cadre de la tendance de la transformation de sociétés dites « en transition » en économies du savoir.

Mots clefs:

Algérie, enseignement supérieur, ambivalences, liberté académique, internationalisation

« Il n’y a pas des pays sous-développés, il n’y a que des pays sous-analysés »

(French original)

Jacques Augustin Berque

There are no under-developed countries – there are only under-analysed countries.

(English)

لا توجد دول متخلفة وانما هناك دول لم تخضع للتحليل الكافي

(Arabic)

Não há países subdesenvolvidos, só existem países sub-analisados.

(Portuguese)

ulac timura taddaynefliyin, anager timura ur nettwasleḍen ara akken iwata i yellan

(Tamazight)

Es gibt keine unterentwickelten Länder, sondern nur solche, die unteranalysiert sind.

(German)

Foreword

In the following paragraphs, I will give an overview over the activities I have undertaken in the framework of my research, which allowed me to acquire an understanding of Arab, African, and more specifically Algerian, higher education contexts. In this way, by direct experience, I was able to grasp the complexity of this field, as opposed to many desk-based studies, which often do not take into account the political and socio-economic environment context. Analysing this very field is essential, though, as the narrow-sighted look of the Western-biased assumption of a neutral, depoliticised and autonomous system in many cases does not do justice to both African and Arab contexts.

Given the synopsis, and my professional background in higher education management set-up, project implementation, and outcome monitoring with testing the application of concepts in practice, the thesis ascribes itself into an approach of “advocacy-by-design” (Muller et al., 2017), in that it seeks to portray reality by asking relevant questions, collecting data, analysing, and, based on the findings, communicating possible solutions to issues identified by stakeholders themselves. This concept integrates research with outcome recommendations by an empirical basis, therefore building the bridge between academia/science and data-driven, evidence-based policy-making.

First adopted by the *Higher Education Research and Advocacy Network in Africa* (HERANA) Projects, phases I-III, involving eight flagship universities on the continent (Cloete & Bunting, 2018), coordinated by the *Centre for Higher Education Transformation* (CHET) based in Cape Town, South Africa, the approach is based on four notions of the African university role in development, namely, “ancillary”, “self-governing institution”, “instrument for development agendas”, and “engine of development” (Muller et al., 2017, pp. 117–118). Correspondingly, it follows the model of the definition and application, of a systems-approach as a solution to higher education in Algeria as described by: “General Awareness and Definition of the Problems of the University System in Relation to its General Surroundings” (Daghbouche, 2008, p. 76). Further, it is expected that qualitative data produced and analysed inform “‘A Systematic Service-Oriented Approach’ to the University Role in Algeria” (Daghbouche, 2008, p. 79).

It is of paramount importance that the research presented in this thesis goes beyond being desk-based in that it is relevant, and applicable to, specific and even peculiar -as far as readers from Europe and North America are concerned- realities on the ground, embedded in the political context, which I commit to making accessible to a wider audience, within and

beyond of, academia. In this sense, this work also serves as an introduction to, and guide of, the Algerian higher education system, which remains little-known and, as will be shown, heavily under-researched as of now – more so, by non-nationals and non-Arabic/French speakers. It is, therefore, one of the first of its kind.

The trajectory of my doctoral research and the path I have taken may differ from others having a seamless transition after Master-level study. During five years following graduation, I worked in various capacities in international cooperation and development. With this project implementation background, coupled with a practitioner perspective, I advocate that impact in the sense of evidence-based reflection and adjustment – including, but not limited to, policy – is made through relation and trust-building, by meeting stakeholders on the ground, but also interacting with political entities as well as representatives.

Conceptually, however, I started back in 2010, as a Masters' student in Peace and Conflict Studies at the University of St Andrews, in Scotland/UK. In the framework of my Master's dissertation, I posited a South African application of the concept of Johan Galtung's structural violence (Galtung, 1969): to put it simply, there are victims, but no visible or identifiable perpetrators, and, hence, neither accusation nor prosecution. This type of violence is exercised by governance, policy, institutions, or, more broadly, structures. I was so fascinated by its impact that, over the next 2.5 years, I was exploring where and how to elaborate on this by definition applied concept.

After graduation, I went to India, where I worked in renewable energy supplies for rural areas programme, remote villages in the centre of the country, where hardly any foreigners come or have the opportunity to visit. The contrast to the headquarter's office location in New Delhi could not have been starker. By introducing social science participatory methods to otherwise technical biogas plants installations, we managed a much better so-called local ownership. In Benin, I worked as a junior development worker in rural electrification of 105 villages across the country, conceptualising and conducting workshops about the advantages and potentials of subscribing to the electric grid. Livelihoods such as small household-based shops were then established, and critical infrastructure, such as schools and hospitals, were since connected, helping considerably to reduce the rural exodus.

It was in Algeria then where I found the academic link. This was the time when I realised that – rather than politics or political sciences – higher education presented the chance to put the concept of structural violence into practice, and not treat it from a philosophical angle as

it had been done previously. My desire to create impact was reiterated by reflecting on how Algeria is perceived in the occident; negative news is dominating if there is any.

The origins of this work, my fascination with Algeria, and, subsequently, the potential and dynamic of its higher education system, started back in June 2014, when I first arrived in beautiful Tlemcen, a city of extraordinary historical heritage and cultural wealth, in the western corner of the country. As a consultant for Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ GmbH – German International Cooperation) with whom I had worked before in India and Benin, I was charged with Student Affairs in the framework of supporting the establishment of the Pan-African Institute of Water and Energy Sciences (including Climate Change) (PAUWES).

I had the chance, through my position, to not only interact but indeed collaborate with university staff members, who helped me discover the breadth of their activities and who diligently and patiently explained procedures and the functioning of the system as a whole. I frequently took part in meetings with representatives of the Rectorate of the University of Tlemcen. I worked for the later Rector, Prof. Mustapha Djafour, the Vice-Rector of External Affairs, Prof. Djawad Zendagui, and the Vice-Rector of Cooperation, Prof. Tefwik Benghrabrit, at the time. I was granted access to all university faculties and the executive level, which has been a rare opportunity. I also worked in faculty administration, together with Prof. Latifa and Prof. Amina Negadi, as well as in the language centre, where I developed guidelines jointly with its director, Dr Nahida Guellil. My first informal participant observation, therefore, took place sometime before formally pursuing my PhD. As much as I was overwhelmed by people's and university colleagues' hospitality and commitment, I quickly wondered why on-going and recent investments and achievements were barely known outside of the country, let alone the broader scientific community, which I came to realise during the two years of my regular missions. This paradox forms the core of my interest in the topic and has been the driving force of my motivation.

Rather than via third parties' publications, which can be hard to access, as I came to realise later, I have opted for a, to some extent untypical, pragmatic approach, in acquiring expertise and learning by accessing information at the very source. I have achieved this endeavour via liaising with my bicultural (German-Algerian) senior colleague Dr Abbes Sebihi, as a member of the diaspora, and an expert in education sciences, as well as tertiary-level institutional-building. It was him I discussed my initial plans with, and who, by becoming my mentor, has guided me from the very beginning, and assured academic validity in the

early stages. He facilitated my introduction to, and enhanced my understanding of political, social, and cultural aspects, and provided intercultural advice. Not least, he has provided me with access to Algerian ministerial bodies, which constitutes a real value-add in my work. We have done training sessions ever since, and our joint publications and further projects detailed in the activities below ensure my lasting credibility in an Algerian context. I have thus been able to take some shortcuts on my learning journey, yet, it has been personal capacity-building throughout.

Algerian visas are among the hardest to obtain worldwide, making it very difficult to enter the country as a foreigner, for whatever reason. While it has not been without challenges and retro-planning for me either, I was given a one-year visa on the spot by then Consul-General's Secretary in Frankfurt personally. Usually, more than 180 days within six months are not granted. Once in Algeria, I was received by the German embassy to discuss collaboration opportunities. I have worked with a social sciences professor to index Arabic higher education literature, as a first step, before visiting several Algerian universities and research institutes in different parts of the country to conduct a pre-test of my interview guidelines.

Lastly, I have opted for the strategy of a French-German cotutelle supervision, despite some administrative challenges not to be underestimated, and its resulting coordination, for reasons of quality assurance, and based on the (continued) necessity of passing via France to acquire solid historical knowledge and information on origins, to research Algerian institutions. On the other hand, applied research – which has a long tradition in Germany, and which is commonplace in the field of higher education – incentivises outcomes to be considered in the development of higher education systems reform rather than purely theory-based works. I also wish to highlight that I have seriously attempted to obtain Algerian affiliation, too. Unfortunately, this process was unsuccessful, as administratively impossible when I first started, and, later, at the beginning of 2018, too lengthy from a procedural point of view. I do hope that there will be another occasion.

Only a few weeks into my PhD, I co-presented at a conference on the status quo of higher education in Africa at the University of Bayreuth, Germany, where I was introduced to colleagues in the field, among them acclaimed African, respectively, internationalisation experts Prof. Damtew Teferra and Prof. Jane Knight, as well as Dr Baghdad Benstaali, based in Oran, who immediately after helped me establish the first contact with an Algerian research institute. In the aftermath of this conference, I was also given the opportunity for

an academic stay at the University of the Western Cape's Institute for Post-School Studies, Cape Town, South Africa, which I eventually realised in the first quarter of 2019. Ever since the initial contact, its coordinator Prof. Patrício Vitorino Langa has been both open to and active in collaboration, resulting in three joint conference presentations with corresponding (forthcoming) articles as well as several project proposals.

In the first year of my thesis, I solicited experts like Prof. em. Wadad Kadi at the University of Chicago, and her former student, Prof. Paul Heck, at Georgetown University, USA. They provided me with literature recommendations, leading to the discovery of the historical significance of Algeria, with the region's first institutionalised university in the 14th century. Following my first exposure at numerous academic societies' meetings in European countries and after one-month research stay at the *Maison méditerranéenne des Sciences de l'homme*¹ (MMSH) with its specialist library of the research unit *Institut de Recherches et d'Études sur les Mondes Arabes et Musulmans*² (IREMAM) and visit at the *Archives nationales d' outre-mer*³(ANOM) in Aix-en-Provence, France, I was fortunate to have participated in several conferences in Africa – while I was waiting for my visa in my first year of the thesis. Among these, the 15th St Mary's University International Conference on Private Higher Education in Africa in Addis Abada, Ethiopia, in July 2017, where I presented in the plenary and was able to discuss with colleagues, including African Union representatives, from different parts of the continent at an early stage, as well as, later on, at Makerere University in Kampala, Uganda, where, in the framework of the first international summer school in Masaka in September 2019, I was invited by Prof. Ronald Bisaso at the East African School of Higher Education Studies and Development at the College of Education and External Studies to give a seminar on an aspect of methodology; software-assisted qualitative data analysis. I was also given the opportunity to attend and present at the ninth Annual Conference of the African Network for Internationalization of Education (ANIE) in Nairobi, Kenya, October 2019.

Furthermore, I have been lucky to have gained an insight into Middle-Eastern academia, too. At the very beginning of my thesis, in September 2016, I attended a three-week Arabic language course in Jordan, during which I visited numerous universities in the country, and, towards the end of my research, in November 2019, I spent ten days in Egypt, attending a

¹ Mediterranean Institute of Human Sciences (Humanities and Social Sciences), part of Aix-Marseille University

² Research Institute of Arab and Muslim World Studies

³ French National Archives of Overseas Territories

conference on “Social Policy in the MENA region” at the American University in Cairo, and visiting institutions in Alexandria as well as Luxor.

I initiated and organised two scientific events, firstly, a research symposium on “The Development of Algerian Higher Education past-present-future: International scientific collaboration opportunities Algeria-Germany” in Bonn, December 2017, which was co-funded and supported logistically by Deutsche Forschungsgemeinschaft (DFG – German Research Foundation), and, secondly, a cooperation initiation workshop “Africa North-South”, hosted by the Centre for Quality Assurance and Development (ZQ) and funded by The Centre for School, Education, and Higher Education Research (ZSBH) at the University of Mainz, in April 2019. The Algerian Consul-General in Frankfurt as well as Algerian Research Promotion Agency (*DGRSDT*)⁴ executive representatives were invited and responded to the first-mentioned, regretting having to decline participation. The symposium brought together German academic institutional representatives active in higher education cooperation – the German Academic Exchange Service (DAAD), the Project Implementation Agency (DLR-Projektträger) of the Federal Ministry of Higher Education and Research (BMBF), and DFG itself.

The objective of both events was to create a network of actors – including the governance level – to ignite interest in scientific and training collaboration with Algeria, and more than ten Algerian academic staff from seven different institutions attended either event, which allowed me to conduct a side-programme with institutional visits to make their stay in Germany worthwhile. A publication of the results is pending, and a follow-up event is planned in Algeria. Further, my learning outcomes were how to organise and manage academic events, and, by interacting with Algerian academics abroad, I was able to practice informal participants’ observation as part of an experience related to internationalisation.

In the beginning of 2018, I also met the Cultural Attachée of the German Embassy in Algiers, who showed interest in and supported my research. Finally, during my data collection phase in Algeria, at all institutions, I delivered seminars and workshops aimed at library staff, doctoral candidates and young researchers on CITAVI bibliography management and referencing software, social sciences research methodology, and f4 qualitative data analysis software, as I did in South Africa. In this way – unlike it is common practice, as I observed elsewhere – I did not just appear to take data and leave again, but I made an effort to lay first

⁴ See chapter 3.2

foundations towards a sustainable relationship of cooperation as a win-win situation of mutual learning.

From the rationale of creating continuity and sustainability, with the working relationships established, this thesis is supposed to open more research opportunities in the higher education of Algeria as well as the wider Maghreb region. Lastly, I would like to point out that I was solicited from the Algerian side to make recommendations, including a reflection, highlighting the relevance of my contribution, and opportunities. As for the latter, there has already been successful cooperation on Algeria's first and only INTRA-AFRICA European Union-commissioned project. Initial steps for the establishment of an academy for training in higher education-related fields and activities have also been taken since.

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Besides the monthly financial allowance, without which this dissertation could not have been realised, I benefited – among others – from thought-provoking graduate seminars, where I met fellow doctoral candidates and friends Lena Schaefer, Katja Nikles, Agnès Dubler, and Denise Schubert. I continue to work with them regularly. Many parts of the following chapters were conceptualised during one-or-two week-long writing retreats, the *ora et labora* weeks, enabled and coordinated by Dr Siegfried Kleymann until the first quarter of 2020, in the peaceful and calm Mehlem residence on the outskirts of Bonn.

I would like to sincerely thank both of my supervisors, Prof. Marie Salaün in Paris, France, and Prof. Uwe Schmidt in Mainz, Germany, for not merely accepting me as a PhD candidate but indeed being open-minded towards, and agreeing to a co-tutelle arrangement, which, despite its advantages and achievements to date, has entailed some binational administrative complications. Nevertheless, thanks to mutual perseverance, it could not only be realised successfully but be financially supported by the German-French University (DFH/UFA),⁵ too, for the support of which I am thankful, facilitated by Eva-Maria Hengsbach on the German side. I appreciated always being able to communicate with my supervisors easily,



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even remotely, and arrange meetings timely whenever necessary while granting me a high degree of autonomy. I greatly benefited from the feedback and advice given. Although there was continuing uncertainty during the first phase of my PhD, I was always encouraged to deal with the situation in a productive way, allowing me to use the time to develop my theoretical framework as well as the first draft of the interview guidelines to be ready once in Algeria. Special credit goes to both of my supervisors for the diligent and timely issuing of numerous letters in support of funding extensions or conference participation applications.

I would like to thank my mentor, former senior colleague and great friend, Dr Abbes Sebihi, for his continuous support and advice throughout the years since we first worked together in Tlemcen back in 2014. I could always draw on his wealth of experience by adopting his intercultural mediation skills which have proven invaluable. He was the first person encouraging me to consider pursuing a PhD, based on his observation of my strengths and work performance. Without his inspiration, it might have stopped there.

This research could not have been accomplished without the support of Algerian authorities and professors, firstly, the Algerian Consulate in Frankfurt, as of 2018, his Excellency the Consul-General Brahim Djeffal, and the Secretary, S. Tamen, who have been very forthcoming and available to assist with the necessary administrative procedures. In Algeria, notably, Prof. Tahar Sahraoui from the *Direction Générale de la Recherche Scientifique et du Développement Technologique* (DGRSDT – Agency of MESRS, the Algerian Ministry for Higher Education and Scientific Research) received me in Algiers, answered my questions on numerous occasions, and enthusiastically provided more information, as well as the then University of Abou Bekr Belkaid Tlemcen's Vice-Rector for External Relations, Prof. Tefwik Benghabrit, thanks to whom I was able to obtain a visa of a one-year duration after all.

I am very grateful to all of my interview partners, including those who kindly agreed to take part in the pre-test. Thanks to their expertise, availability, openness and willingness to support my research by dedicating, in some cases, two hours and more of their time and offering to be contacted again, this thesis was made possible.

I am also grateful for the experience gained and my learning at the PAUWES Institute, and the on-going transmission of knowledge by its Director, Prof. Abdellatif Zerga, the PAUWES team 2014-2016, University of Tlemcen colleagues, and my former supervisor Dr Erick Gankam Tambo, as well as colleague and fellow PhD candidate David Paulus, who I worked with at the United Nations University Institute for Environment and Human Security

(UNU-EHS) in Bonn before starting my research. In this context, I would also like to thank my former/first supervisor, Karl Segschneider, for believing in me since I was an intern in India.

In the beginning of my dissertation, I greatly benefited from the exchange, input and feedback provided by Prof. em. Werner Ruf, Prof. em. Ulrich Teichler, Prof. em. Wadad Kadi, Prof. em. Dymitr Ibriszimow and Dr Christine Scherer.

In Tlemcen, Prof. Latifa Negadi as well as Prof. Amina Negadi and Prof. Sofiane Amara put me in contact with many colleagues from a variety of disciplines, and – even at short-notice – repeatedly set up appointments on my behalf, thus enabling me to make the most out of my stay. Without their dedication, it would not have been possible to construct a corpus in the time available. I am also grateful to Prof. Mohamed Bachir, who took the time to discuss at an early stage, and first pointed out Djamel Guerid’s work to me; Prof. Mebkhout Benmiloud, who passionately shared his *LMD* experience; and Prof. Mustapha Benmouna, who ensured I had an overview by spanning several decades of his time at university during my pre-test phase.

I was privileged to be welcomed at Imen Mered and spouse Dr Housseyn Kahouadji’s house while in Tlemcen for more than a month in total, becoming my Algerian home as well as a place of work and reflection. In Algiers, Dr Ibrahim Kennas, in addition to much-appreciated logistical support, has been an invaluable sparring partner during frequent discussions over dinner. Dr Madjid Dahmane guided me through literature provided and its context. Between Aix-en-Provence, Algiers and Oran, Prof. Kamel Chachoua took time to listen to, and discuss, my ideas. He highlighted and provided me with relevant literature. Never failing to inform me of events of interest on both sides of the Mediterranean, a special acknowledgement is due for his commitment to open doors as well as facilitating processes at a critical time.

In Oran, Prof. Abdelkader Lakjaa allowed me to conduct several insightful seminars with PhD candidates. *The Centre de Documentation Economique et Sociale (CDES)*’s staff, managed by Bernard Janicot and Omar Aorab, were always available to assist in identifying and, subsequently, time-consuming copying of literature. The library was a natural meeting point, too, to discuss the early stages of my interview guidelines with experts in and from the field. I also greatly benefited from attending several conferences at the *Centre de*

*Recherche en Anthropologie Sociale et Culturelle (CRASC)*⁶ in Oran, via reception by its director in 2018, Prof. Abdelkader Cerbal, after the highly appreciated provision of the contact by Dr (deses) Souad Maradj and Souad Laguer, as well as the *Centre National de Recherche Préhistorique, Anthropologique et Historique (CNRPAH)*⁷ in Algiers upon invitation by its then Director Prof. Slimane Hachi.

Not least, the first phase of my literature research was facilitated by very committed staff at the *Mediathèque* of the *Maison Méditerranéenne des Sciences de l'Homme (MMSH)* in Aix-en-Provence, at the Algerian National Library, the *CNRPAH* library and the library of the University of Algiers 1, Mr Zeggane Dahmane and Ms Fatma-Zohra Ali-Pacha, who, without exception, went out of their way to ensure I had access to every publication required and even provided me with a researcher's pass usually granted to faculty only. Being welcomed in this way, I felt reassured right from the beginning.

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Furthermore, throughout my PhD, Susanne Deitert and I regularly got together, guided by Dr Anouschka Strang, for quarterly work progress meetings. Those were not only productive and motivational but provided the opportunity to check clarity, consistency and

⁶ National Social and Cultural Anthropology Research Centre

⁷ National Prehistory, History and Anthropology Research Centre

comprehensibility for any person not familiar with either Algeria or qualitative social research. I also thoroughly enjoyed becoming involved with the activities of the African Consortium of Higher Education Researchers (ACHER), and, more recently, the Early Career Higher Education Researchers (ECHER) network's zoom meetings led by Dr Jelena Brankovich and Dr des. Melina Aarnikoivu, both to socialise and to exchange more technically. In this context, in addition to various memberships in international higher education research and studies academic societies, I acquired a more advanced understanding of the French academic system at the beginning of my research by getting involved with *Les Cartésiens* doctoral association in Paris and becoming its representative at the French national council *Conseil National des Jeunes Chercheurs* (CJC) in meetings throughout the country in the academic year 2016/2017.

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⁸ Langa, Patrício V. (2010). *Disciplines and Engagement in African Universities : A study of the distribution of scientific capital and academic networking in the social sciences*. Ph.D thesis. University of Cape Town. p. 38.

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Dedication

To Vishwajeet Sinha

and the Algerian people, the most hospitable I have ever come to know.

List of Abbreviations and Acronyms

Nb. Abbreviations included here appear at least twice in the text

ASJP	Algerian Scientific Journal Platform
AU	African Union
CERIST	<i>Centre de Recherche sur l'Information Scientifique et Technique</i> (National) Scientific and Technical Information Research Centre
CODESRIA	Council for the Development of Social Science Research in Africa
CREAD	<i>Centre de Recherche en Economie Appliquée pour le Développement</i> Applied Economics for Development (National) Research Centre
DGRSDT	<i>Direction Générale de la Recherche Scientifique et du Développement Technologique</i> General Directorate of Scientific Research and Technological Development
DZD	Algerian Dinar (national currency)
FLN	الوطني التحرير جبهة <i>Front de Libération Nationale</i> National Liberation Front (Algerian independence party)
GDP	Gross Domestic Product
ICT	Information and communication technology
LMD	<i>Licence-Master-Doctorat</i> Bachelor-Master-Doctorate (in the context of the Bologna Process higher education reform)
MENA	Middle East and North Africa
MESRS	<i>Ministère de l'Enseignement Supérieur et de la Recherche Scientifique</i> Algerian Ministry of Higher Education and Scientific Research

OECD	Organisation of Economic Cooperation and Development
OPU	<i>Office des Publications Universitaires</i> (National) University Publications Editor
PNST	<i>Portail National de Signalement des Thèses</i> National Thesis Registration Portal
QDA	Qualitative Content Analysis (method/software)
SDG	Sustainable Development Goals
SHS	<i>Sciences Humaines et Sociales</i> Arts, Humanities and Social Sciences
STEM	Science, Technology, Engineering, Mathematics (group of academic disciplines)
TVET	Technical and Vocational Education and Training

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Face à la mondialisation -

Les stratégies d'adaptation ambivalentes du champ universitaire algérien

Dans le cadre de cette thèse en sociologie et sciences de l'éducation qui s'inscrit dans le champ des études sur l'enseignement supérieur, la question de recherche transversale est la suivante :

- Quelles sont les conséquences du dilemme entre le degré de nationalisation du système d'enseignement supérieur algérien et son orientation vers l'internationalisation sur le développement institutionnel et les pratiques individuelles ?

Elle se décline en sous-questions :

- Quelles fonctions l'université algérienne actuelle intègre-t-elle, quand on la compare à ce qui se joue ailleurs à l'international ?

- Comment les universitaires algériens font-ils face aux conséquences de l'ambivalence d'un système national qui doit s'internationaliser ?

- Quelles sont leurs motivations pour agir comme ils le font ?

S'intéresser aux évolutions de la recherche implique de revenir sur les fonctions de l'université au cours de l'évolution globale des établissements d'enseignement supérieur, du Moyen Âge à l'époque contemporaine, au-delà des contextes nationaux ou politiques. Par conséquent, la théorie sociologique de Manuel Castells sur les quatre fonctions traditionnelles de l'université (Castells, 1993), adaptée au contexte africain depuis le début des années 2000 (Castells, 2001, 2017), a été identifiée comme la plus appropriée. Elle est complétée par Lüscher (2011a, 2011b) et Bourdieu (1986) pour prendre en compte la perspective micro de l'universitaire individuel par opposition à la perspective macro, au niveau du système.

Bien qu'il existe de nombreux types d'établissements d'enseignement supérieur en Algérie, l'étude se concentre uniquement sur les établissements de statut universitaire complet, étant donné que la littérature scientifique s'est concentrée sur ce type et qu'il est la seule forme au sein du système national d'enseignement supérieur qui présente à la fois l'enseignement et la recherche comme relevant de ses missions.

Aperçu

Entre une introduction et une conclusion, la thèse est organisée en trois parties, à savoir la contextualisation, l'objet d'étude et l'analyse empirique. La première partie comprend le chapitre deux, une contextualisation du système d'enseignement supérieur algérien à travers différentes perspectives d'ordre historique et politique, et une approche du développement du système dans le chapitre trois.

La partie II est composée de l'objet d'étude et de l'approche conceptuelle. Le chapitre quatre commence par une description de trois concepts théoriques, en commençant par les quatre fonctions de l'université de Castells, suivi des ambivalences de Lüscher et conclu par les formes du capital de Bourdieu comme arrière-plan théorique et conceptuel. Dans le dernier sous-chapitre, l'opérationnalisation par un cadre analytique adapté dérivé de ce qui précède est proposée, comprenant deux parties : l'approche analytique est détaillée et des hypothèses sont exposées. Elle est suivie par la conception méthodologique du chapitre cinq, qui comprend un aperçu de la phase de collecte des données et de la base matérielle empirique ainsi que de l'analyse qualitative du contenu (QDA) utilisée.

La troisième partie, chapitres six et sept, est consacrée à l'étude empirique. Tout d'abord, dans le chapitre six, les résultats de l'analyse des données sont présentés sous la forme du premier cadre d'analyse, c'est-à-dire les fonctions des universités. Dans le chapitre sept, les ambivalences systémiques et personnelles sont identifiées et détaillées en référence aux stratégies d'adaptation avant que les motivations des universitaires ne soient exposées. Elles sont suivies d'une synthèse et d'une discussion. La thèse se termine par le chapitre huit, composé d'une réflexion, de recommandations politiques et des perspectives.

Cadre théorique et conceptuel et hypothèses

L'analyse présentée dans la partie III est une triple séquence, partant de la perspective macro des caractéristiques et des facteurs du système, pour arriver à la perspective micro, celle de l'expérience individuelle des universitaires individuels, avec la pratique, l'activité de recherche, comme élément de liaison.

Elle s'appuie sur trois approches théoriques, respectivement les fonctions de l'université de Castells, les ambivalences de Lüscher et les formes de capital de Bourdieu. Chacune d'entre elles s'aligne sur une question de recherche et est traitée dans cet ordre. Elles sont complémentaires dans la mesure où elles s'appuient les unes sur les autres : Castells aborde le niveau macro, Bourdieu interroge le niveau micro en tant que réaction au niveau macro, et Lüscher relie les deux par les ambivalences perçues sur, et par, le niveau micro, qui ont

leur origine dans le niveau macro. Par ailleurs, le continuum évolutif des fonctions universitaires de Castells au fil du temps peut être opposé aux formes de capital de Bourdieu dans la mesure où différentes formes sont nécessaires pour réussir les phases de hiérarchisation des fonctions universitaires. Comme le soulignent les hypothèses ci-dessous, reprises dans l'analyse ultérieure, le capital culturel est décisif lorsque l'engagement dans la recherche est une volonté des individus. Cette notion a été examinée dans un contexte africain (Langa, 2010, 2011), ce qui confirme son utilité et son potentiel d'exploration dans le cadre de cette thèse.

Par conséquent, aucune des approches ne peut expliquer les phénomènes observés par elle-même, mais dans leur combinaison, elles servent de cadre d'analyse et d'explication. En outre, comme nous le montrerons, les ambivalences ne se limitent pas au niveau individuel, comme le décrit Lüscher. En effet, elles peuvent déterminer le niveau du macro-système dans son ensemble, ce qui est pertinent et utile dans un contexte africain. Conformément à la modernité qui provoque des ambivalences et exige la tolérance de celles-ci (Bauman, 2013), la constitution de la modernité dans les sociétés africaines n'est pas une anomalie car elle est intrinsèquement ambivalente, et elle est ce qu'elle est, en raison de la contingence historique (Macamo, 2005). Dans ce contexte, la situation post-coloniale caractéristique de nombreuses sociétés en transformation joue également un rôle.

Étant donné la nature empirique de ce travail, avec un élément appliqué sous la forme d'implications et de recommandations politiques, et sa composition tripartite, l'accent est mis sur le cadre dans sa combinaison particulièrement innovante d'éléments constitutifs plutôt que sur un compte rendu exhaustif de chacun des trois éléments. Il faut reconnaître néanmoins que les concepts ont fait l'objet de critiques depuis - par exemple, du vivant de Bourdieu, et près de deux décennies après sa mort. En outre, les trois théoriciens sont d'origine européenne, ce qui pose une question épistémologique : elle peut être liée à un biais inhérent, à une vision du monde associée et à un niveau de normativité. Par conséquent, les concepts ne sont pas universellement applicables tels qu'ils sont présentés ici, et doivent être testés et remis en question à chaque fois dans leur prétention à représenter et à donner un sens à la réalité dans un contexte donné, en l'occurrence celui du système d'enseignement supérieur algérien.

Tout d'abord, il y a l'expression d'un élément de transformation dans l'enseignement supérieur algérien, déclenché par, et en corrélation avec, la mondialisation croissante et donc les pressions pour l'intégration internationale du système. Ainsi, le système est placé entre les pôles du local contre le global dans son orientation, et du national contre l'international, ce

qui se reflète dans la politique de l'enseignement supérieur. Deuxièmement, l'accent est mis sur la fonction relativement nouvelle de la recherche en tant que domaine émergent, qui joue un rôle clé dans les processus d'adaptation à l'internationalisation. La transformation en cours est rendue visible par sa priorité politiquement prescrite. Troisièmement, le regard est porté sur ceux qui mènent la recherche : les individus au sein du milieu universitaire algérien en ce sens que leurs pratiques académiques sont l'expression de stratégies d'adaptation individuelles.

Ce statu quo nécessite un positionnement de la fonction dominante de l'université algérienne contemporaine entre la base idéologique historique et l'université de recherche moderne humboldtienne. Il faut ensuite lier les oscillations des acteurs aux ambivalences du système, comprendre leurs moyens d'action dans la situation particulière, et établir la relation entre les deux niveaux (système/individus) en analysant les motivations des différentes stratégies employées.

Hypothèses

- Il existe des limitations du système liées au manque d'autonomie institutionnelle.

Un établissement d'enseignement supérieur algérien est soumis à un contrôle de gouvernance centralisé, ce qui le rend sujet à la politisation. Ces caractéristiques du système sont atypiques dans le monde universitaire, où les universités sont généralement considérées comme des organisations spéciales et auto-administrées. Toutefois, si ces conditions ne sont pas remplies, la liberté académique individuelle est menacée.

- La recherche est un nouveau champ social.

La recherche a joué un rôle secondaire dans la genèse du système d'enseignement supérieur algérien. Ce n'est que récemment qu'elle est devenue une priorité politique de type imposée du haut, ce qui implique des effets sur le personnel universitaire. L'activité de recherche constitue un nouveau moyen de différenciation entre collègues et entraîne une concurrence dans un nouveau champ social (Bourdieu, 1975, 1980) ; (Bourdieu & Wacquant, 2006).

- La capacité d'action des universitaires algériens se traduit par la conduite de la recherche de manière individuelle en employant des stratégies d'adaptation.

Les membres du personnel académique/les chercheurs doivent se positionner par rapport aux exigences nouvelles ou nouvellement priorisées d'un engagement actif dans la recherche, à la fois par rapport aux autres et individuellement, par exemple pour une promotion. Ils

peuvent faire face à la situation différemment, c'est-à-dire en l'acceptant, en la rejetant ou en l'évitant. Ces stratégies d'adaptation sont l'expression d'une action personnelle et dépendent donc de chaque individu.

- Les expériences d'internationalisation personnelle telles que les séjours à l'étranger correspondent à un engagement réussi dans la recherche en tant qu'expression du capital culturel incarné, et servent de moyen de différenciation dans le milieu universitaire national.

Le capital culturel incarné est le seul moyen de différenciation lorsque le système est limité et en l'absence de facteurs liés au capital social et économique, comme dans le cas de l'Algérie. L'accumulation du capital culturel incorporé est essentielle dans ce processus, qui est facilité par l'expérience de mobilité individuelle et, par conséquent, la participation à l'internationalisation qui n'est pas accessible à tous. Les critères de sélection pour ces opportunités hautement compétitives sont probablement basés sur la productivité de la recherche.

Le cadre présenté, une analyse théorique directrice, passe progressivement du niveau macro au niveau micro, avec les ambivalences qui en résultent, reliant les deux par oscillation, et mettant en évidence la particularité, mais aussi l'interrelation entre les deux, dans une situation donnée juxtaposée à un état personnel. Le premier et le troisième élément constituent le cadre analytique de la partie III empirique, par leur inclusion en tant que catégories déductives, c'est-à-dire basées sur la théorie, dans la conduite d'une analyse de contenu qualitative.

Approche méthodologique

Corpus

La technique de la boule de neige, une méthode d'échantillonnage qualitative et non probabiliste décrivant un processus de recrutement de nouveaux participants à la recherche par le biais des personnes interrogées elles-mêmes après un point de départ aléatoire par une première identification (M. S. Lewis-Beck et al., 2004) a été adoptée pour le processus d'échantillonnage, après qu'une approche d'étude de cas comparative université/institution ait été abandonnée à un stade précoce en raison des préoccupations et des exigences en matière d'anonymat. Elle est jugée appropriée pour accéder à des populations difficiles à atteindre et (en anglais) « cachées » (Heckathorn, 1997; Goodman, 2011) comme dans le cas

des acteurs individuels dans un environnement contrôlé et géré de manière centralisée du système d'enseignement supérieur algérien.

La référence personnelle est une pratique culturelle et académique acceptée dans le contexte algérien, et s'est produite sans l'intervention spécifique de l'auteur sur le terrain comme décrit, après que cinq personnes de contact aient été sollicitées dans différents lieux et cadres institutionnels correspondants. Néanmoins, il a été demandé de parler à des représentants de diverses disciplines, en raison des différences attendues étant donné la langue d'enseignement et de recherche de l'arabe dans les sciences sociales et les arts et les lettres par rapport au français dans les domaines scientifiques et technologiques. Au départ, des étudiants de troisième cycle ont également été recherchés. Ces critères tiennent compte d'une approche d'échantillonnage exponentiel et discriminatoire (Heckathorn, 2011).

Au total, 31 entretiens d'experts semi-directifs avec une ou deux personnes (de la même discipline, se connaissant bien tant sur le plan professionnel que personnel) avec des professeurs de toutes disciplines, des doyens, des vice-recteurs ainsi que de nombreux étudiants de troisième cycle (niveau master/doctorat), le plus souvent sous forme de discussions de groupe, ont ensuite été menés dans plusieurs institutions différentes dans divers contextes urbains ou semi-urbains dans deux grandes régions géographiques du pays, tout au long des mois d'avril et mai 2018.

Sur ce total, 15 entretiens sous la forme de 12 entretiens individuels avec des experts et 3 entretiens avec deux personnes, impliquant un total de 17 personnes, dont 6 femmes et 11 hommes, ont été sélectionnés pour être inclus dans l'analyse, selon le profil des personnes interrogées, avec le critère du statut d'enseignant-chercheur - personnel académique engagé dans la recherche - dans une université ou chercheur permanent dans un institut désigné, et l'exhaustivité, en se concentrant sur les professeurs avec et sans fonctions administratives, et en incluant deux personnes basées dans des instituts de recherche nationaux ainsi qu'un représentant politique.

Les disciplines représentées dans les entretiens sélectionnés comprennent : Chimie, Physique, Mathématiques, Ingénierie, Architecture, Langue et Littérature arabes, Sciences islamiques, Histoire, Bibliothéconomie et Sciences de l'information, Archéologie, Anthropologie, Sociologie, Linguistique française et Musique. Ceux-ci ont été regroupés en domaines, à savoir les sciences humaines/arts/sciences sociales (SHS) d'une part, et les sciences, la technologie, l'ingénierie et les mathématiques (STIM) d'autre part. Les entretiens

ont duré entre 35 minutes et 2 heures 45 minutes, avec une durée moyenne d'environ une heure.

Analyse des données

Les entretiens sélectionnés pour l'analyse selon les critères décrits, ainsi que trois entretiens de groupe avec des étudiants de troisième cycle et des candidats au doctorat, ont ensuite été transcrits. Grâce à la disponibilité d'un budget dédié par le fournisseur de bourses doctorales de l'auteur, Cusanuswerk, la transcription a été, pour l'essentiel, sous-traitée à deux anciens collègues algériens ayant des qualifications universitaires en linguistique (français/anglais) et en sciences de l'éducation et une expérience dans le milieu universitaire et l'enseignement, travaillant en dehors des institutions affiliées des personnes interrogées. Les fichiers audio MP3 ont été partagés via une plate-forme sécurisée, l'espace serveur personnel Seafile fourni par l'université de Mayence, en Allemagne. L'accès n'a été accordé que temporairement, et des instructions de confidentialité ont été données aux personnes chargées de la transcription. L'auteur a procédé à une assurance qualité en vérifiant et en éditant et en corrigeant les transcriptions commandées sous forme de documents Word. Malgré les prestataires de services, des problèmes de mise en œuvre ont été rencontrés, retardant l'analyse des données : l'achèvement du processus de transcription a pris jusqu'à six mois après la collecte des données, soit jusqu'en janvier 2019.

Les transcriptions ont été créées sous une forme statique, compressée et présentable des données orales, nettoyées des expressions dialectales et familières pour mettre l'accent sur le contenu de l'entretien et pour faciliter la lecture, un compromis entre précision et maniabilité. Le type de contenu sémantique contient ce qui est dit plutôt que la façon dont une chose est dite exactement. Des règles ont été adoptées telles que présentées et appliquées par (Dresing & Pehl, 2015, pp. 28-32), développées à partir de (Kuckartz et al., 2008) pour rationaliser au mieux la transcription et l'analyse assistée par logiciel.

En utilisant le logiciel d'analyse qualitative du contenu (QDA) f4 installé localement sur une licence personnelle à durée déterminée, un premier codage thématique ouvert dans des systèmes de catégories de première structure hiérarchique (Saldaña, 2016) a été effectué pour identifier le matériel pertinent. L'analyse qualitative du contenu (Schreier, 2013, 2014) (Mayring, 2015) a été choisie comme moyen d'analyse, précédée d'un codage systématique suivant des étapes prescrites.

En conséquence, le système de catégories est un mélange entre des catégories principales déductives, c'est-à-dire fondées sur la théorie, et des sous-catégories inductives, dérivées de

données. Les catégories principales sont composées des quatre fonctions de l'université par Castells (1993, 2001, 2017) et des types de capital de Bourdieu (1986), qui sont complétées par des sous-catégories créées à partir des données. L'aspect codé est un sujet/thème, et le matériel pertinent est inclus, en respectant les critères de saturation. Le matériel est ensuite segmenté en unités selon des critères de contenu avant de développer un cadre de codage dynamique, qui est modifié au cours du processus de lecture des données. Le codage est effectué dans une structure hiérarchique (premier ordre). Les résultats de l'analyse sont présentés par un mélange de typologie et de description du système de catégories.

Résultats

Les fonctions de l'université selon Castells consistent en 5 catégories avec leurs sous-catégories suivantes : I. Fonction idéologique (Foi et religion, Conservatisme politique, Changement social) ; II. Fonction de sélection de l'élite (Université d'État, Grandes écoles, Les institutions ayant le statut universitaire excellent); III. Fonction de la formation bureaucratique (Personnel qualifié par, pour et dans l'industrialisation, Expansion des systèmes de santé et d'éducation, Formation professionnelle pour les entreprises dans le domaine du développement régional) ; IV. Fonction de recherche (Cas nouveau/non implicite, Institutions spécialisées, Utile et productif pour la croissance économique) ; Autres Fonctions (Besoin social : massification du système universitaire/absorption de l'excédent de main-d'œuvre, L'université du « tiers monde » : le contexte post-colonial).

Dans l'ensemble, on peut constater que le choix du cadre théorique, en ce qui concerne sa première composante, les fonctions de l'université de Castells, s'est avéré apte à évaluer et à déterminer la position du système d'enseignement supérieur algérien. L'université algérienne actuelle n'est pas indépendante de la politique, qui doit se conformer aux concepts et idéologies de l'autorité centrale de gouvernance tels qu'ils ont été décrits. C'est également une institution qui intègre les changements sociaux ainsi que les besoins sociaux et, par conséquent, est étroitement liée aux demandes sociétales d'un enseignement supérieur pour tous à l'échelle nationale. En outre, ce n'est que récemment qu'elle a institutionnalisé la recherche, dont les implications sont encore en cours d'adoption et d'adaptation. Parallèlement, les pressions extérieures ont un impact, notamment sur l'utilisation des langues, la normalisation et l'assurance qualité de manière plus générale. Enfin, elle est influencée par son passé, et son origine en tant qu'université coloniale, alors que la fonction de sélection de l'élite ne s'étend qu'à l'enseignement de recherche de troisième cycle et à

l'accès aux opportunités à l'étranger, et que la formation de la fonction bureaucratique est davantage un vestige du passé, elle aussi, avec un rôle subordonné dans le système national actuel.

Si la théorie de Castells saisit ces orientations essentielles et l'étendue de leur présence, elle reste insuffisante pour décrire adéquatement le cas algérien, car les facteurs contextuels déterminants sont considérés comme « autres », non essentiels dans son modèle de fonctions. De plus, la fonction idéologique est loin d'avoir été une simple influence dans le passé, sans signification dans le présent. En l'appliquant au système d'enseignement supérieur algérien, la théorie est également partiellement indifférenciée dans les sous-fonctions, comme par exemple la recherche en tant que fonction nouvelle/non-défaillante est multidimensionnelle et concerne des aspects variés. Par conséquent, la spécificité algérienne peut être expliquée en reconnaissant, dans un premier temps, son passé et la situation du système d'enseignement supérieur post-colonial qui en résulte en se référant à cette historicité et en étant capable de l'expliquer et de l'interpréter dans cette perspective, qui, dans la logique de Castells, n'est qu'un ajout, mais n'est ni un élément central ni un début. La question des ressources n'est pas non plus prise en compte, mais joue un rôle majeur dans la politique algérienne de l'enseignement supérieur, ce qui conduit à la mise en place, et, vraisemblablement à la poursuite de la massification. Là encore, son existence est mentionnée, mais réduite à une « autre » fonction, et non liée au changement social décisif. En outre, il est devenu évident que la mobilité internationale compte comme un moyen de sélection de l'élite au niveau individuel, ce qui doit être analysé de manière appropriée par les formes de capital de Bourdieu dans ce qui suit.

Après avoir ainsi posé le cadre d'une perspective macro, la perspective micro traite opérer au sein de ce système spécifique, en exposant les ambivalences créées par les deux pôles : une base idéologique nationale, s'appuyant sur la politisation et la centralisation, et une internationalisation croissante de l'enseignement supérieur, promue par la recherche comme une fonction universitaire nouvellement émergente. Dans ce contexte, il est important de prendre en compte la situation post-coloniale, ainsi que les circonstances fondées sur le besoin social, qui se manifestent par une massification du système. Ces facteurs signifient qu'il existe des limites - voire des obstacles ou des évolutions contraires - aux pratiques des individus dans le cadre d'une entreprise plus vaste.

Analyse

L'analyse déductive et inductive des données a identifié trois catégories principales avec leur sous-catégories suivantes : I. Oscillations personnelles (niveau national: induite par les politiques et fondée sur le système/ niveau international : Transformation et défis) ; II. Stratégies d'adaptation aux ambivalences (Engagement de recherche/priorité, Manque ou insuffisance d'engagement dans la recherche, Alternatives dans le milieu universitaire) ; III. Motivations comportementales (Capital économique/Capital culturel/ Capital social).

Question de recherche I - Quel est l'impact des facteurs systémiques sur l'individu ?

Le système étant régi et financé par l'État, il y a peu de place pour l'expérimentation. De même, les réformes, dont la plus récente est l'adoption et la mise en œuvre du processus de Bologne, sont prescrites par l'autorité compétente sans que l'on tienne compte des situations et des cas individuels, ni au niveau méso ni au niveau micro.

En même temps, il y a un manque de cohérence dans la politique, comme le montre l'absence d'une stratégie d'internationalisation, respectivement, d'un plan de mise en œuvre et de programmes de recherche nationaux plus ad hoc. Dans l'ensemble, le niveau macro domine, et les individus dans le système - les universitaires algériens au niveau micro - sont subordonnés pour servir l'objectif du fonctionnement national de l'enseignement supérieur, c'est-à-dire principalement l'accès, l'intégration sociale et l'enseignement de premier cycle.

Il convient de noter que l'auto-administration et la gouvernance académiques, qui sont une caractéristique des universités en tant qu'organisations spéciales dans le monde entier, sont largement inexistantes. Par conséquent, les facteurs systémiques pénètrent dans la vie et le travail quotidien d'un enseignant-chercheur algérien dans une institution universitaire, ce qui se manifeste dans l'activité de recherche comme tâche primordiale tant de l'universitaire individuel que du domaine dans son ensemble.

En raison de l'expansion du système et de la massification qui en résulte, la charge d'enseignement est élevée, car la fonction de formation universitaire des étudiants est prioritaire. L'idéologie sous ses diverses formes persiste, ce qui est particulièrement pertinent dans les domaines SHS, et, par conséquent, la politisation est omniprésente. Enfin, la politique linguistique ne tient pas compte des compétences et des besoins personnels. L'objectif d'élargissement de l'éducation et de l'accès se fait au détriment de la recherche. Le système d'enseignement supérieur algérien - dans les établissements de statut universitaire, en dehors des centres de recherche nationaux - ne récompense ni ne sanctionne le manque d'engagement dans la recherche, engagement qui est donc laissé au libre-arbitre de l'individu.

Question de recherche II - Comment les universitaires algériens gèrent-ils des ambivalences ?

Il y a trois stratégies d'adaptation que les universitaires algériens emploient dans leur situation d'oscillation personnelle. Tout d'abord, ils s'engagent dans la recherche contre vents et marées, soit par l'assurance qualité individuelle dans un effort de mise en place de normes internes, soit par la recherche de partenariats étrangers, soit par la publication à l'étranger uniquement, soit par l'émigration, soit par l'adhésion à des principes nationaux - par conviction ou par nécessité - cette dernière étant particulièrement présente dans les sciences sociales.

Deuxièmement, ils n'entreprennent pas ou ne mènent pas de recherches minimales. Cette stratégie d'adaptation est fondée sur diverses raisons : liées à la gouvernance, institutionnelles ou personnelles. Bien que les facteurs systémiques, entre autres, dans leur expression comme le manque d'autonomie budgétaire et de ressources humaines - y compris l'insuffisance de jeunes chercheurs qualifiés ou compétents - aient une influence pour dissuader les universitaires de s'engager dans la recherche, le critère décisif sont les raisons personnelles, qui vont de la résistance aux réformes, à l'absence d'incitations financières, et, surtout, aux problèmes de compétences en langues étrangères, qui sont perçues comme un obstacle majeur à la conduite de la recherche. En raison de l'absence d'autonomie institutionnelle, les raisons institutionnelles jouent un rôle mineur.

Troisièmement, ils recherchent des alternatives dans le milieu universitaire, soit en occupant des postes administratifs et de direction, soit en se consacrant à l'enseignement et à la supervision ou à d'autres initiatives extrascolaires. Ce faisant, ils ne peuvent généralement pas s'engager dans la recherche en parallèle en raison de ressources temporelles limitées, mais ne prennent pas de décision consciente à l'encontre de celle-ci.

Comme le montre cette classification - bien que les trois options soient pratiquées - les raisons de ne pas s'engager dans la recherche sont les plus élaborées et les plus différenciées car elles s'étendent sur plusieurs niveaux et les traversent. En effet, contrairement aux autres stratégies, la macro et la micro sont interdépendantes. Par conséquent, à moins d'un effort personnel important, on peut conclure que la stratégie par défaut d'un universitaire algérien est de ne pas faire de recherche ou d'en faire un minimum, ce qui s'applique à différentes disciplines à des degrés divers. On peut dire que les représentants des arts, des sciences humaines et des sciences sociales sont les plus touchés en raison de l'exposition à l'idéologie dominante et des politiques de langage politique axées sur le national, qui entravent

l'engagement dans la sphère internationale. Par conséquent, s'ils peuvent soutenir la recherche et promouvoir la recherche à l'université algérienne, la défense des intérêts ne signifie pas nécessairement un engagement personnel. Dans ce cas, la voie de la moindre résistance est choisie, en ne traitant pas des ambivalences engendrées par le statut de chercheur actif.

Question de recherche III - Pourquoi les universitaires algériens agissent-ils de la sorte ?

Tout d'abord, il est apparu que, dans le contexte algérien, les incitations matérielles de toute nature sont subordonnées à la motivation individuelle de l'universitaire à s'engager dans la recherche. La preuve de cette affirmation est fournie par l'absence des sous-catégories décrivant respectivement les moyens financiers, les échanges matériels en capital social, respectivement, les sous-catégories de l'État objectivé dans le capital culturel.

En outre, le capital économique est très majoritairement mentionné comme suffisant et donc possédé par les universitaires algériens - davantage en ce qui concerne les niveaux de salaire des autres professions du pays. Il n'y a que quelques cas où l'insuffisance, ou l'absence totale de fourniture matérielle, est mentionnée. Étant donné que le nombre d'occurrences représente le moins global et moins de la moitié du capital culturel, le salaire est rarement soumis à la concurrence entre collègues en tant que membres du corps académique algérien, ce qui exclut ce facteur comme moyen de distinction et de différenciation pour décider si, et dans quelle mesure, il faut faire de la recherche. Ainsi, la disponibilité et le montant du capital économique possédé ne déterminent pas le comportement d'une personne qui s'engage ou non dans la recherche. Étant donné que le capital économique est à la base de la possession d'autres types de capital dans sa convertibilité, la corrélation établie est cohérente.

En général, le capital social, que ce soit dans son échange symbolique ou dans la forme pratique négligeable de l'état - pour autant que les données soient concernées -, s'est révélé ne pas être décisif pour les universitaires qui s'engagent dans la recherche ou s'en abstiennent - ou qui s'engagent dans d'autres activités. Par conséquent, à quelques exceptions près, le statut social n'a pas d'influence significative sur le comportement des professeurs algériens dans la recherche, ce qui est probablement lié à leur position similaire et comparable en tant qu'universitaires - qu'ils soient engagés dans la recherche ou non - dans un contexte post-colonial, marqué par une approche élitiste et excluante de l'enseignement supérieur spécifiquement français. En outre, dans la tradition française et le système correspondant, la recherche dans les universités est secondaire et nouvelle, et la sélection de l'élite - pour les

fonctions de l'État dans l'administration publique - se fait par l'intermédiaire des grandes écoles, et non par des institutions de recherche spécialisées distinctes, qui coexistent et continuent de coexister. Ce contexte montre que le paysage et la politique de l'enseignement supérieur algérien contemporain sont toujours influencés par le système hérité de la colonisation, bien que la transformation déclenchée par l'internationalisation ait commencé.

Globalement, dans le contexte algérien, le capital culturel dans ses différents types s'est avéré ne déterminer le comportement et les actions des individus qu'en ce qui concerne les universitaires algériens. Dans son état incarné, il permet aux professeurs et aux chercheurs permanents de s'engager effectivement dans la recherche d'une part, en occupant un rang ou une position nécessaire obtenue, et de se comporter de manière à acquérir les compétences nécessaires d'autre part, soit pour démarrer initialement, soit en concurrence croissante avec d'autres, collègues dans la sphère nationale, c'est-à-dire l'environnement immédiat et la communauté scientifique algérienne au sens large, et au niveau international, c'est-à-dire les représentants des disciplines mondiales.

Si l'État institutionnalisé joue également un rôle, les mesures d'enrichissement du capital culturel - c'est-à-dire l'enseignement supérieur et la politique scientifique et technologique, même si elles sont récentes - sont de moindre importance lorsqu'elles sont juxtaposées à la motivation individuelle. Bien que les deux formes soient liées par la qualification formelle et institutionnalisée requise, le chercheur individuel se définit lui-même par un capital culturel personnalisé, c'est-à-dire incarné, plutôt que par celui apporté par l'affilié ou toute autre institution par le biais de titres respectifs. Étant donné que les types d'évaluation de la recherche pratiqués au niveau international se fondent exactement sur cette performance individuelle - y compris, mais sans s'y limiter, les publications - la façon de rivaliser est d'adhérer à ces règles et à ces méthodes globales en tant que connaissance commune de l'entreprise scientifique.

Néanmoins, les circonstances politiques et l'environnement institutionnel sont décisifs dans cette approche. Lorsque la liberté académique est limitée ou que des préoccupations idéologiques déterminent la langue de publication - comme cela peut être le cas pour les chercheurs en sciences sociales et humaines en Algérie - la recherche dans une sphère internationale par définition devient un défi, malgré l'existence d'un capital culturel important dans un contexte national. En conséquence, l'individu doit fournir un effort supplémentaire pour s'engager dans la recherche, et la motivation pour un travail supplémentaire ainsi que les inconvénients dans un système gouverné centralement, où cette activité n'est pas prévue ou même souhaitée, s'appuient exclusivement sur l'augmentation

nécessaire du capital culturel incarné. En outre, les individus pourraient même devoir faire des compromis sur leur capital social, au détriment des bonnes relations avec leurs collègues, qui ont choisi d'adopter une approche différente : soit aucun engagement, soit des positions administratives. Il s'agit donc d'une question de priorité. C'est précisément dans cet état d'institutionnalisation que les différentes fonctions de l'université algérienne, leur poids et leur hiérarchisation entrent en jeu. La détention d'un diplôme en tant que capital culturel institutionnalisé est donc le reflet du système auquel les institutions appartiennent. En résumé, sur la base des constats stipulés, les hypothèses exposées ont été confirmées.

Discussion

La fonction universitaire algérienne la plus répandue a été identifiée comme étant le besoin social d'absorption du surplus de main-d'œuvre. Compte tenu du statu quo, le contexte particulier d'une situation post-coloniale joue un rôle, même s'il n'est généralement pas explicite. La sélection de l'élite et la formation de la fonction bureaucratique existent dans une certaine mesure dans le contexte algérien, mais ne sont pas décisives, car elles reflètent le modèle français hérité, qui est lentement mais continuellement révoqué dans ses structures - en partie par l'exposition à l'internationalisation, en partie par le renforcement des intérêts nationaux.

Le cadre de Castells a rempli la fonction souhaitée de mise en scène en identifiant les facteurs systémiques, entre autres, qui affectent les universitaires. Il faut néanmoins reconnaître que dans le cas algérien, les « autres fonctions » sont celles qui ont le plus d'impact et d'influence à ce jour, laissant derrière elles la pertinence des fonctions traditionnelles 1-4. Cependant, c'est cette cinquième fonction qui a été la moins élaborée tant sur le plan théorique qu'empirique, ce qui permet de conclure à son adéquation limitée à un contexte africain - voire à un contexte général post-colonial ou de société de transformation. En outre, comme cela a été démontré, ce sont les problèmes de qualité des ressources humaines des chercheurs débutants et plus expérimentés, l'insuffisance des qualifications et compétences techniques et humaines, et le manque d'autonomie budgétaire associé à une liberté académique partiellement limitée, qui dissuadent ou entravent les universitaires algériens de s'engager dans la recherche, plutôt que l'absence de cette fonction universitaire respective ou d'une autre. La situation d'oscillation personnelle qui se reflète dans les stratégies d'adaptation découle du dilemme entre l'orientation nationale et l'orientation internationale.

L'approche des types de capital de Bourdieu comme lentille d'analyse exécutée par le biais de QDA axée sur la théorie s'est révélée globalement utile, bien qu'elle présente des lacunes importantes. L'application des définitions de Bourdieu en tant que règles de codage des sous-catégories n'a été que partiellement couronnée de succès, car celles-ci étaient soit inexistantes, soit trop larges. Le codage des sous-types de capital économique n'a donc été possible que par des ajouts inductifs, dans la simple existence/absence de dichotomie, et les résultats doivent être considérés comme plus indicatifs.

De même, le codage du capital social a été réduit à quelques expressions illustratives de l'état pratique, et à une attribution plus vague des échanges symboliques. Avec moins de 50 occurrences dans chacune des deux catégories principales, l'analyse reste quelque peu limitée et, par conséquent, les corrélations sont difficiles à établir. Cet état de fait insatisfaisant peut également être dû au fait que les types de capitaux ont été traités de manière isolée plutôt que dans leur cadre théorique complet, qui comprendrait une analyse de l'habitus ainsi que du domaine. Toutefois, cette approche d'application partielle seulement a été choisie parce que les fondements théoriques de ce travail sont triples, le troisième élément, les formes de capital de Bourdieu, s'appuyant sur les résultats du deuxième et du premier élément, comme le reflètent les questions de recherche.

Le fait que « la théorie de Bourdieu se concentre davantage sur le statut socio-économique et le capital culturel d'un individu dans l'obtention de résultats scolaires que sur son capital social ; ce dernier est donc beaucoup moins élaboré dans les travaux de Bourdieu (...) » (Rogosic et al., 2016, p. 91) réitère cette observation. En outre, les professeurs et les chercheurs permanents ont un statut socio-économique similaire, ce qui est pertinent si l'on considère ce qui suit : « La théorie elle-même est plus appropriée pour expliquer les différences dans les résultats scolaires des individus (...) ou dans les cas où il existe des différences perceptibles dans le statut socio-économique et socioculturel des participants à l'échantillon » (Rogosic et al., 2016, p. 94).

Si l'adéquation des deux composantes spécifiques de l'approche théorique de Bourdieu et de la méthode combinée était ainsi imparfaite, l'adéquation du concept de Bourdieu se déploie néanmoins dans les sous-catégories du capital culturel, et plus spécifiquement dans l'état incarné, qui pourrait être identifié comme le principal facteur de motivation dans le comportement des universitaires algériens lorsqu'ils doivent faire face à des ambivalences ou décider de s'engager dans une recherche. Dans ce cas, l'opérationnalisation n'a pas échoué, ou est restée incomplète.

Dans l'ensemble, l'État institutionnalisé est lié à la fois à l'idéologie, comme en témoignent les multiples doubles codages, et aux questions méthodologiques de la recherche - à savoir, le travail académique.

Recommandations

Gestion des connaissances et pratiques de recherche

Avant les pratiques et les processus de recherche, la gestion des connaissances est une nécessité. Une culture de l'échange est une condition préalable, qui doit être établie par exemple par des sociétés et des conférences universitaires. La compréhension algérienne d'aujourd'hui s'articule autour des laboratoires physiques, des expériences et des publications. Elle concerne principalement la recherche appliquée, et est donc fortement orientée vers les domaines des STIM par rapport aux SHS. Cette thèse a montré qu'il existe divers obstacles empêchant le personnel universitaire de s'engager, ou de s'engager plus activement, dans la recherche dès à présent. En outre, il convient de noter que les innovations n'ont pas été mentionnées dans les entretiens, ce qui était attendu, en parlant de la recherche avec les chercheurs. Par conséquent, il faut des éléments de réforme pour une transformation en une culture de la recherche et de la connaissance. A supposer que l'on reconnaisse que l'activité de recherche est avant tout intrinsèquement motivée et donc individuelle - puisque l'Algérie est en mesure de réaffecter ses généreux financements liés à l'éducation - elle peut appliquer des mesures variées reliées à formation à la recherche de troisième cycle et standardisation ainsi que la collaboration nationale et internationale et des partenariats.

Administration et gestion de l'université

La question du personnel et de la direction des universités a rarement été abordée dans l'ensemble des entretiens, même si plusieurs représentants occupaient des postes administratifs, y compris des postes de direction. En revanche, l'enseignement a été mentionné tout au long des entretiens. Ce constat conduit à l'observation que les rôles dans l'administration et la direction ne sont pas suffisamment remplis ou ne sont pas prioritaires. Il est donc nécessaire de renforcer les capacités des titulaires de ces postes - par la formation, l'intégration et le soutien. À un niveau méso autonome, les postes, les rôles et les responsabilités doivent être définis et, à un niveau macro, des adaptations de la structure de gouvernance et des dispositions constitutionnelles doivent être prises, notamment, concernant l'autonomie institutionnelle et la culture de planning stratégique : la recherche, l'excellence et la compétitivité internationale nécessitent un environnement adéquat, ce qui

a été réitéré par les conclusions de cette thèse. L'autonomie institutionnelle est donc une condition essentielle, c'est-à-dire le transfert de la gouvernance de l'organisme centralisé aux universités.

Infrastructures et ressources

Les conclusions de cette thèse soulignent que les infrastructures institutionnelles et individuelles sont généralement suffisantes ou confortables, et que des ressources sont disponibles. Cependant, il y a une inadéquation entre ce qui est requis, et une mauvaise gestion et un manque de communication dans ce qui est fourni. Les universitaires sont confrontés à des dispositions de laboratoire physique standardisées et commandées au niveau central, plutôt qu'à une allocation basée sur une demande individuelle et une évaluation des besoins. En raison de l'absence de garantie sur les équipements, d'assurance, mais aussi de soutien administratif, ainsi que de techniciens et de personnel de maintenance, en particulier dans les domaines des STIM, l'enseignement et la recherche expérimentaux sont de facto découragés car ils sont difficiles à mener et à maintenir. Conformément à l'autonomie institutionnelle, les pouvoirs de décision en matière de budget doivent se situer au niveau méso et être adaptés, par exemple, au nombre d'étudiants. Les investissements peuvent alors être canalisés vers les ressources humaines et le développement, et s'inscrire dans l'implémentation de la numérisation.

Analyse comparative et assurance de la qualité

Le résultat global de l'analyse des données met en évidence la nécessité d'une qualité accrue et meilleure et d'une assurance qualité systématique dans l'enseignement supérieur, qui doit être mise à l'ordre du jour au niveau macro.

- Analyse comparative des pays arabes et africains

L'Algérie est culturellement influencée par la Ligue Arabe ainsi que par les États membres de l'Union africaine. Cette double position offre la possibilité de se référer aux deux contextes. Pour prendre en compte, et finalement réaliser, un changement systémique, une approche holistique doit être adoptée. Dans un contexte africain, la revitalisation de l'enseignement supérieur national peut être observée récemment sur la base de quatre études de cas en Afrique occidentale et australe (Université des Nations unies, 2009) - bien que d'un point de vue pratique plutôt que théorique. À sa base se trouvent les bonnes pratiques ou ce qu'on appelle les meilleures pratiques, mais il n'existe pas à ce jour d'assurance qualité systématique et de planification stratégique, respectivement, de planification opérationnelle et de mise en œuvre et de suivi. Cette tendance contraste toutefois avec le statu quo de la

politique algérienne en matière d'enseignement supérieur, qui s'inspire largement des idées de réforme et des influences de l'Europe - en particulier de la France - et de l'Amérique du Nord. Afin de rationaliser ses efforts de promotion de l'enseignement supérieur, l'Algérie devrait examiner et aligner ses politiques sur les stratégies continentales ou régionales existantes, à savoir l'Agenda 2063 de l'Union africaine, la Stratégie continentale d'éducation pour l'Afrique (CESA) 2016-2025, la Stratégie pour la science, la technologie et l'innovation en Afrique (STISA) 2024, la Stratégie arabe pour la science, la technologie et l'innovation (ASSTI) et le Plan exécutif associé. En outre, en Algérie, il convient de prendre en compte les mesures de mise en œuvre des objectifs de développement durable (SDGs/ODD) n° 4, l'éducation, qui ne joue actuellement pas un rôle majeur, comme en témoigne son absence dans le discours politique et les documents de stratégie.

- Assurance qualité du système national d'enseignement supérieur

Les instruments d'assurance qualité existants, respectivement les organismes, à savoir le CIAQES et le RNAQES, devraient être révisés et adaptés au contexte local, car les versions actuelles ont été principalement influencées par les normes et les processus européens - sous la forme d'ateliers de consultants plutôt génériques et orientés vers le monde entier, sans éléments interculturels - et ne tiennent donc pas compte du niveau micro.

Participation et implication des parties prenantes

Dans l'environnement politique tendu actuel du mouvement de protestation dit « hirak », la stabilisation de la région est de la plus haute importance, notamment pour les pays européens confrontés à des problèmes liés à l'augmentation des migrations. Il est donc nécessaire de mettre en place une stratégie commune et un partenariat en matière d'employabilité des diplômés et de pertinence des programmes et des formations par rapport au marché du travail. Le système d'enseignement supérieur algérien actuel - comme décrit et comme le montrent les résultats de ce travail - se caractérise par l'absence quasi totale d'acteurs de la communauté non universitaire, c'est-à-dire le secteur privé, la société civile et l'environnement institutionnel local. Ces parties prenantes externes peuvent être impliquées de manière significative, contribuer au financement et améliorer la reconnaissance et l'efficacité nationales et internationales de la formation universitaire et de la recherche appliquée. La structure actuelle de gouvernance descendante doit être réformée pour adopter une approche axée sur les services afin de tenir compte des demandes du marché du travail, par exemple. Le manque et la non-disponibilité des données devraient être compensés par des enquêtes et des recherches nationales.

Conclusion générale et perspectives

Hybridisation

L'hybridisation de l'enseignement supérieur consiste à embrasser, combiner et permettre la coexistence d'éléments locaux et mondiaux au sein d'un système national d'enseignement supérieur, correspondant aux politiques respectives. Cette approche implique de conserver les philosophies en tant qu'éléments définissant la nation, dérivés de l'histoire, de la culture et des valeurs religieuses d'un pays le cas échéant, tout en fixant des normes internationales pour l'assurance qualité dans la recherche et la formation appliquées par et au sein de la communauté universitaire de manière universelle, et en permettant les conditions cadres nécessaires à la prise en compte des universités en tant qu'organisations complexes et auto-administrées dans le monde entier, c'est-à-dire l'autonomie institutionnelle, la mobilité individuelle entrante et sortante, et la liberté académique, en particulier dans les sciences sociales.

Le système qui en résulte n'est donc pas unilatéralement orienté vers le niveau national ou international, mais il est hybride. Il ne rejette pas et ne se retire pas de l'internationalisation de l'enseignement supérieur sous ses diverses formes en réaction aux processus de mondialisation, mais il reconnaît l'environnement politique et social spécifique et unique plutôt que de succomber à l'illusion d'institutions objectives, neutres et libres de tout intérêt ou idéologie. L'hybridation de l'enseignement supérieur peut être une caractéristique des sociétés en transformation et des États providence et s'appliquer à ceux-ci. Elle est nécessairement précédée d'un réajustement sous forme de réévaluation des tendances internationales d'harmonisation de l'enseignement supérieur non adaptées au contexte local, ce qui se traduit aujourd'hui par une adoption hâtive et peu réfléchie du processus de Bologne tant au niveau local que mondial.

Application : Agent de changement

Compte tenu de la multiplicité et de la complexité du contexte africain ou arabe - principalement des sociétés en mutation - caractérisé par des ambivalences politiques, socio-économiques, culturelles et identitaires, il est difficile et long, dans les structures bureaucratiques, d'institutionnaliser l'assurance qualité sous la forme de réformes holistiques du secteur de l'enseignement supérieur. La volonté politique et des ressources considérables sont une condition préalable, ce qui n'est pas des moindres. Pour cette raison, il est jugé plus approprié de répondre à la situation hybride au niveau macro et micro par des individus en tant qu'équipe d'« agents de changement » (en anglais) (Lunenbergh, 2010 ; Nikolaou et al.,

2007), déjà présents dans d'autres domaines, tels que la restructuration d'entreprises dans le secteur privé (Gerwing, 2016), ou le développement organisationnel dans des institutions non gouvernementales (Battilana & Casciaro, 2012). Ainsi, une solution provisoire peu coûteuse est recherchée et mise en œuvre, tout en ouvrant la voie à une transformation systématique de l'enseignement supérieur.

Le processus de gestion du changement dans l'enseignement supérieur (Nordvall, 1982) et de développement institutionnel peut être accompagné par les agents (Coskun & Krdzalic) qui connaissent à la fois le contexte local et les normes internationales, soit par leur propre biographie en tant que représentants de la diaspora, soit en tant qu'experts ayant une expérience professionnelle bi/multiculturelle et un savoir-faire spécifique. Ils peuvent travailler au sein d'établissements d'enseignement supérieur en tant que consultants en matière de processus, de cadre réglementaire, de ressources humaines, de TIC et d'assurance qualité; conceptualiser et gérer des évaluations des besoins et des études empiriques; conseiller le gouvernement, d'autres autorités compétentes, ainsi que les dirigeants institutionnels à un niveau stratégique; faciliter l'interaction avec les parties prenantes en dehors de la communauté universitaire; rédiger des documents politiques et des cadres nationaux; mener des projets pilotes comme première étape de la mise en œuvre de la réforme; introduire et conseiller des structures de gestion des connaissances et des projets et de communication, et créer et maintenir un réseau d'acteurs.

Les agents du changement travaillent également comme formateurs et conseillers pour le personnel académique et administratif de l'enseignement supérieur et des autorités gouvernementales. De cette manière, ils font le pont entre les niveaux micro et macro actuellement déconnectés en apportant des solutions, comme l'introduction et le renforcement d'un niveau méso sous la forme d'une autonomie institutionnelle dans le cas de l'Algérie. Ce faisant, les agents du changement mettent à l'échelle des stratégies d'adaptation hybrides pour gérer les ambivalences académiques sur la voie de l'institutionnalisation des stratégies face au monde.

*Facing the Global –
Ambivalent Coping Strategies in the Algerian Academic Field*

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Part I – Contextualisation

Il est temps de développer une pensée pour une renaissance culturelle et scientifique du pays⁹ (Cherif, 2013, p. 13).

Le cas de l'université algérienne n'est pas unique dans son genre, mais s'applique, à beaucoup d'universités dans le monde et très certainement aux pays du Maghreb¹⁰ (Djefflat, 1990, p. 38).

1 Introduction

Tout porte à penser que notre pays ne peut pas faire l'économie d'une réflexion profonde sur l'université nationale à construire, une université qui soit en phase à la fois avec la société réellement existante, son histoire et sa culture et avec son environnement international. Cette réflexion est trop importante pour être laissée aux seuls politiques¹¹ (Guerid, 2010).

On the occasion of the 50th anniversary of Algerian independence in 2012, the Algerian Ministry of Higher Education and Scientific Research (*MESRS*) published a review of higher education in Algeria. The then Minister in office, Rachid Haraoubia, states:

La mission première de l'université est celle de forger les consciences, améliorer les aptitudes jusqu'à leur plus haut niveau de performance et faire valoir ce qui est fiable et juste. Les universités constituent le vrai levain de la démocratie, nous rajouterons, du progrès social et du développement économique¹² (Ministère de l'Enseignement Supérieur et de la Recherche Scientifique [*MESRS*], 2013, p. 25).

The absence of research as essential university function as well as activity can be observed in this discourse, which reflects Algeria's position within an African as well as Arab setting. In this context, a recent heated debate about the restitution of Algerian-born Nobel prize winners – Albert Camus, Literature, in 1957, and Claude Cohen-Tannoudji, Physics, in 1997, who were raised in Algeria and most of whose work originated in the country, exemplifies what is at stake in the Algerian higher education system. The former Higher Education Minister, Tahar Hadjar, stated that Nobel prizes would add nothing to Algerian university education, and that world-renowned Algerian scientist should not have any special status in the country (Ghanmy, 2018), which, upon announcement in a press conference, sparked a public outcry among Algeria's academics. As herewith illustrated, the lack of appreciation of an academic's core professional tasks creates an ambivalent and paradoxical situation for higher education stakeholders trickling from top to down on the micro-level.

Disclaimer: All English translations of quotes provided by the author.

⁹ It is time to develop a concept for a cultural and scientific renaissance of the country

¹⁰ The case of the Algerian university is not unique in its kind, but applies to a lot of universities in the world, and, certainly, to the Maghreb countries

¹¹ Everything suggests that our country cannot do without a deep reflection about the national university to be constructed, a university which should be aligned to the society as it actually exists, its history and its international environment. This reflection is too important to be conducted at the level of politicians only (*non-paginated newspaper article*)

¹² The premier mission of the university is that of forging awareness, enhancing abilities till their highest-performing level and promote what is trustworthy and just. Universities constitute the real fabric of democracy, to which we add, social progress and economic development.

Since the first reform of the colonially inherited system in 1971 (Ministère de l'Enseignement Supérieur et de la Recherche Scientifique [MESRS], 1971), Algeria has been endeavouring to nationalise its higher education. However, the adoption and subsequent implementation of the Bologna Process from 2003 – commonly referred to as *Licence-Master-Doctorat (LMD)* reform in French-speaking contexts, points towards a change in policy towards internationalisation.¹³ This dual orientation, leading to conflicting and contradictory directives, is the starting point of an analysis of the role of the contemporary Algerian university, and its implications for central actors in its system – in particular, Algerian professors and scholars, where a deeper reflection as a macro analysis has not taken place yet. Since the 1970s until the present time, there have been numerous concepts referring to the identity of the Algerian university, which may co-exist, or have been prioritised by the government as will be highlighted in the following.

As pointed out by Algerian diaspora scholar Aïssa Kadri in the early nineties, historical analysis cannot be disconnected from any transformation of higher education in question (A. Kadri, 1991). This fact is reiterated by Algerian researcher Mohamed Ghalamallah in the new millennium: “La situation actuelle de l’université algérienne est le produit de son passé (...)”¹⁴ (Ghalamallah, 2006, p. 31). Accordingly, the research questions exposed below reflect a strong interlinkage with the historical dimension, and, indirectly, the influence and impact or lack of the so-called ‘*legs colonial*’¹⁵ (Bayard & Bertrand, 2006), while explicitly taking the present into account rather than only the past, in describing the status quo and determining the functions through their evolution.

One of the characteristics of emerging countries’ universities has been the rhythm of socially-induced progress surpassing available financial and also human resources (Djefflat, 1990, p. 37). Within the past decade, there have been scholarly and political debates about the fact that “(...) education and training systems most commonly fail to achieve certain goals due to the absence of adequate scientific planning”, which, in the case of Algeria, means that “(...) universities have ‘to date’ not been organised effectively to further national development” (Daghbouche, 2008, p. 74). Hence, the “new” university as opposed to the traditional university linked to European history as a reflection of its society, has been at the service of the economy, with its associated characteristics of a private enterprise, i.e.

¹³ See chapter 2, Historical and political context

¹⁴ The present situation of the Algerian university is a product of its past

¹⁵ Colonial legacy

autonomy, competitiveness, employability, professionalism, efficiency (Guerid, 2012a, pp. 28–31).

At the same time, there is an increasing awareness about the absence of the voices of the so-called global South, as it is depicted in the following statement, which is indicative of a recent national intellectual re-ignition to stand one's ground and, while still lagging in global visibility, claim one's place also internationally;

Dans les sociétés du savoir, les ressources immatérielles, créations des hommes, prennent le pas sur les ressources matérielles et ce sont elles qui sont à la base du seul développement qui vaille: le développement humain. Dans ce grand mouvement, les pays du Sud dans leur grande majorité dont notre pays, sont dramatiquement, absents¹⁶ (Guerid, 2012b, pp. 5–19).

1.1 Research Desiderata

Higher education internationalisation and quality assurance trends

An increasing higher education internationalisation trend is which defined as a reaction to globalisation processes in “The incorporation of international factors into national policy processes to cope up with the forces of globalisation” (Woldegiorgis, 2015, p. 23) can be observed worldwide, beginning in the late 1990s in the global North (Knight & DeWit, 1995; DeWit & Knight, 1999; Attali & Brandys, 1998; Lanzendorf & Teichler, 2003; Hahn, 2004) with the momentum increasing post-2010 (King et al., 2011; Knight, 2016 (2004); Altbach & Teichler, 2016; Kehm & Teichler, 2016; Deardorff et al., 2012; Egron-Polak & Hudson, 2014; Kosmützky et al., 2015; Wedlin & Nedeva, 2015).

While African higher education internationalisation has taken place since the early 2000s, too (Mohamedbhai, 2003), its impact on regional integration in Africa is a phenomenon of the last decade (Jowi, 2009; Jowi & Huisman, 2009; Southern African Regional Universities Association [SARUA], 2012; Schoole & Knight, 2013; Knight, 2017; Knight & Woldegiorgis, 2017; Woldegiorgis, 2013, 2015; Langa, 2014). As one expression of these recent developments, both the impact on as well as the question of adoption versus rejection of the Bologna Process of European higher education harmonisation, starting from 1999, which is discussed as a “global template” (Vögtle, 2010) is topical in its criticism, including neo-colonial connotations, on the African continent (Charlier et al., 2009; Atimniraye Nyéladé & Akam, 2013; Khelfaoui, 2009; Obasi & Olutayo, 2009). Correspondingly, the trend is pertinent in the Arab world, too (Lamine, 2010; Romani, 2012), as well as the

¹⁶ In societies of knowledge, immaterial resources, peoples' creations, are the ones which take precedence over material resources, and are at the base of the only development that is worth: human development. In this great movement, the vast majority of the countries of the South, among these our country, are, dramatically, absent.

Maghreb region in particular (Gérard, 2006; Mazzella, 2008, 2009; Ghouati, 2011a, 2011b, 2012, 2014a, 2014b).

Internationalisation in higher education from a global North scholarly perspective, as reflected in the authorship above for global analysis, is most commonly defined as “integrating an international [and] global dimension into the purpose, functions or delivery of higher education” (Knight, 2008, p. 2)¹⁷. However, referred to as the crucial nexus, the concept put forward by Rumbley and Altbach at Boston College’s Center for International Higher Education (CIHE) highlights that the “global” dimension on various policy levels and the “local” aspect, on the institutional level, are interconnected in both practical and analytical terms (Rumbley & Altbach, 2016, p. 7).

It is based on the understanding that “while internationalisation in higher education is strongly connected to the globalisation of our society, it is at the same time deeply embedded in local political, economic and social structures, systems and cultures” (Jones et al., 2016, p. 1). This concept applies to the Algerian case; hence, a less generic analysis, fit for the Algerian context, will be proposed in the following. Algeria can be seen as a current example of the phenomenon of “(...) internationalisation, by becoming embedded in emerging countries, shifts away from the Western, neo-colonial concept it represented when first coined” (Wit, 2016, p. 16).

Likewise, quality assurance in higher education has gained increasing attention since the new millennium as exemplified by the Organisation of Economic Cooperation and Development (OECD)/US Forum in 2002 (van Damme, 2002). Notably, there exists both individual and institutional excellence (U. Schmidt, 2018), which corresponds to the principle that quality assurance goes beyond the technical process in its people-centred structures in data interpretation and consultation (U. Schmidt, 2007). In this context, the evaluation of universities, theoretically and thus methodologically founded (U. Schmidt, 2005) takes the form of system accreditation (U. Schmidt et al., 2014).

The link between the topical trends of internationalisation and quality assurance in higher education is then established by research, which becomes apparent in the concept of a so-called “flagship university” as an institution necessarily engaged in research (Cloete et al., 2015; Teferra, 2017), which had been highlighted already in the early 1970s (Yesufu, 1973a, 1973b). However, these preoccupations show that the status quo of absence or emergence of the university research function in the understanding of the Humboldtian research university

¹⁷ See also the ‘updated version’ of the definition, Knight (2015)

is a continuing, yet, increasingly pressing, issue (Sawyerr, 2004; Atuahene, 2011; Muchie, 2009; Woldegiorgis & Doevenspeck, 2013), given that an African continental higher education mapping is comparatively recent (Teferra & Altbach, 2003), with the emergence of many universities in the new millennium. Not least, higher education research in Africa is a relatively new field (Lebeau, 2019).

Higher education institution governance typologies

Governance models in academia have previously been distinguished in an old – legislation – /new – coordination, standards, informal agreements – dichotomy. Those have since been amended to the more fluid three dimensions of the political: politics, policy and polity.¹⁸ “Interests” is then put forward as an analytical factor to account for the linkages as well as the causal relationship between modes of governance in the politics and polity versus the policy dimension, which had not been established empirically (Kritzinger & Pülzl, 2008). The decision-making process is generally characterised by the type and the profile of its participants, respectively, the presence or absence of certain actors to be possibly involved.

Politics, as a dimension, refers to participation, which, translated into governance mode, is either static (public), corporatist (social actors), or pluralist (private and public). Polity is concerned with authority: hierarchical direction versus majority consensus and negotiated agreement versus unilateral action. The governance process itself then may be either rigid in implementation, with the policy options coercion or targeting, or flexible, with framework regulation or voluntarism policy mode. The latter choice is variable and has been found to be determined by interests, namely, ease of coordination, the certainty of outcome, and degree of distributional conflict regarding power and available resources (Kritzinger & Pülzl, 2008).¹⁹

At its base, a country’s national higher education system is an expression of the institutional system and the nature of the relationship between the state and the individual, group and society in its entirety (Derguini, 2011, p. 101). Since independence, Algerian higher education policy emphasised, in continuous national development 5-year plans, and, “based on the principle of state guidance in the supply of trained personnel” (Daghbouche, 1982, p. 10), “(...) the quantitative rather than the qualitative side of education” (Daghbouche, 2008, p. 73). This has repercussions on “(...) an adequate capacity to respond to the requirements of the new generation”, meaning its ability to adapt to 21st-century challenges.

¹⁸ See Treib et al. 2007 cited in Kritzinger and Pülzl (2008) for an account of the three dimensions of politics

¹⁹ See table 2/3, p. 295, and figure 2/3, p. 302/304

Drawing on governance models and theories originating in political science, Algeria can be classified as “state system”²⁰, “state control model”²¹, “corporatist-statist”²² or “state regulation”²³, according to different typologies discussed (Hüther, 2010, pp. 108–119)²⁴ characterised by the state – rather than the institution or the market, for example, the centre of university governance in a national higher education system.²⁵ The features of a state-based system are, among others, “Universities are subject to the formal administrative control of the state and granted relatively little autonomy”; “(...) implementation of pre-determined national objectives”; “(...) rational instruments employed to meet national priorities”; and, as a broad summary,

The state generally exercises strong oversight over study content, while finances are allocated by the state in itemised fashion. The strong leverage of the state/ministry is reflected in the high degree of hierarchy and the fact that administrative staff is often appointed, not selected. Uniform legislation in combination with nationally standardised procedures – e.g. conditions of access and employment, pay scales – binds universities to the central government (Dobbins et al., 2011, p. 670).

Additionally, “(...) very strong traces of its legacy can be identified in France²⁶ (...), Turkey²⁷ (...), and post-communist Romania²⁸ (...) and Russia²⁹” (Dobbins et al., 2011, pp. 670–671).

Academic freedom and institutional autonomy

The notion of academic freedom dates back to the Humboldtian educational ideal of the unity of teaching and research in Germany. It is connected to the concept of the modern research university. It traditionally encompasses three components: freedom of inquiry and research, freedom of teaching, and freedom of expression and publication (Atkinson, 2004). First spelt out on the other side of the Atlantic by Brown (1900) and taken up by the American Association of University Professors – the majority of whom European-educated – in 1915, it was reviewed in 1925 and reiterated by the *1940 Statement of Principles on Academic Freedom and Tenure*.³⁰ In Europe, academic freedom was developed further

²⁰ Based on Clark 1983, p. 136 cited in Hüther (2010)

²¹ Based on van Vught 1997, p. 120 cited in Hüther (2010)

²² Based on Braun and Merrien 1999, pp.22 cited in Hüther (2010)

²³ Based on Schimank 2002, pp. 4 cited in Hüther (2010)

²⁴ See Hüther (2010, in German) for a detailed description as well as an overview of underlying theories by the authors cited

²⁵ See Dobbins et al. (2011) for a comparative framework of the institutional balance of power in the university system, higher education funding mechanisms, personnel autonomy, and substantive autonomy

²⁶ See Kaiser 2007 cited in Dobbins et al. 2011

²⁷ See Mizikaci 2006 cited in Dobbins et al. 2011

²⁸ See Dobbins and Knill 2009 cited in Dobbins et al. 2011

²⁹ See Meister 2007 cited in Dobbins et al. 2011

³⁰ See <https://www.aaup.org/file/1940%20Statement.pdf> (with interpretative comments as of 1970)

conceptually based on the experience of Karl Jaspers in Nazi Germany (Iqbal, 1972) and his contemporary Michael Polanyi in Britain (Baker, 1978); the latter having co-founded the ‘Society for Freedom in Science’ in 1940.³¹ Polanyi later famously manifested a ‘Republic of Science’ as a ‘free society’ model (Polanyi et al., 2000) and the scholarly debate was subsequently resumed in an international scope (Birley, 1972). This extended understanding was then first extended to India and African countries as Commonwealth members after independence (Ashby, 1966a, 1966b).

The concept, which is traditionally argued in a consequentialist way (Andreescu, 2009) applies to the micro – individual as well as the macro-system, in the form of higher education institutions-level.³² As a right of faculty to teach and research freely, it is guaranteed in the constitution or by specific laws in most European, North American – as the 1st amendment in the much-discussed case of the USA – as well as several Asian, Latin American, and African countries. For the European Union states, following a comparative analysis towards the end of the last decade (Karran, 2007), a ‘Magna Charta’ has been put forward as an attempt of a unifying definition, given the legal challenges in the USA (Karran, 2009a). Accordingly, in 2019, at the Council of Europe headquarters in Strasbourg, the “Global Forum of Academic Freedom, Institutional Autonomy and Democracy” participants adopted and issued a Declaration.³³ Since 2000, a globally-operating organisation safeguarding academic freedom, *Scholars at Risk*³⁴, providing temporary so-called ‘safe havens’ abroad and promoting the comparatively recently developed ‘Academic Freedom Index’,³⁵ adopts the following definition:

At-risk scholars at risk include professors, researchers, doctoral students, institutional leaders and other members of higher education communities who are threatened and/or attacked as a result of the content of their work, their status as academics or as a result of their peaceful exercise of the right to freedom of expression or freedom of association (Scholars at Risk [SAR], 2020).

Another area of intervention which remains topical and applies internationally has been the issue of government-sponsored research, first coined at the beginning of the 1960s (Mainzer, 1961).

³¹ See McGucken (1978)

³² While now dated, as of 2009, for countries in Europe, North America, and Australia, there exists an extensive open-access research bibliography created by Terence Karran: <http://eprints.lincoln.ac.uk/id/eprint/1763/2/AcademicFreedomResearchBibliography.pdf>. See also Kuhn and Aby (2000) for a US context-focussed, edited collection on an academic freedom literature review in the beginning of the millenium.

³³ <https://rm.coe.int/global-forum-declaration-global-forum-final-21-06-19-003-/16809523e5>

³⁴ <https://www.scholarsatrisk.org/>

³⁵ See report as of March 2020, https://www.gppi.net/media/KinzelbachEtAl_2020_Free_Universities.pdf, and working paper, https://www.v-dem.net/media/filer_public/0d/a3/0da3981c-86ab-4d4f-b809-5bb77f43a0c7/wp_spannagel2020.pdf

While previously claimed based on the European experience (Karran, 2009b), the notion of academic freedom is not universal, however, as it is context-related and interdependent. Consequently, considering that

(...) it is the recognition that arguments based on principles that evolved in one culture or set of societies may not be credible or even plausible in others. Even the prospect of scholarly inquiry can be perceived to threaten the foundational collective identity, dignity and power (...) (Heisler, 2007, p. 352),

there has been a debate on influential factors external to academia recently (Gerstmann, 2006), acknowledging that regions, respectively, continents – the Middle East, Africa and Asia (Akker, 2006) – are confronted with circumstances not comparable to Europe or North American contexts.

For African settings, a composite theory is proposed, stipulating that freedom must extend to non-academic actors such as members of the civil society and that students are to become ambassadors for civil values such as democracy, human rights and the rule of law in this very society (Appiagyei-Atua et al., 2015). Accordingly, African-based scholars, likely more often or intensely than their colleagues from the so-called global North engage in non-academic fields, such as consulting, either out of financial necessity or in fact by choice, which, in any case, raises the question as to which activities, performed in which circumstances, the notion of academic freedom applies (Heisler, 2007). This notion of academic freedom, then, can be subsumed as “between local powers and international donors” (Khelifaoui & Ogachi, 2011).

As is shown by the case of Algeria, higher education systems cannot be analysed in isolation of their socio-political, cultural, religious and linguistic context (Khelifaoui, 2012). Violations or threats of their academic freedom have since prompted several social sciences researchers on the African continent to opt for exile or emigration. Among many, examples of well-known African scholars in the field of higher education include Ali Mazrui and Mahmood Mamdani from Uganda, and Ngũgĩ wa Thiong’o and Paul Zeleza from Kenya (Zavale & Langa, 2018). Based on their personal experience, they have since become advocates on the protection of academic freedom.³⁶ Perhaps less explicitly, there have been Algerian Aïssa Kadri and Ahmed Ghouati, as well as the deceased Houcine Khelifaoui and anthropologist Fanny Colonna, too.

³⁶ Among others, see Zeleza (1997) and Mazrui (1975). See also Ndiaye (1996) for a West/francophone African assessment.

In addition to offering and safeguarding the affiliated individual's freedom, higher education institutions are competent to take and execute academic decisions, such as staff appointment and tenure, as has evolved as a principle as well as default right in the post-war decades in the United States (Leslie, 1986). In a dedicated 'Bill of Rights', three basic freedoms are to be granted to institutions, namely, non-government interference in institutional mission and strategy, budget autonomy, and definition of organisational structure and administration (Shirley, 1984). In principle, applying to public higher education institutions since the early 1990s (Ambrose, 1990), protecting the individual from any institutional paradigms – state or other, such as faith-based organisations – has been argued, again in a United States-originating debate, drawing on liberal democracy on the one hand, as well as corporate pluralism on the other (Gutmann, 1983). Likewise, traditional rationales refer to secular principles, which, however, have limitations in their actual application as they are primarily aimed at, e.g. serving a particular group's interests, or spreading intra- or supra-societal values (Kirk, 1977, 1955). The effect of a particular dominating culture on academic freedom has also been exposed in states with a conservative orientation within the USA (Williams, 2006). Influence of this kind, among others, has given way to an increasing American legal debate on the issue (Alexander, 2006).

Comparative studies on university autonomy have mainly been conducted in continental Europe and the Anglo-American countries or between the regions (Anderson & Johnson, 1998; Estermann et al., 2011; McDaniel, 1996). Asian and African countries have been included in the analysis to a lesser extent and only comparatively recently. Related studies have been commissioned and funded by international bodies, with autonomy being discussed in the framework of higher education (system) reforms (UNESCO & Varghese, 2013, 2016). Corresponding to the observation that academic freedom is neither clearly defined, nor agreed upon, and not widely institutionalised (Altbach, 2001), institutional autonomy is much less common worldwide, with many universities featuring limited self-governance while structurally depending on the tutelage of the respective political entity; in most cases, the national Ministry of (Higher) Education/Research.

Indeed, the commonly employed North American setting is 'atypical' (Heisler, 2007). In contrast, authoritarian and bureaucratic university administration more appropriately characterise various so-called non-Western higher education contexts, where

Public policies dealing with the education sector are the product of the economic, political and social contexts in which they are constructed, and they cannot be evaluated separately from the impact of global changes on the local economy, and from local ideological and social processes (Cruz e Silva, 2010, p. 1).

The rationale for the *Dar Es Salaam Declaration on Intellectual Freedom*³⁷ and the *Kampala Declaration on Intellectual Freedom and Social Responsibility*³⁸ in 1990 has become topical again: external, i.e. one-party system-induced censorship of pedagogy within institutions; although new threats are now observed internally, in the form of neo-liberalist directives (Ogachi, 2010).³⁹

1.2 Research Questions and Outline

“(…) you cannot define the what, how, and outcome of internationalisation strategies without first having answered the ‘Why’” (Wit, 2016, p. 17).

This thesis seeks to take up and build on a recent momentum arising in Algerian higher education research as is exposed below; Algeria is under-researched or has only been the subject of enquiry comparatively recently. Literature that exists tends to be outdated and treats higher education issues from an economic or purely managerial perspective, rather than a basis from education sciences or sociology. The formulation of the research questions derives from the conclusions drawn from the literature state of the art, yet, they have evolved in an exploratory manner through data analysis. They counteract the lack of empirical – especially, qualitative – information about the past, present and new and future issue of the role of the university as defined through its – accepted and negotiated – functions.

As for researcher positionality, the author is external to context studied; however, familiar with historical and cultural elements from having worked and lived in the country over three years. Furthermore, as has been detailed in the foreword, through collaboration and initiatives as well as activities, there has been extensive trust-building, leading to open doors. From own experience, an outsider perspective – in this case, a German – is conducive to pursuing research in the form of qualitative data collection: the author has previously been perceived as neutral and pragmatic, which has facilitated access and cooperation, as opposed to contrasting connotations associated with France-affiliated researchers. At the same time, she has been subject to censorship, respectively observed attempts thereof, in the course of her research,⁴⁰ which leads to the conclusion that freedom is restricted. Based on this rationale, the subject refers to individuals conducting or engaging in research in the context of higher education politicisation, the notion of which will be framed in the following. In

³⁷ <http://hrlibrary.umn.edu/africa/DARDOK.htm> See part III on ‘Autonomy of Institutions of Higher Education’.

³⁸ <https://digitallibrary.un.org/record/520822>

³⁹ See also Sawyerr (1996)

⁴⁰ See chapters 5.2/5.3

this way, the presently missing link between the macro and the micro levels will be identified and established.

Research questions

The questions addressed are as follows:

“Which implications do the degree of the Algerian higher education system nationalisation and internationalisation orientation have on institutional development as well as individual practices?”, and, specifically, the subquestions;

- Which functions does the present-day Algerian university incorporate, including in international comparison?
- How do Algerian academics cope with system implications?
- Why do Algerian academics act in this manner?

The operationalisation of the research question requires a concept of positioning which can be found in a definition of university functions over the time of higher education institutions’ global development from medieval to contemporary times as a frame of reference independent of national or political contexts. Therefore, Manuel Castells’ sociological theory of the four traditional university functions (Castells, 1993), which were reviewed in an African context since the early 2000s (Castells, 2001, 2017), has been identified as suitable. It is complemented by Lüscher (2011a, 2011b) and Bourdieu (1986) as adequate from the data analysis, which accounts for the individual academic’s micro perspective as opposed to the macro, system level.

Although numerous types of higher education institutions⁴¹ do exist in Algeria, the study focuses on the comprehensive university status institution only, as the scholarly literature has been focusing on this type, and as the full university is the only form within the national higher education system featuring both teaching and research in its vocation.

Outline

Following the introduction and framed by the conclusion, the thesis is organised into three parts, namely, contextualisation, object of study, and empirical analysis. Part I comprises of chapter two, contextualisation of the Algerian higher education system via different

⁴¹ See chapter 3.1

perspectives from a historical and political background, and a system development approach in chapter three.⁴²

Part II is made up of the object of study and the conceptual approach. Chapter four starts with a description of three theoretical concepts, beginning with Castells' four functions of the university, followed by Lüscher's ambivalences, and concluded by Bourdieu's forms of capital as the theoretical and conceptual background. In the last subchapter, the operationalisation by an adapted analytical framework derived from the above is proposed, comprising two parts: the analytical approach is being detailed, and hypotheses are put forward. The methodological design follows it in chapter five, including an overview of the data collection phase and the empirical material basis as well as qualitative content analysis (QDA) employed.

Part III is devoted to the empirical study. Firstly, in chapter six, results of the data analysis are presented in the form of the first frame of analysis, i.e. university functions. In the following chapter seven, system and personal ambivalences are being identified and detailed with reference to coping strategies before academics' motivations are exposed. They are followed by a synthesis and discussion. The thesis concludes with chapter eight, consisting of a reflection, policy recommendations, and an outlook.

1.3 Focus: The Arrangement of Academic Freedom in Politicised Contexts as a Reflection of the Relationship Between Power and Science

Higher education in transforming societies

Education is nowadays recognised as a primordial investment in any country's social as well as economic future. As part of the *Sustainable Development Goals* (SDG)s – No.4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, it constitutes primary social infrastructure which provides human capital needed for the advancement of societies. Target 4.3 addresses higher education specifically: “By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”.⁴³

⁴² A guide for reading: due to the chronological integration in chapter 2, followed by a thematic approach in chapter 3, there exist redundancies to an extent, e.g. in the form of referring to historical events already mentioned.

⁴³ <https://sustainabledevelopment.un.org/sdg4>

In the beginning second decade of the new millennium, transforming societies (Tan, 2017)⁴⁴, most of which are classified as upper or lower middle-income countries with 75 % of the world's population and still 62 % of the world's poor, but also producing one-third of the world's gross domestic product (GDP)⁴⁵, face numerous challenges in their national education systems. In the global post-industrial age, they strive for the knowledge economy (Powell & Snellman, 2004; Smith, 2002), as is exemplified by the case of Algeria (Babes, 2009). Consequently, the further development of higher education systems⁴⁶ plays a key role.

Transforming societies can frequently be labelled as welfare states (M. G. Schmidt et al., 2007), in which the public financing and thus free provision of education makes up the fabric of national ideology, in addition to social security (Schmid, 2010; Schmid et al., 2016). This is reflected in the quasi-absence, or only slow roll-out, of private, non-state higher education providers (Huisman et al., 2018), due to continued, firm state control by central governance, such as is the case in many former Soviet Union countries – resisting the Western, neo-liberal notion of higher education privatisation. This status quo is noteworthy, considering the otherwise strong rise of privatisation as well as private higher education globally since the mid-last decade (Varghese, 2004; Bjarnason et al., 2009).

Accordingly, transforming societies in the Arab world are in the process of building knowledge economies for job creation (Djeflat, 2009). They have had to deal with social demand for access to education, as is reflected in, e.g. universities' civil role (Al Amin, 2016), community service (Arifi, 2016), or, yet, with regards to the reproduction of social elites in academia (Sabour, 1988, 2001)⁴⁷. As can be observed in the Arab higher education space, there is a dilemma of “publish globally and perish locally” and vice versa (Hanafi, 2011) – meaning that those scholars who are visible internationally by publications are not

⁴⁴ The term was first coined in a Southeast Asian context. The subtitle reads: “Strategies for Social Development from Singapore, Asia, and Around the World”

⁴⁵ <https://www.worldbank.org/en/country/mic/overview> The GDP measures, as sum of market values of finalised goods and services, economic activity in a country within a given period of time.

⁴⁶ Higher education refers to university-level as opposed to other forms of tertiary education. Higher education systems may be understood by a “triangle of forces”, namely, professional-collegial, governmental-managerial and market, and are organised around the elements of task, belief, and authority (Clark, 1983). While these factors are abstract components on a macro level, more recently, the notion of higher education systems as conforming to societal expectations has been introduced (Teichler, 2004).

⁴⁷ The former article entitled *Homo Academicus Arabicus* refers to Pierre Bourdieu's famous work *Homo Academicus* (1984).

recognised or successful academically at home – as well as a topical “crisis of research and global recognition” in Arab universities (Almansour, 2016).

In this context, transforming societies are also increasingly confronted with external influences on their national education systems as an expression of globalisation processes, which may be in either an open form, as transnational education exports by public or private entities from third countries, such as Germany as a new actor (Fromm, 2017; Fromm & Raev, 2020), or, more indirect, as a means of foreign cultural diplomacy as is shown in the case of India (Hampel, 2015). However, educational cooperation and partnership with transforming societies such as Algeria remain imbalanced from the perspective of the so-called global South, which is reflected in often unilateral funding approaches, conditions imposed, and the lack of reflection in the adaptation of frameworks developed by the so-called global North (Benstaali, 2019a; Sebihi & Schoelen, 2019).

North and South African postcolonial settings

Education may indeed be taken as an indicator of decolonisation of a given society (Salaün, 2019). In the Pacific, for instance, the indigenous population faces the colonial legacy by French educational institutions (Salaün, 2013, 2014) and cultural education in Oceania, for example, is “articulating local, national and global agendas” (Jourdan & Salaün, 2013), which points at a hybrid environment, confronted with non-science influence. This again means that research itself is to be conducted in a decolonised manner as well as open avenues for this very decolonisation (Gagné & Salaün, 2013; Vernaudon & Salaün, 2014). With regards to France, this acknowledgement is all the more significant in the context of the education reform in 2005. Its political leader, former premier François Fillon, later on used the phrase “sharing of cultures” with reference to colonialism in school curricula (Chhor, 2016).

On the African continent, colonial rule was rampant and lasted longer than in any other context. The last countries became independent – often after fierce liberation wars lasting several years – only in the 1990s, such as Namibia, and, the end of apartheid in South Africa as late as 1994. Today, almost every country in Africa has been experiencing a postcolonial situation of a duration of half a century on average, which has repercussions on what makes up any nation-state, i.e. the judicial system and political governance, and, again, national education policy. Many countries have since undergone internal conflict, which prompts governance shifts and realignment, such as Islamism, neo-patrimonialism, among others, in the case of Sudan/South Sudan (Babesiza, 2015).

As illustrated by higher education transformation in post-apartheid South Africa, universities in a postcolonial context are confronted with a “dual problem”: “The challenge (...) was that the ‘system’ as it was then, was fragmented and modelled on an outdated version of the post-school education system in the United Kingdom (UK). This model had by then been radically revised and massified in the UK” (Muller et al., 2017, p. 4). At the time of higher education institutions’ creation in former colonies in the first and second quarter of the 20th century, it was elites’ applied training for public administration which was sought after both in Europe and, hence, in Africa, too.

At independence throughout the mid-1950s for most African countries, the colonially implanted and aligned system remained, although with very varying institutional development depending on the British, French or Portuguese systems and education traditions, roughly in descending order. The present-day issue is that “In too many cases, that is all they still do” (Muller et al., 2017, p. 28). Likewise, in South Africa, lessons learned include that there was “no attention to development and knowledge production, research and innovation”, and that policy did not start “with a reflection on the roles and functions of a higher education system” (Muller et al., 2017, p. 4). The underpinning thesis of this need for knowledge-creation is that “If knowledge is the electricity of the new informational international economy, then institutions of higher education are the power sources on which the new development process must rely” (Castells, 1993, p. 66).

In North Africa, Algeria was not yet considered “advanced” in the early 2010s as not characterised by a knowledge society by one of its most prominent sociologists as is shown in the following:

(...) la part du capital intangible (les investissements consacrés à la production et à la transmission des connaissances ainsi que les investissements qui améliorent les caractéristiques du capital humain comme les dépenses santé et d’éducation) dépasse la part du capital tangible (infrastructures physiques et équipements, stocks, ressources naturelles) (...) Dans les pays avancés, on est passé des économies industrielles aux économies fondées sur le savoir⁴⁸ (Guerid, 2012b, p. 15).

There are indeed more parallels between the South African post-apartheid and the present Algerian higher education situation, notably when looking at so-called massification. In South Africa, “After all, black students had for too long been denied the fruits of an education in general and higher education in particular. Who would deny their moral right to higher education, a right enshrined in the Freedom Charter and the Constitution? Massification was

⁴⁸ (...) the share of intangible capital (investment in knowledge production and transmission, and investments that improve the characteristics of human capital such as health and education expenditures) exceeds the share of tangible capital (infrastructure physical and equipment, stocks, natural resources) (...) In advanced countries, we have moved from industrial economies to knowledge-based economies.

the necessary vehicle to deliver this right (...)” (Muller et al., 2017, p. 18). This state of affairs is comparable to colonial Algeria where Algerians had been barred from access to higher education altogether for decades in a racist system of elite recruitment of which percentages of less than ten or even five per cent of the total enrolment rate is proof.⁴⁹

Algeria’s revenues and thus economy continue to be based on raw material exportation as was the case in South Africa before the post-millennium shift in policy which brought about the concept of “an advanced information-based society which would be the engine for a knowledge economy, moving South Africa away from its endemic dependency on mined resources” (Muller et al., 2017, p. 8). In fact, to move from dependency to development, a greater focus on the research and knowledge production function is needed in African universities (Muller et al., 2017, p. 12). Indeed, the “Higher Education Research and Advocacy Network in Africa” (HERANA) project, for the first time, provided empirical evidence for Castells’ presupposition that the focus of African universities had been on elite formation and training (Muller et al., 2017).

Algerian higher education research state of the art

To begin with, a considerable amount of past and present literature on Algerian education focuses on school-level rather than higher education, which explains the latter’s comparative novelty, respectively, scarcity. As will be shown in the following, authors of publications over a period spanning forty years were almost exclusively Algerian or Algerian diaspora. In fact, as for the literature research carried out and presented here, to date, there is no contemporary work by a foreign author either in or outside of Algeria.⁵⁰ The author reads in her native German, English and French, and has taken sources in those three languages into account for this literature review. In contrast, assistance for initial screening and subsequent summarising overviews by a social sciences professor based at a West Algerian university was obtained for Arabic publications.

A total of 30 existing doctoral dissertations were identified by Algerian authors internationally. All but three are written in French and were defended at French – mainly Parisian – universities. It is striking that there are only five dissertations from post-2005, while the majority dates from the early 1990s or late 1980s. In this context, the only English-language dissertations covering different decades are “Effects of Independence on higher education enrolments in North Africa” (El-Khalli, 1987); “Arabisation and Islamization at

⁴⁹ See chapter 2.1/2.2

⁵⁰ This claim cannot be made for literature in Arabic in its entirety

the Algerian university” (Coffmann, 1992), and “Academic Freedom in Arab universities” (Taha-Thomure, 2001), with the first and the third exclusively incorporating Algeria as part of a regional comparative study. Otherwise, there is only one comparative study Algeria-France (Boucif, 1986) and only one by a French author (Geneste, 1983).

The earliest publication identified in Algeria was written in the discipline of economics at the University of Constantine in the late 1970s. Although co-authored, below doctorate level, for the then bachelor degree, *Licence*, it is about the vast topic of planification in Algerian higher education (Guezoul & Benzerroug, 1977). Equally well, the earliest publication abroad deals with “Higher Education in Algeria – strategical problems” (Daghbouche, 1982) (in English, defended to obtain the degree of Magister at the University of Cardiff), whose objective is to “identify and analyse the problems of higher education in Algeria and to suggest solutions which could improve the present situation” (Daghbouche, 1982, Abstract). Nowadays, Nadia Daghbouche – in addition to representing one of the few female authors, remains the only scholar who publishes on higher education in Algeria in English. There are two early dissertations dealing with psychology, respectively law teaching at Algerian universities as an example for the higher education system as a whole (Ait-Sahalia, 1998); (A. Kadri, 1992). Comparably, a cost-efficiency analysis at the University of Constantine (Benarab, 1997) is employed in the field of economics.

The rising number of theses in the field of management which can be observed today is very recent, as only one related dissertation from the early 1990s, about a new concept of organisation and management of Algerian higher education and research institutions (Benzagouta, 1992) could be identified. Within the last thirty years, two dissertations on development and the education system, respectively, the university in Algeria (Dziri, 1987); (Benaissa, 1988), two dealing with an economic analysis of higher education politics (Djoudi, 1993), and, more contemporary, the economic re-foundation of the education system (Nekkal, 2015) drawing on the macro level in their broad scope. A study about the interlinkages and conflict between willingness to modernisation and continuation of the colonial model (M. Kadri, 1995) is the only one to date.

It is only in the early 2000s, too, that system analysis approaches were taken up again, although, as of now, those works have not been completed.⁵¹ There are only three completed

⁵¹ Akrou, M. S. (verified 2006). Analyse comparative des systèmes d'enseignement supérieur: gouvernance, procédures d'évaluation et application au contexte algérien. Retrieved from <https://www.pnst.cerist.dz/detail.php?id=26204>

dissertations treating higher education defended at Algerian universities as of today as per the national information technology and bibliometrics research centre *Centre de Recherche sur l'Information Technique et Scientifique (CERIST)* database.⁵² Despite a website function to download theses defended on the national thesis portal, it was not possible to do so. However, it must be taken into account that the most recent theses – in Arabic by default – are unlikely to have been indexed yet. An example of this case is a thesis on the *LMD* implementation at the University of Mostaganem, available at the private library *Centre de Documentation Economique et Sociale (CDES)* in Oran, as well as several others at the University of Algiers 1 library.

The overwhelming majority of theses dealing with the Algerian university or the national higher education system date from 2010 onwards and are still-ongoing – while some might have been abandoned since and, though mentioned, can therefore not be taken into account. With some exceptions, they generally do not feature empirical elements. More recently, there is a clear focus on, firstly, quality assurance aspects,⁵³ and, secondly, information technology application or indeed their interlinkages.⁵⁴ Those theses in progress which are signalled in

Ammrani, A. M. (signalled 2002). Analyse théorique et pratique de l'inefficience de l'enseignement supérieur en Algérie par références aux universités du centre et de l'est algérien. Retrieved from <https://www.pnst.cerist.dz/detail.php?id=20277>

⁵² Bouhidel, A. (2002). La pédagogie à l'université: essai d'analyse de la formation pédagogique des enseignants universitaires. Université El Hadj Lekhder de Batna.

Ghomari, L. (2013). Vers une Ontologie de Référence pour le Domaine de l'Enseignement Supérieur, HERO "Higher Education Reference Ontology". Retrieved from <https://www.pnst.cerist.dz/detail.php?id=76587>

Hernan, N. (1987). The contribution of knowledge management to improving the quality of higher education: study of a sample of Algerian universities. Retrieved from <https://www.pnst.cerist.dz/detail.php?id=876080>

⁵³ Bahri, B. (validated 2016). The role of the quality of the composition of graduates of higher education on the operational - case study (in Arabic) -دراسة حالة - دور جودة تكوين خريجي التعليم العالي على التشغيلية. Retrieved from <https://www.pnst.cerist.dz/detail.php?id=888197>

Fourar, I. (validated 2017). La démarche Assurance Qualité dans un contexte de changement organisationnel au sein des établissements d'enseignement. Retrieved from <https://www.pnst.cerist.dz/detail.php?id=888582>

Hennane, Y. (validated 2013). Les outils de la qualité pour l'amélioration pédagogique dans l'enseignement supérieur. Retrieved from <https://www.pnst.cerist.dz/detail.php?id=72497>

Musette, Y. (signalled 2015). Assurance qualité et réactions des acteurs dans l'enseignement supérieur en Algérie. Retrieved from <https://www.pnst.cerist.dz/detail.php?id=883333>

Saif al-Din, J. (signalled 2017). Evaluation of quality management system in higher education institutions in Algeria under the official texts (in Arabic). تقييم نظام إدارة الجودة في مؤسسات التعليم العالي بالجزائر في النصوص نصوص الرسمية. <https://www.pnst.cerist.dz/detail.php?id=894202>

⁵⁴ Hadhbi, A. (signalled 2016). La stratégie blended learning dans les établissements d'enseignement supérieur en Algérie : changements, défis et perspectives. Retrieved from <https://www.pnst.cerist.dz/detail.php?id=888867>

Harnane, N. (validated 2012). Exigences de la gestion des connaissances dans l'amélioration de la qualité de l'enseignement supérieur. Retrieved from <https://www.pnst.cerist.dz/detail.php?id=56301>

Mansouri, A. (signalled 2016). Change Management in Higher Education Institutions A Case Study of the LMS System at the University of Algiers (in Arabic) 3. إدارة التغيير في مؤسسات التعليم العالي دراسة حالة نظام أل أم دي. Retrieved from <https://www.pnst.cerist.dz/detail.php?id=888880>.

Tolbi, R. (verified 2015). Activation of the mechanisms of communication for quality assurance in institutions of higher education field study for a group of universities (in Arabic). تفعيل آليات الإتصال لضمان الجودة في مؤسسات التعليم العالي دراسة ميدانية لمجموعة من جامعات

the national thesis portal *PNST/CERIST*⁵⁵ are written in both Arabic and French with approximately 50% each. After having been introduced by a diaspora scholar in Canada as one of the first in the early nineties (Khelfaoui, 1991), since the early 2000s, the use of information technology has been on the agenda at Algerian universities, prompting a two-volume special issue by national applied economics research institute *Centre de Recherche en Economie Appliquée pour le Développement (CREAD)* (Tefiani, 2005). This trend is furthermore reflected in the recent national university publisher (*OPU*)⁵⁶ range (Baddari et al., 2013), which can be seen as an indicator of its significance in higher education studies in Algeria, too.

The national science system has been explored from a historical perspective from independence till the late 1990s: (Labidi, 1988; Khiari, 1996; Yacine, 2012). There is one pioneering study on the use of scientific information technology systems (Dahmane, 1990), serving as a base for a much more recent publication on the foundations of the national scientific information systems by the same author (Dahmane, 2014). The significance of university teaching and research support infrastructure, e.g. the status of libraries in Algerian higher education, was also taken up in the early 2000s (Ali-Pacha, 2004), which may be seen as the manifestation of the field of library and information sciences.

Furthermore, it is noteworthy that, although numerous theses have been defended in sociology – mostly on a systems analysis level mentioned above, there is only one, dated, which works with at least partly qualitative methods, dealing with the ideology of development and students' opinions by interviews (Benali, 1987). Indeed, social sciences in their broad sense including economics and law have only been taken up as interest of research by both *CREAD* as institutional editor and individual authors post-2010 as is shown by, e.g. an edited volume which spans their genesis and application in the country since (Benguerna, 2011). More broadly, Arabisation in the social sciences (Sebaa, 1996) was also analysed more than two decades after the first reform in higher education, *La Refonte*. Sociology, in particular, is described as a discipline without a history in Algeria (Chachoua, 2010). Among the numerous publications by famous French-Algerian sociologist and anthropologist Fanny Colonna (1934-2014), one of her late chapters in the same publication treats obstacles for the practice of social sciences inherent in the organisation of Maghreb societies (Colonna, 2010). Like Sebaa's work, this edited volume was published in France rather than Algeria.

⁵⁵ See chapter 3.2

⁵⁶ See chapter 3.2

It can also be observed that there are only a few scholars who presently work on the national higher education system in the country (Ghallamallah, Daghbouche) after the passing of Djamel Guerid, respectively, pioneer Hocine Khelfaoui in 2015/2013. The majority of reflections in the form of monographs are published by former politicians or even Ministers themselves, of which *Le défi du savoir en Algérie* ('The challenge of knowledge in Algeria') by the former Minister for Higher Education and Scientific Research, Mustapha Cherif (2013), is a prominent example.

Likewise, two other former Ministers published their analysis in the form of a synthesis of their experiences and perspectives, Mourad Benanchenhou's *Vers l'Université Algérienne: Reflexions sur une Stratégie Universitaire* ('Towards the Algerian University: Reflections about a university strategy') in 1980, and Mustapha Haddab's *Dimensions du champ éducatif algérien: Analyses et évaluations* ('Dimensions of the Algerien educational field: Analyses and evaluations') from 2014, which presents a collection of previously published articles on different levels of education in Algeria between 1979-2011. Out of the 14 contributions, it is remarkable that though several articles are concerned with higher education to varying degrees, the three articles with *enseignement supérieur* in the title date from 1986, 2007 and 2011, leaving almost two decades between the first and the second, and only four years between the second and the third.

It is only in 2011 that an edited collection entitled *L'Université algérienne et sa gouvernance* ('The Algerian university and its governance') appears, compiled by CREAD (Ghallamallah, 2011a)⁵⁷. In the introduction and the subsequent first contribution "Université, savoir et société en Algérie"⁵⁸, he acknowledged that recent malfunctioning of the Algerian university is in fact a symptom of a larger societal governance crisis which must be seen in a historical context and at which base is "(...) faute de se doter des instruments cognitifs pour se connaître s'est refusé la capacité de se gouverner efficacement et de se projeter dans l'avenir" (Ghallamallah, 2011a, p. 8).⁵⁹

The Algerian sociologist Djamel Guerid (1937-2015) was one of the first who, throughout his life as a professor in Algiers and later in Oran, had been interested in the university as a subject of study. A tribute was dedicated to him in the recent past (Bachir, 2017), which is evidence of his national acceptance both as an author and scholar in general and in higher

⁵⁷ Bilingual introduction; out of the nine contributions, seven are written in French and two in Arabic.

⁵⁸ University, knowledge and society in Algeria

⁵⁹ (...) lack of cognitive instruments to get to know each other means refusing the ability to govern oneself effectively and to project oneself into the future

education in particular. It was him who, with the support of colleagues as well as the University of Oran's administration, coordinated a symposium entitled *Répenser l' Université* ('Rethinking University') in Oran in 2012 (Guerid, 2014) as the first, most topical and – with 11 presentations from Algeria and diaspora in France and Canada – the most comprehensive of its kind. It is noteworthy that this was purely scholarly as opposed to a political initiative, without involvement or funding from government representatives.

Daghbouche's article from 2008, entitled "A Systematic Approach: A Solution to Algerian Higher Education"⁶⁰ stands out as the most recent in terms of conceptual macro analysis. Her systematic approach is defined as different from the systems approach in management theory (Daghbouche, 2008), and, hence, sociological in that it seeks to conduct a "General Awareness and Definition of the Problems of the University System in relation to its General Surroundings" (Daghbouche, 2008, p. 76).

Overall, there is a quickly rising interest in research on higher education in Algeria since 2015 as can be seen from the numerous theses signalled above. For the most part, results are not available yet. Nevertheless, the majority of existing dissertations have economics, management or computer science/technical background. Although sociology or education sciences as disciplines do appear as well, all of those works with an empirical basis employ an exclusively or dominantly quantitative rather than qualitative approach. Quality assurance issues, science, technology, pedagogy, and lecturers' internal and external organisation have all been treated, whereas a macrosystem analysis including the social and political context has only taken place pre-1985 or post-2000: (Ghalemallah, 2006; Daghbouche, 2008; Guerid, 2012a, 2012c). Besides, almost all available publications are in either French – more dated – or, more recently, in Arabic. While both these languages are important in science, they nevertheless restrict the potential readership and publications are not always widely distributed. They may also be difficult to access outside of Algeria, and quality is an issue which came up during the literature review.

Ambiguous politicisation in Algerian higher education

In the context of individual academic freedom and institutional autonomy as outlined above, the notion of politicisation in the sense of attributing a political meaning or dimension of higher education, or of the university, seems contradictory. Hence, it is ambiguous and polysemous. Its meaning varies depending on the context in which it is mobilised. The politicisation of higher education, from an organisational point of view – especially in the

⁶⁰ The article was republished in identical form in 2011: *Journal Academia* 1 (1) pp. 32-39.

context of incorporating higher education institutional autonomy, and from a more traditional point of view – can mean that individuals, in the function of their representing an institution, are speaking on political issues, i.e. on public policy beyond the academic or scientific sphere in the strict sense (Bloland, 1969). However, the opposite may very well apply, i.e. state intervention in academic affairs by institutional control, or politicisation of scholarly discourse (Wilson, 1997). It is this latter meaning which is of interest in the scope of this work, and which will be referred to frequently throughout.

As described in the analysis entitled “Higher Education and Differentiation on Knowledge: Algeria’s Aborted Dream” (Khelfaoui, 2012)⁶¹ power is exerted by those holding political influence, having repercussions on the country’s higher education system and its operation. In an environment where the state has long monopolised not only the provision of higher education but also taken on decisions on scientific matters (Khelfaoui, 1996), and where political legitimisation and social control have since superseded academic functions (Khelfaoui, 2003), the notion of politicisation equally highlights the ambiguous relationship of actors outside of the formal political sphere, such as academics, to politics. From this background, there is a question of connotations and allusions of what it means to politicise a topic, or what is the desired or unintended significance of something being politicised, why and by whom. In Algeria, there exists a negative connotation of the term, and it is employed by individuals as a means of distancing oneself. Thus, the political is not perceived as neutral but portrayed as an assessment of a policy choice or political decision, for instance, which an individual denounces as illegitimate in their understanding.⁶²

In the academic field, it can have a range of meanings: First of all, it may refer to the fact that politicians or state authority-affiliated representatives take decisions unilaterally. Secondly, it may refer to the fact that choices are not of academic but of ideological nature. Thirdly, it may point towards directives coming from actors close to political power circles in the sense of the ruling party. Like the notion of *le pouvoir* ‘power’, in the recent so-called *hirak* movement of Algerian societal protest against the government – which may refer to the state in general, but also a particular group of people taking control after independence, it is both an abstract entity and an actual group of people at the same time. This observation is reiterated by the previously referenced national higher education system macro analysis

⁶¹ The book chapter was previously published as a journal article in French; see Khelfaoui (2010). It was first presented during a CODESRIA conference, *Academic Freedom and the Social Responsibility of Academics and Researchers in Africa: What are the new challenges?*, Oran, Algeria, 9-11 March 2010. See <https://www.codesria.org/spip.php?article674&lang=en> for the agenda including proceedings.

⁶² Based on the analysis of the data. See part III, empirical study.

with the result of the political being superior to the academic (Khelifaoui, 2012) in the form of:

(...) the political sociology within which one can account for the effects of geopolitics and globalisation on the articulation of academic frameworks within academe (...) academic freedom, and the ability of academics to 'speak truth to power' are situated within the web of cultural, political, and institutional practices that enact them (Mazawi & Sultana, 2012, p. 28).

As a consequence, there is a conflict between “professionalisation autonomy” and “institutionalisation control”, which, in the case of Algeria, characterises the existence of, and the extent of the relationship between the scientific and political worlds (Khelifaoui, 2004).

2 Historical and Political Context

C'est bien en effet dans la dialectique de l'ancien et du nouveau, dans ce qui persiste d'ancien dans le nouveau, dans l'identification des ruptures du nouveau avec l'ancien mais aussi dans ce qui n'est pas nouveau dans les mutations observées que peut être le mieux cernée la signification et la validité des actions qui touchent à l'institution universitaire⁶³ (A. Kadri, 1991).

In the following, the historical and political context provides an overview of the People's Democratic Republic of Algeria. Drawing on the introduction, it sets the scene by first outlining Algeria's higher education history and policies in chapter two, as well as its higher education system development in particular in the subsequent chapter three. The country's contextualisation starts with a profile and socio-historical overview before focussing on historical developments relevant to higher education.

2.1 The People's Democratic Republic of Algeria Socio-Historical Overview

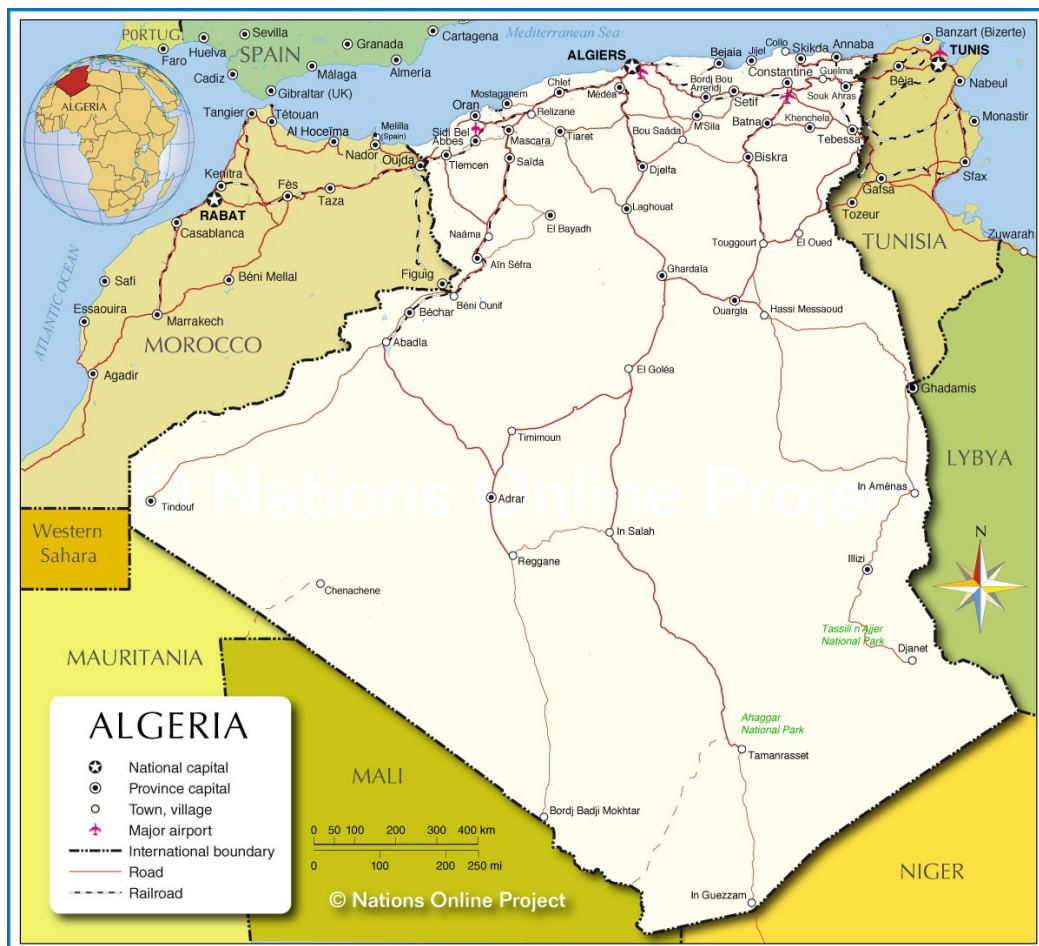


Figure 1: Map of Algeria including the Maghreb region, the Mediterranean and its location on the African continent⁶⁴

⁶³ It is indeed in the dialectic of the old and the new, in what persists from old to new, in the identification of the breaks of the new with the old but also in what is not new in the observed mutations that the meaning and validity of actions, which affect the academic institution, can be best understood

⁶⁴ Source: https://www.nationsonline.org/oneworld/map/algeria_map.html

For centuries, the People's Democratic Republic of Algeria (Arabic الجزائر: *Al-Djazair*, 'rocky islands') has been strategically positioned, with more than 1,000 km of coastline at the Mediterranean Sea separating Europe and Africa. This geopolitical location has also brought about – contrary to many other countries formerly colonised by France – a unique status as an integral administrative part of France during its occupation for more than a century, starting in 1830. Today, more than half a century after independence in 1962, the emerging People's Democratic Republic of Algeria, as the biggest country of the African continent by area, is an essential actor in the Maghreb region and a member of the influential Arab league. In terms of urban and scientific infrastructure – for instance, with over 70,000 km of roads and almost 4,000 km of railway tracks, as well as hospitals, schools, universities, training centres, research laboratories and journals – Algeria ranks among the first countries in Africa and the Arab world.

Algeria's population of more than 43.5 million as of 2020 is predominantly young, with the majority under 30 years of age and almost 30% under 15. Its political system can be classified as a presidential Republic. National holidays are celebrated on the 1st of November, the day of the revolution, and the 5th July, day of the proclamation of independence. Algeria's official languages are modern standard Arabic – with the spoken Algerian dialect *Daridja* – and Tamaziɣt/Tamazight (so-called 'Berber'), since 2016 constitutionally, after being awarded national language status in 2002. French continues to be widely used in administration, (higher) education and commerce. English is not widespread as of now. However, the academic integration of the South, where neither French nor the Northern-dominating – Kabyl – a variety of Tamazight is wide-spread, has led to a push for more English in the country's higher education system, as have representatives of science disciplines (Bensouiah, 2020b). In 2018, there were some 300,000 graduates against a backdrop of an illiteracy rate of 18.6% and an estimated 15% unemployment rate⁶⁵, although the informal labour sector plays a role not to be underestimated.

Overall, Algeria's Human Development Index (HDI) classifies as "high human development", and ranks the country in the lower first half, at position 82 out of 189. While above-average for the Arab states, it is slightly less for females when compared to males due to differences of income and women's significantly less participation in the labour market at 15% versus 67% (United Nations Development Programme [UNDP], 2019). As can be seen in the graph, its index rose by 30% since 1990.

⁶⁵ There are no specific statistics available on graduates' unemployment rate. See part III, especially chapter 6.5.1, for empirical evidence related to the issue of the lack of data.

Notably, Algeria is not a member of the World Trade Organisation (WTO). Its ease of doing business index is in the lowest quarter of 190 nations and its global competitiveness index in the last third of 141 countries (Germany Trade and Invest [GTAI], 2020)⁶⁶. 95% of its state revenues are

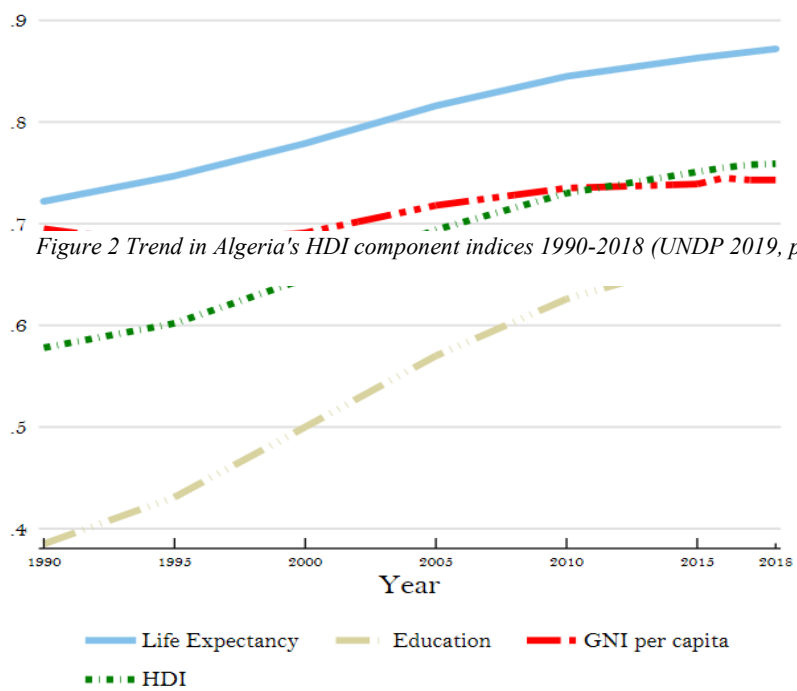


Figure 2 Trend in Algeria's HDI component indices 1990-2018 (UNDP 2019, p.3)

based on exports from state companies' fossil fuels exploitation in the vast Sahara, which is indicative of a trade orientation towards Europe rather than the neighbouring Maghreb or sub-Saharan African countries. Nevertheless, alternatives in industry and services, such as construction, transport, logistics, communication and technology, are under development and increase by approximately 5% each. Imports are made up by half of foodstuffs, machinery, and chemical products, which mainly come from China as well as four European countries, although exports, as well as imports, with the latter, are in decline. Public and private investment makes up close to 50% of the gross domestic product, 0.5% of which is spent on research and development, whereas debt accounts for almost half. Foreign investment is characterised by a joint venture approach of 51% mandatory Algerian ownership. Likewise, foreigners cannot own land without a local counterpart.

A brief historical overview – which necessarily remains fragmented though milestones in education and science are mentioned – has been included to account for Algeria's millennia-old history to comprehend its importance as a melting point of cultures, societies, knowledge and languages between the Orient and the Occident, which is still true today. Algeria occupies a prominent place in the panorama of world prehistory. The number and the quality of its traces, from the oldest Paleolithic to protohistory, give it an exceptional position and make it one of the first cradles of humanity. The first traces of human occupation, which marked Algeria's Prehistorical area, begins 2 million years ago and ends with the first Libyan

⁶⁶ The figures mentioned in the remainder of this paragraph are taken from the same source

texts called Tifnagh, in the 1st millennium before time.⁶⁷ The so-called Tighennif Man is the oldest known fossil human in North Africa.⁶⁸ Algerian ‘indigenous’⁶⁹ population dating from sometime in the myriad before time, has been incorrectly referred to as ‘Berbers’, a term derived from the Roman label ‘Barbarian’ in addition to another



Figure 3 Ahaggar mountain range near Tamanrasset⁷⁰

group, ‘Moors’, since the century-later Arab Muslim presence and indeed to this day. In fact, what is routinely portrayed as one people were many different civilisations – Moors (Mauri), Mauretians, Africans, and many tribes and tribal federations such as the Leuathae or Musulami, none of whom share a common ancestry, culture, let alone language (Rouighi, 2019a). The modern, acceptable term for members of peoples in a multitude of countries is *Imazighen* (plural)/*Amazigh* (singular) (Rouighi, 2019b).

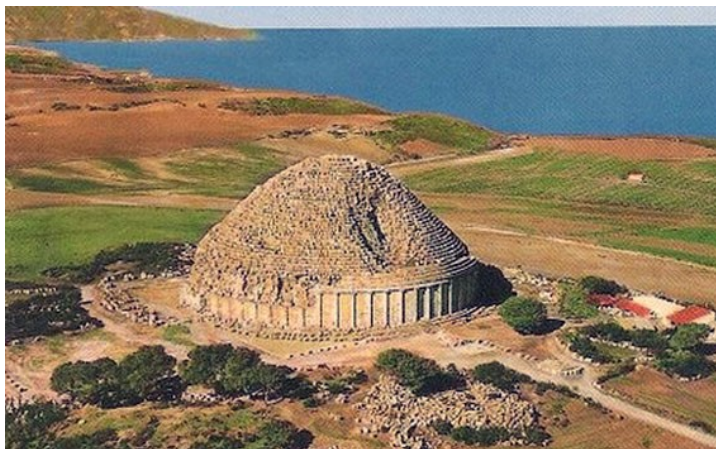


Figure 4 Royal Mausoleum of Mauritania/Tombeau de la Chrétienne, Sidi Rachid, Kabyl region⁷¹

Ancient North Africa is divided into three groups with shifting boundaries. To the West, Mauretania, which includes present-day Morocco and the Algerian West; in the centre, in the North, Numidia, and the country of the Gétules in the South; beyond the mountains, there are other nomadic ‘Berber’

peoples; as well as to the East, the Punic space, where the Carthaginians dominate. The

⁶⁷ See Sahnouni, M. “The Site of Ain Hanech Revisited: New Investigations at this Lower Pleistocene Site in Northern Algeria”, *Journal of Archaeological Science*, 1998, vol. 25, pp. 1083–1101, and Balout, L., Biberson, P. and Tixier, J. (1970) “L’Acheuléen de Ternifine (Algérie), gisement de l’*Atlanthrop*”, in: *Actes du VIIe Congrès International des Sciences Préhistoriques et Protohistoriques*, Prague, UISPP, 21-27 août 1966, pp. 254-261.

⁶⁸ See Dutour, O., “Le Peuplement moderne d’Afrique septentrionale et ses relations avec celui du Proche-Orient [archive]”, *Paléorient*, 1995, vol. 21, n° 21-2, pp. 97-109.

⁶⁹ The author disapproves of this terminology, which is marked by quotation marks, due to its colonial connotation, yet – lacking alternatives – its use is adopted.

⁷⁰ Source: <https://www.atlasobscura.com/places/assekrem>. Photographer Azzedine Rouichi.

⁷¹ Source: http://www.tipasa.eu/tipasa/tombeau_02_files/Tombeau_de_loin_1.jpg

history of ancient Algeria is linked to that of the Mediterranean. The Libyan-’Berber’ populations, whether nomadic or sedentary, participate in the economic and cultural movements of the region. Before the arrival of the Romans, Numidians (’Berbers’) and Punic (Carthaginians) mingle in what corresponds to Eastern Algeria.

Algeria, in Antiquity, is marked by the emergence of kingdoms, in the Iron Age, over a period of approximately 1,500 years. The Phoenicians, in their efforts to extend their commercial network throughout the Mediterranean coast, established direct relations with the populations of the North of Algeria from 1,250 before time until the flight of Princess Elyssa (called Dido by the Romans) from the Eastern Maghreb



Figure 5 Roman Ruins of Djémila, UNESCO World Heritage Site⁷³

(present-day Tunisia) who founded Carthage there in 814 before time.⁷² The son of Juba I, named Juba II, was taken to Rome, where he received a very advanced education, which allowed him to master several languages perfectly. He later married Cleopatra Selênê, daughter of Cleopatra VII of Egypt and Marc Antoine, General and friend of Julius Caesar. Holy Augustine, Bishop of Hippo Regius (today Annaba; 354-430 after time), the most prominent philosopher and theologian of early Christianity, laying some of the conceptual foundations of the Western school of thought and culture, was born, educated, wrote, preached and died in what is today Algeria. After his lifetime, a people called Vandals, Scandinavian-origin tribes, having been driven out of Europe, settled in Algeria for approximately one century (430-533) before their conquest by the East Roman Emperor Justinian I, thus making North Africa a Byzantine province.

The Arabisation of present-day Algeria took place through two (of a total of seven) large flows of populations arriving from the Arabic peninsula during the period of Islamisation. The first stage directly followed the Islamic conquest of the 7th and 8th centuries. This Arabisation is only superficial since it concerns only the conquered cities, where the Arabs settled, and constituted a scientific and aristocratic class which allowed access to language,

⁷² There is evidence that the Gétules - direct descendants of the branch of the Caspian civilization having emigrated to the Sahara around 3000 before time - are probably those who had the first relationships with the Carthaginians; the Prince of the Gétules proposed to marry Élyssa.

⁷³ Source: <https://whc.unesco.org/en/list/191/gallery/>

power and science to the rest of the inhabitants of these cities (Remaoun, 2000). The countryside remained purely ‘Berber’. The dialects dating from this time are called pre-Hilalian (Meynier, 2007).

The second stage is the result of Bedouin incursions in Algeria in the 11th and 12th centuries, principally, the Banu Hilal and the Banu Maqtil. This Arabisation was much stronger and deeper than the first, since it affected not only the cities but also the high plateaus, the plains and certain oases, thus causing the gradual Arabisation of the country between the 15th and 18th centuries (Russell & Russell, 1999). The ‘Berber’ languages were maintained in the 19th century in the densely populated mountains, the adjacent plains, and in certain oases of the south called ‘Ksours’. The dialects resulting from this Arabisation are referred to as post-Hilalian (Hamet, 1932; E.B., 2001).

However, it should be noted that the influx of population from the Middle East has never been large enough to Arabize a majority of Algerians; assimilation rather



took place through acceptance of the Arabic language by the local population on religious grounds. Linguistic Arabisation was therefore done mainly through the *Zaouïas* and religious brotherhoods, who used Arabic as the liturgical language and language of instruction, as well as by the political powers of the different medieval kingdoms of the Maghreb – who, with some exceptions, all used Arabic as the one-and-only official language.

Figure 6 Sidi Boumediene Mosque, Tlemcen⁷⁴

Consequently, in the mid-14th century, a university in the modern understanding with disciplinary departments, academic staff, visiting researchers, student residences, and scholarships, was established in Tlemcen (cf. Wadad Kadi)⁷⁵, in the West of Algeria, by one of these scholars, Abū l-’Abbās Aḥmad b. Yaḥyā b. Muḥammad b. ‘Abd al-Wāḥid al-

⁷⁴ Source: <http://cnra.dz/atlas/mosquee-de-sidi-boumediene-et-dependances/#!>

⁷⁵ This university concept was then perfected and implemented in Fes, modern Morocco

Wansharīsī, as the first institutionalised form of higher education.⁷⁶ Algerian ground-breaking intellectual and commonly regarded founder of modern sociology (Soyer & Gilbert, 2012), Ibn Khaldoun (1333-1406), publishing a history of the Maghreb detailing successive Arab and ‘Berber’ dynasties as well as their Eastern and Western contemporaries called ‘The Book of Examples’ (in Arabic) had taught there. It was similar in its academic programmes to medieval European universities of the time.

In the following century, in 1501, the Portuguese first launched an expedition to try to dock on the Andalusian beach. After the occupation of the port of Mers-el-Kebir (1505), and that of the city of Oran (1509), the city was deserted, and then completely occupied by Spanish troops. Their presence was short overall and marked by rivalry with the Turks then installed in Algiers. Despite a Moroccan alliance against the Turks, the Spanish were then definitively expelled in 1555 by the Ottomans led by Salah Raïs pasha. In 1575, Miguel de Cervantes, considered Spain’s national poet to this day, while sailing, was attacked by Turkish ships, taken to Algiers, and, subsequently, declared a slave. However, as a bearer of letters of recommendations, Cervantes was considered by his captors to be someone from whom they could obtain a high ransom. He was, to use the expression of the time, a ‘redemption slave’ (Garcés, 2005).⁷⁷

The Ottoman Algeria, 1516-1830, marked a period of a distinct, tradition-oriented Sufi culture and a maritime rule orientation, seeking to prevent North Africa’s conquest by European Christians, as opposed to the Muslim Spanish Andalous-conquest. Rulers, who called the states of the region the ‘Maghrib’ as the Muslim West for the first time, overwhelmingly lacked knowledge of the Arabic language, and, hence, there was little recognition of the importance of learning, intellectual development and progressivist science beyond religious curricula. Coupled with political instability and bad governance, it led to the failure of educational institutions in the late 18th and beginning 19th century and widespread isolation. This state of affairs was reinforced by the Napoleonic conquests in Egypt, arising widespread hatred against Europeans. There was also a second wave of Jewish immigration from modern Spain, in an inverse movement, after having originated from Algeria, who, having escaped inquisition, used

Figure 7 Algiers around 1900 ⁷⁸

⁷⁶ Barely disseminated, novel finding based on an unpublished script of an (undated) lecture available to the author, entitled “The Madrasa in the Maghreb from the Sixth/Twelfth until the Ninth/Fifteenth Century” given by Wadad Kadi, Professor emeritus at the University of Chicago

⁷⁷ There is a theory according to which Cervantes would have started to write his most famous novel, *Don Quixote*, in Algiers. See Miguel de Cervantes (Author), Barbara Fuchs (translator), “The Bagnios of Algiers” and “The Great Sultana”: Two Plays of Captivity (2012), University of Pennsylvania Press; and Ahmed Abi Ayad, « Alger : source littéraire et lieu d’écriture de M. De Cervantès », *Insaniyat / إنسانيات* [online], 47-48 | 2010, first published online 08 August 2012, <http://journals.openedition.org/insaniyat/4956>.

Hebrew in their synagogues. Overall, the Enlightenment movement of the time on the other side of the Mediterranean did not reach Algeria, and, therefore, educational reform needed did not take place. Nevertheless, before French colonisation, the Arabic-language illiteracy rate was as low as 14% (Ladjal & Bensaid, 2014).

The French arrived in Algeria in 1830, to start what would be a 132-year occupation, until independence after a bloody eight-year liberation war, 1954-1962. After a brutal war and defeat of leader Emir Abdelkader in 1847 and annexation of the Kaybl region 1855, all subsequent uprisings by the local population were quelled until full control of the North of the country by 1881. Three regions,



département, were then declared French territory. Algeria had had a special status in the French colonial Empire, which lasted from 1534 with the conquest of territory as *Nouvelle-France* in modern Canada, until 1980, with the independence of Vanuatu: it was a *Département outre-mer* (after the second world war, *DOM-TOM*), and, therefore, an integral part of France, as opposed to other occupied countries in North or West Africa, such as Morocco or Senegal, which were protectorates. The French colonial systematic impacts gradually destroyed Algerian identity through prohibition or eradication of cultural, religious and social structures. The population at the time was divided by discriminatory land ownership, language and religious policies (Merrouche, 2007) in a ‘split-to-rule’ approach, inciting long-lasting animosities between Arabs, ‘Berbers’, and Jews. As French subjects, they had no citizens’ rights, so “Algeria became a part of the French national saga branded with phantasms of racist ethnicism” (Meynier, 2014, p. 13).

Educational failure was such that, by 1901, there was a higher than 90% illiteracy rate due to suppression and confiscation of endowments allowing operation, closing existing local, Islamic institutions (Ladjal & Bensaid, 2014). A segregationist school set-up, combined with an aggressive *francophonie* policy, and the colonial administration’s primary interest in exploiting the country’s vast natural resources led to total neglect, to the extent that, as late as during the first world war, the rate of school-age Muslim children in primary school was

⁷⁸ Source: https://commons.wikimedia.org/wiki/File:The_harbor_from_the_lighthouse,_Algiers,_Algeria-LCCN2001697802.jpg

less than 10% of an age cohort (A. Kadri, 2007), and, at the time of independence, 90% of the population was still illiterate.⁷⁹

While Algerians fought for the French during the second world war, there was no sign of granting independence afterwards. The 1st of November 1954 then marks the beginning of the Algerian Revolution in a bloody eight-year war of independence. 1.5 million people were killed both in Algeria and in France, making up one-fourth of the population at this time. To this day, France has not formally apologised for the atrocities committed. In the months before and following independence, sealed by signing the *Evian accords* in March 1962, one million French and Europeans (so-called *pieds noirs*) as well as 100,000 so-called *harkis*, Algerians having supported the French government and army, left Algeria overnight due to fear of retaliation, including lynching, even though they were legally protected.

As a brief outlook, independent Algeria's foreign policy can be characterised by "National Liberation Promoter to Leader on the Global War on Terrorism" (Zoubir, 2015) as roles which it took on within the framework of the Organisation for African Unity (OAU), the African Union (AU)'s predecessor.

Advocating African nations' increased influence in global politics as an advantage for the developing world in decolonisation and fighting neo-colonial occidental interventionism, the People's Democratic Republic of Algeria represented, and aligned with, so-called "revolutionary" states in the 1960s and 1970s. By the end of



Figure 8 Contemporary Algiers, Martyrs' Memorial
*Maqam Echahid*⁸⁰ مقام الشهيد

the decade, it already had 11 embassies in sub-Saharan countries (Mortimer, 1970). An example is the support of Zimbabwe's cause – formerly called Rhodesia – to quell British rule, by repeated high-level delegations at the United Nations (UN), and boycotting the General Assembly in protest over apartheid.

Although it remains little known in the Occident, in then-President Ahmed Ben Bella's international orientation, it hosted several important continental conferences, among those, the Pan-African cultural festival in 1969, with Cuban and Brazilian revolutionaries in

⁷⁹ See chapter 2.2. See Kadri (2007) for a comprehensive history and detailed statistics of school-level education in colonial Algeria

⁸⁰ Source: <https://qph.fs.quoracdn.net/main-qimg-eee42b7c6e18c0e468f42bd283db1057>. Photographer Abbas Mouffok.

attendance, too, and served as military training camps, such as for the Mozambican independence party led by Eduardo Mondlane, or even exile government residence as in the case of Angola. Algeria's diplomatic action and support in mediation also extended beyond the continent. With later President Abdelaziz Bouteflika as the then young Minister of Foreign Affairs, it played a mediator role in the Vietnam Conflict. The "Algiers Accord" settled the border disputes between Iraq and Iran in 1975, for instance, and it hosted the non-aligned movement of bloc-free states during the cold war. While in the 1980s, Algeria's integrational endeavours shifted towards the Maghreb region, and, in the so-called 'black decade' of the 1990s, a national focus took over (Mortimer, 2015), nowadays, Algeria remains committed to Pan-Africanism and ranks among the highest contributors to both the AU and the Arab League – both budget-wise and in terms of staff.

To sum up, this section has given an overview of the country as an object of study. The People's Democratic Republic of Algeria reveals much more than is widely known or assumed, for example, in terms of its rich history, which is still too often reduced to colonial times in Western perception. In this sense, media in Europe and beyond mostly portray negative aspects, to the extent that they barely have any press correspondents in Algeria, a practice which is ignorant of its rich culture and diversity as well as its significant economy and its strategic geopolitical position in Africa, the Arab world, in the Mediterranean and indeed worldwide. Therefore, it is justified that Algeria receives the global acknowledgement due in academia, literature, and the arts, in the endeavour of which the Algerian diaspora will hopefully contribute by taking on a more active role.

2.2 Islamic and Colonial Era

Al-Djazair est la patrie des hommes respectueux du savoir, insurgés et fondateurs d'une Nation symbole. Avant 1832, la majorité des Algériens savait lire et écrire l'arabe. En 1962, l'analphabétisme concernait près de 90% du peuple. Le colonialisme a tenté de priver les Algériens de savoir, de mémoire et de les couper de leur identité culturelle⁸¹ (Cherif, 2013, p. 11).

Algeria had had a long-standing tradition of education before the arrival of French colonisers in 1830.⁸² In the Muslim-Islamic tradition there had been koranic schools at first level, *madradas*, teaching the Qu'ran and literacy in the Arabic language, and secondary school types – *zaouïas* in rural and *medersas* in urban areas, religious schools providing knowledge

⁸¹ Al-Djazair [Algeria] is the homeland of the knowledge-loving men, insurgents and founders of a symbol Nation. Before 1832, the majority of Algerians knew how to read and write Arabic. In 1962, illiteracy affected almost 90% of the people. Colonialism tried to deprive Algerians of knowledge, memory and cut off their cultural identity

⁸² See Faruqi (2006) for an account of "Contribution of Islamic scholars to the scientific enterprise" and James (1992, c1954) *Stolen Legacy* for an alternative history of Greek-attributed philosophy originating in Egypt. See also Zeleza (2006) for a historical contextualisation of African universities from a global South perspective.

in Islamic literature, theology, law and history at the secondary level (Kateb, 2014)⁸³. Importantly, education was provided for and available to males only.

However, since the 14th century, the University of Tlemcen⁸⁴ ceased to exist for yet unknown reasons, outside of intellectuals' circles in principal Mosques of main cities, there had been no formalised higher education in Algeria for centuries, with students being sent abroad to Islamic institutions of higher learning in Egypt, Morocco, or Tunisia, to pursue tertiary-level studies (Daghbouche, 1982; Dahmane, 2014). While Algeria was only granted its full university from 1909 as French public institution, both Morocco and Tunisia had had private, i.e. non-French but local-administered institutions, with religious and Arabic instruction as central elements. Those, El Azhar University in Cairo, Karaouyne University in Fes, and Zitouna University in Tunis, continued to be frequented by so-called 'indigenous'/*musulman* (Muslim) Algerians in the first half of the 20th century (Kateb, 2014).⁸⁵

Concerning pre-higher education, according to Thomas Campbell (1777-1844),

Before 1830 the Algerians were clearly more educated than the French colonisers, this historical but embarrassing truth passed over in silence and ignored by the Algerians themselves, noted by a French historian in 1830. 'All of the Algerians mastered reading, writing and 'arithmetic''. When we arrived, Campbell noted, there were over a hundred primary schools in Algiers, 86 in Constantine, 50 in Tlemcen. Algiers and Constantine each had six to seven secondary schools, and Algeria had ten *zaouïa* (universities). Each village had its school. Our occupation meant an irreparable blow. 10 years later Mgr Dupuch informs us that in 1840 he found only two teachers for the whole province of Algiers. 50 years later, in 1880, there were only 13 (I mean thirteen) Franco-Arab schools for all of Algeria. 'We have,' says our great orientalist George Marcais, 'been wasting this universal Muslim heritage, it was an eyesore, it was a veritable cultural extermination. Our only superiority over them is our artillery, and they know it. Algerians had more wit and sense than Europeans' (...) (Habart, 2013, pp. 137–139)⁸⁶.

It is essential to highlight the discrepancy between political discourse and (non-)action taken in that the colonial doctrine dispersed by Paris is to be differentiated from the concrete colonial experience in the case of Algeria. French colonial ideology of assimilation was supposed to be reflected in, and implemented by education,⁸⁷ yet, from the time of settlement until the second world war, schooling of the local population was almost non-existent. The French closed existing schools in the years following the occupation and replaced them with institutions after the French model, aimed at educating European settlers, not local people

⁸³ See primary source Turin (1971) for detailed statistics on primary and secondary-level education in Algeria, precolonial as well as 1830-1880

⁸⁴ Algerian intellectual Ibn Khaldoun had taught there. It was similar in its academic programmes with European medieval universities of the time.

⁸⁵ Alternatively, lacking local higher education institutions, universities in France were frequented by a marginal number able and willing to pursue French-modelled higher education from the early 19th century already

⁸⁶ Translated from the French original by the author

⁸⁷ Cf. Heggoy (1973)

(Ageron, 1968). There were never enough schools built for Algerian school-age children, who had the status of so-called ‘indigenous’/ *indigenat*.⁸⁸

First public instruction at primary school level was established in Algeria in 1832 and complemented by the secondary level 1835.⁸⁹ While free-of-charge and laic primary education for the so-called ‘non-indigenous’ children as French citizens became mandatory already in 1883 by the law *Jules Ferry*; this marked the end of Arab traditional schools and the beginning of two official systems of primary schooling (A/B). Simplified, system ‘A’ as French school means Europeans’ education and System ‘B’ as Qu’ran school refers to ‘indigenous’ instruction in the form of the so-called reformist religious and Algerian cultural schools, mostly in the cities, and more rural, informally organised instruction, picking up from what was left of earlier structures after the destruction by the French (Colonna, 1972). What added to the complexity of the situation, is that while non-European children were in principle admissible to the ‘A’ stream, percentages of their enrolment remained negligible until independence⁹⁰, even when the two streams were officially merged after the second world war.

However, contrary to what the dichotomy suggests, systems of secondary schooling co-existed and were mutually dependent on each other in the colonial society. On the secondary level, the emergence of a so-called middle section, ‘indigenous’ elites, were needed to manage the large population of ‘subjects’ vis-à-vis the very few Europeans, in what can be labelled a model of “correct distance principle” (Colonna, 2008).⁹¹ This elite had to be French-speaking. Hence, for secondary education from the age of 10-12, the two pathways were continued in principle; however, there was a variety of institutions in the continuum of accepting versus refusing French state instruction, ranging from the French *lycée*, leading to French universities – including Algiers – *écoles* as higher school institutions, via state-recognised *medersas* in the middle, for French colonial public administration positions, and

⁸⁸ The *Code de l’indigénat*, subsuming 27 related decrees, was first introduced in Algiers in February 1875. It specified a so-called *sujet* ‘subject’ status for local populations (so-called *indigènes* / ‘indigenous’) in French colonies and territories, as opposed to constitutional provisions to those of the occupying French citizens, European settlers, and Algerian Jews, who were equally granted French citizenship. It remained valid until after the second world war. See Balandier (1951) for the theoretical underpinning of the colonial situation of a minority achieving to subvert 90 % of the population.

⁸⁹ See Kateb (2014) for an extensive account on the French colonial education system in Algeria, 1833-1962, including statistics. Since the focus, and scope of this thesis is on higher education, primary and secondary-level institutions are not treated in more detail here. For their emergence and development, and a typology of the multitude of then existing schools, see Colonna (1975).

⁹⁰ For figures and statistics from the end of the 19th century until independence, see Colonna (2008)

⁹¹ See Colonna (2008), Table 1: “Educational Possibilities ‘for the natives’ in Algeria between the Jules Ferry Reform and WWII”, p. 293

Arab universities outside of Algeria to rural *zaouïras* to become local autonomous leaders and koranic lecturers (Colonna, 1972).⁹²

Although the *medersas*⁹³ were established as Muslim secondary education institutions in Tlemcen, Medea (transferred to Blida and then Algiers shortly after) and Constantine by decree in 1850, they were aimed at dispensing instruction of a professional nature⁹⁴ by training assistants or mid-level civil servants for the colonial administration only, which is shown by the fact that they were put under military authority – and, hence, directors and professors were appointed by the then French Ministry *de la Guerre* (War), following a proposal by the *Gouverneur général* (Kateb, 2014). They were integrated in the Academy of Algiers as the French public instruction system in 1876 and underwent reforms in 1895, reinforcing French-language instruction in addition to Arabic, to the detriment of theological education. From that year, too, only *medersas* graduates were admitted for Muslim civil servant recruitment in the colonial administration. Out of approximately 100 candidates taking the *concours*, the entrance examination⁹⁵, half were retained. At the beginning of the 20th century, there were about 150 students/graduates each year, with peaks around 200 in the first decade. By 1949, there were 144 *medersas* country-wide with 40,000 students in total (Kateb, 2014) and in 1955, as many as 193 were recorded by their *Oulemas* association; albeit with fewer students overall – 35, 150 (Pervillé, 2004).

The first Algerian teachers were therefore trained at the *École Normale Supérieure (ENS)* in Bouzareah, Algiers – which exists to this day – from 1883 until 1939, alongside Europeans, though, in some form of ‘apartheid’ (Colonna, 1975). This further illustrates the fact that the objective of separation between Frenchs and Algerians was achieved in a double-manner, with the latter not quite like the Europeans, yet, admitted to their institutions, the elite among the locals (Colonna, 1975). Accordingly, the concept of French higher education in colonies⁹⁶ was to establish institutes of tertiary education covering specific needs of the European settler society, the *écoles supérieures*, rather than implant the system present in Paris at the time. As early as 1832, the *École de médecine* was established, although it was

⁹² See Colonna (1972), diagramme p. 211 for a graphical representation, and diagramme p.218 for an illustration of a hierarchical structure of education in colonial Algeria from primary to higher level, and associated careers

⁹³ See Bettahar (2008) for an inventory of primary sources on higher education in colonial Algeria available at the *Archives Nationales d’Outre Mer (ANOM)* in Aix-en-Provence, France

⁹⁴ This is also shown by the fact that, finally in 1951, they were transformed into *lycées* preparing for the *baccalaureat* as university entrance diploma (Kateb (2014), thus equivalent to grammar school in the system of secondary education.

⁹⁵ This type of examination for admission to postgraduate studies or professional positions in civil service is the default approach in both France and Algeria

⁹⁶ See Singaravélou (2009) for an overview of higher education in former French colonies worldwide

only operational four years before reopening in 1858, requiring authorisation by the French Minister *de la Guerre* for all non-French students, i.e. Maures, Turks and Jews (République Française, 1960). In that “Elle devrait contribuer à la conquête des indigènes et à leur soumission”⁹⁷, it had a clear-cut ideological as well as missionary function of colonial supremacy (Guerid, 2010).

The foundation for Algerian comprehensive institutional colonial higher education was then laid by law in December 1877, separating theory-focussed institutions and those with a more practical orientation (République Française, 1960). Two years later, the central library of the later University of Algiers was established, although a medical and science library had existed prior, from 1857. Likewise, in 1880, the *Écoles* of *Lettres*, *Droit* and *Sciences*, respectively, were founded, completing all disciplines necessary for the training of the colonial administration of so-called *France nouvelle*. Those were controlled by the French state, financed by Paris for investment costs, and complemented by the local Governor, the city of Algiers, and the three *départements* in terms of the operating budget (Bettahar, 2014). Resistance against a full-fledged university institution in Algeria as such, however, was fierce, as there was fear of a triumph of “l’algérianité” over “la francité”⁹⁸ on the one hand, and, the “Français de l’Algérie” of Southern European origin, who would benefit from the institution, were considered as second-class citizens in the *métropole*, on the other (Guerid, 2010). A mission by the then Higher Education Minister in 1897, assessing whether Algeria should have its own university and thus partake in the transformations in mainland France, remained without effect, as did several other delegation visits after the turn of the century.⁹⁹ Between 1879/80 and 1908/09, as little as 178 diplomas were delivered across all four *écoles* (Pervillé, 2004). Therefore, it took nearly eighty years since occupation until the establishment of the first comprehensive, university-type institution of higher education.

Modern-day higher education, including its postgraduate training and research mandate, in colonial Algeria, thus begins with the founding of the University of Algiers as well as its two annexes in the west of the country, Oran, and in the east, Constantine, in 1909. By this act, the former *écoles* were transformed into faculties of the new institution. In its early times, only law and medicine continued to be proposed for higher learning (Mélia, 1950). Within the first five years of its existence, 129 diplomas were delivered across the four faculties,

⁹⁷ It should contribute to the conquest of the natives and their submission

⁹⁸ Algerianity/Frenchness

⁹⁹ See Bettahar (2014) for historical events, actors involved, and details on the more than a decade-long founding process as well as the evolution over the following decades until independence

among them the first two medical doctoral degrees (Pervillé, 2004).¹⁰⁰ In later years, a total of 12 affiliated institutes were established, with most established only in the 1940s and even as late as the 1950s (République Française, 1960). Not least, the modern French ‘National Library of Algiers’ was only inaugurated in 1958, too, after a predecessor institution dating from 1835.

In line with its ideological outset of promoting, and sustaining colonialism, the university was mainly aimed at educating settlers of European origin (Ronze, 1930). Therefore, Algerian Muslim students only made up as little as approximately 3% between 1880 – then in the *écoles* – and at the university until the 1920s, and were thus de facto absent. At the same time, there was emigration to Syria in particular, in order to escape from European instruction for those who could afford it – mainly financially comfortable families from the former intellectual capital Tlemcen (Bettahar, 2014). While there are insufficient and thus unreliable records, their number is estimated at a few dozens before 1914, rising to 47 in 1920, 65 in 1925 and 150 in 1935. Out of those, throughout the years, as little as seven female students were recorded; between 1936 and 1938 (Pervillé, 2004). Only from 1950 onwards, there is a slight increase, though, in 1954 still, in absolute numbers, they counted a meagre 500 or 10% of the total registered at the time (Kateb, 2014). It is noteworthy that Algeria only attained full judicial independence from France at the end of 1947 by the legal *Statut organique de l’Algérie*, including full French citizenship and associated civil rights.

While student numbers were stagnating or declining overall due to preference for Paris or beginning civilian departure from Algeria in the war situation, there was no significant change in this distribution in the years leading up to (République Française, 1960), and, until independence, either (Guerid, 2010). Notwithstanding, it must be considered that, despite fluctuations, generally, as many or indeed more students were in *France métropolitaine* – beyond Paris, among the most frequented, Montpellier and Toulouse – at any given time, effectively at least doubling the numbers.

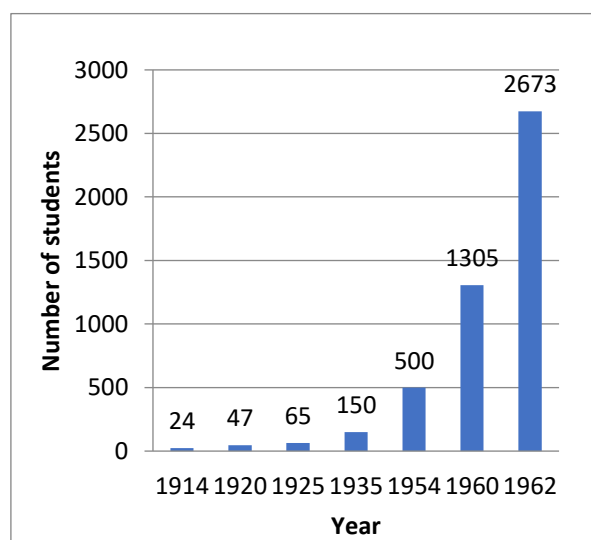


Figure 9 Total number of Algerian students 1914-1962 (compilation by the author based on figures cited)

¹⁰⁰ See Khelfaoui (1996) for a historical-sociological overview of the emergence of and developments in the scientific community in Algeria spanning the period 1962-1992

In 1960, the final year of available statistics pre-independence, ‘indigenous’ Algerian students accounted for 18% of a total of 7,248 students at the University of Algiers (including its annexes) (Kateb, 2014; Pervillé, 2004). However, it is noteworthy that more Algerian students studied in France at this time: a total of 1,230, in addition to 1,883 Algerian scholarship holders around the world in the academic year 1960/61, with approximately half in neighbouring Morocco and Tunisia, one quarter in the former Soviet Union, Yugoslavia and well as the German Democratic Republic, and, to a lesser extent, in the USA, Switzerland and the Federal Republic of (West) Germany (Pervillé, 2004).

The *Fac Centrale* (‘Central College’) then assumed a leading role during the 1954-1962 war of independence¹⁰¹: Already in 1956, the general strike had all Algerian students¹⁰² leave university to join the *maquis*¹⁰³ (Drif, 2013), for many never to return. In the 1940s, a majority of the nascent national movement members were graduates or advanced students at the University of Algiers, such as the former president of the *Association des étudiants musulmans nord-africains (AEMNA)*¹⁰⁴, pharmacist Ferhat Abbas, who proclaimed the *Gouvernement de l’Algérie combattante (GPRA)*¹⁰⁵ in Cairo in 1958, as well as his successor Benyoucef Benkhedda during the last year of war before independence, then integrated into the political party *Front de la Libération Nationale (FLN)*¹⁰⁶. The few Algerians who prepared and monitored the *Évian accords* – the Evian agreements, a treaty between France and the Provisional Government of the Algerian Republic, formally ending the Algerian war of independence, signed 18 March 1962 in Évian-les-Bains, France – were law or medicine graduates, too (Bedjaoui, 2018)¹⁰⁷. Ferociously, the university library was put on fire in June 1962 – days before the referendum – by pro-French paramilitary organisation *Organisation de l’Armée secrète (OAS)*, destroying more than half of its 500,000 volumes of what was the second-largest collection of French libraries at the time, after the *Sorbonne* in Paris (Kateb, 2014).

¹⁰¹ See Wallon (2014) for the role of the following two national student associations in the war of independence and a detailed chronology of events 1955-1962

¹⁰² See Pervillé (2004) for a historical analysis, providing a comprehensive statistical, sociological and political account of Algerian students as well as the ideology of Muslim intellectuals, 1880-1962

¹⁰³ Algerian Resistance fighters – the political group associated with the place (name)

¹⁰⁴ Association of North African Muslim students, to be differentiated from The *Union Générale des Etudiants Musulmans Algériens (UGEMA)*, founded in Paris in 1955, dissolved by the French government in 1958, and subsequently operated from Lausanne and Tunis with wide international recognition. It constituted an alternative representation in contrast to the oldest student association in the world, since 1907, the *Union Nationale des Etudiants de France (UNEF)*, which took up an ambiguous position during the war, proclaiming its support for the Algerian cause only in mid-1960.

¹⁰⁵ ‘Government of Algeria in combat’

¹⁰⁶ National Liberation Front, Algerian political party founded at the beginning of the Algerian war for independence, which it won in 1962; former ruling party until Presidential elections in December 2019

¹⁰⁷ Although academics involved were not as numerous as elsewhere in independence movements, such as in the former Federation of French colonies in West Africa (*Afrique-Occidentale française – AOF*)

Notably, the Evian agreements foresaw and determined the continuation of French interests through cooperation, which is detailed as follows in Chapter II, “Cooperation Between France and Algeria”, Part B, Article 3: “French personnel, in particular teachers and technicians, will be placed at the disposal of the Algerian Government by agreement between the two”, and, in the attached *Declaration of Principles concerning Economic and Financial Cooperation*, Title 1, “French Contribution to the Economic and Social Development of Algeria”, Article 1/2 (Algeria, 1962)¹⁰⁸:

In order to make a lasting contribution to the continuity of the economic and social development of Algeria, France will continue her technical assistance and preferential financial aid. For an initial period of three years, renewable, this aid will be fixed in conditions comparable to and at a level equivalent to those of programs now underway.

French financial and technical aid will apply notably to the study, execution or financing of the public or private investment projects presented by the competent Algerian authorities; to the training of Algerian cadres and technicians; and to the assignment of French technicians. (...)

Hence, the presence of French was legally agreed upon for an extended period post-independence, which also included the new country’s higher education system in laying the foundation for the so-called *coopération technique* by lecturers starting in the academic year 1962/63.

2.3 Independence and State-Building Era

Avant toute chose, il faut admettre ceci: l’université algérienne d’aujourd’hui n’est pas détachable de son histoire et le poids de cette histoire continue de peser sur le présent. Jusqu’ à la réforme de 1971, c’était une université libérale et élitiste, expression fidèle de la société coloniale puis de la société de l’Algérie de la première décennie de l’indépendance¹⁰⁹ (Guerid, 2012a, p. 36).

The development of the Algerian higher education system as a whole and its individual institutions, in particular, is inextricably tied to historical events, shaping policy. Most literature available takes a historical or political approach covering post-independence to the present.

Culminating in a bloody eight-year war for independence 1954-1962, the French *Département d’outre-mer* of the past emerged as the Democratic Republic of Algeria. The first academic year following independence, 1962/63, was marked by a student body decreased by approximately 50% with 3,817 students, out of which more than three-thirds

¹⁰⁸ Reprinted from an English translation issued by the Press and Information Service, Embassy of France, New York, N.Y. The official French texts were published in the Journal Officiel of the French Republic on March 20, 1962. Cf. the French original: https://peacemaker.un.org/sites/peacemaker.un.org/files/DZ-FR_620319_AccordsEvian.pdf

¹⁰⁹ Above all, we must admit this: the Algerian university today is not detachable from its history and the weight of this story continues to impact the present. Until the 1971 reform, it was a liberal and elitist university, a faithful expression of the colonial society, and, subsequently, of the Algerian society of the first decade of independence

Algerian (Kateb, 2014) in the country's only higher education institution, the University of Algiers. With the sudden departure of the vast majority of the French population in the early 1960s, the country found itself not only with insufficient numbers of *cadres*¹¹⁰ but, indeed, with almost no tertiary education instructors, lacking their training over several decades due to prior negligence by the French. Consequently, for the rest of the decade, there were many *coopérants*, both from France and, from the 1970s, increasingly, Arab countries, with Egyptian presence being most prominent. Two other universities were founded from the already existing annexes in the West and East respectively, the University of Oran (today: Oran 1 Ahmed Ben Bella), and the University of Constantine (today: Constantine 1).

Throughout the 1960s then, higher education in Algeria remained French by curricula, academic staff, diplomas, and its elite orientation, to the extent that: “En cette période, rien ne distinguait l’université algérienne de l’université française” (Guerid, 2007, p. 282)¹¹¹. The inherited French law on the university remained valid until further notice (Mahiou, 2015, p. 14) and prominent sociologists from Europe, such as Pierre Bourdieu and Jean-Claude Passeron, taught during stays in Algiers. Hence, the (post) colonial university could be summed up as follows:

L’université héritée était dénoncée pour son élitisme malthusien: c’était une institution prestigieuse qui maintenait des standards élevés au niveau international, mais au prix de fortes déperditions. On lui reprochait son académisme, ses programmes abstraits et théoriques, son mépris de la formation professionnelle¹¹² (Ghalemallah, 2006, p. 33).

In fact, only protests by students prevented the proposed simultaneous Algerian adoption of a higher education reform in France in 1965 (Guerid, 2010). Constantine and Oran as former annexes remained dependent university centers until 1969, although an Algerian *École nationale d’administration* was founded as early as 1964. Nevertheless, still in 1966, there were seven French-modelled *Écoles Nationales*, one *École Normale Supérieure*, two *Écoles Supérieures*, as well as seven *Instituts Nationaux*, yet, only the four historic faculties (Ministère de l’Education Nationale. Secrétariat Général Service de la Planification et de la Carte Scolaire, 1966).

Most lecturers were French *coopérants* in the years following independence (Siino, 2014). In 1962, out of more than 30,000 over two decades, there were 15,000 in Algeria in this framework alone, most of whom continued as school-level teachers. University lecturers

¹¹⁰ Overarching term for intellectuals, leaders, executives

¹¹¹ During this period, nothing distinguished the Algerian university from the French university

¹¹² The inherited university was denounced for its Malthusian elitism: it was a prestigious institution that maintained high standards at the international level, but at a heavy trade-off. The institution was treated with contempt for its academicism, its abstract and theoretical courses, and scant regard for professional training

were far less numerous, yet, assured almost all teaching positions, and, counting 1,400, continued to do so in the majority until the 1970s (Laskaris, 2016). Urban youth, whose parents had commonly been former employees of the colonial administration such as judicial clerks or traders, made up almost the entire student body (Sidi Boumediene, 2013) at the beginning of the 1960s. At the end of the decade, there were only about 10,000 students and still less than 2,000 Algerian academic staff¹¹³ at the beginning of the 1970s (Guerid, 2010). In 1970 too, as little as 811 university diplomas were awarded to Algerians (Kateb, 2014). Up until the beginning of the 1980s, there were 9,000 foreign lecturers, exceeding 75% of the total (A. Kadri & Ghouati, 2006).

The university community was thus in sharp contrast to the majority of Algerian youth whose socio-economic profile was predominantly rural and illiterate at the time. This situation favoured the radicalisation of the political commitment of students and executives to a Marxist and populist ideology (Chachoua, 2015). The university campuses and especially university residences, isolated from the city, became spaces for ideological debates and sometimes violent clashes between various political trends, as was the case also between the arabophones and the francophones. In Algiers, back then considered as the Mecca of revolutionaries, the first groupings of the extreme left – Marxist and Maoist formed, as did the movement for the reclaim of the Berber identity and the Muslim brothers.

It was only in the beginning of the 1970s that a major reform was introduced, *La Refonte*. 1971 marked the year of the creation of the Algerian national university. During the dedicated press conference, the then Minister of Higher Education, Mohamed Benyahia, defines the objectives of the Algerian university, first of all, in “(...) former les cadres, tous les cadres dont le pays a besoin” (MESRS, 1971).¹¹⁴ Given the guideline that “Il est impérieux que l’Université se reconnaisse dans son peuple et que le peuple se reconnaisse dans son Université”¹¹⁵, he specifies its training and education mission as follows :

- a) Cadre engagé dans l’œuvre socialiste du pays.
- b) Cadre imprégné de la personnalité algérienne et des réalités socio-économiques nationales.
- c) Cadre dont la formation lui permet de faire face concrètement aux problèmes spécifiques du pays.
- d) Cadre dont la formation scientifique garantit un niveau permettant l’assimilation constante des progrès du patrimoine de connaissances Universelles.

(MESRS, 1971, pp. 12–13)¹¹⁶

¹¹³ See Khelfaoui (2000) for an account on the development of Algerian staff framework conditions 1962-1998

¹¹⁴ (...) train the executives, all the leaders that the country needs

¹¹⁵ It is imperative that the University recognises itself in its people and that the people recognise themselves in their university

¹¹⁶ a) Leaders engaged in the socialist work of the country.

b) Leaders imbued with the Algerian personality and national socio-economic realities.

The reform core was thus the democratisation of higher education (Djefflat, 1990, p. 37) and the concept of integration on three levels: training and teaching, structure and nation (Benachenhou, 1980, p. 28). The first concept of “teaching and training” refers to obtaining a position in the economic, social or technical sector after graduation. Therefore, the curriculum needs to feature both fundamental/basic knowledge and advanced, scientific knowledge units. Notably, it meant a shift from the annual colonial system of evaluation of students learning in place until the 1970s, to a modular system of the assessment characterised by the implementation of continuous monitoring (*contrôle continu*) as the main feature of the evaluation system. Students can only pass or fail modules and get access to a higher level if prerequisites allow it. Since the mid-1980s, by a new university charter, an annualisation of the evaluation system was implemented, allowing students to compensate between modules and pass to the next year, which would be retained in with the adoption after the Bologna Process from the early 2000s.

The second concept covers a reorganisation of the internal structure of the university according to teaching requirements rather than the individual lecturer’s preferred subject matter, which implies administrative centralisation. Finally, the university is re-integrated into society at which service the institution ought to be, instead of imposing its own abstract programmes. The university, which is itself in constant evolution, is newly shaped by the revolution as an agent of change (Benachenhou, 1980, pp. 29–35). In this context, inspired by the Anglo-Saxon model of basic and applied science, the former Faculty of Sciences was split into several institutes, one for each discipline. The first university since independence – *L’Université des sciences et de la technologie Houari Boumediene (USTA)*/from 1980 *USTHB*) was founded in 1974 on the outskirts of Algiers. In 1976, postgraduate-level education was introduced, and research first began to be institutionalised.

At the end of the 1970s, two of the French *coopérants*¹¹⁷ gave an account of their experience of several years teaching at the Algerian university. Initially wondering why Algerian students volunteered to do farm work during the Agrarian Revolution, they describe a “technocratic” environment, yet without technology, or, indeed, the transfer of only equipment but not knowledge (Glasman & Kremer, 1978, p. 3), leading to a new dependence on foreign – technical rather than managerial – expertise in the processing industry as well as education (Glasman & Kremer, 1978, p. 245). However, alternatively, this experience

c) A leader whose training enables him to face the specific problems of the country in concrete terms.

d) Leaders whose scientific training guarantees a level allowing the constant assimilation of progress in the heritage of Universal knowledge.

¹¹⁷ See Siino (2014) for an account of lecturers in this framework in the Maghreb countries, 1960-1980

might be seen as a national internship experience to become aware of difficulties faced by farmers, and the 1970s and 1980s produced senior executives, engineers and doctors, many of whom are still in institutional leadership positions.

Although funding was comfortable due to flourishing fossil fuels exploitation, implementation of the reform, accordingly, due to the “double décalage – historique et institutionnel” (A. Kadri, 1991, p. 161)¹¹⁸ was slow and would take another decade. In a national meeting on higher education in Algiers in 1980, it was found that, despite the policy measures formally implemented according to “Algerians living in a socialist society and keeping with the principles stated in the national plan” (Daghbouche, p. 5), still, “(...) ‘coopérant’ teachers are used to replace Algerian assistant teachers. This action hinders the recruitment of Algerian assistant teachers and again slows down the Algerianization of staff” (Daghbouche, p. 7). It must be stressed, however, that this practice only applied where there was a shortage in specialised fields.

Yet, overall, the 80s constitute the end of the colonial legacy in the Algerian university (Lardjane, 2007). First-degree holders were more numerous but not yet massive, and the number of university centres were increased to some large cities in the north, yet not to all other regions (MESRS, 2013). This decade is also marked by the phenomenon of university unemployment in Algeria and the banalisation of the institution (Benghabrit & Haddab, 2008). The university centre of Tizi-Ouzou, opened in 1977, is a symbol of this political transition from colonial university to a national and even regional university (A. Kadri, 1991). The capital of Kabylia region was the scene of the first social movement and the first open demonstration in the history of independent Algeria, following the ban of a Kabyle poetry conference by the anthropologist-writer Mouloud Mammeri on March 10, 1980. This student movement became known as the *printemps berbère* (‘Berber Spring’) (Ait Larbi, 2010).

Ordinary young people and sons of peasants, increasingly, were returning from Algiers, Oran, or Annaba as doctors, lawyers or engineers. These professions, formerly out of reach for the Algerian rural world, became the *métiers de rêve*¹¹⁹, and thus the disciplines with the highest social prestige reflecting the transformation from a more elitist to a socialist orientation historically in that order (Guerid, 2010). Still, the post-independence *futurs-cadres-de-la-nation*, those ranked on top of their graduation class, received state-sponsored scholarships at universities of Western countries. After completing postgraduate studies,

¹¹⁸ double shift – historical and institutional

¹¹⁹ dream professions

they often returned to Algeria with a symbolic prestige, which entitled them to an executive position in the public service, academia or at one of the big national companies in the fossil fuels export and then newly founded process engineering industries, SONATRACH (petroleum), SONELEC (electricity and electronics) and the *Société nationale de sidérurgie* (SNS, steel), as well as government housing (A. Kadri, 2000).

These privileges internalised the official political opinion, and, therefore, even some senior executives who were politically active in the single party *FLN* were beginning to become part of the *bourgeoisie*, the middle class. The socio-economic crisis in 1985/86, caused by the global fall of the hydrocarbons, was followed by the revolt of October 5, 1988, one-week-long street riots by the Algerian Youth, spreading to several cities around the country. The biggest protest since independence was met with brutal regime resistance, and military shooting on the protesters killed or left several hundred injured. This event indirectly ended *FLN* rule in the aftermath by the legalisation of political parties, the permission of non-governmental organisations (NGOs), and the lifting of press censorship (Zoubir, 2019).

Furthermore, it socially impoverished university elites and, later, paved the way for fundamentalist terrorist violence after the cessation of the electoral process in January 1992 (Boukhobza, 1991). The leader of the largest opposition party, the *Front Islamique du Salut (FIS)* ('Islamic Salvation Front'), Abassi Madani, was a professor in the Department of Psychology at the University of Social Sciences in Algiers at the time. His demand for the immediate establishment of an Islamic Republic resulted in a terrorist wave (Gadant & Benkheira, 1990); Haroun, 2014) developing into an atrocious civil war that is today generally discreetly referred to as the *décennie noire* ('black decade'). Many activists, mayors and deputies of this party are the product of the national, reformed university. At that time, the central governing power is fluid in as far as it is impersonal as members of the public refer to as policy as Ministry, the public sector, foreign consultancies, among others (A. Kadri, 1991).

Arguably, this situation of the past still has an impact on today's political set-up. Also, the departure into exile, and the subsequent professional insertion of university professors in France and elsewhere in Europe and Canada was rampant, which cannot be compared to so-called 'brain drain' in academia abroad as the economic situation in Algeria was comfortable for most lecturers (Guerid, 2007, p. 303). The emigrant population was at approximately 1.5 million in 1990, mainly dispersed in eight OECD countries – Belgium, Canada, France,

Germany, Italy, the Netherlands, Spain, and the USA. It has remained at around 20,000 annually until 2000, when it suddenly doubled (Natter, 2020).¹²⁰

Students, already in the early 1990s, were conscious of likelihood of unemployment (Guerid, 2007, pp. 292–293) as a side-effect of the now prevailing massification. Although scientific activity came to an almost complete standstill, several institutional policies were implemented, among them, 1991-1992, the creation of so-called university centres of excellence, in 1995 the creation of regional academies (Centre, East, West), and, in 1999, the integration of information and communication technology (ICTs). The *Conférence nationale des universités (CNU)*, consisting of the three regional conferences Centre, West, and East, was founded in 2001.

2.4 Contemporary Era

The 2000s saw the rise of fuel prices and, with the arrival of the president serving 1999-2019, Abdelaziz Bouteflika, a 1970s re-edition of higher education politics, of which he was a major actor. Though under different circumstances, influenced by an ever-growing population, a liberal economy, a multi-party system, and information technology, his policy of *concorde civile* ('social harmony') has, in fact, once again supported a massive construction of universities in each Wilaya as regional administrative unit.

With student numbers at half a million in the academic year 2000/2001, it marks an impressive augmentation of 1,000% from just 500 in 1954 (Guerid, 2010). The policy allowed first-generation students to access university and, above all, gain a feeling of socioeconomic success by ascension and real modernisation as well as individual empowerment that has the effect of social peace (Merzouk, 2012). Combined with the successive adoption of the European Union-initiated Bologna Process of higher education harmonisation¹²¹ across participating countries from 2003 onwards, it has reached more inclusiveness in first- and second-level education and opened up the university to very broad layers of the population, newly covering the interior regions in the South, as well as a rising female participation, which even constitutes the majority nowadays, and indeed surpassed their male counterparts for the first time in 2005. By the end of the decade, student numbers already exceeded one million.

¹²⁰ Notably, these figures have remained constant since, expect a decrease by approximately one-third in 2000. See also Natter (2014).

¹²¹ Locally, and in francophone contexts, generally referred to as LMD (system)

However, given the background of slow implementation of reforms from decades ago, it is equally not surprising that it is asked: “Why do we have to stick to any French educational system?” (Daghbouche, 2011, p. 468). Higher education, according to a highlighted contribution in Ghalamallah’s edited collection, occupies a primordial role in the reproduction of the social structure and may present an opportunity for a different one indeed (Derguini, 2011, p. 117). A second contribution proposes, in terms of measuring efficiency and effectiveness, “objectifs de démocratisation, d’arabisation, d’algérianisation et de scientificité”¹²² (Bakouche, 2011, p. 165). Likewise, Guerid exposes an “emprunt culturel” in the policy of industrialisation, which is regarded, and, as adopted, as orientalist universal model without “une réflexion profonde sur l’université nationale à construire”¹²³ (Guerid, 2012a, pp. 41–42). This state of affairs points towards the necessity of historical contextualising as well as its influence up to today. Nevertheless, Guerid claims that there is an “(...) absence d’une stratégie consensuelle et à long terme et partant d’une définition claire de l’université et de sa mission, dans la non-émergence d’un contre-pouvoir académique”¹²⁴ (Guerid, 2010).

Indeed, Guerid sees the underlying issue in the fact that there exists no knowledge society in Algeria as of now: “Est-il possible de construire une université de savoir dans une société qui n’est pas une société du savoir ni dans la réalité ni en projet?”¹²⁵ (Guerid, 2012a, p. 34). From a comparative perspective, “the Algerian university aims to serve the society’s needs, serve the scientific researches and seeks to adapt the technological development [sic]”, the description of which is portrayed as a combination of other major nation’s higher education system:

(...) while the German university regards that the university’s objective is looking for knowledge and science, the French university considers it to be serving the national and regional spirit, contrary to the Russian university which sees the main aim of the university is to fulfil the essential needs of the society, however; the American one sees that the university’s objective is serving markets which are subject to competition and development, unlike the Algerian university’s objective which is a mixture of the previous ideas and prospects, something that is clear in the official speeches, recommendations and practical instructions [sic] (Benaïssa, 2017, English abstract).

Present-day, though, an increasingly pressing reality is graduate unemployment with its adverse impact on the society’s social cohesion, in addition to a generally lower level of competences and, consequently, so-called ‘brain drain’ (Cherif, 2013, pp. 30–31). The root

¹²² Objectives of democratisation, arabisation, algerianisation and scientificity

¹²³ cultural imprint - A deep reflection on the national university to be built

¹²⁴ (...) absence of a consensual and long-term strategy and therefore of a clear definition of the university and its mission, in the non-emergence of an academic counter-power

¹²⁵ Is it possible to build a university of knowledge in a society that is not a knowledge society, neither in reality nor in planning?

cause portrayed as the massification of the system by ever-increasing student numbers is an issue which has been exposed by scholars since the late 1990s. In fact, in addition to the author of the claim, five more colleagues are presented, by citing an exemplary publication each, as agreeing to the status quo of a de-structured Algerian university, submerged by students since the 1980s (Ghalemallah, 2006, p. 32). The considerable augmentation in not only student numbers but higher education establishments since 2000 or even 2010 leads to an orientation of new, especially female students, to fields of study which are on offer at local universities rather than moving away, and thus the governance-induced promotion of the creation of “‘élites’ locales” (Haddab, 2014, p. 226).

By 2010, too, the overall degradation of their social status in society had many lecturers, and professors quit university for either the private sector or public administration or indeed emigrate altogether (Guerid, 2010). Nowadays, due to the new shortage of supervisory and teaching staff, young, low-skilled graduates barely having left their student status behind, are being recruited. Academic staff is made up to a large extent of lecturers in their thirties, mostly doctoral candidates or young PhD holders. Though in 2006, in the framework of revised public sector laws, academic staff wages were significantly increased – after counting towards the lowest in international comparison for decades – this change only applied to those with *fonctionnaire*, i.e. civil servant status, while it excludes the increasing number of *vacataires*, temporary as well as permanent contract holders. The teaching profession, in general, is undermined by the stakes of stages, funded short- or medium-term stays abroad, from two weeks to one year, as well as the desire to climb the professional ladder to obtain professor rank, rather than remaining at the level of (assistant) lecturer with less social benefits. Alternatively, incumbents seek to receive a promotion as an administration executive in the form of Head of Department, Dean, Vice-Dean, Vice-Rector, Master programmes or Graduate School responsible, or member of administrative or scientific councils.

Consequently, as claimed by one of the country’s most prominent social sciences representative already in 2010, a new era of the Algerian university, the *passage de l’impératif quantité à l’impératif qualité*¹²⁶ (Guerid, 2010), i.e. a shift from a quantitative, number-focused, towards a qualitative orientation, is about to begin. While the Algerian university is still the principal means of elite reproduction, the way in which this process is taking place is entirely absent from the public debate, in line with discussions about decisions

¹²⁶ change from the imperative of quantity to the imperative of quality

in other national policy fields, too. This state of affairs leads to the fact that there is still no societal consensus on the mission of the university (Guerid, 2010).

2.5 Conclusion: The Co-Existence of the Local and the Global in Algerian Higher Education

Local elements

One of the most recent publications titled “The role of the university in the development of the society” suggests that, “The university is regarded as the most important social institution that influences and is influenced by the social environment around it”; besides, there exist the functions of training “artistic, professional, political and intellectual leaders” (Barini, 2018, English abstract). At its base, therefore, a country’s national higher education system is an expression of the institutional system and the nature of the relationship between the state and the individual, group and society in its entirety (Derguini, 2011, p. 101)¹²⁷. Since independence, Algerian higher education policy emphasised, in continuous 5-year national development plans, and, “based on the principle of state guidance in the supply of trained personnel” (Daghbouche, 1982, p. 10), “(...) the quantitative rather than the qualitative side of education” (Daghbouche, 2008, p. 73). This emphasis has repercussions on “(...) an adequate capacity to respond to the requirements of the new generation”, meaning its ability to adapt to 21st-century challenges.

Overall, there exists the present-day dilemma of how to adapt to the society on the one hand, and, at the same time, adapting the society to the requirements of knowledge, while reconciling excellence with massification, as well as affirming that the society needs to be built on knowledge and competences (Cherif, 2013, pp. 6–7). Accordingly, although in principle everything is possible if the overall vision of the institution is agreed upon, balanced and open – the development of the university is linked to the type of governance, both nationally and internationally (Cherif, 2013, p. 7). While governance is understood broadly as encompassing both external aspects such as the relationship between the state, private sector and civil society actors and internal elements, it is in the sense of management that is the core of the persisting problems of weak institutional capacities (Ghalemallah, 2011a, pp. 6–7). This situation presents itself as a paradox in a socialist state.

¹²⁷ The discussion of the relationship between society and university is science-intrinsic. Therefore, the discourse is subject to change over time. In addition, there exist several aspects, which may go beyond these specific expressions.

From a non-political background, scholar Mohamed Ghalamallah – then based at the University of Oran, nowadays at *CREAD* – reflects about the Algerian university’s mission and its associated functions. Referring to history, he identifies three main functions, namely, economical, critical, and, educational and cultural (Ghalamallah, p. 1). The latter two are of traditional ideological nature, in social and cultural conservation. In contrast, the first-mentioned is modern and includes the training of *cadres*, national executives and leaders (Ghalamallah, pp. 9–10). According to him, the university is between the two pillars of exercising autonomy and academic freedom and assuming social responsibility (Ghalamallah, pp. 7–8), which translates into its mission of research versus the pressure of social determinisms (Ghalamallah, p. 15).

In more general terms, the university has two principal missions, firstly, academic training aimed at employability, and, secondly, research (Ghalamallah, 2011b, p. 50). Consequently, strategic decisions must be made in contemporary times: should the university be oriented towards economic requirements, and train its students accordingly, or, in contrast, should the university favour critical thinking and research freedom? (Cherif, 2013, p. 47). However, in contrast, in an exemplary national journal article, the contemporary Algerian university is attributed a national unity function in terms of stability, social cohesion as well as value and norm-giving for individual, collective and international relations (Hayesh & Boubaker, 2016, French abstract). Another, new function proposed is the university open to, and creator of, innovation, which then again favours economic growth (Boumediene & Beddi, 2015, pp. 31–32).

While their predominantly national context can characterise these functions, it is acknowledged that human resources in the sense of teaching and training could not have been achieved without foreign universities as a form of broad international cooperation, the international aspect of the Algerian university thanks to its geographical position between Africa, the Arab world and Europe “au carrefour des cultures”¹²⁸ of which the membership in the respective associations of universities – as early as the 1990s – is a proof (Djefflat, 1990, pp. 37–40).

Overall, the Algerian national university’s relationship to society as the central element has not been clarified or applied to date as “The main problem is how the present system can respond purposefully to the development and needs of Algerian society itself and promote the direct participation of universities in economic, social and cultural level” (Daghbouche,

¹²⁸ at the crossroads of cultures

2008, p. 73). According to Daghbouche (Daghbouche, 2008, p. 82), as a result of these observations, too, governance aspects of the dominating rigid university system and structure are at the core of social demands versus workforce needs, in maintaining systematic links between higher and secondary education, employment, overall national planning, scientific research and society in general.

Global elements

While previously, international aspects of academia embodied by research practice played a negligible role, due to heavy teaching loads; “Thus the research situation has been adversely affected by the teaching and development role which the community has given the university”, which, again, translates into the need for “Rational planning of the teaching/research functions of the universities” (Daghbouche, 1982, p. 52). As for research as a function, the university should advocate a generalist, multi-disciplinary education in science over a purely technical one in the form of vocational professional training (Ghalamallah, p. 12) and, permanently surpass its knowledge generated by, not least, resisting demands in its environment and focussing on “valeurs d’objectivité, d’universalité, d’humanisme [comme] un instrument d’engagement (...)”¹²⁹ (Ghalamallah, p. 17). These statements present not least a plea for research and science, subsumed under the “critical spirit” as the central functions of the (modern) university.

Lately, the state has been reacting to quality issues (University World News/Algérie Press Service, 2018). It has successfully begun to participate in prestigious internationally competitive and selective higher education cooperation projects and institutions, such as the “Academy” project funded by the European Union’s INTRA-AFRICA academic mobility scheme coordinated by the University of Tlemcen, the United Nations University Institute for Sustainable Development (UNU-IRADDA) in Algiers in 2016, or the Pan-African University Institute of Water and Energy Sciences (including Climate Change) (PAUWES) in Tlemcen since 2014. In September 2018, foreign private and international higher education providers were permitted to operate in Algeria for the first time, and some academies and institutes with a focus on economics or management and elements of foreign-language instruction have since emerged. The Higher Arab Institute of Translation (HAIT) was inaugurated by the Arab League already in 2005.

As with quality assurance, which relies on often supra-national standardisation and certification, the *LMD* has been included in state publisher’s *Office des publications*

¹²⁹ Values of objectivity, universality, humanism [as] an instrument of commitment (...)

universitaires (OPU) books' stock recently (Baddari & Herzallah, 2014), which may be regarded as evidence of its significance and topicality in scientific discourse. The significant past and continuing contribution of Algerian diaspora scholars – many of whom emigrated in the 1990s during the so-called 'black decade' of political unrest – around the world must be acknowledged. Nevertheless, as of 2015, some 54,000 academic staff of various ranks (Direction Générale de la Recherche Scientifique et du Développement Technologique [DGRSDT], 2015) at the country's higher education institutions are almost exclusively Algerian nationals at 99,7% in the 2005/2006 academic year (Guerid, 2010)¹³⁰, a status quo which is characterised by a pattern contrary to the global development of increasing faculty internationalisation, enabled by active recruitment and incentive policies.

Nevertheless, Algerian universities are hardly visible as, in addition to low research output, they presently rank low in worldwide as well as regional comparison. While international rankings must generally be examined critically in terms of, among others, methodology and their often inherent Anglo-Saxon system as well as English-language bias, as an indication, in the 2019 Times Higher Education Universities World Ranking edition, five Algerian institutions appear, out of which 2 are at the 800-1000th position and three at 1001+. In this classification, within African universities, those perform well in occupying the 17th-30th place, although there is only one, at 25th position, in the 2018 Arab World ranking (Times Higher Education (THE) World Universities Ranking, 2019). Out of close to 11,000 co-authored publications involving Algerian researchers analysed in 2000-2011, about 42% were written with France, while only 3% with the United States, 2% with the United Kingdom and less than 1.5% each with Canada, Tunisia and Morocco (DGRSDT, 2015).

Like in other Arab countries, Algerian scholars, too, are among the two-thirds reported who would rather emigrate according to a recent study in the region (University World News, 2019). The Algerian higher education system has also been increasingly subjected to external pressure, mainly by an – even if masked – emigration trend by its graduate students, who enrol in French universities through the French public agency Campus France, established in 2010, which promotes France as a destination to pursue, or continue, higher education. Hence, a significant number of Algerian graduates is striving to go to Europe or North America – not primarily to study but to emigrate (Chachoua, 2018). Not least, to date, prior direct ministerial authorisation is required for institutions providing invitation letters to all foreign nationals in need of a visa for academic stays as Algerian researchers need to equally

¹³⁰ More recent statistics could not be obtained.

obtain approval by the authority for the same purpose abroad. The authors' own experience of obtaining a visa shows that there is no policy of openness as of now.

Students have also been participating actively in the so-called *hirak* movement of weekly street protests since February 2019, then demanding the resignation of former President Abdelaziz Bouteflika – having taken place in April 2019, during a month-long university closure to prevent civil action upsurge (Bensouiah, 2019a) – and continued renewal of the countries' leadership on all levels. Since delayed elections in mid-December 2019 resulting in a new government headed by the independent President Abdelmadjid Tebboune, demonstrations have become less well frequented, while they do continue. Most topical, with the arrival of a new Minister of Higher Education and Scientific Research in January 2020, lecturers have voiced their demands of considerably improving their salary, working conditions, and living allowances, however, not least, to discontinue the reformed *LMD* system in favour of the bachelor degree system, as well as to switch to English and abandon French as the language of instruction (Bensouiah, 2020b).

In this context, it is noteworthy that Algerian lecturers' salary level is at a minimum of DZD 126,000/month (USD 980), with the maximum DZD 412,000 (USD 3,200); the average is DZD 262,000 (USD 2,000). In international comparison, they make up around one-third when compared to some central European countries, and a maximum of one-fourth of Northern European, UK, Canada, USA, Australia, and South Africa averages.¹³¹ With regards to overall low salary rates in other countries on the African continent, as well as the BRICS (Altbach et al., 2013), Algerian conditions compare favourably. Increases are in place after 2, 5, 10, 15 and 20 years, with progression percentages decreasing from 40 to 10 overtime.¹³² While many receive state/university accommodation on top, living costs rise sharply, and only very few benefit from the highest levels, reserved to professorial rank.¹³³ Those rates have not changed since 2008.¹³⁴

To conclude, within 50 years, the Algerian higher education system has grown from a marginalised minority to an overwhelming majority student youth, and from one single university to a large system incorporating more than one hundred institutions of various

¹³¹ Source: <https://naibuzz.com/10-countries-with-the-highest-professor-salaries-in-the-world/>

¹³² Source: <http://www.salaryexplorer.com/salary-survey.php?loc=4&loctype=1&job=6259&jobtype=3>

¹³³ See chapter 3.2

¹³⁴ See http://www.esrsalg.yolasite.com/resources/Version2_Nvelle_grille_salaires.pdf for a comprehensive compilation by the Algerian National Council of Higher Education Lecturers (*CNES*) as an overview of all ranks, categories, and differentiation between base salary and a variety of bonuses to be added, among others, teaching, research, and region. Again, those are most relevant for the higher ranks as opposed to the lower ones.

types. It not only passed but indeed replaced the colonial university with its national university. Finally, since the turn of the millennium, the Algerian university – while partly imposed for competitive, economic reasons due to globalisation as well as domestic civil pressure – has featured an increasingly liberal orientation. Nevertheless, it finds itself in an impasse between this international environment with its foundations still insufficiently rooted, not least by a language policy where implementation is lacking behind and is newly challenged by the gradual introduction of English (Bettahar, 2014). Consequently, Algeria is at crossroads at this moment in time. While potentials and promising developments can be identified, there are many open questions in higher education policy and institutional and system development. Therefore, a rationale has to be defined with regards to priorities to be tackled.

3 Algerian Higher Education System Development

3.1 University Landscape

Algerian higher education governance at the national level is organised via the central authority of the *Ministère de l'Enseignement Supérieur et de la Recherche Scientifique* (MESRS)¹³⁵, established in 1971, after having been incorporated post-independence in the Ministry of National Education. At present, it encompasses nine General Directorates, one of which is the Directorate of Scientific Research and Technological Development (*DGRSDT*) outlined below. As stipulated by law, the Minister is an appointee by the President¹³⁶ – as of July 2020. The Ministry has its own publication, the *Bulletin Officiel*, which appears every trimester, too. The most recent edition counts 733 pages.¹³⁷ It also makes available a compilation of laws governing the sector spanning the period 2005-2019 on its website (MESRS, 2019). Likewise, it has been operating its own publishing house since 1973, the *OPU*¹³⁸, which, as a public entity, features academic books across the spectrum of disciplines, for use at university or individual scientific work.¹³⁹

As of January 2020, the Algerian higher education system counts 106 institutions in 58 – since a district reform accounting for the great Southern region in December 2019 – Wilayas as administrative units, out of which 50 universities, 13 university centres, 20 *écoles nationales supérieures*, 10 *écoles supérieures*, 11 *écoles normales supérieures* and 2 annexes. Out of these, about 30% of Universities and 90% of University centres were founded since the millennium (MESRS, 2019). Those are divided into three regions, namely, Centre (11 universities), East (22) and West (17), with a governing body each, the regional conference of universities. No conference has been established for the Algerian South yet.

Institutions with university status' legal basis is the gazetted (*Journal Officiel*) *Décret exécutif n° 03-279 du 24 Joumada Ethania 1424 correspondant au 23 août 2003 fixant les missions et les règles particulières d'organisation et de fonctionnement de l'université*¹⁴⁰ as

¹³⁵ Like its French counterpart, governance structure has been centralised

¹³⁶ As of July 2020, the incumbent is Prof. Abdelbaki Benziane. His two predecessors each were in office for less than six months.

¹³⁷ <https://services.mesrs.dz/DEJA/Bulletin%20Officiel/%d8%a7%d9%84%d9%86%d8%b4%d8%b1%d8%a9%20%d8%a7%d9%84%d8%b1%d8%b3%d9%85%d9%8a%d8%a9-%d8%a7%d9%84%d8%ab%d9%84%d8%a7%d8%ab%d9%8a%20%d8%a7%d9%84%d8%ab%d8%a7%d9%84%d8%ab-2019.pdf> (Arabic only).

¹³⁸ <https://www.opu-dz.com/portal/fr>

¹³⁹ Those are much more affordable than commercial publishers by international standards. However, they are generally not exported, and foreign authors are rather unlikely to publish with them, so it essentially reflects research being done domestically.

¹⁴⁰ https://www.joradp.dz/JO2000/2003/051/F_Pag.htm pp. 4-13.

well as its amendment 2007.¹⁴¹ Higher education institutions are defined as “public establishments of scientific, cultural, and professional character”, where the distinction is made between “public establishments of administrative character”¹⁴², such as the *oeuvres universitaires*, and the “public establishments of industrial and commercial character”, such as the *OPU* as service providers. It constitutes the first law since 1999¹⁴³ and stipulates their status as created by, and under the tutelage of the Ministry. Primordially, the latter decides about their seat, number and nature of faculties as well as eventual annexes. Any alternations are subject to the same conditions. Previous ‘higher education orientation’ laws date from 2000 and 2018¹⁴⁴, based on a law ‘planification of student numbers of the education system’ in 1984.¹⁴⁵

Institutional governance is regulated by a number of Ministerial decrees dating between 2004 and 2006, which for universities and university centres, in addition to Rectorate and general administration¹⁴⁶, stipulate the following self-administration: Institute council and scientific council, Faculty council and scientific council and Department scientific council.¹⁴⁷ For *écoles*, the scientific council and its administration were legally established only in 2018.¹⁴⁸

Écoles, modelled after the French type¹⁴⁹, are highly selective institutions of higher education aimed at training the national elite, often with employment guaranteed in various public administrations upon graduation in their respective field. Their legal reference is as recent as 2016.¹⁵⁰ Although the historical annexes in Constantine and Oran continue to be essential centres in the Algerian higher education landscape with several universities in each city, nowadays, Algerian students from any of the country’s now 58 wilayas as regional

¹⁴¹ https://www.joradp.dz/JO2000/2006/061/F_Pag.htm

¹⁴² Cf. Chapter II: *Dispositif institutionnel et organisationnel du secteur de l'enseignement supérieur et de la recherche scientifique*, Section II, B 1) a) <https://www.mesrs.dz/fr/chapitre2>

¹⁴³ <https://services.mesrs.dz/DEJA/Ensemble%20des%20textes%20juridiques%20depuis%201%27ind%C3%A9pendance%20et%20publie%20dans%20le%20journa%20officiel%20/loi99-05fr.pdf>

¹⁴⁴ <https://services.mesrs.dz/DEJA/Ensemble%20des%20textes%20juridiques%20depuis%201%27ind%C3%A9pendance%20et%20publie%20dans%20le%20journa%20officiel%20/loi2000-04fr.pdf> / <https://services.mesrs.dz/DEJA/Ensemble%20des%20textes%20juridiques%20depuis%201%27ind%C3%A9pendance%20et%20publie%20dans%20le%20journa%20officiel%20/loi08-06fr.pdf>

¹⁴⁵ <https://services.mesrs.dz/DEJA/Ensemble%20des%20textes%20juridiques%20depuis%201%27ind%C3%A9pendance%20et%20publie%20dans%20le%20journa%20officiel%20/loi84-05fr.pdf>

¹⁴⁶ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/55%20FR.PDF, pp. 15-21

¹⁴⁷ Cf. Chapter II, Section II, B 1. 1) b) *Organisation scientifique des établissements*. <https://www.mesrs.dz/fr/chapitre2>

¹⁴⁸ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/57%20BIS%20%20FR.pdf pp.12-15

¹⁴⁹ Their structure and internationally distinct type of higher education institution is identical with the French system.

¹⁵⁰ <https://www.mesrs.dz/documents/12221/3751967/n%C2%B0%2016-176.pdf/06c0d6fb-c9e9-478d-890e-3102757f0d6f>

administration units, including much less densely populated regions in the Algerian Sahara, have a higher education institution of either university or university centre status nearby.

While the conditions had already been set in 1999 and updated in 2008¹⁵¹, finally, since the end of 2016, private institutions of higher education are formally permitted by ministerial decree. This constitutes a novelty as, since independence, there have only ever been public universities in Algeria, in contrast to its neighbours Morocco and Tunisia which, despite their much smaller size and population, are host to several private institutions – among them branch campuses of foreign universities. Although there is no private comprehensive university in Algeria yet – a dozen of business-school type specialised institutions do exist – operations are expected to start in the near future and have the potential to mark the beginning of a new era in the Algerian higher education system. To complete the Algerian higher education landscape, provision has also been made for institutions not to be under the tutelage of the respective Ministry, but other Ministries.¹⁵² Also, there are national technical and vocational training (TVET) Institutes, such as the *Institut Algérien du Pétrole (IAP)*. Even though institutions and industries fund them, they are pedagogically dependent on the Ministry of Higher Education and Scientific Research for the accreditation of their academic programmes.

The 2018 operating budget¹⁵³ for higher education and scientific research is at 313 billion Algerian dinars, equalling around USD 2.65 billion, corresponding to approximately 7% of the entire annual national budget (Ministère des Finances, 2018). This amount is used to finance all institution administration, infrastructure, teaching, and research – including those national research centers attached to the Ministry – as well as students' social services, via the Ministerial agency *Office National des Oeuvres Universitaires (ONOU)*¹⁵⁴, which make up a large part of the expenses. All budget items are funded at 98% by fossil fuels exportation revenues, in accordance with the Algerian national budget. This status quo is testimony to one of the most significant investments in any national higher education system in recent times. It constitutes a remarkable, increasing achievement of higher education access at the same time.

¹⁵¹ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/50%20FR.PDF, pp.33-37.

¹⁵² Cf. Chapter III, Section III *La formation supérieure hors du secteur de l'enseignement supérieur*. <https://www.mesrs.dz/fr/chapitre3> France has the same governance structure, e.g. the *École Nationale des Beaux-Arts* is under the tutelage of the Ministry of Culture.

¹⁵³ Newest available figures

¹⁵⁴ The French equivalent is the *Centre régional des œuvres universitaires et scolaires (CROUS)*

In the academic year 2019/2020, the Algerian higher education system integrates some 2 million students and more than 55,000 academic staff – including professors/researchers and doctoral candidates – (DGRSDT, 2019a) for a population of 43.5 million. For comparison, Nigeria, as the most populous country in Africa, presently features similar student numbers¹⁵⁵, as does South Africa, with Egypt and Germany, both double the Algerian population, counting 2.8 million. By 2030, as many as 3 million students are expected to be enrolled at Algerian universities nation-wide as per the opening speech on the occasion of the new Minister’s inauguration (MESRS, 2020d).

According to data by UNESCO, in 2018, Algerian – like Chinese – tertiary education gross enrolment ratio¹⁵⁶, is at just over 50%, out of which almost two-thirds are female. It has continually risen from 30% at the beginning of the decade. First-degree gross graduation rate is at just under 30% in 2018, which remained almost unchanged compared to 2012. Throughout, since 2010, female graduates outnumber their male counterparts by one-third or more (United Nations Educational, Scientific and Cultural Organisation [UNESCO], 2020). For comparison, tertiary enrolment rates are at 28% in India, 35% in Egypt – similar to the Arab States average – at 22% in South Africa, and 9% for sub-Saharan African countries, in contrast to Europe’s and North America’s combined 77% (United Nations Educational, Scientific and Cultural Organisation (UNESCO)/ Institute for Statistics, 2020a). Organisation of Economic Cooperation and Development (OECD) countries’ tertiary education attainment rate – men and women combined – is around 35% on average. However, figures vary widely from under 10 (South Africa) to close to 70% (Russia and Korea) (Organisation of Economic Cooperation and Development [OECD], 2020).

All *baccalauréat (bac)*¹⁵⁷ holders have access to 100% publicly-financed institutions, and, via the Ministerial agency *ONOU*, will receive accommodation in university residences for a nominal fee, on the condition that they live further than 30 km for female and 50 km for male students away from their place of study. In addition, there is only a symbolic price for catering on campus, with meals costing 1.2 Algerian dinars equalling USD 0.01 USD each on restaurant ticket booklets, as well as transport for 135 dinars or USD 1.11/year. Not least, most students, depending on parental income, receive a modest stipend for associated costs,

¹⁵⁵ <https://www.pulse.ng/communities/student/national-universities-commission-nuc-says-there-are-19m-students-in-nigerian/3tgpcd7>

¹⁵⁶ Number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. For the tertiary level, the population used is the 5-year age group starting from the official secondary school graduation age. See <http://uis.unesco.org/en/glossary-term/gross-enrolment-ratio>

¹⁵⁷ Default secondary school leaving diploma in Algeria - A-level equivalent - granting university access.

which makes Algeria one of the few, if not the only, remaining country in the world which grants not only tuition-free studies – as is also the case in e.g. all continental European countries – but also fully finances living costs for the duration of first (Bachelor), second (Master) and even third-level (doctorate) courses for all domestic as well as any foreign students.

For the latter group, generally via bilateral government agreements with some sub-Saharan African countries – although they only make up 0.7% of the total registered stipend receivers in 2017. In the 2017/2018 academic year, close to half a million students were accommodated in public student residences, approximately 925,000 received a stipend and campus transport, and more than 1,155,000 meals were dispensed a day (Ministère de l'Enseignement Supérieur et de la Recherche Scientifique (MESRS)/Office National des Oeuvres Universitaires (ONOU) 2020)¹⁵⁸. These conditions of 95% national subsidy benefits, coupled with stagnation at the much lower price level of the time for the costs borne by students themselves, have remained unchanged since the 1970s.

With student numbers still rising, student selection and allocation, too, is “instrument” of higher education policy with clearly defined economic and social objectives (Haddab, 2014, p. 232). Accordingly, in the 2018/2019 academic year, for example, postgraduate – Master’s and doctorate level – access has been portrayed as highly problematic in terms of transparency and functionality of application processes and the disparity between over-subscribed cities and less frequented towns in the country (Bensouiah, 2018b). Since 1995, selectivity in the form of *bac* average marks¹⁵⁹ for popular, socially prestigious and highly sought-after disciplines like medicine, sciences, engineering, architecture and foreign languages has increased, while those with the lowest grades are generally attributed to the social sciences by a centrally administered national allocation system, which accounts for up to three-quarters of the student distribution.

According to an article in the student supplement in ‘El Watan’ national newspaper, the current dominance of social sciences and humanities (*SHS*) of approximately two-thirds of all Algerian students is not out of choice or preference but can indeed be traced back to a lack of alternatives related to lower marks in the *bac*, limiting the choice of medicine, science and engineering, for which higher grades are required (Staïfi, 2013). Not least, at the beginning of the academic year 2018/2019, the former Minister of Higher Education, Tahar Hadjar, announced that Political Science would be discontinued at 13 universities due to

¹⁵⁸ Newest figures available

¹⁵⁹ As is the case in France

students' lack of interest and poor employment opportunities – although journalism as political and information science was previously only offered at one national institute – with lecturers being integrated into law faculties (Bensouiah, 2018a).

Contrary to this claim is the analysis put forward by a previous Minister of Higher Education, Mustapha Haddab, who states that the so-called STEM (Science, Technology, Engineering and Mathematics) disciplines – basically aimed at a career in academia – make up for less than 15% of all graduates in 2005, largely due to the fact that they actually lack such a perspective of remaining at university given the low overall requirement of their profile (Haddab, 2014, pp. 229–230). SONATRACH, the biggest national enterprise engaged in petroleum engineering, has reacted to the lack of competences required by the graduates recruited with a one-year “induction” practical training (Guerid, 2007, p. 306). Consequently, a shift can be observed from basic research and productivity-oriented STEM disciplines towards a service industry with courses in management, business, communication and law now dominating the overall study structure (Haddab, 2014, p. 231).¹⁶⁰

After the adoption of Tamazight in 2016 as the second official language in Algeria, in addition to modern standard Arabic, first signs of a shift in policy can be seen by the decree for the creation of an Algerian Academy for Tamazight Language as of June 2018, followed by a commission set up at the African Union from November 2019 (University World News/Algérie Press Service, 2019).

3.2 Research System

The Algerian science system is comparatively recent, although its former agencies, the National Organisation for Scientific Research (*ONRS*) and the National Research Commission (*CNR*) were established shortly after *La Refonte* – with the creation of the respective Ministry – in 1972 and 1973. Since 1962 until 1972, the Office of Scientific Cooperation (*ONS*) was co-administered with the French institution (Dahmane, 2014). Importantly, in 1976, the Institute of post-graduation at universities was established, corresponding to the cycle of studies post-first (*licence*-bachelor) level, to eventually have the local staff necessary at disposal, who were still rare in the 1980s, for both research and academic training. In 1986, following the dissolution of the *ONRS*, the High Commission of

¹⁶⁰ See these disciplines referenced in chapter 1.3

Research (*HCR*) was founded, which re-centralised research under the Presidency (Dahmane, 2014). In 1989, a national committee of programming and evaluation of scientific research (*CNEPRU*) was established¹⁶¹, and 1999 marks the beginning of the regulations of national research centres as statute type “public establishment of scientific and technological character”¹⁶², modified twice, in 2002 and 2009.

While the first five-year plan started in 1998 with the integration of lecturers-researchers at universities in research units, it was only ten years later that institutionalisation in the form of overarching governing agencies took place (DGRSDT, 2019a). The legal reference of present-day scientific research and technological development then is the corresponding ‘orientation law’ from December 2015. In the overview of laws governing the sector (MESRS, 2019), those addressed and concerned with at research development appear mostly from 2016 onwards, such as the creation of new national research centres.¹⁶³ Importantly, the Algerian Academy for Science and Technology¹⁶⁴ was only established in 2015, too – by Presidential decree. Likewise, the Algerian Academy for Tamazight Language dates from 2018.

In terms of research governance, the *Direction Générale de la Recherche Scientifique et du Développement Technologique (DGRSDT)* is the national central agency attached to the Ministry, legally founded in 2008, which is charged with consolidating the national science system, research programming and evaluation, finance, scientific human resources development, scientific cooperation, and research promotion.¹⁶⁵ Importantly, it hosts the secretariat and executes the decisions of the national council of scientific and technical research (*CRNSDT*) – last amended in 2008 after creation in 1992 – and it implements the respective national policy as stipulated by orientation law in 1998, for four years initially.¹⁶⁶

Already in 1992, meanwhile ten intersectoral commissions of research support, programming and evaluation were installed¹⁶⁷, modified in 2008 and complemented by permanent, standing sector committees in 1999¹⁶⁸. There are five national thematic research

¹⁶¹ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/23%20FR.PDF

¹⁶² Cf. Chapter II, Section II, *Cadre institutionnel et organisationnel de l'enseignement supérieur et de la recherche scientifique*. B. 1. 3) 1) a) <https://www.mesrs.dz/fr/chapitre2>

¹⁶³ See the complete list: <http://atrst.dz/en/etablissements-de-recherche/>

¹⁶⁴ Cf. Chapter II, Section II, *Cadre institutionnel et organisationnel de l'enseignement supérieur et de la recherche scientifique*. A) 2) 1. <https://www.mesrs.dz/fr/chapitre2>

¹⁶⁵ France features a similar structural set-up as Directorate-General within the Ministry:

<https://www.enseignementsup-recherche.gouv.fr/cid24148/www.enseignementsup-recherche.gouv.fr/cid24148/direction-generale-de-la-recherche-et-de-l-innovation-d.g.r.i.html>

¹⁶⁶ http://www.dgrsdt.dz/Pdf/Documents/Loi_98-11_du_22-09-1998.pdf

¹⁶⁷ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/77%20FR.PDF, pp.111/112.

¹⁶⁸ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/78%20FR.PDF, pp.3/4.

agencies,¹⁶⁹ established in 2012 with revised governing laws in 2019, aimed at basic research – overseeing 38% of research entities in the field of social sciences and humanities; 7 % in natural and life sciences; 6% in biotechnologies and food processing sciences; 44% in science and technologies, and 5 % in health sciences (DGRSDT, 2019b). In addition, targeted at applied research, there is a stand-alone national agency for the valorisation of research results and technological development (*ANVREDET*)¹⁷⁰, which has indeed existed since 1998, and the Algerian Space Agency (*ASAL*)¹⁷¹, founded by Presidential decree in 2002. Accordingly, the national council for scientific research and technological development was established in 2008, followed by the national council of evaluation in 2010.¹⁷²

Research funding as Gross Domestic Expenditure on Research and Development – for which the latest, and only, figures are available 2017 – adds up to 0,5% of the GDP, out of which 50% is on government, 43% on higher education and 6% on business. Government is with 93% the source of the overwhelming majority of funds. Roughly half is spent on engineering and technology, with approximately 2% each on natural sciences, medical sciences and social sciences. The remainder, more than 40%, is ‘not specified’ (United Nations Educational, Scientific and Cultural Organisation (UNESCO)/Institute for Statistics, 2020b).

The budget for research and development indicated stands at more than 100 billion Algerian dinars, the equivalent of USD 814 million. Starting in 1997, approximately two-thirds of the total has been allocated to universities, 28% to agencies and national research centres under *MESRS* tutelage, and the remaining 6% to those

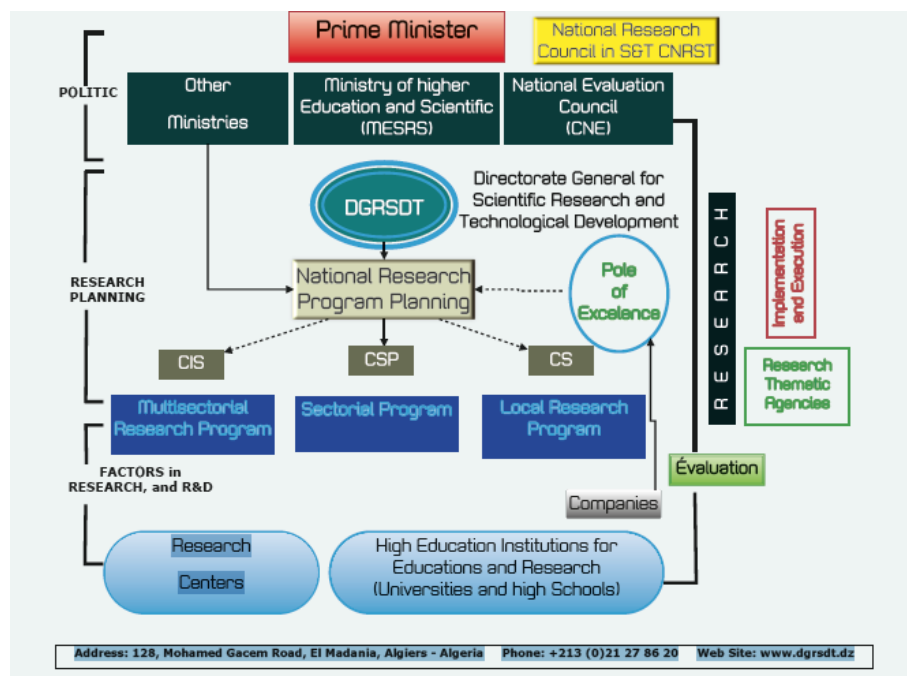


Figure 10: Algerian Research System (DGRSDT, 2019d)

¹⁶⁹ Unlike in France, with its *Centre National de la Recherche Scientifique (CNRS)*, there is no overarching, multidisciplinary research institution, to which units or laboratories are affiliated.

¹⁷⁰ <https://www.anvredet.org.dz/>

¹⁷¹ <https://asal.dz/>

¹⁷² https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/20%20FR.PDF/
https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/18%20bis%20fr.pdf

outside of the latter Ministry. However, there has been a decline since the peak in 2014 in funds overall, for both operational budget and equipment (DGRSDT, 2019a). A further differentiation, e.g. regarding institutions or single units, cannot be obtained.

As of 2020, the Algerian higher education system features 26 national research units¹⁷³ at universities and 25 research centres under the tutelage of *MESRS* and seven other Ministries, as well as more than 1,500 groups (*laboratoires*)¹⁷⁴ at universities, up from only 262 with a total of 13,150 researchers (including doctoral candidates) in 2000, their year of inception (DGRSDT, 2019a). Those are distributed somewhat equally among the national territory in the regions Centre (478), East (550) and West (428) (2018) (DGRSDT, 2019a). In 2019, their regulations were updated by Ministerial decree,¹⁷⁵ stipulating that there must be at least four teams of at least three researchers each. There is an online directory for the latter, *DALILAB*¹⁷⁶, searchable in French. In this framework, a recent quality assurance initiative can be noted with the closing of 72 laboratories following an evaluation at the end of 2018 (University World News, 2018), while, since 2000, a total of 137 entities have been closed¹⁷⁷ (DGRSDT, 2019b). At the beginning of 2020, then, 66 new laboratories were established at a total of 44 universities, university centres, and *écoles*. The law also accounts for research teams, since 2013¹⁷⁸, and – as recently as 2019 – thematic research networks¹⁷⁹. As of the 1st quarter 2020, 2,731 projects are listed in the online database of national research programmes in 34 thematic areas defined in 2008. Out of those, 312 were selected as having a socio-economic impact.

There are a total of 2,107 permanent researchers and 889 auxiliary research staff at national research institutes in the country, out of which three-quarters at *MESRS*-governed institutes. At the same time, they represent only 4% of the entire Algerian academic staff of approximately 55,000 in 2018 (DGRSDT, 2019a). Out of these, 44% are female, whereas 56% are male. Interestingly – arguably, contrary to many other national science settings – women make up more than 60% of the total in chemistry and natural sciences and still attain 40% in engineering and physics (DGRSDT, 2019b). In addition to doctoral candidate status, there are five ranks, in ascending order: *Maître Assistant (MA) A/B*, *Maître de Conférences*

¹⁷³ See the complete list: <http://atrst.dz/en/etablissements-de-recherche/>

¹⁷⁴ Structurally identical with the French system

¹⁷⁵ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/75%20bis%20fr.pdf, pp.6-10.

¹⁷⁶ <http://dalilab.dgrsdtdz/site/>

¹⁷⁷ Information on the criteria for this decision or the affected researchers' positions after closing is unavailable

¹⁷⁸ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/76%20FR%20A.PDF, pp.7-9.

¹⁷⁹ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/71%20BIS%201%20fr.pdf, pp.15/16.

(MC) A/B, Professor. These ranks are applicable for both university-based as well as institute-based researchers¹⁸⁰.

In this context, the present-day most significant proportion across all disciplines are doctoral candidates with 35%, followed by *MAA* with 27%, *MCA* with 12%, *MCB* with 11%, Professor with as little as 10%, and – of little significance – *MAB* with 5% (DGRSDT, 2019b).¹⁸¹ Therefore, it can be stated that Algerian university staff is mainly made up of those not having exercised research activities for long, as reflected in their lower scientific rank. The two categories of doctoral candidates and *MAA* have more than tripled since 2000 – although being negligible recently, while the highest growth rate can be earmarked 2001/2002 and 2011/2012. This fact also corresponds with the staff's age, with the highest distribution between 30-45 years across all disciplines (DGRSDT, 2019b). It is noteworthy, too, that only 40% of those affiliated with research institutes are doctorate (PhD) holders, whereas the majority hold a former Magister diploma. Likewise, 42% are active in the field of Engineering Sciences, with 11%, respectively, 9% in Arts and Humanities and Social Sciences (DGRSDT, 2019a). However, in terms of the total of researchers as academic staff, roughly one-third each are engaged in either of these two fields (DGRSDT, 2019b).

Out of the 13 national research centres under the tutelage of the Ministry, three are in humanities, and ten are in other disciplines – such as, notably, physics, including the most highly staffed centre with 356 permanent researchers in 2018, the *Centre de Développement des Energies Renouvelables (CDER)*¹⁸². Two prominent non-science national research centres had existed before 2010, the *Centre de Recherche en Économie Appliquée pour le Développement (CREAD)*¹⁸³ and the *Centre de Recherche en Anthropologie Sociale et Culturelle (CRASC)*¹⁸⁴, established in 2006. The youngest national recent centre on Islamic Sciences and Civilisation dates from 2018 and has 37 members of staff. Among the national institutes, too, is a transversal research service, the Research Centre for Scientific and Technical Information (*CERIST*)¹⁸⁵ with 105 permanent researchers as of 2018, which hosts and administers, since 2012, the *Portail National de Signalement des Thèses (PNST)*¹⁸⁶, an online searchable directory of both complete and on-going dissertations on the national

¹⁸⁰ France features the same ranks, in use mainly at universities, although there are further functions in higher education institutions, too.

¹⁸¹ See also DRGRDT 2019a, p. 10, table 5 – partly calculated from absolute numbers and rounded

¹⁸² <https://www.cder.dz/?lang=en>

¹⁸³ <http://www.cread.dz/index.php/en/home-2/>

¹⁸⁴ <https://www.crasc.dz/index.php/fr/>

¹⁸⁵ <http://www.cerist.dz/index.php/en/>

¹⁸⁶ <https://www.pnst.cerist.dz/>

level¹⁸⁷, the Algerian Scientific Journal Platform (*ASJP*)¹⁸⁸ for all national journals and the centralised scientific journal and database access platform (*SNDL*).¹⁸⁹ An update from March 2020 of the census of national scientific journals counts almost 700 nationally-published journals in Arabic (491), French (166) and English (40) (DGRSDT, 2020). For international journals, it is customary in Algeria to publish an official categorisation, divided into categories A++, A, B, and C – now discontinued and replaced by a list of predatory journals/publishers of more than 1,000 each.

There are four so-called subsidiaries as spin-off institutes attached to national research centres in the fields of renewable energy, industrial technologies, physical-chemical analysis, and the centre for the development of advanced technologies, which deals with artificial intelligence. Summarised under “common research services”¹⁹⁰, which have a technical and technological orientation as platforms – including high-performance computing – as for applied research, there has recently been a launch of incubators, two of which are already operational, two others under a feasibility study, and a further four are planned in the mid-term. Likewise, four Technology Transfer Centres, as well as Experimental Stations, are currently being implemented; conceptualised under the plan for development of scientific research and technological development 2008-2012. Not least, there are “Research and Development Centres”¹⁹¹, which are hosted at the biggest (para-/state) industries, respectively companies, such as SONATRACH for fossil fuels exploitations, CEVITAL for food processing, the HASNAOUI Group in construction and agriculture and the National Enterprise of Electronic Industries/Electrical Goods. To complement the knowledge transfer entities, there exist so-called *clubs scientifiques*, student initiatives on campus, at university institutions, too.¹⁹²

The Algerian national university commission is also in charge of evaluation, and promotion, of *enseignant-chercheurs*, so-called lecturer-researchers in professorial capacity at universities¹⁹³. Established in 1994, it was complemented by the national commission of researcher evaluation in 2009¹⁹⁴. Besides, after its creation 2004, the functioning of the

¹⁸⁷ France has parallel structures: i.e. CNRS Institutes, the *Unité Régionale de Formation à l'Information Scientifique et Technique* (URFIST)/ thesis.fr

¹⁸⁸ <https://www.asjp.cerist.dz/>

¹⁸⁹ <http://www.cerist.dz/index.php/en/portails-2/809-sndl>

¹⁹⁰ See section on the DRGSDT website, http://www.dgrsdt.dz/v1/index.php?fc=Plt_Tech

¹⁹¹ See subsection of research structures on the DGRSDT website:

http://www.dgrsdt.dz/v1/index.php?fc=St_RSdt

¹⁹² See Chapter VI: *Vie étudiante et insertion professionnelle*, Section IV, *Les clubs scientifiques au sein des établissements d'enseignement supérieur* <https://www.mesrs.dz/fr/chapitre6>

¹⁹³ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/24%20FR.PDF

¹⁹⁴ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/25%20AR.PDF (Arabic)

national commission of habilitation¹⁹⁵ was modified in 2015, together with an update of the national commission for doctoral-level studies (*troisième cycle*) in 2019¹⁹⁶ after establishment in 2007. Since 2013, there has been a Dean's conference¹⁹⁷, according to discipline. Furthermore, there exists the national scientific commission for validation of scientific journals since 2014¹⁹⁸ – with the provision for 'C category' national journals from 2018, updated in 2019¹⁹⁹, and the commission for the implementation of a quality assurance system (*CIAQES*)²⁰⁰, dating from 2010. From 2019, a commission for the selection of candidates for leadership positions of higher education institutions has been operational.²⁰¹

With the two *DGRSDT* reports drawn upon serving as a blueprint for a national research strategy, respectively, sectorial research strategy in the years to come, both conclude pointing out the main challenges as follows: firstly, there is the issue of the absence of a special legal status for permanent researchers, and, secondly, conditions, in general, are not favourable for staff at research institutes as compared to academic staff – *enseignants-chercheurs* – at universities (DGRSDT, 2019a, 2019b).

As for scientific production, in 2018, there were 7,643 publications corresponding to approximately 10% of African total and 0.25% of the worldwide output. Out of those, just under 50% were with international co-authorship. Algeria thus occupies the 4th rank in African classification – after South Africa, Nigeria and Tunisia and before Morocco – and 55th worldwide in the period 1996-2018 with 65,714 publications in total; out of which 83% between 2008 and 2018 (DGRSDT, 2019c), based on a bibliometric analysis with data from the open-access 'Scimago Journal and Country Rank Portal'²⁰², which is up-to-date. In 2018, when aggregated per discipline, Algeria is among the top three in Africa in Physics, Chemistry, Material Sciences, Engineering and Mathematics; as opposed to economics/finance (11) and psychology (19).

On a worldwide scale, its best position is again material sciences (42), engineering (44) and mathematics (45), with a total of nine disciplines out of 27 in the top 50. Towards the lower end then, once more, there are social sciences (71), arts and humanities (80) and psychology (113) (DGRSDT, 2019c). The citation rate per document as an indicator of the national

¹⁹⁵ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/19%20bis%20fr.pdf

¹⁹⁶ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/26%20FR.pdf

¹⁹⁷ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/26%20B%20FR.PDF

¹⁹⁸ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/26%20A%202%20FR.pdf

¹⁹⁹ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/26%20F%20B.pdf (Arabic)

²⁰⁰ <http://www.ciaques-mesrs.dz/>

²⁰¹ https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/26D++FR.pdf

²⁰² <https://www.scimagojr.com>

scientific production is most apparent in arts and humanities and social sciences at only one-third of the national average, which is likely due to default Arabic-language publications in these fields as well as lower standards for journal reputation compared with natural sciences, according to the authors of the study (DGRSDT, 2019c). While there seems to be no correlation with increased research funding, a correlation between the augmentation of researchers and improved scientific productivity can be observed (DGRSDT, 2019c).

3.3 Phases of National and International Orientation

It is a risky task for any educational leader to attempt to transform a system as vast as the university in such a short time without a trial or pilot study. The Algerian university system of higher education does manifest certain common trends and phenomena that are leading it to a greater resemblance to the Maghrib nations as a whole (Daghbouche, 2011, p. 469).

The national policies of a newly independent Algeria, which naturally influenced its university and emerging higher education system, were set at the Congress of Tripoli in 1962, followed by the Constitution in 1963 and the Charter of Algiers 1964. Three main lines of the following policy were the emphasis on science, the acknowledgement of the values of Arab-Islamic civilisation, and faithfulness of socialism (Mahiou, 2015, p. 9). The first indicator for reform of colonial higher education in place was the commission of higher education reform in the Ministry for National Education in 1967. In 1969, a national commission of educational reform was established.

Not least, then-President Houari Boumediene (1965-1978) stated in one of his speeches on Arabisation in the framework of the commission that “la langue arabe est la langue de la sidérurgie et de l’acier”²⁰³ (Mahiou, 2013, p. 301), thus making Arabisation another priority as a means of national development, as was the policy of the *FLN* cultural commission, which sought “indépendance linguistique” after political independence from France (Mahiou, 2015, p. 11). Then Minister and president of the commission, Ahmed Taleb, took over to define the four pillars of higher education reform: Algerianisation of academic staff, Arabisation of instruction in a “de facto” bilingual environment, the democratisation of higher education in line with other levels of national education, and scientific modernisation (Mahiou, 2015, p. 10).

After a government re-shuffle and a partition of the former Ministry for National Education into a separate Ministry of Higher Education in 1971, the first reform of higher education was designed by European, Eastern as well as American educational consultancies, which – though paradoxical as it may seem for the socialist regime of the time – had put the university

²⁰³ The Arabic language is the language of steel and the steel industry.

on an economy-oriented, developmental, and even liberal as well as global pathway (Bellil, 1985; Mammeri, 1989; Guerid, 2007). Nevertheless, it was explicitly drawn on experience by fellow socialist countries such as the then Soviet Union in planning higher education development (Daghbouche, 1982, p. 47), although elected Deans of the University of Algiers as delegation members participated in month-long hospitation visits to the United States and the former Yugoslavia. In the following, experts from around the world such as Canadians, French, Chileans, Brazilians, then Yugoslavians, and Egyptians are reported to have taken part in the evaluation of proposals put forward by committees dedicated to each discipline (Mahiou, 2015, p. 15).

The formula employed, seen as an adequate measure, was “une formation maximale au moindre coût”²⁰⁴ and it entailed removing the rest of university autonomy (Ghalamallah, 2006, p. 35). The door was thus open for all kinds of political and ideological instrumentalisation for anti-values of the society to prevail at the university (Ghalamallah, 2006, p. 36). Following three national seminars on “Formation et développement” in 1968, 1970 and 1971 respectively, the university was “assimilated” to a factory as students were assimilated to the workers of development and modernisation (Guerid, 2007). From this background, Institutes of Technology were founded, as well as *Écoles polytechniques*, which also determined the hierarchy of disciplines, i.e. experimental and engineering sciences at the top for technical, practice-oriented training of more vocational nature aimed at being operational right away.

Arabisation itself was implemented in several phases. Firstly, in the 1960s, it only applied to history and philosophy; secondly, in the 1970s, law, social sciences and sciences were taught bilingually, respectively, in parallel Arabic-French. Thirdly, in the 1980s, social sciences were entirely arabised, and – as is the status quo still today – fourthly, from the 1990s, the division of social sciences and humanities in Arabic and experimental sciences in French manifested itself (Guerid, 2010). Accordingly, over two decades 1970-1990, programmatic teaching was prescribed to mitigate drawbacks resulting from instructors’ weak pedagogic competences as well as subject, with no systematic evaluation which would have led to measures such as closing poorly-performing public education institutions, and, even a tendency from supervisors in dogmatising national education policy by encouraging or favouring those thesis subjects treating related pedagogical, didactical or organisational aspects (Haddab, 2014, p. 249). French-taught science and engineering academic programmes received the first cohort of Arabic-educated baccalaureate holders in 1989. In

²⁰⁴ a maximum of training at the lowest cost

contrast, the Arabisation reform was generalised from 1990, leading to the implementation of Arabic as the language of instruction for scientific disciplines, except medicine. Training on the use of Arabic was conducted through regional conferences of university lecturers during the period of Djilali Liabes, a humanities professor and Minister from 1991 until his assassination in 1993.

In 1980, Minister Mustapha Haddab's predecessor in office 1966-1971 and later UNESCO Director, Mourad Benachenhou, underlined the revolutionary character of the Algerian university : "Dans les sociétés révolutionnaires, lancées dans la remise en cause de l'ordre social et l'avènement d'un monde plus juste, l'université constituera une institution privilégiée dans la Révolution. Et c'est justement le cas dans notre pays"²⁰⁵ (Benachenhou, 1980). Further, he describes the institution's education mission as training technically competent civil servants, impregnated with the Algerian personality, aware of national realities and active in the process of a socialist development (Benachenhou, 1980). Daghbouche, too, affirms this view by underlining the pragmatic and applied feature of the late 1970s Algerian university: "(...) a university is itself a product of society and the above conception of autonomy is an abstraction far from the way the real world works" (Daghbouche, 1982, p. 11). She sums up its objective as follows; "(...) higher education is regarded by government as a means of furthering development, and by individuals as a means of improving their personal economic prospects" (Daghbouche, 1982, p. 15) as well as , through learning how to learn – independently and in Arabic – the "(...) base for real change in the life style of the country" (Daghbouche, 1982, p. 27).

As one of the most prominent representatives of the contemporary diaspora, Aïssa Kadri exhibits this claim by his article "From the colonial to the national university. Instrumentalisation and 'ideologisation' of the institution" (in French). He stipulates that, "Il n'est pas autrement extrêmement hardi, (...) de déceler dans les fonctions assumées par le système d'enseignement colonial et le système de l'enseignement national une *homologie quasi parfaite*"²⁰⁶ (A. Kadri, 1991, p.153). For him, the then Algerian university is characterised by "(...) une continuité de fond et des fonctions: un enseignement fortement idéologisé, instrumentalisé, s'inscrivant dans un procès de contrôle politique de l'institution

²⁰⁵ In revolutionary societies, launched into the questioning of the social order and the advent of a more just world, the university will be a privileged institution in the Revolution. And this is precisely the case in our country

²⁰⁶ It is not unduly daring (...) to detect, in the functions assumed by the colonial educational system and the system of national education, an almost perfect homology

et de la production des élites”²⁰⁷ (A. Kadri, 1991, p.153). Hence, the definition of the institution university is its integration in the larger political project with a national outlook (A. Kadri, 1991).

In line with this argument, but more general and thus fluid, the Algerian university is portrayed as an actor of economic and social development (Djefflat, 1990, p. 36). As opposed to earlier or parallel prevailing theoretical reflections, he argues from a quantitative empirical basis. First and foremost, the university is to produce graduates for the productive sector and among its contributions to social development, the accessibility to, and, improvement of, women’s education is significant (Djefflat, 1990, pp. 48–49). Indeed, there is a long-term social status ascension aspect during the first decades after independence characterised as “l’efficacité sociologique du système éducatif”²⁰⁸ (Haddab, 2014, p. 241) of the Algerian higher education system.

Since 2004, however, a gradual shift in policy towards internationalisation can be observed by the adoption of the Bologna Process in selected pilot universities at first as has been detailed above, based on decrees²⁰⁹ in 2008, first for Bachelor and, secondly, for Master courses, in effect from the academic year 2007/2008, respectively, 2008/2009, with a gradual nation-wide roll-out. The official permit to operate private higher education institutions opens doors for foreign operators, too. Excellency has also been highlighted recently, as can be seen from the new Minister’s initiative to establish respective centres as institutions focussing on, e.g. artificial intelligence, sustainable development as well as institutes in the field of medical sciences and economics at the beginning of 2020 (MESRS, 2020c).

Likewise, alignment to international standards of quality assurance has recently been put on the agenda with the creation of a national council on ethics and deontology with the mission of developing mandatory courses as well as anti-plagiarism measures, among others (MESRS, 2020b). In February 2020, the previous Minister reiterated these plans by the installations of ethics councils to be implemented soon at university-level, too (Bensouiah, 2020d). Also, with the new government, there have been outreach activities to the Algerian diaspora (Bensouiah, 2020c). Not least, in mid-2019, by the interim government awaiting elections after Abdelaziz Bouteflika’s resignation in April 2019, plans were announced to newly promote English as well as continue Arabic as languages of instruction in Algerian

²⁰⁷ (...) a continuity of substance and functions: a strongly ideologised, instrumentalised teaching, part of a process of political control of the institution and the production of the elite

²⁰⁸ The sociological effectiveness of the education system

²⁰⁹ In particular, law 08-06 (pp.33-37) and decrees 06-265, 09-03, 08-130, 10-231. Cf. <https://www.mesrs.dz/habilitations-de-formations-lmd>. See also Baddari and Herzallah (2014).

higher education, and to reduce the presence of French. While the former Minister, in the first half of 2020, had not been actively working towards implementation, he had been focussing on the quality of education, regardless of the language used (Bensouiah, 2020a).

Furthermore, there has been an announcement of the prospect of a common Arab university classification spearheaded by Egypt recently (Bensouiah, 2019b). There are two bi-national cooperation agreements, namely, with the Republic of Iran, ratified by Presidential decree in 2017, and, more recently, with the United States of America, since the beginning of 2019 (MESRS, 2020a). There are multi-lateral agreements with Tunisia, Morocco, Mauritania since 2010, as well as the “Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Certificates of Higher Education in African States” from 1981, coming into effect in 1988. The recognition of degrees obtained abroad has also been updated and facilitated after its first provision in 1971, complemented by decrees in 2013 and 2015, and, by ministerial decree in 2018.²¹⁰ Of these requests, 70% concern the recognition of French diplomas in Algeria (Mediterranean Network of National Information Centres on the Recognition of Qualifications [MERIC-Net], 2019).

By means of research support, Algeria is also involved in the European Commission’s ‘Horizon 2020’ as well as European Cooperation in Science and Technology (COST) programmes.²¹¹ Algeria had participated in the TEMPUS programme for more than a decade (2002-2014), with more than fifty partnership projects improving updating curricula, implementing quality assurance in academic activities, and developing relations with socio-economic partners, employers and industries. The *Renforcement de l’assurance qualité interne dans les universités de la Méditerranée (AQI-UMED)*²¹² project produced an internal quality assurance standard for Mediterranean universities involving European, Moroccan, Tunisian and Algerian universities 2010-2013. It was appropriated to become the *Référentiel National d’Assurance Qualité de l’Enseignement Supérieur (RNAQES)*. Several Algerian students were involved in 15 Erasmus Mundus mobility projects from 2007 to 2014 (Benstaali, 2019b). Algeria currently participates in the EU’s Erasmus + programme²¹³ and, in early 2020, the meanwhile third “Algerian-Spanish Pre-Call” (ALGESIP)²¹⁴ was announced, too. With regards to research, a focus is placed on developing

²¹⁰ See Chapter III, Section II, *Les documents demandés pour le dossier d’obtention d’équivalence des diplômes et titres universitaires étrangers* <https://www.mesrs.dz/fr/chapitre3>

²¹¹ <http://www.h2020.dz/#programme>

²¹² http://www.agence-erasmus.fr/docs/2161_livret-aqiumed.pdf (in French)

²¹³ <http://erasmusplus.dz/index.php/fr/accueil/>

²¹⁴ http://www.dgrsdt.dz/v1/index.php?fc=Appels_A&id=61

internationalisation according to different indicators in the coming years until 2025, as outlined in the provisional strategy 'Horizon 2025' (DGRSDT, 2019a).

Overall, the structure of the Algerian higher education and research system, which, despite reforms entailing reorganisation and Arabisation, remains similar or even equivalent to France in its institutions, organigrams, governance, and selection processes. In this sense, there are still *legs colonial* (Bayard & Bertrand, 2006) (post) colonial elements which are to be dealt with and tackled. Although it has been sought to overcome those – first by policies strengthening Algerianisation and nationalisation, and, more recently, by adopting those that are increasingly in favour of internationalisation – parallel structures continue to affect. Their influence results in ambivalences on various levels, which are taken up in the following part II.

4 Theoretical and Analytical Framework

Pour qu'il y ait changement, il faut que tout un système d'action se transforme, c'est-à-dire que les personnes doivent mettre en pratique des nouveaux rapports, de nouvelles formes de contrôle ce ne sont pas seulement des règles du jeu qui doivent changer mais également la nature même du jeu²¹⁵ (Laouisset, 2003, p. 63).

This chapter discusses the conceptual and theoretical framework of the study. Subsequently, the analytical framework, which assists in operationalising the key concepts of the study, is outlined. It draws on three theoretical approaches, respectively, theories, namely Castells' functions of the university, Lüscher's ambivalences, and Bourdieu's forms of capital. Those are each aligned with a research question and are treated in this sequence. They are complementary in that they draw on each other: Castells addresses the macro level, Bourdieu the expression on the micro-level as a reaction to the macro level, and Lüscher links the two by the ambivalences perceived on, and by, a micro-level, which originate on the macro-level. Also, Castells's evolving continuum of university functions overtime may be posited against Bourdieu's forms of capital in that different forms are required to succeed in phases of prioritisation of university functions. As is outlined in the hypotheses below, and taken up in the analysis later, cultural capital is decisive when research is on the individuals' agenda. This notion has been examined in an African context (Langa, 2010, 2011), confirming its usability and potential for exploration in this thesis.

Consequently, none of the approaches may explain the phenomena observed by itself, but in their combination, they serve as a framework for analysis and explanation. Moreover, as will be shown, ambivalences are not limited to the individual level, as depicted by Lüscher. Indeed, they may determine the macro-system level as a whole, which is relevant and pertinent in an African context. In line with modernity bringing about ambivalences, and demanding tolerance of those (Bauman, 2013), the constitution of modernity in African societies is not an abnormality as it is intrinsically ambivalent, and it is what it is, due to

²¹⁵ For there to be change, a whole system of action must be transformed, that is to say that people must put new relationships into practice; new forms of control are not just rules of the game that must change, but also the very nature of the game.

historical contingency (Macamo, 2005). From this background, the postcolonial situation characteristic of many transforming societies plays a role, too.

Given the empirical nature of this work, with an applied element in the form of policy implications and recommendations, and its tripartite composition, the emphasis is on the framework in its particularly innovative combination of constituents rather than an exhaustive account of each of the three components, which is beyond the specific scope.²¹⁶ It nevertheless acknowledges that the concepts have been subject to criticism since – for instance, during Bourdieu’s lifetime, and nearing two decades after his death. Furthermore, all three theorists are of European origin, which poses an epistemological question: it may be linked to inherent bias, an associated worldview, and a level of normativity²¹⁷. Therefore, the concepts are not universally applicable as they are presented here, and need to be tested and questioned every time in their claim of portraying, and making sense of, the reality in a given context; in this case, in the Algerian higher education system.

4.1 University Functions

Manuel Castells already highlighted the importance of higher education in the world economy at the beginning of the 1990s:

If we take seriously the analyses pointing towards the formation of a new economy, in which the ability to generate and process information is key to productivity, it will not be possible to integrate developing countries in a dynamic world economy without creating the necessary infrastructure in higher education. Because research and education policies take time to bear fruit, such policies must be placed at the forefront of international aid (Castells in Muller et al., 2017, p. 55).

When Manuel Castells’ paper titled “The University System: Engine of development in the new world economy” was presented at a World Bank seminar in 1991, he was yet to become, by the end of the decade, a prominent sociologist internationally, via the famous “trilogy”, *The Power of Identity* (1997), *End of the Millennium* (1998) and *The Rise of the Network Society* (2006). Hence, his work on higher education, which is the focus of the framework in this dissertation, preceded the trilogy by five years and more.

Having triggered the South African editors’ interest in approaching higher education “(...) via sociology in a very different way to the other theorists”, Castells himself is reported to have had an unpursued interest in Africa due to the prevailing lack of data (Muller et al., 2017, p. 6). Although his early visits to South Africa and other countries in Africa, in the

²¹⁶ For this reason, exclusively primary sources are cited, and a more theoretically-oriented discussion is omitted in the following subchapter

²¹⁷ These characteristics are also applicable to the author being of German nationality

framework of which his essay “Universities as dynamic systems of contradictory functions” in the 2001 publication *Challenges of Globalisation – South African debates with Manuel Castells* are becoming more dated, “Castells has shaped the research agenda, the effects of bringing his big-picture thinking to bear on the university in Africa will remain indelible” (Muller et al., 2017, p. 16). With the background of thus having previously taken reference to an African context, the framework – although developed from and in a European context – will be tested on its applicability on the African continent in this study.

The focus will be on the functions of the university, which may be regarded as uniquely developed in a historical continuum. On the other hand, different aspects of the network related to economics and globalisation are not treated in more depth.²¹⁸ These are partly based on his and others’ earlier work²¹⁹ dating from the early 1990s and 2000s. They are also reflecting the situation towards the end of the ideological Cold War, an emerging international division of labour and a technological revolution with concurrent dependence of the development of a country’s technological potential and thus its transfer at the core of development policies, with the risk of “leaving islands of modernity in an ocean of backwardness” (Castells, 1993, p. 69). The outline is derived from this first paper, complemented by its later version 2001 (Castells, 2001), which was published again as a chapter in the 2017 edited collection (Castells, 2017).

Based on the requirement of an “institutional system able to link scientific research, technological applications, and training of the labour force in the context of a process of technology transfer” (Castells 1993, p. 70), and the sociological analysis that “Universities are institutions that in all societies, throughout history, perform basic functions that are implicit in the role that is assigned to them by society through political power or economic influence. These functions result from the specific history of education, science, culture, and ideology in each country”, the following analytical framework of universities as dynamic systems (Castells, 1993, p. 70) is proposed as a system analysis on the macro level.

Ideology-dispensing institution

²¹⁸ See Muller et al. 2017, Chapter 4, pp. 57-65, “The role of universities in development, the economy and society”, and Chapter 5, pp. 67-92, “Rethinking development in the global information age” for transcripts of two lectures Castells delivered during stays in South Africa in 2009 and 2014.

²¹⁹ Though now dated, see Altbach 1987 *The Knowledge Context* for a conceptualisation of the so-called ‘brain drain’ phenomenon which concentrates high skills and advanced education in a few already globally, regionally or nationally advantages places and institutions thus reinforcing existing knowledge production inequalities. Cited in Castells 1993.

In the European medieval tradition, when universities first emerged on the continent and in Britain, those were faith-based institutions, either of a static nature, such as in the case of the Roman-Catholic Church and religious orders such as the Jesuits, or, in the Anglo-Saxon model, theological schools as the predecessors of liberal arts colleges. Historically, therefore, an ideology-diffusing institution is an enactment of the first fundamental role of universities, “despite the ideology of their ideology-free role” (Castells, 2017, p. 35).²²⁰ Since institutions necessarily operate within a society, however, all streams including radical ones, are represented and even amplified and result in apparatuses of social conservatism or social change, depending on the degree of both establishments of elites’ hegemony and socio-political rule of society by coercion rather than consensus (Castells, 2017, p. 36).

Elite-selection institution

Accordingly, a society’s dominant elites ought to be trained in assuming their role, for which the university dispenses values and know-how of its mechanisms, insofar as “beyond selection in the strict sense, are the socialisation process of these elites, the formation of the networks for their cohesion, and the establishment of codes of distinction between these elites and the rest of the society (...) as family heritage was eroded in its legitimacy as the sole source of social power” in the industrial age (Castells, 2017, p. 36). Prominent examples of this function are the Oxbridge universities as a decisive factor in classifying all other institutions in the United Kingdom still today, as well as the Ivy League association as its equivalent in the United States. Also, as shown by the French model of the dominance of *grandes écoles*, the elite-selection function is not to be confused with private, fee-paying higher education institutions (Castells, 2017, p. 37).

Research institution

The science-oriented university only came into effect in the second half of the 19th century with the Humboldt institution originating in Germany. This model operates on the principle of separation between teaching and research. Yet, there is a high degree of interaction between the two functions, in contrast to most of Europe, where research has been institutionally separated from higher education, as exemplified by the French National Scientific Research Centres (*CNRS*). The German model – while still operating on the principle of separation between teaching and research – has been somewhat more flexible in

²²⁰ The text of Castells 2017, pp. 35-55, as chapter 3 in Muller et al. 2017, is identical to Castells 2001, pp. 206-222, both of which are essentially reproduced from the main part of Castells 1993 original essay, pp. 70-79. In order to avoid confusion in switching between the different publications, pagination for citation is taken consistently from Castells in Muller et al. 2017.

the interaction between the two functions. It was successfully exported to now leading American universities such as Stanford or the Massachusetts Institute of Technology (MIT). The current situation of its popularity to imitate around the world draws back to the United States' political boost of World War II and Cold War technological needs as well as the new information age starting in the mid-1990s, referred to as the "Silicon Valley Syndrome" (Castells, 2017, pp. 38-39). The latter refers to the origins of the Silicon Valley in California as information technology and technological business hub, a model replicated globally, in recent times, to create an ecosystem for start-ups in the field of digitalisation.

Bureaucracy-training institution

The professional university preceded the science university in that "the needs of the economy made research increasingly important as a strategic tool to enhance productivity and competitiveness" (Castells, 2017, p. 40). Dating back to the middle ages by the training of Church bureaucrats, this function continued throughout Europe and also Asian countries in the early modern age. At the time of industrialisation, there was a need for training of the massive, newly emerging skilled workforce beyond manual labourers, e.g. engineers and accountants, but also health care and teaching professionals (Castells, 2017, p. 39).

Other functions

The 'non-traditional' functions encompass social need and the so-called 'Third World'²²¹ university in a postcolonial context. It is here where the contradictory nature of the university functions comes into play: "The more a university system is politically or socially forced to make coexist the implicitly excluded segments with its productive functions, the less effective it is, actually disintegrating into various organisational systems that try to recreate social segregation outside the formal institutional system" (Castells, 2017, pp. 41-42).

The societal demand for higher education pressurises national systems, independent of economic needs, as there is a desire for social ascension by education enhancement. Thus, there exists surplus labour absorption in the form of higher education expansion, resulting in massification, which, for university institutions,

²²¹ This outdated terminology is rejected by the author as it is highly problematic due to its neo-colonial notion and its inherent global North-centrism, however, is retained here for referencing the original. Nevertheless, it is highly questionable – if not incomprehensible – that Castells does not change it even in 2017, 25 years after its first publication in 1992.

(...) make difficult their performance as centres of knowledge generation. The need to preserve cultural identity, and the tensions created by the extreme politicisation of universities in overcrowded conditions, make it extremely difficult to manage the coexistence of the ideological and political functions with the scientific activity of the university (...)

as well as

(...) maintain the respect for scientific activity (whose payoffs are necessarily in the long term) on the part of students and faculty who are relatively marginal to the society or from university administrators whose main concern is to keep order and maintain the system operating in formal terms, regardless of its actual output in the generation and transmission of knowledge (Castells, 2017, p. 47).

Hence, the social need function, respectively, its effect supersedes that of knowledge creation.

The specific postcolonial situation is accounted for in the following:

(...) the specificity of the university system in the Third World is that it is historically rooted in its colonial past. Such specificity maximises the role of universities as ideological apparatuses in their origins, as well as their reaction against cultural colonialism, but emphasises their ideological dimension in the first stage of their post-independence period (Castells, 2017, p. 43).

The so-called new ‘Third-World’ universities, subsumed under ‘other’ functions by Castells, feature research – which is conducted by individuals within the institution university – as an integral element: “The new Third World universities must also emphasise research, both basic and applied since this will become the necessary ground for the upgrading of the country’s productive system. Research must be connected both to the world’s scientific networks and to the specific needs and productive structure of the country” (Castells, 2017, p. 49). Likewise, the approach of rushed technocracy in privileging only science and engineering can be observed in developing and newly emerging economies (Castells, 2017, p. 48), which applies to Algeria, too, given its postcolonial situation.

Castells’ university functions constitute the macro level in describing the Algerian higher education system analysed in the empirical part III. They expose the structural characteristics necessary to understand the setting of academia in Algeria by a functional frame, including referencing to the past, yet, also, local challenges. Not least, its specifics, such as highly centralised governance and current politicisation, need to be taken into consideration.

Once those have been outlined by the grid of analysis made up of the five – four and ‘other’ – university functions detailed above, the situation of an acting person in this field of operation of the Algerian university, the micro level, needs to be correlated, which is done in the following employing the concept of ambivalences by Kurt Lüscher.

4.2 Ambivalences

The Swiss family sociologist Kurt Lüscher conceptualised ambivalences (Lüscher, 2011b) from a knowledge sociology perspective as a “sensitising construct” (Lüscher, 2011a)²²², initially in the framework of the study of intergenerational, i.e. parent-offspring, relationships, which are in a constant state of oscillation between closeness and distance, love and hate, responsibility and burden, and obligation and personal life. While the concept has been developed with this particular social constellation in mind, it offers a “(...) heuristic definition that can serve as a reference for research, theory, and policy” (Lüscher, 2011a, p. 192). Since “(...) implying the dynamic interplay of difference and communality with autonomy and dependence (...)”, it reflects the “(...) coexistence in one person of contradictory emotions or attitudes toward the same object or situation” (Lüscher, 2011a, p. 194).

Its applicability to, relevance in, and, indeed, transferability to an education context is underlined in that it allows to “(...) observe personal preferences measured against an ideal of normality (...). In this way, social structures, ideas, and ideologies become relevant” (Lüscher, 2011a, p. 195). Ambivalences are inextricably linked to the societal context an individual finds itself in, as is shown in the following:

First, there is the dynamic search for the significance or meaning of persons, relationships, or objects. Second, the notion of ambivalence draws to our attention that we can be confronted with a specific kind of conflict. This conflict is between options, which are reduced (or which we reduce) to juxtapositions that we conceive as or attribute to contradictory forces as polarisations, often expressed as fundamental differences. These forces can be of different strength and thus are not balanced. We may become aware of social conditions and social situations that provoke such experiences of individual actors (Lüscher, 2011a, p. 195).

Hence, there are interrelated, parallel processes; and those circumstances result in “(...) conflicting experiences that are relevant for personal identity or for the personality” (Lüscher, 2011a, p. 195). Further, ambivalences serve the description of “relationship between the self and agency” in that they “generate different strategies for coping” in “processes of oscillation between polarised juxtapositions. These are the oscillations, for instance, between difference and similarity, between autonomy and dependence, moral obligations and self-interest as well as their concrete manifestations in social situations” (Lüscher, 2011a, p. 196).

²²² The journal article 2011a is written in English, whereas 2011b is in German. The latter was published just months after the first-mentioned.

The definition of ambivalences – intentionally heuristic, inviting empirical backing – is subsumed as follows:

The concept of ambivalence refers to certain kinds of experiences. They occur while we search for the significance of persons, social relationships, and facts that are relevant for our identity and our agency, thereby oscillating between polar contradictions in feeling, thinking, wanting, or social structures, contradictions that appear temporarily or permanently insolvable. These oscillations can be asymmetrical, imbalanced, and reflect the impact of powers. I call this definition heuristic because it is not definitive but encourages empirical validation and transformation (Lüscher, 2011a, p. 197).

Correspondingly, the link between theory, methodology, and practice is established by the “sensitising construct” which complements theoretical elements with ambivalences as found in an empirical – more so qualitative – study (Lüscher, 2011a, p. 200). It is based on the fact that “(...) experience of ambivalence refers to the confrontation with a fundamental difference and, consequently, dealing with ambivalences requires the acknowledgement of such differences as challenges” (Lüscher, 2011a, p. 202). Hence, sufficiently open as bound by “time and context” and pays tribute to an “ongoing concern for a dynamic definition” as well as directed at a particular subject (Lüscher, 2011a, p. 202). For these reasons, it is both fit-for-purpose and universally applicable.

Based on the principle that it is not possible not to act, ambivalences have to be dealt with in one way or another, which includes different strategies, for example, ignoring or accepting, hesitating or considering alternatives, given that there is always a social element to one’s action (Lüscher, 2011b, p. 374). To illustrate the concept of ambivalences by the resulting process of oscillation as well as its causes and constituents, the following diagram – in itself ambiguous – is proposed, which makes up a dynamic, open ‘sensitising construct’:

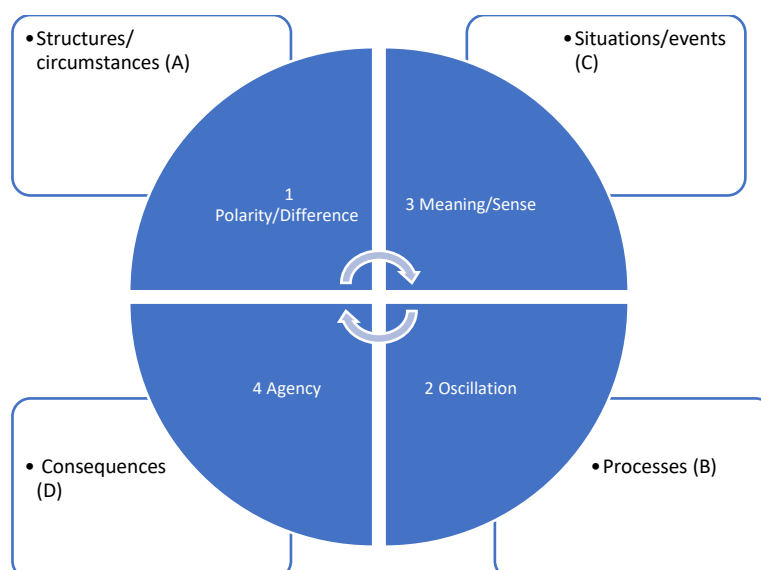


Figure 11 Ambivalence as sensitising construct (adapted and translated from Lüscher, 2011b, “Das komplementäre Diagramm der Ambivalenz”, p. 378)

In the centre is “identity as a process.” Causes, or triggers, are reflected in the categories A-D, whereas constituents are depicted in 1-4. The asymmetry – rather than balance – is reflected in the diagram with its different, arbitrary shapes. It is noteworthy that there are a variety of different appearances, depending on intra- and inter-disciplinary use and practical applicability (Lüscher, 2011b, p. 378). Also, agency, commonly defined as the ability to act in the social sciences, covers the capability to be susceptible to, and deal with, ambivalences in this framework, too (Lüscher, 2011b, pp. 381-382). The latter is of particular interest in this work, taking into account the context of both professional practices as well as the focus on research, including its methods (Lüscher, 2011b, p. 386).

For this thesis, the application is on the level of Algerian professors and researchers’ practices as an expression of their agency in engaging in the university function of research activity. Their actions in the form of coping strategies to be detailed are a means of adaptation to the ambivalences experienced, induced by the macro level. Lastly, the concept of ambivalences as a sensitising construct links the macro and micro levels, in that it can either take an individualistic, i.e. personal, or a structural approach, where social situations are highlighted (Lüscher, 2011b, p. 387). In the scope of this work, the first-mentioned is adopted. Having thus described the concept of ambivalences as the situation individual academics find themselves in at non-autonomous institutions in a politicised environment as it is the case in Algeria²²³, the manner of their agency, and their reasons for it, will be explored.

4.3 Forms of Capital

French sociologist Pierre Bourdieu (1930-2002) is one of the most famous sociologists worldwide, who has played a major role in developing the discipline in not only contributing to basic and advanced theory but also in his pioneering insistence on the link of concepts with empirical evidence, especially in the field of sociology of education, including higher education, where his early work originated from. Moreover, Bourdieu started his academic career as a then *coopérant* lecturer in sociology at the University of Algiers in the early 1960s after Algerian independence, following his deployment there as a French conscript during the war in the late 1950s. Although it is little known, his earliest publications, of an anthropological orientation, make reference to the Algerian – then colonial or immediate postcolonial – context, before he devoted himself to the study of the French educational system, which is much more widespread and well-known nowadays. This epistemological

²²³ See chapter 2 as well as the empirical part III

element makes the use of theoretical elements, building on concepts based on observations during his time in Algeria apt in so far as their origins derive from a perspective which – at its base – differs from the development and evolution of both the university functions and ambivalences as a sensitising construct concept. Notwithstanding, Bourdieu himself is known to have acknowledged his Eurocentrism and class.

His forms of capital are among the most popular social sciences theories globally. Among many, the primary source for the forms of capital has been chosen with reference to an education context specifically – as opposed to their applicability and use in other fields and topics of analysis, spanning the whole discipline of sociology and beyond – as reflected in its medium of publication, the edited collection titled “Handbook of Theory and Research for the Sociology of Education”, where it is a chapter contribution (Bourdieu, 1986).²²⁴ It is noteworthy, too, that this constitutes one of the earliest – after the German translations – English versions of any of Bourdieu’s work from the French original. It has since been included in hallmark handbooks of sociology of education.²²⁵ The publication is preceded and conceptually followed by the early theory of reproduction of academic elites (Bourdieu & Passeron, 1970) and, just prior, “Homo Academicus” (Bourdieu, 1984), one of Bourdieu’s most famous works, where he introduced the approach of power transmission by academic capital types of actors in a university context. In the latter, he also determines two central functions of the university, namely, a technical one and the cultural one. It is an institution which issues production; of qualifications, culture, and a national conscience (Bourdieu, 1984).

To begin with, Bourdieu defines capital as follows:

Capital is accumulated labour (in its materialised form or its “incorporated”, embodied form) which, when appropriated on a private, i.e., exclusive, basis by agents or groups of agents, enables them to appropriate social energy in the form of reified or living labour (...). It is what makes the games of society — not least, the economic game — something other than simple games of chance offering at every moment the possibility of a miracle (Bourdieu, 1986, p. 15).²²⁶

Capital is not immediate and can take a variety of forms, material or immaterial, personified, objectified, or institutionalised, openly recognisable or concealed (Bourdieu, 1986, p. 16). It is thus the currency in, and of, society, understood as the social world, in that its existence

²²⁴ Published originally as “Ökonomisches Kapital, kulturelles Kapital, soziales Kapital,” in *Soziale Ungleichheiten* (Soziale Welt, Sonderheft 2), edited by Reinhard Kreckel. Göttingen: Otto Schartz & Co., 1983, pp. 183–98. [. . .] Translated by Richard Nice.

²²⁵ Confer, among others, various editions of *Sociology of education: a critical reader*. Edited Alan R. Sadnovik/Ryan W. Coughlan. 2011/2015/2016. London/New York: Routledge.

²²⁶ The pagination of the book chapter neither corresponds to nor matches the electronic version utilised (see link provided in the references). In order to ensure correctness, the pagination is taken from the latter: pp. 15–29.

and amount of determines social success, by actions or accepted, conducive, habits. Reproduction is conceptualised in the sense of upkeep of a social order where some – utilising various types of capital – retain privileges at the detriment of other members of a given society. This state serves to distinguish and differentiate. The practices employed to attain this objective are context and environment-specific, the phenomenon of which Bourdieu depicts with the concept of “field”, e.g. the scientific field, academia. Consequently, “The structure of the field, i.e., the unequal distribution of capital, is the source of the specific effects of capital, i.e., the appropriation of profits and the power to impose the laws of functioning of the field (...)” (Bourdieu, 1986, p. 19).

In the following, the forms and distinctions of capital are detailed in a compact form, with a focus on their application as well as implications in the context of education and academia in particular, and considering the original (albeit translated) wording in closely observing Bourdieu’s exact phrases. As a summarising overview,

(...) capital can present itself in three fundamental guises, as economic capital, which is immediately and directly convertible into money and may be institutionalised in the form of property rights; as cultural capital, which is convertible, in certain conditions, into economic capital and may be institutionalised in the form of educational qualifications; and as social capital, made up of social obligations (“connections”), which is convertible, in certain conditions, into economic capital and may be institutionalised in the form of a title of nobility (Bourdieu, 1986, p. 16).

Social capital

There exist three types of social capital: practical state, material, and symbolic exchanges;

Social capital is the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalised relationships of mutual acquaintance and recognition – or in other words, to membership in a group – which provides each of its members with the backing of the collectively owned capital, a “credential” which entitles them to credit (...) These relationships may exist only in the practical state, in material and/or symbolic exchanges which help to maintain them. They may also be socially instituted and guaranteed by the application of a common name (the name of a family, a class, or a tribe or of a school, a party, etc.) and by a whole set of instituting acts designed simultaneously to form and inform those who undergo them; in this case, they are more or less really enacted and so maintained and reinforced, in exchanges (Bourdieu, 1986, p. 22).

Not least, an individual’s relations, which make up his or her network, are the result of activities as “investment strategies” geared towards increase for personal value and gain, which may extend to claiming or safeguarding rights (Bourdieu, 1986, p. 22). Social capital defines common identifiers as makers of group membership, as well as their exclusion (Bourdieu, 1986, p. 23).

For an academic context, there is a particular application of what is commonly labelled as favouritism – in the words of Bourdieu, “a helping hand”, “string-pulling”, the “old boy

network” (1986, p. 29) – since, notwithstanding qualifications, “(...) the economic and social yield of the educational qualification depends on the social capital, again inherited, which can be used to back it up” (Bourdieu, 1986, p. 17). This means that a high amount of social capital serves as social security in the form of a safety net in retaining one’s standing or position, regardless of, for example, formal examination failure.

Cultural capital

Correspondingly, three forms of cultural capital can be distinguished, that is the embodied, objectified, and institutionalised state. The objective is, once more, accumulation of this type of capital;

The accumulation of cultural capital in the embodied state, i.e., in the form of what is called culture, cultivation, *Bildung*, presupposes a process of embodiment, incorporation, which, insofar as it implies a labour of inculcation and assimilation, costs time, time which must be invested personally by the investor (...) This embodied capital, external wealth converted into an integral part of the person, into a habitus, cannot be transmitted instantaneously (unlike money, property rights, or even titles of nobility) by gift or bequest, purchase or exchange (Bourdieu, 1986, p. 18).

Hence, this form of capital is the most elaborate and sophisticated in the sense of personalised effort needed to acquire it, which is reflected in the embodied state, inextricably linked to the individual. Therefore, it is very highly valued and thus potent in academia, where visibility through publications are the currency as expressions of this very embodied cultural capital.

The institutionalised state equally plays a role in a university context since diplomas are visible cultural capital. Institutionalised cultural capital by academic credential, therefore, detaches the possession from the individual (Bourdieu, 1986, p. 20), which, however, works in the advantage of holders, as they are given a kind of blank cheque with the effect of credit of trust by merely identifying themselves as qualification-bearer. This state of affairs constitutes an example of the “clandestine” – as opposed to open, recognisable – circulation of capital, which ensures the reproduction of a social structure (Bourdieu, 1986, p. 26) – such as higher education participation, or success – by some classes, but not others. At the same time, this rationale is the conclusion of Bourdieu’s deliberations, and, not least, of particular importance for the sociology of (higher) education.

Economic capital

At its base,

(...) economic capital is at the root of all the other types of capital and that these transformed, disguised forms of economic capital, never entirely reducible to that definition, produce their most specific

effects only to the extent that they conceal (not least from their possessors) the fact that economic capital is at their root, in other words — but only in the last analysis — at the root of their effects (Bourdieu, 1986, p. 24).

While “It is, in fact, impossible to account for the structure and functioning of the social world unless one reintroduces capital in all its forms and not solely in the one form recognised by economic theory” (Bourdieu, 1986, p. 15), a transformation from economic capital into another form of capital is commonplace, requiring a certain degree of effort, depending on which currency counts to gain authority in a given, specific environment (Bourdieu, 1986, p. 24) and classified by the amount of time necessary for its appropriation when transformed into cultural capital (Bourdieu, 1986, p. 19).

Consequently, there are “conversion” rates between cultural capital and economic capital, in the academic sphere, for instance, in the form of higher pay for an academic credential, which, for an education context, means that a surge of university attendance can be observed, leading to an inflation of degrees (Bourdieu, 1986, p. 21). This development may very well be politically induced. Likewise, as for social capital, its transformation from economic capital necessitates effort, in this case, “(...) expenditure of time, attention, care, concern (...)” (Bourdieu, 1986, p. 25). Of equal relevance is the fact that social capital holders usually correspond to possessors of high, albeit underlying, economic capital (Bourdieu 1986, p. 23).

Symbolic capital

Symbolic capital, then, is overarching in that it is not tangible, and, consequently, applies to social and cultural capital exclusively, as opposed to economic capital:

Symbolic capital, that is to say, capital — in whatever form — insofar as it is represented, i.e., apprehended symbolically, in a relationship of knowledge or, more precisely, of misrecognition and recognition, presupposes the intervention of the habitus, as a socially constituted cognitive capacity (Bourdieu, 1986, p. 27).

Social capital, first of all, predominantly appears as symbolic capital in a “logic of knowledge and acknowledgement” which has the effect of hedging this very capital existence for others’ recognition, and instead relies on this authority or perceived “legitimate competence” (Bourdieu, 1986, p. 18). Social capital, too, defines itself as existence, or possession, of a combination of all forms of capital since not only one’s own forms of capital counts towards personal accumulation and hence social power and influence, but, indeed, the more connections an individual possesses, others’ capital is multiplied for this common use and can be availed of by the members of this network (Bourdieu, 1986, p. 21).

As for cultural capital, the aforementioned habitus always refers to a specific “field”, in Bourdieu’s terms, such as, e.g. academia/university as a scientific field, which means that it exists only as a currency in a social setting where, by “appropriating”, involved actors set its value within this particular environment, which applies to both the symbolic and material kind (Bourdieu, 1986, p. 20). This means that cultural capital is not universal and only valid and valuable in its specific area of intervention.

However, a competitive advantage of cultural capital in a symbolic form can arise in different areas, depending on the circumstances, which Bourdieu refers to as “symbolic logic of distinction” (Bourdieu, 1986, pp. 18-19), e.g. the fact of being a university diploma holder might be the default and thus taken for granted in some areas to the extent that only its absence attracts attention. In contrast, it carries real value in the sense of distinction elsewhere because only comparatively few of an age cohort participate in higher education at all.

Overall, accounting for the approaches presented, while the forms of capital are well-known and employed in social sciences research practised around the world – thanks to Bourdieu’s popularity and essentiality in teaching introductory sociology and his works’ translation in more than thirty languages – including sociology of education in general and more precisely higher education also in an African context (Langa, 2010, 2011), the university functions have not yet been widely utilised as a frame of analysis, and, even less so in Africa. Ambivalent personal oscillation on a micro as opposed to a macro level, then, is comparatively recent and interdisciplinary from the outset, between social sciences and psychological disciplines. In this form, it has not yet been referred to in a (higher) education setting.

4.4 Approach of Analysis and Hypotheses

To adequately address the research questions stated in part I, namely,

“Which implications does the degree of the Algerian higher education system nationalisation as well as internationalisation orientation have on institutional development as well as individual practices?“, and, specifically, the subquestions

- Which functions does the present-day Algerian university feature, including in international comparison?
- How do Algerian academics cope with system implications?
- Why do Algerian academics act in this manner? ,

the analysis presented in part III is a three-fold sequence, starting from the macro perspective of system characteristics and factors, to arrive at the micro perspective by individual academics, with practice, research activity, as a linking element.

Firstly, there is an expression of a transformation element in Algerian higher education, triggered by, and correlating with, increasing globalisation and thus pressures for system integration. Hence, the system is placed between the poles of the local versus the global in its orientation of system and the national versus the international, which is reflected in higher education policy. Secondly, the focus is on the comparatively new function of research as an emerging field, playing a key role in internationalisation adaptation processes. The undergoing transformation is made visible by its politically prescribed priority. Thirdly, the lens is brought to those carrying out research: individuals within the Algerian academia in that their academic practices are an expression of individual adaptation strategies.

This status quo requires positioning of the dominant function of the contemporary Algerian university between the historically ideological base and the modern Humboldtian research university, followed by an identification of actors' oscillation by system ambivalences combined with the labelling of ways as well as means of action in the particular situation, and, to link the two levels, an analysis of the reasons for different strategies employed.

Hypotheses

- There are system limitations related to a lack of institutional autonomy.

An Algerian higher education institution is subject to centralised governance control, which makes it prone to politicisation. Those system characteristics are untypical in the understanding of academia worldwide, where universities are generally considered special organisations and self-administered. If these conditions are not met, however, individual academic freedom is at risk.

- Research is a new social field.

Research has played a subordinate role in the Algerian higher education system's ideological outset. It has only recently been made a top-down type policy priority, implying effects on academic staff. Research activity constitutes a new means for differentiation among colleagues and leads to competition in a new social field (Bourdieu, 1975, 1980; Bourdieu & Wacquant, 2006).

- Algerian academics' agency is reflected in conducting research in an individual way by employing adaptation strategies.

Members of academic staff/researchers need to position themselves with the new or newly prioritised requirements of actively engaging in research, both in comparison with others, and individually, e.g. for promotion. They may deal with the situation differently, i.e. by embracing it, rejecting it, or withdrawing themselves from the exposition. These coping strategies are an expression of personal agency and are thus dependent on each individual.

- Personal internationalisation experiences such as stays abroad correspond to successfully engaging in research as an expression of embodied cultural capital and serve as a means of differentiation in national academia.

Embodied cultural capital is the only means of differentiation where system limitations exist, and in the absence of both social and economic capital-related factors as in the Algerian case. The accumulation of embodied cultural capital is essential in this process, which is facilitated by individual mobility experience, and, thus, partaking in internationalisation not accessible to all. The selection criteria for these highly competitive opportunities are likely based on research productivity.

The framework presented in the previous subchapter, a theoretically-guided analysis, gradually transits from the macro-perspective to the micro-level, with the resulting ambivalences linking the two by oscillation, and highlighting the peculiarity, yet the interrelationship between the two, in a given situation juxtaposed with a personal state. The first and the third components make up the analytical frame in the following, empirical part III by their inclusion as deductive, i.e. theory-based categories in conducting a qualitative content analysis. In contrast, the second element serves to explain the focus by exposing and underlining an invisible state of mind which leads to challenges experienced by individuals since the field they operate in has incompatible characteristics with the intended practices.

This chapter four has outlined the theoretical and conceptual framework, encompassing three theories, respectively, concepts, which draw on different levels and capture another aspect, yet complement and refer to each other, and the approach of analysis including the hypotheses. The macro-level in the form of the university functions and the micro-level, represented by oscillation in an ambivalent state, which are accounted for separately in the analysis, is linked by the forms of capital as an overarching concept, presenting the reasons for and motivation of a reaction in the interrelationship with certain circumstances in a social

field. The following chapter five will expose methodological considerations, consisting of the methods employed for data collection and analysis, the process itself, and the sample, as a prerequisite for the subsequent empirical part III.

5 Methodological Considerations

5.1 Document Analysis

Document analysis is a qualitative social research method conducted to assess meaning as well as different dimensions of a topic and an essential part of triangulation of the combination of methodologies to study a given phenomenon in providing a broad overview (Bowen, 2009). It is a common first step of qualitative studies, setting and complementing the material basis in preparation for the following empirical element. Public records in the form of policy documents (O’Leary, 2017) – while keeping in mind their official and sole-legitimacy nature, reflected in their voice and content – proved most useful in tracing the development and state of affairs of Algerian higher education as outlined in part I. Those were accessed throughout via the Algerian Ministry of Higher Education and Scientific Research (MESRS) website²²⁷, which has since been made available in English in addition to Arabic and French, linking to relevant bye-laws in the “Legal texts” section²²⁸, offering all editions of the *Bulletin/Journal Officiel* since independence, respectively, since the creation of the Ministry in 1971, with a separate compilation for the timeframe 2005-2018, presented in annual table index format²²⁹.

After identifying and scrutinising literature in Paris and Aix-en-Provence, France, from October 2016, Algerian physical sources could generally only be availed of once present in the country. During the first three months, January-April 2018, university as well as private libraries and the Algerian National Library were consulted in Algiers and Oran. The time factor of both limited visa duration and geographical spread of locations in different parts of the country, lead to the complex task of accomplishing data collection and the literature review at the same time. Not least, there were several logistical challenges, including security measures to be observed, e.g. not travelling between cities after darkness, limited opening hours and staff availability or restrictions on borrowing or photocopying. However, staff everywhere were eager to assist and facilitate the required inscription processes or authorisations.

The most up-to-date Ministry-spearheaded publications, including statistics and reports, were made available in person by an employee in an executive function in the ministerial agency Directorate-General of Scientific Research and Technological Development

²²⁷ <https://www.mesrs.dz/accueil>

²²⁸ <https://www.mesrs.dz/deja>. The French version was used.

²²⁹ <https://www.mesrs.dz/documents/21525/47949/Textes-Reglementaires-Fr-2005-2018.pdf/4f8f45fc-a436-4d2c-a209-23319c31950b>

(*DGRSDT*) as of July 2019, after having been given some earlier versions during a first appointment in May 2018. Those are referenced as appropriate in the respective chapters in part I.

5.2 Expert Interviews, Sample, and Limitations

Expert interviews

Expert interviews are characterised by their “in-depth” nature and design (Yeo et al., 2014).

Semi-directive, i.e. guidelines-assisted expert interviews, were first conceptualised as such at the beginning of the 1990s (Meuser & Nagel, 2002).²³⁰ They may serve

(...) to shorten time-consuming data gathering processes, particularly, if the experts are seen as ‘crystallisation points’ for practical insider knowledge and are interviewed as surrogates for a wider circle of players. Expert interviews also lend themselves to those kinds of situations in which it might prove difficult or impossible to gain access to a particular social field (...) (Bogner et al., 2016, p. 2).

Persons are interviewed because of their specialist knowledge of a context or phenomenon of interest in a social setting (Gläser & Laudel, 2010). In this sense, interview partners are informants rather than respondents (Gläser & Laudel, 2016).

Considering the type of centralised and bureaucratised higher education governance in the Algerian context²³¹, the following dominant actor description characterises the setting and guides methodological approaches:

The discourse on internationalisation is often dominated by a small group of stakeholders: higher education leaders, governments, and international bodies. Other stakeholders, such as employers, and in particular the faculty and the student’s voice are heard far less often, with the result that the discourse is insufficiently influenced by those who should benefit from its implementation; (...) Internationalisation is evaluated too often in quantitative terms through numbers, or input and output, instead of a qualitative, outcomes approach based on the impact of internationalisation initiatives (...) (Wit, 2016, p. 16).

The methodological design of this empirical study addresses these issues by conducting qualitative interviews with Algerian academics, who are directly affected by the implementation. When utilising qualitative research, the required systematic approach is adopted, based on “(...) feedback mode (...) of testing and recycling successive adjustments” which consists of “(...) goals, a database, and predictive procedure” (Daghbouche, 2008, p. 76).

²³⁰ For a detailed description of their situatedness compared to different types of interviews, see Lamnek and Krell (2016)

²³¹ See chapter 3.1

Accordingly, the thesis contributes to an empirical base as has been integrated into a recent project to tackle implementation challenges after the Bologna Process reform by a needs analysis employing qualitative methods and subsequent training of new lecturers in the procedure of comprehension, action and evaluation (Benleulmi & Hadiby-Ghoul, 2015, p. 11). Recent studies (Ridwan, 2015; Bouab, 2016, French Abstract) and the focus on Algerian professors conducted in the framework of dissertations²³² underline the critical role professors play in both the Algerian higher education system and its institutions, justifying their selection as interviewees. In the Algerian context, the expert interview type is useful as it offers access to a non-political sphere and discourse, which would otherwise be extremely difficult – if not impossible – to obtain.

Sample

The snowball technique, a qualitative, non-probability sampling method describing a process of recruitment of further research participants through interviewees themselves after a random starting point by a first identification (Lewis-Beck et al., 2004) was adopted for the sampling process after a university/institution comparative case study approach had been abandoned at an early stage due to anonymity concerns and requirements. It is deemed suitable to access hard-to-reach and “hidden” populations (Heckathorn, 1997; Goodman, 2011) as in the case of individual stakeholders in the controlled and centrally-governed environment of the Algerian higher education system.

Personal referral is accepted cultural and academic practice in the Algerian context and took place without the author’s specific intervention in the field as described in chapter 5.3 below after five contact persons were recruited in different locations and corresponding institutional settings. Nevertheless, it was requested to speak to representatives from a variety of disciplines, due to the expected differences given teaching and research language of Arabic in social sciences and arts and humanities versus French in science and technological fields. Initially, postgraduate students were also targeted. These criteria account for an exponential, discriminative sampling approach (Heckathorn, 2011).

²³² Bourenane, F. (2009). *Syndicat autonome des enseignants du supérieur algériens. Entre action localisée et préoccupations nationales*. Paris: Université de Paris VIII Saint-Denis.

Fayçal, I. (2014). *La contestation sociale en milieu universitaire en Algérie*. Paris : Université de Paris VIII Saint-Denis.

Toufik, M. M. (2013). *Les enseignants universitaires algériens entre autonomie et instrumentalisation*. Paris: Université de Paris VIII Saint-Denis.

A total of 31 semi-directive expert interviews with one or two persons – from the same discipline, well acquainted with each other both from a personal and professional context – with researchers and professors of all disciplines, deans, vice-rectors as well as numerous graduate students (Master/PhD level), mostly in the form of focus group discussions, were subsequently conducted at a multitude of institutions in various urban or semi-urban settings in two main geographical regions of the country throughout April and May 2018.

Out of those, 15 interviews in the form of 12 (single) expert interviews and three 2-person interviews involving a total of 17 persons, out of whom 6 female and 11 male interviewees, were selected to be included in the analysis²³³, according to interviewee profile with the status criterion of being *enseignant-chercheur* – academic staff engaged in research – at a university or permanent researcher at a designated institute, and completeness, focussing on professors both with and without administrative functions, and including two persons based at national research institutes as well as one political representative.

The disciplines represented in the selected interviews include Chemistry, Physics, Mathematics, Engineering, Architecture, Arabic Language and Literature, Islamic Sciences, History, Library and Information Sciences, Archaeology, Anthropology, Sociology, French Linguistics and Music. Those were grouped into subject areas, namely, Humanities/Arts/Social Sciences (*SHS*) on the one hand, and Science, Technology, Engineering and Mathematics (STEM) on the other hand. The interviews lasted between 35 minutes and 2 hours 45 minutes, with an average duration of approximately one hour.

Limitations

Due to the difficulties accessing the field and the latent surveillance situation in data collection experienced by the author as described in chapter 5.3 below, there was little influence on the choice, and selection of, interview partners' profiles or characteristics, for example with regards to an institutional affiliation (university/research institute), and status with or without administrative function. Likewise, PhD candidates and students in focus groups between 5 and 27 persons were asked or even set aside to participate by their supervisors or instructors as opposed to their initiative, and the latter generally remained present or in hearing distance, thus rendering data unusable. There is a potentially high self-

²³³ See Annex C: List of Interviews

selection bias of persons with habitual and previous international exposure and experience. The ability to communicate in French was an implicit criterion to participate in an interview.

Due to time constraints both in a given interview situation and more broadly by the limited duration of the author's stay in one location and on the national territory, several otherwise promising interviews remained incomplete, as far as questions 10-15 are concerned, which are critical for the analysis, and therefore had to be excluded. In general, the conditions for the conduct of the interviews were not ideal as they were prone to disturbance and frequent interruption by phone calls (incoming and outgoing), open doors – at least partly for cultural reasons in the case of a male interviewee in a non-public space – and incoming or outgoing persons, as well as other conversations in between, including questions directed at the author, inviting discussions of no relevance to, or going beyond, the topic of discussion. One single expert interview – person 8 – was continued the day after as a two-person interview – person 8/9. Additionally, one interview was conducted with two persons, namely, the father (person 12), a humanities professor, and his daughter, a STEM PhD candidate (person 11), on the request of the latter.

While representatives of most subject areas are included in the sample, some are missing, such as medicine and economics, due to non-accessibility, respectively, contacts, or simply non-availability at affiliated institutions. About two-thirds of all interviews conducted and subsequently selected for analysis originate in one region, rather than being more equally spread among the territory and indirectly accounting for a variety of institutional profiles. Making up only approximately one-third of the sample, female professors/researchers are similarly underrepresented. Therefore, equal gender ratio could not be achieved.

With anonymity safeguarding and thus data protection being the highest priority, some potentially identifying data including type or level of administrative and executive function had to be removed as well as disciplines aggregated. For this concern, it was decided to refrain from including biographical data, too, so that no correlation is possible.

Lastly, the author's identity as a foreigner did likely facilitate access and willingness to participate. At the same time, free movement on the campus was somewhat restricted and subject to a prior invitation and thus authorisation by respective members of the institutions' rectorates in most cases. It was also noticed that some efforts were made to ensure that certain persons were included in the sample. This occurrence might point towards an attempt to control information given in the form of politically desired/conform opinions.

5.3 Data Collection

Explorative pre-tests were conducted to develop, and, at a later stage, test interview guidelines. The first version was designed for both students and lecturers/researchers. It contained two transversal topics: evolution past, present, future and internationalisation, as well as three meta topics: I. Condition, (institutionalised) experience student/*expérience étudiant (institutionnalis )*, question blocks 1/7; II. Condition, (personal) lecturer-researcher experience /*condition, exp rience enseignant-chercheur (individuel/le)*, question blocks 2/3 ; III. University, state, reform(s), evolution/*Universit ,  tat, r forme(s),  volution*, question blocks 4/5/6. Those were operationalised by a total of seven thematic categories with 2-5 questions each as seen in the matrix below. Initially, it also included the following biographical data:

Profile information (professor/enseignant):

- *Age*
- *Name (OR Anonymous)*
- *Institutional affiliation*
- *Subject (discipline)/Department*
- *Profession/job title*
- *Educational background:*
 - *Bachelor/Licence, institution, year of graduation*
 - *Master/Ma trise, institution, year of graduation*
 - *Postgraduate degree, institution, year of diploma*
 - *Doctorate, institution, year of diploma*
- *Positions held within the current institution, job title, dates*
- *Position held in other Algerian higher education institution(s)*
- *Studied abroad*
- *Taught abroad*
- *Curriculum Development*
- *Language(s) of studies*
- *Language(s) of teaching*
- *Language(s) of research*
- *Place of birth*

Topic/Category	Situation	Relevance	Condition	Internationalisation
Student Affairs/ Affaires Estudiantines				
Research/Recherche				
Teaching/curriculum/ Enseignement				
Science/research management/ Gestion de la recherche				
Internal governance: Administration				
External governance: communal, regional, national level/niveau				
Role				

Figure 12 Interview matrix

In April 2017, the first version was tested as a bilingual questionnaire sent via email to five participants, out of whom the author knew two personally in the context of a previous assignment, with the remaining three having been referred by former colleagues.

- I. Algerian diaspora in France, having studied in Algeria, male, 52, language: French
- II. Recent Algerian graduate and junior lecturer in English, male, 27, language: English
- III. Recent International graduate from an institution in Algeria, male, 28, language: English
- IV. Lecturer at an Algeria higher education institution, female, 51, language: French
- V. Education professional, Algerian diaspora member in France, female, 40, language: French

One telephone interview was also conducted with a member of the Algerian diaspora in France.

Drawing on the feedback received – mainly related to non-applicability to individuals' situations and, partly, lack of clarity in the formulation of questions – by July 2017, a modified version derived from compiled answers, and including and referring to Manuel Castells' four functions of the university (Castells, 1993, 2001, 2017) was then tested with various persons, including lecturers, researchers, and postgraduate students at Master and PhD level, of different disciplinary backgrounds in multiple locations of the country over six weeks between January and March 2018. The majority was made up of informal and partly spontaneous conversations at persons' workplaces or at institutional and private (non-university) libraries, during which notes were taken. On some occasions, the guidelines were adhered to as planned, on others, this was not the case, depending on the situation, such as whether privacy could be safeguarded, and the time available.

Nevertheless, three interviews were conducted using the guidelines and recorded, out of whom one with a female PhD candidate, one with a female lecturer-researcher in an administrative function, and one with a male researcher at a national research institute.²³⁴ Contact to one person had been established while still in Germany before obtaining the visa, on the occasion of a research symposium organised by the author on the Algerian higher education system developments past, present, future, in Bonn, December 2017. The two other persons were willing to participate after having met them at a library, respectively, during an institutional visit.

To start with, as a foreign national, access to the field for qualitative data collection in the form of interviews, as well as intended prior literature search, proved extremely difficult. It took one year in total for the author to receive her first three months visa for entry to Algeria – notwithstanding several prior professional assignments over two years, and an associated network of contact persons. Until then, the process had been pending. It had been formally agreed to conduct a research stay of three months, divided into two six-week visits, before and after the summer break between academic years, at a research unit with expertise on the subject. The host was identified, and all required documentation was submitted first to the centre's administration to then obtain the necessary approval from the Ministry of Higher Education and Scientific Research (*MESRS*) for an institutional invitation letter.

²³⁴ See Annex C: List of Interviews, PT (pre-test) 1-3

Subsequently, any information on the status of the request was not available throughout the year of 2017, despite fortnightly requests at the centre. It is noteworthy, too, that no interview intentions were mentioned in the application, officially limiting the author's stay to one institution only, alongside with perusal of the unit, and possibly adjacent, accessible libraries. While this procedure was pending – on advice from local colleagues – no other visa letters, which would have enabled travelling to Algeria, such as private invitations from former co-workers, should be presented, either. During that time, dissertation progress was stagnant, as many documents were not accessible remotely or not digitised. It also remained unclear whether the author would be able to complete a qualitative empirical dissertation as intended. Finally, an invitation letter could be obtained through personal contact with an executive official by an Algerian diaspora professor in France. To date, there has been no notification, neither acceptance nor refusal, on the status of the first request.

During the pre-test phase for six weeks, split in two stays between January and March 2018, the politicisation of the academic environment, with the effect of decisive influence on data collection became apparent on two levels. Firstly, as a foreign national, the author was observed during her presence on the premises and discreetly, even more so, during interaction with staff at a research unit. It was later confidentially reported that – although no formal interviews were conducted, neither conversations recorded – staff were not authorised to give the author any information as the visa was issued by another authority. Moreover, it was noted that the author was not welcomed to attend scientific events involving other foreign nationals either as participants or organisers without registration several weeks in advance. Furthermore, feedback from interviewees led to the re-formulation of several questions and scrapping of certain words, which were deemed “too sensitive”, and thus with political implications, examples of which include “(post)colonial”, “ideology”, and “massification”.

Given these circumstances, the author was only able to talk to persons selected or approved by an institutional representative in an executive position, for which appointments were set up, usually by mobile phone calls, on the author's behalf. This included students on request; however, during three group discussions, involving a total of 45 students, the supervisor or instructor, as well as other persons such as administrative staff, remained present. With regards to students – rather than the anticipated linguistic comprehension problems – issues encountered were related to the non-familiarity with an interview setting, and the resulting short answers or shrugging altogether, which prompted frequent closed rather than open questions intended, eliciting some degree of free narration.

As a foreign national and non-student, the author had never been permitted to enter (female-only) university residences where students would normally be present if not on campus. Once it had become clear that it would not be possible to talk to local – let alone international – students in any location unobserved, without the then inherent censorship factor on both the interviewer's and the interviewees' side, it was decided to shift the object of study to, and limit the focus on, professors, to whom access was ensured while authorised to move freely on a variety of university premises. Other contacts were made either directly in libraries or through PhD candidates or researchers working there.

The 17 – 15 numbered and 2 optional, additional – questions in the final version of the interview guidelines²³⁵ were constructed as open-ended and designed in a deductive way, i.e. from the general to the more specific as the sequence progressed. There were thematic blocks, notably, internationalisation and reforms, though those were neither explicitly labelled nor mentioned or read out to interviewees. Although information sheets, including individual printouts of the guidelines, had been prepared for each interview, interviewees generally preferred having questions read out just before replying, rather than looking at the document first or in addition.

Interviews took place at the university workplace, in (personal) offices, in (private) libraries, in public places such as a restaurant or hotel, or at home, as requested or suggested by the interviewees. Appointments were made and arranged at short notice, for the most part by telephone calls by the author herself or by colleagues, including the same day. Drop-in was also solicited in some cases. Interviews were introduced by the thematic complex, mentioning higher education reforms and system internationalisation for a positive connotation – as the pre-test had shown – as they had also been announced when arranging the interview. Before starting a formal interview, interviewees were informed about the number of questions in two parts and the approximate duration of one hour on average. Research questions were not explicitly mentioned.

Participants were reassured of their anonymity and personal data protection and were asked for permission to record the interview with a private dictaphone²³⁶, for quality assurance in data analysis, to which all interviewees – without exception – agreed. It was decided to abstain from both individual written recording consent and data utilisation permission forms

²³⁵ See Annex A: Interview guidelines

²³⁶ Model: Olympus WS-852

because of their likely suspicion raised in the given cultural and political context. No documents were sent via email to participants before or after the interview.

5.4 Qualitative Content Analysis (QDA)

Interviews selected for analysis according to the criteria outlined above, as well as three focus group interviews with postgraduate students and PhD candidates, were subsequently transcribed. Thanks to the availability of dedicated budget by the author's doctoral scholarship provider, transcription was, for the most part, outsourced to two former Algerian colleagues with academic qualifications in linguistics (French/English) and education sciences and experience in academia and teaching, working outside of the interviewees' affiliated institutions. MP3 audio files were shared via a secure platform, *Seafile*²³⁷ personal server space provided by the University of Mainz, Germany. Access was granted temporarily only, and confidentiality instructions were given to persons transcribing. The author did quality assurance in double-checking and editing and correcting upon receipt of commissioned transcripts as word documents. Despite service providers, there were problems in implementation, delaying data analysis: the completion of the transcription process took as long as six months after the data was collected, until January 2019.

Transcripts as a static, compressed, presentable form of the spoken data, were created, cleansed of dialect and colloquial expressions to give focus to the interview content and for easy readability as a compromise between precision and workability. The semantic-content type contains what is being said rather than how exactly something is said. Rules were adopted as presented in and applied by Dresing & Pehl (2015, pp. 28–32), developed from Kuckartz et al. (2008) to streamline transcription and software-assisted analysis in the best possible way.

Employing locally installed Qualitative Content Analysis (QDA) software 'f4'²³⁸ on a personal, fixed-term, licence, a first open thematic coding in category systems of first – hierarchical – structure (Saldaña, 2016) was done to identify relevant material. Qualitative content analysis (Schreier, 2013, 2014; Mayring, 2015) was chosen as a means of analysis, preceded by systematic coding following prescribed steps.

Accordingly, the category system is a mix between deductive, i.e. theory-based main categories, and inductive, data-derived subcategories. The main categories are made up of

²³⁷ <https://www.seafile.com/en/home/>

²³⁸ <https://www.audiotranskription.de/english>

the four functions of the university by Castells (Castells, 1993, 2001, 2017)²³⁹ and Bourdieu's types of capital (Bourdieu, 1986)²⁴⁰, which are complemented by subcategories created from the data. The aspect being coded is the topic/theme, and relevant material is included, observing the saturation criteria. The material is then segmented into units according to content criteria before developing a dynamic coding frame, which is amended in the process of data perusal. Coding is done in a hierarchical structure (first order). The results of the analysis are presented by a mix of typology and category system description.

²³⁹ See chapter 4.1

²⁴⁰ See chapter 4.3

Part III – Empirical Study

After the preceding part II, outlining the theoretical and conceptual framework as well as the method of data collection and analysis employed, part III is devoted to the empirical study, consisting of chapter six as results description, and chapter seven as analysis and synthesis of the findings, complemented by the subsequent, hence evidence-based, policy recommendations and outlook as the conclusion of this thesis. The first part of the theoretical framework is applied by the qualitative content data analysis method in chapter six. In contrast, the second and third part will be outlined in chapter seven.

The following chapter six is based on the application of Castells' four functions of the university, namely, ideology, elite selection, training of the bureaucracy, research, plus non-captured aspects "other". It has the objective to enable positioning of the present-day Algerian university, according to its orientation towards the four functions, and the extent of their manifestation, which allows for the determination of the system characteristics and its tendency towards the national versus international, respectively, global versus local. Therefore, the results depict the macro-level context as the Algerian higher education system, in which Algerian academics operate, setting the scene for an analysis of this very micro level.

The functions correspond to the first level subchapters, which are then divided into sections based on theory. It has proven not only useful but necessary to combine the default deductive with inductive category-creation, to describe and account for the material accurately. At the beginning of each subchapter, the theoretical foundation, from which the codes are derived, is mentioned, as well as their occurrences for each of the functions and their composition. An anchor example has been integrated where applicable, too, to exemplify its scope for content. The chapter ends with a reflection on the suitability of the first theoretical concept used. By doing so, the specifics of the Algerian case, characterised by its postcolonial situation and thus the relevance of historicity, become apparent. Further, the following analysis focus on individual academic research practices is highlighted and justified.

6 Synthesis of University Functions in Algeria

6.1 Ideology Function

The university ideology function as a theoretical main category is defined as follows: “An ideology-diffusing institution is an enactment of the first fundamental role of universities, despite the ideology of their ideology-free role” (Castells, 2017, p. 35). The types of ideology present in the Algerian context are classified into four theory-based subcategories, presented in the order as found in the literature (Castells, 2017).

Initially, three out of seven cross-cutting anchor examples have been chosen, which have been coded as ‘other’, to introduce the role of the ideology function as will be detailed. The following statement exemplifies nationalism as an expression of ideology at and in the Algerian university²⁴¹:

(...) To define it exactly, we need to have a seminar for that (laughs). We can, we can have pillars, predefined and known by everyone, but there are also points of divergence, points of divergence. But, there is a big chunk of this philosophy that is, which all Algerians adhere to, all lecturers, all, the whole university community (6_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 163).

This statement shows that there is a particular, national, ideology in the Algerian higher education system, which is accepted as given, and which applies to all members of the university community, cutting across disciplines and personal research interests. Hence, the Algerian university as a single institution but also the system more broadly deviates from what is the standard elsewhere, the orientation towards the international, as quality assurance for teaching and research.

Implications of this paradigm become clear insofar as it is equally accepted to adhere to some – religious – principles, to which reference is made, yet not explicitly mentioned: “Ah, okay, of course, of course. It’s true, you’re talking about the philosophy of; yes, we must not get out of what the country imposes, we must not go against the principles of the country” (12_m_Arts_Humanities_Social_Sciences, Paragraph 455).

Also, the de facto free provision of social services available to all Algerian students is underlined:

(...) The fact that everything is for free. There is free accommodation. University transport and catering is practically for free. You are there; you may have noticed, the meal ticket is 1 dinar 20; 1 dinar 20,

²⁴¹ Translation of all citations given by the author, as close to the original as possible and wherever feasible. The paragraph numbers refer to the respective original French transcripts attached (see Annex D), with the exception of interview number 2, which was conducted in English.

it's 1 cent of, 1 euro cent. *And it has not increased since...* It has not changed since our time; it has not changed. Since independence, it has been 1 dinar 20, and it is still 1 dinar 20. Breakfast, it is 0.5 cents, so 0.5 cents, this is not even 1 euro cent. *It does not even exist (laughs)*. Not even half; it doesn't exist (...) (13_m_STEM_administrative function faculty, Paragraphs 56-60).

This statement shows that gratuity plays an important role both past and present in Algerian higher education, which is part of the country's socialist outset and which retains validity to this day.

However, as a disclaimer, the selectivity of the subcategories is not completely applicable as, e.g. Arabic as the national language has a religious origin, which then has political implications. Also, as will be shown, both the sections 6.1.2 and 6.1.3 – political conservatism and social change, respectively – are understood as broad, in that they encompass a variety of aspects, the corresponding subcategories of which are created inductively. These two poles can be taken as a central source of conflict, too, as they create the ambivalences which will be dealt with in chapter seven.

6.1.1 Faith-Based

Des fois, on dirait en Algérie que c'est Dieu qui dirige (...) ²⁴² (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 270).

Faith-based ideologies are of historical importance:

Firstly, universities have historically played a major role as ideological apparatuses, rooted in the European tradition of Church-based universities, either in the statist version of the French, Italian or Spanish universities (closely linked to the religious orders, to the Roman Catholic Church and to the national or local states) or in the more liberal tradition of theological schools of Anglo-Saxon variety, ancestors of the liberal arts colleges (Castells, 2017, p. 35).

Faith-based ideology counts 17 occurrences. It is thus present at Algerian higher education institutions – while some interviewees refer to the more neutral wording religion, some to the more politicised description of Islamism. Religion may be seen as an overall guiding framework;

Respect is the principle. That means that there is, how I will say? Principles, taboos. We must not touch these taboos. Taboos, it's religion, religion is sacred. Islam in Algeria, for example, it's sacred, because ninety-eight is Muslims. So, we should not touch the principles of Islam. Arabic, for example, it is, it is the national language (...) (12_m_Arts_Humanities_Social Sciences, Paragraph 459),

or indeed, religious principles are repeatedly stated as a motivation to conduct research: “We must always strive for knowledge. It is our religion. We say: ‘One must always have

²⁴² At times, one would say that, in Algeria, it is God who governs

knowledge and we must always seek knowledge, even in China' (...)" (12_m_Arts_Humanities_Social_Sciences_Paragraph 585); and it is desired that the existence of these specific values is equally accounted for: "(...) we pass on values, we pass on academic knowledge and sciences, knowledge (*in Arabic*) 'al maarifa', knowledge. We pass on values at university, that will be it, the conclusion of your work. We pass on values, but also humanism. Very important (...)" (7_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 217). In suggesting the outcome that values are passed on, the ideology component of the university function is given higher priority and significance than any other. The specifically historical dimension is taken into consideration, which is juxtaposed with the present, such as:

(...) since the end of the 80s, and mainly from the beginning of the 90s, I was no longer a student, I was already registered in (*city in France*), and it is another culture, another paradigm that settled in the Algerian university, and downright, it was the Islamist paradigm (...)
(16_m_Arts_Humanities_Social_Sciences, Paragraph 8).

As can be seen, faith-based ideology in the form of Islamism has become politicised in the past, which arguably still has an impact on the present state of affairs. Whereas it is emphasised that Islamism is an ideology just like any other; "(...) For me, Islamism is only one ideology. *Like others*. Just like others, exactly (...)" (16_m_Arts_Humanities_Social_Sciences, Paragraphs 8-10) and that the presence of multiple, co-existing ideologies is positive;

(...) So, the Algerian university, it's a university of the world, and it is crossed by different political currents, and it is crossed, and it was crossed by different ... Yes, whether it is the religious currents including fundamentalism, what is called fundamentalism, fundamentalism, social currents, socialism, socialists, communists and capitalists, the liberals, as well as others ... other currents. So all these currents exist here. That's it. And it's a sign of good health (...) (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraph 46).

It is stated that, recently, ideology has shifted towards this very faith-based dimension:

Whether it is a little dogmatic socialism or in the face of liberalism, here is a bit dogmatic too, or whether it is the weight of religious ideas. Well, unfortunately, today, we suffer more from the weight of religious ideas. *Okay*. This, that's intolerable, I mean, it's not possible!
(1_m_Arts_Humanities_Social_Sciences_research, Paragraphs 257-259).

While this development is strongly rejected as it goes against the principle of individual academic freedom, it is noteworthy that the above are the only occurrences where political Islam is mentioned. Otherwise, there is a silence on this topic, which points at a taboo status of the issue. When a reference to the past is made, there are no implications for the future,

so the ‘black decade’ and its consequences on the present-day situation is generally left out of the conversation.²⁴³

Accordingly, social sciences, in general, are subject to ideology to some extent: “(...) We are not into ideology, we are not much into ideology; we are a little into ideology in the humanities, in certain disciplines of the humanities; some disciplines, not all (...)” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 231), and the difference to ideology-free(er) science disciplines is not only openly admitted but underlined; “Because them, in the humanities and social sciences, the weight of ideologies are huge. *Okay*. They are huge; they are even applicable to all methods, to all strategies that can be implemented in these universities. Us in the technical sciences, we are somewhat free, we got rid of ideology, and philosophies, no (...)” (3_f_STEM, Paragraphs 343-345).

In this context, the prevalence of socialism over Islam as an ideology at university is also mentioned: “*Well, I imagined, for example, values, Muslim values or others, but, also, well, already, the social side, because it is part of the social side. Yes, the social side. We don’t ask him to pay what he has broken (...)*” (13_m_STEM_administrative function_faculty, Paragraphs 69-70), a fact which leads to the following subcategory of type of ideologies, political conservatism.

6.1.2 Political Conservatism

(...) C’est de permettre à l’Algérie de défendre plus ou moins son indépendance²⁴⁴
(16_m_Arts_Humanities_Social Sciences, Paragraph 116).

The theory-based subcategory of political conservatism as a kind of ideology is described as follows:

(...) and therefore, they will tend to express – and even amplify – the ideological struggles present in all societies. Thus, both conservative and radical ideologies find their expression in the universities, although the more the ideological hegemony of dominant elites is established in society at large, the more conservative ideologies tend to be predominant in the university (...) (Castells, 2017, p. 36).

Political conservatism in the Algerian context is present and multifaceted as has been found in the data. It refers to socialism, as well as nationalism, as a reference to a political system.²⁴⁵ Those, and the subsequent, subcategories have thus been created inductively. As for occurrences, the nationalism categories counts 45 before the socialism category with 35.

²⁴³ This might be due to the fact that foreigners like the author are not to express or engage in such a - perceived – sensitive conversation, and/or that the presence in the political sphere is taken for granted as a kind of unwritten law not worthy or able of discussion. See also synthesis and discussion, chapter 7.4/7.5.

²⁴⁴ It is to allow Algeria to defend, more or less, its independence

²⁴⁵ The terminology is based on Castells’ definitions above (see 4.1.), respectively, wording as used by interviewees as opposed to concepts from a political science perspective.

These numbers are an indication for its continued importance and topicality in the present-day Algerian higher education system positioning, respectively, orientation.

Socialism

Initially, it is outlined that a socialist approach governs Algerian higher education policy: “(...) the goal of our teaching is not to create the elite, it is to give a general education to all people” (10_m_Arts_Humanities_Social_Sciences_executive_function_research_unit, Paragraph 88). This state-of-affairs is closely associated with higher education massification as a consequence: “(...) there is the number of students who have their baccalaureat; the higher education system stipulates that they need to be offered jobs and study places. So from the amount point of view, from the mass, it is an enormous charge. It is not easy for Algeria!” (6_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 87).

This very massification is portrayed as negative as it is a burden for the entire country, financially as well as economically. It is, in fact, clearly labelled as socialist in that all receive equal treatment by education in the form of university access:

So, Algeria is a country that started on socialist politics, not to say, ... *Yes*. ... Communists. *Yes*. Socialo-communist, which wanted a form of egalitarianism for universal instruction. *Yes*. And for everyone, well, it showed its limits because everyone is not the same, everyone does not have the same abilities, the same competences (...) (3_f_STEM, Paragraphs 127-133).

Furthermore, there is a specific way of Algerian education policy, referred to as social-communist. Hence, socialism, as the prevailing political system, is even regarded too weak to describe the – communist – status quo, which does not differentiate at all between individuals' predispositions. Massification is also stated as such, with its implications on poor quality;

Yes. Today the level, when you say; one must weigh the term of massification policy, the mass: everyone goes to university and, in particular, everyone must succeed. *Yes*. So if everyone goes to university and if everyone will succeed, the equation is unsolvable. It means that whatever the level of the student, you pass him. So in the end, it's exactly that, we really must not lie to ourselves at present (...) (3_f_STEM, Paragraphs 147-149).

In this context, the negative impacts of an approach of exhaustive public funding are underlined; “(...) It's not like here, we have damage in the labs every day, damage, damage, damage, and so it's very expensive. That's among the points. And so, the student, if he does not pay, he is not responsible (...)” (13_m_STEM_administrative_function_faculty, Paragraph 68). This statement shows that there is a blatant lack of personal accountability since everything is provided free of charge, including laboratory materials. It is also

emphasised that there is free education even at postgraduate level: “(...) but their studies up to Master’s level, it’s the Algerian state, it’s the Algerian society that paid“ (16_m_Arts_Humanities_Social Sciences, Paragraph 20).

By referring to society, the socialist paradigm is reiterated in that every member of society contributes to each other’s university education. Additionally, the notion of social peace is made explicit; “(...) Because, especially, especially, during the past, where, every time, we wanted to do something for social peace: leave us alone (...)” (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 256). This very social peace refers to the absence of civil unrest due to the perception of equality, even if abstract. It is, however, said to hamper research and development; “To say: They were looking for what they called social peace. But social peace is not, everything is ... *Well, I think it has repercussions on everything, already, on research. On research and work itself*” (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraphs 294-296).

Correspondingly, the training function is even subordinate to the social appeasement concept; “(...) At times, one has the impression that, for the most part, the university serves as a means of social appeasement rather than a place to actually train leaders (...)” (1_m_Arts_Humanities_Social Sciences_research, Paragraph 48), which reiterates the importance of socialist ideology in the Algerian university in the form of social peace/appeasement. The socialist basis is also apparent in the country priority necessity paradigm, which governs the choice or establishment of new courses and research, among others;

(...) Even in European projects, we choose our priorities, what are the priorities of the country, and converge all the research, the choice of Masters, the labels, the choice of doctorates. When one starts a doctorate with a title, a label, it needs to correspond to a priority of the country; otherwise, it must also uplift the student. When he finishes, will he find work? (...) (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 18).

This statement again emphasizes the common good of primarily the state and the society, with the consequence of superseding the individual’s choice of subject.

Nationalism

Education is portrayed as a nation-building element: “(...), so the proverb says (*speaking in Arabic*): ‘If this education no longer exists, the nations will disappear’. It is nations that disappear if there is no education” (...) “So that sums up a little bit the role of the university (...)” (13_m_STEM_administrative function_faculty, Paragraphs 97/99) so the nationalism

type of ideology is put forward as the most important role of the Algerian university in relating education to the very existence of a nation.

It also serves as a vehicle for national interests transmission: “(...) So, it is to train people who will be capable of situating international issues, and defend national interests (...)” (16_m_Arts_Humanities_Social Sciences, Paragraph 114). The national interests to be defended indeed point towards a politicised role of the Algerian university, in that affairs of the whole country are at stake. It is, however, pointed out that;

(...) So to speak, we are among us, it's closed. We are in the national a lot more than in the international, So, that on the one hand. The other side, if you want, it's all the historical disturbances, which have repercussions on, now, if you want, which result in difficulties to be grasped and be understood, and to know the society (16_m_Arts_Humanities_Social Sciences, Paragraph 56).

This statement shows that the orientation of the Algerian university is towards the national, which is contrary to the global trend of internationalisation in higher education systems, including in the African context. More so, the system does not allow any foreign institutions, unlike others in geographical proximity in the MENA region: “(...) I wonder why Algeria does not have an American university, whereas you take Egypt, Lebanon, they have one (...)” (14_m_STEM_administrative function_central unit, Paragraph 72).

Further, the fact that there is a strong orientation towards the Algerian national higher education authority in the form of the Ministry becomes apparent as its special characteristics; “(...) First, I said, it's an Algerian university. It is a public university. It is not private. And therefore, there is a tutelage, which is the Ministry (...)” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 231). Hence, the publicly financed Algerian university is coupled with centralisation in governance. As a consequence, there is no institutional autonomy. This situation leads to a certain passiveness on behalf of academics: “(...) So, the Ministry, it provides its assessments. We do what the Ministry plans, its (*section*) policy” (17_m_STEM_executive function_political entity, Paragraph 50) as well as waiting for decisions rather than taking action independently: “*So now, what are the challenges and also the opportunities, the potential chances of Algerian higher education?* I would say, it depends on the decision-makers” (9_f_STEM_executive function_research unit, Paragraphs 207-208).

The ideological – as political – orientation of the Algerian university itself as well as its shift is also mentioned with regards to University functions; “I told you. In the beginning, it was instruction, after it became instruction and research; afterwards, it became serving the economy of the country. These are the present-day functions of the university; it is that, in

any case, what the state wants it to be” (9_f_STEM_executive function_research unit, Paragraph 447). It thus becomes clear that the state wants to be adhered to by academics, which governs the Algerian university in its orientation. Furthermore, adoption of political discourse can be observed on one occasion, in as far as quantitative details are favourably emphasised:

(...) The state has really done a lot of effort regarding; so, say since (the *mid-2000s*) until now, from the point of view of construction, there, as you see, in (*mid-2000s*), there was nothing; it was a wasteland. And now, there are almost 25,000 study places on this campus, on this campus, not counting the other sites, for example (*campus 1*), city centre (*campus 2*). And so, all in all, I think we are at more than 40,000, and maybe more, study places. So, there is effort, actually. 40,000, not to forget the important part, so university services. I think we do something; maybe we are better off in these (laughs), it’s the university residences. There may be over 20,000 beds. *20,000?* 20,000 beds, yes, that’s it. With the student residences, there is more; that means that, already, there are more than 50% of our students who are residents (...) (13_m_STEM_administrative function_faculty, Paragraphs 50-54).

This statement shows how the quantitative-focused indicators for growth are put forward for showcasing, rather than quality-related outputs, which are less visible and more difficult to measure.

This situation is another indicator for a tightly closed and controlled system, which is aligned with state ideology more than research, as specific nationally-oriented research institutes exist: “(...) Research centre about the national movement and 1st November revolution” (15_m_Arts_Humanities_Social Sciences_administrative function_faculty, Paragraph 25). It is also stated that there are national references, a fact which refers to the curriculum and course accreditation process and that the national circumstances cannot be ignored: “The university, it’s the Algerian university with its national references, and it’s national circumstances (...)” (15_m_Arts_Humanities_Social Sciences_administrative function_faculty, Paragraph 32). While this statement is generally applicable in many contexts worldwide, the existence of particularly national references is reiterated and portrayed as defining the Algerian university and thus its higher education system as a whole.

Not least, language plays a central role as a national identity marker. Arabic is found to have a political and thus ideological dimension in particular, e.g. the wish to promote Arabic as a language of science; “(...) the means for Arabic, for example, to be a language of research (...)” (12_m_Arts_Humanities_Social Sciences, Paragraph 493), and, besides, to adequately account for its status as a national language for the countries’ leaders: “For the future, we hope that the Algerian university will train its executives in its language, Arabic, the national language (...)” (12_m_Arts_Humanities_Social Sciences, Paragraph 572). On the other hand, the politicisation of the language subject is acknowledged; “(...) Except that Arabic is a very politically sensitive topic (...)” (14_m_STEM_administrative function_central unit,

Paragraph 54) and concerns are expressed regarding the negative impacts academia-wise of a strictly Arabic-speaking environment:

Yes, yes! Yes, yes, yes. I will give you a striking example. Generally, the humanities and social sciences are lagging behind. All the disciplines of the humanities and social sciences are really, really lagging behind, because that is where students, lecturers, researchers are in strictly arabophone environments. *Yes*. So, nowadays, we know how science is distributed in the world; it is well known that the major poles of science are not in the Arab countries, that is a reality, nowadays, we must accept it as it is (...) (3_f_STEM, Paragraphs 179-181).

It is noteworthy that STEM representatives, too, are aware of the influence of language ideology, i.e. Arabic – while they are not directly concerned – as the two latter examples show.

6.1.3 Social Change

Social change as a type of university ideology function is described as follows:

(...) the more the sociopolitical rule of society relies on coercion rather than on consensus, the more universities become the amplifiers of the challenge to domination in society at large (...). In such cases, universities are still predominately ideological apparatuses, although they work for social change rather than for social conservatism (Castells, 2017, p. 36).

There are a total of 118 occurrences, which quantitatively remarkably supersedes the previously exposed – thematically opposing – ideological aspect as university function. This points to the fact that social change in the Algerian higher education system has indeed overtaken the formerly dominating political conservatism.

The Algerian university has a perceived and attributed role of social ascension, which is mentioned numerous times in the exact wording of social elevator, e.g.“(...) I had a friend, who, we’ll say, lived in precarious conditions, but this guy was a real genius. And the university allowed him to have a doctorate, to compete for a scholarship abroad, to go to Canada, to study. So yes, it plays the role of an elevator (...)” (14_m_STEM_administrative_function_central unit, Paragraph 52). Through this elevator, social prestige such as study abroad is gained, and improvement of individual living conditions as well as the standing in society is assured.

Furthermore, the postcolonial situation pays tribute to the fact that university access allows for fundamental societal change:

You know that for any Algerian, enter university is to acquire a level. And until today, all mothers would like their children to have diplomas. *Yes, because they don’t have it, or they have it, too?* They did not have it. My father never had a diploma. *Okay. Because at the time, access was, well, restricted, or ...?* No. Access was very difficult. During the French period, us, we could go for the simple reason that it was the war of liberation and that France loosened a little and let us enter (...) (10_m_Arts_Humanities_Social_Sciences_executive_function_research unit, Paragraphs 144-148).

Due to the very fact that Algerians were almost completely barred from higher education for more than a century of French occupation, in post-independence Algeria to contemporary times, access to university as a right is clearly articulated: “Whoever says ‘democratisation’, the opening of the university, says ‘democratisation’; it’s giving all Algerians, all young Algerians, access to university; it’s a must (...)” (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraph 10). Indeed, it goes as far as to say that whoever is not an academic is a failure nowadays: “(...) That too is a factor that has led to policies taking the direction of massification. If today we consider that a child, if it is not an academic, it fails (...)” (3_f_STEM, Paragraph 245), and that there is de facto no other tertiary education option:

Today, socially speaking, you have, you have a social status if you have a university degree; it means that we have degraded and completely devalued the training in trades. *Yes, there is only one status* (laughs). There is only one status, that’s it. *So that ...*, as there is this status; so it is necessary that everyone has it, this status. That’s it. Otherwise, you have nothing. So that’s why all the world has to do university. It’s totally and completely devalued (...) (3_f_STEM, Paragraphs 245-249).

Hence, socially speaking as is mentioned, lacking vocational training and its acknowledgement, there is an inflation of degrees, which makes higher education qualifications worthless. Accordingly, with regards to the entire society, progressivism is described as an occurrence of the past:

So, here too, I have to go back to the past. So, in the past, there was maybe not an ideology, but a discourse; it was the discourse of progress. Except, now, this discourse no longer exists. Then, the ideology that there was; it was the progressive ideology, on the national and international level. But now, it does not happen like this anymore. That’s it (16_m_Arts_Humanities_Social_Sciences, Paragraph 112).

This statement shows that ideology is not necessarily perceived as negative as the connotation of the term suggests, but that it can be progressive, too, in the sense of social change as in this case. In this context, the Algerian university’s role as integrating element for different social classes is still topical: “Firstly, the university is part of society; secondly, it is open to society, because it now receives, within the framework of democratisation, students from different social strata (...)” (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraph 42). By democratisation, another aspect is introduced in the otherwise more negatively portrayed situation of Algerian higher education. Nevertheless, the expectation that everyone has a right to higher education extends even to the doctorate level:

(...) These days, the Ministry says, everyone to university, and then it says everyone to PhD entrance examinations. Somehow it does not work. Everyone to PhD examinations, ha! We have examinations with 2000 or 3000 candidates because the attitude is that everyone goes to university and everyone becomes a doctor, and everyone becomes ... (3_f_STEM, Paragraph 321).

Consequently, even though democratisation of higher education as a means for social change is underlined, side effects of this policy lead to an over-selectivity in PhD-level studies, which counteracts the intended general access to postgraduate education and research.

With regards to social change as a future orientation, as opposed to the dominating national central governance, internationalisation adaption is newly emerging. The development of internationalisation in higher education is not only acknowledged as influence and direction; “It’s all that, the philosophy, that’s it, knowledge, values , etc., that’s the philosophy. But also manage to live up to a global level. Globalisation, too, is the desire of the Algerian university. Globalisation is important” (7_m_Arts_Humanities_Social_Sciences_executive_function_central unit, Paragraph 229), but is it cited as an impact factor for necessary strategic decisions, too: “Internationalisation? Internationalisation is first and foremost by the choice of disciplines; discontinue archaic disciplines and take on disciplines that are international in scope” (7_m_Arts_Humanities_Social_Sciences_executive_function_central unit, Paragraph 61).

It is noteworthy that – rather than outdated curricula in social science and humanity subjects – those disciplines themselves are being criticised. Yet, light is also shed on critical issues such as the need to adapt to the local context: “(...) We have the obligation to adapt, we have the duty to adapt because the Algerian student is not a Dutch student, is not a German student. The environments and cultural contexts, social, in which they live are not the same (...)” (3_f_STEM, Paragraph 167). This statement shows that, as of now, internationalisation elements, where they are implemented in the Algerian higher education system at present, are not adequate as disconnected from the local environment and the Algerian characteristics.

Algeria finds itself in a position where it is exposed to international developments:

At university, well, right now in the world, we take part in what is called ‘globalisation’. *Globalisation*. That’s it, globalisation. For sure, globalisation is knocking on our doors, and we are forced to open the doors. We cannot keep them closed; we do not have any choice, because we live in a world that is ... *Connected*. Connected (...) (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraphs 14-18).

In this situation, the country cannot isolate itself but must embrace those global trends. Thus exposed to higher education internationalisation, Algeria faces worldwide comparison, for example in terms of rankings: “(...) For sure, our universities are not very good, globally. And besides, they are not classified with the first universities; they are certainly very badly classified (...)” (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraph 52).

Apart from the official, policy side; “(...) It’s always a value-add, opening up. So, it’s always been our policy (...)” (17_m_STEM_executive function_political entity, Paragraph 14), the benefits of international exposure with regards to broadening horizons and opportunities for exchange are repeatedly mentioned by both social sciences and humanities and STEM representatives, as is exemplified by the following statements:

(...) Accepting that you don’t think like me. It is a philosophy we should go for. Quite simply, now, I would have to accept that you don’t look like me, we don’t have the same life, we don’t have the same culture, but we are obliged to, not ‘obliged to’, it’s not the word, we are led to live together and work and move forward together. Why do we do cooperation? We collaborate with Africa; we collaborate with Europe. We are in the middle. We do not know if we are from Africa, from Europe, we are African, we are not African. But we have to work together (...) (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 219);

(...) So, we have something to give; we start to train people who are capable of giving. That is what is important, internationalisation. It is a very good thing, to be able to do an exchange, and the exchange, only increases the, how to say, allowing people to have an open mind. Is to increase an open mind; it is this open mind which is important. That’s what I think (8_f_STEM, Paragraph 11).

Consequently, European cooperation projects are encouraged as well as implemented: “That’s it. So I know there is a strategy in this sense, that’s why we have European projects. Because before, Algeria wasn’t, European projects, now, it makes sure to be there. So, for, whether in terms of mobility, funding, exchanges and everything, it is, I think it’s a good thing. We must not stay in the retreat (...)” (9_f_STEM_executive function_research unit, Paragraph 212). The latter shows that Algerian universities want to see their place among international partners and counterparts as a primary motivation to engage in related activities. Throughout, cooperation experience is highlighted positively:

(...) Because people were lucky, in these projects, to have feedback of experience, from extremely competent people who are in these projects, not as consultants, so there was not this notion, but it was almost out of passion, okay? And we learned a lot from these people. And then, by dint of rubbing shoulders with other universities, Algerian, Tunisian, Moroccan, Lebanese, European. So you have a bit of these ‘best practice’ (...) (14_m_STEM_administrative function_central unit, Paragraph 92).

The best practices effect is underlined as favourable, which is linked to international exchange. Furthermore, Algeria is portrayed as an active contributor;

(...) That’s how I think. When we go to France, when we go elsewhere, we have something to give, because we teach them something else, and they teach us something else. With someone you learn rigour, with someone else you learn to write, with someone else you learn to write scientifically. *The human side!* The human side! *Flexibility, yes.* Flexibility, exactly (8_f_STEM, Paragraphs 19-23).

Hence, the cooperation is not one-sided, and the more international encounters one has experienced, the more – and varying from person to person – competencies have been developed or newly acquired. As the following account shows, Algeria may feature a high degree of internationalisation already;

I think we have a lot of international. If you go and talk to the professor at the university, I would say about 80 to 90% of them have at least one trainee abroad at least one. *Okay still, yeah.* Still yeah and they still go for short visits to Europe, and there they have collaboration with European with and it works. We work within the European research program there are a lot of people who have programmes. We have programmes in our centre with the US. We have even with the Chinese. *Oh, good okay.* Yeah, we, I do not know if it is still on, but one time we had one. We have with the ... how do you call that ... Japanese. The Japanese use to offer a couple of scholarship each year for students who want to get a degree, but we have are mainly in technical fields. *Okay, yeah.* The American offer also scholarships in the program the Fulbright I do not know if you know it? *Yeah, mm-hmm.* And there are some people who went there but there you have some people who are technical and not technical. Sometimes they take a lot of people who are teaching English to ... what do you call that? To train them more, to train them more, to train for the abilities of, in English. I would say, in Algeria, it is really international (2_m_STEM_research, Paragraphs 185-193).

While the above description may be fitting for STEM subjects only, Algerian institutions play the role of national multipliers in project management with a focus on EU cooperation, too:

Yes. We do nothing but sharing. We have experts who have done dozens of universities; we appeal, we are called. *On national level?* We have (*function central unit institution*) who go nationally, yes, yes, at the national level, who depart, who stay three days, four days, they do training, and they come back. Once we offered training here for all Algerian experts for the region (*region*). We offer a lot, training, sharing, and they were shown how to write and succeed in a (*foreign*) project. Yes, yes, yes, we share. We share, it is our, really, it is our policy. We have some skills. We are a little bit ahead, it's true, but we want everyone to benefit from it. We want to experience this with others in the same way, because if we are all alone, it's not nice, it is not good at all. It's not good. We need to; even those who give money, Europe, the European Commission, there should be credibility across the country (...) (7_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraphs 83-85).

Despite this fact, which is motivated by showcasing Algeria, yet, so far, it is applicable at the national level only, and limited to a few institutions of excellence and thus not representative for the country as a whole. The Anglo-Saxon tradition of graduating ceremonies has since been taken up in Algeria, e.g., “For the past three years, we’ve been organising graduation events for everyone with their outfits; it’s good; it shows appreciation because they are people who have stayed with us for at least five years” (7_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 100). This practice is proof of alignment to foreign traditions, induced by international exposure.

Further, while in the recent past, no other political parties were allowed, let alone non-governmental organisations, there are first signs of the development of civil society, the local development of which is mentioned explicitly as one function of the Algerian university – albeit exclusively by representatives from the arts and humanities –

(...) And the university must accompany the profile of the region; it is important. It must participate in the development of the region, and the administration of the region, the mayor, etc., must also know that it has an asset that is has never actually taken into consideration; it is the university and university competence, scientific, that they can use to develop their region (7_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 257).

Accordingly, civil society education and development are stated, although with varying degrees of importance, from its third function as follows: “The first goal is to guarantee training, higher education of the new Bachelor students. That is the first role. It also has the role of serving research. After all, it is the main place to do research in all fields. And, thirdly, its role is to guide society, illuminate society, guide society” (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 97) to first and primordial function with an emphasis on the personal development of critical thinking to become an able citizen: “The university has the role to make people aware; for me, really, it has the role of giving information to the public, so that they can think for themselves, so that they can be citizens. Yes. It has a civic role” (1_m_Arts_Humanities_Social Sciences_research, Paragraphs 348-350). To sum up, ideology is present at the Algerian university in the form of the importance attached to local and civil society interaction and development as an expression of a wider orientation towards national development first and foremost,²⁴⁶ which has repercussions on, e.g., an applied nature of research.

University-society relations are derived from the fact that, at the base, “(...) As an academic, competencies are primarily made for the citizen (...)” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 174). There is consensus that the link is presently missing, once more by representatives from both discipline groups: “(...) It still seems like there is a skew between society and the Algerian university (...)” (1_m_Arts_Humanities_Social Sciences_research, Paragraph 195); “(...) And then, the missing mission, it’s service to society (...)” (14_m_STEM_administrative function_central unit, Paragraph 236).

It is acknowledged that there is mutual responsibility by both actors to counteract the status quo:

(...) I say that the ball is between the two; each one throws the ball at the other. Society says that the university is a little far and it does not listen to us, and the university says the same thing. There is no contact; we don’t find a contact on the societal side (13_m_STEM_administrative function_faculty, Paragraph 64).

Nevertheless, it is advocated that this situation of idleness and lack of interaction cannot be maintained any longer;

Listen, the context, the relationship between the university and its surroundings, be it social or socio-economic, was a dream. Now it has become an obligation. That means we think about it seriously; we do a lot of publicity, we participate in activities, whether cultural, whether socio-cultural or socio-

²⁴⁶ See chapter 6.1.2

economic, we participate. That is, the university participates strongly (...) (6_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 147).

Consequently, efforts are being made, and, as for implementation, first activities towards establishing the missing connection are taking place by the university, both with regards to civil society and industry, as is shown in the following: “(...) We must open the university to society, because we don’t make use of it now. There is an effort in this direction now; we attend visits, visits of businessmen, in universities (...)” (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraph 40).

While this is taken further, and ideas are proposed how the interaction should happen with political entities, “(...) The Directorate of Health of (*city*), the Directorate of Agriculture, yes, the Directorate of Culture, the whole beautiful world has to work with the university, and vice versa (...)” (7_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 31), urban geography and city planning, banning university campuses far away from city centers, hinders:

(...) the distance of universities from urban centres. *Yes*. And we have the expression that it is a bit of a world apart, a little bit American, but America/the United States, I think they have thought about it a lot better, whereas here, in fact, we have the impression that these are ghetto spaces. *Yes* (laughs). Universities, completely out of touch with society (...) (1_m_Arts_Humanities_Social_Sciences_research, Paragraphs 197-201).

This analysis from a social science point of view shows that there is a deliberate obstacle for interaction between university and civil society or industry actors, which is only perpetuated in designing and building new university campuses across the country.

Furthermore, personal social engagement in and for civil society has changed over time. While it seems unusual for present-day mid-career academics to be involved in civil society in the form of being a member of an association as an extra-curricular activity – be it inside or outside of the university setting; “No, no, no, no. I have never been a member of a (laughs) association, never ever” (4_5_f_Arts_Humanities_Social_Sciences_1_administrative_function_central_unit, Paragraph 297), nowadays, students are more active: “Then now a lot of students, in my time it was not, but now a lot of people do some a lot of social work. My daughter and my son work in a lot of association, and they get involved with a lot of social work. *Okay*. In my time, it was less, much less” (2_m_STEM_research, Paragraphs 293-295). This statement points to the fact that the attitude of, reflected in civic engagement of academics themselves – with or without administrative function – plays a role in taking up, supporting or promoting several activities as the so-called ‘third mission’ university function.

6.2 Elite Selection Function

L'université algérienne a pour but de participer de l'effort de développement du pays, du pays; de former les cadres, les futurs cadres du pays (...) ²⁴⁷ (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraph 38).

The university elite selection function is defined as follows by Castells:

Secondly, universities have always been mechanisms of selection of dominant elites. Included in such mechanisms beyond selection in the strict sense, are the socialisation process of these elites, the formation of the networks for their cohesion, and the establishment of codes of distinction between these elites and the rest of the society (...) (Castells, 2017, p. 36).

In the Algerian context, elite, as can be seen from the statement above, means *cadres*, i.e. executives/leaders. In terms of distribution, the state-based university category features the most occurrences with 77, followed by the *Grandes écoles* at less than half, 37; and top university status with merely ten. Only five are 'other'. However, as will be shown, the elite selection function of the Algerian state university is very specific and not by default or comprehensive from the system's undergraduate admission policies.

6.2.1 State-Based University

The university role in state elite selection is outlined as follows:

Accordingly, a society's dominant elites ought to be trained in assuming their role, for which the university dispenses values and know-how of its mechanisms, insofar as "beyond selection in the strict sense, are the socialisation process of these elites, the formation of the networks for their cohesion, and the establishment of codes of distinction between these elites and the rest of the society (...) as family heritage was eroded in its legitimacy as the sole source of social power" in the industrial age (...) (Castells, 2017, p. 36).

Overall, the Algerian university has the role of training the country's elite, its future leaders: "(...) I will give you the answer given by everyone: it is to train the future executives of this country. That, that's a ready-made answer, that everyone tells you. But when you think about the content of this sentence, it's the reality (...)" (7_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 219). As shown by this statement, it is claimed that all interlocutors would give the same response; hence, the content is generalised as common knowledge in the specific Algerian context.

There is a mixed reception regarding the state-based – Algerian default – university. Although high social standing is still attributed to an academic; "(...) so far, Algerian society has had respect for the academic. It is important. So, he is seen as the researcher, the lecturer, the intellectual, all at the same time, we are respected (...)" (16_m_Arts_Humanities_Social_Sciences, Paragraph 94), it is acknowledged that common perception is changing towards

²⁴⁷ The Algerian university aims to participate in the effort to develop the country, the country; to train leaders, future leaders of the country.

diminishing prestige: “That means, university, in the eyes, in people’s minds; an academic is a leader, but now it is decreasing” (12_m_Arts_Humanities_Social Sciences, Paragraph 475).

The default Algerian state-based university is still valued over the French-modelled *école* type: “(...) the university is still the privileged place next to the national institutes of administration, the Algerian ENA²⁴⁸, which operates on the French model ... ” (1_m_Arts_Humanities_Social Sciences_research, Paragraph 229). This opinion points towards a rejection of (neo-) colonial institutions of the French type, and at the same time, appreciation of the Algerian university as a national higher education institution.

The necessity for a certain elitist approach is voiced; “I think that the university, it’s technically, it’s historically, it’s the temple of knowledge. It must remain a temple of knowledge; it must not be a tool to be used by everyone (...)” (9_f_STEM_executive function_research unit, Paragraph 253). Therefore, the implicit statement is that selection must take place at university, which translates – in principle – in restriction of access. Nevertheless, it is admitted that the concept of elitism is not engrained socially: “(...) And then the principle of elitism and all, it’s not, it’s not very rooted either” (9_f_STEM_executive function_research unit, Paragraph 44). Accordingly, it is made clear that: “(...) but now, it’s up to the decision-makers to say, hold on to this one, we can still train them to get even more. I am not against it myself, I am for the elite, without forgetting the others. But the elite should be taken care of, yes” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 237). Consequently, there is always reference to ‘the others’, i.e. the greater mass of students, which acts as a restriction to implement elite selection in the state-based university.

This fact leads to doubts of the Algerian university’s elite selection function as described in 6.1.2 above (cf. 1_m_Arts_Humanities_social sciences_research, Paragraph 16). Hence, massification, in its function of social peace, is mentioned as a primary Algerian university function. Furthermore – although only partly – there is an outright denial of elite selection:

That is a good question. Selection of elites. That, I don’t know either, that, honestly, I don’t know. Who says elite, says selection. And is there really a selection at university-level? It depends, it depends. There are courses where there is practically no selection; everyone passes. And there are courses where it is very selective (...) (14_m_STEM_administrative function_central unit, Paragraph 202).

²⁴⁸ *École Nationale d’Administration* – Elite higher education institution in France and Algeria, aimed at training civil servants for the public sector. See also chapter 3.1.

It can thus be concluded that the Algerian university as default state-based does not primarily assume the function of elite selection from its outset as the political-ideological base is contrary to this concept. Nevertheless, some undergraduate courses as well as the postgraduate, respectively, PhD-level, may be highly selective also at the Algerian state university, as far as specific disciplines are concerned.

Frustration is expressed regarding the strictly centralised nature of discipline selection by Ministry allocation, based on pre-defined marks in key subjects:

For now, it does not exist, it does not exist, and we do not manage to establish this strategy, which basically can also guarantee a kind of quality. *Yes*. Because again, in a discipline, not everyone can go in the same discipline. So it is useless. Therefore, it is necessary to arrive at selections, but the selection is not by the arithmetic of the numbers and the grades. What it is currently, it is the system of the old, of the Ministry of Higher Education, the orientations, the selections are made on grades which is a total aberration. It is necessary to let the establishments, the disciplines, each discipline define access to its, to their courses, by a competence framework. This is the benchmark of expected skills which becomes the criterion for selecting a student for this or that discipline, what we, what we are not allowed to do. *Yes*. This is, once again, it is an interventionist policy of the Ministry of Higher Education. The issue of selection and orientation, it is strictly led by the Minister of Higher Education. Up to a certain point, the rules can be established, but it is also necessary to leave a certain autonomy to the disciplines and universities. They are managed by professionals to decide on the skills expected for access to a discipline. And that we are not allowed to do ... (3_f_STEM, Paragraphs 351-353).

Thus, the formal requirements by grades do not match the actual competencies necessary in the opinion of discipline representatives. This prevailing practice leads to a hierarchy of disciplines, which corresponds to social prestige as follows:

(...) So, for sure, we classify students, because, by discipline, we classify students according to their baccalaureate averages. Of course, the best, it's medicine, medicine with its subfields, dental surgery and pharmacy. And, secondly, it's the technological science streams and, of course, thirdly, it's the social sciences and humanities. *That's bad*. And that, it's bad, that's it, it's among the faults in our university (...) (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraphs 48-50).

Consequently, "(...) for young people or for families who see only one model. *That's it*. Be a doctor, a lawyer, an architect, an engineer (...)" (3_f_STEM, Paragraphs 255-257).

The solution proposed to tackle this issue entails to reform the selection criterion system, in, notably, uplifting social sciences and humanities:

So, for example, to bring improvements and readjustments for this difference between humanities, social and technical sciences, we should already start with, at the level of the education system, that the weakest are not oriented towards humanities. *Yes*, which is an aberration. *Yes*. Because, by sending the weakest in the disciplines of humanities and social sciences, you take the bet that you will totally flatten the field. *That's it, yes, and it's not ...* The skills, they do not, it is not the level of competence of a bachelor student who must allow to orient him towards the, after all ... (3_f_STEM, Paragraphs 193-199).

Overall, the kind of discipline selection employed by central governance, best marks only, is aligned with the most societally desired professions, is both an important means and an expression of the Algerian university's specific as narrowly-defined elite selection function.

A similar procedure can be seen with the manner PhD candidates are selected: by national PhD entrance examination, *concours*. It is portrayed as a means of selection: "(...) the doctorate is not given to just anyone. The doctorate is something of value" (12_m_Arts_Humanities_Social Sciences, Paragraph 570). Because of this exclusivity, the selection is made explicit with the result of elites-only access to PhD studies. While possible flaws are admitted, the national examination is reinforced as a selection system as opposed to general-access bachelor and to a lesser extent master-level at universities.

(...) for the PhD, there is a much more drastic selection than that. *Okay. Even on the doctoral selection side? Yes, yes. With national examination? I think that is very good; I think that the competition must be maintained and that ... I do not know exactly how the selections are being made; I dare hope that they are fair. But I think that, at the current state, it is good that this examination will be maintained* (1_m_Arts_Humanities_Social Sciences_research, Paragraphs 52-56).

The current university crisis due to massification, however, is also felt on the doctorate level:

(...) and you see in Algeria a number of people who are applying for doctorate number who applies is so huge I remember I was telling my daughter? *Yeah*. The number of people who tried to pass that exam the *concours*, so it is an exam that we have to take to pass and to be able to be eligible to, for the post-graduation medicine. *Yeah, specialist doctor. Yeah*, there were 4000, and only a thousand were taken. But there is are a lot of problems (laughs) (...) (2_m_STEM_research, Paragraphs 149-153).

Despite this pressure by the number of postgraduate students, selection by national PhD entrance examination is even seen as perhaps the only indicator of quality: "(...) I think that one of the ways to save the university is that, at least at the postgraduate level, there is a drastic selection(...)" (1_m_Arts_Humanities_Social Sciences_research, Paragraph 50), though it must be taken into account that it is discipline-specific and likely to vary between subjects. Nevertheless, at the Algerian university, the most straightforward means of elite selection is in fact by competition for scholarships abroad; "École supérieure. But all the same, the selection of elites is done by itself, because the scholarship offers, for example, they are published on the site of the Ministry of Education to select the elites. The national competition for posts, for funding abroad; it is selection also (...)" (13_m_STEM_administrative function_faculty, Paragraph 76). Thus, those selected as the elites have access to scarce and highly competitive stays abroad. The criteria are to have good grades first and foremost: "Yes! There are many projects, many calls for scholarships, so our young people, to get a scholarship, our young people can apply for scholarships. Well,

it's not automatic, you have to be well ranked naturally, you have to have good grades, etc. (...)” (8_f_STEM, Paragraph 15).

This requirement translates into the best of the batch who are then awarded available bursaries; “(...) But there's always the elite. Currently, we are offering scholarships for the best-in-class; we offer, we are going towards the elite. The elite, it is important, to be interested in those who are, who have more capacities than the others. It exists, it exists. One needs to accept that some are stronger than others (...)” (7_m_Arts_Humanities_Social_Sciences_executive function_central unit, Paragraph 235). In this statement, the elite is explicitly mentioned. The selection is justified with the focus on gifted students, and the Algerian educational socialist approach of treating everyone equal at university and by granting access to university is rejected. In particular, the *écoles* students enjoy many privileges: “(...) they will have priority because they have graduated from *écoles supérieures*, and, in particular, they will have priority for scholarships abroad. You see? So, for internationalisation ...” (16_m_Arts_Humanities_Social_Sciences, Paragraph 78).

In this framework, quality assurance is given, e.g. by a mandatory English-language test, which has to be submitted by those students applying or selected for a stay in the USA: “(...) Some are obliged to do it, why? Because they apply for Fulbright scholarships, for example” (14_m_STEM_administrative function_central unit, Paragraph 24). In this case, international standards are being applied, which admit only those with the respective competences in global comparison and competition.

Elite selection through access to stays abroad goes as far as studying abroad altogether: “(...) Well, but the whole Algerian society is relatively disappointed by the standard of the Algerian university, and this same society, if it had to choose for its children, it is rather to send them to study abroad. And that is recent; it is recent, you see? So to speak, there is a loss of confidence” (16_m_Arts_Humanities_Social_Sciences, Paragraph 94). Thus, those who have the opportunity prefer going abroad – even if this is described as a rather recent phenomenon – which is also referred to as a kind of self-selection: “Selection? They self-select (laughs). Actually, when they feel that they are good, or when they go abroad (...)” (8_9_f_STEM_1_executive function_research unit, Paragraph 287).

With regards to lecturers in research, likewise, the selection is by access to stays abroad, for which a scientific profile needs to have been developed; “(...) If people do this work, it is to pertain to work that they will do in Europe or elsewhere. Because if you don't have scientific activities, you cannot avail of a research stay. So people do those to have them (...)”

(10_m_Arts_Humanities_Social_Sciences_executive_function_research_unit, Paragraph 174). International exposure is thus only granted to the best, i.e. most active scientifically.

Notwithstanding, there exist private higher education institutions for specific sectors or disciplines as well as custom-made academies for large state companies such as SONATRACH. While there are no private higher education institutions with university status in operation as of today, those are legally permitted. There is an awareness that they will play a role in the future: “(...) We know that there are private universities already, in Algiers, especially in other disciplines, not in the humanities, in economics, business; is not for nothing. *Yes, and the law is there.* It’s not for nothing; it means that there is a state reason behind it, state logic, they tell themselves... *And demand, too.* It is needed!” (1_m_Arts_Humanities_Social_Sciences_research, Paragraphs 76-80). This statement shows that this development is not only demand-driven but indeed encouraged by the state, which is an indication for a shift in policy and even governance structures.

Given this acknowledgement, concerns regarding the fee-paying nature of private universities are voiced: “(...) and there is going to be a private, paid university, for, as we say the nomenclature, for the upper classes, that means the families who can pay for higher education for their children in private universities (...)” (16_m_Arts_Humanities_Social_Sciences, Paragraph 68). Similar doubts are put forward, too, aiming at the undesirable creation of a society of the privileged;

(...) I say that because I am afraid that, at some point, we will create a society of privileged people, where only those who will have the money to access universities, in particular private ones, with the best executives, the best supervisors, can avail of quality training so. This is the policy that we follow; it leads to that because sooner or later we will see the emergence of private universities for the wealthy if we do nothing; if we don’t adopt important measures (1_m_Arts_Humanities_Social_Sciences_research, Paragraph 72).

As can be seen, private institutions are seen as a threat to social cohesion with the risks of excluding some or the majority of the population, as opposed to the state-based, public Algerian university, which is accessible to all. Hence, private higher education institutions in Algeria are part of, and play a role in, the country’s elite selection, which is however viewed critically, if not opposed.

6.2.2 Grandes Écoles

The Grandes écoles definition refers to the French type of elitist higher education institution as follows:

For instance, in France, where the service of the state was traditionally the noblest function, carrying with it the highest power and prestige, the elite university is fully institutionalised in the system of the

grandes écoles, loosely connected to the university system, but largely independent from it. As is well known, the grandes écoles prepare exclusively for civil service (...) (Castells, 2017, p. 37).

The high number of occurrences show their significance for the Algerian higher education system with regards to the elite selection function. While many are simple mentions about their existence and mode of operation, there are also perception statements, for instance: “(...) *for the new creation of institutions*. It is better to create écoles rather than universities” (12_m_Arts_Humanities_Social Sciences, Paragraphs 375-376). This statement shows that the former are privileged over the latter because of acknowledged quality assurance, connected with *écoles* rather than university-type institutions.

Indeed, they have beneficial circumstances and privileges, such as: “*They have more freedom? They are autonomous, yes, totally*” (12_m_Arts_Humanities_Social Sciences, Paragraphs 351-352). Hence, *écoles* enjoy the institutional autonomy largely lacking at universities, which gives them more options in governance as opposed to the university-type institutions under the tutelage of the Ministry of Higher Education and Scientific Research. Furthermore, they are attributed a specific elite selection element, as opposed to universities, which is largely due to their more favourable conditions in terms of numbers;

(...) So, it's based on quality, and the universities, I do not mean to say that universities do not train well, but universities face the quantitative side more than écoles. Because the number of écoles, for an école you can find, for example, a number that does not exceed 250 students per year. But for university, it is at least 4000, 4000-5000 (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 87).

In this context, they also have a better lecturer-student ratio as is exemplified in the following:

For me, in all frankness, apart from the fact that there are smaller batches, there is better supervision, a better rate. That means if, at the (*institutions*), it is a lecturer for eight students, at universities, it's one for thirty or forty. So, they are supposed to get better training results. But, basically, the diplomas are the same. *Okay, then this distinction is a little bureaucratic, or... (laughs)? Absolutely, administrative, and bureaucratic* (3_f_STEM, Paragraphs 379-381).

Though it is mentioned that the differentiation *école*-university is somewhat formal only, nevertheless, they are known to admit only the best; “(...) It's a first filter, if you want. It is the first filter to choose the best (...)”, and, as a result, to have the status of excellency: “(...) An *école* is a centre of excellence, so the best first-year students are directed towards this discipline (...)” (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 169).

The elitist characteristics of their students also play a role for international experience (see above, 16_m_Arts_Humanities_Social Sciences, Paragraph 78), which is otherwise hard to

avail of at universities. This fact of privileging *école* over university students for scarce funding is also viewed critically, however:

(...) I am for it, it is; but I would also like to have, at the same time, a certain elite who stands out. Unfortunately, in general, the *grandes écoles* and all, they train young people who go abroad. So, in fact, Algeria doesn't benefit from it. Well, even the others, they leave. But those, for example, the *grandes écoles*, frankly, it is more than 50%. And they are trained in a generalistic manner (...)
(9_f_STEM_executive function_research unit, Paragraph 55).

In this way, they are made responsible for exacerbating brain drain caused by emigration of the elite trained at these institutions. Newly established private institutions – rather than state-sponsored and state-run national *écoles* – offer an international component in attractive diplomas as accredited with partners abroad, and thus quality assurance insufficient elsewhere. It is noteworthy that these types of *écoles* have a strong link to a French-speaking environment as shown by: “(...) the Algerian higher business school. They have a lot of, how to say, a lot of partnerships with French, Canadian institutions. *Okay, but it's mainly in the French-speaking sphere, then? Until now. Yes, most of them, yes*”
(14_m_STEM_administrative function_central unit, Paragraphs 72-74).

6.2.3 Top University Status Institutions

Top university status institutions are portrayed as follows:

Prominent examples of this function are the Oxbridge universities as a decisive factor in classifying all other institutions in the United Kingdom still today, as well as the Ivy League association as its equivalent in the United States. In addition, as is shown by the French model of the dominance of *grandes écoles*, the elite-selection function is not to be confused with private, fee-paying higher education institutions (Castells, 2017, p. 36/37).

There are only ten occurrences in this subcategory, which is a testimony to the negligible relevance of top university status institutions in the Algerian higher education system. Furthermore, all statements refer to one institution only. In this case, national excellence is put forward by a specific laboratory: “And our lab (*name*), it is known nationally, it is known, it is among the best” (11_f_STEM, Paragraph 237) and thus attributed to the university at the same time: “First, yes. We were first. And it was an example for Algerians”
(9_8_f_STEM_1_executive function_research unit, Paragraphs 174-175).

The emphasis on the numbers of student mobility marks the differentiation between the institution, which is internationalised, as opposed to all other Algerian universities:

We have a total of 160 students since (*end of the 2000s*) so far, who have been in mobility; at present, some are in mobility. But about a thirty incomings, those who come. *It's good already*. It's good already, compared to other universities, they don't have it, they don't have a (*foreign*) project. *Not at all?* Not at all (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraphs 77-81).

Likewise, its status is marked by benchmarking with international standards for foreign languages, i.e.: “(...) Ideally, the ideal would be that all students at (*institution*) university studying English take the TOEIC, or the TOEFL (...)” (14_m_STEM_administrative_function_central unit, Paragraph 24).

On the other hand, the institution concerned understands itself as a national role model, though there are the following drawbacks associated with its status:

(...) If we are the only ones, at some point, it is like a candle extinguishing. I am afraid. *Sustainability-wise*. We need credibility; many universities should now become leaders, not only (*city*). It's true, (*city*) is a leader in many other things. Others should get started. Like this, we will be more comfortable. And we do not only work internationally but also at the national level. *Nationwide? Yes, already*. We can already work together, with many universities in the country. *Precisely* (...) (7_m_Arts_Humanities_Social_Sciences_executive_function_central unit, Paragraphs 85-90).

However, there is a risk of remaining the only or at least one of very few top university institutions, which would have repercussions on the country's national higher education landscape with regards to quality and readiness for international partnerships.

6.3 Training of the Bureaucracy Function

The training of the bureaucracy function is defined as follows by Castells: “The training of the bureaucracy, be it the Imperial service or the plethora of lawyers that populated the Italian or Spanish administrations, was (and is) a fundamental function of the university in most countries” (Castells, 2017, p. 39).

In the Algerian context, the bureaucracy is purely state-based, i.e. administration staff for the governance apparatus as well as executives in state-owned companies, bearing in mind that the largest national employer is the state. As for distribution, it features the overall lowest numbers of any main category at 79 occurrences in total, out of which education and health system expansion 33, skilled industrialisation staff 24, and professional training for business in regional development 22.

6.3.1 Skilled Staff by, for and in Industrialisation

The necessity for industrialisation staff is defined as follows:

Thus, much of the university system is rooted in a statist tradition. However, when the process of industrialisation required the training of a mass of engineers, accountants, economists, social workers and other professions, and when the expansion of the health and education systems demanded millions of teaching staff and medical personnel, universities were called upon to provide both general and specialised training for this massive, skilled labour force (Castells, 2017, p. 39).

While, at 24 occurrences, it does not have the highest number, this subcategory is relevant for the Algerian university. First of all, the immediate post-independence situation in Algeria

must be taken into account, where there was a scarcity or total lack of academic professions; “There were very few, there were no people, no engineers, no doctors, there were none. So we had to train, train, train. Later, now, they want quality. So we guide, we reorient some, and we try to actually guide, to have quality. Of course, we are still far, but we want quality (...)” (8_9_f_STEM_1_executive function_research unit, Paragraph 231). In the 1970s then, Algeria transformed itself from an agricultural-based country into an industrialised one, as is exemplified by the state-owned company SONATRACH in petroleum engineering;

(...) So there are, there are generally, whether it is the chemists, the physicists, mathematicians; they find their jobs without difficulties in education, in industries. Chemists are not unemployed, for example. There is SONATRACH; there is the whole petrochemical industry; there are the pharmaceutical industries, too (...) (13_m_STEM_administrative function_faculty, Paragraph 18).

In a wider sense, the university as a motor for the country’s economy,²⁴⁹ can be linked to the development as well as reinforcement of the petrochemical industry as is shown in the following: “(...) If I have no petroleum, why would I train people in petroleum? What would be the purpose of it for us? They will be future unemployed” (8_f_STEM, Paragraph 35). This is a reflection of a planned economy typical of socialism, which Algeria adopted in the 1970s and 1980s; “(...) I need this number of graduates, I need this number in molecular biology, I need, this number of technical employees, for example, I need this number in medical physics etc. (...)” (14_m_STEM_administrative function_central unit, Paragraph 18).

Given Algeria’s postcolonial situation in that “Yes, it continues. And it’s not just that, and it’s not just the university that works on the French model. You know, practically all of it, a large part of Algerian legislation is inspired by the French model (...)” (16_m_Arts_Humanities_Social Sciences, Paragraph 82), training bureaucrats in the narrow sense of administrative staff as state executives are mentioned repeatedly, both with regards to general governance; “(...) The state being the state, and the state needs administration executives to function (...)” (1_m_Arts_Humanities_Social Sciences_research, Paragraph 76) and specifically at and within the Algerian university; “We will mainly train civil servants” (16_m_Arts_Humanities_Social Sciences, Paragraph 98).

The university function is even marked to serve this very purpose: “(...) to train the official political elite, for bureaucracy” (16_m_Arts_Humanities_Social Sciences, Paragraph 104). Reference is thus made to already existing bureaucrat-favouring structures, including in Algerian higher education. The reason for this state of affairs is given as follows:

²⁴⁹ See chapter 6.1.2

(...) I really have the impression that it almost suits the current system because it creates like, even an army of civil servants, loyal to the state because they are well paid, they have advantages, they will be people who will rarely be opponents (1_m_Arts_Humanities_Social Sciences_research, Paragraph 270).

Consequently, the civil servant status employees in academia come with many privileges, while it is expected that enjoying those means state loyalty to give up one's own opinion.

The derogatory effect of bureaucrats at the university is also underlined: "They are civil servants. For me, a researcher, if he becomes a civil servant, he is dead (...)" (1_m_Arts_Humanities_Social Sciences_research, Paragraph 342). This statement refers to the necessary academic freedom and non-state interference in the form of lack of politicisation of the university, which is necessary for the individual researcher as well as Algerian national science development. In addition, the risk of favouritism is pointed out in such a setting: "What is happening; there is even the risk of seeing nepotistic type cooptations, that is to say, friendly cooptations in universities (...)" (1_m_Arts_Humanities_Social Sciences_research, Paragraph 263). On the other hand, the absence of administrative hassles caused by bureaucratic processes at university is explicitly mentioned: "(...) If one has sufficient good-will, it goes ahead. I don't think we have as much bureaucracy as other sectors (...)" (14_m_STEM_administrative function_central unit, Paragraph 220), a statement which exposes the likelihood of discipline-specific differences; with a higher probability of bureaucracy-related challenges in the social sciences and humanities.

6.3.2 Health and Education System Expansion

Similarly to the demand for skilled labour in the previous section, health and education staff were equally induced by industrialisation: "At the time of industrialisation, there was a need for training of the massive, newly emerging skilled workforce (...) but also health care and teaching professionals" (Castells, 2017, p. 39).

There are 33 occurrences in this subcategory, which points towards high relevance for the Algerian university. However, like in the preceding subcategory, it has its origin in the past rather than the present context. The health system expansion still has an impact on university education in Algeria today, in that medical disciplines are being privileged over all others, and in that there is a clear hierarchy of social prestige:

(...) Because here, we are on, I must do medicine to be valued; if I miss medicine, I must at least be a pharmacist. We are on this logic here, okay, a little more in (*institution*), but I think it's the Algerian university which is like that. Then it is by order, there is surgery, dentistry, it is now called dental surgery, but you are still a doctor, you wear a white coat. Then architecture, everyone is fighting to be

an architect because an architect, it's an agency, it's a lot of money, etc. And you are sought after (...) (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 233).

Therefore, being a medical doctor or otherwise working in health professions is desirable as socially rewarded, even more so than becoming a public executive.

The education system, more particular, higher education in Algeria, had been developed in a certain way by the French until there was a backlash in a policy to 'algerianise' the university:

(...) So there were the coopérants, that is to say, the foreigners who taught. It was done, it was done. They stopped in the mid-80s, no, rather, late 80s. They wanted to algerianise, that means they thought that there were enough people trained to be able to algerianise the university. There are a lot of people who would tell you: 'Since Algerianisation has taken place, the university is not doing well'. It is an opinion. Now, it depends, because in certain disciplines, Algerians, when they stay here, and they work, they get results, they are really not stupid. So is Algerianisation a good thing or not? (...) (9_f_STEM_executive function_research unit, Paragraph 311).

Training of the bureaucracy is, therefore, a necessity, yet, it needs to happen in a decolonised way as is shown by the statement above, taking into account Algeria's postcolonial context. Though the way it has been done is debatable as the efforts might also be failing: "You, you work, for example, what bothers me a bit is that you work hard for years to train people, thinking that they will be the future. And, finally, you find that it is always, do you know the game, I give the example. You know the game of Tetris, Tetris, do you know it?" (9_f_STEM_executive function_research unit, Paragraph 397). Consequently, education system expansion has brought about increased training of the bureaucracy as a function of the Algerian university. Yet, it is not only successful in terms of outcomes, e.g. skills and competences.

Especially education-related courses are subject to the state as employer monopoly holder;

Like ... Listen, for the people who are at the level of the social sciences and humanities departments; they have no other relations than with the state. They cannot work, other than in teaching, and they cannot do anything else. Then, you will see the number of those who come out of the social sciences departments. It's enormous. And who will make them work? (...) (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 266).

Given that the number of positions in educational institutions is not only restricted but controlled by the state, there is even more unemployment. Nevertheless, the university has its part in education system expansion as is mentioned:

At the moment, the role of the university, first of all, is contributing to the effort of national development in any sector. Firstly, contributing to the fight to eradicate illiteracy and ignorance, and, at the same time, increase, well, improve the intellectual level of the citizen (...) (15_m_Arts_Humanities_Social Sciences_administrative function_faculty, Paragraph 44).

This statement shows that in the Algerian context, among others, the university has a basic and general civic education mission, which is reiterated as follows; “The challenge, for me, the essential stake, is to educate people (...)” (16_m_Arts_Humanities_Social Sciences, Paragraph 114), and, put simply, “Tad3im etadriss wa el ta3lim (*in Arabic: strengthening teaching and learning*)” (4_5_f_Arts_Humanities_Social Sciences_1_administrative function_central unit, Paragraph 352).

In this context, it is pointed out that there is still a lack of consensus regarding general rules in society; “Yes, first, a civic spirit must settle in a population. And it must be followed by rules of good conduct in society. This is not currently done (...)” (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 100). Another perspective underlines the importance as well as the responsibility of the university in forming and developing a critical spirit: “(...) the university must, from my point of view, essentially educate the critical elite. That’s it, train the critical person, the person who asks questions, and who questions others. And that, it is this second aspect in particular, which, generally, does not work well, does not work well (...)” (16_m_Arts_Humanities_Social Sciences, Paragraph 96). Hence, this function is presently not accomplished, which is an indication for the greater weight of general and basic education over critical thinking as a second, advanced step. Not least, the latter might be instrumentalised in a politicised system. The first step, basic and general education, however, remains a core function.

6.3.3 Professional Training for Business in Regional Development

The function of providing professional training for business in regional development is described as follows:

Thus, the Land Grant universities in the United States created by state governments to fulfil the development tasks of the regional economy were the exemplary experience that opened the path for future professional universities. The agricultural schools of California and Wisconsin or the engineering schools of Michigan and Illinois, generated a culture of close interaction between the university and the business world, providing the ground for the expansion of the role of these universities in the whole realm of science, technology and the humanities, but always closely linked to their original developmental tasks (Castells, 2017, p. 40).

Rather than a theory-based training, preparing for research or a career in academia, recently, the policy has led to a focus on professional skills and competences in course offers at the Algerian university. In the context of the Bologna Process reform adoption, the *LMD*²⁵⁰, courses have a different, applied profile.

²⁵⁰ In the translated interview transcript excerpts, the French terminology ‘LMD’ is retained, referring to the adoption of the Bologna Process higher education reform in Algeria.

This fact is an indication for the training of the bureaucracy at the Algerian university in the form of professional training for business in regional development. While the implementation of this policy lacks behind; “In the end the Master’s are, some are good, but others are totally artificial, they are totally disconnected ... *Yes*. Compared to the real offers from the socio-economic field” (3_f_STEM, Paragraphs 99-101), at the same time, the role university training plays in Algeria, professionals for regional business, is still rather new, and municipalities do not yet take their impact and potential as a motor for economic development into account (see above, 7_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 257).

Additionally, there is a situation of insufficient showcasing as well as scientific communication, i.e. making results accessible to the public, which is derogatory to higher education of professional nature: “(...) otherwise, for the professional training issue, what is missing, what my colleague said, is recycling, like the promotion and popularisation, and of knowledge, maybe? Both, promote and popularise, both: if we value, we will make the scientific research side known, yes” (4_5_f_Arts_Humanities_Social_Sciences_1_administrative_function_central_unit, Paragraph 226). As of now, students indeed have the tendency to go into business, rather than academia:

(...) We don’t do a doctorate; we do something else. We trade, we do, and so we take a job, we take a diploma, we put ourselves in a lot of trouble for people, so that in the end; the people you trained you don’t benefit from. But not just you! Even the country (9_f_STEM_executive_function_research_unit, Paragraph 329).

This trend is portrayed as problematic in this way because there continues to be a lack of capacity at the university. On the other hand, graduates’ plans for entering the labour market are equally difficult:

Because now we ... in three years you can’t have an engineer particularly in Algeria that will be capable of working that is not possible. Maybe in Germany, because they have companies that offer training, but not here. *Yeah*. This is the problem, and even now people are thinking of getting out of that classical way of teaching and going to more practical courses because the problem that we have now is people can have a degree and then went for a particular job they are not able to get it because first there are too many on the market so it is more competitive. Second, the companies here are not hiring (...) (2_m_STEM_research, Paragraphs 57-59).

As can be derived from this statement, the issue is massification of university degrees and resulting devaluation on the one side, and the lack of employment opportunities in the industry in Algeria more generally on the other side. Therefore, training of the bureaucracy may mean professional training in regional development in Algeria, as a more recent function.

6.4 Research Function

The university research function is defined as follows by Castells:

The science-oriented university came, in fact, very late in history, in spite of the practice of science in universities in all times, including the achievement of fundamental scientific discoveries in universities that were by and large ideological apparatuses. The first universities focusing on science and research as a fundamental task were the leading German universities in the second half of the 19th century (...) (Castells, 2017, p. 37).

This main category features the highest number of occurrences in total, with 156 in new/non-default case, 3 in separate specialised institutions, and 50 in economic growth. This distribution points towards the very high relevance in the Algerian context and its novelty and originality of both the process of emergence and the function in general, as well as the characteristics of applied preferences specifically.

6.4.1 New/Non-Default Case

Research as a new university function, derived from a preceding one, is described as follows: “(...) the important fact is that it was the professional university that gave birth to the science university as the needs of the economy made research increasingly important as a strategic tool to enhance productivity and competitiveness” (Castells, 2017, p. 40).

Firstly, from a historical perspective, post-independence, research capacity was abroad:

(...) after independence, there were few researchers who were trained, not many really; people were not even highly qualified; there were too few doctors and everything. Well, there was the research that was done with France; Algeria had sent hundreds and hundreds and hundreds of Algerians to the United States, Canada, England. To 90%, we never took advantage of them, to 90%. They don't come back (9_8_f_STEM_1_executive function_research unit, Paragraphs 308/309).

This statement shows the backlash of the mentioned state policy of sending abroad for studying; namely, permanent emigration to the destination countries and lack of local capacity.

A first indication that scientific research is relatively new at the contemporary Algerian university is the experimental character of both its institutionalisation and its governance orientation, as follows: “(...) scientific research, in a way, passed through 5 or 6 ministerial departments. So this translates into its instability (...)” (17_m_STEM_executive function_political entity, Paragraph 8). It has barely been more than ten years that a respective government agency has been established in the public structure: “(...) scientific research in Algeria is very, very young, so, compared to what exists in the world. And, so, before 2008, there was no responsible body that managed scientific research and

technological development in Algeria” (17_m_STEM_executive function_political entity, Paragraph 8).

Accordingly, “(...) our universities are new universities (...)” (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 250); as is reiterated by professors, who admit that, at university, “Before, we just had to teach (...)” (9_f_STEM_executive function_research unit, Paragraph 229). This fact is relevant all the more in international comparison: “(...) If we compare it with the Sorbonne, with other universities in other countries, it is very, very young. But we have, there is, we are led by a very good will. Elhamdou’Allah (*in Arabic: Thank God*) (...)” (15_m_Arts_Humanities_Social Sciences_administrative function_faculty, Paragraph 20). The reference here is chosen as Paris’ and thus France’s premier and oldest university institution, which points towards the continuation of strong ties between the two countries, also in research.

Not least, the major motivation is international visibility and reputation afforded by research; “(...) like the development in the field of higher education and scientific research. So, you see, so firsthand, that a lot of things are done in Algeria, a lot of positive things that are done in Algeria. *Yes, even extraordinary things, that’s it.* And therefore, others should know what is actually going on in Algeria, that’s it ” (17_m_STEM_executive function_political entity, Paragraphs 104-106). Additionally, it is still the case that experts are synonymous with foreigners, as is shown in the following: “(...) I think that the potential exists. We have experts, except that we need, the experts, we should label them experts. We have an expert; we should ... Me, when I say that we have, we talk, when we talk about experts, we talk about foreigners (...)” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 210). On the other hand, it is through recent or present international collaboration – especially in research – that the Algerian university develops further:

(...) I think that the progress of collaboration, as you are, foreign to Algeria, so I think the progress of collaboration, on the side of, that is, on the quantity side, and on the quality side of this cooperation, can bring a lot to the Algerian university (...) (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 181).

Indeed, until the early 2000s, research was limited at the Algerian university, in terms of certain – experimental – disciplines, as the necessary qualification phase took very long, e.g.

(...) In terms of research, it has been developed. Why has it been developed? Because there is an opening towards foreign countries, something that we didn’t have until 2003, 2004, when we started to have training stays. And it is from these stays that we started to finish our theses. You register in 2003, you finish in 2012, 2014, in ten years. Why? Because I was not just in the lab, I did a month in France, and the rest here, in Algeria (...) (8_f_STEM, Paragraph 3).

As is mentioned here, the change is directly connected with the opportunities to go abroad on research stays. These days, “(...) it’s the opening to the outside. This external opening has helped our young people a lot. This is important. We see that young people can defend after three years, four years (...)” (8_f_STEM, Paragraph 3). At the same time, this new trend of fast PhD attainment is viewed critically; “(...) My problem is the objective, it’s the result, not the objective, it’s the result. The result is given; we train doctors too fast (...)” (8_f_STEM, Paragraph 11). Nevertheless, it is noteworthy that Algeria also functions as a host for other African PhD candidates as well as researchers; “(...) and we give the chance to students, on an African scale, to register for scholarships, and, to finish up, for lecturers, doctoral students and researchers. But, on an African scale (...)” (8_f_STEM, Paragraph 15).

The interplay between nationalisation and internationalisation and the role research plays becomes obvious in the following statement: “(...) that means that research, standards of research are international. But research, teaching standards are national for the humanities and social sciences; even standards of research are national” (3_f_STEM, Paragraph 181). It is in the framework of newly established institutions that international standards are now set:

So, within the Ministry of Higher Education, you have an entity which is separate, which is the Direction of Scientific Research, the DGRSDT, which is organised, which deals strictly with the research component. It’s precisely this body, which depends on the Ministry of Higher Education, but which functions like a little bit on the fringes we will say, I have never understood structurally how is this possible? But it is the case, this organism which governs scientific research, it, effectively, it tries a little to put international standards, besides, it defines them, since today we function in publications, presentations, scientific productions, according to international standards (3_f_STEM, Paragraph 239).

Issues with quality assurance in, among others, publications, persist, too, having negative repercussions on research produced in Algeria; “(...) what grieves me is to see that in our scientific journals at the national level, we accept everything and anything” (1_m_Arts_Humanities_Social_Sciences_research, Paragraph 207). This shows that research as university function is still new/non-default, and, therefore, certain standards still must be developed, respectively, applied.

From a policy side, quality is demanded and encouraged, after the quantitative side has been taken care of by sufficient research infrastructure provision; “(...) Now that we have attained a critical mass in laboratory numbers, now, we must move towards excellency (...)” (17_m_STEM_executive_function_political_entity, Paragraph 36). Standards recommended to achieve this objective are of primary formal nature and, secondary, related to journal reputation:

(...) we have publication conditions. As you mentioned, to ensure visibility, we recommend standards, standards, such that one must take into consideration the correct email address, the correct address of the university, to ensure better visibility. And then also, we encourage publications in A-ranked journals, renowned journals, in journals that are very well known (17_m_STEM_executive function_political entity, Paragraph 94).

Those general conditions are applied more specifically by employing indexes across disciplines: "(...) the research indicators exist, Leonie. There's SCOPUS; there's Web of Science; there's Thomson Reuters. So, we know how; we know if we are doing good or not so good research. There is the H Index; there are, there are lots of indicators. As far as research is concerned, it's good (...)" (14_m_STEM_administrative function_central unit, Paragraph 44). Notably, the SCOPUS database is mentioned by STEM and social sciences and humanities representatives alike:

(...) We have launched things, research, laboratories. There are 10, for example, which will receive recognition, 10 out of (*number*), because they have made scientific productions which have been recognised by international standards, SCOPUS, etc. So we will award those, and we are showing that excellence is important in a university (...) (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 239),

although one must take account that the persons referenced hold an administrative, respectively, executive function in a central unit at a university, and are therefore likely to be more involved in strategic planning than colleagues. It is mentioned, too, that publication quality standards have increased within the past decade and a half: "(...) for example, so to say in our sub-discipline, when you want to publish; until 2006, you know, you just had to do research and publish. Not now. In our field, if you do not justify why you are doing this research to be cited, and the journal to be cited; it will never have you published (...)" (9_f_STEM_executive function_research unit, Paragraph 225). This statement is proof of lecturer-researchers' awareness regarding increasing publication quality standards.

However, despite these efforts and recent developments, the situation academics are confronted with is especially dire in humanities, for example:

There too, I would say in the humanities, I see that there is a slew of journals that have been created, but hardly visible, with very little visibility; if you look at the ASJP site, I don't know if you know this site. *Ah, yes, Algerian Journal, yes that's it.* So, if you type a keyword (*discipline*), you'll see ... Ah no, I don't remember anymore. Ah yes, in revue here, revue. *Transform 80.* So what are you going to find? 388 journals! So, all in all. *Yes.* How many are really visible? *Very few, yes.* Very few. Before, I think, I knew none, before I started working on this topic actually (laughs) (1_m_Arts_Humanities_Social Sciences_research, Paragraphs 278-287).

This assessment of this case shows that there seem to be no quality assurance measures as all these journals are available, even if they feature national distribution only. For that reason, many would not be known by the international scientific community in the respective discipline. The lack of criteria may indeed have non-academic reasons as it is supposed:

Anyway, there was a debate on a reform that was supposed to be launched nationally, it is to remove this requirement to publish. But many have understood what is going on, what is happening behind: it is that, like this, it's made possible to integrate anyone into teaching positions. Since, I tell you: There are completely mediocre doctoral defences being held, but when you publish an absolutely mediocre article you can see it, it is there, it is visible (1_m_Arts_Humanities_Social_Sciences_research, Paragraph 268).

The solution presented to the unsatisfactory state of affairs as described above is as follows: “(...) So, we have to forge an effective university already, and I think that it is the first task that awaits us, is to get the university out of the stagnation in which it is ... And then think about these kinds of things, international standards; it is not there, we are not there. That's what I think” (1_m_Arts_Humanities_Social_Sciences_research, Paragraph 38). By doing so, the link between international standards and the quality assurance needed to counteract the lack of requirements is established, which is as of now not fully applicable.

Yet, there is an awareness that the way forward is in international norm-setting adherence, i.e. “(...) by entering standards in all, with all the other countries (...)” (10_m_Arts_Humanities_Social_Sciences_executive_function_research_unit, Paragraph 272), it will become possible to use the currency of international scientific communities as is underlined as follows: “(...) So, if we are not in journals, if we are not in conferences, we do not exist. *Yes, that's it: publish or perish. How? Publish or perish, publier ou...* Or not exist. Exactly (...)” (16_m_Arts_Humanities_Social_Sciences, Paragraphs 36-40). Hence, Algerian research will be visible only when published, and, more so, internationally rather than nationally.

Based on the acknowledgement that research has no national boundaries; “(...) now, the national pillar does not make sense, the national pole does not make sense. What is that? There is no Algerian science (...)” (16_m_Arts_Humanities_Social_Sciences, Paragraph 36); “(...) we adapt to what is going on in the world (...)” (17_m_STEM_executive_function_political_entity, Paragraph 60). This statement describes the state-of-affairs of Algerian research, which is in the process of adaptation to internationalisation in higher education. The orientation can take different ways, and there are varying opinions, as is shown in the following.

Reference is made to the governance level, which is more generic, that ‘international standards’ are being applied, without further specification regarding their origin or orientation:

It tends, when you look at instruction policy, from the Ministry of Higher Education, we tend to set international standards. For example, in the field of research, all the mechanisms of research, the visibility of research, the production of research, it is, it is currently governed at the level of the Ministry of Higher Education by international standards. That means that the Ministry of Higher

Education recognises research only if it is validated by the international sphere; that is to say, it does not make its own criteria of internal evaluations. When we touch on instruction, on research, I speak of the 'research' component, that's it, the recognition is done on the international level; and when it is done on the international level, it has repercussions on the lecturers' career. That's it (...)
(3_f_STEM, Paragraph 34).

It is admitted that the French ties continue to be very strong in higher education, and specifically in STEM disciplines; "Yes, we are, really, in science, we are linked to the French system (...)" (12_m_Arts_Humanities_Social_Sciences, Paragraph 414). Accordingly, international collaboration is privileged over local and national collaboration; "So, to say, and here too I will be frank. There are more collaborations and contacts abroad than with our colleagues, for example, national collaboration, national Algerian-Algerian (...)" (13_m_STEM_administrative_function_faculty, Paragraph 98).

This situation came about with the introduction of the Bologna Process in Algeria, too, where Algeria is said to have adopted it to its system without any modifications: "(...) The LMD, since 2004, for the LMD, we aligned with abroad. We invented nothing (...)" (8_f_STEM, Paragraph 7), which is also practised as the new international standard: "(...) some say 'They have algerianised the LMD'. I have not algerianised, honestly. I am doing it the international way (...)" (9_f_STEM_executive_function_research_unit, Paragraph 24). The reform is the first time that international standards have been applied all-encompassing, with a possible reason being "(...)The way also people thought because we depend so much on Europe and thus we had to understand what is going on so what we have to go with what the European has/have" (2_m_STEM_research, Paragraph 53). To reiterate, there is a desire to copy what are deemed successful systems: "Already we apply what applies elsewhere. If we want to resemble the Germans, the Americans, the Japanese, we have to do it like them (...)" (9_f_STEM_executive_function_research_unit, Paragraph 30).

However, there is over-reliance on Europe, as is pointed out in the following: "(...) So I think that the LMD system, I would say that there is no denying that there is a form of mimicry; that we want to apply what exists in Europe; we maybe thought that it was the only way to standardise, to enter into an international standard (...)" (1_m_Arts_Humanities_Social_Sciences_research, Paragraph 18). Consequently, a solution is proposed to retain some Algerian elements, as innovation, rather than a generic, at its base Western, system:

Oh, I am for it. I am for it. I got my degree in the US, and I worked in the US, also in Germany, I worked in Germany. I think that it is for us, it's good. *Yeah, okay*. It is really good, and I think that there is some lack of ... one point in Germany that will be good also in Germany or at least the Europeans. As I said, the best way of trying to put something together. So, I am fully for it, and the best way of doing it is to find a way of setting some basic rules the same. I am against having everything as the same. *Yeah*. Because you will take the innovation out. *Exactly I agree, yeah*. But

still, if we have some basic rules the same and the remaining ... (2_m_STEM_research, Paragraphs 171-177).

Language plays an important role in the discussion of international standards application as well as adaptation, too: acknowledging that “The largest journals are journals written in English (...)”, a progressist-idealist view is put forward as follows, as possible future situation: “(...) if it depended only on me, teaching in English, learning of Mandarin compulsory. But that’s; I’m dreaming. It’s utopian for me because of this; you need to have a long-term vision (...)” (14_m_STEM_administrative function_central unit, Paragraph 66). Once more, there is a stark difference between STEM and social sciences and humanities disciplines, mainly because of the language of instruction:

(...) So, the doctoral student, in addition, so to speak Leonie, he is penalised by the weakness of teaching. He is penalised by not mastering the rules of writing, and, finally, he is penalised by the language. These students in social and human sciences, they write in Arabic. In the experimental sciences, they can write in English. But where is the European or American journal that will publish you in Arabic? It as good as doesn’t exist, you see? (16_m_Arts_Humanities_Social Sciences, Paragraph 50).

Therefore, depending on the subject studied or researched, students and PhD candidates may either access or engage with international networks, or not. In this context, French is also attributed a declining role; “(...) I find it difficult to see that in Algeria, almost all the hard sciences are done in foreign languages; so we know that they are done in French. And we know very well that French is declining in the world. So, if we change, why not change to English directly? We will be with all the people in the world (...)” (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 60); hence, the suggestion to switch to English.

In this context, too, English as the language of publication as nowadays imposed by globalisation in higher education plays a role with regards to prevailing ideology at the Algerian university:

There are people now who are asking that courses that are taught in French should be in English. *Right, yeah*. Because the problem is not that we prefer one language to the other; it is just the international student, it is what it is. Now, if you are to advancing your career how to publish and if you are published, you have to do it in English. *Of course, yeah*. You cannot do it in French, and I am sure it is the same in Germany where you have to publish and more so the way it is. *Yeah, only English*. In English. I know that there are some German journals that are edited in English. *Yeah, that is right, yeah*. That is the way it is. *So, me too I write it in English as well (laughs)*. You write in English as well? *I was (laughs)*. And you are going to write your thesis in English, alright? *(laughs)*. *Yeah*. We have to go with the reality, I mean, that is what they tell my children you have to do it in English; there is no way. *Yeah*. It is the way it is. It is the language that dominates so far; this language, and you, and you have to learn it to go by, there is no other way (2_m_STEM_research, Paragraphs 29-45).

Hence, the solution suggested is an adaptation to the circumstances of internationalisation, i.e. embracing English, rather than sticking to both Arabic and French, depending on the discipline.

The state of affairs of research support and promotion as policy priority is underlined as follows: “(...) so this is the new law on scientific research and technological development, which allows us to carry out our activities, or, rather, to carry out our actions within a regulatory framework, through texts that we propose to the government for adoption” (17_m_STEM_executive function_political entity, Paragraph 52). Thus, this very regulatory framework was previously missing, which is an indication of the development of research on the one hand, and institutionalisation, on the other hand, in the form of specialised agencies.

Likewise, the provision of infrastructure plays an important role. With the objective of creating incentives for lecturers to also engage in research; “(...) We have built research infrastructures, we have equipped research infrastructures, we have somehow tried to attract the maximum number of lecturers to carry out research activities (...)” (17_m_STEM_executive function_political entity, Paragraph 10) the result is; “So now we have reached a stage of excellence, so we have reached the critical mass of research infrastructures” (Paragraph 18). These efforts are appreciated, and, once more, the support and promotion of applied research are emphasised in the following:

(...) the state has put ... has set up a certain number of structures to take charge of this human activity which is scientific research. It has spent a lot of money; it has facilitated the creation of laboratories, it has subsidised these laboratories; it has gathered all the means to succeed in its mission, which is to think, to create the product (...) (15_m_Arts_Humanities_Social Sciences_administrative function_faculty, Paragraph 52).

Despite the investment, the infrastructure newly provided may just as well mean basic equipment; “Yes, they are very good because there are laboratories. In a laboratory, you have, each person has their own desk, each their own computer, connected to the internet (...)” (12_m_Arts_Humanities_Social Science, Paragraph 499) or adequate library opening times: “(...) he made sure that the library of the (*STEM discipline*) faculty in the centre was open, not all night, but at least open until 10 p.m. I believe. I must not speak nonsense; it’s international; not much (...)” (9_f_STEM_executive function_research unit, Paragraph 17). However, importantly, implementation is being done without a needs assessment; “(...) But these buildings were made when they created the campus. They said that they would build thirty labs, and when they were finished, they tried to give a little bit to all the people. *Okay, but without doing an analysis of the requirements, is it.* No, not at all (...)”

(10_m_Arts_Humanities_Social_Sciences_executive_function_research_unit, Paragraphs 202-204).

Besides, from a social sciences perspective, it is questioned whether the results are satisfactory, given the number in juxtaposing quantity and quality: “So, I will give you just, some figures. There is something like 1400 research units, but in terms of production, there are very, very few units which manage to produce new things. Very, very, very, very few” (16_m_Arts_Humanities_Social_Sciences, Paragraph 108). Doubts are furthermore expressed regarding the necessity of a certain working culture;

So that’s why. So, Algeria put so many billions of dollars in equipment that people want to use it to do research, for sure, but just to get to some level, to get a rank, to have a position. And then, there is no, there is no continuation. That means, come at 8 a.m., stay in the lab until 8 p.m., or not even 8 p.m, we’ll say 5 p.m. we don’t need to go until 8 p.m., 5 p.m. We don’t have this culture, and we won’t get it. And it’s worse with the people nowadays; it’s worse (...) (9_f_STEM_executive_function_research_unit, Paragraph 313).

Social sciences have a role in research at the Algerian university, which is not to be underestimated; “(...) first, the university has to do its job. So, when I say that the university does its job, the university has to produce knowledge, reliable, valid, on the Algerian society. That means, we must know this society as it is (...)” (16_m_Arts_Humanities_Social_Sciences, Paragraph 26). Nevertheless, those are under-appreciated by other colleagues, as is openly admitted in the following: “(...) here, certain people underestimate the social sciences and the role in knowledge of society, and the study of some, of these different aspects, phenomena (...)” (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraph 50). It is noteworthy, too, that STEM representatives did not mention the impact of social sciences in research.

Mastering academic work is essential for any advanced student, which translates into basic reading and scientific competences as follows:

(...) And then I started to ask questions, ‘Ibn Khaldoun, what do you know about him?’ Mouth sewn. Only one answered out of the five doctoral students, only one answered, ‘Sir, I used volume 7 to do my master’. And it is unfortunate. A master student should have read Ibn Khaldoun completely. *Especially as an Algerian*. Not only Algerian, but he made the history of all of North Africa and the Arab world. So, they must, if people do not read it, what are they going to read? These we call ‘sourcebooks’; so, our system itself is yet to be reviewed (...) (10_m_Arts_Humanities_Social_Sciences_executive_function_research_unit, Paragraphs 72-74).

As this statement shows, PhD candidates were not familiar with the most important literature in their area of study and should normally not have been at this stage to research. Likewise, problems are reported when it comes to publications.

(...) I sent him to France; he did; these are extraordinary measures; I am proud of it, and I await the day when I would publish these results. It’s good. When you tell him: ‘Write something’, he doesn’t

write! Finally, he is a technician. And when I had a discussion with him, yesterday, telling him: ‘You have to write this for me’, he started looking at me like that, he didn’t like it; because I changed my vision of supervision. Before, what did I do? I did everything for my students. I realised that it is useless. It’s a total mess! She is the only one who stayed at the lab. The only one! The rest, finished, recruited (9_f_STEM_executive function_research unit, Paragraph 313).

As this case shows, if findings are not published, they remain invisible, which reflects the state of research on the Algerian university as a whole – often unnoticed internationally.

Research is also repeatedly labelled as the only or main function of the university as an institution: “The objective of all education, when you see English or American universities, any university has its objectives, it is to have Nobel prizes at home” (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 90). Innovation, too, must be at the forefront of higher education policy and governance; “Processes, I am not a decision-maker, but the steps are to immerse innovation in the student but also in the lecturer because a lecturer remains a researcher (...)” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 239). It is in this context that the issue of massification becomes problematic:

And then there are more problems, more, how do I say, more structural. We wanted to give a status of lecturer-researcher ... *Yes* ... to the university lecturer, but in reality, the massification of teaching means that, in reality, he can only accomplish his task as a lecturer and not as a researcher. *Okay*. And that too, it’s a fatal blow to research and higher education because we know very well that higher education is fuelled through research (3_f_STEM, Paragraphs 66-70).

As is shown by this statement, at the core of the university – including Algeria – is research, and teaching is given a sub-ordinated position. However, due to the circumstances given, this function can presently not be fulfilled but is indeed neglected as of now.

6.4.2 Specialised Separate Institutions

Specialised, separate institutions are defined as follows: “(...) in most of Europe, research has been institutionally separated from higher education and confined into scheduled ‘National Scientific Research Centres’ of the French, Spanish or Italian type (...)” (Castells, 2017, p. 38).

There are only three occurrences – two from a political representative, one from a university lecturer-researcher in the social sciences. Firstly, their part in state infrastructure provision is pointed out:

(...) so you have the list, so we built a lot of infrastructures. We only had a few (*institutions*), so now we have (*institutions*) which are almost everywhere in the national territory. So, these are specialised (*institutions*), and now we also have (*institutions*) which have an international reputation, such as (*institution STEM 1*), such as (*institution social sciences*), such as (*institution STEM 2*), such as (*institution STEM 3*) (...) (17_m_STEM_executive function_political entity, Paragraph 30).

Those institution references given are mainly from the STEM field. Furthermore, the contribution of national research centres to Algerian development more generally, including income source, is underlined as follows:

(...) to bear fruit by adding value to the national economy. There are (*institutions*) now which bring in money, there are (*institutions*) which solve problems in the country, technical problems; solutions which solutions which could therefore reduce the import bill, and so, we are, too, at a very satisfactory stage today. But we hope for more, for a lot more (17_m_STEM_executive function_political entity, Paragraph 30).

They are being attributed the role of a bridge to the international, too: “I believe now, we are linked, we are linked to the world via research centres; research centres like (*SHS institution* 2), like the research centre ... I don’t know if you have visited yet, in (*city 1*)?” (15_m_Arts_Humanities_Social Sciences_administrative function_faculty, Paragraph 24). Considering that several interviewees are permanent researchers at specialised institutions outside universities, it was expected that this status would play a bigger role, however, as can be seen in the following section, in the contemporary Algerian context, they are not as significant as of now due to the political circumstances and the different nature of research sought.

6.4.3 Useful and Productive for Economic Growth

Castells defines research development as need-driven for economic growth as follows:

What seems today to be the third and most obvious function of the university, that is, the generation of new knowledge is, in fact, the exception throughout the world. In many countries, it had not yet been fully recognised as a fundamental task by the political institutions and private firms until the coming of the current technological revolution when the examples of the decisive influence of American science-oriented universities in the new processes of economic growth (the ‘Silicon Valley syndrome’) won the reputation of being ‘useful and productive’ for the universities of the Information Age (Castells, 2017, p. 38).

As Castells states, “the needs of the economy made research increasingly important as a strategic tool to enhance productivity and competitiveness” (Castells, 2017, p. 40). This is reflected in the following: “(...) research, it’s the engine of the national economy (...)” (17_m_STEM_executive function_political entity, Paragraph 74), which points towards the fact that, in Algeria, research is preferred to be of applied rather than basic nature.

Accordingly, the reasons for research in Algeria are as follows: “(...) we do teaching, we do research. But why? We must be an actor in territorial development. Basically, that’s it” (14_m_STEM_administrative function_central unit, Paragraph 238). The personal motivation to contribute in, and towards, national development is, therefore, an essential factor. Indeed, academics are also of the opinion that research needs to be aligned with national needs;

(...) We need more consistency, that is to say in training, we will say, that's it, we need useful instruction. I am not saying that (*STEM sub-discipline*) is not useful; it is very useful, okay, but there must, still, be a training map, which is consistent. Consistent with what? With the needs of the territory, with the national needs, with the foundational project. Take research that is consistent; take research that is coherent. If we have a foundational project of objectives, all researchers should go towards that goal (...) (14_m_STEM_administrative function_central unit, Paragraph 238).

As this statement shows, it is being advocated for a research agenda on the national level, into which all research conducted should fit. The notion of the need of usefulness of research is introduced, and defined; "(...) it's research by objectives, it's top-notch research, it is research that contributes to the development of the national economy, it is research that answers the questions of researchers, the social and the economic sector, it is useful research" (17_m_STEM_executive function_political entity, Paragraph 18). As a result, there is quality assurance in the selection of laboratories and research units: "(...) We must choose which laboratories we will be able to count on to solve problems in socio-economic sectors (...)" (17_m_STEM_executive function_political entity, Paragraph 36). This state of affairs goes along with certain – technical and natural science-based, as applied – disciplines or themes; "(...) So, if the government has prioritised these areas, it means that it gives a lot of interest to research, and it counts a lot on research to solve socio-economic problems" (17_m_STEM_executive function_political entity, Paragraph 84). This fact is also reflected in the five thematic agencies, out of which one only oversees social sciences, arts, and humanities.

National development entails local or regional integration; "The university must insert itself; this is the great development, it must insert itself into the development of its region. If every university inserts itself into the development of its region, that will be the participation of the Algerian university in the development of the country" (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 31). Likewise, financial considerations play a role, too: "(...) What matters is profitability, profitability with being up to date" (4_5_f_Arts_Humanities_Social Sciences_1_administrative function_central unit, Paragraph 201). Therefore, there is a certain pressure to exploit research outcomes by developing a product and marketing.

Prioritising applied research is also important in terms of a government policy of the promotion of research outcomes: "(...) So, the Ministry says, 'Yes, you must promote research outcomes, the DGRSDT, too' (...)" (14_m_STEM_administrative function_central unit, Paragraph 158). Correspondingly, lecturers are likely to engage in research, which receives official approval of the type: "(...) the state encourages us to do this research" (12_m_Arts_Humanities_Social Sciences, Paragraph 487). Incentives are given in that in

the wider sense, certain usefulness for society is indirectly attended or even required; “(...) So, scientific research is at the service of the citizen (...)” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 241). It is also stated by lecturers, e.g., “Of course, it’s a priority, especially applied research. I prefer to orient myself towards research and even that this research is oriented towards applied research, because it can be useful in society, rather than do academic research” (13_m_STEM_administrative function_faculty, Paragraph 96).

Furthermore, research of basic nature is outright discredited: “(...) And, the second mission it’s scientific research and technological development. And we are very provocative, we write research with a minuscule ‘r’, and ‘d’ in capital letters (...) Research without technological development is good, but it is in a very narrow field (...)” (14_m_STEM_administrative function_central unit, Paragraph 236). It is assumed, too, that there must be a prior outcome focus as clearly defined objective to engage in research activity; “(...) must be transformed into act, into action. This is important because staying only in research; it is true that we are used to saying researcher, this one is a researcher, he is a lecturer-researcher. I want, one day, to say that he is a finder. He found something” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 241).

At the same time, it remains a challenge because the status quo is proof that it has not been achieved yet; “The challenge? Being an actor in economic development, that’s it, the major challenge – actor of economic and societal development of Algeria” (14_m_STEM_administrative function_central unit, Paragraph 184). Hence, as of now, the Algerian university and the research conducted within is somewhat disconnected from its socio-economic environment – despite the fact that policy-wise, “(...) the doctorate is recognised at industry level, and there is a law that governs all of this” (17_m_STEM_executive function_political entity, Paragraph 48) and industry linkages are thus established. Accordingly, graduates’ skills do not match the labour market; “(...) When you have a mass of young people who are graduates but who are not informed? Because they graduated, but they are not trained, or little trained or poorly trained. How do you want to start the economic wheel? (...)” (3_f_STEM, Paragraph 317).

Overall, it should be noted that the interlocutors cited in this sub-section are mainly STEM disciplines representatives, including one person in a political function. Although some social sciences representatives agree with the discourse, e.g. “(...) So, the university has a lot of potentials, and can play an important role in the development of our, of our country, and ensure significant economic and technological development”

(15_m_Arts_Humanities_Social Sciences_administrative function_faculty, Paragraph 40), other colleagues are likely to have a radically differing opinion in terms of the emphasis on applied research as is shown in the following: “(...) And that is why all the research has been oriented towards technique, technology. You know that Algeria needed unmanned planes to guard the borders (...)” (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 180). Hence, the focus on applied research and technological themes derives from national defence and thus military interests, which may be hedged in economic growth and the notion of usefulness.

6.5 Other Functions

After four clearly labelled and defined functions, this last subchapter subsumes other functions – 6.5.1 with 45 occurrences, and 6.5.2 with 36 occurrences. Those functions are united by their ‘third-mission’ characteristics, i.e. the interaction between university and society evoked in the social change subcategory as ideology²⁵¹, which has a specific format at universities in a postcolonial setting and context such as Algeria. The scope of other functions takes the third position after the research and ideology function in terms of quantity. Nevertheless, the number of occurrences is an indication of their high relevance and adequacy in the Algerian case.

6.5.1 Social Need: Massification of the University System and Surplus Labour Absorption

The social need function is defined by Castells as follows:

In many societies, and certainly in the West, the demand for higher education has reached the status of a social need, regardless of the actual functional requirements of the economy or of the institutions. This social need, as expression of the aspiration of all societies to upgrade their education, has led to the so-called ‘massification of the university system’, as the institutions respond to excess demand by downgrading some elements of the system and transforming them into reservoirs of idle labour, a particularly useful function if we consider that this idle labour is in fact formed by potentially restive youth. Thus, an implicit function of modern university systems is that of surplus labour absorption, particularly for those lower middle class sectors who think their children are entitled to social mobility through the university system (Castells, 2017, p. 41).

In the Algerian context, it is expected to go to university after completing secondary school, as all are admitted: “Everyone here, in Algeria, for example, any student who has received his baccalaureate has the right to go to university” (12_m_Arts_Humanities_Social Sciences, Paragraph 480). Students then expect to have work lined up after graduation; “But the problem here in Algeria is that the Algerian student thinks that, when he finishes his bachelor, he must find a job, a job, that’s the problem” (Paragraph 255) and everyone can access even Master-level education, too: “The master is open for everyone” (Paragraph 119).

²⁵¹ See chapter 6.1.3

This situation is commented as the source of associated problems: “(...) But starting from the principle that after the baccalaureate everyone does university; I believe that it is the strategic error; it is the strategic error” (3_f_STEM, Paragraph 125).

The function of the Algerian university is even named as graduating a maximum of students: “It has as the main objective to graduate the most people. For me, I see it like this; it is not at all in quality. It tries to diversify a bit, but in fact, by taking the problem by the wrong end. We do not settle things (...)” (3_f_STEM, Paragraph 321). This status quo leads to the situation of diploma inflation without any necessary or relevant competencies; “At the moment, it is giving people a diploma (laughs). What is wanted, it’s giving people skills” (14_m_STEM_administrative_function_central_unit, Paragraph 190). While indicators theoretically exist, e.g. “(...) Who says that this course is good or bad? For example, if I have a course where 80% of the students are unemployed. So, it’s clear that this is a bad course. But I don’t have that figure (...)” (14_m_STEM_administrative_function_central_unit, Paragraph 196), the necessary data is neither collected nor exploited.

The negative consequences of massification are exposed in the following:

(...) Then, I think that many of my colleagues would agree with me to deplore the discrepancy of levels between the students of today and those of the time, we will say immediate post-independence, or indeed, even if with few Algerian students in universities, the level was higher. I think there has been a race to the bottom, which is not a strictly Algerian phenomenon, but after all, one notices it a lot, in any case, that I notice very much. That’s it (1_m_Arts_Humanities_Social_Sciences_research, Paragraph 10).

Furthermore, it is put forward that expanding the system by adding several higher education institutions – in each Wilaya – is a strategy to hide otherwise obvious unemployment:

Yes, it’s this massification. And when we see the real objective of this massification, it is, in reality, it is a camouflage of the thing, of people who do not work. What is it called, people who do not have work? *The unemployed*. The unemployed students. They are paid to stay at university. You see the things? Yes. And after, they are dropped with the worthless diplomas (...) (10_m_Arts_Humanities_Social_Sciences_executive_function_research_unit, Paragraphs 260-263).

Another reason for massification is avoiding civil unrest caused by unemployment: “(...) Because we rather overloaded universities to avoid unemployment and the social crisis (...)” (1_m_Arts_Humanities_Social_Sciences_research, Paragraph 48). Also, it is mentioned that there is a political dimension to it; “(...) There is still this political aspect of the issue which aims to keep the maximum of Algerians at university to avoid an explosion. *Yes*. Occupy the youth. And that, no, it will not help us; it will not help us” (Paragraphs 82-84). As part of this analysis from a social sciences representative, not least, Algeria’s economic-political structure determines its social situation, too:

(...) anyway, being an oil-exporting country that works a lot on the oil resources; we know that unemployment has multiple causes, and especially this one, which is fundamental. We wanted to maintain this country in a resources logic and not to diversify the economy, after all. At least, wanted, or able, whatever, for the moment, the economy is not diversified enough to produce, we will say, more employment. *That's it*. So, anyway, let's say that there is a structural problem (...) (Paragraphs 49-51).

Another reason for prevailing unemployment is the non-applied nature of courses:

(...) Algeria, currently, the main concern of the university is employability. This is a key term in terms of reflection about the Algerian university. Because, for too long, but maybe we did well, I don't know, for too long, or we have remained on the scientific dimension for a long time, on scientific production, on scientific research, on laboratories, on research units. It's a little bit the profile of the university. But we haven't thought about the future, for example, of graduates, of university graduates (...) (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 16).

Yet, there is an awareness that politicians as of now avoid reforms, given the pending risks associated with changing the system of access as well as the selection, based on socialism: “(...) I think the time of the quantitative side is over. I think that we should now think more about quality. Think qualitative, of course; it will cause, for decision-makers, lots of problems because there are masses of students (...)” (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 87).

Overall, it is remarkable that – while awareness of the issue is given throughout disciplines – the reasons are being outlined almost exclusively by social sciences and humanities representatives, who are more likely to reflect on their own position in society in their work, too.

6.5.2 ‘Third-World’ University: Post-Colonial Context

The particularity of the so-called ‘third-world’ university lies in its postcolonial context, as defined by Castells in the following:

(...) the specificity of the university system in the Third World is that it is historically rooted in its colonial past. Such specificity maximises the role of universities as ideological apparatuses in their origins, as well as their reaction against cultural colonialism, but emphasises their ideological dimension in the first stage of their post-independence period (Castells, 2017, p. 43).

Academics have an ambiguous relationship with the contemporary nation-state; there is an oscillation between frustration and optimism. On the one hand, there is an explicit reference to the status of underdevelopment: “(...) we are in a third-world country, underdeveloped (...)” (15_m_Arts_Humanities_Social Sciences_administrative function_faculty, Paragraph 10). On the other hand, there is outspoken national pride: “(...), so we can be proud in Algeria” (Paragraph 33). In this case, both opinions are voiced by the same person, though the concepts represent recurring motives:

I: *That's fine. Right, is there anything you want to add, to conclude (laughs)?*

P8: To conclude, we are a great country. It is beautiful; we have a beautiful...

P9: We can do a lot of things.

P8: A beautiful, how do we say that?

P9: We can go very far.

P8: Yeah, we can go very far. A rich country. We are a rich country, and we have wealth, because we have a, how do you say? We have a culture which is behind it. We are very proud, with positive aspects, negative aspects, and it's like that

(8_f_STEM_1_executive function_research unit, Paragraphs 498-503).

Also, it is mentioned that foreigners characterise Algeria as the best country in Africa;

I remember, once, there was an African commissioner who came. A commissioner, that's the equivalent of a Minister in the African Union. He made a speech; he is someone who adores Algeria, he was the one who came after, you know, the black lady, after all, you will tell me both (*unclear*). And he gave a speech at the university. What did he tell us? He told us: 'I give you a piece of advice. I know that you, the Algerians ...', because he was educated, and he thanks Algeria for all the scholarships it has given to African countries. So he says: 'Me, it's a country for which I have a lot of admiration, but you, Algerians, you tend to see only towards Europe. I give you an advice. Instead of being, wanting to be like them, you will never be like them. Look towards Africa; you will be the best in Africa (9_f_STEM_executive function_research unit, Paragraph 520).

In this context, competitiveness, on the same level with other African developing countries, associated with the risk of falling behind, is underlined:

And I said to myself, he is not wrong. Well, there is South Africa, there is Nigeria, there is Kenya, there are developing countries; Rwanda. They develop themselves. One shouldn't see those only, because the others are developing, because afterwards, we would even be behind them. After all, we are already behind some. And we can be behind certain that we despise now. Well, despise, so, disregard, ok. We say: 'They are underdeveloped'. So you have to think like that, even in everyday life. You must not disregard, even the poor ones (9_f_STEM_executive function_research unit, Paragraph 522).

Pride may also extend to the university. Accordingly, there are debates whether, and, if so, to which extent, there should be a particularly Algerian university. The Algerian university is yet to find its own identity as a national university:

You know, because of the Algerian educational system, because the system is part of the educational system. It's a very young system, and, after independence, we started by applying experiences. We were inspired by Canadians, we were inspired by French, we were inspired by other countries, but today, we have not yet managed to define an autonomous Algerian system, for sure (...)
(15_m_Arts_Humanities_Social Sciences_administrative function_faculty, Paragraph 30).

There are advocates: "(...), but we will have to have our own system. That's what I think" (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 85) as well as "Presently, of course, the national side is at the supremacy" (Paragraph 109).

However, therefore, the colonial past indeed weighs heavily. The relationship with France is ambivalent as is shown in the following: "(...) and we stayed attached to France for a very long time in a very, I would say natural way. It's the umbilical cord that has remained ... even if it was cut, badly cut, or I don't know (...)" (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 184). The politicised expansion, while

based on socialist approaches, has indeed another dimension, i.e. that of resistance to the former colonial power: “So, we tell you that we have opened the university, we have opened, we have democratised. But in fact, it is rather, we have massified, that’s all, compared to what France did. France, which had closed the university to Algerians; therefore, after independence, one had to do the opposite, that’s it” (16_m_Arts_Humanities_Social Sciences, Paragraph 62). In this context, it becomes clear why an academic still has high social prestige in the Algerian society; “(...) so far, Algerian society has had respect for the academic. It is important. So, he is seen as the researcher, the lecturer, the intellectual, all at the same time; we are respected (...)” (Paragraph 94).

On the other hand, there are obvious issues with the quality of training of non-experimental disciplines and lack of appreciation of the teaching profession in particular:

Yes, it is very serious. It means that, instead of requiring that the educational system absorb the best graduated and the most competent, in fact, Algeria has considered that those who must teach in middle school, in primary, primary, middle and high school, it is people who were not able to have the baccalaureate, but who could have a little training of two years and then go on to teaching. And that was a terrible bet, since finally, these students are very badly trained, and in the end, it is these young people that we receive at university (3_f_STEM, Paragraph 209).

Furthermore, linked with the country’s colonial past, a persisting issue is the emigration of – especially postgraduate – students, which leads to national brain drain as it is stipulated: “(...) So, the French state, them, it rather, it will find the student ready, ready-made” (16_m_Arts_Humanities_Social Sciences, Paragraph 22). Hence, Algeria does not benefit from the students trained by its higher education system, which is a particularity of the postcolonial situation the country is characterised by, too.

In general, ideology continues to play a role: “(...) You know the fault, where it comes from in some countries? It is that it was believed that the university is only science (...)” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 216). Hence, there is resistance to part with the model of full state funding of higher education: “(...) I think it will not change, even if it has to be changed. But it will not change. I want to say one thing; it is that the state subsidises many things, so teaching will not to be paid for tomorrow” (8_9_f_STEM_1_executive function_research unit, Paragraphs 281-282). The reason is likely central governance control, preventing private higher education providers with different, e.g. curricula or subjects.

Overall, the choice of the theoretical framework, concerning its first component, Castells’ functions of the university, has proven suitable to assess, and determine, the positionality of the Algerian higher education system. The present-day Algerian university is one not

independent from politics, which needs to conform to the central government authority's concepts and ideologies as outlined above. It is also an institution which incorporates social change as well as social needs, and, hence, is intricately linked to societal demands of higher education for all on a national scale. Further, it has only recently institutionalised research, the implications of which are still in the process of adoption and adaptation. In parallel, external pressures have an impact, notably on language use, standardisation, and quality assurance more generally. Lastly, it is influenced by its past and its origin as a colonial university. In contrast, the elite selection function only extends to postgraduate research education and to access to opportunities abroad. The training of the bureaucracy function is more a relic of the past, with a subordinate role in the present national system.

While Castells' theory captures these essential orientations and the extent of their presence, it remains insufficient in adequately depicting the Algerian case as the determining contextualising factors are regarded as 'other', non-essential, in his functions model. Besides, the ideology function is far from having exerted influence in the past only, with no significance in the present day. Applying the theory to the Algerian higher education system, it is also partly undifferentiated in the sub-functions, as, e.g., research as a new/non-default function is multi-faceted and concerns a variety of aspects.

Therefore, the Algerian specificity can be accounted for by acknowledging, as a first step, its past and resulting postcolonial higher education system situation referencing and able to explain and interpret from this historicity perspective, which, in the logic of Castells, is merely an addition, but neither a central element nor stands in the beginning. The question of resources is not considered, either, but plays a major role in Algerian higher education policy, which leads to the implementation, and likely continuation of massification. Again, its existence is mentioned, but reduced to an 'other' function, and not linked to the decisive social change. Not least, it has become apparent that international mobility counts as a means for elite selection individually, which needs to be analysed appropriately by Bourdieu's forms of capital in the following.

After having thus set the scene from a macro perspective, the subsequent chapter seven will treat the micro perspective of operating within this specific system, exposing the ambivalences created by the two poles of an ideological, national basis, drawing on politicisation and centralisation, and increasing higher education internationalisation, promoted by research as a newly emerging university function. In this context, it is important to take into account the postcolonial situation, as well as circumstances based on the social need, which have their manifestation in the massification of the system. These factors mean

that there are limits – if not outright obstacles or contrary developments – to the individuals' practices as a part of a larger enterprise.

7 Data Analysis: Ambivalences in the Algerian Academic Field

After the preceding chapter dedicated to results, detailing the various university functions in the Algerian context, the present chapter seeks to synthesise findings, refine implications, and spell out the impact on system factors on individuals, i.e. the Algerian academic, and thus linking the macro and micro levels. After exposing the state and nature of personal oscillations, derived from the higher education context they operate in, in subchapter 7.1, Algerian academics' coping strategies in dealing with and managing those ambivalences, are identified and classified according to underlying reasons on the macro, meso and micro levels in 7.2. Further, their behavioural motivations are analysed using Bourdieu's framework of types of capital in 7.3. The outcome from those first three subchapters is synthesised concerning the research questions in 7.4 before a discussion regarding the suitability of the theoretical framework as a lens of analysis concludes the second empirical chapter in 7.5. Throughout, by cross-references, linkages are established as well as interrelationships are highlighted with regards to university functions.

7.1 Personal Oscillations

Algerian academics are confronted with system ambivalences between the national and the international, as has become apparent in contradictory university functions related to ideology and the particular postcolonial situation of the Algerian university²⁵². This situation leads to a personal oscillation²⁵³ in engaging in research, respectively, the decision to do so or refrain from it. The specific ambivalences causing the oscillation are analysed in the following; on the one hand, they are policy-induced and system-based, whereas on the other hand, they are derived from the transformation element of internationalisation exposure and associated challenges in reform as well as the absence of a strategy, serving as orientation for personal action.

7.1.1 National: Policy-Induced and System-Based

Democratisation versus Massification

Algerian academics operate in a field which is portrayed as an example of the following situation: "(...) And the third world is known by one characteristic, which is demography-galloping. That's it (...)" (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraph 10). This socio-economic context has led to an expansion in its higher education in both institutions and students.

²⁵² See chapters 6.1.2/6.1.3/6.5

²⁵³ See chapter 4.2

To begin with, there is an ambivalence in policy, since, on the one hand – by continuing to add new institutions to the system – all universities within the country are considered equal in principle, as their mission is to grant access to higher education to the entirety of the Algerian high-school leavers. This perspective is connected with exclusively public funding, and it is accepted as common knowledge as is reiterated in the following: “(...) besides, we don’t have a university for the elites here, we don’t have it; we don’t have an elite university. Access to university is open, that’s it (...)” (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraph 48). Notably, however, at the same time, mergers may be refused:

(...) it was a project to divide the university (*institution*) into three. *Okay, recent*. It’s been three years, four years. But we refused. *In the model of (city 8), (city 11), ... Model (city 8), (city 11), (city 5), (city 4), (city 12)*. Many of them are like that. We refused, because it meant that your skills would be divided. And it is contrary to, exactly this, policy of reunification of disciplines and reunification of skills, interdisciplinarity (7_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraphs 121-125).

However, institutions themselves may be attributed elitist status by the governing body; (...) “(...) It is the Ministry which chose its pilot universities” (...), yet, those in charge at the institutional level feel obliged to level it out by knowledge transfer; “(...) but what is good, everyone should be aware of this, it’s sharing and good practice” (7_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 41), which is an expression of their oscillation state.

At the same time, competitive advantages of institutions are emphasised by their executive representatives, which appear in the form of pioneering developments, e.g. evaluation, as in the following case: “So, I told you, this self-assessment process has started in Algeria since 2016. There was a national benchmark to develop this self-assessment (...)” (6_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 1) or, indeed, refer to the socio-economic conditions: “(...) Imagine, the Rector, once, he said: ‘Hold on, do you know where Adrar is? It’s in the deep South. If the people of this Wilaya send their daughter here, it’s because they trust us’. You see what I mean. So, there is the environment, there is also the environment!” (9_f_STEM_executive_function_research_unit, Paragraph 182).

Nevertheless, the resulting issue of massification exposes the qualitative versus the quantitative conflict; “(...) you have number versus quality, that means, can we provide quality training for such a large number (...)?” (14_m_STEM_administrative_function_central_unit, Paragraph 54). Hence, there is an ambivalent situation since both education for all and quality cannot be accounted for: “Lack of knowledge. They don’t have

the pre-requirements. More so, massification has brought about that people who do not have capacities, but we make them ascend” (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 86). In this regard, individuals see the issue of unemployment, which is, however, not part of political discourse (see above, 7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 16). Hence, Algerian academics oscillate between their attributed function and their observations as members of society.

It is acknowledged that there is an ambivalence with the quantification; “Difficult to choose (laughs), because it mixes. At times, it is massification, at times democratisation, but deciding between the two is difficult. *Humm. It goes together. That goes together. We can’t separate the two*” (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraphs 119-121). These two perspectives are due to system factors – politically-induced facilitation of access rooted in historic inequalities – versus individuals’ opinions, connected to their status and role. It is first pointed out that this development, though recent, has impacted all the more intensely:

So, first of all, Algeria went from the 80s to the 2000s through a process of massification of education. That means, us, in our time, we still had quality education because the number was limited. *Yes.* And so, we had a lecturer-student relation that was up to the norm. Algeria made a choice, which is to allow everyone to go to university. So it’s a massification of higher education; *yes ...* which means that today, we have; we have practically multiplied the number of students in all fields by three, by four, even by five sometimes (...) (3_f_STEM, Paragraphs 34-36).

Given their apparent non-political role as academics; “(Laughs) I am not to comment on the role of the Ministry, but ...” (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 123), policy decisions and mode of governance may not be questioned. Consequently, Algerian academics may find themselves in a position of oscillation in this system of what they perceive as massification²⁵⁴ in the context of political democratisation of the higher education system; by hinting at respective governance structures, such as; “Democratisation? I don’t know I. I would say decentralisation, much more so” (4_5_f_Arts_Humanities_Social Sciences_1_administrative function_central unit, Paragraph 289).

Indeed, the notion may also be explicitly and outspokenly rejected, as in the following: “(...) I’m not very comfortable with the term ‘democratisation’, because, really, really, really, we are not in a democratic regime, to talk about, ‘democracy’, and ‘democratisation’ (...)”

²⁵⁴ See chapter 6.5.1

(16_m_Arts_Humanities_Social_Sciences, Paragraph 60). The latter opinion is voiced repeatedly:

Of course, it will not work. It is obvious that it will not work. *As a system, that's it*, as a system. This whole system, it's a populist system, populist, under the pretext and under the guise of democratisation of education; that's why I reacted just before when you said 'democratisation'. It's not true. It's not democratisation; it's total populism. We give all of them higher degrees, but in fact, we do not have an overview of the professional integration of all these graduates. And when we do not have an overview of economic integration, it means we are also selling off the economic sector (3_f_STEM, Paragraphs 323-325).

Here, as another aspect to the debate, the criticism mentioned is aimed at the lack of other, and varied, tertiary education options – including vocational – which are not addressed in an ideology-loaded official discourse of access, and postgraduate and research training:

So why, on the pretext that we have to democratise then we have to allow everyone to hope to be a doctor and a professor, when they are people who have skills in other fields. *Yes*. So for me, 'democratisation of education', it is a term which is completely empty of meaning. *Okay, yes*. It does mean absolutely nothing for me. Because, if not, we would oppose it to the confiscation of education and teaching. But we don't confiscate; it's not because we don't want massification that we confiscate knowledge and training. But we distribute it more consistently and in a much more ideal manner (3_f_STEM, Paragraphs 219-223).

While some mention negative aspects of having a university in each Wilaya – cultural and personal development hampered by not broadening horizons, as opposed to post-independence times of only one university and two centres as annexes country-wide – “(...), I cannot say the opposite. There was an advantage, it is that of giving, even just a certain level, even if it is low, but a level of education which allowed him to see how the others lived” (10_m_Arts_Humanities_Social_Sciences_executive_function_research_unit, Paragraph 156), others emphasise the lack of distinctiveness of a single higher education institution from a nation-building point of view; “One, it would have strengthened national unity. We are a country. A young nation, it would have allowed mingling of students and staff from all regions, and it would have allowed a concentration of qualifications, too” (1_m_Arts_Humanities_Social_Sciences_research, Paragraph 96).

From an academic perspective, with regards to research, a massification of institutions is also problematic, as “(...) Universities cannot flourish when they are numerous and geographically located in the same region (...)” (7_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 119); so they lose, respectively, cannot retain or never develop their status as centres of excellence. Not least, executives themselves are affected by the massified system at their institutions, and are called upon for a major task, as in this case:

(...) But these little things of administrative constraints, it has always existed, and they will always exist, maybe less and less, but they will exist — the administrative slowness. Now, we are fixing

everything. Students were taking a long time to have their diplomas. Now, they have them very quickly. We have a Rector who signs ten thousand diplomas in one week (...) (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 247).

Individually, there is an ambivalent situation for the Algerian academic in the lecturer status because of inflation of academic degrees, with frustration regarding the usefulness of one's work:

(...) Because, as I told you just before, it is not the diploma that gives us the right to teach (*laughs*). And what is currently being done, it's not... *Even less if everyone has the diploma*. Yes, yes, that's it, that means even more. It's heartbreaking to find people who only think about the diploma. Because with the diploma, one can access. But a diploma is not everything. *Yes, no, especially since there is inflation in general*. Yes, it can no longer continue (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraphs 166-170).

Further, circumstances of higher education system expansion and student number increases have a detrimental effect on teaching, which becomes obvious first in the technical disciplines; "(...) That means, at master 1 level, they are taken care of by the research laboratory, and so, you must imagine the situation. If you have the first year of master with about twenty students, and the second year of master with twenty students, forty students in a laboratory, it's a bit annoying, for practical work especially (...)" (13_m_STEM_administrative function_faculty, Paragraph 14). More so, even the elitist-connotated, and hence restricted, medical studies, have become subject to massification:

(...) Massification, there was an explosion in the number of students. I had students; before, I give you an example, in 93, we sometimes had up to 100 (*STEM discipline*) students. 93. We are in 2018; we have up to 500 students in the same lecture theatre. That, it's a massification, indeed, because we are victim of the number of students who register. We have no choice (...) (8_f_STEM, Paragraph 61).

This statement shows the disapproval of the professor with the current policy, yet, it also exposes their non-decision-making power.

The social sciences and humanities, too, are affected by the status quo of a context-dependent and coerced lack of quality assurance non-conducive to academia and its training: "(...) It may be shocking what I tell you, but we end up with legions of students and with little requirements on what they have to produce. *That's it*. That is, it's not normal, it's not normal I mean, it is ... (...)" (1_m_Arts_Humanities_Social Sciences_research, Paragraphs 46-48), so, more dramatically at the postgraduate level: "(...) One cannot, it is... to seriously attend to 120 master students (...)" (Paragraph 62); which then leads to the following situation of lecturer overwhelming and students' lack of attention:

(...) let's put it this way. There are too many students now, and the infrastructure is not enough to get everybody, so you end up having a lot of students in one room and so you can't communicate with everybody. So, people ... you suffer, and the students suffer even more (2_m_STEM_research, Paragraph 165).

System-based factors

There are factors which are system-inherent and thus governance-based. To begin with, the challenge of inadequate foreign language skills, which is based on school-level policy; “(...) I have to tell you one of the problems we have, also we have the children are getting education Arabic education after the (unclear 00:46:20-0) they get to do university starting French (laughs) this is why you need one year more, one more year I am sorry” (2_m_STEM_research, Paragraphs 237-238), places academics in the situation of personal oscillation. This ambivalence extends to both teaching as part of their duties,

(...) it’s neither Arabic nor French. People should apply a system. These days, our students know neither Arabic nor French. *That’s a big problem. Yes.* And when you hear them, speak at the level of institutions, or at TV, people cannot string a sentence in the same language: two words in Arabic, two words in French, two words in English. It has become gibberish; it is no longer; it is no longer a real language. That’s why it’s a problem. But I think it will fade in a few years (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 54).

And research, taking into account required language competences: “(...) it’s, for a researcher, it’s doing the work halfway. We can’t; we can’t say that we did monolingual research. It is not possible. Because me, I think in one way, another person can think in another way, I need to know his ideas” (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 34).

Importantly, there is an issue of absence or insufficiency in university administration staffing to a great extent, which lets Algerian academics oscillate between taking on any extra-curricular projects apart from teaching, and engaging in research; it being mutually exclusive:

(...) when we take a European university the size of the university (*institution*), all these structures, (*name*), incubator, etc., it’s at least 60 people full-time. It’s at least, minimum, 60 people full-time. *And management, not research, not teaching.* They don’t teach; they don’t do research. They manage this structure. That’s the problem (14_m_STEM_administrative function_central unit, Paragraphs 130-132).

As the above statement shows, this gap becomes apparent only when compared to institutions abroad, although every member of the Algerian academia is arguably in the situation; “But it’s true, it is true that each structure needs an organigramme. It is clear. If not, a lecturer-researcher will be overwhelmed. One needs administrative support” (14_m_STEM_administrative function_central unit, Paragraph 128). Administrative processes, in general, are perceived as too bureaucratic and lengthy, which then hamper research, as is openly admitted in the following: “(...) There are ..., sometimes there are administrative procedures, which may interfere. It is true that they are made to order, to organise, but it’s not always the case. Sometimes, in trying to apply the regulations to the

letter, we handicap a lot of the, the, the ... *Activities* ... Of research activities (...)" (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraphs 175-177).

Furthermore, the lack of a financial incentive to engage in research is highlighted, too, as a system-based factor derived from a largely non-existent evaluation and assessment;

(...) If one positively assesses a researcher, one will also be able to support, especially financially, etc. for research projects abroad or, or even here at home, projects that require, for example, more funding or at least more resources. But there is no evaluation, so there is no requirement of results. And that, if it were to be at the international standard, to return to the question on international standards there, yes, it is necessary, it must be applied, that is to say, that: an evaluation is a follow-up (...) (1_m_Arts_Humanities_Social Sciences_research, Paragraph 109).

This situation leads to frustration as a result of the personal oscillation between going the extra mile in engaging in research or letting go by refraining from it.

Accordingly, the absence of, respectively, restricted budget autonomy proves problematic as well: "*For this, it would be necessary... well, to have one's own budget? Which is presently not the case.* Yes, it's logical. Already, to have the budget, you have to prove that there are results. And step-by-step, as there are results, there is budget. It's a vicious circle" (8_9_f_STEM_1_executive function_research unit, Paragraphs 342-344).

In this context, the system foresees no recruitment post-doctorate either a decision which is not taken by the head of the research unit – which leads to the situation of losing talent:

The doctoral student, once he finishes, he finds a position elsewhere, he leaves. If he can't find a job, he has no rights in the lab. He can come for research, but he can't have anything, for example. That is not good either. Because otherwise, it would help keep people here, that's it. There is a law, a law which has been passed. It must be ... because when we have a law, we have the law and the ..., the application (8_9_f_STEM_1_executive function_research unit, Paragraphs 346-348).

Hence, there is neither budget nor human resources decision-making autonomy, which greatly restricts research activities, and leaves academics to oscillate between their mission and the reality of the system they operate in.

On a meso level, institutional autonomy, too, would be needed to develop and, among others, succeed with regards to research outcomes:

(...) I think they should give more liberty or more freedom to the rectors of the universities. *Mm-hmm.* Maybe so they should some guidelines but then let them work, I think that would be the best way. Because when you ... everything is centralised the way to do it in Algeria whereas you have the Ministry and the way it is (unclear 00:44:35-7) are two different things, two different philosophy. Most of the time the people in Algeria don't feel what the local needs are and I think we should give them some freedom. So, it is I would say more like more regulatory system then somebody who gets involve into details, to me that's the way it should be (2_m_STEM_research, Paragraphs 229-231).

The criticism put forward here is that the governing body cannot take the individual situation on the ground into account, and, consequently, does not act in a needs-based way, whereas leadership of a university could very well do the appropriate for their institution if given the possibility by legal competences to do so. Once more, those in an executive function oscillate between what is centrally decided or prescribed and what they assess as an institutional plan.

Lastly, for the macro level, the absence of a wider Algerian societal development plan – where the university would play an intermediary role – is pointed out, which leaves academics without a clear plan in assuming their teaching function: “We don’t have a societal plan. If you want to know, we don’t have it. Even if they say that our objective is to train, to train to ensure the tomorrow. But train what? (...)” (10_m_Arts_Humanities_Social_Sciences_executive function_research unit, Paragraph 158). Hence, the personal oscillation of lecturer and society member is reflected. This situation of a lack of strategy, and hence the orientation, becomes even more apparent in the following:

(...) ‘You know well that you have taught us that a programme can only be built on a societal project. Then, you ask us to do a programme without having the project of society’. In 97, they did not answer us, in 98, they did not answer us, and that at the level of the Ministry. In 99, I said with the one who was with me, ‘I swear that we will not leave here without them telling us what the project of society is’. The answer was unacceptable: ‘We expect it from you’. That means that nothing was done, and so far, we have no societal project. How will Algeria live? (...) (10_m_Arts_Humanities_Social_Sciences_executive function_research unit, Paragraph 100).

7.1.2 International: Transformation and Challenges

Challenges in internationalisation exposure

Stakeholders in Algerian academia, including lecturer-researchers, suffer from one-sided or disadvantageous cooperation, examples of which are detailed in the following. Algerian-conferred degrees are not recognised abroad by default, resulting in graduates having to repeat at least six months: “(...) there is always a year or six months of refresher” (4_5_f_Arts_Humanities_Social_Sciences_1_administrative_function_central_unit, Paragraph 217). This state-of-affairs applies to STEM subjects all the more:

(...) We should do statistics. I know that in our scientific and technical disciplines, they make up a very, very large part. After all, do they have the means for it? How are they perceived and received elsewhere? That is yet another story. Because being weak; these days, equivalences are more and more difficult to give (3_f_STEM, Paragraph 417).

Administrative difficulties continue to persist, hampering individual progress: “Well, abroad, I ... What did I see? No, I went to France several times; I went to Turkey, too, and I visited (*public educational institution outside of higher education*). So it was not, I did not

have access (...) I went to Turkey, but I did not have the opportunity to have the cooperation agreement and the authorisations to access the university; it was a little difficult (...)” (4_5_f_Arts_Humanities_Social_Sciences_1_administrative_function_central_unit, Paragraph 307). Another reason is ill-designed programmes of exchanges, where necessary language requirements cannot be met, as the following case shows:

We made an agreement with them so that we could have distance education. But it will only be in English. *Yes, because they master neither French nor Arabic. So, we can't. Well, a few, anyway.* No, but it is, above all; first of all, people who can be at university must, normally, it is the three languages that they must be...; but here, it is two languages, if need be, two languages, one, they know it well, the other, more difficult. But I see that people are going towards English (...) (10_m_Arts_Humanities_Social_Sciences_executive_function_research_unit, Paragraphs 44-48).

Financial difficulties of the Algerian state aggravate the situation, driving emigration for economic reasons forward:

(...) At the moment, in conjuncture of the fall in the price of barrels; the reduction of the state income, so, exhaustion of the financial state reserves, so, it's a more delicate conjuncture. Automatically, people flee from their country; one thinks of escaping the country. I apologise for the term. So, we must review this situation, and give hope to these youth who want to go to France or elsewhere. It's not only to France. There are students all over the world: United States, Japan, Germany (...) (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraph 68).

Nevertheless, France continues to be a reference and is the preferred destination for graduates and post-graduates:

(...) well, now the internationalisation, it is done, as you said earlier, it is done in one direction only. It is especially the Algerian students, and the best, trained here, until the bachelor, up to the master, who are leaving, you see? To enter international circuits. But the opposite direction is not done; the opposite is not done. I take, for example, there are a lot of students here, with the master. They will try their luck, they will try their luck, principally in France (...) (16_m_Arts_Humanities_Social_Sciences, Paragraph 20).

This status quo may be induced by a French policy of promoting and providing scholarships: “Because she was the best in class, among the best in class, so she received a scholarship, a French scholarship; not an Algerian scholarship. Her supervisor is an Algerian” (11_f_STEM, Paragraph 171). Accordingly, emigration for educational purposes – especially to France – may be commonly justified as follows: “(...) students, in particular, must continue their studies, because for them, continuing studies in France, it's the future, it is access to their futures. So, there is no need to fight; to hold back these youth” (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraph 64).

Further system-induced factors are a need to change the working culture; “(...) So, but more important for me, is this: one, that they get used to working all the time, all the time, all the time. It is not always obvious for the Mediterraneans” (9_f_STEM_executive_function_research_unit, Paragraph 38), since there is a discrepancy between habits at home

and abroad; “I think you have to be authoritarian. I think you have to be authoritarian, no, at first, be authoritarian, get people used to it, and after a while, it will become a normal habit. When they are abroad, they are in the lab; we are sometimes in the lab from 7 a.m. until 10, 9 p.m.” (8_9_f_STEM_1_executive function_research unit, Paragraph 316).

Absence of internationalisation strategy

The Ministry as the responsible central governing body is in charge of Algerian higher education internationalisation, which is put forward as common knowledge by individual Algerian academics: “*Okay. Those who decide on that is it...? It is the Ministry, yes. It’s the cooperation service. So, it’s very centralised? The governance? Yes, yes, quite, rather*” (4_5_f_Arts_Humanities_Social Sciences_1_administrative function_central unit, Paragraphs 278 – 281).

However, the status quo of Algerian higher education – from individuals’ perspectives – is characterised by the absence of a strategy of internationalisation as is shown by the following exemplary statements:

“And the current strategy is entering the world” (9_f_STEM_executive function_research unit, Paragraph 212);

“And there are the Arab countries, it’s normal, so there are a lot of lecturers going to Arab countries, so it’s normal” (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 95);

“(…) There is always, there are relations with the United States, there are relations with the countries of Eastern Europe” (...) (Paragraph 127); (...) “There are also now countries that give scholarships (...)” (Paragraph 133, 6_m_Arts_Humanities_Social Sciences_excutive function_central unit).

Therefore, various countries or regions are mentioned, without any focus on either area, language, ideology, or (geo)political considerations.

Notwithstanding, national institutional profiling may occur through its internationalisation degree. The latter serves as a distinct identity. While there is a general, apparent, discrepancy between international ranking and national status as is shown in the following:

Yes, for publications, so, each year there is the ranking, and so the university (*institution*), the ranking has been improved, from the start of these rankings until the present. We were at 4000 and something; we are at 2000 and something; we still won 2000 places. We are still far, but still, we gained 2000

places. By national ranking, this is (*institution specificity*) (...) (13_m_STEM_administrative function_faculty, Paragraph 94).

It is up to the institution's initiative to position themselves as active in the internationalisation development, or not; "(...) The internationalisation side, cooperation side, it differs between university and others. There are universities that are really advanced, there are others that are not, which start, and there are also universities which have relations, but it is on a personal basis" (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 109).

However, these individual cases do not make up for the lack of a needs analysis, as is claimed did not take place before introducing the Bologna reform:

You were talking earlier about LMD, etc.; well, I have the impression that it was done without a deep reflection on: does it correspond to the local situation? *That's it*; I do not think that this reflection was made, we have, we applied it like that, we thought that there is an international standard and that it should be applied without reflection; that's it; I have this impression; *hm*; well we have had others, we have other concerns in cooperation (1_m_Arts_Humanities_Social Sciences_research, Paragraph 28).

Correspondingly, other national policy decisions as internationalisation adaptation measures are top-down only: "So, the Ministry saw that it was necessary to standardise, and there was standardisation, which started from the year 2017" (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 27) and, as a consequence, reforms may be rejected by Algerian academics; "(...) From where does one bring us all these new theories? It can't apply to us; it's imported (...)" (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 93) as an expression of their position of personal oscillation.

More broadly, the ambivalence of Algerian higher education internationalisation in a system characterised by central governance and the lack of institutional autonomy is pinpointed:

(...) there is an ambivalence. Theoretically, the Ministry of Higher Education is supposed to be an orchestra conductor. It is supposed to organise the function, the functions of higher education and to ensure the operation. But while everything that comes out of the nature of the courses, teaching methods, must be left to, teaching methods and even strategies, strategies, strategies, must emanate from universities; *Okay*. I believe it very sincerely because it is, because it is the university which is in contact with the field, which can say what orientation we can give to higher education; because the Ministry is disconnected from reality; it is a huge, very bureaucratic machine that manipulates figures, that manipulates ideologies. Often, it's like that, but in reality, in terms of content, it's the field that shows; so, of course, we can imagine an intelligent Ministry which could associate scientific advice, for example by establishments, in the promulgation of policies and strategies. So there is not, it is not vertical. So us, we are there in our universities, we notice a lot of things, and we are a force of proposals (...) (3_f_STEM, Paragraphs 225-227).

This situation of ambivalent Algerian academia between the national and international in the higher education system leads to personal oscillation as is reflected as follows:

(...) Because what is going on; yes, a heavy and universal tendency, which is called democratisation of access to university, that is very good, but that should not prevent us from thinking globally as to how to find excellency while keeping democratisation, of, access to university, yes. The two must... we must think about how to associate the two in fact (...) (1_m_Arts_Humanities_Social_Sciences_research, Paragraph 70).

Here, there is a plea not to continue to look inwards of the national system, but to assume an international outlook, where this domestic policy objective has no meaning, but actually hampers in worldwide competitiveness. Likewise, national higher education policy ought to be reformed before embarking onto the international level, by ranking and standardisation:

I would say that the main challenge has already been to re-establish a basic standard, the fight against a drop of university standards, the fight against plagiarism, the fight against corruption even, I would almost say. I believe that it exists, unfortunately, in particular the corruption of lecturers by students. *Okay, yes.* To get better grades or ... etc. It is a phenomenon which exists; with drifts sometimes rather unfortunate. The requirement of quality first, above all, before thinking of entering an international standard; no, rather, hoping to be at a good, international level (...) (1_m_Arts_Humanities_Social_Sciences_research, Paragraph 141-143).

Likewise, current developments of internationalisation adaptation are rejected, and it is advised to backtrack to first focus on the national system flaws and subsequently, gradually, extend to the immediate geographical area, i.e. the Maghreb region:

I was going to say the same thing, but I would add that there is this obsession, I was going to say maybe 'ranking' whatever ... *Yes.* ...at the international level, which I would say to say does not apply to the current state in Algeria because we should, instead of ... feeding this kind of race ... not even race, I was going to say this this ... how to say? This illusion of ... from international ranking integration, set goals that are much more realistic and much more ... *Yes.* Much more, we will say important, go to the current state that is to say that it is really, it is, I think, it is really far from our current concerns than to have wanted to hope to enter these international classifications so, and I think that for the moment in the Algerian case it would be necessary to be inspired by ... perhaps to be inspired by cases which are more within our range, for example to be interested much more in what is happening with our Moroccan or Tunisian neighbours (...) (1_m_Arts_Humanities_Social_Sciences_research, Paragraphs 34-38).

Not least, from an Algerian academic's perspective, national higher education policy needs to be conducive towards, and take into account, the international aspect, which is inextricably linked to research: "(...) attributing great importance to documentation. First of all, it's the purchase of documents, books, journals etc., and, at the same time, at the same time, facilitate the implementation of cooperation with research centres, libraries, and abroad (...)" (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraph 4). For STEM, as an analogy: "Well... Really need to international setting I mean you cannot live in a close the doors or closed setting for research for technology and so we all the time we work with Europe and think it is going to last for a while" (2_m_STEM_research, Paragraph 95).

However, as of today, the opposite applies:

(...) on the other hand, in the teaching sphere. I believe that we remain in an Algerian-Algerian system. *Okay*. We did not, we did not manage to adopt or to start processes of exchanges and the application of models which are effective in other countries. No. So we remain in an instruction, I would say, a bit traditional, in which, for example, information technologies and the digital struggle to find their place, that's it. So there are these two things. Teaching is, remains traditional, and with a certain delay, which worsens with massification, the level of language, which means 'level of language', so, access to bibliographic resources (...) (3_f_STEM, Paragraphs 173-175).

It becomes apparent that especially adaptation measures of language requirements fail. Consequently, there is also frustration resulting from a juxtaposition of Algeria as developing country versus the personal position of a default internationally active researcher; "(...) we are in a third world country, underdeveloped (...)" (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraph 10). This leads to the following conclusion as a rejection altogether: "(...) so yes, internationalisation, I would almost say that, for the moment, it doesn't make much sense in the Algerian case (...)" (1_m_Arts_Humanities_Social_Sciences_research, Paragraph 38).

7.2 Algerian Academics' Coping Strategies

Algerian academics have adopted a variety of coping strategies to deal with the ambivalences between the national and the international as outlined above, which become critical in their daily work at the Algerian university or research institute. Further, there are different reasons for each strategy, which is most obvious with lack of/minimum research engagement, to be classified into three categories, namely macro, meso and micro-level reasons. Research engagement reasons will be detailed further in the following subchapter 7.3 with regards to self-initiative and personal motivation. In contrast, either internationalisation alignment or national orientation as further reasons is exposed to a lesser extent since they are derived from, and have been treated in detail, in the preceding chapter six²⁵⁵ already. Likewise, the third strategy, alternatives in academia, is primordially contextualised.

7.2.1 Research Engagement/Prioritisation

Self-initiative and personal motivation

While there are tools to enhance quality assurance in research, namely, digitalisation of publications for improved transparency as in this case:

All publications that we did, that is to say the journals, there were only paper journals. At the moment, all journals, from this year on, all journals will be electronic journals. So, there is more foresight and transparency in the work. *Yes, okay. So, it works well?* Yes, it must work, because it is a new system,

²⁵⁵ See chapter 6.1 Ideology function, in particular 6.1.2/6.1.3

medium that they use, and it is an effective means of control: who does work, who doesn't do it (10_m_Arts_Humanities_Social_Sciences_executive_function_research_unit, Paragraphs 252-254),

larger measures aimed at overall institutional evaluation regarding research output are still not assumed by the governing body, or insufficient, as is shown in the following:

(...) so the Ministry, I think, has a role to play in it, which requires evaluation commissions of what is done in our research centres; in our universities. So, the government must assume this role. *Yes*. To say, to send inspections, that's the role of the Ministry anyway! To inspect, to investigate what is happening, that's it (1_m_Arts_Humanities_Social_Sciences_research, Paragraphs 109-111).

Hence, the individual's initiative still counts in the absence of other institutional measures: "We can assure it internally, we can assure it internally (...)" (14_m_STEM_administrative_function_central_unit, Paragraph 12). Personal motivation, too, is also at the root of extra-curricular activities, such as a "(...)'Nexus for (*institution*) University Network for Innovation and Entrepreneurship' (...)" (14_m_STEM_administrative_function_central_unit, Paragraph 100) and it is up to the individual Algerian academic to seize opportunities: "(...) As a researcher, I can tell you that there are quite a few opportunities. Are they exploited at best? I do not think so. I think we can exploit these opportunities better than we do now. But there is a lot of potential; there are a lot of opportunities in research (...)" (6_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 173).

Despite the fact that political engagement may be rejected, "However, there is one thing that we don't do. It's politics at university. No politics. And that's for the better" (8_9_f_STEM_1_executive_function_research_unit, Paragraphs 466-467), policy influence is desired, e.g. in promoting university-industry linkages in applied research in STEM: "(...), That's why I say: The only thing that, it's the subcontracting at the level of different labs, at the level of research labs and all. Outsourcing certain projects and all, with industry, would be good (...)" (8_9_f_STEM_1_executive_function_research_unit, Paragraph 456). The latter situation presents a personal oscillation by Algerian academics.

Although the Ministry depends on input by those in the academic field, at the institutions, "(...) Now they are harmonising; to do things technically. But everything has to come from the base. And therefore, the Ministry only validates" (9_f_STEM_executive_function_research_unit, Paragraph 117), the feedback solicited sometimes does not bear fruit: "(...) when there was the director, once she came to (*city*); she said to me: 'We want people to propose something. It's them who don't want to propose' (...)" (9_f_STEM_executive_function_research_unit, Paragraph 123). This resistance might be explained by disagreement with the prevailing policy, for example in the Bologna process reform adaptation: "(...) doing two systems in parallel is a bit schizophrenic; it is not normal. If we decide to go to

the future, we go to the future once and for all. We will not say; ‘Yes, ok, I maintain that one’ (...)” (9_f_STEM_executive_function_research_unit, Paragraph 9). Accordingly, reform willingness and support depend on the individual person’s mindset:

(...) it’s mentality. Whether in 72, whether LMD, whether in internationalisation, whether in scientific research, whether in pedagogy, in pedagogical practices, pedagogical practices which use new methodologies, new approaches. I am in (*sub-field of discipline*), so I was working on (*topic related to discipline*) etc. And in (*humanities disciplines*). But (*sub-field of discipline*) exists in all disciplines. And then, the big changes are in mentalities. If we did, if we succeeded in changing mentalities, that means that we managed to operate and put in place changes (...) (7_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 93).

The insistence on personal initiative also extends to the execution of professional tasks, both in general associated with the role of academic, “(...) So, as we say, the seriousness is not everywhere. And anyway, that depends on the conscience of each lecturer” (8_9_f_STEM_1_executive_function_research_unit, Paragraphs 190-191), and specifically with regards to interdisciplinarity and openness beyond the strict borders of one’s field as a researcher: “(...) ‘you can, you can solve problems. An economist can do health economics’. Society, social sciences could explain the problems that exist. You see? It’s something like that. Well, but people have to adapt (...)” (9_f_STEM_executive_function_research_unit, Paragraph 223). Not least, self-motivation is also decisive in international cooperation set-up or upkeep: “(...) But I managed to formalise the partnership of our research unit with (*university in Spain*), in (*city in Spain*), and it has become an agreement between the two universities, and other disciplines can access it, they can use the advantages of this convention (...)” (6_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 113).

International sphere privileged or practised

The opinions voiced as portrayed in the preceding chapter six²⁵⁶ reflect individual Algerian academics’ behaviour in engaging in research.

First of all, members of the Algerian diaspora worldwide are known and praised – even beyond their discipline – as is shown by the following statement:

(...) there are researchers who do, who have talent, who have been able to impose themselves globally, in the United States, in Japan. I quote in Japan Mohamed Banat who put in question a small theory, a small theory in physics, which dates from the 19th century! Fluid mechanics. And the theory, it was; we have Senhadji, concerning research from here and in France; we have Zerhouni in the United States in medical imaging, and who had become, who was appointed by the Americans as the director of the medical center, of the first medical institution in the world, researching medicine globally. So, it’s a source of pride for Algeria (...) (15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty, Paragraph 52).

²⁵⁶ See chapter 6.5.2

Likewise, Algerian colleagues' achievements abroad are acknowledged; however, with the note that they do not return at all or return to leave again to then continue benefiting other countries:

(...) I hope that the Algerians of the diaspora play this role of high standards here locally. But, unfortunately, they do not return. *That's it*. And those who returned; among them brilliant people, left because they were discouraged, I am thinking in particular of the great Algerian inventor. *Yes*. Belgacem Haba, who is from Biskra; who was in Silicon Valley as an inventor, as a scientist, and who was in the ranking of the 100 best inventors in the world; he was placed 40th, who came back for pure, really, I would say... *Willingness?* Desire to change things here, in Biskra. Of course, it was, it was a disaster, and he was taken, I would say, literally drafted, by the Japanese; who came to see him in Algeria; to offer him a job there in Japan. And he went back to Japan. So ... and this man, Belgacem Haba, has created an association, one finds the site on the internet, of Algerians, Algerian scientists from the diaspora. *Yes, yes*. You can go and see. *Very good*. And so, we see the great willingness of this man, to try to create a dynamic. *Yes*. And another who is famous, Noureddine Melikechi, who is at NASA. *Yes*. And who is one of the people in charge of the MARS 2020 programme, so the exploration of the planet Mars for 2020, him too, I see him at times here to lecture, try to get a little involved with the students, send a message. But the result is always the same. All those who can leave, leave, and don't come back (1_m_Arts_Humanities_Social_Sciences_research, Paragraphs 157-171).

Correspondingly, the emigration wave in the 1990s saw many members of the Algerian academia leave without adequate replacement in the following decade; "Listen, the potential, at one point, we had good lecturers; at one point. But with the braised years, it was the 90s, yes, a large number of lecturers left Algeria. And the next generation, it's not well done (...)" (10_m_Arts_Humanities_Social_Sciences_executive_function_research_unit, Paragraph 164). Today, emigration continues at a high level; "Algeria is one of the worst cases in Africa, especially, I believe we are the second country in Africa in terms of brain drain. So, there is a state of mind of flight, finally, of abandonment" (1_m_Arts_Humanities_Social_Sciences_research, Paragraph 175). Still, the situation is different in so far as the younger generation is seeking better research conditions: "I prefer Europe yes, yes, I prefer Europe. *Why?* Because it's a developed country, it's developed countries, it's countries that encourage doctoral students, researchers, that's it (...)" (11_f_STEM, Paragraphs 41-43).

Besides, non-domestically available infrastructure and equipment are pointed out in privileging research abroad, even if temporary: "(...) you go abroad for a month; you finish something; you come here, you have a problem, because the material is there; you can't use it (...)" (8_9_f_STEM_1_administrative_function_research_unit, Paragraph 305). Algerian academics also encourage their PhD candidates to seek opportunities abroad where there is funding: "Students, there is mobility, too, they can, of course, benefit from these stays there, doctoral candidates ... *Doctoral candidates*. Doctoral students, they have access, and they even have the possibility of; 50% of the budgets allocated to these stays are reserved for these doctoral students (...)" (6_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 99-101), thus capitalising on their own positive experiences

abroad in being able to gain knowledge to apply at home; such as “Well, we are a bit of a cliché of the French model, it must be said. But it is true that there were, how do I say, services, that I found there, that exist here. And I, personally, when I return, I, how to say, well, I try to apply what I learned there, I try to apply it here. Then I propose to my manager, I make a report and all that (...)” (4_5_f_Arts_Humanities_Social Sciences_1_administrative function_central unit, Paragraph 303).

From a policy point of view, international collaboration is encouraged, and the obstacle is removed by the existence of the required English-language skills; “But now there is the English language which is beginning to evolve very, very, very significantly and now we no longer have the language problem, and we are trying to collaborate with any country for the social sciences and humanities” (17_m_STEM_executive function_political entity, Paragraph 22). Nevertheless, there is an indication that domestic collaboration does not work as intended; “(...) It’s an Algerian problem. We don’t know how to communicate (...)” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 210).

Adhering to national principles

Algerian academics’ personal reasons to engage in research may also relate to language, authority, and values, which are detailed in the chapter on ideology as university function.²⁵⁷ Those evolve around the exemplary statements in the following: Algerian academics may orient or prioritise their research because of a certain national interest;

In principle, there must be. The Ministry must make sure that orientation must be according to our needs. We will not direct students towards a field which does not interest us, for example, an area that would interest Alaska, it does not interest us. An example. Or, an area that would interest maybe South Africa may not interest us. So, orientation, I think it is the Ministry which takes charge (...) (8_f_STEM, Paragraph 31).

They may also feel compelled to do research, or a certain type of research, for perceived function duty as an academic at university, or, indeed, to comply with economic directives: “Algerian university research has evolved a lot, simply because the state has put the means. Of course, we are not a; that is to say, we have not reached them, the desired expectations by our Ministry (...)” (13_m_STEM_administrative function_faculty, Paragraph 84).

7.2.2 Lack of/Minimum Research Engagement

Macro level: Governance reasons

Lack of budget and human resources autonomy

²⁵⁷ See chapter 6.1

Algerian higher education governance is characterised by centralisation and associated administered structures, such as: “We manage research projects, we manage research projects through our research entities which are, let’s say, mandated for this kind of management, such as research agencies (...)” (17_m_STEM_executive function_political entity, Paragraph 90). Accordingly, there is little autonomy for individual researchers: “(...) And these research activities, automatically, they are carried out within a research laboratory” (17_m_STEM_executive function_political entity, Paragraph 32). The latter is criticised by pointing at the fact that “We must create an entity centrally, and leave the freedom to these structures to create the sub-structures they would like (...)” (14_m_STEM_administrative function_central unit, Paragraph 138).

The importance of hierarchical structures, too, is emphasised: “I can even discuss with, and I have had to talk to the director. But I cannot go beyond, because it stops, my task if you want. So that’s it, anyway, I do solicit anyway, I make an appeal to the people who are there for this task. And a little, hierarchically speaking, for my superior (...)” (4_5_f_Arts_Humanities_Social Sciences_1_administrative function_central unit, Paragraph 183). This individual scenario also applies on the institutional level: “Well, it depends ... Because sometimes, the formalisation of your contacts takes a long time. The university always requests the advice of the Ministry; it can take some time (...)” (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 111).

While adaptations are possible as is shown in the following: “(...) When there is a research topic or a field of promoted research, and if the regulations disturb or hinder, we always try to contact our authority to have exceptions, to do or correct the scope for this area there, and it is done (...)” (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 177), in general, governance type effects are viewed as an obstacle by academics: “(...) So, it’s an administration, although it’s light, but it’s still an administration, heavy enough for us, to implement things” (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 218). This status quo has repercussions on research; “(...) And now scientific research, for sure, is encountering democratic difficulties; administrative difficulties, but it’s on the right track (...)” (15_m_Arts_Humanities_Social Sciences_administrative function_faculty, Paragraph 52). Thus, it is openly admitted that the issue lies within governance structures: “(...) So on the teaching side, that is to say on the training, research side, it is done. But on the governance side, according to the people (...)” (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 145).

Frustration by the delays thus occurred may be due to budgeting restrictions as in this case; “(...) Everything works very well, but when it comes, because it is a job where the money is spent, it’s been more than two years that nothing has been done” (10_m_Arts_Humanities_Social_Sciences_executive_function_research_unit, Paragraph 224). Those then point towards the lack of autonomy, encompassing budget, yet, also staff decisions; “Recruitment, it’s complicated, because civil service no longer recruits; the state has no money left” (14_m_STEM_administrative_function_central_unit, Paragraph 162), which impedes not only international initiatives: “(...) we wanted to do an Erasmus + (*name programme*) on that. At least to draw up the programme. Afterwards, we didn’t have time. *Right, that’s the problem.* The problem, it’s human resources. Very few human resources” (14_m_STEM_administrative_function_central_unit, Paragraph 166-168) but indeed university-industry linkages which play a role in STEM applied research: “(...) as we are not autonomous, and as companies need a speed of reaction which is high, that’s it. So if you want a university-business relationship, it really has to be something autonomous, with its own budget, etc., etc. (...)” (14_m_STEM_administrative_function_central_unit, Paragraph 222). Consequently, those are difficult to establish and maintain.

*Challenges of academic freedom in the social sciences*²⁵⁸

The prevailing governance system is perceived to have a negative impact on the social sciences especially: “To say: they were looking for what they called social peace, but social peace is not, everything is ... (...) I wanted to apply the regulation; it was bad. So, actually:’ To not have any problems, let all of them pass” (10_m_Arts_Humanities_Social_Sciences_executive_function_research_unit, Paragraphs 294-298). Here, the political ideology of socialism is said to be instrumentalised as a means of control – the regulation of social peace to be applied by lecturers, meaning that competency of students is secondary in the assessment.

Lack of appreciation of research (outcomes)

The fact that there is an issue with attributing and labelling expert status points to the missing appreciation of research outcomes: “(...) They are experts. Except that, we need to label them experts, to appreciate them (...)” (7_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 210). Likewise, ways to exit academia in favour of the private sector may be sought in respective applied technical fields, as in the following case:

²⁵⁸ See also chapter 6.1. on various manifestations of ideology in academia, including social sciences in particular

“In IT too, it works, in Telecom, too. Yes, Telecom, like in France. There are trainings that allow you to get out of it” (8_9_f_STEM_1_executive function_research unit, Paragraph 109-111).

Insufficiency of competent doctoral candidates or post-docs

The lack of or inadequacy of qualified human resources as a paramount component regarding junior members of a research unit is put forward. Reasons for the unsatisfactory status are portrayed as a contemporary problem:

Yes, the succession has not been assured. Me, in any case, we have young lecturers recruited, but they are recruited after having completed the trajectory we are actually criticising right now, that means with all the linguistic, structural, methodological weaknesses. And all that, so, it is not done, for ... I'm sorry, I paint you a blackboard. It is not done to hope to raise the level (3_f_STEM, Paragraph 159).

For academic staff, the need for capacity-building and training has either not been identified or remains uncatered for: “Even if, personally, I said that, at times, I provide some training for the staff, tasks. Still, it must be remembered that there is a real lack of training, significant recycling, that's it. Before, we spoke about globalisation. How can staff improve without having training, too?” (4_5_f_Arts_Humanities_Social Sciences_1_administrative function_central unit, Paragraphs 195-196), as well as:

(...) So the recycling of information can be included in this framework of conventions. OK. So it can be included, it would be very beneficial, I would say, for this staff, for this staff, who is thirsty to perform, who is all alert. If one trains its staff, we have a service that is really... *Up to date (laughs)* (4_5_f_Arts_Humanities_Social Sciences_1_administrative function_central unit, Paragraphs 199-200).

The missing capacities of doctoral candidates, in particular, leads to frustration: “(...) there is no transfer of knowledge. No, they are not used to learning how to reflect, they are like that, and they learn the exercises, and so, that translates into this somewhat discouraging level at university (...)” (13_m_STEM_administrative function_faculty, Paragraph 43). The consequence of this situation is favouring junior foreign researchers altogether: “(...) I don't want to run after Algerians. That, it's my personal opinion. It's useless” (9_f_STEM_executive function_research unit, Paragraph 334).

Meso level: Institutional challenges

Lack or insufficiency of infrastructure and equipment

At the institutional level, Algerian academics face obstacles in research due to infrastructural challenges. Those might be in the form of library opening hours: “(...) I give you an example. At one point, we said: ‘The library, we do not work at the library because it is not open’.

OK, we are not Harvard; we are not... (...)" (9_f_STEM_executive function_research unit, Paragraph 30). Notably, the situation has deteriorated since the introduction of the Bologna system; "This is among the advantages of Bologna (*laughs*) because before, with the old system, (*institutional unit*) working hours were from 8:30 a.m. until 8 p.m. Now, with the new system, it's 8:30 a.m. until 6 p.m." (4_5_f_Arts_Humanities_Social Sciences_1_administrative function_central unit, Paragraph 329). Further, especially in STEM, there is a lack of equipment in laboratories, leading to idleness:

No, I think there have been means that have been deployed, well, it must be said that, when we deploy certain means, we wait too long. The proof is, at the level of the research lab, we had some material which we cannot use yet because something is missing or lack of something else, or we were moved etc. So, that blocks a researcher (...) (8_9_f_STEM_1_executive function_research unit, Paragraph 305).

Once more, working conditions abroad are perceived and portrayed as more favourable.

Heavy teaching load

A heavy teaching load prevents a professor from engaging in research, too. One reason is the generational change, with too little numbers of new academics following a retirement wave.

(...) And others who have left, gone for retirement in quite large numbers. And so, the number of staff has decreased, and that of the students has increased. It is like talking about the offer and the demand. So, there was a slight difference in the balance. At times, we can't, I would say, for example, provide a service, since the workforce is missing, you see? The workforce is missing. It's a bit that, it's ... We had some obstacles in this, with regards to this situation (4_5_f_Arts_Humanities_Social Sciences_1_administrative function_central unit, Paragraph 189).

Further, the status quo is problematic for young researchers, who are not allowed to develop their research portfolio and profile:

I have the impression from what I hear, that there may be an overload of lessons; at master and doctorate levels, which in my opinion, but it may be the opinion of someone who is old-school, which in my opinion, is not necessarily the best thing to do, because that, arriving at this stage of training, requires great autonomy of the researcher: do not overload with lectures or work, but rather let one focus on research and the, I would say, even maybe the development of one's own methodological tools (...) (1_m_Arts_Humanities_Social Sciences_research, Paragraph 26).

Micro-level: Personal reasons

Lack of interest in reform implementation or adaptation

On a personal level, there exists resistance to implement or adapt to the Bologna process, as is shown in the following:

(...) And so, among the failures and the reasons for failure, not 100% failure, but there were some flaws in this system: it is, the students did not follow, and until now, they do not follow, and also the lecturers, some lecturers did not want to get involved; did not make any efforts, especially the older

generation. Ah, the old ones, they don't like it, because this system is based on learning, and also on new technologies, ICT, it's very important. We cannot do a course without, for example, using a beamer with the LMD. Though I noticed, at the level of the faculty, for example, I would say the young people are better adapted to this system than the lecturers. Until now, some oppose this LMD system (...) (13_m_STEM_administrative function_faculty, Paragraph 4).

Another example is the reluctance to leave one's comfort zone, as in this case:

(...) And sometimes I did meetings with the lecturers and things went wrong. There are people who always refused the... *Yes, yes*. Yes, they thought it was complicated, especially those who taught engineering and everything. At one point, I do not remember, there is someone I do not know what, I would have explained the principle, and on the side, I said a sentence that people didn't like very much. I told them: 'Excuse me, you have to re-format your brains'. *Yes! That's clear (laughs), I can imagine, yes*. That's it: 'Re-format your brains. The world will change, you have to apply it' (...) (9_f_STEM_executive function_research unit, Paragraphs 8-12).

Others personally reject the notion of the reform because of its missing suitability or applicability locally:

(...) So, on the other hand, the big objectives, so, that the LMD had to achieve, have already been achieved with the reform of 71. Thirdly, the LMD could not stick to the Algerian university, because the main principles of the LMD, they were made for Europe, they weren't made for Arab countries or for African countries. You see? (...) (16_m_Arts_Humanities_Social Sciences, Paragraph 12).

This view is also shared by a STEM representative, although there is confidence in timely improvement;

When it comes to weaknesses, we are all the time behind schedule. We have massification which is not good. The programmes don't really solve local problems, and these are the weaknesses that we have to look at. Also, maybe the system will have the LMD issue (unclear 00:52:03-6) *Okay, yeah*. That is one of the things I would say at least give one more year so you will have a better setting. *Result* (2_m_STEM_research, Paragraphs 271-274).

Due to missing strategy and orientation, the two systems still co-exist, which lets academics struggle and strive for individual solutions out of necessity: "(...) 'I gave you'. But: 'Don't give me, give me my rights, and leave me alone'. So, that is, there are a lot of things that we should still review in these systems. I haven't been out since (*beginning of the 2010s*) with their system. I was out until last year. But, by my own system, if I am going to ... " (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 174). Consequently, confusion persists: "(...) we do it, but we remained very classic. For a few years, we stayed in the old system, with labels, with a discourse of the new system, but people were struggling to change, to adapt (...)" (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 57).

Lack of or over-reliance on institutional knowledge

In the context of difficult access to information and mal-functioning communication in Algerian higher education – "The university could better communicate internally and externally. So, this is a, the first problem I see, it's a communication problem"

(14_m_STEM_administrative function_central unit, Paragraph 186) – there might be a lack of information, impeding international collaboration during research stays, such as:

It stopped, or it's a bit hidden. That, I don't know, we don't have any information, at all, not at all. We don't have it. Even if we ask, even if, I said, personally, I went to France, it's been 2 years, and I was asked if we came as part of a convention? And all that. I came back, I asked, I asked; I didn't have one; after all, I was told there was none, it wasn't there, that was it (4_5_f_Arts_Humanities_Social Sciences_1_administrative function_central unit, Paragraph 277).

On the other hand, the governing body, represented by the institution, whose authority as such may not be questioned: "I believe that there is, the role of the authority, it is important. We need a roof; we need a papa, we need... (...) When we are in the public sector, there is massification, there is free education, there is all that. But when one has the authority, it is important. It is important, an authority which is aware" (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 149).

*Non-incentive by (additional) salary*²⁵⁹

The fact that research activity is not normally remunerated beyond the salary corresponding to one's staff rank in the Algerian higher education context is a factor which may deter – especially younger – academics from engaging in research, even though the conditions and facilities might be favourable;

So you ask them: go, now that you don't have the stress of the PhD, that's it, there is a device here, it costs a million dollars, and I'm not exaggerating. We even have a device that costs 1.5 million dollars. Go to work, take the doc, read it, explain to me what you have understood, and we will start it. Good luck! Good luck. It's an example (9_f_STEM_executive function_research unit, Paragraph 331).

Hence, concerning STEM, more economically attractive options in the industry are sought.

On the other hand, the occasional existence of additional remuneration draws high interest, which is however motivated by the financial incentive only, as is reported as follows:

An example, an example. A month ago, the Ministry launched research projects. These research projects are to allow for doctoral training, but at the same time, the researcher is paid on the project. It's not huge. But he is paid. As if by chance, people disappear, when they hear projects, they come back, they are interested in doing projects. They do not propose the project; they don't come up with the idea, they don't offer to work on it; just to be a member of the project (9_f_STEM_executive function_research unit, Paragraph 324).

*Lack of personal connections in an informal system*²⁶⁰

The situation of dependency of personal connections to be able to publish, and be published, is put forward as is shown by the following statement:

²⁵⁹ See also the following subchapter 7.3.1 on behavioural motivations: economic capital

²⁶⁰ See also the following subchapter 7.3.3 on behavioural motivations: social capital

(...) it's in terms of analysis, you see, in terms; for example, I give you a very simple example. You write an article, in which you will defend, for example, you will defend the Salafism, Islamism. You know, if you don't know, for example, the person in charge of the issue of the journal, or if you don't know the editor, or if you don't know, or if you do not don't have an entry point, chances are high that your paper won't pass (16_m_Arts_Humanities_Social Sciences, Paragraph 44).

Therefore, especially in the social sciences – where ideology has shown to play a major role – those informal criteria may override scientific quality, with the consequence of no publishing activity.

*Lack of competencies including language issues*²⁶¹

As for personal skills of individual Algerian academics – although communication issues are also mentioned as obstacles; “For the simple reason that people don't take communication seriously. I stayed for fifteen years, trying to find solutions. We did; I was in a centre for lecturer training. That's where I learned how to communicate. So, normally all lecturers should have that background (...)” (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 80), the lack or inadequacy of necessary English-language skills is most prominent, which is increasingly seen as a handicap in the default international sphere of academia: “It remains a language problem. It's still a language problem; it's a language problem” (14_m_STEM_administrative function_central unit, Paragraph 84). This view is shared by humanities representatives, too: “Yes, English. We have a language handicap; we don't master English well, that's why we prefer to go ...” (11_f_STEM, Paragraph 103).

In this context, the on-going, and continued orientation towards French – more so for the older generation – is at the base:

You know, the French model existed because France had set up the Algerian university. Algiers, it was a big city, but above all, Algiers, it was centralised in Algiers. Later, there was the establishment of several universities in the big cities, first. Then in the provinces, etc. But we stayed on the French model because the competence had attended their training during the French time. It was a little bit natural; it was natural. It is, either instructors, lecturers who were trained in France, or who were trained in Algeria during the French era, either... That means that the competence was in French. This is why hard sciences have continued to be taught in French because we have this reference that exists, and the reference, either in terms of lecturers or in terms of documentation, was French (...) (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 184).

This state of affairs is reiterated by a social sciences colleague: “(...) in our generation. We were all only francisants (laughs), only francisants” (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 48).

²⁶¹ See also the the following subchapter 7.3.2 on behavioural motivations: cultural capital

Given these circumstances, academics are struggling to produce scientific work, and, hence, publish, in particular in STEM disciplines, e.g., “I write in English, yes. Before, no, before, it was in French. My dissertation, it was in French. Everything in French. Now, it’s completely different. I translate. That’s the solution. I download articles; I translate them into French after I can, I do what I want. If not in English, no” (11_f_STEM, Paragraph 513). However, likewise, Arabic is impeding a researchers’ inclusion and access; “(...) in history, in archaeology, in philosophy, in Arabic. Because everything is written in Arabic, in law, everything is done in Arabic. So there may be some extraordinary topics that may interest the Americans, the Germans, but they are not visible (...)” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 63).

7.2.3 Alternatives in Academia

There is also the third coping strategy of not choosing either of the strategies above but not positioning oneself altogether by striving for alternatives in academia in the form of administrative or supervisory roles. Outreach may also be a priority or a preference. Three main types of alternatives can be distinguished: devoting oneself to lecturing, to supervising, or to taking on an executive position. University self-administration in general – even with limited institutional autonomy in the Algerian context – is positively underlined as in this case; “(...) What is good, what is nice at university, around the world, is that those responsible are lecturers. That is, those who ensure administration (...)” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 247).

A teaching focus is emphasised as follows: “(...) I let the student come, I offer him a panoply of things, and you will see that they can ... that the students can offer us extraordinary things. We must not impose things too much (...)” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 23). Teaching also encompasses the transmission of broader, general knowledge; “(...) train them artistically; train them philosophically; teach them to think (...)” (16_m_Arts_Humanities_Social Sciences, Paragraph 96). It may even go as far as to hold the lecturer mainly responsible for study and even research outcomes: “(...) The success of the training, I will go further, the success of scientific production begins with the genius of the lecturer, it is him who stimulates, it is him who encourages, it is him who motivates, it is him who promotes these thinking heads (...)” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 109).

The supervisory role has expressions such as: “(...), but still, we see the difference. In the 90s, for example, there were thesis defences once every three months, four months, there is a one. Whereas now, there are defences practically every week (...)”

(13_m_STEM_administrative function_faculty, Paragraph 84). In addition, there is a need for training which must be assumed which is currently not yet the case: “(...) For the university the solution exists, it is ‘hire the best’. We must have, we must be more selective, and also, do internal training. *For that, time is needed*. A lot of time is needed; it takes time; it takes dedicated staff. That’s the problem” (14_m_STEM_administrative function_central unit, Paragraphs 176-178). Postgraduate students have also been integrated in research units lately: “(...) Because now, the master and doctorate are part of the activities of research laboratories (...)” (17_m_STEM_executive function_political entity, Paragraph 12) and, in parallel, funding has been provided: “And, also, these days, we have enough research labs, we have had extraordinary funding, actually, for a few years now. And this funding has enabled us to acquire equipment. And this equipment has enabled us to have certain doctorates defend (...)” (8_f_STEM, Paragraph 3). Hence, academics are all the more called upon to exercise their supervisory role.

The executive position may be adopted for example in a Dean’s role: “(...) so these lecturers must be managed, they must be managed, by whom? By the Dean each time; so there are problems (...)” (13_m_STEM_administrative function_faculty, Paragraph 98). More broadly, managerial tasks may be seen as integral to any academic on its various levels.

7.3 Behavioural Motivations

Social resources determine one’s social position with regards to, and in competition with, others in the same field.²⁶² Behaviour is shaped by the availability or non-availability of individuals’ resources, defining the extent, and the scope of their – theoretically possible – action in a given context; the professor or permanent researcher at the Algerian university or dedicated research institutes. The attainment of achievements in the sense of practising research is thus contingent on resources at their disposal, i.e. types and prioritising of capital.

7.3.1 Economic Capital

Bourdieu’s economic capital refers to an individual’s income and ownership. The coding rule for this category is applied as follows: All units containing implicit or explicit reference to financial aspects; both in the affirmative and in negating content; with reference to Bourdieu’s definition: “(...) immediately and directly convertible into money and may be institutionalised in the form of property rights” (1986, p.242).

²⁶² See chapter 4.3

In the absence of further differentiation of theory-based subcategories, two categories, namely, sufficiency/affluence and insufficiency/lack of, were created inductively. There is a total of 48 occurrences, out of which 33 in the former, and 15 in the latter. As the distribution shows, in two-thirds of cases, there is either sufficiency or even affluence, which means that those mentioning scarcity – only four interviewees, thus less than one-fourth of the total – are rather the exception.

Sufficiency/Affluence

In setting the scene, there are several mentions of attractive terms of the Algerian higher education system as follows: “My vision for the future; I think that the future is in our hands, and in the hands of our predecessors, and successors, especially, to improve the role of the university a bit, because we have the means. The state has invested a lot and therefore, the minimum is that this investment be; that we see the fruits of this investment” (13_m_STEM_administrative function_faculty, Paragraph 102). Accordingly, the personal responsibility to engage in this process is stressed, given that the financial aspect is taken care of; “(...) Me, I think that we have all the chances to succeed the mission of the university because we have the means. It is sufficient that there be a little bit of goodwill on the part of all partners, so, lecturers, students in particular, and technical staff to support (...)” (13_m_STEM_administrative function_faculty, Paragraph 50).

In concrete terms, thus, this means that Algerian academics may take up external projects as additional income generation activity for their institution of affiliation: “Now, we have research units, which are a little aware that they can bring money to the university (...)” (7_m_Arts_Humanities_Social_Sciences_executive function_central unit, Paragraph 251). However, the opposite may apply, too, as is accounted for by the following:

(...) So, they weren't interested, the day they said it was going to be paid, everyone wanted to come, do you remember? And then we withdrew (*laughs*). No, but it is an example. Ah, but it is an example among many others, and it's a pity! One has to be motivated. First, one should be motivated, first. And, then, if the pennies come, no one spits on them. You have to be motivated first (...)
(8_9_f_STEM_1_executive function_research unit, Paragraphs 325-327).

As this statement shows, monetary compensation as the primary motivating factor is rejected, though it is admitted that it is welcome after one has engaged in or agreed to do an activity.

Individually, the relatively comfortable position of Algerian academics as civil servants is repeatedly stated, e.g.: “(...) People don't want to, they like the ease, they're in their cocoon, they are happy, they have, they know that the salary arrives on the 12th of the month (...)”

(9_f_STEM_executive function_research unit, Paragraph 411). Volunteering, too, is mentioned as an extra-curricular activity by a permanent researcher: “I have been in associations called (*name*) what else? I work a lot with the university sometimes I don’t get paid for it, but it is fine. *Yeah*. I go there and I ... well, I have to admit I have a lot of friends at university I made lots of friends, so it sometimes fun for me just to go there give a helping hand (...)” (2_m_STEM_research, Paragraphs 257-259). Furthermore, there are ways for graduates, including university employees, to earn better than in the public sector, which the university is part of by default.

(...) A doctor who does not work in the hospital, he works in the private sector, he earns crazy money. I mean he earns better than in Europe sometimes. So I don’t think it’s for humanitarian motivations, that’s it. All these specialities, it’s because of, it’s the best wages. Or else, working in the private sector. IT; it makes a good living, too (9_f_STEM_executive function_research unit, Paragraph 82).

More so, better financial conditions abroad – in France, a priori – lead to many academics leaving Algeria, as is shown here; “(...) Because for him, France, it’s emancipation ... it’s money; it’s comfort, you see. So, you can’t stop him, that’s it (...)” (15_m_Arts_Humanities_Social Sciences_administrative function_faculty, Paragraph 64). Likewise, it is claimed that generous living allowances in proposed mobilities primarily attract academics, and choose accordingly: “(...) On the website, he sees South Africa, mobility, or doctoral students, 900 Euro per month (...)” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 212).

Insufficiency/lack

While Algerian state funding of higher education, in general, is assured, the state of affairs is different for the research budget specifically; “(...) so far, even the money given for research is scraps (...)” (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 182) and equipment – even basic office infrastructure – might continue to be lacking as can be seen in the following; (12

A derisory percentage that is given to research. And I give you a small example. We are there in the research unit of (*name*), and I am the director. Do you see computers? How are we going to work? *Not in this one, yes*. We have tables, desks. But how to work, how to be in contact with people? I am working at home rather than coming here, though I had asked for this material 3 years ago. Up until now, it has not come (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraphs 184-186).

However, this situation might have arisen due to administrative difficulties based on centralised bureaucracy, rather than the non-allocation of funds.

It is also mentioned that, recently, there have been funding issues in Algerian higher education, searching for alternative financial means compulsory: “(...) But on the Erasmus,

we have European partners who are very present. And these days, even in terms of funding, the financial problems that our country is experiencing, we have to go to other funding, other types of funding and other partners (...)" (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 67). As this statement shows, while the base operations might still be covered publicly, all extra activities such as cooperation projects and exchange programmes have to be financed elsewhere. In this situation, the trend is to turn to European partners.

On the individual level, academics, including those in executive positions in research, are subject to non-action due to non-existing budget autonomy, as is pointed out: "And his lab works. Yes, he has up to 4 million dollars in contracts with three people. I can have 50 people with zero, so, that's it. If we manage to have post-docs, that's my personal opinion, some lab engineers, research projects. And that's it" (8_9_f_STEM_1_executive function_research unit, Paragraphs 340-341). Notably, a comparison with an Algerian colleague working abroad is made, which contrasts with the conditions in the country, where options are limited due to the systemic lack of decision-making power.

Although it is equally acknowledged that European salary levels cannot be demanded due to the significantly lower cost of living in Algeria, dissatisfaction with the current remuneration of Algerian academics is expressed notwithstanding:

(...) We cannot claim to be paid like lecturers in Germany or France are paid, and so on, since the standard of living is different. What we spend, what a Professor spends in France is diametrically (*laughs*) ...*Yes, taxes, social security (laughs)*... So, it's not; we don't ask for their pay, but we ask that there be an equivalent so that one can go get; what he needs, so that he can easily find it (...)
(10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraphs 94-96).

It is spoken here in the collective term 'we', thus making this claim universal for all colleagues. Also, underlying socialist principles in this state practice are criticised:

(...) You see, now that they are building, even for lecturers. But don't build for a lecturer! Pay him well and let him fend for himself! Why make him a building? Pay him well! You exit the university; you find 120 accommodation units which are for lecturers. Are there only 120 lecturers? No, that is not possible. So, to whom we have given them? So, pay people, and it is up to him to find ... *Yes, that's it, like normal*. Like in all other countries of the world (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraphs 280-282).

The in-kind contributions by the state are rejected in favour of better payment, and individual choice. Again, reference is made to foreign countries, where the latter is standard.

In this context, it is highlighted that there is no monetary incentive for engaging in research: "(...) In the salary, one is supposed to be a lecturer-researcher, to do research. But the problem, we all have the same salary, whether we do research or not. This, that's not fair.

That, it's not fair! Whether you work, or you don't, it's exactly the same thing" (8_9_f_STEM_1_executive function_research unit, Paragraph 319-321). As a result, these very incentives are put forward as a motivating factor; "One can also have financial mediation. Yes." (8_9_f_STEM_1_executive function_research unit, Paragraphs 78-79).

Besides, administrative functions and positions are also characterised as voluntary work; "(...) because it's a passion, it's a vocation, okay? Why? Because it takes a lot of effort. For example, I've been at (*entity*) for about seven years. And it's not paid, it's volunteering. *All activities (entity)*? All this, it's volunteering. It's volunteering. We're not remunerated for it (...)" (14_m_STEM_administrative function_central unit, Paragraphs 142-144). Hence, again, the lack of financial compensation for extra work beyond one's status strictly speaking is underlined as noteworthy.

From these findings, it can be derived that Algerian professors – overall – possess sufficient economic capital, more so with regards to the salary levels of other occupations in the country. Furthermore, there is little to no differentiation between individuals, making economic capital unlikely to be subject to competition between the members of Algerian academia. Thus, the availability and the amount of economic capital possession does not determine one's behaviour in conducting, or not, research, especially since there is no financial incentive for it.

7.3.2 Cultural Capital

Cultural capital, according to Bourdieu, exists in three forms: informal education – *embodied state* –, cultural objects – *objectified state* – and educational credentials; the *institutionalised state*. Bourdieu's definition is as follows: "(...) convertible, in certain conditions, into economic capital and may be institutionalised in the form of educational qualifications" (1986, p. 242).

There is a total of 105 occurrences for the theory-based main category of cultural capital, out of which in 51 in embodied state and 54 in institutionalised state deductive subcategories, with some of these being double-coded. There are neither objectified state references in the sense of "(...) cultural goods (pictures, books, dictionaries, instruments, machines, etc.), which are the trace or realization of theories or critiques of these theories, problematics, etc. (...)" (Bourdieu 1986, p. 244), nor miscellaneous. This distribution points to the high relevance of both types of cultural capital for Algerian academics, respectively, the Algerian university.

Embodied state

The embodied state is defined as follows by Bourdieu: “(...) in the form of long-lasting dispositions of the mind and body” (Bourdieu 1986, p. 244), meaning it is inextricably linked to the individual.

Firstly, embodied cultural capital is reflected in competences which are not universal. A skill which is decisive in the Algerian context is multilingualism; “No, not at all. I was comfortable, was it Arabisation? No, I knew both languages, I expressed myself easily in languages, and besides, I sometimes translated directly. The Professor spoke in French, and I wrote in Arabic. Or, if he spoke in Arabic, I wrote in French, without any problem” (10_m_Arts_Humanities_Social Sciences_executive function_research unit, Paragraph 30). This embodied cultural capital is not available to everyone, so those who possess it have an advantage: “There is equipment, and know-how, too. Because we don’t all have the know-how (...)” (9_f_STEM_executive function_research unit, Paragraph 368) This know-how can refer to technical skills or discipline competences, but just as well to methodological prowess; as is highlighted in the following:

(...) Also, I have to admit that people want to get the doctorate degree we have a problem in Algeria. I think it is the same in Germany before you can get a degree you have to publish. *Yeah mm-hmm*. Same right? *Yeah*. And so ... and here sometimes some people have problem more particular people who are on (unclear 00:22:10-6), it’s really difficult for them. I don’t know why but (laughs), you know people and technical curriculum have less problem with that because I think people ... I do not know it is ... with us as soon as he gets into the university and they tell, what do they tell then okay you want to advance you have to publish, and this gets into his head or her head and they ... and he ends up with that. So, a lot of people learning and these other people try to get the sense on how to write on how to communicate and how to do things. A lot of people in the technical fields conferences where in social sciences not nice so by going to conferences they can have feeling on how things are done (...) (2_m_STEM_research, Paragraphs 137-141).

Hence, there is a disparity in disciplines to the detriment of the social sciences and humanities in that the latter more often lack essential and required competencies to publish and thus be visible as a researcher – scientific writing.

However, embodied cultural capital is not only limited to hard facts, but also to implicit and explicit methods, the *savoir-faire*, for example, teaching:

(...) Dynamics, dynamics of a group; class, it is, it is, it is also an art; it is an art that should be mastered, that must be learned. It is a profession. You must like it and you must have a good teacher. The good teacher is the one who knows, who loves to share. You have to have a sense of sharing, simple as that (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 206).

Indeed, it also entails the knowledge of navigating in the academic sphere: “(...) that, at least they learn to be independent, not depend solely on the Prof. *This is important for after*

(laughs), actually. It's not obvious, it's not obvious (...)" (9_f_STEM_executive function_research unit, Paragraphs 26-28). Not least, the transmission of embodied cultural capital includes personal values; "(...) We don't just transmit knowledge. I repeat so that it is well recorded. We don't just transmit know-how, know-how to be, know-how to become, but we transmit many values. The lecturer must convey, must transpose, must argue values (...)" (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 109). Here, the abstract values, which may make up embodied cultural capital, are even attributed higher importance than factual knowledge. One example is the ability to engage in discussion, and negotiate; "(...) There are people who will say: 'Yes, but well, we don't have the spirit of discussion and everything'. The 90s showed that, well!" (9_f_STEM_executive function_research unit, Paragraph 472). Here, it is referred to the so-called 'black decade' of terrorism in Algeria in the 1990s. The violence erupted may eventually have been prevented by this very culture of discussion, the individual experience of which is embodied cultural capital.

Further, there is an awareness that embodied cultural capital can, and does, extend and accumulate as is accounted for in the following; "(...) personally, I have noticed that and, still speaking personally. I have really passed through, if we can say, a transition from a certain, from a certain stage to another, more efficient and personal" (4_5_f_Arts_Humanities_Social Sciences_1_administrative function_central unit, Paragraph 27). Moreover, there is a desire to increase one's embodied cultural capital in the academic community by more activities, e.g. "So for us. It's something that will be on the CV, that's for sure. It's one experience more; it's on the CV (...)" (4_5_f_Arts_Humanities_Social Sciences_1_administrative function_central unit, Paragraph 206). Accordingly, their differentiating potential may be overtly exposed; "(...) I would say that me, as in having been educated in a foreign university ..." (1_m_Arts_Humanities_Social Sciences_research, Paragraph 155). Yet, it is underlined that there are Algerian experts:

(...) he's an expert. He can go do expert assessments in several European universities; he can do his expertise; one can call upon him to assess things in European universities. People should; just know that there are experts who are able to assess things; they are capable of being in a doctorate jury, so assess scientific productions of doctoral students. So they are there, well we call upon them; someone just picked up a plane ticket here, saying 'I am on a jury in Nice, or in Spain, or in Italy' It also exists, so we are in scientific expertise (...)" (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 210).

This statement shows that there is an appropriation by embodied cultural capital in its institutionalised state, which in this case serves to highlight the elite institution status of the university.

Cultural capital may also be reflected in the ability to access international contacts, which is strictly personal, so only one's students benefit from it; "(...) I'm trying to get these students into international circuits. Then, it is not that they remain in Algeria, perhaps, but above all, that they enter international circuits (...)" (16_m_Arts_Humanities_Social_Sciences, Paragraph 34). This is based on the prerogative that "(...) So, if you want to succeed, go abroad, now there are also opportunities in the Gulf countries, abroad" (9_f_STEM_executive_function_research_unit, Paragraph 86). Hence, if serious personal efforts are being made, there are opportunities to be seized; "I find nothing but opportunities when there is an exchange, and in the exchange one always wins, whether it is an Algerian abroad, or a foreigner towards Algeria, an Algerian to Africa. Well, we are part of Africa, another country; that is to say, when we change when you move from your circle, automatically, there is a plus, there is always a plus" (8_f_STEM, Paragraph 17). It is noteworthy that international mobility is portrayed as exclusively positive here. Nevertheless, it requires especially embodied cultural capital; knowledge of these opportunities and how to use them.

In this context, mistrust among fellow Algerian colleagues is stated, and the competitive edge by high embodied cultural capital is played upon; "(...) We have more collaborations abroad than with Algerian universities, and so, the fault is the researcher. Well, we are still; we would not like my neighbour to know what I'm doing (...)" (13_m_STEM_administrative_function_faculty, Paragraph 98). This fact is reiterated by exposing the personal choice to collaborate, or not: "(...) even lecturers can collaborate. It is not only the part of the persons in charge, the leaders. Even us lecturers-researchers can collaborate to change this state a bit. *That's it.* To bring on more, bring on more" (4_5_f_Arts_Humanities_Social_Sciences_1_administrative_function_central_unit, Paragraphs 233-235).

Indeed, cooperation is contingent on the personal initiative – rather than authorities' decisions; "It doesn't prevent you from doing collaboration yourself, initiative. That's it. *Initiative, yes.* There is no spirit of initiative; that's it: oneself (laughs)" (10_m_Arts_Humanities_Social_Sciences_executive_function_research_unit, Paragraph 177-179). Thus, so far, it has not been attained yet, and a certain passiveness on behalf of academic actors remains an issue. However, extra-curricular work might not be appreciated in the field of academia, as is shown in the following:

(...) that's how I made the transition from one to the other and, like me, I like change... *To advance.* It didn't bother me. And I had read and everything. So the fact of adapting it, yes, I think that we could have done it in a better way because personal work is not valued at all at here. So if you do it

as a lecturer like I do; I really do personal work, I make it compulsory, I give them homework, I tell them: 'Like at school' (...) (9_f_STEM_executive function_research unit, Paragraphs 12-14).

This situation gives way to frustration on the one hand, but distinguishes those who have, and take, initiative on the other.

Accordingly – largely in the absence of institutionalised quality assurance – it is up to the individual academic as a researcher to adapt appropriate measures him- or herself; “Because at the moment, we do it with other colleagues like me, individually we barrage, we make dams. I know ... there is a student, I’m sorry to say it, but last year I ... I refused that she defend. I read her thesis, I said no, she can’t. So, we try to steer, but it is a drop in the sea (...)” (1_m_Arts_Humanities_Social_Sciences_research, Paragraph 149). Notably, the overwhelming mediocrity caused by the massification of the system cannot be compensated by individual Algerian academics – despite their high embodied cultural capital. It is because of this reason, too, that the coping strategy of rejection²⁶³ of, for example, Algerian journals is adopted:

But, the quality of the publications; I’m sorry to say it, I’ve gotten to the point where I don’t want to publish in a national journal. *Okay*. And that’s serious. *This is very serious*. I do not want; I don’t want to because..., yeah, that’s it. *Not at the same level, yes*. And besides, I want... I want to be judged, I want to be evaluated (...) (1_m_Arts_Humanities_Social_Sciences_research, Paragraphs 213 -219),

since there is too high a risk of losing one’s accumulated embodied cultural capital. Further, this statement shows that there seems to be simply no Algerian colleague with a comparable embodied cultural capital in this specific case. While it might apply more or even exclusively to the social sciences and humanities, the fact that there is no evaluation even in national research centres likely is valid for all disciplines;

(Sighs) Me, where I am already disillusioned as a researcher is that I find that there is not enough evaluation, there is not enough evaluation... It is not normal that it has been 4 years that I have been in (*institution*), and I have never had to fill out a single annual evaluation form; without any follow-up of my activity (...) (1_m_Arts_Humanities_Social_Sciences_research, Paragraph 109).

Institutionalised state

The institutionalised state is defined as follows: “(...) a form of objectification which must be set apart because, as will be seen in the case of educational qualifications, it confers entirely original properties on the cultural capital which it is presumed to guarantee” (Bourdieu, 1986, p. 244). Thus, the possession of the embodied state of cultural capital can be the acquisition of its institutionalised state.

²⁶³ See the previous subchapter 7.2.2

The intellectual institutionalisation of being an academic is highly valued in Algerian society, to begin with (see above, 16_m_Arts_Humanities_Social Sciences, Paragraph 94). Algerian academics also enjoy privileges of funded training, which is connected to their status: “(...) Our Ministry provided us with stay abroad allowances. So, all Algerian lecturers can have state funding to go and do a short stay, or training, to go and see what is being done all over the world (...)” (6_m_Arts_Humanities_Social Sciences_executive function central unit, Paragraph 93).

Ranks serve as differentiation between members of academia; “(...) there are rules for accessing class A positions. For example, class B, you must submit a file for which there is all the work. Supervision, for example, publications” (12_m_Arts_Humanities_Social Sciences, Paragraph 522) and marks distinctions also on a personal level; “(...) I have colleagues of mine who have become professors during those seven years. And I haven’t (...)” (14_m_STEM_administrative function_central unit, Paragraph 146). Their status, as a result of high cultural capital, is uncontested and generally accepted also within the field of academia: “ (...) it’s not up to me; it’s not up to me, as you said, a professor is not to wait until the students come to get him. It’s, you make an appointment once per month, it’s international standards, it’s once a month” (9_f_STEM_executive function_research unit, Paragraph 394). Thus, the institutionalisation, as a professor, in the capacity of supervisor, triggers certain expectations regarding doctoral candidates’ behaviour, as possessing less institutionalised as well as embodied cultural capital.

Notably, social sciences and humanities representatives lay the focus of action not on themselves as the embodied state in the above, but demand that the university as an institution play a role in civic education, and thus the transmission and, accessibility of, institutionalised cultural capital to grow gradually in the embodied state, too:

I think that the sector which is the most sensitive, I think, is that of education. I think because, from this sector, one moves on, one produces the researchers, the brains who go to other socio-economic sectors and all that, that’s it, that’s it. And so that’s why there is a connection with that openness to another world, to other countries, what globalisation is, it’s a bit the two inseparable
(4_5_f_Arts_Humanities_Social Sciences_1_administrative function_central unit, Paragraph 161).

Although they possess embodied cultural capital as individuals, it is preferred that their institutionalised cultural capital be put to good use for society, as this statement shows:

(...) and there is also the role of guiding, orienting and assisting with the culture of society, assisting to find solutions when there are problems. It is, it is the university that is supposed, in the first place, to seek solutions to any problem that society faces. That’s the primary role
(6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 179).

The focus is not on research but on teaching and the so-called ‘third mission’. As those without the available institutionalised cultural capital in the form of a university diploma face a dire situation, this is needed;

(...) society, on this level, is progressing very, very, very slowly. Maybe because there is not enough success for some people who have chosen the professional path that can become a model for others, then, because it is a country that does not have an industry, that does not have; I mean that, that Algeria is not, one cannot say that it is a country of small, medium or large companies. The private initiative to form companies is not specific to the country. So, in the end, private and individual initiatives on skills, on training of a profession exist only to a very small extent. So they cannot if they do not exist, cannot become a model (...) (3_f_STEM, Paragraph 255).

The role of the Algerian university for the society as members of the general public in acquiring the cultural – including social – capital by studying and, after all, degree conferring in its institutionalised form, is described as follows:

(...) I think I believe in a fundamental mission, which is a social and cultural mission. If the external environment does not offer the student a level of sociability or a level of culture, for many reasons, because outside; when not at university, the student is in his family, where he is in a family environment, and in general, many family environments are outside of all aspects, well, cultural aspects. So the university must also play this role because it will allow a greater openness of mind to these students, outside the disciplines and professions for which they are studying. To teach them, even if one is in a university which trains (*STEM discipline*), it is necessary that the university, in addition, teaches them to look at the world, to observe, to observe their society, to learn and to cultivate themselves – everything what the family sphere cannot offer. I believe I believe in this role, this mission of control of the university, or of any educational institution, in countries like ours. It is necessary that we train and that we put at the disposal of our students what they cannot find in their family circles, that is to say, an opening towards society, the world of associations, an opening towards culture, access to co-education male and female, a discovery of their country. All these things, which, for me, are very, very important, and I would say that if I had to put percentages, I would say: training in the profession 50 and all of this 50 because I believe that the person that this student will be tomorrow, he must have these two components. If he does not accept, and he does not have that, it will be bad. In any case, so, all of this cultural environment, social, which is to be observed, to be regulated, must be taken care of completely by the university. I strongly believe in it (3_f_STEM, Paragraph 413).

Indeed, cultural capital, in its embodied form first, is viewed as essential, and specific training comes second. As is pointed out, this very cultural capital as an academic, at the university, does not exist in the average Algerian student family and more broadly social environment.

This institutionalisation, once achieved, allows for common acknowledgement for successes, especially in international projects, such as:

(...) The project proposal is 100% the university (*institution*). We did not bring in experts, as some do. 100%, and it's the same team that is managing the project: we coordinate, we have money from Europe, and we coordinate it. That means that in terms of visibility and credibility of Europe, we have built something (...) (7_m_Arts_Humanities_Social_Sciences_executive_function_central_unit, Paragraph 71),

and this meso-level elite institution status may be replaced by the institutionalisation of the university in its governance, i.e. the Ministry on the macro level, which is praised for its international outlook and support of research: “In terms of governance, very often, I say it: fortunately that we have an authority, an authority which is so open to the international, which which is on top of scientific production, which is really behind meetings, scientific productions (...)” (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 149). Policy priorities relevant to research reiterate this;

(...) this issue of visibility; it is the issue of visibility, for example, in research topics: visibility of universities and everything. It is very important for the Ministry and the government. So, I think they want to be in an international environment, and, so, to be in this environment, one has to be in everything that is happening. You must not live outside of what exists (9_f_STEM_executive function_research unit, Paragraph 210).

However, both on the individual – embodied – and on the institutionalised level, cultural capital is usually not to be shared in the Algerian academic context: “(...) It must be said that we don’t have this culture, to be honest with you, we don’t have this culture, we don’t have this culture of exchange. We don’t have it; we’re building it. Because, universities, generally, see themselves as competitors (...)” (14_m_STEM_administrative function_central unit, Paragraph 98).

Therefore, the cultural capital in its double institutionalised state is capitalised on by the effort to be apar with global standards and trends – though not engaging in setting national standards. The latter is also claimed, in critical analysis as follows: “(...) if we had an American university like Beirut or Cairo, I’m all for it. *Okay*. I am in favour, because, frankly, given the current situation, anything that can improve higher education is welcome. Well, I think we have to build the system on new foundations (...)” (1_m_Arts_Humanities_Social Sciences_research, Paragraphs 183-185). In this line, appreciation is decreasing with massification rendering the institutionalised cultural capital of a diploma more and more worthless:

(...) to show that I can give you eight or seven out of twenty and we can have a coffee after. And that’s what it means to become at the Algerian university, it’s this credibility that will have to settle, this; one must calm those students who need to be reassured. Because there is a negative discourse in parallel: ‘You can’t do anything with this degree, there is nothing happening; those are depreciating diplomas’ That’s the discourse from their environment. Even at home, their parents, unfortunately, ‘Do university, but what are you going to do after?’, or: ‘What is the content of your studies? It is not important, it is ...’ But with my behaviour, with what I bring them, what I bring back to them; but with my behaviour, they break this negative vision. It is important (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 216).

The solution proposed is to limit the number of institutions conferring a degree throughout the country; “(...) that there are university poles, a concentration. I would say, maybe 5 poles maximum, nationwide” (1_m_Arts_Humanities_Social Sciences_research, Paragraph 23).

Nevertheless, Algerian students have institutionalised cultural capital which they apply abroad; “(...) There are, really, a lot of Algerians who are competent, who studied at the Algerian university, and who have passed, for example in France and in Spain, who succeeded their studies. That means that there are students who are competent (...)” (12_m_Arts_Humanities_Social Sciences, Paragraph 433).

Despite the high cultural capital in its institutionalised state – for both students and staff as academics – there are signs of decline of its importance in the Algerian higher education system as there is a certain massification even of the doctorate degree, as shown in the following: “(...) someone who will have a doctorate, universities will be saturated with numbers of lecturers” (17_m_STEM_executive function_political entity, Paragraph 48), which may lead to frustration when the transfer of cultural capital from the supervisor to the student is dysfunctional, or perceived as such: “(...) Sometimes, we are upset, we say to ourselves: ‘So, we are useless, after all’. It’s a bit annoying, it’s a discourse which is like that, but okay (...)” (9_f_STEM_executive function_research unit, Paragraph 251). Furthermore, quality assurance challenges in degree-awarding – especially PhD – is mentioned, too;

(...) that means, with requirements, first of all, that of quality. It is intolerable for us to validate poor defences, and this is what is happening. Every day, we validate defences and mediocre theses so ... *Who become mediocre lecturers* ... I believe that, for me, it is the main challenge of the Algerian university, it is to say stop to that; but, that means to act immediately before it is too late because actually, they are now ... they will be those profs later, after all, these mediocre ex-students who will become profs, and who will perpetuate mediocrity. So ... we must act now and maybe, yeah, but then ... it’s a real problem. How? How to do it? (1_m_Arts_Humanities_Social Sciences_research, Paragraphs 143-145).

With the responsibility thus shared between the individual and the institution, both types of cultural capital are portrayed as interconnected and building on each other.

7.3.3 Social Capital

Bourdieu’s social capital concept refers to an individual’s social connections as convertible meta-capital. The coding rule is applied as follows as defined by Bourdieu: “(...) social capital, made up of social obligations (“connections”), which is convertible, in certain conditions, into economic capital, and may be institutionalized in the form of a title of nobility (...)” (Bourdieu, 1986, p.249). This type of capital features 42 occurrences in total in two deductive subcategories, out of which 35 in symbolic exchanges and as little as 7 in the practical state. Those make up less than one-third of the numbers of cultural capital above and the lowest overall. Occurrences have neither been identified in the third deductive subcategory, material exchanges – for which a description is equally lacking in the main and further sources – nor the different subcategory.

Symbolic exchanges

The symbolism refers to power in advocating one's interests: "Exchange transforms the things exchanged into signs of recognition, and, through the mutual recognition and the recognition of group membership which it implies, re-produces the group" (Bourdieu 1986, p. 249).

It is noteworthy, first of all, that the distribution of double-coding is the highest between the subcategories of institutional state of cultural capital – the preceding section – and symbolic exchanges of social capital. Although the former subcategory features close to double more occurrences in terms of numbers, there are conceptual overlaps – in so far as the university as an institutionalised form of cultural capital is a network with symbolic exchanges at the same time – so many of those apply to both and are interchangeable. This holds true also partly for the embodied state, since the social capital, like the other types, refer to a personal possession from the perspective of the individual. This accounts for the comparatively lower number of citations included in the following.

Notably, in the Algerian context, the issue is around inclusion versus exclusion from networks as an expression of social capital in the form of symbolic exchanges. On the one hand, the reform by the adoption of the Bologna Process opens up new possibilities, as can be seen in the following;

Yes, for example, now that Algeria has also adopted the LMD, we could say that it is ... It is international. Yes, I think it is a good thing, especially, especially for the; like that, we avoid the problem of equivalences on the one hand and then for mobility, student mobility. And I think that with this LMD system, even, we were able to, even, obtain co-supervision in the doctorate; there are our students who did studies in Algeria, from graduation, and even up to the master, registered in Algeria, they may have a registration in France (...) (13_m_STEM_administrative function_faculty, Paragraphs 7/8).

However, on the contrary, the bias against academia from the so-called global South in general and thus its academics continue to persist in the so-called global North; "(...) Because, when the paper comes from the South, it's the South: 'What are they going to teach us, these guys from the South, it's us who have taught them everything.' You see? (...) (16_m_Arts_Humanities_Social Sciences, Paragraph 48).

Though being a respected member of society with a particular, valued, status; "Yes, because now we have what we call the status of 'lecturer-researcher' (...) (17_m_STEM_executive function_political entity, Paragraph 32), Algerian academics' social capital is questioned when there are different levels of symbolic exchanges, such as the attempt of the introduction of international standards, for example:

(...) there are other universities, three or four or five, which are like that, pilot. And we try, so we try, we try to see if you agree with us being evaluated. For example, the lecturer was not at all; we offered it to him; we put the evaluation sheets. The lecturer, we tell him: ‘ If you’re interested, it’s anonymous, it’s anonymous, so you take your sheets, give them to your students; they rate you, they evaluate you. After, if they want to give them back, they don’t want to give back, etc. It is to get you used to it and get the students used to it’. Of course, even in developed countries, there are people who you; evaluation by the students, I don’t even hear about it (9_f_STEM_executive function_research unit, Paragraph 136).

The resistance encountered, in this case, is a reflection of the desire to retain one’s social capital, in the light of colleagues, but also considering the preferential national social status: “(...) What I’m seeing is a corporation of people who are well paid. *Yes* ... compared to Algerians in general; and who display selfish behaviour. *Yes*. Who are very satisfied with the situation, who are not controlled” (1_m_Arts_Humanities_Social Sciences_research, Paragraphs 334-340). Those privileges thus critically exposed are based on membership in academia as a scientific network attributing the community high social capital.

Nevertheless, from an Algerian professor’s or permanent researcher’s perspective, the individual holding social capital can transfer it by symbolic exchanges, e.g. by:

(...) at my small level, I would like to have classes of, I know, ten students, 15 master students who I know I will take care of, and who I know we’re going to take care of. And we’re going to make them ... executives and we are going to make them quality researchers. They will be visible everywhere abroad; they will be ... That’s it (1_m_Arts_Humanities_Social Sciences_research, Paragraph 310).

Besides – even if induced institutionally – an obligation is felt to share this very social capital with members of the general public, not least to enhance their status: “Well, me at my level, I would say that there is a duty of proximity. *Yes*. To the public, with the people, go to popularise knowledge, to go, I think it’s one of the roles, yeah, of the university (...)” (1_m_Arts_Humanities_Social Sciences_research, Paragraphs 334-336).

Practical state

Lacking further elaboration by Bourdieu (1986) in the primary as well as secondary literature,²⁶⁴ it is defined for this purpose as the absence of symbolic exchanges, though still as an expression of power for one’s advantage, i.e. personal agenda. While it can be argued that there is always a symbolic dimension of a particular practical state, this remains somewhat vague. Seven occurrences as an expression of the advantages or the need of one’s relations, or memberships, have been identified. Out of those, five refer to the positive as well as negative implications for an academic in conducting research.

²⁶⁴ See chapter 4.3

Not only respect towards, but indeed high social capital comes with the acquaintance of those in executive positions, such as: “No, but me, no, but you, as you are, what is it called? You are laboratory director, laboratory director, you know what are these, what you ordered as equipment, and you know your human resources which exist in your lab, and what has been done in, say, a period of 2, 3 or 4 years” (8_9_f_STEM_1_executive function_research unit, Paragraph 307). Further, being connected on social media with one’s lecturer facilitates learning from a student perspective as is shown in the following: “(...) I am in the group with my students on Facebook, they ask me questions, I answer directly (...)” (8_9_f_STEM_1_executive function_research unit, Paragraph 150).

There are only two instances where personal acquaintances – in this case, from the alma mater – are mentioned as playing the primary role in research and other joint project collaboration:

(...) I know directors, I know university centre directors, I know Vice-Presidents. So, most of the leadership of the university region (*region*) are from here, from this university (*institution*). They always keep in touch with their mother university; they always keep; that means, when he thinks of doing a research project, the first names that come to his mind are his friends from the university (*city*). So it’s normal that there is this contact, there is always this look towards the mother university. That’s it (...) (6_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 141).

In this context, the partnership with France occupies a special position, once more:

(...) Of course, France still stays at 60 to 70%, and there are the other countries. Yes, two-thirds is France. *Because there is funding?* Simply because there is more, already, there is proximity, because the majority of lecturers who are at the university studied in France. And so, they kept these relations, and therefore, it goes step by step. So our students, we get them used to; I still have contacts, up until now, in (*city 1 in France*), in (*city 2 in France*), et cetera (13_m_STEM_administrative function_faculty, Paragraphs 80-82).

Highlighting the role played by French institutions and individuals and their continued influence on Algerian academics’ behaviour in aspiring to be part of France-initiated or based networks or retaining their position within shows that Algerian higher education is still subject to a postcolonial context, which is relevant considering the associated accumulation of social capital thus facilitated, albeit limiting.

In reverse, individual researchers may struggle to enter international circles other than those mentioned: “(...) one doesn’t publish you, if you’re not already part of a network. One is stuck; one is really stuck (...)” (16_m_Arts_Humanities_Social Sciences, Paragraph 46). As a consequence, the need for social capital as symbolic exchanges – networks – is acknowledged, which may work to the disadvantage of the Algerian academic accessing those very circles because of structural bias;

(...) So to speak, we are always in inequality. Hence the importance of networks, hence the importance that one needs to know people. So, if you want, it's not, it's not the force of science, it is not objectivity, it is not the force of the argument. It is the force of personal knowledge. Well, I'm not saying that it works 100% in all cases. But, generally, it's a bit that (16_m_Arts_Humanities_Social Sciences, Paragraph 48).

Accordingly, the lack of contact between colleagues at other institutions is portrayed as dismal, too:

(...) I don't know what's going on at the university (*city 10*), it's too bad; I don't know what's going on at the university (*city 11*), it's a pity, I don't know what's going on at the university of (*city 9*), it's a pity. In (*institution*) two juxtaposed laboratories, we don't know what is being done in the laboratory next door; it's a pity. We don't know how to communicate to students, we don't know how to communicate to students and tell them, 'You have value that you can produce'. We don't know how to communicate, it's just a communication problem that we have, and, I think, it's an Algerian problem (...) (7_m_Arts_Humanities_Social Sciences_executive function_central unit, Paragraph 210).

Notably, as this statement shows, the communication issue currently hampering one's research is attributed not primarily to the individual but the academic community as a whole, or, indeed, as an 'Algerian problem', to society.

7.4 Synthesis

Research question I: Which functions does the present-day Algerian university incorporate, including in international comparison?

Since the system is centrally governed and publicly financed, there is little room for experiments. Reforms, too, most recently the adoption and implementation of the Bologna Process, are prescribed from the competent authority with few considerations of individual situations and cases, neither at the meso nor the micro-level.

At the same time, there is a lack of consistency in policy, as becomes apparent in the absence of an internationalisation strategy, respectively, implementation plan, and more ad-hoc national research programmes. Overall, the macro level is dominating, and individuals in the system – Algerian academics at the micro-level – are subordinate in serving the purpose of national operation of higher education, i.e. predominantly access, social integration and undergraduate teaching.

It is noteworthy that academic self-administration and governance, which are characteristics of universities as special organisations from the outset, is largely non-existent, according to the corpus analysed. Therefore, system factors penetrate to everyday life and work of an Algerian lecturer-researcher at a university institution, which becomes apparent in the activity of research as an essential task of both the individual academic and the field as a whole.

Due to system expansion and resulting massification, there is a high teaching load, the university function of which takes priority. Ideology in its various forms persists, which is relevant especially in non-STEM fields, and, consequently, politicisation – it is understood and used in an exclusively negative way – is rife, which has implications on individuals' academic freedom. Not least, the language policy does not take into account personal competences and needs. The objective to widening education and access is at the detriment of research. The Algerian higher education system – at university status institutions, outside of national research centres – neither rewards research activity nor sanctions the lack of research engagement, which is therefore left to the individual. Overall, the main university function, in Castells' terms, is a social need, with the effect of massification of the university system and surplus labour absorption in the postcolonial situation of the country's higher education system.

Research question II: How do Algerian academics cope with the system implications – ambivalences?

There are three coping strategies which Algerian academics employ in their situation of personal oscillation. Firstly, they engage in research against all the odds, either by individual quality assurance to set up internal standards, by seeking foreign partnerships, by publishing abroad only, by emigrating, or by adhering to national principles – out of conviction or out of necessity – the latter of which is especially prevalent in social sciences.

Secondly, they do not engage in or conduct minimum research. This coping strategy is based on a variety of reasons: governance-related, institutional, or personal. Although the system factors, among others, in their expression as lack of budget and human resources autonomy – including insufficiency of qualified or competent junior researchers – deter academics from engaging in research, the decisive criterion is personal reasons, which range from resistance to reforms, encompass the lack of financial incentives, and, not least, issues with foreign language skills, which are perceived as a major obstacle in conducting research. Due to the missing institutional autonomy, institutional reasons play a minor role.

Thirdly, they seek alternatives in academia, either by taking up administrative and executive positions or by dedicating themselves to teaching and supervision or other extra-curricular initiatives. By doing so, they usually cannot engage in research in parallel due to limited time resources, but do not make a conscious decision against it.

As can be seen from this classification – while all three options are practised – the reasons for not engaging in research are most elaborate and most differentiated as they span, and go

across, several levels. Indeed, unlike the other strategies, macro and micro are interrelated. Hence, unless there is a significant personal effort, it can be concluded that the default strategy of an Algerian academic is to do no or minimum research, which applies to different disciplines to varying extents. Arguably, the arts, humanities and social sciences representatives are most affected due to prevailing ideology exposure and political language policies focused on the national, impeding engagement in the international sphere. Consequently, while they might support and promote research at the Algerian university, advocacy does not necessarily mean personal engagement. In this case, the path of least resistance is chosen, in not dealing with ambivalences occurred by the status of being research-active.

Research question III: Why do Algerian academics act in this manner?

It has become apparent that, in the Algerian context, material incentives of any kind are subordinate as the individual academic's motivation to engage in research. Proof of this claim is provided by the absence of the subcategories depicting financial means, material exchanges in social capital, respectively, the objectified state subcategories in cultural capital.

Further, economic capital is overwhelmingly mentioned as sufficient and thus possessed by Algerian academics – more so with regards to the salary levels of other occupations in the country. There are only a few instances where insufficiency, or lack of material provision altogether, is stated. Given that the number of occurrences accounts for the least overall and less than half of the cultural capital, salary is rarely subject to competition between colleagues as members of the Algerian academia, which excludes this factor as a means of distinction and differentiating in deciding whether, and if, to what extent, to do research. Thus, the availability and the amount of economic capital possession does not determine one's behaviour in engaging, or not, in research.

In general, social capital in either its symbolic exchange or the – as far as the data is concerned – negligible practical state form has shown to be not decisive in academics engaging in research or refraining from it – or engaging in other activities. Therefore, with a few exceptions, social status has no significant influence on Algerian professors' behaviour in conducting research, a fact which is likely connected with their similar and comparable position as academics – whether engaged in research or not – in a postcolonial context, marked by former French elitist and excluding approach to higher education specifically. Further, in the French tradition and corresponding system, research at universities is

secondary and new, and elite selection – for state functions in public administration – is done via the *grandes écoles* type of institution; not by specialised separate research institutions, which do, and continue to, co-exist. This context shows that the contemporary Algerian higher education landscape as well as the policy is still influenced by the colonially inherited system, although the transformation triggered by internationalisation has begun.²⁶⁵

Overall, in the Algerian context, cultural capital in its various types only has proven to determine individuals' behaviour and actions in as far as Algerian academics are concerned. In its embodied state, it enables professors and permanent researchers to engage in research on the one hand, by holding a necessary rank or position obtained, and behave in such a way as to acquire the necessary competencies on the other, either to start initially or in increasing competition with others, colleagues in the national sphere, i.e. the immediate environment and the wider Algerian scientific community, and on the international level, i.e. worldwide discipline representatives.

While the institutionalised state equally plays a role, their cultural capital-enriching measures – i.e. higher education and science and technology policy, even if recent – are of less importance when juxtaposed with the individual motivation. Although both forms are connected by the formal, institutionalised qualification required, the individual researcher defines him or herself through personalised, i.e. embodied, cultural capital, rather than that brought by the affiliated, or any institution through respective credentials. Given that internationally practised kinds of research assessments are based on exactly this individual performance – including, though not limited to, publications – the way to compete is to adhere to these global rules and ways as common knowledge of the scientific enterprise.

Nevertheless, political circumstances and the institutional environment are decisive in this very approach. When academic freedom is limited or ideological concerns determine the language of publication – as may apply to researchers in the social sciences and humanities in Algeria – researching in a per definition international sphere becomes challenging, despite the existence of significant cultural capital in a national context. As a result, extra effort has to be put in by the individual to engage in research, and the motivation for additional work as well as inconveniences in a centrally governed system, where this activity is not foreseen or even desired, draws exclusively on the necessary increase of embodied cultural capital.

Furthermore, individuals might even have to compromise on their social capital, at the detriment of good relationships with colleagues, who chose to adopt a different approach;

²⁶⁵ See chapter 6.2.2

either no engagement or administrative positions. Hence, it is a question of prioritisation. It is precisely in this institutionalised state, too, that the various functions of the Algerian university, and their weight and prioritisation,²⁶⁶ come into play. Holding a diploma as institutionalised cultural capital is thus a reflection of the system the institutions belong to.

As a summary based on the findings stipulated in the third part, hypotheses outlined in the second part²⁶⁷ were confirmed as follows: There are system limitations related to a lack of institutional autonomy; research is a new social field; Algerian academics' agency is reflected in researching an individual way by employing adaptation strategies, and personal internationalisation experiences such as stays abroad correspond to successfully engaging in research as an expression of embodied cultural capital, and serve as a means of differentiation in national academia.

7.5 Discussion

The most prevalent Algerian university function has been identified as the social need in surplus-labour absorption. Ideology in the form of higher education politicisation retains a strong influence, too. It draws on the national unity, while the university as a state organ likely taboos or preferably suppresses the divide caused by political Islam and its implications on society as a whole. It, therefore, does not currently feature the function of national reconciliation after the conflict of the 'black decade' – including on a political level. Rather, it serves as a means for social peace. Given the status quo, the particular setting of a postcolonial situation plays a role, although it is usually not outspoken. Accordingly, the silence surrounding this issue – which, by contrast, is very much present among the country's diaspora – points towards related political structures, which are given, and accepted. The elite selection and the training of bureaucracy function exist to some extent in the Algerian context, yet, are not decisive, as those reflect the inherited French model, which is slowly but continuously revoked in its structures, partly by internationalisation exposure, partly by reinforced national interests.

Castells' framework has served the desired function of a setting the scene in identifying those system factors, among others, which affect academics. It must nevertheless be acknowledged that in the Algerian case, "other functions" are those who have the highest impact and influence as of today, leaving the relevance of the traditional functions 1-4 behind. However, it is this fifth function, least elaborated both theoretically and empirically, which leads to the

²⁶⁶ See chapter 6, in particular, chapter 6.1/6.5

²⁶⁷ See chapter 4.4

conclusion of its limited suitability for an African – or indeed general postcolonial or transformation society – context. Not least, as has been shown, it is human resources quality issues of both junior and more senior researchers, insufficient technical and soft skills and competences, and the lack of budget autonomy coupled with partially restricted academic freedom, which deters or hinders Algerian academics in engaging in research, rather than the absence of this respective, or another, university function altogether. The situation of personal oscillation reflected in coping strategies stems from the dilemma between national and international orientation.

The approach of Bourdieu's capital types as a lens for analysis executed via theory-driven QDA²⁶⁸ has proven to be useful overall, though there are significant shortcomings. Applying Bourdieu's definitions as – subcategory – coding rules was only partly successful, as those were either non-existent or too broad. The coding of economic capital subtypes was thus only possible by inductive additions, in the simple existence/lack of dichotomy, and the results are to be treated as more indicative.

Similarly, social capital coding was reduced to a few illustrative expressions of the practical state, and a more vague attribution of symbolic exchanges. With less than 50 occurrences in both main categories each, the analysis remains somewhat limited, and, as a consequence, correlations are difficult to establish. This unsatisfactory state of affairs may also be since the types of capital were treated in isolation rather than in their full theoretical framework, which would include an analysis of habitus as well as the field. However, this approach of the only partial application was chosen because the theoretical underpinnings of this work are three-fold,²⁶⁹ with the third element, Bourdieu's forms of capital, building on the findings of the second and the first component, as is reflected in the research questions.

The fact that “Bourdieu's theory focuses more on the socioeconomic status and cultural capital of an individual in attaining educational achievements than on his/ her social capital; the latter is therefore much less elaborated in Bourdieu's work (...)” (Rogosic et al., 2016, p. 91) reiterates this observation. Further, professors and permanent researchers have a similar socio-economic status, which is relevant considering the following: “The theory itself is more suitable for explaining differences in the educational achievements of individuals (...) or in cases where there are discernible differences in the socio-economic and socio-cultural status of the participants in the sample” (Rogosic et al., 2016, p. 94).

²⁶⁸ See chapter 5.4

²⁶⁹ See chapter 4.3

While the suitability of both specific components of Bourdieu's theoretical approach and the combined method was flawed in this manner, the adequacy of Bourdieu's concept, nevertheless, unfolds in the cultural capital subcategories, and more specifically in the embodied state, which could be identified as the primary motivating factor in Algerian academics' behaviour when dealing with ambivalences, or deciding whether to engage in research. In this case, operationalisation did not fail or remained incomplete.

Overall, the institutionalised state is connected with both ideology, as is reflected by multiple double-codings, and research methodological questions – namely, academic work.

8 Conclusion and Recommendations

8.1 Reflection

The range of experience gained in the framework of this PhD research – through interaction with embassies, ministerial bodies, universities, research centres, professors, administrative staff – illustrates that it is a challenge to enter Algeria as an individual foreigner, yet, that trust-building allows not only access but a wealth of opportunities, beyond one's project, and much faster and deeper than it is possible elsewhere in higher education research. My

case illustrates that international researchers face a highly politicised environment in Algeria, which might prompt some to consider or prefer free-to-enter neighbouring countries initially instead, for example.

However, it must be highlighted that, once a visa is obtained, the main obstacle has been overcome. Once present in the country, I was also able to collect data much faster and more efficient than it would have been the case in Germany or France, for instance. On the other hand, it must be duly noted that the visa procedure state-of-affairs equally applies to Algerian colleagues wanting to go abroad. Restrictive practices – discriminatory, in the sense that applicants are assessed solely based on their nationality, not individual cases, as witnessed by the author – are in place by most European and other countries. In this context, structural violence is exercised. Therefore, Algeria operates a strictly reciprocal visa policy.

Nevertheless, qualitative social research, as an integral part of social science disciplines, but also, e.g. archival works, as is commonplace in the arts and humanities, may be rendered impossible or at best severely impeded by non-scientific external influence or even (self-) censorship in a controlled academic environment. Consequently, there is a dearth of data, which then continues to enable and encourage emotional, short-term and individual-interest as opposed to evidence-based policy-making as the objective of the “advocacy-by-design” approach outlined in the introduction of this work. The control exercised allows for less accountability as decision-making criteria are often not transparent, which makes it difficult to be traced back to individuals rather than a/the system.

Rather than discontinuing or outright dismissal of any joint academic activity and mobility from abroad, as is done by many – including, but not limited to – central European countries as of today, the way forward is to become aware of, and acknowledge the characteristics of specific countries’ higher education systems, and the challenges associated with the given framework conditions. Above said applies to both the macro- and micro-level, where the individual academic is concerned, personally as well as functionally, regarding one’s activities. If the issues arising from the ambivalences identified are being dealt with, quality assurance will be possible in the sense of peer review in the academic community, and institutional development will be advanced towards self-governance in the interest of research and science. Hence, there should be a focus on the potentials rather than problems. At present, too often still, only challenges are pointed out, and criticism is voiced in the MENA region, including politics more broadly, and centralist governance in particular. Instead of recognising that actors such as individual academics are accomplice, which may then lead of a vicious cycle, focussing on individuals’ possibilities and competence to

navigate nonetheless allows working towards a solution, and a compromise to retain agency in a given context.

To conclude, the Algerian academia needs to be fostered as an attractive career path and a choice motivated by personal, intrinsic motivation, where striving for enhancing one's cultural capital in the form of innovation is rewarded in different ways, socially as well as economically. At the same time, academic staff development is crucial, as graduates with insufficient skills in scientific work will continue to become lecturers and then lack this essential proficiency in their teaching and supervision, with the consequence of stagnating quality of training and research. Instead, there need to be role models for postgraduate students and young researchers.

Furthermore, universities cannot remain the default and de facto only option of tertiary education available after secondary school. The present-day trend of inflation of diplomas leads to devaluation and frustration, both for graduates and employers, who are dissatisfied with the skill-set possessed. It makes looking for greener pastures, i.e. emigration plans, more likely. If the status quo continues, it will mean a loss detrimental to Algeria. Therefore, the measures proposed below will only be effective when complemented by a competence-based curriculum update – starting on the school level – as well as creating or strengthening existing facilities, remuneration and, not least, social prestige by the promotion of TVET tertiary education, combined with the possibility of undertaking professional degrees at university-level, too, to counteract graduate unemployment as well as the prevailing 'brain-drain' many countries in the region, and on the continent, are confronted with.

Given its plurilingual character, with the presence of modern standard Arabic, spoken Algerian dialectal Arabic, Tamazight, French, and, recently emerging, English – pushed by the academic integration of the South, where French does not play a major role, as well as globally – Algeria should capitalise on the opportunities offered by this encouraging environment. The high politicisation of the language question reflects a contemporary identity conflict of society; Arab rather than African, Tamazight versus Arab, and the tendency towards, as well as orientation to, France and Europe. Hence, Algeria is an illustration of African ambivalences (Macamo, 2005). This state of affairs is conflictual, contradictory, and emotional, not allowing for pragmatic and rational policy-making for higher education development, among others.

In this context, it can be observed that Algerian politics is geared towards disassociating from its former colonial power France, however, it has not yet fully succeeded in this

endeavour as of today in the realm of (higher) education. The problematic relationship with France, where political discourse and individual practice highly differ, exposes the need for France to change its approach of neo-colonial policies, which continue to reflect structural violence unless corrected on a balanced and equal footing as real partners. A solution for this paradox is to start at benefits of socialisation elements, for which a positioning needs to be identified first. The resulting diversity can thus be perceived as an opportunity rather than a threat.

Not least, neither a comprehensive reform nor associated policies are likely to take place or be implemented without an empirical as well as conceptual reflection on the roles and functions of the Algerian university and its interactions with the members of the academic community, the general public, and the legislative – including, but by no means limited to research. Besides, there ought to be partners from the private sector, which partake in a strategic planning agenda with a clear-cut vision and mission. The diaspora needs to be involved, too, in the form of a long-term strategy. Providing evidence by the data generated in this thesis, it is advocated that this activity will only be effective when carried out by social sciences, arts and humanities representatives, who should be acknowledged, encouraged, and supported in their on-going and future tasks at the service of society and thus the national common good.

Overall, Algeria has the potential to become a best-practice example for French and Arabic-speaking African as well as Arab countries, among others, undergoing similar transition processes of increasing higher education internationalisation and the social pressure by massified higher education access, youth and graduate unemployment and migration movements. Measures outlined in the following – as reform elements – will facilitate Algeria's higher education system transition towards and in its striving for a knowledge society. Furthermore, the changes will ensure that it can claim, and take up, the place it deserves in the international academic landscape, not least by boosting its visibility, incorporating scholars from Africa and the Middle East, and showcasing European and North American countries that its perspective, different from the prevailing Western-biased and centred discourse counts, and will not only need to be accounted for but indeed can be learnt from for these countries' topical reforms. In this context, European and other countries are also called upon to inform themselves and learn more about a country's socioeconomic and political setting and their interrelationship with education and science to enter a cooperation project on eye-level, to arrive at actual 'sharity', rather than continue with the presently prevailing 'charity'.

8.2 Recommendations

The scope of these recommendations encompasses a personal contribution to Algeria, which has been solicited in interviews with stakeholders as well as political representatives. In English, they offer not only new international accessibility, but an alternative, outsider, and thus potentially more neutral and credible perspective, to be consulted stand-alone. The focus on chances rather than problems is characteristic of a new mentality oriented towards good practices, quality assurance, research cooperation, and the acknowledgement of non-African academics' training in Africa rather than the traditional way vice versa, which implies a certain disadvantageous power dynamic as an expression of neo-colonial structural violence. The latter suggestion offers currently insufficient continuity. Objectives of policy recommendations in the higher education field can be more broadly subsumed under quality assurance since a causal link can be established between quality development and higher education institution development and management (U. Schmidt, 2007).

Consequently, policy recommendations regarding the Algerian higher education system are derived from the research in this dissertation in that the micro-level observations from the data analysis in the previous chapters are employed to link to the macro level. They are thematically structured into five categories, addressing the macro as well as micro perspective, and introducing an autonomous decision-making meso – as the institutional – level, which does not exist yet. In a nutshell, higher education institutions are special organisations, and the academic sphere is, globally, characterised by self-governance as a prerequisite for its functioning, even though it is not the default case worldwide as of today. Therefore, conditions need to be put in place to allow for a university's research function as its core, which is inextricably linked to increasing internationalisation and regionalisation of higher education. Centralised governance and more ideological considerations informing higher education policy choices are halting progress in the sense of participation and visibility as they are nationally-oriented to the extent of negative impact on the desired continuing transition into a knowledge society, which translates into a restriction of academic freedom as has been posited above.

In Algeria, this process can draw on a high priority of an education-related budget, equality in access and quasi full participation, human resources, strong and publicly funded institutions, to result in well-qualified staff and competency-based training of the young population as next-generation professionals and executives. In this context, Algeria, which already hosts numerous international students, mostly from sub-Saharan countries, may share its experience as so-called 'best-practices' dealing with globalisation impacts in higher

education with other African as well as Arab countries, and beyond – with the Asia-Pacific, Europe, and the Americas. Soon-to-be-expected private universities will likely increase competition and offer the perspective of quality assurance, among others, by benchmarking with international higher education institutions and frameworks (Sebihi & Schoelen, 2019).

8.2.1 Knowledge Management and Research Practices

Before research practices and processes, knowledge management is a necessity. A culture of exchange is a prerequisite, which needs to be established, e.g. by academic societies and conferences. Algerian understanding as of today revolves around physical laboratories, experiments, and number and type of publications. It mostly concerns applied research and is thus heavily biased towards STEM fields when compared with the social sciences, arts and humanities disciplines. This thesis has shown that there is a variety of obstacles preventing university academic staff from the default, or engaging more actively, in research as of now. Also, it is noteworthy that innovations have not been mentioned in interviews, which has been the expectation, talking to researchers about research. Therefore, there need to be reform elements for a transformation into a research and knowledge culture. While teaching currently prevails in practice, assuming the acknowledgement that research activity is first and foremost intrinsically motivated and thus individual since Algeria is in a position to reallocate its generous education-related funding, it may:

- Define national research programmes and priorities in a participatory manner, including non-state and industry representatives, and review as appropriate
- Establish a framework, i.e. in the form of standing and ad hoc committees, where relevant stakeholders are involved in commissioning, using and evaluating research, as well as in the development of strategies and systems for knowledge management and sharing
- Prioritise a knowledge base of state-of-the-art research and sustained investment in interdisciplinary research to develop new methodologies and theories from critical inquiry and innovative spirit as the foundational understanding of research
- Disseminate research funding nationally as well as internationally by electronic means rather than default official decree publishing only

With regards to promoting and incentivising individual research activity, measures include:

- Create the legal basis for the status of the researcher
- Reduce (undergraduate) teaching load by introducing more specialised courses, and employing teaching assistants needs-based

- Facilitate, and streamline the roll-out of, a sabbatical year or semester
- Honour publications on the principle of quality over quantity to be taken into consideration for staff rank also
- Involve all national research centres in doctoral education in collaboration with universities; create pathways for staff exchanges and visiting lecturers
- Implement individual, non-state research funding possibilities
- Implement English-language support and funding for translations, with a focus on the social sciences, arts and humanities
- Honour personal science communication activities as ‘third-mission’ public events

Post-graduate-level research training and standardisation

In this context, another central issue identified by this thesis is the need for the development of researchers’, or the insufficiency or lack of research students’ competences, especially with regards to a scientific working approach, yet, also, in foreign languages – English in particular. To avoid unsystematic, individual training of allocated doctoral candidates as has been reported as being common practice, it is proposed to:

- Discontinue centralised PhD entrance national exams (*concours*) and quotas for the number of PhD candidates in scientific disciplines, instead, freedom of choice given to researchers to take on PhD candidates according to the potential for research ability and innovation
- Introduce institution-wide and interdisciplinary or discipline-specific mandatory skills courses in foreign languages, research methodology, academic writing, presentation and communication competences, research ethics, e.g. by a doctoral school, and create peer coaching encounters
- Encourage empirical research designs for data collection critical for quality assurance
- Procure specialist research equipment as a competitive advantage nationally
- Provide or enhance research support structures, such as availability of literature including online access, extend library opening hours and facilitate equipment import

National and international collaboration and partnership

Due to the fact of negligible staff internationalisation rates and comparatively scarce mobility opportunities as of today, there is a need for more international awareness and

welcoming in the domestic sphere, as well as more Algerian presence abroad, to increase the present overall low scientific visibility:

- Start/promote national disciplines or subject associations with annual conferences
- Distribute national and international academic events equally throughout the national territory to include and promote the South
- Strengthen regional exchange in the Maghreb by networks, such as the Bologna Process; facilitate student and staff mobility and agree on accreditation standards
- Wherever feasible, encourage co-tutelle/co-supervision arrangements, co-publish, and invite international colleagues to take part in doctoral defence juries, as well as actively seek these opportunities from the Algerian side
- Showcase, and promote, regional specialist areas of studies of international interest in the humanities, such as Tamazight, Arabic language and literature, Islamic Theology, Archaeology, medieval and ancient history
- Reorientate, and increase awareness of, partnership strategies towards the African continent, the Middle East, and Asian countries rather than Europe and North America
- Offer intensive or accompanying Arabic/dialectal/Tamazight as foreign language courses as well as cultural summer school experiences
- Conceptualise a participatory higher education internationalisation strategy as well as implementation plan in analogy to the existing five-year plans and prepare for its application and implementation in institutions
- Include the diaspora as facilitator and mediator between higher education institutions and countries
- Associate entities of the United Nations system, regional bodies, and international institutions

8.2.2 University Administration and Leadership

The issue of university staffing and leadership has rarely come up in the interviews overall, even though several representatives were holding administrative, including executive, positions. In contrast, teaching has been mentioned throughout. This finding leads to the observation that roles in administration and leadership are not sufficiently fulfilled or are not given priority. Hence, there is a need for capacity-building for incumbents – by training, onboarding and backstopping. On an autonomous meso-level, positions, roles and responsibilities have to be defined, and, on a macro-level, governing structure adaptations and constitutional provisions have to be made.

Institutional Autonomy

Research, excellency and international competitiveness necessitate an adequate environment, which has been reiterated by the findings in this thesis. Hence, institutional autonomy is an essential condition, i.e. to transfer governance from the centralised body to universities. Concrete measures may take the form of:

- Facilitate transitions between institutions, including flexible admission procedures and guidance, credit accumulation and transfer, accredited equivalency schemes
- Reform administrative processes, such as staff recruitment and procurement
- Allow, and encourage, national profiling of institutions, e.g. research-intensive, professional-oriented, international foreign-language instruction
- Start operations and allow fee-charging of private, including international, higher education providers
- Create and adequately remunerate administrative-only positions, both on an executive/rectorate level, as well as in faculties or departments
- Create dedicated international offices within institutions as well as research centres
- Facilitate academic visits from foreigners by giving institutions the necessary administrative competencies and authorisations
- Allow income-generation activities, e.g. by university-integrated or affiliated foreign language institutes, research laboratories and spin-offs
- Establish institutionally transversal services, i.e. quality assurance and monitoring and evaluation units

Strategic Planning culture

- Conceptualise a mission and a vision for national higher education
- Engage in e.g. 5-year development plans for higher education
- Align higher education with other national strategic plans, such as economic and social policy
- Develop policies consistent with technical and vocational education and employment policy fields, among others
- Introduce a regulatory framework to define roles, responsibilities, duties and accountabilities and rights of stakeholders in higher education
- Issue guidelines rather than decrees only

8.2.3 Infrastructure and Resources

The findings of this thesis highlight that institutional and individual infrastructure is generally sufficient or comfortable, and that resources are available. However, there is a misfit in what is required, and mismanagement and lack of communication in what is delivered. Academics are confronted with centrally-commissioned, standardised physical laboratory provisions rather than an allocation based on individual request and need assessment. Due to the lack of equipment warranty, insurance, but also administrative support, as well as technicians and maintenance personnel especially in STEM fields, experimental teaching and research are de facto discouraged because it is challenging to conduct and kept up. In line with institutional autonomy, budget decision-making powers need to be on the meso-level, and adapted, e.g. to student numbers. Investments may then be channelled towards human resources and development.

Digitalisation implementation

Higher education institutions worldwide have moved online by necessity, being confronted with the Covid-19 pandemic at the beginning of 2020. For Algeria, there is a great potential in embracing, adopting, and sustainably implementing digitalisation for its system as follows:

- Technological education tools, such as Student Management System (SMS) and Learning Management System (LMS) applications, considerably reduce time spent on administrative tasks, presently routinely carried out by academic staff
- Critical transversal skills such as project management, foreign languages, as well as specialist software requirements, and, as applicable, entrepreneurship may be deployed, learned and taught online
- Conceptualise a virtual Community of Practice (CoP) as an inclusive platform to share best practices and encourage interdisciplinary exchange for academic staff nationally, and, potentially, internationally
- Overcome literature access challenges by decentralisation of traditional subscription to, and the provision of, digital journals, eBooks, and other scientific sources, instead, allocate needs-based budget to university libraries and national research centres
- Use blended learning approaches to ensure geographical-location independent and gender-balanced equity of access
- Implement remote lecturing possibilities to involve, and outreach to, the diaspora

- Use online conferencing technology to facilitate co-supervision arrangements, thesis defences, and research collaboration, including conference presentations
- Offer Massive Open Online Courses (MOOCs) on established international platforms; prepare an Arab education space, offering courses in both Arabic and English
- Promote improved worldwide visibility for Algerian academic staff by an open access policy, i.e., make theses as well as *OPU* academic publications available online freely

8.2.4 Benchmarking and Quality Assurance

The overarching outcome of the data analysis highlights the need for more and better quality and systematic quality assurance in higher education, to be set on the agenda on the macro-level.

Benchmarking Arab and African countries

Algeria is culturally influenced by both the Arab League as well as African Union member states. This dual position presents a chance to refer to both contexts. To account for, and eventually achieve, systemic change, a holistic approach has to be adopted. In an African context, national higher education revitalisation can be observed recently based on four case studies in Western and Southern Africa (United Nations University, 2009) – albeit from a practitioners’ rather than theoretical, foundation perspective. At its base are good or so-called best practices; however, there is no systematic quality assurance and strategic planning, respectively, operational planning and implementation and monitoring as of today.

This trend, however, is in contrast to Algeria’s higher education policy status quo, largely drawing on reform ideas and influences from Europe – especially France – and North America. To streamline its endeavours in higher education advancement, Algeria should peruse, and align its policies with existing Continental or regional strategies, namely, the African Union’s *Agenda 2063*²⁷⁰, the *Continental Education Strategy for Africa (CESA) 2016-2025*²⁷¹, the *Science, Technology, and Innovation Strategy for Africa (STISA) 2024*,²⁷² the *Arab Strategy for Science, Technology and Innovation (ASSTI)*²⁷³ and the associated *Executive Plan*²⁷⁴. Furthermore, Algeria needs to consider the progress of implementation

²⁷⁰ <https://au.int/en/agenda2063/overview>

²⁷¹ https://au.int/sites/default/files/documents/29958-doc-cesa_-_english-v9.pdf

²⁷² https://au.int/sites/default/files/newsevents/workingdocuments/33178-wd-stisa-english_-_final.pdf

²⁷³ <http://www.fasrc.org/uploads/Arab%20Strategy.pdf> (available in Arabic only)

²⁷⁴ <http://www.fasrc.org/uploads/Arab%20Strategy%20Plan.pdf> (available in Arabic only)

measures of the SDGs, No. 4, Education²⁷⁵, which currently does not play a major role, as can be seen by its absence from political discourse and strategy papers.

Benchmarking should also be practised with third countries, however, less with the so-called global North. In the Arab world, Jordan has invested immensely in its national higher education system. It has strategically internationalised and put quality assurance rather than quantification on the policy agenda. Therefore, Jordan could serve as a case to be replicated – more precisely, its strategies and roadmap for higher education reform (Khader, 2009).

At the beginning of this thesis, the idea was to compare the Algerian with the South African transition situation to assess positioning and strategies to deal with challenges in the respective higher education systems and showcase continental best practices to allow for more likely acceptance. South Africa, being a widely accepted African continental reference, less risk of politicisation was to be expected. The Southern African experience of decolonisation and transition from the racist apartheid system towards social inclusion and democratisation of higher education has improved. Through assessment and strategic planning, as reflected in several related strategies, among others, its *Ten-Year Innovation Plan*²⁷⁶, updated by a recent *White Paper on Science, Technology, and Innovation*²⁷⁷ from 2018, and, most topical, the national strategy for the fourth Industrial Revolution (Sutherland, 2020). More so, in the *Southern African Development Community* (SADC) region South Africa is a member of, there has been a focus on higher education institutional quality assurance since 2010 already (Ncube, 2010; Rauschmayer et al., 2010).

Overall, the presently prevailing Algerian orientation towards European and North American countries should not be discontinued but reduced in favour of its neighbours and the African continent. The advantage of this approach will be to learn about the challenges, avoid repeating the causes for similar issues, and start reforms.

National higher education system quality assurance

Existing quality assurance instruments, respectively, bodies, namely, the *CIAQES* and the *RNAQES*,²⁷⁸ ought to be revised and adapted to the local context, as the current versions were mainly influenced by European standards and processes – in the form of rather generic

²⁷⁵ <https://sustainabledevelopment.un.org/sdg4> (see source in the introduction)

²⁷⁶ <https://www.sagreenfund.org.za/wordpress/wp-content/uploads/2015/04/10-Year-Innovation-Plan.pdf>

²⁷⁷ Draft version: https://www.gov.za/sites/default/files/gcis_document/201809/41909gon954.pdf

²⁷⁸ See chapter 3.2

and global-oriented consultants' workshops without intercultural elements – and thus do not account for the micro-level. Therefore, it is suggested to:

- Establish a national system for quality assurance with the participation of academic staff and relevant stakeholders
- Introduce objectives, standards, and outcomes with indicators to measure progress and performance
- Establish national guidelines for implementation including feedback mechanisms with accessible evaluation results
- Include both internal and external self-assessment in the quality assurance plan/framework to allow for effective monitoring

8.2.5 Stakeholder Participation and Involvement

In the current tense political environment of the so-called *hirak* protest movement, stabilisation of the region is of utmost importance, not least for European countries dealing with issues related to increased migration. Therefore, there is a need for a joint strategy and partnership in graduate employability and labour market-relevance of curricula and training. The present Algerian higher education system – as has been described and as is shown by the findings in this work – is characterised by the quasi-total absence of non-academic community stakeholders, i.e. the private sector, non-state organisations, and the local institutional environment. Those external stakeholders can be meaningfully involved, contribute to the funding, and improve national and international recognition and effectiveness of academic training as well as applied research. The current top-down governance structure needs to be reformed towards a service-oriented approach to take labour-market demands into account, for instance. The lack and non-availability of data should be counteracted by national surveys and research.

The related specific measures proposed are:

- Create a guiding framework to develop and assess entrepreneurship in the field of higher education
- Conceptualise a university 'third mission' strategy as well as implementation plan to account for university-society relations
- Introduce Industrial Advisory Panels (IAPs) and representatives in institutional governing bodies to ensure relevance and topicality of curricula for the needed skills match, including improved graduate employability and placement success

- Enhance local community relations by targeted events, such as open days, and reinforced decentralised recruitment, especially for administrative staff
- Set up quarterly or semestrial meetings with the local authorities to discuss concerns and voice interests and needs, such as an environment conducive for business-creation
- Scale-up existing pioneering offices of university-industry relationships on institutional or administrative unit (Wilaya) level
- Privilege, and employ, national start-ups and small and medium enterprises from university graduates for the required technical as well as service roll-out of higher education digitalisation

8.3 Outlook: Hybridisation Agent

Further research

Before referring to higher education research, the ground must be laid by classical sociological studies, mapping actors in the field of (higher) education, sketching respective profiles, such as educational and socioeconomic background, for which only a few data sets are currently available. Likewise, the sociology of political and economic elites, referred to distantly as ‘power/ ‘le pouvoir’ is yet to be elaborated insofar as to examine how those elites reproduce through education. Socialisation elements constructing identity, both including more abstract values such as family and religion, and practices such as language spoken at home and language of instruction, media consumption patterns, the role of academics in public, and the influence of science, should be the subject of study and be mapped out in typologies. The role and influence of religion, and particularly political Islam, at university, is yet unknown. There is also a lack of statistics, e.g. of graduate (un)employment – as has been pointed out in several interviews – so there is a need for quantitative studies to cover the region, age group, and type of diploma.

The knowledge gaps identified in the course of this work within the scope of special interest concern the role and influence of language in higher education and related policy analyses, internal governance structures, below institutional executive-level decision-making processes, as well as student affairs. More so, there are de facto no graduate tracer studies as of now. The Algerian system is also a highly interesting case for quality development, quality assurance implementation, organisational development-related theoretical approaches, as well as governance trends observed elsewhere in the last decade, such as new public management (NPM), and, more recently, bureaucratic politicisation.

Research concerning itself with the classical ‘third mission’ involving stakeholders external to academia, university-society interactions, industries involvement, as well as issues arising from higher education internationalisation developments, such as mobility patterns, does exist, yet, it must be updated, include non-STEM disciplines and be complemented by more qualitative approaches. The role non-university institutions of higher education play in the Algerian system – such as the various *écoles* – is yet to be explored, too, not least in the elite selection and graduate employability research. Likewise, private higher education providers, including curricula content and development, are yet to be taken up in research agendas.

On a micro-level, there is the open question of individual responsibility and attitudes, in contrast to complaints about and blaming of politics and the system, as has frequently occurred in the interviews. The mismanagement underlined may instead point towards persons’ competition, distrust, and the lack of cooperation. Not least, those who have motivation can succeed; after all, the diaspora is a product of the Algerian university, too. As for policy-induced system characterisation, the Algerian higher education system is currently undergoing a transition, which, however, is neither characterised by a transformation, nor a complete revitalisation observed in some sub-Saharan countries. Instead, the current development points towards a process of readjustment, the result of which may be labelled ‘hybridisation’.

Definition attempt

Higher education hybridisation is embracing, combining, and allowing for the co-existence of both local and global elements within a national higher education system, corresponding to respective policies. This approach implies retaining philosophies as nation-defining elements, derived from a country’s history, culture, and religious values where applicable, while, at the same time, set international standards for quality assurance in research and training applied by and within the academic community universally, and enable the framework conditions necessary accounting for universities as complex and self-administering organisations as an integral component of knowledge societies, i.e. institutional autonomy, individual mobility incoming and outgoing, and academic freedom, especially in the social sciences.

Hence, the resulting system is neither unilaterally nationally nor internationally oriented, but a hybrid. It does not reject and retreat itself from higher education internationalisation in its various forms, as a reaction to globalisation processes, yet, it acknowledges the specific and unique political and social environment rather than succumbing to the illusion of objective,

neutral institutions free from any parties' interest and ideology. Higher education hybridisation may be a characteristic of, and applicable to, transforming societies and welfare states. It is necessarily preceded by readjustment as a needs assessment in the form of the re-evaluation of international trends of higher education harmonisation not adapted to the local context, which is nowadays exemplified by a hasty, ill-considered adoption of the Bologna Process locally as well as globally.

Application: Change agent

Given the multitude and complexity of an African or Arab context – largely as transforming societies – characterised by political, socioeconomic, cultural, and identity ambivalences,²⁷⁹ it is challenging and lengthy in bureaucratic structures to institutionalise quality assurance in the form of holistic higher education sector reforms. Not least, political will and considerable resources are a prerequisite. For this reason, it is deemed more suitable to respond to the hybrid situation on the macro as well as micro-level by individuals as a team of 'change agents' (Lunenburg, 2010; Nikolaou et al., 2007), already existing in other sectors, such as company restructuring in the private sector (Gerwing, 2016), or organisational development in non-governmental institutions (Battilana & Casciaro, 2012). In this way, an inexpensive interim solution is sought and implemented, while paving the way for systematic higher education transformation.

The process of higher education change management (Nordvall, 1982) and institutional development can be accompanied by those agents (Coskun & Krdzalic) familiar with both the local context and international standards, either by their biography as diaspora representatives or as experts with bi/multicultural work experience and specific know-how. Those can work within higher education institutions as a process, regulatory framework, human resources, ICT and quality assurance consultants; conceptualise and manage needs assessments and empirical studies; advise the government, other competent authorities, as well as institutional leadership on a strategic level; facilitate interaction with stakeholders outside the academic community; draft policy documents and national frameworks; conduct pilot projects as the first step of reform implementation; introduce and advise on knowledge and project management and communication structures, and build and sustain networks of actors.

²⁷⁹ See Macamo (2005)

Change agents also work as trainers and coaches for academic and administrative staff in higher education and governing authorities. In this way, they act as a bridge between the presently disconnected micro and macro levels by providing solutions, such as introducing and strengthening a meso level in the form of institutional autonomy in the Algerian case. In doing so, change agents scale-up hybrid coping strategies to manage academic ambivalences on the way to institutionalise strategies in facing the global.

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Facing the Global-

Ambivalent Coping Strategies in the Algerian Academic Field

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Volume 2

Annex

Facing the Global-

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Volume 2

Annex

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A Interview Guidelines

Guide d'entretien/Interview guidelines

Warm-up question – Pour commencer, je vous prie de me décrire vos tâches et responsabilités dans votre position actuelle et aussi votre formation académique et/ou professionnelle.

To start off, I would like to ask you to describe your tasks and responsibilities in your present position as well as your academic and educational background.

1. Selon vous, quels sont les grands changements qui ont touché l'université algérienne ?

In your opinion, which are the significant changes having affected the Algerian university?

2. Quel est l'impact de deux reformes principales de 1971 (La Refonte) et de 2004 (LMD) sur vous en tant qu'enseignant(e)/doctorant(e)/employé(e) de l'université?

How did the two major reforms of 1971 (nationalisation) and 2004 (Bologna Process) affect you as lecturer/PhD candidate/employee at the university?

3. Quel est votre avis personnel sur l'internationalisation en général dans l'enseignement supérieur ?

Which is your personal opinion on internationalisation in higher education in general?

4. Comment décririez-vous le système de l'enseignement supérieur algérien entre les deux pôles international et national ?

How would you describe the Algerian higher education system between the two pillars, international and national?

5. Le phénomène récent d'une expansion énorme des institutions à travers le pays est décrit par certains comme « massification » et encore par d'autres comme « démocratisation ». Quel terme préférez-vous et pourquoi ?

Some describe the recent phenomenon of an enormous expansion of institutions across the country as “massification” and others as “democratisation”. Which term do you prefer and why?

6. Comment est-ce que vous percevez le rôle actuel du Ministère (MESRS) ?

How do you perceive the past/present role of the Ministry of Higher Education and Research?

7. Quel est le lien entre le modèle français de l'enseignement supérieur et le modèle algérien en général ?

Which is the liaison between the French model and the Algerian higher education system in general?

8. Dans quelle mesure pourriez-vous ou êtes-vous impliqué dans la société civile ?

To which extent are you able to, or are you presently involved with civil society?

9. Quelles sont des enjeux principaux ainsi que les opportunités de l'enseignement supérieur algérien?

Which are the principal challenges as well as the chances of Algerian higher education (SWOT analysis)?

10. Quel est le rapport ancien et actuel entre la société et l'Université?

Which is the relation past and present between society and university?

11. Selon vous, quel est l'objectif principal de l'Université (réel/souhaité) ?

In your opinion, which is the main objective of the university (reality/desirable)?

12. Quel est le rôle d'une philosophie à l'époque et actuel dans l'université algérienne?

Which is the role of (a) philosophy past and present in the Algerian university?

13. Jusqu' où est-ce que l'enseignement supérieur algérien en général et l'université en particulier fonctionne comme sélection des élites?

To which extent does the Algerian higher education system in general and the university in particular work in the function of selection of elites?

14. Quel est l'état des lieux de la recherche à l'université algérienne?

Which is the current/past standing of research at the Algerian university?

15. Jusqu' où la formation de la bureaucratie se reflète-t-elle dans l'enseignement supérieur algérien en général et a l'université en particulier?

To which extent does the Algerian higher education system in general and the university, in particular, reflect the training of the bureaucracy?

Selon vous, quelles autres fonctions de l'université existent, qui n'aient pas été mentionnées ici?

In your opinion, which other university functions exist, not mentioned here?

Est-ce que vous souhaitez ajouter quelque chose sur la thématique?

Would you wish to add something on the topic?

B Coding Matrix

Legend:

Main categories (deductive)

sub-categories (deductive)

sub-categories (inductive)

University ideology function (Castells)

Faith-based

Political conservatism

nationalism

socialism

Social change

Other/Miscellaneous

University elite-selection function (Castells)

State-based university

Grandes écoles

Top university status institutions

Other/Miscellaneous

University training of the bureaucracy function (Castells)

Skilled staff by, for and in industrialisation

Health and education system expansion

Professional training for business in regional development

Other/Miscellaneous

University research function (Castells)

New/non-default case

Specialised separate institutions

Useful and productive for economic growth

Other/Miscellaneous

Other functions (Castells)

Social need: massification of the university system/surplus labour absorption

'Third World' university: post-colonial context

Other/Miscellaneous

Economic Capital (Bourdieu)

Sufficiency/Affluence

Insufficiency/Lack

Other/Miscellaneous

Cultural Capital (Bourdieu)

Embodied state

Objectified state

Institutionalised state

Other/Miscellaneous

Social Capital (Bourdieu)

Symbolic exchanges

Material exchanges

Practical state

Other/Miscellaneous

C List of Interviews

Label	Date	Place	Duration	Sex	Function	Discipline	Type	Remarks
PT1	23/01/2018	(executive) office within institution	41:12	f	PhD candidate	Social Sciences	Pre-test	Asked about a questionnaire to be filled in
PT2	23/01/2018	(personal) office within institution	37:32	f	Lecturer-Researcher + executive position Faculty	Social Sciences	Pre-test	
PT3	30/01/2018	Institutional library	2:06:06	m	Researcher	Humanities	Pre-test	Feedback to not use/include the words colonial/postcolonial for political connotations
P1	03/05/2018	(private, non-university) library	1:10:27	m	Researcher	Arts_Humanities_Social Sciences	Single expert interview	
P2	07/05/2018	Hotel	1:06:14	m	Researcher	STEM	Single expert interview	Interview in English
P3	09/05/2018	(private, non-university) library	1:16:07	f	Lecturer-Researcher	STEM	Single expert interview	Continuation of the conversation after the end of recording the interview
P4_5	10/05/2018	University library	1:00:33	f/f	Lecturer + executive position central unit/Lecturer	Arts_Humanities_Social Sciences/Arts Humanities Social Sciences	Two-person expert interview	One person was absent during a few minutes towards the end of the interview
P6	13/05/2018	(personal) office within institution	1:02:21	m	Lecturer-Researcher, executive position central unit	Arts_Humanities_Social Sciences	Single expert interview	In the presence of one person (former colleague establishing the contact)
P7	14/05/2018	(personal) office within institution	2:42:24	m	Lecturer-Researcher, executive position central unit	Arts_Humanities_Social Sciences	Single expert interview	
P8	14/05/2018	Research laboratory within institution	21:20	f	Lecturer-Researcher	STEM	Single expert interview	Presence of two other colleagues and several persons (PhD candidates) in the room, first half of questions, continued in a 2-person interview with a colleague (see P8/9).
P8_9	15/05/2018	Restaurant	1:54:04	f/f	Lecturer-Researcher/ Lecturer-Researcher + executive position research unit	STEM/STEM	2-person expert interview	About half-way through the interview noise from background music, start with one person (9), arrival of the second person (8) after 30 minutes (see P8).
P10	16/05/2018	Research unit within institution	1:59:50	m	Lecturer-Researcher	Arts_Humanities_Social Sciences	Single expert interview	
P11_12	16/05/018	Private residence	2:00:20	f/m	PhD candidate/Lecturer-Researcher	STEM/Arts_Humanities_Social Sciences/	2-person expert interview	Invitation to the family's private residence after first contact in the office. The PhD candidate desired that her father take part in the interview, too.
P13	17/05/2018	(personal) office within institution	1:11:46	m	Lecturer-Researcher	STEM	Single expert interview	Door to the corridor left open
P14	20/05/2018	(personal) office within institution	1:26:38	m	Lecturer-Researcher+ executive position central unit	STEM	Single expert interview	Door to the corridor left open, interruptions through mobile phone conversations
P15	20/05/2018	(personal) office within institution	34:36	m	Lecturer-Researcher + executive position Faculty	Arts_Humanities_Social Sciences	Single expert interview	Door to the corridor left open - persons entering; asked whether to speak in Arabic or French
P16	21/05/2018	(personal) office within institution	1:04:53	m	Lecturer-Researcher	Arts_Humanities_Social Sciences	Single expert interview	
P17	23/05/2018	(personal) office within institution	41:09	m	Executive position agency	STEM	Single expert interview	

D Transcripts

1_m_Arts_Humanities_Social Sciences_research

Interviewer : I

Interviewee : P1

1. I :Très bien, d'accord, juste pour commencer, est ce que vous pouvez me décrire vos tâches et responsabilités, votre position? #00 :00 :10-0#
2. P1: Alors, moi je suis chercheur (*discipline*), voilà, donc chercheur permanent, ce qui veut dire que je n'ai pas obligation de d'enseigner à l'université, mais je le fais en tant que vacataire, c'est-à-dire que je donne quelques cours en tant que vacataire, en plus de mon métier de chercheur. Voilà. #00 :00 :33-0#
3. I :Très bien, merci. Et quelle est votre formation académique? #00 :00 :37-0#
4. P1: Alors, moi je suis (*discipline*), tout ce qu'il y a de plus on va dire « pur » (rit) et j'ai subi une formation d'historien du DEUG, ce qu'on appelait le DEUG à l'époque, jusqu'au doctorat, mais je l'ai fait dans une université étrangère, puisque c'est à (*université en France*) . #00 :00 :58-5#
5. I :Ah , d'accord , très bien . #00 :01:00-6#
6. P1: Voilà . #00 :01:01-0#
7. I :Et quelle position est-ce que vous avez eue jusqu'à maintenant? #00 :01:06-0#
8. P1: Alors , j'ai/je suis chercheur depuis 2014 , (*mois*) 2014 . J'ai été amené à exercer une responsabilité , mais plutôt de gestion, dans (*institution*) . Donc , ça a duré pendant deux ans et demi ; c'est une expérience qui a duré deux ans et demi . Mais la les tâches administratives ont pris trop le dessus sur la recherche pour laquelle j'espérais plus , disons , de résultats . Et pour x raisons ça , ça n'a pas/ça n'a pas été à la hauteur de mes espérances . #00 :01:57-0#
9. I :D'accord , merci . Alors , on commence d'une manière très générale (rit) . D'abord , je (m'entasse? unclear #00 :02:08#) . Selon vous , quels étaient les gros changements qui ont touchés l'université algérienne? #00 :02:12-0#
10. P1: Alors , la vie de l'université algérienne est relativement récente , puisque l'université d'Alger est née à l'époque coloniale , à la fin du à la fin du 19e siècle . Et dans cette université , on va dire , « l'élément autochtone, » c'est-à-dire , ce qu'on appelait « les algériens musulmans , » pour simplifier , étaient très peu présents . Il y avait des blocages , des barrages à leur entrée importante à l'université , ce qui fait que pendant la guerre de libération il n'y avait que 500 étudiants algériens inscrits à l'UGEMA , « l'Union Générale des Étudiants Musulmans Algériens . » Donc , j'allais dire que , étant donné cette information , le plus grand changement subi par l'université algérienne , ça a été d'abord l'entrée massive des algériens à l'université après l'indépendance ; qui fait qu'aujourd'hui on se retrouve, avec les derniers inscrits , avec un million et demi d'étudiants dans les différentes universités . Après , je pense que beaucoup de mes collègues seraient d'accord avec moi pour déplorer l'inégalité de niveaux entre les étudiants d'aujourd'hui et ceux de l'époque , on va dire , immédiate post-indépendance , où effectivement , même s'il y avait peu d'étudiants algériens dans les universités , le niveau était plus élevé . Je pense qu'il y a eu un nivellement par le bas , qui n'est pas un phénomène strictement algérien , mais enfin , qu'on ressent quand même, en tout cas que je ressens , moi , beaucoup . Voilà . #00 :04:12-5#.
11. I :Très bien . #00 :04:14-8#.

12. P1: Donc pour moi, une grande transformation , c'est celle-ci . Après , il y en a une deuxième grande , j'allais dire , c'est l'arabisation , que je considère assez brutale , parce que c'est/Le problème n'est pas tant l'arabisation , mais plutôt la façon dont ça c'est fait , qui n'a pas été une très grande réussite , à mon avis, des sciences humaines . Et du coup... Là aussi , peut être , ça a joué dans le fait que cette branche des sciences soit dans une situation un peu difficile . D'ailleurs ce passage brutal de la langue française à la langue arabe , mal pensé , mal mal appliqué , a peut être joué un rôle dans , on va dire , la « best qualité » de des sciences humaines en Algérie . #00 :05:23-0#
13. I :D'accord . Maintenant concernant les réformes: deux réformes on été passées en 1971 et 2004 . Alors , la réforme est LMD . Dans quelle mesure étiez-vous affecté par ces réformes? #00 :05:41-0#
14. P1: Alors que moi , personnellement, en tant que chercheur permanent , je suis beaucoup moins touché , contrairement à mes collègues enseignants- chercheurs... #00 :05:51-8#
15. I :Oui . #00 :05:52-2#
16. P1: ...qui sont , donc, constamment aux prises avec cette réforme ; puisque moi , j'interviens plutôt comme vacataire . Donc , je n'ai pas vraiment , je n'ai pas vraiment d'avis sur la question , parce que je ne suis pas aux prises au quotidien avec les effets de cette réforme . Moi-même étant , ici , plutôt de « l'ancienne école » entre guillemets , d'avant la réforme , je vais avoir un point de vue peut être pas assez intéressant , parce que je n'étais pas/ je n'ai pas été formé dans cette... on va dire , à cette nouvelle école , quoi . #00 :06:41-3#
17. I :D'accord . Quand vous étiez en France? #00 :06:42-4#
18. P1: Voilà . Puisque moi , j'ai soutenu ma thèse de doctorat en 2009 . Et à l'époque on en était encore à l'ancien système , que ce soit en France , ou que ce soit en Algérie . Donc je pense aussi que ce système LMD , j'allais dire , qu'on peut pas nier qu'il y ait une forme de mimétisme ; qu'on ait voulu appliquer ce qui existait en Europe ; qu'on a peut être considéré que c'était la seule façon de se standardiser, d'entrer dans un standard international . Donc , moi , ayant été formé dans l'ancien système , je ne sais pas tellement et , comme je vous l'ai dit, étant aussi chercheur permanent et moins aux prises avec la réalité au quotidien, je ne peux pas tellement m'exprimer sur ça . #00 :07:39-5#
19. I :Oui , même en tant que vacataire , vous êtes aussi dans le système? #00 :07:43-3#
20. P1: Alors non , moi , ce que je vois en tant que vacataire , c'est peut être des choses qui n'ont rien à voir avec la réforme LMD . #00 :07:50-6#
21. I :D'accord . #00 :07:51-8#
22. P1: C'est/ce sont des choses qui relèvent de la façon dont on gère, notamment les masters , et dont on gère notre/un , l'accès aux masters , et deux , les masters en eux-mêmes . #00 :08:08-7#
23. I :Voilà . #00 :08:10-0#
24. P1: À mon avis , c'est là où j'aurais peut être des choses à dire . Mais après , la réforme LMD , je n'ai pas de critiques , peut-être à cause de la distance , justement , que j'ai par rapport à la pratique quotidienne ; je n'ai pas un mot de critique à émettre . #00 :08:34-3#
25. I :Oui . #00 :08:35-2#
26. P1: J'ai l'impression , d'après ce que j'entends , qu'il y a peut-être une surcharge de cours , aux niveaux master et doctorat, qui à mon avis , mais c'est peut-être l'avis de quelqu'un qui été à l'ancienne école , qui à mon avis n'est pas forcément la meilleure chose à faire , parce que , arrivé à ce stade de la formation , il faut une grande autonomie du chercheur: ne pas le surcharger d'enseignement ou de travaux , mais plutôt le laisser se concentrer sur la recherche et , j'allais même dire , peut être à l'élaboration de ses propres outils méthodologiques . Parce que , en fait , la recherche , ce n'est pas

- seulement apporter du nouveau , du neuf , sur le plan des thématiques de recherche , mais aussi sur le plan méthodologique , du moins... #00 :09:43-5#
27. I :C'est ça . #00 :09:44-0#
28. P1: ...ça rehausse la valeur du travail quoi . #00 :09:48-4#
29. I :Oui . Ça aussi je l'ai remarqué . #00 :09:51-8#
30. P1: J'ai l'impression qu' ils sont maintenant un peu trop encadrés à ce niveau de la formation , ce qui à mon avis peut leur ôter de leur autonomie, qui est très importante à ce stade . #00 :10:09-8#
31. I :C'est ça . #00 :10:10-3#
32. P1: Voilà . Cette critique, elle est à émettre au niveau international, parce que finalement c'était le même système qui est en train de s'appliquer un peu partout maintenant . #00 :10:25-4#
33. I :Oui , voilà ; oui , c'est ça Encore en général, quel est votre avis personnel sur l'internationalisation dans l'enseignement supérieur? #00 :10:38-0#
34. P1: Là j'allais dire la même chose , mais j'ajouterais qu'il y a cette obsession , j'allais dire peut-être du « ranking » , quoi... #00 :10:53-2#
35. I :Oui . #00 :10:54-7#
36. P1: ... au niveau international qui, j'allais dire, ne s'applique pas à l'état actuel en Algérie, parce qu'on devrait, au lieu d'alimenter cette espèce de course, même pas de course, j'allais dire cette...cette espèce... comment dire ça? Cette illusion de l'intégration au « ranking » international ; se fixer des objectifs beaucoup plus réalistes et beaucoup plus... #00 :11:36-5#
37. I :Oui . #00 :11:37-0#
38. P1: ...beaucoup plus , on va dire , importants . Aller dans l'état actuel , je pense que c'est vraiment loin de nos préoccupations actuelles que de vouloir espérer rentrer dans ces classements internationaux . Donc , je pense que pour le moment, dans le cas algérien , il faudrait s'inspirer de ... peut-être s'inspirer de cas qui sont plus à notre portée , par exemple , s'intéresser beaucoup plus à ce qui se passe chez nos voisins marocains ou tunisiens ou ... Il me semble que dans les sciences humaines , en tout cas , il y a peut-être une gestion plus efficace de ces secteurs donc ... donc oui , l'internationalisation , j'allais presque dire que pour le moment , ça n'a pas beaucoup de sens dans le cas algérien . Ça n'a pas beaucoup de sens de dire/Essayons d'abord de forger une université qui fonctionne bien , sans tenir compte pour le moment du standard international , parce qu'on n'y est pas , on n'y est pas de toutes les façons , on n'y est pas ! Donc , il faut forger une université efficace, déjà, et je pense que c'est la première tâche qui nous incombe ; c'est sortir de l'université du marasme dans laquelle... Et ensuite, penser à ce genre de choses ; les standards internationaux on n'en est pas là , on n'en est pas là . C'est ce que je pense . #00 :11:46-8#
39. I :D'accord . Et comme on a les deux pôles: national et international... #00 :13:51-6#
40. P1: Oui . #00 :13:52-4#
41. I :Et l'université algérienne , elle se trouve où entre les deux pôles? #00 :13:57-2#
42. P1: National et international? #00 :13:59-1#
43. I :Oui . #00 :13:59-8#
44. P1: Je pense qu'on doit s'occuper du pôle national . C'est une urgence , parce que le pôle international , j'allais presque dire , le mettre de côté . #00 :14:08-4#
45. I :D'accord . #00 :14:11-0#
46. P1: Parce qu' il faut s'inspirer de ce qu'on fait à l'étranger , c'est sûr , mais... mais dans ce cas , ne pas le faire de façon superficielle . C'est pas parce qu'on va faire appel à des experts étrangers qui vont venir faire des réflexions sur l'université algérienne que ça va changer les choses en profondeur . Il faut d'abord bien comprendre quels sont les besoins de cette de cette université ; quel est le niveau d'exigence qu'on peut espérer et appliquer

- . C'est vraiment/Déjà , peut-être , rétablir une exigence au niveau de la sélection . C'est peut-être choquant ce que je dis, mais on se retrouve avec des légions d'étudiants et avec peu d'exigence par rapport à ce qu'ils doivent produire . #00 :15:25-2#
47. I :C'est ça . #00 :15:25-8#
48. P1: Et ça , c'est pas normal , c'est pas normal , je veux dire , c'est/On a parfois l'impression que l'université sert de , plutôt, de moyen d'apaisement social que de lieu vraiment de formation des cadres . Parce qu'on a surchargé les universités plus pour éviter le chômage et la crise sociale qui pourrait en résulter que pour , véritablement , former les futurs cadres de la nation . #00 :16:15-7#
49. I :Très bien . #00 :16:16-3#
50. P1: Et là , ça me semble très grave . Et c'est pour ça que j'allais dire , pour moi , la première exigence , c'est celle de la qualité . Voilà . Le filtre , le filtre , j'allais dire , il faut permettre seulement aux meilleurs d'accéder au master , au doctorat . Arrivé à ce stade , vraiment , il faut des effectifs réduits et un encadrement suffisant en termes de de profs , de moyens financiers parfaits pour ces étudiants . Je pense que c'est un des moyens de sauver l'université , c'est qu'au moins au niveau du 3ème cycle , qu'il y ait une sélection drastique , parce que c'est très bien que les Algériens (viennent? #00 :17:14-2#) à l'université ; c'est très bien que la formation continue après le bac ; que de toute façon , étant un pays rentier qui fonctionne beaucoup sur les ressources pétrolières , on sait bien que le chômage a de multiples causes , et notamment celle-ci , qui est fondamentale . C'est qu'on a voulu maintenir ce pays dans une logique rentière et ne pas diversifier l'économie finalement . Du moins, voulu ou pu , quoi qu'il en soit , l'économie pour le moment n'est pas assez diversifiée pour produire , on va dire , plus d'emplois . #00 :18:01-6#
51. I :C'est ça . #00 :18:02-4#
52. P1: Donc , on va dire que là , de toute façon , il y a un problème structurel qui ne doit pas empêcher , donc , les Algériens d'avoir accès à une formation poussée quelle qu'en soit la qualité . Nous , ce qu'on espère , c'est que cette qualité s'améliore et que du moins , je le répète , au 3ème cycle , il y ait une sélection beaucoup plus drastique que celle-là . #00 :18:34-2#
53. I :D'accord . Même côté sélection au doctorat? #00 :18:38-7#
54. P1: Oui oui . #00 :18:40-3#
55. I :Avec concours national? #00 :18:41-4#
56. P1: Je pense que c'est très bien , je pense que le concours doit se maintenir et que ... Je ne sais pas exactement comment se passent les sélections , j'ose espérer qu'elles sont justes . Mais je pense qu'à l'état actuel, c'est bien que ce concours se maintienne . #00 :18:59-0#
57. I :D'accord . Mais il faut encore sélectionner même avec ce concours national . Qu'est-ce que vous proposez? #00 :19:06-0#
58. P1: Non, parce que je vois que il y a très peu de postes finalement qui sont ouverts au niveau doctorat qui ne sont pas très nombreux . Donc ça, c'est une bonne chose, il faut , il faut maintenir ça . #00 :19:17-3#
59. I :D'accord (unclear, #00 :19:17#) #00 :19:17-7#
60. P1: C'est au master que , je pense , qu'il faut/C'est au niveau du master qu'il faut encore plus sélectionner . C'est-à-dire: sortis de la licence , il faut que seulement les meilleurs dossiers puissent accéder au master . Mais en disant cela, je suis sûr que beaucoup ne seront pas d'accord avec moi , notamment les collègues . #00 :19:38-6#
61. I :D'accord . Et pourquoi? #00 :19:39-5#
62. P1: Ben là , ça c'est quelque chose que je ne sais pas . C'est à vous d'aller creuser (rit) . Parce qu'une fois je me suis retrouvé dans une réunion d'orientation universitaire , pour l'année suivante , et j'avais dit que je ne trouvais pas normal qu'on se retrouve avec

- des Master de cent vingt étudiants ; qu'un master c'était trente étudiants , quoi , maximum , peut-être vingt , trente . Il y a un vrai problème . Qu'est-ce qu'on est en train de faire? C'est/On ne peut pas , c'est... s'occuper sérieusement de cent vingt étudiants en master . Donc , de toutes les façons, ce que j'ai constaté , c'était un très fort absentéisme dans ce groupe de cent vingt . Et des éléments , moi/J'ai jugé qu'il y avait peut-être dix éléments qui étaient vraiment à leur place dans ce master . #00 :20:44-0#
63. I :D'accord . #00 :20:45-1#
64. P1: Donc je pense qu'à un moment donné il va falloir assumer le fait que seuls quinze étudiants , par exemple, ont leur place dans les masters . C'est comme ça . Et que c'est que comme ça , peut-être , qu' on peut espérer sauver un petit peu l'État . Du moins , ça c'est une mesure , on va dire , d'urgence , parce qu'après , il y a des/Après il va falloir repenser à tout cela sur le long terme . #00 :21:18-4#
65. I :Oui . #00 :21:18-9#
66. P1: Mais j'allais dire , pour le moment , je trouve pas normal qu'on retrouve ensuite à des postes importants des gens qui sont/qui n'ont pas de niveau du tout . Parce que , voilà , ils ont eu facilement accès au 3ème cycle . C'est tout . Je veux dire , au moins que , dans ce 3ème cycle , il y ait que les meilleurs . Parce que sinon , on va droit vers la catastrophe . Et alors là , je parle des sciences humaines . Mais imaginez ce qui peut se passer en médecine . Imaginez qu'on se retrouve un jour avec des médecins... #00 :21:58-3#
67. I :Parfois, oui, bon . #00 :22:01-8#
68. P1: C'est grave . #00 :22:02-5#
69. I :Oui , c'est très grave . Oui . #00 :22:05-8#
70. P1: Donc , à un moment donné , j'allais dire ça , c'est une mesure d'urgence en attendant que le système soit complètement refondé . Et qu'on se retrouve , peut être un jour , avec un niveau , j'allais pas dire équivalent à celui des années 60-début 70 , mais qu'on s'en rapproche au moins , quoi , qu'on s'en rapproche . Parce que , à ce qui se passe , si une tendance lourde et universelle qu'on appelle la démocratisation de l'accès à l'université , ça c'est très bien , mais ça ne doit pas nous empêcher de réfléchir mondialement à comment retrouver une excellence tout en maintenant la démocratisation de , voilà , de l'accès à l'université . Les deux doivent... on doit réfléchir à comment associer les deux , en fait . Je pense que c'est un des grand défis d'aujourd'hui , quoi . On va dire de la « post-deuxième guerre mondiale » , quoi . Parce que , c'est à partir de là , on va dire , que tout le monde a commencé à avoir accès à l'université . #00 :23:27-6#
71. I :Oui . #00 :23:29-0#
72. P1: C'est pour ça que je/Pourquoi je dis ça? Je dis ça , parce que j'ai peur qu'à un moment donné on crée une société de privilégiés , où seuls ceux qui auront de l'argent pour accéder aux universités , notamment privées, avec les meilleurs cadres , les meilleurs encadrements , pourront, voilà, prétendre à une formation de qualité . C'est la politique qu'on suit là , elle mène vers ça , parce qu'un jour ou l'autre on va voir émerger des universités privées pour riches , si on ne fait rien ; si on prend pas des mesures importantes . #00 :24:21-7#
73. I :Vous voyez ces risques proches en Algérie? #00 :24:25-3#
74. P1: J'allais dire , j'ai pas envie de prophétiser , mais je pense que c'est quelque chose qui va arriver . #00 :24:31-8#
75. I :D'accord . Bientôt? #00 :24:33-6#
76. P1: Moi , je le pense , je le pense . Parce qu'à un moment donné , on va se retrouver/L'État étant l'État , et que l'État ayant besoin de cadres pour fonctionner , on va se retrouver dans une situation où ça va être encore/Il y a déjà des universités privées

- , on le sait , à Alger ; surtout dans d'autres/Pas les sciences humaines , dans l'économie , le business . C'est pas pour rien . #00 :24:59-4#
77. I :Oui , et la loi est là . #00 :25:01-6#
78. P1: C'est pas pour rien . Ça veut dire qu'il y a une raison d'État derrière ; une logique d'État . Ils se disent... #00 :25:08-7#
79. I :Et la demande aussi . #00 :25:10-0#
80. P1: « On a besoin ! » #00 :25:11-1#
81. I :(rit) #00 :25:12-4#
82. P1: « Comment on va faire? » Donc , c'est pour ça que je suis en train de me dire qu' il y a quand même cet aspect politique de la chose qui vise à maintenir le maximum d'algériens à l'université pour éviter une explosion . #00 :25:30#
83. I :Oui . #00 :25:31-1#
84. P1: Occuper la jeunesse . Et ça , non , ça va pas nous aider ; ça va pas nous aider . #00 :25:45-0#
85. I :Très intéressant , parce que vous avez déjà mentionné « massification » et « démocratisation . » #00 :25:50-2#
86. P1: Oui . #00 :25:50-9#
87. I :Et qu'il faut associer les deux . #00 :25:54-2#
88. P1: Oui . #00 :25:55-0#
89. I :Comment est-ce que vous décrivez l'expansion énorme , bon, des institutions , des universités en Algérie récemment? C'est surtout « massification » et « démocratisation »? #00 :26:12-0#
90. P1: L'augmentation du nombre de... #00 :26:14-4#
91. I :Oui , des effectifs , mais institutions aussi . #00 :26:18-7#
92. P1: Moi , je le perçois mal . À dire que j'aurais aimé , je crois que je suis pas le premier à le dire , qu'il y ait des pôles universitaires , une concentration . J'allais dire peut-être cinq pôles maximum dans tout le pays . #00 :26:40-5#
93. I :Oui . #00 :26:41-3#
94. P1: Plutôt que la création d'une université par wilaya . #00 :26:46-8#
95. I :Oui . #00 :26:48-3#
96. P1: Cette espèce d'inflation des institutions , pour plusieurs raisons . D'abord , un , ça aurait permis de renforcer l'unité nationale . Nous sommes un pays . Une jeune nation , ça aurait permis la rencontre d'étudiants et de personnel venus de toutes les régions et ça aurait permis une concentration aussi des qualifications . #00 :27:23-5#
97. I :Oui . #00 :27:25-0#
98. P1: Voilà . Alors que là , maintenant , voilà , on a pléthore d'étudiants , pléthore d'enseignants , mais une dilution , non seulement de la qualité, mais j'allais dire des axes quoi ! Ça va un peu dans tous les sens . #00 :27:48-7#
99. I :Voilà . #00 :27:49-6#P1: Alors que la concentration aurait peut-être permis de fixer des objectifs plus rationnels peut être . #00 :27:59-2#
100. I :Comme (les pôles?, #00 :28:01-1#) d'excellence? #00 :28:01-9#
101. P1: Voilà , (les pôles?, #00 :28:02-6#) d'excellence , mais aussi de réfléchir de façon plus rationnelle à ce dont a besoin la société algérienne , et quel rôle doit jouer l'université dans la réponse à ces besoins . #00 :28:14-3#
102. I :Voilà . #00 :28:16-5#
103. P1: Je ne pense pas que cette , justement, cette pléthore d'institutions , cet éparpillement , jouent justement en faveur d'une réponse plus efficace à nos besoins , quoi . #00 :28:36-2#
104. I :Oui . #00 :28:37-0#
105. P1: On a plus l'impression , là encore , qu'on crée artificiellement des postes et des , voilà , des postes , sans que ça soit rationnel . #00 :28:53-8#

106. I : C'est ça . #00 :28:56-2#
107. P1: Voilà . #00 :28:58-0#
[Entre #00 :28:58-0# et #00 :29:25-0# hors sujet]
108. I : Alors comment est-ce que vous percevez le rôle du ministère? #00 :29:29-0#
109. P1: (long souffle) Moi , là où je suis déçu en tant que chercheur , déjà , c'est que je trouve qu'il n'y a pas assez d'évaluation , il n'y a pas assez d'évaluation . Ce n'est pas normal que ça fasse quatre ans que je sois dans (*institution*) sans que je n'aie jamais eu à remplir une seule fiche d'évaluation annuelle ; sans qu'il y ait de suivi finalement de mon activité ; sans que derrière il y ait un encouragement , parce que c'est aussi ça . Si on évalue positivement un chercheur , on va aussi pouvoir le soutenir , notamment financièrement et cetera , pour des projets de recherche à l'étranger , ou même ici au pays ; des projets qui nécessitent , par exemple , un financement ou du moins des moyens plus importants . Mais il n'y a pas d'évaluation , donc du coup , là aussi , il n'y a pas d'exigence de résultats . Et ça , s'il fallait être au standard international , pour revenir à la question sur les standards , là oui , il faut , il faut l'appliquer . C'est-à-dire que: une évaluation est un suivi , donc le Ministère , je pense , a un rôle à jouer là dedans qui , il faut des commissions de contrôle de ce qui se fait dans nos centres de recherches , dans nos universités . Il faut que le gouvernement assume ce rôle , quoi. #00 :31:14-5#
110. I : Oui . #00 :31:14-9#
111. P1: À dire d'envoyer des inspections , c'est le rôle du Ministère quand même ! D'inspecter , d'enquêter sur ce qui se passe , voilà . #00 :31:26-6#
112. I : Très bien . Et je pense que vous êtes bien placé pour répondre à cette question là , vu que vous avez une expérience en France . Quelle est la liaison du modèle français de l'enseignement supérieur en Algérie? #00 :31:45-0#
113. P1: Je suppose qu'elle est très grande , c'est historique ! De toute façon , déjà , l'université d'Alger était une université coloniale , au départ , et qu'ensuite effectivement , de toute façon , tous ceux qui sont sortis de cette université sont ensuite/ ont été ensuite les cadres qui s'en sont chargés . Et donc , oui , il y a une continuité forcément . Le modèle français est toujours prégnant quoi . Bon, pourquoi pas? Je veux dire... Non , là , j'ai pas de réflexion particulière par rapport à ça . #00 :32:29-3#
114. I : D'accord . #00 :32:29-8#
115. P1: Puisque de toute façon , il fallait bien , au départ , un modèle . Maintenant effectivement , il faut bien réfléchir à l'adapter à la situation locale . #00 :32:39-6#
116. I : Voilà . #00 :32:40-8#
117. P1: Et ne pas... (rit) #00 :32:42-3#
118. I:(rit) (unclear #00 :32:47#) #00 :32:47-5#
119. P1: On va dire , ne pas calquer bêtement un système étranger à une réalité différente . #00 :32:54-3#
120. I : C'est ça . #00 :32:54-7#
121. P1: Ouais , c'est là où... Vous parliez tout à l'heure du LMD , et cetera . Bon , j'ai l'impression que ça a été fait sans une réflexion profonde sur: est ce que ça correspond à la situation locale? #00 :33:15-5#
122. I : Voilà . #00 :32:16-3#
123. P1: Je ne crois pas que cette réflexion a été faite , on a appliqué ça comme ça , on a pensé qu'il y a un standard international et que ça devait s'appliquer sans réflexion . #00 :33:27-3#
124. I : C'est ça . #00 :33:28-2#
125. P1: J'ai cette impression . Bon , on a d'autres , on a d'autres préoccupations , donc... Donc je ne sais pas quoi dire d'autre sur le modèle français et son application ici . J'ai pas assez réfléchi sur... #00 :33:51-8#
126. I : (rit) D'accord. (rit) #00 :33:53-3#

127. P1: (rit) ...sur cette question là (rit) . #00 :33:53-7#
128. I :Très bien , merci. Est-ce que vous , bon , personnellement ... #00 :34:00-5#
129. P1: Oui . #00 :34:01-6#
130. I :Vous êtes impliqué dans la société civile? #00 :34:03-0#
131. P1: Non , j'avoue que non , si ce n'est que/Qu'est-ce que veut dire s'impliquer dans la société civile? #00 :34:12-6#
132. I :Les associations , par exemple . #00 :34:14-3#
133. P1: Non, non, non, je ne suis pas membre d'associations. Simplement j'aimerais que mes collègues, que beaucoup de mes collègues , fassent un peu ce ... je ne dis pas fassent ce que je fais , mais s'ouvrent un peu plus au grand public . C'est-à-dire que ... on a une responsabilité de vulgariser le savoir et de s'adresser plus souvent au grand public algérien qui , par exemple dans mon domaine (*discipline*) , a besoin de repères , se pose énormément de questions (*liées à la domaine*) . Et je déplore le fait que beaucoup (*chercheurs discipline*) et d'algériens restent dans le petit cercle académique , colloque , voilà , entre soi , et ne s'ouvrent pas suffisamment au grand public . Donc moi , dans mon cas personnel , tous les ans , j'essaie de faire des conférences qui soient hors cadre académique . Par exemple , là, je vais en faire deux: une , qui est quand même un peu dans le cadre , puisque c'est une école nationale dans laquelle je vais donner une conf ; et puis l'autre non , c'est dans un musée . C'est ce que j'essaie de faire . #00 :35:36-6#
134. I :D'accord . #00 :35:38-3#
135. P1: De ne pas rester juste dans ce cadre, parce que là, c'est moins accessible au grand public . #00 :35:43-5#
136. I :Voilà . #00 :35:44-0#
137. P1: C'est moins accessible au grand public . Mais sinon , non , j'avoue que je ne suis pas très impliqué dans la société civile, même si parfois j'en ai le désir. C'est plus pour raison de temps. J'ai pas assez de temps . #00 :36:00-9#
138. I :Bien sûr . #00 :36:01-5#
139. P1: Dernièrement par exemple , je discutais avec des proches du problème des enfants de réfugiés, par exemple: nigériens, maliens ou syriens qui ne vont pas à l'école , et ça , c'est quelque chose qui me touche vraiment beaucoup . L'idée comme ça me vient de peut-être créer une association qui s'occupe de ces enfants , qui leur donne une instruction ou qui fasse le relais entre eux et l'État , pour dire: « inscrivez-les dans les écoles, trouvez le moyen de les prendre en charge , ne pas les laisser dans les rues . » Mais voilà, pour le moment ça reste juste une idée... #00 :36:52-3#
140. I :À réaliser... Oui, c'est clair , oui . Encore en général: quels sont les enjeux principaux et les chances de l'enseignement supérieur algérien? #00 :37:05-0#
141. P1: Moi , je dirais que l'enjeu principal c'est déjà de rétablir une norme de base , la lutte contre la baisse du niveau universitaire ; la lutte contre le plagiat , la la lutte contre la corruption même , j'allais presque dire . Je crois que ça existe , malheureusement , notamment la corruption des profs par les étudiants . #00 :37:39-4#
142. I :D'accord , oui . #00 :37:42-2#
143. P1: Pour avoir de meilleures notes ou ... et cetera . C'est un phénomène qui existe avec des dérives parfois assez malheureuses . L'exigence de qualité d'abord , avant tout , avant de penser à entrer dans un standard international/Non , plutôt , avant d'espérer être à un bon niveau international , entrer dans un standard international , ça veut dire avec des exigences: d'abord, celle de la qualité . Il est intolérable qu'on valide des soutenances médiocres et c'est ce qui est en train de se passer . On valide tous les jours des soutenances et des thèses médiocres. Donc... #00 :38:40-2#
144. I :Qui deviennent des enseignants médiocres (rit) #00 :37:45-6#
145. P1: Je crois que , moi , pour moi , c'est le principal enjeu de l'université algérienne , c'est de dire « Stop ! » à ça , Mais , ça veut dire agir tout de suite avant que ça ne soit

- trop tard , parce que, effectivement , ce seront maintenant... ce seront plus tard ces profs là , enfin, ces ex-étudiants médiocres qui vont devenir profs et qui vont perpétuer la médiocrité . Donc... il faut agir maintenant et peut être , ouais , mais là... c'est un vrai problème . Comment? Comment faire ça? #00 :39:26-5#
146. I :Oui . #00 :39:27-1#
147. P1: Comment faire ça? C'est ça , #00 :39:29-3#
148. I :Oui , c'est ça . #00 :39:33-3#
149. P1: Parce que pour le moment , on le fait avec d'autres collègues comme moi , de façon individuelle , on barre , on fait des barrages . Moi , je sais... Il y a une étudiante , je suis désolé de le dire , mais l'année dernière j'ai refusé qu'elle soutienne . J'ai lu son mémoire , j'ai dit « non, elle ne peut pas . » Donc , on essaie de barrer , mais c'est une goutte d'eau dans la mer . Donc, je constate aussi , je suis très triste de le dire , j'ai discuté avec des/Je crois que je te l'avais déjà dit à (*ville*) #00 :40:14-7#, c'est que pour moi, il y a en gros trois catégories: la première catégorie, c'est les séniors qui ont été bien formés dans les années 60-70. #00 :40:21-4#
150. I :Voilà . #00 :40:21-6#
151. P1: La deuxième catégorie , c'est, on va aller/j'allais dire , nous, ceux de la diaspora qui sont rentrés , mais on est pas nombreux . C'est-à-dire qu'on a été formés dans des universités étrangères avec une exigence plus grande ; et ... c'est évident , ceux qui diront le contraire sont vraiment dans l'hypocrisie . Et puis les « martiens » comme je les appelle . Justement , ces étudiants qui ont toujours été ici . #00 :40:52-5#
152. I :Oui . #00 :40:52-9#
153. P1: Mais qui sont brillants , voilà , c'est , j'allais presque dire que c'est un don , que s'ils avaient été ailleurs , ça aurait été encore mieux , #00 :41:02-3#
154. I :(rit) #00 :41:03-6#
155. P1: Mais ils sont brillants , c'est comme ça . Et ils ont: soit ils ont un bon background familial , soit ils sont exceptionnels et du coup , si ces trois éléments travaillaient ensemble , ça permettrait de sauver les meubles . Mais j'allais dire que moi , ayant était formé dans une université étrangère... #00 :41:25-2#
156. I :Oui . #00 :41:25-5#
157. P1: ...j'espère que les algériens de la diaspora jouent ce rôle d'exigence ici , localement . Mais malheureusement , ils ne rentrent pas . #00 :41:41-6#
158. I :Voilà . #00 :41:41-9#
159. P1: Et ceux qui sont rentrés , parmi eux des gens brillants, sont repartis parce qu'ils ont été découragés, je pense notamment au grand inventeur algérien #00 :41:52-7#
160. I :Oui. #00 :41:54-6#
161. P1: Belgacem Haba qui est de Biskra , qui était à la Silicon-Valley comme inventeur , comme scientifique , et qui dans le classement des 100 meilleurs inventeurs du monde était placé 40ème , qui est revenu par pur , vraiment j'allais dire... #00 :42:16-8#
162. I :Volonté? #00 :42:17-4#
163. P1: Désir de changer les choses ici , à Biskra . Bien sûr , ça ça été une catastrophe . Et il a été récupéré , j'allais dire repêché , littéralement , par les japonais , qui sont venus le voir en Algérie pour lui proposer un poste là-bas , au Japon . Et il est reparti au Japon . Donc... Et cet homme , Belgacem Haba , a créé une association, dont on trouve le site sur internet , des algériens , des scientifiques algériens de la diaspora . #00 :42:52-7#
164. I :Oui oui . #00 :42:53-6#
165. P1: Tu peux aller voir . #00 :42:54-5#
166. I :Très bien . #00 :42:55-5#
167. P1: Et donc on voit la volonté de cet homme, quand même, d'essayer de créer une dynamique . #00 :43:01-6#
168. I :Oui . #00 :43:03-1#

169. P1: Et un autre qui est célèbre , Noureddine Melikechi , qui est à la NASA . #00 :43:08-8#
170. I :Oui . #00 :43:09-4#
171. P1: Et qui est un des responsable du programme MARS 2020 , donc l'exploration de la planète MARS pour 2020 , lui aussi je le vois venir parfois ici , faire des conférences , essayer de s'impliquer un peu auprès des étudiants , lancer un message . Mais le résultat est toujours le même . Tous ceux qui peuvent partir , partent et ne reviennent pas . #00 :43:40-7#
172. I :Oui. #00 :43:41-3#
173. P1: Il y a une fuite des cerveaux considérable . #00 :43:44-1#
174. I :Voilà . #00 :43:46-2#
175. P1: L'Algérie est un des pires cas en Afrique , puisque je crois on est le deuxième pays d'Afrique en terme de fuite des cerveaux . Donc là , y a une espèce d'état d'esprit de fuite quoi ; finalement d'abandon . #00 :44:06-6#
176. I :Oui . #00 :44:07-2#
177. P1: Et nous sommes , nous , j'allais dire ceux qui sommes rentrés un peu à contre-courant , je pense vraiment qu'on est à contre-courant . #00 :44:16-7#
178. I :Oui . #00 :44:17-4#
179. P1: Oui . #00 :44:18-7#
180. I :C'est ça . #00 :44:19-5#
181. P1: Mais on verra ce que ça donne . Moi, je ne désespère pas . #00 :44:23-3#
182. I :Très bien , voilà , justement , encore du potentiel, des chances de l'enseignement supérieur . #00 :44:29-1#
183. P1: (soupir) J'allais dire qu'on va vivre des moments difficiles , on va voir , j'allais dire même je l'espère même qu'il y ait une université . Tout à l'heure j'ai dit qu'on risquait d'avoir des universités privées , mais si on a une université Américaine comme à Beyrouth , ou au Caire , moi je suis pour . #00 :44:52-2#
184. I :D'accord . #00 :44:52-9#
185. P1: Je suis pour , parce que franchement , vu l'état de la situation , tout ce qui peut améliorer l'enseignement supérieur est bienvenu . Après , je crois qu'il faut refonder le système . Notamment , parce qu'on disaient là tout de suite , fermer tout simplement des universités , créer cinq ou six pôles dans le pays maximum . #00 :45:25-3#
186. I :Oui . #00 :45:25-8#
187. P1: Et rétablir l'exigence . #00 :45:31-0#
188. I :Oui , très bien . #00 :45:35-4#
189. P1: Voilà . #00 :45:36-6#
190. I :Voilà . #00 :45:37-2#
191. P1: Mais , oui , effectivement , toujours garder cet optimisme . #00 :45:43-6#
192. I :Voilà . #00 :45:44-0#
193. P1: Toujours , toujours . #00 :45:44-8#
194. I :C'est ça, oui . Encore: quel est le rapport ancien , ou actuel aussi , entre la société et l'université? #00 :45:55-0#
195. P1: Oui , ça c'est une très bonne question . On a l'impression , quand même , qu'il y a un faussé entre la société et l'université algérienne . On en discutait avec un ami architecte qui veut faire son mémoire de master , et puis sûrement après continuer au doctorat . Donc lui , c'est plutôt un professionnel qui a son propre cabinet d'architecte , mais qui a voulu reprendre un peu les études . #00 :46:24-1#
196. I :Oui . #00 :46:24-6#
197. P1: Et il veut faire un mémoire là-dessus justement , sur déjà, sur le plan physique , l'éloignement des universités des centres urbains . #00 :46:38-5#
198. I :Oui . #00 :46:39-2#

199. P1: Et on a l'expression que c'est un peu des mondes à part , un peu à l'américaine . Mais l'Amérique/Aux États-Unis , je pense qu'ils ont beaucoup mieux pensé tout ça . Alors qu'ici , en fait , on a juste l'impression que c'est des espèces de ghettos . #00 :46:58-5#
200. I:(rit) Oui (rit) . #00 :47:02-5#
201. P1: Les universités , complètement à l'écart de la société . Et ouais , effectivement , et puis il y a aussi surtout que: Est-ce que l'université répond à un besoin social? Est-ce qu'elle a étudié ses besoins sociaux? #00 :47:20-7#
202. I:Oui . #00 :47:21-8#
203. P1: Ça aussi j'en doute , tu vois , ça aussi j'en doute , dire que... Bon , après , je suis pas expert moi . Je suis dans ma discipline , j'ai juste l'œil de ma discipline . #00 :47:41-2#
204. I: Bien sûr . #00 :47:41-6#
205. P1: (*discipline*) . #00 :47:42-8#
206. I:(rit) Tout pareil , oui (rit) . #00 :47:45-5#
207. P1: Tu vois , mais... En tant que (*discipline*) , moi , ce qui me désole , c'est de voir que dans nos revues scientifiques , au niveau national, on accepte tout et n'importe quoi . #00 :48:01-8#
208. I:Oui . #00 :48:03-5#
209. P1: Toujours le problème de de l'exigence . #00 :48:05-6#
210. I:Oui . #00 :48:06-3#
211. P1: Je veux dire qu'il y ait une liberté totale dans les choix des thématiques de recherche , pour moi , c'est très important , c'est ce qui fait ce qui fait l'essence même de la recherche: la liberté . #00 :48:21-1#
212. I:Voilà . #00 :48:21-6#
213. P1: Mais la qualité des publications , je suis désolé de le dire , j'en suis arrivé à un point où je ne veux pas publier dans une revue nationale . #00 :48:34-4#
214. I:D'accord . #00 :48:34-9#
215. P1: Et ça , c'est grave . #00 :48:35-5#
216. I:C'est très grave . #00 :48:36-6#
217. P1: Je ne veux pas . Je ne veux pas , parce que ... Ouais , c'est ça . #00 :48:43-2#
218. I:(rit) Pas au même niveau , oui . (rit) #00 :48:44-6#
219. P1: Et d'ailleurs , je veux être jugé, je veux être évalué, je veux qu'on me dise « ouais , c'était bon » , « c'est pas assez bon » . #00 :48:51-6#
220. I:À l'international , oui . #00 :48:53-4#
221. P1: Je veux être jugé . On en est arrivé là , à vouloir être jugé . #00 :48:58-6#
222. I:C'est ça . #00 :48:59-1#
223. P1: On ne sait même pas ce qu'on vaut finalement, on ne sait même pas. #00 :49:01-0#
224. I:Oui , voilà. #00 :49:03-5#.
225. P1: (rit) #00 :49:08-6#
226. I:Ça, c'est pas l'idée de la recherche quand même oui , on ne s'arrête pas aux frontières nationales. (rit) #00 :49:09-4#.
227. P1: Donc voilà , en gros . #00 :49:12-8#
228. I:Très bien , d'accord . On va juste parler de l'objectif , en fait , de l'université . Alors , l'objectif réel , ou peut-être , souhaité . #00 :49:22-0#
229. P1: Moi , je dirais que dans le cas algérien , l'objectif de l'université , le premier objectif , c'est de créer des cadres , des gens qui puissent succéder à la génération vieillissante qui est au pouvoir depuis l'indépendance . Ils sont vieux , on doit pouvoir assurer une armée de cadres , quand ces gens-là vont disparaître et que le pays va se retrouver sans cadres ; ou avec des cadres médiocres . Ça va être une catastrophe , une

- catastrophe . Donc , pour moi , le premier objectif , c'est d'assurer la pérennité de l'état . Donc , si on se retrouve avec/Je pense que l'université , c'est quand même le lieu privilégié , à côté des grandes écoles d'administration , l'ENA algérien qui fonctionne sur le modèle français ... #00 :50:12-3#
230. I :Ça , c'est impressionnant . (rit) #00 :50:14-7#
231. P1: L'école nationale d'administration ; ou Sciences Po, mais le niveau que j'ai vu à Science Po est médiocre , Sciences Po en Algérie maintenant . Donc l'université aussi maintenant doit jouer ce rôle de formation des cadres . Et donc je pense que le premier grand objectif c'est pérenniser l'État Algérien (rit) , grâce à une armée de cadres (rit) . #00 :50:40-0#
232. I :(rit) Oui (rit) . #00 :50:40-9#
233. P1: Qu'on ne se retrouve pas dans une situation chaotique quoi . #00 :50:42-6#
234. I :Oui . #00 :50:43-3#
235. P1: Après , effectivement , le deuxième objectif , voilà , c'est/Moi , en tant que (*discipline*) . J'allais dire , c'est de faire ce travail gigantesque pour (*questions liées à la discipline*) . Et donc , en tant qu'Algériens , on a un gigantesque travail , d'abord, de déconstruction de ce qui a été dit , tout en utilisant cet apport fondamental de l'époque coloniale . #00 :51:29-3#
236. I :Voilà . #00 :51:31-6#
237. P1: Mais de , voilà, d'écrire (*discipline*) du point de vue national . #00 :51:36-2#
238. I :C'est ça , oui (*question liée à la discipline*) (rit) . #00 :51:43-6#
239. P1: Ouais , moi qui suis spécialiste de (*discipline*)... #00 :51:45-3#
240. I :Voilà . #00 :51:45-9#
241. P1: Je constate qu'il y a (...*questions liées à la discipline*) . Il y en ici à Alger qui commencent à être vraiment bien étudiées , mais voilà , on en est encore à des balles de ciments, donc qu'est ce qui s'est passé? Il y a eu ... Bon , ceci dit , sortir de cent trente-deux ans de colonisation , il y avait tellement de tout à faire que , avec le départ massif en plus des pieds noirs , qui étaient les cadres aussi , on s'est retrouvé dans un pays sans cadres. #00 :52:27-5#
242. I :Voilà . #00 :52:28-2#
243. P1: Donc , du coup , on s'est retrouvé avec un casse tête énorme . Donc , ouais , je peux comprendre que tout ça ait pris du retard , mais maintenant il s'agit vraiment de , voilà , d'attaquer les choses ; d'attaquer ces problèmes qu'on avait mis de côté . Bon , voilà en gros (rit) . #00 :52:49-0#
244. I :Très bien , d'accord . Maintenant , juste quelques fonctions: quel est le rôle d'une philosophie dans l'université algérienne? #00 :53:00-0#
245. P1: Une philosophie? #00 :53:02-3#
246. I :Oui , ou disons , idéologie . #00 :53:04-1#
247. P1: Moi je dirais que , justement , il faut arrêter avec l'idéologie , parce que justement elle a un poids encore , un certain poids , qu'elle soit religieuse ou politique . Avec , sur le plan politique , une espèce de pensée unique , une (*discipline*) officielle . #00 :53:30-2#
248. I :Officielle . #00 :53:30-6#
249. P1: Par exemple.... #00 :53:30-9#
250. I :Oui . #00 :53:31-3#
251. P1: Pour les (*chercheurs discipline*) . Et puis , la pression des milieux religieux , enfin , des idées religieuses sur notre activité , donc , qu'on doit absolument refuser si on ne veut pas justement aussi tuer l'université . #00 :53:50-3#
252. I :C'est ça . #00 :53:50-8#
253. P1: Parce qu'il y a risque , vraiment , de tuer la recherche si on accepte la pression de ces tendances quoi , qu'elles soient politiques ou religieuses . #00 :54:07-2#

254. I :C'est ça , oui . #00 :54:08-6#
255. P1: Donc voilà , donc oui , rejeter , rejeter justement l'idéologie , toute idéologie tout dogmatisme . Et je pense qu'aujourd'hui , c'est plus facile qu'hier , parce qu'hier les idéologies étaient beaucoup plus fortes . #00 :54:24-8#
256. I :(rit) C'est sûr . Oui, le temps aide (rit) . #00 :54:27-4#
257. P1: Que ce soit le socialisme un peu dogmatique, ou que ce soit, en face , le libéralisme , voilà , un peu dogmatique aussi . Ou que ce soit le poids des idées religieuses . Bon , malheureusement aujourd'hui , on subit plus le poids des idées religieuses . #00 :54:45-2#
258. I :D'accord . #00 :54:47-1#
259. P1: Ça, c'est intolérable , je veux dire , c'est pas possible ! #00 :54:55-5#
260. I :C'est ça , oui . #00 :54:56-0#
261. I :Et dans quel degré est-ce que , bon , la fonction « sélection des élites » est présente dans l'enseignement supérieur algérien? #00 :55:09-0#
262. P1: Bah , justement je trouve que pas assez , pas assez . Ce qui se passe/On risque même de voir des cooptations de type népotiste , c'est-à-dire des cooptations amicales dans les universités , d'autant plus que récemment il y avait une grosse polémique sur la suppression de la nécessité de publier avant la soutenance . Parce que ça , c'est tout justement dans le cas du LMD . Il faut publier avant de soutenir . #00 :55:49-1#
263. I :Oui . #00 :55:49-7#
264. P1: Ce que je trouvais être une des bonnes... #00 :55:54-2#
265. I :Choses? #00 :54:54-9#
266. P1: Une des bonnes choses du LMD , au fait . #00 :55:56-4#
267. I :Oui , comme en national ou international . #00 :56:01-6#
268. P1: De toute façon, là c'était un débat sur une réforme qui voulait être lancée nationalement, c'est d'enlever cette exigence de publier. Mais beaucoup ont compris ce qui se passe derrière: c'est que, comme ça, ça permettait d'intégrer n'importe qui à des postes d'enseignant . Vu que , je te le dis , il y a des soutenances au doctorat complètement médiocres qui se font . Mais quand on publie un article absolument médiocre , ça se voit , c'est là , c'est visible . #00 :56:42-5#
269. I :(rit) C'est ça , oui . #00 :56:44-8#
270. P1: Alors que , quand on n'est pas obligé de le faire , ouais ! Non , non , j'ai l'impression qu'il y a une volonté , du moins l'acceptation par l'État que l'université est dans un état déplorable . Vraiment , j'ai l'impression que ça arrange même presque le système actuel , parce que ça crée quand même aussi une armée de fonctionnaires fidèles à l'État , parce qu'ils sont bien payés, ils ont des avantages , ils seront des gens qui seront rarement opposants . #00 :57:22-6#
271. I :Qui sont contents , voilà . #00 :57:23-6#
272. P1: Ils sont pas opposants au système . #00 :57:25-4#
273. I :C'est ça, oui . #00 :57:26-2#
274. P1: À part quelque rares gens conscients , mais ouais , j'ai bien conscience que l'État à fabriqué une armée de fonctionnaires pour s'assurer la fidélité du maximum , du plus grand pan de la société possible , en cas de crise . #00 :57:49-7#
275. I :C'est ça . #00 :57:50-6#
276. P1: Il y a de l'argent , c'est du pétrole . Quoi qu'on en dise , il continuera à y avoir de l'argent , sauf s'il y a une grave crise , un effondrement encore plus grand du prix du pétrole , ce qui ne semble pas être le tendance qui se dessine , parce qu'il y a une croissance mondiale , du moins des pays émergents , qui fait que , je ne crois pas que ça va s'effondrer . Du coup , ouais , c'est un casse tête , c'est un casse tête . #00 :58:20-6#
277. I :C'est sûr , oui . Et par rapport à l'état des lieux de la recherche? #00 :58:28-0#

278. P1: Là aussi , je dirais , dans les sciences humaines , je vois qu'il y a une flopée de revues qui se sont créées , mais très peu visibles , avec très peu de visibilité . Si tu regardes le site ASJP , je ne sais pas si tu connais ce site . #00 :58:50-2#
279. I :Ah , oui , Algerian Journal , oui , voilà . #00 :58:56-6#
280. P1: Alors , si tu tapes un mot clé: « (*discipline*) , » je crois , tu vas... Ah non , par contre je ne sais plus . Ah oui , dans « Revue , » voilà , « Revue » . #00 :59:21-6#
281. I :Transformer quatre-vingt #00 :59:24-9#
282. P1: Qu'est-ce que tu vas trouver? 388 revues ! Bon , en tout . #00 :59:29-2#
283. I :Oui . #00 :59:29-8#
284. P1: Combien sont visibles vraiment? #00 :59:32-6#
285. I :Très peu , oui . #00 :59:35-3#
286. P1: Très peu . #00 :59:39-8#
287. I :Avant je connaissais , je pense , aucune (rit) , avant de m'occuper de la thématique (rit). #00 :59:42-8#
288. P1: Moi non plus . Et d'ailleurs , voilà , donc j'allais dire/C'était quoi la question déjà? #00 :59:51-3#
289. I :L'état des lieux de la recherche . #00 :59:52#
290. P1: État des lieux de la recherche: il est là . C'est-à-dire , au lieu d'avoir une flopée de revues , déjà en avoir quelques-unes , mais de très bonne qualité . #00 :59:59-2#
291. I :Comme réduire le nombre des institutions universitaires? #01:00 :04-3#
292. P1: Ah oui , je pense . Mais on est bien conscient que derrière , c'est un autre modèle social qui doit émerger , avec qui notre économie/Parce que je reste , de ce point de vue là , je reste marxiste quelque part . C'est que , je pense que l'économie est au fondement de toute société quoi . #01:00 :23-4#
293. I :Oui . #01:00 :24-1#
294. P1: C'est-à-dire que si tu as une économie rentière , ben , ça produit ce que t'es en train de voir . #01:00 :27-6#
295. I :C'est ça . #01:00 :30-2#
296. P1: Une pléthore de gens payés sans aucune exigence derrière . C'est un résultat direct de l'économie rentière . Alors que , quand t'es dans une société où il est nécessaire de travailler , il est nécessaire de produire des richesses , et bien , l'université derrière va devoir suivre . #01:00 :55-5#
297. I :C'est ça . #01:00 :56-2#
298. P1: Ce n'est pas un discours libéral que je suis en train de/Parce que même dans une société, j'allais dire , socialiste , on peut exiger qu'il y ait une production , un travail . Ce n'est pas une option politique que je suis en train de dénoncer , c'est que ça peut s'exercer dans un cadre libéral ou dans une démocratie parlementaire, comme dans un système socialiste . Donc , je suis pas en train de dénoncer une option politique . Je suis en train de dire: dans une société où t'es pas obligé de travailler , là y a un problème . #01:01:30-7#
299. I :(rit) Oui (rit) . #01:01:32-2#
300. P1: Quel que soit le modèle , quel que soit le modèle . #01:01:35-1#
301. I :C'est ça . #01:01:35-8#
302. P1: Tu vois . #01:01:36-2#
303. I :C'est clair . #01:01:36-9#
304. P1: Tu peux pas fonctionner comme ça , avec une (assistanat générale? #01:01:44-5#). Moi , je suis pour qu'il y ait des mesures sociales fortes . #01:01:46-6#
305. I :Voilà . #01:01:47-2#
306. P1: Comme assurer le logement, assurer une santé gratuite, assurer l'éducation gratuite . Je suis pour tout ça , pour un État providence . Mais derrière , avec des

- exigences , pas comme ça . Du moins , d'accord , tu as l'université gratuite , mais derrière j'attends que tu aies des exigences , c'est tout . #01:02:14-2#
307. I :C'est ça . #01:02:14-8#
308. P1: C'est une chance d'avoir une université quasi gratuite , c'est une chance . #01:02:19-1#
309. I :Voilà , oui . Ça , c'est unique dans le monde quand même: le modèle algérien . #01:02:23-5#
310. P1: Il leur faut. Mais si t'es là , t'arrives . Moi , je le vois . Je voudrais , moi , à mon petit niveau , arriver à avoir des classes de , je sais , dix étudiants , quinze étudiants en master , où je sais que je vais m'occuper d'eux , et où je sais que on va s'occuper d'eux . Et on va en faire des cadres , et on va en faire des chercheurs de qualité . Ils seront visibles partout à l'étranger , ils seront ... C'est ça . #01:02:55-7#
311. I :C'est ça , d'accord . #01:02:56-3#
312. P1: Les Algériens doivent avoir , là je parle plus globalement , je sors du cadre universitaire , doivent avoir des minimas , qui pour moi sont des droits humains: que ce soit une éducation gratuite , la santé gratuite , un logement , et si possible droit au travail . Travailler , c'est un droit . Donc , je suis pour qu'on fasse tous les efforts possibles là-dessus , mais à côté , il faut , voilà , non seulement une économie mixte , sortir de la logique rentière , et aussi rétablir une culture du travail et de l'exigence , c'est tout . Il faut que les gens arrêtent de penser que tous est acquis , non? #01:03:50-0#
313. I :Voilà . #01:03:50-8#
314. P1: Non? On n'est loin d'être dans la pire situation . Déjà , dans le cadre continental africain , les gens ne sont pas conscients , ils ne sont pas conscients . Ils jettent le pain à la poubelle , ils jettent ... Il y a des choses que je vois qui sont ... Non ils ... non , là où je travaillais dans le centre , où je travaillais , le jardinier était propriétaire de son logement . Bon , moi , j'ai pas fait de démarches , mais si tu veux , il y a quand même des choses qui ont été faites pour essayer d'assurer des minimas sociaux . Il y a des choses qui sont catastrophiques , comme l'état de la santé , les hôpitaux . Les hôpitaux sont dangereux ici . #01:04:38-4#
315. I :(rit) #01:04:41-2#
316. P1: Non , je veux dire qu'il y a beaucoup d'efforts à faire , mais je pense que les gens exagèrent , qu'il faut/Mais c'est aussi un problème policier , c'est-à-dire que l'État veut rester dans une logique rentière pour empêcher le pays d'aller vers une diversification de l'économie ! C'est pour ça que le secteur informel s'est développé , parce qu'ils savent que s'ils bloquent le système informel , il y aura une explosion là aussi, sociale . #01:05:08-3#
317. I :Voilà . #01:05:09-7#
318. P1: Donc là , on a un problème d'abord politique . Mais aussi une prise de conscience des gens sur la nécessité , avec ce qu'on a déjà , de travailler quoi . #01:05:20-2#
319. I :Voilà . #01:05:21-5#
320. P1: Et en travaillant dur , on mettra aussi pression sur/Parce que quand l'État verra qu'il a une société en face , exigeante et travailleuse , lui aussi va être sous pression . #01:05:33-2#
321. I :Oui , et ça manque actuellement , oui . C'est sûr . (rit) Avant-dernière question: quel est le degré de formation de la bureaucratie dans l'enseignement supérieur? #01:05:51-0#
322. P1: Ah ça , je ne sais pas ! Je ne saurais pas répondre à cette question . Je trouve que , là aussi , j'ai l'impression qu'il y a pas assez de sélection . C'est tout , je n'en peux pas dire plus . #01:06:08-0#

323. I :Est-ce que , bon , la formation en général , est-ce qu'il y a un élément bureaucratique dans la formation? Est-ce que la bureaucratie joue un rôle assez important , ou ce n'est pas le cas? #01:06:21-0#
324. P1: Ah , à priori , je dis oui , parce qu'il y a une pléthore de fonctionnaires quand même , il y a une armée de fonctionnaires . #01:06:25-2#
325. I :Oui . #01:06:25-8#
326. P1: À priori , mais après ... #01:06:27-6#
327. I :C'est sûr , voilà , d'accord , Est-ce qu'il y a d'autres fonctions de l'université qui existent et qui ne sont pas mentionnées? #01:06:36-0#
328. P1: J'ai pas compris . #01:06:38-0#
329. I :Est-ce qu'il y a d'autres fonctions de l'université , selon vous? #01:06:40-5#
330. P1: Fonctions? #01:06:41-2#
331. I :Oui . Fonctions, rôles... #01:06:45-2#
332. P1: Ah oui , rôles . #01:06:46-5#
333. I :Objectifs...Voilà . #01:06:47-0#
334. P1: Enfin , moi , à mon niveau , je dirais qu'il y a un devoir de proximité . #01:07:02-5#
335. I :Oui . #01:07:03-1#
336. P1: Avec le grand public , avec le peuple , d'aller vulgariser le savoir ; d'aller , je pense que c'est un des rôles , ouais , de l'université , et que beaucoup ne sont pas prêts à jouer . Moi , ce que je suis entrain de voir , c'est une corporation de gens qui sont bien payés... #01:07:24-1#
337. I :Oui . #01:07:25-6#
338. P1: ...par rapport aux algériens en général , et qui sont dans un comportement égoïste . #01:07:31-8#
339. I :Oui . #01:07:31-3#
340. P1: Qui sont très satisfaits de la situation, qui sont pas sous contrôle . #01:07:36-2#
341. I :Voilà . #01:07:38-4#
342. P1: Ils sont pas évalués . C'est des fonctionnaires . Pour moi , un chercheur , s'il devient fonctionnaire , il est mort . Ça veut dire ... #01:07:48-1#
343. I :C'est clair (rit) oui (rit) . #01:07:49-8#
344. P1: (rit) C'est clair (rit) . #01:07:51-0#
345. I :Ça ne va pas , oui . #01:07:53-8#
346. P1: Donc non , il n'y a ... #01:07:56-8#
347. I :Ça , voilà , ça , c'est sûr . #01:08:00-5#
348. P1: L'université a le rôle de conscientiser les gens . Moi , pour moi , vraiment elle a le rôle de donner les éléments au public pour qu'il puisse penser par lui-même , pour qu'il puisse être un citoyen . #01:08:18-2#
349. I :Oui . #01:08:18-3#
350. P1: Elle a un rôle civique . #01:08:20-5#
351. I :C'est ça , oui . #01:08:21-8#
352. P1: Voilà . #01:08:25-0#
353. I :Très bien , d'accord . Juste ... #01:08:26-8#
354. P1: Oui , dis-moi . #01:08:27-6#
355. I :Maintenant , est-ce que vous voulez ajouter quelques chose sur la thématique dont on parle? #01:08:34-0#
356. P1: Juste dire que c'est un travail vraiment fondamental ce que vous faites, que j'espère ça va aider à bien cibler les problèmes . En gros, que ça sera un bon diagnostique. #01:08:57-8#
357. I :Oui . #01:08:58-6#

358. P1: Pour justement pouvoir , voilà, trouver des solutions, trouver des solutions.
#01:09:03-0#
359. I:Oui . #01:09:04-1#
360. P1: Effectivement , c'est très positif ce que vous faites , je veux dire , j'ai eu l'occasion de rencontrer beaucoup de chercheurs étrangers , donc , qui traitent de plusieurs thématiques différentes et certes beaucoup , un certain nombre paraissait un peu hors de propos ou ... #01:09:32-6#
361. I:(rit) Déconnexion (rit)? #01:09:34-8#
362. P1: D'un apport peu important pour le pays, en tous cas . #01:09:36-6#
363. I:(rit) Voilà , oui (rit) . #01:09:38-2#
364. P1: Alors que celui-ci, ce sujet-là, vraiment est stratégique pour le pays , ce thème . C'est un thème stratégique . #01:09:49-5#
365. I:Oui . #01:09:50-7#
366. P1: Donc , ça ne peut être que d'un apport pour nous . #01:09:55-3#
367. I:Oui , j'espère bien , je ferai de mon mieux (rit) . #01:10:00-9#
368. P1: Non , vraiment , vraiment . #01:10:02-5#
369. I:Oui , je suis ravie de contribuer . #01:10:03-8#
370. P1: Ouais ouais ouais . #01:10:05-2#
371. I:Parce que moi aussi , je pense que ... #01:10:06-8#
372. P1: Ensuite le publier , et cetera , et le rendre accessible . Mais je pense sincèrement que ça va apporter . Ouais . #01:10:20-0#
373. I:(rit) Merci beaucoup . Merci (rit) #01:10:21-1#
374. P1: Voilà , voilà . #01:10:24-2#
375. I:Merci . #01:06:24-9#
376. P1: Bon , je suis désolé , parce qu'en fait ... #01:10:27-0#

2_m_STEM_research

Interviewer : I

Interviewee : P2

1. P2: (Laughs) That is a touchy, okay, what do I do? Well, I am a research I/so I am a director of research so I am in charge of the (unclear 0:00:11.8) division which is more or less that time I am in Germany. Concerning academia I don't teach anymore, it has been maybe three or four years since I last taught. #00:00:25-6#
2. I: Y ah? # 00:00:26-6#
3. P2: But I work with the students as a thesis director. # 00:00:31-3#
4. I: Okay great. # 00:00:32-5#
5. P2: So this is one of my task what I came close to academia of course what I do with (unclear 00:00:39-9) is developing the curriculum, developing the research agenda this is basically what I do I do it with (unclear 00:00:49-0) but I do it with other universities so that is a university which is 50 kilometres southwest of (*city*) and tomorrow I will be there and we will be talking to students about research subject for their thesis so basically this is what I do. #00:01:09-5#
6. I: Great thank you. #00:01:10-0#
7. P2: Perfect. #00:01:11-2#
8. I: Okay, so we will start with general questions and then we will go more into (laughs) details #00:01:16-5#
9. P2: Okay then we will do it then. #00:01:17-7#
10. I: Y ah. #00:01:17-5#
11. P2: Okay, yah. #00:01:18-5#
12. I: So first of all, which are the big changes of the Algerian University since its existence? #00:01:25-0#
13. P2: Oh, since I do not know but, it is, I have knowledge. Well, one of the things is massification that we have more, more students. So, the time I was student at the time and right now maybe I would say the numbers has at least tripled. #00:01:46-4#
14. I: Mm-hmm (positive). #00:01:47-1#
15. P2: So, there are more / time I was student there were five universities now we have 32 plus something like that plus more Institute more higher education schools, you know the, les écoles supérieures. Then also you have the system of education. When I was student the teaching or the rules and regulation and the way teaching was done was more or less American. #00:02:18-4#
16. I: Alright. #00:02:18-7#
17. P2: Okay? #00:02:19-0#
18. I: Okay that's interesting. #00:02:21-0#
19. P2: It was six months semester, per semester and then you have course per course and each course you had to pass it. Well, right now I a yearly averaged grade over all the course work. My time here, of course, we don't have passing grade you do not pass you have to redo it. No, no you just / I without any classes those are the main. When I was student, of course, we had a lot of professor were coming from abroad mainly from France because there weren't enough... #00:03:02-7#
20. I: Algerians. #00:03:04-1#

21. P2: Algerians. #00:03:04-8#
22. I: Yeah trained at that time, yeah. #00:03:05-8#
23. P2: Trained at that time that is right. Also, the development of graduate studies we have them more now than then basically these are the big changes. By the teaching I am in science and technology it was French and stayed French #0 0:03:21-5#.
24. I: Okay (laughs) #00:03:23-3#
25. P2: Even though (laughs) Even though there are some ... #00:03:27-5#
26. I: No change, yah. #00:03:27-8#
27. P2: No change in that field because they try to give it Arabic but it failed, it failed. #00:03:33-7#
28. I: Okay #00:03:35-1#
29. P2: There are people now who are asking that courses that are taught in French should be in English. #00:03:39-7#
30. I: Right, yah. #00:03:41-4#
31. P2: Because the problem is not that we prefer one language to the other, it is just the international student, it is what it is. Now, if you are to advancing your career how to publish and if you are published you have to do it in English. #00:03:54-0#
32. I: Of course, yeah. #00:03:55-1#
33. P2: You cannot do it in French and I am sure is the same in Germany where you have to publish and more so the way it is. #00:04:03-8#
34. I: Y ah, only English #00:04:05-4#
35. P2: In English. I know that there are some German journals that are edited in English #00:04:14-5#
36. I: Y ah, that is right, yah. #00:04:16-2#
37. P2: That is the way it is. #00:04:18-8#
38. I: So, me too I write it in English as well (laughs). #00:04:21-1#
39. P2: You write in English as well? #00:04:21-8#
40. I: I was (laughs) #00:04:23-0#
41. P2: And you are going to write your thesis in English, alright? (laughs) #00:04:24-9#
42. I: Y ah. #00:04:26-0#
43. P2: We have to go with the reality, I mean, that is what they tell my children you have to do it in English there is no way. #00:04:34-5#
44. I: Y ah. #00:04:34-9#
45. P2: It is the way it is. It is the language that dominates so far this language and you and you have to learn it to go by there is no other way. #00:04:45-0#
46. I: Sure, great okay so now I would like to talk about two principal reforms. #00:04:51-9#
47. P2: Reforms, right. #00:04:52-8#
48. I: Of 71, La Refonte (=redesign) and LMD, 2004. #00:05:00-0#
49. P2: Reform 1971 this is where ... okay, the old Reform 1971 was the French system so yearly curriculum where you have [phone rings] I am sorry. #00:05:18-9#
50. I: That is fine. #00:05:19-5#
51. [talking in French on the phone] So that's the year where Algeria believed that we can catch up in technology and so (unclear 00:05:54-4) fields. #00:05:56-1#
52. I: Mm-hmm (positive). #00:05:56-4#
53. P2: Then also where the American system was adopted that was a big change then. Then in 2004, well the problem was that very few people were capable of having a

- passing in each course so that was some problems coming and so they decided 2004 that we have the LMD system and so they just moved right away. The way also people thought because we depend so much on Europe and thus we had to understand what is going on so what we have to go with what the European has/have. #00:06:41-1#
54. I: Okay. #00:06:42-9#
55. P2: And it was adopted. Still, there are some problems and people want to go back to the old system (laughs). #00:06:49-3#
56. I: I see. #00:06:50-0#
57. P2: Because now we ... in three years you can't have an engineer particularly in Algeria that will be capable of working that is not possible. Maybe in Germany, because they have companies that offer training, but not here. #00:07:08-5#
58. I: Y ah. #00:07:09-3#
59. P2: This is the problem and even now people are thinking of getting out of that classical way of teaching and going to more practical courses because the problem that we have now is people can have a degree and then went for a particular job they are not able to get it because first there are too many on the market so it is more competitive. Second, the companies here are not hiring, because take some people who has it is true some degree that they are some (unclear 00:07:43-3)
60. I: Y ah. #00:07:43-8#
61. P2: But they ... it is not what they are looking for. They have to have, only have enough training to get them to ... #00:07:50-6#
62. I: No demands, yah. Need and demand. #00:07:51-9#
63. P2: That's the way it is, and well the solution was brought by the government and that's the way it is, is that there is a company if you hire university graduate we pay for his salary for a couple of years, not the full salary but at least 5%. #00:08:16-3#
64. I: Y ah. #00:08:17-0#
65. P2: So, you can give him the training and he can work with you until he get right training and you can use him. This problem is on but still, you know people (laughs) #00:08:29-2#
66. I: (Laughs) Okay, yah. #00:08:31-2#
67. P2: Some coming with they do see oh right we have cheap labour so they take somebody train them up ... it is no, no let us bring somebody else that is cheaper so that is not good. But still it's a good way of offering training to a person who needs that. #00:08:52-4#
68. I: Okay #00:08:53-6#
69. P2: There is another way of doing it is lately they are talking about what they call (speaking French 00:09:00-1) in other words you have to to get to be or you have to develop a curriculum that allow the student once he get out get a job right away. The way it has been done ... I do you know if ... do you know Mr (*name*)? #00:09:20-3#
70. I: Yeah, of course, yeah, yeah, yeah. #00:09:21-8#
71. P2: Should put him in ... #00:09:22-6#
72. I: (Laughs) Yah I will try to track him down, yah. #00:09:25-8#
73. P2: He has a very good experience, for what he do in (*city*) they go to the small companies around (*city*) and he tell them what profile are you looking in an potential employee? #00:09:43-4#
74. I: Y ah. #00:09:43-8#

75. P2: And he says we need this and this and so they go to these university the different curricula following this need and then they train people and they get a job. This is a good way of doing it. #00:09:53-1#
76. I: Okay so far it is just University (*name*) that you know of? #00:10:00-0#
77. P2: No there are so many ... well I know it has been done in other places that still in (*city*) I talked to Mr (*name*) and he assured me ...#00:10:07-5#
78. I: Most developed. # 00:10:07-1#
79. P2: That is the most developed. #00:10:09-0#
80. I: Okay. #00:10:09-7#
81. P2: He has some it is called (*name*) (speaking French 00:10:17-4 to 00:10:25-4) it is the best way of ensuring a good ... #00:10:28-1 #
82. I: Linkage #00:10:31-8#
83. P2: Good relation between the enterprise and good education for a person who went looking for a job. This is why they say also we have too many people with a PhD degree or doctor degree and then they are all in academy and in a few years we don't need them at all. So why don't you stop PhD programs or we go into try to ... you want them someplace else and the idea is to try and find them another place and this is when the idea came to have (unclear 00:11:09-0). The problem that are raising right now is we don't have the means to do it. #00:11:20-2#
84. I: Okay. #00:11:20-8#
85. P2: This is ... I went with (*name organisation*) to the Minister of Education, the Director of Education there, and he said if you have any idea about a doctorate and enterprise (speaking French 00:11:34-3), so if there is something that can be found in that way that would be good. #00:11:40-1#
86. I: Y ah, yah I would like to ... assist. #00:11:44-5#
87. P2: Look at this closely. Well, we have to study it somehow. The hardest part to a doctor in enterprise is you have to have a subject for your thesis and the best way for (unclear 00:12:02-0) is to have it (unclear 00:12:04-5) the company but still working with the university. #00:12:10-6#
88. I: Y ah, well supervision. #00:12:11-6#
89. P2: This is what I liked in the new (*organisation*) programme they are trying to set is that they are trying to get all these small company that needs employee or employees to get involved in the program, develop more the curricula and so to be as they say in French (speaks French 00:12:36.2) they say you know they will be a stockholder or a stakeholder in that. #00:12:41-7#
90. I: Okay yeah. #00:12:41-8#
91. P2: This will be good also because they start from the beginning, they sure to get what they want, there is no problem. #00:12:49-5#
92. I: Yeah great okay. So, before you said, so there was a dependency on Europe or there is. #00:12:58-6#
93. P2: (unclear 00:12:59-5)
94. I: (laughs) Y ah, so what do you think about that? #00:13:04-0#
95. P2: Well... Really need to international setting I mean you cannot live in a close the doors or closed setting for research for technology and so we all the time we work with Europe and think it is going to last for a while. #00:13:26-0#
96. I: Okay, could you think of any alternatives? #00:13:30-0#
97. P2: Well ... in alternative what you with away from ...? #00:12:59-5#

98. I: Or partnerships. #00:13:34-0#
99. P2: No partnership I think ... as I say this ... the toughest question is the question of funding. #00:13:44-2#
100. I: Okay yeah. #00:13:45-4#
101. P2: This is this is ... if you can find a solution for funding I think things will go along nicely. We thought maybe that some common curriculum between Europe and let us say ... no North Africa or Algeria and then there you will have link a better link between the two. #00:14:10-9#
102. I: Okay, yah. #00:14:12-2#
103. P2: But here you have to have some funds to make this right more particularly first year. I like l'école des affaires (=business school) why, because you have / it is an international setting, you have to which just for the fresh view. Facilities are international what the students are really happy to get awarded study. As my wife said it is 1 million + 400000 dinar, it is for the average Algerian very very expensive but still ... oh yah, yah it's a lot of money I mean I do not make this a year I have to tell you. #00:15:01-0#
104. I: Yah. #00:15:01-4#
105. P2: It is a lot of money but still people go there because they know it is a good investment. #00:15:05-7#
106. I: Yah it is worth it. Yah, so it works. #00:15:12-2#
107. P2: It works and that is why you have so many people going to (unclear 00:15:14-9) because they know it's a good investment and they know when they come back to Algeria they get a job, they go abroad they get a job and this is the way it is. Now the ... it's true also that the curriculum has to match the local needs. #00:15:32-2#
108. I: Yah. #00:15:32-7#
109. P2: This is the ... Well, some people said okay you have to difference between the local needs and you have also have some school where you have to take risks. #00:15:46-7#
110. I: Yah. #00:15:46-5#
111. P2: In other words, the higher the risk the higher the results. #00:15:50-6#
112. I: (Laughs) The return, yeah. #00:15:51-4#
113. P2: The return and then when you cannot put everybody to that test you have to really put some in that risk and other than something else but that is the way it should be. In Algeria, we think right now the priority should be given to rather have people solve the lot problem than to try and find problem. I am sure when you go to talk to Mr (name) at least last time I talked to him he want to change the whole curriculum and put in something about entrepreneurship and so on and so forth because he thinks, and I kind of agree with him that is possible for (unclear 00:16:34-3) if he gets enough knowledge about that he can get involved and go past. #00:16:38-7#
114. I: Yah create his own employment. #00:16:41-6#
115. P2: Because right now the ... employment in the economic sector it is really low. If he can take charge of himself and not because we have (unclear 00:16:55-6) offers some help where you can, people can start so if you have a really good idea you can start something very nice (laughs). It could be a very good idea. #00:17:11-2 #
116. I: Yah it is obvious yah. #00:17:13-6#.
117. P2: Mm-hmm (positive). It could help it could ... #00:17:16-3#
118. I: Create some employment yah. #00:17:18-7#

119. P2: Not only that if you go to the South there are a lot of opportunity. But also there are some hurdles. That's why you can have somebody in the North then South they can exchange between the two and then that can go faster (laughs). I am all the time thought people who are in the South they have dates you can export it easy to Europe because you know the technology. #00:17:46-2#
120. I: Exactly. #00:17:46-8#
121. P2: But still ... #00:17:47-3#
122. I: Y ah, difficult. #00:17:50-2#
123. P2: It is difficult because you know there is a missing link first you have to have, what do you call it, the control so you have to ... the fruits because if you leave it in the heat it gone rotten very fast. You know they can make some liquors out of dates? (laughs) #00:18:10-7#
124. I: (Laugh) Y ah, good idea, yah. #00:18:13-0#
125. P2: Yes, but still if you ... and I have to tell you a story when I was in (*city in Germany*) and I was in Algeria and then I was returning to Germany that was in around October and took some dates with me, and those dates were fresh because it is a fresh new fruit. Then I give it to my friends at the institute, and they said wow this is a good fruit and I said yeah it's good, and I said no but when we have yeast not hat good. I explain yes you have to store it for a certain standard and this is what it can be done for people in the South. But still, this is the missing link that we need. So what partnership would be really good as a way of getting people to get a job, right now if you look at the people getting a degree and not having a job it's start being alarming. It start being really high and this is I am, sorry to say (unclear 00:19:26-7). It is the highest rate. People it is ... the worst is in social sciences (unclear 00:19:36-6) the one in the technical field they are getting bad but still can go by but the other one it is not (unclear 00:19:48-9). So, the best way for them to do is to get some training on how to be on your own small company, how to manage it, how to grow it, and that should help absolutely. #00:20:07-0#
126. I: Yah, great, and do you think that the LMD is favourable to this or ... (laughs)? #00:20:11-0#
127. P2: Not at all (laughs). #00:20:12-7#
128. I: On the contrary. #00:20:13-7#
129. P2: You should not listen to me because I am the ones who are not happy with it. I don't think it is right for Algeria. I sincerely believe the basically it is here it is good, but still in our context no in our context. In Europe maybe, maybe we have so many companies you can offer training to a lot of people but not here. Not here in Algeria there are not enough. Five years ... if we can ... you see in Algeria with the LMD, we have two levels, we have professional LMD and you have academic LMD and nobody wants to with academic LMD. #00:21:06-1#
130. I: Right it is not known at all, yes, it is not even offered I think at may universities? #00:21:11-2#
131. P2: At many universities, it is not offered because if you have to offer it you have to be return in is it not, I am saying there is nothing. #00:21:16-1#
132. I: It is logical. #00:21:17-2#
133. P2: There is nothing you can do, so you have to agree in essence that they get a job that nobody wants but he has to go through it is true but still everyone want to get at lease master degree. #00:21:32-5#

134. I: Mm-hmm (positive). #00:21:32-8#
135. P2: A lot of people stop at a master degree because the number of people accepted for a doctor degree is very very small. It is not even 1%. #00:21:45-5#
136. I: Y ah, wow that is crazy. #00:21:47-3#
137. P2: Yes, it is very small, it is very small it is limited. Also, I have to admit that people want to get the doctorate degree we have a problem in Algeria I think it is the same in Germany before you can get a degree you have to publish. #00:22:01-3#
138. I: Y ah mm-hmm (positive). #00:22:03-3#
139. P2: Same right? #00:22:03-0#
140. I: Y ah. #00:22:05-0#
141. P2: And so ... and here sometimes some people have problem more particular people who are on (unclear 00:22:10-6), it's really difficult for them. I don't know why but (laughs), you know people and technical curriculum have less problem with that because I think people ... I do not know it is ... with us as soon as he gets into the university and they tell, what do they tell then okay you want to advance you have to publish and this gets into his head or her head and they ... and he ends up with that. So, a lot of people learning and these other people try to get the sense on how to write on how to communicate and how to do things. A lot of people in the technical fields conferences where in social sciences not nice so by going to conferences they can have feeling on how things are done and well as what. The other one is just a course and then you only just (unclear 00:23:15-5) it is not much so ... that is the way it is. #00:23:21-9#
142. I: Y ah, sure. Which system would you think would be better if the LMD is not good in the Algerian context what would you suggest? #00:23:34-0#
143. P2: I would be to the old one. #00:23:31-5#
144. I: Okay. #00:23:32-3#
145. P2: Or at least I will make a few changes let's take it we have three years for license or bachelor degree two years for the masters and two years for the doctorate. In Algeria, it's impossible to publish in three years. #00:23:49-7#
146. I: Right. #00:23:51-4#
147. P2: (unclear) ... I can assure you it is so. Most of them take three years and a half four years and then you have to give them six month to a year to write down or they have not. So, if I have to keep it I will say okay guys how needs to follow you (unclear 00:24:10-5) instead of having (unclear) put the fourth year. For a doctorate they have three years I would put four years and that would be good. Even though now in Algeria now for doctorate they are flexible they say. It is like in the you ... yes, the doctor is flexible. #00:24:27-1#
148. I: Seven years hey (laughs). #(unclear 00:24:29-1)#
149. P2: Seven years to many rather too many years. But as in four years, four years for me it is in our context it is acceptable, it is acceptable. One more year ... and you see in Algeria a number of people who are applying for doctorate number who applies is so huge I remember I was telling my daughter? #00:25:07-2#
150. I: Y ah. #00:25:07-7#
151. P2: The number of people who tried to pass that exam the concours so it is an exam that we have to take to pass and to be able to be eligible to, for the post graduation medicine. #00:25:30-1#
152. I: Y ah, specialist doctor. #00:25:30-0#

153. P2: Yah, there were 4000 and only a 1000 were taken. But there is are a lot of problems (laughs), I had to tell you because you are different specialities. You have cardio, cardiology, you have radiology, you have ... what do you call that for the eyes? #00:25:50-4#
154. I: Ophthalmology. #00:25:52-0#
155. P2: Ophthalmology and then you go down everybody wants to be a cardiology (laughs) and so when you get when you pass this exam you will be ranked from one to thousand. And so, what they do they give the first one the choice, the second one the second choice, and so on and so forth. So very far the toughest one will get what they want and then the rest ... well, I would say the hundred first ones will get what they want. Then the rest it is just put me where is the place. #00:26:28-9#
156. I: Okay. #00:26:31-2#
157. [Phone rings]
158. I: It is difficult. #00:26:34-7#
159. P2: (Telephone conversation in Arabic 00:26:41.1) It is my daughter she wants to come out. #00:26:56-8#
160. I: Oh nice. #00:26:57-7#
161. P2: So yes, she finished her time. #00:27:08-0#
162. I: Okay and have you been affected by the LMD in your career? #00:27:13-0#
163. P2: No. #00:27:13-8#
164. I: No. #00:27:14-2#
165. P2: No because I'm research. But still, I have friends who really didn't like because well it is not only the LMD let's put it this way. There are too many students now and the infrastructure is not enough to get everybody so you end up having a lot of students in one room and so you can't communicate with everybody. So, people ... you suffer and the students suffer even more. #00:27:45-1#
166. I: Right, yah. #00:27:45-8#
167. P2: So, it is ... that's the way I meant so if you don't communicate on one-to-one you will have tendency of one listening, one doing something, and one at the back doing nothing he is wondering what to do (laughs). Sometime he does not even hear, so it is a pity, but that is the way it is. #00:28:04-5#
168. I: Right, yah. #00:28:06-3#
169. P2: Even now you know I remember my time nobody cares about going to military school and now there is people who wants to go there not too because they wants to be in the military but because it is a good way of learning the job. Or at least having a job. And the education because the number is much smaller so the education much better it is the way it is. #00:28:36-0#
170. I: Right, so now we jump a bit to your opinion about internationalisation in higher education context. #00:28:45-0#
171. P2: Oh, I am for it. I am for it. I got my degree in the US and I works in the US, also in Germany, I worked in Germany. I think that it is for us it's good. #00:28:58-5#
172. I: Yah, okay. #00:28:58-8#
173. P2: It is really good and I think that there are some lack of ... one point in Germany that will be good also in Germany or at least the Europeans. As I said the best way of trying to put something together. So I am fully for it and the best way of doing it is to find a way of setting some basic rules the same. I am against having everything as the same. #00:29:30-5#

174. I: Yah. #00:29:32-8#
175. P2: Because you will take the innovation out. #00:29:35-7#
176. I: Exactly I agree, yah. #00:29:37-4#
177. P2: But still if we have some basic rules the same and the remaining ...[intervened]. #00:29:41-2#
178. I: Some standards, yah. #00:29:41-6#
179. P2: Some standards and the rest everybody will do the way that he or she feels right I think that is being the best way doing it. So, I have a pretty good time in Germany working and I yah enjoy. #00:29:56-4#
180. I: Glad to hear, yah. #00:29:56-3#
181. P2: It was a lot of fun. #00:29:58-1#
182. I: Nice. So then, having said that, where do you position the Algerian higher education system right now, between the two poles national and international? #00:30:10-0#
183. P2: What do you mean? On a scale or is it international or is it national I do not know, I do not understand. #00:30:18-0#
184. I: Yah, the two pillars. #00:30:18-7#
185. P2: I think we have a lot of international. If you go and talk to the professor at the University I would say about 80 to 90% of them have at least one trainee abroad at least one. #00:30:35-3#
186. I: Okay still, yah. #00:30:36-4#
187. P2: Still yah and they still go for short visit to Europe and there they have collaboration with European with and it works. We work within the European research program there are a lot of people who have programmes. We have programmes in our centre with the US. We have even with the Chinese. #00:30:59-7#
188. I: Oh good okay. #00:31:01-2#
189. P2: Yah, we, I do not know if it is still on but one time we had one. We have with the ... how do you call that ... Japanese. The Japanese use to offer a couple of scholarship each year for students who want to get a degree but we have are mainly in technical fields. #00:31:27-1#
190. I: Okay, yah. #00:31:27-5#
191. P2: The American offer also scholarships in the program the Fulbright I do not know if you know it? #00:31:38-2#
192. I: Yah, mm-hmm (positive). #00:31:37-7#
193. P2: And some people went there, but there you have some people who are technical and not technical. Sometimes they take a lot of people who are teaching English to ... what do you call that? To train them more, to train them more, to train for the abilities of, in English. I would say, in Algeria it is really international. #00:32:08-9#
194. I: Okay. #00:32:09-4#
195. P2: It is more international than national. Some people say it's a pity because we are forgetting our own problems, our own worries talking about something else that is why I think it's good. I think it is really good because maybe my generation ... particularly my generation, my generation ... all the people you say that are my general all have an education abroad because my time once you get your license or engineer degree there are nothing else but we go study abroad. #00:32:46-0#
196. I: Right. #00:32:46-9#
197. P2: Might not be available but still my time that is the way it is. Even now we ... and I think it's a good idea at least from my point of view you will have somebody. He

- works with you only for the subject in PhD and sometimes okay let's send them abroad for six months to a year to get some information at least to have experiments done someplace else where the case we do not have it. That for me is good because it's not the only education but also the student will learn in two different ways of solving a problem, and that will be good for him. #00:33:30-4#
198. I: Right, yeah. #00:33:30-3#
199. P2: That will also be another way of educating the person. #00:33:34-6#
200. I: Definitely. #00:33:35-2#
201. P2: To me, it is good. Essentially, I am not against the internationalisation of the education system but ... well, I have to say also because I tend to lean that way. Still, I think it broadens your mind. It will open a new perspective for the person. #00:33:55-5#
202. I: Correct. #00:33:56-2#
203. P2: And I ... when I was in the US I was astonished on the way they get their education. Born in New York, get his degree in Louisiana, another degree in California and then so many kilometres to all over and then getting a job somewhere in Oregon or someplace else. Hence, it is something with the time you will see you will have enrichment and get some wealth out of this, and it is crucial. #00:34:22-5#
204. I: Great, yeah I agree. #00:34:24-4#
205. P2: This is the life philosophy. #00:34:27-4#
206. I: Nice. So recently there have been in the expansion of the Algerian higher education institutions, the number of institutions. #00:34:35-5#
207. P2: Yes. #00:34:35-7#
208. I: So, some people refer to this as massification, and others as democratisation, where do you find yourself? #00:34:44-0#
209. P2: Let's take a look at two different points of view, one is from a democratic point of view, I think we should not tell somebody not to get a degree we say let him. But still, you have to warn the person that if you choose your degree, it's not because you have a university degree that you have a job waiting for you, so you have to take your responsibility. #00:35:12-6#
210. I: That's right, yeah. #00:35:13-4#
211. P2: That is it. Then let the person ... you know to take him as an adult made him think and let him take a risk. I mean right now maybe 20 or 30 years ago when you get a university degree ... no 20 years ago in Algeria when you get a university degree you have a job, there is no way. Now it's not that sure. So, people who want to go to the university and get a degree in social sciences I am confident in but one chance they will not get a job, or you have the chance field. I have known somebody who receives a degree in philosophy, but he presses cars that's fine. Possibly he has with some time in studying philosophy.
212. There are some fields I have to ... let's give you an example we were discussing lately with (*organisation*) about what area could be useful to develop from a (speaking French 00:36:18-9) Now what you do is you go back to what is announced at society and say okay I will take this. So, we looked, and we say okay, energy efficiency, energy efficiency there is a ... some laws talk about efficiency, that you have to apply it, so on and so forth. Then we realise after a while that it is said there is a law but what is missing is what you call in French the (French 00:36:47-0) in other words the law is here, but if you have to apply it you have to have another law. This is missing and

since it is missing it is not applied so if you get somebody who has a degree in energy efficiency and of course he will get the job. He will be working maybe, but he won't be doing energy efficiency. This is the dilemma I mean everybody talks about the energy efficiency I mean wherever you are energy efficiency, but here in Algeria there is a shortage of housing, and when you say to somebody I want you to have energy efficiency, in the beginning, you say okay but you will have to pay more for your house, and he says, oh I do not have money so without the efficiency, and this is the problem. This is the way it is. Maybe it will change with time what we have I would give another example. We have car control every year you have to control it, no pollution and so want to work well, breaks well, so on and so forth, and they were talking about that for five or six years, and they don't apply it, and then it changed it has been now for three years or four years they apply it, and it's working nicely so people each year you go they check every make sure that the car is good to be on the road and that is what. This is what they should do with the buildings except now people have to get into their head it has to be done, and you have to have control and that control should be set. #00:38:22-6#

213. I: Right, yeah. #00:38:25-3#

214. P2: When you set it you have to pay for these people and these people you have to get them from the housing entrepreneur. The housing entrepreneur have pass to the consumer and you have to make sure the consumer can pay. I give you another example which is really good also I was in Lesotho and Lesotho is a (unclear 00:38:45.6) I am sure you know? #00:38:46-5#

215. I: Yeah. #00:38:46-9#

216. P2: So the electrification rate is very low, so they said okay we are going to set up an electrification program, and we are going to ... so they start the programme, it is running well, but the problem comes when they try to make people pay for the electricity because people are really happy to have electricity, but once they look at the bill at the end of the month they say no I cannot pay it. So what they do they say, please take the electricity out. They say they cannot pay it it is, it is ... here you have a dilemma those are the small problems that they do not see much but still; they make the difference between successful programme a programme that he needs to get sorted. #00:39:29-0#

217. I: Yah so maybe they should be more cooperation between social science and engineering? #00:39:33-0#

218. P2: Oh definitely, definitely you know I am technical but now I realise you cannot disassociate the two and when you look at the social science when you have to convince people that ... or find a mechanism let us say give them the electricity when they need it. I were discussing with one of the people I met from Lesotho, and he said but the idea when people say it, so we don't have any money to pay for it and they well they can make say saving on a few things right and left, they say no, no, no, they are used to this one they do not want to make any cuts. Then he said you have to explain to them if you do not have electricity his son will not be able to get an education, if his son does not get education, he will not improve his standard of living, and he will stay on the same level. Say maybe, and this is my father idea. My father idea was like this and make a sacrifice for my son so they will have better life, and this is what you have to do. He says okay it is for my son for the education of my son, for the health of my family, I have to make some sacrifices. But still, I think the ideas is a little bit more

- say it is popular than this. When I was in Ouagadougou you know, it is a poor country also? #00:40:54-8#
219. I: Yeah. #00:40:54-9#
220. P2: There I was really I couldn't believe that the price of electricity the electricity you pay there the price is twice what we pay in Algeria. I said we are lucky after all. #00:41:07-1#
221. I: Oh definitely, yeah. #00:41:08-6#
222. P2: So, this comes back to one get an education, and what you should give to education there is a certain time when you can get the education you get a job but now it's it is more than that. It is, it is, you have to find a niche when you want the ... I am for somebody who has to guide all these people to the university say what do you want to do, what are you capable of doing and what would you like to do, because sometimes now either they do not know what he's doing they just go to university and say oh go and get something or it is just the pressure from the parents I want you to be a doctor in medicine I want you to be that and the person doesn't like that at all (laughs) they say what the heck are you doing here so. Sometimes it's good to gauge them see what are their strengths, what they believe. You know I am one of these strong believers that ... you know what's the difference between a hobby and a job? Absolutely nothing. A job is something that you think you do most of the time you don't like and you got paid for it. A hobby is something you love to do but you do not get paid for it (laughs) and you love to do it. #00:42:25-8#
223. I: Yeah, exactly, yeah. #00:42:27-3#
224. P2: So, if by any chance you can match the two you would be lucky because if what you do is your job you will love it and you will have some money for that other be good. This is probably the thing they should do when you have to orient a person as a student to go to university, and I think you should do it. #00:42:48-5#
225. I: That is right, yeah. #00:42:51-6#
226. P2: They should do it so now they say even if (unclear 00:42:55-5) what do you like what do you ... [intervened]. #00:42:58-6#
227. I: Ja, because right now it is done after (speaking French 00:43:00-9).
228. P2: (Speaking French 00:43:02-2) and some people get into something, and they don't really like but their parents push for it. I have seen people you know with the highest grade for the people who have... I'm sorry to say again. The people who go into medicine, medical school, has aim towards the highest grade and those few want to go to med school because it has a reputation right now. I have some children forced by their parents to take baccalaureate three or four times even though they have very high grades but not high enough to get to med school; they ask them to redo it and redo it (unclear 00:43:45.7).
229. I: It does not make sense, but yah. Hmm. So how do you perceive the role of the Ministry of higher education in scientific research? #00:43:58-0#
230. P2: Well, it's not each lot of other people around. I think they should give more liberty or more freedom to the rectors of the universities. #00:44:16-9#
231. I: Mm-hmm (positive). #00:44:17-1#
232. P2: Maybe so they should some guidelines but then let them work, I think that would be the best way. Because when you ...everything is centralised the way to do it in Algeria whereas you have the Ministry and the way it is (unclear 00:44:35-7) are two different things, two different philosophy. Most of the time the people in Algeria don't

- feel what the local needs are and I think we should give them some freedom. So, it is I would say more like more regulatory system then somebody who gets involve into details, to me that's the way it should be. #00:44:56-0#
233. I: Okay, yeah, right. What is the liaison between the French models of higher education in the present-day Algerian higher education? #00:45:06-0#
234. P2: Well it is French education the one we have is (unclear 00:45:09-1), but I have to say ... but if you talk by the ... after the independence we had the same. 1971 we (unclear 00:45:20-5) and say okay the American are more advanced technically so let us do what everything there. Then we realised that we have a one Europe and Europe offer a better opportunity for us we say it is good yah. But still, we cannot ... it is like the UK they can get into Europe, but they cannot live the way the German live and that is why they get in trouble, and that is the way for education. Education maybe we can follow what they have in the spirit of the law but still, we start to get something that is specific to us. #00:46:02-8#
235. I: Alright, yah. #00:46:04-5#
236. P2: I would like getting four years for the bachelor's degree seems more reasonable. #00:46:08-9#
237. I: Okay, yeah. #00:46:09-9#
238. P2: Because that gives you a chance for people to ... I have to tell you one of the problems we also have the children are getting education Arabic education after the (unclear 00:46:20-0) they get to do university starting French (laughs) this is why you need one year more, one more year I am sorry. #00:46:30-0#
239. I: It's not compatible. #00:46:32-3#
240. P2: No. #00:46:33-2#
241. I: You cannot study in a language ... I mean (laughs) #00:46:36-2#
242. P2: No, no you get into trouble, you get into trouble it is ... and this will help I mean. Also, I go back to maybe there should be somebody to orient all these people to say okay we (unclear 00:46:50-1) may be to get some companies around to get involved also, one way or the other. If they are really serious about getting good employees maybe they can get involved from the beginning one way or the other get ... show them have someday for (unclear 00:47:11-5) and a day for (unclear 00:47:13-4) then it can be done. I have ... I got in touch with the ministry in national education those are the Ministry in charge of elementary school, middle school and high school. So, they are asking for programs or project for high school, and I said okay I will, I am going to contribute and then the idea came to me is simple. I said to them normally in Algeria (*STEM topic*) at high school level and a demonstration setting. The way I proposed it is, it is not that I will do it, but rather I will take some teachers mainly in physics, chemistry, and natural sciences may be mathematics and then with this one we give them some training and then all the projects with few of the students would be managed by the school. The idea behind this for the teacher is to have a better education so lots of training but for the high school student is to have a feeling of what is going on before they can go university. #00:48:52-7#
243. I: Y ah. #00:48:53-3#
244. P2: I said it I promised I was going to fast but I am not (laughs). If we manage to go back to high school and see how things are. #00:49:03-6#
245. I: I see, yah. #00:49:03-8#
246. P2: I will not be paid much but it will be fun. #00:49:06-4#

247. I: Great. Nice. #00:49:09-8#
248. P2: But this is ... this why I brought this up is because you need to have some model but to get people into university or you want to show the field. So, you ... [intervened]. #00:49:21-7#
249. I: It's very important point, yeah. #00:49:24-3#
250. P2: It is very important so you will be less people failing. #00:49:30-4#
251. I: Exactly, in your own interest, yeah. It is worth making the investment for. human resources. #00:49:34-3#
252. P2: Human resources exactly. #00:49:37-0#
253. I: I agree, yeah. #00:49:39-2#
254. P2: That is the way that should be. #00:49:40-9#
255. I: So, are you presently involved with civil society? #00:49:46-0#
256. P2: Yes, when all this I just talked about. I organise every two years a conference on (*STEM topic*). #00:49:56-0#
257. I: Okay. #00:49:56-8#
258. P2: I have been in associations called (*name*) what else? I work a lot with the university sometimes I don't get paid for it but it is fine. #00:50:13-6#
259. I: Yeah. #00:50:14-1#
260. P2: I go there and I ... well I have to admit I have a lot of friends at university I made lots of friends so it sometimes fun for me to just go there give a helping hand and develop a program and so on and so on and so forth. But outside that not much, not much. #00:50:34-5#
261. I: That is already a lot. So, in generally what would you say is the relation between society and university? #00:50:45-0#
262. P2: It's not as I would like it to be. It is ... everybody is waiting for the (unclear 00:50:51-3) to him or to her and it is not moving one towards the other and so there are a lot of talking about that but not much is done so far. #00:51:04-0#
263. I: Okay. #00:51:04-6#
264. P2: So ... and it should be done. It should be done with the latest crises with oil because we (laughs) #00:51:12-0#
265. I: Right. #00:51:11-9#
266. P2: We have no choice but to do it. #00:51:14-0#
267. I: Okay, so if we do like a SWOT analysis of Algerian higher education what would you say? #00:51:26-0#
268. P2: Frank? #00:51:26-8#
269. I: Yeah. #00:51:27-8#
270. P2: It has come to strength. I think that the programmes are really good. #00:51:32-5#
271. I: Mm-hmm (positive). #00:51:33-2#
272. P2: When it comes to weaknesses, we are all the time behind schedule. We have massification which is not good. The programmes don't really solve local problems and these are the weaknesses that we have to look that. Also, maybe the system will have the LMD issue (unclear 00:52:03-6)
273. I; Okay, yah. #00:52:04-7#
274. P2: That is one of the things I would say at least give one more year so you will have a better setting. #00:52:13-3#
275. I: Result. #00:52:14-2#

276. P2: Results right. But for the ... when it comes to international cooperation, I think it's not bad. We are not doing as good as the Tunisians because they are smarter than us I think (laughs) I have to admit it they are really good at getting money from places we think you will never get and getting into programmes we think they are not worth it but it turns out they are okay. I will give you an example old news but I ... before I say that I, I wrote a chapter on (*STEM topic*) in North Africa. #00:52:55-1#
277. I: Right, yeah. #00:52:55-4#
278. P2: I realised we have to take out Libya because there are some problems right now and maybe we take out Sudan. #00:53:08-4#
279. I: Okay, yeah. #00:53:09-4#
280. P2: Now we have Egypt, Tunisia, Algeria, and Morocco. Of this four countries only Tunisia don't go with big projects they like small project that are really good, and this is why I come to my example they have through UNESCO programme to develop agriculture they have water, and this is what they call (speaking French 00:53:43-3) so greenhouse agriculture. And programmes when you look at the beginning it was almost nothing but with time it definitely gets really big because this small will get multiply 100 time and then became big, but still it's small when you manage it, but it is really good. But when it comes to Egypt, Algeria, and Morocco, they want to go the big, like big projects. #00:54:12-4#
281. I: (Laughs) Okay, yeah, so maybe that could be a solution to do more small scale. #00:54:18-1#
282. P2: No, the Tunisians are better than us. When you come to the difference between Algeria on one side and Egypt and Morocco on the other side, they are two different ways of thinking. The Moroccans and the Egyptians say this you can invest and we work with you. Not just say you come, but we invest together. This is the difference between the two, right? #00:54:45-5#
283. I: Y ah that is a big difference for investment sure. #00:54:48-3#
284. P2: That's why I'm telling you when it comes to these things what should you look as a big thing or small things, and it depends on how the way you manage them. I give you another example to really good also there was the electrification of the South? #00:55:05-2#
285. I: Ja. #00:55:05-9#
286. P2: Okay and Algeria did it, and Morocco did but the approach was completely different. In Morocco, the Moroccans took some people to train them to be an entrepreneur and then they gave them some money, and they tell them what we want you to do now is electrify the South. So, you electrify it, you collect the money, and so on and so forth, and they did it. Algeria said no the government will take care of everything we give them the best of everything. So, they gave them the best of everything but at the end when it comes to things are ready the Moroccans were ahead of us, why? Because in Algeria it was taken by Sonelgaz and Sonelgaz actually said no I do not have enough work I cannot take care of everything I am losing money. So now Algeria has to go back and get training for some entrepreneur to take care of this one. As we are way way behind where the Moroccan are already working and so this is the two differences approach. #00:56:13-0#
287. I: Okay so yeah I think we already touched on opportunities and trends with this. Very good. So, in your opinion, what is the principal objective of the Algerian university, maybe like the real one or the one which is desirable? #00:56:32-0#

288. P2: Okay, one that is declared at least is a train ... I've trained people for our companies in develop the country. #00:56:41-5#
289. I: Mm-hmm (positive), yah? #00:56:43-0#
290. P2: Now, when it comes to other things people want to get the university to get a good job that is the basic line, some philosophy want to get a better education. Getting a degree at the university it is still well regarded that is how it opens a lot of opportunity with ... by companies sent to (unclear 00:57:10-1) that does not have an education even though I have to tell you the last statistic I saw less people unemployed percentage-wise right in the people who do not have a higher education degree then one that has the higher education degree. But still, the people who don't have jobs are much more numerous without degree but if you take a percentage is much smaller and 100% work. #00:57:42-9#
291. I: Yeah, (laughs) definitely. #00:57:44-7#
292. P2: And so people get at degree because also it is a good opportunity to open up to understand the world. People want to get a degree to travel abroad. I will have to tell you ... okay, I will get a degree in Algeria then get post-graduate abroad, and they think everything like that. Then they say okay I will get abroad, and I will come home, and I will get a good job and so on and so forth, so this is the way they look at it. #00:58:10-8#
293. I: Right. #00:58:11-8#
294. P2: Then now a lot of students, in my time it was not, but now a lot of people do some a lot of social work. My daughter and my son work in a lot of associations, and they get involved with a lot of social work. #00:58:31-8#
295. I: Okay. #00:58:32-5#
296. P2: In my time, it was less, much less. #00:58:36-0#
297. I: That is good so them we have society relations. Okay, so we are just having full functions to see what they mean in the Algerian context. So what is the role of a philosophy in Algerian higher education? #00:58:59-0#
298. P2: Philosophy? #00:58:58-9#
299. I: Yah or you could say ideology. #00:59:00-6#
300. P2: Before or right now? #00:59:04-5#
301. I: Both. #00:59:05-4#
302. P2: Well before, I mean before the ideology ... you are talking politics, right? #00:59:11-5#
303. I: Yeah. #00:59:11-0#
304. P2: Yah it was strong, but now no. #00:59:14-6#
305. I: Okay. #00:59:15-1#
306. P2: Because also you have different students ... different my time there use to be only one student association, and it was aligned to the ruling party. #00:59:28-7#
307. I: Right, so yah that has completely changed. #00:59:31-5#
308. P2: No, it is completely different; you have four or five, and each one is related more or less to one party or another. So it is small ... I mean it's more open than before, and politics plays less a role than before. Now somebody who is in university he won't think about that party or that party or the government, and so on, he wants a good job he wants to develop his ideas, that is it they do not think ... I think ideology is really secondary in his head. #1:00:02-3#
309. I: Okay. #1:00:04-3#

310. P2: But still there are some people who hold their ideology and this thing one will develop, and it will get stronger, and they will develop that ideology, but there is not one ideology that is what I mean right. #1:00:17-3#
311. I: Okay, yeah. Good. What about the functions of the selection of elites in the Algerian university? #1:00:26-7#
312. P2: I did not really follow the selection of the elite? #1:00:34-1#
313. I: Yeah. The function of ... is it applicable in Algeria? The role of ... #1:00:40-8#
314. P2: The elite? #1:00:41-7#
315. I: The elite, yah (unclear 1:00:43-2) the elites. #1:00:44-0#
316. P2: That is a tough question. I mean ...well you have really ... I mean the elite is playing an important role but still now how it is played depends on how we look at it. This is the ... I'm sorry to say it, but still, we have some dysfunction on that part. It is ... we have a lot of influence external influence on the elite, so the elite is not getting into one direction you have everybody is looking as different directions and so. But still, how would I put it ... the elite from my point of view is not doing their job properly. #1:01:40-3#
317. I: Okay, yeah. #1:01:41-2#
318. P2: In other words, do they think about getting the country and playing a role model that everybody looks up to? #1:01:51-1#
319. I: Sort of, yah (laughs) #1:01:54-1#
320. P2: No, I have to admit there are some people are really good they are really steering, they do a good job but others you wonder, oh God. But still, that is society right. #01:02:05-0#
321. I: Ya sure, ya. What is the past and current standing of research at the Algerian University? #01:02:14-0#
322. P2: I think it is much better. Okay, more or less the research at the university started in the mid-70s. But I will say there is some results until 10 to 15 years later and it's only right now that we have really organised laboratories certain place. #1:02:43-4#
323. I: Okay, mm-hmm (positive). #1:02:44-1#
324. P2: But now you have really good laboratories ... well, not good laboratory but you have laboratory that is decent I'd say, put it this way. I think in the past ... but still, that has to do in 70s and the 80s that are fewer people that doctor degrees and because before there use to be people with doctor but most of them ... and they are in Germany, they are in France (laughs) #1:03:08-7#
325. I: Right, of course, I see. #1:03:11-4#
326. P2: But now a lot have returned to the country a lot have set up laboratories and a lot of ... right now it is going on they are trying to have accreditation so they have to give accreditation to some of the laboratories and I think this is really good. They are really ... [intervened]. #1:03:29-7#
327. I: Quality assurance. #1:03:30-4#
328. P2: Quality assurance right. I have been working on that myself, but the price to get an accreditation is so high, God it is too expensive. #1:03:39-7#
329. I: Right. #1:03:40-4#
330. P2: So, but still, I think it's the best way to do things. Because once you accreditation, you get more disciplined. #01:03:51-0#
331. I: Okay, I see, sure. What is the role of the training of the bureaucracy at Algerian universities? #01:04:02-0#

332. P2: The role of bureaucracy in training? #1:04:07-5#
333. I: Yeah. #1:04:07-4#
334. P2: Well ... in training ... you see, usually, their role comes into applying laws to making sure that everything is working. I would say it's not bad; let's put it this way. I would like ... let us say I admire a lot the German system where you have rector to stay for three they get replaced any term that will be good. I was at the Max Planck Institute, and the directors just rotate. That is very good because you will have some dynamism and things work. But when you have somebody who is in his position for more than 20 years that gets ... (laughs). #1:05:00-3 #
335. I: (Laughs) Okay, that is right, yah. Okay so could you think of any other functions of the university in the Algerian context which are not, have not been mentioned yet, or ...? #01:05:10-0#
336. P2: No, I think there is ... the ... I am of those who think that the university is part of society. #1:05:21-4#
337. I: Okay, yeah. #1:05:22-6#
338. P2: Unless it is a thing that University should be involved in. There could be a link between what is going outside, inside, and the country. They can ... yah that way. #1:05:36-5#
339. I: Okay so, to sum up, is there anything you would like to mention on the topic (laughs)? #01:05:44-0#
340. P2: Let me think about it, I will check (laughs). These are the question when they ask you you say oh my God, what I'm going to say? (laughs) And you just go blank and then, later on, you say oh okay I should have said that. Let us say no, and then I will send you a few nice things... #1:06:04-0#
341. I: Yeah, great thank you so much. #1:06:08-7#
342. P2: Okay, my pleasure, I hope it will work! #1:06:10-9#
343. I: Sure. Thank you. #1:06:13-1#

3_f_STEM

Interviewer: I

Interviewee: P3

1. I: D'accord. Pour commencer, est-ce que vous pouvez me décrire vos tâches et vos responsabilités à l'université ? #00:00:08-0#
2. P3: Les miennes? #00:00:09-0#
3. I: Oui. #00:00:09-0#
4. P3: Qui sont pas forcément celles de tous les enseignants, il faut déjà faire la distinction. #00:00:13-0#
5. I: Voilà. #00:00:14-0#
6. P3: Alors, j'enseigne effectivement/alors nous avons un statut d'enseignant-chercheur. #00:00:19-0#
7. I: D'accord. #00:00:20-0#
8. P3: Donc nous avons des tâches d'enseignement, donc des tâches pédagogiques d'enseignement : cours, séminaires, travaux pratiques ou ateliers, parce que nous, on est dans la discipline, une discipline (...) qui demande des ateliers de projets. Ça, c'est la première fonction. Ensuite, on a des fonctions qui sont des fonctions annexes à l'enseignement, qui sont des fonctions liées à la gestion pédagogique des cours, des programmes, des étudiants. Alors jusque là, c'est à peu près tous les enseignants qui font pareil. Ensuite, alors, moi, en ma qualité de de maître de conférences, j'ai en plus des fonctions d'animateur/de directrice de laboratoire, de recherche. #00:01:08-0#
9. I: D'accord. #00:01:09-0#
10. P3: Donc j'anime des équipes de recherche. #00:01:11-0#
11. I: Très bien, oui. #00:01:12-0#
12. P3: Et puis je suis aussi je suis aussi, je m'occupe aussi de la formation doctorale. Donc, j'ai élaborée tous le programme et j'ai monté la formation doctorale de notre spécialité. Et maintenant je la gère/ et la gère/ #00:01:30-0#
13. I: Oui. #00:01:30-0#
14. P3: ...ça veut dire faire un travail aussi un peu administratif. Donc : gérer les enseignants qui interviennent dans la formation, gérer les doctorants dans leur cursus. Voilà. Donc. Et je suis en plus, / j'ai un/j'ai une autre tâche qui est celle de faire partie d'organes scientifiques, par exemple le conseil scientifique de l'école. #00:01:54-0#
15. I: Très bien, merci beaucoup (rit) pour l'aperçu. Quel est votre cours académique et professionnel jusqu'à maintenant ? #00:02:02-0#
[#00:02:05-0# - #00:02:18-0# hors sujet]
16. P3: Alors, donc oui, alors moi, je suis (*discipline*) de formation. Ensuite je suis/ j'ai un doctorat en (*discipline*) à l'université (*en France*). Et puis j'ai un aussi autre diplôme (*discipline*), une qualification (*spécialité*). C'est une spécialité dans la formation (*discipline*) qu'on peut avoir moyennant une formation spécifique à la question (*spécialité*). Voilà. Donc aujourd'hui, j'ai deux casquettes : je suis à la fois dans l'académie. #00:03:10-8#

17. I: Oui. #00:03:10-8#
18. P3: Dans l'enseignement-recherche. Mais aussi, je suis déployée sur le domaine professionnel, puisque en tant que (*discipline, spécialité*) nous répondons à des appels d'offres de projets de (*thématique*) qui sont lancés par le ministère (*thématique*). Et donc nous travaillons en tant que consultants dans des agences (*discipline*). On est donc sur le terrain, c'est ce qui fait un peu de nous un corps un peu particulier... #00:03:39-8#
19. I: Oui. #00:03:40-8#
20. P3: ...dans le sens où nos enseignements et notre recherche sont alimentés aussi par le terrain et par nos travaux de terrain #00:03:48-0#
21. I: D'accord. #00:03:49-0#
22. P3: Voilà. #00:03:50-0#
23. I: Alors ça, c'est spécial (rit) #00:03:52-0#
24. P3: C'est un peu particulier oui. Mais sinon, les (*chercheurs discipline*) qui ne sont pas (*spécialité*), ils peuvent enseigner. Tout en enseignant et en faisant de la recherche, ils sont aussi prestataires, soit dans leur propre bureau d'étude, agence (*discipline*), ou alors pour le compte d'une d'agence dans lesquelles ils sont/ pour lesquelles ils sont consultants. Donc en fait, c'est un peu la particularité de la formation (*discipline*) : c'est qu'on est à la fois dans l'enseignement et la recherche, mais aussi sur le terrain professionnel #00:04:24-0#
25. I: Super. Alors vous avez une expérience très riche (rit) #00:04:28-0#
26. P3 : Oui, on va dire, oui, oui, voilà, on va dire. #00:04:31-0#
27. I: Très bien. #00:04:32-8#
28. P3 : Oui, après, l'expérience se construit sur plusieurs années, effectivement, moi, j'arrive à, maintenant, à 25 ans d'expérience donc... #00:04:39-8#
29. I : Super (rit). #00:04:41-8#
30. P3: Voilà. #00:04:41#
31. I: Très bien. Alors, de manière générale, quelles étaient les grands changements de l'université algérienne, d'après votre expérience et d'après, voilà, l'histoire aussi ? #00:04:52#
32. P3 : Les grands changements ? Les changements ils y en a eu. Il y en a eu... Le système a changé et la population des universités a changé : c'est 2 choses qui ont changé. Donc, d'abord, l'Algérie est passé des années 80 aux années 2000 par un processus de massification de l'enseignement. C'est à dire que nous, à notre époque, on avait un enseignement qui restait encore de qualité, parce que le nombre était restreint. #00:05:32-0#
33. I: Oui. #00:05:32-0#
34. P3: Et donc on avait un ratio d'encadrement enseignant-enseigné qui était dans les normes. L'Algérie, elle a fait un choix qui est celui de permettre à tout le monde d'aller à l'université. Donc, c'est une massification de l'enseignement supérieur/ #00:05:48-0#
35. I: Oui. #00:05:48-0#
36. P3: ... qui fait qu'aujourd'hui nous avons/on a pratiquement multiplié par trois par quatre, voire par cinq, parfois, le nombre d'étudiants dans toutes les filières. #00:05:49-0#
37. I: C'est énorme (rit). #00:06:00-0#

38. P3: C'est énorme. Au final, pour un nombre d'enseignants qui est resté le même. #00:06:06-0#
39. I: Pareil (rit), oui. #00:06:08-0#
40. P3: Pour former un enseignant du supérieur, il faut quand même un minimum de 15 à 17 ans d'études. Donc, le corps des enseignants du supérieur ne se renouvelle pas aussi vite #00:06:16-0#
41. I: C'est ça, oui. #00:06:17-0#
42. P3 : ...que les corps des enseignants, par exemple, du primaire, de l'école, lycée, du collège. Donc, cette, cette différence là et cet inversement des ratios a porté un coup fatal à la qualité de la formation. Ajouté à cela, il y a aussi/ aujourd'hui on assiste à une période où les étudiants sont des étudiants qui viennent d'un système éducatif qui, lui aussi, a subi des changements. #00:06:51-0#
43. I: D'accord. #00:06:51-0#
44. P3 : En gros, il y a des méthodes d'enseignement... Alors, « méthodes d'enseignement », mais aussi « langue d'enseignement ». #00:07:00-0#
45. I: Voilà. #00:07:01-0#
46. P3: Tout cela a changé. Qui fait que tout cela est pas très bien maîtrisé. #00:07:07-0#
47. I: Oui. #00:07:08-0#
48. P3 : Et au final, on arrive à l'université avec des étudiants qui sont totalement arabisés, arabisés. Alors, l'université a conservé l'enseignement en langue française pour tout ce qui est sciences techniques, disciplines techniques et scientifiques et elle a mit l'arabe pour les sciences humaines et sociales. #00:07:29-0#
49. I : Oui. #00:07:29-0#
50. P3: Or, la majorité des étudiants qui ont leur bac se dirige vers les sciences techniques. #00:07:34-0#
51. I: D'accord. #00:07:36-0#
52. P3: Les sciences, voilà, les « sciences dures » comme on les appelle. Alors au final, ce sont des étudiants qui arrivent avec des prédispositions linguistiques très, très faibles. #00:07:46-0#
53. I: C'est un problème, #00:07:48-0#
54. P3: C'est un gros problème. #00:07:50-0#
55. I: Oui. #00:07:50-0#
56. P3: Donc des difficultés de compréhension d'un cours, une très difficile adaptation aux méthodes pédagogiques d'enseignement à l'université, qui ne sont celles que l'on a dans le collège et dans les lycées. Les étudiants qui viennent avec un très faible taux d'autonomie au travail. #00:08:12-0#
57. I: Oui. #00:08:13-0#
58. P3: Or l'université par définition, c'est d'abord et avant tout l'autonomie dans le travail. #00:08:19-0#
59. I: Oui. #00:08:21-9#
60. P3 : Donc tout cela a fait que on a à la fois un changement de population une baisse de niveau global et un corps d'enseignants vieillissants qui commencent à partir en retraite et une relève très difficile qui se fait très difficilement. #00:08:37-0#
61. I : D'accord. #00:08:38-0#

62. P3 : Voilà. Tout cela avec une massification d'étudiants. Ça vous donne, ça vous donne un secteur qui est en très grande souffrance. #00:08:46-0#
63. I : Situation critique. #00:08:48-0#
64. P3 : Très critique. #00:08:49-0#
65. I : Surtout actuellement. #00:08:50-0#
66. P3 : Très critique, très critique. Et puis il y a des problèmes plus, plus, comment dirais-je, plus structurels. On a voulu donner un statut d'enseignant-chercheur... #00:09:04-0#
67. I : Oui. #00:09:05-0#
68. P3 : ...à l'enseignant du supérieur, mais en réalité, la massification de l'enseignement a fait que, en réalité, il ne peut qu'accomplir sa tâche d'enseignant et pas de chercheur. #00:09:16-0#
69. I : D'accord. #00:09:17-0#
70. P3 : Et ça aussi, c'est un coup fatal porté à la recherche et à l'enseignement supérieur, parce qu'on sait très bien que l'enseignement supérieur, il est alimenté par la recherche. #00:09:27-0#
71. I : C'est ça. #00:09:28-0#
72. P3 : Donc... #00:09:29-0#
73. I : Normalement, oui. #00:09:30-0#
74. P3 : Donc si on ne peut pas faire de la recherche, c'est l'enseignement lui-même qui devient obsolète. #00:09:37-0# I : C'est ça, oui. D'accord. D'accord. Donc, étiez-vous affectée par les grandes réformes de 71 ? (La refonte ? #00:09:53-0#). #00:09:53-0#
75. P3 : Oui, enfin, nous, pour nous, même si elle est de 71, elle montre ses effets à partir des années 90. Il faut attendre le temps d'une population de 18 ans qui arrive à l'université. #00:10:07-0#
76. I : Oui. #00:10:08-0#
77. P3 : Donc c'est une génération, donc c'est dans les années 90 que cette génération là, mal formée, formée en masse, est arrivée sur les bancs de l'université avec toute les lacunes qu'elle a. #00:10:20-0#
78. I : Oui. #00:10:21-0#
79. P3 : Et donc au final, le corps enseignant n'a pas pu s'adapter, n'a pas changé ses méthodes d'enseignement, parce-que sans doute qu'il faut changer les approches pédagogiques, parce qu'on a une population qui est différente. Mais le problème, c'est que les enseignants n'ont pas changé, nous n'avons que très peu changé nos méthodes d'enseignement pour les adapter, finalement, à des étudiants qui ont beaucoup de lacunes. Donc au fait, il y a toujours un faussé énorme entre, peut-être la compétence des enseignants les plus anciens, ceux qui constituent encore quelques noyaux durs, et le niveau des étudiants. Le décalage est de plus en plus, de plus en plus grand. #00:11:04-0#
80. I : D'accord. Mais vous, vous avez fait l'ancien système ? #00:11:09-0#
81. P3: Oui, oui, oui. #00:11:12-0#
82. I : Et maintenant, quelles sont vos expériences avec LMD ? #00:11:15-0#
83. P3 : Alors, le LMD, il est, il est très mal compris en Algérie. #00:11:22-0#
84. I : D'accord. #00:11:23-0#

85. P3 : Il a été très mal compris et de toute façon, je crois qu'il était trop prématuré pour l'Algérie, parce-que le LMD suppose d'abord, pour moi, tel que je le vois, il suppose une maturité...#00:11:36-0#
86. I : Oui. #00:11:38-0#
87. P3 : ...de l'étudiant qui est capable de construire un parcours. #00:11:40-0#
88. I : Oui, c'est ça. #00:11:41-0#
89. P3 : Ça suppose qu'il soit très bien informé. #00:11:44-0#
90. I : Oui. #00:11:45-0#
91. P3 : Et puis le LMD part du principe qu'on diversifie les parcours. #00:11:48-0#
92. I : Oui. #00:11:49-0#
93. P3 : Ça veut dire que les offres doivent être importantes. #00:11:52-0#
94. I : Oui. #00:11:53-0#
95. P3 : Les offres, elles, dépendent bien sûr de l'environnement socio-économique, parce-que le LMD, c'est aussi une, c'est aussi des diplômes professionnalisants. #00:12:05-0#
96. I : Oui. #00:12:06-0#
97. P3 En plus d'académiques, ils sont professionnalisants. Ils proposent des spécialités de pointe. Or en Algérie, comme on connaît le secteur socio-économique, qui n'a pas vraiment démarré, donc au fait ils n'offrent pas des grandes opportunités de formation. #00:12:25-0#
98. I : Oui. #00:12:26-0#
99. P3 : Au final, les masters sont des, / quelques-uns sont bons, mais d'autres sont totalement artificiels, ils sont totalement déconnectés... #00:12:34-0#
- 100.I : Oui. #00:12:35-0#
- 101.P3 : ... par rapport aux offres réelles du terrain socio-économique. #00:12:40-0#
- 102.I : Oui. #00:12:41-0#
- 103.P3 : Mais sinon, le système en lui-même, dans l'absolu, moi, je le trouve intéressant. Et il aurait pu être très intéressant pour l'Algérie, parce qu'il aurait aussi évité d'envoyer tout le monde vers des études longues. #00:12:56-0#
- 104.I : D'accord. #00:12:57-0#
- 105.P3 : De 5 ans. Puisqu'il permet justement d'avoir des passerelles... #00:12:59-0#
- 106.I: Tranches, oui. #00:13:01-0#
- 107.P3 : ...des tranches intermédiaires, qui peuvent qualifier, peuvent donner plusieurs qualifications. #00:13:07-0#
- 108.I : Oui. #00:13:08-0#
- 109.P3 : Notamment des techniciens supérieurs, des apprentissages aux métiers beaucoup plus maîtrisés. #00:13:13-0#
- 110.I : Oui. #00:13:1-0#
- 111.P3 : Et tout cela, c'est bon pour nous parce que ça aurait pu dé-densifier l'enseignement supérieur. #00:13:20-0#
- 112.I : Oui. #00:13:20-0#
- 113.P3 : Au sens où on peut l'entendre. Mais malheureusement... #00:13:25-0#
- 114.I : D'accord. #00:13:25-0#
- 115.P3 : ...ça, ça n'a pas été là. Donc, actuellement, on applique un système LMD sans grande substance en réalité, sans grande substance. Quand on offre des formations

- master dans des spécialités, en réalité, elles ont peu d'impact sur les milieux socio-professionnels, économiques et professionnels. Elles ont très peu d'impact. Et le monde professionnel et les secteurs utilisateurs ne peuvent pas jouer le jeu de la formation. #00:13:54-0#
- 116.I : Oui. #00:13:54-0#
- 117.P3 : Donc les liens entre l'université et le monde professionnel n'étant pas établis, pour moi, c'est la condition pour faire fonctionner un système LMD. #00:14:03-0#
- 118.I : D'accord. #00:14:03-0#
- 119.P3 : Donc, s'il ne fonctionne pas, c'est parce que justement le lien entre le monde professionnel et l'université, l'adaptation de l'université aux besoins du secteur professionnel, et vice-versa, la formation du secteur professionnel sur des compétences de l'université, ne se fait pas. Et donc, finalement, on continue à être dans un système classique, mais tout en ayant adopté l'organisation d'un LMD. #00:14:28#
- 120.I : D'accord, alors c'est mal argumenté, mal adapté au .. #00:14:34#
- 121.P3 : Oui, contexte, c'est ça. Il ne/ le LMD, tel qu'il a été conçu dans le processus de Bologne, a du mal à se mettre en place dans la logique, sans changer sa logique dans le système universitaire algérien, qui est totalement, pour beaucoup de disciplines, en rupture et en décalage profond avec le secteur utilisateur socio-économique et...#00:15:01#
- 122.I : D'accord. Et qu'est ce que vous proposez pour attaquer cette ..? #00:15:06#
- 123.P3 : Moi, je crois que la première des choses, c'est qu' il faut absolument miser non pas sur l'enseignement supérieur, mais sur la formation professionnelle. #00:15:13-0#
- 124.I : Oui. #00:15:13-0#
- 125.P3 : Moi, je crois qu'on a tout intérêt à former aux métiers, tout en laissant la possibilité, à celui qui choisit la voie de la formation aux métiers, de pouvoir un jour continuer, faire de la formation continue pour accéder à d'autres niveaux. Mais partir du principe qu'après le bac tout le monde fait l'université, je crois que c'est l'erreur stratégique, c'est l'erreur stratégique. #00:15:38-0#
- 126.I : Oui. #00:15:38-0#
- 127.P3 : Donc l'Algérie est un pays qui a démarré sur des politiques socialistes, pour ne pas dire...#00:15:44-0#
- 128.I : Oui. #00:15:44-0#
- 129.P3: communistes... #00:15:46-0#
- 130.I : Oui. #00:15:46-0#
- 131.P3 : Socialo-communistes, qui voulaient une forme d'égalitarisme pour l'enseignement à tout le monde. #00:15:52-0#
- 132.I : Oui. #00:15:53-0#
- 133.P3 : Et pour tout le monde. Eh bien, ça a montré ses limites, parce-que tout le monde n'est pas pareil, tout le monde n'a pas les mêmes aptitudes, les mêmes compétences. On a, moi je dirais, 60 % des jeunes qui sont à l'université aujourd'hui n'ont pas le niveau de l'université. Ils pourraient être de très bons techniciens et là, on pourrait miser sur la formation professionnelle. #00:16:14-0#
- 134.I : Voilà. Alors, plus que la moitié... (rit) #00:16:18-0#

- 135.P3 : Beaucoup plus. Là, en plus, je suis, je suis/Franchement, si je devais me baser sur des chiffres réels... #00:16:23-0#
- 136.I : Oui. #00:16:25-0#
- 137.P3 : Moi, je dirais que 30 % ont un niveau universitaire et 70 % ont un niveau moyen qui serait totalement adéquat pour la formation professionnelle. #00:16:37-0#
- 138.I : C'est ça. #00:16:38-0#
- 139.P3 : Pour des formations courtes, et plusieurs formations courtes, pour capitaliser des savoir-faire et peut-être que ce temps là est nécessaire à la maturité, permettrait à certains d'entre eux, à un moment donné, de trouver les passerelles pour revenir à l'université. #00:16:55-0#
- 140.I : D'accord. Mais ça n'existe pas, il n'y a pas partenarité ? #00:16:57-0#
- 141.P3 : Non, ça n'existe pas. La formation professionnelle n'a jamais réellement démarré, elle est accessible aux gens qui n'ont pas leur bac, donc elle est déjà dévalorisée. #00:17:09-0#
- 142.I : C'est ça. #00:17:10-0#
- 143.P3 : Alors qu'en réalité, elle devrait être accessible et encouragée à l'accès par les gens... #00:17:15-0#
- 144.I : Voilà, respectée. #00:17:15-0#
- 145.P3 : ... qui ont eu leur bac. Absolument. #00:17:18-0#
- 146.I : D'accord. Alors oui la situation se présente (rit) difficilement, (si de nouveau ont été, bon, c'est entier ? #00:17:29-0#). Ça veut dire qu'il faut baisser le niveau forcément ou comment, (ce qu'on gère ? #00:17:33-0#). #00:17:33-0#
- 147.P3 : Oui. Aujourd'hui le niveau, quand vous dites/Il faut bien peser le terme de « politique de massification », la masse : tout le monde va à l'université et tout le monde doit réussir surtout. #00:17:43-0#
- 148.I : Oui. #00:17:44-0#
- 149.P3 : Donc si tout le monde va à l'université et si tout le monde va réussir, l'équation, elle est insolvable. Ça veut dire que, quelque soit le niveau de l'étudiant, vous le faites passer. Donc au final, c'est tout à fait ça, je crois qu'il faut pas se mentir. #00:18:00-0#
- 150.I : Oui. #00:18:01-0#
- 151.P3 : Aujourd'hui/D'ailleurs, je vais vous dire une chose. C'est tellement vrai que, quand on fait des statistiques sérieuses, quand on essaye de voir le devenir, que sont devenus les diplômés pour chaque branche. Nous, on la fait pour notre discipline, on sait, c'est moins de 15 % qui vont travailler (*professionnels de la discipline*) Ça veut dire qu'on a formé à perte, parce que... #00:18:24-0#
- 152.I : C'est incroyable, moins que 15 % (rit). #00:18:25-0#
- 153.P3 : Oui, oui 15 %, 15 %. Moi, je dirais qu'ils sont visibles maintenant sur le paysage des (*professionnels de la discipline*) et qui, voilà. Les autres sont réduits à être des techniciens (*spécialité*) pour 20 % encore. Et puis tout le reste font autre chose. Ou ils abandonnent, ou ils... Parce que c'est la faiblesse de la formation. #00:18:49-0#
- 154.I : Oui. Oui. D'accord. #00:18:54-0#
- 155.P3 : Donc en fait, cette histoire de massification, elle a des conséquences énormes. Elle a des conséquences énormes. Et maintenant, mon inquiétude, là actuellement, c'est qu'on n'a plus la possibilité de renouveler correctement le corps des enseignants. Parce

- que, quand vous regardez la tranche, la pyramide des âges des enseignants dans le le le supérieur, vous allez voir qu'une partie d'entre eux est en phase de prendre la recherche, la retraite. Moi, j'arrive sur mes (*âge*) ans, donc je ne vais pas être loin aussi. J'ai vraiment envie... de... #00:19:27-0#
- 156.I : (rit) C'est sûr. (rit) Oui. #00:19:32-0#
- 157.P3 : ...de m'arrêter et donc... #00:19:34-0#
- 158.I : Mais il y a pas la relève nouveau. #00:19:34-0#
- 159.P3 : La relève, oui, la relève n'a pas été assurée. Moi, en tout cas, on a de jeunes enseignants recrutés, mais ils sont recrutés en ayant fait les parcours qu'on est en train justement de critiquer, c'est-à-dire avec toutes les faiblesses linguistique, structurelle, méthodologique. Et tout cela, donc, c'est pas fait pour... Je suis désolée, je vous peins un tableau noir. Ce n'est pas fait pour espérer un rehaussement du niveau. #00:20:04-9#
- 160.I : D'accord. À moyen terme, au moins, oui (rit). #00:20:08-9#
- 161.P3 : À plus long terme, si on, si toute la stratégie politique de l'enseignement supérieur change. Mais si elle continue à être comme ça, dans la massification, là, ça sera carrément impossible. #00:20:21-9#
- 162.I : D'accord. Parlant maintenant de la thématique de l'internationalisation en Algérie. D'abord, quel est votre avis personnel de l'internationalisation dans l'enseignement supérieur ? #00:20:36-9#
- 163.P3 : Qu'est ce que vous, qu'est ce qu'on entend par le mot « internationalisation » ? Est-ce que c'est internationalisation des méthodes ? #00:20:42-9#
- 164.I : Tous les domaines, oui. #00:20:43-9#.
- 165.P3 : Tous les domaines. #00:20:44-9#
- 166.I : Oui. Aspects. #00:20:45-9#
- 167.P3 : Aspects. Internationalisation, mais je crois pas qu'on puisse parler sur tous les domaines. Dans les, par exemple, dans les outils pédagogiques d'enseignement, c'est clair qu'il faut s'inspirer de ce qui se fait sur le plan international. Mais on a un devoir d'adaptation. On a le devoir d'adapter, parce que l'étudiant algérien n'est pas l'étudiant hollandais, n'est pas l'étudiant allemand. Les environnements et les contextes culturels, sociaux, dans lesquelles ils vivent, ne sont pas les mêmes. C'est d'ailleurs une des difficultés du LMD. C'est parce qu' au fait, c'est un très bon système dans l'absolu, mais ne s'adapte pas de façon, il ne s'adapte pas de façon optimum dans tous les contextes sociaux-politiques et sociaux-culturels. Voilà. Donc internationalisation, oui, pour ne pas être en déphasage avec, quand même, une forme de connaissance universelle, mais attention à ce qu'on peut importer et à adapter sur le terrain. C'est ça. Ensuite, oui, bien sûr, bien sûr, ensuite moi, e suis pour l'internationalisation dans le sens de l'ouverture d'esprit que peut avoir un étudiant sur le monde, oui, sur les langues, sur les savoir-faire qui viennent d'ailleurs. Ça, oui, parce que c'est la condition justement pour lui, pour inventer des systèmes qui correspondent à sa propre société. Mais sinon, s'il n'a pas de modèle référentiel... #00:22:24-0#
- 168.I : (rit) C'est ça. #00:22:24-0#
- 169.P3 : Il ne peut pas créer son propre modèle. #00:22:26-0#

- 170.I : D'accord. Et maintenant, si on a les deux pôles, national et international, où est-ce que vous positionnez l'enseignement supérieur algérien actuellement ? Ou, est-ce que ça a changé, peut-être ? #00:22:39#
- 171.P3 : Il est empêtré dans des problèmes algéro-algériens nationaux. #00:22:48-0#
- 172.I : Oui. #00:22:48-0#
- 173.P3 : Mais il tend, quand vous regardez la politique de l'enseignement, du ministère de l'enseignement supérieur, on tend à mettre des normes internationales. Par exemple, dans le domaine de la recherche, tous les mécanismes de la recherche, la visibilité de la recherche, la production de la recherche, celle-là, elle est régiee actuellement au niveau du ministère de l'enseignement supérieur par des normes internationales. C'est à dire que le ministère de l'enseignement supérieur ne reconnaît une recherche que si elle est validée par la sphère internationale ; c'est-à-dire, il ne fait pas ses propres critères d'évaluation internes. Quand on touche à l'enseignement, à la recherche, je parle du volet « recherche », voilà, la reconnaissance se fait sur le plan international et c'est quand elle se fait sur le plan international qu'elle a des répercussions sur la carrière des enseignants. C'est ça. C'est très important par contre sur le plan de l'enseignement. Là, je crois qu'on reste dans un système algéro-algérien. #00:23:52-0#
- 174.I : D'accord. #00:23:53-0#
- 175.P3 : On n'a pas on n'a pas réussi à adopter, ou à enclencher, des processus d'échanges et de mise en application de modèles qui sont performants dans d'autres pays. Non. Donc on reste dans un enseignement, j'allais dire, un peu traditionnel, dans lequel, par exemple, les technologies de l'information et du numérique peinent à trouver leur place, voilà. Donc il y a ces deux choses. L'enseignement est, reste traditionnel et avec un certain retard qui s'aggrave avec la massification, le niveau de langue, qui dit « niveau de langue », donc, accès aux ressources bibliographiques. Tout cela. Et, de l'autre côté, vous avez la recherche proprement dite qui, elle, est soumise à évaluation par des normes internationales. #00:24:49-0#
- 176.I: Forcément, oui (rit). #00:24:50-0#
- 177.P3 : Forcément, oui. Voilà. Non mais, on aurait pu avoir nos propre normes algériennes et dire « bon, un enseignant, s'il publie deux articles dans une revue nationale, on lui reconnaît le titre de professeur. » Non. Sur le plan de la recherche, c'est ce qui est produit à l'international, dans les normes internationales, qui fait figure de règles pour le ministère de l'enseignement supérieur. Donc, c'est toujours ça. #00:25:25-0#
- 178.I : D'accord. Voilà. D'après vos expériences, est-ce qu'il y a des grandes différences entre certaines filières qui sont les plus internationalisées ou nationalisées ? #00:25:34#
- 179.P3 : Oh, oui ! Oui, oui, oui. Je vais vous donner un exemple frappant. Pratiquement les sciences humaines et sociales sont à la traîne. Toutes les disciplines des sciences humaines et sociales sont vraiment vraiment à la traîne, parce que c'est là où étudiants, enseignants, chercheurs sont dans des environnements strictement arabophones. #00:25:55-0#
- 180.I : Oui. #00:25:56-0#
- 181.P3 : Donc aujourd'hui, on le sait comment elle est répartie la science dans le monde, on le sait bien que les grands pôles de science ne sont pas dans les pays arabes. C'est une réalité. Aujourd'hui, il faut l'accepter comme, comme elle est. Et donc, au final, les

- disciplines de sciences humaines et sociales ont pris beaucoup de retard. Et dans ces disciplines là, ceux dont je vous parlais là, à l'instant, c'est-à-dire que la recherche, les normes de la recherche sont internationales. Mais les recherches, les normes de l'enseignement sont nationales. Pour les sciences humaines et sociales même les normes et la recherche, elles sont nationales. #00:26:39-0#
- 182.I : D'accord (rit). Oui. #00:26:40-0#
- 183.P3 : Alors que les disciplines scientifiques : médecine, informatique, architecture, voilà, physique, math, enfin. #00:26:49-0#
- 184.I : Les techniques. #00:26:50-0#
- 185.P3 : Techniques, ingénieur et ainsi de suite, celles-là, si l'enseignement, il reste dans des normes nationales, pour la recherche les choses sont hissées à l'échelle internationale. #00:27:04-0#
- 186.I : D'accord, alors il y a ne grande différence. #00:27:06-0#
- 187.P3 : Il y a une grande différence entre les sciences humaines et sociales. Ah oui, énorme, énorme, énorme. #00:27:10-0#
- 188.I : (bruit de fond) Mais bon, est ce que d'après vous ça va changer peut-être? Ou ça restera comme ça ? (bruit de fond) #00:27:19#
- 189.P3 : (bruit de fond) Est ce que ça va changer ? Je ne sais pas. Je ne sais pas. Et pour que ça change, malheureusement tous les raisonnements qu'on peut faire sur l'enseignement supérieur sont étroitement liés à ce qui se passe dans le système éducatif. #00:27:40-0#
- 190.I : Oui. #00:27:41-0#
- 191.P3 : Si on élimine cette équation là, on ne peut pas comprendre ce qui se passe dans l'enseignement supérieur. #00:27:47-0#
- 192.I : Oui. #00:27:47-0#
- 193.P3 : Donc, par exemple, pour apporter des améliorations et des réajustements pour cette différence entre sciences humaines, sociales et les sciences techniques, il faudrait commencer, déjà, par dire, au niveau du système éducatif, que les plus faibles ne soient pas orientés vers les lettres. #00:28:04-0#
- 194.I : Oui. #00:28:05-0#
- 195.P3 : Ce qui est une aberration. #00:28:27-0#
- 196.I : Oui. #00:28:28-0#
- 197.P3 : Parce qu'en envoyant les plus faibles dans les disciplines littéraires, sciences humaines et sociales, vous prenez le pari que vous allez totalement mettre à plat la filière. #00:28:20-0#
- 198.I : C'est ça, oui. C'est pas... #00:28:23-0#
- 199.P3 : Les compétences, elles...Ça n'est pas le niveau de compétence d'un étudiant bachelier qui doit permettre de l'orienter vers, enfin, ça n'est pas les prédispositions de cet étudiant qui doivent dire : est-ce qu'on doit l'envoyer dans les sciences techniques ou science...Voilà. Je vous donne un autre exemple. Par exemple le système éducatif. Pourquoi il faut toujours revenir en arrière vers le système éducatif ? Les enseignants du système éducatif... #00:28:55-0#
- 200.I : Oui. #00:28:56-0#
- 201.P3 : Là aussi, vous pouvez faire un vrai constat, voir qu'il y a deux générations. La première génération qui était formée dans des écoles de maîtres. #00:29:05-0#

- 202.I : Oui. #00:29:06-0#
- 203.P3 : La deuxième génération qui, elle, et qui est la plus nombreuse et qui est celle-là qui aujourd'hui forme ; alors là, celle-là n'a pas eu de formation de maîtres. #00:29:16-0#
- 204.I : C'est ça. #00:29:16-0#
- 205.P3 : Et en plus, ceux qui ont choisi de faire un enseignement c'est toujours les plus faibles, c'est ceux qui ont raté leurs études. #00:29:24-0#
- 206.I : (rit) #00:29:24-0#
- 207.P3 : Donc, en fin de compte. Oui. #00:29:25-0#
- 208.I : Oui, c'est grave. #00:29:26-0#
- 209.P3 : Oui, c'est très grave. Ça veut dire qu'au lieu d'exiger que le système éducatif absorbe les plus hauts diplômés et les plus compétents, en fait, l'Algérie a considéré que ceux qui doivent enseigner dans le collège, dans le primaire, le primaire, le collège, et le lycée, c'est des gens qui pouvaient ne pas avoir le bac, mais qui pouvaient avoir une petite formation de deux ans et puis ensuite aller vaquer à l'enseignement. Et ça, ça a été un pari terrible, puisque finalement ces gens là sont très mal formés et au final, ce sont ces jeunes que nous recevons à l'université. #00:30:05-0#
- 210.I : (rit) C'est vrai. #00:30:05-0#
- 211.P3 : On a bien bronzé, mais... #00:30:06-0#
- 212.I : Oui (rit). C'est le soleil africain (unclear, #00:30:19-0#) . Très bien. Alors, tout à l'heure, vous avez déjà mentionné la massification dans la littérature (unclear, #00:30:29-0#). La démocratisation : qu'est ce que vous vous en pensez ? #00:30:32#
- 213.P3 : (bruit de fond) Vous savez, le terme « démocratie », « démocratisation », on l'utilise à tort et à travers, et surtout avec des sens qui peuvent être contre-productifs. #00:30:43-0#
- 214.I : D'accord, oui. #00:30:44-0#
- 215.P3 : Moi, je ne suis pas/ Je ne dis pas que l'élitisme et la sélection soient le contraire de « démocratie ». #00:30:52-0#
- 216.I : Oui. #00:30:52-0#
- 217.P3 : Je crois pas, moi. à cette c'est dualité . Élitisme, sélection, ne veut pas dire qu'on n'a pas de démocratie. Simplement on s'assure pour que la formation soit la plus optimum possible. #00:31:06-0#
- 218.I : Oui. #00:31:06-0#
- 219.P3 : Donc pourquoi, sous prétexte qu'il faut démocratiser, alors il faut permettre à tout le monde d'espérer être docteur et professeur. Alors que c'est des gens qui ont des compétences dans d'autres domaines. #00:31:20-0#
- 220.I : Oui. #00:31:21-0#
- 221.P3 : Donc pour moi, « démocratisation de l'enseignement », c'est un terme qui est totalement vide de sens. #00:31:27-0#
- 222.I : D'accord, oui. #00:31:27-0#
- 223.P3 : Il ne veut absolument rien dire pour moi. Parce que sinon, on l'opposerait à la confiscation de l'instruction et de l'enseignement. Or on ne confisque pas, c'est pas parce qu'on ne veut pas de la massification qu'on confisque le savoir et la formation. Mais on la répartit de manière plus cohérente et beaucoup plus optimum. #00:31:54-0#

- 224.I : Oui, d'accord. Très bien. Maintenant de la politique. Comment est-ce que vous placeriez le rôle du ministère ? #00:32:02-0#
- 225.P3 : Le rôle du ministère de l'enseignement supérieur ? Je trouve qu'il y a, comment dirais-je ? Il y a une ambivalence. Théoriquement, le ministère de l'enseignement supérieur est censé être un un chef d'orchestre. Il est sensé organiser la fonction, les fonctions, de l'enseignement supérieur et de s'assurer au fonctionnement. Mais alors que tout ce qui ressort de la nature des programmes, des méthodes d'enseignement, doivent être laissés, des méthodes d'enseignement et même des stratégies, des stratégies, les stratégies doivent émaner des universités. #00:33:01-0#
- 226.I : D'accord. #00:33:02-0#
- 227.P3 : Moi je le crois très sincèrement, parce que c'est l'université qui est au contact du terrain, qui peut dire quelle orientation on peut donner à la formation supérieure ; parce que le ministère est déconnecté de la réalité, il est une immense machine très bureaucratique qui manipule des chiffres, qui manipule les idéologies. Souvent c'est comme ça, mais en réalité sur le plan du contenu, c'est le terrain qui montre les/Alors bien sûr, on peut imaginer un ministère intelligent qui pourrait associer les conseils scientifiques, par exemple des établissements, dans la promulgation des politiques et des stratégies. Il le fait pas. Donc il n'y a pas, ça n'est pas vertical. Donc nous, on est là dans nos universités, on constate beaucoup de choses et on est une force de propositions, si jamais on nous demandait « comment vous voyez ? », si moi, on me demande « comment est-ce que je vois la formation des (*discipline*) ? » je peux leur dessiner un schéma complet. #00:34:08-0#
- 228.I : Bien sûr, parce que vous êtes experte, oui. (rit) #00:34:09-0#
- 229.P3 : Avec mes collègues, on a l'expérience de plusieurs années, des décennies d'enseignement. On sait quel type d'étudiants nous arrivent, on connaît les évolutions de notre métier. #00:34:18-0#
- 230.I : Voilà. #00:34:18-0#
- 231.P3 : Donc on peut effectivement proposer. En ayant pour objectif l'excellence ; former d'excellents (*professionnels de la discipline*). #00:34:28-0#
- 232.I : Comme vous êtes affectée aussi (rit). #00:34:29-0#
- 233.P3 : Mais ce retour là d'expériences n'est pas considéré, n'est pas pris en considération. Donc, résultat, vous avez un ministère qui trace des politiques, qui trace des stratégies qui sont en total déphasage avec la réalité du terrain et qui en plus joue l'aveugle devant des réalités, qu'aujourd'hui plus personne ne peut ignorer, sur le niveau auquel est parvenu l'université algérienne. Alors c'est ça, nous le disons très librement, alors on a aucune, il n'y a pas de restrictions à le dire, nous le disons, mais c'est pas pour autant que nous prenons, que le ministre prend en compte nos remarques, nos réflexions, notre vision sur l'enseignement supérieur. #00:35:18-0#
- 234.I : D'accord. #00:35:20-0#
- 235.P3 : Tout ce qui est stratégies, politiques, c'est le ministère et puis nous, on nous laisse bricoler des contenus d'enseignement, des méthodes d'enseignement. Or on n'a pas compris que stratégie et politique peuvent être liées même au contenu des enseignements, qu'on peut donner. #00:35:33-0#
- 236.I : Bien sûr. #00:35:33-0#

- 237.P3 : Les choses doivent être liées, c'est cette coupure là qui fait que les choses ne fonctionnent pas. #00:35:40-0#
- 238.I : Il n'y a pas d'autres autorités, il y a que le ministère ? #00:35:43-0#
- 239.P3 : Non. Il y a, en fait à l'intérieur du ministère de l'enseignement supérieur vous avez une entité qui se dégage un peu, qui est la direction de la recherche scientifique, la DGRSDT, qui est organisée, qui s'occupe strictement du volet « recherche ». Et justement, cet organisme là qui dépend du ministère de l'enseignement supérieur, mais qui fonctionne quand même un petit peu en marge, on va dire, on n'a jamais compris structurellement comment cela est-ce possible ? Mais c'est le cas, c'est cet organisme là qui régit la recherche scientifique. Lui, effectivement, il essaye un peu de mettre les normes internationales, il les met d'ailleurs puisqu'aujourd'hui nous fonctionnons dans des publications, des communications, des productions scientifiques selon les normes internationales. #00:36:28-0#
- 240.I : D'accord. D'accord. Aujourd'hui, par rapport à la société, où est la relation avec l'université et la société ? #00:36:41-0#
- 241.P3 : Déjà, qu'on a du mal à avoir une relation entre l'université et les secteurs utilisateurs de la science de l'université. Très difficile. Alors, avec la société... Quelle, comment se précise la question ? Comment la société perçoit l'université ? #00:37:00-0#
- 242.I : Oui. Est-ce qu'il y a des liens ? Lesquels ? #00:37:03-0#
- 243.P3 : Je ne sais pas si j'ai bien compris la la question. Des liens entre la société et l'université ? J'en vois pas comme ça, j'en vois pas. Ou peut-être la question n'est pas formulée de façon à ce que je puisse apporter une réponse. En revanche, la place de l'université dans la société ça c'est une question. #00:37:28-0#
- 244.I : Oui, s'il vous plaît, oui. #00:37:30-0#
- 245.P3 : La place de l'université dans la société. Et ça aussi, c'est un facteur qui a emmené à ce que des politiques prennent le sens de la massification. Si aujourd'hui on considère qu'un enfant, s'il n'est pas universitaire, il est en échec. Aujourd'hui, socialement parlant, vous avez un statut social si vous êtes détenteur d'un diplôme universitaire. Ça veut dire qu'on a dégradé et dévalorisé complètement la formation aux métiers. #00:37:56-0#
- 246.I : Oui, il y a qu'un seul statut (rit). #00:37:59-0#
- 247.P3 : Il y a qu'un seul statut, voilà. #00:38:00-0#
- 248.I : Alors c'est... #00:38:00-0#
- 249.P3 : Alors, comme il y a ce statut, il faut que tout le monde l'ait ce statut. C'est ça. Sinon, vous n'avez rien. Donc, c'est pour ça que tout le monde doit faire l'université. C'est totalement dévalorisé et c'est complètement dévalorisé. Par conséquent, par conséquent, voilà. Et donc, la la notion de métier, la formation aux métiers est dévalorisée dans la cellule familiale elle même. C'est ça. Aujourd'hui, un enfant qui ne va pas à l'université, il est considéré comme un échec total, un échec total. Et les parents sont totalement malades de savoir que leur enfant ne peut pas accéder à l'université. Donc, il y a un poids comme ça du rôle de l'université dans la construction du statut social qui est incroyable. #00:38:45-0#
- 250.I : Oui. #00:38:45-0#

- 251.P3 : En Algérie. Et pour laquelle on n'arrive pas à se détacher, alors qu'on peut très bien imaginer que quelqu'un qui a fait un très bon métier peut devenir aussi riche, aussi célèbre qu'un chercheur. #00:39:00-0#
- 252.I : Bien sûr, voilà, comme ça se fait (rit) depuis toujours voilà (rit). #00:39:05-0#
- 253.P3 : Absolument. Depuis toujours, oui. Et d'ailleurs, c'est même plus ceux-là qui réussissent que les universitaires. #00:39:09-0#
- 254.I : Souvent, oui (rit). #00:39:10-0#
- 255.P3 : Souvent. On n'a pas encore compris cela. La société sur ce plan là avance très, très, très lentement. Peut-être parce qu'il y a pas suffisamment de réussite pour certaines personnes qui ont choisi la voie professionnelle qui puissent devenir des modèles pour les autres. Alors là, parce que comme c'est un pays qui n'a pas d'industrie, qui n'a pas, je veux dire, l'Algérie, on ne peut pas dire que c'est un pays de petites, moyennes ou grandes entreprises. L'initiative privée de former des entreprises n'est pas le propre du pays. Donc au final, l'initiative privée et individuelle sur des compétences à la formation d'un métier sont très peu existantes. Donc elles ne peuvent pas, si elles n'existent pas, ne peuvent pas devenir un modèle pour les jeunes, ou pour les familles qui, eux, ne voient qu'un seul modèle. #00:40:00-0#
- 256.I : Voilà. #00:40:00-0#
- 257.P3 : Être médecin, avocat, architecte, ingénieur. Même si on est mauvais. Parce que, c'est ce que je vous disais tout à l'heure, ils sont diplômés, mais ensuite, qu'est-ce qu'ils font de leur diplôme ? Ça, c'est une autre histoire. En réalité, ils n'arrivent pas à l'utiliser, leur diplôme, parce que pour beaucoup d'entre eux, c'est un diplôme obtenu par l'ancienneté dans l'université. #00:40:21-0#
- 258.I : C'est ça. #00:40:22-0#
- 259.P3 : Et pas par les compétences qui ont été acquises. #00:40:24-0#
260. C'est un problème. Par la suite. #00:40:26-0#
- 261.P3 : Écoutez, c'est ce qui explique aujourd'hui ce qui, ce que nous vivons. #00:40:32-0#
- 262.I : C'est ça. #00:40:33-0#
- 263.P3 : Je suis désolée, mais le tableau... Alors, il y en a qui voient la massification de l'enseignement comme un point très positif pour la politique algérienne. Moi, je suis pas de cet avis. Mais alors là moi, je ne suis pas du tout de cet avis. Au contraire, en allant vers cette stratégie et cette politique, on a détruit tout le tissu social et tous les métiers qu'on pouvait avoir et toutes les formations et les parcours. #00:41:01-0#
- 264.I : Voilà. #00:41:01-0#
- 265.P3 : Voilà. Et au fond, on a réduit nos jeunes à n'avoir qu'un seul choix, ce qui est grave. #00:41:06-0#
- 266.I : Oui, en réalité c'est ça (rit). #00:41:07-0#
- 267.P3 : Oui. Les jeunes (unclear ; overlapping #00:41:10-0#). Il n'y a pas d'autre choix. #00:41:12-0#
- 268.I : C'est ça, oui. #00:41:12-0#
- 269.P3 : Voilà. #00:41:13-0#
- 270.I : C'est ça. Vous, vous êtes impliquée dans la société civile ? #00:41:23#

- 271.P3 : Impliquée dans la société civile ? Oui. Enfin, deux associations, oui. On est dans/moi je suis dans deux associations. L'association (*nom*), parce que ça fait quand même plusieurs années quand on est là, qui est à l'origine quand même de toute l'activité du rayonnement de de la maison, rayonnement à la fois culturel, mais aussi universitaire et scientifique, parce qu' on a essayé de faire ensemble qu'autour de la (*institution*) soit construit un pôle justement, à la fois culturel, mais aussi un pôle de recherche et de sciences. #00:42:01-0#
272. I : Très bien. #00:42:01-0#
- 273.P3 : Et puis, aussi impliquée dans le mouvement associatif (*thématique*). #00:42:10-0#
- 274.I : Très bien. #00:42:11-0#
- 275.P3 : Une association qui a fondée une revue, par exemple (*thématique*) et des recherches sur le domaine (*thématique*). Donc voilà, oui, un peu. #00:42:28-0#
- 276.I : (rit) Très bien. Comme vous avez fait vos études en France... #00:42:33-0#
- 277.P3 : Oui. #00:42:33-0#
- 278.I : Comment est-ce que vous comparez le modèle français de l'enseignement supérieur et le modèle algérien ? #00:42:40#
- 279.P3 : Je ne sais même pas s'il faut les comparer. Moi, je n'aime pas rentrer dans les comparaisons, même si de temps en temps elles s'imposent pour des points précis. Le système algérien qui avait commencé dans le modèle français s'en est détaché. Pas pour trouver son propre modèle, mais pour ne rien faire. #00:43:01-0#
- 280.I : D'accord (rit). #00:43:01-0#
- 281.P3 : Donc, au final, moi je dis qu'il vaut mieux tenir que courir. #00:43:06-0#
- 282.I : D'accord. #00:42:07-0#
- 283.P3 : Donc, on aurait mieux fait de tenir, oui, au système français. #00:43:12-0#
- 284.I : Oui. #00:42:12-0#
- 285.P3 : Tout en progressivement l'adaptant aux besoins de notre pays et à la réalité socioculturelle de notre pays. Mais la rupture, je veux dire brutale, qui s'est opérée, a donnée les conséquences que l'on connaît. Maintenant, le système français, je connaît le système français, mais je ne suis pas sûre que ce soit le meilleur des systèmes, parce qu'aujourd'hui, de par la coopération que nous avons avec l'Espagne, avec l'Allemagne, avec l'Italie, on observe quand même, on aurait tort nous, en Algérie, de ne regarder que le modèle français. Voilà. #00:43:54-0#
286. I : Oui. #00:43:54-0#
- 287.P3 : Je pense qu'il y a d'autres modèles performants et sur lesquels on pourrait se pencher, parce qu'ils nous apporteraient, et ils nous sortiraient de cette dépendance que nous avons à penser et à réfléchir « français » ; Peut-être que ça viendra, avec les autres générations, parce que ma génération, c'est la génération formée au système français. Donc forcément, on réfléchit. #00:44:20-0#
- 288.I : (unclear, #00:44:20-0#)
- 289.P3 : Mais peut-être que les nouvelles générations pourront ouvrir leurs horizons sur d'autres expériences qu'ils peuvent apporter. #00:44:31-0#
- 290.I : Et ensuite les implémenter en Algérie. #00:44:33-0#
- 291.P# : Oui, bien sûr. Parce que l'idéal, c'est cela. C'est de rester quand même, de rester dans une norme universelle, mais tout en ayant un particularisme local. contre lequel on

- ne peut rien, de toute façon, parce que nous avons une culture, nous appartenons à une aire civilisationnelle qui est ce qu'elle est, dont il faut d'ailleurs être fiers, mais ça, c'est l'idée, c'est de ne pas la couper et la détacher du monde universel et moderne comme les politiques ont voulu le faire. Et ça, c'est une erreur fondamentale. #00:45:08-0#
- 292.I : Pour la refonte. #00:45:08-0#
- 293.P3 : Oui, pour la refonte, oui. Pour tout. C'est vouloir, par exemple, arabiser toutes les disciplines des sciences humaines et sociales. Pour moi, c'est une erreur fondamentale, parce qu'on s'est privé d'une grande partie de la science occidentale dans ce domaine là. Qui aurait pu nous aider, par exemple, à passer le cap des traductions. #00:45:31-0#
- 294.I : D'accord, oui. #00:45:32-0#
- 295.P3 : Parce qu'il nous faut cette période, cette phase de traducteurs qui est absolument... #00:45:38-0#
- 296.I : Les compétences. #00:45:39-0#
- 297.P3 : Voilà. Donc, il nous faut des gens parfaitement bilingues, d'abord francophone, bilingue, et ensuite arabisé. Mais nous, on n'a pas passé, on a complètement sauté la phase du bilinguisme. #00:45:49-0#
- 298.I : Oui. #00:45:49-0#
- 299.P3 : Ou en tout cas, la durée que deux, trois ans, mais c'était juste une façade, une politique de façade. On est passé réellement de la langue française à la langue arabe, sans ménager les phases intermédiaires. Et on a donc perdu énormément, on a perdu énormément. Et même que, parfois, on a voulu substituer la langue française par la langue anglaise, que ce soit l'université, que ce soit à l'école. Et ce qui est une erreur fondamentale, il ne faut pas substituer, substituer ça veut dire raisonner par soustraction. Moi, je pense qu'il faut ajouter la langue anglaise. #00:46:26-0#
- 300.I : C'est ça oui c'est toujours (unclear #00:46:27-0#). #00:46:27-0#
- 301.P3 : Bien sûr, bien sûr. #00:46:30-0#
- 302.I : Multilinguisme. Voilà. #00:46:30-0#
- 303.P3 : Tout à fait. #00:46:31-0#
- 304.I : Et comment est-ce que vous voyez le LMD dans ce contexte ? #00:46:34#
- 305.P3 : Oui. C'est pour ça qu'en plus le LMD, avec les, alors imaginez-vous, c'est ça le drame. Ceux qui ont arabisé l'enseignement aujourd'hui, ils se rendent compte que le LMD peut pas être, ne peut pas se cohabiter avec l'arabisation, parce que l'arabisation, c'est le monolinguisme. Or le LMD, c'est de la mobilité interuniversitaire, interrégionale et internationale. Donc, de fait, le LMD ne peut pas fonctionner dans des pays qui ont fait le choix de rester sur une langue et de rester tournés que sur eux-mêmes. Le LMD fonctionne très bien en Europe, parce que c'est une entité qui est ouverte et mobile, qui n'est pas étanche entre États. Mais pour nous, alors nous, on arrive dans les sens techniques, (*discipline*), informatique, on arrive à faire un peu de LMD, parce qu'on a justement les langues, les langues internationales, comme le français. Voilà. Pour l'anglais, qui nous permet de, et justement de créer les mobilités qui sont inhérentes au système LMD. #00:47:42-0#
- 306.I : C'est ça. #00:47:42-0#
- 307.P3 : Qui sont inhérentes au système LMD. Mais les sciences, les disciplines qui ont été arabisés il n'y a pas de LMD. Il n'y a pas de processus d'adhésion au LMD. Et regardez

- les conséquences comme elles sont énormes. C'est que les étudiants, par exemple, des sciences humaines et sociales. Alors, ils ont un LMD national, mais en réalité il n'est pas reconnu ailleurs. Donc, c'est la mort au LMD. Le LMD, par définition, c'est les échanges interrégionaux ou internationaux. Voilà. #00:48:10-0#
- 308.I : En tant qu'analyse globale de l'enseignement supérieur algérien, quelles sont les faiblesses, quelles sont les enjeux, mais aussi les chances et les potentiels ? #00:48:21-0#
- 309.P3 : Les potentialités, les potentialités, est-ce qu'il y en a ? Il y en a sans doute, mais elles ne sont pas encore identifiées, elles ne sont pas mises en valeur, oui, mises en valeur. Vous savez, si on n'arrive pas à faire des bilans et des évaluations objectifs de ce qui a été expérimenté, je dis bien objectif, sans aucune manipulation à des buts stratégiques, politiques et idéologiques ; si on arrive à faire une évaluation, si on nous laisse, nous, faire l'évaluation, on peut apporter des réajustements. #00:49:04-0#
- 310.I : Voilà. #00:49:05-0#
- 311.P3 : Et on les apportera de toute façon, à commencer par le système éducatif. #00:49:08-0#
- 312.I : Oui. #00:49:11-0#
- 313.P3 : C'est pour ça que, cette fois-ci, nous avons applaudit quand nous avons vu que, pour la première fois, à la tête du ministère de l'éducation nationale il y a un universitaire chercheur. #00:49:21-0#
- 314.I : Très bien, oui. #00:49:22-0#
- 315.P3 : Parce que, c'est avec un profil comme celui-là qu'on peut avoir une vision globale qui démarre de la petite école jusqu'à former le chercheur, ou jusqu'à former l'homme de métier de demain. Et ça, seul un universitaire, comme elle, pouvait avoir cette vision globale. #00:49:43#
- 316.I : Très bien. Je pense on a déjà mentionné les enjeux ? #00:49:49#
- 317.P3 : Les enjeux, ils sont là. Les enjeux, les enjeux pour l'Algérie aujourd'hui, ils sont à la fois d'ordre économique, parce que, qu'est-ce qui se passe aujourd'hui. Quand vous avez une masse de jeunes qui sont diplômés, mais qui ne sont pas informés ? Parce qu'ils sont diplômés, mais ne sont pas formés, ou peu formés, ou mal formés. Comment vous voulez faire démarrer la roue économique ? Surtout que l'Algérie a changé de système politique et économique. Elle est passée d'un socialo-communisme, avec des activités économiques dirigées, dirigiste, à un système d'une forme de libéralisme, où l'entrepreneuriat individuel, personnel, est en train de prendre de l'espace. Or ça veut dire que la réussite économique de l'Algérie passe par cet entrepreneuriat individuel et personnel qui mise sur la formation de l'individu. Et si la formation individuelle a été totalement escamotée par la masse, c'est le rouleau compresseur. Et bien, vous vous euh vous empêcherait euh euh le démarrage d'une économie libérale fondée sur l'initiative et la valeur du travail et tout cela. #00:51:07-0#
- 318.I : Oui. C'est ça. Quel est l'objectif principal de l'université globalement, mais, peut-être, particulièrement en Algérie ? #00:51:19-0#
- 319.P3 : C'est-à-dire, l'objectif ? #00:51:21-0#
- 320.I : L'objectif principal. #00:51:23-0#

321.P3 : Elle a comme objectif principal de diplômé le plus de personnes. Pour moi, je le vois comme ça, n'est pas du tout dans la qualité. Elle essaye un peu de se diversifier, mais en fait, en prenant le problème par le mauvais bout. On règle pas les choses, donc si on remet pas à plat tout le système de la formation, avec tous ses paliers, parce que la formation supérieure n'est qu'un palier, la stratégie de l'Algérie, elle va toujours aller dans le mur. Pour moi, pour moi, elle va aller dans le mur. Il faut revoir, changer totalement de stratégie ; opérer à une diversification des profils, des métiers, des paliers et des niveaux de compétence. Évidemment, dans cette pyramide, considérer que l'enseignement supérieur et la recherche, qui est encore un autre niveau, ne peuvent pas être le fait de tout le monde. C'est pas possible. Voilà. Le ministère aujourd'hui, il dit « tout le monde à l'université » et ensuite il dit « tout le monde au concours de doctorat ». Quelque part ça marche pas. « Tout le monde au concours de doctorat ! ». On a des concours d'accès au doctorat avec 2000- 3000 candidats, parce que l'état d'esprit c'est « tout le monde fait de l'université et tout le monde devient docteur et tout le monde devient... » #00:52:53-0#

322.I : (rit) Oui, ça ne marchera pas. #00:52:58-0#

323.P3 : Bien sûr que ça ne marchera pas. C'est évident que ça ne marchera pas. #00:53:00-0#

324.I : Comme système, voilà. #00:53:02-0#

325.P3 : Comme système. Tout ce système là, c'est un système populiste, populiste, qui sous prétexte et sous couvert de de la démocratisation de l'enseignement, c'est pour ça que tout à l'heure j'ai réagi quand vous avez dit « démocratisation ». C'est pas vrai. C'est pas la démocratisation, c'est le populisme total. On leur donne tous des diplômes supérieurs, mais au fait on n'a pas une visibilité plus grande sur l'insertion professionnelle de tous ces diplômés. Et quand on a pas une visibilité sur l'insertion économique, ça veut dire qu'on est en train de brader aussi le secteur économique du pays. #00:53:37#

326.I : Voilà. D'accord. Et quel sera l'objectif souhaité ? #00:53:43#

327.P3 : C'est celui là. On répond à la même question. C'est celui de reconsidérer complètement la formation, surtout ses cycles, et de casser un certain nombre de visions et de préjugés qui consistent à dire que l'enseignement supérieur est la seule voie possible de formation. Ça, il faut absolument que ça change. Il faut que ça change aussi dans les mentalités. Donc là, il faut entreprendre des opérations de sensibilisation, pour qu'il y ait un changement majeur sur ce plan. Et c'est lorsqu'on aura enlevé cette pression du nombre, de la masse et des obligations de résultats qui pèsent sur l'université, que nous pourrions revenir à une phase de qualité. #00:54:40-0#

328.I : Oui. Ça sera après. #00:54:41-0#

329.P3 : Oui bien sûr. À ce moment là, on va pouvoir, à ce moment là, quand le nombre est réduit, d'abord, on peut faire de l'encadrement plus rapproché. Et c'est pas qu'une histoire de de de nombre. C'est une question aussi de la manière dont nous arrivent les étudiants : la prédisposition aux langues, la structuration mentale. Le système éducatif, il a été très critiqué par la ministre en question, celle qui est actuellement à la tête de l'éducation nationale. #00:55:11-0#

330.I : Oui. #00:55:12-0#

- 331.P3 : Elle s'est appuyée sur les thèses d'un chercheur dont j'ai oublié le nom...Oui ! Malika Greffou, que vous connaissez, je suppose, qui a écrit « D'Ibn Badis à Pavlov ». C'est à dire qu'eu fait, elle a résumée tout le système éducatif : on est passé de Ibn Badis/Ibn Badis est un grand penseur algérien musulman, mais penseur dans l'Islam et la théologie, dont le système d'enseignement est celui de l'école coranique ; on apprend par cœur et on répète. Donc on est passé de ce système-là à celui de Pavlov. Pavlov, c'est les réflexes. #00:55:48-0#
- 332.I : Oui. #00:55:48-0#
- 333.P3 : On apprend aux élèves à réagir, non pas à raisonner, mais à réagir, par réflexe. C'est-à-dire qu'au fond, on a tout raté. On est passé d'un système traditionnel, archaïque, à un autre système qui aliène et conditionne complètement la pensée de l'enfant. #00:56:07-0#
- 334.I : D'accord. #00:56:07-0#
- 335.P3 : Et en fait, il faut/ Pavlov n'est pas le bon système, Ibn Badis n'est pas le bon système. Alors, jusqu'à présent, on n'a fait que ces deux-là. #00:56:16-0#
- 336.I : Voilà. #00:56:17-0#
- 337.P3 : Il faudrait donc revenir à des méthodes d'enseignements, c'est pour ça que moi, j'accorde beaucoup d'importance au système éducatif. Parce que je suis consciente que c'est là, la clé ; elle est là. C'est la clé de l'université, elle est là. Donc : apprendre aux jeunes à réfléchir, à être structurés mentalement, à maîtriser une, deux langues de communication. Tout cela, tout cela, pour permettre à une prise de conscience. #00:56:47-0#
- 338.I : Oui. C'est la base. #00:56:48-0#
- 339.P3 : Oui, sur la base. #00:56:50-0#
- 340.I : Quel est le rôle de la philosophique, ou idéologie, dans l'université Algérienne ? #00:56:59-0#
- 341.P3 : Philosophie ou idéologie ? C'est, encore une fois, c'est/Il va falloir que vous fassiez une/Moi je suis sûre que si vous faites le même l'interview avec un enseignant qui vient des sciences humaines et sociales vous allez avoir des réponses totalement différentes. #00:57:18-0#
- 342.I : C'est ça, oui. #00:57:19-0#
- 343.P3 : Parce que eux, dans les sciences humaines et sociales, le poids des idéologies sont énormes. #00:57:26-0#
- 344.I : D'accord. #00:57:26-0#
- 345.P3 : Sont énormes. Ils sont même prépondérants à toutes les méthodes à toutes les stratégies qui peuvent être mises en place dans ces universités. Nous dans les sciences techniques, on est un peu libres, on est débarrassés de l'idéologie, et des philosophies. Non, je peux pas me mettre à la place de ceux qui font des sciences humaines et sociales, mais oui, je sais que le poids est énorme pour eux. Donc on ne peut pas dire qu'il y a de l'idéologie dans nos disciplines, on ne peut dire que la manière dont on entreprend l'enseignement, et la pédagogie, ça relève d'une idéologie particulière, non. Par contre, dans les sciences humaines et sociales, si. #00:58:12-0#
- 346.I : D'accord oui. C'est une grande différence ? #00:58:15-0#
- 347.P3 : Oui. #00:58:15-0#

- 348.I : Comme ça je vais essayer d'avoir le maximum de disciplines. #00:58:19-0#
- 349.P3 : Oui, oui. Il le faut. #00:58:27#
- 350.I : Et par rapport à la fonction de sélection des élites à l'université algérienne ? #00:58:29#
- 351.P3 : Pour l'instant, elle n'existe pas, elle n'existe pas, et on n'arrive pas à instaurer cette stratégie qui, au fond, peut être garante aussi d'une forme de qualité. #00:58:41-0#
- 352.I : Oui. #00:58:42-0#
- 353.P3 : Parce que, encore une fois, dans une discipline, tout le monde ne peut pas aller dans la même discipline. Donc ça sert à rien. Donc il faut arriver à des sélections, mais la sélection, ça n'est pas par l'arithmétique des nombres et des notes. C'est ce qui actuellement, c'est le système de l'ancienne, du ministère de l'enseignement supérieur, les orientations, les sélections se font sur les notes, ce qui est une aberration totale. Il faut laisser les établissements, les disciplines, chaque discipline, raisonner en matière d'accès à ses, à leur cours à partir d'un référentiel de compétences. C'est le référentiel de compétences attendues qui devient le critère pour sélectionner un étudiant pour telle ou telle discipline, ce que nous, on ne nous laisse pas faire. #00:59:28-0#
- 354.I : Oui. #00:59:30-0#
- 355.P3 : C'est, encore une fois, c'est une politique dirigiste du ministère de l'enseignement supérieur. La question de la sélection et de l'orientation, elle est strictement dirigée par le ministère de l'enseignement supérieur. Alors que, jusqu'à un certain point, les règles peuvent être établies, mais il faut laisser aussi laisser une forme d'autonomie aux disciplines et aux universités. Elles sont managées par des professionnels pour décider des compétences attendues pour l'accès à une discipline. Et ça, on ne nous laisse pas le faire. #01:00:07-0#
- 356.I : D'accord. #01:00:07-0#
- 357.P3 : Or il y a eu une tentative, je ne me rappelle plus en quelle année, on nous a laissé instaurer un espèce de concours d'accès à (*institution*). Mais c'est pas un concours au sens de classement, c'était par entretien, par épreuve, par (*moyen d'évaluation de la discipline*). C'est-à-dire que là, on discutait avec l'étudiant, on voyait un peu ses prédispositions et après on avait des échelles d'évaluation de 1 à 4 et ça nous permettait de prendre ceux qui avaient les plus grandes aptitudes et ceux qui avaient les plus grandes notes. #01:00:38-0#
- 358.I : Dont on a besoin, oui (rit). #01:00:40-0#
- 359.P3 : (unclear, #01:00:40-0#) motivation aussi. #01:00:42-0#
- 360.I : C'est sûr, oui. #01:00:42-0#
- 361.P3 : L'aptitude et la motivation. #01:00:45-0#
- 362.I : C'est l'essentiel. #01:00:45-0#
- 363.P3 : C'est l'essentiel. Et effectivement, voilà. Alors nous, nos promotions, nos générations, nous, on allait à (*institution*) non pas parce qu'on était orientés par le ministère de l'enseignement supérieur ; parce qu'on avait envie d'aller, et donc on faisait la démarche d'aller s'inscrire. #01:01:03-0#
- 364.I : Ça me semble logique, oui (rit). #01:01:06-0#
- 365.P3 : Oui, tout à fait. Ce n'est pas une orientation qui est faite à partir d'un ordinateur, qui vous classe en fonction des notes que vous pouvez avoir eu au lycée. #01:01:15-0#

- 366.I : Les disciplines qui ne sont pas enseignées à l'école, bien sûr. #01:01:19-0#
- 367.P3 : Bien sûr. Voilà, voilà. Donc, comme par exemple, on dit oui, ceux qui peuvent aller faire (*discipline*), c'est ceux qui auront un 18 en moyenne de math et physique, Mais est-ce que (*spécialité*) est basée sur les maths et physique ? #01:01:29-0#
- 368.I : C'est ça. #01:01:30-0#
- 369.P3 : Non ! Je peux très bien prendre un étudiant littéraire. #01:01:32-0#
- 370.I : Bien sûr. #01:01:33-0#
- 371.P3 : Alors ça, c'est inadmissible pour le ministère de l'enseignement supérieur. Comment ça ? Un bac Lettres peut accéder à une filière (*discipline*) ? Oui ! Quand on leur a dit ça, ils ont tellement trouvé que c'était incompréhensible, de toutes façons, ils ont décidé de pas nous écouter. #01:01:47-0#
- 372.I : D'accord (rit). Alors, depuis ça, on n'a plus (rit)... #01:01:50-0#
- 373.P3 : Non. Non, non. Donc, les conditions d'accès, l'orientation, tout est faussé. Tout est faussé. #01:01:58-0#
- 374.I : C'est grave (rit). Bon, parlons de l'école. Alors, il y a l'école nationale d'administration, par exemple, ou école nationale, école normale supérieure. Quel est le rapport entre les écoles nationales et l'université ? #01:02:20#
- 375.P3 : Ah oui, ces deux-là, c'est quand même, c'est deux modes de fonctionnement et deux systèmes différents. Il y a, il y a peut être une dizaine d'écoles nationales, (*groupement des institutions*). Alors, elles sont censées être différentes et délivrer d'ailleurs des diplômes différents. Mais aujourd'hui, encore une fois, dans cette démocratisation aveugle, par exemple dans la filière (*discipline*), le diplôme délivré par (*institution*), c'est le même diplôme que le diplôme délivré dans les départements (*discipline*) au sein de l'université. Il n'y a plus aucune différence. #01:02:58-0#
- 376.I : Ça n'a plus aucune différence, Parce que dans le modèle français, c'est censé être bon. L'histoire, c'était la sélection des élites justement, pour les écoles nationales. #01:03:08-0#
- 377.P3 : Oui, les écoles, oui, bien sûr. Pas dans le domaine de (*discipline*) quand même. En France, non, les (*institutions*) ne sont pas, elles sont accessibles, c'est une sélection qui se fait, encore une fois, par dossier, étude de dossier, entretien, motivation (*moyen d'évaluation de la discipline*), enfin, tout ce qu'on voudrait, nous, faire ici et qui ne marche pas. Mais ça n'est pas la notion de grandes écoles comme on l'entend en France. L'(*institution*) n'est considérée comme une grande école, comme centrale, polytechnique. Ça, c'est encore une autre un niveau, parce qu'en France, il y a les écoles et les universités et, au sein de l'école, vous avez encore une hiérarchie d'écoles. Les (*groupement des institutions*) ne sont pas sur le même niveau que les grandes. Alors nous, on a les universités et on a les écoles. Elles sont toutes sur le même niveau.
- 378.I : D'accord. Alors, il n'y a pas de différence. #01:03:58-0#
- 379.P3 : Pour moi, en toute franchise, en dehors du fait qu'on a des effectifs plus réduits, on a un taux d'encadrement, un nombre d'encadrement meilleur. C'est-à-dire que, (*aux institutions*), c'est un enseignant pour huit étudiants, à l'université, c'est un pour trente ou pour quarante. Donc, on est censé obtenir des meilleurs résultats de formation. Mais au fond, les diplômes sont les mêmes. #01:04:21-0#
- 380.I : D'accord. Alors, cette distinction est un peu bureaucratique (rit). #01:04:27-0#

381.P3 : Absolument. Administrative et bureaucratique. #01:04:30-0#

382.I : On pourrait, bon, enlever le nombre (rit). #01:04:32-0#

383.P3 : Bien sûr, bien sûr. Réellement, l'enseignement dans (*institution*) il est beaucoup plus assidu, les programmes sont terminés, on est plus exigeant, il y a moins d'élèves, je vous ai dit, enfin, il y a moins d'élèves, donc moins d'encadrés par encadreur. Donc, théoriquement, on a des résultats meilleurs. #01:04:57-0#

384.I : D'accord. Parce que les conditions sont... #01:04:59-0#

385.P3 : Les conditions sont meilleures. Mais les diplômes sont les mêmes.

386.I : D'accord. Alors, c'est un peu particulier, oui (rit). #01:05:05-0#

387.P3 : Oui, c'est particulier. Je vous ai pris la filière (*discipline*), parce que justement, c'est la filière, c'est comme les (*discipline STEM*) qui s'organisent en école, et il y a une seule école à l'échelle nationale, et après, vous avez aussi/Elle s'organise aussi dans des départements (*discipline*), au sein des universités. #01:05:24-0#

388.I : Est-ce que vous direz que c'est encore la trace du modèle français, qui est là actuellement, ou comme vous avez dit, c'est différent en Algérie ? #01:05:36-0#

389.P3 : En France, les écoles, les écoles (*discipline*), elles ne sont pas dans l'université. Ce sont des écoles de métier. On apprend un métier. Donc le système français n'a pas fait cette absurdité que nous avons fait, nous, de mettre des départements (*discipline*) dans les universités. Il aurait fallu qu'on crée d'autres écoles (*discipline*), parce qu'on forme à un métier. #01:05:59-0#

390.I : C'est ça. #01:06:00-0#

391.P3 : C'est très spécifique. #01:06:02-0#

392.I : En Allemagne, par exemple, on a les sciences appliquées #01:06:09-0#

393.P3 : Et c'est tout là bas qu'on enseigne ? #01:06:09 Ah oui. Ça, c'est encore autre chose. #01:06:12-0#

394.I : D'accord. Alors, même si le nom est un peu pareil pour le nom français, ça ne veut pas dire que le modèle est... #01:06:20#

395.I : Non, non, du tout. #01:06:22#

396.I : D'accord. Très bien. #01:06:23-0#

397.P3 : Le modèle n'est pas le même, non. #01:06:25-0#

398.I : Très bien. Par rapport au, justement, à la formation pour la bureaucratie, ou formation des bureaucrates à l'université. Quel est le degré ? #01:06:39-0#

399.P3 : Formation ? C'est-à-dire ? #01:06:40-0#

400.I : Par exemple, l'école nationale d'administration. #01:06:46-0#

401.P3 : Oui. #01:06:46-0#

402.I : On pourrait dire que c'est une formation pour la bureaucratie ? #01:06:50-0#

403.P3 : Pour les postes de l'administration ? #01:06:52-0#

404.I : Oui. #01:06:52-0#

405.P3 : Oui, alors ça, c'est propre à cette école. Nous, nous...Ah oui ! Je comprends la question. Donc, dans toutes les filières, nous formons, pour les filières qui forment aux métiers, nous formons pour le terrain professionnel. Donc, pour l'installation à titre privé. #01:07:16-0#

406.I : Très bien, oui. #01:07:17-0#

- 407.P3 : Mais nous formons aussi des cadres qui gèrent, au niveau des ministères, les secteurs en question. Par exemple, on forme des (*professionnels de la discipline*), bien sûr. (*Professionnels de la discipline*) qui sortent de la formation (*discipline*) en Algérie peuvent, soit aller s'installer au bureau d'études et travailler, faire la production (*discipline*) en agence privée. Il y a une partie d'entre eux qui va être dans les administrations, le ministère (*thématique*), justement, parce qu' en fait ces (*professionnels de la discipline, activité*). C'est eux qui contrôlent ou qui lancent les commandes pour des projets étatiques et qui contrôlent aussi les projets étatiques. #01:07:59-0#
- 408.I : D'accord. Alors ça dépend encore de la filière ? #01:08:02-0#
- 409.P3 : Oui, bien sûr. Quelle était/Après, j'imagine que chez les médecins c'est pareil, on forme pour la médecine libérale, mais on forme aussi pour des médecins qui sont au ministère de la santé et qui, en plus d'être médecin et de maîtriser la matière première et la discipline première, ils ont des tâches administratives qui régulent la fonction des médecins. #01:08:29-0#
- 410.I : Oui, très bien. Est-ce qu'il y a des fonctions de l'université que vous pourriez imaginer en Algérie, le contexte algérien ? #01:08:38-0#
- 411.P3 : Fonction de missions ou de fonction ? #01:08:40-0#
- 412.I : Oui, mission. #01:08:41-0#
- 413.P3 : Déjà, si elle fait ses propres missions, elle le fait correctement, c'est déjà beaucoup. Mais par contre, je pense, je crois à une mission fondamentale, qui est une mission d'ordre social et culturel. Si l'environnement extérieur n'offre pas à l'étudiant un niveau de sociabilité ou un niveau de culture, pour beaucoup de raisons, parce que sorti/Lorsqu'il n'est pas à l'université, l'étudiant est dans sa famille, ou il est dans un milieu familial et, en général, beaucoup de milieux familiaux sont en dehors de tous les aspects, enfin, des aspects culturels. Donc l'université doit aussi jouer ce rôle, parce qu'elle permettrait une plus grande ouverture d'esprit à ces étudiant en dehors des disciplines et des métiers pour lesquels ils se forment. Leur apprendre, même si on est dans une fac qui forme des (*discipline STEM*), il faut que l'université, en plus, leur apprenne à regarder le monde, à l'observer, à observer leur société, à s'instruire et se cultiver. Tout ce que les milieux familiaux ne peuvent pas offrir. Moi, je crois, je crois à ce rôle, cette mission de contrôle de l'université, ou de toute structure de formation, dans les pays comme le nôtre. Il faut qu'on forme et qu'on mette à la disposition de ces étudiants ce qu'ils ne peuvent pas trouver dans leurs milieux familiaux, c'est-à-dire une ouverture sur la société, le monde associatif, une ouverture sur la culture, un accès à la mixité garçons et filles, une découverte de leur pays. Toutes ces choses là qui, pour moi, sont très, très importantes, et je dirais que, si je devais mettre des pourcentages, je dirais : la formation aux métiers 50 et tout ça 50, parce que moi, je crois que l'homme qu'il sera demain, cet étudiant, il faut qu'il ait ces deux composantes. S'il n'accepte pas et il n'a pas ça, il sera mauvais. Dans tous les cas, donc, tout cet environnement culturel, social, qui est à observer, à réguler, doit être pris en charge en tout par l'université. Moi, j'y crois très fortement. #01:11:23-0#
- 414.I : Très bien. Alors, on est arrivé à la fin (rit). Est-ce qu'il y a quelque chose que vous souhaitez ajouter sur la thématique ? #01:11:31#

- 415.P3 : Je ne sais pas. Ajouter quoi ? Il y a un grand chantier en Algérie, c'est un immense chantier. J'ai quand même beaucoup de/ Alors on dit souvent : l « 'Algérie, elle a un atout, c'est sa jeunesse ». Oui. Mais cette jeunesse, qu'est ce qu'on en fait ? Le problème, c'est qu'aujourd'hui, ce qui va manquer, c'est pas la jeunesse, ce qui va manquer c'est les seniors. Ces seniors qui, eux, auront été bien formés. Ceux-là vont partir pour assurer la relève et c'est pour ça qu'aujourd'hui la relève paraît très difficile, très, très difficile. On va encore/Parce qu'on a pris, on a fait de mauvais choix stratégiques et politiques, on a retardé le démarrage de l'Algérie. #01:12:17#
- 416.I : Oui. Très bien, merci beaucoup (rit). Merci beaucoup. #01:12:24#
- 417.P3 : C'est vrai qu'il y a aussi une autre question très importante. Moi je pensais que cette question-là, elle allait être posée sur le rapport qu'ont les universitaires, enseignants et élèves, sur de probables parcours qu'ils pourraient faire à l'étranger ? Comment ils voient ça, justement ? Ça, c'est très important. Parce qu'on dit : « Tous les étudiants veulent partir ». Est-ce que cette phrase est une réalité, et quelle est la réalité ? « Tous les étudiants, voudraient, aimeraient partir faire des études, ou aller se mesurer ou s'évaluer dans un système de formation à l'étranger. » Est-ce que c'est vrai ? On devrait faire des statistiques. Moi, je sais que dans nos disciplines, scientifiques et techniques, ils sont une très, très grande partie. Après, est-ce qu'ils en ont les moyens ? Comment ils sont perçus et accueillis ailleurs ? Ça, c'est encore une autre histoire. Parce qu'étant faibles/Aujourd'hui, les équivalences sont de plus en plus difficiles à donner. #01:13:36-0#
- 418.I : Oh, c'est sûr. #01:13:39-0#
- 419.P3 : Voilà. #01:13:40-0#
- 420.I : Oui. #01:13:41-0#
- 421.P3 : Les équivalences sont de plus en plus difficiles à donner, donc ça, alors, c'est pour ça que vous voyez, par exemple, beaucoup d'étudiants qui vont faire la langue française à l'Institut Français (*ville*). Allez voir à l'Institut Français le nombre d'étudiants qui passent le diplôme de français, parce que ce diplôme leur donne la porte, leur ouvre la porte à de possibles études, ou de continuer leurs études, soit en France, soit au Canada. Et il y en a aussi une partie qui vont aussi faire le TOEFL, diplôme anglais, pour essayer aussi de se projeter. Mais là, c'est plus difficile pour eux dans les pays anglophones. #01:14:20-0#
- 422.I : Oui. #01:14:20-0#
- 423.P3 : Il y en a beaucoup, il y en a beaucoup. #01:14:23-0#
- 424.I : Même études en allemand apparemment ? #01:14:26-0# (rit). #01:14:26-0#.
- 425.P3 : Il y en a beaucoup/Aussi oui l'allemand ? #01:14:28-0#. Vous avez fait des statistiques ? #01:14:30-0#
- 426.I : J'ai parlé avec un responsable là bas, oui. #01:14:35-0#
- 427.P3 : Il y en a beaucoup aussi ? Ah, ça par contre j'ignorais, moi. Comme l'allemand ne s'enseigne pratiquement pas au lycée, je me dis : qui sont ceux qui veulent aller faire leurs études en Allemagne ? #01:14:45-0#
- 428.I : Mais il semble que même ceux qui, bon, qui étudient l'allemand à l'université, ils préfèrent, au moins complémentaiement, ils vont là-bas aussi, pour des cours. #01:14:54-0#

429.P3 : Ah, oui. D'accord. D'accord. Alors pourquoi, quelles sont leurs motivations derrière ? C'est ça qu'il faudrait essayer de comprendre. Pourquoi ils veulent aller continuer, faire leurs études là-bas ? Est-ce que c'est, encore une fois, en quête de ce statut social ? Ou est-ce que réellement ce désir, c'est un désir d'apprendre et de se mettre aux normes de l'apprentissage ? Ça, c'est ça. Ça, franchement, je ne saurais le dire, parce qu'il faudrait avoir des statistiques. Tous ces étudiants qui vont là bas, est-ce qu'ils terminent ? Est-ce qu'ils sont insérés professionnellement ? Pourquoi ils arrivent, pourquoi ils réussissent là-bas, éventuellement, et ils ne réussissent pas ici ? C'est toutes ces questions qu'il faudrait voir. #01:15:41-0#

430.I : Oui. C'est intéressant, oui. Ça c'est le lien, voilà, de l'application (rit). #01:15:48-0#

431.P3 : C'est ça. #01:15:50-0#

432.I : Je souhaite, bien sûr, voilà. Super, très bien. Merci beaucoup. #01:15:57-0#

433.P3 : Écoutez, je t'en prie. Et puis, si tu as d'autres questions, au fur et à mesure qu'ils te viennent, sache que je peux toujours y répondre. #01:16:03-0#

434.I : Parfait. Merci. #01:16:16-0#

435.P3 : D'accord. #01:16:17-0#

4_5_f_Arts_Humanities_Social_Sciences_1_administrative_function_central_unit

Interviewer : I

Interviewees : P4, P5

1. I : D'abord, est-ce que vous pouvez me décrire vos tâches et vos responsabilités ici (*institution*) ? #00:00:11-0#
2. P4 : Bien sûr. Moi je suis (*fonctions professionnelles liées à la discipline*) et je suis responsable (*champs de responsabilité*), c'est notre, c'est dans notre créneau. #00:00:21-0#
3. I : Très bien. #00:00:22-0#
4. P4 (Champs de responsabilité), et en parallèle, j'assure des formations (*groupes cibles académiques*), donc. #00:00:24-0#
5. I : Super. #00:00:25-0#
6. P4 : Dans le cadre de la, de la formation (*groupes cibles*), donc, j'assure des formations (*fonctions professionnelles liées à la discipline*) #00:00:41-0#
7. I : Très bien. #00:00:41-0#
8. P4 : D'accord. Voilà. #00:00:42-0#
9. I : Merci. Et vous ? #00:00:45-0#
10. P5 : Et bien moi, j'occupe le poste (*fonction, responsabilités professionnelles liées à la discipline*). #00:00:59-0#
11. I : Très bien, merci. Alors, depuis que vous avez commencé votre travail ici, est-ce qu'il y a eu des changements que vous avez remarqués ? #00:01:10-0#
12. P4 : Au niveau de (*institution*) ? #00:01:11-0#
13. I : Oui. #00:01:12-0#
14. P4 : Bien sûr, bien sûr. Il y a eu beaucoup de changements, parce qu'on est passés, là, comme on dit dans notre spécialité (*effet numérisation*). #00:01:20-0#
15. I : Oui. #00:01:21-0#
16. P4 : Et là, les changements ont touché tous nos, toutes nos activités, notre travail, nos tâches. #00:01:30-0#
17. I : Humm (affirmatif). #00:01:30-0#
18. P4 : Donc, mais ça a pris quand même des années. C'est, c'est au fur et à mesure. Et même dans nos (*fonctions liées à la discipline*), qu'on assure (*groupes cibles*) donc, il y a eu quand même pas mal de transformations, de changements, voilà. #00:01:48-0#
19. I : Très bien. Vous voulez rajouter quelque (rit) ? #00:01:51-0#
20. P5 : Peut-être autre chose qu'elle peut dire, ma collègue. #00:01:55-0#
21. P4 : Peut-être qu'on peut rajouter des détails, mais ça, c'est des détails vraiment dans le domaine de tout ce qui peut être (*discipline*) en (*institution*). #00:02:03-0#
22. I : Oui. #00:02:04-0#
23. P4 : Il se trouve que notre public change chaque année. #00:02:08-0#
24. I : Humm (affirmatif). #00:02:09-0#
25. P4 : Et notre (*groupe cible*) est toujours à la demande de plus de (*fonctions professionnelles liées à la discipline*) et donc, durant plusieurs années, nos responsables ont fait que/ qu'il y ait introduction de ce qu'on appelle, nous, nouvelles technologies, afin de suivre un peu ce qui se passe à l'étranger, spécialement dans les

- (*institutions*), et précisément, concernant tous les services qui se trouvent au niveau de (*institution*). #00:02:42-0#
26. I : Très bien. #00:02:43-0#
27. P4 : Et c'est dans ce cadre que, personnellement, j'ai constaté que, et personnellement toujours, je suis passée quand même par, si on peut dire, une transition d'un certain, d'un certain stade, vers un autre, plus performant et personnel. #00:03:02-0#
28. I : Très bien. #00:03:03-0#
29. P4 : Voilà. #00:03:03-0#
30. I : Super (rire). (unclear; overlapping voices #00:03:11-0#). Bon, ici, c'est quand même (*spécificité institution*). #00:03:15-0#
31. P5 : Oui, (*spécificité institution*). #00:03:18-0#
32. I : Voilà. Alors, je pense, c'est un rôle (*spécificité*) dans l'enseignement supérieur algérien (*institution*), déjà. #00:03:27-0#
33. P5 : Oui. #00:03:27-0#
34. I : De cette université. #00:03:28-0#
35. P4 : Oui. (qu'est ce que ? #00:03:30-0#) #00:03:30-0#
36. I : C'est un rôle un peu (*spécificité institution*)? #00:03:33-0#
37. P4 : Absolument, absolument, oui, absolument. Parce que, comme j'ai dit (*spécificité institution*) ... #00:03:45-0#
38. P5 : Université (unclear, #00:03:49-0#) (*spécificité institution*) (unclear #00:03:52-0#) #00:03:52-0#
39. P4 : (overlapping voices) Oui, je veux dire, par les décrets, justement. Moi, j'ai pas envie de citer les décrets, remarque. #00:03:56-0#
40. I : Bien sûr. #00:03:57-0#
41. P4 : On peut se référer (*spécificité institution*), donc, elle a joué un grand rôle (*spécificité institution*) jusqu'à maintenant. Et vu qu'elle était (*spécificité institution*). Donc elle a, elle a participé quand même à l'essor de l'enseignement, de la culture, et de l'éducation en même temps (*spécificité institution*). #00:04:37-0#
42. I : Justement, voilà. #00:04:38-0#
43. P4 : Voilà. #00:04:38-0#
44. I : Voilà, je pense qu'ici, c'est (*spécificité institution*). #00:04:41-0#
45. P4 : Tout à fait, tout à fait. #00:04:41-0#
46. P5 : Oui . #00:04:41-0#
47. I : (unclear, overlapping voices #00:04:44-0#). #00:04:44-0#
48. P4 : Tout à fait. Même par la suite, lorsqu'il y a eu création d'autres universités telle que (*institution 1*), telle que (*institution 2/3*). Ils se sont mis dans le cliché de (*institution*) automatiquement. Et ces établissements étaient pendant, pendant un certain temps, je dirais même de longues périodes, un peu sous la tutelle de (*institution*). #00:05:14-0#
49. I : D'accord, c'est très récent. #00:05:16-0#
50. P4 : Jusqu'en (*an*), où il y a eu un découpage. (unclear, overlapping voices, #00:05:19-0#). #00:05:19-0#
51. P5 : De l'Université, je pense. #00:05:21-0#
52. P4 : Voilà, de l'Université. En (*an*) il y a eu le découpage (*institutions*). Et depuis (...) ans il y a eu la création de la faculté (*disciplines*), qui était quand même, qui était pendant des années installée dans (*institution*), mais qui a déménagé entre temps, quand on a créé l'Université (*institution 1*). Mais depuis (...) ans, quand même, elle

- est revenue, la faculté (*disciplines*) revenue avec une nouvelle promotion d'étudiants, ce qui fait que cette année c'est... #00:05:51-0#
53. P5 : C'est la première (qui va sortir de l'université (*spécificité institution*), du LMD ? #00:05:56-0#). #00:05:56-0#
54. P4 : Première promotion #00:05:56-0#).
55. I : D'accord. Très bien. #00:05:58-0#.
56. P4 : Donc, les facultés qui sont, mortabatine (comment dirais-je), qui sont... el Kouliate tawa3na a teb w kada (*en arabe : qui font partie de l'université*). #00:06:12-0#)
57. P5 : Qui font partie de l'université. #00:06:13-0#
58. P4 : Voilà, qui font partie de l'université. C'est les (*nombre*) facultés qui forment (*institution*). #00:06:19-0#
59. P5 : Voilà (*institution*)... #00:06:20-0#
60. I : C'est ça, oui (unclear, overlapping voices #00:06:22-0#). #00:06:22-0#
61. P4 : Il y a (*nombre*) facultés qui sont : (...*disciplines de chaque faculté*). #00:06:28-0#
62. P5 : (*Discipline SHS*). #00:06:29-0#
63. P4 : (*Discipline SHS*). Et faculté (unclear #00:06:33-0#). #00:06:33-0#
64. P5 : (*Discipline STEM*) (unclear #00:06:36-0#). Ça fait (...) ans, (...) ans. #00:06:37-0#
65. I : D'accord. #00:06:38-0#
66. P5 : Et tout ça, c'est pour le changement. #00:06:41-0#
67. P4 : Je peux dire, brosser un peu (*spécificité institution*). #00:06:44-0#
68. P5 : (*Institution*), oui. #00:06:45-0#
69. P4 : Historiquement parlant et intellectuellement parlant. #00:06:48-0#
70. I : Super. Oui. Et vous êtes toujours/(*Institution*) est centrale pour toutes les (*parties administratifs institution*) ? #00:06:54-0#
71. P5 : Oui, oui toujours. #00:06:56-0#
72. P4 : Bon, centrale ? (*Institution*) avant, oui, elle était, je dirais, plus centrale, si vous voulez, parce que (*institution 2*) et de (*institution 3*), par exemple (...), étaient, comme je l'ai dit tout à l'heure... #00:07:10-0#
73. P5 : Sous la tutelle de, sous notre tutelle. #00:07:13-0#
74. P4 : Sous notre tutelle. Donc elle centralisait toutes les (*parties institution*) qui formaient les deux autres (*institutions*). O.K. ? Parce qu'on a les sciences humaines et sociales à (*institution 2*) et (*institution 3*). Bon, quand je dis (*institution 2*), il y a aussi (*nom*), (*discipline SHS*). #00:07:29-0#
75. I : D'accord. #00:07:30-0#
76. P4 : Donc notre (*institution*), (*fonctions professionnelles liées a la discipline*), c'est elle qui s'occupait de toutes ces procédures. Et jusqu'en (*an*) il y a eu hum décentralisation (*parties institution*). #00:07:43-0#
77. P5 : Mais elle reste toujours... #00:07:43-0#
78. P4 : Mais, comme elle a dit, ... voilà. #00:07:48-0#
79. P5 : (unclear, overlapping #00:07:48-0#). Vu (*spécificité institution*), elle reste et elle restera l'unique... #00:08:01-0#
80. I : Justement, voilà. #00:08:02-0#
81. P5 : ...en Algérie et même dans l'Afrique, avec certaines valeurs dans les, dans les documents. #00:08:08-0#
82. P4 : Tout à fait, voilà. #00:08:10-0#
83. P5 : (*Spécificité institution*) #00:08:12-0#

84. I : Oui. #00:08:12-0#
85. P4 : . #00:08:13-0#
86. P5 : Voilà. #00:08:13-0#
87. P4 : (*Spécificité institution*) #00:08:17-0#
88. I : C'est ça, oui. #00:08:19-0#
89. P4 : (*Spécificité institution*). Et moi, personnellement, j'ai eu quelques échos de la part des chercheurs, de nos chercheurs, qui partent à l'étranger pour, quand même, ramener cette fameuse documentation qu'ils ne trouvent pas ailleurs. Mais qui existe/Qu'après un certain temps (*fonctions professionnelles liées à la discipline*). #00:08:48-0#
90. I : Voilà, oui. Moi aussi, bon, d'après que... #00:08:49#
91. P5 : Nzidlek (*arabe: une idée*). Il y a autre chose/Que notre université (*spécificité institution*). #00:09:05-0#
92. P4 : Oui. #00:09:05-0#
93. I : Humm (affirmative). Oui. #00:09:05-0#
94. P5 : Qui est centralisée. C'est à dire qu'il y a d'autres (*parties institution*)... #00:09:10-0#
95. P4 : C'est vrai qu'il faut bien marquer (unclear #00:09:12-0#) le point. #00:09:12-0#
96. P5 : (*Parties institution, institution*). #00:09:21-0#
97. I : Voilà. #00:09:23-0#
98. P5 : Pas universitaire, centrale. #00:09:26-0#
99. P4 : Les deux, les deux. #00:09:26-0#
100. P5 : Et même notre université, notre université là aussi, même valeur (*spécificité institution*) (overlapping voices) Elle reste toujours, malgré le découpage, le découpage qu'il y a eu. Mais (*instution*). #00:09:50-0#
101. I : (rit) C'est ça. #00:09:51-0#
102. P5 : C'est dans le monde, dans le monde (*spécificité institution*) par rapport à d'autres universités. #00:09:57-0#
103. I : C'est sûr. #00:09:58-0#
104. P4 : C'est-à-dire par rapport au classement qui a été fait dernièrement. #00:10:01-0#
105. P5 : Le classement des universités. #00:10:01-0#
106. P4 : Le Ranking, où (*institution*) a été classée quand même ; c'est vrai qu'elle n'a pas été classée parmi les toutes premières universités, mais quand même elle a eu son rang dans le classement international. Elle a eu son rang quand même. Comment elle a eu son rang ? D'après les infos que j'ai, c'est au dépend de, au dépend de, je dirais /Aux clics, si vous voulez, des chercheurs sur notre catalogue. #00:10:29-0#
107. P5 : Des (*groupes cibles*), voilà. C'est les (*groupes cibles*) qui... #00:10:30-0#
108. P4 : De l'extérieur, sur nos/ La recherche sur (*partie institution*). #00:10:35-0#
109. I : C'est ça. Justement, c'est grâce à (*partie institution*) ! #00:10:37-0#
110. P5 : C'est grâce à (*partie institution*) ! #00:10:38-0#
111. P4 : Voilà. Oui, oui, en parlant de (*institution*). #00:10:38-0#
112. I : Voilà. #00:10:39-0#
113. P5 : En consultant, en consultant (*partie institution*), c'est à partir de là que, je pense que... #00:10:50-0#
114. P4 : Le classement se fait de cette façon. #00:10:51-0#
115. P5 : Mais plus de détails, tu pourras les avoir men 3and (*arabe : de chez*) (*nom*), c'est le directeur (unclear, overlapping voices #00:10:55-0#). #00:10:55-0#

116. P4 : Parce que c'est un peu technique parce qu'il y a un peu de technique dedans, dans ce classement. Et puis voilà, en gros. #00:11:02-0#
117. I : Très bien, super. Et vous avez fait vos études ici même ? #00:11:07-0#
118. P5 : Au département ? #00:11:08-0#
119. P4 : Oui, moi personnellement j'ai étudié ici, au département de, enfin, c'était un institut avant de (*discipline*). Sauf que ma post-graduation, je l'ai faite à (*endroit*), quand ils ont déménagé. #00:11:18-0#
120. I : D'accord. Okay. #00:11:19-0#
121. P4 : Et il y a eu pas mal de facs. Toutes les facultés étaient ici, pratiquement, comme je l'ai dit tout à l'heure. Et puis, quand elles/le nombre des étudiants, plutôt, a augmenté... C'est un peu en relation, vous voyez. Donc il y a eu la création de ces deux autres (*institutions*), et ce déménagement, ces créations d'autres départements. #00:11:47-0#
122. P4 : Qui dépendaient de l'université. #00:11:48-0#
123. P5 : Qui dépendaient, au départ... #00:11:49-0#
124. P4 : Où on a fait nos études. #00:11:50-0#
125. P5 : De notre université, dépendaient de notre université, là où on travaille. #00:11:54-0#
126. I : C'est ça, oui. #00:11:55-0#
127. P5 : Seulement, ce changement-là (s'est vu l'augmentation, le nombre des étudiants ? #00:12:01-0#). #00:12:01-0#
128. P4 : D'accord. Oui. En rapport, c'est ça, oui. #00:12:04-0#
129. I : Alors, vous avez, vous étiez dans l'ancien système, évidemment ? #00:12:07-0#
130. P5 : Oui, système classique, oui. #00:12:08-0#
131. P4 : Bien sûr, bien sûr. #00:12:08-0#
132. P5 : Les quatre années : licence, magistère, doctorat. Maintenant c'est le système LMD, il n'y a plus le système classique. Plus le système classique. #00:12:19-0#
133. I : Voilà. Quels sont les changements liés à ce nouveau (rit) LMD que vous avez remarqués pour votre travail, mais aussi pour les étudiants, bon, par rapport à votre formation à l'école ? #00:12:30-0#
134. P5 : Oui, bien sûr, il y a un changement. Mais, on le dit, tout le monde le dit, parce que, je ne sais pas, étudier pendant quatre ans ; suivre un programme bien défini, qui demande quatre ans, c'est pas pareil comme étudier trois ans, voilà, trois ans (rit). Même si on garde le même programme. #00:12:47-0#
135. I : C'est logique, oui. (rit) #00:12:48-0#
136. P4 : Il y a quand même un truc. En moins d'une année, oui, je crois qu'il pèse quand même dans le, il pèse dans le, dans le résultat de ses études de fin d'année (unclear #00:13:00-0#). Voilà. Ça pèse, pour moi, parce que moi, j'assume des vacances en même temps que j'enseigne. #00:13:05-0#
137. I : D'accord. Ici même ? #00:13:09-0#
138. P4 : J'ai enseigné un peu partout. #00:13:11-0#
139. I : D'accord, très bien. #00:13:11-0#
140. P4 : Oui, un peu partout, oui (rit), à (*institution 2/3*) ; et l'année passée, c'était ici, à la faculté (*disciplines*). Bon, ici, j'ai enseigné le (*sujet*). C'était un module sur les techniques (*thématique*), donc c'est pour ça, j'ai aimé cette expérience. Sinon, avant,

c'était beaucoup plus les sciences humaines et sociales et là, c'est au niveau de pas mal de départements, en (*discipline SHS*), un autre département (unclear #00:13:44-0#), et ainsi de suite. Donc, come je viens de dire, quand même, il y a une, je dirais, pour moi, c'est mon avis, une grande différence. Vous sentez, une grande différence entre ces quatre années du classique et ces trois ans de LMD qui font que la plupart des étudiants, quand ils arrivent à la 3e année, décident quand même de continuer en master 2. À notre époque, à notre époque, on faisait/La plupart, moi personnellement, j'ai fait les quatre années et je suis partie rechercher un travail. Donc pour moi, les quatres années, c'est bon, j'ai eu un truc. #00:14:24-0#

141. I : Très bien. Vous avez commencé ici même ? #00:14:26-0#
142. P4 : Non. J'ai travaillé deux ans à (*association d'industrie*). #00:13:30-0#
143. I : Très bien. Super. #00:13:31-0#
144. P4 : C'était un service de (*fonction liée à la discipline*), c'est un service, il était tout nouveau, on était deux, moi et mon amie. Donc, j'ai été appelée à créer et à ramener un peu plus pour ce service. On avait/Notre vis-à-vis était direct avec le directeur de (*association d'industrie*). On n'avait pas un responsable, comme maintenant je suis responsable du (*fonction*) et j'ai un personnel. Non. Notre vis-à-vis, c'était directement avec le directeur général de (*association d'industrie*). Mais quand même, c'était une bonne expérience pour moi, je garde quand même, c'était un plus, c'est toujours dans le CV, donc c'est un plus. Et après, après, je voulais terminer, enfin, continuer un peu avec la post-graduation, là. Et c'est pour ça que je suis venue ici. Si je suis venue ici, je voulais terminer la post-graduation, c'était un peu en parallèle, pour poursuivre mes études supérieures dans la spécialité et travailler. Donc, c'est pour marquer un peu la différence. Comme je l'ai dit tout à l'heure, à l'époque, on faisait quatre ans et on sortait vers le travail, directement. #00:15:33-0#
145. I : Oui. Bien formées ? (rit) La formation était bonne ? #00:13:38-0#
146. P4 : Ah oui, oui, elle était bonne. Et maintenant, ça c'est mon avis, je le dis et redis, c'est des échos de la part les étudiants qu'on enseigne, qu'on reçoit, c'est que la plupart disent qu'on s'arrête pas à la 3ème année. (On n'a rien appris essentiellement ? #00:15:54-0#). Mais, ça ne suffit pas. Il fait qu'on (passe en master 1 ou master 2 ? #00:15:58-0#). À la limite, master 2. O.K. ? Parce qu'après, pour grimper vers le doctorat, il y a des conditions, quand même, d'accès. Vous voyez ? Voilà, en gros, le parcours entre les deux systèmes. Eh bien, il faut mentionner que ce système est tout nouveau en Algérie, peut-être que les dirigeants sont en train de réfléchir sur un changement, sur un plus (unclear #00:16:27-0#). Donc, je peux pas répondre. C'est juste le vu, un peu, de ma part. #00:16:35#
147. P5 : Moi personnellement, je crois que le système LMD, il a beaucoup donné pour le personnel administratif et technique. Parce que le fait qu'il ouvre des postes en master sans conditions, c'est-à-dire y a pas de concours (à passer ou des prérequis ? #00:16:56-0#).
148. P4 : Au préalable. #00:16:56-0#
149. P5 : C'est le traitement, il y a autre chose, cette année. Il y a un autre accès, par internet. (unclear #00:17:07-0#).Oui, master. Je pense que c'est payant ; c'est payant, c'est payant ; oui, c'est payant. Premier, parfois, c'est un traitement dossier. Il faut voir le

- barème, c'est des notes, il faut noter le dossier de l'étudiant ; soit un étudiant, soit un personnel qui... #00:17:38-0#
150. P4 : C'est une opportunité de travail. #00:17:39-0#
151. P5 : C'est-à-dire que le système, il a donné beaucoup de chances pour le personnel. (overlapping voices) Nous avons quelques cas avec nous qui ont bénéficié (unclear #00:17:55-0#). Sinon, par le système ancien, le personnel n'avait pas le droit de passer... (unclear #00:18:17-0#) avoir, avoir un magistère sans passer par (l'examen ? #00:18:11-0#). Il y avait la condition, passer c'était difficile, mais pas des postes. À l'époque, avec le système classique, il y avait dix postes par filière. Mais maintenant, avec les masters, il y a plus de postes, plus de chances, plus de postes. C'est plus de chances. Et c'est permis, c'est-à-dire que le personnel, qui font partie de l'université peuvent participer à ... #00:18 :43-0#
152. P4 : L'étude de dossier. #00:18:43-0#
153. I : D'accord. Alors, vous voyez des avantages, mais aussi des désavantages. C'est ça ? #00:18:49-0#
154. P5 : Tout à fait, oui. Les avantages, c'est quand ça concerne, comment dirais-je, dans l'enseignement. L'enseignement. Mais on ne peut pas dire qu'il y a des inconvénients, plutôt. Puisque avec le système classiques, quatre ans et le système LMD, trois ans d'études, ça veut dire qu'ils ont réduit le nombre de modules. Mais cela ne... C'est pas un obstacle, c'est pas un obstacle, c'est pas un obstacle. Parce que le fait qu'ils ont créé d'autres modules, d'autres modules, des modules qui, comment dire, l'époque, comme on dit aujourd'hui, c'est actuel. Nouveau. C'est nouveau. Parce que, comme nous avons intégré, ils ont intégré des modules en relation de/selon la demande le marché. (overlapping voices) Je ne sais pas, le marché, c'est ça la mondialisation et tout ça. Même avec les filières, ils ont créé d'autres filières qui, comment dire, li yetmachew m3a l' (*en arabe : qui vont en parallèle*)... #00:20:05-0#
155. P4 : qui vont en parallèle avec... #00:20:06-0#
156. P5 : Qui vont en parallèle avec l'actualité, voilà, l'actualité. #00:20:09-0#
157. I : Justement, alors, voilà. Comme vous avez dit tout à l'heure, « la mondialisation ». Quelle est l'influence de la mondialisation sur l'enseignement supérieur algérien (rit), d'après vous ? #00:20:22-0#
158. P5 : Elle est énorme (rit), énorme bien sûr. #00:20:24-0#
159. P4 : Elle est énorme, ça c'est sûr, elle est énorme. On ne peut pas, on ne peut pas se retirer, se retirer par rapport à tout le mouvement qui se déroule un peu dans le monde. #00:20:38-0#
160. P5 : La mondialisation, c'est devenu obligatoire (unclear, overlapping voices #00:20:41-0#-#00:20:50-0#) La mondialisation a touché tous les secteurs, oui. Pas uniquement l'enseignement. #00:20:53-0#
161. P4 : Je pense que le secteur le plus sensible, je pense, c'est celui de l'enseignement. Je pense, parce qu'à partir de ce secteur, on sort un peu, on sort les chercheurs, les cerveaux qui vont partir sur d'autres secteurs socio-économiques et tout ça, voilà, voilà. Et donc c'est pour ça qu'il y a un lien vers cette ouverture sur l'autre monde, sur d'autres pays, qui fait que mondialisation et, c'est un peu les deux inséparables. #00:20:12-0#

162. I : D'accord. Et quelle, bon/Comment est-ce que votre travail est impacté par cela, par l'internationalisation ? #00:21:43-0#
163. P4 : Notre travail ? Un impact ? #00:21:44-0#
164. I : Oui. #00:21:45-0#
165. P5 : Nous, on travaille avec internet. #00:21:46-0#
166. P4 : Avec l'internationalisation, oui. Je pense que ça va de soi, si on veut, enfin, on veut moderniser, on veut avancer, on veut améliorer, changer, et tout, il faut/J'utilise, c'est une condition, c'est pas de se plier, mais quand même de suivre un peu, oui, ne serait-ce que de loin, même si on n'est pas au top, c'est un peu toutes les nouvelles technologies qui touchent à nos tâches, à nos tâches. C'est comme s'il y avait une répercussion, à chaque fois, de cet outil, cet élément, qui veut nous faire rentrer un peu dans cette INTERNATIONALISATION (rit). (unclear #00:22:40-0#) C'est la même chose. En gros, en gros. #00:22:44-0#
167. I : D'accord. Et est-ce que le travail a augmenté, dernièrement ? #00:22:48-0#
168. P4 : Quel travail précisément ? #00:22:49-0#
169. P5 : Notre travail, notre tâche, oui ? #00:22:50-0#
170. I : Diversifié, peut-être ? #00:22:53-0#
171. P4 : Diversifié, c'est sûr, avec quelques points négatifs, ah oui. #00:22:55-0#
172. P5 : Ça, c'est sûr. #00:22:55-0#
173. P4 : Avec du négatif à côté, oui, qu'on essaie d'arranger, de résoudre et tout ça, quand on peut, nous, je parle de/Je préfère ne pas dire « des gens » (rit), parce qu'il y a quand même un cadre. Et j'ai dit diversifié, bien sûr. Et c'est quoi le truc, le deuxième mot ? J'ai perdu le fil des idées. #00:23:25-0#
174. I : Augmenté, aussi. #00:23:26-0#
175. P4 : Oui, oui. On est appelé, normalement on est appelé à/Ce n'est pas à augmenter, mais à améliorer (*fonction liée a la discipline*), oui. (*Fonction*) qui existe au niveau (*institution*). On est appelé/Soit on est diplômé de la spécialité, soit on est expérimenté, si on a un certain nombre d'années d'expérience, donc, on est appelé à améliorer, à donner une image plutôt, plutôt transparente et nette, et avancée de nos activités, de nos tâches. Et je rappelle toujours, bien qu'il y a un côté qui manque, qui manque, qui est négatif. (unclear, overlapping voices #00:24:15-0#- #00:24:26-0#). #00:24:26-0#
176. I : Impact, impact, changement. Voilà. #00:24:27-0#
177. P4 : Impact ou... Je n'arrive pas à... Impact, c'est quoi... ? #00:24:32-0#
178. I : Bon, négatif. #00:24:33-0#
179. P4 : Parce que « impact, » c'est autre chose (rit). (unclear #00:24:34-0#- #00:24:42-0#). On va peut-être citer un exemple simple, très simple. Si on doit travailler, par exemple, électroniquement parlant, voilà, on est sur le net, il faut qu'on travaille sur le net. O.K. ? J'ai un travail à faire sur le net, c'est un travail, je dois envoyer des infos à ma collègue, qui se trouve dans un autre (*fonction*), voilà, à titre d'exemple. C'est très simple. Mais malheureusement, je n'ai pas l'outil adapté, ne serait-ce qu'un équipement informatique qui ne répond pas vraiment... #00:25:21-0#
180. P5 : À nos besoins. #00:25:21-0#
181. P4 : Qui est un peu dépassé par la version, voilà. Je parle de cet équipement, donc là, c'est un négatif. Je ne peux, je ne peux pas arriver à ce que j'aspire, je suis/J'ai un

- blocage, je sais pas, je dois opter pour autre chose, je dois revenir un peu vers l'arrière. Mais l'utilisation d'autres moyens qui sont un peu dépassés. Donc, déjà le côté équipement, quand même, il pèse, il pèse. C'est dans ce sens, à titre d'exemple, c'est tout. #00:25:48-0#
182. I : Et quelles sont les solutions ? #00:25:51-0#
183. P4 : Les solutions, c'est que, personnellement, moi, comme j'assure des (*fonction liée a la discipline*) ici, comme je l'ai dit, pour les (*groupe cible*), et parfois pour le (*groupe cible*) aussi, pour résoudre ce problème, c'est pas/Donc, si j'ai un équipement qui est, comme je l'ai dit, dépassé, je fais appel à mes collègues (*discipline STEM*), quand même, qu'ils sont là pour ça. C'est pour la maintenance et tout ça. Je peux même parler, et j'ai dû parler au directeur. Mais je peux pas aller au-delà, parce que ça s'arrête, ma tâche, si vous voulez. Donc voilà, quand même, je fais appel quand même, je fais appel aux gens qui sont là pour cette tâche. Et un peu, hiérarchiquement parlant, pour mon supérieur qui doit/à qui je demanderais de remplacer, par exemple, ces équipements par d'autres qui sont plus performants, plus, plus performants. Voilà. #00:26:51-0#
184. I : Et ça marche ? Selon vos expériences ? #00:26:54-0#
185. P4 : Je dirais que, par moments, ça a marché, pourquoi pas, ça a marché. Par moments, non, ça ne marche pas. Par moments, ça prend des lenteurs quand même. Des lenteurs, donc oui, des lenteurs, dans le temps, et puis c'est tout. #00:27:10-0#
186. I : D'accord. Et tout à l'heure, aussi, vous avez dit que l'effectif des étudiants a augmenté ? #00:27:14-0#
187. P4 : Bien sûr, chaque année augmente, oui, oui. #00:27:16-0#
188. I : Et comment est-ce que vous gérez ça ? Comme le nombre de personnel n'augmente pas (rit). #00:27:22-0#
189. P4 : Ici (*institution*), ou bien... ? (*Institution*). Justement, si on compare le nombre d'effectifs, parce que nous, avant, dans (*partie institution*), on était/Le staff globalement dépassait la centaine en tout, en tout. Différents grades. Et puis, à un moment donné, il y a eu la création, par exemple, de la faculté (*disciplines*), donc il y a un personnel qui est en parti, muté, si vous voulez. (*overlapping voices*) Et d'autres qui sont sortis, partis en retraite par nombres assez importants. Et donc, le nombre de staff a diminué et celui des étudiants a augmenté. C'est comme si on parlait de l'offre et de la demande. Donc il y a eu un petit décalage. Par moments, on n'arrive pas à, je dirais, par exemple, à assurer un service, vu que l'effectif est manquant, voyez-vous ? L'effectif est manquant. C'est un peu ça, c'est... On a eu quelques obstacles dans ce, par rapport à cette situation. #00:28:34-0#
190. P5 : Le système, là, qui reste toujours son thème, en fait il manque la formation du personnel, c'est-à-dire...un recyclage. #00:28:48-0#
191. P4 : Un recyclage, oui. #00:28:48-0#
192. P5 : Il n'y a pas dans le système LMD, qui concerne/Parce qu'une fois le personnel recruté, il le laisse toujours dans son poste, dans son grade, son niveau ; avec son diplôme. #00:29:03-0#
193. P4 : Ils n'avancent pas. L'évolution, c'est avec le recyclage. #00:29:05-0#
194. I : C'est vrai (unclear #00:29:07-0#).

195. P4 : Même si, personnellement, j'ai dit par moments, j'assure une petite formation pour le personnel (unclear #00:29:16-0#) des tâches. Toujours est- il qu'il faut faire rappeler que c'est vrai qu'on manque de formation, de recyclage de taille, voilà. #00:29:29-0#
196. P5 : Tout à l'heure on parlait de mondialisation (unclear #00:29:26-0#-#00:29:30-0#). Comment le personnel peut avancer sans avoir aussi une formation ? #00:29:34-0#
197. P4 : Je vais ajouter un détail, un petit détail. Je pense qu'il est important. #00:29:37-0#
198. I : Oui, s'il vous plaît (rit). #00:29:38-0#
199. P4 : Si on parlait de conventions entre universités. Pourquoi je parle de ça ? Je parle de ça parce qu'il m'est arrivé de partir personnellement, et même mes collègues sont partis, kif kif hum (*arabe: c'est la même chose*), dans le cadre d'une bourse de courte durée, oui, de courte durée. Et, arrivée au niveau de l'établissement à l'étranger, ils demandent : « Est-ce que vous venez avec une convention ? ». On lui dit « Non. » Vous voyez ? On n'a pas de corps. On n'est pas au courant, ou là, il n'existe pas du tout. Je ne sais pas, je ne sais pas. Donc le recyclage d'informations peut rentrer dans ce cadre de conventions. O.K. Il peut rentrer, ça sera très « bénéfique, » je dirais, pour ce personnel, pour ce personnel qui a soif pour se performer, qui est tout éveillé. Si on forme son personnel, on a un service qui vraiment... #00:30:41-0#
200. I : Est à jour, oui (rit). #00:30:41-0#
201. P5 : À jour et rentable, oui. (unclear, overlapping voices #00:30:41-0#-#00:30:47-0#). Ce qui compte, c'est la rentabilité, la rentabilité avec une mise à jour. #00:30:51-0#
202. I : Oui. #00:30:51-0#
203. P5 : C'est un peu une mise à jour, voilà. (unclear, overlapping voices #00:30:52-0#-#00:30:54-0#). Et tout ça, c'est pour satisfaire les (*groupes cibles*). #00:31:01-0#
204. P4 : Le but, la finalité, c'est l'étudiant. C'est diffuser cette information d'une façon ou d'une autre et assister (*groupe cible*). #00:31:05-0#
205. P5 : C'est pas pour nous, les données, les informations. C'est donner les informations à qui ? (*Groupes cibles*). #00:31:12-0#.
206. P4 : Donc pour nous. C'est un truc qui va entrer dans leur CV, ça c'est sûr. C'est une expérience « plus, » c'est dans le CV, mais pour le (*groupe cible*) c'est, c'est, le plus, voilà, ce sera bénéfique pour sa recherche, pour qu'il avance dans ses études, et ainsi de suite. #00:31:29-0#
207. P5 : Parce que la présentation de l'information dans les universités a une qualité ; pour avoir la qualité, il faut avoir le personnel qualifié, formé. #00:31:40-0#
208. P4 : Tout ça. #00:31:41-0#
209. I : C'est ça. #00:31:41-0#
210. P4 : Tout à fait, tout à fait. #00:31:42-0#
211. I : Très bien. #00:31:43-0#
212. P5 : Chaque université, elle a son poids, son image. Parce qu'ici, l'université qui est la tutelle des autres facultés (*discipline STEM*) a une valeur.... Elle est classée.... L'inscription des bacheliers, il faut une note de mérite, il faut avoir une bonne note (unclear #00:32:18-0#). #00:32:17-0#
213. P4 : Une bonne moyenne. #00:32:18-0#

214. P5 : Parce qu'en fait, l'image de l'université (unclear, overlapping voices #00:32:22-0#-#00:32:27-0#). Dans le monde, bien sûr, dans le monde. #00:32:31-0#
215. P4 : Mais je pense, justement, que cet élément de qualité existe partout dans tous les secteurs. #00:32:36-0#.
216. P5 : Ça reflète pour l'image de l'université, donc (unclear #00:32:40-0#00:32:48-0#). L'université qui a un personnel qualifié et formé, ça, c'est un plus pour elle, c'est un plus pour elle. #00:33:00-0#
217. P4 : Justement, d'après les infos qu'on a, tout le monde les a, ces infos, c'est un peu public, c'est que nos étudiants, quand ils partent à l'étranger pour continuer leurs études, il y a toujours une année ou six mois de remise à niveau. #00:33:12-0#.
218. I : Non, c'est grave ! Comme l'étranger, pourquoi ? #00:33:14-0#
219. P5 : Parce que, à l'étranger, c'est pareil pour d'autres. #00:33:20-0#
220. P4 : Peut-être pas pour toutes les spécialités, mais la plupart quand même. #00:33:23-0#
221. I : Et qu'est-ce que vous pensez de ça, par exemple ? #00:33:25-0#
222. P4 : De quoi ? #00:33:25-0#
223. I : La qualité de formation en général ? #00:33:30-0#
224. P5: (unclear, overlapping voices #00:33:30-0#-#00:33:38-0#). LMD.
225. I : Les deux, les deux. #00:33:39-0#
226. P4 : Je l'ai dit tout à l'heure, je parlais de la différence avec le classique, parce que, les sujets classiques, sur le classique, j'ai étudié classique, j'ai enseigné LMD, classique et LMD. Bien sûr, moi j'ai vu cette différence, donc ça reste un avis personnel. Cette différence, sinon pour le truc de la formation professionnelle, ce qu'il manque, ce qu'a dit ma collègue, c'est bien le recyclage, comme la valorisation et la vulgarisation, aussi, de la connaissance peut-être ? Les deux, valoriser et vulgariser, les deux : si on valorise, on va vulgariser le côté recherche scientifique, oui. #00:34:19-0#
227. I : Et actuellement, il y a une rupture ? #00:34:21-0#
228. P4 : On sent, on sent, on sent quand même oui, cette rupture, du fait qu'on soit dans un milieu vraiment/On est confondus avec les étudiants, ils vous/Ils sont en contact toujours, les étudiants, avec les enseignants, donc on sent le manque, là. Voilà, on observe le manque, on constate le manque, nous, on aimerait bien que ça change, qu'il y ait un truc. Plus d'ouverture sur ce côté. #00:34:52-0#
229. I : Très bien. Et justement, quelle sera la solution pour attaquer ce problème ? #00:34:57-0#
230. P5 : La solution, il faut revoir tout le système et même. Voilà, il faut revoir avec le système. #00:35:05-0#
231. I : Très bien, oui. #00:35:05-0#
232. P5 :(unclear, overlapping voices #00:35:07-0#-#00:35:14-0#).
233. P4 : Si je vous parle de notre ministère, c'est un peu au niveau des divers services au niveau du ministère, c'est un peu au niveau des dirigeants eux-mêmes. C'est un peu... Je ne sais pas. Même, même les enseignants peuvent collaborer. Il n'y a pas que le côté des responsables, dirigeants. Même nos enseignants-chercheurs peuvent collaborer pour un peu changer cet état. #00:35:41-0#
234. I : C'est ça. #00:35:41-0#
235. P4 : Ramener du plus, ramener du plus. #00:35:51-0#

236. P5 : Justement, il y a tout un service à notre ministère, qui collecte/Sa tâche, c'est de voir les changements, les changements et les modifications dans le système de l'enseignement. Le service, 3ndou asme (*en arabe : je ne sais pas le nom*), qui a été créé récemment. Ah oui, pour trouver ... Attends... 3ndou assem (*en arabe : je ne sais pas leur nom*) ... réformes, quelque chose comme ça. Justement, il y a eu des réformes, des réformes des systèmes de l'enseignement. Et même, même dernièrement, une réforme qui a été créée. C'est marqué sur notre site, moi, j'ai lu qu'il y a eu une réunion, enfin, une réunion, je pense que c'était une réunion, colloque, ou quelque chose comme ça, de nos dirigeants. Enfin, quand je dis les dirigeants, c'est les recteurs, c'est les responsables et tout, pour créer un comité d'évaluation des universités. Voilà. #00:36:44-0#
237. I : Très bien. Voilà. Très intéressant. Oui. (rire) Qu'est-ce que vous en pensez ? #00:34:46-0#
238. P4 : Moi, personnellement, j'ai pas assisté, mais j'ai eu un peu l'information, je l'ai lue, elle existe sur le net (overlapping voices #00:36:52-0#) au niveau de notre site web. Je pense que c'est une bonne initiative j'espère qu'elle aboutira, oui. C'est ça, c'est dans le cadre d'évaluer pour évoluer plus tard. C'est dans ce sens. #00:37:05-0#
239. I : Très bien. J'aime bien cette expression, voilà, « évaluer pour évoluer » (rit). #00:37:08-0#
240. P4 : Tu ne vas pas l'oublier. #00:37:08-0#
241. P5 : Évaluer pour évoluer, oui. #00:37:10-0#
242. I : Super. Très bien. #00:37:12-0#
243. P5 : C'est avec l'évaluation qu'on peut évoluer. Sauf chez nous, là. Pour évoluer (*fonction*), c'est-à-dire augmenter et alimenter le (*fonction*), c'est dans ce sens. L'enrichir, enrichir (*fonction*). Il faut faire les évaluations, il faut passer par l'évaluation. Technique, oui. #00:37:42-0#
244. P4 : C'est un peu une opération technique. Durant notre cursus de (*discipline*), on a étudié. #00:37:47-0#.
245. P5 : Il faut passer par l'évaluation pour estimer le (*fonction*), qu'on puisse faire (*activités professionnelles liées à la discipline*) qui fait gérer (*institution*). C'est bien (*activité*). C'est un créneau, avec un créneau, voilà. #00:38:09-0#
246. I : Justement, voilà. Alors, quelle sera votre contribution dans une évaluation ? #00:38:14-0#
247. P4 : Évaluation, vous parlez de notre (*institution*) ? L'évaluation, je pense que, je dirais entre guillemets (rit), bien sûr, c'est pas à nous d'évaluer, nous, en tant que... personnel, c'est-à-dire... #00:38:32-0#
248. I : Mais vous avez des connaissances techniques ? #00:38:33-0#
249. P5 : Oui, oui. Techniques. #00:38:34-0#
250. I : Par exemple ? #00:38:34-0#
251. P5 : Par exemple, tout ce qui se fait par (*fonction*). C'est (*fonction*) qui peut faire l'évaluation. Il faut le faire en fin d'année, chaque fin d'année, chaque (*institution*) doit faire (*activité*). C'est cette étude qui permettra de faire (*activité*) de l'année prochaine. C'est des préparatifs qu'on, que doivent faire les (*professionnels de la discipline*), mais cela rentre dans la politique (rit), (*activité*) de chaque (institution), parce que c'est une politique interne, chaque (*professionnel de la discipline*), s'il veut faire un bon travail, il doit passer par ça, par cette opération. #00:39:19-0#
252. I : D'accord. #00:39:19-0#

253. P4 : Moi, je voudrais rajouter un petit point. Peut-être qu'on va sortir un peu du (unclear, overlapping voices #00:39:21-0#-#00:39:33-0#). Mais moi, quand je parle LMD, je ne parle pas seulement de LMD étudiant. J'ai dit tout à l'heure, on est maintenant confronté à ces étudiants, voilà, donc je parle aussi du côté professionnel. Peut-être que j'insiste un peu, je ne sais pas. #00:39:48-0#
254. I : S'il vous plaît. C'est bien, les suggestions (rit). #00:39:50-0#
255. P4 : Voilà, une petite suggestion, une remarque, peut-être analyse, voilà. Voilà, analyse. Si on veut avancer, si on veut former les étudiants, plus, plus, plus. Et dans le cadre de l'existant, je dirais, de ce qui est un service de coopération au niveau du ministère... À ma connaissance, oui, à ma connaissance, un service de coopération doit toucher et l'étudiant et le professionnel, quand on est dans l'enseignement. Voilà. Il se trouve, ça, c'est mon avis toujours, il se trouve que, je remarque que nous, les professionnels... #00:40:36-0#
256. P5 : Ils sont émargés, émargés le personnel. #00:40:42-0#
257. P4 : Marginalisés, h'naya (*en arabe : marginalisés*). #00:40:43-0#
258. P5 : Voilà. Marginalisés. #00:40:43-0#
259. P4 : Et nous, le personnel de (*partie institution*), je précise bien de (*partie institution*), on est marginalisés. #00:40:48-0#
260. P5 : Pas seulement de (*partie institution*). Je ne sais pas, ana (*en arabe : moi*), c'est mon avis, je ne connais pas, manaarefeh (*en arabe : je ne connais pas*). On est là on touche de près. Voilà, le personnel de cette (*partie institution*), ce point-là, ce point-là, il existe... dans tout le personnel de l'enseignement supérieur. Eh bessah ana nahder 3la (*en arabe : alors en vérité moi je parle de*), c'est un état de fait, que toujours la coopération va vers tout ce qui est. Pour l'étudiant. Étudiant, étudiant Master. Il y a des opportunités ouvertes, ouvertes vers l'étranger, pour les étudiants. Ils sont toujours privilégiés. Privilégiés par rapport à ce professionnel. Par rapport au personnel qui... #00:41:24-0#
261. I : Qui donne la formation. #00:41:25-0#
262. P4 : Qui donne la formation, voilà, qui donne la formation. Et qui peut... Je veux dire, malheureusement on ne pense pas (unclear #00:41:31-0#). Ils détiennent l'information. Il détient l'information, il est chez lui. #00:41:37-0#
263. I : Bien sûr (rit). #00:41:37-0#
264. P4 : Mais malheureusement il n'est pas formé. Afin de donner plus d'informations. Il reste à un niveau un peu statuaire. Donc j'appelle quand même, ça c'est vrai, ce service de coopération, très important. Il faut applaudir. #00:41:55-0#
265. I : (rit) (unclear #00:41:55-0#). #00:41:55-0#
266. P4 : Donc j'appelle... Oui. J'appelle les concernés, les responsables de ce service à se pencher un peu, le service de coopération, sur le côté, sur le côté de la formation recyclage et tout ; coopération entre (*institutions*) ; notre (*institution*), nos (*parties institutions*), pas spécialement notre (*partie institution*). #00:42:15-0#
267. P5 : Avec chaque service. Chaque service qui dépend de l'université et qui, ce que je voulais dire, il sera , oui, c'est-à-dire, il est à la disposition de l'enseignant et de l'étudiant. 3la koli hale (*en arabe : de toute façon oui, oui*). En gros, dans tous les sens. Ça veut dire dans tous les projets. #00:42:45-0#
268. P4 : (overlapping voices #00:42:46-0#-#00:43:55-0#) Vous avez pratiquement parlé avec la (*partie institution*), mais pour votre thème, il faut toucher tous les services, les services de là, en bas. Et même peut-être l'idée que/ Ils se ressemblent enfin dans

- le/Peut-être un jour, elle va voir que, quelle va retomber presque sur les mêmes. Non, vous commencez par le service de la (*partie institution*) qui est plus proche ila yesta9ablouha saha (*en arabe : s'ils la reçoivent*). Si, si. yesta9eblouha (*en arabe : ils la reçoivent*). Mais avec qui ? Mana3ref (*en arabe : Je ne sais pas, moi*), je peux vous envoyer chez... Chez qui ? En gros, je pense, hum fi hade l' (*en arabe : la clé réside*) dans cette coopération qui est primordiale entre/Et c'est au niveau du ministère. Oui, c'est au niveau du ministère que ça/Oui, bien sûr, bien sûr, bien sûr, il n'y a pas d'autres services. Si, si, si, il y a un petit service qui dépend de ce service de coopération. Si, si, c'est le service de Relex. Ici, oui, un service de Relex, on l'appelle le service des relations extérieures. Vous pouvez aller au service de de Relex. Vous voyez avec Monsieur (*nom*) qui peut vous rajouter d'autres points/d'autres points. Oui, non. Il y a même (*nom*) qui est service spécial coopération avec/Oui, il y a le vice-recteur, s'adresser au vice-recteur. #00:43:55-0#
269. I : Inch'Allah (rit). #00:43:55-0#
270. P4 : (overlapping voices) Je ne vais nier, je ne nierais pas que quelques années avant, auparavant, cette coopération était ouverte quand même, au personnel. Moi, personnellement, j'ai bénéficié d'une formation à l'étranger, et j'ai quand même acquis... #00:44:08-0#
271. I : Et c'était dans le LMD, ou avant ? #00:44:08-0#
272. P4 : Non, ce n'était avant, avant, pas le LMD justement. #00:44:09-0#
273. P5 : Système classique. Elle l'a dit, elle l'a bien précisé. #00:44:09-0#
274. I : D'accord. #00:44:09-0#
275. P4 : Classique, classique. Mais il y avait plus de de chances. #00:44:15-0#
276. I : Depuis, ça s'est arrêté. (rit) #00:44:19-0#
277. P4 : (overlapping voices) Ça s'est arrêté, ou un peu masqué. Là, je ne sais pas, on n'a pas d'informations du tout, du tout. On n'en a pas. Même si on demande, même si j'ai dit personnellement j'étais partie en France, ça fait deux ans de là, et on m'avait demandé « est-ce que vous venez dans le cadre d'une convention ? » et tout ça. Moi, je suis revenue, j'ai demandé, j'ai posé la/J'avais pas une/Enfin, on m'a dit il n'y avait pas, il n'y avait pas, c'était ça. #00:44:48-0#
278. I : (rit) D'accord. Ceux qui décident sur ça, c'est ? #00:44:49-0#
279. P5 : C'est le ministère, oui. C'est le service de coopération. #00:44:58-0#
280. I : Alors, c'est très centralisé ? La gouvernance ? #00:44:59-0#
281. P4 : Oui, oui, plutôt, plutôt. #00:45:06-0#
282. I : Qu'est-ce que vous pensez de cette situation ? #00:45:11-0#
- (conversation en arabe entre P5 et P4, l'interlocuteur P5 est partie : hors sujet) #00:45:23-0#
283. P4 : Oui alors ? #00:45:23-0#
284. I : Qu'est-ce que vous pensez de cette situation de gouvernance ? C'est centralisé au niveau du ministère ? #00:45:31-0#
285. P4 : Je ne sais pas (rit), je ne peux pas répondre, j'ai pas une idée, sincèrement, je n'ai pas une idée. Je ne réponds que là, dans le milieu où je suis, avec l'expérience que j'ai eue et les contacts et tout. Mais là, au niveau d'une instance supérieure que je ne fréquente pas, je ne peux pas répondre. O.K. ? J'ai pas d'idée. #00:45:53-0#
286. I : C'est bon. D'accord. Alors, tout à l'heure, on a parlé, toujours, des étudiants en augmentation. Qu'est-ce que vous pensez de l'augmentation aussi des institutions de l'enseignement supérieur en Algérie ? Il y a aussi beaucoup plus d'universités ? Qu'est-ce que vous pensez de ça ? #00:46:15-0#

287. P4 : Je pense que c'est une bonne chose, c'est une bonne chose. La démographie grimpe et puis, voilà, ça va avec, ça va avec. Le nombre de bacheliers s'accroît chaque année, et il faut créer des établissements universitaires, même en dehors de la ville, à l'intérieur du pays. C'est ce qui a, c'est ce qui s'est fait. Et je pense qu'il y a d'autres projets, donc, création d'autres universités, un peu pour décentraliser toujours, décentraliser un peu ce secteur. #00:46:51-0#
288. I : Vous diriez que c'est dans le cadre, j'ai vu la littérature, la démocratisation, cette approche de créer plus d'université ? #00:47:02-0#
289. P4 : « Démocratisation ? » Je sais pas. Je dirais « décentralisation. ». Beaucoup plus. #00:47:10-0#
290. I : D'accord, très bien. Par rapport au lien entre l'université et la société : qu'est-ce que vous pensez ? #00:47:21-0#
291. P4 : En dehors de l'université ? #00:47:23-0#
292. I : Oui, en dehors de l'université. #00:47:24-0#
293. P4 : Qu'est-ce que vous voulez dire par « lien » ? #00:47:26-0#
294. I : Est-ce qu'il y a un lien, par exemple, est-ce qu'il y a un lien avec le secteur privé, ou avec des associations, société civile, est-ce qu'il y a collaboration ? #00:47:38-0#
295. P4 : J'ai pas d'idée, j'ai pas d'idée. #00:47:43-0#
296. I : D'accord. Vous, personnellement, est-ce que vous êtes dans la, dans la société civile ? Vous êtes membre d'une association ? #00:47:52-0#
297. P4 : Non, non, non, non. J'ai jamais été membre d'une (rit) association, jamais, jamais. #00:47:58-0#
298. I : Et, bon, vous avez dit que vous êtes partie en France ? #00:48:05-0#
299. P4 : J'ai des cartes même. #00:48:09-0#
300. I : (rit) Super, super. Très bien (rit). #00:48:11-0#
301. P4 : Ça fait deux ans de cela, je pense. #00:48:14-0#
302. I : Et d'après vos expériences là-bas, bon, si vous comparez les deux systèmes, qu'est-ce que vous diriez sur cela, le modèle français, le modèle algérien ? #00:48:28-0#
303. P4 : Bon, nous, on est un peu le cliché du modèle français, il faut le dire. Mais c'est vrai qu'il y avait des, comment dirais-je, des services que j'ai trouvés là-bas qui existent ici. Et moi, personnellement, quand je reviens je, comment dirais-je, eh bien, j'essaie d'appliquer ce que j'ai appris là-bas, j'essaie d'appliquer ici. Alors, je propose à mon responsable, je fais un rapport et tout ça, et je propose. Je mets mes propositions, et par moments il y a eu des propositions qui ont été retenues. Pourquoi pas, et voilà. J'essaie de prendre, de prendre de mon passage à l'étranger : qu'est-ce qu'il pourrait ajouter de plus dans la gestion de notre établissement, au service qu'on peut rendre au (*groupe cible*) ? #00:49:37-0#
304. I : Très bien. Est-ce que vous avez connu d'autres systèmes aussi, d'autres systèmes d'enseignement supérieur ? #00:49:43-0#
305. P4 : À l'étranger, ou ? #00:49:43-0#
306. I : Oui. #00:49:43-0#
307. P4 : Bon, à l'étranger, je... Qu'est-ce que j'ai vu ? Non, je suis partie plusieurs fois en France; je suis partie en Turquie aussi, et j'ai visité (*institution d'éducation publique hors enseignement supérieur*). Donc c'était pas, j'ai pas pu avoir accès (conversation en arabe entre P4 et P5, qui est revenue : hors sujet #00:50:00-0#). Qu'est-ce que j'étais en train de dire ? Je suis partie en Turquie, mais j'ai pas eu l'occasion d'avoir l'accord et les autorisations d'accéder à l'université, c'était un peu difficile. Mais j'ai

- eu la chance de visiter la (*institution d'éducation publique hors enseignement supérieur*), on m'a bien reçue. C'était une petite (*institution d'éducation publique hors enseignement supérieur*). Donc voilà. Mais je ne connais pas d'autres systèmes, sincèrement, à part celui de, oui, la France. #00:50:36-0#
308. I : D'accord. Est-ce que vous, bon, comme vous avez dit tout à l'heure, le référentiel avec la France est très fort à cause de l'histoire, bien sûr, bien sûr, la langue aussi. Est-ce que vous pouvez imaginer d'autres liens avec d'autres pays ou d'autres systèmes ? #00:50:55-0#
309. P4 : Bien sûr, bien sûr, bien sûr. Même si j'ai parlé de la coopération, de la formation, de corps professionnels, on pourrait avoir cette chance de bénéficier de cette formation, de ces activités dans d'autres pays européens ou arabes (fort bruit de fond #00:51:20-0#) bien sûr, à part la France. Pourquoi pas ? À condition de connaître, de maîtriser un peu la langue. Maintenant, la langue plus internationale c'est l'anglais, mais ça n'empêche pas, quand même, de récolter quelques infos qui pourraient nous aider dans nos tâches simultanées. C'est ça, voilà, donc, pourquoi pas, pourquoi pas. Personnellement, j'ai bien envie de visiter, comme j'ai dit la dernière fois (*institution*) allemande. Why not? #00:51:50-0#
310. I : Inch'Allah (rit) oui. #00:51:51-0#
311. P4 : Si j'aurai la chance. (rit). #00:51:52-0#
312. I : Avec plaisir, si je peux faciliter, bien sûr. #00:51:56-0#
313. P5 : Avec nous, au système Internet de (*institution*), aussi kifech y9oulou (*en arabe : l'ancien système*). Comment on dit ? Programme, programme d'études. Avant, avec le système classique, il y avait plus de conférences par rapport aux TP, maintenant, c'est les TP plus que... #00:52:23-0#
314. I : D'accord. #00:52:24-0#
315. P5 : Pour notre (*institution*), c'est-à-dire que, puisque les étudiants ont plus de TP, c'est-à-dire le travail qui se fait à partir de ... #00:52:38-0#
316. P4 : De travaux dirigés. #00:52:39-0#
317. P5 : De travaux, oui, les travaux dirigés, voilà, les travaux dirigés, maintenant... #00:52:42-0#
318. P4 : Avec les stages et tout ça. #00:52:42-0#
319. P5 : Avec les stages, à partir des sites les sites de l'université ; c'est-à-dire l'étudiant envoie son exercice à l'enseignant et il le fait corriger et après... Pour (*partie institution*), c'est-à-dire que, malgré l'augmentation des étudiants... Mais cela, kich n9oulou (*en arabe : c'est pas*), comment dire, mazadech fel khedma dialha (*en arabe : son travail n'a pas augmenté*), mazadech 3ibe aliha (*en arabe : n'a pas augmenté ses tâches*). #00:53:05-0#
320. P5 : Ah non, non, c'est pas un obstacle. C'est pas un obstacle pour notre (*institution*), au contraire. #00:53:08-0#
321. P4 : Au contraire, on les oriente. #00:53:09-0#
322. P5 : Non, je veux dire, il y a pas la charge. #00:53:13-0#
323. P4 : Pas la charge, non. #00:53:14-0#
324. P5 : Et avec plus d'orientation, il y a pas de charge pour (*partie institution*), il y a moins de charges pour (*partie institution*), puisque le système demande que l'enseignement se fait par Internet ou par le mode de la machine. #00:53:28-0#
325. I : Très bien, oui. Juste, je pense vous deviez partir, non ? #00:53:32-0#
326. P5 : Oui, c'est l'heure. #00:53:33-0#

327. P4 : C'est l'heure. On est en retard. #00:53:36-0#
328. I : Voilà. C'est juste, votre avis personnel ? #00:53:38-0#
329. P5 : Ça, c'est parmi les avantages du LMD, parce qu'avant, avec le classique, les horaires de travail de (*partie institution*), c'était à partir de 8h30 jusqu'à 8h du soir. Maintenant, avec le nouveau système, c'est de 8h30 jusqu'à 6h. #00:53:52-0#
330. I : D'accord. Et comment, ça ? Pourquoi ? (rit) #00:53:55-0#
331. P4 : Je viens de te l'expliquer, je viens de te l'expliquer. #00:54:01-0#
332. I : Oui. #00:54:01-0#
333. P5 : Puisque avant, avec le système classique/Puisqu'il y avait plus de cours, ça veut dire que l'étudiant, il a besoin de (*partie institution*), il demande (*services/fonctions liées à la discipline*). #00:54:24-0#
334. P4 : Bien sûr, parce qu'il faut préciser que le système classique... #00:54:24-0#
335. P5 : Voilà. C'est ce qui a ramené le système, parce qu'avec la mondialisation, il y a eu le point de l'Internet en plus, qui a avantage les étudiants. Ils ont pas eu/Ils se déplacent pas à (*institution*), c'est à partir de l'Internet qu'ils font le travail. #00:54:42-0#
336. P4 : Il y a autre chose, c'est que il faut marquer que le système classique était beaucoup plus reposé sur le... #00:54:50-0#
337. P5 : Et chargé, chargé. #00:54:50-0#
338. P4 : Non, sur le côté académique. Maintenant, le LMD c'est beaucoup plus ouvert à la question de pratique, donc, enfin, le programme du LMD est beaucoup plus chargé comme intitulés. #00:55:05-0#
339. I : Oui, c'est ça. #00:55:05-0#
340. P4 : Moi, je ne connais pas de près. Professionnalisation, beaucoup plus pratique. O.K. Le programme est beaucoup plus pratique. #00:55:10-0#
341. P5 : Mazadech 3ibe aliha (*en arabe : pour le professionnel*), professionnel, comment dire professionnel. #00:55:12-0#
342. P4 : Oui, c'est ça, beaucoup plus pour la professionnalisation de... #00:55:16-0#
343. I : C'est ça. #00:55:16-0#
344. P4 : Par contre, avant, non. C'est vrai qu'on avait beaucoup de cours, peut-être. Peu de TD par rapport... Moins de TD, moins de TD, oui, il faut dire que même les intitulés des modules ont changé, ont beaucoup changé. Pourquoi ? Parce que ça suit, koma kalet (*en arabe : comme elle a dit*), l'Internet, l'ouverture et tout ça. Reste à savoir : est-ce que... Est-ce que... #00:55:38-0#
345. I : (rit) L'objectif est atteint, oui. #00:55:39-0#
346. P4 : (overlapping voices) Est-ce que, est-ce que c'est bénéfique, c'est pas bénéfique ? Peut-être qu'il faut poser la question aux étudiants. Aux étudiants, oui, pour avoir la réponse directe. Est-ce que vous êtes contents de ce programme, est-ce que vous sortez bourrés d'infos, est-ce que ce changement dans le programme vous affecte ? Vous prenez un échantillon des étudiants, c'est intéressant de discuter avec les étudiants, de plusieurs spécialités. De la première année et la troisième année, pour voir un petit peu, ma3lich hata (*en arabe : c'est pas grave*), même les 2ème année, on a pas mal d'étudiants, même à (*ville*), quand vous partez essayer de toucher un groupe d'étudiants, parce qu'ils sont dans le, sur le terrain, si vous voulez. #00:56:22-0#
347. I : Je ne vais pas vous retenir plus, juste une dernière question.
348. P4 : Si vous voulez revenir une autre fois, ma3lich (*en arabe : c'est pas grave*), pas de souci. Mais allez-y. #00:56:32-0#

349. I : Incha'Allah. Bon, selon vous, quel est l'objectif de l'université, très généralement ? #00:56:35-0#
350. P4 : L'objectif ? #00:56:36-0#
351. I : L'objectif et les fonctions de l'université ? En Algérie. #00:56:40-0#
352. P5 : Tad3im etadriss wa el ta3lim (*en arabe : renforcement de l'enseignement et de l'apprentissage*). C'est normal, l'objectif c'est ta3 (*en arabe : l'enseignement*), hadi (*en arabe : cette*) (*institution*), c'est sa mission. Lala machi (*en arabe : Non, c'est pas sa mission*), el hadaf (*en arabe : l'objectif, c'est*)... Après le LMD vous parlez ? Après la venue du LMD ? #00:56:56-0#
353. I : Les deux, peut-être ça a changé ? Voilà. Alors, le passé et actuellement ? #00:57:00-0#
354. P5 : Tadime dourouss (*en arabe : le renforcement de l'enseignement*) c'est el hadaf (*en arabe : le but*). #00:57:02-0#
355. I : L'avenir même ? (rit) #00:57:02-0#
356. P5 : Tadime dourouss (*en arabe : renforcement de l'enseignement*). #00:57:03-0#
357. P4 : Ana (*en arabe : moi*), j'arrive pas à saisir la question, elle n'est pas claire pour moi. Elle n'est pas claire, elle est très floue, elle est très générale. #00:57:08-0#
358. I : Oui, oui. Non, mais c'est ça, je demande à savoir à votre avis. #00:57:12-0#.
359. P4 : Précisez votre question. #00:57:14-0#
360. I : À votre avis, personnellement, pour vous ? Quel est l'objectif de l'université ? #00:57:19-0#
361. P5 : Mais qu'est-ce que, qu'est-ce que tu veux dire par « objectif » ? Qu'est-ce que tu veux dire par « objectif » ? #00:57:24-0#
362. I : Par exemple, il y a plusieurs fonctions. Comme pour dire, la recherche, c'est ça l'objectif. C'est la fonction. Autrement dit, c'est la formation, surtout. Vous voyez un peu ? Il y a plusieurs fonctions et plusieurs, comme, priorités ? #00:57:41-0#
363. P4 : C'est sûr que l'université, ça a beaucoup de priorités, depuis tout le temps. Même si on cherche une définition des priorités, des objectifs de l'université, on va trouver bien... bien classés, mais quoi ? #00:57:57-0#
364. P5 : Matensaych t9oulihha tadime (*en arabe : n'oublie pas de lui dire le renforcement*), sur le système, même avec les modules. #00:58:04-0#
365. P4 : Renforcer un peu, renforcer. #00:58:06-0#
366. P5 : Renforcer, oui. #00:58:06-0#
367. I : Les capacités. #00:58:08-0#
368. P4 : Voilà. #00:58:08-0#
369. P5 : Comme renforcer les modules du système. #00:58:11-0#
370. I : Dans le cadre des formations, formations de base. #00:58:15-0#
371. P4 : De l'enseignement ? #00:58:17-0#
372. I : De l'enseignement. #00:58:18-0#
373. P5 : C'est renforcer l'enseignement, c'est renforcer l'enseignement, c'est ça, la mission de (*institution*), parce qu'elle est créée pour l'université. #00:58:24-0#
374. P4 : 9atlek el jami3a (*en arabe : elle t'a dit « l'université »*) #00:58:25-0#
375. P5 : Ah, vous parlez de l'université ? #00:58:27-0#
376. I : En général. #00:58:27-0#
377. P5 : En général, de l'université ? #00:58:29-0#
378. I : Oui, très général (rit). #00:58:33-0#

379. P5 : Ah, Okay. C'est la recherche. C'est la recherche scientifique, c'est la post-graduation. #00:58:38-0#
380. P4 : C'est beaucoup plus ça. #00:58:38-0#
381. P5 : C'est l'évaluation, c'est, kich y'semmouh (*en arabe : comment on appelle ça*), c'est, c'est le... #00:58:43-0#
382. P4 : Tu as dit « renforcer, » donc un chercheur ? #00:58:46-0#
383. P5 : Non. kich ysem mouha (*en arabe : comment on appelle ça*)... #00:58:48-0#
384. P4 : C'est pour ça qu'ils ont créé des labos de recherche. #00:58:51-0#
385. P5 : Non, il y a d'autres termes de logique qui ont ta3 attanmia el moustadama (*en arabe : de l'évolution continue*), manicharef kich ygoulouha (*en arabe : Je ne sais pas comment on appelle ça*). #00:58:56-0#
386. P4 : Ana maâlabalich (*en arabe : Moi, je ne sais pas*). Hada (*en arabe : le terme*), je ne trouve pas le mot en français, c'est trop. #00:59:00-0#
387. P5 : Hada houwa terme djedid kich nkoulou (*en arabe : c'est ça le nouveau terme que l'université doit, comment dire*) #00:59:07-0#
388. P4 : Appliquer. #00:59:10-0#
389. P5 : Appliquer, voilà, et l'installer. #00:59:13-0#
390. I : Très bien. #00:59:15-0#
391. P5 : C'est leur point d'enseignement. Je voulais/ ah rebi lazem nsibouhoulek (*en arabe : oh bon Dieu, je dois le trouver*). (rit) On va faire des recherches. #00:59:25-0#
392. I : Ma3lich ma3lish (*en arabe : C'est pas grave, c'est pas grave*). (rit). #00:59:27-0#
393. P4 : 9atlek ma3lich khlass (*en arabe : elle t'a dit « c'est pas grave, c'est bon*). Hada li rahou chghoul y pointew 3lih (*en arabe : c'est le mot clé*). Khlas kaletlek mâalich hana raïhine Wahiba nbatou hnaya (*en arabe : C'est bon, on part*). Wahiba (*en arabe : on ne va pas passer la nuit ici*). #00:59:40-0#
394. I : Très bien. Est-ce qu'il y a d'autres choses que vous voulez ajouter ? De manière générale aussi sur la thématique ? #00:59:52-0#
395. P5 : On a donné nos suggestions (rit) déjà, on peut pas rajouter plus parce que c'est, c'est... On attend la réponse. #01:00:00-0#
396. I : (rit) Très bien, oui, vous allez m'aider à trouver, oui. #01:00:03-0#
397. P4 : Bien sûr, il y a pas de souci, on est toujours là. #01:00:10-0#
- (Discussion entre les interlocuteurs : hors sujet #01:00:10-0#-#01:00:22-0#). #01:00:22-0#
398. I : Voilà, mais pour le moment, c'est bon, rien d'autre à rajouter ? Super, sincèrement, super. Sahet. Merci de votre temps. #01:00:33-0#

6_m_Arts_Humanities_Social_Sciences_executive_function_central_unit

Interviewer : I

Interviewee : P6

1. P6 : Donc, je vous disais que ce processus d'auto-évaluation a commencé en Algérie depuis 2016. Il y a eu un référentiel national pour élaborer cette auto-évaluation. Pour (*institution*), nous avons fini le volet formation. Il y a six autres volets à rattraper : on a la recherche, on a la gouvernance, on a les infrastructures, la coopération internationale, les relations entre le secteur socio-économique et la vie estudiantine, et la recherche, bien sûr. Donc, deuxième point, c'est la recherche. Notre cellule d'assurance qualité a commencé/ils ont établis déjà les questionnaires à distribuer aux étudiants et à toute la communauté universitaire. Donc ça a commencé, je pense, il y a un mois et nous pensons finir la collecte de ces questionnaires d'ici fin juin, qui veut dire la fin de cette année. #00:01:22-0#
2. I : Oh, vous êtes vite (rit). #00:01:25-0#
3. P6 : Oui, mais en retard. #00:01:26-0#
4. I : Très efficace (rit). #00:01:26-0#
5. P6 : Oui. Non. On est un peu en retard, on essaie de rattraper notre retard. Il y a aussi, c'est-à-dire, cinq autres secteurs, donc (*sonnerie de portable*) pour pouvoir finir... pour pouvoir finir tout ce processus-là d'auto-évaluation, donc il faut accélérer la cadence. #00:01:49-0#
6. I : D'accord. Encore cette année ? #00:01:50-0#
7. P6 : Non, pas tous les autres secteurs, non. Nous allons finir, cette année, on pense finir avec le secteur recherche et gouvernance. Donc pour pouvoir, sur ces trois secteurs-là, c'est-à-dire formation, recherche, gouvernance, on va voir (*sonnerie de portable*) une idée globale de la situation de notre université. #00:02:11-0#
8. I : Super. Alors moi, je m'inscris aussi, donc (rit). Bon, pas évaluation, mais état des lieux. Voilà. #00:02:19-0#
9. P6 : Voilà, état des lieux. Nous allons voir : Quelles sont nos forces ? Quels sont les secteurs ? Quels sont les points forts de notre formation ? Comment on a fait avec les formations ? Quels sont nos points forts de la recherche ? Quels sont les points faibles ? Quelles sont les opportunités qui se présentent à notre recherche ? Et les menaces ? S'il y a-t-il des menaces qui menacent l'évaluation de notre, voilà. Donc c'est le cas. Il y a une cellule présidée par le docteur (*nom*) ; c'est notre docteur-professeur en (*discipline STEM*). Donc il est conseiller de/on a l'opportunité qu'il est conseiller au niveau du ministère, donc il est un peu avancé, il pourra guider cette cellule à réussir ce qu'elle a décidé de rattraper comme retard. #00:03:11-0#
10. I : À côté des (*disciplines STEM*). #00:03:11-0#
11. P6 : Bon, la cellule comprend les docteurs de plusieurs facultés. Mais elle est présidée par le docteur (*nom*) de la Faculté (*disciplines STEM*). Il y a aussi de la Faculté (*disciplines SHS*), il y a de la Faculté (*disciplines SHS*), il y a de la Faculté (*disciplines STEM*), il y a de la Faculté de (*disciplines STEM*) ; et on a deux Instituts : l'Institut de (*discipline SHS*), donc il y a un représentant de cet Institut, il y a aussi l'Institut (*nom, disciplines STEM*). #00:03:42-0#
12. I : Toutes (*disciplines SHS*) ? #00:03:43-0#

13. P6 : Ah oui, toutes les composantes de notre secteur. On a, c'est-à-dire... Vous voulez que cette cellule comprenne toutes les composantes de cette université pour pouvoir évaluer toutes les composantes et pouvoir donner des solutions, après, à toutes ces composantes-là. #00:04:04-0#
- (Pause de #00:04:04-0# à #00:04:17-0#)
14. I : Très bien. Vous voulez continuer avec les activités, ou je peux vous poser quelques questions ? #00:04:28-0#
15. P6 : Non, si vous voulez, posez, posez qu'est-ce que vous voulez comme questions et je peux vous répondre. #00:04:33-0#
16. I : Super. Alors, bon, tout à l'heure, est-ce que vous pouvez décrire vos tâches et responsabilités, si vous voulez ? #00:04:39-0#
17. P6 : Bon, écoutez, les tâches de ce (*unité centrale de l'institution*) sont définies par un texte réglementaire qui stipule que ce (*unité centrale de l'institution*) est chargé de la formation, étape 1 et 2. Ce qui veut dire licence et master, formation continue, c'est-à-dire... (*sonnerie de portable*). #00:05:12-0#
18. I : Vous pouvez répondre, pas de problème. #00:05:13-0#
19. P6 : Si je réponds, ils vont me (désordonner les idées ? #00:05:16-0#) et ça va prendre beaucoup de temps. Donc, la formation continue, et aussi de gérer la scolarité des étudiants, ce qui veut dire : les inscriptions, réception des dossiers des étudiants et tout ce qui se rapporte aux étudiants jusqu'à avoir leur diplôme. Elle fait aussi le suivi de la conformité des parcours d'études proposés par des facultés, qui sont conformes aux directives de la tutelle et, voilà, c'est tout ce que... Je pense que je n'ai pas oublié quelque chose. #00:05:58-0#
20. I : (rit) Très bien. Vous êtes dans cette position depuis quand ? #00:06:00-0#
21. P6 : Moi, je suis là depuis (*date*). Alors, je suis nouveau sur ce poste-là, oui. #00:06:09-0#
22. I : Nouveau ! Mash'allah (*en arabe : qu'il plaise à Dieu*) ! Très bien. Et quel est votre parcours académique ? #00:06:13-0#
23. P6 : Bon, j'étais, bon, j'ai commencé l'enseignement supérieur en l'année (*début années 2000*). J'étais enseignant à la Faculté (*disciplines SHS*). J'ai été chef/ #00:06:27-0#
24. I : Avant ? #00:06:27-0#
25. P6 : Avant, oui, bien sûr, même université. J'ai été chef de département de (*discipline SHS*). Puis, depuis (*début années 2010*), je pense, oui, j'ai été chef de filière de formation (*discipline SHS*). Et depuis (*date*), je suis à mon poste-là (*fonction*). Voilà. #00:06:52-0#
26. I : Super. Alors, bon, on commence un peu en général. Selon vous, quels sont les grands changements de l'université algérienne, depuis que vous êtes dedans, ou même historiquement ? #00:07:02-0#
27. P6 : Il y a eu le, il y a eu le transfert du système classique au système LMD, qui a été généralisé depuis l'année 2005. Il y eu une petite réforme de ce système-là, l'année 2016. On a vu qu'est-ce qu'on a réalisé dans ce système, qu'est-ce qui était bon pour le garder, s'il y a quelque chose à corriger. Il y a eu des assises, au niveau de la tutelle, du ministère, et, d'après le rapport de ces assises, nous commençons un peu de changer. Il y a eu, pour changer, il y a eu l'uniformisation des masters. Parce que, comme au commencement de ce système-là il y avait/les parcours étaient proposés par les enseignants. Donc, sans se rendre compte, on s'est retrouvés avec un grand nombre de

- parcours. Parfois, c'est des parcours similaires. Il y a qu'un petit changement entre un parcours et un autre, et on a deux intitulés de parcours. Donc la tutelle a vu qu'il fallait uniformiser et il y a eu l'uniformisation qui a commencé à partir de l'année 2017. C'est-à-dire, on a généralisé l'uniformisation, maintenant... #00:08:19-0#
28. I : Alors, c'est tout nouveau. #00:08:20-0#
29. P6 : Ah oui, c'est récent. Parce que les assises étaient en 2016 et, après les assises, on a eu un peu des correctifs à faire sur ce système-là. Donc, on a commencé à corriger, et parmi les corrections majeures, c'étaient l'harmonisation et l'uniformisation de tous les parcours master. On a commencé, bien sûr, avec les licences. C'était en 2016, les licences ; tous les parcours licence, étaient uniformisés. #00:08:47-0#
30. I : Au niveau national ? #00:08:49-0#
31. P6 : Oui, au niveau national. Puis, on a eu l'harmonisation des parcours masters. Donc, maintenant, on a presque comptabilisé ces parcours et s'il y a un parcours ouvert à n'importe quelle université, si une autre université veut ouvrir ce... quelque chose qui se réfère, qui est proche, elle prend le parcours déjà existant. Donc, elle ne crée pas un nouveau parcours, mais elle prend le parcours. Et chaque deux ans on peut faire, ou chaque trois ans, on peut faire des correctifs à ce parcours, si on remarque que ce parcours-là, pour ne pas bloquer/si on remarque que ce parcours-là est... il lui manque quelque chose, ou si on veut créer quelque chose de nouveau, demandé par le partenaire socio-économique, ou quelque chose comme ça. Donc on peut créer, mais ça sera/si on ouvre un parcours, n'importe où dans une université algérienne, toutes les universités l'adoptent s'ils veulent ouvrir dans ce secteur-là. #00:09:52-0#
32. I : D'accord. Alors, ce sont de nouveaux standards ? #00:09:54-0#
33. P6 : Oui, voilà. #00:09:56-0#
34. I : C'est nouveau. #00:09:56-0#
35. P6 : Voilà, c'est tout nouveau, c'est à partir de l'année passée. #00:09:59-0#
36. I : C'est dans le cadre d'assurance qualité ? #00:10:00-0#
37. P6 : Pas forcément, mais c'est dans le même contexte. #00:10:05-0#
38. I : D'accord. #00:10:06-0#
39. P6 : C'est pour avoir une visibilité, pour corriger le tir, c'est-à-dire après, disons, onze ans d'application du système LMD, c'est des correctifs, c'est des corrections de tir. #00:10:18-0#
40. I : Très bien. Et qu'est-ce que vous pensez de cette harmonisation ? #00:10:23-0#
41. P6 : Je pense qu'elle a, qu'elle a donné, qu'elle commence à donner ses fruits. Mais il y a quelque chose à ajouter. Il y a toujours des choses à ajouter, parce que, parce qu'il y a des spécificités et il y a des contraintes qu'on rencontre après l'application. Toujours. Théoriquement, c'est bon, ça a corrigé pas mal d'erreurs, mais en commençant à appliquer, on trouve quelque, quelque, c'est-à-dire d'autres choses à corriger. Et ça se fait, ça se fait déjà. Je pense que cette semaine, ou après, il y a, il y a des réunions de CPND. Les CPND ce sont les comités nationaux, donc, qui commencent à corriger quelques anomalies remarquées pendant l'application de ces parcours harmonisés et uniformisés. Voilà. #00:11:16-0#
42. I : Super. Et est-ce que vous étiez affecté par les deux grandes refontes, la refonte de 71 ? #00:11:25-0#
43. P6 : Écoutez, il y a une refonte qui se fait, c'est pour la spécialité médecine. Il y a/je pense qu'ils ont fini, et même Monsieur le Ministre a déclaré que ça sera appliqué dès la rentrée scolaire 2018-2019, en septembre. Donc il y a eu beaucoup, beaucoup de

- réunions. Et c'est une réforme, c'est une grande réforme des sciences médicales, parce que ça n'a pas été changé depuis longtemps. Mais je pense qu'ils ont fini, d'après les déclarations de Monsieur le Ministre, les élus/je pense il y a deux jours ou trois jours. Donc je pense que la réunion de la refonte des sciences médicales est finie, donc c'est pour cela qu'il s'est prononcé que ça va être appliqué dès la rentrée 2018-2019. #00:12:15-0#
44. I : Très bien. Et évidemment vous étiez dans l'ancien système ? #00:12:18-0#
45. P6 : Oui. Moi, j'ai étudié dans l'ancien système. #00:12:20-0#
46. I : Voilà. Et comme (*discipline SHS*), c'est toujours en arabe, bien sûr. #00:12:22-0#
47. P6 : Bien sûr, oui. #00:12:23-0#
48. I : Ce n'était pas changé de... #00:12:25-0#
49. P6 : Non, (*discipline SHS*)... #00:12:26-0#
50. I : (Français en arabe ?) #00:12:27-0#
51. P6 : Non, non. C'est toujours en arabe, mais les étudiants ont, bien sûr, les langues étrangères. Moi, quand j'étais étudiant j'avais l'anglais et l'espagnol. Non, il y avait le turc, mais comme il n'y avait pas d'enseignant pour la langue turque, on a changé le turc par l'espagnol. Et comme ça, il y a toujours une relation avec (*discipline SHS*), c'est-à-dire il y a/Vous savez que (*civilisation*) étaient à (*ville*) pour 250 ans. #00:12:59-0#
52. I : Oui. #00:12:59-0#
53. P6 : Donc, il y a une histoire partagée. Donc, comme il y avait pas d'enseignant de turc, on a étudié l'espagnol. #00:13:08-0#
54. I : D'accord. Et maintenant... #00:13:10-0#
55. P6 : Seulement la langue espagnole, c'est-à-dire langue espagnole, langue anglaise. Mais les études des (*discipline SHS*) se font en langue arabe, bien sûr. #00:13:20-0#
56. I : Oui. Et c'était créé nouvellement à l'époque ou c'était créé après l'indépendance ? #00:13:26-0#
57. P6 : Ah oui, bien sûr, oui. Les études de (*discipline SHS*) ont commencé dans les années 80. On étudiait (*discipline SHS*), mais pas dans des instituts (*discipline SHS*). Il y avait, c'est-à-dire, on étudiait (*discipline SHS*) en langue arabe. Il y avait les facultés de (*discipline SHS*), et cetera. Mais le commencement, ça a commencé dans les années 80 avec l'Université (*nom*) à (*ville 1*), puis avec l'Université (*discipline*) à (*ville 2*), à (*ville 3*). À (*ville*) ça a commencé en l'an/les études ont commencé en l'année (*fin des années 1980*), je pense. Il y avait l'Institut National Supérieur des Études de (*discipline*). Et c'est là où j'ai étudié, moi. Mais ça a été changé en Faculté (*disciplines SHS*) en l'an 2005, je pense. Ça, c'est pour/Maintenant, il y a des spécialités à Tlemcen, il y en a à Adrar, je pense, aussi, côté Ouest. #00:14:38-0#
58. I : Mais pas partout, alors, l'université spécifique ? #00:14:41-0#
59. P6 : Non, pas partout mais... #00:14:40-0#
60. I : Par région. #00:14:45-0#
61. P6 : Par région. Dans la région Ouest il y a, je pense, il y a (*discipline*) à (*ville 3*), à (*ville 4*), à (*ville 5*), c'est tout. C'est tout, je pense, la région. À Alger, il y a, à Alger, (*endroit*), il y a une faculté (*discipline*), et bien sûr à (*ville 1*), à (*ville 7*), aussi. Voilà. #00:15:06-0#
62. I : D'accord. Et c'était dans le cadre de la refonte de 71, où c'était indépendant ? #00:15:12-0#

63. P6 : Non, c'était des réformes qui se faisaient... Parce qu'il y avait des instituts. L'université algérienne était composée d'instituts, c'est-à-dire chaque université/Je parle maintenant, par exemple, de l'Université (*ville 3*), c'était (*ville 3*) à l'époque. Il y avait à peu près vingt instituts. Puis en 2005, je pense, si je me rappelle, ça a été transformé en facultés, c'est-à-dire le système des facultés. En ce moment-là, il y avait des instituts autonomes, comme l'Institut Supérieur (*discipline*). C'était un institut autonome qui se référait directement au ministère, et on a fait entrer cet institut ; l'institut des sciences médicales, aussi, était autonome à l'époque, on l'a fait entrer à l'Université (*ville 3*). C'était/ il y avait des changements, mais c'était pas des refontes, c'était des changements temporaires dans le temps, donc limités dans l'espace. Mais le changement d'institut à faculté, c'était un grand changement qui a été généralisé sur l'université algérienne. Maintenant il y a, il y a toujours des écoles supérieures. Des instituts, je ne pense pas qu'il y a des instituts nationaux. Je pense que c'est des écoles. L'université est composée, bon, de l'université, c'est-à-dire les établissements universitaires : on trouve des universités, on trouve des centres universitaires. C'est une étape avant l'université, c'est-à-dire c'est un peu, ça se réfère au nombre des étudiants et d'enseignants (*sonnerie de portable*), et on a les écoles supérieures. Il y a aussi quelques écoles, c'est-à-dire guidées pédagogiquement par l'enseignement supérieur, mais qui réfèrent à d'autres secteurs ministériels. C'est-à-dire, c'est des écoles pour... je veux dire, c'est des écoles pour, par exemple, le Ministère de la Pêche, ou bien le Ministère de la Communication, mais pédagogiquement guidées, ou supervisées, par l'enseignement supérieur. #00:17:31-0#
64. I : D'accord. Et avec ces différentes institutions, l'université se positionne où ? #00:17:37-0#
65. P6 : L'université, c'est l'entité la plus grande et on peut trouver, disons, je pense, je pense qu'il y a cinquante-deux universités au niveau national. Cinquante-deux universités. Et, bon, les écoles supérieures, c'est des instances qui, c'est des établissements qui font une formation spécifique et limitée. L'université forme dans plusieurs secteurs. Par exemple, notre Université (*institution*), elle forme dans neuf domaines. Vous savez, la formation LMD, elle est composée de quatorze domaines différents. Nous, à l'université (*institution*), on forme sur neuf domaines. Mais les écoles supérieures ne peuvent former que sur un ou deux domaines. #00:18:30-0#
66. I : Et ils ne font pas la recherche non plus ? #00:18:32-0#
67. P6 : Non, ils font la recherche. Mais comme ils sont limités dans le nombre et dans les spécialités, ils font une recherche spécifique, limitée dans le nombre et des fois même limitée... dans les budgets. #00:18:50-0#
68. I : D'accord. Mais quel est l'objectif de cette école ? #00:18:55-0#
69. P6 : (Ces écoles forment spécifique ? #00:18:57-0#). On a les formations spécifiques. Par exemple, vous trouvez une école, par exemple, l'École Supérieure d'Informatique, elle ne forme qu'informatique. Spécialité. Vous ne trouvez pas, par exemple, électronique ou technologie, ou médecine, dans cette école, non. L'école forme que l'informatique. Vous trouvez par exemple l'École Supérieure du Commerce, elle ne forme que la spécialité commerce. Voilà. #00:19:23-0#
70. I : D'accord. Est-ce qu'il y a un lien avec les écoles actuelles en France comme « le modèle » ? Est ce que c'est comparable ? #00:19:32-0#
71. P6 : Je pense que c'est similaire. Je ne sais pas exactement si c'est, c'est-à-dire, s'ils sont similaires à 100 %. Mais il y a des points de ressemblance. Il y a beaucoup de

points de ressemblance, que ça soit pour des écoles ou pour quelque, par exemple, comme les ISTA. Les ISTA sont des instituts, mais dans les universités. C'est des, c'est des instituts supérieurs de technologie appliquée, Instituts des Sciences Technologiques Appliquées. C'est comme les IET en France. C'est même, il y a même une coopération, il y a des échanges, il y a des experts qui viennent pour s'entraider, pour présenter des orientations, des, des, c'est-à-dire, leur expertise pour l'avancement de ces ISTA. Mais les ISTA, les IET en France, sont un peu autonomes. Pour nous, les ISTA sont à l'intérieur des universités. #00:20:42-0#

72. I : D'accord. Très bien. Maintenant, par rapport au LMD. Quels sont vos expériences pour la réglementation, comment ça a changé avec le LMD ? #00:20:53-0#
73. P6 : Écoutez, le LMD a présenté des opportunités pour les étudiants de pouvoir acquérir une possibilité de mobilité. Mais pour la mentalité de l'étudiant algérien, et pour les moyens qui nécessitent ce système-là, on n'arrive pas encore à bénéficier du gain total de ce système. C'est-à-dire, on bénéficie de quelques points. Mais/Et c'est pour ça qu'il y a toujours des correctifs. Correctifs qui, c'est-à-dire, qui peuvent nous aider, peuvent nous aider à avoir le maximum de gain, si j'ose dire. C'est-à-dire, il faut mobiliser beaucoup de moyens et c'est pas toujours le cas pour, pour/Il y a peut-être des villes universitaires où ça aide l'étudiant, mais il y a d'autres villes universitaires, il y a d'autres universités qui sont nouvelles, qui n'ont pas le cadre d'enseignement adéquat, qui n'ont pas le nombre nécessaire d'infrastructures pour pouvoir appliquer, c'est-à-dire, les directives de ce système à la lettre. Donc ça gêne un peu et c'est pour cela qu'on essaie de corriger chaque fois qu'il y a une contrainte. #00:22:42-0#
74. I : D'accord. Et les correctifs, ce sont des concessions des universités ou... ? « Correctif, » ça veut dire quoi ? #00:22:49-0#
75. P6 : Collectif ? #00:22:49-0#
76. I : Oui. #00:22:49-0#
77. P6 : Moi, j'ai dit « collectif » ? #00:22:51-0#
78. I : Oui, tout à l'heure. Non (rit) ? #00:22:53-0#
79. P6 : Franchement, je ne pense pas, je ne pense pas. #00:22:55-0#
80. I : D'accord. #00:22:58-0#
81. P6 : Je ne pense pas que j'ai dit « collectif ». (Il se peut que j'aie dit « collectif » ?) #00:23:00-0#
82. I : C'est bon. Ma3lich (*en arabe : ce n'est pas grave*). Très bien. Bon, quel est votre avis personnel sur la réglementation du LMD en Algérie ? #00:23:15-0#
83. P6 : (Long souffle) Mon avis est pareil à beaucoup d'autres enseignants. Je pense, je pense qu'il faudra s'y mettre à corriger, parce qu'appliquer LMD tel qu'il était, le premier jour, c'est vraiment, ça a causé beaucoup de perturbations. Peut-être qu'on était pas encore, que ça soit pour enseignant ou pour étudiant, on n'était pas encore prêt. Peut-être qu'on a été, on l'a appliqué d'une... On n'a pas pris le temps d'essayer le maximum d'imprégner les gens à ce système et c'est pour cela que les premières années ça a causé pas mal de perturbations. On commence à s'y adapter, on commence à s'y adapter avec les correctifs qu'on a corrigés. Donc est-ce qu'on va réussir ? Je ne peux pas vous le garantir à 100 %, mais avec plus d'efforts, je pense que... #00:24:23-0#
84. I : Oui, d'accord. Et vous voyez, bon, l'orientation actuelle de l'enseignement supérieur algérien, c'est vers quel système ou quel pays, peut-être, ou quelle région ? #00:24:35-0#

85. P6 : (rit) Écoutez, nous, les Algériens, on est un peu subtiles, on pense qu'il ne nous faut que notre système à nous. Parce que, peut-être, il y a des systèmes magnifiques, mais il faudra leur procurer une mentalité adéquate à ce système-là. On peut prendre de plusieurs modèles, mais il ne nous faudra que notre système à nous. C'est ce que je pense, moi. #00:25:05-0#
86. I : Très bien. Et quels seront les éléments, quels sont les éléments actuels de ce système algérien ? Spécifiquement, voilà. #00:25:12-0#
87. P6 : On a opté, les années, les premières années de l'indépendance, du côté quantitatif. On a essayé de démocratiser l'enseignement, et cetera. Donc, les enjeux étaient de gagner plus de, d'étudiants diplômés. Je pense que le moment du côté quantitatif est fini. Je pense que maintenant il faudrait plus penser qualitatif. Penser qualitatif, bien sûr, ça va causer, pour les décideurs, beaucoup de problèmes, parce qu'il y a les masses des étudiants, il y a le nombre d'étudiants qui ont leur baccalauréat ; l'enseignement supérieur est obligé de leur offrir des postes, des places pédagogiques. Donc, côté masse, côté nombre, c'est vraiment une charge énorme. Pour l'Algérie, c'est pas facile ! Pour gérer ces nombres-là et avoir une qualité d'enseignement, une qualité de recherche, il faudra y penser beaucoup. Donc, pour garder le système comme il est, c'est difficile de gagner les deux, les deux côtés : le nombre et la qualité ; c'est-à-dire la quantité et la qualité. Donc, je pense que le système des écoles supérieures, c'est pour gagner ça. Les écoles supérieures, pour y accéder, il faut y avoir une moyenne très grande. Donc, c'est basé sur la qualité, et les universités, je ne veux pas dire que les universités ne forment pas bien, mais les universités sont confrontées au côté quantitatif plus que les écoles. Parce que les effectifs des écoles/pour une école, vous pouvez trouver par exemple un nombre qui ne dépasse pas les 250 étudiants par an. Mais pour l'université, c'est au minimum il y a 4 000, 4 000-5 000. #00:27:23-0#
88. I : 50 000, dans ces eaux-là (rit). #00:27:25-0#
89. P6 : Voilà, oui. #00:27:28-0#
90. I : Très bien. D'accord. Aussi en général, quel est votre avis sur l'internationalisation dans l'enseignement supérieur ? #00:27:34-0#
91. P6 : Ah oui, bien sûr. On ne peut pas, quand je vous ai dit que nous, les Algériens, il nous faut que notre système à nous, ça veut pas dire qu'on va se renfermer sur nous-mêmes, non. Mais on est obligé. Maintenant, le monde est devenu tout petit, avec la technologie, avec les « social media, » et cetera. Ce qui se passe n'importe où dans le monde, cinq minutes après, c'est diffusé dans le monde entier. #00:28:01-0#
92. I : C'est ça. Facebook (rit). #00:28:03-0#
93. P6 : Donc, si c'est valable pour l'information, c'est valable aussi pour la recherche, c'est valable aussi pour les enseignements, quels qu'ils soient. Donc, l'internationalisation, ça peut se faire par le biais de ces technologies, ça peut se faire par le télé-enseignement, ça peut se faire par tout autre outil informatique. Donc, on est obligé. Notre tutelle nous a procuré des indemnités de stages. Donc, tous les enseignants algériens peuvent avoir une aide de l'État pour aller faire un petit stage, ou une formation, pour aller voir ce qui se fait un peu partout dans le monde. Donc, c'est une nécessité, on peut pas se renfermer. On est obligé, quelle que soit notre formation, que ça soit technologique, littéraire, sciences humaines, et cetera. On est obligé d'aller voir ailleurs ce qui se fait, apporter notre point de vue, aussi, et voir ce que font les autres. C'est une nécessité qu'on ne peut pas contourner. #00:29:15-0#

94. I : Très bien. Et les stages que vous avez mentionnés, quels sont les pays favorisés pour les stages ? #00:29:22-0#
95. P6 : D'après les spécialités. Donc, par exemple, si on prend les lettres comme exemple, donc il y a ... il y a deux... il y a les pays arabes de l'Orient, et il y a quelques pays européens, entre autres, la France. Si vous prenez, par exemple, côté technologique, il y a le Canada, il y a la France, il y a l'Allemagne, il y a la Malaisie, il y a la Turquie, il y a plusieurs pays. Côté histoire, comme notre ami (*nom*), historien donc, il y a l'Allemagne, il y a la France, il y a l'Espagne, comme on a une histoire partagée, il y a la Turquie. On a une grande histoire partagée avec la Turquie. Et il y a d'autres pays entre autres. C'est pas limité. C'est ouvert. Mais le grand nombre, je peux donner la France comme un exemple, pour des raisons que vous connaissez, et pour la facilité du contact. Donc le français, presque tous les algériens peuvent parler français, avec des niveaux différents, mais donc, il y a une facilitation pour voyager, pour faire des contacts. Le Canada, aussi, comme il y a une grande partie des Canadiens qui parlent le français. La Belgique, le Luxembourg, les pays qui parlent français. L'anglais, maintenant, comme c'est une langue internationale, donc l'Angleterre, quelques pays qui parlent anglais. Il y a d'autres pays. Bon, pour l'Allemagne, je ne sais pas le nombre exact, je ne peux pas vous donner, c'est mon collègue des (*fonction unité centrale de l'institution*) qui peut vous donner exactement le nombre des demandeurs de stage en Allemagne. Et il y a les pays arabes, c'est normal, donc il y a un grand nombre d'enseignants qui vont vers les pays arabes, donc c'est normal. #00:31:31-0#
96. I : Et par rapport au pays africains, est ce qu'il y a des collaborations ? #00:31:33-0#
97. P6 : Oui. Il y a des collaborations avec les pays africains. Vous savez que les pays africains, il y a une grande partie qui parle français, il y a une autre qui parle en anglais. Donc le handicap de la langue ne s'y oppose pas. Mais, le nombre, je ne peux pas vous donner. Je n'ai pas les statistiques exactes, mais je sais que beaucoup d'enseignants partent pour des séminaires ; s'ils ne vont pas pour des stages, ils vont pour des séminaires organisés par ces universités africaines. #00:32:05-0#
98. I : D'accord. Inclus les étudiants aussi ? #00:32:07-0#
99. P6 : Les étudiants, il y a une mobilité aussi, ils peuvent bénéficier, bien sûr, de ces stages-là, les doctorants... #00:32:15-0#
100. I : Doctorants. #00:32:15-0#
101. P6 : Les étudiants doctorants, ils ont accès, et même ils ont le pouvoir de/50 % des budgets alloués à ces stages est réservé à ces doctorants. Les étudiants en master en deuxième année peuvent aussi postuler pour ces demandes, mais c'est d'après la disponibilité de budget. Donc, en priorité, c'est les doctorants, pour qu'ils puissent préparer leur doctorat, et en second, c'est les étudiants en deuxième année de master. #00:32:51-0#
102. I : D'accord. Et vous avez des conventions Erasmus et... ? #00:32:54-0#
103. P6 : Ah oui, bien sûr. On a des conventions avec pas mal d'universités dans le cadre Erasmus et dans le cadre H2020, dans le cadre Tassili, je ne sais pas si vous connaissez ces processus-là. #00:33:07-0#
104. I : J'en ai entendu parler. #00:33:07-0#
105. P6 : Donc, il y en a avec la France, avec l'Allemagne, avec l'Espagne, avec la Belgique, avec la Turquie. Donc il y a pas mal de... Non, la Turquie c'est avec le processus (Maulana ? #00:33:19-0#), c'est un autre processus, ce n'est pas Erasmus, mais c'est

- (Maulana ? #00:33:19-0#), je pense. C'est un processus similaire à Erasmus, mais c'est spécifique à la Turquie. Voilà. #00:33:31-0#
106. I : D'accord. Et ça sera en turque, en arabe, ou en anglais (rit) ? Tout. #00:33:37-0#
107. P6 : Toutes les langues : en turc, en anglais et en arabe. C'est d'après la convention élaborée entre l'université et l'autre université. #00:33:48-0#
108. I : C'est bien. Et maintenant parlons de l'internationalisation en Algérie. Alors, si on a les deux pôles, national et international, où est-ce que l'université algérienne, ou le système de l'enseignement supérieur, se trouve, se positionne actuellement ? #00:34:01-0#
109. P6 : Actuellement, bien sûr, le côté national est à la suprématie. C'est normal, parce que le côté internationalisation, côté coopération, ça diffère entre universités et autres. Il y a des universités qui sont vraiment avancées, il y a d'autres qui ne sont pas, qui commencent, et il y a des universités, aussi, qui ont des relations, mais c'est à titre personnel. Leurs chercheurs ont, comme nous avons des labos de recherche, et les labos sont un peu autonomes. Donc, le directeur de labo et les chercheurs de ces labos ont leurs contacts personnels. Donc, pas tous les labos, c'est-à-dire, pas toutes les relations de ces labos, ne sont pas tous, c'est-à-dire, je ne trouve pas le mot exact, c'est-à-dire, ne sont pas toujours sous la tutelle de l'université. Voilà. #00:35:09-0#
110. I : D'accord. Et ça dépend de quoi ? #00:35:11-0#
111. P6 : Bon, ça dépend de... Parce que des fois, l'officialisation de ses contacts prend beaucoup de temps. L'université demande toujours l'avis de la tutelle, ça peut prendre un peu de temps. Comme c'est à titre personnel, ça se fait rapidement, ça n'engage personne. #00:35:35-0#
112. I : D'accord. Et vous, personnellement, vous êtes aussi impliqué dans les relations ? #00:35:40-0#
113. P6 : Oui, bien sûr. Moi aussi, je suis impliqué. Je suis membre d'un labo, labo (*thématique liée à la discipline*). Et nous avons nos collaborations avec... Mais j'ai réussi à officialiser la relation de notre labo avec l'Université (*en Espagne*), à (*ville en Espagne*), et c'est devenu une convention entre les deux universités, et d'autres spécialités peuvent y accéder, peuvent utiliser les atouts de cette convention. Mars, mars ou février, je ne me rappelle pas. Je pense que c'était en février, oui, je pense que c'était en février... je ne me rappelle plus, mars ou février, j'étais à (*ville en Espagne*) pour élaborer le plan de travail. On était avec le directeur du labo, nous étions là-bas et d'autres, bien sûr, chercheurs. Et ça se fait dans tous les labos, tous les labos. Ce n'est pas toujours officialisé, mais ça se fait, ça se fait. #00:36:47-0#
114. I : D'accord. Et dans ce cas, la langue, comment... C'est quelle langue ? #00:36:49-0#
115. P6 : La langue, c'était le français, parce qu'il y avait un autre interlocuteur qui parlait le français. Et parfois l'espagnol, comme nous avons quelques enseignants qui parlent espagnol. Donc, c'était l'espagnol et le français. #00:37:10-0#
116. I : Alors, c'était un contexte multilingue ? #00:37:11-0#
117. P6 : Oui, voilà. #00:37:11-0#
118. I : Très bien. Super. J'ai lu dans la littérature, par rapport à l'expansion récente des institutions de l'enseignement supérieur en Algérie, il y a ceux qui disent « c'est une démocratisation, » et d'autres qui disent « c'est une massification. » Qu'est-ce que vous pensez de ces termes ? #00:37:29-0#

119. P6 : (rit) Difficile à choisir (rit), parce que ça se mélange. Parfois, c'est « massification, » par fois « démocratisation. » Mais trancher entre les deux, c'est difficile. #00:37:43-0#
120. I : Humm (affirmatif). Ça va ensemble. #00:37:45-0#
121. P6 : Oui, ça va ensemble. On ne peut pas séparer les deux. #00:37:50-0#
122. I : Oui, d'accord. Comment est-ce que vous percevez le rôle du ministère ? #00:37:58-0#
123. P6 : (rit) Je n'ai pas à me prononcer sur le rôle du ministère, mais... #00:38:06-0#
124. I : Dans la vie quotidienne. #00:38:07-0#
125. P6 : Écoutez, les universités algériennes ne sont pas des universités autonomes. C'est-à-dire, tout le financement de ces universités vient de notre tutelle, et c'est normal que les directives de ces universités viennent de la tutelle. #00:38:27-0#
126. I : Très bien. Maintenant, par rapport, est-ce qu'il y a une liaison entre le modèle français actuel et le modèle algérien ? #00:38:46-0#
127. P6 : Il y a toujours des ressemblances. Vous savez, on a hérité l'université française, donc c'est normal. On a essayé depuis les premières années de l'indépendance de mettre le label « algérien, » corriger ce qu'on doit corriger, mais on ne peut pas s'arracher de ce qu'on a hérité. Donc, il y a toujours des ressemblances, il y a un grand contact, vous savez, comme il y a pas le handicap de la langue, donc nous pouvons communiquer avec les français facilement. Par le biais de la France, on a des fois, on a des contacts avec d'autres universités européennes, comme les universités européennes travaillent ensemble ; par exemple, Erasmus. Donc on est toujours, il y a de grands liens, pas mal d'algériens, pas mal d'enseignants algériens, des chercheurs algériens ont fait leurs études dans les universités françaises, parce qu'ils maîtrisaient la langue. Donc, c'était, c'était/Les premières années où l'Algérie a envoyé pas mal d'étudiants étudier ailleurs, la France était le lieu où a étudié un grand nombre d'étudiants algériens qui sont maintenant les cadres de l'université algérienne. Donc, ce taux de ressemblance, ce taux de lien est expliqué, donc. Mais ça n'empêche qu'il y a toujours, il y a des relations avec les États-Unis, il y a des relations avec les pays de l'Europe de l'Est. Vous savez, la période où l'Algérie était socialiste, donc il y avait pas mal d'étudiants qui ont fait des études dans le bloc Est. Donc, il y a toujours des liens. #00:40:40-0#
128. I : Aussi Allemagne de l'Est. #00:40:42-0#
129. P6 : Voilà, aussi Allemagne de l'Est. Donc un grand nombre de chercheurs ont fait leurs études supérieures dans ces universités-là, donc il y a toujours des liens, toujours des liens. Vous voyez, dans les réseaux sociaux, il y a un groupe : les Étudiants de l'ex URSS. #00:40:57-0#
130. I : Ah, d'accord. Très bien. #00:40:59-0#
131. P6 : Et c'est un groupe qui, qui, qui... #00:41:02-0#
132. I : Impressionnant. #00:41:04-0#
133. P6 : Ah, oui. Il y a un grand nombre d'adhérents dans ce groupe-là. Et pas mal d'autres. La Hongrie, et cetera. Il y a toujours le..., il y a aussi maintenant des pays qui donnent des bourses. Donc l'influence de ces bourses-là, donc... Un étudiant algérien qui va étudier dans un pays, ne va pas ramener de ce pays que les sciences qu'il a étudiées. Il va ramener des relations humaines, des contacts. Et s'il est un jour cadre dans une université, le premier lieu où il va penser, il va penser là où il a beaucoup d'amis, où il a passé un bon moment de sa vie. Vous savez, la vie estudiantine est peut-être, je pense

- que c'est la meilleure époque d'une vie d'un être humain. Donc il garde toujours des contacts, ils garde des bons souvenirs, et quand.. Moi, si je deviens maintenant, un jour, ministre de l'enseignement supérieur... #00:42:06-0#
134. I : Inshallah (*en arabe : si Dieu le veut*). #00:42:06-0#
135. P6 : (rit) ...le premier où je vais appeler, je vais faire des contacts, c'est le lieu où je pense que j'ai bien étudié. Donc je pense que les étudiants algériens, s'ils vont dans ces pays-là, ils vont bénéficier de ce que j'ai bénéficié, moi. Donc, c'est expliqué. #00:42:25-0#
136. I : C'est durable, très bien. Et par rapport à (*institution*), comme c'est (*spécificité institution*), est-ce que ce rôle et assumé aujourd'hui toujours pour exemple ? #00:42:36-0#
137. P6 : C'est normal, parce que la plupart des cadres des universités de la région (*région*), sinon plus, sont ici, de (*institution*) ! Voilà, vous avez l'exemple devant vous : notre ami (nom). #00:42:52-0#
138. I : Mash'allah (*en arabe : s'il plaît à Dieu*) (rit). #00:42:52-0#
139. P6 : Il est maintenant, il est maintenant un grand enseignant de l'université (*ville*). #00:42:56-0#
140. I : Mash'allah (*en arabe : s'il plaît à Dieu*) (rit). #00:42:56-0#
141. P6 : Mais il est issu de cette université. Et pas mal d'autres ! J'en connais des directeurs, j'en connais des directeurs de centres universitaires, j'en connais des vice-recteurs. Donc, la plupart des cadres de l'université de la région (*région*) sont issus de (*institution*). Ils gardent toujours le contact avec leur université mère, ils gardent toujours/C'est-à-dire, quand il pense à faire un projet de recherche, les premiers noms qui lui viennent en tête c'est ses amis de l'université (*ville*). Donc c'est normal qu'il y a ce contact, qu'il y a toujours ce regard vers l'université mère. Voilà. Nous aussi ! Nous aussi, à l'Université (*institution*), quand on pense à faire quelque chose de recherche ou d'études ou n'importe quoi, nous allons chercher où ? Nous allons chercher les étudiants ici, de notre université, parce qu'on connaît leurs compétences, on connaît leur dévouement, on les connaît. C'étaient des amis à nous. Donc, c'est normal. Il y a toujours cette relation. #00:44:06-0#
142. I : Super. Et est-ce qu'il y a d'autres universités qui prennent cette université comme exemple par rapport à la gouvernance, ou... ? #00:44:14-0#
143. P6 : Ça, ça change. On ne peut ne pas donner un... C'est-à-dire, c'est difficile de dire, ça diffère d'après les personnes qui sont à la tête de ces universités, que ça soit à la tête de notre université, ou à la tête des autres universités. Je parle du point de vue gouvernance. Mais du point de vue recherche, oui, bien sûr, il y a toujours/cette université reste toujours référence. #00:44:45-0#
144. I : Par l'ancienneté ? #00:44:45-0#
145. P6 : Pour les enseignements aussi, elle reste toujours référence, parce que, ce qu'on disait il y a un moment, ce que ce qu'on disait pour les pays où on a fait nos études, ça se dit pour l'université, l'université où on a fait nos études. Donc, côté enseignement, côté, c'est-à-dire, formation, recherche, ça se fait. Mais côté gouvernance, ça change d'après les personnes. #00:45:15-0#
146. I : D'accord. Très bien. Maintenant, quel est le rapport, ancien et actuel, entre la société et l'université ? #00:45:23-0#
147. P6 : Écoutez, le contexte, la relation entre l'université et son entourage, que ça soit social ou socio-économique, était un rêve. Maintenant, c'est devenu une obligation,

- c'est-à-dire on y pense fortement, on fait beaucoup de publicité, on participe à des activités, que ça soit culturelles, que ça soit socio-culturelles, que ça soit socio-économiques, on participe. C'est-à-dire, l'université participe fortement. Mais ce n'est plus un rêve, ce n'est plus un souhait. C'est devenu une obligation, on y est obligé. #00:46:08-0#
148. I : Très bien. Quel rôle jouent les associations, ou la société civile, à l'université ? #00:46:16-0#
149. P6 : Ce qui se dit de notre part, se dit de leur part. C'est-à-dire, même eux, même les associations, même les... tout ce qui est côté activité, même eux pensent maintenant comme nous. Eux aussi, ils rêvaient de faire partie de cette communauté universitaire, maintenant c'est devenu une obligation pour eux. On communique, on participe, il y a même des conventions qui ont été signées. Il y a un mois, (*institution*) a signé une convention avec l'association (*nom*). Donc ça se fait et ça s'améliore, c'était... ça se faisait timidement. Mais maintenant, on s'y met. #00:47:05-0#
150. I : Les liens sont forts. #00:47:05-0#
151. P6 : Oui. Les liens sont devenus plus forts et diversifiés, pas d'un seul côté, plusieurs côtés, que ça soit culturel, sportif, entre autres. #00:47:19-0#
152. I : Très bien. Encore parlant plus globalement, quels sont les enjeux, mais aussi les potentiels et les chances, de l'enseignement supérieur ? #00:47:29-0#
153. P6 : Les potentialités, vous savez, on a un grand nombre d'étudiants. C'est-à-dire, si on parle de (*institution*), par exemple, et maintenant on est à 21 000 étudiants, et nous pouvons dire que (*institution*) s'est divisée en deux. Vous savez, l'ancienne (*institution*), qui était (*spécificité institution*), s'est divisée en deux : (*institution 1*) et (*institution 2*). Donc si on compte le nombre d'étudiants des deux composantes, ça devient 50 000 étudiants. #00:48:04-0#
154. I : Comme la plus grande université en Allemagne, donc c'est quand même (rit)... #00:48:06-0#
155. P6 : Donc, c'est un grand nombre. Et c'est une opportunité avoir tout ce nombre de matière grise. Donc, c'est une opportunité. Mais aussi, c'est un lourd fardeau pour pouvoir garantir un enseignement de qualité, pour pouvoir faire sortir des idées de cette matière grise. C'est un enjeu très, très, très lourd. On fait notre mieux. Gagner, c'est l'enjeu. Le taux de réussite, c'est un enjeu. Pour améliorer le taux de réussite, c'est un grand enjeu. Il y a aussi des contraintes. C'est à dire, pour pouvoir garantir des enseignements de qualité à ce grand nombre d'étudiants, il faudra s'y mettre côté infrastructure et..., ce qui se fait maintenant, nous allons peut-être, c'est-à-dire, avoir 3 000 et 10 000, 13 000 places pédagogiques pour la rentrée universitaire 2018/2019. C'est à dire 10 000 pour la nouvelle faculté (*discipline STEM*), pardon, et 3 000 pour la faculté des (*disciplines SHS*). Peut-être pour la rentrée d'après, c'est à dire 2019, il y aura la faculté des lettres, 4 000 places pédagogiques. Donc, en attendant avoir ces places pédagogiques, nous avons un grand problème d'infrastructure. C'est-à-dire, si on réussit avoir ces places pédagogiques pour cette année, ça sera merveilleux. Et c'est un engagement que les autorités locales ont pris au sérieux, il y a même l'engagement de Monsieur (le Wali ? #00:50:07-0#). Nous avons eu le P.V. de constat lors de sa sortie avec Monsieur le Recteur pour voir ces sites-là. Et l'engagement a été pris pour que ces sites-là seront prêts pour la rentrée. Donc, si ça sera fait, ça sera un grand gain et un soulagement pour nous. Donc, c'est ça, l'enjeu. Il n'y a pas que les infrastructures, les infrastructures, c'est un paramètre parmi d'autres. Il y a les infrastructures aussi

- d'hébergement, parce que pour héberger tout ce grand nombre d'étudiants, et ils ne sont pas tous de la ville (*ville*), grand nombre de ces étudiants sont venus de plusieurs villes de (*région 1*) algérien et même de (*région 2*). #00:50:46-0#
156. I : En dehors de ça. #00:50:46-0#
157. P6 : En dehors de ça. Donc, pour garantir un climat favorable aux études, aux recherches, c'est aussi un grand enjeu. Et c'est pas le rôle de l'université seule. C'est le rôle des œuvres universitaires, c'est le rôle de tout un autre climat. D'autres facteurs font partie de cette composante qui peut aider à avoir un climat favorable aux études et aux recherches. #00:51:18-0#
158. I : Très bien. Maintenant, selon vous, quel est l'objectif (proposé ? #00:51:25-0#) par l'université algérienne, ou l'université en général ? #00:51:27-0#
159. P6 : Le premier but, c'est de garantir la formation, la formation supérieure des bacheliers. Ça, c'est le premier rôle. Elle a aussi le rôle d'aider la recherche. C'est quand même le premier lieu à faire des recherches dans tous les domaines. Et en troisième lieu, son rôle, c'est d'orienter la société, illuminer la société, de donner, de guider la société. Voilà. #00:52:01-0#
160. I : Très bien. Est-ce qu'il y a une philosophie, spécifiquement, dans l'enseignement supérieur algérien ? #00:52:07-0#
161. P6 : Qu'est-ce que vous voulez dire par « philosophie spécifique » ? #00:52:10-0#
162. I : Philosophie algérienne (rit). #00:52:13-0#
163. P6 : (rit) C'est normal, tout pays a sa philosophie, elle peut converger vers, elle peut s'imprégner de l'un et d'autre. Mais cette philosophie, elle est guidée par l'histoire de ce pays, elle est guidée par l'idéologie de ce pays, elle est guidée par les enjeux de ce pays, elle est guidée par toutes les menaces qui guettent ce pays. Donc, c'est normal que l'université algérienne a une philosophie. Pour la définir exactement, il faudra un séminaire pour ça (rit). On peut, on peut avoir des axes prédéfinis, connus par tout le monde, mais il y a aussi des points de divergence, points de divergence. Mais il y a un gros lot de cette philosophie qui est, à qui adhèrent tous les Algériens, tous les enseignants, tout, toute la communauté universitaire. #00:53:18-0#
164. I : Très bien. Et qui se reflète dans les curriculums, qui fait partie des curriculums. #00:53:20-0#
165. P6 : J'ai pas compris. #00:53:27-0#
166. I : Les curriculums, ils... #00:53:33-0#
167. P6 : Ah oui, reflètent cette philosophie. Bien sûr, voilà. Bien sûr, c'est normal, parce que ces curriculums, c'est les enseignants/c'est la communauté universitaire qui les fait. Donc c'est normal qu'elle puise de ces, de sa philosophie. #00:53:49-0#
168. I : Très bien. Par rapport à la fonction de sélection des élites, comment est-ce que ça se fait en Algérie, ou par l'université algérienne ? #00:54:01-0#
169. P6 : Déjà, les moyennes d'accès à des spécialités spécifiques, à des domaines protégés, les spécialités protégées. Donc les moyennes d'accès à ces spécialités-là, c'est le premier critère de choix de ces élites-là. C'est-à-dire, si on dit par exemple, si on pense que cette/ une école, pour ne pas citer. Une école est un pôle d'excellence, donc on donne les meilleurs bacheliers à cette spécialité. C'est un premier filtre, si on veut. C'est le premier filtre pour choisir les meilleurs. Il y a aussi les examens qui se font en deuxième année, parce que maintenant les écoles supérieures font, garantissent les deux années, les années préparatoires. Et en deuxième année, il y a un examen. Donc, ces étudiants-là, formés dans cette école, et d'autres étudiants, c'est-à-dire ceux qui

n'ont pas eu une moyenne pour pouvoir être étudiants dans cette école ou celle-là, peuvent passer l'examen. C'est-à-dire s'ils se sont améliorés pendant leurs études des deux années, ils peuvent accéder à cet examen. Et s'ils réussissent, ils peuvent intégrer ces écoles-là. Donc, c'est un deuxième filtre. Un deuxième filtre. Aussi il y a les examens de... les examens de bourse. Quand il y a des bourses à l'étranger, les majeurs de promo peuvent postuler pour avoir ces bourses-là. (Ça passe ? #00:55:55-0#), ils peuvent passer des examens. C'est des examens qui se passent généralement dans la région, par région, c'est-à-dire par région. Comme nous avons l'opportunité que Monsieur le Recteur de notre université est en même temps président (*entité de gouvernance régionale*), qui veut dire (*entité de gouvernance régionale*), donc, les examens se font à notre niveau. Mais les étudiants de toutes les universités de la région (*région*), les majeurs c'est-à-dire, peuvent passer l'examen. Et c'est un autre classement. C'est un troisième filtre pour choisir cette élite qui peut faire des recherches, des études supérieures. Donc il y a plusieurs filtres pour choisir, pour aider cette élite à émerger. #00:56:35-0#

170. I : Très bien. Assurés par l'université et aussi d'autres instances. #00:56:39-0#
171. P6 : Oui, bien sûr. #00:56:41-0#
172. I : Très bien. D'accord. Comme on a déjà mentionné, quel est l'état des lieux de la recherche à l'université ? #00:56:48-0#
173. P6 : L'état de lieux de la recherche ? Je ne peux pas vous donner un diagnostic exact, parce que, peut-être, mon ami (*fonction unité centrale de l'institution*) est mieux placé pour dire. Mais en tant que chercheur, je peux vous dire qu'il y a pas mal d'opportunités. Est-ce qu'elles sont exploitées au mieux ? Je ne pense pas. Je pense qu'on peut exploiter cette opportunité mieux qu'on l'exploite maintenant. Mais il y a beaucoup de potentialités, il y a beaucoup d'opportunités dans la recherche, il y a beaucoup de secteurs qui sont vraiment vierges et l'université peut y accéder, peut apporter son aide. Ça se fait, ça se faisait timidement, maintenant ça se fait avec l'intégration du secteur socio-économique, ça peut aider. Le financement de ce secteur peut aider les budgets qui ne sont pas toujours adéquats, donc l'apport du secteur socio-économique aide beaucoup à améliorer ces recherches. #00:58:04-0#
174. I : D'accord. Très bien. Maintenant, quel est le rôle de la bureaucratie, ou de la formation pour la bureaucratie à l'université ? #00:58:13-0#
175. P6 : (rit) C'est à la cellule de l'assurance qualité de nous donner une réponse exacte à ce problème-là. Il y a ..., des fois il y a des procédures administratives qui peuvent gêner. C'est vrai qu'elles sont faites pour ordonner, pour organiser, mais ce n'est pas toujours le cas. Des fois, en essayant d'appliquer la réglementation à la lettre on handicape pas mal de, de, de... #00:58:56-0#
176. I : Activités. #00:58:56-0#
177. P6 : ...d'activités de recherche. On s'y met. Des fois, on essaie de corriger, on essaie de demander des dérogations à notre tutelle. Quand il y a un sujet de recherche ou un domaine de recherche promoteur et que la réglementation dérange ou handicape, on essaie toujours de contacter notre tutelle pour avoir des dérogations, de faire ou de corriger le tir pour ce domaine-là, et ça se fait. L'administration au niveau de notre ministère est toujours prête à donner son apport. La direction générale de la recherche, elle est toujours favorable. Quand on peut la convaincre que c'est un sujet promoteur, elle est pour. #00:59:44-0#

178. I : Très bien. Super. Et est-ce qu'il y a d'autres fonctions de l'université que vous voulez évoquer ? #00:59:51-0#
179. P6 : Non. Je pense qu'en premier lieu je vous ai dit que c'est l'enseignement. Il y a la recherche et il y a aussi le rôle de guider, d'orienter et d'apporter son aide à la culture de la société, son aide à trouver des solutions quand il y a des problèmes. C'est, c'est l'université qui est censée, en premier lieu, chercher des solutions à tout problème à qui est confrontée la société. C'est le rôle primordial. #01:00:23-0#
180. I : Très bien. On est arrivés à la fin. Est-ce qu'il y a (rit) quelque chose que vous souhaitez ajouter sur la thématique ? #01:00:29-0#
181. P6 : Ecoutez, je ne sais pas. Je ne sais pas ce que je peux ajouter. Mais je pense que l'avancement de la collaboration, comme vous êtes étrangère à l'Algérie, donc je pense que l'avancement de la coopération côté, c'est-à-dire côté quantité et côté qualité de cette coopération, peut apporter beaucoup à l'université algérienne. Parce que former dans un contexte fermé, nous ne pouvons pas savoir si c'est bien ou pas ? Des fois on pense qu'on est meilleur. Mais si on voit à nos côtés, si on voit ailleurs, on trouve qu'on est loin de là et par contre, des fois on est bien, on est, on est, on est même très bien. Mais en s'autocritiquant, on pense toujours qu'on est mal, qu'on n'est pas bien. Et en voyant ce qui se fait ailleurs, on peut constater qu'on est vraiment bien dans ce point-là ou dans ce point-là, et qu'on peut améliorer et qu'on peut même donner notre point de vue et aider d'autres. Et donc cette amélioration du taux de collaboration, de coordination avec d'autres universités, que ça soit université algérienne ou université à l'étranger, donc ce taux de, cette amélioration du taux de coordination, de coopération peut vraiment aider l'université algérienne à s'épanouir, à donner de son mieux. #01:02:09-0#
182. I : Super. Merci beaucoup. #01:02:11-0#
183. P6 : Il n'y a pas de quoi. #01:02:11-0#
184. I : On travaillera. Inshallah. #01:02:12-0#
185. P6 : Inshallah. #01:02:13-0#
186. I : Parfait. #01:02:13-0#
187. P6 : J'espère que ce que j'ai dit pourra vous aider dans vos recherches et merci beaucoup. #01:02:17-0#
188. I : C'est sûr. Merci beaucoup de votre temps. #01:02:21-0#

7_m_Arts_Humanities_Social_Sciences_executive_function_central_unit

Interviewer : I

Interviewee : P7

1. I : Alors, je suis très contente, parce qu'en fait, depuis qu'on s'est vu la dernière fois, j'ai trouvé un (cadre exceptionnel ? #00:00:29-0#) africain. C'est un sociologue qui s'appelle Manuel Castells. Il a toujours travaillé sur la fonction de l'université depuis son existence, bon, depuis sa création depuis la période médiévale. Et lui, il a encore appliqué ce concept en Afrique du sud après l'apartheid. #00:00:59-0#
2. P7 : Qu'est-ce que tu entends par « concept ? » De quel concept tu parles ? #00:01:04-0#
3. I : Des fonctions de l'université. #00:01:05-0#
4. P7 : Fonctions de l'université. #00:01:06-0#
5. I : Voilà, voilà. Et je pense que c'est très intéressant, parce que ça peut être appliqué aussi en Algérie. #00:01:16-0#
6. P7 : Fonction de l'université ? #00:01:17-0#
7. I : Oui, voilà. #00:01:17-0#
8. P7 : Quelle est la fonction de l'université ? Quelle est la question que tu te poses ? Quelle est la question que toi, tu te poses pour faire ton travail de recherche ? #00:01:27-0#
9. I : Alors, je pose la question : quel est le rôle de l'université algérienne ? #00:01:34-0#
10. P7 : Donc, c'est la fonction, oui. #00:01:35-0#
11. I : Voilà. Actuellement et comment ça a évolué depuis sa création. (Et combien de genres de fonctions qu'il avait identifiés ? #00:01:52-0#). Je demande l'avis aux universitaires. #00:01:57-0#
12. P7 : D'accord. Alors là, je vais répondre à certaines questions, mais je vais t'orienter aussi vers des personnes que je juge beaucoup plus compétentes que moi en matière de fonction/vision. Je vais te mettre en contact avec des personnes, et si on peut avoir un moment de libre, s'il accepte, et quand je te dis « s'il accepte, » c'est juste s'il trouve un peu de temps. Ça serait bien de faire aussi une interview avec (*fonction unité centrale de l'institution*) de l'université, parce que lui, il dirige cette université et il assiste aux réunions des universités d'Algérie et de tous les établissements du supérieur dans les conférences nationales. Et il est visionnaire en plus, lui, il a une vision. D'accord ? #00:02:59-0#
13. I : Super. #00:02:59-0#
14. P7 : Donc je peux lui demander de te recevoir à un certain moment, comme ça, dans l'après-midi. Si tu peux lui poser des questions, il a, lui, des réponses que nous, nous n'avons pas. Mais aussi je vais t'orienter, je vais te mettre en contact et te faire un rendez-vous avec un économiste, qui a été doyen de la Faculté de (*discipline SHS*) et lui, il est actuellement, il préside la commission du projet de l'établissement de l'Université (*institution*) ; et les visions dans 10 ans, 20 ans. Et c'est un économiste, il peut avoir des explications assez intéressantes à te donner sur tout ce qui est vision. Et il y en a d'autres que j'aimerais bien que tu rencontres. Donc lui, il est économiste, gestion-économie. J'aimerais bien que tu rencontres aussi des juristes. Je te ferai un rendez-vous avec un juriste ou deux, francophones, qui peuvent t'expliquer aussi la vision de l'université. Mais moi, à mon niveau, je peux aussi te dire ce que nous sommes en train de faire, les

choses sur lesquelles on est en train de réfléchir sur le devenir de l'université algérienne.

#00:04:25-0#

15. I : Voilà, oui. Parfait. Super. #00:04:31-0#

16. P7 : Alors, pour l'économiste, c'est monsieur (*nom*), il est économiste, il a été doyen de la Faculté (*disciplines SHS*), mais il a occupé beaucoup de postes, il est assez intéressant sur le plan visionnaire, et cetera. D'accord ? Donc, je te mettrai en contact avec (*fonction unité centrale de l'institution*), monsieur (*nom*). Alors lui, c'est lui qui s'occupe des diplômes, des diplômés, et cetera. D'accord ? Alors, la vision actuelle, je ne sais pas si c'est intéressant pour toi, parce que la vision actuelle de l'université, c'est/on va prendre quelques concepts comme ça. Alors là, je vais parler de l'Algérie. L'Algérie, actuellement, la grande préoccupation de l'université, c'est l'employabilité. Voilà un terme clé en matière de réflexion de l'université algérienne. Parce qu'on a trop longtemps, mais on a peut-être même bien fait, je ne sais pas, on a trop longtemps, ou on est très longtemps resté sur la dimension scientifique, sur la production scientifique, sur la recherche scientifique, sur les laboratoires, sur les unités de recherche. C'est un petit peu le profil de l'université. Mais on n'a pas pensé au devenir, par exemple, des sortants, des diplômés. À (*institution*), on délivre quelques 10 000 diplômes par an et ce sont des étudiants qu'on perd, qui sortent, et on sait pas où ils vont. On ne sait pas s'ils vont être recrutés quelque part, ou pas. Il y a toutes ces questions que nous nous posons, actuellement, en matière d'employabilité. Alors, qu'est-ce que l'université a mis en place ? Elle a mis en place des structures, comme le (*nom structure*). Et ça serait bien que tu rencontres monsieur (*nom*). Il a mis en place (*structure*) qui propose des formations pour les étudiants. Ça serait bien que tu rencontres la directrice aussi, madame (*nom*). D'accord ? Elle a mis en place (*structure*), donc, c'est un centre de recherche d'emploi pour les diplômés. Alors (*structure*), elle s'adresse aux étudiants qui veulent créer une entreprise, donc ils apprennent à mettre en place une entreprise. Sinon, les autres diplômés, et cetera. Ça, c'est un volet de la préoccupation, ou des préoccupations de l'université actuellement chez nous. #00:07:46-0#

17. I : Super. Très bien, oui. On va commencer un peu en général (rit). Alors, depuis que vous êtes à l'université, quels étaient les grands changements que vous avez remarqués ? #00:08:03-0#

18. P7 : À l'université, il y a eu les grands changements, c'est le passage déjà du système classique, alors en pédagogie, du système classique au LMD, au système LMD. Ça, ça était un grand changement dans les mentalités et dans la pédagogie. Et le changement n'a pas été fait sans grands, sans... Il a été fait quand même avec quelques petits problèmes, parce que les gens, quand on leur impose un changement, il y a réticence. Et on s'installe dans un, dans un carcan, on s'installe dans une tradition, et on a du mal à s'adapter à la nouvelle formule. D'ailleurs, ce qui s'est passé, c'est que certains ont adopté le système LMD. Donc on est vers les années 2003, 2004, 2005, on a commencé dans certains départements, dans certaines filières, à adopter la nouvelle formule licence-master-doctorat, alors qu'on était sur licence classique, 4 ans, ensuite magistère, concours, ensuite doctorat pour les magistères. D'accord ? Ensuite, avec un magistère on pouvait être recruté à l'université et devenir maître-assistant, en attendant de soutenir son doctorat, et cetera. On était sur cette, sur cette dimension, dans cette phase. Ensuite, il y a eu ces grands changements. Les enseignants avaient du mal à s'adapter à ce nouveau système. D'ailleurs, dans la mentalité, on est resté classique et on a juste changé quelques appellations, et il a fallu un moment de transition pour vraiment s'adapter aux

nouvelles, aux nouvelles formules. Ça, ça a été un grand changement. L'autre changement, c'est les gens. Les enseignants, par exemple, ont du mal à s'adapter à l'environnement dans lequel vit l'université. Alors le top management, (*fonctions unité centrale de l'institution*), on est en train de, on est en train de trouver les mécanismes pour leur faire prendre conscience qu'il ne faut pas rester dans vos petits sujets de recherche pointus qui, pour la plupart du temps, c'est toujours important ça, mais comment les inscrire dans le développement de l'environnement, de la ville, de la région, du pays et cetera ? Maintenant, on est sur les grands changements du pays et maintenant même, dans les, à la tutelle, donc au ministère, on est en train de choisir les priorités. Même dans les projets européens, nous choisissons nos priorités, quelles sont les priorités du pays, et converger toute la recherche, le choix des masters, des intitulés, le choix des doctorats. Quand on ouvre un doctorat avec un titre, un intitulé, il faudrait qu'il cadre avec une priorité du pays, sinon, ça doit relever aussi de l'étudiant. Quand il termine sa formation, est-ce qu'il va trouver de l'emploi ? Est-ce que c'est une formation qui prévoit de l'emploi, ou est-ce que c'est une petite formation où il n'y a pas d'emploi ? Il y a même l'ouverture de certains masters nouveaux, certains doctorats, on doit penser à l'étudiant, au devenir de l'étudiant. Si c'est, si c'est des choses qu'il ne pourrait pas utiliser dans sa vie professionnelle après, c'est... Alors qu'auparavant, c'était juste la formation académique et on s'inquiétait pas. #00:12:15-0#

19. I : (rit) Oui, pour la suite. #00:12:17-0#

20. P7 : On faisait des choses très pointues, la chimie organique qui fait, et cetera. Maintenant, le changement, c'est que ça doit converger avec les priorités du pays, les besoins du pays. L'autre changement, troisième changement que je vous propose, c'est/Et là, on y est, on y est timidement. Les gens commençaient à comprendre, timidement. Alors, quoi ? C'est quoi ce... ? C'est que le chercheur, parce que l'université c'est 2 fonctions : c'est l'enseignement, transmission de savoir, ça c'est dans le monde entier, c'est pas uniquement en Algérie ; et puis, la recherche. Donc, on est enseignant, on est chercheur. La tutelle, le ministère s'appelle « de l'enseignement supérieur et de la recherche scientifique ». Donc, on a deux casquettes, on est deux et on doit assurer les deux. On est payé pour enseigner, mais on est aussi tenu à faire avancer la recherche scientifique. Alors, ce qui est nouveau actuellement, mais alors, on est en train de le vivre, et les résultats, on va les voir dans quelques mois, voire années. O.K. ? C'est quoi ? C'est qu'on a toujours, bon/C'est que je suis dans mon laboratoire et que je détiens quelque chose et je ne sais pas ce que le laboratoire juste à côté est en train de faire. Alors, on est en train, le changement, c'est aller vers la pluridisciplinarité et la transdisciplinarité. Maintenant, le médecin a besoin du biologiste. On en est conscient. Maintenant, le radiologue a besoin de l'informaticien et du physicien. Maintenant, à l'université (*institution*), on a ouvert il y a quelques années la filière nationale qui s'appelle (*spécialité STEM*). Ce sont des gens qui travaillent, qui utilisent la physique, les mathématiques, pour fabriquer des machines au service de la médecine. Ça veut dire que la médecine ne peut plus évoluer dans son coin tout seule ; elle a besoin du physicien, elle a besoin de l'informaticien qui développe la dimension 3D pour l'imagerie. En radiologie, on a besoin de tout ce monde et maintenant on devient de plus en plus conscient que la pluridisciplinarité et l'intradisciplinarité est un passage obligé dans les transformations que doit subir l'université en général. Ça, c'est le grand changement actuel, et c'est la vision. Le radiologue ne doit pas se dire « j'ai pas besoin de personne, moi ». C'est fini, cette histoire. Il aura besoin de voir l'évolution d'un

malade, le malade qu'on lui ramène, en quelques secondes. Il regarde un truc surdimensionné, ou en 3D, je ne sais pas, l'historique du malade apparaît rapidement. C'est pas la peine de voir pour les clichés, tous les travaux, tous les comptes rendus. Il le voit, il le visualise. Et ça, ce n'est pas une formation médicale, c'est des informaticiens, c'est des physiciens, c'est tout le monde qui (passe ? #00:15:39-0#). Maintenant, on est dans les mathématiques appliquées, on trouve des mathématiciens dans une usine de yaourt, parce qu'ils ont besoin de petit calculs pointus pour faire développer tel ou tel parfum, et cetera. Dans une usine de yaourt, on a besoin du biologiste, on a besoin du chimiste, on a besoin de l'informaticien, on a besoin du mathématicien, on a besoin du sociologue. Qui dit : « Non, cette région a besoin de tel parfum, parce qu'il fonctionne de cette manière », on a besoin du psychologue, on a besoin de l'anthropologue, du juriste, on a besoin de tout ce monde dans une usine de yaourt. Et maintenant l'université pourra/L'enseignant universitaire, quand il reçoit son étudiant, il doit se projeter sur cinq ans, parce qu'il fait trois ans de licence et deux ans de master. (bruits de fond) Ça veut dire que, lorsqu'il sort, cet étudiant n'est plus dans la même dimension que quand il est rentré. Ça veut dire qu'il va y avoir des changements dans la vie de tous les jours. #00:16:58-0#

(De #00:16:58-0# à #00:17:34-0# hors sujet).

21. P7 : Voilà un petit peu la vision. Maintenant, quand on reçoit, je disais, un étudiant, quand il sort cinq ans après sans accident ; (parce que s'il refait l'année, s'il fait un doctorat ? #00:17:48-0#), il sort neuf ans ou dix ans après, quand il sort, ce n'est pas la vision que toi, tu avais, ou c'est plus l'environnement, c'est plus la région, c'est plus le pays qu'il y avait il y a 9 ans, au moment où il faisait sa première année. Donc, comment, dans nos formations, on doit se projeter sur cinq ans, au moment où cet étudiant va quitter l'université et va aller vers le monde du travail. C'est ça, ce qui est important. #00:18:16-0#
22. I : Très bien. Et de votre, de ton propre domaine de recherche, est-ce que tu as aussi des expériences avec la pluridisciplinarité ? #00:18:28-0#
23. P7 : Oui. Maintenant, on est en train, dans les colloques, dans les journées d'étude et workshops, et mêmes dans les sujets de thèse qu'on propose à nos étudiants, on ne reste plus sur les sujets qui n'intéressent qu'un enseignant, parce que cet enseignant a fait tous ses travaux, quand il était jeune, depuis qu'il était jeune, que sur ça. Il faudrait que le sujet de recherche soit, c'est vrai, du domaine de l'encadrant ou du chercheur lui-même, mais je laisse venir l'étudiant ; je lui propose une panoplie de choses et vous allez voir qu'ils peuvent ... que les étudiants peuvent nous proposer des choses extraordinaires. Il ne faut pas trop leur imposer les choses, parce que quand eux, ils réfléchissent, même de manière très naïve au départ, le jeune chercheur, il est jeune chercheur, il débute. Il ne faut pas s'attendre à ce qu'il te propose quelque chose qu'on voit dans les grands congrès, et cetera. Mais des fois, c'est ce que nous appelons les « réflexions naïves » d'un jeune chercheur, elles sont très souvent intéressantes et importantes et extraordinaires, parfois. Et c'est de là que je puise de la matière pour développer la recherche. Ensuite, je vais les aiguiller, je les guide vers la conceptualisation, vers la recherche, et cetera. Mais l'idée première/Parce que lui, un jeune, quand il arrive, il appartient à la société. Alors moi, je suis dans les sciences humaines, donc, je ne sais pas, vous pouvez poser la question à d'autres qui travaillent sur les énergies renouvelables, ou sur l'eau, ils vous diront peut-être autre chose ; mais je ne me trompe pas que, eux aussi, ils doivent partir de la réalité, parce qu'on ne peut pas imaginer une

vie sans eau, sans énergie, sans... dans l'environnement de tous les jours. En biologie, biologie médicale, biologie marine, nous vivons avec les poissons, nous vivons avec l'agronomie, on consomme tous les jours des choses, et cetera. Donc, l'université, tout ce qui se fait à l'université a un rapport direct avec l'environnement dans lequel nous vivons. L'université (*institution*) a pris comme slogan, le grand slogan depuis deux ans, c'est (*slogan sujets SHS/STEM*). Et là, quand on dit (*sujet STEM*), c'est tout, tout, tout ce qui se rapporte à la santé, la biologie... Et (*sujet SHS*) dans toutes les sciences humaines. Et puis (*sujet STEM*), tout ce qui est agriculture, tout ce qui est... En fait, ce sont les mots clés de toutes les disciplines pointues qui existent à l'université. Mais pourquoi ces trois concepts génériques ? C'est pour amener, justement, nos chercheurs à aller vers cette pluridisciplinarité, cette vision pluridisciplinaire que de rester sur des choses très pointues. #00:21:49-0#

24. I : Très bien. Alors déjà, à l'accord, c'est la collaboration entre sciences sociales et sciences techniques ? #00:21:54-0#
25. P7 : Tout à fait. #00:21:54-0#
26. I : Oui. Pas seulement entre les domaines ? #00:21:57-0#
27. P7 : Il y a un colloque, il y a un colloque qui va se faire au mois d'octobre, l'appel a été lancé, sur (*thématique SHS/thématique STEM*). #00:22:04-0#
28. I : Parfait, super. Je peux assister, Inchallah, oui (rit) ? #00:22:07-0#
29. P7 : Vous êtes invitée dès maintenant. #00:22:09-0#
30. I : Super, très bien. #00:22:10-0#
31. P7 : Nous avons eu un colloque, j'ai fait une communication moi-même, je te donnerai une copie de presse qui est portait (*thématique SHS*), par exemple. Deux choses, initialement l'on pensait qu'il n'y avait aucun rapport, mais les gens commencent à trouver beaucoup de rapports. Avec (la pintendre ? #00:22:35-0#), les gens travaillent sur les choses de l'environnement, sur les déchets, la récupération des déchets. Les universitaires pensent : une science ne peut pas tout expliquer, une science ne peut pas tout expliquer. L'environnement, le maire d'une ville ne peut pas trouver toutes les solutions tout seul. Il y a une compétence juste à côté de lui, autrefois on la voyait pas, c'est l'université, c'est le chercheur, c'est une compétence qui existe là, c'est peut-être son voisin. Et on regardait : « Ah, vous allez à l'université, moi, je suis à la mairie, nous, on ne peut pas se rencontrer. » Maintenant, la mairie, j'ai assisté à une réunion, pour récupérer, recycler les déchets, on a besoin de compétences de l'université. Elle est consciente, maintenant, qu'on a besoin de l'université. Le Ministère de la Culture, dernièrement, il y a eu deux journées d'études extraordinaires, tu étais là, c'était la semaine dernière, sur le (*thématique SHS/STEM*). Alors ça, ça a été initié conjointement entre la Direction de la Culture de (*ville*) et le Département (*discipline STEM*). Et la Culture ont ramené des experts en 3D et cetera, qui peuvent faire (*activités liées à la thématique*), et cetera. Et puis la compétence académique, elle est à l'université, elle n'est pas à la Direction de la Culture. Mais, par exemple, pour faire (*activité liée à la thématique*), on a besoin d'autorisations de la Culture. La Culture, elle donne des autorisations, mais elle n'a pas la compétence pour faire (*activité liée à la thématique*); elle est à l'université. Donc maintenant, ils sont obligés non seulement de faire de l'interdisciplinarité, mais d'aller vers l'intersectoriel, vers les autres secteurs : la Direction de la Santé de (*ville*), la Direction de l'Agriculture, la Direction de la Culture, tout ce beau monde doit travailler avec l'université et vice-versa. L'éducation nationale : nous avons des psychologues qui demandent/ nous avons formulé des demandes à faire

rencontrer les élèves de terminale, ceux qui passent des examens pour faire leurs stages, mais aussi pour accompagner les élèves. L'éducation nationale doit être consciente que la compétence, elle est à l'université. Puis, on peut utiliser (ces compétences s'ils veulent aussi travailler dans d'autres secteurs ? #00:25:27-0#). Donc : interdisciplinaire, intradisciplinaire et puis intersectoriel. Beaucoup de secteurs en même temps. L'université doit s'inscrire, c'est ça le grand développement, elle doit s'inscrire dans le développement de la région. Si toute université s'inscrit dans le développement de sa région, ça sera la participation de l'université algérienne dans le développement du pays. Il faut qu'on en soit conscient. À (*ville*) on en est conscient. On sait, par exemple, à (*ville*), qu'on n'a pas une grande vie industrielle à côté ; on ne l'a pas. L'université peut la créer, elle peut la créer. Nous avons (*nombre*) laboratoires, (*nombre*) unités de recherche, dont un qui est rattaché au (*organisme en France*), et cetera. Et qui sont dans leur laboratoire jusqu'à 20 heures, ils travaillent jusqu'à 20 heures. Madame (*nom*), elle est directrice de labo. C'est pas tout le monde qui sait sur quoi elle travaille les autres ne savent pas. Maintenant, il faut, on est en train de multiplier les réunions, de se rencontrer et de dire que dans le monde entier on peut avoir quatre labos qui travaillent sur un même projet. (Mais ce n'est pas le même un seul labo qui travaille sur un projet ? #00:26:49-0#). Je peux avoir besoin de... Je suis dans les énergies renouvelables et je peux avoir besoin d'un sociologue, je peux avoir besoin d'un psychologue, je peux avoir besoin d'un médecin. Est-ce que je fais un barrage ici, ou pas ? #00:27:06-0#

32. I : Pour une approche holistique, oui. #00:27:07-0#

33. P7 : On a fait cinq barrages autour de (*ville*) et il nous arrive de très mal respirer, parfois, en été à cause des barrages. D'un autre côté, il faut des barrages, il faut de l'eau, il faut, il faut arrêter l'eau, et cetera. Mais est-ce qu'on a fait appel à des médecins, avant ? Est-ce qu'on a fait appel à des sociologues ? Est-ce que la population de cette région accepte bien de faire une autoroute ici ? Est-ce que la population... Ça, c'est le rôle des psychologues, des sociologues. Un philosophe, on a toujours pensé qu'il ne sert à rien. Si, il sert à quelque chose. La philosophie, quand on a fait le colloque sur la philosophie, c'est là où j'ai vraiment pris conscience que c'est la mère des sciences, la philosophie ! On ne peut pas imaginer une université sans philosophes, c'est impossible. Alors qu'on a toujours essayé de faire croire, ce n'est pas tout le monde, mais certains collègues, que ce sont des disciplines qui ne servent à rien: on n'a besoin que de chimistes, que d'ingénieurs. Oui, les sciences humaines sont un tout petit peu dévalorisées par rapport aux sciences dures, ce qu'ils appellent « sciences dures ». Comment allier ? Comment faire cette réconciliation ? Comment réconcilier, ou comment concilier ? Je ne sais pas si ici on parle de « réconciliation » ou de « conciliation ». Comment concilier sciences dures et sciences molles, ce qu'ils appellent « sciences molles », je ne sais pas pourquoi. Je comprends pas. Peut-être par humour ou par... Je ne sais pas, c'est l'humour noir ou... Mais il faudrait que, il faudrait que... J'imagine mal une grande industrie sans anthropologues, sans sociologues, sans psychologues, sans juristes. Donc, les sciences humaines sont présentes même dans les, dans les projets où on croit qu'il n'y a que des sciences dures qui sont là. #00:29:22-0#

34. I : Et est-ce qu'on pourrait dire qu'à (*ville*), ou à l'université ici, cette nouvelle idée, cette innovation, cette, vraiment... #00:29:30-0#

35. P7 : Vision des choses. #00:29:31-0#

36. I : Voilà. Modèle au niveau national ? #00:29:33-0#

37. P7 : Alors, il faudrait que, il faudrait qu'il y ait des modèles. À (*ville*), on est conscient et on ne cache pas notre vision. Nous avons des experts, maintenant, qui travaillent sur cela. Ces experts, on est en train de faire appel à eux dans différentes villes, dans différentes universités, et ils vont pour expliquer. Nous partageons/parce que ce qui est bien quand on veut avancer, quand on veut changer les choses positivement, même si parfois on se trompe, c'est... L'erreur est un risque qui fait partie de l'entreprise, quand on entreprend de faire avancer des choses, le risque zéro n'existe pas. #00:30:20-0#
38. I : (rit). C'est clair. #00:30:22-0#
39. P7 : C'est clair. #00:30:23-0#
40. I : Sinon, on ne peut pas avancer, voilà. #00:30:25-0#
41. P7 : Mais nous, ce qui est bien, il faudrait que tout le monde soit conscient de cela, c'est le partage et bonnes pratiques. Et nous, on partage. Je vous assure qu' (*nom*) est tout le temps dans la voiture, ou dans un train, ou dans un avion, à (*ville 1*), à (*ville 2*), en train de présenter toute l'expérience de (*institution*) pour justement motiver les... Nous avons même des universités pilotes qui travaillent sur cela, du centre, du sud, (*ville 3*), (*ville 4*), je pense, (*ville*), (*ville 5*), (*ville 6*), qui sont des universités pilotes sur des projets de ce genre-là. Ouais, ouais, ouais. Et le ministère est conscient. C'est le ministère qui a choisi ces université pilotes. Oui, oui, oui. On est en pleine mutation, on est en plein changement. Je ne vous dis pas que c'est sans problèmes, il y a quelques réticences, parce que le chercheur, l'universitaire, quand il s'installe dans certaines traditions, c'est difficile pour lui de lui faire changer rapidement sa vision des choses. C'est difficile. Les gens qui campent encore sur leur position, qui ne veulent pas changer; d'autres ont compris, d'autres ont mis du temps, mais ce sont des changements, on en est conscient, on en est conscient ici, conscient que ça ne peut pas venir d'un seul coup. Il faudrait laisser un peu de temps. #00:32:01-0#
(De #00:32:01-0# à #00:32:28-0# hors sujet)
42. I : Parfait. #00:32:29-0#
43. P7 : Parfait. Est-ce que c'est un petit peu ce que tu cherchais un peu ? #00:32:34-0#
44. I : Oui. Ce que je cherchais, justement, voilà. #00:32:37-0#
45. P7 : Parce que d'autres personnes vont te dire autre chose que je ne dis pas. Moi, je suis dans la vision de top management de cette université. Maintenant, les autres : monsieur (*nom*), monsieur (*nom*)..., ils vont te dire des choses de leur environnement, à l'intérieur. #00:32:50-0#
46. I : Détaillé, oui. #00:32:50-0#
47. P7 : Détaillé d'un truc pointu chez eux. #00:32:52-0#
48. I : C'est ça, oui, contexte. #00:32:54-0#
49. P7 : Moi, je te propose la chose... #00:32:56-0#
50. I : Globale, oui, justement. #00:32:58-0#
51. P7 : ... globale. Moi, je fais ce qu'on appelle la « vision entonnoir ». Tu sais ce que c'est l'entonnoir ? Entonnoir, voilà, c'est ce qu'on met dans une bouteille. Une démarche entonnoir, on va du global vers le détail. Et puis ça serre, ça se serre à la fin. #00:33:19-0#
52. I : C'est ça, voilà. Maintenant, quel était l'impact des deux réformes principales de l'enseignement supérieur algérien ? #00:33:26-0#
53. P7 : L'impact de quoi ? #00:33:26-0#
54. I : Des deux réformes principales, notamment 71, la refonte. #00:33:34-0#
55. P7 : La refonte, d'accord. #00:33:35-0#

56. I : Et après, LMD. #00:33:37-0#

57. P7 : Après, LMD. Les 72 moi, je peux pas te dire, je n'étais pas encore à l'université. Moi, j'ai fait d'autres secteurs avant de venir, mais j'ai assisté à la deuxième. Mais moi, ce que je peux te dire, c'est que toute refonte/j'ai assisté à la refonte de l'éducation nationale, parce que moi, j'étais à l'éducation nationale avant. Toute refonte, elle intervient à un moment précis, ou à un moment où il faut aller vers autre chose. C'est ça la refonte, en général, par définition. Cependant, ce dont je peux être sûr, c'est que toute refonte demande de la compréhension et demande de l'engagement de, au moins, quelques leaders. Parce que toute refonte, elle est très souvent pas bien acceptée au départ. Et pour ne pas dire « acceptée », elle est mal comprise. Je n'ai pas assisté à la première, mais je sais que ça a dû être, il y a des réticences : « Pourquoi on change ? ». Parce que l'être humain est comme ça, l'être humain ne veut pas certains... Surtout l'être humain qui vit en communauté, il n'aime pas les changements. D'accord ? Les individus, parfois, aiment le changement. Un individu. Mais la communauté, qui vit dans une communauté universitaire, ou l'éducation nationale, ou autre chose/Le changement est toujours difficile à accepter. Ensuite, par le temps, il s'installe, il s'installe, et puis on installe non seulement les nouveautés, mais on installe aussi des traditions. Et c'est ça, la différence. Des traditions, ce sont les individus qui les fabriquent. On fabrique des traditions, et on fait croire que c'est ça le changement. Après, on est allé donc très longtemps. Ensuite, cette refonte de 72, elle est devenue tout à fait normale, parce qu'il y a eu du temps : les années 80, 90. Ensuite, l'avènement LMD est venu après plus d'une trentaine d'années, c'est, c'est, c'est... Il y a eu une grosse, grosse période passée, donc, automatiquement, et c'est un petit peu naturel chez l'être humain, on est installé dans une tradition et on a du mal à changer, on a du mal à changer. Il y a une réticence. Quand on leur a dit/Moi, j'ai assisté à la deuxième. Quand on nous a dit que la licence allait devenir trois ans, tout le monde a trouvé ça très peu. On était dans des réunions de départ pour le lancement LMD, on nous disait : « Le LMD, c'est l'étudiant qui dirige ses études, c'est lui qui gère ça. » Ah, bon ! Et nous, qu'est-ce qu'on fait ? Il y avait des réflexions comme ça. Je lève le doigt : « Et nous ? Donc lui, il fait tout, mais nous, on fait quoi ? » Ah, non c'est lui qui doit aller vers la chose, c'est lui qui fait, il peut rester à la maison, il peut... Vous pouvez à distance, il peut aller, il peut... La transversalité, ça n'a pas été bien compris au départ. Il peut commencer un semestre là, et aller à Annaba faire le deuxième. Bon ! Mais c'est pas normal ! Quand on est installé dans des traditions, tout devient normal. Et d'où ça vient ? Moi, (j'ai assisté à un américain ? #00:37:20-0#), j'ai commencé à dire des choses. Mais on leur disait aussi que c'est tout le monde qui est dans le LMD, on est un petit peu en retard. « Ah, ouais, c'est tout le monde qui est au LMD ! » Oui, ça veut dire que s'il y a quelqu'un qui fait une mobilité, si quelqu'un veut continuer ses études en Europe, eh bien, si on n'est pas, si on n'a pas, si on n'a pas le même système, ça ne marche pas. « Ah bon, d'accord. » Ensuite, quand on s'est mis dans le LMD, on s'est mis dans le LMD. Mais on est resté classique. Oui, on fait des modules, ça s'appelle comme ça maintenant, on le fait, mais on est resté très classique. Pendant quelques années, on est resté dans l'ancien système, avec des appellations, avec un discours du nouveau système, mais les gens avaient du mal à changer, à s'adapter. Quand on a fait l'évaluation, je pense en 2014, au ministère, l'évaluation du LMD on y va, on y va pas, il y a des inconvénients ; il y avait encore des réticences ; il y avait des gens qui avaient compris, beaucoup que/Moi j'ai assisté à cette réunion et moi, je suis dans la coopération internationale, j'envoie des étudiants

Erasmus, je sais ce que c'est, je sais ce que c'est aller faire un semestre, deux semestres, revenir, valider les mêmes, et cetera, les mêmes modules. S'il n'y avait pas cette, ces deux systèmes inter-correspondants et cetera, ça ne pouvait pas aller, ça ne peut pas marcher. Quand on nous demande des L3, qu'ils peuvent postuler en mars-avril pour faire un semestre au mois de septembre, si on est resté dans l'ancien régime, L3, (on se dit bon, il y a L4 après ? #00:39:17-0#), Licence 4. Parce qu'autrefois, c'était Licence 4. Moi, j'ai enseigné en licence jusqu'à la quatrième année moi-même, donc il y avait huit semestres dans la licence. Et quand on a commencé à parler de crédits, quand on a commencé à parler... C'était/Il fallait s'adapter, il fallait se mettre au diapason, sinon c'était raté, quoi. Ensuite, c'était raté, le train allait partir sans nous, sans nous (avec toute notre académie ? #00:39:49-0#), notre système, notre recherche, et cetera, tout le wagon va rester à la gare. Il fallait qu'on prenne le train, nous aussi. Voilà, un petit peu, la bataille dans laquelle certains ont très vite compris ; d'autres ont mis du temps ; d'autres, ça ne les intéressait pas. Pourquoi faire, le LMD ? L'enseignement secondaire, l'enseignement de l'éducation nationale, on critiquait, parce qu'ils recevaient des licenciés qui avaient fait quatre ans et ils étaient beaucoup plus mûrs, ils avaient appris beaucoup plus de choses que des élèves, que des étudiantes qui n'avaient fait que trois ans de licence. Alors que ce qui est prévu, préconisé dans le système LMD, c'est que, dans le système LMD, en trois ans, le présentiel plus ce qu'il apprend dehors, c'est beaucoup plus que les quatre ans de classique. Ça, on l'avait pas encore compris, c'est ça la différence. Donc, c'était des critiques mal-fondées, parce qu'on avait mal compris. C'était de l'incompréhension, tout simplement. Il y a jusqu'à maintenant des gens qui, par nostalgie, vous disent : « Je regrette l'ancien système. » Bon, ça, c'est l'être humain qui est comme ça, on trouve ça dans tous les pays du monde, des gens qui regrettent... #00:41:11-0#

58. I : Ah oui, Allemagne, aussi. #00:41:12-0#

59. P7 : ...le rassemblement d'antan, d'autrefois. Autrefois, les enseignants étaient plus ceci, étaient plus machin ; moi, mon institutrice des années 60, elle faisait ça. On trouve ça dans tous les pays du monde, donc. Le discours, le discours émotionnel, émotif, il est là avec l'être humain, on ne peut pas/Sauf que maintenant, quand on fait des bilans, eh bien, le LMD fonctionne aussi dans plusieurs autres disciplines dans l'université ; un peu moins dans d'autres. Mais dans certaines disciplines, ça marche très bien. Maintenant, maintenant, c'est un non-retour. C'est fini, c'est clair. #00:41:56-0#

60. I : Voilà. Et en général, quel est le rôle et l'influence de l'internationalisation sur l'enseignement supérieur algérien ? #00:42:08-0#

61. P7 : L'internationalisation ? L'internationalisation, c'est d'abord par le choix des disciplines; sortir des disciplines archaïques et aller vers les disciplines qui ont une portée internationale. #00:42:24-0#

62. I : Par exemple ? #00:42:26-0#

63. P7 : Maintenant, ce qui a une portée internationale, c'est tout ce qui a trait à l'agronomie. L'agronomie, c'est le terme générique. Il y a les spécialités intérieures : les énergies renouvelables, l'eau. Et puis, je ressens maintenant une forte demande en matière, par exemple, en sciences économiques, management. Management, c'est très, très demandé. Et puis les langues étrangères. Alors, puisqu'on parle internationalisation, une grande partie/J'allais donner un chiffre statistique, mais je risque de me tromper. Une grande partie, maintenant, est consciente que l'anglais, et transformer les cours en anglais, à l'université (*institution*), par exemple, est un passage obligatoire maintenant. Il faut y

aller, certaines facultés utilisent l'anglais. Certaines soutenances de doctorat et de master se font en anglais. J'ai assisté à une soutenance en anglais, ici. Il y a des gens qui donnent des cours aussi en anglais ; bon, un mélange de français et d'anglais, et cetera. Mais l'anglais devient de plus en plus présent, en tout cas, même s'il n'est pas présent, on est conscient que l'internationalisation doit passer par la langue anglaise. Ça, c'est important de le souligner. Même l'internationalisation sur le plan visibilité de l'université, des productions scientifiques. Nous avons beaucoup de productions scientifiques qui ne sont pas visibles; beaucoup, beaucoup, beaucoup : en histoire, en archéologie, en philosophie, en arabe. Parce que tout est écrit en arabe, en droit, tout se fait en arabe. Alors il peut y avoir des sujets extraordinaires qui peuvent intéresser les américains, les allemands, mais ils ne sont pas visibles. Alors que l'internationalisation doit passer par la langue anglaise dans la production scientifique. #00:44:27-0#

64. I : Dans tous les domaines. #00:44:27-0#

65. P7 : Dans la pédagogie. D'ailleurs, dans la mobilité de mes étudiants, c'est le critère de base. Si vous n'avez pas au moins un B1, bon, on exige un B2, tu peux pas faire, tu peux pas, parce que mes étudiants partent de moins en moins en France. Ils sont en Espagne, ils sont en Italie, ils sont en Pologne, ils sont en Slovénie, ils sont un peu partout. Et parmi les critères, c'est la maîtrise de la langue anglaise. Sinon, ils ne peuvent pas faire de mobilité. La mobilité académique. Staff aussi, administratif et teaching, doit passer par l'anglais. S'il n'a pas le critère de, il doit passer un test et avoir une attestation prouvant son niveau au (*structure institution*). Sinon, ils ne peuvent pas faire la mobilité. Pour faire une mobilité, un semestre dans un pays qui n'est pas francophone, on a besoin, donc, ça se fait en anglais. Les cours se font en anglais. Ce n'est pas que l'attestation ! Si tu ne connais pas l'anglais tu rates le semestre. #00:45:53-0#

66. I : Oui, on est exclu déjà, voilà. #00:45:55-0#

67. P7 : Tu ne comprends rien, tu vas être diminué, tu vas reculer, reculer, et tu vas rater l'équivalence. Quand tu viens, tu ne valides pas tes modules. Donc, l'internationalisation dans la production scientifique, donc, donc visibilité de l'université à l'échelle mondiale, d'où les classements. Il y a plusieurs types de classements. Tu m'as montré un classement. Il y a plusieurs types de classements où on est peut-être un petit peu en retard par rapport à d'autres universités algériennes sur le plan visibilité scientifique. Il y a la langue d'études, c'est important. Et puis s'ouvrir au, s'ouvrir au monde aussi, c'est important. À (*ville*), nous avons la grande expérience que nous vivons avec l'Institut (*nom structure*), c'est cette grande double ouverture sur l'Afrique. Mais aussi sur l'Europe, avec la présence de partenaires européens, comme l'Allemagne, et cetera. Mais sur les Erasmus nous avons les partenaires européens qui sont très présents. Et maintenant, même en matière de financement, les problèmes financiers que vit notre pays, on est obligé d'aller vers d'autres financements, d'autres types de financement et d'autres partenaires. Ça, c'est la recommandation actuellement : il faut aller ramener le financement là où il est ; cohérent, bien sûr, il y a toujours le vis-à-vis... Nous avons la compétence, mais on peut avoir la bourse, et cetera. Donc on est un petit peu sur cette logique. Voilà, un petit peu, l'internationalisation : c'est un passage obligé. C'est un passage obligé, il faut s'ouvrir vers l'international. #00:47:54-0#

68. I : Très bien. Et actuellement, le positionnement de l'Algérie est où ? Entre, bon ; si on a les deux pôles, national et international, c'est où à peu près entre les deux pôles ? L'état des lieux à... #00:48:10-0#

69. P7 : À (*ville*) ? #00:48:11-0#

70. I : Mmm (affirmatif). #00:48:10-0#
71. P7 : (Institution), elle jouit quand même d'une reconnaissance internationale. Il y a eu un grand travail ces dix dernières années avec monsieur (*nom*). Il était ici, à l'international. On s'est vraiment/On a beaucoup travaillé sur la coopération internationale et on est très visible à (*institution*) sur le plan international. Automatiquement, si on est très visible à l'international, on est très visible en national. Exemple : on est le premier établissement, on est la première université qui coordonne un projet (*étranger*). C'est (*nom*) qui est coordinatrice. Financé par l'Europe. (*Nom projet*), mais financé par l'Europe. C'est la première fois qu'on donne ; d'abord, qu'une université rédige un projet. C'est pas chose facile selon les normes européennes. La rédaction, elle est 100 % l'Université (*institution*). On n'a pas ramené d'experts, comme certains le font. 100 % et c'est la même équipe qui est en train de gérer le projet: on coordonne, on a l'argent de l'Europe, et on le coordonne. Ça veut dire que sur le plan visibilité et crédibilité de l'Europe, on a bâti quelque chose, j'espère, juste parce que cela (ramène vers moi ? #00:49:35-0#) le problème très lourd pour moi, c'est de tenir bon et de rester crédible. C'est pas toujours facile, parce qu'il y a des choses qui ne fonctionnent pas en dehors de l'université. Pas, pas chez nous. Parce qu'il y a transfert de l'argent, il y a beaucoup de choses, mais on se bat pour garder cette bonne crédibilité. Mais en tout cas, il y a de la bonne volonté, que ça soit du ministère, que ça soit du top management de l'université, il y a de la très bonne volonté, il y a le désir de vouloir réussir tous ces projets. Nous avons proposé un autre projet, il est actuellement en expertise. Très, très beau projet avec l'Europe. S'il passe, nous serons encore les premiers à avoir deux projets. #00:50:27-0#
72. I : Inshallah (rit). #00:50:28-0#
73. P7 : Inshallah. #00:50:29-0#
74. I : Super. Alors là, encore on pourrait dire que (*institution*) a vraiment un rôle primordial en Algérie ? #00:50:38-0#
75. P7 : Oui. Il y en a d'autres aussi. Il y a (*ville 8*). Il y a d'autres universités, (*ville 4*), qui font aussi un excellent travail. Il n'y a pas que (*ville*), mais (*institution*), elle perce, elle fait du beau travail au plan international. On essaie même d'être une université « entrante ». Mais ça, c'est toujours un problème. Nous avons reçu une trentaine d'étudiants depuis (*fin années 2000*) avec les premiers programmes (*nom 1*), (*nom 2*) ; ensuite, (*nom 3*) et (*nom 4*). Nous recevons beaucoup d'étrangers aussi, qui viennent de tous les pays d'Europe pour des mobilités, que ça soit des étudiants, que le staff. Donc on essaie. Mais ceux qui partent sont plus nombreux que ceux qui viennent. #00:51:27-0#
76. I : Oui. Jusqu'à maintenant. #00:51:28-0#
77. P7 : Nous avons un bilan de 160 étudiants depuis (*fin années 2000*) jusqu'à présent, qui ont été dans une mobilité ; jusqu'à présent, certains sont en mobilité. Mais une trentaine d'entrants, de ceux qui viennent. #00:51:43-0#
78. I : C'est déjà bien. #00:51:44-0#
79. P7 : C'est déjà bien. Par rapport à d'autres universités, ils n'ont pas de projet (*étranger*). #00:51:49-0#
80. I : Pas du tout ? #00:51:50-0#
81. P7 : Pas du tout. #00:51:50-0#
82. I : Et là aussi, est-ce que l'université partage ses connaissances et ses expériences dans ce domaine avec les autres universités en Algérie ? #00:52:00-0#

83. P7 : Oui. Nous ne faisons que partager. Nous avons des experts qui ont fait des dizaines d'universités ; on fait appel ; on nous appelle. #00:52:08-0#
84. I : Au niveau national ? #00:52:09-0#
85. P7 : Nous avons des (*fonctions unité centrale institution*) qui partent au niveau national, oui, oui, au niveau national ; qui partent, qui restent trois jours, quatre jours, ils font des formations et ils reviennent. On a proposé des formations ici pour, une fois, tous les experts algériens pour la région (*région*). On propose beaucoup de formations, de partage, et on leur a montré comment rédiger et réussir un projet (*étranger*). Oui, oui, oui, on partage. On partage, c'est notre, vraiment, c'est notre politique. On a quelques compétences. On est un petit peu en avance, c'est vrai, mais on a envie que tout le monde en profite. On a envie de vivre ça avec d'autres de la même manière, parce que si on est tout seul, c'est pas beau, c'est pas bien du tout. C'est pas bien. Il faudrait que/Même ceux qui donnent l'argent, l'Europe, la Commission Européenne, il faudrait qu'il y ait de la crédibilité dans tout le pays. Et nous, on va en profiter, on va aller... S'il n'y a que nous, à un certain moment, c'est comme une bougie qui va s'éteindre. Moi, j'ai peur. #00:53:21-0#
86. I : Côté durabilité. #00:53:22-0#
87. P7 : Il faudrait crédibilité, il faudrait maintenant que beaucoup d'universités deviennent leader, pas uniquement (*ville*). C'est vrai, (*institution*) est leader dans plusieurs autres choses. Il faudrait que les autres s'y mettent. Comme ça, on sera plus à l'aise. Et on ne travaillera pas seulement avec l'international, mais aussi au niveau national. #00:53:42-0#
88. I : (À l'échelle nationale ? #00:53:42-0#). Voilà, déjà. #00:53:43-0#
89. P7 : Déjà, on peut travailler ensemble avec beaucoup d'universités du pays. #00:53:51-0#
90. I : Justement. Parce qu'actuellement, c'est encore nouveau aussi, la collaboration nationale ? #00:53:56-0#
91. P7 : Oui, oui, c'est ça. Il faudrait maintenant aller vers le national et l'international, c'est important. C'est très important. Nous, on a compris qu'il ne faut pas garder ça pour nous. C'est important. Et même, certaines universités, ou collègues, trouvent ça ! « Vous nous dites tout ça, ça ne fait rien ? » « Mais on vous dit tout ça, il faut le faire. » #00:54:15-0#
92. I : (rit) D'accord. Alors ça, déjà, c'est la mentalité qui change. Oui. #00:54:21-0#
93. P7 : Parce que les changements/Dans ton travail, tu parles de changements et tu viens d'utiliser un mot important, c'est « mentalité ». Que ce soit en 72, que ce soit LMD, que ce soit dans l'internationalisation, que ce soit dans la recherche scientifique, que ce soit dans la pédagogie, dans les pratiques pédagogiques ; pratiques pédagogiques qui utilisent de nouvelles méthodologies, de nouvelles approches. Moi, je suis en (*spécialité*), donc je travaille sur (*thématique liée à la discipline*), et cetera. Et en (*disciplines SHS*). Mais (*spécialité*), elle existe dans toutes les disciplines. Et puis, les grands changements, c'est dans les mentalités. Si on avait, si on réussit à changer les mentalités, c'est-à-dire qu'on a réussi à opérer et à mettre en place les changements. C'est la mentalité qu'il faut changer. Très souvent, c'est pas, c'est pas du gâteau, c'est pas le chocolat que tu m'as montré tout à l'heure. C'est un peu plus dur, c'est pas ... Les mentalités, des fois, des gens qui restent sur leur position : « Non, j'ai raison, vous vous trompez. D'où ? D'où vous nous ramenez toutes ces théories nouvelles ? Ça ne peut pas s'appliquer à nous, c'est importé. » Je me souviens à l'éducation nationale l'histoire des

petits, des premiers changements sur les méthodologies qui datent maintenant de très, très, très longtemps quand même. L'approche par compétences, je me souviens, l'approche par compétences, on a toujours dit que c'était les canadiens, et ça commence à circuler : les canadiens. Et tout le monde disait ils trouvaient des raccourcis, ils arrivent à la fin, ils te disent : « Mais on ne peut pas appliquer un système canadien à des algériens, c'est pas la même chose. » Alors qu'on parle de théorie, on ne parle pas de personnes. Donc, c'est une théorie qu'on peut adapter, c'est vrai. On peut adapter. Maintenant, très souvent /Pourquoi il y a des failles dans les mutations, dans les transformations, dans le développement ? C'est très souvent, il y a un problème de communication. Soit on ne trouve pas les bonnes personnes qui communiquent bien, qui communiquent parfois simplement. Approche par compétences : moi, j'ai assisté à des dizaines de séminaires, des diapos, des gens qui viennent de France, qui t'expliquent, et cetera. Alors que, parfois, j'avais à ma charge des enseignants, j'étais responsable des enseignants c'était à (*structure publique*), avant que je ne vienne ici. Et j'ai pris le dictionnaire et j'ai expliqué : « Approche par compétences ». Je leur ai dit : « Attendez, pourquoi vous vous compliquez avec les concepts, vous vous compliquez l'existence ? » J'ai dit : « 'Approche', ça vient du verbe 'approcher'. Donc je vais approcher, soit un texte... ». Donc j'ai utilisé une méthodologie. Comment comprendre un texte ? Je vais l'approcher par une clé. Je te donne une clé pour l'ouvrir. Je vais approcher un étudiant, un élève, un apprenant, par une clé, une méthodologie. Je t'ai donné comment l'approcher. D'accord ? Et tu l'approches par quoi ? Par la compétence. C'est quoi une « compétence » ? Je vais te définir une compétence. Je peux l'approcher, cet élève, par ses propres compétences. Parce que l'enseignant oublie, souvent, que celui qui est en face de lui a aussi des compétences. Il pense lui dire tout, il pense que l'enseignant sait tout et que l'autre ne sait pas. Voilà une petite erreur : si moi, je sais que toi tu sais quelque chose, je vais bâtir, construire sur ce que tu sais. Je vais donc construire, rajouter des compétences sur tes compétences, déjà. Ou bien, développer une de tes compétences, ou deux de tes compétences. Soit installer des compétences sur des choses que toi tu as déjà, soit développer ce que tu sais. Ah, je dois faire des tests au départ, je dois évaluer, je dois... C'est simple, parfois. Donc moi, quand on a dit/ Parce que l'approche par compétences on l'utilise à l'université aussi, elle est toujours d'actualité. « Approcher par compétences. Est-ce que tu sais de quoi il est capable ton élève, ton étudiant ? Est-ce que tu sais qu'il sait faire ça ? ». Moi, en (*discipline*), je vais lui apprendre à faire (*activité liée à la discipline*), mais il sait faire (*activité*) dans sa langue maternelle. Même s'il est un enfant de six ans ou sept ans, il peut te faire (*activité*). Et toi, tu dois faire une année pour lui monter ce que c'est qu'un (*activité*); comment (*activité*) ! Il sait (*activité*). Un enfant de six ans peut rentrer à la maison chez lui, il dit : « Papa, papa, j'ai vu une moto rentrer en plein mur. » Il le dit avec sa langue, et cetera. Donc il a une compétence de (*activité*). Donc, tu vas utiliser cette compétence et tu vas construire sur cette compétence. #00:59:32-0#

94. I : Développer. #00:59:32-0#

95. P7 : Ça va aller plus vite. Les objectifs vont être plus vite, plus rapidement atteints. Maintenant, si je suis en physique, je peux partir de la réalité, je peux lui dire : « Vous savez ce que c'est une voiture, comment ça marche ? » #00:59:45-0#

96. I : (rit) Très théorique, oui. #00:59:47-0#

97. P7 : Je peux aller, je sais pas moi, si je fais des mathématiques, je peux/C'est vrai que c'est la science de l'abstrait, mais je peux... #00:59:57-0#

98. I : L'application est... #00:59:58-0#
99. P7 : Je peux inverser les choses. Si moi, j'ai pas des compétences d'être un bon enseignant, je ne peux pas comprendre les compétences de celui qui est en face de moi. Si moi, je fais du théâtre et j'apprends du théâtre à quelqu'un, il te dit : « Moi, je suis nouveau, j'ai jamais fait de théâtre. » Et toi, tu diras : « Ah bon, tu es nouveau ? Moi, tu sais, le théâtre moi, j'ai fait vingt ans de théâtre. » Non. Il sait peut-être des choses, il peut t'étonner. Moi, mes étudiants, quand je leur donne la liberté de s'exprimer, la liberté de dire, la liberté d'oser, et cetera. Ils t'étonnent ! Moi, ils m'étonnent, les étudiants. En sciences dures, nous avons mis des clubs. Nous avons trente clubs scientifiques. Il faut aller voir quand/Le (*date*), je t'invite à venir. (*Date*), on présente quelques... Tu seras là ? #01:00:57-0#
100. I : Oui, oui, je suis là. #01:00:59-0#
101. P7 : C'est le samedi, le weekend, samedi. Je pense que c'est à/Avant de se quitter, tu me donnes ton numéro algérien ? #01:01:08-0#
102. I : Bien sûr, bien sûr. #01:01:09-0#
103. P7 : Je te dirai où c'est et tu viens voir ce qu'ils font, ces étudiants. Ils font des merveilles. Ils construisent des choses, il suffit juste de leur faire confiance et de leur dire, et de leur faire comprendre que « vous avez des compétences. S'il vous plaît, développez-les, on est là. Nous, académiciens, universitaires, on est là pour vous accompagner à développer. » C'est ça, un petit peu, le LMD. C'est accompagner les compétences. Ce n'est pas les créer, ce n'est pas les inventer, ces compétences, mais il faut les accompagner. C'est tout. Et l'accompagnement peut se faire à distance, il peut se faire en présentiel, il peut se faire dans un stage. Je peux développer une compétence, pas forcément dans une classe de cours. #01:01:52-0#
104. I : Oui (rit). C'est ça, oui. Il faut sortir de la classe, c'est sûr. #01:01:57-0#
105. P7 : Il faut développer les compétences dans plusieurs domaines : dans des chantiers, dans des stages. Je sais pas, pour comprendre comment fonctionnent les molécules, l'eau, je ne sais pas, je ne peux pas rester dans un laboratoire. On le fait, on doit le faire. Il faut sortir, je leur montre le sol et je leur dis : « Il y a de l'eau, ici. » Les étudiants me disent : « Mais, c'est sec. » « Non, il y a de l'eau. Alors, sortez-moi de l'eau ici, et cetera. » On a vu au laboratoire, ensuite, ils font des associations. Mais il y a le génie dans du prof, il doit y avoir un génie dans le prof, c'est important, c'est impératif. Quand je dis « génie », ce n'est pas quelque chose qu'on apprend longtemps, à l'école. C'est un génie naturel qu'on doit avoir. C'est un métier, le prof. C'est un métier qu'on doit développer aussi. Je dois avoir ce génie de susciter leur curiosité, et je dois avoir le génie de transmettre, je dois avoir le génie de devenir intéressant. Moi, prof, je deviens intéressant et viens avec plaisir. Comment je vais provoquer le plaisir, ce que je sens (en ? #01:03:14-0#) physique ? Parce qu'on me dit : « Non, c'est difficile de créer un plaisir en mathématiques. » C'est vrai que nous, dans les sciences humaines, on est plus à l'aise, je peux raconter une blague au milieu... Mais si je fais des mathématiques, je peux raconter des blagues aussi. (Je la raconte pas en mathématiques mais je la raconte je peux raconter une blague en mathématiques ? #01:03:37-0#). Je peux dire : « J'ai fait ça, hier, j'ai mangé ceci, et cetera. » Ils vont s'arrêter, et celui qui était, qui commençait à s'endormir va se réveiller. « Vous savez ce qui m'est arrivé hier ? » Moi, il m'arrive de le faire très souvent. J'écris la date/Quand j'étais au lycée, (j'ai commencé très, très tôt, moi enseignant ? #01:03:55-0#). J'écris la date, parce qu'on doit écrire la date dans tous les écoles, c'est pas comme/Ensuite, je m'arrête et je me retourne. Les

gens sont là. Ils viennent d'une séance de sport, faire (*discipline*)... Je dis : « 15 mars, c'est une date importante ». Ensuite il y a une qui (dit ?) : « Ah oui, le 15 mars ? » Elle parle avec sa camarade, derrière. « 15 mars, c'est pas ... ? », « Non, non, ça, c'est le 8 mars. » (rit). « C'est pas... ? », « Non, non. ». #01:04:33-0#

106. I : (rit) C'est bien. Bonne idée, bonne méthode. #01:04:33-0#

107. P7 : Ensuite, au bout de cinq minutes, je dis : « Non, finalement, il ne s'est rien passé le 15 mars. Il n'y a rien. » Et je débute mon cours comme ça. Il faudrait/Quand je parle de génie dans l'enseignement, que ça soit dans l'université, que ça soit dans l'éducation nationale ; que j'enseigne les mathématiques, la physique, les sciences dures, ou molles, ou je sais pas, je dois être cet animateur qui provoque, qui suscite, qui intéresse, qui séduit. Je vais faire une/J'aimerais bien que tu sois là, je ne sais pas si c'est en juillet, ou l'année prochaine à la rentrée. J'ai reçu une compagnie de théâtre qui vient de (*ville en France*) et qui veulent travailler. J'ai expliqué au monsieur, je l'ai reçu la semaine dernière, il était très intéressé, il a commencé à prendre note. Je lui ai dit : « Non, c'est vous le manager de ce théâtre, c'est pas moi. » Et je lui ai dit que, quand on enseigne, j'ai donné quelques exemples. Il m'arrive d'enseigner le même, la même chose à trois groupes différents. Premier groupe, ensuite, j'enseigne la même chose et ça, c'est fatiguant, c'est très... ; j'ai toujours détesté d'enseigner la même chose juste après. Donc, on n'enseigne jamais de la même manière. Une heure et demi après, c'est pas la même chose. Tu enseignes un groupe, tu changes de salle, c'est plus la même chose. Il y a un éclairage qui change, il y a l'estrade, il y a la configuration, il y a l'air, il y a la lumière qui rentre en jeu. L'aspect scénique, la scène, est très importante dans un cours. Est-ce que c'est l'après-midi ? Est-ce que c'est le matin ? Est-ce que c'est à 10 heures ? Est-ce que c'est à midi ? #01:06:23-0#

108. I : Oui. Les conditions, les circonstances. #01:06:23-0#

109. P7 : Les conditions ne sont pas les mêmes, et le cours ne ressort pas de la même manière. Ça, c'est évident. C'est important. Donc, à l'université, l'aspect pédagogique est très important. La formation académique, elle est là, parce qu'on n'a pas à l'académie ce que la science, la production scientifique, les tests, les soutenances, les mémoires ; ça, c'est le discours universitaire. Mais en fait, qu'est-ce que tu fais quand tu fermes la porte derrière toi et tu es en face de tes étudiants ? Une heure et demi. Dis-moi ce que tu fais pendant une heure et demi. Raconte-moi, raconte-moi. Tu peux raconter en plusieurs jours, tu peux raconter en une demi-heure. Moi, je peux raconter, je peux raconter dans des livres. Moi, quand je fermais la porte derrière moi et j'étais en face des étudiants, j'éteignais mon portable, (et d'habitude je parlais de tradition ? #01:07:20-0#). Je leur montrais, je dis : « Regardez ». J'étais responsable. J'enseigne toujours. J'enseigne de moins en moins, mais j'enseigne. Je suis responsable. Dieu sait combien de personnes importantes du ministère, le recteur qui va m'appeler, « regarde ce que je vais faire pour vous ». (voix basse) (Je vais éteindre. Je vais être à vous. Tu vois tous les étudiants, « ah il fait ça, certains n'éteignent pas, il attend toujours un petit message de sa fiancée, donc ça passe avant moi ? #01:07:54-0#). Mais, mais pour être convaincant, il faudrait être sincère. Il ne faudrait pas leur mentir. Il faut être sincère. Et quant à la sincérité, ça se transmet, parce qu'un enseignant, ça, je pense que je te l'ai dit la dernière fois, ne transmet pas que du savoir. On ne transmet pas que du savoir. Je répète, pour que ça soit bien enregistré. On transmet non seulement un savoir-faire, un savoir-être, un savoir-devenir, mais on transmet beaucoup de valeurs. L'enseignant doit véhiculer, doit transposer, doit faire valoir des valeurs. Et puis, on transmet beaucoup

de choses, on transmet de l'amour. On ne le dit pas, mais ils savent que tu les aimes ces enfants. Je sais pas, dans une école primaire, tout le monde se rappelle de sa maîtresse d'époque, parce qu'elle n'a pas, elle ne t'a pas appris que des lettres d'alphabet ou de faire du calcul. Elle t'a appris, elle t'a transmis des choses qu'elle n'a pas dites, qu'elle n'a pas dit. T'a tenu par la main, t'a pris ta main pour écrire, je ne sais pas moi, elle a dû faire, t'accompagner aux toilettes. Moi, je parle de l'école préscolaire. On a quatre ans, cinq ans. La maîtresse, c'est quelque chose de noble. On ne rendra jamais hommage, on ne rendra jamais assez hommage à une maîtresse d'école. Jamais. Ce qu'elle fait, ce qu'elle transmet. Et elle, elle prend la place de beaucoup de personnes, de la maman, de la grande sœur, elle prend la place du directeur d'école, elle prend la place du papa, elle prend la place... elle devient complice. Des fois elle dénonce, bien sûr. On a aussi en tête des maîtresses d'école méchantes. « Je parlerai à ton papa, je convoquerai ton papa. » Mais on a eu aussi des maîtresses d'école, « shhh, je ne dirai rien à ton papa, mais demain tu feras ça ». Elle deviendra complice et tu feras plus la même bêtise. Ça, c'est le génie d'un enseignant. L'enseignant, on ne transmet pas que du savoir. On transmet des valeurs, on transmet de l'amour et ça, sans le dire, on le ressent. Et des étudiants à l'université, qui savent, moi je leur dis, je leur dis : « Merci d'être venu », « Je ne comprends pas ». C'est parce qu'il y a beaucoup d'absents. Alors, le prof d'avant, ou la prof d'avant, que je connais bien, elle leur dit : « Il y a encore des absents, et pourquoi il y a des absents ? » Un jour, je lui ai dit : « C'est pas de leur faute, ils sont là, c'est les autres qui sont absents. », « Ah non, non, moi j'en ai marre des absents. » Et ils la regardent, comme ça, et moi, je rentre après, je dis : « Vous êtes là, vous êtes venu de bon matin pour moi, juste pour me voir ? » Et ils commencent à sourire. « Oui, monsieur. ». Bon, je n'y pensais pas, mais quand tu leur dis « merci d'être venus », à des gens qui ont pris deux bus pour venir ici ! « Monsieur, trois bus, j'ai pris trois bus », je dis « Ah, vous avez trois bus ! Est-ce qu'il y en a plus ? Trois bus une fois, trois bus deux fois, deux fois, trois fois. Adjugé, elle est la meilleure. » Je les valorise, je les mets en valeur. J'ai pas dit je suis venu, parce que certains enseignants le disent, malheureusement, hélas ! Ils disent : « Écoutez, moi je suis venu, je suis malade et je suis venu, je suis malade, regardez mon nez. » Moi je dis : « Vous êtes venu me voir ». Ils se regardent, « Oui, on est venu pour votre cours. » « Oui, pour moi ? Vous êtes venus pour moi ? Je vais vous faire le meilleur cours, je vais vous faire sortir aujourd'hui, et cetera. » Et là, ils sont, il y a prédisposition, ils sont prédisposés à écouter. Ils sont au moins 25 minutes ou 30 minutes à t'écouter, c'est mieux que zéro, nul. La réussite de la formation, je vais aller plus loin, la réussite de la production scientifique commence par le génie de l'enseignant. C'est lui qui stimule, c'est lui qui encourage, c'est lui qui motive, c'est lui qui met en valeur ces têtes pensantes. C'est pas une machine qui est en face de nous, c'est des gens qui pensent, c'est des gens qui sentent, c'est des gens qui ont un cœur, c'est des gens qui peuvent être en colère, c'est normal. Ils disent : « Regardez, lui, il est en colère, il a quitté la salle, et cetera. » Mais j'ai dit à ma collègue : « Il peut quitter, il peut être en colère. Si ton fils vient te dire 'le prof, il m'a donné huit sans même pas expliquer pourquoi, et cetera', tu vas dire 'ah bon, ton prof vous a donné huit, vous a collé huit et c'est même pas expliqué pourquoi il vous a donné huit ?' Donc, lui aussi, il peut être en colère, donc c'est normal, il quitte la salle, il quitte la salle, mais vous l'appellez après pour lui dire 'Est-ce qu'on peut avoir un entretien à regarder la double-feuille ensemble ?' ». Moi, je l'ai fait plusieurs fois. Et quand il revient voir la double-feuille, je lui montre qu'est-ce qu'on a fait, voilà, le corrigé, et cetera. « En

principe, vous avez combien ici ? » Il dit : « Zéro. » « Attendez, combien je vous ai mis ? Un sur trois, au lieu de zéro, un. » Il y a des étudiants qui ne terminent même pas. « C'est bon, excusez-moi monsieur, c'est bon, je m'en vais ». « Non, non, terminez. Ensuite, regardez ce que vous avez mis, c'est juste, regardez la réponse attendue. Combien ? » (« J'ai fait un et demi sur 3, ou un sur deux » ? #01:14:17-0#). Ils veulent s'arrêter là, il ne faut pas aller plus loin. Non, il faut aller jusqu'au bout. Il ne faut pas leur mentir, il faut être sincère, il faudrait qu'ils sachent que tu leur rapportes quelque chose. Même un enfant de quatre ans, cinq ans à l'école préparatoire, à l'école primaire, ils savent, ils sont pas dupes, les enfants ne sont pas dupes. Ils savent que tu viens pour eux et que tu viens leur apporter un plus. Ils le sentent, il y a une autorité qui s'installe en classe, en salle. S'ils savent que tu viens/On le sent, ça, on ne peut pas le cacher, que tu viens en plus, ou que tu es gêné, que tu as envie de sortir, et cetera, ils le savent, ils peuvent sortir avant vous, pour vous soulager, voilà. Donc moi, là, je suis allé un plus profondément dans la pédagogie, mais... #01:15:07-0#

110. I : Super. Oui, c'est important. #01:15:09-0#

111. P7 : Ah oui, c'est important. D'accord. Mais là, je risque de ne pas m'arrêter, parce que c'est ma passion, c'est mon dada. On peut parler de cela quand vous voulez. Que ça soit, on peut continuer après sur des détails. #01:15:32-0#

112. I : Il y a déjà les liens pour les prochaines... (rit). Alors maintenant, récemment, il y avait une expansion énorme des institutions de l'enseignement supérieur en Algérie. Qu'est-ce que vous voyez ce développement ? #01:15:43-0#

113. P7 : En Algérie, il y a 109 institutions supérieures ; 109, où il y a les universités, il y a les universités classiques, anciennes, comme la fac d'Alger, très ancienne, de l'époque française. Ensuite, les universités qui sont nées juste après, dans les années 60, 70. L'université (*institution*), qui est jeune, une jeune université, c'est en (*début années 70*) qu'elle est devenue centre universitaire. Il n'y avait que quelques disciplines qui été enseignées. En (*fin années 80*) elle devient université, elle est récente, très récente. Elle est très jeune. Maintenant, chaque, presque chaque région a son université. Et dans chaque région où il y a de nouvelles, de nouveaux centres universitaires, même à (*ville*), il y en a une à (*endroit*), à une demi-heure d'ici, il y a un centre universitaire. Alors là, il y a deux écoles, deux manières de penser: certains se disent/Ensuite, après les centres universitaires ; quand je dis 109 établissements, il y a les centres de recherches qui sont affiliés au Ministère de la recherche scientifique. D'accord ? Il y a les écoles : les polythèques, les écoles supérieures en management, la haute école économie à Alger ; polythèques calqués un petit peu de ce qui se fait un petit peu en Europe, plus précisément en France, donc c'est un peu calqué de la même manière. C'est pour ça qu'on se retrouve avec 109 établissements pour 45 wilayas. #01:17:20-0#

114. I : Ça veut dire, oui, plus que deux... #01:17:25-0#

115. P7 : 48 wilaya, alors c'est plus du double. Et du coup, certains pensent que c'est une bonne chose. D'autres non. #01:17:39-0#

116. I : Justement, j'ai trouvé les deux termes dans la littérature dits « massification » et « démocratisation ». #01:17:48-0#

117. P7 : Alors, vous savez, il y avait l'Université (ville 9), il y avait l'Université (*institution*) qui accueillait toute la région sud de (*ville*). Maintenant, à (*endroit*), à 300 ou 250 km, il y a (*endroit*), qui est à trois quarts d'heure de (*ville*) ; il y a (*endroit*), qui n'est pas très loin ; ensuite, tout de suite après, il y a (*ville 10*). Un peu loin, mais qui sont très rapprochés. Et là, je ne sais pas, certains pensent que ce n'est pas une bonne

- idée que chaque région ait son université. Et on va avoir, anthropologiquement parlant, une communauté estudiantine relevant d'une seule région. C'est pas intéressant, qu'il n'y ait pas de contact, qu'il n'y ait pas d'enrichissement. Ça deviendra comme des petits lycées d'autrefois : il y a un lycée à (ville), il y a un lycée à (*endroit*). D'un autre côté... #01:18:54-0#
118. I : Il y a les mêmes étudiants et les mêmes enseignants aussi. #01:18:57-0#
119. P7 : Oui, l'épanouissement ne se fait pas de la même manière. Les universités ne peuvent pas s'épanouir quand ils sont, quand elles sont nombreuses et situées géographiquement dans la même région. D'un autre côté, la massification pose problème. C'est-à-dire que, si on enlève les deux écoles de (ville), école des (*disciplines STEM, discipline SHS*), et le centre de (*endroit*), on se retrouverait avec 57 000 étudiants. Et c'est ingérable, et c'est une massification très grande et c'est très difficile, et cetera. #01:19:46-0#
120. I : C'est plus que la plus grande université en Allemagne. #01:19:49-0#
121. P7 : Ouais ! Sur le plan, proportionnellement parlant, c'est la plus grande université de (*région*). (*Institution*). Déjà actuellement, avec 43 000 étudiants, c'est très grand. C'est très grand. C'est vrai qu'à (ville 4), ils étaient cent et quelques, cent mille. On l'a divisée en trois, donc la division... c'était un projet de diviser l'université (*institution*) en trois. #01:20:17-0#
122. I : D'accord, récent. #01:20:18-0#
123. P7 : Ça fait trois ans, quatre ans. Mais on a refusé. #01:20:21-0#
124. I : Dans le modèle de (*ville 8*), (*ville 11*), ... #01:20:21-0#
125. P7 : Modèle (*ville 8*), (*ville 11*), (*ville 5*), (*ville 4*), (*ville 12*). Ils sont nombreux à être comme ça. On a refusé, parce que cela signifierait que tes compétences vont être partagées. Et c'est contraire à la politique, justement, de cette réunification des disciplines et réunification des compétences, interdisciplinarité. Parce que le, comment il s'appelle ? Le médecin a besoin du biologiste. Si on les sépare, c'est raté, quoi, c'est... #01:21:10-0#
(De #01:21:10-0# à #01:21:41-0# hors sujet)
126. I : D'accord, c'est intéressant. Et alors (*institution*) avait résisté à cette, bon, ... ? #01:21:46-0#
127. P7 : Oui, parce que c'était trop facile pour les autres de dire : « Ah, c'est bien, on va être moins nombreux ». Nous, on a compris que ça n'allait pas dans le sens de l'épanouissement de la région. Il vaut mieux que les compétences soient toutes réunies, et travailler ensemble, que de se disperser. Même si c'est plus difficile à gérer. Tant pis ! #01:22:12-0#
128. I : Dans les universités qui ont fait cette division, ils n'ont pas tous leur propre, bon, administration ou, bon, ils ont fait comment ? Il n'y avait pas plus de gens ? #01:22:26-0#
129. P7 : Là, ils étaient plus nombreux. À (*ville 4*), ils étaient quatre-vingt, ou je ne sais pas, 80 000. Donc, ils étaient obligés de diviser, de scinder l'université en trois pôles. Nous, c'était parti sur deux pôles. C'était bien, initialement. À priori, quand on ne réfléchit pas, on dit : « Tiens, on va se retrouver avec 20 000 étudiants, ça va, dans une université. » #01:22:55-0#
130. I : Oui. Mais après ? Le rectorat, aussi... #01:23:02-0#
131. P7 : Et après, on va avoir des collègues en biologie qui enseignent aussi en médecine. Ils ont des modules en médecine, il y a des enseignants de langues qui enseignent en

- biologie, qui enseignent en technologie, qui enseignent en médecine. Cette synergie, on allait perdre cette synergie. #01:23:19-0#
132. I : C'est ça, c'est ça. Et même, par exemple, par rapport à la collaboration internationale. #01:23:26-0#
133. P7 : Collaboration internationale ? #01:23:27-0#
134. I : Ça aussi. #01:23:27-0#
135. P7 : Ah oui, oui, oui, oui. On allait perdre beaucoup de choses, tout à fait, la collaboration internationale. Là, maintenant, je parle de soixante-dix conventions avec l'Europe, je parle des Erasmus, et cetera. Et finalement, ils vont faire des Erasmus avec l'Université 1, Université 2, alors qu'ils ont un seul/ on va être dispersés, quoi. C'est vrai. Dans la coopération, on allait beaucoup perdre. #01:23:53-0#
136. I : Non, c'est intéressant. Parce qu'à là, c'est la première fois que j'entends ça, que là aussi, vraiment, c'était trop (unclear #01:24:04-0#) (de se diviser ? #01:24:05-0#), comme ailleurs, mais... (unclear). #01:24:06-0#
137. P7 : Oui. Numériquement, mathématiquement, c'était très bien. Mais si on est, si on réfléchit pour le bien de l'université, non. Parfois, la facilité, il ne faut pas tomber dans le piège de « Ah, c'est plus facile à 20 000 ! ». C'est plus facile, mais c'est pas... Maintenant, maintenant on est restés ensemble, on a gagné beaucoup de choses, plus de choses. #01:24:39-0#
138. I : Oui, oui, oui. Je sais, je sais. Je vois ça, je vois. #01:24:41-0#
139. P7 : Voilà la différence. On a gagné plus de choses. On allait faire la bêtise de perdre beaucoup de choses. #01:24:47-0#
140. I : C'est ça. Très bien. Je pense ça, ça doit être un élément aussi, bon, un modèle pour d'autres, pour ne pas se tromper (rit). #01:24:56-0#
141. P7 : Maintenant, si on a 80 000 étudiants, on est obligé, obligé de diviser. Les universités en Europe, maintenant, sont en train de redevenir ensemble. #01:25:14-0#
142. I : Oui, c'est ça. Il y a le consortium. #01:25:18-0#
143. P7 : Moi, je sais, consortium. En France, Montpellier, Lille, il y a Montpellier 1 Montpellier 2, ils sont entrain de/Il y a eu Montpellier 1 et 2 qui sont réunis il y a quelques années, et maintenant, ils sont en train de se réunir tous ensemble. Lille, c'est la même chose. #01:25:39-0#
144. I : Très bien, oui. C'est entre ça. En fait, ça c'est les développements contraires. #01:25:51-0#
145. P7 : C'est vrai qu'il y a la massification, mais c'est vrai qu'il faudrait être aussi intelligent pour mieux gérer les compétences réunies dans le même, dans le même la même enseigne. #01:26:08-0#
146. I : Très bien. Oui. Par rapport à la gouvernance, comment est-ce que vous percevez le rôle du ministère, de la tutelle ? #01:26:16-0#
147. P7 : C'est-à-dire, comment on le perçoit ? #01:26:20-0#
148. I : Oui. #01:26:20-0#
149. P7 : En matière de gouvernance, très souvent, moi, je le dis : heureusement qu'on a une tutelle, une tutelle qui est aussi ouverte à l'international, qui est à cheval sur la production scientifique, qui est vraiment derrière, des réunions, productions scientifiques. Je pense que, quand on est dans le secteur public, quand on n'est pas dans le privé... Privé, ils sont obligés de trouver d'autres mécanismes pour avancer. C'est l'argent, c'est... Quand on est dans le public, on ne peut pas fonctionner sans cette tutelle qui est derrière. Nous avons un directeur de la pédagogie qui est toujours derrière, dans

les réformes, dans les plateformes, maintenant, dans les inscriptions, dans la réforme, dans le doctorat, et cetera. Ensuite, dans l'internationalisation, il y a un grand travail qui se fait. Et puis, une direction de la recherche scientifique, des laboratoires, qui est vraiment, vraiment à cheval. On est en train d'exiger d'être à la hauteur, sinon on ferme le labo carrément, actuellement. Je crois qu'il y a, le rôle de la tutelle, il est important. On a besoin d'un toit, on a besoin d'un papa, on a besoin... C'est un petit peu cela, quand on est dans le secteur national, dans le secteur qui n'est pas privé. Public, je cherchais le mot. Quand on est dans le secteur public, il y a massification, il y a gratuité de l'enseignement, il y a tout cela. Mais quand on a une tutelle, c'est important. C'est important, une tutelle qui est consciente. #01:28:16-0#

(De #01:28:16-0# à #01:29:16-0# hors sujet)

150. P7 : Est-ce que je peux te poser une question ? #01:29:15-0#
151. I : Oui, bien sûr. #01:29:15-0#
152. P7 : Pourquoi tu as choisie de travailler sur le système de l'enseignement supérieur en Algérie? #01:29:21-0#
153. I : Oui, bon, comme je travaille avec (*structure*)/C'était tout au début, en fait. C'est vraiment au début, quand il n'y avait presque personne là. #01:29:29-0#
154. P7 : Tu étais parmi les premiers allemands à débarquer à (*ville*), parmi les premières ? #01:29:35-0#
155. I : C'est ça, oui, justement, oui. #01:29:36-0#
156. P7 : La première équipe. #01:29:39#
157. I : Déjà avec (nom), à l'époque, on travaillait beaucoup ensemble et là, c'est lui qui m'a montré comment ça se passe. Et j'étais vraiment étonnée que, bon, tout est déjà financé et les services sont vraiment là, et les infrastructures, et les ressources sont grandes. #01:29:56-0#
158. P7 : Comment ça se fait ? #01:29:57-0#
159. I : Oui. Et que, oui, justement. Pourquoi c'est pas connu, déjà ? Peu connu à l'extérieur. #01:30:07-0#
160. P7 : Ah, d'accord. Peut-être à l'extérieur, mais c'est ce que je te disais. C'est des, c'est des structures, c'est des établissements publics soutenus par l'État. C'est important, ça a permis/Vous savez, il y a des inconvénients dans la la massification. Il y a des inconvénients. On peut avoir des salles bien remplies, on ne paie rien du tout, on a, on a, c'est tellement rudimentaire ce qu'on paie : 200 dinars. #01:30:55-0#
161. I : Oui. #01:30:56-0#
162. P7 : Un euro l'inscription. #01:30:57-0#
163. I : Oui, j'ai remarqué que les prix ont augmenté. Le taxi, par exemple, j'ai remarqué. #01:31:04-0#
164. P7 : Les taxis ont augmenté, parce qu'on a l'essence qui a augmenté. Mais l'enseignement est toujours gratuit. Donc, il y a massification, c'est vrai. Mais l'avantage, sur le plan sociétal, il est important. Je vais te donner un exemple. Ça a permis de déloger des étudiants, et surtout des étudiantes, parce qu'il y avait des traditions. Quand on habite en pleine montagne, très loin de la ville, les filles n'allaient pas à l'école, ne pouvaient pas poursuivre des études. Mais ça, et la planification, et les 12 000 je ne sais pas combien de lits dans les cités universitaires, qui accompagnent l'université (*institution*), ont permis à des filles venant de la campagne, ... #01:32:01-0#
165. I : Voilà, des zones rurales. #01:32:02-0#

166. P7 : ...appartenant à des familles très traditionalistes, et cetera, et qui ont fait de grandes études et qui ont réussi. Je pense que, si on regarde de ce côté-là/Parce qu'on peut regarder le côté négatif. « Trop de monde dans l'université, c'est la massification. » Mais je pense qu'il y a des choses intéressantes (unclear #01:32:25-0#). Et qui a permis à des compétences d'émerger, alors qu'au départ, elles n'avaient aucune chance d'émerger. Je pense que ça, on en est un peu fier. #01:32:36-0#
167. I : Super. (Sur le niveau du genre, justement ?) #01:32:39-0#
168. P7 : Il m'arrive souvent aussi de dire : « Aller, regarde aussi ce qui a marché, parce que sinon, il y a des choses qui ne marchent pas. » C'est vrai, c'est vrai. Il y a beaucoup de choses qui ne marchent pas. Il y a certains qui ne restent que sur ce qui ne marche pas, on déprime. C'est la déprime. #01:33:03-0#
169. I : Oui, oui. Pourquoi se focaliser sur... ? Sur ce qui marche bien, oui. #01:33:05-0#
170. P7 : Je reçois des étudiantes épanouies. Elles me disent : « J'ai fait ça, j'ai réussi, je viens de soutenir. Je compte aller terminer mes études en Pologne, parce que j'ai trouvé, et cetera. » (C'est aussi la coopération ? #01:33:18-0#). C'est fabuleux, vas-y ! Vas-y ! Si tu as besoin d'un papier, je ne sais pas, d'authentification, tu le fais rapidement. Va découvrir le monde ! Bon, je leur dis toujours : « revenez travailler ici », mais je ne sais pas, mais ça ne fait rien. « Allez-y, vous avez reçu une formation, si elle vaut ce qu'elle vaut. Maintenant, si vous allez au contact avec l'Europe, avec les universités du monde, allez-y ! Allez-y, moi, je ne vous retiens pas. » Vous voyez, pour moi, c'est une sorte de, c'est une sorte de réussite, C'est sorte de réussite, parce que ce sont des étudiants qui sont conscients. Il y a la majeure partie qui reviennent, ils peuvent ne pas revenir, c'est tant mieux pour eux. Mais moi, c'est une preuve de réussite, quand même. Même si c'est des établissements publics, ou il y a une masse, il y a... Mais on a de la réussite. J'ai envie de regarder cela, j'ai envie de ne regarder que cela. #01:34:27-0#
171. I : Voilà. Moi aussi, je suis partante (rit). #01:34:27-0#
172. P7 : Je positive et c'est très bien de positiver, c'est magnifique #01:34:34-0#
173. I : Il faut être optimiste. C'est ça, oui. Alors, maintenant, par rapport aux liens entre l'université et la société. Qu'est ce que vous pensez ? #01:34:46-0#
174. P7 : On est en train de rétablir le lien, parce qu'on a longtemps, c'est ce que je disais tout au début, on a longtemps, on s'est longtemps enfermé à l'intérieur de l'université, et on a montré aux autres, dans les années 80, 90 ; on a montré que c'est une cité fermée, c'est une enseigne..., une enceinte qui est fermée aux autres. Alors que l'universitaire, ses compétences sont faites d'abord pour le citoyen. C'est incroyable comment moi, je rencontre les directeurs de certains laboratoires, par exemple, les laboratoires de biologie, d'analyse, et cetera, qui peuvent proposer des prestations publiques. Ils peuvent faire des analyses. Je leur pose la question : « Vous pouvez faire ça ? », « Oui. ». Mais pourquoi ne pas le faire ? La compétence. J'ai parlé de la compétence en (*discipline SHS*), alors qu'il y a des (*activités liées à la discipline*) qui se font sans universitaires. (*Activités liées à la discipline*) a été faite par des universitaires. Le recyclage des déchets, et cetera, c'est les universitaires avec la mairie de (*ville*). L'industrialisation dans la région/Parce que (*ville*) n'est pas une région industrielle, malheureusement, c'est juste quelques petites entreprises de famille. On n'est pas dans l'industrie. Mais pourquoi ne pas créer une industrie dans (*ville*) grâce à la compétence de l'universitaire et avec l'argent de ... des entreprises privées ? On y pense, et le travail est déjà ; on est vraiment à l'avance, on est en avance par rapport à beaucoup d'universités. Mais d'autres universités nous ont devancés. À (*ville 12*), à (*ville 5*), à

(ville 9). Pourquoi ? Parce qu'ils ont un tissu industriel assez large, assez important dans cette région. Nous, on est en train, encore, de le bâtir. Et j'espère qu'on va y arriver. Mais l'université, je le dis et je le répète, doit s'inscrire dans son environnement. C'est important de s'ouvrir au milieu environnant, sinon ça sera comme une caserne fermée. Et ce n'est pas, ce n'est pas réjouissant du tout pour la science et pour l'environnement. #01:37:10-0#

175. I : Très bien. Est-ce qu'il y a des associations au milieu universitaire ? #01:37:20-0#

176. P7 : Oui. Nous avons des associations d'étudiants, nous avons des clubs scientifiques, nous avons des clubs culturels, parce que nous pensons très sincèrement qu'un étudiant doit s'organiser aussi en société, en club, en... Il doit aussi faire autre chose que les études : il doit faire de la musique, il doit faire du théâtre, il doit faire... J'ai assisté moi-même à des pièces théâtrales par des étudiants. J'étais ébloui. Sur le plan scientifique, ils te produisent des choses extraordinaires. Nous avons des associations d'enseignants aussi. Les enseignants s'organisent, bon, à caractère syndical, mais aussi à caractère culturel, il y a une association qui s'organise. Mais très souvent, l'enseignant... Les étudiants, oui, ils sont très nombreux, ils adorent. Les enseignants, un peu moins dans les associations. Ils n'ont pas le temps. Ils se fatiguent rapidement, ils veulent rentrer chez eux, ils veulent aller prendre un café. Ils veulent prendre la voiture et aller faire un tour dans la corniche de (ville). C'est normal. C'est normal après une dure journée de travail. Mais s'organiser autour des associations/Il y a une association, déjà, que je connais très bien. Mais elles ne sont pas nombreuses, il n'y en a qu'une à (ville) pour les enseignants. Mais pour les étudiants, beaucoup. Ils adorent travailler en association, club... Nous avons 30 clubs scientifiques et 7 associations estudiantines. C'est intéressant. Qui font du grand boulot, qui organisent des journées d'études, des formations, des... Oui, oui, oui. Il y a une prise de conscience de s'organiser ensemble. Et des clubs scientifiques, ce qui me plaît dans les clubs scientifiques, c'est comme dans les associations, c'est que ce sont des étudiants qui n'appartiennent pas à une seule discipline. Ils sont de disciplines diverses. Maintenant, avec les moyens que nous connaissons des réseaux sociaux, Facebook, et cetera, ils s'organisent de manière... Moi, j'ai vu, j'ai assisté à des expositions, des stands... Mais comment ils faisaient ? Moi, je suis allé un peu tôt une fois, et c'était un problème d'horaire où ils étaient en retard, je ne me souviens plus. Et puis comment ils faisaient ? Ramenaient les voitures, descendaient les affaires, ils s'organisent. On dirait une entreprise: la voiture, une qui partait, l'autre qui revenait. Ça, c'est des étudiants et tous ces étudiants, ils mettaient, ils installaient leur stand. C'était le meilleur spectacle que j'ai eu que de venir trois heures après l'installation des stands installés, et moi, protocolairement, je passe. J'ai même... J'ai même déchargé le peu des choses. Ça, c'était génial. C'était génial comment ils se prenaient en charge et comment ils se sentaient autonomes, et comment ils se sentaient dans leur élément. Il y avait cette... Ça, c'est important. C'était cet esprit d'appartenance. Ils appartenaient à une entité, ils appartenaient à une sphère géographique. Ça leur appartient, ils sont étudiants, c'est chez nous, et c'est nous. Ça, c'est bien. Ça, c'est super. #01:40:54-0#

177. I : Très bien. Et justement, voilà, déjà apprendre. #01:40:58-0#

178. P7 : Voilà. Un des changements, puisque vous parlez du changement du début. Ça aussi, c'est un changement. Ça aussi, c'est des changements qui sont là. On ne les voit pas. Peut-être, si on compare il y a 20 ans, c'était pas comme ça. C'est des grands changements qui se mettent en place en douceur. On ne peut pas avoir un changement

- radical du jour au lendemain. Il faut toujours du temps, il faut être patient pour pouvoir changer. #01:41:23-0#
179. I : On voit, justement, avec les associations. Je pense là, d'une partie, développement des compétences, en dehors (rit). #01:41:31-0#
180. P7 : Je vous mettrai en contact avec avec des associations et avec des clubs, surtout scientifiques, qui sont géniaux, qui sont géniaux. #01:41:39-0#
181. I : Très bien. Il y a aussi le coté interdisciplinarité, déjà (rit). #01:41:43-0#
182. P7 : C'est, c'est l'avenir de l'université algérienne. C'est l'avenir de l'université algérienne, c'est de croire en cette multidisciplinarité. C'est important. #01:42:15-0#
183. I : Bon, retournons juste pour un moment à l'histoire. Comme l'université algérienne était créée du modèle français à l'époque, quelles sont les liaisons actuelles, ou est ce qu'il y a encore des liaisons ? #01:42:22-0#
184. P7 : Vous savez, le modèle français existait parce que la France avait mis en place l'université Algérienne. Alger, c'était une grande ville, mais surtout Alger, c'était centralisé à Alger. Après, il y a eu la mise en place de plusieurs universités dans les grandes villes, d'abord. Ensuite, dans les provinces, et cetera. Mais on est resté sur le modèle français, parce que la compétence avait suivi des formations à l'époque française. C'était un petit peu naturel, c'était naturel. C'est, soit des formateurs, des enseignants qui ont été formés en France, soit qui ont été formés en Algérie à l'époque française, soit... Ça veut dire que la compétence était en français. C'est pour ça que les sciences dures ont continué à être enseignées en français, parce qu'on a cette référence qui existe, et la référence, soit en matière de formateurs, soit en matière de documentation, elle était française. Donc, il fallait rester dans cette langue. Après, il y a eu l'arabisation, il y a eu beaucoup de transformations, beaucoup de sciences qui se sont... qui sont enseignées en arabe maintenant. Autrefois, la philosophie était en français, c'est enseigné en arabe ; la psychologie était en français, c'est enseigné en arabe ; le droit, il y a juste 20 ans, c'était en français, et cetera. Maintenant, beaucoup de sciences sont en train de... sciences humaines surtout, et sociales, sont enseignées en arabe, alors qu'elles étaient enseignées en français. La géographie, l'histoire, tout ça, était en français. Ensuite, il y a eu la décision politique d'arabisation en 1974, ensuite, plus tard, 1979, après. Et des décrets qui commençaient déjà à l'école primaire, au lycée. Et ça allait. Maintenant, d'autres disciplines, ça reste impossible, parce que... médecine, tous les formateurs algériens sont francophones. D'accord ? Et on est restés rattachés à la France pendant très longtemps, de manière très, je dirais, naturelle. C'est le cordon ombilical qui est resté... même s'il a été coupé, mal coupé, ou je ne sais pas. Mais on assiste, ces derniers temps, à une vision beaucoup plus globale sur l'Europe que sur la France. #01:44:51-0#
185. I : Et même en dehors de l'Europe, comme on a dit. #01:44:55-0#
186. P7 : Tout à fait. Même en dehors de l'Europe. Nous, on a un projet, on regarde sur l'Afrique. Maintenant on (*structure*), mais on a (*nom projet*), financé par l'Europe, et on regarde vers l'Afrique. On ne regarde plus qu'en Europe. #01:45:08-0#
187. I : Et pas non plus, bon, sur les pays arabophones. #01:45:11-0#
188. P7 : Oui, arabophones. Il y avait beaucoup de mobilité, beaucoup de contacts, beaucoup de collaborations avec la Syrie, l'Irak. Maintenant, depuis dix ans, huit ans, il y en a plus, parce que c'est des pays qui sont meurtris par la guerre, et cetera. Et les déplacements ne se font plus dans ces pays-là. Un peu moins en Égypte. L'Égypte, les gens ne préfèrent pas aller en Egypte, mais en Syrie, c'était très accueillant, l'Irak. Il y

- avait de grandes universités aussi dans ces pays-là. Maintenant, on n'y va plus. Il y en a certains qui sont vraiment sanctionnés. Ici, les chercheurs en arabe, arabophones, qui sont sanctionnés, parce qu'ils ne savent pas où aller dans un pays arabe. #01:46:00-0#
189. I : Côté sécurité, bon. #01:46:00-0#
190. P7 : Ils sont sanctionnés. Maintenant, on se rabat sur les pays voisins, mais on ne trouve pas ce qu'on trouvait en Syrie, en Irak, en Jordanie. On commence, on continue à aller en Jordanie, en Arabie Saoudite. Mais les algériens préféraient plutôt la Syrie et l'Irak. C'étaient les grandes destinations pour les arabophones. #01:46:21-0#
191. I : D'accord. Voilà, comme tout à l'heure, on a évoqué, pas les pays voisins non plus, pas les pays du Maghreb. #01:46:28-0#
192. P7 : Non. Maintenant ils vont vers les pays voisins par, par contrainte. Parce qu'il y a l'histoire des visas, il y a même ceux qui veulent aller en Europe. Moi, je, ... On a envoyé quatre enseignants, ils sont revenus il y a huit jours, à l'université de (*ville en Allemagne*). Ce sont des arabisants, ce sont des (*disciplines SHS*). Ils ont été... Nous avons eu une convention cadre avec (*université en Allemagne*) et je les ai envoyés là-bas, et ils ont suivi une formation, donc, financée par ici. Mais ils n'ont pas payé la formation. Le déplacement a été financé d'ici, et ils ont suivi une formation, et ils ont été invités à assister, et la formation a été réalisée en arabe. #01:47:10-0#
193. I : D'accord, très bien (rit). Oui, alors il y a aussi des solutions innovantes. #01:47:17-0#
194. P7 : Oui, des solutions innovantes. Il y a des choses qui étaient en anglais. Ils comprenaient, mais pas beaucoup. Mais ils pouvaient comprendre certaines choses, mais ils avaient trouvé des experts allemands qui parlaient arabe. Oui, oui. C'était génial. Ils étaient tout contents et sont revenus me voir parce que j'ai aussi facilité le... Moi, je le dis, il faut aller dans des pays où on peut avoir des compétences que vous ne connaissez pas. Et ils leur ont appris à faire des techniques (*activités liées à la discipline*) et comment, avec ces techniques, ils pouvaient faire des (*activités liées à la discipline*). Donc, j'ai envoyé quatre personnes: deux (*discipline SHS*) et deux (*discipline SHS*). J'ai fait exprès, pour qu'il y ait cette synergie entre (*disciplines SHS*), parce que souvent, souvent, c'est la guerre entre eux. Je vous assure. J'ai assisté, il y a une quinzaine d'années, c'était la guerre, parce que (*activité liée a la discipline SHS*) ça, ça a été fait comme ça ; (*chercheurs de la discipline SHS*), il commence comme ça, donc il doit finir. » Si tu dois faire (*activité*), comme (*endroit*), c'est (*activité*). Ils ont imaginé à partir d'éléments au bas fond, mais (*chercheur SHS*), il te dit : « (*thématique liée a la discipline SHS*). » Et c'était toujours la guerre entre (*chercheurs discipline SHS*), qui étaient toujours plus terre à terre, qui étaient pragmatiques, qui partaient d'une réalité qu'ils voyaient, alors que (*activité liée a la discipline SHS*), et cetera. #01:48:54-0#
195. I : En direct, oui. #01:48:54-0#
196. P7 : Moi, je voyais en Allemagne/Ils sont revenus, je te les présenterai, ils sont, ils peuvent te donner leurs impressions. Ils étaient très contents à leur retour. En Allemagne, j'ai envoyé deux (*discipline SHS*) et deux (*discipline SHS*), allez, mettez-vous ensemble, mettez-vous au travail. Et la formation s'est très bien passée, alors qu'ici, tout se fait en arabe en (*disciplines SHS*). La formation se fait en arabe et ça rejoint toute la vision que je suis en train d'expliquer, et cette internationalisation et cette interdisciplinarité. Tout ça, c'est un arabophone qui part en Allemagne. Vas-y, si je veux apprendre à nager, je ne vais pas te dicter comment tu fais. C'est ce qu'on appelle la

- compétence déclarative. Je dois te pousser dans la piscine, tu prends de l'eau, tu essaies de t'en sortir. C'est comme ça. #01:49:52-0#
197. I : Super, très bien. Alors, encore une approche innovatrice (rit). #01:49:58-0#
198. P7 : Non, mais c'est pas, non, non, c'est une approche qui existe dans le monde entier. Ça s'appelle l'approche, nous, en (*discipline*), on l'appelle « l'approche communicative ». L'approche communicative, c'est/on apprend à parler, pas en faisant de la grammaire dans une classe, on apprend à parler, je t'envoie en Allemagne six mois, tu apprends à apprendre... Tu as oublié de demander où se trouve la gare. Démerde toi. Je ne sais pas comment tu vas faire, et tu vas te trouver. Ensuite, on va te corriger, ensuite, tu vas entendre, ensuite tu vas te dire que tu vas essayer de parler comme eux, pour que tu ne paraisses pas étrangère. Et ensuite, je ne sais pas, c'est l'immersion, ce qu'on appelle « l'immersion ». Tu pars en France. Ici, tu vas dire « il faut que je sais » ; non, là-bas, tu vas entendre « il faut que je sache, » même si tu ne sais pas que c'est le subjonctif. On s'en fout, tu vas parler comme eux, tu vas, c'est l'approche communicative. Et si je veux apprendre un métier, si je veux apprendre à devenir maçon, je ne vais pas te dicter comment tu prends le ciment, comment tu le fais, comme ça, sur le mur, sans faire tomber. « Attention, si tu fais tomber... ». Non, il faut que tu le fasses, il faut que tu le fais tomber le premier jour, le deuxième jour moins, ensuite, tu deviens quelqu'un, tu vas faire ça et rien ne tombe en bas. Tu deviens expert. #01:51:20-0#
199. I : C'est ça. Encore on revient à la pédagogie (rit). #01:51:22-0#
200. P7 : Moi, on m'a mis sur/Moi, je suis (*chercheur discipline*). Mais on m'a mis (*fonction unité centrale institution*) et je règle tous les problèmes, pas administrativement, je les règle pédagogiquement. #01:51:34-0#
201. I : Parfait. Et ça marche très bien, on le voit (rit), voilà. #01:51:38-0#
202. P7 : Ça marche très bien. Quand je reçois les gens, l'armée, (on a pas obtenu de stage ? #01:51:44-0#), alors c'est la guerre. Je dis : « Asseyez-vous » ; « Je peux m'asseoir ? » ; « Mais bien sûr que tu peux t'asseoir. Tu veux que je te ramène de l'eau ? ». Je commence par/Je fais de la pédagogie. Et souvent, la secrétaire, quand j'ai commencé ici, on ne me connaissait pas, on pensait que j'étais trop calme, trop... Je ne savais peut-être pas gérer, et cetera. Il y avait des gens, ils rentraient et me disaient : « Il y a un ou une qui est en colère » ; « D'accord, fais-la entrer. » ; « Moi, je ne peux pas lui parler ». Je dis : « Fais-la entrer ». (*Nom*), qui est là, elle me la fait entrer, elle rentre donc, d'un air « bonjour, c'est la guerre ». Elle vient, elle vient pour la bagarre. Bon, ça veut dire qu'il y a un problème dans son département, ou... Donc, la première chose, c'est d'écouter. Allez, écoutons, vas-y. #01:52:32-0#
203. I : Dialoguer. #01:52:33-0#
204. P7 : Non, vas-y, vas-y, fais sortir tout ce que tu as. Et ensuite, je valorise, ensuite... Il y en a une qui est venue presque se bagarrer, parce qu'elle voulait m'arracher un stage, alors qu'elle n'y avait pas le droit. Comment lui dire, et cetera. Elle m'a dit : « Toi, tu fais... vous, vous faites de la musique aussi. » J'ai dit : « Oui, je le fais de la musique, ça vous plaît ? » ; « Oui, j'ai écouté une fois -alors, toujours en colère – oui, j'ai écouté une fois, ça m'a plu. » ; « Hamdollah, ça vous a plu ! Vous voulez que je vous chante là, maintenant ? » ; « Non, monsieur, vous allez me chanter ? » (Je lui ai fait un petit air ? #01:53:11-0#). Ensuite, je n'ai pas chanté, mais j'ai expliqué. Ensuite, elle me dit : « Vous enseignez (*discipline*), ma fille, elle adore (*discipline*). » ; « Pourquoi vous ne la faites pas venir au (*structure*) ? », pour la changer, pour la virer ailleurs. Quand elle est sortie, je vous assure qu'elle était comme ça, elle riait, elle m'a raconté même une

- blague, je ne me souviens plus. Je fais semblant de rire, parfois. Même si la blague n'était pas très, même si la blague n'était pas très comique, n'était pas drôle, tu es obligé de rire, de rigoler. La secrétaire, elle, me dit : « Comment tu as fais, comment tu as fait ? Elle est sortie avec une autre... ». Elle est sortie, elle a oublié pourquoi elle est venue. Ça, c'est la pédagogie, ce n'est pas la gestion administrative. Parce que la gestion administrative, elle est parfois dure. « Ah non, madame, vous n'avez pas droit. D'accord ? Excusez-moi, j'ai du boulot. » C'est dur, ça, c'est dur à avaler. Alors qu'on peut le dire/je ne sais pas, si vous connaissez le dicton français, on dit : « dites-le, mais avec des fleurs ». Dites ce que vous avez dans le cœur, mais dites-le avec des fleurs. C'est un petit peu ça, la pédagogie. Il faut dire, il faut dire, il faut trancher, il faut décider, mais on peut être très pédagogue. Il faut être un peu artiste, quoi. #01:54:32-0#
205. I : Voilà, dans l'appréciation. Oui, c'est ça. Très bien. Encore, voilà, des approches holistiques. #01:54:42-0#
206. P7 : Oui, c'est important, c'est important. On parle à des personnes, et la personne, elle est complexe. Alors, une personne est déjà complexée dans sa tête, deux personnes, ça fait deux choses complexes. Une salle de 40 personnes, ça fait 40 complexes ; un amphi de 200, 300, 500 personnes, on imagine. Comment tu peux, comment tu peux parler à 300 personnes en même temps sur un cours ? Il ya des gens qui aiment, il ya des gens qui n'aiment pas. Il faut prendre tout ça en considération. Comment tu peux faire aimer ce que tu n'aimes pas ? Est-ce que tu dois prendre le parti de ceux qui sont avec toi, et les autres qui te regardent, comme ça ? Est-ce que de temps en temps tu impliques ? Comment impliquer l'autre ? La meilleure façon, c'est d'impliquer les gens. Si tu n'impliques pas quelqu'un, les gens ne vont pas apprendre. Il faut les impliquer. Et si on va demander l'avis de nos demoiselles, tu ne parles qu'à ceux-là, parce que nos demoiselles, parce que l'amphi, c'est ça : il y a le couloir au milieu, ça dépend, quand tu parles, tu regardes comme ça. On doit faire attention à regarder tout le monde, n'est ce pas ? Quelqu'un qui est derrière, en train de penser, je ne sais pas à quoi, et cetera, tu le réveille et il dit : « Oui, oui, oui. » ; « Est-ce que vous êtes d'accord avec nous ? » ; « Oui, oui, oui. » On ne va pas écouter, mais tant pis, tu sais qu'il n'a pas écouté et qu'il n'a pas suivi, mais le fait de se lever et de dire « oui, oui, oui », ça veut dire que tu fais fonctionner tout le monde. Et ce n'est pas toujours facile, ce n'est pas toujours évident, comment dynamiser un groupe. Dynamique, dynamique d'un groupe, classe, c'est, c'est, c'est aussi un art ; c'est un art qu'il faudrait maîtriser, qu'il faudrait apprendre. C'est un métier. Il faut aimer et il faut avoir un bon enseignant. Le bon enseignant, c'est celui qui sait, qui adore partager. Il faut avoir le sense du partage, tout simplement. #01:56:38-0#
207. I : Oui, très bien. Alors, très bien, en tant que, peut-être, analyste, quels sont les enjeux de l'enseignement supérieur algérien et quels sont les potentiels et les chances ? #01:56:51-0#
208. P7 : Par rapport à quoi, les chances ? Par rapport... #01:56:54-0#
209. I : Globalement. #01:56:54-0#
210. P7 : Moi, je suis très, très, très confiant, très positif, malgré les problèmes qu'il peut y avoir. On n'est pas inquiet des problèmes, le problème, tu sais où est-ce qu'il est. Le problème, il est dans la communication. Les gens ne communiquent pas, mal. Je ne sais pas ce qui se passe à l'Université (*ville 10*), c'est dommage ; je ne sais pas ce qui se passe à l'université (*ville 11*), c'est dommage ; je ne sais pas ce qui se passe à l'université de (*ville 9*), c'est dommage. À (*institution*), deux laboratoires juxtaposés, on ne sait pas

ce qui se fait dans le laboratoire à coté, c'est dommage. On ne sait pas communiquer aux étudiants, on ne sait pas communiquer aux étudiants et leur dire que « Vous avez une valeur que vous pouvez produire. ». On ne sait pas communiquer, c'est juste un problème de communication qu'on a et, je pense, c'est un problème algérien, mais pas de (*institution*). C'est un problème algérien. On ne sait pas communiquer. Je pense, je n'ai pas envie de dire « on ne veut pas communiquer, » on ne sait pas communiquer. C'est un problème de communication. Beaucoup de problèmes, beaucoup de problèmes naissent, sont nés de la mauvaise communication. Des fois, il suffit de bien communiquer et tu rends les choses simples, c'est tout. C'est ça, c'est comme un pédagogue qui rend la double feuille, et tu donnes, tu expliques, tu expliques les réponses, tu expliques les points où ça prend réflexion, et quelqu'un, tu lui donnes huit il est... il est... confiant. Il se dit : « Oui, c'est vrai, au contraire, ce prof a été très généreux encore, huit sur vingt, c'est beaucoup pour moi. » Comment arriver à ce stade, pour éviter à l'avenir que tout le monde monte au bureau : « Pourquoi tu m'as donné cette note, pourquoi tu m'as donné cette note ? » Ça veut dire que si tu communique très bien, tu es convainquant. Et on est convaincu, tout le monde est convaincu. Si tu communique mal, c'est à tous les niveaux. Si un chef de département communique mal, je ne sais pas moi, si un chef d'établissement communique mal, si un vice-recteur communique mal, si on communique mal entre nous, si... C'est important. Moi, je pense que le potentiel il existe. Nous avons des experts, sauf qu'il faudrait des experts, il faudrait les nommer « experts ». Nous avons un expert, il faudrait... Moi, quand je dis que nous avons, on parle, quand on parle d'experts, on parle d'étrangers. Et quand je dis que nous avons nos experts/Ah, écoutez, nous avons un expert en biologie qui a fait ceci, qui a produit, parce qu'on ramène les productions scientifiques et pour moi, c'est un expert. Il peut aller faire des expertises dans plusieurs universités européennes, il peut faire son expertise/On peut faire appel à lui pour expertiser des choses dans les universités européennes. Il faudrait que/juste que les gens le sachent qu'il y a les experts qui sont capables aussi d'expertiser des choses; ils sont capables d'être dans des jury de doctorat, donc expertiser des productions scientifiques, des étudiants en doctorat. Donc ils sont là, bon, on fait appel à eux, on vient chercher un billet d'avion chez moi et me dire « Je suis dans un jury à Nice, ou en Espagne, ou en Italie ». Ça existe aussi, donc nous sommes dans l'expertise scientifique. Mais aussi nous sommes dans l'expertise de laboratoire ; nous sommes aussi dans les expertises de l'employabilité, nous avons acquis une expérience ; nous sommes dans l'expertise de projets européens, de la coopération internationale. Et je pense qu'il faudrait juste communiquer, et il faudrait que les gens le sachent, et il faudrait qu'on appelle ces collègues-là, un (*nom*), que tu connais (unclear #02:01:06-0#) : ce sont des experts. Sauf qu'il faut les nommer « experts » pour les valoriser. #02:01:15-0#

211. I : Comme le problème de communication (rit). #02:01:15-0#

212. P7 : C'est un problème de communication. C'est important, la communication. Si tu n'étais pas venue cet après-midi parler de tout ça, tu ne saurais pas tout ce que j'ai dit aujourd'hui. C'est parce qu'il y a eu communication, il y a eu échange. Alors imagine qu'on a 43 000 étudiants à qui il faut communiquer des choses, il faut leur parler. Est-ce qu'on leur parle avec l'affichage ? Ça ne marche plus. Nous avons un site web, puis le site web ne suffit pas, c'est électronique, ils voient une annonce et c'est tout. Moi, je mets la note, je mets : « Tout Erasmus, vous pouvez postuler, voilà, le deadline, machin, la destination, je ne sais pas moi, Grenade, Rome, Valenciennes, je ne sais pas moi ;

deadline et cetera ». Tout est bon, voilà le profil qu'on demande, on demande des L3, licence, pour faire mémoriser en Master 1. C'est clair. Eh bien, ils viennent demander si... « Mais - je dis - tout est sur le site » ; « Monsieur, est-ce que vous pouvez nous le dire ? ». Vous voyez, donc, dans la communication il y a aussi des traditions, il faudrait qu'ils l'entendent de la bouche de quelqu'un, il faudrait, c'est... Et pourtant, moi je fais attention, tout ce qui est sur le site, il y a des choses qui sont peut-être mal faites, ça existe, parce qu'il y a plusieurs choses qui se font pas uniquement de moi, mais de gens qui pensent avoir tout dit, mais ils ne disent pas; ils ne peuvent pas se mettre dans la peau de la personne qui lit, qui lit quelque chose, c'est froid/Quand on lit quelque chose, c'est pas comme quelqu'un qui est en face de vous: « Ah, tu vas aller en Afrique, tu vas aller où ? Ah, mais c'est formidable ! Allez en Afrique du Sud, c'est les Etats Unis de l'Afrique. » Là, il est content, il va faire son dossier. Sur le site il voit Afrique du Sud, mobilité, ou doctorants, 900 euros par mois. Il n'y a que 900 euros pour moi, qui parle, les autres, ça parle pas beaucoup. Donc, il faudrait un être humain qui... Alors, qu'est-ce que j'ai fait ? J'ai fait une campagne d'explication, je suis descendu rencontrer les étudiants dans toutes les facultés. J'ai parlé aux étudiants, j'ai expliqué, j'ai répondu à leurs questions. Ils adorent ça. Sur le site, c'est froid. C'est froid, c'est comme un SMS. Quand tu n'as pas le... J'ai beaucoup travaillé sur cela, et ce qu'on appelle les malentendus dans les discours. Tu envoies un SMS avec tes proches, moi, je l'envoie à ma femme, ou je ne sais pas. Ici, moi, je suis dans la plaisanterie. Par exemple, « Maman, tu restes encore ce soir ? », « Tu viens pas ? ». Si elle est là, en face de moi, elle me voit rigoler, « Tu dois rester ». Mais le SMS, il n'arrive que des mots : « Tu veux rester ce soir ? », c'est ce qu'on appelle, c'est ce qu'on appelle un discours décontextualisé. Il n'y a pas de contexte. Qu'est ce qui fait le contexte ? Le contact humain. C'est important, parce que le contact humain, je peux te dire des choses qui paraissent méchantes, mais quand tu me vois les dire de manière ironique, en plaisantant, tu ne fais pas attention, tu dis « Oh, arrête ». Mais si tu ne vois qu'un SMS arriver comme ça, en bloc, ça fait du froid. « Il veut que tu restes à la maison, chez moi, il vient pas ». D'accord ? C'est la bagarre. Alors que non, je ne l'ai pas dit dans cet esprit. C'est pour ça que le contact humain/Moi, je reçois beaucoup d'étudiants. Le site web ne suffit pas parfois. Il faut leur parler, il faut communiquer. Je reviens à la communication.

#02:05:06-0#

213. I : D'accord. Mais pour cela il faut... #02:05:07-0#

214. P7 : On n'en fait pas assez, on n'en fait pas assez. #02:05:08-0#

215. I : ...il faut les sciences humaines aussi. #02:05:08-0#

216. P7 : Oui, oui, oui. Là aussi tu utilises un mot important pour l'université algérienne : comment humaniser l'université, parce que c'est très important. L'humanité, l'humanitaire dans la communication, dans le travail, dans les relations humaines c'est important, c'est important comment humaniser l'université. C'est pas que la science. Tu sais, le défaut d'où il vient dans certains pays ? C'est qu'on a cru que l'université, ce n'est que la science. Et je pense, c'est ça le problème. Quand on a fait le colloque « (thématique SHS) », quand on a associé les deux disciplines, quand on a vu que ces deux disciplines pouvaient s'épouser ensemble, on a découvert que l'aspect humanitaire est quelque chose qui apaise l'âme. Parce que dans un amphithéâtre, on n'a pas des machines en face de nous; on a des personnes qui respirent; des personnes qui ressentent des choses, qui ont un cœur, qui peuvent paraître désagréables parfois. Mais aussi, c'est comme nos enfants. Même nos enfants sont désagréables, ça ne veut pas dire qu'on ne

les aime pas. Mais l'humanité/J'ai parlé d'amour tout à l'heure, on transmet des valeurs, on transmet du savoir académique et les sciences, le savoir (*en arabe*) « al maarifa, » le savoir. On transmet des valeurs à l'université, ça sera ça, la conclusion de ton travail. On transmet des valeurs, mais aussi de l'humanisme. Très important. Il faut savoir que nous sommes des êtres humains, aussi faibles parfois un peu. Moi, quand je rentre dans un amphithéâtre où il y a trois cent personnes pour surveiller un examen, et avec des techniques maintenant de copiage et cetera, tu peux rien faire, des choses sur les téléphones. Moi, je leur fais un discours, moi, je leur dis: « Je ne suis qu'un enseignant, je ne suis pas un gendarme. Je vais faire mon travail. Si j'attrape quelqu'un, il finira mal. Bon, je le dis en rigolant, mais il finira mal. Mais je peux ne pas attraper, c'est normal. Vous n'allez pas dire 'oh, à la fin, j'ai triché, mais il ne m'a pas eu'. Vous pouvez tricher, parce que vous n'avez pas en face de vous un gendarme, vous avez votre enseignant. » D'un seul coup, tu vois des gens qui étaient derrière, qui se mettaient dans des endroits, ils descendaient, ils laissent leurs affaires et ils disent « J'abandonne, je vais faire mon examen ». Ils abandonnent. Bon, pas tous. Il y en a toujours deux ou trois qui essaient. Mais quand je leur fais ce discours sincère, ils le perçoivent très bien. J'ai dit : « Je ne suis pas un gendarme, j'ai pas d'armes, j'ai pas d'appareils sophistiqués pour détecter celui qui vas copier, tricher, ou avoir mis quelque chose ou je ne sais pas moi. Vous pouvez me tromper, je peux ne pas coller quelqu'un, mais bien sûr, je ne suis qu'un être humain, vous êtes aussi des êtres humains ». J'humanise beaucoup, que ça soit dans les cours ou dans les examens. Et là, même celui qui avait l'intention/Pas tous je dis, mais je diminue un grand nombre ; celui qui avait l'intention, il se dit: « Je ne peux pas copier avec une personne comme celle-là qui me parle de cette manière et qui a été pour nous pendant des heures et des heures, qui est venu pour donner des choses, et là il nous dit je suis toujours le même je ne suis gendarme aujourd'hui, je ne suis pas une autre personne, je vais vous surveiller, je vais avoir des armes, celui qui triche je vais... ». Non. « Vous pouvez tricher, je peux ne pas vous voir, j'ai un œil et demi, un œil qui fonctionne à peu près, l'autre moins, mais c'est tout. Bien sûr, vous pouvez tricher. Qu'es-ce que vous allez me dire ? 'J'ai triché, il ne m'a pas eu ?'. Bien sûr, vous pouvez le faire ». Je détruis toute leur intention de vouloir montrer que « Ah bon, celui-là, il est intelligent, je vais lui montrer qui est intelligent ». Donc, je lui dis : « Bien sûr que tu es intelligent, bien sûr tu peux tricher, bien sûr je peux ne pas t'attraper, bien sûr moi, j'ai pas ramené d'appareil pour détecter des choses. Non. Mais tu peux... ». Le discours pédagogique, il est partout. Il est même au moment des examens. J'ai parlé tout à l'heure, au moment des corrections, au moment de donner des notes. Le discours pédagogique/Il est convaincu, il a huit, il te dit : « D'accord monsieur, excusez-moi, ça y est, je suis convaincu, je garde mon huit ». Dans l'évaluation, dans le moment où il a sa note, au moment où tu surveilles, au moment où tu fais tes cours, et au moment où on prend, parce qu'il y a des petites terrasses dans le campus, je ne sais pas si tu les as vues, il y en a qui vendent des sandwichs, des cafés, et cetera. Et puis après je m'attable avec mes étudiants et mes étudiantes. Je paie souvent, je paie parfois le café. Très souvent ils ne me laissent pas payer. Je dis « Je gagne beaucoup plus que vous » ; « Impossible, monsieur, vous êtes avec nous, c'est nous qui payons », et cetera. « Ça veut dire, je peux prendre un sandwich ? » ; « Mais bien sûr, monsieur ». Je fais dans l'ironie exprès, pour montrer que je peux te donner huit ou sept sur vingt, et on peut prendre un café après. Et c'est ça le devenir de l'université algérienne, c'est cette crédibilité qui doit s'installer, cette/Il faut les rassurer, ces étudiants, qui ont besoin d'être rassurés.

Parce qu'il y a un discours négatif en parallèle : « Vous n'avez rien à faire avec ce diplôme, il n'y a rien qui se passe, c'est des diplômes dévalorisants ». C'est des discours de leur environnement. Même chez eux, leur parents, malheureusement, hélas, « Faites l'université, mais qu'est-ce que vous allez faire après ? ». Ou bien : « C'est quoi le contenu de vos études ? C'est pas important, c'est... ». Mais avec mon comportement, avec ce que je leur ramène, ce que je leur apporte/Mais avec mon comportement, ils cassent (*tousse*) cette vision négative. C'est important. #02:12:12-0#

217. I : C'est ça, très bien, super. #02:12:12-0#

(de #02:12:12-0# à #02:13:18-0# hors sujet)

218. I : Quel est l'objectif principal de l'université algérienne ou, en général, aussi en dehors de l'Algérie, mais spécifiquement algérienne ? #02:13:29-0#

219. P7 : Bonne question. Je vais te donner la réponse donnée par tout le monde : c'est former les futurs cadres de ce pays. Ça, c'est une réponse toute faite, préparée, que tout le monde te dit. Mais quand on y pense, le contenu de cette phrase, c'est la réalité. Parce que ce pays va, coûte que coûte, être géré par cette génération. Parce que nous sommes mortels, parce que les générations dans ce pays, il y'a des générations qui vont partir et ce sont ces générations. Si on ne leur donne pas tout ce que je viens de dire depuis deux heures, si on ne donne pas le savoir, la science, l'aspect pragmatique de la science, les sciences fondamentales, c'est important. Et puis les sciences humaines, et avec tout cela, habiller tout cela avec du savoir-faire, du savoir être, du savoir devenir, l'humanisme, l'amour, aimer l'autre, travailler avec l'autre, être discipliné. Ce qui est derrière tout ça, c'est un côté humanitaire extraordinaire, c'est accepter... Accepter que tu ne penses pas comme moi. C'est une philosophie à laquelle il faudrait y aller. Tout simplement, maintenant, il faudrait que j'accepte que toi, tu ne me ressembles pas, on n'a pas la même vie, on n'a pas la même culture, mais on est obligé, pas « obligé », ce n'est pas le mot, on est amenés à vivre ensemble et à travailler et à avancer ensemble. Pourquoi on fait la coopération ? On fait la coopération avec l'Afrique, on fait la coopération avec l'Europe. Nous, on est au milieu. On ne sait pas si on est de l'Afrique, on est de l'Europe, on est africains, on n'est pas africains. Mais on est amenés à travailler ensemble. Et c'est un petit peu ce qu'on doit inculquer, et c'est ça le devenir de l'université algérienne, c'est de s'inscrire dans ce pays et être leader dans leur pays et développer les insuffisances, et puis leur faire accepter l'insuffisance. Pourquoi ? Parce que, quand on dit : « Ah ça, ça ne marche pas, c'est insuffisant, il y a des problèmes, et cetera », on est démissionnaires et on devient spectateurs. « Oh, regardez, il y a des problèmes ». « Ah bon ? Tu restes spectateur dans les problèmes ? ». Non. Il faudrait t'impliquer. L'université algérienne prépare les cadres de demain, c'est vrai, ça c'est le discours très politisé. Mais c'est une génération qui réellement va prendre le pouvoir et va gérer la ville, elle va gérer l'entreprise, elle va gérer des choses de la vie de tous les jours. Si on ne lui inculque pas la savoir, mais aussi l'humanisme, les valeurs... et cetera. Quand je dis : « Vous pouvez tricher, moi, je ne suis qu'un être humain, je suis votre enseignant, je ne suis pas gendarme », je suis en train de leur inculquer les valeurs. Ils vont le comprendre et ils vont devenir d'autres personnes, ne serait-ce qu'une poignée. Ce n'est pas tout le monde, et moi, je vais regarder cette poignée qui va être, quelque part, chef d'entreprise un jour et va dire « Oui, je suis chef d'entreprise, je dois donner l'exemple de l'humanisme, des valeurs et cetera », malgré les problèmes. Ça ne fait rien s'il y a des problèmes, mais bien sûr il y'a encore des problèmes, c'est une université naissante, elle est jeune, c'est un pays jeune qui a du mal à se développer dans certains secteurs.

- Mais cela n'empêche pas de dire et de croire en cette jeunesse qui a beaucoup de compétences, qui a beaucoup de valeurs. Il suffit juste de leur dire que « vous avez des compétences et vous avez des valeurs ». Si on leur dit, ils se réveillent et se disent « Moi, j'ai des valeurs ». Je le fais de manière très théâtrale, d'accord. Mais c'est la réalité, je vous assure que c'est la réalité, c'est-à-dire des étudiants, il faut leur dire parfois que « tu es un génie ». De temps en temps, faut pas trop non plus, mais il faut lui dire « Mais tu as fait ça ? C'est très bien ! ». Il faut apprendre à leur dire ça. #02:18:20-0#
220. I : Encouragements. #02:18:20-0#
221. P7 : S'il a fait quelque chose de très bien, il faut lui dire : « Tu as fait quelque chose de très bien ». #02:18:26-0#
222. I : C'est ça, oui. Encore tout revient à la pédagogie (rit). #02:18:33-0#
223. P7 : Ça, c'est moi. Maintenant, les autres, je ne sais pas comment ils vont te répondre, mais... Leur type de réponse, après, ensuite, tu diras si c'est la même chose ou pas. #02:18:49-0#
224. I : Super. Oui. Il reste juste quatre questions très courtes. #02:18:54-0#
225. P7 : Il n'y a pas de soucis. #02:18:56-0#
(De #02:18:56-0# à #02:19:24-0# hors sujet)
226. I : Alors, quel est le rôle d'une philosophie, ou de la philosophie algérienne, à l'université ? #02:19:34-0#
227. P7 : Quel est le rôle de la philosophie algérienne ? Le rôle de la philosophie algérienne. Tu entends par « philosophie » ... C'est juste pour ne pas redire ce qu'on a dit. #02:19:50-0#
228. I : Oui. On pourrait dire aussi... #02:19:52-0#
229. P7 : Parce que c'est tout ça, la philosophie, c'est ça, le savoir, les valeurs, et cetera, c'est ça, la philosophie. Mais aussi arriver à s'inscrire au niveau mondial. La mondialisation, c'est aussi le vœux de l'université algérienne. La mondialisation, c'est important. #02:20:22-0#
230. I : D'accord. Et si on disait idéologie ? Est-ce que ça joue un rôle ? #02:20:28-0#
231. P7 : Alors, l'idéologie, elle est équilibrée, l'idéologie... D'abord, je t'ai dit que c'est une université algérienne. C'est une université publique. Elle n'est pas privée. Et donc il y a une tutelle qui est le ministère. Mais la beauté de la chose, sur le plan idéologique, c'est que nous sommes dans la science. C'est impossible d'inculquer telle ou telle science, ou telle idéologie. Je te ramène à (*endroit*), à la Faculté de (*disciplines STEM*). Tu vas voir, l'architecture, c'est des architectes qui pensent « architecture » ; tu vas voir génie civil, ils pensent « bâtiment » ; ils disent « non, il y a une nouvelle technique pour faire un pont au Japon », ils le font comme ça. On n'est pas dans l'idéologie ; on n'est pas beaucoup dans l'idéologie, on est un peu dans l'idéologie, dans les sciences humaines, dans certaines disciplines des sciences humaines; certaines disciplines, pas toutes. Mais je crois que l'étudiant algérien, ça, j'en en suis convaincu, a atteint une maturité pour se libérer de toute idéologie. Ce n'est pas l'étudiant d'il y a trente ans, ce n'est pas l'étudiant d'il y a quarante ans. C'est l'étudiant qui regarde les chaînes mondiales de télévision. Il ne regarde pas que les chaînes européennes, il regarde des chaînes mondiales, c'est des gens qui sont branchés sur des musiques du monde, ce sont des jeunes qui sont branchés. Je les vois, pratiquement, ce sont des gens qui sont sur le football européen, mondial, ce sont des gens qui voyagent beaucoup, aussi. Nous avons des gens qui voyagent peu, ou pas du tout, aussi ; qui n'ont pas les moyens. Mais, mais, mais... #02:22:26-0#

232. I : Ou des problèmes de visa aussi. #02:22:29-0#
233. P7 : Problèmes de visa aussi, c'est clair. Et puis, idéologiquement parlant, je pense qu'on est beaucoup plus libre que certains pays voisins, ou que certains pays arabes, ou certains pays... Je crois, ils sont beaucoup plus libres. Et ça se voit dans leur travail. Ils sont engagés, et ils ne subissent pas beaucoup d'influence, ni politique, ni... Non, non, on est dans la science, et ils avancent très bien. Je parle en général, la masse en général, c'est un petit peu ce que je vois tous les jours quand je rencontre des étudiants ici, quand je descends les rencontrer. C'est vrai qu'ils sont influencés, pas politiquement ou idéologiquement, ils sont influencés juste par le métier d'avenir. Ils sont sur des discours genre « Qu'est-ce que je vais faire après le master en biologie ? Est-ce qu'il y'a un métier intéressant qui me fait gagner de l'argent, qui me valorise ? » Parce qu'ici, on est sur « Je dois faire médecine pour être valorisé, si je rate médecine, je dois au moins être pharmacien ». On est sur cette logique ici, bon, un peu plus à (*institution*), mais je crois que c'est l'université algérienne qui est comme ça. Ensuite, c'est par ordre : il y a, médecine dentaire, on l'appelle maintenant, « chirurgie dentaire », mais tu es encore médecin, tu portes une blouse blanche. Ensuite, architecture, tout le monde se bat pour être architecte, parce qu'architecte, c'est un bureau d'études, c'est beaucoup d'argent, et cetera. Et on te cherche, on t'appelle. C'est ça. Ensuite, (rit) devenir philosophe, ça n'intéresse pas tout le monde. Pour faire quoi après ? Prof au lycée, philosophie, c'est tout. C'est tout, mais idéologiquement, autre chose non, je ne pense pas. On a été dans des idéologies, il y a trente ans. Actuellement, non, on est sur leur avenir, on est... Les gens, les parents sont soucieux : « Ma fille fait biologie, mais je ne sais pas si c'est un métier d'avenir ». C'est ce que j'entends tous les jours. Mais on n'est pas dans l'idéologie, non. Je dis : « Elle fait des études, elle doit s'épanouir, elle doit s'intéresser à la formation, après le métier, elle peut tomber sur une opportunité ; quelqu'un peut l'engager, elle peut être... elle peut diriger une entreprise et on s'en fout si elle est... elle a un profil biologiste; elle peut diriger un truc médical, enfin, une boîte médicale, médicamenteuse, puisqu'elle a fait biologie et cetera. » Mais ce ne sont pas tous qui font ça, qui vont réussir, ce ne sont pas tous qui ont fait médecine qui ont réussi, et cetera. Donc, le métier est une chose, et puis choisir une formation pour s'épanouir, qui te passionne, et cetera... Je pense qu'il faudrait commencer par cela. C'est encore un discours pédagogique, je m'en excuse. #02:25:39-0#
234. I : Non, non, c'est bien, c'est très bien, c'est intéressant, très bien. Alors maintenant, comment, ou est-ce que l'université algérienne fonctionne comme sélection des élites ? #02:25:50-0#
235. P7 : On est en train d'y réfléchir. Sur l'élite, on n'a jamais pensé à l'élite. On est resté sur la masse. L'élite, elle est confondue dans le tas... Mais il y a toujours l'élite. Actuellement, on propose des bourses pour les majeurs de promo; on propose, on va vers l'élite. L'élite, c'est important, c'est de s'intéresser à ceux qui sont, qui ont des capacités plus que les autres. Ça existe, ça existe. Il faudrait accepter que certains sont plus forts que d'autres. C'est difficile pour l'être humain, quand on est humaniste, mais c'est comme les notes. On peut, l'étudiant en pleurs, surtout les étudiantes, ça pleure beaucoup, « Je n'ai eu que dix sur vingt, alors que - ils te disent souvent- alors que mon amie a eu seize sur vingt ». On n'est pas sur soi-même, on est aussi sur les autres. #02:26:53-0#
236. I : Comparaison. #02:26:53-0#

237. P7 : Tout ce qui est compétition, c'est difficile, et c'est difficile d'accepter que quelqu'un d'autre soit plus fort que vous, c'est ça. C'est une culture qui n'est pas très développée, c'est vrai, mais maintenant, c'est aux décideurs de dire « tiens, celui-là c'est, on peut encore le former pour en obtenir encore plus ». Moi, je ne suis pas contre, moi, je suis pour l'élite sans oublier les autres. Mais l'élite, on doit s'en occuper, oui. #02:27:26-0#
238. I : Et quelles sont les démarches ? #02:27:30-0#
239. P7 : Les démarches, je ne suis pas décideur, mais les démarches, c'est de faire émerger l'innovation chez l'étudiant, mais aussi chez l'enseignant, parce qu'un enseignant, il reste chercheur. Il innove et on doit aussi/En tout cas, notre université fait beaucoup dans ce sens. Nous avons lancé des choses, des travaux de recherche, des laboratoires. Il y en a 10, par exemple, qui vont recevoir des consécration de reconnaissance, 10 sur les (*nombre*), parce qu'ils ont fait des productions scientifiques qui ont été reconnues sur des normes internationales, SCOPUS, et cetera. Donc, on va les primer et on est en train de montrer que l'excellence est importante dans une université. Et il faut encourager l'excellence, c'est ça, un petit peu, ta question. Et l'excellence, c'est ce qui fait avancer aussi l'université et c'est ce qui fait avancer aussi la science. Et c'est important, parce que nous faisons/Il ne faut pas que je reste trop longtemps sur cet esprit d'humanisme, parce que nous sommes à l'université. C'est la science, c'est la production scientifique et le transfert de la science et du savoir. Il faudrait que l'excellence soit détectée et récompensée, je pense. Et on a commencé à le faire à l'université (*institution*). #02:28:57-0#
240. I : Très bien. Voilà, déjà, la prochaine question est liée au rôle de la recherche à l'université algérienne. #02:29:07-0#
241. P7 : Le rôle, c'est être au diapason avec ce qui se fait dans le monde entier. Le rôle de la recherche doit apporter un plus à la recherche scientifique, nationale et internationale. Le rôle, c'est la collaboration avec les autres. Et le rôle, c'est d'apporter quelque chose à l'environnement dans lequel nous vivons. Il faut que la recherche scientifique soit perçue aussi chez le citoyen. C'est important. Si on fait, je ne sais pas, une station de recyclage de déchets et on va dire que c'est l'université qui l'a faite, il faut que le citoyen se sente aussi dans cette université. L'Université (*institution*), le CHU, Centre Hospitalo-Universitaire, a fait il y a quelques semaines la centième greffe du rein. Centième greffe du rein à (*ville*). On ne sait pas, on ne communique pas très bien, peut-être, on ne valorise pas ce qu'on fait, mais il y a des choses qui se font. Donc la recherche scientifique, c'est au service du citoyen. Le citoyen sait maintenant, il est sécurisé. Parce qu'avant, comment aller chercher une prise en charge à l'étranger ? C'est impossible, si on n'a pas/Ce n'est pas réservé au peuple, ça. Maintenant, il peut faire sa greffe à (*ville*), de rein. Et c'est transmis sur téléenseignement, télé-visuel, en plusieurs centres universitaires en même temps, en même temps que la chirurgie se fait, chez les étudiants dans les amphithéâtres, et cetera. 100 greffes, 100 greffes réussies à (*ville*), 100 à (*ville*). Ailleurs, à (*ville 8*), on fait encore plus. Donc, c'est juste un exemple pour dire que la recherche scientifique à (*ville*) doit se transformer en acte, en action. C'est important, parce que rester juste dans la recherche, c'est vrai qu'on a l'habitude de dire « chercheur, celui-là il est chercheur, il est enseignant-chercheur ». Moi, j'ai envie qu'un jour on dise « celui-là, c'est un trouveur ». Il a trouvé quelque chose. #02:31:42-0#
242. I : C'est ça qui compte bien sûr. #02:31:43-0#

243. P7 : Moi, quand je te dis que 100 greffes faites par des chirurgiens d'une compétence (*de la ville*), d'une université (*institution*) qui ont fini à Tlemcen, qui sont devenus chirurgiens à (*ville*) et qui ont fait la greffe réussie, l'impact sociétal est important. Quand on annonce ça à la radio, c'est le citoyen qui est rassuré. Que tu me dis « quel est le rôle ? ». Et le citoyen, il est rassuré, il va se dire : « Ouf, s'il m'arrive un jour quelque chose, je peux le faire à (*ville*) ». Je ne vais pas aller chercher une prise en charge en Europe. C'est un petit peu cela. C'est important que la science apporte et rassure le citoyen. #02:32:36-0#
244. I : Très bien. D'accord. Par apport à la formation, aussi, fonction de la bureaucratie. Quel est l'état des lieux ? #02:32:52-0#
245. P7 : La bureaucratie à l'intérieur de l'université, ou ? #02:32:54-0#
246. I : Les deux, bon, oui. #02:32:56-0#
247. P7 : Vous savez, là, tu es en train de parler à un enseignant. Je suis responsable, mais je suis enseignant. Ce qui est bien, ce qui est beau à l'université, dans le monde entier, c'est que les responsables sont des enseignants. C'est-à-dire, ceux qui assurent l'administration/Je vais faire la différence. Ceux qui assurent la décision: le recteur, c'est un enseignant, les vice-recteurs sont des enseignants, le doyen, c'est un enseignant, les vices-doyens sont des enseignants, le chef de département, c'est un enseignant. D'accord ? Le président du conseil scientifique des départements, des comités, ensuite des conseils des facultés, sont des enseignants. Donc ceux qui vont décider du choix, de l'avenir, de la soutenance, de la crédibilité d'un article publié, de soutenabilité ou pas, sont ceux qui, ce sont des enseignants. Ça ne veut pas dire qu'ils ne peuvent pas se tromper, mais ce sont des enseignants. Voilà, j'écarte beaucoup de choses. Maintenant, ceux qui assurent l'administration, qui ne sont pas enseignants, ce sont des secrétaires de l'administration, ce sont des ingénieurs qui ont été universitaires, d'accord, mais qui sont ingénieurs, parce qu'ils sont là, en train de nous régler des choses en informatique. J'ai besoin d'une secrétaire qui classe mes dossiers, qui me dit : « Demain, tu as une réunion en ceci, en cela ». Elle n'est pas enseignante. L'administration, elle est là: ceux qui font la saisie, ceux qui travaillent dans la scolarité, c'est vrai que ce ne sont pas tous des enseignants. On peut pas mettre un enseignant qui remplit les notes sur le logiciel. Maintenant, bureaucratie, elle n'est pas au niveau, à ce niveau-là, des grands décideurs. Impossible. Quand on a des décideurs qui sont conscients, qui sont... qui savent ce que c'est qu'un étudiant et ce que c'est que l'endurance d'un étudiant; il endure des choses, il est dans une résidence universitaire, il n'est pas chez lui, il n'a pas toutes les commodités, il est un peu diminué, et cetera. Et ça, on le comprend. Maintenant, il arrive toujours qu'il y ait quelqu'un, un secrétaire, ou quelqu'un qui dit à l'étudiant : « Reviens demain, ton dossier n'est pas prêt ». Ça existe, ça existera toujours. Il vaut mieux qu'il ne tombe pas entre les mains des premiers décideurs que je citais, le doyen, le recteur, et cetera. Mais ces petites choses de contraintes administratives, ça a toujours existé, et ils existeront toujours, peut-être de moins en moins, mais elles existeront. Les lenteurs administratives. Maintenant, on est en train de tout régler. Les étudiants mettaient beaucoup de temps pour avoir leur diplôme. Maintenant, ils l'ont très rapidement. Nous avons un recteur qui signe dix milles diplômes en une semaine. Pourquoi ? Parce qu'on est en train d'organiser depuis trois ans des cérémonies de sortie de promotions. Tout le monde avec les toges, avec les tenues. Ça valorise, parce que ce sont des gens qui sont restés chez nous au moins cinq ans. Comment ça, ils vont nous quitter avec quelqu'un... ? Ça veut dire qu'il y a des changements et on est en train d'imposer à cette

petite bureaucratie qui peut exister des changements. Coûte que coûte, ils doivent changer, ils sont obligés de changer, parce qu'il y a une décision en haut qui dit : « Les diplômes doivent être fournis à temps, parce qu'il y a la cérémonie le 3 Juillet ». Voilà. Et les gens doivent partir en vacances avec leurs diplômes. Tout simplement. #02:37:27-0#

248. I : Super, très bien. Est-ce qu'il y a d'autres fonctions de l'université algérienne qu'on n'avait pas encore (unclear #02:37:34-0#) ? #02:37:34-0#
249. P7 : Si. Maintenant on parle de prestations, comme les centres de langues que tu vas visiter, on offre des formations linguistiques extramuros aux non-étudiants. On est en train de mettre en place des filiales des entreprises gérées, co-gérées par l'université. Oui, oui, des filiales genre entreprise avec des privés, et cetera, et cetera. Et faire rentrer de l'argent à l'université. Maintenant, on est en train de penser, avec la compétence universitaire dans certaines disciplines, de faire rentrer de l'argent à l'université, pour l'université ; faire rentrer de l'argent à l'université pour faire fonctionner l'université. Voilà aussi les petits changements. Et nous avons créé notre filiale à l'université (*institution*), elle concerne deux produits : c'est les start-up des étudiants innovateurs et le centre de langues, parce qu'il nous ramène de l'argent aussi à l'université, parce qu'il y a des chinois qui viennent apprendre l'arabe, il y a des turcs qui viennent apprendre l'arabe, et cetera. Donc, qui paient et qui ramènent de l'argent. #02:38:59-0#
250. I : Le budget a augmenté par rapport aux autres universités ? Grâce à ces activités ? #02:39:01-0#
251. P7 : Maintenant nous avons les laboratoires, qui sont un peu conscients, qui peuvent ramener de l'argent à l'université pour eux, et pour leur laboratoire, pour faire fonctionner leurs laboratoires. Ils peuvent présenter des prestations, des analyses, ou des je sais pas... pour qu'un constructeur/On peut analyser le type de briques, ou le type de matériaux de construction. #02:39:30-0#
252. I : Alors, un lien avec le secteur privé y est déjà ! #02:39:31-0#
253. P7 : Oui, le lien avec le secteur privé, le secteur de construction. Oui, oui, ça commence à se faire. #02:39:39-0#
254. I : Super, tout à fait. Bon, on est arrivé à la fin. Est-ce qu'il y a quelque chose d'autre que vous souhaitez ajouter ou aborder (rit) ? #02:39:47-0#
255. P7 : Après tout ce qu'on a dit, je dois avoir beaucoup de choses à dire que je n'ai pas en tête maintenant, mais que je vous dirai après. #02:39:59-0#
256. I : Avec plaisir. #02:39:59-0#
257. P7 : Sinon, ce que j'ai à dire c'est qu'il y a une prise de conscience de la part de l'université algérienne. Ça ne se sent pas, ça ne se voit pas encore, mais il y a une prise de conscience sur la qualité de l'enseignement. Je te donne un exemple : les universités algériennes, maintenant, ont un bureau d'assurance qualité, qui assure la qualité de l'enseignement et des prestations. Nous avons une commission de l'université qui veille sur l'éthique de l'université et les valeurs. C'est une commission installée avec des anciens responsables, des anciens enseignants. Nous avons une équipe qui prend en charge les nouvelles recrues, ceux qui viennent d'être recrutés nouvellement à l'université. Il y a une équipe qui les prend en charge pendant une année d'accompagnement. Ça veut dire que maintenant il y a une prise de conscience que l'université ce n'est pas juste former des gens sur le plan académique. C'est un accompagnement et l'université, on est très conscients maintenant, l'université c'était : « Ah, l'université ! ». Ceux qui sont dehors : « Ah ! Vous allez à l'université ! Moi, c'est

loin pour moi ». Maintenant l'université, elle est à l'écoute de l'environnement dans lequel elle vit et elle se développe dans son environnement. Chaque région a une particularité : soit l'agriculture, soit... Et l'université doit accompagner ce profil de la région, c'est important. Elle doit participer au développement de la région et l'administration de la région, la mairie, et cetera, doivent aussi savoir qu'ils ont un atout qu'ils n'ont jamais bien regardé, c'est l'université et la compétence universitaire, scientifique, qu'ils peuvent utiliser pour développer leur région. #02:42:16-0#

258. I : Parfait, super. Merci beaucoup (rit). Je suis très reconnaissante. #02:42:20-0#

259. P7 : C'est moi qui vous remercie. C'était intéressant ? #02:42:24-0#

260. I : Parfait, parfait. #02:42:27-0#

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Interviewer : I

Interviewee : P8

1. P8 : (bruits de fond) Le premier changement que j'ai vu, déjà, c'est-à-dire il y a de nouveaux enseignants, de jeunes enseignants. (de #00:00:13-0# à #00:00:26-0# hors sujet). Le premier grand changement, c'est qu'il y a un renouvellement des enseignants. Il y a de nouveaux enseignants maintenant. Il y a une jeunesse qui arrive, mais qui est mal préparée pour l'enseignement. Pourquoi mal préparée ? C'est-à-dire qu'il faudrait quand même inclure un peu la pédagogie dans la formation. D'ailleurs, il y a une réforme qui se fait au niveau de l'enseignement supérieur en médecine, par exemple. Ils font toute une refonte, de tous les programmes. Cette refonte, c'est d'avoir un objectif déjà. Et cet objectif, c'est : si j'enseigne la (*discipline*) à un médecin, ou j'enseigne la (*discipline*) à un chimiste, c'est pas la même chose. Donc déjà, ça, il faut commencer à le mettre en place. Mais pour le mettre en place, il faut préparer cette petite jeunesse qui commence à enseigner, qui n'a pas beaucoup d'années. Nous, on a eu, si tu veux, on a/Je te tutoie quand même; on a développé la partie pédagogique, mais on l'a développée avec les années. On n'a pas eu de formation pédagogique. Pour moi, c'est assez particulier, parce qu'on a, j'ai fait une formation d'ingénieur d'état. À l'époque, il n'y avait pas beaucoup d'ingénieurs d'état, donc c'était très demandé. Une fois que j'ai terminé mon ingéniorat d'état, j'ai arrêté quand même seize ans. Mais j'étais dans l'enseignement déjà. Quand j'ai terminé j'étais jeune, vingt-trois ans, j'ai commencé à enseigner. Donc, je n'avais pas de pédagogie, j'ai commencé à développer la pédagogie en enseignant. Et au bout de seize ans, mais j'enseignais toujours, je n'ai jamais arrêté d'enseigner, au bout de seize ans, j'ai repris mes études, et j'ai fait mon master, mon magister, pardon. Quand j'ai fait mon magister, j'étais déjà maître assistante ici. Et ensuite, au bout de six ans ou neuf ans, parce que le magister à l'époque ça prenait beaucoup de temps ; au bout de neuf ans, je me suis inscrite en doctorat. Donc j'ai fait mon doctorat, mais tout en enseignant. Donc du coup, je peux pas me comparer à un jeune qui a terminé son doctorat au bout de cinq ans, alors que nous, par exemple, c'était Bac plus quinze, Bac plus cinq, plus neuf, plus huit, ça fait beaucoup. Je peux pas comparer un Bac plus vingt à un Bac plus trois, ou Bac plus cinq. Automatiquement, il faudrait développer cette partie pédagogique. Ça, c'est le premier changement. Il y a une jeunesse qui arrive et le niveau d'enseignement, je dirais pas qu'il est bon, mais il faut de la pédagogie pour former ces jeunes. Le deuxième changement, c'est qu'on a agrandi l'université. On est passé/Je n'ai pas une idée du nombre d'étudiants, tu peux l'avoir, mais on avait des petits pôles. Par exemple, ici à (*ville*), on avait un pôle universitaire, c'est devenu trois, c'est devenu quatre. Maintenant c'est un campus universitaire. #00:03:25-0#
2. I : C'est un bâtiment, oui ! #00:03:27-0#
3. P8 : Voilà, c'est une petite ville (unclear #00:03:30-0#). Ça, c'est une différence. Troisièmement, la recherche. Au niveau de la recherche, ça a été développé. Pourquoi ça s'est développé ? Parce qu'il y a eu une ouverture vers l'étranger, chose qu'on avait pas jusqu'en 2003, 2004, quand on a commencé à avoir des stages de formation. Et c'est à partir de ces stages de formation qu'on a commencé à terminer nos thèses. Tu t'inscris

en 2003, tu termines en 2012, 2014, dans dix ans. Pourquoi ? Parce que je n'étais pas qu'au labo, je faisais un mois en France, et le reste ici, en Algérie. Donc du coup, si tu cumules le nombre de mois, tu vas trouver une année de stage. Donc une année de stage, j'aurais été dans un labo pendant tout le temps, j'aurais fini plus tôt. Ce qui fait que, depuis 2003, 2004, il y a eu une ouverture vers l'extérieur. Ça, c'est important. Alors on commence à avoir de l'argent, pour pouvoir aller faire un stage et tout. Donc ça, c'est le deuxième volet. Le premier volet, deuxième volet. Ça, c'est le troisième volet, en réalité, d'ouverture. Donc, l'agrandissement de l'université, et le troisième volet, c'est l'ouverture vers l'extérieur. Cette ouverture vers l'extérieur a beaucoup aidé nos jeunes. Ça, c'est important. On voit que les jeunes, au bout de trois ans, quatre ans, ils soutiennent. Et puis, maintenant, on a suffisamment de labos de recherche, on a eu un financement extraordinaire, quand même, depuis quelques années. Et ce financement nous a permis d'acquérir du matériel. Et ce matériel nous a permis de faire soutenir certains doctorats. Ça, c'est ce que je pourrais dire. Le reste, il y a d'autres choses, peut-être qu'on en discutera demain. #00:05:23-0#

4. I : Oui, bien sûr. #00:05:23-0#
5. P8 : Donc, il y a trois ou quatre volets importants. Le premier, c'est la jeunesse. Elle a rajeuni, il y a beaucoup de jeunes dans l'enseignement, il faut promouvoir la pédagogie. Le deuxième, c'était l'agrandissement de l'université. Le troisième, l'ouverture vers l'extérieur qui, pour moi c'est important, puis 2003, 2004. Et je ne sais pas ce que j'avais dit d'autre, je ne me rappelle plus (rit)... Alors, quel est l'impact des deux réformes principales, de la refonte ? Vous dites « 1971 ». Vous savez que la refonte de 71, en médecine, on est encore en train de la faire. #00:06:05-0#
6. I : D'accord, très intéressant. #00:06:07-0#
7. P8 : Ah oui ! Cette année on a fait une réunion, on a fait des formations, pour former les gens aux nouveaux objectifs de l'enseignement. Je parle de la médecine, parce que je suis responsable d'un module de (*discipline*) en médecine. Et cette refonte de 71, elle a trainé la patte. Cette année il y a un réel travail qui est pris en charge par le ministère, et donc cette refonte est mise en œuvre. On est en 2014, ça continue toujours, mais là, ça y est, on a revu les programmes, et une bonne partie a été faite. Le LMD, depuis 2004, pour le LMD on s'est aligné sur l'étranger. On n' a rien inventé. Quel est l'impact des deux réformes ? Ici, l'impact est qu'on a des jeunes doctorants, des jeunes docteurs, et ces jeunes docteurs n'ont pas suffisamment d'expérience. Pourquoi ? Parce pour avoir son doctorat, avant il fallait dix ans, maintenant il leur faut trois ans, quatre, à la limite. On n'a pas le temps de bien les former, du coup, on a des docteurs qui mériteraient une formation sur le plan pédagogique. Moi, c'est ce que je pense. #00:07:29-0#
8. I : Et qu'est-ce que vous pensez du développement du LMD en général en Algérie ? #00:07:35-0#
9. P8 : Je peux pas vous dire beaucoup de choses, parce que je n'ai pas beaucoup enseigné en LMD, j'ai surtout enseigné en (*discipline*). Donc peut-être quelqu'un d'autre pourrait mieux te/Mais la seule chose qui m'inquiète là-dessus, c'est que cette formation, elle est trop courte pour former un docteur. #00:07:52-0#
10. I : Elle est très courte. #00:07:52-0#
11. P8 : Ça, c'est un avis. Maintenant, ça se passe bien sur le plan enseignement. Mon problème, c'est le but, le résultat, pas le but, c'est le résultat. Le résultat, il est trop juste, on forme les docteurs trop vite. Il y a quelques années, même à l'étranger, on avait besoin de dix ans, de quinze ans pour avoir un doctorat. Maintenant, au bout de trois ans, tu me

dis tu es docteur, il te faut plus pour être enseignant, pour être un bon enseignant. (unclear, voix très basse #00:08:25-0#). À mon avis sur l'internationalisation, c'est quelque chose d'extraordinaire, ça nous permet de faire un échange maintenant. Avant, on faisait l'échange uniquement de l'Algérie vers l'étranger, maintenant, vous êtes là ! Vous êtes la preuve vivante qu'on fait aussi étranger-Algérie. Donc, on a quelque chose à donner, on commence à former des gens qui sont capables de donner. Ça, c'est important, l'internationalisation. C'est une très bonne chose, pour pouvoir faire un échange, et l'échange ne fait qu'augmenter le , comment dire, permettre aux gens d'avoir une ouverture d'esprit. C'est augmenter l'ouverture d'esprit ; augmenter cette ouverture d'esprit qui est importante. Moi, c'est ce que je pense. #00:09:05-0#

12. I : Et à votre époque, comme vous avez dit toute à l'heure, quand vous étiez (unclear #00:09:10-0#) ?
13. P8 : À mon époque, moi, j'ai étudié en Algérie, j'ai fait tout mon cursus en Algérie. Je n'ai fait que des stages (avec l'étranger ? #00:09:18-0#). Mon cursus en Algérie, c'était fait par des étrangers qui enseignaient ; on était formé par des allemands, d'ailleurs. (*Discipline*), c'était les allemands ; les gens qui faisaient (*sujet*), c'étaient des français ; il y avait le (*sujet*), c'était des américains, des anglais ; il y avait les russes aussi ; il y avait l'IAP et l'INH, Institut Algérien du Pétrole, c'est l'équivalent de l'IFP en France. D'accord ? Et on avait l'INH, c'est l'équivalent de l'IFP en France. L'INH, c'était tenu par les russes, l'IAP, c'était français, anglais et tout. Et la partie, le bloc (*discipline*) si tu veux, c'était enseigné par des allemands. Maintenant ça y est, l'IAP a été reprise par les algériens, et c'est eux qui ont pris la relève, et ça fait autre chose, c'est-à-dire ils font la spécialisation des ingénieurs. Et donc le fait d'avoir fait une formation d'ingénieur et ensuite de magister, ensuite docteur, et avoir fait de l'enseignement en même temps, quand on a Bac plus Au bout de trente-cinq ans d'enseignement, automatiquement c'est pas le niveau de quelqu'un qui vient de terminer. C'est normal, et c'est normal, parce qu'on acquiert la pédagogie sur le tas, dans le terrain, et normalement on devrait donner la chance à ces doctorants de s'intégrer en TP, en TD, pour qu'ils s'acclimatent, s'habituent. Voilà. #00:10:48-0#
14. I : Très bien. Et maintenant vous dites qu'il y a beaucoup plus d'opportunités pour les mobilités ? #00:10:56-0#
15. P8 : Oui ! Il y a beaucoup de projets, beaucoup d'appels à des bourses, donc nos jeunes, pour avoir une bourse, nos jeunes peuvent demander des bourses. Bon, c'est pas automatique, il faut être automatiquement bien classé, il faut avoir de bonnes notes, et cetera, pour qu'on les prenne. Mais il y a beaucoup d'opportunités. D'ailleurs, il y a un projet, dont on va peut-être en parler après, il y a un projet qui est en cours à l'Université (*institution*), et on donne la chance à des étudiants, à l'échelle africaine, pour qu'ils s'inscrivent à des bourses, et pour terminer, pour que ça soit des enseignants, des doctorants, des chercheurs. Mais à l'échelle africaine. C'est à dire qu'un algérien peut aller au Kenya, peut aller en Ouganda, je crois, et puis un kényan peut venir en Algérie, peut aller dans d'autres pays, mas pas dans le même pays. Un algérien ne peut pas postuler pour une bourse en Algérie. Donc, ça c'est aussi une ouverture, et il y a un appel à projets qui est sur internet maintenant. Et on demande à ce que les étudiants s'inscrivent, ou les doctorants ou le staff, et les enseignants-chercheurs. #00:12:03-0#
16. I : Justement, vous voyez beaucoup d'opportunités côté africain ? Ou est-ce que vous remarquez une réorientation peut-être ? #00:12:08-0#

17. P8 : Moi, je trouve que les opportunités, c'est quand il y a un échange et dans l'échange on gagne toujours, que ce soit un algérien vers l'étranger, ou un étranger vers l'Algérie, un algérien vers l'Afrique. Enfin, on fait partie de l'Afrique, un autre pays/C'est à dire quand on change, quand on bouge de son cercle, automatiquement il y a un plus, il y a toujours un plus. #00:12:32-0#
18. I : Partout dans le monde ! #00:12:34-0#
19. P8 : Le fait que vous avez appris un peu l'arabe, vous avez appris quelque chose, vous allez avoir d'autres traditions. Vous avez appris quelque chose. Donc vous avez un plus, pour vous, que vous allez transmettre par la suite. Moi, c'est comme ça que je pense. Nous, quand on part en France, quand on part ailleurs, on a quelque chose à donner, parce qu'on leur apprend autre chose, et ils nous apprennent autre chose. Avec quelqu'un on apprend la rigueur, avec quelqu'un d'autre, on apprend à écrire, avec quelqu'un d'autre on apprend à rédiger. #00:13:03-0#
20. I : Côté humain ! #00:13:03-0#
21. P8 : Côté humain ! #00:13:04-0#
22. I : Flexibilité, oui. #00:13:05-0#
23. P8 : Flexibilité, exactement. Il faut être flexible. D'ailleurs, si vous remarquez, au niveau de la tuyauterie qu'on installe dans les maisons, maintenant il y en a qui sont flexibles, ce n'est plus rigide comme avant. #00:13:17-0#
24. I : (rit) C'est ça. #00:13:17-0#
25. P8 : Avant, il y avait la rigidité. Alors, c'est ce que je pense. #00:13:22-0#
26. I : Super. Mais vous voyez pas un changement par rapport à l'orientation dans les pays à l'étranger ? #00:13:30-0#
27. P8 : C'est à dire ? #00:13:32-0#
28. I : Pour la collaboration internationale. #00:13:35-0#
29. P8 : Oui ? #00:13:35-0#
30. I : Est-ce qu'il y a une réorientation, ou est-ce qu'il y a une diversification ? Un changement ? #00:13:43-0#
31. P8 : En principe, il doit y avoir. Normalement, le ministère doit faire en sorte que, logiquement ils doivent faire en sorte que l'orientation doit être en fonction de nos besoins. On va pas orienter les étudiants vers un domaine qui ne nous intéresse pas, par exemple, un domaine qui intéresserait l'Alaska, il ne nous intéresse pas, nous. Exemple. Ou un domaine qui intéresserait peut-être l'Afrique du Sud, il peut ne pas nous intéresser. Donc, l'orientation, je pense que c'est le ministère qui s'en charge. Et ça, on l'a fait, voilà, la discussion qu'on a faite pour la refonte, les enseignements, pour la formation des médecins, c'est ça, c'est l'objectif. Qu'est-ce que je veux de l'étudiant ? Je veux qu'il soit médecin. Mais médecin en quoi ? Médecin, telle chose. Donc il n'a besoin que de ça en (*discipline*). Pourquoi je vais lui bourrer la tête avec quelque chose dont il n'a pas besoin ? Sauf s'il en a besoin pour comprendre autre chose. #00:14:34-0#
32. I : Est-ce que ces besoins sont reflétés dans le curriculum ? #00:14:38-0#
33. P8 : Oui, oui, oui. #00:14:41-0#
34. I : Qui sont adaptés aussi ? #00:14:42-0#
35. P8 : Oui. Le programme est adapté en fonction de la formation. Et donc, automatiquement, les bourses et les demandes de stages et tout, et l'internationalisation, c'est en fonction du besoin du pays. Si j'ai pas de pétrole, pourquoi je vais former des gens en pétrole ? À quoi ça va vous servir ? Ça sera de futurs chômeurs. #00:15:03-0#
36. I : Et vous remarquez que le processus d'adaptation, ça s'était accéléré ? #00:15:13-0#

37. P8 : Processus d'adaptation ? #00:15:14-0#
38. I : Oui. #00:15:14-0#
39. P8 : C'est à dire ? #00:15:15-0#
40. I : Des programmes, des formations, des (unclear) #00:15:14-0#
41. P8 : Ah non, ça a pris beaucoup de temps, ça prend beaucoup de temps en général. On fait de la redondance, on répète des choses qui ne sont pas faites, ça, il faut l'optimiser ; optimiser le temps. (On parle encore de 71 ? #00:15:35-0#), on est en 2018. On est en train toujours de parler de la refonte. #00:15:42-0#
42. I : Toutes les générations (rit) #00:15:43-0#
43. P8 : Mais pourquoi ? Parce que tout ce qui est ministère... #00:15:46-0#
44. I : Très bien. Voilà. #00:15:51-0#
45. P8 : Vas-y, vas-y. Pose tes questions. #00:15:53-0#
46. I : Voilà. Maintenant, si on a les deux pôles, national et international, où est-ce que vous positionnez l'enseignement supérieur algérien actuel ? #00:16:05-0#
47. P8 : Entre les deux. #00:16:06-0#
48. I : Oui. (rit) Au milieu ? #00:16:09-0#
49. P8 : (rit) Au milieu. #00:16:09-9#
50. I : Très bien. #00:16:11-0#
51. P8 : Au milieu. C'est-à-dire, je parle pas de l'enseignement. Vous savez, un cours qui est fait par un algérien, il est équivalent à celui qui est fait en France. Aucun souci. J'avais fait un cours en (*spécialité*) en 2017 ; donc, 2016-2017 j'ai enseigné en octobre, le cours, il a été enseigné en septembre en France. Identique, aucune différence. Donc, sur le plan enseignement, tous les enseignants algériens sont capables, à part certains, bien sûr. Mais l'enseignement supérieur, le programme, c'est un problème, programme, qui est en Algérie à l'échelle internationale. C'est le même programme, il y a aucun souci. Je veux dire « entre les deux », c'est peut-être une question de moyens, mais pas en tant qu'enseignement lui-même. #00:17:22-0#
52. I : D'accord. D'accord. #00:17:22-9#
53. P8 : Vous assistez à n'importe quel cours d'un enseignant/Moi, j'ai donné mon dernier aujourd'hui (rit). Vous auriez assisté à un cours, ça aurait été bien, vous auriez vu la différence. Parce qu'on est passé à l'ère du « data-show », à l'ère de la présentation sur micro. Nous, nous avons des jeunes qui sont, c'est, je les appelle « les jeunes du cyber », c'est des « cyber-jeunes », en réalité. Donc, ils sont tous connectés, ils travaillent tous sur internet, ils vont dans les forums de discussion. Il y a aucun souci. Maintenant, il y a une ouverture extraordinaire. Maintenant, sur le plan, peut-être recherche, oui, je dirais qu'on est plus, on est plus... Un peu moins du côté international. Mais sinon, c'est équivalent. Voilà. C'est ce que je pense. #00:18:13-0#
54. I : Très bien. J'ai vu dans la littérature, pour expliquer, ou aborder, le phénomène récent... #00:18:25-0#
55. P8 : Le téléphone. Pardon.
(appel téléphonique de #00:18:25-9# à #00:18:45-0#).
56. I : Voilà. Comme il y avait une expansion énorme des institutions de l'enseignement supérieur en Algérie récemment, les derniers quinze ans, il y avait presque (rit)... #00:18:56-0#
57. P8 : Ah, oui ! Il y avait une expansion extraordinaire, le pôle ici, c'était qu'un petit poste, c'est devenu un campus. #00:19:01-0#
58. I : (rit) C'est ça. Bon, qu'est-ce que... #00:19:04-0#

59. P8: C'est le nombre d'étudiants aussi. #00 :19:04-9#
60. I :Oui. Bon, il y a/j'ai trouvé deux termes dans la littérature qui parlaient d'une démocratisation ou d'une massification. Alors, qu'est-ce que vous diriez, qu'est-ce que vous pensez de ça? #00 :19:20-0#
61. P8: Alors. Vous les avez trouvés, c'est-à-dire une massification de l'enseignement et une démocratisation? Massification, c'est qu'il y a eu une explosion dans le nombre d'étudiants. J'avais des étudiants/Avant, je vais vous donner un exemple, en 93, on avait des fois jusqu'à 100 étudiants en (*discipline STEM*). 93. On est en 2018, on a jusqu' à 500 étudiants dans le même amphi. Ça, c'est une massification, effectivement, parce qu'on est victime du nombre d'étudiants qui s'inscrivent. On n'a pas de choix, parce que le nombre ne fait que croître. Et puis, pour la démocratisation, je ne sais pas ce qu'ils appellent « démocratisation » ici, démocratisation... #00 :20:08-0#
62. I : On pourrait dire aussi : est-ce que vous voyez cette expansion de manière positive ou négative ? #00:20:13-0#
- P8 : Cette expansion, elle est positive, dans la mesure où il faudrait diminuer un peu le nombre d'étudiants par spécialité, parce que vous formez je sais pas combien de médecins qui vont être au chômage. Ça sert à rien. Donc, en principe, l'année prochaine, le nombre va être réduit. Parce qu'on a été victime, on a été victime si tu veux, enfin, « victime », c'est un peu trop exagéré. #00:20:39-0#
- I : Désavantage, oui. #00:20:42-0#
- P8 : Victime du fait qu'il y a eu deux années d'enseignement qui ce sont accumulées à cause de la réforme LMD. Donc, on avait des enfants qui étaient en sixième, c'est-à-dire sixième année de l'enseignement, et d'autres qui étaient en cinquième année d'enseignement qui étaient fusionnés aux (CEM ? #00:20:59-0#). Et donc, on a eu un nombre qui a augmenté de manière vertigineuse. C'est pour ça que maintenant, on va aller vers un nombre un peu plus bas. #00:21:09-0#
63. I :D'accord. Mais par rapport au nombre des institutions, vous voyez ça, c'est un bon développement? #00 :21:14-0#
64. P8 : Oui, oui, il y en a de l'espace, il y a de l'espace. Peut-être pas suffisant, mais plus qu'on ne le croirait. Il suffit que l'utilisation soit adéquate, que tous les endroits soient utilisés, qu'il y ait pas de lieux vides et souvent, il y a ça. Vous dites il y a plus de salles de TP, vous allez trouver trois, quatre salles, vides. C'est-à-dire, il y a une mauvaise gestion. #00:21:18-0#
65. I : C'est ça (rit) oui, oui. #00:21:21-0#
66. P8 : Il y a une mauvaise gestion. #00:21:22-0#
67. I : Sûrement, un problème de (rit), de n'importe quelle infrastructure (rit) #00:21:27-0#
68. P8 : Exactement, exactement, voilà. Moi, c'est ce que je pense. #00:21:30-0#
69. I :Très bien. Super. Vous devez partir? #00 :21:34-0#
70. P8 : On pourra continuer ... ? #00:21:34-9#
71. I :Bien sûr. #00 :21:35-5
72. P8: On pourra continuer ... #00 :21:36-4#

8_9_f_STEM_1_executive function_research unit

Interviewer : I

Interviewee : P9, P8

1. I : Tout d'abord, on commencera généralement : quels sont les grands changements qui ont touché l'université algérienne depuis que tu t'es intégrée ? #00:00:13-0#
2. P9 : Ah ! Depuis que j'ai eu mon bac. C'est ce que je t'ai raconté hier, c'est-à-dire, il y avait, quand je suis arrivée, il y avait, je suppose, un ou deux systèmes avant... avant moi. Mais quand tu rentres à l'université, c'était l'ancien système, juste avant le LMD. Donc moi, j'ai grandi dans ce système, j'ai étudié, j'ai fait mes études, j'ai commencé à travailler, j'ai travaillé pendant des années et des années, toujours dans le même système. Et en 2004, il y a eu le nouveau système, le LMD. Et comme par hasard, en 2004, c'était l'année où j'ai été chargée de devenir chef département adjoint, chargée de la pédagogie. Donc j'ai découvert/C'était la première année d'application du LMD et en même temps j'ai commencé l'administration. Donc, en fait... #00:00:57-0#
3. I : Comme la position de (*nom*) actuellement ? #00:00:59-0#
4. P9 : Non. Alors, (*nom*), c'est la faculté au fait. Voilà. Tu as la faculté, et tu as les différents départements, et donc tu as, au niveau de la faculté, tu as le doyen et les vice-doyens. Et après, au niveau de la faculté, tu as différents départements et chaque département possède (tousse) un chef de département et des adjoints. Donc toujours un pour la pédagogie. Donc, tout ce qui est affaires académiques, ce qu'on appelle en anglais « academic affairs » ou « students affairs », ou des trucs comme ça, et la partie post-graduation, à la recherche, le doctorat et tout. Moi, je me suis occupée de ça de 2004 à fin 2008, parce que j'ai un principe de ne pas faire plus de trois ans dans le poste. #00:01:44-0#
5. I : Oui, c'est une bonne chose (rit). #00:01:46-0#
6. P9 : C'était fin 2008 et en plus, bon, après je suis partie aux États-Unis. Donc, en fait, j'avais décidé de ne pas... Et donc j'ai découvert le LMD et je travaillais sur les deux, c'est-à-dire, on avait en parallèle les deux systèmes, celui qui se terminait. Et ce qui est bien, c'est que l'Université (*institution*), ce qu'elle a fait quand il y a eu le LMD, elle n'a pas fait comme certaines universités, où elle a fait les deux systèmes en parallèle. C'est à dire, ouvrir la même année l'ancien et le nouveau. Non, elle a arrêté l'ancien, elle a terminé avec les anciens, je veux dire, pour terminer leurs études, mais elle a ouvert une fois pour toutes pour faire le LMD. Donc nous, on a, on est vraiment la première université en Algérie à avoir fait ça, c'est-à-dire uniquement LMD. Il y a des universités qui l'ont fait peut-être dix ans après. Nous, on était vraiment les premiers, donc du coup, tout le monde a... #00:02:33-0#
7. I : Et comment ça se faisait que (*institution*) était la première ? #00:02:38-0#
8. P9 : Bon, (*institution*), elle est particulière je pense. On avait un recteur qui avait fait ça, je pense qu'il était... comme il était très intelligent, il avait raison, parce que faire deux systèmes en parallèle, c'est un peu schizophrénique, c'est pas normal. Si on décide d'aller vers l'avenir, on va vers l'avenir une fois pour toutes. On va pas dire « Oui, OK, je maintiens celui-là et... ». Donc il a fait comme ça. Et moi, je pense que c'est une bonne idée, parce qu'à la fin, il y a que ce système qui est maintenu ! L'ancien, il disparaît et

donc, c'est pas la peine de mettre les étudiants... Vous, vous êtes là, les autres, oui, moi, je vais avoir quatre ans et l'autre trois ans, et cetera. Non, une fois pour toutes, parce que, parce que c'est l'avenir. Donc j'ai travaillé, ce qui fait que je connais l'ancien système, parce que j'y ai étudié et j'ai fait mes enseignements pendant des années et des années ; et je connais le LMD, parce que j'enseigne toujours, donc... Et c'est un peu différent, donc, l'approche, la façon d'enseigner. Tout est complètement différent. Alors au départ, moi, je me rappelle (rit), je sais pas si ça, on peut dire, mais (rit) quand on a commencé à travailler sur le LMD, j'essaie de t'expliquer, parce que les gens ne savaient pas ce que c'était un crédit, par exemple, ne savaient pas le fait de compenser et que l'étudiant pouvait monter en deuxième année sans avoir l'année. Alors que nous, c'était : « Si tu n'as pas dix, tu passes pas ». C'est tout. L'autre, il était un peu plus compliqué, mais vraiment compliqué à comprendre. Et des fois, je faisais des réunions avec les enseignants et ça passait pas. Il y a des gens qui ont toujours refusé le... #00:04:06-0#

9. I : Oui, oui. #00:04:07-0#

10. P9 : Oui, ils trouvaient que c'était compliqué, surtout ceux qui enseignaient en l'ingénieur et tout. À un moment donné, je me rappelle pas, il y a quelqu'un, je ne sais pas ce qui, j'aurais expliqué le principe, et d'ailleurs, j'ai dit une phrase qui n'avait pas beaucoup plu aux gens. Je leur avais dit : « Excusez-moi, vous devez reformater vos cerveaux ». #00:04:23-0#

11. I : Oui ! C'est clair (rit), j'imagine, oui. #00:04:28-0#

12. P9 : Voilà : « Reformatez vos cerveaux. Le monde va changer, vous êtes obligés de l'appliquer ». Bon, résultat des comptes, ils sont en retard, parce que maintenant ils comprennent difficilement le LMD, alors que nous, on le maîtrise. Pas de problème. Quand on parle du LMD, on sait de quoi on parle : les crédits, les coefficients. Et les gens ne savent pas ce que ça veut dire, pourquoi on a un coefficient et pas, enfin, un crédit et pas deux, et cetera. Quand on leur explique pourquoi, c'est fait comme ça, et que c'est international, ils vous regardent : « Ah bon ! ». Ils pensent que l'Algérie qui le fait. Non, c'est faux, c'est tout le monde, et il y a une façon de mettre un crédit, tout le monde le sait. Tu vois ce que je veux dire. Donc, ils ne comprennent... ils n'essaient pas d'aller vers... « Non, moi, je sais, j'étais bien dans mon système, pourquoi vous venez m'embêter avec un autre ? » C'est un peu ça, ce qui s'est passé, surtout certaines personnes qui sont, je ne dirais pas vieilles ou âgées, des fois il y a des jeunes qui n'apprécient pas le changement. Mais, voilà, c'est comme ça que j'ai fait le passage de l'un à l'autre et comme moi j'aime bien le changement... #00:05:27-0#

13. I : Pour avancer (rit). #00:05:30-0#

14. P9 : Ça ne m'a pas gêné. Et j'avais lu, et tout. Donc le fait de l'adapter, oui, moi je trouve qu'on aurait dû le faire de manière meilleure, parce que le travail personnel n'est pas du tout valorisé chez nous. Donc si toi tu le fais en tant qu'enseignante, comme moi je le fais, moi je fais vraiment le travail personnel, j'oblige, je leur donne des devoirs maison, je leur dis : « Comme au lycée ». Et ils sont obligés de rendre les devoirs maison, parce que comment tu sais qu'il a fait un devoir maison, si tu l'oblige pas à faire quelque chose ? Voilà. Mais c'est pas tout le monde qui veut le faire. Tu vois, après, si ça ne fonctionne pas, c'est un peu de leur faute, parce que l'enseignant, il vient, il a été habitué. Je te donne un exemple. Moi, j'ai fait D.E.S.S. en (*discipline*). Pendant l'année, on faisait quarante heures d'enseignement. Le LMD, c'est vingt-deux heures. Donc, quand tu donnes vingt-deux heures, les dix-huit heures, elles passent où ? (rit) Il faut réduire ton cours. #00:06:23-0#

15. I : C'est demi. #00:06:24-0#
16. P9 : La façon de donner les cours, et que l'étudiant, normalement, quand il travaille, il doit avoir ses cours, il doit travailler ses cours et venir juste pour les questions. Nous, on rentre pas. Avant, on faisait les dérivations. Moi, j'utilise beaucoup d'équations, les dérivations d'équation, des formules et tout. Là, on le fait plus, on ne peut pas le faire. Ce qu'on faisait en une année, on le fait en un semestre. Donc la façon de voir, si on sait pas donner et expliquer aux étudiants, c'est sûr que c'est difficile. Donc l'enseignant, quand vous lui expliquez, vous lui dites : « C'est très important que, votre volume horaire, vous devriez, par exemple, plutôt votre programme, vous devez l'adapter à votre volume horaire. Il ne faut pas faire comme avant, où tu fais, tu fais et puis tu t'arrêtes quand l'année se termine. Non. Il faut que le cours soit fait, tu te débrouilles pour le faire ». D'ailleurs, maintenant, comme on est en train de revoir, le ministère, on nous demande notre avis sur les programmes et tout. L'idéal, c'est de mettre, par exemple : chapitre 1, c'est trois heures ; chapitre 2, c'est neuf heures, et cetera. C'est ce qu'on est en train de faire. Comme ça, l'enseignant, même s'il ne sait pas faire, il se dit : « OK, en trois heures il faut que je donne tout ça, en six heures, il faut que je donne tout ça ». C'est ça, ce qui est important. Et tout ce qui est censé se faire existe sur le papier ; du genre, donner le programme, le nombre de... par exemple, le nombre de semaines. Nous, à (*institution*), on est, et en plus, à la fac des (*disciplines STEM*), on est les, pratiquement, les très rares à faire exactement quatorze semaines. Mais vraiment, les quatorze ! Ailleurs, on les fait pas. #00:07:58-0#
17. I : C'est exigé. #00:07:58-0#
18. P9 : Exigé, parce qu'on a quatorze plus une semaine d'examens. On les fait. On les fait, donc moi, quand je commence mon année, j'ai ma fiche Excel, j'ai les journées, je prends le calendrier et je regarde : s'il y a jour férié, je le marque. #00:08:15-0#
19. I : Voilà, il y a pas mal. (rit) Pas de souci, oui, ça dépend. #00:08:17-0#
20. P9 : Non, non, non, pas toujours. Donc je fais en sorte pour/Alors, comment je fais ? La première semaine, par exemple, je prends toutes les quatorze semaines, je vois que, par exemple, j'ai deux semaines, enfin, deux cours qui vont sauter à cause des jours fériés. Ça peut être, je sais pas moi, le 1^{er} novembre, ça peut être 1^{er} mai, comme dernièrement. Donc qu'est-ce que je fais ? Je prends la première semaine, c'est la semaine où on commence les cours, mais les TD et les TP ne commencent pas. Donc, qu'est-ce que je fais ? Je m'arrange avec les étudiants, je leur dis : « Moi, ce que je dois vous faire, c'est quatorze semaines. Mais comme il y a deux... quatorze, il faut que je les fasse. Débrouillez-vous, mais je dois le faire ». Donc, qu'est-ce que je fais ? Je prends les semaines où je sais qu'il va y avoir jour férié, je les fais la première semaine. #00:09:01-0#
21. I : Très bien ! Pour être sûre (rit). #00:09:03-0#
22. P9 : Et donc je leur dis : « Voilà, aujourd'hui c'est semaine - quand je fais mon cours je dis 'semaine 1, semaine 2, semaine 3 - voilà, on a fait ceci, cela, et là, il nous reste ceci, cela ». Quand je termine, je leurs dis : « Voilà, vous avez tout ce qu'il fallait sur vos quatorze semaines ». Mais il faut le faire. J'ai vu, moi, aux États-Unis, que des fois, là où j'étais, les jours fériés, les étudiants vont à l'université. Nous, ça n'existe pas chez nous. Même si c'est un jour férié, l'administration travaille pas, mais les enseignants et les étudiants travaillent. Nous, on peut pas avoir ça. Donc, pour éviter ça, et pour ne pas perdre les quatorze semaines, je les récupère avant. Ou alors, il y a certains qui le font à la fin, parce qu'à la fin, en général, les TP se terminent avant les cours et les TD. Ils

récupèrent sur les séances de TP, ils s'arrangent ; ceux qui veulent travailler, les autres, on pense à chacun. Mais techniquement, on est obligé de faire quatorze semaines. Tu les fais, tu trouves le moyen de les faire, et puis c'est tout. Quand tu n'as pas une grosse promotion, c'est pas compliqué. Tu as une salle, il n'y a pas de souci. C'est quand tu as une grande promotion où tu as besoin d'un amphi, et que tout le monde a besoin de cet amphi. Tu demandes à la vice-doyenne. Elle te dit tel jour, telle heure, il y a un amphi qui est libre, donc tu peux le prendre pour tes heures sup'. Et donc, les jeudi après-midi, par exemple, et cetera, et cetera. Voilà. Donc, grosso modo, c'est ça, mon expérience avec le LMD. Je pense que c'est/et puis comme je sais comment ça marche à l'étranger, j'essaie de me dire : « On devrait faire autant, sinon mieux ». Peut-être pas « mieux », parce que... mais autant faire la même chose #00:10:32-0#.

23. I : D'accord. Et c'est bien en cours ? #00:10:34-0#

24. P9 : Normalement, pour moi, c'est même pas une... des fois quand j'entends les gens dire : « Oui, il faut revoir le système », je dis : « Quel est l'intérêt ? Au contraire, ça rend les étudiants plus libres de voyager et de chercher ailleurs ». On dirait que ça les dérange, ou je sais pas. J'ai pas très bien compris, voilà, certains disent : « Ils ont algérianisé le LMD ». Moi, j'ai pas algérianisé, honnêtement, je le fais à la manière internationale. Je le fais comme ça. #00:11:04-0#

25. I : Et tu penses la meilleure façon ? #00:11:07-0#

26. P9 : Je pense, je pense que c'est bon. Et quand tu obliges les étudiants à travailler, bon, c'est sûr que c'est pas parfait, c'est pas parfait. Les étudiants ne vont jamais travailler comme il le faudrait, mais au moins, qu'ils apprennent à être indépendants, ne pas dépendre uniquement du prof. #00:11:21-0#

27. I : C'est important, pour après (rit), quand même. #00:11:25-0#

28. P9 : C'est pas évident, c'est pas évident. Il faut qu'on change de façon de faire. Je ne sais pas comment, mais c'est pas la même chose. On est/ils sont très, encore très, très assistés. Ils sont très assistés. #00:11:38-0#

29. I : Et qu'est-ce que tu penses, bon, qu'est-ce qu'il faut changer pour, bon, améliorer cette situation ? #00:11:44-0#

30. P9 : Déjà, qu'on applique ce qui s'applique ailleurs. Si on veut qu'on ressemble aux allemands, aux américains, aux japonais, il faut faire comme eux. Des fois, les étudiants, je leur dis : « Attendez, vous êtes ... vous venez le matin, vous êtes fatigués, je suis sûre que vous avez passé la nuit sur Facebook ». Ils rigolent. Ils me disent : « Madame, comment on peut savoir que ça marche ? ». Je leur dis : « Le jour où vous marcherez devant les murs, vous les raseront et vous avait les cernes ici ce jour-là je serais... (De #00:12:17# à #00:12:40# hors sujet). Tant que les gens ne sont pas fatigués le matin parce qu'ils ont travaillé toute la nuit. Je te donne un exemple. A un moment donné, on disait : « La bibliothèque, on ne travaille pas à la bibliothèque, parce qu'elle n'est pas ouverte ». OK, on n'est pas à Harvard, on n'est pas... OK, le recteur, notre ancien recteur, c'est quelqu'un de très grand, il leur a dit : « D'accord ». Il a ouvert la bibliothèque de la fac de (*discipline STEM*). Comme elle est en ville/parce que nous, on a aussi les travailleurs, il y a la fonction publique, il y a le syndicat, ils ne vont pas travailler à n'importe quelle heure. C'est pas la mairie, c'est ça, voilà. Mais il a fait en sorte pour que la bibliothèque de la fac de (*discipline STEM*), qui est en ville, soit ouverte. Pas toute la nuit, mais au moins ouverte, je crois, jusqu'à 22 heures, je crois, il ne faut pas que je dise des bêtises. #00:13:26-0#

31. I : C'est international. #00:13:28-0#

32. P9 : Pas grand-chose. Les gens ne venaient pas. #00:13:30-0#
33. I : Alors, c'était pas ça le problème. #00:13:32-0#
34. P9 : Voilà, voilà, je veux comme les autres... #00:13:35-0#
35. I : Et ces problèmes on peut résoudre. #00:13:35-0#
36. P9 : Si chacun a sa façon de voir, il y a des gens qui aiment bien travailler à la maison. Ça gêne pas. L'essentiel est que tu travailles, c'est ça, le truc. Donc, apprendre aux gens à travailler. #00:13:47-0#
37. I : Le résultat qu'on suit. #00:13:47-0#
38. P9 : Voilà, c'est le résultat qui compte, mais... c'est comme, par exemple, les élèves maintenant, quand ils/avant de passer le bac, ils vont à la bibliothèque, ils révisent. Il faut dire qu'ils gardent cette façon de faire. Il y a ceux qui travaillent, comme ça, il y a ceux qui travaillent tout seuls. Donc, mais plus important pour moi, c'est: un, qu'ils s'habituent à travailler tout le temps, tout le temps, tout le temps. C'est pas toujours évident pour des méditerranéens. #00:14:14-0#
39. P8 : (est arrivée) Ce truc là, c'est super, je ne connaissais pas ce point là. #00:14:16-0#
40. P9 : Cette partie-là, je la connaissais pas, je pensais qu'il y avait que l'autre qui existait. #00:14:23-0#
41. P8 : Avant, il y avait pas de... c'est pas grave si... #00:14:26-0#
42. P9 : Comme ça, elle prendra tout. Quand elle s'ennuiera, elle va va le mettre en marche. #00:14:31-0#
43. P8 : Avant, il n'y avait pas ça. Après, ils ont mis et ils ont agrandi. Voilà, c'est comme ça qu'il faut le faire, il faut convaincre les gens. #00:14:38-0#
44. P9 : Donc, ça existe depuis longtemps. Et puis, principe d'élitisme et tout, c'est pas, c'est pas très ancré non plus. #00:14:47-0#
45. I : D'accord. Tu peux élaborer ? (rit) #00:14:51-0#
46. P9 : L'élitisme, le fait de, c'est toujours le meilleur, nous, l'université elle est... #00:14:56-0#
(De #00:14:56# à #00:23:24# hors sujet)
47. I : Alors, maintenant... #00:23:26#
48. P9 : Elle t'a posée la question sur le LMD non ? Mais elle n'a pas vraiment travaillé beaucoup sur le LMD. #00:23:31-0#
49. P8 : Moi, je lui ai dit, moi, j'ai pas beaucoup travaillé sur le LMD. Mais ce que j'ai pensé, je l'ai dit hier. Je me rappelle plus ce que j'ai dit, non, on a parlé du LMD justement. #00:23:40#
50. I : Et on parlait aussi de massification et démocratisation. #00:23:43-0#
51. P8 : On avait terminé avec la massification et la démocratisation. #00:23:46-0#
52. I : Voilà. Maintenant, ton avis sur ces termes (rit) ? #00:23:49-0#
53. P9 : J'ai déjà entendu ce mot, la « massification » et la « démocratisation ». Tu te rappelles avec, comment il s'appelle, déjà ? Le gars de... #00:24:01-0#
54. I : Ah, oui. (nom). #00:24:02-0#
55. P9 : (nom). Je sais pas, je pense que toute personne a droit à l'éducation. Bon, la massification, c'est bien, ça permet aux gens d'être mieux éduqués et cetera. Maintenant, ce qui serait bien, c'est que parmi la masse, il faut qu'il y est une élite qui sorte. Et c'est un peu ce qu'ils sont en train de faire avec les écoles d'ingénieurs et cetera. Donc, c'est, si tu veux mon avis, moi je suis pour, je considère que tout être humain a droit à l'éducation. Et plus il va loin, mieux c'est, que ce soit pour lui, pour sa famille, pour la société. Bon, mais il faut qu'il apprenne, pas avoir uniquement des diplômes. Donc pour

- ça, moi, je suis pour, c'est/mais je voudrais aussi qu'il y ait en même temps une certaine élite qui ressorte. Malheureusement, en général, les grandes écoles et tout, elles forment des gens qui partent à l'étranger. Donc en fait, l'Algérie n'en profite pas. Bon, même les autres, ils partent. Mais ceux-là, par exemple les grandes écoles, franchement, c'est plus de 50 %. Et ils sont formés en général, les écoles d'ingénieurs d'informatique, travaux publics et tout. Malheureusement, ça part. Mais en elle-même, le principe lui-même, moi je... #00:25:24-0#
56. I : D'accord. Et le système des grandes écoles, c'est sur le modèle français ou c'est... ? #00:25:29-0#
57. P9 : À peu près, oui. C'est-à-dire que, en fait, les écoles d'ingénieurs, en fait, c'est des écoles, elles forment des ingénieurs, voilà. L'université n'a plus le droit de former des ingénieurs, elle forme que des... #00:25:41-0#
58. I : D'accord. Depuis quand, ou, bon ? #00:25:42-0#
59. P9 : Depuis, le système des grandes écoles . #00:25:44-0#
60. P8 : Le LMD. #00:25:44-0#
61. P9 : Alors, avant, avant il y avait les grandes écoles. Après, non, non, pas avant le LMD, c'est même après, après le LMD, après le LMD. C'est en 2009 que ça a été décidé. Le LMD a commencé en 2004, l'histoire d'arrêter les formations d'ingénieurs, parce que je t'avais dit il y avait deux formations en parallèle. Donc, tu pouvais avoir dans le même département les gens qui étaient formés ingénieurs et les autres, qui étaient en licence LMD. Ça a continué jusqu'en 2009. Alors, 2009, c'est interdit. D'ailleurs, la Faculté (*disciplines STEM*), avant, ça s'appelait Faculté (*disciplines STEM*). Elle a changé. Elle a changé, oui, elle a changé, c'est devenu technologie. Donc, toute personne qui sort de l'université, elle ne peut jamais être ingénieur. Elle ne peut jamais être ingénieur. Et pour être ingénieur... #00:26:32-0#
62. I : C'est comme en France. Non ? Ou, bon. #00:26:32-0#
63. P9 : Non, non, la France est en train de revenir vers ça. Mais nous, ils ont pris l'ingénieur dans les écoles, parce qu'ils considèrent que ça forme mieux les gens. C'est vrai que, bon, ils sont bien formés et après, ça fait un ingénieur qui travaille dans l'industrie. Tu vois ce que je veux dire. C'est ça le, c'est ça le principe de l'école, c'est former et partir, c'est pas trainer et rester. Parce que nous, on est arrivé à l'état où l'université formait l'ingénieur, qui formait un magister, qui faisait un doctorat, qui était recruté à l'université, qui formait un autre. Donc, l'ingénieur ne servait à rien, finalement. Là, ils ont coupé, ils disent : « L'ingénieur, c'est pour l'industrie ». #00:27:11-0#
64. I : D'accord. Et par rapport à l'école ? #00:27:13-0#
65. P9 : Et donc il y a moins en mois d'ingénieurs. #00:27:16-0#
66. I : Oui. Et l'École Nationale d'Administration ou École Nationale Supérieure ? #00:27:20-0#
67. P9 : L'ENA ? L'ENA, ça, c'est une école d'administration. Elle, elle est particulière, c'est pour l'administration, c'est en général les futurs Wali, les futurs cadres de l'État. Ça, c'est particulier. Tu as la meilleure école en Algérie, c'est l'ESI, c'est l'informatique. Alors là, pour y accéder, il faut avoir un 18 au bac. C'est vraiment le 18 au bac, c'est-à-dire, quelqu'un qui vient à l'école, par exemple ici, on a deux écoles (*discipline STEM*). C'est parce qu'il est frustré, parce qu'il n'a pas réussi à aller là-bas. Et donc, les grandes écoles, ils font les écoles préparatoires. Soit ils restent dans l'école où ils sont, soit ils passent le concours, parce qu'après deux ans, ils passent le concours et ils repartent. Bien sûr, les moyennes ne sont pas les mêmes qu'à l'université, en général, les grandes

- écoles, c'est minimum 14, 15 de moyenne, enfin, 14. Et il faut avoir de bonnes moyennes dans les matières de spécialité, par exemple. Parce que j'ai travaillé à l'école préparatoire, celle qui est à (*endroit*), au départ, on prenait 14 - 15 de moyenne. Et après, on s'est rendu compte qu'ils n'étaient pas fameux. Pourquoi ? Parce que dans le bac, il y a tout : il y a les maths, il y a la physique, il y a les sciences naturelles, histoire, géo, et cetera. Donc, si tu as une mention avec les matières littéraires, ça va pas. Donc, il fallait avoir et le bac et les matières essentielles de bonnes moyennes: maths-physique, par exemple, ou je sais pas moi, économiste, ça dépend. Donc voilà, c'est grosso modo, c'est ce qui a changé. Donc l'université ne forme que le LMD en fait. #00:28:50-0#
68. I : Mais dans une manière, on pourrait dire, cette école, bon, ces écoles, même c'est une forme d'élitisme, ou... ? #00:28:57-0#
69. P9 : C'est une forme d'élitisme. Il y a ça, il y a aussi ce qu'on appelle les, comment on appelle ça ? Les spécialités protégées. Les spécialités protégées, c'est la médecine, la pharmacie. Pourquoi ? Parce qu'il y a une telle demande ; une telle demande, qu'on peut pas prendre, bon, on ne peut pas prendre n'importe quelle quantité d'étudiants. Donc, dès le départ, l'étudiant, il peut avoir un 15 de moyenne cette année, mais s'il y a beaucoup de demandes, il peut ne pas passer en médecine ou en pharmacie. Donc, il y a la médecine, la pharmacie, chirurgie dentaire. Ça, c'est à l'université. Puis, il y a les grandes écoles d'ingénieurs, l'école d'administration et tout. Ça, c'est les spécialités protégées. Vraiment protégées. C'est une forme d'élitisme, oui, mais c'est pas... . #00:29:44-0#
70. I : Côté formation, ils font pas la recherche, non ? . #00:29:46-0#
71. P9 : Ils peuvent faire de la recherche après, oui, bien sûr... #00:29:48-0#
72. I : Ils peuvent faire de la recherche. Mais à l'université, ça s'arrête là ? #00:29:53-0#
73. P9 : Oui, bien sûr, ça s'arrête. Bon, un médecin, c'est un médecin, donc voilà, donc, c'est une forme d'élitisme. Mais le problème c'est que, à cause du bac, donc à cause de trois ou quatre jours de bac, ça peut mettre une carrière dans un sens ou dans l'autre. Tu peux avoir des, des/Tu te rappelles tout à l'heure, quand on venait avec (*nom*) ? Il y avait une voiture avant nous, elle nous disait : « Ça, c'est X, ça, c'est un garçon qui est en train de passer son bac pour la quatrième fois ». Il est avec elle, il passe les cours avec elle. Pourquoi ? Parce qu'à chaque fois il a 14, 14 et demi de moyenne. C'est quand même correct. Mais lui, il veut faire pharmacie à tout prix, pharmacie. #00:30:34-0#
74. I : D'accord. #00:30:35-0#
75. P8 : Donc il lui faut une meilleure moyenne. #00:30:36-0#
76. P9 : Donc il lui faut une meilleure moyenne. Et donc, il répète le bac jusqu'à ce qu'il puisse faire la pharmacie, parce que sa mère et une pharmacienne et qu'elle lui a demandé. C'est tout bête. Lui, il veut partir en France, il veut partir en France, être ingénieur. Mais pour faire plaisir à sa mère, qui est pharmacienne, tous ses frères avant lui ont fait médecine, ont fait autre chose. Mais lui, il dit : « OK, moi, moi j'ai rien, donc moi, ça me dérange pas, je vais faire ça pour maman ». C'est un peu, donc, tu vois. C'est un exemple. #00:31:06-0#
77. I : Alors, la motivation n'est pas franchement, bon, donc la motivation n'est pas... #00:31:07-0#
78. P9 : On peut avoir une médiation pécuniaire aussi. #00:31:08-0#
79. P8 : Oui. #00:31:09-0#
80. P9 : Parce que, si elles sont protégées, c'est plus aussi, bon, c'est pas par humanité je te le dis. #00:31:14-0#

81. P8 : En réalité, un pharmacien, c'est un tiroir-caisse même. #00:31:16-0#
82. P9 : Non, mais même les médecins. Un médecin qui travaille pas, d'ailleurs c'est pour ça qu'on a les classes de résidents. Un médecin qui travaille pas à l'hôpital, il travaille dans le privé, il gagne un argent de folie. Je veux dire qu'il gagne mieux qu'en Europe, des fois. Donc, je ne pense pas que c'est pour des motivations humanitaires, voilà. Toutes ces spécialités, c'est à cause de, c'est les meilleurs salaires. Ou alors, travailler dans le privé. Informatique, ça gagne bien sa vie aussi. #00:31:45-0#
83. P8 : Exactement. #00:31:45-0#
84. P9 : C'est très bien. Un ingénieur, il peut être recruté par n'importe quelle boîte. Donc la nouvelle génération, elle sait ce qu'elle veut. Elle sait. Tu as quelqu'un à 18 ans, il sait qu'il veut ça, ça. À notre époque, ce n'était pas comme ça. Vraiment pas. Enfin, même si on savait, mais c'était pas possible. Maintenant ils savent. #00:32:05-0#
85. P8 : Ils savent ce qu'ils veulent. #00:32:06-0#
86. P9 : Ils savent ce qu'ils veulent et tout tourne autour de l'aisance financière. C'est comme ça. Donc il ne va pas galérer à étudier pendant dix ans, pour avoir un salaire, bon, il faut faire juste. Donc, si on veut réussir, partir à l'étranger, maintenant il y a les opportunités aussi des pays du Golfe, l'étranger. #00:32:33-0#
87. P8 : Oui, et puis réussissent bien. #00:32:33-0#
88. P9 : Ils réussissent. Moi, je te donne un exemple. Dernièrement, j'étais... Où est-ce que j'étais la dernière fois ? #00:32:37-0#
89. P8 : La dernière fois en France, mais avant tu étais en Éthiopie. #00:32:40-0#
90. P9 : Je sais pas j'étais où, j'ai rencontré, j'avais une escale. #00:32:44-0#
91. P8 : L'Afrique du Sud, je crois. #00:32:45-0#
92. P9 : Je sais plus, je sais plus. J'avais une escale à Alger, j'attendais le vol (*ville*). J'étais comme ça, assise, puis il y un qui dit : « Bonjour, Madame ». Je l'ai reconnu, c'était mon étudiant de ma première promotion, c'est-à-dire, la première année où j'ai enseigné. #00:33:03-0#
93. I : Tu te souviens ! #00:33:03-0#
94. P9 : Il s'est rappelé de moi, première promotion. Lui, il a fait ce qu'on appelait les DEUA. Les DEUA, c'est l'équivalent de technicien supérieur. D'accord ? Et je me rappelle, il y a à peu près une dizaine d'années, il était revenu. Lui, un DEUA (*spécialité discipline*), il a été recruté par la SONATRACH. Il a travaillé au sud, ils ont des salaires meilleurs qu'au nord, et cetera. Ça va, il travaillait, il habite dans la région. Puis, il y a dix ans, quand j'étais chef de département à l'école préparatoire, il est passé avec son copain, il est venu me voir. Il m'a dit : « Madame, je suis juste venu vous voir, pour vous dire que je vais peut-être partir d'Algérie ». « Ah bon ? Où est-ce que tu vas ? ». « J'ai trouvé un contrat au Moyen-Orient, dans les pays du Golfe ». D'accord. Je l'ai plus revu. Ça fait dix ans. Je l'ai rencontré, il est venu, il s'est assis à côté de moi, il m'a raconté. Tu sais comment il vit ? Lui, il est marié ici, enfin, dans la région. Il passe un mois dans le Sultanat d'Oman. Quand je dis le Sultanat, je veux dire les bases pétrolières. Un mois là-bas et un mois ici. #00:34:08-0#
95. P8 : Oui, un mois sur deux. #00:34:08-0#
96. P9 : Un mois sur deux. Je lui ai dit : « Et votre famille, comment ça se passe ? » Il me dit : « Non, ma famille, elle est là ». C'est comme s'il était au Sud algérien. Et je lui ai dit : « Mais ça fait pas beaucoup d'argent - parce que moi, je réfléchis autant qu'universitaire - d'aller comme ça et revenir ». Il me dit : « C'est pas moi, c'est eux qui paient tout ». #00:34:25-0#

97. P8 : Oui. #00:34:25-0#
98. P9 : Et il me dit : « Mais maintenant, je suis »/Bon, il n'y a pas une grande différence d'âge entre lui et moi, parce que (unclear #00:34:36-0#). Il m'a dit : « Bon, je vais continuer à travailler, peut-être deux, trois ans, je vais changer de contrat, je vais aller dans une autre boîte ». Il travaille avec les contrats. Il m'a dit : « J'ai tout fait, ça y est, j'ai tout, j'ai plus besoin de rien du tout, donc je veux venir me reposer ». #00:34:49-0#
99. P8 : Il a de l'argent, il peut s'acheter une maison, il peut s'acheter une voiture. #00:34:51-0#
100. P9 : Il a tout il a tout il a tout. #00:34:52-0#
101. P8 : Il a tout ce qu'il faut. #00:34:53-0#
102. P9 : Il a sa maison, il a tout ce qu'il faut, donc. Alors que s'il était là, il ne pourrait jamais, avec son diplôme de technicien supérieur. Donc les opportunités, surtout au Moyen-Orient, c'est fou. Et donc, les gens réfléchissent comme ça. Il veut faire tes spécialités, parce qu'il sait que ça va lui permettre de faire des choses. Et c'est légitime, à la limite. Vas-y ma belle. Bon, il y avait un algérien qui travaillait à Abu Dhabi. Et qu'est-ce qu'il fait ? Il faisait la navette, oui, il faisait la navette entre Abu Dhabi et l'Algérie. Sa femme était ma copine, hadik (*en arabe: celle*) qui est au Canada. Il faisait un mois à Abu Dhabi et un mois en Algérie. Ensuite, sa femme est partie au Canada et lui, il a continué à faire Abu Dhabi-le Canada. Un jour, Total, il était avec Total, est venu s'implanter en Algérie et il fait Alger... (De #00:35:42-0# à #00:39:26-0# hors sujet). Bon, on termine avec ce qu'on disait, l'élitisme ? #00:39:29-0#
103. I : Bon, l'algérien qui était... #00:39:31-0#
104. P8 : Et l'algérien, il était avec Total, et du coup, au lieu de faire Alger-Dubaï-Alger, ensuite Dubaï-Canada, eh bien il a commencé à faire Alger-Canada. Du coup, un algérien qui travaille avec Dubaï, avec Total, mais en Algérie, il est payé par les... par Dubaï. #00:39:48-0#
105. P9 : C'est normal. #00:39:49-0#
106. P8 : Essbar (*en arabe: attends*), pour te dire comment ? Regarde, c'est un ingénieur qui a été formé, mais qui travaillait ici et là-bas . #00:39:53-0#
107. P9 : Ça marche. Du toner pour eux, ça marche. #00:39:56-0#
108. I : Super. Très bien. Je pense... #00:39:56-0#
109. P9 : En informatique aussi, ça marche, en Télécom aussi. #00:40:00-0#
110. P8 : Oui, Telecom, oui, comme en France. #00:40:04-0#
111. P9 : Il y a des formations qui permettent de s'en sortir. #00:40:06-0#
112. I : Très bien. Est-ce qu'on avait déjà parlé du rôle du ministère, non ? #00:40:13-0#
113. P8 : Oui, oui. Hier, on a parlé du rôle du ministère. #00:40:16-0#
114. P9 : Il est clé. #00:40:16-0#
115. P8 : Je lui ai dit, c'est lui qui... #00:40:19-0#
116. P9 : C'est, bon, la différence, alors je t'explique. Moi, je sais pas comment ça marchait avant, parce que j'étais jeune et j'étais étudiante. Mais la différence avec le LMD, c'est que le ministère demande à la base de proposer. C'est ça, c'est proposer. C'est-à-dire, la plaisanterie, c'est de ne pas dire que/parce que les gens disent « la tutelle », « la tutelle, c'est le ministère ». Or, il n'est pas. C'est pas la tutelle dans le sens, dans le sens, eux, ils sont mineurs, et l'autre, ils sont majeurs. Non. C'est parce qu'elle dit « OK » ou « Pas OK ». C'est-à-dire, elle valide, on va dire, l'accréditation et tout. Mais techniquement, techniquement, le ministère, son rôle, et je le dis parce que je sais et on le fait. D'ailleurs, tu as participé à l'élaboration des cours. #00:41:06-0#

117. P9 : C'est qu'elle demande aux gens, au départ, ça a été demandé, ça a été fait bien, moins bien, ça dépend des spécialités. Maintenant, ils sont en train d'harmoniser, de faire des choses techniquement. Mais tout doit venir de la base. Et donc, le ministère ne fait que valider. #00:41:20-0#
118. P8 : Valider. #00:41:20-0#
119. P9 : Bon, bien sûr, vérifier que ce qui est proposé est normal. Mais valider, le principe, le principe général, c'est, et ça, je suis sûre, je ne dis pas de bêtises, c'est venir de la base. Il y a que l'accréditation, c'est comme si tu avais une institution, comme dans certains pays, où il y a des organismes internationaux qui viennent, te donnent l'ISO ou les normes. #00:41:44-0#
120. P8 : Certainement. #00:41:44-0#
121. P9 : Les normes. Nous, on a notre norme, c'est le ministère. Bien sûr, le ministère étant un ministère d'Etat. Alors, je veux dire, d'un pays souverain. Donc, normalement, il doit respecter ce qui existe dans le monde. Donc, à l'UNESCO, enfin, je veux dire, il ne va pas donner les trucs qui n'existent pas. Respecter l'UNESCO, respecter les normes internationales. Ça, je le sais parce que je suis dedans. Enfin, dedans. #00:42:08-0#
122. P8 : (rit) Et comment ! #00:42:10-0#
123. P9 : Non, c'est pas ça, mais je le sais, et même je me rappelle quand il y avait la directrice, une fois elle est venue à (*ville*), elle me dit : « Nous, on veut que les gens proposent, c'est eux qui ne veulent pas proposer. Et les choses ont bien changé, maintenant, les gens proposent ». #00:42:20-0#
124. P8 : Ah oui, mais, d'ailleurs cette année, quand on a revu la refonte, quand tu as parlé de 1971, qui est en train de se mettre en place maintenant, réellement. Eh bien, ils ont fait un travail au niveau de l'Ouest et un travail au niveau de l'Est, un travail au niveau des universités, bien sûr, différentes universités. Par exemple, de (*région 1*), c'est (*ville 1*), (*ville 2*), (*ville 3*), (*ville 4*), et cetera. Ils se réunissent, ils ont pondu un programme, au niveau de (*région 2*), la même chose, le Centre, ensuite ils ont tout réuni. #00:42:46-0#
125. P9 : Oui, c'est la C.R.U.O. #00:42:46-0#
126. P8 : Et ils ont réétudié les différents modules, et ils les ont balancés un peu partout, l'Est, l'Ouest, et tout. Et ensuite, on s'est réuni à Alger pour, à (*ville 2*), et on a tout refait à zéro. Mais on a repris tout ce qui a été fait pour finaliser un programme et pour, même, pour orienter l'enseignement actuel par rapport à ce qu'il était réorienté. #00:43:09-0#
127. P9 : Oui, parce que l'enseignement change. #00:43:12-0#
128. P8 : C'est-à-dire, avoir un objectif dans le cours. Ils sont en train de rénover, voilà. Et c'est comme ça que ça se passe. #00:43:17-0#
129. P9 : Oui, tu as raison. Il y a même autre chose. C'est que le ministère, par exemple, il a ces experts qui viennent. Moi, je le sais, il y a des experts qui viennent et ils essaient d'appliquer ce qui existe. Par exemple, (*institution*) est toujours pilote dans tous les changements; par exemple, l'assurance qualité, que ce soit avec les projets européens ou même avec les projets... #00:43:39-0#
130. I : Et comment ça se fait ? #00:43:40-0#
131. P9 : Parce que c'est (*institution*), voilà. C'est depuis longtemps. #00:43:45-0#
132. P8 : Parce qu'on a quand même forgé, on a, on a... #00:43:48-0#
133. P9 : Non, on a fait ça, on a une chose, on a une mentalité ici, je ne sais pas. Est-ce que c'est les responsables ? Est-ce que c'est... ? C'est qu'on veut essayer et tu sais, même, il paraît que même depuis l'indépendance, quand on veut faire passer une loi, on

- l'essaie d'abord ici. Depuis longtemps. Et si ça marche, on l'essaie ailleurs. #00:44:06-0#
134. P8 : C'est que ça marche. #00:44:08-0#
135. I : C'est une position unique ? #00:44:08-0#
136. P9 : Non, non. C'est, c'est, si ça marche, ça marche. Et donc, par exemple, l'assurance qualité, l'assurance qualité, quand tu vois le (*nom structure*), ils sont encore à la mettre. Alors, quand il y a les experts de l'Union Africaine qui te posent des questions, mais ça, on le fait, ça, on le fait, vous faites tout alors ! Donc, on teste... Il y a des universités qui ne savent pas ce que c'est l'assurance qualité. Elles vont l'appliquer, nous, on l'a déjà, on fait depuis très longtemps, depuis des années. Quand il y a eu des notations de l'université par et l'Afrique et l'Union Européenne, ils ont envoyé, quand je dis (*institution*), il y a d'autres universités, trois ou quatre ou cinq, qui sont comme ça, pilote. Et on essaie, donc on essaie, on essaie de voir si vous êtes d'accord à ce qu'on vous évalue. Par exemple, l'enseignant n'était pas du tout/Nous, on l'a proposé, on met les feuilles d'évaluation. L'enseignant, on lui dit : « Si ça vous intéresse, c'est anonyme, c'est anonyme, alors tu prends tes feuilles, donne-les à tes étudiants, ils te notent, ils t'évaluent. Après, s'ils veulent rendre, ils ne veulent pas rendre et cetera. C'est pour vous habituer et habituer les étudiants ». Bien sûr, même dans les pays développés il y a des gens qui vous/Moi, l'évaluation par les étudiants, je n'entends même pas parler. #00:45:21-0#
- (De #00:45:21-0# à #00:45:33-0# hors sujet).
137. P9 : Donc tu vois, c'est... Qu'est-ce que je disais ? #00:45:34-0#
138. I : L'évaluation. #00:45:36-0#
139. P9 : Oui, l'évaluation. #00:45:37-0#
140. P8 : Tu es trop fatiguée. #00:45:37-0#
141. P9 : Non, je suis pas. L'évaluation. Il y a des gens qui te disent : « Moi, non, je ne veux rien entendre dire, même dans des pays... ». #00:45:44-0#
142. P8 : Alors que c'est même pour l'enseignant. #00:45:45-0#
143. P9 : Oui, mais parce que des fois l'étudiant pour se venger... #00:45:49-0#
144. P8 : Il peut dire des méchancetés. Mais bon, il faut accepter tout, en réalité. Il y aura un pourcentage de chaque chose. #00:45:54-0#
145. P9 : Parce que normalement, il y a des outils informatiques qui vont étudier statistiquement les résultats. #00:45:59-0#
146. I : Normalement. #00:46:00-0#
147. P9 : Par exemple, la dernière fois que j'ai enseigné au (*nom structure*), une fois terminé, j'ai été évaluée. J'ai été évaluée. Comment ils font ? Tu es évalué, tu fais ton examen, tu es évalué par les étudiants avant que tu ne donnes tes notes. Et après, ils ont fait la copie, ils m'ont donné les feuilles. Bon, OK, il y a pas de problème. Voilà. Ils donnent leur opinion et c'est anonyme, c'est bien. #00:46:26-0#
148. I : Est-ce que vous transférez aussi, bon, ce savoir que vous avez ici, à (*ville*), vous transférez ça ailleurs comme « best practice » ? #00:46:31-0#
149. P9 : Oui. C'est, tu fais ça, et tu fais tes rapports au ministère avec les autres universités. Ils apprennent et ils essaient de, au lieu de faire des erreurs dès le départ pour tout le monde, peut-être que s'il y a des erreurs, elles peuvent-être corrigées et évaluées. #00:46:48-0#
150. P8 : L'exemple, là, de, (*ville 2*), qu'on a fait pour la refonte. Ils étaient en train de dire : « Bon, pour telle chose, vous devriez, par exemple », je ne sais plus, « vous

- devriez donner l'objectif à votre étudiant avant de donner le cours ». J'ai dit : « Mais nous, avant de commencer, je dis, 'voilà ce que je veux avoir après, à la fin de ce cours, voilà ce que je veux que vous compreniez' ». Par exemple, je leur dis : « Mais nous, on fait ça ». Ensuite, ils disent telle chose. Je dis : « Mais on le fait déjà, ça fait trois ans, et ça... ». Ben non, ça y est, notre cours il est déjà sur data-show, les étudiants sont/ « Il faut communiquer avec les étudiants ». Je dis : « On communique » ; je dis : « Mais écoutez, je suis dans le groupe avec mes étudiants sur Facebook, ils me posent des questions, je réponds directement ». L'accès vers l'enseignant n'est plus comme avant. Ils disent : « Ah oui, mais c'est une proposition ». Je dis : « Mais vous proposez, nous on le fait déjà ». Alors, ils ont été étonnés qu'il y ait quatre, cinq choses qui ont été déjà faites. #00:47:37-0#
151. P9 : Et c'est toujours comme ça. Le tutorat, par exemple, le tutorat, on l'a depuis des années. #00:47:41-0#
152. P8 : Alors qu'ils proposaient des choses dans la Refonte, alors que les gens ont commencé déjà, il y a certains enseignants, il le faut dire comme ça. #00:47:48-0#
153. P9 : Bon, en (*discipline STEM*), c'est un peu particulier parce que... #00:47:50-0#
154. P8 : Pas uniquement en (*discipline STEM*), en fac des (*disciplines STEM*), le tutorat ça fait longtemps ! #00:47:51-0#
155. P9 : Oui, non, mais (*discipline STEM*) je veux dire, il y a certaines facultés, elles n'ont pas commencé le tutorat, parce qu'elles n'y croyaient pas. Et quand on leur a expliqué qu'est-ce que ça veut dire, le tutorat, « Ah bon, c'est ça, d'accord ! ». #00:48:06-0#
156. P8 : Parce que tout le monde ne connaît pas, n'a pas la définition réelle du tuteur. #00:48:08-0#
157. P9 : (unclear, overlapping voices). Voilà. Mais quand on le sait, on sait que, voilà, c'est pas des cours particuliers, le tutorat. C'est être tuteur. #00:48:15-0#
158. P8 : Disponible. Alors un étudiant, sur tous les plans, s'il n'a pas compris quelque chose dans une matière de x, tu vas toi-même, en tant que tuteur, joindre l'enseignant, lui demander, voir avec l'enseignant, voir avec l'étudiant, lui réexpliquer, ou voir avec le groupe. La promo n'a pas compris telle ou telle chose, l'enseignant prend sur lui, pour voir l'enseignant x ou y, pour qu'il revoie. Donc c'est ça, un tuteur; c'est suivre l'étudiant wela (*en arabe : ou*) le groupe d'étudiants qui est là, normalement. Je pense que c'est ça, (*nom*), je me trompe pas ? #00:48:46-0#
159. P9 : Entre autres. #00:48:48-0#
160. P8 : Entre autres. #00:48:49-0#
161. I : Alors, on pourrait dire... #00:48:50-0#
162. P9 : (unclear, overlapping voices) C'est pas défini. #00:48:50-0#
163. P8 : C'est pas défini. #00:48:50-0#
164. P9 : Tu as un étudiant qui vient la première année, parce que nous, on l'a appliqué surtout en première année ; en première année, il débarque à l'université. Peut-être qu'il n'est même pas de la ville et il a besoin d'un papier, il a besoin d'un document, il a besoin de rencontrer le chef de département, il a peur, il ne sait pas comment faire; il, ou elle, ne sait pas comment faire. Quand tu as un tuteur, il peut t'aider. Tu veux avoir un livre, moi je me rappelle quand j'ai fait tutorat, je fais plus maintenant, j'ai plus le temps, des étudiants qui te disent... #00:49:20-0#
165. P8 : Tu vas te flinguer si tu fais encore le tutorat (rit). #00:49:20-0#
166. P9 : Non, je l'ai fait pendant des années, tu as, tu as... #00:49:25-0#

167. P8 : Je me rappelle. #00:49:25-0#
168. P9 : Tu as un étudiant, il a besoin d'un livre, mais il sait pas trop si, bon, maintenant on a le système informatique, il y a pas de souci. Mais à l'époque, il y avait pas de système informatique. Et quand tu demandes et les gens sont nombreux, eh bien, le gars ne va pas le chercher. Moi, j'ai fait en sorte pour rentrer avec lui comme tuteur ou tutrice, on peut dire tuteur, tutrice. Tutrice ou tuteure avec « e ». Je rentre avec lui. « Quel livre tu veux exactement ? » Il l'a cherché, parce qu'il savait quel livre il voulait. Voilà. Il l'aurait jamais fait. Ça, un exemple, c'est un exemple. #00:49:53-0#
169. I : On pourrait dire que (*institution*) est un pôle d'excellence au niveau national, qui est connu pour cela (rit)? #00:50:00-0#
170. P9 : Oui, peut-être, oui. #00:50:02-0#
171. P8 : Oui, mais on est un petit peu victime de notre... #00:50:04-0#
172. P9 : Succès. #00:50:04-0#
173. P8 : Succès, oui. Du coup on régresse un peu et ça serait, et c'est pas bien. Il faudrait que les gens se reprennent en main, c'est-à-dire, ils régressent et on reste, on reste quand même parmi les premiers, mais on était premiers, avant. #00:50:16-0#
174. P9 : Premiers, oui. On était premiers. #00:50:16-0#
175. P8 : Et c'était un exemple pour les Algériens. #00:50:21-0#
176. P9 : (overlapping voices) Mais pour la pédagogie, la pédagogie, on reste les meilleurs quand même. Un exemple. Il y a la pédagogie, tu connais, et puis il y a aussi l'environnement. Tu vois, par exemple, nous, on a l'université. Elle est publique. Et c'est des universités nationales. #00:50:35-0#
177. P8 : C'est gratuit. #00:50:36-0#
178. P9 : Le diamant, le, pourquoi j'ai dit le « diamant » ? Le diplôme. #00:50:40-0#
179. P8 : (rit) Tu penses aux diamants. #00:50:41-0#
180. P9 : Le lapsus. Le diplôme qui est donné ici, ou donné dans n'importe quelle université, c'est exactement là, il a la même valeur que vous ayez fait quinze semaines ou dix. C'est la même chose. Il a été, et parmi les spécialités, donc par exemple, on va dire en (*discipline STEM*). (*Discipline STEM*), il y en a partout. Donc, tu ouvres, et quand tu as ton bac, tu habites dans une ville donnée, tu ne vas pas demander à aller dans une autre ville, parce que c'est des postes pédagogiques gratuits. Donc, chacun reste dans son université, dans sa ville. Sauf s'il fait une spécialité particulière, comme la spécialité (*discipline STEM*), où il n'y a qu'une seule, ou deux, ou ce qu'on appelle « à recrutement national ». Figure-toi qu'après le bac, par exemple, il y a beaucoup, beaucoup, beaucoup, et je dis bien beaucoup de gens, qui viennent à (*ville*), et qui voudraient bien inscrire leurs enfants à (*institution*). Beaucoup. Mais ils ne peuvent pas. Alors, des fois, le vice-recteur leur dit : « Vous savez, c'est pour la résidence ». Ils lui disent : « Non, non, ne vous inquiétez pas, la résidence, on peut se débrouiller ». « Pourquoi vous voulez (*institution*) ? » Un, pour la qualité de l'enseignement, le sérieux et l'environnement aussi. Parce que des fois, surtout avec les filles, ils aimeraient bien avoir, savoir que leur fille, par exemple... #00:51:52-0#
181. P8 : (unclear, overlapping voices) Serait dans un environnement sain. #00:51:54-0#
182. P9 : Ou les garçons, faut pas croire, même les garçons sont dans un environnement où ils sont à l'aise. Et d'ailleurs, tu sais l'histoire du (*nom structure*), où les gens se plaignaient pourquoi les filles n'avaient pas le droit de 5 heures et tout ? On leur a bien expliqué. Imaginez, le recteur une fois, il leur a dit : « Attendez, vous savez Adrar, c'est où ? C'est au fin fond du Sud. Si les gens de cette wilaya envoient leur fille ici, c'est

- parce qu'ils nous font confiance ». Tu vois ce que je veux dire. Donc, il y a l'environnement, il y a aussi l'environnement ! #00:52:25-0#
183. P8 : Il y a un sérieux quand même qui n'existe peut-être pas partout. #00:52:28-0#
184. P9 : Partout, voilà, qui n'existe pas partout. Plus la qualité et les gens. On a on a des fois en master des étudiants qui viennent d'autres villes, parce que le master, c'est libre. Alors là, tu peux aller là où tu veux..., tu tisse eu... moi je me rappelle j'avais un étudiant et j'avais une matière c'était la moitié en fait d'une matière je faisais et l'autre venez après moi et quand j'ai fait mes 7 semaines l'étudiant j'avais dit : « Bon, c'est bon... » #00:52:52-0#
(De #00:52:52-0# à #00:53:22-0# hors sujet)
185. P9 : Donc qu'est-ce que je disais ? #00:53:23-0#
186. P8 : On parlait du sérieux, les gens qui nous faisaient confiance, ils viennent, des gens qui viennent de l'extérieur, ouais. #00:53:29-0#
187. P9 : Je me rappelle plus. Ah, oui ! C'était un étudiant de/on ne peut pas citer le nom de l'Université. J'avais dit : « Bon, moi, j'ai terminé mes 7 semaines, il y aura l'autre qui va venir », parce que c'est une matière où il y a deux enseignants. Alors, l'étudiant qui vient d'une, d'une ville du centre, je ne dis pas laquelle, il me dit : « Madame, vous savez, chez moi, ils n'ont pas encore commencé les cours ». #00:53:52-0#
188. P8 : Effectivement, j'ai un neveu, il me dit tout le temps : « On ne commence qu'en novembre ». #00:53:58-0#
189. P9 : (overlapping voices) Alors que nous, nous, c'est la première semaine de septembre. #00:53:54-0#
190. P8 : (unclear, overlapping voices) La première semaine de septembre, on commence les cours. Donc, comme on dit, le sérieux n'est pas partout. #00:54:07-0#
191. P9 : Et ça dépend de la conscience de chaque enseignant, d'ailleurs. Juste à côté, il y a des villes où on ne commence pas jusqu'à octobre, alors que c'est censé être 15 semaines. Mais, bon ! #00:54:19-0#
192. I : Très bien. Alors, parlons un peu général encore : quel est le lien entre la société et l'université ? #00:54:25-0#
193. P9 : Dans quel sens ? #00:54:27-0#
194. I : Dans tous les sens. #00:54:28-0#
195. P9 : Dans la société, il y a, tout le monde voudrait que ses enfants soient à l'université. Donc, la société et l'université ! #00:54:39-0#
196. P8 : C'est la massification. Tout le monde voudrait que son fils soit ingénieur, médecin, architecte et cetera. Tout le monde ne peut pas, de toute façon. On oublie que les enfants ont un niveau limite, qui peuvent pas... Mais, la relation en elle-même, entre la société et l'université, je ne sais pas, parce que je ne sais ce que je peux dire de plus. #00:54:58-0#
197. P9 : La stratégie de l'université, je parle de l'Université (*institution*) toujours, la stratégie de l'université (*institution*) est qu'elle soit, elle vive dans son environnement, qui est la société. #00:55:14-0#
(De #00:55:14-0# à #00:55:26-0# hors sujet)
198. P9 : Donc, le principe de l'université, c'est d'être, de vivre dans son environnement, qui est une synergie entre les deux. Et justement, parmi la société, c'est de créer ce qu'on appelle les thématiques porteuses, c'est science... #00:55:41-0#
(De #00:55:41-0# à #00:55:57-0# hors sujet)

199. P9 : Donc, c'est le principe de l'université, c'est de travailler dans l'environnement, la santé et la société. Et il faudrait que la société intervienne, enfin, intervienne dans le sens où la société doit aider l'université et surtout l'université doit aider la société. C'est très important. Tu vois ? Donc, l'idée de l'histoire de l'entrepreneuriat... #00:56:19-0#
200. P8 : Voilà, l'un ne va pas sans l'autre. #00:56:22-0#
201. P9 : Voilà. Le (*nom structure*), qui permet aux gens extra-université de s'inscrire dans les cours de langue et qui te guide, éventuellement, économiquement et cetera. #00:56:34-0#
(De #00:56:34-0# à #00:56:46-0# hors sujet)
202. P9 : Donc, le principe, je parle de l'université, c'est comme ça, son principe, c'est ça. #00:56:50-0#
(De #00:56:50-0# à #00:56:59-0# hors sujet)
203. I : Très bien. Mais, bon, aux autres universités, on pourrait pas dire ça, qu'il y a un lien. #00:57:03-0#
204. P9 : Ça dépend, ça dépend, il faut voir. Il faut voir, parce que si tu prends, par exemple à l'Ouest, à l'Est, les universités, comme elles ont... Nous, (*ville*), on a un petit problème, c'est qu'on n'a pas un environnement industriel. Sinon, on pourrait réussir mieux. Mais on ne l'a pas. #00:57:17-0#
205. I : Encore mieux (rit). #00:57:18-0#
(De #00:57:18-0# à #00:57:33-0# hors sujet)
206. P9 : Donc, on pourrait faire encore mieux. On essaie, mais maintenant les opportunités et tout... Mais l'idée générale, c'est très important de faire ça, parce que l'État vous payait, mais il faudrait qu'on ait de l'argent. #00:57:53-0#
207. I : Alors, maintenant, quels sont les enjeux et aussi les opportunités, les chances potentielles de l'enseignement supérieur algérien ? #00:58:00-0#
208. P9 : Moi, j'allais dire, ça dépend des décideurs. #00:58:06-0#
209. P8 : On prend celles ou/On le saura dans quelques années, si ça a marché ou pas, s'il y avait un potentiel. #00:58:14-0#
210. P9 : (pendant le repas) Bon, moi, ce que je sais, l'université algérienne, même si c'est pas une des meilleures du monde, essaie d'être dans le monde actuel. C'est pour ça que l'histoire de la visibilité, c'est l'histoire de la visibilité, par exemple, en thèmes de recherche, la visibilité des universités et tout. C'est très important pour le ministère et le gouvernement. Donc, je pense qu'elle veut être dans l'environnement international et donc, pour être dans l'environnement, il faut être dans tout ce qui marche. Il faut pas vivre en dehors de ce qui existe. C'est clair. #00:59:04-0#
211. P8 : C'est ça, l'internationalisation. #00:59:06-0#
212. P9 : Voilà. Donc moi, je sais qu'il y a une stratégie dans ce sens, c'est pour ça qu'on a des projets européens. Alors que l'Algérie, avant, elle n'était pas, les projets européens, maintenant, elle fait en sorte pour y être. Donc, pour, que ce soit en matière de mobilité, de financements, d'échanges et tout ça, c'est, je trouve que c'est une bonne chose. Il ne faut pas rester en retrait. Et la stratégie actuelle, c'est entrer dans le monde. #00:59:29-0#
213. I : Très bien, super. Et par rapport aux enjeux, enjeux actuels ou, bon, peut-être anciens enjeux résolus (rit) ? #00:59:43-0#
214. P8 : Je ne sais pas ! #00:59:45-0#
215. P9 : Peut-être les enjeux, ça serait nationaux ou internationaux ? #00:59:48-0#
216. I : Nationaux. #00:59:52-0#

217. P9 : L'université doit être au service de l'économie, de l'industrie. #01:00:01-0#
218. P8 : C'est ce que j'ai dit hier: on peut pas former des gens dont on n'a pas besoin. #01:00:03-0#
219. P9 : Voilà, c'est ça le problème. Mais le problème, c'est que si on forme que des gens dont on a besoin, il y a des filières qui vont disparaître. Donc il faut faire une balance entre les deux, parce que c'est bien de former... #01:00:16-0#
220. P8 : Parce que plus tard, on aura peut-être besoin. On en avait parlé hier, justement. Tu te rappelles... Si tu veux, il y a deux ou trois questions qui se rejoignent. #01:00:35-0#
221. P9 : Moi, je vois les enjeux, c'est, qu'est-ce qui risque de, c'est ça les enjeux pour moi, c'est : qu'est-ce qui risque de pénaliser l'université, par exemple ? Voilà, c'est comme ça que je les verrais, moi. #01:00:49-0#
222. P8 : Pénaliser, c'est orienter, réellement orienter et après, du coup, comme elle a dit, il y a des filières qui vont disparaître. Du coup, ces filières, on a déjà formé des gens pour enseigner. Ces gens-là ne vont pas... #01:01:05-0#
223. P9 : S'adapter. C'est un petit peu voir les stratégies, et c'est ce qui est en train de se voir dans certaines universités. Nous aussi, c'est une stratégie sur dix ans, sur quinze ans, sur vingt ans, pour qu'on décide qu'on va pas miser sur ça. Il faut que les potentialités travaillent dans ce domaine, c'est l'histoire de science, santé et environnement. Donc, quelqu'un qui est matheux, il vous dit : « Oui, mais bon, moi, je m'y connais pas en santé ». « Non, tu peux, tu peux régler des problèmes. Un économiste peut faire l'économie de la santé ». La société, les sciences sociales pourraient expliquer des problèmes qui existent. Tu vois ? C'est des truc comme ça. Bon, mais il faut que les gens s'adaptent, pas : « Moi, j'ai telle spécialité dans tel domaine ». #01:01:47-0#
224. P8 : « Je ne veux pas être spécialiste en (*spécialité discipline*), de telle chose ». Il faut être polyvalent, voilà. #01:01:53-0#
225. P9 : Par exemple nous, on travaille, on fait une spécialité, on peut nous dire : « Donc voilà, vous êtes en... », si on veut s'intéresser. Et d'ailleurs, c'est ce qui existe actuellement, c'est, par exemple, quand on veut dans notre spécialité, quand on veut publier/Jusqu'en 2006, tu sais, il fallait juste faire de la recherche et publier. Maintenant, non. Dans notre domaine, si tu justifies pas pourquoi tu fais cette recherche, pour être cité et le journal être cité, il te fera jamais publier. Tu vois ? Et donc, c'est la même chose. Il y a des spécialités qui vont apparaître et d'autres non, donc, il faut s'adapter. #01:02:32-0#
226. I : Alors, encore en général, selon vous, quel est l'objectif principal de l'université ? #01:02:37-0#
227. P9 : Actuel, ou avant ? #01:02:39-0#
228. I : Les deux. #01:02:41-0#
229. P8 : Avant, il fallait juste former. Bon, quand je parle de, il fallait former, c'est de quand on n'avait pas, je parle de, par exemple, après la guerre de libération. On avait pas de... #01:02:51-0#
230. P9 : Cinq cents étudiants. #01:02:52-0#
231. P8 : Il y avait très peu, il y avait pas de gens, pas d'ingénieurs, pas de médecins, il y avait pas. Donc il fallait former, former, former. Ensuite, maintenant, ils veulent de la qualité. Donc, on oriente, on réoriente certains et on essaie d'orienter réellement, pour avoir la qualité. Bien sûr, on est encore loin, mais on veut la qualité. Maintenant, on veut la qualité. #01:03:11-0#

232. P9 : Elle a tout résumé. #01:03:12-0#
233. P8 : Je pense, je ne sais pas. #01:03:14-0#
234. I : Et ça, cet objectif, c'est universel ou c'est spécifiquement (rit) ? #01:03:18-0#
235. P9 : Je pense que c'est universel. #01:03:20-0#
236. P8 : Moi, je pense que c'est international. #01:03:21-0#
237. P9 : Oui, si tu veux être parmi les meilleurs, il faut être... #01:03:24-0#
238. P8 : La preuve. Il y avait une école d'ingénieurs qui formait des ingénieurs. Moi, j'ai été formée là-bas, l'I.A.P. Ils formaient, on formait beaucoup. Bon, c'est vrai, ils sélectionnaient, il y avait des gens qui étaient mis dehors. Sur 100 étudiants, sur 100 étudiants, on est, à la fin, on était 30 ou 20. Mais ils formaient, ils formaient du monde. Et maintenant, non, ce centre-là, qu'est-ce qu'il fait ? Il spécialise les ingénieurs déjà formés. Et quand ils sortent, ils ont déjà leur poste. Donc, on forme en fonction du poste, dans certains cas. #01:04:00-0#
239. I : (bruit du fond) *Très bien. Est-ce qu'il y a une philosophie spécifiquement, bon, algérienne, à l'université ?* #01:04:11-0#
240. P8 : Sûrement, sûrement, comme dans le monde entier. #01:04:17-0#
241. P9 : C'est l'éducation pour tous. #01:04:22-0#
242. P8 : Envers et contre tous (rit). #01:04:24-0#
243. P9 : Entre autres. #01:04:26-0#
244. P8 : Entre autres. #01:04:27-0#
245. P9 : L'éducation pour tous, accès libre jusqu'à la fin, pas uniquement au niveau L ou M. #01:04:40-0#
246. P8 : Bien que le D, c'est plus difficile. Maintenant, il faut être en cours, il faut être présent. #01:04:44-0#
247. P9 : Oui, mais bon, déjà on en a beaucoup. Il y a ça, il y a les objectifs, il faut avoir des formations à objectif. Et ce qui pénalise un peu l'université algérienne, mais qui, elle veut le faire, mais elle n'arrive pas à le faire, attend, c'est les gens qui n'arrivent pas à le faire, c'est les formations professionnalisantes. Parce que techniquement, il devrait y avoir un pourcentage de formations professionnalisantes. #01:05:14-0#
248. I : Qui va ensemble avec l'université. #01:05:20-0#
249. P9 : Oui, oui, oui, au lieu de faire une licence académique, tu fais une licence professionnalisante. Et donc, normalement, tu peux trouver du boulot, parce que tu as un partenaire qui t'aide à faire ça. Ça, on en est encore très très loin. La Tunisie est largement au-dessus. #01:05:34-0#
250. I : *Et quelle sera la solution ?* #01:05:37-0#
251. P9 : Il faut le faire. Il faut. Donc, parmi les solutions qu'ils ont trouvées, bon, à part les écoles d'ingénieurs, ça, c'est des ingénieurs, on n'en parle pas. Ils ont créé l'équivalent des unités en France, c'est l'ISTA (*Institut Spécialisé en Etudes Appliquées*) et donc, quand ils ouvrent, ils n'ouvrent pas pour ouvrir, ils ouvrent pour des gens qui vont avoir du boulot. La dernière fois que je suis rentrée de France, j'ai rencontré le directeur, je lui ai dit : « J'ai une idée. Il y a une formation qui serait très intéressante pour nous, à (*institution*), parce qu'on a une potentialité, et ça permettra de ... ». Il m'a dit : « Moi, madame, c'est très simple, si vous me dites que cette formation, elle va nous donner des postes pour ces étudiants, je la prends, je la propose au ministre ». Sinon, ça ne sert à rien de faire la même chose que l'université, alors qu'il est universitaire, il est issu de l'université, il ne parle plus de la même manière. Des fois, on

- est énervé, on se dit : « Tiens, nous, on ne sert à rien, finalement ». C'est un peu énervant, c'est un discours qui est comme ça, mais bon. #01:06:40-0#
252. P8 : Ça dépend dans quel contexte on se retrouve. Moi, je réfléchis d'une manière, je suis à l'université. Je serais ailleurs, je réfléchirais d'une autre manière. Ce n'est pas changer sa façon de voir, mais c'est en fonction du besoin. On est obligé et c'est tout. #01:06:58-0#
253. P9 : Moi, je pense que l'université, c'est, techniquement, c'est, historiquement, c'est le temple de savoir. Il faut que ça reste le temple du savoir, il faut pas que ça soit un outil utilisé par tout le monde. Ça, c'est ma philosophie à moi. C'est un temple du savoir, il faut réfléchir, il faut travailler, il y a des gens qui vont servir, il y a, il y a, mais il faut qu'il y ait des gens. C'est très important de le savoir, et il ne faut pas que ça disparaisse. Et justement, c'est en train de disparaître dans beaucoup de pays, c'est en train, pas, je veux dire, pas uniquement chez nous, mais un peu partout. Ce que tu vois... #01:07:39-0#
254. I : Bon, la recherche tu veux dire ? #01:07:42-0#
255. P9 : Entre autres. Ou les spécificités des formations, celle-là et celle-là, ne le vaut pas. Ça devient comme si c'était une industrie, alors que ce n'est pas une industrie. #01:07:53-0#
256. I : Non bien sûr, oui. Et est-ce que vous pensez... #01:08:00-0#
(De #01:08:00-0# à #01:08:15-0# hors sujet)
257. I : Et bon, si on regarde l'avenir, est-ce que vous pensez qu'il y aura les universités privées en Algérie ? #01:08:21-0#
258. P9 : Sur le papier, oui. Il y en a une qui va ouvrir bientôt, mais il faut qu'elle réponde à un cahier des charges pour ne pas faire n'importe quoi. #01:08:31-0#
259. P8 : C'est comme les écoles privées. Il n'y en avait pas, maintenant il y en a partout. #01:08:34-0#
260. I : D'accord. Alors, ça va se faire assez vite ? #01:08:39-0#
261. P9 : Si, il y a une qui va ouvrir bientôt, à Alger. Il y a les écoles privées, par exemple, pas les écoles des élèves, les écoles d'ingénieurs, enfin, surtout administration, business, économie. Elles, elles existent. #01:08:52-0#
262. I : Bon, disons, comme université compréhensive ? #01:08:58-0#
263. P9 : Quoi ? #01:08:59-0#
264. I : Université compréhensive. #01:09:00-0#
265. P9 : Comme par exemple la nôtre ? #01:09:02-0#
266. I : Oui. #01:09:02-0#
267. P9 : Oh, ça sera difficile hein, parce qu'il faut qu'elle fasse la même chose que les autres universités. Alors, si tu as, je ne sais pas moi, si les gens sont habitués à payer 1 € l'inscription, je ne pense pas qu'ils paieraient des milliers d'euros, à moins d'être sûrs d'avoir des postes, non ? #01:09:20-0#
268. P8 : Oui, bon, je ne savais pas qu'elle allait ouvrir. #01:09:24-0#
269. P9 : Oui, si, il y en a une qui va ouvrir. Elle va pas faire médecine ni ingéniorat, elle va faire des trucs, peut-être... #01:09:30-0#
270. P8 : Genre marketing. #01:09:32-0#
271. P9 : Économie, marketing, oui, peut-être. #01:09:36-0#
272. P8 : La santé, c'est un peu difficile. Tu vas aux États-Unis, t'es médecin, tu ne seras, tu pourras jamais travailler en tant que médecin. Il faut refaire ton diplôme. Ça, c'est la

- santé, c'est autre chose. Un architecte, par exemple, tu sais, il faut pas toucher à un architecte. #01:09:51-0#
273. P9 : Non, non, ça existe le privé aux États-Unis. #01:09:51-0#
274. P8 : La, la (non, non). Est-ce qu'ils forment ? #01:09:54-0#
275. P9 : Oui, attends, là où j'étais, tu as, tu as les meilleurs... #01:10:00-0#
276. P8 : La, h'na h'na (*en arabe : non, ici, ici*), ici. #01:10:02-0#
277. P9 : Non, ici, ça sera difficile pour... #01:10:03-0#
278. P8 : Ça sera difficile, c'est ce que j'ai dit. #01:10:04-0#
279. P9 : Quand tu vas à/Moi, j'étais dans une université où les frais d'inscription c'était à peu près l'équivalent d'un milliard algérien, c'est-à-dire 10 millions, 1 million de/Qui va payer ça ? Absolument, s'il est capable de la payer, il l'a paiera à l'étranger, c'est tout. #01:10:24-0#
280. I : Vous pensez que le modèle actuel de financement, bon, prise en charge, plus tard sera maintenu ? #01:10:31-0#
281. P9 : Pour le moment, il est maintenu. Et je pense qu'il ne changera pas, même s'il faut le changer. Mais il ne changera pas. #01:10:37-0#
282. P8 : Je veux dire une chose, c'est que l'État subventionne beaucoup de choses, donc l'enseignement, ça ne sera pas pour demain à payer. #01:10:46-0#
283. P9 : Même la santé, ils ont fait la loi de santé, c'est gratuit. Même si on sait que c'est pas bien, mais c'est comme ça, c'est permettre au plus faible de réussir. #01:10:58-0#
284. I : Et même, justement, avec l'augmentation des effectifs d'étudiants et encore peut-être plus d'universités ? #01:11:07-0#
285. P9 : C'est sûr que ça va pas changer (unclear #01:11:25-0#). #01:11:25-0#
286. I : On en a déjà parlé un peu, mais quelle est la fonction des sélections des élites à l'université algérienne ? #01:11:29-0#
287. P8 : La sélection ? Ils s'auto-sélectionnent (rit). En réalité, quand ils sentent qu'ils sont bons, ou ils vont à l'étranger, ou ils choisissent les écoles avec les meilleures moyennes. Je pense, je ne sais pas. #01:11:46-0#
288. P9 : Moi, je pense que je n'ai pas compris la question. #01:11:49-0#
289. I : Quelle est la fonction, ou quel est le degré, peut-être, de la fonction de la sélection des élites à l'université ? #01:11:58-0#
290. P9 : Avant d'entrer ? Avant d'entrer ! #01:12:04-0#
291. I : Avant et dedans, bon, dans le système ? #01:12:07-0#
292. P9 : Dedans, ils ont leur système. Exemple : à l'université, tu peux redoubler, par exemple, dans les écoles d'ingénieurs, tu peux pas redoubler. #01:12:13-0#
293. P8 : Tu peux pas doubler. #01:12:13-0#
294. P9 : Voilà. En médecine, si, ils peuvent redoubler. Par contre, avant, avant d'arriver au bac, c'est un peu ce que la France va faire cette année et que les étudiants sont en train de faire des grèves, c'est la sélection des dossiers. Ils sélectionnent avant l'entrée d'université, donc il y a un système informatique où tu injectes toutes les moyennes et tu sais où est-ce que tu vas te retrouver. Donc, si tu es excellent, excellent, et tu as pas eu d'accident le jour du bac, tu sais où tu peux aller. Sinon, quelqu'un de vraiment moyen, mais franchement ; des fois il y a des gens avec des bac avec la moyenne 12 ou 13, les pauvres, ils peuvent rien faire avec. #01:13:03-0#
295. P8 : Et pourtant, si tu les mets, peut-être, dans des branches pour certaines élites, ils peuvent peut-être mieux réussir que d'autres qui ont une meilleure moyenne. Parce qu'on te juge sur 2 ou 3/Au Canada, il n'y a pas le bac, il n'existe pas. Seulement, ils te

- sélectionnent après. Ça aurait été mieux. Moi, par exemple, le bac, je me dis, c'est une barrière qui bloque tout le monde. Il y a des, il y a certains qui réussissent après, et dans certains domaines qu'ils n'auraient jamais imaginés ! Pourtant, ils n'ont pas le bac. #01:13:34-0#
296. P9 : Et la façon de noter le bac ? C'est toute la moyenne du bac, à part certaines spécialités. Alors que, normalement, non, quand tu fais des études particulières, tu as besoin d'une moyenne particulière ; pas besoin de tous les résultats. Voilà. Donc, ça dépendra, ça dépendra. #01:14:03-0#
297. I : Quel est l'état des lieux de la recherche à l'université algérienne ? #01:14:08-0#
298. P9 : Ah, ça, vas-y ! #01:14:11-0#
299. P8 : Je pense qu'on est au minimum là, avec la recherche, vu ce qui a été déployé comme moyens. Non ? Non ? Si j'ai tort, tu pourrais... #01:14:27-0#
300. P9 : Non, dis ce que tu penses. #01:14:27-0#
301. P8 : Tu es mieux, tu es mieux, ... #01:14:30-0#
302. P9 : Non, non, dis ce que tu penses. #01:14:30-0#
303. P8 : Moi, c'est ce que je pense. #01:14:31-0#
304. P9 : Tu sais, (*nom*), elle a donné son opinion, alors toi, tu peux la donner (rit). Elle m'a choquée hier (rit). Je l'entendais. #01:14:38-0#
305. P8 : Non, moi, je pense qu'il y a eu des moyens qui ont été déployés, bon, il faut dire que, quand on déploie certains moyens, on attend trop longtemps. La preuve, au niveau du labo de recherche, on a eu du matériel qu'on n'arrive pas encore à utiliser, parce que: manque de ça ou manque de ça, ou on a été déménagé et cetera. Donc, ça bloque un chercheur. Tu vas, on va, je le disais hier, tu vas à l'étranger pendant un mois, t'arrives à finir quelque chose, tu viens ici, t'as un problème, parce que le matériel est là, t'arrives pas à l'utiliser. Mais il faut aussi, le revers de la médaille, c'est qu'il y a certains appareillages qui existent, il y a certains chercheurs qui, eux, ne travaillent pas. Tu as les deux, et donc ça fait une balance. Je ne sais pas, c'est ce que je pense. Qu'est-ce que tu en penses, (*nom*) ? Tu es mieux placée pour répondre à cette question, je pense. #01:15:27-0#
306. P9 : Non, mais, toi aussi. #01:15:27-0#
307. P8 : Non, mais moi, non, mais toi, comme tu es, comment on appelle ça ? Tu es directeur de labo, directrice de labo, tu sais quels sont les, qu'est-ce que tu as commandé comme matériel, et tu connais tes moyens humains qui existent dans ton labo, et qu'est-ce qui a été fait en, disons, en un laps de temps de 2, 3 ans, ou 4 ans. #01:15:48-0#
308. P9 : Oui. Non, moi, je peux te dire une chose, je peux parler de l'évolution de de la recherche. Comme elle disait, après l'indépendance, il y avait quelques chercheurs qui ont été formés, bon, pas grand-chose; les gens n'étaient même pas très diplômés, il y avait trop peu de docteurs et tout. Bon, il y avait de la recherche qui se faisait avec la France, l'Algérie avait envoyé des centaines et des centaines et des centaines d'algériens aux États-Unis, au Canada, en Angleterre. À 90 %, on a jamais profité d'eux à 90 %. #01:16:24-0#
309. P8 : Ils ne reviennent pas. #01:16:24-0#
310. I : À ce jour ? #01:16:27-0#
311. P9 : À ce jour. Ils sont à la retraite, peut-être, maintenant. Donc, il y a ça. Et puis, après, je pense, historiquement, parce qu'une fois j'ai vu une émission sur cette, elle a fait en sorte que, pour que, bon, bien sûr, il y avait pas les Algériens. Donc, il y avait les coopérants, c'est-à-dire les étrangers qui enseignaient. Ça s'est fait, ça s'est fait. Ils ont

arrêté à la moitié des années 80, plutôt non, fin des années 80. Ils ont voulu algérieniser, c'est-à-dire ils ont considéré qu'il y avait suffisamment de gens formés pour pouvoir algérieniser l'université. Il y a beaucoup de gens qui vous diront : « Depuis que l'algérienisation s'est faite, l'université ne va pas bien ». C'est un avis. Maintenant, ça dépend, parce que dans certaines spécialités, les algériens, quand ils restent ici et ils travaillent, ils ont des résultats, ils ne sont pas bêtes quand même. Donc, est-ce que l'algérienisation est une bonne chose ou pas ? Bon, moi, je te dirai, dans la compétition, c'est comme au foot, c'est comme le sport, c'est comme partout : il faut ouvrir les postes à tout le monde, pour qu'ils puissent venir. Mais bon, vu que l'université c'est la propriété du peuple, il y a que le peuple qui peut y entrer. Donc le peuple doit enseigner aussi, donc c'est un peu un cercle. Mais ça, par exemple, ça ne permet pas d'élever le niveau aux gens. Ça impliquera, par exemple, un grand chercheur qui vient, ça c'est ce que les pays du Golfe ont fait avec leurs millions de dollars, ils ont réussi à faire : rehausser leurs universités. Mais tout le monde sait que c'est pas naturel, parce que c'est pas les gens du pays, tu vois. Ça serait bien de faire entre les deux, c'est-à-dire, en même temps, faire en sorte pour donner la priorité aux meilleurs ici, mais s'il y a des pépites, comme dirait le recteur, s'il y a des pépites, on peut les recruter. Mais avec notre mentalité, recruter quelqu'un avec un salaire qui sera différent du nôtre, parce que nos salaires sont très faibles par rapport à l'international. Est-ce que les gens vont l'accepter ? Bonne question, tu me diras. Je ne suis pas sûre, je ne suis pas très sûre. Alors que moi, je suis du genre à penser que si quelqu'un est meilleur que moi, et qu'il veut prendre ma place, je la lui donne, parce qu'il fera mieux que moi. #01:18:53-0#

312. P8 : Les gens ne veulent pas ça, ils veulent être tous pareil. #01:18:55-0#

313. P9 : Donc, c'est pour ça. Alors, l'Algérie, elle a mis tellement de milliards de dollars dans le matériel, que les gens veulent l'utiliser pour faire de la recherche, certes, mais juste pour arriver à un niveau, pour avoir un grade, pour avoir un poste. Et après, il y a pas la, la suite. C'est-à-dire, venir à 8 heures du matin, rester au labo jusqu'à 20 heures, ou même pas 20 heures, on va dire 17 heures, on n'a pas besoin d'aller jusqu'à 20 heures, 17 heures. Cette culture, on l'a pas, et on l'aura pas. Et c'est pire avec les gens de maintenant, c'est pire. Voilà, moi, je te donne un exemple. J'ai un étudiant, c'est un exemple. Je l'ai envoyé en France, il a fait, c'est des mesures extraordinaire; j'en suis fière et j'attends le jour où je pourrai publier ces résultats-là. C'est bien. Quand tu lui dis : « Rédige quelque chose », il ne rédige pas ! Finalement, c'est un technicien. Et quand j'ai eu une discussion, hier, avec lui, en lui disant : « Tu dois me rédiger ça », il a commencé à me regarder comme ça, ça lui a pas plu ; parce que moi, j'ai changé ma vision d'encadrement. Avant, qu'est-ce que je faisais ? Je faisais tout pour mes étudiants. Je me suis rendue compte que ça ne sert à rien. C'est un gâchis total ! Elle, c'est la seule qui est restée à venir au labo. La seule ! Le reste, terminé, recruté. #01:20:23-0#

314. P8 : En plus, j'ai de la peine, je n'ai pas beaucoup de temps pour aller. #01:20:24-0#

315. P9 : Donc, c'est un exemple. Les responsables de labo, ou les directeurs de thèses, ils se plaignent, ils te disent : « Moi, j'ai tant, et puis mon labo est toujours vide, comment je fais ? Après, on me demande d'avoir des résultats ». #01:20:42-0#

316. P8 : Il faut être autoritaire. Moi, je pense, il faut être autoritaire, non, il faut, au début, être autoritaire, habituer les gens, et au bout d'un certain temps, ça va devenir une habitude normale. Quand ils sont à l'étranger, ils sont au labo, on est des fois au labo de 7 heures du matin jusqu'à 10 heures du soir, 9 heures du soir. #01:21:02-0#

317. I : Oui, parce que pour faire un experiment (unclear). #01:21:03-0#

318. P8 : Donc, si on le fait là-bas, pourquoi pas ici ? #01:21:05-0#
319. P9 : Les gens ne le font pas ici. Un exemple. Ils ont leur salaire, par exemple. Dans le salaire, on est censé être enseignant-chercheur. #01:21:15-0#
320. P8 : Pour faire de la recherche. #01:21:17-0#
321. P9 : Mais le problème, on a tous le même salaire, qu'on fasse de la recherche, ou pas. Ça, c'est pas juste. Ça, c'est pas juste ! Que tu travailles ou tu ne travailles pas, c'est exactement la même chose. #01:21:30-0#
322. P8 : Quand tu pénalises quelqu'un sur le salaire, je pense que... #01:21:31-0#
323. I : On sentira. #01:21:32-0#
324. P9 : Un exemple, un exemple. Il y a un mois, le ministère a lancé des projets de recherche. Ces projets de recherche, c'est pour permettre une formation doctorale, mais en même temps, le chercheur, il est payé sur le projet. C'est pas énorme. Mais il est payé. Comme par hasard, les gens, ils disparaissent, quand ils entendent des projets, ils reviennent, ils sont intéressés pour faire les projets. Ils ne proposent pas le projet, ils ne proposent pas l'idée, ils te proposent pas de travailler dessus, juste être membre du projet. #01:22:01-0#
325. P8 : Tu te rappelles ? Tu te rappelles l'exemple de, des sorties (*discipline STEM*), non ? Tu te rappelles des sorties (*discipline STEM*) ? On a commencé à faire les sorties avec les (*discipline STEM*), si tu te rappelles ? C'était normal ! Le jour où ils ont dit qu'ils allaient payer, les gens, tout le monde était intéressé. Et nous, on s'est retiré, parce que nous, ce qu'on faisait, on s'en fout, ça nous était égal d'être payé. On s'éclatait, moi, je leur dis : « Si je ne m'éclate pas, je ne travaille pas ». On s'éclatait avec les sorties. Le jour ils ont dit que ça va être payant, tout le monde voulait, tous les enseignants voulaient faire les sorties, parce qu'il fallait galérer pour le bus, pour la bouffe, pour les étudiants, encadrer les étudiants et connaître le procès, quand tu veux emmener un étudiant voir une cimenterie, après, il faut que tu travailles avant. Donc, ça les intéressait pas. Le jour où ils ont dit que ça allait être payant, tout le monde voulait venir. Tu te rappelles ? Et du coup, nous, on s'est retiré (rit). #01:22:54-0#
326. P8 : Non, mais, c'est un exemple. #01:22:57-0#
327. P9 : Ah, mais c'est un exemple parmi tant d'autres, et c'est dommage ! On devrait être motivé. D'abord, on devrait être motivé, d'abord. Et ensuite, si les sous arrivent, personne ne crache dessus. Il faut être motivé d'abord. Moi, je lui ai dit : « On a ... ». Qu'est-ce que j'avais dit ? Je me suis éclatée, on avait fait telle, telle chose, je me suis éclatée. On a fait des TP. Cette année, j'ai fait avec elle des TP de (*spécialité de la discipline*), et quand je sortais des TP, quand je lui parlais, je lui dis : « Je m'éclate, il faut que l'enseignant s'éclate quand il est en cours, il faut être heureux d'être en cours avec ses étudiants ». Si on ne l'est pas, on est un mauvais enseignant. Et si tu veux, le mal commence-là ! Pour les universitaires, que ce soit ici, ou à l'échelle internationale. C'est pour tout le monde. Je pense ! Ça, c'est mon avis personnel. #01:23:45-0#
328. I : Oui, bien sûr. #01:23:46-0#
329. P9 : Tu n'es pas la seule. Non, je ne dis pas que l'argent c'est pas, c'est important dans la vie. C'est très important. Mais il faut pas que ça soit la seule raison. Nous, on fait pas le doctorat, on fait autre chose. On fait du commerce, on fait, et donc, on prend un poste, on prend un diplôme, on se décarcasse à casser la tête des gens, pour qu'à la fin, les gens que tu as formés, tu n'en profites pas. Mais pas uniquement toi, même le pays. #01:24:16-0#
330. P8 : C'est exactement ça. #01:24:17-0#

331. P9 : Donc, tu leur demandes : allez-y, maintenant que vous n'avez pas le stress du doctorat, voilà, il y a un appareil qui est là, il coûte un million de dollars, et je n'exagère pas. On a même un appareil qui coûte 1,5 million de dollars. Allez travailler, prenez la doc, lisez-la, expliquez-moi ce que vous avez compris et on va commencer à le mettre en marche. Bon courage ! Bon courage ! C'est un exemple. #01:24:47-0#
332. I : Comment cette situation pourrait s'améliorer ? #01:24:51-0#
333. P8 : Moi, je suis pour le recrutement international des étudiants, des post-docs. Là, c'est mon avis personnel. #01:25:02-0#
334. P9 : Tout à fait parce que le post-doc, moi, j'ai plein d'étudiants qui te disent : « Moi, je voudrais bien venir faire un post-doc chez vous ». Pour le moment, on peut pas, sauf s'ils ont un financement là-bas. Et ça m'est arrivé même d'avoir des gens qui avaient le financement, à un moment donné, c'était quelques années, et maintenant peut-être ça a changé. Il paraît que ça a changé. Tu ramènes des étrangers, il a sa bourse, il vient, il bosse, il veut des résultats. Un post-doc, en général, c'est quelqu'un qui passe de deux publi à trente publi en deux ans. C'est ça, d'après moi, mais pas, je ne veux pas courir après les algériens. Ça, c'est mon opinion personnelle. Ça ne sert à rien. #01:25:41-0#
335. I : Tout à fait. Parce qu'actuellement, il n'y a pas de position post-doc ici ? C'est pas prévu ? #01:25:46-0#
336. P8 : Non, pas encore. Il n'y en a pas. #01:25:46-0#
337. P9 : Moi, pour moi, un post-doc avec des ingénieurs de labo, tu peux tourner ton labo. T'as pas besoin des autres. On peut pas, les post-docs, c'est les post-docs qui sauvent. Bon, le docteur, il fait sa thèse et puis il part. T'es pas obligé de le retenir. Moi, quand je faisais ma thèse... #01:26:07-0#
338. P8 : C'est vrai, remarque, personne n'est resté. Quand on fait le tour, il y a plus personne. #01:26:11-0#
339. P9 : Je me rappelle, quand je faisais ma thèse en France, je voyais mon prof là-bas, l'étudiant terminait, il partait, il cherchait même pas après lui. Il disait : « Mais pourquoi il fait ça ? Il n'est pas gentil ». Tout le monde est parti sauf lui. Oui, il est encore là. Voilà. Parce que finalement, j'ai compris maintenant pourquoi, c'est ça. Mais je te jure... #01:26:34-0#
340. P8 : Et son labo, il turne. #01:26:36-0#
341. P9 : Oui, il a jusqu'à 4 millions de dollars de contrat avec trois personnes. Je peux avoir 50 personnes avec zéro, donc, voilà. Si on arrive à avoir des post-docs, ça, c'est mon opinion personnelle, quelques ingénieurs de labo, des projets de recherche. Et basta. #01:26:59-0#
342. I : Pour cela il faut, bon, son propre budget, ce qui n'est pas le cas actuellement ? #01:27:05-0#
343. P9 : Oui, c'est logique. #01:27:08-0#
344. P8 : Déjà, pour avoir du budget, il faut prouver qu'il y a de la, des résultats. Et au fur et à mesure qu'il y a des résultats, il y a du budget. C'est un cercle vicieux. #01:27:20-0#
345. I : Et bon, comme vous avez dit, l'impact des doctorants aussi, c'est limité parce que c'est pas durable (rit). #01:27:30-0#
346. P9 : Le doctorant, une fois qu'il termine, il trouve un poste ailleurs, il part. S'il ne trouve pas de poste, il n'a aucun droit sur le labo. Il peut venir pour de la recherche, mais il peut rien avoir, par exemple. Ça, c'est pas bien non plus. #01:27:42-0#
347. P8 : Parce que sinon, ça aurait aidé à garder du monde, voilà. #01:27:45-0#

348. P9 : Il y a une loi, une loi qui est passée. Il faut qu'elle soit... parce que quand on a une loi, on a la loi, et la...l'application. #01:27:52-0#
349. P8 : L'application. #01:27:52-0#
350. P9 : Le texte d'application pour le post-doc, ça existe. Mais on attend le texte d'application. Donc tu peux, même ton doctorant, tu peux le prendre, mais bon, il sera jamais payé comme un enseignant, par exemple, ou comme un... #01:28:06-0#
351. I : D'accord. Alors, il y a une rupture. #01:28:10-0#
352. P9 : C'est comme l'histoire de la pizza, par exemple. La pizza, moi, je l'ai mangée toute seule. On serait quatre à l'avoir mangée, on aurait pris chacune deux, non, on est trois maintenant, pourquoi j'ai dis quatre ? On aurait pris deux et demi, deux et demi chacune. Tu vois ? C'est un peu ça, c'est le fait de donner à, la massification, ça permet de donner à tout le monde, après les gens partagent. C'est là où, cette partie-là dérange ! Mais ça arrange tout le monde, il ne faut pas croire. #01:28:39-0#
353. P8 : Et maintenant, avec le système de, comment on dit « takachouf » ? J'ai perdu le terme en français. #01:28:45-0#
354. P9 : L'austérité, l'austérité ! #01:28:49-0#
355. P8 : L'austérité. Maintenant, tout diminue. J'ai vu les stages, le nombre de stages, et tout a diminué, c'est incroyable. #01:28:57-0#
356. I : Alors, actuellement, il faut encore faire des stages à l'étranger pour avancer la recherche, ou ? #01:29:03-0#
357. P8 : Pour certains, oui. #01:29:05-0#
358. P9 : Certains, oui, mais pas tout le monde. #01:29:06-0#
359. P8 : Pour d'autres, non. Il y a des gens qui soutiennent leur doctorat sans avoir été à l'étranger. #01:29:11-0#
360. P9 : Tu as (*nom*), par exemple. (*Nom*), bon, elle a pu grâce aux publications qu'elle avait être classée pour aller faire un stage. Mais le but, c'était pas pour terminer sa thèse. Le but, c'est découvrir ce qui se passe dans le monde. Mais elle avait suffisamment, elle avait suffisamment pour soutenir ici. Elle, c'est vraiment la première étudiante, d'ailleurs, c'est les résultats du labo qui disent ça. Les autres, on avait rien, quand on a fait les thèses, on avait rien au labo. #01:29:40-0#
361. P8 : Moi, j'étais la première. D'ailleurs, il y a une qui a soutenu avant moi (rit). #01:29:42-0#
362. P9 : Il y avait zéro. C'est-à-dire que l'étudiant, il venait, on avait un petit logiciel personnel qu'ils utilisaient, sinon, elle partait dans le cadre des projets de recherche que j'avais. C'est tout. (*Nom*), c'est vraiment la première étudiante. #01:29:59-0#
363. P8 : Mais elle a de super résultats. #01:30:00-0#
364. P9 : Oui, elle est formidable. #01:30:01-0#
365. P8 : Non, mais son truc, il est, elle a de la chance, elle a obtenu de bons résultats déjà. #01:30:06-0#
366. P9 : Mais pour une fille très intelligente, moi j'aurais bien voulu la mettre dans un labo étranger, parce qu'ici j'ai pas les moyens de tout faire. Mais ailleurs, on peut faire un sujet, on va dire, scientifiquement plus intéressant. Il y a un garçon qui est avec elle... #01:30:25-0#
367. I : Quels moyens ? Équipement, ou ? #01:30:27-0#
368. P9 : Il y a équipement et savoir-faire aussi. Parce qu'on n'a pas tout le savoir-faire, savoir-faire des choses, parce que tu ne peux pas... Moi, j'ai été, enfin, elle aussi, elle a été dans un labo. J'ai fait ma thèse dans un labo où tu peux avoir du matériel, tu fais...

- grand matériel. Tu fais tes manip, une fois que le, comment on appelle ça, une fois que la thèse est terminée, il est jeté, il est jeté. Ça, on ne peut pas se permettre, nous. #01:30:52-0#
369. P8 : On est obligé de rentabiliser. #01:30:54-0#
370. P9 : J'ai un garçon. C'est à cause de lui que je suis partie la dernière fois en Afrique. Lui, il fait (*sujet lié à la discipline*), c'est-à-dire (le forbid ? #01:31:03-0#) (*sujet lié à la discipline*)... #01:31:05-0#
371. P8 : Très à la mode. #01:31:05-0#
372. P9 : Très à la mode. Lui, le pauvre, il galère ! Parce que pour avoir un point, il reste un mois. Et il souffre. Alors, finalement, il me dit... #01:31:17-0#
373. P8 : Tu imagines un point comme ça, je vais rester un mois ! #01:31:19-0#
374. P9 : Il me dit, il est un peu, je dirais, frustré, mais un peu. Il a peur de ne pas terminer, parce qu'il me dit: ça fait trois ans qu'il travaille, il n'a pas une seule publi, et encore il lui reste beaucoup pour pouvoir faire une publication. Mais ça sera une publi de qualité. Alors que, à côté, il aurait pu faire juste (*activité liée à la discipline*) normales, il aurait eu deux, trois, quatre, cinq publi. Le nombre de publi n'a jamais été, tu vois, c'est pas forcément, ça met, c'est un bon travail, d'accord. Mais il y a des travaux où c'est compliqué à faire. Ça veut dire, on ne peut pas généraliser. Moi, j'ai un principe: je ne généralise jamais. Il y a le bon étudiant, il y a le bon sujet, il y a les opportunités, il y a aussi la chance. Moi j'y crois: la chance, je ne sais pas, il y a des gens qui me disent c'est pas, pour quelqu'un qui est cartésien, tu parles de chance, c'est pas normal. Si, je pense que la chance... #01:32:16-0#
375. P8 : Si, il y a des jours où on a la chance, ça marche, ça fonctionne, c'est rapide, c'est ... Et d'autres qui n'ont pas de chance. #01:32:21-0#
376. P9 : Je trouve que le facteur chance qui rentre en jeu, ça c'est... J'y pense, enfin, j'y crois par expérience. Moi, j'étais pas comme ça, mais je pense que la vie m'a montré que la chance joue un rôle, enfin, la chance ou la malchance surtout. N'est-ce pas (*nom*) ? Elle, elle est d'accord. #01:32:40-0#
377. P8 : On est, on est toujours d'accord de toute façon. Même si on n'est pas d'accord, on est d'accord. Non, parce que, parce que moi, je dis avec elle, le travail était agréable dans le sens où elle est perfectionniste. Perfectionniste, moi, je le suis pas vraiment. Seulement, je me dis si je le suis, c'est de la perfection, c'est bien, c'est tant mieux. Donc, du coup, je me dis que c'est, il faut avoir des gens qui t'obligent à aller vers la perfection. Mais si on l'atteint pas... #01:33:08-0#
378. P9 : C'est pas grave. #01:33:08-0#
379. P8 : Donc, ils te poussent vers le haut, il y a des gens, non, quand je dis il y a des gens qui ne te poussent pas. #01:33:13-0#
380. P9 : Non, elle, alors elle, on se met d'accord, elle, c'est particulier. Parce qu'avant, non, non, on est d'accord qu'elle, c'est d'abord une copine. #01:33:22-0#
381. P8 : Ah, tu n'enregistres pas ! (rit) #01:33:24-0#
382. P9 : Si, je peux le dire, c'est d'abord une copine, avant qu'elle ne commence à travailler avec moi. Donc, elle voulait faire un doctorat, elle avait fait un magistère. Bon, elle est (*discipline STEM*) de formation, elle a travaillé, et cetera. Bon, elle est revenue, elle est venue à (*institution*), elle a commencé à enseigner. #01:33:40-0#
383. P8 : J'étais assistante. #01:33:41-0#

384. P9 : Voilà, elle a fait son Magister, donc c'est un doctorat 3ème cycle. Et après, elle voulait faire un doctorat. Alors, bon, elle avait commencé à travailler avec (*nom*). Quand elle est venue à (*institution*), elle nous a dit... #01:33:52-0#
385. P8 : On enseignait ensemble. #01:33:52-0#
386. P9 : Voilà, elles enseignaient ensemble. Elle lui a dit, elle nous a dit, une fois : « Si vous soutenez votre doctorat, je viens travailler avec vous ». #01:33:59-0#
387. P8 : Ah oui, c'était comme ça. J'ai dit : « Soutiens, et je viens travailler avec toi ». #01:34:04-0#
388. P9 : Parce qu'avant, on peut pas. Donc, effectivement, c'est vrai qu'on l'a fait comme ça. Donc (*nom*), par exemple, quand je suis assise avec elle ici, on est copines, mais quand on veut travailler et parler travail, elle me dit: « OK, maintenant, c'est le travail », et on parle pas de la même manière. Elle fait la part des choses. Et ce que je dis... #01:34:19-0#
389. P8 : Ça, c'est l'ancienne école. #01:34:20-0#
390. P9 : Voilà. Ce que je lui dis en tant que copine, je lui dirai pas en tant que... #01:34:26-0#
391. I : Collègue. #01:34:26-0#
392. P9 : On va dire scientifique, entre nous. Peut-être pas collègue, mais scientifique, voilà. #01:34:31-0#
393. P8 : Et finalement, ce n'est qu'une bonne chose (unclear, overlapping voices), ça permet, comment dire, la stabilité de la relation. Hier par exemple, je suis resté chhel (*en arabe: combien*) une heure au labo ? Une heure au labo. J'étais contente, parce qu'elle, elle était occupée, alors l'autre, comment il s'appelle ? dek (*en arabe: ce*) (*nom*), il m'appelle : « Tiens, tiens, j'ai pas réussi à faire ça ». Et je lui ai montré, j'étais contente de pouvoir lui montrer quelque chose. Je dis: « Tiens, je les ai... ». (*Nom*), elle me dit : « Tiens, tu peux regarder, mais... ». Oui, oui, je peux regarder, donc c'est bien. #01:34:59-0#
394. P9 : Et normalement c'est d'autres que j'ai formés, ils devraient faire la même chose qu'elle, c'est pas à moi, c'est pas à moi, comme tu disais, un professeur n'a pas à attendre que les étudiants viennent le chercher. C'est, tu prends un rendez-vous une fois par mois, c'est les normes internationales, c'est une fois par mois. #01:35:12-0#
395. P8 : Comme m'a dit l'algérien-allemand : « Je peux te donner 2,5 % de mon temps ». En tant que doctorant, c'est lui qui est à (*ville en Allemagne*) là. Je t'ai parlé d'un ami qui est à (*ville en Allemagne*). J'ai fait avec lui le lycée et il a terminé ses études à (*ville en Allemagne*). Et il est maintenant directeur de deux labos : à (*ville en Allemagne*) et l'autre, en Irlande. De toute façon, (*nom*) a parlé avec lui. #01:35:35-0#
(De #01:35:35-0# à #01:38:44-0# hors sujet)
396. P8 : Et ben, une étudiante lui a dit dernièrement, elle lui a dit : « Monsieur, je voulais vous voir ». Il a dit : « Je peux vous donner 2,5 % de mon temps ». Alors je leur ai dit, aux étudiants, je leur ai dit, je le dis avec (*nom*) qui est, cette année, elle est un peu plus absente que d'habitude, parce que souvent en déplacement, beaucoup de projets, beaucoup de réunions. Bon, et quand il m'appelle : « Si vous avez besoin de moi, je peux travailler avec vous en attendant de travailler avec elle ». Il faut pas demander au directeur de labo d'être toujours là et de travailler tout le temps avec vous. Il faut être indépendant. #01:36:14-0#
397. P9 : Toi, tu tu travailles, par exemple, moi, ce qui me dérange un peu, c'est pendant des années tu te décarcasses pour former des gens, en pensant que ça sera l'avenir, eux.

- Et finalement, tu trouves que c'est toujours, tu connais le jeu, moi, je donne l'exemple. Tu connais le jeu du Tétris ? Le Tétris, tu connais ? #01:36:31-0#
398. I : Oui, oui. #01:36:32-0#
399. P9 : Tu montes, tu montes, tu montes. Il y a plus rien. Donc tu recommences. La tradition n'existe plus, c'est-à-dire que les gens que tu as formés, tu es obligé de répéter et de répéter la même chose. À un moment donné/Par exemple elle, elle m'aide dans (*thématique liée à la discipline*). J'ai plus besoin de répéter ce que je disais, mais des fois, à force de répéter sur des années, j'oublie qu'il faut dire la chose, parce que j'ai l'impression que je l'ai déjà dite dix fois. #01:36:52-0#
400. P8 : Oui. Il y en a eu pas mal qui ont utilisé (*thématique liée à la discipline*), yek (en arabe: *n'est ce pas*) ? #01:36:56-0#
401. P9 : Non, je parle même de l'expérimentation et tout. Et tu dis: « Purée ! Ces gens-là auraient pu chacun s'occuper d'un appareil, chacun s'occupait du technique, et cetera, et cetera ». Je leur donne les cours, par exemple. Des fois, les jeunes se plaignent que leurs profs ne leur donnent pas l'occasion de faire les cours, parce qu'ils se les accaparent. Moi, j'ai tellement de cours que je leur dis : « Prenez-les ! ». Donc, des fois, je ne sais pas ; est-ce que c'est, c'est le principe de, quand on, quand « fuis-la, elle te suit, suis-la, elle te fuit » ; c'est à peu près ça. #01:37:29-0#
402. P8 : Exactement. #01:37:29-0#
403. P9 : Il y a des gens qui demandent, qui n'arrivent pas, et d'autres à qui on demande et ils ne veulent pas. #01:37:34-0#
404. P8 : (overlapping) Et c'est dommage. Je leur dis : « Profitez tant qu'il est temps, parce que ça sera pas toujours la joie ». #01:37:39-0#
405. P9 : Moi, je, je, voilà ! C'est, voilà ! C'est, je ne sais pas, est-ce qu'on veut des traditions, ou juste des diplômes ? Si on veut des diplômes, on ira nulle part. #01:37:52-0#
406. P8 : Et la tradition, c'est quand les gens viennent/Tu sais, la dernière fois, quand tu n'étais pas là, alors je leur ai dit : « Vous venez, ne serait-ce que pour la première semaine des vacances ». Et puis ils sont venus, pourtant je ne suis ni la directrice du labo, ni rien. Mais je leur ai, je les ai tellement embêtés qu'ils sont tous venus la première semaine. Elle n'était pas là et je les ai obligés. #01:38:14-0#
407. P9 : C'est une habitude qu'on a, nous, c'est: pendant a les vacances, si c'est l'hiver ou le printemps. Bon, le printemps, on ne prend même pas de vacances, techniquement. Mais en général, je leur dis : « Première semaine, la deuxième, semaine vous la prenez ». #01:38:26-0#
408. P8 : « Prenez la deuxième semaine », parce que quand tu fais de la recherche, t'as pas le choix, c'est le moment où tu as du temps. #01:38:30-0#
409. P9 : Durant les vacances, c'est pareil : « Faites à la mi-juillet », parce qu'il fait chaud ici, à (*ville*). #01:38:34-0#
410. P8 : Il fait chaud, oui. #01:38:34-0#
411. P9 : « La troisième semaine de juillet, allez-y, revenez début septembre ». Il faut, il faut cette tradition, les gens ne veulent pas, ils aiment bien les facilités, ils sont dans leur cocon, ils sont heureux, ils ont, ils savent que le salaire arrive le 12 du mois, n'est-ce pas (*nom*) ? Que, bon, il y a des primes, qu'avant le Ramadan le salaire ne vient pas le 12 mais, il vient le 4. #01:38:59-0#
412. P8 : Ah bon ? #01:39:00-0#
413. P9 : Ah oui, tu ne savais pas ça ? #01:39:01-0#

414. P8 : Non, la preuve que je m'intéresse pas (rit). #01:39:05-0#
415. P9 : Non, moi, je te donne un exemple. Quand j'ai été recrutée, à l'époque, c'était un long trajet, j'ai attendu deux ans pour être payée. #01:39:12-0#
416. P8 : Moi, j'ai attendu une année. #01:39:13-0#
417. P9 : Non, moi, c'est deux ans. Du coup, donc, j'ai attendu deux ans, et quand j'ai reçu mon salaire, c'est une somme assez importante, mais bon, moi je ne savais pas ce que c'était l'argent, à l'époque, honnêtement. J'étais pas habituée à utiliser l'argent, je ne savais pas ce que c'était. #01:39:28-0#
418. P8 : Parce qu'en général, on n'habitue pas les enfants à avoir de l'argent ici. #01:39:31-0#
419. P9 : Non, c'est pire encore, enfin, avant ! Non, maintenant... #01:39:33-0#
420. P8 : Maintenant, oui, oui. Mais avant, on était logé, nourri et blanchi, point. #01:39:37-0#
421. P9 : Dans la famille. #01:39:39-0#
422. P8 : Enfin, on n'était pas blanchi, on blanchissait (rit). #01:39:40-0#
423. P9 : Voilà. Et quand j'ai reçu mon salaire, bon, j'ai pas fait attention et puis je voyais, un moment donné, je cherchais pas, mais je voyais que le salaire était lancé vers le 14 du mois. Une fois, je suis allée et j'ai posé la question aux enseignants. Je les ai choqués. Je leur ai dit : « C'est normal qu'on soit payé le 14 du mois ? ». Ils me disent : « Ben, oui, c'est normal que ça soit le 12 ou 14. Le virement se fait vers le 9 ». Je leur ai dit : « Mais attendez, normalement on devrait être payé une fois que le mois est terminé ». Dans ma tête, c'est comme ça. Il m'a dit : « Mais vous débarquez d'où, vous ? » Je leur ai dit : « C'est normal ». Il me dit : « Ça n'existe pas, et puis nous, on est payé techniquement entre le 12 et le 14 du mois ». Et quand il y a des fêtes du genre le Ramadan, l'Aïd et tout, comme ils savent que les gens ont besoin de leur argent, on est même payé bien avant, carrément au début du mois. Tu vois, par exemple ici, le Ramadan débarque, on a été payé il y a déjà plus de 10 jours. Alors qu'on n'est que le 15, on n'est que le 15. #01:40:36-0#
424. P8 : Moi, je ne fais pas très attention. #01:40:40-0#
425. P9 : Moi, ça, je le sais, ça je le sais, parce que j'ai fait une étude dessus. On me l'a confirmé et j'ai, je vérifie régulièrement, donc techniquement, l'université a payé le 5 du mois parce que le Ramadan arrive le 15. #01:40:49-0#
426. I : Ça c'est quand même particulier. #01:40:50-0#
427. P8 : Exacte. Tu sais, les gens ont besoin de plus d'argent, le mois de Ramadan on dépense un peu plus. #01:40:57-0#
428. I : Bon, après c'est vrai, on a aussi, bon, Noël, chez nous, oui. #01:41:02-0#
429. P8 : On vous paie, voilà. #01:41:03-0#
430. I : On a besoin aussi de plus d'argent, en fait. #01:41:05-0#
431. P8 : Plus d'argent. #01:41:05-0#
432. I : C'est vrai, oui, mais quand même, c'est particulier (rit). #01:41:10-0#
433. P8 : Mais on est particulier. #01:41:12-0#
434. P9 : C'est un État très social, il ne faut pas croire. #01:41:15-0#
435. I : Très bien. #01:41:19-0#
436. P8 : Mais on est particulier. #01:41:19-0#
437. I : Très bien. Bon, avant-dernière question. Alors, quelle est la fonction ou le rôle de la bureaucratie à l'université, au travail quotidien ? #01:41:31-0#

438. P8 : La bureaucratie ? Il y a plus, il y a plus, il y a plus autant de bureaucratie en Algérie, par rapport à avant. #01:41:37-0#
439. P9 : Non, non, ouais, ouais, à l'université, c'est mieux encore dans notre université. #01:41:42-0#
440. P8 : Non, on n'a pas ce problème là. #01:41:43-0#
441. P9 : (overlapping voices) Rien, franchement, rien. On fonctionne, on est catégorique. #01:41:48-0#
442. P8 : On fonctionne beaucoup par mail. Non, il faut dire que, comme on a suivi le mouvement international, même si on n'est pas les premiers, mais on ne traîne pas la patte sur ce plan-là. Non, non c'est bon. #01:42:06-0#
443. P9 : Non, non, la bureaucratie, non. #01:42:08-0#
444. I : Très bien très bien. D'accord. Est-ce qu'il y a d'autres fonctions de l'université, qu'on n'avait pas encore évoquées ? #01:42:16-0#
445. P8 : C'est-à-dire ? Exemple d'un autre pays, quoi ? #01:42:19-0#
446. I : Non, en général, en Algérie. Est-ce qu'il y a d'autres fonctions de l'université ? #01:42:25-0#
447. P9 : Je te l'ai dit. Au départ, c'était la formation, après, c'est devenu formation et recherche, après, c'est devenu aider l'économie du pays. Ça, c'est les fonctions actuelles de l'université, c'est ce que, en tous les cas, l'État veut que ça soit. #01:42:37-0#
448. P8 : Surtout aider l'économie du pays. #01:42:39-0#
449. P9 : Parce que c'est pas normal de former des millions de personnes qui servent à rien ou qui n'aident pas, ou des chercheurs qui n'aident pas l'économie du pays. Bon, après, ça c'est l'absolu. L'application, c'est autre chose. #01:42:50-0#
450. P8 : La sous-traitance. #01:42:51-0#
451. P9 : Ça, c'est l'application. #01:42:51-0#
452. P8 : La sous-traitance serait pas mal. #01:42:52-0#
453. P9 : Mais l'économie ne suit pas, elle suit pas. #01:42:57-0#
454. P8 : La sous-traitance aiderait beaucoup les labos. #01:42:59-0#
455. P9 : Quelles seraient les autres fonctions ? #01:43:00-0#
456. P8 : C'est pour ça que je dis : « La seule chose, c'est les, c'est les sous-traitances au niveau des différents labos, au niveau des labos de recherche et tout. Sous-traiter certains projets et tout, avec l'industrie, ça serait bien. Mais pour l'instant ce n'est pas quelque chose qui est... #01:43:15-0#
457. P9 : Un exemple. Qu'est ce qui existe dans les autres pays, par exemple ? Je ne sais pas moi, je ne vois pas, peut-être qu'il y a, et je ne le vois pas ? Je sais qu'il y a la stratégie de l'université qui veut être très proche de la société. Ça, je le sais, aider économiquement. #01:43:32-0#
458. I : Bon, par exemple, lien avec la société civile, c'est tout. Bon, industrie. On change #01:43:38-0#
459. P9 : OK. Avec la société civile ? #01:43:40-0#
460. I : Oui. #01:43:40-0#
461. P9 : Par exemple, les associations et tout ? #01:43:43-0#
462. I : Oui, voilà. #01:43:43-0#
463. P9 : On en a, la preuve, il y a plein de, il y a plein de séminaires où la société civile entre en jeu. Par exemple, le problème du handicap qui n'était pas très très important ici. Mais maintenant, ils tiennent compte, on a une association à l'intérieur de l'université qui aide les étudiants handicapés, tout type d'handicapé, à faire leurs

examens, à étudier, à soutenir leur thèse. Tu vois, ça, par exemple on l'a, nous, on l'a... La société civile, par exemple, on a, on a eu un un projet européen grâce à un enseignant de l'université où c'était traité le problème de l'autisme. Donc, ça a commencé par l'autisme comme association et maintenant, de plus en plus, il y a l'école, il y a le, après, c'est plus l'université, il y a le Wali, par exemple. J'ai vu dernièrement le Wali qui a ouvert une autre école pour les gens qui sont, parce qu'il vient, une reconnaissance comme quoi l'autisme c'est une, c'est un mal. C'est un exemple. Soit l'autisme, ou autre chose. Il y a la possibilité, le (*nom structure*) par exemple, qui permet à tous les gens, s'ils veulent apprendre une langue étrangère, ils viennent à l'intérieur de l'université, de l'extérieur. Elle forme des gens étrangers dans les langues, par exemple. Donc, il y a des conventions avec des pays étrangers. Ça, c'est ce qu'elle fait. Mais la société civile, ça peut-être, quoi encore ? #01:45:00-0#

464. I : C'est ça. #01:45:02-0#

465. P8 : C'est ça. #01:45:03-0#

466. P9 : Par contre, il y a une chose qu'on ne fait pas, c'est la politique à l'université. Pas de politique. #01:45:08-0#

467. P8 : Et c'est tant mieux. #01:45:09-0#

468. P9 : Et c'est tant mieux. #01:45:09-0#

469. I : Très bien, oui. Bien sûr. #01:45:11-0#

470. P9 : Voilà, c'est clair, net et précis. #01:45:13-0#

471. I : Scientifique, c'est pas politique, voilà (rit). #01:45:14-0#

472. P9 : Non, non, même en/Il y a des associations d'étudiants, oui. Mais si tu penses à ça, la politique, c'est ailleurs. Il y a des gens qui vous diront : « Oui, mais bon, on n'a pas l'esprit de discussion et tout ». Les années 90 ont montré que, bon ! #01:45:33-0#

473. P8 : Il y avait une émission, non, il y a quelqu'un qui est décédé, qui fait partie du théâtre. Je ne vais pas sauter du coq à l'âne, mais ça rejoint ce qu'elle dit. Je ne sais pas si tu suis un peu le théâtre, mais hadik (*en arabe: cette*) Sonia, elle est morte hier ! Elle est décédée hier, elle a été inhumée hier. #01:45:51-0#

474. P9 : C'est une grande actrice. #01:45:52-0#

475. P8 : Et puis, elle était actrice, et puis elle a dit, c'était une interview qu'ils avaient passée, elle a dit : « Il faut toujours parler, pour ne pas oublier, parce que quand on n'oublie pas, on ne refait pas ». Nous, les années 90, elles sont marquées, donc, tant qu'on en parle, tant qu'on en parle, on ne refait pas. Et c'est pour ça qu'on arrive à tenir debout. Je pense que ça c'était une... #01:46:17-0#

476. P9 : C'est pour ça que l'Algérie n'a pas eu son, soit-disant, son « printemps arabe ». Parce qu'elle savait ce qui attendait les autres, la preuve. #01:46:24-0#

477. P8 : La preuve, on le voit. #01:46:24-0#

478. P9 : On le voit, c'est un mensonge mondial. Mais, pourquoi les algériens ? #01:46:30-0#

479. P8 : Ils ont eu leur dose. #01:46:32-0#

480. P9 : Ils ont eu leur dose, terminé, c'est exactement... Mais à l'époque, personne n'en parlait. #01:46:38-0#

481. P8 : Et tu as vu aux libyens ! #01:46:39-0#

482. I : Oh ! Très bien même. #01:46:40-0#

483. P8 : Très bien. #01:46:41-0#

484. I : Moi, je suis pas contre (rit), je suis prête, voilà. #01:46:45-0#.

485. P8 : Je t'ai dit, l'allemande qu'on a reçue la dernière fois, il y a trois ans ou quatre ans, elle aussi, elle a dit, elle était venue pour apprendre la langue française. Elle a dit : « Vraiment, je ne m'attendais pas à ça ». J'ai dit : « Ben voilà ! ». #01:46:55-0#
486. P9 : Moi, j'ai un cousin qui s'est marié avec une française. Il y a, je t'avais raconté, quand tu rentrais de Lyon, tu es rentrée le jeudi, ils sont venus manger chez nous le vendredi et le samedi. Il est marié avec une française, et ses parents ne sont jamais venus en Algérie. Bon, c'est l'opinion des algériens. Ils sont venus, ils ont passé une semaine, ils ont visité (*ville*), (*ville 3*) et tout. Et puis elle nous a demandé de les inviter à la maison et tout. J'ai discuté avec son père, ils sont de Rouen, dans la Normandie. Quand j'ai discuté avec eux, ils disaient, bon, en français, les français, ils ont un problème avec les algériens, historique. Donc ils ont beau les aimer, ils regrettent toujours le fait qu'ils aient perdu l'Algérie. Il me dit : « Oui, c'était bien, on a visité et tout, et j'ai été étonné, je marchais dans la rue, les gens me disaient... ». Ah oui, je lui ait dit : « Quelle était votre impression quand vous étiez ici ? ». Il me dit : « Vous savez, je marchais » ; bon, sa femme, c'est vrai que, à (*ville 3*), elle pourrait paraître normale, mais ici, il y a trop peu de femmes d'un certain âge qui ne portent pas le voile, donc ça se voit qu'elle n'est pas... #01:48:09-0#
487. P8 : Ben, écoute, je suis d'un certain âge et je ne porte pas de voile. #01:48:10-0#
488. P9 : Non, non, mais (*nom*), moi je parle d'une femme âgée quand même. #01:48:13-0#
489. P8 : Mais attends, à (*fin années 50*) ans, on est agé. #01:46:15-0#
490. P9 : Non, non, non. Laisse tomber (*nom*), je sais ce que je dis. Donc, bon, à la limite, on pourrait ! Le père, non, il est blond, il est tout ce que tu veux. Il me dit : « Tu te rends compte, il me dit, tu te rends compte », et pourtant il ne me connaissait pas, « j'étais en train de marcher, que ce soit ici, à (*ville*), ou à (*ville 3*), les gens me saluaient, 'salam' (*en arabe: bonjour*), quand je leur répondais, ils ont compris que je n'étais pas algérien ». Alors, lui, ce qui l'a étonné, c'est pas qu'ils le saluent, c'est pas le fait qu'ils, pour eux, il était aussi algérien qu'eux, parce qu'ils le saluaient. Il me dit : « Moi, ça n'existe pas chez moi. Quand tu marches et que tu rencontres quelqu'un, tu peux saluer... ». #01:48:48-0#
491. P8 : On peut saluer des gens qu'on ne connaît pas. #01:48:49-0#
492. P9 : Voilà, ça se fait de moins en moins, mais ça existe. Aux États-Unis, ça existe. Moi, j'aime bien les États-Unis un peu pour ça. #01:48:55-0#
493. P8 : Quand tu rentres à l'université, tu passes par les escaliers, tu dis : « Salam », sans connaître les gens, parce qu'ils sont là, et c'est un endroit restreint, et ça ne se fait pas de passer comme ça. #01:49:04-0#
494. P9 : (*overlapping voices*) Moi, quand je vois par exemple les étudiants actuels, les jeunes enseignants, quand tu leur dis « Bonjour », ils te répondent pas. Je suis choquée, parce que je trouve qu'ils sont mal élevés. C'est pas qu'ils ne, qu'ils ont honte, ou ils ont peur. Non, je dis qu'ils sont mal élevés, et je le dis d'ailleurs pendant les réunions, je leur dis : « C'est pas normal, la nouvelle génération, quand on les salue, ils ne disent pas », alors que nous, on est pas habitués, tu vois ? ». Non, mais nous, on est obligés. #01:49:25-0#
495. P8 : C'est juste un respect. #01:49:25-0#
496. P9 : On nous a appris ça, on l'a appris, on continue. Voilà. Donc, à part ça, moi, je ne sais pas, tu me dis. #01:49:33-0#
497. P8 : Je pense qu'on a tout dit. #01:49:36-0#

498. I : C'est bien. Justement, est-ce qu'il y a quelque chose que vous voulez ajouter, pour conclure (rit) ? #01:49:41-0#
499. P8 : Moi, pour conclure, on est un super pays. Il est beau, on a une belle... #01:49:44-0#
500. P9 : On peut faire beaucoup de choses. #01:49:45-0#
501. P8 : Un beau, comment on dit ça ? #01:49:47-0#
502. P9 : On peut aller très loin. #01:49:47-0#
503. P8 : Ouais, on peut aller très loin. Un pays riche. On est un pays riche et on a une richesse, parce qu'on a une, comment on appelle ça ? On a une culture qui est derrière. On est très fière, avec les points positifs, les points négatifs, et c'est comme ça. #01:50:07-0#
504. I : Comme partout. #01:50:07-0#
505. P8 : Comme partout. J'espère que cette nouvelle génération va un peu comprendre qu'il faut reprendre les rênes, c'est tout. #01:50:15-0#
506. P9 : Moi, juste une chose. Ce qui me désole, c'est un peu le côté négatif qui revient toujours. On ne voit jamais le positif. Pas moi, mais on ne voit que ce qui est négatif. C'est comme si toi, par exemple, en tant qu'être humain, tu as tes parents, ils t'ont élevée, tu as une maison, tu as une, on va dire, une voiture de marque X et cetera. Tu vois jamais ce que tes parents t'ont fait, tu vois juste le voisin, parce que lui, il a plus. #01:50:39-0#
507. P8 : Et il a mieux. #01:50:40-0#
508. P9 : Alors que toi aussi, tu as des choses par rapport à d'autres. #01:50:44-0#
509. P8 : Vous regardez la partie du verre qui est pleine. #01:50:47-0#
510. P9 : C'est bien de vouloir, c'est bien de vouloir, moi j'aime bien avoir un truc. Bon, si je ne l'ai pas ? Ça n'empêche pas que j'ai quelque chose, et ça, cette mentalité, c'est dommage. C'est dommage, parce que moi, je pense que les gens ne savent pas profiter de ce qu'ils ont. #01:51:05-0#
511. I : Mettre en valeur. #01:51:06-0#
512. P9 : C'est aller de l'avant. Je sais pas, ça, c'est ce qui me dérange un peu. Le reste, bon, bien sûr on n'est pas l'Amérique, même l'Amérique, bon. Je veux dire, c'est un exemple. #01:51:16-0#
513. I : (Actuellement pour rigoler, ça n'a rien à avoir l'Amérique (rit), bon ?) #01:51:18-0#
514. P9 : Non, c'est une expression en français. On dit « ce n'est pas l'Amérique », une expression, donc. Mais il y a de tout, et moi je pars du principe, et d'ailleurs c'est pour ça que, dans la, enfin, l'enseignement supérieur, ou même dans tous les pays, enfin, dans tous les domaines, les algériens, ils ont tendance à voir l'Europe. Mais il n'y a pas que l'Europe. Il n'y a pas que l'Europe. Il y a d'autres continents qui se développent. Bon, l'Europe, c'est l'Europe, bien sûr, ils sont forts, ils sont éduqués, ils ont une culture. #01:51:47-0#
515. I : Dépassée maintenant. #01:51:47-0#
516. P9 : Non, c'est pas dépassé, non, non, non, c'est pas dépassé. Il faut prendre les exemples des autres, aussi, qui se développent, faire comme eux, et arriver là où l'Europe est arrivée déjà. Tu vois ? C'est pas juste ça, ça, ça et ça. #01:52:02-0#
517. I : Oui, voilà. C'est réorienter. #01:52:03-0#
518. P9 : Mais réorienter. Il y a l'Afrique qui se développe, il y a l'Asie qui se développe, t'as qu'à voir ce que (*nom*) fait. Il y a l'Amérique du Sud qui se développe. Quand tu

vois les publications dans le domaine, c'est pas toujours les mêmes pays ! Et maintenant, c'est mélangé. Donc, voir ce que les autres font et se développer. Ne pas voir uniquement les meilleurs, c'est-à-dire, je veux, ou je veux le championnat ici, local, ou je veux Barcelone. Mais entre deux il y a, il y a tout, il y a tout. Donc, il faut travailler avec les autres. #01:52:29-0#

519. P8 : Exactement. #01:52:29-0#

520. P9 : Moi, je me rappelle, une fois, il y a un commissaire africain qui est venu. Un commissaire, c'est l'équivalent d'un ministre dans l'Union Africaine. Il a fait un speech, c'est quelqu'un qui adore l'Algérie, c'était celui qui est venu après, tu sais, la dame noire, enfin, tu me diras les deux (unclear #01:52:47-0#). Et il a fait un speech à l'université. Qu'est-ce qu'il nous a dit ? Il nous a dit: « Moi, je vous donne un conseil. Je sais que vous, les algériens, ... », parce que lui, il a été formé et il remercie l'Algérie pour toutes les bourses qu'elle a donnée aux pays africains. Donc il dit: « Moi, c'est un pays pour qui j'ai beaucoup d'admiration, mais vous, les algériens, vous avez tendance à voir uniquement vers l'Europe. Moi, je vous donne un conseil. Au lieu d'être, de vouloir être comme eux, vous ne serez jamais comme eux. Regardez l'Afrique, vous serez les meilleurs de l'Afrique ». #01:53:17-0#

521. P8 : Exactement. #01:53:18-0#

522. P9 : Et moi, je me suis dit : « Tiens, il n'a pas tort ». Bon, il y a l'Afrique du Sud, il y a le Nigéria, il y a le Kenya, il y a des pays qui se développent ; le Rouanda. Ils se développent. Il ne faut pas voir que ceux-là, parce que les autres se développent, parce qu'après, on serait même derrière eux. Enfin, certains, on est derrière déjà. Et on peut être derrière certains qu'on méprise. Maintenant, enfin, méprise, bon. On dit : « Ils sont sous-développés ». Donc il faut réfléchir comme ça, même dans la vie de tous les jours. Il ne faut jamais mépriser, même les pauvres. #01:53:49-0#

523. P8 : Exactement. #01:53:50-0#

524. P9 : Parce que chacun a sa place, voilà. #01:53:54-0#

525. I : Ah super ! Merci beaucoup. #01:53:56-0#

526. P8 : De rien. C'était un plaisir. #01:53:58-0#

527. I : Plaisir (rit). Merci. #01:54:00-0#

528. P9 : Si tu veux qu'on continue après il n'y a pas de problème. #01:54:02-0#

529. I : Bien sûr. Merci beaucoup. #01:54:04-0#

10_m_Arts_Humanities_Social_Sciences_executive_function_research_unit

Interviewer : I

Interviewee : P10

1. I : Très bien. Tout d'abord, quel est votre rôle à l'université ? #00:00:10-0#
2. P10 : Je suis un enseignant. J'ai été à un moment donné le chef du département (*discipline*) et puis j'ai délaissé pour l'enseignement, parce qu'être enseignant, c'est la meilleure façon de vivre sa vie et vivre avec l'étudiant. Parce que, non, être un chef de département, c'est faire surtout de l'administration. On n'est pas réellement avec l'étudiant. Et j'ai fait le chef du département durant douze années. #00:00:57-0#
3. I : Ah oui, quand même (rit). #00:01:00-0#
4. P10 : Donc, c'était le ras-le-bol de l'administration. #00:01:04-0#
5. I : D'accord. Il n'y a pas un système de rotation, non ? #00:01:06-0#
6. P10 : Non, il y avait un système de rotation, mais c'était au départ. Vous êtes le premier, vous allez faire et nous, on va vous trouver. Mais jusqu'à, jusqu'en 2016, fin 2016, où j'ai arrêté, j'ai trouvé quelqu'un pour me remplacer, et j'ai délaissé. #00:01:23-0#
7. I : Très bien. Alors, depuis que/Tout d'abord, vous avez fait aussi vos études à (*ville*), ou ? #00:01:31-0#
8. P10 : Non. Mes études, je les ai faites à (*ville 1*). Il n'y avait pas encore d'université à (*ville*). L'Université (*institution*) a ouvert en premier lieu en (*début années 70*) et il n'y avait pas toutes les options. Il y avait seulement de la littérature, un peu de chimie ou de physique et surtout les sciences économiques. C'est plus tard qu'elle a plus, à partir de (*début années 80*), elle est devenue une université et c'est à ce moment-là qu'elle a commencé à donner ses fruits. #00:02:08-0#
9. I : D'accord. Et vous avez fait des études en en quoi, quelle spécialité ? #00:02:13-0#
10. P10 : En (*discipline 1*). Et, je suis docteur en (*discipline 1*). Docteur en (*discipline 1*), et puis j'ai viré vers (*discipline 2*). J'ai fait un magister en (*discipline 2*) et puis je suis revenu à (*discipline 1*), puisque j'ai fait (*thématique*). Donc j'ai fait à peu près toute (*spécialité*), je l'ai touchée pour pouvoir comprendre. Donc, c'est pour ça que je suis en (*discipline 1*), en (*discipline 2*), et des fois, même en (*discipline 3*). #00:03:00-0#
11. I : (rit) Super, alors déjà multidisciplinaire. Très bien. Depuis que vous avez, bon, déjà si vous comparez l'époque où vous avez fait vos études et les étudiants actuellement, quels sont les changements ? Quelles sont les différences ? #00:03:13-0#
12. P10 : Un énorme changement, un énorme changement du point de vue de la maturité, du point de vue efforts qu'on faisait. Nous, on avait rien du tout, aucune source, il y avait rien de numérique. Il fallait, et les documents essentiels, une grande partie, on en avait pas. Donc, on était obligé de faire ça, un peu, pour préparer mon magister, je commandais des documents pour les lire la nuit et les remettre le matin. C'était difficile. Alors que maintenant, ils ont tout et ils ne font rien. C'est ça, c'est ça. Et c'est pour ça que, lorsqu'on parle de nous, de massification, un pays comme le nôtre ne pouvait pas prétendre avoir un très grand nombre d'étudiants. Ils sont actuellement à un million huit cents, donc c'est trop. Le nombre d'universités par wilaya, c'est bon, dans un sens, mais le niveau diminue de plus en plus, comme il diminue au niveau du secondaire. On le voit, mais au niveau même de notre enseignement à l'université, on voit que ça diminue,

et c'est surtout conséquemment cette nouvelle méthode de formation des docteurs. Former un docteur en huit ans, c'est-à-dire sa licence, puis son master, et puis après son doctorat et, nous, on voit ça d'un mauvais œil. Pourquoi ? Parce que de notre temps, un doctorat c'était un diplôme de fin de carrière et maintenant, c'est un diplôme de début de carrière. Et c'est un peu difficile. Nous, on avait un bagage lorsqu'on est rentré, et ces gens-là ont besoin de bagage. Ils n'ont pas tout, et c'est ce qui fait un peu de difficultés.

#00:05:39-0#

13. I : Voilà. Est-ce que vous étiez affecté aussi par la première réforme, la refonte, en 72 ?

#00:05:49-0#

14. P10 : Oui, oui. Première réforme de 71, on y était, mais on n'a pas beaucoup ressenti. Pourquoi ? Parce que, nous, on était des bilingues. On a reçu une formation du temps de la colonisation, ça a continué jusqu'en 71 avec le même système, donc, on ne s'est pas...

#00:06:14-0#

15. I : Français, bon, l'école française. #00:06:17-0#

16. P10 : Quoi ? Oui, l'école française, oui, voilà, on a fait l'école française. Et, même après 62, c'était presque l'école française qui était là. Seulement, il y avait l'introduction de l'arabe. Mais en 71, avec la réforme, ça a commencé à bouger, parce qu'avec la réforme, et c'est là qu'on a commencé à penser au devenir de l'université. À ce moment-là, on voulait algérieniser. #00:06:46-0#

17. I : D'accord. D'abord la langue en 71, et après le système. #00:06:54-0#

18. P10 : Après, le système, oui. #00:06:55-0#

19. I : Mais c'était après. #00:06:56-0#

20. P10 : C'était après. C'est-à-dire que moi, j'étais déjà sorti du primaire, j'étais à l'université à partir de 70 et, en 71, il y a eu le début de la réforme. Nous, lorsqu'on est rentré à l'université, une licence en histoire, c'était pour trois ans. Avec la réforme, c'est devenu quatre ans. Et puis on est revenu à trois ans, puis master, deux, et le doctorat, trois, donc... #00:07:26-0#

21. I : D'accord. (rit) Alors, vous avez fait vos études en français ? #00:07:32-0#

22. P10 : Non, en arabe. En arabe, en arabe, complètement en arabe. J'ai été bilingue depuis mon bas âge. Depuis l'école primaire, je connaissais les deux langues sans aucune difficulté, que ce soit en arabe, ou en français, ça ne posait pas de problème. D'ailleurs moi, dans ma licence en histoire à l'université, c'était surtout la documentation en français que je recherchais pour faire mes travaux, et c'était bon. #00:07:59-0#

23. I : D'accord. Mais actuellement, ce n'est plus le cas, il y a des ouvrages en arabe (unclear). #00:08:05-0#

24. P10 : Il y en a, mais jusqu'à présent, même si c'est en espagnol, je dois le faire; parce que la recherche vous demande à voir ce qu'il y a chez les autres. Un étudiant peut prendre ce qu'il y a à côté de lui, mais un chercheur, il faudrait qu'il soit, qu'il soit en mesure de comprendre ce que disent les autres et comment ils voient les choses. J'ai fait des conférences au niveau de (*ville en Espagne*) et d'autres villes, donc il fallait comprendre comment eux, ils pensent et comment ils acceptent les vérités. #00:08:41-0#

25. I : D'accord. Alors, depuis, bon, le début presque de votre carrière en tant que chercheur-enseignant, vous étiez très à l'aise avec les langues étrangères ? #00:08:53-0#

26. P10 : Oui, oui, français, sans aucun problème. #00:08:56-0#

27. I : L'arabe ne jouait pas un rôle central pour la recherche pour vous ? #00:09:00-0#

28. P10 : Non, pas pour/même lorsque/puisque mes travaux c'est surtout, c'était sur une documentation en arabe (*thématique*). Il fallait la voir chez les (*groupe cible*), donc, j'ai été obligé de la connaître en arabe, mais ça ne suffisait pas. Il fallait que je connaisse d'autres, chez les français, chez les anglais, chez les espagnols. Et ces trois-là ont écrit beaucoup. J'ai pas pu la connaître chez les allemands, je ne connaissais pas la langue. #00:09:32-0#
29. I : D'accord. Alors, l'arabisation en elle-même ne vous a pas beaucoup ... ? #00:09:39-0#
30. P10 : Non, pas du tout. J'étais à l'aise, (soit l'arabisation ? #00:09:40-0#), non. Je connaissais les deux langues, je m'exprimais facilement en langues, et d'ailleurs, je traduisais des fois directement. Le professeur parlait en français et moi, je rédigeais en arabe. Ou, s'il parlait en arabe, moi je rédigeais en français sans aucun problème. #00:10:03-0#
31. I : Mais je pense, actuellement, ce n'est plus le cas, les étudiants sont... ? #00:10:07-0#
32. P10 : Oui. Maintenant, surtout en arabe, et maintenant moi, je, j'ai un problème énorme avec les étudiants. Un, ils ne lisent pas. #00:10:18-0#
33. I : Déjà ; ni en français, ni en arabe (rit). #00:10:23-0#
34. P10 : Oui. Et deux, ils ne voient aucun document dans la langue arabe, et ça, c'est, pour un chercheur, c'est faire le travail à moitié. On peut pas, on peut pas dire qu'on a fait une recherche en monol langue. Ce n'est pas possible. Parce que moi, je pense d'une manière, un autre bonhomme peut penser d'une autre manière, il faudrait que je connaisse ses idées. #00:10:56-0#
35. I : Oui voilà. D'accord. Et quand vous, bon, vous exposez ces problèmes aux étudiants, qu'est-ce qu'ils répondent (rit) ? #00:11:03-0#
36. P10 : C'est difficile, parce que j'ai essayé de les prendre par la gentillesse : « il faudrait voir des documents » ; je n'ai pas pu trouver cette gentillesse chez eux. J'imposais, j'imposais : « vous allez lire tel document en français, parce qu'il le faut ». Et je ne vois pas pourquoi il y a une différence chez nous, les techniques, ils font tout ça en français, alors qu'ils étaient en arabe, au départ. Jusqu'au bac, ils faisaient tout ça en arabe. Pourquoi en techniques ils arrivent, pourquoi dans les sciences sociales, ils n'arrivent pas ? C'est ça qui est/Donc, des fois, je les poussais à prendre des documents en français. Mais d'abord, il fallait qu'ils lisent ceux de l'arabe. #00:11:56-0#
37. I : Oui. Mais bon, la rédaction se fait en arabe ? Des thèses ? #00:12:03-0#
38. P10 : En arabe, oui. Des fois, sur demande écrite, il peut y avoir des autorisations. #00:12:10-0#
39. I : D'accord. Et qui donne l'autorisation ? #00:12:13-0#
40. P10 : C'est le rectorat, le conseil scientifique de la faculté, sur avis du rectorat. Parce que, s'il n'y a pas cette décision de rédiger dans une autre langue, le bonhomme, le candidat ne peut pas prétendre à présenter son travail. Donc, il faudrait que ça soit au départ, comme quoi il voudrait/Mais, dans ce cas-là, il faut qu'on soit sûr qu'il rédige bien dans l'autre langue. #00:12:46-0#
41. I : D'accord. Et par rapport à la littérature en anglais et le rôle de l'anglais en général dans votre domaine, est-ce qu'il y avait une évolution ? Quel est l'état actuel ? #00:12:57-0#
42. P10 : Non, l'état actuel, beaucoup de gens, beaucoup de gens connaissent maintenant l'anglais plus que le français. Et ce que j'ai pu constater chez nos étudiants... lorsqu'ils nous ramènent des documents, ou ils ont puisé dans des livres, c'est surtout des

- références en anglais. Et ce qui se fait actuellement dans le monde entier, c'est l'anglais qui est devenu l'élément essentiel. D'ailleurs, même, il y a, nous avons une convention avec la ville de (*en Allemagne*). #00:13:37-0#
43. I : Ah, moi, j'habite à Bonn (rit). Alors, marhaba (bienvenue) en Allemagne, inch'Allah (*en arabe: qu'il plaise à Dieu*). #00:13:47-0#
44. P10 : On a fait des accords avec eux pour qu'on puisse avoir du télé-enseignement. Mais ce ne sera qu'en anglais. #00:13:59-0#
45. I : Oui, parce qu'ils maîtrisent ni français ni arabe. #00:14:03-0#
46. P10 : Donc, on peut pas. #00:14:05-0#
47. I : Bon, quelques-uns, quand même. #00:14:06-0#
48. P10 : Non, mais c'est surtout/D'abord, il faudrait que les gens puissent être à l'université, normalement, c'est les trois langues qu'ils doivent être; mais ici, c'est deux langues, à la rigueur, deux langues, une, ils la connaissent bien, l'autre, difficilement. Mais je vois que les gens vont vers l'anglais plus qu'ils ne vont vers/dans notre génération, on était tous que des francisants (rit); que des francisants. #00:14:36-0#
49. I : D'accord (rit). Mais maintenant, bon, cette politique, ça a changé. #00:14:43-0#
50. P10 : Comment ? #00:14:44-0#
51. I : Comme, comme, bon, il y avait la politique d'arabisation et maintenant, on pourrait dire que c'est une politique pour aller vers l'anglais, ou ? #00:14:52-0#
52. P10 : La politique d'arabisation... Il y a eu des événements tragiques en Algérie. Donc l'État, il a un peu reculé, il a reculé du point de vue, vis-à-vis de la France. Donc ils ont laissé à nouveau le français prendre de la place. À un moment donné, toute circulaire, ou toute décision de ministre, se faisait en arabe. Maintenant, elles se font en français. Donc ils ont augmenté. Mais je pense qu'ils vont revenir, parce que ce n'est pas, ce n'est ni l'arabe, ni le français. Il faudrait que les gens appliquent un système. Maintenant, nos étudiants ne connaissent ni l'arabe, ni le français. #00:15:51-0#
53. I : Ça, c'est un gros problème (rit). Oui. #00:15:53-0#
54. P10 : Et lorsque vous allez les entendre parler, au niveau des institutions, ou au niveau de la télé, les gens ne peuvent pas placer une phrase dans une même langue: deux mots en arabe, deux mots en français, deux mots en anglais. C'est devenu du charabia, ce n'est plus, ce n'est plus une véritable langue. Pour ça, c'est un problème. Mais je pense qu'il va s'effacer dans quelques années. #00:16:23-0#
55. I : D'accord. Et comment ? #00:16:24-0#
56. P10 : Là, c'est la décision de l'État. Premièrement, les décisions que prend le gouvernement, elles doivent être en arabe. On voit même certains de nos responsables parler en français; alors que, normalement, ils ne parlent qu'en arabe. Merkel, lorsqu'elle parle, elle parle pas en anglais, elle parle aux allemands d'abord. #00:16:53-0#
57. I : (rit) Oui, voilà, aux allemands, oui. Même, non, c'est clair. #00:16:55-0#
58. P10 : Nous, on n'a pas cette possibilité. Les gens disent : « Je ne comprends pas ». Mais comment ? Vous avez fait tout un cursus en arabe de douze ans, pour dire que vous ne comprenez pas l'arabe ? Ça, c'est c'est inconcevable. #00:17:14-0#
59. I : D'accord. Alors, vous voyez, bon, le problème au niveau de l'école, déjà, ou ? #00:17:21-0#
60. P10 : Pas seulement. L'école, ça ne pose pas de problème, parce que tous les enseignants enseignent avec l'arabe. Mais seulement, c'est la décision qu'on doit prendre. Je vois mal qu'en Algérie presque toutes les sciences dures sont faites en langues étrangères; alors

qu'on sait qu'elles sont faites en français. Et on sait bien que le français régresse dans le monde. Alors, si on change, pourquoi ne pas changer en anglais, directement ? On sera avec tous les gens du monde. Et jusqu'à présent, le français, les français eux-mêmes parlent l'anglais actuellement. Et lorsqu'il y a une communication à faire, ils la font en anglais. Donc, c'est un peu difficile. Comment rester dans une langue et savoir que c'est une langue qui régresse ? On n'est plus au XIXe siècle, où la langue française était la première langue du monde. Au XXe siècle, c'était l'anglais. Maintenant, au XXIe siècle, c'est uniquement l'anglais. Les Russes sont obligés de parler anglais, les autres... Donc nous, le problème, c'est le choix de cette deuxième langue. Bon, pour nous, ça ne posait pas de problème, parce que toute notre culture, c'était une culture en français. Et maintenant, toutes les études se font en anglais. Donc, ça pose un problème. Comment être compétent et performant dans une langue qui régresse ? C'est ça, c'est tout un problème. Lorsque j'ai eu le contrat avec (*ville en Allemagne*): « On peut vous faire des enseignements, mais seulement en anglais ». Moi, je pensais qu'ils allaient les faire en allemand (rit). Donc, l'anglais est devenu une langue même au niveau du... #00:19:27-0#

61. I : Sciences sociales, oui. #00:19:27-0#

62. P10 : Donc, à ce niveau-là, ce sera plus acceptable que le français. Ce n'est pas que je suis contre le français, mais pour nos enfants et pour leur devenir, il faudrait une seule langue, une seule langue, pour qu'ils puissent la développer très bien. #00:19:41-0#

63. I : C'est ça, oui. Bon, d'ailleurs, moi aussi j'écris ma thèse en anglais, voilà. Justement, pour avoir que les non-francophones aient accès, voilà. Niveau mondial. C'est ça, très intéressant. D'accord, mais actuellement, bon, cette décision n'est pas prise ou ? #00:20:00-0#

64. P10 : Pas du tout, pas du tout. #00:20:01-0#

65. I : Et pourquoi (rit) ? #00:20:02-0#

66. P10 : Vous savez qu'un grand nombre de soucis pour l'État algérien sont venus de la France, parce que l'Algérie, à un moment donné, était le premier pays francophone. En quittant la francophonie, il y avait un vide. Donc, ils ont toujours essayé de nous reprendre. Lorsque notre président est revenu en 99, il a dit : « Arrêtez, arrêtez vos simagrées, nous, on reprendra le français ». Ils sont revenus à la francophonie. Donc, c'était une question de politique, pas une question de technique, ou d'avenir, pour une langue. Mais jusqu'à présent, la décision de reprendre ne peut pas se faire. On a essayé en 92. Un des ministres avait pris la décision d'introduire l'anglais au primaire. En 92, il y a eu une énorme catastrophe, le bac a été complètement divulgué. Donc, l'État est revenu; donc, on revient en français, on le laisse, et ainsi de suite. Lorsqu'en 71 l'arabisation a commencé à se faire, tous les gens qui ont été formés en France ont rechigné : « Nous, on ne peut pas enseigner en arabe ». Et c'est faux. Ils pouvaient le faire. Parce qu'il y a eu des expériences qui ont été faites où les gens ont réussi, parce que communiquer, ce n'est pas seulement dans une langue, communiquer, c'est un système. Comment donner l'information ? Je te la donne même par un geste et les gens comprennent. #00:22:18-0#

67. I : Oui. C'est ça. D'accord. Bon, cette thématique de langues, français, anglais, arabe, est-ce que le LMD, bon, la réforme déjà avait l'impact ? #00:22:30-0#

68. P10 : Ça, c'est difficile, ça, c'est très difficile. Lorsque on voit le LMD au niveau de l'Europe, avant d'appliquer le LMD, toute l'Europe a appliqué un autre système : comment enseigner bien au niveau du primaire et secondaire ? Mais nous, on est resté

avec l'ancien système. Et lorsque l'élève pénétrait à l'université, il était au contact d'un nouveau monde. Et le LMD a été pas mal accepté, mais mal compris par les gens qui devaient le prendre en charge. Parce que me dire LMD, licence, master et doctorat; un LMD, l'étudiant qui rentre en LMD, il a tous les prérequis pour pouvoir travailler de lui-même. Et notre étudiant ne les avait pas. Moi, moi, je fais une expérience annuellement avec mes étudiants pour voir/Au début, le premier cours, c'est un cours en (*sujet*). Et je donne tous les noms, tous les noms, je les donne en grec ou en latin. Et, à la fin, je dis aux étudiants : « Ceci va être posé comme question d'examen ». Et tous : « On n'a pas écrit ! ». Moi, je ne sais pas pourquoi, parce qu'on leur a appris à l'école primaire et au secondaire : « Croisez les bras, on va vous donner un résumé à la fin ». Et ils pensaient que moi, j'allais leur donner des résumés. Je les mets en contact, donc c'est à vous de prendre vos résumés. Mais c'est difficile pour eux. C'est que les prérequis, ils ne les avaient pas, et l'attitude d'étudiant, ils ne la connaissaient pas. Ils viennent avec l'attitude d'un élève et le passage de l'élève à l'étudiant, c'est difficile. Cette attitude est préparée au niveau des écoles en France, ou en Europe, à partir de la deuxième année du secondaire. Il commence à faire ses dissertations, il commence à se poser des questions. Donc, il repense ces choses. Alors, venir au LMD sans avoir été préparé à ça, on voit le niveau des étudiant du LMD qui est plus faible que celui de l'ancien système. Et j'ai fait cette remarque à notre recteur il y a cinq ou six ans, lorsqu'on avait fait un test avec ceux qui sont venus du master pour passer un examen du magistère. Ceux qui ont été reçus, c'étaient les gens de l'ancienne licence. Et il m'a dit : « Pourquoi ils étaient mieux formés que ceux-là, pourquoi ? ». Parce qu'on a appliqué notre LMD à la va-vite, sans qu'il y ait de préparation. Ce n'est que ces années-là où on commence à avoir des programmes pour les gens. Et les enseignants qui étaient habitués à un programme annuel, ils ont commencé à travailler avec ce programme annuel pour le semestre. Donc, il fallait refaire les programmes, il fallait refaire les curricula. Quels sont les prérequis ? Quel est le profil de l'étudiant à l'entrée ? Quel est le profil en (exput ? #00:26:54-0#) ? Donc, ça n'existait pas, ça a été un peu difficile. Maintenant, on peut voir quelques éléments, mais il faudrait attendre cinq ou six ans, peut-être, quand les étudiants seront meilleurs. #00:27:07-0#

69. I : D'accord. Et l'état, actuellement, de l'implémentation du LMD, vous le voyez comment ? #00:27:17-0#

70. P10 : Moi, je le vois mal, pourquoi ? Parce que l'enseignant lui-même n'a pas été formé. Parce que communiquer un enseignement/Quels sont les moyens ? Et si l'enseignant n'est pas formé à communiquer bien, vite et précis, il peut pas arriver, et tous nos travaux pratiques, maintenant, c'est des travaux qu'on donne à des étudiants. Mais je suis contre. Au niveau des travaux pratiques, il faudrait que l'étudiant travaille deux fois plus qu'il ne le faisait. Mais j'ai vu des programmes, par exemple de la Sorbonne, on donne aux étudiants une liste de livres à étudier durant l'année. Nous aussi, on donne une liste. Mais en France, cette liste, les gens sont examinés sur cette liste. Ici, ils ne sont pas examinés. Donc, il ne va pas les lire. #00:28:38-0#

71. I : Et les examens, ça consiste en quoi ? #00:28:42-0#

72. P10 : Normalement, en (*discipline 1*), il y a un nombre de livres que l'étudiant doit lire. Et j'ai fait une petite expérience avec des étudiants de doctorat. Je leur avais demandé : « Qu'est-ce que vous avez lu ? ». Comme livres, comme sources et des livres essentiels. Ils sont restés bouche bée, ils n'ont lu que ceux que leur ont donnés les enseignants pour faire leurs travaux. Puis, j'ai commencé à poser des questions : « Ibn Khaldoun, qu'est-

ce que vous en connaissez ? » Bouche cousue. Un seul a répondu sur les cinq doctorants, un seul a répondu : « Monsieur, j'ai utilisé le tome 7 pour faire mon master ». Et c'est malheureux. Un bonhomme du master devait lire complètement Ibn Khaldoun. #00:29:35-0#

73. I : Oui, surtout en tant qu'algérien. #00:29:42-0#

74. P10 : Pas seulement algérien, mais il a fait l'histoire de toute l'Afrique du Nord et du monde arabe. Donc, il fallait quand même, si les gens ne lisent pas, qu'est-ce qu'ils vont lire ? C'est ce qu'on appelle les « livres sources ». Il faudrait qu'ils/Donc, notre système lui-même, il faudrait encore le revoir. Comment imposer ces documents ? Parce qu'il ne faudrait pas que seulement le chercheur y aille, il faudrait que les gens ont des parts. Moi, j'ai lu Ibn Khaldoun quand j'étais en première année secondaire. C'était difficile, je n'ai pas pu réaliser, parce qu'il fallait comprendre la langue avec quoi/Mais à la fin, j'ai pu le lire, j'ai lu toute son histoire. J'ai pu lire la « Mokaddima », qui est un document très important que le sociologue, le philosophe, tous doivent le lire, le littéraire, tous doivent le lire. Et jusqu'à présent, c'est un livre qui n'est pas du tout étudié. Et lorsque je donne des références : « Vous allez voir tel livre sur tel page, vous trouverez ça ». #00:30:57-0#

75. I : Et quelles sont les solutions pour résoudre ce problème ? #00:31:03-0#

76. P10 : Ça, c'est/On doit revoir tous les programmes, puisque/Qu'est-ce qu'on a fait au niveau des programmes ? Il n'y a pas eu réellement de confections de nouveaux programmes. Il y avait des anciens programmes, on a essayé de les adapter. Mais vous avez une nouvelle façon de voir et d'enseigner. Il nous faut une nouvelle façon. Jusqu'à présent, ça n'a pas été fait, on a essayé même, j'ai vu l'année passée, on a eu des problèmes monstres avec nos programmes. Ils nous ont donné un programme que j'ai pensé que c'était le semestre. C'était trop. J'ai dit que c'est pas possible, on ne peut pas le terminer, sinon, on va passer superficiellement sur les événements. En fait, c'était le programme de toute l'année qu'ils n'ont pas divisé. Donc, c'est/il faut une révision des programmes. Savoir qu'est-ce que c'est, quel est le profil d'entrée ? Quel est le profil de sortie ? Quels sont les éléments essentiels à leur faire... ? Est-ce qu'on va enseigner avec le problème des compétences ? Est-ce qu'on va enseigner avec le problème des objectifs ? Jusqu'à présent, rien n'est fait. J'ai essayé de discuter avec des enseignants : « Quelle est la méthode ? ». « Je rentre, je fais mon cours et je sors ». #00:32:43-0#

77. I : (rit). C'est pas une méthode. #00:32:47-0#

78. P10 : C'est pas possible. Si je ne sais pas ce que je dois dire à l'étudiant, il ne le saura jamais. #00:32:55-0#

79. I : D'accord. Et pourquoi, bon, pourquoi est-ce que vous pensez que cette attitude domine entre collègues (rit) ? #00:33:07-0#

80. P10 : Pour la simple raison que les gens ne prennent pas au sérieux comment communiquer. Moi, je suis resté une quinzaine d'années à essayer de trouver des solutions. On a fait/j'étais dans un centre pour la formation des enseignants. C'est là-bas que j'ai appris comment communiquer. Alors, normalement, tous les enseignants doivent avoir ce bagage-là, parce qu'on ne rentre pas dans une classe pour dire, pour lire un livre. Je les vois, peut-être que vous allez, si vous pouvez rentrer dans n'importe quelle classe, avec les étudiants, vous allez trouver l'enseignant à dicter. Alors, au niveau de l'université, si on dicte, on n'a plus de science. #00:34:16-0#

81. I : Même au niveau de l'école (rit), déjà. Bon, oui. #00:34:21-0#

82. P10 : Dès que je rentre, je commence à parler et je sens la gêne des étudiants. Puis je leur dis : « Écoutez, vous n'aurez aucun, aucun document de ma part ». Je leur dis : « Si vous voulez réussir vos examens, ce que je dis est question d'examen ». Pourquoi ? Parce qu'il faut les intéresser à la présence. Et la présence est devenue un élément essentiel, bien que les textes prévoient que, trois absences, le bonhomme peut être éliminé. Ça, c'est le texte du LMD. Mais jusqu'à présent, on n'est pas arrivé à l'appliquer. Chaque année on nous demande (unclear). #00:35:20-0#
83. I : Et comment est-ce qu'on pourrait cultiver l'esprit, bon, scientifique ? (rit) #00:35:26-0#
84. P10 : S'il n'y a pas réellement de travail en dehors/Je vous donne un exemple, c'est ce que je dis à tous nos enseignants, chez nous. Je leur ai dit : « Vous avez des crédits ». Je leur demande : « Qu'est-ce que c'est un crédit ? ». Ils savent pas du tout. Je dis : « Pourquoi les gens ont créé un crédit ? Le crédit, ce n'est pas l'exponentiel qu'on fait pour calculer une moyenne ». Ils ne connaissent pas. Je dis : « Si on nous donne 5 de crédit à un élément, cela veut dire que l'étudiant doit travailler 5 fois plus que le cours; si le cours a une heure et demi, c'est 5 fois une heure et demi pour pouvoir ramasser l'information qu'il faut. Alors, mais pour pouvoir faire ça, il faudrait que l'enseignant lui-même, sachant ceci, va donner un cours assez solide. C'est ça, ce que j'appelle bien communiquer. Il suffit pas de parler d'un livre, comme ça, pour dire : « Il est bon, vous devez le lire ». Non, il faut que les gens sachent qu'est-ce qu'il y a à l'intérieur, qu'est-ce qui peut les intéresser. #00:36:52-0#
85. I : Alors le niveau est, en fait, bon, pour la pédagogie, manque de compétences des enseignants, mais aussi pour les étudiants manque de compétences ? #00:37:04-0#
86. P10 : Manque d'acquis. Ils n'ont pas de prérequis. En plus, la massification a fait que des gens qui n'ont pas de capacités, mais on les fait monter. Donc, c'est mauvais. #00:37:22-0#
87. I : Oui, justement, par rapport à la massification. Alors, j'ai lu dans la littérature que quelques gens utilisent le terme « démocratisation ». Comment est-ce que ça va ensemble (rit) ? #00:37:35-0#
88. P10 : Oui, mais démocratiser, on y est tous, d'accord. Mais massifier, on n'est pas d'accord. Démocratiser, ça veut dire donner le droit à chacun d'être à l'école. Mais s'il ne veut pas être à l'école, je ne peux pas l'imposer. Et nous, nous avons une de nos directives, au niveau du primaire. Tous les élèves de moins de 16 ans doivent rester à l'école. Mais ce n'est pas possible de les laisser. Celui qui n'a pas l'intention de rester à l'école, de toutes les façons, on va pas les faire tous sortir comme docteur. Ce n'est pas possible. Mais jusqu'à présent, on s'est dit que l'objectif de notre enseignement ce n'est pas de créer l'élite, c'est de donner un enseignement général à tous les gens. Donc, l'université ne peut pas créer l'élite. #00:38:42-0#
89. I : Oui, oui. C'est intéressant. Parce que voilà, justement, quel est l'objectif de l'université ? #00:38:47-0#
90. P10 : L'objectif de tout enseignement, lorsqu'on voit les universités anglaises ou américaines, toute université a ses objectifs, c'est d'avoir des Prix Nobel chez elle. #00:39:04-0#
91. I : Oui, comme la recherche de l'excellence. #00:39:09-0#
92. P10 : C'est ça. Pourquoi ? Parce que ça a été fait par des gens, ce n'est pas ce que, ce qui a été fait par l'université, où tout est payant. Mais parce que les principes de base

d'un enseignement excellent a été fait au départ, et ceci n'existe pas chez nous.
#00:39:28-0#

93. I : Et qu'est-ce qu'il faut changer pour que cette situation change ? (rit). #00:39:36-0#

94. P10 : Difficile, difficile. Mais il faudrait beaucoup de temps, beaucoup de temps. Un, il faudrait qu'on refasse tous les curricula, c'est-à-dire tous les programmes, du primaire jusqu'à l'université. Deuxièmement, il faudrait former les formateurs. Alors, à un moment donné, on avait des instituts qui formaient aux moyens. Et moi j'ai été à l'intérieur de ces instituts et j'ai reçu des gens qui étaient à l'université et puis qui ont quitté l'université et ils sont venus chez nous. Beaucoup de gens disaient que six mois chez nous étaient meilleurs que deux ans à l'université. Parce que nous, on (les serrait ? #00:40:26-0#), un programme bien déterminé, bien fait, et il était réalisé. Et les formateurs, actuellement nos enseignants/Je vais vous faire une petite anecdote, et vous allez comprendre ce que je veux dire. Dans une réunion au niveau de la wilaya, c'est le département de (*ville*), le directeur de l'université parlait avec le directeur de l'instruction publique. Il lui a dit : « Vous, vous nous envoyez des élèves très faibles ». La réponse du directeur, de l'inspecteur de l'Académie : « Ils reçoivent un enseignement avec les gens que nous avons de chez vous ». S'il est très faible, c'est parce que les gens que vous nous ramenez sont très faibles. Donc, il nous faudrait reprendre tous les programmes. Deuxièmement, une véritable formation. Lorsque j'étais dans les écoles de formation, on nous disait qu'en Allemagne, après que le bonhomme ait eu sa licence dans la matière qu'il a opté, il va en faire encore deux ans de formation pédagogique pour pouvoir former. Alors chez nous, dès qu'il sort de l'université, il peut prétendre à un poste. Et c'est inconcevable. Il n'a pas de pédagogie. On nous dit actuellement qu'on est en train de les former sur le tas. Mais former sur le tas, ça va prendre du temps et ces gens-là sont en train de former. Alors, qu'est-ce qu'ils forment ? Et ce qu'on voit actuellement en Algérie, à côté de l'école officielle, il y a une école qui se crée. Les gens sont en train de payer l'enseignement pour leurs enfants, et je me rappelle chez nous, les seuls gens qui pouvaient avoir un plus, c'est ceux qui allaient passer un examen très important, ils pouvaient prétendre. Mais maintenant, il rentre à l'école et le mardi soir, ou le jeudi, il va encore faire ses cours. Ce n'est pas possible. Et ce qu'on a vu, on a été contre plusieurs fois, on s'est même disputé avec des gens. Les gens disaient que moi je n'accepte pas plus de cinquante dans ma classe. Mais lorsqu'il va enseigner dans une cave à cent-cinquante bonhommes, ça ne fait rien, non, il fait son travail, parce que là-bas, il est payé. Quel est, quel est ce niveau de l'enseignement ? Alors que dans le temps, on savait bien qu'au niveau du primaire, l'enfant ne devait pas avoir des cours supplémentaires. C'est ça, oui. Parce que ce qu'on lui donne va lui suffire pour son, ses prérequis. Alors, maintenant, c'est faux, et les élèves du primaire font des cours supplémentaires. Ceux du moyen font des cours supplémentaires, ceux qui vont passer le bac, et vous allez les voir en grande quantité, c'est des gens dans des couloirs, dans des maisons, dans des caves, à enseigner. Ça, lorsqu'on va interdire/Bon, beaucoup de gens disaient : « Parce que l'enseignant était mal payé ». Mais battez-vous pour votre paye, pour pouvoir faire votre travail. Ils se sont battus pour la paye et ils ont maintenant une paye à peu près, pas, disons, bonne, mais c'est une paye qui fait, peut faire vivre les gens. Nous, on peut pas prétendre à être payés comme sont payés les enseignants d'Allemagne ou de France, et ainsi de suite, puisque le niveau de vie est différent. Ce qu'on dépense, nous, ce que dépense le professeur en France est diamétralement (rit)... #00:45:00-0#

95. I : Oui, les impôts, sécurité sociale ... (rit). #00:45:04-0#

96. P10 : Donc c'est pas/Nous, on demande pas leur paye, mais on demande à ce qu'il y ait un équivalent où le bonhomme puisse aller/ce dont il a besoin, il peut le trouver facilement. Maintenant, c'est devenu/beaucoup de gens ils le disaient, et ça, c'était vraiment/je me suis une fois disputé et j'ai répondu sec au bonhomme : « Alors, n'enseigne pas ». Il est venu à côté de moi me dire : « Écoute, moi j'enseigne selon l'argent qu'on me donne ». « Alors, n'enseigne pas, parce que l'enseignement, c'est un amour, vous donnez quelque chose, si vous n'aimez pas ça, ne le faites pas ». #00:45:46-0#
97. I : Faites autre chose, normalement, oui. #00:45:49-0#
98. P10 : Mais c'est toute une mentalité à refaire. #00:45:53-0#
99. I : Oui. Mais comment est-ce qu'on pourrait travailler sur ce changement, pour cette amélioration, justement, de cette mentalité ? (rit) #00:46:00-0#
100. P10 : Oui, c'est qu'il faudrait d'abord qu'un civisme s'installe dans une population. Et il doit être suivi par des règles de bonne conduite dans la société. Ceci ne se fait pas actuellement. Des fois, lorsque je rentre en discussion avec les gens, je vois qu'ils ont la matière qui prime. Mais ce changement-là demande beaucoup de temps, parce que changer les programmes/Qui va les changer ? Et moi, j'étais comme un élément essentiel dans une équipe de préparation des programmes, et vous savez bien que, pour préparer un programme, il faudrait connaître le projet de société. Et en 97, en 98 et en 99, on est parti à Alger dans des réunions de fin d'année. Et à chaque fois, en 97 et 98, on était allé, on avait demandé : « Vous savez bien que vous nous avez enseigné qu'un programme ne peut-être bâti que sur un projet de société. Alors, vous nous demandez de faire un programme sans qu'on ait le projet de société ». 97, ils ne nous ont pas répondu ; 98, ils ne nous ont pas répondu et ça, au niveau du ministère. En 99, j'ai dit avec celui qui était avec moi : « Je te jure que nous ne partirons pas d'ici sans qu'ils nous disent quel est le projet de société ». La réponse était inacceptable : « On l'attend de vous ». Ça veut dire que rien n'était fait et jusqu'à présent, nous n'avons pas de projet de société. Comment va vivre l'Algérie ? Je me rappelle en 1982 ou 83, Mitterrand, qui était Président des français, il a pris une feuille, il a mis quelques traits, il l'a donnée au ministre d'instruction publique et lui, il a fait sortir les grandes lignes qu'il a données aux inspecteurs. Et ils ont créé les programmes, parce qu'il leur a donné une projection de ce que sera la France en 2025. Mais nous, on n'a rien. Alors, comment est-ce qu'on va préparer un programme ? Et lorsqu'on entend les gens parler, que ce soit du ministère, que ce soit au niveau des inspections ici : « Il faut alléger les programmes ». Qu'est-ce que ça veut dire « alléger les programmes » ? « Ah oui, il y a trop de choses ». Mais qu'est-ce qu'il faut enlever ? Qu'est-ce qu'ils ont fait de certains, de certains documents ? Ils ont pris un côté, mais ce n'est pas juste, parce qu'on a pris un côté et on n'a pas laissé s'exprimer, l'idée s'exprimer. On peut pas comme ça. Et, surtout avec l'application des nouvelles méthodes, c'est par les compétences, c'est, je pense que même chez vous, vous avez l'enseignement par l'approche par compétences. #00:49:52-0#
101. I : Oui, oui c'est ça, tout-à-fait. #00:49:55-0#
102. P10 : L'approche par compétences, parce qu'ils ont vu que l'approche par les objectifs, c'était une affaire de destruction du fait d'enseigner. Donc, ils ont dit qu'on va chercher les compétences à donner à l'apprenant. Mais ils ont mal pris le programme, et ils ont dit qu'il faut alléger les programmes pour l'enfant. Mais alléger un programme de mathématiques, lui enlever des paramètres, la fonction paramétrique, l'enlever complètement, qu'est-ce qu'il va comprendre l'étudiant ? C'est-à-dire qu'il fallait revoir

- le programme dans son entité, non pas reprendre une chose et/Parce que si on l'a pris cette année, il faudrait qu'il la reprenne l'année prochaine. Et c'est ça ce que les grands pédagogues ont appelé curriculum, c'est-à-dire un CV de l'élève, depuis la première année jusqu'au/On ne l'a pas. Et cela, le curriculum, ne peut être fait que sur la base d'un projet de société. Et ce qui existe chez nous, pourquoi il y a eu l'application du LMD ? Parce qu'on nous avait dit que c'est une imposition. M'imposer quelque chose, cela veut dire que je ne suis pas d'accord avec elle, et les conséquences on les connaît. #00:51:44-0#
103. I : Oui, voilà, alors il y a cette rupture. #00:51:47-0#
104. P10 : Oui, c'est une rupture, c'est une rupture. #00:51:50-0#
105. I : Et, en tant qu'enseignant, quelles sont les possibilités pour encore améliorer ? #00:51:55-0#
106. P10 : Ce n'est pas la possibilité à un seul enseignant, sinon tout va tomber sur un seul enseignant. Et un seul enseignant ne peut pas donner les cours à tous les étudiants. Même dans un département, on ne peut pas. Mais il faudrait que tous ces enseignants aient ce même comportement. Et c'est difficile de le faire. #00:52:17-0#
107. I : Je sais qu'actuellement ce n'est pas le cas. Alors, dans ce contexte, quel est le rôle du ministère ? #00:52:25-0#
108. P10 : Le rôle du ministère actuellement, c'est essayer de gérer l'ingérable. Oui, il faut le dire. Parce qu'il y a pas mal de difficultés qu'ils essayent d'aplanir. Mais, jusqu'à présent, nos programmes ne sont pas encore des programmes bien définis ; et l'enseignant lui-même n'est pas en mesure de donner un bon enseignement, parce que l'art de communiquer, il ne le possède pas. On ne devient pas enseignant, parce qu'on a un doctorat ; on devient enseignant, parce qu'on veut enseigner. #00:53:20-0#
109. I : D'accord. Alors, en dehors de l'université, il n'y a pas de possibilités de travail ? #00:53:26-0#
110. P10 : Non, c'est-à-dire que, ce n'est pas qu'il n'y a pas de possibilités de travail. J'ai mes enfants qui sont grands, j'ai une fille qui est médecin, elle ne travaille pas, elle n'a pas voulu travailler, elle est mariée. Mais j'ai un fils ingénieur électromécanicien, mais il gagne sa vie; il ne la gagne pas en tant qu'ingénieur électromécanicien, mais il gagne sa vie, comme dans tous les autres pays du monde. Est-ce que tous les gens qui sont sortis de l'université sont en train de faire le travail ? Mais pour nous, l'université doit former l'intellect de l'individu. Et c'est à lui de chercher son travail. #00:54:05-0#
111. I : C'est ça, oui (rit), ça me semble logique, ou (rit). #00:54:10-0#
112. P10 : J'ai le deuxième qui est informaticien. J'ai deux qui sont informaticiens; le deuxième, il s'est fait une petite entreprise chez lui, il travaille son informatique pour la gestion comptable, et ainsi de suite. Mais il est bien. L'autre, il est directement sorti et il fait son travail par internet. Il vend et il achète tout. Mais c'est-à-dire que, l'idée que c'est à l'État de nous trouver du travail, je l'accepte pas. #00:54:52-0#
113. I : Et même, vous direz que le concept de prise en charge totale des études, bon, des étudiants ? #00:55:00-0#
114. P10 : Non. Mais, écoutez, lorsqu'on parle de prise en charge, vous savez que le prix du repas dans nos universités n'a pas changé depuis 1968. #00:55:18-0#
115. I : (rit) Ah, chez nous, ça change presque (rit)... #00:55:24-0#
116. P10 : Le prix du ticket du repas, il est toujours à 1,20 dinars. Avec 1,20 dinars on ne peut pas acheter un morceau de pain. #00:55:36-0#

117. I : Oui, oui, il n'y a même pas (rit). Ça commence avec 5 dinars à peine, ou 10 dinars. #00:55:45-0#
118. P10 : Vous dites de ça, une prise en charge ? Non. Prenez réellement en charge, et puis qu'est ce qu'ils sont en train de faire ? Ils sont en train de donner 200 dinars pour chaque étudiant. Mais non, donnez-lui une bonne bourse et faites-lui payer son/comme dans tous les autres pays du monde. #00:56:07-0#
119. I : Ou, bon, peut-être pas bourse, comme loyer, comme prêt, coup de vivre, financement, voilà. #00:56:16-0#
120. P10 : Pas la méthode américaine, puisque (unclear, overlapping voices). #00:56:18-0#
121. I : Mais non, bien sûr, coup de vivre. #00:56:21-0#
122. P10 : Comme dans tous les autres pays où on essaie d'intéresser l'étudiant pour qu'il fasse, qu'il apprenne quelque chose. Alors là, on n'a pas la prise en charge, non. Ce n'est pas une véritable prise en charge. Non, ce n'est pas une véritable prise en charge, parce qu'il est resté toujours comme assisté. Et assisté, il peut pas prétendre à donner quelque chose de lui-même. #00:56:51-0#
123. I : Mais vous pensez que cette politique va changer prochainement avec (rit) ? #00:56:57-0#
124. P10 : Ça ne peut que changer, puisque lorsqu'on voit les gens qui sont maintenant, qui acceptent de payer les études des enfants ; mais nous, de quoi on a peur ? On a peur d'une seule chose: que la création de l'État algérien, c'était une nation, pas socialiste, mais option sociale, qui aide les/Alors qu'on ait un enseignement non-payant, mais il faudrait que ça soit un enseignement à la hauteur. Et nous avons peur d'une chose : que l'enseignement, il ne va être donné qu'à une élite. #00:57:49-0#
125. I : Justement, dans ce contexte, est-ce que vous voyez la création des universités privées prochainement, comme maintenant il y a la loi pour ça ? #00:58:01-0#
126. P10 : Mais il y a des institutions privées qui existent pour la formation des gens, au niveau de la restauration, au niveau des banques, au niveau/il y a des institutions. #00:58:10-0#
127. I : Comme les formations professionnelles, disons. #00:58:12-0#
128. P10 : Oui. L'université ne peut pas faire la formation professionnelle, il y a aussi les formations professionnalisantes. On sait très bien qu'on va vers cette/ mais il ne faudrait pas que ça soit sur le dos des autres. Vous voulez créer des universités ? Créez-les ! Mais, au moins au niveau des universités qui ne sont pas payantes, il faudrait que ça soit avec des enseignants de valeur. Ce qui se passe actuellement au niveau de/on nous dit que la santé n'est pas payante. C'est vrai. Vous allez, mais qui va pénétrer dans l'hôpital ? C'est tout un autre problème. Il y a maintenant un grand nombre de cliniques qui ont ouvert. Alors, là, on fait l'opération pour rien et là, on la fait avec des millions ; alors, là, aucun scanner ne marche et ce sont ces gens-là qui vont vous diriger vers/le scanner privé est en marche, vous pouvez aller. #00:59:26-0#
129. I : (Alors, vous pourriez arrêter ça pour plus de transparence ?) (rit) ? #00:59:34-0#
130. P10 : Oui, écoutez, que les gens soient clairs dans leurs idées. Vous voulez les appliquer, faites un référendum et dites si les gens sont d'accord, et puis c'est tout. Mais le problème va se poser d'une autre manière. Si les gens vont payer leurs soins, et ainsi de suite, ils vont demander une augmentation des salaires. Et c'est ça, ce qui fait peur à l'État. #00:59:57-0#
131. I : Oui, pourquoi ? #00:59:59-0#

132. P10 : Parce que augmenter les salaires, qui va les payer, ces salaires ? #01:00:05-0#
133. I : Bon, si par exemple on augmentait le prix de repas étudiant (rit) ? On pourrait (rit) ? #01:00:12-0#
134. P10 : Oui, oui, on doit leur donner une bourse adéquate. #01:00:16-0#
135. I : Oui, parce que je pense, bon, que les ressources sont là. #01:00:21-0#
136. P10 : Oui, écoutez, en 70, lorsque j'étais à l'université, je payais mon repas 1,20 dinars, mais je n'avais comme bourse que 300 dinars par mois. #01:00:35-0#
137. I : Justement alors, voilà. #01:00:38-0#
138. P10 : Maintenant, ils ont plus de 10 fois, plus qu'on recevait, nous. Mais le prix du repas n'a pas changé. #01:00:48-0#
139. I : Oui, ils sont presque inexistantes, presque pas de dépenses, ou pas de dépenses, disons (rit). #01:00:52-0#
140. P10 : Pas de dépenses, oui. Le transport, il paye 130 dinars pour l'année. Alors que l'État, pour chaque bus que vous voyez là, est en train de payer 130 000 dinars par jour pour chaque bus. Donc, il y a beaucoup d'argent qui est perdu. Si on ramassait tout ça, on enlève ce transport-là, on paye l'étudiant, voilà une bourse adéquate. Fais ce que tu veux, mais à la fin, si vous redoublez, vous n'avez plus de bourses. #01:01:31-0#
141. I : Et en même temps, on pourrait augmenter les salaires en général, parce que, non, les ressources sont là. Je vois ça. Et je pense que c'est quand même unique, ce modèle algérien, bon (rit) de subvention. #01:01:44-0#
142. P10 : Écoutez, une fois, j'étais en voyage au Maroc. On a demandé à une petite enseignante du primaire, on lui a demandé : « Combien vous êtes payée ? » Elle était payée deux fois plus que nous. Nous, on était des enseignants d'université, l'enseignant, il faut lui donner, je ne parle pas d'une part du gâteau, comme disent les gens, mais il faut lui donner une paie adéquate, puisque, pour qu'il ne voie pas les à côté. Qu'est-ce qu'ils font actuellement ? Ils demandent à leurs élèves de faire des cours supplémentaires, et si l'élève refuse, il aura toujours une mauvaise note. Dire qu'à un moment donné, des gens ont pensé, et c'est des gens, des enseignants d'ici : « Si vous voulez des cours plus importants, venez les prendre chez nous ». Et c'est des gens de l'université. Pourquoi ? Parce que c'est l'argent qui les intéresse, ce n'est pas l'enseignement. #01:03:04-0#
143. I : Quel est le rapport actuel, bon, ou aussi l'ancien, entre la société et l'université ? #01:03:13-0#
144. P10 : Vous savez que pour tout algérien, entrer à l'université, c'est acquérir un niveau. Et jusqu'à présent, toutes les mères aimeraient que leurs enfants aient des diplômes. #01:03:31-0#
145. I : Oui, parce qu'eux, ils ont pas, ou ils l'ont aussi. #01:03:36-0#
146. P10 : Eux, ils ne l'ont pas. Moi, mon père n'a jamais eu de diplôme. #01:03:39-0#
147. I : D'accord. Parce qu'à l'époque l'accès était, bon, restreint, ou... ? #01:03:43-0#
148. P10 : Non. L'accès était très difficile. Durant la période française, nous, on est passé pour une simple raison que c'était la guerre de libération, et que la France a libéré un peu et qui nous a laissé rentrer. Mais dans le temps, tout élément qui arrivait en 6^{ème}, c'était la sixième année d'enseignement, c'est-à-dire 6 ans de l'école primaire, on le mettait dehors. Il a reçu l'enseignement que lui a donné la colonisation. Alors là, ceux qui arrivaient à l'université, très rare, et la plus grande partie des enfants algériens allaient directement à la formation professionnelle. Mais à partir de la révolution, la guerre de libération, ça a été plus ou moins libéré pour les autres. Mais après 62, toutes

- les/il y a une loi qui a interdit un enfant de moins de 16 ans de ne pas être à l'école ; il doit rester jusqu'à 16 ans. Donc, vous voyez dans une école primaire un enfant à 16 ans. C'est pas possible, c'est aberrant. On sait bien que l'enfant qui rentre à 6 ans, normalement plus tard, à 12 ans, il doit sortir de l'école primaire et rester encore 4 ans ! Lui permettent de doubler la première année, de doubler la deuxième, de doubler la troisième année. C'est un peu difficile, oui. #01:05:38-0#
149. I : D'accord, alors vous direz c'est récent bon tout le monde maintenant va à l'université ? #01:05:49-0#
150. P10 : Oui, oui. #01:05:50-0#
151. I : C'est la génération précédente ? #01:05:52-0#
152. P10 : Non celle-ci, celle-ci, cette génération, plutôt. Après 2000, on est arrivé à plus d'un million d'universitaires. Maintenant, on est à peu près à un million huit cents, mais c'est presque tous les gens qui rentrent à l'université. Mais ce qu'on voyait, on voit maintenant, le nombre de jeunes filles, de féminin, dépasse les 70 %. #01:06:22-0#
153. I : C'est ça. Oui, plus qu'en Europe (rit). #01:06:30-0#
154. P10 : Oui. Mais en Europe, c'est autre chose. En Europe. Et ici, c'est un genre de d'émancipation de la fille. #01:06:38-0#
155. I : Oui. Alors, de ce côté, on pourrait dire que la massification a eu, bon, a l'avantage ? #01:06:51-0#
156. P10 : Lla (*en arabe : non*). Je ne peux pas dire le contraire. Il y a eu un avantage, c'est celui de donner ne serait-ce qu'un niveau, même s'il est bas, mais un niveau d'enseignement qui lui permettait de voir comment vivaient les autres. Je vous donne un exemple. Dans le sud, à Naâma, vous connaissez peut-être, Naâma, c'est une nouvelle ville qui n'existait pas avant 1980. Mais il y avait deux autres villes à côté: il y a Aïn-Safra et Méchéria. Et l'État va créer une nouvelle métropole chez eux, ici. Alors cette métropole, quelle est sa mission ? C'est d'avoir tous les nomades qui étaient un peu partout, elle les reprend. Mais c'est au niveau de ces nomades que l'université a été créée. Ça vous donne à peu près quel est le jeu: on est en train de passer d'un pays qui était plutôt rural à un pays de citoyens. Et si l'université a un rôle à jouer, c'est dans ce cadre. Parce qu'on pouvait créer cette université à Aïn-Sefra, ou à Méchéria; non, ils vont la créer à... #01:08:30-0#
157. I : Très bien. Oui, on a déjà parlé de l'objectif de l'université. Est-ce qu'il y a une philosophie, philosophie ou idéologie, qui était (rit) ? #01:08:44-0#
158. P10 : Nous n'avons pas de projet de société. Si vous voulez le savoir, on le possède pas. Même s'ils disent que nos objectifs, c'est de former, de former pour assurer le lendemain. Mais former quoi ? Toutes les usines qui existaient en Algérie, ont été fermées, qui ont été faites par l'État, sont fermées. Donc le marché du travail ne peut pas répondre à cette demande. Et une fois, avec le ministre qui est venu nous rendre visite ici, j'avais demandé, j'étais à côté du ministre, j'ai dit : « Monsieur le Ministre, vous devez nous aider ». Il a dit: « Comment je vais vous aider ? ». Moi, je parlais comme étant chef de département et je parlais au nom des étudiants. Vous savez que (*discipline 2*) a toujours quelques éléments qui viennent, parce qu'il n'y a pas de travail, pas de/Or, donner la nomenclature de toute l'administration en Algérie, il faudrait un (*chercheur discipline 2*) par commune, comme il se fait dans tous les autres pays du monde. Nos communes n'ont jamais recruté (*chercheur discipline 2*). Mais si elles recrutaient, on pourrait prendre 1 000 (et les abonner ? #01:10:15-0#). (Vous comprenez ? #01:10:18-0#). Lorsque je lui ai dit que nous avons 1 700 communes, si chaque commune pouvait

- recruter un, on va travailler à l'aise pour 10 années, les 10 années prochaines. Et il s'est tu, il n'a pas répondu. Mais je sais que ce n'est pas passé au niveau du ministère. Et pourquoi les étudiants sont en train de bouger actuellement chez nous ? Pour la simple raison qu'on leur interdit l'enseignement, on leur interdit, guel (disons), vous avez, vous, la fonction publique qui doit vous prendre en charge. Mais aucune commune ne prend; parce qu'il faudrait que chaque commune ait, il faudrait que chaque daïra, c'est un peu plus que la commune, il faudrait aussi que la wilaya ait son staff (*chercheur discipline* 2). #01:11:05-0#
159. I : D'accord. Et il y a la loi, mais c'est pas appliqué ? #01:11:10-0#
160. P10 : Elle est pas appliquée. #01:11:11-0#
161. I : Et on ne pourrait pas revendiquer ça, non ? #01:11:16-0#
162. P10 : Comment revendiquer ? Il faut revendiquer par des grèves, et ensuite ? Non, non, non. Lorsqu'on parle d'un État social, c'est aux responsables de veiller aux grèves. Mais ça ne se fait pas. #01:11:35-0#
163. I : C'est ça, oui. D'accord. De manière encore très générale, si on faisait un peu une analyse globale sur l'enseignement supérieur algérien, quels sont les enjeux, mais aussi le potentiel, ou les chances ? #01:11:53-0#
164. P10 : Écoutez, le potentiel, à un moment donné, on avait de bons professeurs; à un moment donné. Mais avec les années de braise, c'était les années 90, un grand nombre d'enseignants a quitté l'Algérie. Et la relève ne s'est pas bien faite. La relève, elle ne s'est intéressée qu'à la paye, parce que maintenant, si vous/je peux vous faire un petit, un petit rapprochement. Avant 2000, l'enseignant de l'université avait à peu près 20 000 dinars mois. Maintenant, il a 120 000 dinars mois. Donc, vous voyez la différence. Il était presque au niveau des gens les plus pauvres. Et à ce moment-là, où il avait 20 000 dinars, il y avait de grands professeurs qui étaient là. #01:13:07-0#
165. I : Beaucoup d'entre eux, après, ils sont émigrés ? #01:13:16-0#
166. P10 : Les gens qui sont partis, un bonhomme qui est payé par la France ou d'autres pays, ils ne vont pas le lâcher, jusqu'à ce qu'il ait eu sa retraite. Et beaucoup sont revenus en tant que retraités. Mais ils ne vont plus travailler. C'est-à-dire, il faudrait déjà commencer à penser à reformer ces gens-là qui sont sur le terrain; et former ces gens-là, il faudrait que eux, ils acceptent, qu'ils disent qu'on doit. Parce que comme je vous l'ai dit tout à l'heure, ce n'est pas le diplôme qui nous donne le droit d'enseigner (rit). Et ce qui se fait actuellement, c'est pas (unclear)... #01:14:02-0#
167. I : Encore moins, si tout le monde a le diplôme. #01:14:03-0#
168. P10 : Oui, oui, c'est ça, c'est-à-dire encore plus. C'est navrant de trouver des gens qui ne pensent qu'au diplôme. Parce qu'avec le diplôme, il peut rentrer. Mais un diplôme n'est pas tout. #01:14:21-0#
169. I : Oui, non. Surtout que, bon, s'il y a l'inflation en général. #01:14:28-0#
170. P10 : Oui, ça ne peut plus être. #01:14:33-0#
171. I : Très bien, oui. Par rapport, justement, à la fonction de sélection des élites à l'université. Quel est... ? #01:14:39-0#
172. P10 : Comment ? #01:14:39-0#
173. I : La fonction de sélection des élites, fonction universitaire de sélection des élites. #01:14:46-0#
174. P10 : Écoutez. Actuellement en Algérie, surtout chez nous à (*ville*), où l'université est arrivée à être la première d'Algérie. Comme elle a reculé cette fois-ci, alors tout le staff de l'université, ils veulent que nous revenons à cette/mais sur quelle base ? Il

- faudrait la visibilité au niveau des trucs, il faudrait faire beaucoup de travaux, de communications et ainsi de suite. Mais est-ce que ceci a une relation directe avec le fait de communiquer ? Si les gens font ces travaux-là, c'est pour prétendre à un travail qu'il va faire en Europe ou ailleurs. Parce que si vous n'avez pas des activités scientifiques, vous ne pouvez pas prétendre à un stage de courte durée. Donc les gens les font pour avoir ça. Mais ceux qui veulent enseigner seulement ne peuvent pas avoir. Et ce côté-là devait être terminé. Plusieurs fois on leur a dit : « Enlevez ces stages de courte durée; payez bien les gens. Celui qui veut faire un stage dans une université, il le paye de lui-même ». Et c'est ça le drame. Mais leur donner des trucs, c'est ce qu'on appelle le système de l'assisté: il demande toujours à l'État de lui donner. Et ça, c'est le seul côté, bon, c'était pour les dirigeants, ceux qui dirigent le pays : « Je vous ai donné ». Mais : « Ne me donnez pas, donnez-moi mes droits et laissez-moi tranquille ». Donc, c'est, il y a beaucoup de choses qu'il faudrait encore revoir dans ce système-là. Moi, je ne suis pas sorti depuis (*début années 2010*) avec leur système. Je suis sorti jusqu'à l'année passée. Mais par mon propre système, si je vais aller à... #01:16:59-0#
175. I : Propre financement, oui. #01:17:00-0#
176. P10 : Des fois, j'ai des invitations, que ce soit de (*ville en Espagne*), que ce soit d'autres villes. J'y vais avec leur/mais pour faire la demande : « Donnez-moi, parce que je dois faire ça ». #01:17:13-0#
177. I : Ça ne vous empêche pas de faire la collaboration vous-même, l'initiative. Voilà. #01:17:21-0#
178. P10 : L'initiative, oui. #01:17:21-0#
179. I : Il n'y a pas l'esprit d'initiative, voilà: soi-même (rit). #01:17:25-0#
180. P10 : Écoutez, pour former, pour former une élite, je ne pense pas que notre université puisse former l'élite avec ce qu'elle a actuellement. Pour la simple raison que, former une élite, c'est pour qu'elle réponde à des besoins. Et vous savez quels sont les besoins de l'Algérie à un moment donné, surtout l'année passée ? Et c'est pour ça que toute la recherche a été orientée sur le technique, la technologie. Vous savez bien que l'Algérie avait besoin des avions, sans pilotes, pour garder les frontières. Ils ont voulu acheter des États-Unis. Là, les États-Unis ont refusé. Donc, ils sont rentrés en contact avec l'Afrique du Sud et c'était avec les africains du sud qu'ils ont réussi leur premier petit avion de contrôle. #01:18:31-0#
181. I : D'accord, très bien. Alors, orientation vers l'Afrique. Par nécessité dans ce cas. #01:18:39-0#
182. P10 : Par nécessité. Et ils ont réussi cette fois-ci à avoir leur petit/Mais est-ce que, si l'État, il n'avait pas donné de l'argent à ces chercheurs, est-ce qu'il ne pouvait pas arriver à cela ? C'est-à-dire que, jusqu'à présent, même l'argent qu'on donne pour la recherche, c'est des bribes par rapport à... #01:19:10-0#
183. I : Voilà, justement. Alors, globalement, quel est l'état des lieux de la recherche à l'université ? #01:19:20-0#
184. P10 : Un pourcentage dérisoire qui est donné à la recherche. Et je vous donne un petit exemple. On est là, dans le laboratoire (*nom*), et je suis le directeur. Est-ce que vous voyez des computers ? Comment on va travailler ? #01:19:46-0#
185. I : Pas dans celui-ci, oui. #01:19:49-0#
186. P10 : On a des tables, des bureaux. Mais comment travailler, comment être en contact avec les gens ? Je suis en train d'aller faire chez moi, pour venir ici, alors que j'avais demandé ce matériel-là il y a trois ans. Jusqu'à présent, il n'est pas venu. #01:20:08-0#

187. I : C'est vrai. Et les autres, comment ? Ils font, bon, comme vous pour travailler ? #01:20:13-0#
188. P10 : Lla (*en arabe: non*). Comme par exemple (*nom*), elle a tout. Mais ça, c'est depuis plusieurs années. Mais les nouveaux, on est resté sans. Ça, c'est l'équipement qui est venu avec les locaux. Puisque c'est des nouveaux locaux, comme des nouveaux locaux. #01:20:31-0#
189. I : On sent la différence entre les domaines et tout. Ça, c'est les équipements de base, équipements de bureau ? #01:20:37-0#
190. P10 : C'est des équipements, des équipements, mais autre chose, non. D'ailleurs, il y a beaucoup d'équipements dont on avait pas besoin, comme cette table pour le/ je n'ai pas besoin. Lorsqu'il y a un étudiant qui vient ici pour travailler, il peut travailler avec son computer sur cette table-là. Où est le matériel pour lui donner... ? Ça, c'est pour internet, pour les cafés, on n'en a pas besoin. C'est un plus. Les gens n'ont pas bien choisi les choses. On a demandé des tableaux et ne pas avoir ces tableaux-là, et puis nous, on les as: un, deux, trois. #01:21:13-0#
191. I : (rit) D'accord. C'est vraiment juste la solution générale pour tout le monde, « tout le monde a », c'est ça la logique. #01:21:21-0#
192. P10 : D'avoir la même chose, avoir l'endroit où les gens travaillent, donc. Mais ça va revenir plus tard. Pourquoi ? Parce qu'on est en train, petit à petit, d'imposer aux laboratoires à ce qu'ils prennent en charge tous les étudiants en doctorat. Donc ça, mais ça, c'est du travail nouveau. #01:21:44-0#
193. I : D'accord. Parce que, actuellement, ils sont où ? Ça se fait comment ? #01:21:48-0#
194. P10 : Dans le temps, c'était le directeur de thèse qui faisait le travail directement avec l'étudiant. Maintenant (unclear #01:21:56-0#), maintenant il y a des doctorales qu'on doit assurer annuellement et ainsi de suite. C'est que le travail se fait plus... #01:22:05-0#
195. I : D'accord. Alors, c'est, bon, maintenant la structure est plus rigide, comme c'est attendu qu'il travaille ici en permanence. D'accord. Mais, en gros, avec leur propre ordinateur (rit). Oui, alors j'imagine que pour les sciences techniques la situation est encore, bon, d'une manière plus grave, comme ils n'ont pas d'équipement adéquat. #01:22:30-0#
196. P10 : Oui. Par exemple, les chimistes et les physiciens, ils ont eu du matériel, c'est sur demande ; plusieurs années qu'ils empilent. Mais lorsqu'on parle de véritable laboratoire, on n'a pas encore de véritable laboratoire. Bon, en (*discipline 4*), en (*discipline 1*) et en (*discipline 2*), on n'a pas besoin de grands laboratoires ; d'un lieu de travail. #01:22:50-0#
197. I : Oui. Oui, justement, selon les besoins. Il n'y a pas, bon, fournitures selon les besoins. #01:22:58-0#
198. P10 : Les autres ont besoin de machines de fer (et de tribes ? #01:23:05-0#), et chez nous, c'est la tête qui travaille directement. #01:23:06-0#
199. I : C'est ça, énormément même. J'imagine que cet endroit, c'est pas non plus adapté aux besoins des chimistes. C'est pas un labo... (rit) #01:23:13-0#
200. P10 : Non, eux, ils leur ont fait les paillasses, ils leur ont fait le truc qui, de quoi... #01:23:21-0#
201. I : Mais, même, par exemple, en Allemagne, on n'aura pas dans le même bâtiment même... (rit) #01:23:26-0#

202. P10 : Oui, dans le même bâtiment. Mais ces bâtiments ont été réalisés lorsqu'ils ont créé le Pôle. Ils ont dit qu'ils allaient réaliser trente laboratoires. Et lorsqu'ils ont été terminés, ils ont essayé de donner un peu à tous les gens. #01:23:47-0#
203. I : D'accord. Mais sans faire une analyse des demandes ou, bon. #01:23:51-0#
204. P10 : Non, pas du tout. La demande a été faite, par exemple, les chimistes et ainsi de suite, on leur a donné le rez-de-chaussée et des laboratoires un peu plus grands que celui-là. #01:24:00-0#
205. I : D'accord. Et les autres ? #01:24:02-0#
206. P10 : Et nous, c'est normal, on n'a pas besoin de grande... #01:24:06-0#
207. I : Mais tout le monde, alors, il me semble que tout le monde est traité de la même manière: quelques-uns ont bénéficié et quelques autres, bon. #01:24:13-0#
208. P10 : Non, mais ceux qui ont bénéficiés, c'était sur la demande expresse : « Nous avons besoin, pour faire les travaux, de, par exemple, de chromatologie en chimie ». Alors, il lui faudrait des appareils bien précis pour le faire. Mais nous, qu'est-ce qu'on demande ? On ne va pas demander en (*discipline 4*), ou en (*discipline 1*), ou en (*discipline 2*), il faut demander un document pour le travail et c'est tout; un livre, ou autre chose. Une communication à faire, ça ne demande pas des/lorsqu'on fait des statistiques, c'est un calcul qu'on fait, ce n'est pas difficile à faire. C'est pas le même, c'est pas le même travail que font, je vois maintenant les chimistes qui font rentrer des informations et qui restent à attendre l'ordinateur trois à quatre mois pour qu'il leur donne le travail. Ça, c'est un autre travail. Chez nous, c'est travailler avec la pensée directement. #01:25:18-0#
209. I : Oui, surtout, bon, accès aux publications. #01:25:20-0#
210. P10 : Oui. (*Discipline 1*) aussi, elle n'a pas besoin d'autres choses que le document lui-même. #01:25:28-0#
211. I : C'est ça. Et est-ce qu'on a accès, actuellement, vous avez accès aux publications ? #01:25:33-0#
212. P10 : Non. Il y a accès actuellement au niveau d'Alger pour les archives. Mais pour les livres sources, maintenant qu'internet a fait une révolution, on a tous les livres. Par exemple, au moment où je faisais, moi, ma petite thèse de magister, j'ai trouvé un seul document, il était à Paris. Alors, il y a quelqu'un qui est parti à Paris qui m'a ramené le document. Mais j'ai travaillé dessus. Mais maintenant, il y a des milliers de documents sur Internet qu'on peut facilement télécharger. #01:26:09-0#
213. I : Oui, mais bon, pas si facilement, non. Il faut avoir accès à une maison d'édition, surtout les journaux. #01:26:16-0#
214. P10 : Oui. Non, mais je suis passé une fois au Maroc, puisque les manuscrits chez nous, en Algérie, ils ont été détruits par la période, et en plus, beaucoup de documents sont partis au Maroc ou en Tunisie. Je suis allé directement à la bibliothèque du Maroc, j'ai ramené toute la documentation. Ce n'était pas difficile. Mais le traiter plus tard, ça, c'est le travail d'un laboratoire, plus tard. #01:26:45-0#
215. I : C'est ça. Alors de ce côté, vous n'avez pas de difficultés ? #01:26:48-0#
216. P10 : Pas du tout, pas du tout. Pas du tout. Les difficultés, ça reste seulement le problème de l'individu en lui-même, s'il veut faire du travail, ou non. La recherche n'est pas facile à réaliser. #01:27:04-0#
217. I : C'est ça. Alors, parlons de la fonction, ou du rôle de la bureaucratie dans l'université, ou dans l'enseignement supérieur en général. #01:27:16-0#

218. P10 : Écoutez, ce qui se fait actuellement au niveau de la bureaucratie, c'est que justement il y a beaucoup de problèmes qui sont créés par des gens qui ne connaissent pas quels sont leurs droits et leurs devoirs. Et ils veulent être responsables eux-mêmes. Je pense que vous connaissez le principe de Peter. Peter, c'est un Suédois qui nous a donné le théorème le plus important : l'homme tend vers le seuil de l'incompétence. Donc, c'est une administration, bien qu'elle est légère, mais c'est toujours une administration assez lourde pour nous, pour réaliser des choses. #01:28:13-0#
219. I : Oui. Tout à l'heure vous avez dit ça a pris plusieurs mois ou, bon, il y a trois ans que vous avez fait (rit). #01:28:26-0#
220. P10 : Pourquoi ? Parce que le tout doit aller vers le recteur. Lorsqu'il est d'accord, le recteur, il lance les appels. Les appels d'offres ont été faits il y a deux ans. L'année passée, en novembre passé, on nous a appelés pour nous dire : « Confirmez-nous vos demandes ». On est reparti, on a reconfirmé, et ils nous ont dit que, dans un mois, vous aurez votre matériel. On était en décembre. Alors, ils nous ont dit, ils nous ont dit, au plus tard décembre vous aurez votre matériel. #01:29:09-0#
221. I : Les universités ont leur propre budget, ou comment ça se passe ? #01:29:14-0#
222. P10 : Oui. La tutelle a son propre budget, oui. #01:29:16-0#
223. I : D'accord. Mais pas les labos, bon, pas les... #01:29:18-0#
224. P10 : Lla (*en arabe : non*). C'est des équipements, mais tout l'argent doit transiter par le contrôleur financier. Alors, le contrôle financier est un peu difficile à accepter. Et pour aller jusqu'à l'application des textes, des fois, tous les documents, sans rejeter, et ainsi de suite, pour une petite, peut-être pour une petite erreur de rien du tout qu'il laisse. Mais l'administration est toujours une administration qui est difficile. Difficile surtout, surtout au niveau des finances. Tout marche très bien, mais lorsqu'il s'agit, parce qu'il s'agit d'un travail où l'argent doit être dépensé, ça fait plus de deux ans que rien n'a été fait. #01:30:16-0#
225. I : D'accord. Mais ça, c'est au niveau, bon, de l'institution, c'est pas au niveau du ministère, ou... ? #01:30:23-0#
226. P10 : Non, non, c'est au niveau de l'institution. C'est l'institution, et au niveau de la wilaya, c'est-à-dire le chef-lieu administratif de la zone, au niveau de (*ville*) où le centre, le contrôleur financier des fois, il abuse du temps. Et personne ne peut lui dire quoi que ce soit. #01:30:48-0#
227. I : (rit) Et quel est l'intérêt de la personne de faire ça ? #01:30:52-0#
228. P10 : On ne sait pas exactement. On ne sait pas pourquoi ils le font. Pourquoi ? Une fois, j'avais, j'étais allé demander une petite information. J'avais un dossier dans une administration et le dossier n'est pas passé. Je suis allé demander pourquoi le dossier n'est pas passé : « Ah, vous savez, vous n'êtes pas le seul », et ainsi de suite. « Et nous l'avons transmis, et il n'est pas encore revenu ». Je me suis rendu compte que le dossier n'était pas du tout sorti de chez eux. Et lorsque j'ai dit j'ai su que le dossier n'était pas sorti de chez eux, j'ai dit : « Voilà, mon dossier qui est encore là-bas ». Et ils l'ont encore fait attendre quelque temps pour le faire (unclear). #01:31:42-0#
229. I : Alors, il y a eu des blocages. #01:31:44-0#
230. P10 : Des blocages. Mais ça, c'est le problème civique des fonctionnaires. #01:31:53-0#
231. I : Et vous diriez que c'est toujours la liaison avec l'ancien système français qui, bon, qui sont l'impact de ça ? #01:32:03-0#

232. P10 : Oui, mais, mais écoutez. L'Algérie, le premier point qu'ils ont voulu réaliser, c'est-à-dire avoir une gestion diamétralement opposée à celle de la France. Mais ça n'a pas marché, parce lorsqu'il faut présenter quelque chose, il faut la présenter de façon adéquate contre la France, et vous ne faites rien. Donc, c'est une administration un peu difficile. Parce que tout ce matériel-là, pour moi, il y a une dépense supérieure à la normale. Qu'est-ce qu'on avait besoin chez nous des tables pour qu'on puisse se réunir et travailler dessus ? #01:32:49-0#
233. I : Oui. Et avant, vous étiez, ou bon, ça se passait comment ? #01:32:53-0#
234. P10 : On n'en avait pas ! On n'en avait pas. J'attendais toujours, je faisais des réunions avec les chefs des équipes un peu en dehors, dans des bureaux, dans mon département, au niveau de mon bureau de chef de département; je faisais les réunions, (parce qu'on n'avait rien ?). #01:33:09-0#
235. I : En tant que chef de département, vous aviez un bureau ? #01:33:11-0#
236. P 10 : Oui. #01:33:11-0#
237. I : Mais les autres n'avaient pas de bureau. #01:33:13-0#
238. P10 : Ils n'avaient pas de bureau. Donc, je venais, je faisais, je prenais pour une heure, ça suffit. Mais maintenant que nous avons, il faudrait qu'on travaille un peu plus. Mais tous les, tous les avis et les propositions qu'on a faits, ils sont pas encore revenus. Donc, on peut pas lancer nos travaux. Ça, c'est un peu l'administration. Ça fait la troisième année qu'on existe en tant que laboratoire, il n'y a jamais eu d'audit. L'audit, on l'attend en septembre. Lorsqu'on a un audit, on peut travailler. #01:34:00-0#
239. I : D'accord. Ça me semble un peu bizarre que, bon, évidemment il y a pas un manque d'infrastructure en général, ou de ressources, ou de problème financier (rit) ? #01:34:11-0#
240. P10 : De ce côté-là, non, il n'y a pas. Et maintenant, il faudrait des gens capables de travailler. C'est tout. Mais les gens capables de travailler, il faudrait être des gens conscients et ayant des compétences. Parce que, je l'ai dit tout à l'heure, ce n'est pas le diplôme qui donne la compétence. #01:34:34-0#
241. I : Oui, c'est ça. Dans tous les domaines : scientifique, gestion, financier, voilà. #01:34:43-0#
242. P10 : Dans tous les domaines. Il faudrait des gens conscients de ce qu'ils font. #01:34:38-0#
243. I : D'accord. Et comment est-ce qu'on pourrait améliorer, justement, ou développer les compétences dont on a besoin (rit) ? #01:34:56-0#
244. P10 : Je pense que développer les compétences, c'est d'abord si les gens sont bien formés. Ça veut dire qu'ils ont des compétences au départ qui sont là. Après, c'est au niveau du travail. Il faut que les gens soient intéressés à rentrer dans une équipe de travail pour faire quelque chose de rentable. Mais tout individu doit se former. Et maintenant, des gens qui ont un certain âge et qui ont réfléchi à la nouvelle formation, comme moi, j'ai passé toute ma vie à penser de la manière de revenir, c'est un peu difficile, mais heureusement qu'à l'université il y a surtout des jeunes. Et c'est possible, avec ces gens-là, que ça puisse fonctionner bien dans quelques années. #01:35:59-0#
245. I : D'accord. Alors, vous, vous voyez l'avenir proche optimiste (rit) ? #01:36:08-0#
246. P10 : Normal. Il faut dire que par mon expérience, je ne pourrais pas être pessimiste. Il faudrait qu'on soit pessimiste, optimiste, pas pessimiste, pour la simple raison que pour se développer, il faut croire en quelque chose. Et c'est croire en quelque chose, c'est elle qui nous donne cette volonté de bien faire les choses. #01:36:40-0#

247. I : La motivation. #01:36:40-0#
248. P10 : La motivation, oui. #01:36:41-0#
249. I : C'est ça, c'est ça. Très bien. Oui, bon, on est arrivé à la fin pour les questions. Est-ce qu'il y a d'autres choses que vous voulez ajouter à la thématique, que vous voulez ajouter (rit) ? #01:36:56-0#
250. P10 : Non. C'est que notre expérience est différente de la vôtre. Que nos universités, c'est des universités nouvelles et que tous les effectifs sont des effectifs qui sont jeunes. Et là, il faudrait un peu de compréhension de la part de ceux qui dirigent, et surtout, surtout, de la bonne gestion. Parce qu'on est en train de gérer de l'argent de l'État. Donc, il faudrait une bonne gestion. #01:37:47-0#
251. I : C'est ça. Oui, justement, alors, la bonne gestion, comment ça se fait (rit) ? #01:38:02-0#
252. P10 : Oui, écoutez, jusqu'à présent, je pense que nous allons sortir de l'ornière. Parce qu'au niveau du ministère, ils ont mis en place tout un système de gestion numérisé. Donc ça va, dans quelques années, ça va s'améliorer. Ça va s'améliorer, et les gens vont répondre directement au besoin de, par exemple, je vous donne un simple exemple. Toutes les communications qu'on faisait, c'est-à-dire les revues, il n'y avait que des revues en papier. Actuellement, toutes les revues, à partir de cette année, toutes les revues seront des revues numérisées. Donc, il y a plus de clairvoyance et de transparence dans les travaux. #01:39:03-0#
253. I : Oui, d'accord. Alors, ça marche bien ? #01:39:05-0#
254. P10 : Oui, ça doit marcher, parce que c'est un nouveau système, moyen, qu'ils utilisent et c'est un moyen de contrôle efficace: celui qui fait du travail, celui qui ne le fait pas. #01:39:22-0#
255. I : Oui. Est-ce qu'on pourrait, bon, transférer ce bon système de gouvernance aux autres (rit) secteurs ? #01:39:32-0#
256. P10 : Oui. La bonne gouvernance, la bonne gouvernance, ça viendra. Mais ça viendra surtout si on a, si on a des gestionnaires à la hauteur et des gestionnaires à la hauteur, ça, c'est notre problème au niveau de l'université. Je vous donne un petit exemple pour comprendre les choses. En 2008, je suis allé chez mon doyen, je lui ai dit : « Je vais faire quelque chose qui va faire mal à l'université, mais il faut le faire ». Il m'a dit : « Qu'est-ce que c'est ? ». Je lui ai dit : « Voilà: nous avons sur les onze semaines de présence durant le semestre, il y a des gens qui sont absents de plus de six semaines ». Or la loi donnait trois semaines et l'élément était éliminer. Mais on n'avait pas le droit d'éliminer les gens. Et il m'a dit : « Je suis avec vous, allez-y ». J'ai fait les listes pour éliminer tous les gens qui avaient plus de onze absences et je placarde les listes au niveau du département. Les étudiants voyant ça, ils sont allés chez le doyen. Le doyen ne voulant pas les recevoir, ils sont allés directement chez le recteur. Le recteur était absent. Un autre bonhomme qui les a pris et téléphone au recteur et lui dit cette phrase : « (*Nom*) a fait une catastrophe ». Alors je vois directement le directeur le lendemain et il me dit : « Qu'est-ce que... ? ». « Mais j'ai rien fait, je n'ai fait qu'appliquer la réglementation. Voilà ce qu'il y avait, voilà ce qu'il y avait. Si on le fait pas cette année, nous ne pourrons plus gérer, et les autres années les étudiants, ils s'absentent, et ils vont, ils vont demander leur moyenne ». La réponse était : « Ne faites plus jamais ça ». Et on était obligés de réintégrer tous les étudiants, même ceux qui se sont absentés. Et c'est pour ça que gérer, maintenant, est un peu difficile. Parce que, surtout, surtout, la période passée, où chaque moment on voulait faire quelque chose pour la paix sociale: laissez-

- nous tranquilles. Alors, rechercher la paix sociale au niveau de l'université, c'est un peu difficile. #01:42:24-0#
257. I : D'accord. Alors même la création des nouvelles universités, c'est dans ce contexte ? #01:42:33-0#
258. P10 : Oui, c'est dans ce contexte. #01:42:34-0#
259. I : Alors, ça va continuer, comme les effectifs ont... ? #01:42:38-0#
260. P10 : Voilà, c'est cette massification. Et lorsqu'on voit l'objectif réel de cette massification, c'est en réalité, c'est un camouflage du truc des gens qui ne travaillent pas. Comment on l'appelle, des gens qui n'ont pas de travail ? #01:43:04-0#
261. I : Des chômeurs. #01:43:04-0#
262. P10 : Des chômeurs, des étudiants. On les paye pour rester à l'université. Vous voyez les choses ? #01:43:14-0#
263. I : Oui. Et après, voilà, ils sont lâchés avec les diplômes valeureux, opérant comme (rit) (unclear). #01:43:25-0#
264. P10 : Donc, c'est ça, c'est ça ce qui fait un peu mal. Mais je, on sait bien que ça ne va pas durer. À un moment donné ils vont se ressaisir. Mais lorsqu'ils ont voulu se ressaisir, au niveau de l'enseignement primaire et secondaire, ils se sont rendus compte que les formateurs, il faut les former. Et même maintenant, par qui les former ? Parce que l'université ne peut pas les former. #01:43:53-0#
265. I : Oui... Voilà. Et bon, aussi créer le travail autre que l'université ou secteur public. Comme... #01:44:08-0#
266. P10 : Comme... Écoutez, pour les gens qui sont au niveau du département des sciences sociales et humaines, ils n'ont d'autres relations qu'avec l'État. Il ne peut pas travailler que pour l'enseignement et il ne peut pas faire autre chose. Alors, vous allez voir le nombre de ceux qui sortent du département des sciences sociales. C'est énorme. Et qui va les faire travailler ? Mais les trois, les cinq ans où ils sont restés ici, c'est du chômage camouflé. #01:44:52-0#
267. I : (rit) Et même on pourrait dire, oui, après, bon, par la création des nouvelles universités, on va augmenter toujours les capacités, même après, pour, voilà, les tâches après le diplôme, voilà. #01:45:07-0#
268. P10 : Oui, après le diplôme, qu'est-ce qu'il va faire ? Bon, pour les gens conscients que le diplôme ce n'est pas pour travailler, c'est pour avoir un niveau ; mais travailler, cherchez vous-même votre travail. Moi, je vous donne l'exemple de mes trois enfants : chacun fait son travail, ou il n'a pas/Mais normalement, dans des conditions, j'ai fait un travail pour pouvoir faire/Parce qu'avec ce qu'ils ont fait comme diplôme, ils devaient être recyclés pour faire d'autres/Maintenant, ils ne l'ont pas fait. #01:45:44-0#
269. I : Tout à fait. Alors bon, comment est-ce qu'on pourrait améliorer ce système (rit) ? #01:45:50-0#
270. P10 : Des fois, on disait en Algérie, que c'est Dieu qui dirige, parce qu'il y a pas mal de choses. Il y a des aberrations, on les a vues passer. Mais je pense que le seul élément, c'est que nous devons avoir un gouvernement fort. Parce que pour voir, actuellement, tous les gens sont sur la base de comment ils peuvent avoir plus de pognon, c'est-à-dire d'argent, à gagner facilement. Si vous allez par exemple au niveau du marché des légumes, vous allez voir des gens qui vendent des artichauts avec des trucs, là, où on prend les artichauts très grands qui dépassent la norme. Il n'y a pas de contrôle, il n'y a pas de prise en charge du civisme. Et c'est tout ça, c'est que jusqu'à présent on n'a pas encore des moyens qui régissent tous ces mots. Et ce qui existe ailleurs, il existe à

- l'université. Alors, vous voyez, je vous donne un petit exemple : vous voyez l'université avec son resto et à côté, dans chaque endroit, il y a des petites camionnettes qui vendent des... Ce n'est pas une aberration ? Alors, l'étudiant paye son repas, rentre au restaurant, prend la pomme qu'il y a, ou l'œuf qu'il y a là-bas, et puis il va chez l'autre bonhomme payer 200 dinars pour manger un casse-croûte. #01:47:55-0#
271. I : (rit) Et bon, oui, oui, il y a là des comptes et aussi des moyens apparemment. #01:48:04-0#
272. P10 : Oui, mais le comble, c'est celui qui a eu ce petit magasin-là, il a eu de l'argent de l'État pour sa petite entreprise. Voilà de l'argent qui est dépensé. Et cet étudiant qui s'est permis d'avoir 200 dinars pour acheter son casse-croûte. Pourquoi il n'a pas payé son restaurant là-bas ? Donc, on peut arrêter pas mal de choses en rentrant dans les normes dans tous, avec tous les autres pays. Vous rentrez dans un restaurant, vous payez votre repas. #01:48:39-0#
273. I : Voilà, ça pourrait être subventionné comme, bon, la plupart des pays européens. Mais pas gratuit, bon (rit). #01:48:48-0#
274. P10 : Ce n'est pas gratuit, d'accord. On peut dire : « Mais (le valentin ? #01:48:54-0#) dans un restaurant, c'est à 14 euros ». Mais vous mangez bien. #01:48:57-0#
275. I : Oui. Oui, oui, c'est clair, bon. Voilà, il faut au moins... #01:49:05-0#
276. P10 : Il faut normaliser les choses. Cette méthode de socialisation qui ne mène à rien, il faut l'éliminer. #01:49:14-0#
277. I : Oui, c'est ça. Oui, parce que c'est dépassé, bon. #01:49:20-0#
278. P10 : C'est pas possible, pas possible de continuer de cette manière-là. C'est un argent fou qui est dépensé. #01:49:25-0#
279. I : Oui, mais apparemment, il y a toujours l'argent ? #01:49:30-0#
280. P10 : Oui, oui. Sans cet argent-là... Et c'est pour ça que des gens disaient à un moment donné qu'on aurait demandé que l'Algérie ne puisse pas avoir du pétrole, pour que les gens retranchent leurs manches et travaillent réellement pour pouvoir vivre. Je me rappelle les années où ils ont voulu appliquer la révolution agraire. Ils payaient les gens, les paysans. Ils leur donnaient 170 dinars au mois pour, voilà. Mais ils avaient le droit de prendre tous les légumes et les fruits... Donc ils prenaient tout. Qu'est-ce qu'ils mettaient au marché ? Qu'est-ce qu'ils mettaient au marché ? Rien du tout. Et ça nous a fait mal. À un moment donné, en 75, ou en 76, il y a le ministre du Vietnam qui est venu visiter l'Algérie. On lui a voulu montrer les produits de l'agriculture. Normalement, les produits de l'agriculture, il faut les prendre des trucs étatiques. Ils les ont pris du privé, parce que les trucs étatiques ne produisaient rien. Pourquoi ? C'était une politique, il fallait la révolution agraire, il fallait par n'importe quoi... Tout a été éliminé. Les gens reviennent, mais il y a eu du temps qui est perdu. Du temps qui est perdu et l'algérien n'a pas produit. Vous savez que lors de la révolution, ce qu'ils appelaient la révolution agraire, on nous appelait, nous, à faire du volontariat pour ces gens-là ; pour les aider à faire/Je vous jure que le jour où on allait au volontariat, personne d'autre n'était à la ferme. Donc, c'était une aberration ! (Sûrement on savait que tout était voué à l'échec ? #01:51:48-0#), et ça a donné l'échec. Toutes les terres, les bonnes terres ont été/tous les grands vergers où il y avait des agrumes de bonne qualité ont disparu. Alors, on n'avait plus vu de fruits à un moment donné. Il fallait attendre les années 90, lorsqu'on a rendu les terres aux gens. Et maintenant, on trouve des fruits en grande quantité dans nos marchés, mais à un moment donné rien n'y était. En plus, à un moment donné, tous les agrumes, ils été envoyés en France. Donc, on voyait rien. Et c'est pour ça qu'augmentait

- le malaise des gens. Maintenant, lorsqu'on leur a rendu les terres, si vous avez rendu les terres, rendez leur droit, aux gens, et laissez-les. Il veut manger ? Qu'il paye son restaurant normalement ! Vous voyez, maintenant, qu'ils sont en train de construire, même pour les enseignants. Mais, ne construisez pas pour l'enseignant ! Payez-le bien et laissez-le se débrouiller ! Pourquoi lui faire un bâtiment ? Payez-le bien ! Vous sortez de l'université, vous trouvez 120 logements qui sont pour les enseignants. Est-ce qu'il y a seulement 120 enseignants ? Non, ce n'est pas possible. Donc, à qui on les a donnés ? Donc, payez les gens et c'est à lui de se trouver le... #01:53:20-0#
281. I : Oui, voilà, comme normal (rit). #01:53:26-0#
282. P10 : Comme dans tous les autres pays du monde. #01:53:27-0#
283. I : Oui. Non, parce que justement, même pour moi, c'est étonnant qu'on a encore pu maintenir ce système. Ça veut dire qu'il y a encore beaucoup d'argent (rit). Bon, mais... #01:53:40-0#
284. P10 : Il faudrait que ça disparaisse, écoutez, que chacun puisse compter sur lui-même pour faire son travail. C'est un peu difficile. C'est pour ça que l'université, tant qu'il y a toujours des choses-là, l'étudiant qui vient et qui trouve tout pour rien du tout. #01:54:01-0#
285. I : Tant qu'il veut (rit). #01:54:07-0#
286. P10 : Quand il veut. Et en plus, quand il veut rentrer travailler. Et en plus, des fois, lorsqu'on nous dit pour la paix sociale, ils ont fermé des universités et personne ne pouvait rentrer, c'est pas possible. Vous ne voulez pas travailler, laissez les autres travailler. #01:54:27-0#
287. I : C'est bizarre qu'ils ont un aussi grand pouvoir, vraiment c'est un grand pouvoir (c'est contre la loi, sûrement ?) #01:54:35-0#
288. P10 : Je me rappelle, nous, en 72, on a fait une grève. J'ai eu trois jours où je n'ai pas mangé quoi que ce soit, parce qu'ils nous ont tabassés et ratissés : « Vous faites la grève, vous quittez l'université ». Ils nous ont fermés le restaurant. Maintenant, vous voyez ce qui se passe ? #01:55:07-0#
289. I : Et comment c'est possible d'avoir un aussi pouvoir en tant que, pour les étudiants, déjà ? #01:55:13-0#
290. P10 : Non, non, mais c'est que/Pourquoi beaucoup d'enseignants ne veulent pas intervenir ? Parce qu'ils ont entendu le ministre dire : « Je pourrais mettre à la porte un recteur, mais je ne peux pas toucher aux cheveux d'un étudiant ». Là, c'est le comble. #01:55:38-0#
291. I : Et ça, c'est le discours officiel (rit) ? #01:55:41-0#
292. P10 : Oui, le discours ; c'est des gens qui sont démobilisés complètement : « Laissez-nous tranquilles ». #01:55:48-0#
293. I : Et ça veut dire qu'il y a pas la loi qui applique non plus, parce que, bon, c'est contre la loi j'imagine, quand même, de fermer ! #01:56:00-0#
294. P10 : Pour dire : ils recherchaient ce qu'ils appelaient la paix sociale. Mais la paix sociale ce n'est pas, tout est... #01:56:09-0#
295. I : Bon, je pense que ça a des répercussions sur tout, déjà, sur la recherche. #01:56:17-0#
296. P10 : Sur la recherche et sur le travail en lui-même. #01:56:20-0#
297. I : Oui, voilà, le développement en général, voilà, lié à ça. Alors, ça veut dire, on ne peut pas avancer (rit) ? #01:56:29-0#

298. P10 : Je voulais appliquer la réglementation, ça a été mal. Donc, en fait : « Pour ne pas avoir de problème, laissez-les tous passer ». #01:56:39-0#
299. I : Ça reste au statu quo. #01:56:40-0#
300. P10 : Le statu quo. Mais le statu quo, quelle était ma position devant les étudiants ? C'est les étudiants qui ont eu le dessus. #01:56:50-0#
301. I : Oui. Alors, la solution globale sera de, bon, adopter une nouvelle politique (rit) ? #01:57:06-0#
302. P10 : Oui, c'est que, c'est des décisions politiques qui doivent régler ce problème-là, pas autre chose. #01:57:12-0#
303. I : Oui, mais actuellement, c'est un peu le contraire (rit). #01:57:14-0#
304. P10 : Oui, voilà. (Vous voyez un peu, allez-y dans, qui est complètement à l'écart ? #01:57:25-0#). Et lorsqu'il y a quelque chose : « Ah, ne touchez pas tout ça quand même ». En plus, le nombre de fois qu'il s'est présenté comme candidat, ça a dépassé les normes d'une démocratie. On l'a vu avec Poutine. Mais il a été plus intelligent. Il est sorti une fois, pour pouvoir se représenter une deuxième fois. #01:57:54-0#
305. I : Oui, voilà. Et ça a bien marché, voilà. #01:57:59-0#
306. P10 : Oui. Mais chez nous, vous êtes malade, laissez-le au moins. Mais c'est dans la maladie que ces gens-là (volent ? #01:58:08-0#). Parce qu'on dit actuellement que si dans la période de Boumédiène il y avait des gens qui ont volé de l'argent avec la bénédiction du pouvoir ; puis, ce qui a été dilapidé durant ces années, c'est plus que ça a été dilapidé dans l'ancien temps. C'est plus important. Donc ça, ça devient difficile à gérer de cette façon-là. Il faudrait rentrer dans une gestion saine, une gestion sans avoir de compte avec personne. Je dois appliquer la réglementation, et ce n'est pas la législation qui manque. Mais c'est la mise en pratique, c'est elle que nous ne possédons pas. #01:58:59-0#
307. I : Oui, voilà, tout à fait. Très bien, je pense que c'est une bonne conclusion pour travailler dessus (rit). #01:59:17-0#
308. P10 : Je vous donne mon email, si vous avez besoin de quelque chose. #01:59:19-0#
309. I : Avec plaisir, avec plaisir. #01:59:19-0#
310. P10 : Même par e-mail je pourrai vous répondre. #01:59:24-0#
311. I : Parfait. Bon, merci beaucoup de votre temps, déjà, avant le Ramadan, c'est pas évident (rit). #01:59:33-0#
312. P10 : N'y pensez pas à ça. (unclear #01:59:38-0#), par téléphone m'a dit : « Elle a besoin de... ». Donc, j'ai dit : « Il faut bien répondre à la demande ». #01:59:40-0#
313. I : Super. Merci beaucoup ! Je vous remercie, vraiment... #01:59:46-0#
314. P10 : Je vous écris mon e-mail ? #01:59:47-0#
315. I : Bien sûr ! Voilà. #01:59:48-0#
316. P10 : Vous permettez ? #01:59:49-0#

11_f_STEM_12_m_Arts_Humanities_Social_Sciences

Interviewer : I

Interviewees : P11, P12

1. P11 : Donc, j'ai raconté mon expérience, j'ai fait une conférence à (*ville en Belgique*), bon, j'ai pas fait une conférence, mais j'ai essayé de faire une conférence à (*ville en Belgique*). Mais ça n'a pas marché malheureusement. Pourquoi ? Parce que le problème de visa, comme je vous ai dit tout à l'heure, et c'est un peu cher, c'est un peu cher. Donc le dinar, il est moins cher que l'euro, donc quand je convertis le dinar en euro, ça coutera très cher. #00.00.34-0#
2. I : Et il n'y a pas le financement de l'université ? #00.00.37-0#
3. P11 : Il y a le financement, mais seulement pour le billet d'avion. #00.00.40-0#
4. I : D'accord. Pas pour le visa. #00.00.41-0#
5. P11 : Pas pour l'hébergement, les frais d'inscription. Même pour le visa, c'est un peu cher, c'est environ dix mille ou bien plus, dix mille, wella, seize mille, seize mille dinars algériens pour seulement, pour le rendez-vous de visa. C'est difficile, je sais pas pourquoi, mais c'est comme ça. Moi, j'ai jamais fait une demande de visa. J'ai jamais fait. #00.01.16-0#
6. I : Pas une fois, c'était trop difficile. #00.01.17-0#
7. P11 : C'était trop difficile. Comme j'ai raconté, moi, j'aimerais bien de faire des conférences ailleurs, en Europe, en Amérique, Incha'Allah, oui, Incha'Allah, pourquoi pas. #00.01.34-0#
8. I : Mais cette opportunité, tu ne pouvais pas aller en Belgique, à (*ville en Belgique*), à cause du visa ? #00.01.42-0#
9. P11 : À cause du visa, et à cause des frais. Ils sont un peu chers, ils sont, bon, c'est pas un peu, mais ils sont trop chers par rapport à un étudiant, à un doctorant qui n'est pas salarié. #00.01.52-0#
10. I : Mais l'université, elle paye le billet ? #00.01.56-0#
11. P11 : Non, ce n'est pas l'université, c'est le labo de recherche. Moi, j'appartiens au labo (*nom*), donc c'est eux qu'ils, ils doivent me payer les, le billet. Mais le billet, il fait je sais pas combien d'euros, et les frais, c'est comme je vous ai dit, c'est environ trois cents, quatre-cent-cinq cents euros, c'est un peu cher. Donc c'est mon propre argent ; par mon propre argent. Donc moi, je suis encore étudiante, voilà #00.02.32-0#
12. I : Il y a pas autre budget, autre financement ? #00.02.36-0#
13. P11 : Non, non, non, pour le moment, non. Bon, il y avait des stages, il y avait des stages, il y avait des stages, mais pas tous les étudiants accès à ce stage. Il y avait une, je pense, comment on dit pour faire ce stage ? #00.02.55-0#
14. I : Concours. #00.02.57-0#
15. P11 : (Pas un concours ?). #00.02.59-0#
16. I : Demandes, publications pour le stage, appels ? #00.03.04-0#
17. P11 : L'étudiant qui a plus d'activités, il bénéficie de ce stage. Et l'étudiant qui n'a pas des publiés, qui n'a pas des conférences, il ne bénéficie pas. #00.03.15-0#
18. I : Mais c'est pas juste ! #00.03.17-0#
19. P11 : Pourquoi ? #00.03.18-0#

20. I : Parce qu'eux, ils ont déjà les autres activités. #00.03.21-0#
21. P11 : (overlapping voices) L'étudiant qui ne travaille pas... #00.03.23-0#
22. I : (overlapping voices) Alors, ceux qui n'ont pas encore... #00.03.23-0#
23. P11 : Non, pour eux, l'étudiant qui ne travaille pas, il n'a pas le droit de faire un stage. Oui, oui, mais pour, non, non, moi, j'ai de la chance. Cette fois, ils m'ont dit que tu peux faire un stage, heureusement. Mais le problème, c'est que je dois avoir le, comment on dit ? La convention d'accueil, la convention d'accueil. C'est le labo qui va m'accueillir, il doit me donner cette convention. #00.03.57-0#
24. I : Et tu n'as pas encore trouvé ? #00.03.59-0#
25. P11 : Non, non. J'ai cherché hier des labos. J'ai trouvé à (*ville 1 en France*). Tu connais cette ville, (*ville 1*) ? Oui ? En France. J'ai trouvé à (*ville 2 en France*) ; j'ai trouvé une ville j'ai oublié ce que son nom... En Suisse, en Suisse. #00.04.19-0#
26. I : D'accord. Suisse, c'est cher, attention ! #00.04.22-0#
27. P11 : C'est cher, oui, c'est cher. Donc j'évite la Suisse. #00.04.26-0#
28. I : C'est mieux, oui, peut-être que tu regardes en Belgique. Par exemple Liège, il y a une ville qui s'appelle Liège, ça c'est à côté de moi. #00.04.36-0#
29. P11 : Ils travaillent sur (*spécialité STEM*) ? #00.04.38-0#
30. I : Bon, je ne sais pas exactement, mais je sais qu'ils ont une université, alors tu peux regarder, je vais t'écrire après, Liège. #00.04.46-0#
31. P11 : D'accord, c'est bien. #00.04.48-0#
32. I : Parce que la Belgique, c'est moins cher. #00.04.49-0#
33. P11 : C'est moins cher donc. Mais la Suisse elle est plus chère ; mais pourquoi elle est plus chère ? Parce qu'elle est... ? #00.04.54-0#
34. I : Ils ont beaucoup d'algériens, oui, oui. Non, c'est un peu leur business. #00.04.59-0#
35. P11 : La Suisse c'est une très belle, c'est un très beau pays #00.05.06-0#
36. I : C'est très joli, mais je me suis dit même moi, je ne peux pas passer plus que trois jours là-bas. (unclear #00.05.18-0#). Mais tu regardes seulement les pays Francophones ? #00.05.23-0#
37. P11 : Francophones, oui, oui. #00.05.24-0#
38. I : Pas arabophones, non ? #00.05.25-0#
39. P11 : Non, je peux aller en Liban, en Tunisie, Maroc. Mais je sais pas, oui, je vais le faire. Si je trouve pas une convention d'accueil, je vais aller au Maroc, ou bien en Tunisie, pour ne pas rater ce stage. Moi, mon stage, mon but, c'est de faire des échanges, de rencontrer des, des nouveaux contacts, comme ça, d'échanger les informations. C'est bien pour un étudiant, c'est bien. #00.05.58-0#
40. I : Mais là, tu préfères l'Europe ? #00.06.00-0#
41. P11 : Je préfère l'Europe, oui, oui, je préfère l'Europe. #00.06.04-0#
42. I : Pourquoi ? #00.06.04-0#
43. P11 : Parce que c'est un pays développé, c'est des pays développés, c'est des pays qui, qui encouragent les doctorants, les chercheurs, voilà. Je pense, je pense. Moi, j'ai jamais allée là-bas. Donc mon père, il est arrivé. C'est le makrout, c'est le makrout, ma mère qui a préparé ce makrout, c'est un plat, c'est un gâteau traditionnel. #00.06.43-0#
44. I : Ah super ! #00.06.45-0#
45. P11 : C'est comme ça, l'astuce. Donc, voilà. Voilà mon père. #00.06.57-0#

46. P12 : Salam Aleikum (*en arabe : la paix soit pour vous*). #00.06.59-0#
47. I : Salam Aleikum (*en arabe: la paix soit pour vous*). #00.06.59-0#
48. P12 : Bonjour. #00.07.00-0#
49. I : Labès (*en arabe : ça va*) ? #00.07.01-0#
50. P12 : Ça va ? Vous allez bien ? Bienvenu, mademoiselle. #00.07.05-0#
51. I : Léonie, Léonie. Enchantée. Ça fait plaisir (rit). Merci de m'accueillir chez vous. #00.07.11-0#
52. P12 : Bien sûr, bien sûr, vous êtes la bienvenue. #00.07.13-0#
(hors sujet de #00.07.13-0# à #00.08:03-0#)
53. P11 : Mon père, il est enseignant en (*discipline SHS 1*), oui. Et il a une licence en (*discipline SHS 2*). #00.08.16-0#
54. I : D'accord, oui. Alors vous êtes bilingue ? #00.08.17-0#
55. P12 : Bilingue, oui, voilà. #00.08:18-0#
56. I : Mecha'allah (rit). #00.08:19-0#
57. P12 : Sahit (*en arabe: santé*). #00.08:20-0#
58. I : Sahit (*en arabe : santé*). #00.08:20-0#
(hors sujet de #00.08:20-0# à #00.08:55-0#)
59. P12 : Vous êtes de quelle ville en Allemagne ? #00.08.57-0#
60. I : Je viens de Aachen. Aachen, c'est à l'extrême ouest c'est la frontière avec la Belgique. #00.09.07-0#
61. P12 : Vous êtes pas loin de l'Autriche aussi ? #00.09.09-0#
62. I : L'Autriche, c'est au sud, c'est un peu loin, moi je suis à l'ouest, pas loin de la France et du nord de France. On traverse la Belgique, après on est au nord de France, à Lille. Et j'habite à Bonn, c'est l'ancienne capitale. #00.09.30-0#
63. P12 : Bonn, je connais maintenant, c'est Berlin. #00.09.35-0#
64. I : Très bien, il connaît. #00.09.37-0#
65. P11 : Oui, il connaît, bien sûr. #00.09.39-0#
66. P12 : Berlin c'était l'autre Allemagne ? Allemagne de l'Est. #00.09.48-0#
67. I : De l'Est, tout à fait. #00.09.49-0#
68. P12 : A l'époque de l'Union Soviétique, l'Algérie avait de bons accords avec l'Allemagne de l'Est. Nous étions dans le camp de l'Union Soviétique. Il y a deux, l'Amérique et l'Union Soviétique. L'Algérie est parmi les pays qui sont en accord avec l'Union Soviétique. Tous les pays, comme la Pologne, par exemple, la Hongrie. #00.10.32-0#
69. I : Et vous êtes partis aussi dans l'un des pays ? #00.10.39-0#
70. P12 : Non, non, en France seulement, en Grèce, c'est tout, les pays de l'Europe ; et la Turquie. La Turquie, c'est entre l'Asie et l'Europe. #00.10.53-0#
71. I : Et qu'est ce que tu penses de la Turquie, par exemple, aussi pour un stage ? #00.10.57#
72. P11 : Voilà. Mais elle est un peu chère, non ? #00.11.01-0#
73. I : Istanbul, je pense, pas tellement. #00.11.05-0#
74. P11 : Mais un problème de langue, je pense. Les Turcs ils parlent seulement sa langue, voilà. #00.11.15-0#
75. P12 : Comme les espagnols en Espagne, on parle que l'espagnol, c'est ça, non ?
76. I : Oui j'ai remarqué ça, j'étais étonnée, oui, parce que les autres pays, c'est surtout l'anglais. Tout à l'heure on parlait de stages, de préparation de stages (rit). #00.11.45-0#

77. P11 : On m'a demandé la convention d'accueil, donc c'est ça, le problème. #00.11.49-0#
78. I : Mais si tu trouves, c'est bon, non ? Parce que... #00.11.53-0#
79. P11 : Non, c'est bon, oui. #00.11.57-0#
80. I : Oui. Et la convention ça ne veut pas dire financement, non ? Ou... ? #00.11.59-0#
81. P11 : Non, non, ça veut pas dire. #00.12.00-0#
82. I : C'est juste accueil ? #00.12.01-0#
83. P11 : C'est juste un accueil. #00.12.02-0#
84. I : Ça sera pas un problème je pense. #00.12.05-0#
85. P11 : Mais il y avait des profs là-bas en France, par exemple, qui n'accueillent pas les étudiants algériens. #00.12.11-0#
86. I : Pourquoi ? #00.12.12-0#
87. P11 : Oui, j'avais des expériences, j'ai envoyé des e-mails à des profs là-bas, ils m'ont pas répondu. #00.12.21-0#
88. I : Pas du tout ? #00.12.22-0#
89. P11 : Oui, pas. Et malgré, c'est son domaine, ils travaillent sur (*spécialité STEM*), ils n'ont pas envoyé, même pas un e-mail de s'excuser, ou bien de... Il y avait un seul prof qui m'a envoyé. Il a demandé les excuses, pas plus. #00.12.43-0#
90. I : Il a dit : « C'est pas possible ». #00.12.43-0#
91. P11 : Je sais pas, est-ce que des problèmes, il y a avait des problèmes. #00.12.48-0#
92. P12 : De sécurité, par exemple. Parce qu'il y'a des jeunes qui partent, en France, par exemple, ou en Espagne, et qui ne veulent pas revenir. Ils veulent résider là-bas. La France, elle est un peu... #00.13.07-0#
93. P11 : Un peu sévère. #00.13.08-0#
94. I : D'accord. Mais en tant que professeur, on ne donne pas le visa. Ce n'est pas le problème pour le professeur, non ? (rit) Le visa, c'est dans l'ambassade. Alors, normalement, c'est pas un problème. #00.13.22-0#
95. P11 : Donc, moi, quand j'obtiens la convention d'accueil, je la mets dans le dossier de visa pour la demande de visa, oui. Sinon... #00.13.35-0#
96. P12 : Sinon on délivre pas un visa ici, au Consulat de France, si vous n'avez pas une lettre d'accueil. #00.13.42-0#
97. P11 : Même la lettre d'accueil ne suffit pas, la lettre d'accueil. #00.13.49-0#
98. I : Et du coup, est ce que c'est à cause, bon, vous pensez déjà aussi que c'est à cause de l'Algérie, peut-être à cause de l'Algérie ? #00.14.04-0#
99. P12 : Gotlek, peut-être qu'il y'a des jeunes qui ne veulent pas revenir. Ils veulent rester là-bas pour étudier, peut-être pour travailler, alors la France, elle est un peu stricte, surtout pour les jeunes, les jeunes de moins de trente ans. Pour un vieux, pour un gars de quarante ans ou plus, ça pose pas de problème. #00.14.28-0#
100. I : Mais tu t'intéresses quand même à la France. Pourquoi ? (rit) #00.14.37-0#
101. P11 : Parce que, c'est pour la langue. #00.14.38-0#
102. P12 : Question de langue, on ne maîtrise pas bien l'anglais. #00.14.43-0#
103. P11 : Oui, l'anglais. On a le handicap des langues, on ne maîtrise pas bien l'anglais, c'est pour ça, on préfère d'aller.... #00.14.51-0#

104. P12 : Pourtant, c'est facile d'apprendre une langue, c'est facile consacrer un peu de temps chaque semaine, chaque journée, par exemple, une heure ou une heure et demi pour apprendre une langue. #00.15.05-0#
105. P11 : Même nous avons ici, à (*ville*), des centres qui... #00.15.08-0#
106. I : Voilà, mais tu n'y es pas encore inscrite (rit). #00.15.12-0#
107. P11 : Non, j'ai pas encore inscrite. Peut-être dans les jours prochains. #00.15.17-0#
108. I : Très bien et alors pourquoi tu ne cibles pas les pays arabophones ? Pour stages. Ou Egypte, ou Pays du Golfe ? #00.15.29-0#
109. P11 : Les Pays du Golfe, leur recherche, c'est en anglais. Par contre en France, c'est toujours en français. Le Liban, le Liban est cher, le Liban est cher. Donc je préfère d'aller en France. #00.15.52-0#
110. P12 : La France est le pays convenable pour les algériens. #00.15.57-0#
111. P11 : (overlapping voices) Pour tous les étudiants algériens, ils préfèrent aller en France. #00.16.06-0#
112. P12 : Nous, nous avons une histoire commune, c'est le pays colonial. #00.16.09-0#
113. P11 : C'est la deuxième maman. #00.16.10-0#
114. P12 : (rit) Il y'a plus de trois millions d'algériens en France. #00.16.15-0#
115. I : (overlapping voices) Oui, voilà c'est ça. Oui, ils disent Marseille c'est la wilaya (rit). #00.16.21-0#
116. P12 : En tout cas, c'est la quarante-neuvième wilaya. #00.16.25-0#
117. I : Voilà, oui, j'ai entendu parler de ça. Mais, je me demande, est-ce qu'il y a pas d'autres pays, ou régions, qui sont intéressants aussi pour le stage, ou pour la collaboration ? Qu'est ce que vous pensez ? #00.16.40-0#
118. P11 : Il y avait Londres. #00.16.41-0#
119. P12 : C'est loin, machi, c'est loin, c'est le problème de langue. Toujours, on revient. C'est le handicap. #00.16.49-0#
120. P11 : Il y avait Canada, par exemple. #00.16.55-0#
121. P12 : Canada, c'est très loin. #00.16.57-0#
122. P11 : Canada, c'est très loin, mais elle parle l'anglais ; l'anglais et le Français, les deux ; français et anglais, oui. #00.17.04-0#
123. I : Mais oui, c'est cher aussi. Et pour le vol, c'est loin, c'est très loin. #00.17.10-0#
124. P12 : Peut-être c'est dix heures de vol. #00.17.12-0#
125. I : Voilà, si on fait un stage, oui, sinon, c'est assez loin. D'accord. Et en général, qu'est ce vous pensez de collaborations internationales à l'université ? #00.17.29-0#
126. P12 : Ici, en Algérie ? #00.17.30-0#
127. I : Quelles sont vos expériences, déjà, avec l'étranger ? #00.17.38-0#
128. P11 : Mon père, il a déjà fait une conférence à (*ville aux Emirats Arabes Unis*). En arabe. #00.17.48-0#
129. P12 : Il y a des collaborations avec pleins de pays, surtout les pays d'Europe, notamment la France, on revient toujours à la France (rit). Il y a même un institut ici, à (*ville*). Un institut qui est consacré pour les jeunes (*spécificité institut*). #00.18.11-0#
130. I : J'ai travaillé pour eux (rit). C'est comme ça j'ai connu son encadrant, oui. #00.18.17-0#

131. P12 : Il y a des accords entre pays et pays, même avec l'Amérique, avec, je crois bien, avec l'Allemagne, parce que Angela Merkel est, je crois, en 2008, wela en 2010, elle est venue en Algérie. On est avec l'Italie, avec l'Espagne, mais les relations entre les universités internationales, ça se, ça se, la procédure se fait entre les universités. Par exemple, l'Université (*institution*) avec l'Université de Madrid ; l'Université (*ville 1*), par exemple, avec l'Université de Bordeaux, par exemple. C'est pas entre pays et pays. Il y a les relations entre pays et pays, mais généralement, c'est *entre les universités*, oui. La Chine, dernièrement, la Chine, il y a beaucoup d'étudiants algériens qui sont passés à Pékin pour suivre leurs études supérieures ; doctorat. La Turquie, entre l'Algérie et la Turquie, il y a plein d'étudiants en Turquie, le Japon, en France. #00.19.43-0#
132. P11 : Même il y avait des étudiants chez nous qui sont venus en Algérie pour apprendre l'arabe. #00.19.52-0#
133. P12 : Ce sont des cadres, des cadres pour l'avenir, ils auront des postes de traduction. #00.20.06-0#
134. I : Très bien. D'accord. Mais comme tu as dit tout à l'heure, tu préfères l'Europe ? (rit) #00.20.12-0#
135. P11 : Oui, je préfère l'Europe. #00.20.14-0#
136. I : Et pourquoi ? (rit) #00.20.15-0#
137. P12 : (overlapping voices) L'Europe, c'est pas loin de l'Algérie. De (*ville*), il y a un vol de (*ville*) à (*ville en Espagne*) ; quarante minutes. #00.20.27-0#
138. P11 : C'est rien du tout, c'est facile. #00.20.30-0#
139. P12 : (*ville*)-Paris, moins de deux heures, une heure trente. C'est pas loin. C'est pour ça que il y a des relations. Nous sommes tous de la Méditerranée. Il y a le côté sud et le côté nord. #00.20.52-0#
140. P11 : La France aussi, elle contient beaucoup d'algériens. Il y avait des labos qui, justement, des laboratoires qui contient plus de, (chhal ? #00.21.07-0#) à peu près combien ? #00.21.08-0#
141. P12 : En Algérie ? #00.21.10-0#
142. P11 : Non, en France, kima, (*ville 3 en France*), elle contient des algériens ; (*ville 3 en France*), une ville en France, tu connais La Rochelle ? #00.21.83-0#
143. I : La Rochelle, j'ai entendu parler, oui. #00.21.20-0#
144. P11 : Oui, il y avait un labo là-bas qui contient beaucoup des algériens chercheurs ; étudiants, donc. Donc ma sœur, elle a fait son doctorat là-bas. Donc ma sœur, elle a fait son doctorat là-bas. Pour elle, elle nous a dit qu'il n'y a pas une grande différence. La seule différence, c'est que, je pense, le manuscrit, le manuscrit, voilà, en France, c'est, il est, il a une valeur plus que nous. Nous, on donne la valeur sur l'article, la publication. Mais eux, ils demandent, ils donnent la valeur sur le manuscrit, voilà. #00.22.12-0#
145. I : D'accord. Et comme, bon, et comme tu as entendu, tu as eu des (racontes ? #00.22.31-0#) de ta sœur (rit), et c'est à cause de ça que tu t'intéresses aussi ? #00.22.35-0#
146. P11 : Oui, peut-être c'est pour ça j'avais la curiosité d'aller. Mais je veux pas rester là-bas, non, je préfère rester en Algérie. Oui, travailler ici, enseigner, tout. #00.22.52-0#
147. I : Et pourquoi vous pensez que d'autres veulent pas rester ou veulent pas revenir ? #00.22.57-0#
148. P12 : Les jeunes, surtout les jeunes. #00.23.01-0#

149. P11 : Les jeunes qui ne travaillent pas ici, ils ne font rien ici, donc ils préfèrent aller là-bas pour gagner de l'argent. C'est pour ça. Oui, ils pensent comme ça. #00.23.15-0#
150. P12 : Oui, ils pensent que la vie est meilleure en France, ou l'Europe généralement. Mieux qu'en l'Algérie. Donc ils pensent à leur avenir. C'est pour ça que la France est un peu stricte avec les jeunes ; ils ne délivrent jamais de visa. #00.23.32-0#
151. P11 : À un jeune. #00.23.34-0#
152. P12 : À un jeune. Difficilement, sauf s'il avait... #00.23.40-0#
153. P11 : L'hébergement ? #00.23.41-0#
154. P12 : C'est pas un hébergement. (unclear). #00.23.49-0#
155. P11 : L'accord ? #00.23.50-0#
156. P12 : L'accord. C'est l'accord de l'université en France. C'est dans ce/uniquement pour ça. #00.23.58-0#
157. P11 : Et les jeunes, quand ils partent là-bas, ils trouvent une autre vie et ils croient que c'est le paradis là-bas. #00.24.06-0#
158. P12 : C'est difficile, c'est difficile. #00.24.10-0#
159. P11 : Quand ils partent là-bas, ils trouvent une autre vie. #00.24.14-0#
160. I : C'est ça. D'accord. Et pourquoi ils préfèrent rester là-bas ? #00.24.21-0#
161. P11 : Je sais pas. Parce que... #00.24.24-0#
162. P12 : (overlapping voices) Dans les yeux des jeunes, même les marocains, même les tunisiens, les africains, l'Europe, c'est le paradis. C'est la belle vie. Ils croient ça, ils croient, mais finalement, réellement, c'est pas ça. #00.24.50-0#
163. P11 : Oui, c'est autre chose. #00.24.51-0#
164. P12 : Donc, on doit travailler pour gagner de l'argent. #00.24.52-0#
165. P11 : Même ici, en Algérie, si tu travailles, tu gagnes de l'argent, si tu ne travailles pas, tu restes comme ça. #00.25.04-0#
166. P12 : (overlapping voices) Par exemple, ils préfèrent aller en Espagne pour travailler chez un paysan. Ici, le même travail ne le fait pas. Voilà, c'est un paradoxe. Comment tu fais un travail en Espagne chez un paysan ; l'élevage, par exemple, des vaches, des moutons, tu les nettoies ; mais en Algérie, tu ne fais pas ça. Pourquoi ? C'est un problème. #00.25.34-0#
167. P11 : Je pense que c'est un problème psychique. Oui, c'est un problème psychique (rit). #00.24.41-0#
168. I : Et où est la solution ? #00.24.41-0#
169. P11 : La solution ? Je sais pas. On doit avoir un, la conscience, voilà. #00.25.51-0#
170. I : Et pourquoi ta sœur, elle a décidé de faire le doctorat en France ? #00.25.58-0#
171. P11 : Parce qu'elle était majeure de promo, parmi les majeurs, donc elle a bénéficié d'une bourse, française, d'une bourse française, pas une bourse algérienne. Son encadreur, il est un algérien. #00.26.14-0#
172. P12 : Un algérien qui réside là-bas, qui est un professeur à l'université. #00.26.20-0#
173. P11 : Avec une nationalité française. Oui. C'est lui... #00.26.21-0#
174. P12 : Il a suivi ses études là-bas. Il a beaucoup de savoir, beaucoup d'expérience. #00.26.32-0#
175. P11 : Une nouvelle expérience. Mais elle a décidé de revenir. Elle n'est pas restée. #00.26.36-0#
176. I : Voilà. C'est bien. C'est mieux, quand même, c'est mieux, oui. (rit) #00.26.45-0#

177. P12 : Elle est fidèle à son pays. (rit) #00.26.46-0#
178. P11 : Maintenant elle est enseignante, à l'école supérieure. #00.26.52-0#
179. I : Ici ? #00.26.54-0#
180. P11 : Non. À (*ville 1*). #00.26.57-0#
181. I : (*Ville 1*). D'accord. Et comme/elle pourrait pas te mettre en contact avec cet enseignant pour t'accueillir ? #00.27.10-0#
182. P11 : Non, parce qu'on n'a pas la même spécialité. Elle, elle fait (*discipline STEM 1*), moi, (*discipline STEM 2*). J'ai contacté un prof là-bas, au labo de...
(hors sujet de #00.27.50-0# à #00.29.00-0#)
183. P11 : Le questionnaire. #00.29.22-0#
(hors sujet de #00.29.22-0# à #00.29.53-0#)
184. I : Oui, ça commence très général, alors, toi aussi, tu peux répondre. Quels sont les changements que tu as remarqués depuis que tu as commencé la licence à l'université, jusqu'à maintenant ? #00.30.23-0#
185. P11 : Les changements de quoi exactement ? #00.30.27-0#
186. I : À l'université. En général. #00.30.31-0#
187. P11 : (Je pense aux changements ?) #00.30.35-0#
188. P12 : La première question, c'est: je crois que les tâches ? #00.30.40-0#
189. I : Oui, voilà déjà. #00.30.43-0#
190. P12 : Tu commences, (*nom*) ? Ou bien je commence ? #00.30.50-0#
191. P11 : Tu commences. #00.30.51-0#
192. P12 : Donc, pour commencer : « Je vous prie de décrire votre âge et responsabilités dans votre position actuelle et possible votre formation académique et, ou professionnelle ». Concernant ma formation académique, moi, j'ai pas brulé les étapes. Étape par étape. Le primaire, le moyen, le secondaire, le bac, l'université et les études supérieures, jusqu'au licence, c'est à (*ville*). À l'Université (*institution*). Puis, je suis passé en (*pays en Proche Orient*) pour faire un magistère en arabe. Pourquoi (*pays en Proche Orient*), voilà ? Parce que (*pays en Proche Orient*), c'est un pays très fort en arabe, très moderne et très ancien. Une grande civilisation depuis l'islam. Avant l'islam, la péninsule, comment dirai-je ? La (*pays en Proche Orient*) et l'Irak sont deux pays de grandes civilisations internationales. Les grandes civilisations du monde, c'est à Bagdad et en (*pays en Proche Orient*) aussi. Donc, je suis passé là-bas. Ils sont très, très développés en arabe. Donc, je suis passé à l'université (*ville 1 pays Proche Orient*), la deuxième ville. #00.32.34-0#
193. P11 : (*ville 2 pays Proche Orient*). #00.32.34-0#
194. P12 : J'ai passé presque, à l'université, quatre ans pour préparer un magistère. Un magistère que j'ai fait/j'ai fait (*spécialité discipline SHS 1*). Je suis pas loin. #00.32.56-0#
195. I : C'est bon, c'est bon. #00.32.57-0#
196. P12 : Après cinq ans... Après cinq ans, je suis revenu en Algérie et on m'a, comment dirai-je ? On m'a recruté ici comme enseignant à l'Université (*institution*). Depuis 1988. Vous êtes née en quelle année ? #00.33.34-0#
197. I : 87 (rit). #00.33.38-0#
198. P11 : C'est bien, je vous donne pas l'âge. #00.33.41-0#
199. P12 : 87. Donc moi, en 88, vous étiez encore un petit enfant de un an, oui, en 88, j'ai/j'enseigne toujours (*spécialité*) ; à part quelques années. #00.34.05-0#

200. I : (*Spécialité*) ? #00.34.05-0#
201. P12 : Comment ? #00.34.06-0#
202. I : (*Spécialité*) ? #00.34.07-0#
203. P12 : Oui, (*spécialité*). (*Sujet 1 spécialité*). J'ai, j'ai aussi donné des cours en (*sujet 2 spécialité*), très, très belle. Mais généralement, je donne des cours seulement en (*sujet 1*). #00.34.37-0#
204. I : D'accord. Quelle année ? #00.34.38-0#
205. P12 : Depuis 88 jusqu'à maintenant. #00.34.42-0#
206. I : Non, je dis, à l'université, quelle année ? #00.34.44-0#
207. P12 : 1988. #00.34.46-0#
208. I : Non, je veux dire : quel cycle d'études ? #00.34.49-0#
209. P12 : Ah, ça y est, d'accord. Le licence, la licence plutôt, la licence, et même, parce qu'auparavant, avant le LMD, l'étudiant passe de la licence au magistère, puis en doctorat. Comment dirai-je ? (overlapping voices) « Doctorat d'État classique ». Il doit passer par ces étapes pour arriver en doctorat. Donc, j'ai encadré aussi des étudiants en magistère et j'ai encadré aussi des étudiants en doctorat. J'ai fait des soutenances, maintes soutenances, en doctorat et en magistère. Je peux dire... #00.35.44-0#
210. P11 : Ses étudiants, encore, ils sont des enseignants. #00.35.47-0#
211. P12 : Mes étudiants sont des enseignants avec moi. Ceux qui ont étudié chez moi en 88 et en 89, 90, ils sont maintenant mes collègues. Voilà. Puis on a passé en LMD. #00.36.07-0#
212. I : Voilà, justement, déjà, le changement (rit). Très bien. #00.36.10-0#
213. P12 : On a passé en LMD, depuis, je crois que c'est en 2002, 2004, comme ça. Je me rappelle plus. En 2004, peut-être. Donc le système est changé. Auparavant, la licence, ça se fait en quatre années. Maintenant, la licence, c'est en trois ans. Avant, le magistère était ouvert, c'est-à-dire l'étudiant peut faire/Le minimum c'est trois ans, le minimum, c'est trois ans ; il peut même arriver à cinq ans, pour réaliser un magistère. Le système était ouvert. Le doctorat aussi, il peut préparer son doctorat/Le minimum, c'est cinq ans, le maximum peut-être, il arrive à dix ans, à huit ans, à neuf ans, selon son travail. Maintenant, non, maintenant l'étudiant/Il y a pas de magistère, il y a le master. Au lieu du magistère, il y a le master et il y a aussi le doctorat, le nouveau doctorat, c'est... #00.37.28-0#
214. P11 : Comme moi. Comme moi, par exemple. #00.37.29-0#
215. P12 : Le nouveau doctorat c'est comme (*nom*), LMD, trois ans, il peut aussi arriver à quatre ans. #00.37.37-0#
216. P11 : On peut même prolonger à cinq ans. #00.37.40-0#
217. P12 : Donc, pour la formation, pour moi, le système classique était très, très/L'étudiant était très compétent. Je parle, par exemple, de ma matière (*spécialité 1*), parce que (*spécialité*), on la fait première année, deuxième année et troisième année. Donc l'étudiant, s'il est sérieux, il va acquérir (*spécialité*), il aura une bonne acquisition. Aujourd'hui, en LMD, non. (*Sujet 1*) est très longue et un peu difficile. #00.38.31-0#
218. I : Oh, oui, oui, oui. Beaucoup, même. #00.38.33-0#
219. P12 : Parce qu'en LMD la grammaire, le module de grammaire, se fait dans un semestre. C'est pas normal, c'est pas normal. C'est pour ça qu'ici, en Algérie, on a ouvert, parce qu'on a terminé avec le magistère et le doctorat ancien, classique. Les étudiants qui ont eu une

- licence classique de quatre ans, ils peuvent accéder au master, master en deux ans. Il s'est avéré que les étudiants classiques, c'est eux qui passeront en doctorat, parce qu'ils sont compétents. Et les étudiants de LMD, généralement, ils accèdent, un étudiant parmi dix étudiants classiques. Tu vois ? C'est ça la différence. C'est pour ça, maintenant, on pense à ajouter, par exemple, une année, soit en master, soit en licence, pour donner beaucoup, plus d'occasions. #00.39.53-0#
220. I : Revenir à l'ancien système. #00.39.55-0#
221. P12 : Oui. Les anciens comme moi, les anciens enseignants, ils préfèrent toujours le système classique. On a une nostalgie pour le/nostalgie, mais c'est pas une nostalgie psychique, non. #00.40.09-0#
222. I : Il y a des raisons, voilà. #00.40.10-0#
223. P12 : Oui. C'est ça, en général, ce que je voulais dire pour la première question. #00.40.19-0#
224. I : Super. Parfait, parfait. À toi. #00.40.20-0#
225. P11 : Moi, vu que j'ai fait mes études en LMD, en système LMD, je peux pas comparer, oui, avec le système ancien. Mais c'est toujours la même, les mêmes idées, parce que, comme il a dit mon père, le système classique, il a produit des étudiants qui sont compétents par rapport au système LMD. Je pense que c'est comme ça. #00.40.56-0#
226. I : Et alors, qu'est ce que ça veut dire pour toi ? #00.40.59-0#
227. P12 : Peut-être, ana (*en arabe: moi*), c'est mon avis, peut-être pour les scientifiques, trois ans, je crois que peut-être aura suffi pour un étudiant. Mais pour les sciences humaines, non. (*Spécialité 1*) est très longue, il y a beaucoup de livres, il y a beaucoup de documents. L'étudiant doit savoir tout. Je fais glisser des mots en arabe. Oui. (*Spécialité 2*), elle est très, très longue, depuis l'anti-islamique jusqu'à maintenant. Il y a beaucoup (*auteurs*), il y a beaucoup de, comment dirai-je ? (Madahib kifach ? #00.41.54-0#), des tendances, des tendances. Mais pour les scientifiques, je crois qu'ils peuvent acquérir le... même en LMD. #00.42.08-0#
228. I : Qu'est ce que tu penses ? Le temps était suffisant, ou... ? #00.42.13-0#
229. P11 : Peut-être, oui. Parce que, par exemple moi, ma licence, j'ai fait trois ans de licence. J'ai étudié seulement, uniquement des modules en (*discipline STEM*). Ensuite, quand j'ai fait mon master, j'ai passé deux ans/ma spécialité, c'est (*spécialité STEM*). Donc, je pense que deux ans c'est pas suffisant pour apprendre, et pour (*thématique*). Par exemple maintenant, je suis en troisième année de doctorat, j'ai appris beaucoup de choses, mieux que les deux ans de master. Oui, parce que... #00.42.52-0#
230. I : Et ce n'est que maintenant ? #00.42.53-0#
231. P11 : Parce que les modules, ça se répète. On fait que la théorie, on fait pas l'expérimental. #00.43.00-0#
232. I : D'accord. Pas du tout en master ? #00.43.03-0#
233. P11 : Non, non, jamais. #00.43.04-0#
234. I : Même pas au labo ? #00.43.05-0#
235. P11 : On voit, comme ça (*thématique*), mais on n'a jamais vu comment (*activité liée à la spécialité*). #00.43.12-0#
236. I : Jamais touché. #00.43.12-0#

237. P11 : Oui, jamais on a (*activité liée à la spécialité*). On n'a jamais visité des centres, comme ça, (*thématique*). Je sais pas pourquoi, sachant que nous avons des professeurs qui maîtrisent bien, bien le domaine (*thématique*). Oui. Et notre labo (*nom*), il est connu au niveau national, il est connu, il est parmi les premiers. #00.43.46-0#
238. I : Je pense, oui, oui, je suis sûre, déjà (*institution*) est (*spécificité institution*) universités en Algérie. D'accord. Mais pas du tout pratique ? #00.43.56-0#
239. P11 : Non, non. J'ai jamais fait les pratiques. #00.44.00-0#
240. I : Parce que moi, j'ai fait les trucs, (*thématique*), moi je faisais ça, c'est pas ma domaine. Mais là on a fait, bon, je pense à l'école''. #00.44.07-0#
241. P12 : C'est nouveau en Algérie, c'est nouveau (*thématique*). Même, l'Algérie avait en premier lieu, avait fait des contacts avec l'Allemagne pour exploiter ce phénomène. Parce que, (unclear). #00.44.28-0#
242. P11 : Adrar. #00.44.28-0#
243. P12 : Adrar. #00.44.29-0#
244. P11 : Adrar. #00.44.29-0#
245. P12 : Même à Ouargla. #00.44.31-0#
246. P11 : Ils ont fait (*activité liée à la spécialité*) avec les allemands, oui. Un grand... #00.44.35-0#
247. P12 : L'Algérie et le sud algérien, c'est le soleil. #00.44.45-0#
248. P11 : Nous avons un gisement soleil qui est très puissant. #00.44.48-0#
249. P12 : La superficie de l'Algérie, c'est en général, c'est le Sahara, c'est le Sahara. Le désert, il y a plein de soleil, torride, soleil torride, oui. #00.44.53-0#
250. I : D'accord. Mais c'est que, maintenant en doctorat, que tu as commencé avec la pratique ? #00.45.08-0#
251. P11 : Non, j'ai visité... bon, vu que je peux, je travaille sur (*sujet*); tu sais (*sujet*)? #00.45.20-0#
252. I : Oui, oui. #00.45.21-0#
253. P11 : (*Sujet*). #00.45.24-0#
254. I : Oui. #00.45.25-0#
255. P11 : Voilà. Donc j'ai fait des visites. Pourquoi ? Pour, j'ai pensé d'alimenter, (uahed ? #00.45.35-0#), (*sujet*). Donc j'ai fait des visites, j'ai proposé aux (*groupe cible 1, groupe cible 2*) de : « Pourquoi pas (*activité lié au sujet*) ». Donc c'est bien, j'ai fait des visites. Mais moi toute seule. #00.46.05-0#
256. I : Oui. C'était ton initiative ? #00.46.06-0#
257. P11 : Oui, voilà, c'est mon initiative. #00.46.08-0#
258. I : C'était pas organisé ? Il y avait pas un groupe, il y avait pas d'autres ? #00.46.13-0#
259. P11 : Au master, nous avons cette initiation à l'époque, pour faire un stage à (*ville 1*), pour visiter un centre (*spécialité*) là-bas ; un grand centre. (unclear #00.46.35-0#). Mais ça n'a pas marché. Pourquoi ? Toujours le/mal organisé. #00.46.41-0#
260. I : C'est vrai ? Comment ça ? (rit) #00.46.44-0#
261. P11 : C'était mal organisé. Il nous a demandé, le directeur de labo, de/C'était pas un monsieur (*nom*), c'était un autre. Donc il nous a demandé de ramener dix mille dinars algériens par étudiant. Il y avait des étudiants qui n'avaient pas de l'argent. #00.47.03-0#
262. I : Pour (*ville 1*) ? #00.47.04-0#

263. P11 : Oui, pour visiter. #00.47.06-0#
264. I : C'est national, c'est pas étranger. #00.47.07-0#
265. P11 : Pourquoi ? Pour aller avec un bus climatisé, pour eux (rit).
266. P12 : Il faut payer le bus, il faut payer le manger et tout, l'hôtel. #00.47.20-0#
267. I : Pour les étudiants qui viennent à (*ville I*). #00.47.22-0#
268. P11 : Pour l'hôtel. Donc il y avait des étudiants qui n'ont pas des capacités. #00.47.30-0#
269. I : Non, mais c'est trop, c'est pas nécessaire. On peut faire moins cher, alors c'est bizarre. #00.47.35-0#
270. P11 : Au début, on a cru que c'est gratuit. On s'est motivé et tout. #00.47.43-0#
271. P12 : Normalement, ça doit être gratuit. #00.47.44-0#
272. P11 : Normalement, c'était la première visite. #00.47.54-0#
273. I : Oui mais ça n'a pas eu lieu, oui. Dommage. #00.48.03-0#
274. P12 : Et l'impact, c'est-à-dire la différence, j'ai parlé de ça pour moi, enseignant (*discipline SHS*), je crois que l'étudiant qui a reçu sa licence classique est mieux que l'étudiant du LMD, sur le niveau. Le niveau de l'étudiant classique, il est un peu compétent, il est mieux que le/Pourquoi ? Parce que, comme je vous ai dit, on peut pas étudier (*spécialité SHS I*) dans un semestre. C'est pas normal. #00.48.47-0#
275. I : Oui, c'est quand même complexe, oui. #00.48.50-0#
276. P12 : Oui, c'est complexe. C'est pour ça que, toujours en doctorat, les étudiants classiques sont les premiers qui accèdent en doctorat, parce qu'il y a un concours. Ce n'est pas n'importe quel étudiant, doit avoir son doctorat. Non. Le master, c'est ouvert pour tout le monde. #00.49.11-0#
277. P11 : C'était le cas pour moi. #00.49.12-0#
278. P12 : Mais le doctorat, il est très, très limité. C'est-à-dire, dans cent étudiants, il y a cent candidats, je dis peut-être on va avoir dix étudiants qui pourront faire leur doctorat. Alors, parmi ces dix, on trouve toujours qu'il y a six à huit étudiants du système classique. Ça vous donne un peu le... #00.49.44-0#
279. I : D'accord. Et c'est ton expérience aussi ? #00.49.45-0#
280. P11 : Non, ce n'est pas la même chose. #00.49.46-0#
281. P12 : Pour eux, c'est pas la même chose, pour les scientifiques. #00.49.49-0#
282. P11 : Par exemple moi, quand j'ai passé mon concours, il y avait presque quatre-vingt, ou bien quatre-vingt-dix candidats qui sont venus de partout en Algérie. Les quarante-huit wilayas, ils peuvent, ils peuvent passer le concours, donc moi, heureusement j'ai eu la première place, parce que j'ai révisé et tout, et qui ont réussi, c'est mes collègues. Il y avait pas des ... (*en arabe: Bessah hna le magistère yfoutou ?* #00.50.24-0#). Ils passent directement sans doctorat. #00.50.26-0#
283. P12 : La hada (*en arabe: pas ça*), c'est « licence ». C'est licence, parce que même maintenant, jusqu'à maintenant, il y a des, comment dirai-je ? Des résidus, des résidus en doctorat classique. On leur donne chaque année, on fait prolonger pour qu'ils terminent leur doctorat. #00.50.47-0#
284. I : Et tu connais ceux qui font ça ? #00.50.49-0#
285. P11 : Oui, je connais. #00.50.51-0#
286. P12 : Peut-être en sciences, je ne sais pas, mais en (*discipline SHS*)... #00.50.54-0#
287. P11 : Je connais des collègues a (*nom labo*) qui sont de l'ancien système. #00.51.01-0#

288. I : D'accord. Aussi doctorants toujours ? Aussi avec Prof. (*nom*) ? #00.51.06-0#
289. P11 : Non, pas avec monsieur (*nom*), avec d'autres profs. #00.51.09-0#
290. I : Tu es la seule ? #00.51.10-0#
291. P11 : Je suis la seule, je pense. #00.51.11-0#
292. I : D'accord. Et comment ça se fait ? Parce qu'il y avait plusieurs places au doctorat ? #00.51.17-0#
293. P11 : Non, moi, j'ai proposé le sujet à monsieur (*nom*). Oui, j'ai proposé mon sujet, il m'a dit que oui, je suis prêt. #00.51.26-0#
294. I : D'accord. Et normalement il y a d'autres professeurs à (*nom labo*) ? #00.51.33-0#
295. P11 : Oui, il y avait d'autres. Pourquoi j'ai choisi (*nom*) ? Parce qu'il m'a aidée au master. Il m'a donné des documents, il m'a vraiment, il m'a aidée. Donc, au doctorat, j'ai préféré de travailler avec lui. #00.51.52-0#
296. I : Et les autres ont choisi autres ? #00.51.53-0#
297. P11 : Les autres sont/Moi, je préfère de choisir un encadreur plus jeune. C'est ça. Pourquoi ? Parce qu'un vieux, il peut pas travailler toujours, il peut pas assister toujours. Il est trop saturé. Par contre, un jeune, il assiste, il est toujours/ C'est ça, ma philosophie. #00.52.19-0#
298. P12 : Pour le, la troisième question : « Quel est votre avis sur l'internationalisation ? » C'est une très bonne idée. Par exemple, un algérien qui va en Allemagne, par exemple, pour suivre ses études, il aura beaucoup d'occasions, des horizons scientifiques. Tu vois ? En Chine, par exemple, en France, en Italie, même en Syrie, par exemple, en Egypte. C'est très bien, il y a ces, parce qu'il y a des étudiants ici, en Algérie, à (*ville*), de la Jordanie, par exemple, du Soudan. Surtout en Médecine, il y a des africains de tous les pays africains, les pays arabes, le Soudan, par exemple, la Jordanie, les palestiniens, les syriens. C'est bien pour un étudiant. C'est mon expérience. Je suis passé en (*pays au Proche-Orient*), donc j'ai acquis beaucoup de savoirs. Il y'a beaucoup de documents là-bas. #00.53.30-0#
299. I : Mais c'était évidemment bien avant LMD ? #00.53.34-0#
300. P12 : Avant LMD, oui. Même en LMD, par exemple ma deuxième fille qui est maintenant enseignante, elle a acquis beaucoup de savoirs en France. Il y a beaucoup de moyens. #00.53.48-0#
301. P11 : Elle a fait beaucoup des contacts avec des arabes des français. #00.53.53-0#
302. I : D'accord. Alors, c'est pas avec les LMD que maintenant ça apparaît. C'était même avant ? #00.53.57-0#
303. P12 : Même avant, oui. En 83, je crois qu'il y a plus de mille, plus de deux mille étudiants dans tous les domaines qui sont passés soit en France, soit en Angleterre, soit en Espagne, soit en Egypte, soit en Irak, en Syrie, pour passer leur magistère ou bien leur doctorat. Alors c'est très bien, c'est bon. En Algérie il y a des, comme je vous ai dit, il y a des africains, il y a des arabes de tous les pays, pour avoir leur licence et leur master en Algérie, surtout en médecine. Il y a plein d'africains en médecine, plein de palestiniens aussi. C'est, bon, c'est... #00.54.51-0#
304. P11 : Moi aussi j'aime ça. #00.54.52-0#
305. P12 : Même les anciens, les ancêtres. À l'époque, Bougie ; vous connaissez ? #00.54.58-0#
306. I : Béjaïa. #00.54.58-0#

307. P12 : Béjaïa. Vous connaissez Béjaïa ? On l'appelle « Bougie », parce qu'il y a le moyen-âge. L'Europe était très, très bas. Les arabes étaient, les arabes étaient lumineux. Donc il y a beaucoup d'européens qui viennent à Bougie, à Tlemcen, à Grenade, parce que l'Espagne c'était un pays, un pays musulman. Donc il y a beaucoup d'européens qui viennent à Grenade, à Bougie, à Damas, pour le savoir. C'est très ancien. C'est normal, c'est normal. Moi, si j'ai le droit, si j'ai une occasion d'apprendre l'allemand, c'est un plus pour moi. Parce que si j'apprends l'allemand, je peux lire les poètes allemands comme Goethe, par exemple, en langue allemande. #00.56.06-0#
308. I : Oui, voilà, Goethe, le philosophe. #00.56.07-0#
309. P12 : Le philosophe Goethe, Kant, par exemple. En Allemagne. C'est très bien. Maintenant je lis Kant et je lis Goethe traduits en arabe ou en français. Mais si j'apprends l'allemand, je lis directement sur... Il y a une différence. Par exemple, quand tu traduits de l'allemand en français, peut-être tu ne donnes pas les idées comme il l'a posé, comme il l'a dit, par exemple, Goethe. Ou bien Kant, par exemple. Tu vois ? Donc l'apprentissage d'une langue, c'est un acquis. Même le prophète, notre prophète avait dit qu'on doit apprendre les langues. C'est bien. C'est très bon d'apprendre une langue, parce que, quand tu apprends la langue française, par exemple, tu dois lire la civilisation française dans leurs documents (kich ngoulou ? #00.57.13-0#) d'origine. C'est mon idée. #00.57.25-0#
310. I : Super, oui ! C'est parfait ! #00.57.24-0#
311. P11 : C'est l'internationalisme, c'est ça ? Moi aussi je suis pour l'internationalisme. Par exemple, quand je vois des étudiants étrangers qui comme toi, comme il y avait l'année passée des indiens qui sont venus à (*nom labo*) je deviens très contente. Vraiment. Pourquoi ? Parce qu'on échange, on fait des contacts. C'est un bon signe. Oui, je suis pour #00.57.53-0#
312. I : Et tu aimerais avoir plus ? De ça ? Ici, en Algérie ? #00.57.57-0#
313. P11 : Bien sûr. #00.57.57-0#
314. P12 : Bien sûr. Même en Algérie il y a des moyens, il y a des instituts, des centres qui donnent des cours en Allemagne, en allemand, en espagnol, en anglais. Surtout en anglais. Il y a des centres, par exemples à Alger, il y a le centre culturel, par exemple, de l'Espagne. Cervantes. C'est très connu, très connu. Ils donnent des cours en espagnol. #00:58:33-0#
315. I : Oui, t'as aussi Goethe Institut. #00:58:35-0#
316. P12 : Oui, l'Institut Goethe. #00:58 :42-0#
(hors sujet de #00.58.42-0# à #00:59:28-0#)
317. P11 : L'année passée, il y avait deux indiens qui ont venus à (*nom labo*) pour faire des travaux expérimentales à (*ville 2*) Tu connais ? Là où il y a un centre (*thématique*). Donc ils ont fait l'expérimental et ils sont revenus à leur pays. Oui. #00:59:51-0#
318. P12 : « Vous, comment décrivez vous le système de l'enseignement supérieur entre les deux pôles, international et national ? » Il y a, comment dirai-je ? Une... « takmul ». « Takmul » en arabe, c'est... #01:00:11-0#
319. P11 : « Complément » ? #01:00:12-0#
320. P12 : Complément entre les deux, c'est-à-dire... #01:00:22-0#
321. I : Deux aspects différents ? #01:00:23-0#
322. P12 : Deux aspects différents, mais l'un complète l'autre. Surtout l'international. Hna (*en arabe: ici*), nous avons un système qui a des aspects peut-être différents du système

- international. Mais ça se complète entre les deux. Par exemple, je donne un exemple. Il y a beaucoup d'étudiants algériens qui ont terminé leur licence ici, en Algérie. Je connais des étudiants en informatique, en médecine, et qui ont réussi en France, qui ont réussi en France.
#01.01.20-0#
323. P11 : Je pense, ils deviennent des cadres. #01.01.21-0# '
324. P12 : Des cadres en France, des grand médecins en France ; des jeunes. (Kima lakhor hadek monsieur (*nom*)? #01.01.32) (overlapping voices) Un informaticien, il est cadre en France, il a terminé son master ici, en Algérie. Donc je crois qu'il y a... C'est-à-dire chaque système va compléter l'autre, l'international et le national. Ce ne sont pas des paradoxes, ça se complète. #01.01.59-0#
325. P11 : Très bien. #01.02.07-0#
326. P12 : « Le phénomène récent est une expansion énorme des institutions à travers le pays et décrit par certains comme 'massification'- oui ! - et encore par d'autres comme 'démocratisation' ». C'est vrai. La démocratie, par exemple je parle de mon époque. Il y avait peut-être six universités, ou sept, pas plus. Il y avait, par exemple, Tlemcen et la cité de Tlemcen, d'Oran, d'Alger, de Annaba et de Constantine. Maintenant, il y a plus de trente universités, universités ou centres, centres universitaires. Par exemple à (*ville 3*), vous connaissez (*ville 3*) ? #01.02.58-0#
327. I : Je connais. #01.02.58-0#
328. P12 : (*Ville 3*), c'est un centre. Il y a pas toutes les filières, mais quelques filières. Avant, par exemple moi, il y a pas de/L'étudiant de Tlemcen qui ne trouve pas sa spécialité à (*ville*), il passe à (*ville 4*). S'il trouve pas à (*ville 4*), il passe à (*ville 1*). C'est-à-dire les algériens, tous les algériens peut-être, se rencontrent à (*ville 1*). #01.03.23-0#
329. I : (rit). Centralisé, oui. #01.03.26-0#
330. P12 : Oui, tous les algériens. Mais hada (*en arabe: ça*), c'est un avantage, parce que l'algérien de (*ville*) va rencontrer l'algérien de (*ville 5*), de (*ville 6*) ; c'est-à-dire la citoyenneté va se concrétiser. #01.03.42-0#
331. P11 : Se créer... #01.03.43-0#
332. P12 : Se créer des liens. Maintenant, maintenant, l'étudiant de (*ville*) reste à (*ville*) ; l'étudiant de (*ville 4*) reste à (*ville 4*) ; l'étudiant de (*ville 2*) reste à (*ville 2*) ; et ainsi de suite. #01.03.53-0#
333. I : Comme toi, par exemple. #01.03.54-0#
334. P12 : Elle a passé toutes ses études à (*ville*) #01.03.55-0#
335. P11 : Mais moi, au doctorat, j'ai passé le concours à (*ville 4*). #01.04.05-0#
336. P12 : Hada (*en arabe: ça*), pour moi, c'est un inconvénient, ce n'est pas un avantage. A notre époque (unclear #01.04.14-0#). Mais avant, peut-être je trouve pas ma spécialité, je dois passer à (*ville 6*). C'est un autre monde, je vais rencontrer d'autres étudiants, d'autres professeurs. #01.04.27-0#
337. I : Voilà, mille kilomètres. De l'autre côté ! #01.04.32-0#
338. P12 : Voilà. Mais c'est bon. Maintenant, l'étudiant, depuis le primaire jusqu'à l'université, il reste à (*ville*). #01.04.41-0#
339. P11 : C'est ça. C'est le cas pour moi. #01.04.43-0#
340. I : Et après, tu comptes enseigner peut-être ailleurs ? (rit) #01.04.48-0#

341. P11 : Oui, oui. Je compte beaucoup. Pourquoi pas le Sahara ? Oui. Je comptais aller là-bas, même à (*ville 7*), à (*ville 1*). #01.05.03-0#
342. I : D'accord. Tu es ouverte. #01.05.04-0#
343. P11 : Oui, je suis ouverte (unclear) #01.05.06-0#
344. P12 : Je suis pour le phénomène de massification. Peut-être en Algérie, chaque ville a son centre universitaire, ou bien son université ; peut-être il y a plus de vingt-cinq, plus de trente; n'en parlons pas des écoles, les écoles universitaires, les écoles spécialisées, par exemple, en science, physique, maths ; ou bien sur l'économie. Ici, à (*ville*), il y a deux écoles: (*disciplines STEM/disciplines SHS*). #01.05.55-0#
345. P11 : Même l'école pour... #01.05.56-0#
346. P12 : Pour les écoles il y a toujours l'avantage. Parce qu'un étudiant de (*ville 5*), peut-être il pourra venir ici à (*ville*). #01.06.06-0#
347. P11 : Oui. De (*ville 8*), il vient à (*ville 4*). #01.06.10-0#
348. P12 : Parce qu'il y a pas beaucoup d'écoles, d'écoles d'ingénieurs #01.06.15-0#
349. I : C'est différent de l'université ? #01.06.18-0#
350. P12 : C'est différent, oui, sûrement. Ils sont autonomes. Mais généralement ils sont sous le ministère de l'enseignement supérieur. #01.06.28-0#
351. I : Mais ils ont plus de liberté ? #01.06.29-0#
352. P12 : Ils sont autonomes, oui, totalement #01.06.31-0#
353. I : Et pourquoi tu n'as pas voulu entrer dans les écoles ? Il y a pas ? #01.06.38-0#
354. P11 : Non, si, il y avait des écoles; mais moi, je... #01.06.43-0#
355. P12 : C'est récent pour les écoles, c'est très récent. Je crois, elle été déjà à l'université. #01.06.52-0#
356. P11 : Oui, j'étais déjà à l'université. Je pense deux ans après mon bac, ils ont créé les écoles. #01.06.58-0#
357. I : D'accord. Mais ailleurs, il y avait avant ? #01.07.00-0#
358. P12 : Ils ont créé ces écoles pour les lauréats, pour les bonnes moyennes. Un élève qui a, par exemple, seize au bac, dix-sept au bac peut accéder à... #01.07.12-0#
359. I : C'est leur spécialité. #01.07.14-0#
360. P12 : Il y a les sciences et les sciences économiques, c'est tout. #01.07.18-0#
361. I : D'accord. Il y a pas d'autres (rit). #01.07.21-0#
362. P11 : Il y avait une à (*ville 1*) pour l'informatique. #01.07.25-0#
363. P12 : Maintenant, c'est une massification pour l'université, vraiment, c'est dans chaque, dans chaque/(*Ville 6*), c'est une petite ville, il y avait un centre. Par exemple Na'ama, c'est au sud. C'est un petit village, c'est un grand village plutôt, c'est un grand village qui a son université, son centre universitaire plutôt. #01:07:47-0#
364. I : Et qu'est ce que vous pensez de ces développements, de créer de plus en plus d'universités ? #01:07:52-0#
365. P12 : Je crois que c'est une massification. Moi, je suis, moi, j'ai un esprit classique. J'aime bien qu'on retourne un peu en arrière. #01:08:08-0#
366. I : (rit) Avec peu d'universités ? #01:08:10-0#
367. P12 : Avec peu d'universités, oui. #01:08:12-0#
368. I : Et toi ? #01:08:15-0#

369. P11 : Moi, je préfère les écoles, les écoles supérieures. J'aime bien d'avoir plus des écoles, par exemple, dans le sud, comme les étudiants du sud sont des étudiants qui sont compétents. Et, par exemple, il y avait des filles qui ne peuvent aller jusqu'à Alger pour accéder à l'école. Donc je préfère de faire l'école au sud pour que les filles puissent aller. #01:08:46-0#
370. I : D'accord. Tu veux dire école primaire, secondaire ? #01:08:50-0#
371. P11 : Non, les écoles supérieures. Les écoles primaires, secondaires, il y en a. #01:08:56-0#
372. I : D'accord. Au lieu des universités ? #01:08:58-0#
373. P11 : Voilà. Même les universités... #01:09:03-0#
374. P12 : On peut pas éliminer l'université, l'université c'est mondial. #01:09:09-0#
375. I : Non, non. J'ai dit pour les nouvelles créations des institutions. #01:09:15-0#
376. P12 : (overlapping voices) Il vaut mieux créer des écoles que des universités. #01:09:18-0#
377. I : Au sud, très bien. Bonne idée ! #01:09:22-0#
378. P11 : Parce que les étudiants du sud galèrent un peu avec le transport. Par exemple moi, je connais une étudiante de Adrar, le sud d'Algérie, le sud algérien. Elle se déplace une fois par semestre pour aller voir sa famille. C'est difficile, surtout pour une fille. Donc moi, je préfère de, pourquoi pas de créer une école là-bas ? #01:10:01-0#
379. I : Parce qu'au sud, actuellement, il y a pas du tout des écoles ? #01:10:04-0#
380. P11 : Il y a que des universités. #01:10:05-0#
381. P12 : Il y a à Bechar, par exemple, à Adrar, il y en a deux. #01:10:10-0#
382. I : Mais pas des écoles supérieures de ce type ? #01:10:14-0#
383. P11 : Il y a pas encore de... #01:10:15-0#
384. I : D'accord. C'est bien, bonne idée. Il faut aller dans la politique (rit). Inchallah. #01:10:21-0#
385. P12 : « Qu'est-ce que vous percevez, comment est-ce que vous percevez le rôle actuel du ministère de l'enseignement supérieur ? » Oui. C'est toujours le même rôle, il y a des changements de ministres, mais... C'est elle qui chapeaute les universités. #01:10:46-0#
386. I : Et vous sentez ça dans votre travail quotidien, ou ? #01:10:50-0#
387. P12 : Oui, je suis de ce domaine-là, je suis couvert du ministère, ça c'est bien. Mais moi, je fais mon travail même s'il n'y a pas ce ministère. #01:11:09-0#
388. I : D'accord. Alors, il y a pas une liaison directe ? #01:11:11-0#
389. P12 : Non, non, hna (*en arabe: ici*), on a une liaison directe avec le rectorat. Le rectorat, c'est le représentant du ministère. Le recteur c'est un représentant du ministère de l'enseignement supérieur ici, à (*ville*). Il y a un recteur, il a des adjoints aussi sur la pédagogie, le côté scientifique. Oui, oui. #01:11:44-0#
390. I : D'accord. Et toi, tu as entendu parler du ministère, ou ? #01:11:48-0#
391. P11 : Non, moi, je suis pas intéressée. Je comprends pas beaucoup, c'est pas intéressant, c'est ça. Je suis pas intéressée. #01:11:57-0#
392. I : Si tu ne savais pas qu'il y avait un ministère d'enseignement supérieur ? #01:12:00-0#
393. P12 : Vous connaissez, vous le savez. #01:12:05-0#
394. P11 : La, la (*en arabe: non, non*), je le savais. #01:12:06-0#
395. P12 : Je crois que tous les étudiants à (*ville*) savent qu'il y a un ministère de l'enseignement supérieur. Mais ils ne s'intéressent pas, parce qu'il y a un rectorat, il y a le

- rectorat ici, il y a le recteur, le directeur général, qui est le représentant du ministre. Il a ses adjoints, il a des doyens de chaque faculté. Donc l'étudiant ne s'intéresse jamais au ministère. #01:12:36-0#
396. I : (rit) Et il connaît pas son influence non plus, le travail qu'il fait ? La politique, non ? #01:12:44-0#
397. P12 : Il y a des associations d'étudiants, beaucoup d'associations d'étudiants, qui clarifient quelques problèmes. #01:12:54-0#
398. P11 : Quelques lois, quelques droits... #01:12:57-0#
399. P12 : Les étudiants qui ne savent rien, par exemple, peuvent, comment dirai-je ? #01:13:04-0#
400. I : Il peut s'informer. #01.13.07-0#
401. P12 : Oui, s'informer auprès de ces associations. Il y a même... #01.13.13-0#
402. I : Tu es membre d'une association ? #01.13.17-0#
403. P11 : Non, non, jamais. Je suis loin de ça. #01.13.19-0#
404. P12 : (Kich wissaya ?) (unclear). #01.13.26-0#
405. P11 : Je connais pas. #01.13.27-0#
406. P12 : Tutorat. Il y a ce qu'on appelle « le tutorat » ici, il y le tutorat, il y a un responsable, dans chaque faculté, du tutorat. Qu'est ce que ça veut dire, le tutorat ? Les nouveaux étudiants qui ne savent rien de l'université, ils s'informent chez ce monsieur, sur le module... #01.13.51-0#
407. I : C'est nouveau ? #01.13.54-0#
408. P11 : C'est nouveau, voilà, c'est nouveau. #01.13.56-0#
409. P12 : Pour faciliter la tâche d'étudiant, pour leur faciliter la tâche sur le plan, par exemple, pédagogique, sur les lois: quels sont ses droits, quels sont ses devoirs, pour l'étudiant. #01.14.17-0#
410. I : Et comment tu as fait ? #01.14.18-0#
411. P11 : Avant, je pense, la période des inscriptions de bac, voilà. Avant de choisir la spécialité, il y avait des profs. Chaque prof représente sa spécialité. Donc, on doit passer par ces profs pour comprendre. #01.14.28-0#
412. P12 : On choisit, par exemple, quelle filière. #01.14.34-0#
413. P11 : Par exemple moi, j'ai choisi (*discipline STEM*). J'ai passé par un prof qui nous a expliqué un peu c'est quoi les modules, qu'est ce qu'on doit faire. Voilà. Donc il nous a donné des idées. #01.14.49-0#
414. P12 : « Quelle est la liaison du modèle français du système de l'enseignement supérieur algérien en général ? ». Oui, nous sommes vraiment dans les sciences, nous sommes liés au système français. Parce qu'en médecine, en médecine, l'inconvénient, c'est/L'étudiant jusqu'au secondaire, la langue, la langue de communication, c'est l'arabe. En mathématiques, en physique, en sciences, et en sciences humaines. Quand il arrive à l'université, par exemple en médecine, il y a le français. #01:15:33-0#
415. P11 : Que le français. #01:15:35-0#
416. P12 : C'est un obstacle pour l'étudiant algérien. #01:15:40-0#
417. P11 : Pour certains étudiants. #01:15:40-0#

418. P12 : Pour certains étudiants. Je crois pour une, pour quarante pour cent des étudiants. Surtout en médecine. Surtout les étudiants qui viennent du sud algérien, des villages, des environs. Ils savent pas bien le français, ils maîtrisent pas le français. #01:15:58-0#
419. P11 : Par contre, ils ont des capacités, ils ont des génies. Mais ils ont un handicap de langue. #01:16:05-0#
420. P12 : La langue, c'est un obstacle. Quelques étudiants, ils font des transferts, ils ne peuvent pas suivre leurs études. Il comprend rien quand le professeur donne des cours, surtout la langue scientifique; des termes scientifiques. C'est difficile. #01:16:27-0#
421. P11 : Par exemple, j'ai une copine qui est très forte en maths, physique, sciences; à cause de la langue, elle a changé la spécialité. #01:16:41-0#
422. P12 : J'ai constaté, parce que j'étais, à une certaine époque, j'étais le chef de département chez ma faculté (*disciplines SHS*), il y a des étudiants qui sont passés de médecine en sciences humaines. C'est incroyable. #01:16:59-0#
423. P11 : Oui, c'est complètement différent. #01:17:01-0#
424. P12 : Il était, par exemple, en chirurgie dentaire. Il n'a pas pu suivre ses études, à cause de la langue. #01:17:10-0#
425. I : Mais il a choisi, quand même, ou non ? #01:17:11-0#
426. P12 : Oui, il a choisi la chirurgie dentaire. Mais lors des cours, il n'a pas pu suivre, parce que ses études se font, avant, en arabe. Maintenant, à l'université, les cours se font en français. C'est un obstacle pour l'étudiant qui ne maîtrise pas le français. #01:17:34-0#
427. I : Et toi, (ça fait déjà de ta famille ? #01:17:43-0#), avant, pour le français, comment c'était pour toi ? #01:17:45-0#
428. P11 : Moi, pour moi, c'est une question d'habitude. Les premiers jours, c'est vrai, j'ai trouvé des difficultés. Mais de fur et à mesure, c'est bon. #01:17:55-0#
429. I : D'accord tu t'es habituée. #01:17:57-0#
430. P11 : J'ai habitué, oui. #01:17:58-0#
431. P12 : Il y a des étudiants qui ne, comment dirai-je ? Ne se patientent pas. Parce qu'il y a des africains aussi qui ne maîtrisent que l'anglais. Par exemple, les nigériens, par exemple, sont des étudiants ici. Des arabes, par exemple du Yémen, je connais des étudiants du Yémen, de la Jordanie, qui ne maîtrisent pas le français et qui ont fait des efforts. Même ici, en Algérie, il y a beaucoup d'étudiants qui font des efforts pour acquérir le français. Ils font des cours, par exemple, supplémentaires. #01:18:34-0#
432. P11 : Par exemple nous, en première année, les profs nous facilitent la langue, ne parlent pas uniquement en français. Ils nous parlent un peu d'arabe pour faciliter, parce qu'il connaît le problème. Donc c'est ça, je sais pas, à la fac de (*discipline STEM*), c'est/si c'est le cas ou non, je sais pas. #01:19:00-0#
433. P12 : « Quels sont les enjeux principaux, ainsi que les chances, de l'enseignement supérieur algérien ? » On espère que l'enseignement/Il y a, vraiment, il y a beaucoup d'algériens qui sont compétents, qui ont étudié à l'université algérienne et qui ont passé, par exemple, en France et en Espagne, qui ont réussi leurs cours. Ça veut dire qu'il y a des étudiants qui sont compétents. On dit pas toute la majorité, mais un pourcentage, par exemple, de cinquante, soixante, ils réussissent leur cursus universitaire. Mais le problème ici, en Algérie, c'est que l'étudiant algérien il pense toujours, quand il termine sa licence, il doit trouver un travail, un job. C'est ça le problème. Quand il ne trouve pas... #01:20:06-0#

434. P11 : Il est toujours inquieté pour trouver un boulot. #01:20:12-0#
435. I : Et pourquoi ? #01:20:13-0#
436. P12 : Il y a beaucoup de jeunes, chaque année ici, à (*ville*) seule, à (*ville*) seule, peut-être qu'il y a trois mille à quatre mille étudiants qui auront, soit leur licence, soit leur master, et qui trouvent rien. #01:20:13-0#
437. P11 : Qui trouvent pas le... Et on a peu des entreprises, on n'a pas beaucoup. #01:20:40-0#
438. P12 : On va le lier avec : « Quelle est la relation entre la société et l'université ? ». Oui, il y a beaucoup d'étudiants peut-être, par exemple, dans le domaine scientifique, par exemple, dans les sciences humaines, l'étudiant, quand il aura son master, il a devant lui, soit l'enseignement au primaire, soit au lycée, secondaire et moyen, soit c'est le boulevards (rit) Hna (*en arabe: ici*), on les appelle les « hitistes ». #01:21:29-0#
439. P11 : Il prend le mur. #01:21:32-0#
440. P12 : Le mur, en arabe, c'est « el ha'it », le hitiste donc, qui se... #01:21:3-0#
441. I : Contre le mur. (rit) D'accord, comme chômage. #01:21:48-0#
442. P11 : Voilà, oui, c'est le chômage. #01:21:49-0#
443. I : D'accord. Mais tu n'as pas peur, tu es en doctorat. #01:21:54-0#
444. P11 : Moi, j'ai un peu de la chance. Pourquoi ? Parce que j'ai fait (*discipline*). (*Discipline*), il y a pas beaucoup des (*professionnels de la discipline*). Oui. Par contre, les sciences économiques, sciences commerciales, il y avait beaucoup des étudiants. Je pense que c'est difficile. #01:22:21-0#
445. P12 : Oui, mais il y a pas un rapport, comment dirai-je ? Entre la société et l'université. L'université, elle forme des étudiants. Mais la société n'accepte que peu d'étudiants. Les sociétés, comme ça, les établissements. Par exemple, quand l'enseignement d'éducation, il propose des postes, des postes, par exemple trois milles postes, ou quatre mille postes, d'enseignants au primaire, par exemple, et en secondaire et en moyen, le triple de ce nombre de trois mille, wela (*en arabe: ou*) quatre mille, presque douze mille étudiants qui vont déposer leur dossier. Et on prend que quatre mille. Tu vois ? C'est un peu difficile. Oui. Pour les scientifiques peut-être il doit faire un travail privé, peut faire un travail privé. C'est pas comme les sciences humaines, soit c'est l'enseignement, uniquement c'est l'enseignement qui est devant lui. Peut-être l'administration, peut être dans d'autres domaines, mais c'est peu. Il y a toujours beaucoup de concurrents. #01:23:52-0#
446. I : D'accord. Parce qu'il y a trop de diplômés (rit). Parce que presque tout le monde va a l'université, c'est ça ? Après le bac. #01:24:05-0#
447. P12 : Après le bac, hna (*en arabe:ici*), c'est ouvert'. « Selon vous quel est l'objectif de l'université ? On pense à des universités privées ; on pense il y a beaucoup de, qui sont payants, bien sûr ; on pense à l'université privée, peut être c'est un objectif, un objectif pour le... #01:24:33-0#
448. I : Pas la politique, ou pas la société, ou bon, qui pense à ? #01:24:39-0#
449. P12 : Les politiciens, c'est l'État qui pense, c'est l'État, l'État peut donner les chances aux hommes d'affaires et peut-être, par exemple, les grandes sociétés, par exemple, la grande société en Algérie, c'est la Sonatrach de pétrole. Peut-être, peut-être les hommes d'affaires, les grands politiciens, c'est ça. Mais selon des règles, selon des règles qui sont imposées par

- l'État, c'est pas n'importe qui. Ça, c'est un objectif, c'est un objectif peut-être pour améliorer la situation universitaire. #01:25:29-0#
450. P11 : La situation de l'étudiant algérien #01:25:31-0#
451. P12 : « Quel est le rôle d'une philosophie à l'époque actuelle dans l'université algérienne ? ». J'ai pas compris bien ça. #01:25:42-0#
452. I : Oui. Est-ce qu'il y a une philosophie algérienne de l'enseignement supérieur ? #01:25:48-0#
453. P12 : Vous parlez de la philosophie comme science ? #01:25:50-0#
454. I : Non, si, on pourrait dire politiquement, idéologie. #01:25:55-0#
455. P12 : Ah, d'accord, bien sûr, bien sûr. C'est vrai. Vous parlez de la philosophie de/Oui, on doit pas sortir de ce qu'impose le pays, on doit pas aller contre les principes du pays. #01:26:15-0#
456. P11 : Oui, on est toujours limités par ça. #01:26:17-0#
457. P12 : Oui, non, c'est ouvert, surtout dans les sciences humaines, on est pour toutes les sciences du monde, on n'est pas contre. Mais on doit pas être contre les principes : par exemple la langue, par exemple la religion, par exemple l'histoire du pays. On ne doit pas toucher à ces principes-là dans l'université, dans l'école algérienne et dans le lycée algérien. Je crois que chaque pays... #01:26:52-0#
458. P11 : Il a des disciplines. #01:26:53-0#
459. P12 : Le respect, c'est le principe. C'est-à-dire il y a, comment dirai-je ? (unclear 01.26.56-0#) Des principes, des tabous. On ne doit pas toucher à ces tabous. Les tabous, c'est la religion, la religion, c'est sacré. L'islam en Algérie, par exemple, c'est sacré, parce que quatre-vingt-dix-huit, c'est des musulmans. Donc, on ne doit pas toucher aux principes de l'islam. L'arabe, par exemple, c'est, c'est la langue nationale. Maintenant le tamazight aussi, c'est une langue nationale. L'histoire, par exemple, de l'Algérie, ce sont des principes qui doivent être respectés dans l'école, dans le programme de l'élève de six ans jusqu'à l'université. Et je crois que chaque pays respecte ses principes, son histoire, par exemple, sa littérature #01.28.16-0#
460. I : Par exemple, est-ce que ça joue un rôle pour les sciences techniques aussi ? Ces principes ? '' #01:28:22-0#
461. P12 : Non, je ne crois pas qu'ils, qu'ils utilisent. Tu connais, parce que ces choses, on les connaît tout au long du primaire, au secondaire, à l'université, non. Il y avait des spécialités, chacun... À l'université non, même chez nous, par exemple, en sciences humaines, en (*discipline*), on n'étudie pas ça. Oui #01:28:58-0#
462. I : D'accord. Mais c'est, par exemple en Allemagne, il y a pas, bon, il y a des religions, on fait des études de théologie, il y a la théologie chrétienne ou catholique, protestante; mais aussi islamique ou musulmans, là aussi ça existe, comme il y a plusieurs... #01:29:17-0#
463. P12 : Même ici, si, par exemple on étudie chez nous, parce que nous avons un module, on l'appelle « littérature étrangère ». On étudie la littérature française notamment, la littérature espagnole, parce qu'il y a une relation avec l'arabe et espagnol historiquement, même l'allemand, la littérature allemande, anglais, Shakespeare, et d'autres. Le plus normalement du monde. C'est normal, la littérature française, par exemple la poésie française, la poésie anglaise. On est ouvert de toutes les littératures du monde, oui. Mais ça

- reste personnel, le respect de la religion, ça reste personnel. Parce que la religion, c'est une chose personnelle entre l'être humain et le bon Dieu, le seigneur. #01:30:33-0#
464. I : Mais dans le cas de l'Algérie, aussi étatique, non ? Les deux (rit) #01:30:40-0#
465. P12 : Oui, le programme, c'est l'État qui impose le programme. #01:30:43-0#
466. I : Et vous avez le Ministère des Affaires Religieuses ? #01:30:46-0#
467. P12 : Religieuses, oui. Mais on surveille pas les gens, parce qu'on peut pas rentrer à une maison pour surveiller. Tu es libre, mais généralement, dans la société, tu dois respecter les principes du... #01:31:12#
468. I : Et aussi à l'université, bon, où ça applique, sciences sociales ? Ça peut appliquer oui. #01:31:42#
469. P12 : Mais ça reste personnel. Dans le programme on doit respecter, je veux dire, dans le programme on doit respecter les principes du pays. ' #01:31:34#
470. I : Oui, comme constitution. #01:31:40#
471. P12 : Oui, voilà, la constitution. « Dans quel degré est-ce que l'enseignement supérieur algérien en général, et l'université en particulier, fonctionnent comme sélection des élites ? ». Oui. Dans la société, on dit que l'université c'est... #01:31:58#
472. P11 : J'ai pas trop compris. #01:31:59#
473. P12 : « Dans quel degré est-ce que l'enseignement supérieur algérien en général, et l'université en particulier, fonctionnent comme sélection des élites ? ». Les élites (za'ama nas li nedrohom ala asas anahom houma el koudoua namadij ?) #01:32:24#
474. P11 : Ah, d'accord. #01:32:24#
475. P12 : C'est-à-dire l'université dans les yeux, dans les esprits des gens/Un universitaire, c'est un cadre, mais maintenant ça diminue. #01:32:35#
476. I : Parce que tout le monde y va, il n'y a plus aucune différence. #01:32:40#
477. P12 : Oui, maintenant universitaire, c'est... Parce qu'il y a beaucoup d'universitaires. #01:32:50-0#
478. I : Et depuis quel temps à peu près ? #01 :32 :54-0#
479. P11 : Depuis 2010, 2012. #01:32:56-0#
480. P12 : Non, avant. , avec le LMD. Tout le monde ici, en Algérie, par exemple, tout étudiant qui a reçu son bac a le droit d'aller à l'université. Par exemple, d'autres pays, tu as ton bac, tu peux pas aller à l'université, parce que la moyenne de ton bac ne vous facilite pas l'accès, ne vous permet pas, à l'université. À l'université ici, tu as un bac avec 10 de moyenne, tu as le droit. #01:33:34-0#
481. I : Et c'est tout le monde qui fait le bac ? Il y a pas d'autres alternatives ? #01:33:37-0#
482. P11 : Non, tout le monde. #01:33:40-0#
483. P12 : « L'état des lieux de la recherche à l'université ». C'est, je crois, c'est normal. #01:33:51-0#
484. I : Comme le rôle, peut-être, rôle, ou fonction de la recherche. Ou l'enseignement, bon, la recherche comme fonction de l'université, vis-à-vis de l'enseignement. #01:34:08#
485. P12 : C'est/J'ai pas bien compris ce... #01:34:13#
486. I : Par exemple, vous faites de la recherche. Vous êtes enseignant-chercheur. Et vous passez la plupart du temps pour l'enseignement ou pour la recherche ? #01:34:27#
487. P12 : Les deux. Mais je fais des recherches, par exemple ici, à la maison, ou bien au laboratoire, parce qu'il y a beaucoup de laboratoires ici, à (*ville*). Laboratoires en sciences

- humaines, en sciences, en chimie, en physique, en maths. Tu peux faire des recherches, des projets de recherche, et l'État nous encourage pour faire ces recherches. #01:34:52#
488. I : Mais pas la priorité. Ou quelle est la priorité ? #01:34:56-0#
489. P12 : Non. Par exemple ici, à (*institution*), il y a un seul centre de recherches. Il y a des laboratoires, il y a un seul centre de recherches lié toujours à un centre à (*ville 1*). Centralisation, mais le thème dont il travaille, c'est (*sujet*); (*sujet*) de l'arabe pour qu'elle soit une langue des sciences ici, à (*ville*). #01:35:36#
490. I : Comme dans quelle discipline ? (*Discipline SHS 1, discipline SHS 2*) ? #01:35:42#
491. P12 : (*Discipline SHS 2*). Et comment, par exemple, le chercheur en médecine peut utiliser l'arabe comme outil de recherche. #01:35:57#
492. I : D'accord. Et ça, c'est le seul à l'université ? #01:36:00#
493. P12 : Il y a des chercheurs qui proposent des projets, qui proposent des moyens que l'arabe, par exemple, soit une langue de recherche, non seulement dans les sciences humaines, mais aussi dans les sciences de la nature: par exemple la physique, par exemple la chimie, les mathématiques, médecine. #01:36:24#
494. P11 : Et tu fais en parallèle l'encadrement. #01:36:28#
495. P12 : Moi ? Oui, bien sûr. J'encadre beaucoup d'étudiants. (overlapping voices) En magistère avant, en master aujourd'hui, et en doctorat aussi, le nouveau système LMD. #01:36:44-0#
496. I : Et toi, bon, tu es doctorante. Tu fais que de la recherche ? #01:36:49-0#
497. P11 : Là, j'enseigne, je fais, je suis maintenant une prof vacataire à l'université. C'est la première année que je fais ça. Avant, non, j'avais pas la chance. Mais je fais la recherche et j'enseigne, c'est tout. #01:37:07-0#
498. I : Et bon, généralement, les conditions de la recherche sont bonnes, ou... ? #01:37:12-0#
499. P12 : Oui. Elles sont très bonnes. Parce qu'il y a des laboratoires. Dans un laboratoire, vous avez, chacun a son bureau, chacun a son PC, il est connecté à l'internet. Il peut faire des recherches, il peut même rester pendant la nuit. #01:37:34#
500. I : (unclear) #01:37:39#
501. P11 : Les clés, non, pour nous, les doctorants, nous avons pas les clés. #01:37:43#
502. I : Oui, les chercheurs. #01:37:45#
503. P12 : Tu peux rester. Parce que dans les pays modernes, les recherches se font peut-être la nuit, jusqu'à dix heures du, tu peux rester. #01:37:55#
504. I : Oui. En général, oui, il y a pas, bon, l'heure fixe pour rentrer. D'accord. Côté accès aux publications, ça aussi c'est... ? #01.38.09-0#
505. P12 : Oui, les publications, c'est bien sûr, mais la publication se fait non pas ici, en Algérie, par exemple. Non seulement en Algérie, mais par exemple en Allemagne, en Amérique, il y a des journaux qu'on peut leur proposer des articles, des travaux pour la publication. #01.38.31-0#
506. P11 : La même chose pour nous. #01.38.38-0#
507. I : Oui. Par exemple, maintenant tu travailles sur un article ? #01.38.40-0#
508. P11 : Oui, je travaille sur un article. Par exemple, j'ai soumis mon article dans un journal allemand. C'est Wiley. Tu connais Wiley ? #01.38.51-0#
509. I : Wiley, oui, oui. D'accord. #01.38.59-0#

510. P11 : Il y avait un journal algérien, il est récemment sorti. Il y avait des journaux algériens, par exemple, pour les étudiants des sciences humaines, ils ont des journaux algériens. #01:39:17-0#
511. P12 : Algériens, ou arabes, par exemple, en Egypte, au Maroc, en Syrie, au Liban, voilà. #01:39:20-0#
512. I : D'accord. Mais toi, maintenant, tu écris en anglais ? #01:39:24-0#
513. P11 : J'écris en anglais oui. Avant non, avant, c'était en français. Mon mémoire, c'était en français. Tout en français. Maintenant, c'est complètement différent. Je traduis. C'est ça la solution. Je télécharge des articles, je les traduis en français, après je peux, je fais ce que je veux. Sinon en anglais, non. #01 :39 :55-0#
514. I : Et tu as le soutien de l'université pour publier ? #01:40:00-0#
515. P11 : Non, non. #01 :40 :05-0#
516. P12 : Ça se fait personnellement. #01:40:06-0#
517. P11 : Seulement avec mon encadreur. Il me corrige, il me donne des conseils: fais ça, ne pas faire ça, voilà. #01:40:13-0#
518. D'accord, les conseils. #01:40:15-0#
519. P11 : Les conseils, par exemple, il me donne des remarques : évite ça, tu dois ajouter ça. Il me corrige des résultats: est-ce que je peux publier ? #01:40:31-0#
520. P12 : « Quel est le degré de la formation de bureaucratie dans l'enseignement supérieur algérien et à l'université en particulier ? » Vous parlez de la bureaucratie ? #01:40:47-0#
521. I : Oui. #01:40:47-0#
522. P12 : Je pense qu'à l'université algérienne, je pense pas qu'il y a une bureaucratie méchante. Je veux dire, c'est-à-dire tout passe de façon normale. Il y a peut-être qui trouvent des obstacles, par exemple les promotions des enseignants, parfois ça arrive qu'il ne sera promu, par exemple cette fois il doit attendre. Mais ce n'est pas une bureaucratie, je crois qu'il doit, il doit fournir un dossier qui est... complet. Oui, il y a des règles pour accéder à des postes de classe A. Par exemple, classe B, tu dois déposer un dossier dont il y a tous tes travaux. Les encadrements, par exemple, les publications. #01:42:02-0#
523. P11 : Et tu fais une soutenance. C'est ce qu'on appelle l'habilitation. #01:42:05-0#
524. P12 : C'est pas une bureaucratie, c'est quand le dossier par exemple est complet, le jury peut vous accepter, la promotion du B à A, par exemple #01:42:18-0#
525. I : Et comment ça a changé depuis que vous avez commencé à enseigner ou même en tant qu'étudiant avant ? #01:42:25-0#
526. P11 : Je pense la publication, maintenant c'est obligatoire, avant, non. #01:42:35-0#
527. P12 : On focalise sur la publication, les publications des articles, les articles dont le thème de spécialité de l'enseignant. Par exemple, ma spécialité (...1), je peux pas poser dans mon dossier un article sur la (*spécialité* 2). Je dois déposer des articles qui focalisent sur (*spécialité* 1), sur ma spécialité. Si par exemple j'ai fait des communications internationales aussi, je dois focaliser sur (*spécialité* 1) en tout cas. C'est de même dans les sciences #01:43:26-0#
528. P11 : Même nous, en tant que que doctorante, je peux pas soutenir avec un article qui n'est pas convenable avec mon domaine. Je dois avoir un article qui est dans le même domaine que j'ai, sinon je ne peux pas faire ma soutenance #01:43:40-0#
529. I : Et en général, les processus administratifs sont pas méchants ? #01:43:45-0#

530. P11 : Non, non, pas méchants. #01:43:46-0#
531. P12 : Peut-être, peut-être. Il y a parfois, il y a des obstacles sur le côté administratif. L'enseignement peut-être, il trouve comme ça, des obstacles. Mais avec le temps ça/on peut résoudre ces problèmes. #01:44:08-0#
532. I : Et ça a changé par apport à l'époque, ou ... ? #01:44:11-0#
533. P12 : Peut-être à l'époque était un peu méchant que maintenant. #01:44:16-0#
534. I : Alors il y avait une amélioration. C'est une bonne nouvelle. Hamdoulilah. (rit). Super. On est presque à la fin. Voilà. #01:44:26-0#
535. P11 Moi aussi, quand je demande des renseignements, je trouve pas des obstacles. Les profs sont toujours à l'écoute. #01:44:37-0#
536. P12 : Même l'administration parfois, l'administration en général... ils sont pas ouverts. #01:44:49-0#
537. P11 : Ils sont sévères. Quelques-uns, pas tous. #01:44:49-0#
538. I : Et quelles sont les solutions pour ça ? Pour l'administration ? #01:44:51-0#
539. P12 : Comment dirai-je ? On doit être ouverts. L'administrateur doit respecter l'enseignant, l'enseignant aussi, il doit respecter le, parce que peut-être qu'un administrateur, il voit que le professeur ou l'enseignant le néglige, par exemple le sous-estime. C'est dans son esprit, dans l'esprit de l'enseignant il y'a des estimations, des arrières pensées. Mais c'est pas général, c'est quelques individus. #01:45:46-0#
540. P11 : Pour moi, la solution, l'un respecte l'autre. L'administratif respecte l'enseignant, respecte l'étudiant, et les étudiants la même chose. #01:46:00-0#
541. P12 : Vous avez un administrateur, vous avez un devoir, et vous avez un travail.
542. P11 : Voilà. Et chacun travaille, il fait son travail. Si chacun fait son travail, tout est réglé, ça marche. #01:46:13-0#
543. P12 : Il y a pas de bureaucratie en Allemagne ? #01:46:15-0#
544. I : Non, c'est pas centralisé. Chez nous, tout est décentralisé. C'est des professeurs eux-mêmes qui décident. On n'a pas de procédures, très peu, bon, ça existe, mais un peu. #01:46:30-0#
545. P12 : Même ici, par exemple, les comités scientifiques qui sont responsables par exemple du côté scientifique, c'est les anciens qui décident. Par exemple, si moi, j'ai un étudiant qui a terminé sa thèse, je dois déposer, l'étudiant doit déposer un dossier pour demander qu'on lui fixe une date de soutenance. Ça prend du temps. Par exemple, il va déposer aujourd'hui, peut-être la soutenance aura lieu le mois de Septembre. #01:47:10-0#
546. I : Mais c'est que, je trouve très différent, c'est ici, bon, il y a le concours. C'est pas l'enseignant qui décide. En Allemagne, les enseignants sont libres. Ils peuvent décider eux-mêmes sur qui, comment, ou combien. #01:47:30-0#
547. P11 : Et tu trouves ça bien ? #01:47:33-0#
548. I : Bon, pour moi, c'est bien, parce que je suis libre. C'est, bon, et lui, s'il est libre, il n'a pas des/parce que c'est la science académique #01:47:42-0#
549. P12 : Ici on propose, c'est l'université, les lois du ministère. On va revenir au ministère. C'est le ministère qui donne des lois. Par exemple, nous avons cent étudiants dans la filière (*spécialité*), cent étudiants en master. Dans ces cent étudiants, par exemple cinquante étudiants peuvent passer le concours; dans ces cinquante, on doit prendre que dix. Ce sont des lois qui sont proposées par le ministère #01:48:21-0#

550. I : Et vous trouvez que c'est une bonne chose ? Ou non ? Ça vous arrange ? #01:48:28-0#
551. P12 : Pour moi, il y a beaucoup de doctorants. #01:48:30-0#
552. P11 : Il faut minimiser. #01:48:35-0#
553. P12 : Oui, il faut minimiser. Il y a beaucoup de doctorants qui, il y a beaucoup de filières, il y a beaucoup de doctorants dans une université, dans une faculté; faculté, par exemple, (*discipline SHS*), dans le département (*discipline*). Chaque année peut-être il y a soixante doctorants, chaque année, depuis 2014. 2014, 2015, 2016, 2017, 2018. C'est trois cents doctorants. C'est un peu trop. #01:49:13-0#
554. I : Oui, parce qu'il y a trop d'étudiants en général, c'est clair. J'ai pensé ça. Mais bon, ceux qui font le concours, vous trouvez qu'ils ont des compétences ? #01:49:25-0#
555. P12 : Oui, c'est les enseignants, les enseignants du département (*discipline*) par exemple, je parle de (*discipline*) du département (*discipline*), oui, c'est les enseignants #01:49:37-0#
556. I : Oui, le profil des doctorants qui seront choisis pour le concours, est-ce qu'ils ont, bon, ils ont déjà entamé des recherches que... parce que je ne vois pas vraiment le lien entre faire un concours qui est administratif ? #01:49:54-0#
557. P12 : Non, l'administration, c'est le comité, le comité scientifique qui propose et qui chapeaute les concours. #01:50:07-0#
558. I : Oui. Mais qu'est-ce qu'on fait dans le concours ? Moi, je connais pas ce système, alors. #01:50:11-0#
559. P11 : Le concours, il est des épreuves. #01:50:14-0#
560. P12 : Des examens. Par exemple, je vous donne un exemple. Si par exemple moi, j'ouvre mathalan, une filière, appelée par exemple « (*spécialité*) ». Il y a par exemple, il y a soixante étudiants qui vont poser leur candidature. Moi, je dois choisir mes collègues qui sont spécialisés en (*thématique*) et on fait une réunion pour proposer des sujets, pour proposer des sujets qui seront très, très secrets. Le jour de l'examen, on doit par exemple poser trois questions. Un étudiant, un concurrent doit choisir entre les trois devant tout le monde. #01:51:34-0#
561. P11 : Moi, j'étais comme ça, j'ai fait la même chose à (*ville 4*). #01:51:40-0#
562. P12 : Et pour la correction aussi, il y a... #01:51:43-0#
563. P11 : Tout est codé, avec le code. #01:51:44-0#
564. I : D'accord, c'est transparent. C'est objectif. #01:51:49-0#
565. P12 : Pour la correction on fait trois, avant, on fait deux corrections. S'il y a une différence, la première correction, la deuxième correction, on doit faire la troisième correction. C'est ça. #01:52:07-0#
566. P11 : Même nous le concours de, que j'ai passé, c'était les modules de première année licence, de première année licence, jusqu'à deuxième année master. Il y avait, je pense, cinq modules, oui, cinq. Et chaque prof, il propose un sujet et finalement, comme il a dit, on choisit un sujet et voilà, il est transparent. #01:52:38-0#
567. I : Et vous trouvez que ce processus est, bon, la meilleure manière de choisir ? #01:52:47-0#
568. P12 : C'est un moyen, oui, premièrement il y a une classification première, initiale. Il y a cent étudiants, dans ces cent étudiants, on doit choisir la moitié par moyenne, selon la

- moyenne du cursus. Est-ce qu'il a passé un bon cursus ? Pour être admis déjà au concours. On arrive à cinquante, finalement, on choisit que dix. #01:53:27-0#
569. I : Et vous trouvez que ces quotas décidés par le ministère, c'est... ? #01:53:21-0#
570. P12 : Non, c'est pas décidé. Il nous dit que dans cent étudiants, vous allez prendre dix pour cent, dans cent étudiants, vous allez prendre dix. La première initiative, c'est/on doit prendre la moitié, donc on doit prendre cinq, dix pour cent. C'est seulement cinq étudiants, je crois que c'est, pour moi, le doctorat ça ne donne pas à n'importe qui. Le doctorat, c'est quelque chose de valeur. #01:54:25-0#
571. I : Justement. Très bien. Alors, bon, est-ce que vous avez d'autres thèmes ou d'autres sujets que vous voulez raconter ou, sinon, la vision pour l'avenir ? #01:54:35-0#
572. P12 : Pour l'avenir, on espère que l'université algérienne forme des cadres compétents dans leur langue, c'est l'arabe la langue nationale, et dans d'autres langues du monde. Hna (*en arabe: ici*), on n'est pas contre les langues. Moi, sincèrement, à mon âge, si je peux apprendre l'allemand, si je peux apprendre l'espagnol, je le fais. #01:55:07-0#
(hors sujet de #01:55:07-0# à #01:55:47-0#).
573. P11 : Alors moi, j'espère que l'université algérienne donne à l'étudiant la chance de faire, de faire l'expérimental, de faire ce qu'il avait appris, comme moi par exemple, j'ai pas les moyens de faire l'expérimental, alors que j'aimerais bien avoir des moyens pour faire l'expérimental, parce que maintenant je fais que la théorie. #01:56:26-0#
574. I : Les moyens, ça veut dire quoi, pour toi ? #01:56:28-0#
575. P11 : Les visites, par exemple (*sujet STEM*), les comment on dit ? Les (*endroits excursions*). Pourquoi ? Pour appliquer (*thématique*). #01:56:48-0#
576. I : D'accord. Ça veut dire moyens financiers ? Ou équipements ? #01:56:55-0#
577. P11 : Voilà, le côté financier. #01:56:55-0#
578. P12 : Même l'Algérie, vraiment, elle propose chaque année aux enseignants et aux doctorants d'aller faire des stages ailleurs, en France, en Espagne, même en Angleterre, oui. #01:57:19-0#
579. P11 : Moi par exemple, mon article, mon dernier article, c'était une étude sur la région méditerranéenne. J'aimerais bien voir le stage que je vous ai raconté, j'aimerais bien faire le stage. Pourquoi ? Pour appliquer cette étude dans une région, par exemple... #01:57:36-0#
580. I : Pour tester si ça marche. #01:57:37-0#
581. P11 : Voilà, pour tester si ça marche, ou pas. #01:57:41-0#
582. I : Non, c'est ça, la recherche. #01:57:42-0#
583. P12 : La recherche, ça ne s'arrête jamais. On cherche toujours. Hna (*en arabe: ici*), il y avait un dicton qui dit, du prophète, qui dit : « Apprenez le savoir même en Chine ». #01:58:06-0#
584. P11 : Pourquoi la Chine ? #01:58:09-0#
585. P12 : Il faut toujours avoir du savoir. C'est notre religion. On dit « Il faut toujours avoir du savoir et il faut chercher toujours le savoir, même en Chine ». Il avait dit à Médine. À l'époque, pour aller en Chine, c'est pas facile. C'est très, très loin. C'est-à-dire, s'il y a le savoir en Chine, allez en Chine. S'il y a le savoir en Allemagne, allez en Allemagne. #01:58:41-0#
586. I : (rit). Super, non, je pense c'est un bon mot de conclusion (rit). Merci beaucoup de votre temps. #01:58:50-0#

587. P12 : Je vous en prie. #01:58:53-0#
588. P11 : Je vous en prie moi aussi. J'espère qu'on a répondu sur les questions.
#01:58:57-0#
589. I : Parfait, parfait, vraiment. Macha'allah. #01:59:00-0#
590. P12 : C'est gentil, vous êtes la bienvenue. #01:59:04-0#
591. I : Sahit. #01:59:06-0#
592. P11 : On est à votre service. #01:59:08-0#
593. I : Merci beaucoup, vraiment, ça va m'aider beaucoup déjà, pour remplir mes chapitres, pour construire un peu le concept. Vous pouvez aussi faire des propositions, parce que ça aussi, c'est mon objectif. Je veux aussi faire des propositions pour améliorer, pour avancer, et comme ça, par exemple avec les écoles au sud, je pense ça, c'est une très bonne chose. #01:59:34-0#
594. P11 : Moi aussi, je compte enseigner au sud. Vraiment, j'hésite pas #01:59:48-0#
595. P12 : Mais le sud, je vous conseille pas d'aller ce mois-ci. #01:59:50-0#
596. I : Non, non, je pense début de l'année. #01:59:53-0#
597. P11 : Parce que le climat là-bas, il est trop difficile. #01:59:55-0#
598. P12 : Il y a beaucoup de beaux paysages : le Sahara, le désert, c'est fantastique. Mais c'est au mois de juin, juillet, jusqu'à août, c'est vraiment... #02:00:08-0#
599. P11 : Même dans le mois de janvier il fait beau là-bas, il fait pas froid, il y avait un climat sec... #02:00:18#

13_m_STEM_administrative_function_faculty

Interviewer : I

Interviewee : P13

1. I : Alors, tout d'abord, est-ce que vous pouvez présenter votre parcours académique et vos tâches, responsabilités ? #00:00:10-0#
2. P13 : Moi, je suis enseignant universitaire, donc, à l'université (institution) depuis (*fin des années 80*). Donc, j'ai fait mes études primaires de (*fin années 60/début années 70*); j'ai fait mes études du moyen, donc le collège, de (*début années 70*) ; mes études de lycée de (*fin années 70*) ; j'ai eu mon bac en (*fin années 70*), un bac branche (*STEM*). Bon, je me suis inscrit à l'Université (institution), avant, c'était le (*nom*), donc Centre Universitaire (institution). Donc, de (*début années 80*), j'ai préparé un DES donc, un diplôme d'études supérieures en (*discipline*), j'ai bénéficié d'une bourse de formation doctorale en France. J'ai fait mon doctorat, nouvelle thèse à (institution), en France, de (*mi-années 80*). J'ai soutenu ma thèse le (*date fin années 80*), c'était jusqu'au 10 juillet, donc l'année était très, s'allongeait jusqu'à juillet. J'ai repris mes tâches d'enseignant à l'Université (institution) depuis septembre (*fin années 80*) et depuis (*fin années 80*) je suis à l'Université (institution). Bon, en parallèle de la pédagogie, j'ai occupé des postes de responsabilité, donc j'ai commencé par le poste adjoint du chef de département de (*mi-années 90*) et puis directeur d'institut des (*disciplines STEM*), avant l'installation des facultés. Donc, il y avait des instituts (*disciplines STEM*) de (*fin années 90*) et puis il y a eu en 2000 l'installation des facultés au niveau des universités. Donc, j'ai repris mon poste de chef de département de (*discipline*) pratiquement de (*début années 2000*) et, depuis (*mi-années 2000*), j'ai occupé le poste de doyen jusqu'à septembre (*début années 2010*). Il y a eu pratiquement une dizaine d'années de responsabilité en qualité de doyen et, bon, actuellement je suis le président du conseil scientifique de la faculté (*disciplines STEM*). Alors, pour la pédagogie, je ne sais pas si vous avez des questions précises, comme ça on va répondre question par question. #00:02:56-0#
3. I : (rit) Comme vous voulez. Alors, selon vous quels sont les grands changements qui ont touché l'université algérienne ? #00:03:12-0#
4. P13 : Alors, moi, j'ai peut-être l'avantage de, pratiquement, d'étudier/Donc, de 79 à 83, c'était l'université de l'indépendance. En 62, c'était le système modulaire, semestriel et modulaire. Donc, c'était un système où le mode d'examen, par exemple, se faisait par semestre. Il y avait des EMD, on les appelait des interrogations écrites avant, des interrogations écrites, deux par semestre et un devoir semestriel, et bien sûr le rattrapage, la session de rattrapage. Il y avait la possibilité de passer d'un semestre à l'autre par compensation, ou bien par dettes. Donc, il y avait ce système de compensations, mais l'avantage de l'ancien système, c'est qu'il y avait des pré-requis. Des pré-requis, et c'était, je pense, une bonne chose. On ne peut pas progresser dans une matière si on n'a pas les pré-requis. Par exemple en maths, en physique, en chimie, il y avait aussi la note éliminatoire qui était de huit à l'époque. La note de huit actuellement il y a pas de huit avec, un zéro on peut compenser une matière. Et puis, cette note éliminatoire, après, il y avait le système, on a eu le SETI. Le SETI, c'était en 96, 1996.

Par exemple, pour les premières années, c'est sciences exactes, technologie et informatique. Par exemple, dans la faculté des sciences, on avait cette appellation SETI et donc, c'était/la moyenne a été revue à la baisse. Avant, la moyenne a été revue à sept, même dans le système modulaire, semestriel, c'était sept. Après, avec le SETI, c'était cinq, la note éliminatoire cinq et donc le SETI, et donc ce système qui a fonctionné jusqu'à 2006. Et l'année 2004, on a eu le système LMD. Et alors, le système LMD, c'était la période 2004-2006. On avait les deux systèmes, donc, on a été obligé de gérer les deux systèmes en parallèle. Le système LMD, parce qu'on ne pouvait pas brusquer les étudiants et les obliger à s'inscrire dans un système qui n'ont/c'était nouveau pour nous, même nous enseignants. Et donc, on a laissé le choix pendant deux ans, 2004 et 2005, aux étudiants de choisir: soit l'ancien système, soit le nouveau système. Et donc, au départ, bon, c'est pour l'administration, moi, j'étais déjà en poste, c'était difficile de gérer deux systèmes en parallèle: le nombre d'enseignants, les salles, et cetera. Mais on a pu, quand même, gérer cette, gérer cette période de transition ; c'était la période de transition et, aussi, on a laissé le choix, c'était peut-être quelque chose de très intéressant pour les étudiants, qui étaient dans l'ancien système et d'intégrer le nouveau système. Avec le système des équivalences, il y avait cette passerelle d'ancien système vers le nouveau système. Bon, peut-être je peux ouvrir une petite parenthèse concernant cette transition, et même cette installation de ce nouveau système. C'était qu'on n'était pas préparé, ça, c'est clair, on n'était pas préparé, et donc d'un seul coup, on a eu le LMD. C'est un système, je pense, intéressant, mais avec des conditions, à savoir l'implication de l'étudiant dans son apprentissage, son éducation, et cetera. L'étudiant, parce que dans ce système LMD il y a le travail personnel qui est très important, et ce travail personnel est l'équivalent, à peu près, c'est l'équivalent de ce qu'il fait, l'étudiant, à l'université. S'il fait six heures, il doit faire six heures chez lui pour/c'est ça le, dommage les étudiants n'ont pas suivi et ils ne comptent que sur leur université. Et donc le système a eu/ce n'est pas le système en lui-même, parce que c'est un système international, mais plutôt, c'est nos habitudes, les étudiants ont pris des habitudes d'apprendre tout à l'université. Et donc, parmi les échecs et les raisons de l'échec, pas l'échec à cent pour cent, mais il y a eu quelques failles dans ce système: c'est les étudiants n'ont pas suivi et jusqu'à maintenant ils ne suivent pas, et aussi les enseignants, certains enseignants, n'ont pas voulu s'impliquer, n'ont pas fait d'efforts, surtout l'ancienne génération. Ah, les anciens, ils n'aiment pas, parce que ce système, il est basé sur l'apprentissage et aussi sur les nouvelles technologies, les TIC, c'est très important. On ne peut pas faire un cours sans utiliser, par exemple, un data-show avec le LMD. Alors que j'ai remarqué, au niveau de la faculté, par exemple, je dirais les jeunes sont mieux adaptés à ce système que les enseignants. Jusqu'à maintenant, certains s'opposent à ce système LMD. L'avantage aussi de ce système LMD, c'est d'avoir écourté un peu la période. L'étudiant, pour avoir son doctorat, il peut rester à l'université huit ans au lieu de, avant c'était quinze ans, voire vingt ans. Avant, on passait par un diplôme de graduation. S'il fait l'ingénieur, donc, c'est cinq ans et puis il va faire un magister au moins trois ans ou quatre ans, ça fait neuf ans; et puis un doctorat quatre à six ans, donc ça fait quinze ans déjà, et donc, pratiquement on a divisé la période en deux: huit ans, on a eu des soutenances au bout de huit ans, donc c'est, les étudiants qui ont exploité cet, cet avantage a pu avoir le doctorat et ils sont des enseignants avec nous. Alors là, si vous avez des questions précises: « Quel est votre avis personnel, votre avis personnel, non,

- quel est le grand changement qui a touché l'université ? ». Alors là, j'ai parlé des différents systèmes et on est dans le système LMD. #00:10:02-0#
5. I : Quel est l'impact des deux réformes de 71 et de 2004 ? #00:10:05-0#
 6. P13 : Par exemple, en 71, la refonte de 71, la refonte 71, c'était, une chose importante, c'est que les programmes, disons à 80 %, les programmes n'ont pas changé. (*Discipline*), c'est toujours (*discipline*) des années 71 et même avant, il y a pas eu de changement de programmes. Donc, c'est le même programme, sauf que l'organisation de ces programmes a été un peu modifiée concernant, par exemple, les cours, les TD et les TP. Mais le contenu, il est resté le même, le contenu est le même ; à 80 %, il est le même. Alors, ce n'était pas, bon, un changement, comme /il y a certaines notions, surtout en sciences exactes, c'est les mêmes notions, on ne peut pas changer certaines notions. Par exemple, (*thématique liée à la discipline*), l'équation de, c'est toujours l'équation de, on ne peut pas la modifier. Alors: « Quel est votre avis personnel sur l'internationalisation en général dans l'enseignement ? ». L'internalisation en général dans l'enseignement. Qu'est-ce que vous entendez par « l'internalisation » ? #00:11:25-0#
 7. I : Oui, par exemple maintenant que l'Algérie, elle a aussi adopté le LMD, ça, on peut dire que c'est un effet de.... #00:11:33-0#
 8. P13 : C'est international. Oui, moi, je pense que c'est une bonne chose, surtout, surtout pour les, comme ça, on évite le problème des équivalences d'une part, et puis pour la mobilité, la mobilité des étudiants. Et je pense, avec ce système LMD, même on a pu même avoir des co-tutelles, par exemple en doctorat, il y a nos étudiants qui ont fait un parcours en Algérie, de graduation, et même jusqu'au master, inscrits en Algérie, ils peuvent avoir une inscription en France. Et on a des cas, ce dimanche, on aura deux soutenances dans le cas de la co-tutelle avec l'Université (*en France*). Oui, on aura deux qui vont venir et les étudiants passeront, ici, à la faculté de/Par la même occasion, je vous invite à assister à ces soutenances dimanche. La première à 10 heures et la deuxième à 14 heures, la salle de soutenance de la faculté de/le dimanche, dimanche prochain. Et donc, c'est un avantage. « Comment décrivez-vous le système de l'enseignement supérieur algérien, entre les deux pôles international et national ? » #00:12:50-0#
 9. I : Oui, ça, c'est par rapport, bon, aux différents domaines de l'université. Oui, les différences entre les domaines, par exemple... #00:12:56-0#
 10. P13 : Les spécialités, les domaines... #00:12:58-0#
 11. I : Parce que les sciences, c'est différent des sciences sociales, par rapport à ça. #00:13:04-0#
 12. P13 : Bon, je ne peux pas parler des sciences sociales parce ce que je n'ai pas d'informations concernant les sciences sociales, mais, concernant les sciences technologiques, je pense que c'est à 80, 90 % les mêmes spécialités. Bon, honnêtement, maintenant avec l'internet et tout, lorsqu'on veut proposer une spécialité, généralement on fait toujours une petite recherche sur le net pour voir ce qui est proposé ailleurs, pour deux choses. Peut-être pour s'inspirer d'une part, mais d'autre part, pour ne pas dédoubler les formations. Par exemple, à l'échelle nationale, il est préférable d'éviter d'ouvrir une spécialité qui est juste à côté, à (*ville 1*) ou (*ville 2*). Donc, on peut s'inspirer, oui, mais on ne peut pas copier en quelque sorte une spécialité qui est... #00:14:08-0#

13. I : Et c'est vous qui décidez sur ouvrir une nouvelle spécialité, ou comment ça se passe ?
#00:14:13-0#
14. P13 : Oui, les appels d'offres, chaque année, on a des appels d'offres dans notre ministère, la tutelle, qui propose aux établissements universitaires de proposer des nouvelles formations, que ce soit en licence, ou bien en master et même en doctorat. Alors, chaque année il y a un appel ; alors, ça augmente toujours, chaque an, il y en a plus. Non, par exemple, la faculté des (*disciplines STEM*), c'est vrai, on travaille en alternance. Nous avons des spécialités qui ne s'ouvrent pas chaque année et, un, pour réguler le nombre d'étudiants et, deux, pour ne pas avoir une spécialité dans les trois paliers, licence, master et doctorat ; pour ne pas avoir beaucoup d'étudiants, donc, on préfère l'alternance. Par exemple, ça se fait, par exemple en chimie, en maths, en physique, les trois filières proposent la/Donc, je disais que pour essayer de réguler le flux d'étudiants, on essaye de, c'est interne à la faculté des sciences, d'ouvrir en alternance. Si on a le master 1, ça veut dire qu'on n'a pas le master 2; si on a le master 2, ça veut dire qu'on n'a pas le master 1. C'est-à-dire, au niveau du master 1, ils sont pris en charge par le laboratoire de recherche et donc il faut imaginer la situation. Si on a le master 1 avec une vingtaine d'étudiants et le master 2 avec une vingtaine d'étudiants, quarante étudiants dans un laboratoire, c'est un peu gênant pour les travaux pratiques surtout. Donc, pour la bonne prise en charge, nous avons instauré dès 2004, dès les premières promos, on avait les premières promos de master en 2007, c'était ça, l'alternance. D'une part pour ça, d'autre part pour qu'on n'ait pas des enseignants qui font, par exemple, 20 heures, s'il intervient en master 1, et en master 2, ça-veut dire qu'il est obligé de faire plus que son dû horaire. Et donc, pour éviter aussi ça, nous avons procédé ainsi. Et donc, nous avons une dizaine, par exemple, de mastérants en physique et une dizaine en chimie, et donc, ça s'ouvre en alternance. Donc, l'étudiant a au moins cinq à six choix par année pour choisir son master. #00:17:17-0#
15. I : Et à l'époque, il n'y avait pas autant de spécialités ? #00:17:20-0#
16. P13 : Non, avant, non. L'ancien système, par exemple le DES, on avait, à (*institution*), le DES (*discipline*), c'était un DES unique qui a fonctionné avec un effectif disons d'une trentaine à quarante étudiants par année; le DES. Mais nos collègues (*discipline STEM 1*) ont préféré ouvrir des spécialités au niveau de la (*discipline 1*). (*Discipline 1*), donc en troisième année déjà, ils sont orientés vers les spécialités. Il y avait cinq spécialités, (*spécialité 1/2/3*); il y avait beaucoup de spécialités. Et donc, c'était un choix du staff du département de (*discipline 1*). Maintenant, c'est les masters et, comme j'ai dit, l'ouverture se fait en alternance, sauf en (*discipline STEM 2*). (*Discipline 2*), ils ouvrent chaque année, je pense qu'ils ont que deux ou trois spécialités, donc, ils ont ouvert chaque année et le nombre d'étudiants en (*discipline 2*) et plus important qu'en (*discipline 1*) ou en (*discipline*). Bien qu'il y a la tendance, maintenant, les étudiants de/reviennent vers (*discipline STEM 3*), donc (*discipline 3*), et les effectifs enregistrés ces dernières années dépassent toutes attentes. Donc, on a eu des effectifs, par exemple cette année, on est à 300, je pense 350 en deuxième année (*discipline*); 150 en deuxième année (*discipline 1*) et deuxième année, j'ai dit « deuxième année » ; troisième année, c'est un peu moins, mais c'est un effectif aussi important; on est à 160 en (*discipline*), peut-être à 80 en (*discipline 1*), chose qui n'est pas observée dans d'autres universités. À (*institution 1*), ils n'ont pas ces chiffres. (*Institution*) est un peu pour le (*discipline 3*), c'est un cas particulier, il y a un engouement des étudiants vers le (*discipline 3*), (*discipline 1*) et (*discipline*). #00:19:23-0#

17. I : Dernièrement, partout en Algérie ? #00:19:26-0#
18. P13 : Oui, partout en Algérie. Même si on compare (*institution*) avec (*institution 1*), (*nom*), là où il y a un nombre important d'étudiants, la première année n'est pas aussi dotée d'étudiants comme (*institution*). Et donc ça a un lien direct aussi avec la prise en charge. La prise en charge, c'est très important, nous avons, depuis disons une dizaine d'années, les enseignants les mieux expérimentés, on les met dans la, en première année; les anciens, l'expérience et aussi la sagesse, parce que nos étudiants de première année, ils ont 17,18 ans, donc, il faut une prise en charge autre que la prise en charge pédagogique. Et donc, on est, avec cette méthode, nous avons pu attirer les étudiants vers les, et puis pour l'employabilité. Il y a, donc, ils sont généralement, que ce soit les chimistes, les physiciens, les mathématiciens, ils trouvent leurs postes sans difficulté dans l'éducation, dans les industries. Les chimistes ne chôment pas, par exemple. Il y a la Sonatrach, il y a toute l'industrie pétrochimique, il y a les industries pharmaceutiques aussi. Alors : « Comment décrivez-vous le système algérien ? Le phénomène récent d'une expansion énorme des institutions à travers le pays est décrit par certains comme 'massification' et encore par 'démocratisation' ? Quel terme vous-préférez ? » Moi, je parle beaucoup plus de la démocratisation. Démocratisation, c'est au lieu de massification, parce que ça facilite l'accès à l'enseignement supérieur à tous les citoyens. Par exemple (*ville*), nous avons l'Université (*institution*); à 40 kilomètres, nous avons le centre universitaire (*ville 1*); à 60 kilomètres, donc, c'est le centre universitaire de (*ville 2*); à 90 kilomètres, (l'Université ? #00:21:43#) (*ville 3*), et cetera. Et donc, ça laisse le, c'est-à-dire l'étudiant, il peut étudier dans sa, dans son, sa wilaya et parfois dans sa commune (*rit*). Parfois c'est très proche et donc ça facilite un peu l'accès à l'université à tous les algériens et les algériennes. #00:22:05-0#
19. I : Bon, est-ce que vous êtes favorable à la création d'encore d'autres universités ? #00:22:15-0#
20. P13 : Non. On peut pas avoir chaque commune avec une université, parce que ça aussi (*rit*), c'est vrai que c'est un besoin, d'une part, mais c'est une revendication des citoyens aussi. On est actuellement plus d'une centaine d'établissements universitaires à l'échelle nationale: centres universitaires, universités et écoles supérieures. Donc je pense que c'est la limite ; on ne peut pas aller au-delà. Et puis, il y a d'autres universités. Bon, comparativement avec nos voisins, on est mieux doté à l'université. Et aussi le nombre d'étudiants, le nombre d'étudiants, il suffit de voir les statistiques. Je pense qu'on n'est pas très loin de la France, je pense, donc avec 1 million 500 mille étudiants, c'est quand même énorme; ça représente quand même, c'est un chiffre important. Avec la moitié de la population, je pense c'est (*rit*)/on est peut-être à presque 5 % de la population qui est à l'université, sans compter le primaire qui est, avec 8 millions, dans le système de l'éducation nationale. Donc, avec 8 millions plus les 1 million 500, donc, on a environ 10 millions d'élèves et d'étudiants. C'est 25 % pratiquement. #00:23:44-0#
21. I : Alors, vous-pensez que la création des centres universitaires, comme vous avez mentionné tout à l'heure, c'était nécessaire et elle a de l'avantage ? #00:23:51-0#
22. P13 : Oui, c'était nécessaire. Certes, comme il y a des avantages, il y a des inconvénients, mais il y a plus d'avantages que d'inconvénients, parce que l'inconvénient, moi je le vois dans un seul aspect, c'est d'avoir que des grandes universités, par exemple régionales. C'est permettre à l'étudiant de se déplacer, de sortir de chez soi. Parce que, bon, faire le primaire, donc, c'est la tendance aussi, le primaire, le moyen, le lycée et l'université dans la même ville, se marier dans la même ville,

travailler dans la même ville. Ça ne donne pas, donc il y a d'autres aspects que la formation. Il faut que l'étudiant voie ce qui se passe entre deux, partir par exemple à (*ville 3*), faire ses études à (*ville 3*), à (*ville 4*), à (*ville 5*), et cetera. Donc, moi, je vois que ça comme inconvenient à la démocratisation des établissements universitaires. #00:24:55-0#

23. I : D'accord. Et vous rejetez le terme « massification » ? #00:24:59-0#
24. P13 : Ah, non, moi, je le rejette, rejette; parce que je sais que certains de mes collègues, peut-être vous les avez lus, ils ont parlé de la « massification ». Moi, je le rejette en connaissance de cause. #00:25:11-0#
25. I : Qu'est-ce que vous pensez, vous avez mentionné aussi qu'il y a les différentes institutions, comme ça, entre l'université, bien sûr, mais aussi les écoles supérieures ? #00:25:21-0#
26. P13 : Les écoles supérieures qui sont sous la tutelle du ministère de l'enseignement supérieur. Nous avons des écoles supérieures, par exemple, l'École Normale Supérieure, là où on ne forme que pour l'enseignement supérieur, l'enseignement, pour l'éducation nationale. Les enseignants du lycée, de moyen et de primaire. Donc là, ils sont formés uniquement pour faire l'enseignement, donc la limite, c'est de, ils font quatre ans, donc, licence, c'est l'équivalent de la maîtrise en France. Il y a quatre ans en maîtrise. Il y a d'autres écoles supérieures en technologie, par exemple en pétrochimie. #00:26:04-0#
27. I : Et quelle est la différence entre cela ? #00:26:07-0#
28. P13 : Bon, (ceux ? #00:26:07-0#), ils sont normalement destinés pour l'industrie, pour le marché du travail, c'est-à-dire recrutés directement. C'est une formation plus professionnalisante qu'académique. #00:26:24-0#
29. I : D'accord. Alors, on a des institutions, bon, universités des sciences appliquées peut-être ? #00:26:29-0#
30. P13 : C'est à peu près ça, c'est à peu près ça, ils font de l'appliqué. #00:26:33#
31. I : Parce que vous avez dit aussi tout à l'heure, et si on fait (*discipline*) ici, c'est aussi bon. (unclear) #00:26:45-0#
32. P13 : Oui. L'avantage des (*professionnels de la discipline*), peut-être qu'on a un engouement pour (*discipline*) par apport à (*discipline 1*), c'est, il y a ce côté industrie (*spécialité*) en général, même dans les universités, il y a cette tendance. Les étudiants préfèrent, parce qu'en (*discipline 1*), bon, il y a quelques industries, surtout les industries plus privées que étatiques, bon, bien que, même étatiques, on a quelques industries. Il y a l'automobile qui démarre, il y a l'électronique, il y a l'informatique, quand même, il y a quelques industries. #00:27:33-0#
33. I : Comment est-ce que vous percevez actuellement le ministère de l'enseignement supérieur ? #00:27:39-0#
34. P13 : Moi, je le, sans démagogie, sans démagogie, je pense qu'ils font du bon travail, honnêtement. Et la faille, il y a une faille, une faille, c'est au niveau de la communication, bien que notre ministère, il est à jour. Je dis bien qu'il est à jour, soit dans les textes ou dans l'information, et parfois c'est la base qui ne suit pas. Je le dis en toute responsabilité, il y a certains de nos enseignants qui, jusqu'à maintenant, ils ne connaissent pas les textes qui gèrent l'enseignement supérieur. Il ne sait pas ses droits et ses devoirs jusqu'à maintenant, bien que le textes existent. Il suffit juste de taper sur le micro, vous avez tous les textes. Voilà, ils ont mis tous en ligne, il suffit de consulter le site de l'université ou bien du ministère pour voir que toutes les informations sont mises sur le site. Il suffit de les chercher et donc, malheureusement moi, j'incrimine nos

collègues, mes collègues et moi, je suis parmi eux. Alors, c'est la responsabilité de chacun. Voilà, la responsabilité de chacun. Nos étudiants aussi, par exemple, on leur donne les textes qui gèrent par exemple la pédagogie, les droits et devoirs, la charte de l'étudiant, les textes où il y a les conseils de discipline, par exemple, sur un CD. Ils ne le consultent jamais, il n'est jamais consulté. Et donc, l'étudiant ne cherche ces textes juste quand il est, par exemple, dans un cas de fraude ou un incident. Là, il commence à chercher le texte, alors que non, il doit, il est à l'université, il doit avoir connaissance des textes qui gèrent l'université. C'est bon ? #00:29:37-0#

35. I : Alors, vous êtes d'accord avec le système de gouvernance ? #00:29:40-0#

36. P13 : Le ? #00:29:40-0#

37. I : Le système de gouvernance de l'université. Vous êtes content ? #00:29:43-0#

38. P13 : Moi, je suis, bon, ce n'est pas le top, mais je suis satisfait. J'étais impliqué parce que j'ai géré, j'ai vu comment ça, quand même, j'ai acquis une expérience bien sûr depuis (*mi-années 90*), je suis à l'administration, j'ai fait l'enseignement et l'administration. Donc j'ai acquis une expérience qui me permet de dire la faille, ce n'est pas de notre ministère, c'est de la base. La base, quand je dis « la base », il y a tout : il y a l'enseignement, il y a l'étudiant, il y a l'agent technique et il y a le service; même les ATS ne sont pas à jour dans le programme. #00:30:25-0#

39. I : Qu'est-ce-que vous voulez faire pour attaquer ces problèmes ? #00:30:30-0#

40. P13 : On ne peut pas, il y a pas de, la solution, c'est que ces responsabilités, il faut qu'on soit responsable, c'est la seule/Initier cette approche, il faut les journées d'informations et de... #00:30:54-0#

41. I : Quelle est la liaison du modèle français du système d'enseignement supérieur algérien en général ? #00:31:05-0#

42. P13 : Bon, pour être correct et exact, bon, moi je parle de mon expérience. C'est vrai que j'ai débuté mes études en Algérie, j'ai fait jusqu'à l'équivalence de la maîtrise, j'ai fait des études supérieures en France, je n'ai pas remarqué qu'il y avait une différence, par exemple, de niveau. On a eu notre première année en TEA sans problème, avec même des notes excellentes, et cetera. Donc, point de vue programme, point de vue enseignement, il n'y avait pas, peut-être pas à mon époque. Nous avons fait, quand même, fait nos études chez les coopérants. Il y avait peut-être 80 % de coopérants ; 80 %, il y avait qu'au centre universitaire de (*institution*), en (*fin années 70*), il y avait peut-être six ou sept algériens, les autres, c'était des coopérants. Bon, des français, des bulgares, des roumains, des russes, des tchèques, quelques enseignants des pays arabes comme le Liban, par exemple. Bon, la majorité, c'était des français, parce que c'était la période où ils faisaient le service national en Algérie, donc ils étaient obligés de faire deux années en Algérie. Donc, c'était une époque où, honnêtement, on a eu une bonne formation, une formation de niveau, et donc, on a pas senti la différence en partant en France, par exemple. On n'a pas senti cette différence. #00:32:40-0#

43. I : Et l'enseignement se faisait en français (unclear) ? #00:29:43-0#

44. P13 : En français. Parce que moi, je suis issu d'une école bilingue, parce que j'ai fait tous mes études en bilingue, alors bilingue, il y avait des matières en français, mais il y avait des matières en arabe, des matières littéraires, par exemple la philosophie, l'histoire-géo, bon, il y a l'éducation religieuse, et cetera, c'était en arabe. Il y avait la matière arabe aussi, il y avait le français, l'anglais. Mais les matières scientifiques, c'était en français, par exemple la physique, la chimie, les mathématiques, les sciences, c'était en français. Donc, on était vraiment bilingue et on s'en sortait pas mal en français

et en arabe. Donc, j'appréciais cette formation d'être bilingue, c'est bien. Comme nos étudiants maintenant, le problème, c'est qu'ils sont, entre guillemets, « analphabètes » en français et en arabe. Le problème, moi, je fais un module, j'enseigne la (*thématique*). (unclear #00:33:58-0#). Alors je leur donne la question en arabe et en français et j'explique en arabe et en français, parce que j'ai des étrangers, donc, c'est des maliens dans mon groupe, donc je fais les deux. Mais lorsqu'on consulte les copies, je sens qu'ils sont faibles en arabe et en français. Même en arabe, comment on peut qualifier ça ? (Malheureusement, on ne sait pas ? #00:34:24-0#). Alors, est-ce que c'est le système ? Moi, je n'incrimine pas le système, c'est toujours, je reviens à l'étudiant, à l'élève. Nos élèves sont habitués à ne rien faire, moi je le dis, ils sont là, il y a quelques lumières, honnêtement, on a des lumières. Parfois, dans certaines promos, ils sont excellents. En (*discipline STEM 3*), nous avons une étudiante qui est vraiment excellente, peut-être vous avez vu Monsieur (*nom*), peut-être qu'il ne vous a pas parlé de cette étudiante. Alors, elle n'est pas résidente, elle vient chaque jour de (*ville 1*), elle est en (*discipline 3*), mais elle a des bases très importantes, surtout en maths, en français. Donc elle sait le français de Molière, et il y a l'anglais de Shakespeare. Et elle est excellente en anglais, en français et en (*discipline 3*). Vraiment, elle est surdouée. Elle a fait l'école algérienne, donc, si on veut, on peut. Donc, ce n'est pas question de système, c'est question de volonté. Nos élèves, au départ, ils sont habitués à l'assistance, donc ils sont assistés par les cours supplémentaires. Moi, je suis contre les cours supplémentaires, parce qu'ils font, ils apprennent les exercices en (*discipline 3*), il suffit de changer l'hypothèse en question et la question en hypothèse, ça y est. Ils (rit), le même exercice; il n'y a pas un transfert du savoir. Non, ils ne sont pas habitués à apprendre comment réfléchir, ils sont comme ça, et ils apprennent les exercices, et donc ça se traduit par ce niveau un peu décourageant à l'université. Et puis, ils sont partisans des notes. S'il a un 12, il ne vient pas réclamer, s'il a un 6, il vient réclamer. C'est comme ça, ils sont habitués, donc ça, ce transfert de promo en promo. #00:36:45-0#

45. I : Dans quelle mesure pouvez-vous être impliqué dans la société civile ? #00:36:50-0#

46. P13 : Bon, la société civile, c'est un problème qu'on vit, donc, quotidiennement, à savoir l'approche, société universitaire, alors chacun jette la balle sur l'autre et l'université dit que c'est la société civile qui est un peu éloignée de l'université et vice-versa. Et quelques, disons, quelques initiatives de temps en temps, comme par exemple les sciences sociales, ils ont des formations, par exemple, destinées aux étudiants handicapés, ils ont des formations où ils impliquent donc les associations, surtout les associations. Nous, en (*discipline*), nous avons quelques contacts avec, par exemple, les (rit), que ce soit les entreprises étatiques ou même les privées, concernant, par exemple, un domaine qui est un peu développé, à savoir la valorisation des plans municipaux. Donc, où l'université est impliquée avec les (rit), déjà, la forêt moderne, donc, la forêt moderne, le parc national, et il y a la conservation des forêts. Ils sont impliqués dans ce projet qui a démarré, quand même, qui a démarré, et on compte beaucoup sur ce projet. Il y a d'autres avec les privés, et les entreprises privées, parfois, c'est pour des opérations bien déterminées. Donc, pour solutionner un problème, que ce soit par exemple nos étudiants, nos collègues de technologies qui ont des contacts avec le ministère du transport, par exemple la signalisation, les informaticiens aussi pour améliorer des logiciels. Bon, je n'ai pas de détail mais, si vous voulez plus de détails concernant cette approche société, nous avons un bureau de liaison au niveau de l'université. Alors, il peut vous donner plus d'informations concernant tous les projets. #00:39:25-0#

47. I : Monsieur (*nom*). #00:39:25-0#
48. P13 : Voilà, Monsieur (*nom*), pour voir un peu (ce qui était avec la société ?) #00:39:30-0#
49. I : Très bien, oui, comme ça j'aurai le tour du tout. #00:39:35-0#
50. P13 : Voilà, et pour répondre mieux à cette question, parce qu'il est mieux placé pour vous dire quelles sont les actions qui ont même, il y a des actions qui sont abouties, donc des résultats, et il y a des actions qui sont en cours d'exécution. Alors : « Quels sont les enjeux principaux, ainsi que les chances de l'enseignement supérieur ? ». Moi, je pense qu'on a toutes les chances de réussir la mission de l'université, parce qu'on a les moyens. Il suffit qu'il y ait un petit peu de volonté de la part de tous les partenaires, donc, enseignants, étudiants surtout, et les ATS pour l'accompagnement. Et les moyens existent, l'État a vraiment fait beaucoup d'efforts concernant/Donc, disons depuis (*mi-années 2000*) jusqu'à maintenant, au point de vue construction, là, comme vous voyez, en (*mi-années 2000*) il n'y avait rien, c'était un terrain vague. Et maintenant, on est à presque, je pense, 25 000 places pédagogiques dans le site, dans ce site, sans compter les autres sites, par exemple (*endroit campus 1*), centre-ville, (*endroit campus 2*). Et donc, en tout et pour tout, je pense qu'on est à plus de 40 000, et peut-être plus places pédagogiques. Donc, il y a quand même des efforts. #00:41:25-0#
51. I : (unclear) #00:41:29-0#
52. P13 : 40 000, sans oublier le volet important, je pense qu'on fait un peu, peut-être on est mieux loti dans cette (rit), c'est les résidences universitaires, donc les œuvres universitaires. Là où il y a peut-être aussi plus de 20 000 lits. #00:41:50-0#
53. I : 20 000 ? #00:41:52-0#
54. P13 : 20 000 lits, oui, c'est ça. Avec les cités, il y a plus de/C'est-à-dire que, déjà, il y a plus de 50 % de nos étudiants qui sont résidents. Bien que tout à l'heure on a parlé de la démocratisation, des établissements universitaires, malgré ça, c'est justement pour alléger un peu ce côté hébergement universitaire. Il suffit de deviner: s'il n'y a pas le centre de (*ville 1*), il n'y a pas le centre de (*ville 2*), ces étudiants seront à (*ville*). Donc, il faut les héberger. (*Ville 2*), je sais qu'ils sont à 10 000 à peu près; (*ville 1*) je pense qu'ils sont à 5 000, donc 15 000, certes qu'ils ne vont pas venir tous à (*ville*), mais ils sont répartis entre (*ville*), (*ville 7*) et (*ville 4*) donc, ça fait au moins la moyenne de 5 000 étudiants à héberger en plus, par exemple, pour (*ville*). Et là, je pense et je considère la démocratisation, c'est pour alléger, c'est parmi les avantages ; pour alléger les grandes universités. #00:43:06-0#
55. I : Et vous pensez que l'État a pris la prise en charge totale les étudiants ? #00:43:12-0#
56. P13 : Moi, je suis/Ça, c'est un autre problème, concernant comment mettre la machine en marche; concernant ce problème de, comment dirais-je ? La gratuité. Il y a la gratuité de l'hébergement. Le transport universitaire et la restauration, c'est pratiquement gratuit. Vous êtes là, vous avez pu remarquer, le ticket fait 1 dinar 20; 1 dinar 20, c'est un centime, un centime d'euro. #00:43:50-0#
57. I : Et ça n'a pas augmenté depuis... #00:43:51-0#
58. P13 : Ça n'a pas changé depuis notre époque, ça n'a pas changé. Depuis l'indépendance, c'était 1 dinar 20 et c'est toujours 1 dinar 20. Le petit déjeuner, il est à 50 centimes, alors 50 centimes ce n'est même pas un centime d'euro. #00:44:04-0#
59. I : Ça n'existe même pas (rit). #00:44:05-0#
60. P13 : Même pas la moitié, ça n'existe pas. Et donc, je pense, puis ça entraîne vers le caché. Donc, moi je pense que la direction des œuvres universitaires doit trouver une

solution autrement. Il faut que ça change et puis il faut que la bourse soit revue vers la hausse, certes, et les repas, la même chose, la prise en charge, que ce soit l'hébergement, la restauration. Et je pense que tout le monde est gagnant. Alors, comment mettre en place ce système ? C'est aux spécialistes des œuvres universitaires de proposer des choses nouvelles à faire. Mais ça, ça fait partie du ministère ou; non, c'est les œuvres universitaires, la direction, c'est une direction de l'enseignement supérieur. Donc, le directeur général des œuvres universitaires, il dépend du ministère. #00:45:13-0#

61. I : C'est comme la direction scientifique, par exemple. #00:45:15-0#

62. P13 : Voilà, c'est une direction. #00:45:16-0#

63. I : Voilà les enjeux. #00:45:24-0#

64. P13 : Alors, : « Quel est le rapport ancien et actuel entre la société et l'université ? ». Bon, là, je vous ai orientée un peu avec ça. Moi, je dis que la balle est entre les deux, chacun, il jette la balle sur l'autre. La société dit que l'université est un peu éloignée et elle nous écoute pas; et l'université dit la même chose. Il n'y a pas de répondant, on ne trouve pas de répondant côté société. #00:45:53-0#

65. I : Quel est le rôle d'une philosophie, à l'époque et actuelle, à l'université algérienne ? Est-ce qu'il y a, déjà, une philosophie algérienne ? #00:45:59-0#

66. P13 : Moi, je pense oui, il y a une philosophie, peut-être que je ne peux pas te détailler sur ce point, mais je pense qu'il y a une philosophie, il y a une stratégie. #00:46:15-0#

67. I : Est-ce que vous pouvez décrire les éléments spécifiquement algériens dans l'enseignement supérieur, qui ne sont pas universels ? #00:46:28-0#

68. P13 : Les œuvres universitaires, elles ne sont pas gérées de la même manière. Par exemple en France, il y a le côté/C'est vrai, moi, j'ai enseigné dans les années 90, parce que j'avais l'habitude d'être prof invité, alors durant un mois, deux mois, jusqu'à trois mois par année. Bon, les années 90, n'oubliez pas et donc, concernant le, une petite expérience, par exemple concernant, par exemple moi, je faisais les TP de (*discipline*). Alors, l'étudiant était responsable; c'était des étudiants de deuxième année UIT, donc il a son matériel qui est mis à sa disposition, et c'est une organisation très facile. Par exemple, il a son symbole, est marqué par un symbole, par exemple une étoile, ou bien un cercle, ou bien un carré, un losange, et cetera. Chacun a son symbole et son matériel est rangé dans l'armoire. Il utilise son matériel. C'était des TP d'une journée donc là, déjà, il fait une journée de travaux pratiques. Et après, à la fin, il est obligé de laver sa verrerie, de la sécher et de la mettre dans son armoire. Donc moi, enseignant, je passe et puis dans l'armoire, il y a une feuille, le matériel est placé dans un dessin. Par exemple (unclear #00:48:14-0#), il est posé à sa place; un ballon, à sa place; une colle à distiller, à sa place; un réfrigérant, à sa place; un bouchon, la même chose, il est placé à sa place. Alors, moi, je passe, en un clin d'œil, je sais s'il manque quelque chose. Le bouchon manque. Donc, c'est clair. Alors, le bouchon, il fait deux euros, donc l'étudiant il est obligé à payer deux euros. Là, on le responsabilise, il est responsable. Un thermomètre, il coûte tant, il doit l'acheter, il doit le payer. Ce n'est pas comme chez nous, on a la casse dans les labos chaque jour, la casse, la casse, la casse et donc ça coûte très cher. Ça, c'est parmi les points. Et donc, l'étudiant, s'il ne paye pas, il n'est pas responsable. Il casse aujourd'hui, il casse demain et après-demain, et cetera. Il faut qu'il soit responsable. Bon, peut-être que je n'étais pas au vif du sujet, mais c'est une expérience. #00:49:20-0#

69. I : (Je n'ai pas pensé à ça ? #00:49:21-0#). Bon, je m'imaginai, par exemple les valeurs, les valeurs musulmanes ou autres, mais aussi, bon, déjà, la prise en charge du côté social, car ça fait partie du côté social (unclear). #00:49:36-0#
70. P13 : Oui, côté social. On ne l'oblige pas à payer ce qu'il a cassé, alors que ce n'est pas bien en général, ce n'est pas bien. Il faut qu'il paye pour qu'il... #00:49:43-0#
71. I : (overlapping voices) Et ça, c'est quand même unique, bon, selon mon expérience (rit). Bon, c'est unique, car il n'est pas sanctionné. Parce que, quand les études sont gratuites, comme dans les pays européens, ça ne veut pas dire qu'on est financé en tant qu'étudiant, déjà (rit). #00:50:01-0#
72. P13 : Si moi, je vois qu'ils ont quand même une bourse. C'est vrai que la bourse n'a pas évolué depuis mon époque. Moi, à l'époque, on avait à peu près 1 500 dinars par trimestre. #00:50:12-0#
73. I : Par trimestre ? #00:50:13-0#
74. P13 : Par trimestre, oui. C'est à peu près 500 dinars le mois. 500 dinars, c'était pratiquement l'équivalent à peu près de 50 % du salaire d'un enseignant en primaire. L'enseignant faisait à peu près 1 000 dinars, 900, 1 000 dinars. Nous, on avait 500 dinars, donc c'est à peu près 50 %. Et le ticket, il était toujours à 1 dinar 20, donc pour nous c'était/C'est-à-dire, on se permet, on avait cette possibilité d'économiser un peu. L'étudiant, maintenant, c'est juste, juste avec le, bon, maintenant l'étudiant, il est obligé de payer son abonnement internet, sa carte, comment dirais-je ? Son portable. Avant on n'avait pas de portable. Et maintenant, il a plus de dépenses. (Donc : « L'enseignement supérieur algérien, est-ce qu'il fonctionne ? #00:51:17-0#) comme sélection des élites ? ». Alors, sélection des élites. Les élites sont sélectionnées au bout du/Avant, il y avait l'idée de créer des/ Bon, ça existe, les écoles d'élite. Et même à l'université, des écoles supérieures d'élite. Il y avait l'idée de créer trois écoles: (*ville 7*), je pense (*ville 5*), (*ville 8*), ou bien (*ville 6*) (*région*), c'était les trois écoles. Mais ça n'a pas/Depuis dix ans, il y avait l'idée, mais ça n'a pas été concrétisé. #00:51:56-0#
75. I : Mais pas en tant qu'université, mais en tant qu'école ? #00:51:58-0#
76. P13 : École supérieure. Mais quand même, la sélection des élites, elle se fait d'elle-même, parce que les offres de bourses, elles sont mis, par exemple, dans le site du ministère de l'enseignement de sélectionner les élites. Le concours de postes, de bourses à l'étranger, c'est sélection aussi. Bon, c'est, quand même ça permet de former des enseignants, pas uniquement en Algérie, mais dans certains pays. Par exemple, on a eu des formations en Chine. Les étudiants qui sont partis en Chine, ils sont revenus contents, parce qu'ils ont pu avoir une langue. Ils ont le français, l'arabe et l'anglais, mais la quatrième langue, le chinois, la langue chinoise, et on a en chimie, en maths et en biologie qui ont pu bénéficier d'une bourse en Chine, bien que la première destination c'est la France. Pour être clair, et même au niveau des bourses, celui qui est classé le premier, il part en France, sauf si lui, il ne veut pas partir en France, il veut aller ailleurs. Mais généralement, non. Donc, le premier, c'est la France, les autres qui suivent, c'est la Chine, c'est la Tunisie, c'est la Jordanie, entre les pays qui offrent des bourses aux algériens. Et le premier, c'est l'élite. #00:53:34-0#
77. I : Pas les pays africains ? #00:53:34-0#
78. P13 : Non. Mis-à-part la Tunisie, des bourses, non. Sauf que cette année dans le cadre, je pense, il y a des bourses en Afrique. (unclear #00:53:54-0#). Cette année on verra l'expérience, peut-être que c'est une bonne expérience, pour avoir la coopération sud-sud. #00:54:00-0#

79. I : Et alors les pays francophones sont privilégiés par rapport aux pays arabophones ? C'est une question linguistique, c'est tout ? #00:54:07-0#
80. P13 : C'est la question, non, parce pour les sciences sociales, c'est plutôt les pays arabes qui sont avantagés. Mais pour les sciences et la technologie, c'est l'Europe en général. On avait quelques formations en Italie, en Portugal, en Espagne, en Allemagne aussi. Mais c'était des formations de courte durée. Moi, j'ai fait le bilan, parce que je gère le, je gère les stages de courte durée. Les projets scientifiques, quand même, on voit cette diversification de destinations. Cette année, on a eu peut-être plus d'une dizaine de destinations différentes. Bien sûr la France, elle reste toujours avec 60 à 70 %, et il y a les autres pays. Oui, les deux tiers, c'est la France. #00:55:17-0#
81. I : Parce qu'il a un financement ? #00:55:17-0#
82. P13 : Tout simplement, parce qu'il y a plus, déjà, il y a la proximité, parce que la majorité des enseignants qui sont à l'université ont fait leurs formations en France. Et donc, ils ont gardé ces relations et donc, ça part de proche en proche. Donc nos étudiants, on les habitue à les/Moi, j'ai encore des contacts, jusqu'à maintenant, en (*ville en France 1*), à (*ville en France 2*), et cetera. #00:55:53-0#
83. I : Quel est l'état de la recherche universitaire algérienne ? #00:56:09-0#
84. P13 : La recherche universitaire algérienne a beaucoup évolué, tout simplement parce que l'État a mis les moyens. Certes, on est pas à, c'est-à-dire, on ne les a pas atteintes, les attentes souhaitées par notre ministère. Mais quand même, on voit la différence. Par exemple, je parle des années 90, on voyait des soutenances de thèse une fois tous les trois mois, quatre mois il y a une soutenance de thèse. Alors que maintenant, il y a des soutenances pratiquement chaque semaine. À la faculté (*disciplines STEM*), pratiquement chaque semaine. Si on prend informatique, maths et tout, et on sort avec 60 à 70 soutenances de doctorat, bien sûr dans les quatre filières, par an. C'est énorme. Qui dit soutenance de doctorat, dit travail original; qui dit travail original, dit publication. Et donc, il y a quand même une production scientifique qui n'est pas négligeable, bien qu'on peut faire mieux. Et donc là, c'est les moyens qu'on a acquis depuis 2005, on voit les fruits de ces moyens. #00:57:37-0#
85. I : D'accord. Et pourquoi depuis 2005 ? #00:57:40-0#
86. P13 : Parce que 2005, il y a un programme de financement pour renouveler les équipements, l'opération de renouvellement des équipements universitaires. Et donc, on a eu pas mal de matériel, que ce soit pour la recherche, ou bien pour la pédagogie. #00:57:58-0#
87. I : Alors, pour une question de matériel, les compétences sont là ? #00:58:05-0#
88. P13 : Les compétences, bon, elles sont là. On n'est pas à jour pour certains matériels, mais notre université aussi a instauré un système de perfection de nos ATS; ATS donc, c'est tout ce qui est Agent Technique et de Service. Il y a des ingénieurs, il y a des techniciens, donc perfectionnement à l'étranger. Et donc la convention avec (*ville en France 3*) constitue un appui pour ce volet prise en charge. #00:58:45-0#
89. I : Et aussi le (*nom structure*), je pense, ils ont commencé, (*spécialités SHS*). #00:58:48-0#
90. P13 : Le (*nom structure*), oui, oui, ils ont avec (*ville en France 3*) aussi. Non, parce qu'il y a, déjà, un jumelage entre (*ville en France 3*) et (*ville*) et il y a entre les deux universités, il y a aussi des... #00:59:00-0#
91. I : Très bien, alors ça pourrait ouvrir des opportunités. #00:59:02-0#

92. P13 : Et donc, les formations, c'est annuel et c'est en groupe. Tous les ingénieurs, les techniciens, même ceux de l'administration partent en groupe à (*ville en France 3*) pour suivre une formation d'une dizaine de jours, par exemple. (unclear). #00:59:22-0#
93. I : D'accord. Mais côté publication, vous avez dit que c'est international ? #00:59:28-0#
94. P13 : Oui, pour les publications, donc, chaque année il y a le classement et donc l'Université (*institutions*), le classement a été amélioré depuis le début de ces classements jusqu'à maintenant. On était à 4 000 et quelques, on est à 2 000 et quelques, on a gagné quand même 2 000 places. On est toujours loin, mais quand même on a gagné 2 000 places. Par classement national, c'est (*spécificité institution*). Ça dépend des classements, aussi. Il y a certains classements qui prennent en charge plusieurs volets et il y a des classements qui ne prennent que la recherche. C'est vrai qu'on est un peu loin des autres universités algériennes, mais on était à 4 000 et quelques et c'était il y a 10 ans. Maintenant, c'est vrai qu'on est un peu avancé par rapport à nos collègues des autres universités algériennes, tout simplement parce qu'on avance. Mais ils avancent plus vite que nous, c'est ça. Parce que maintenant, il y a certaines universités qui travaillent pour le classement. Nous, je pense que le classement ce n'est pas prioritaire. Il y a d'abord la pédagogie qui est prioritaire. On est là d'abord pour l'enseignement et la recherche. Donc, si on va se consacrer à la recherche pour améliorer le classement au détriment de la pédagogie, je ne vois pas l'utilité. #01:01:59-0#
95. I : C'est ça, oui. Mais en même temps, la recherche est importante aussi, bon, c'est aussi une priorité. #01:02:10-0#
96. P13 : Bien sûr, c'est une priorité, surtout la recherche appliquée. Moi, je préfère m'orienter vers la recherche et même que cette recherche soit orientée vers la recherche appliquée, parce que ça peut être utile en société que de faire de la recherche académique. #01:02:32-0#
97. I : Est-ce qu'il y a une collaboration avec les écoles supérieures ? #01:02:40-0#
98. P13 : Donc, pour dire, et là aussi je vais être franc. Il y a plus de collaborations et de contacts avec l'étranger qu'avec nos collègues, que par exemple collaboration nationale, nationale algéro-algérienne. On a plus de collaborations avec l'étranger qu'avec les universités algériennes et donc là, le défaut, c'est le chercheur. Bon, on est toujours, on aimerait bien que mon voisin ne sait pas ce que je fais. Bon, maintenant on vit dans un monde qui est, la vision des enseignants n'est pas la même, chacun a sa vision et il est temps de changer cette idée. Il faut installer des réseaux à l'échelle nationale, des réseaux, par exemple, dans un domaine particulier, il faut qu'il y ait des réseaux. Il y a eu quelques initiatives, par exemple je parlais tout à l'heure des plantes médicinales, il y avait des initiatives de réseaux pour se mettre en réseau, toutes les universités travaillaient sur les plantes médicinales. Mais ils étaient chacun dans son coin, parfois on trouve deux laboratoires qui font la même recherche, mais l'information ne suffit pas et, peut-être, ils vont présenter des thèses identiques. Et donc ça, c'est un problème. Alors : « Quel est le degré de la formation de bureaucratie de l'enseignement supérieur en général et l'université en particulier ? ». La bureaucratie, elle est un peu partout. Mais je parle de l'Université (*institution*). Je n'ai pas vu de, comment dirais-je ? Ces aspects on ne les voit pas. Honnêtement, je ne vois pas les aspects de bureaucratie dans l'enseignement. Moi, j'ai fait dix ans de doyen, les portes étaient toujours ouvertes. Et je pense que c'est la même chose, vous êtes là et vous pouvez remarquer Monsieur le Recteur, il reçoit tout le monde. Peut-être il y a quelques failles par ci par là, mais en

général il n'y a pas de bureaucratie. Alors l'enseignement supérieur en général, et l'université en particulier, moi aussi j'ai vu ça à l'étranger, la bibliothèque est ouverte à tout le monde. On ne remarque même pas que les lieux, ils sont gardés, mais ils sont gardés. Certes, moi, j'ai fait ma thèse en (*mi-années 80*). Parfois la nuit, je pars en labo pour vérifier une manip, car il y a des manips qui durent 24 heures. Donc, j'ouvre le labo, je contrôle ma manip et donc l'accès était pratiquement libre tout le temps. « Selon vous, quelles autres fonctions de l'université existent ? Fonctions ou missions ou visions de l'université ? » D'abord, l'université c'est un, ce qui nous manque maintenant, c'est d'avoir l'éducation. Il y a la pédagogie, l'éducation, il faut que l'enseignant donne l'exemple, parce que c'est parfois l'enseignant qui ne donne pas la bonne image à l'étudiant. Donc il y a ce, heureusement que c'est dans des cas très rares, et donc ces enseignants, il faut les gérer, il faut les gérer par qui ? Par le doyen à chaque fois, donc il y a des problèmes. Et donc, d'abord, notre rôle c'est éduquer, éduquer et la suite, c'est donner, donc, enseigner et donner le savoir. Alors, maintenant : « Selon vous, quelles autres fonctions de l'université existent ? » J'ai déjà répondu à cette question, c'est ce que je viens de dire. Il y a un proverbe en arabe, je ne peux pas le traduire, si vous pouvez le traduire. Alors, le proverbe il dit (en arabe – non transcrit #01:10:03-0# à #01:10:06-0#) : « Si cette éducation n'existe plus, les nations, elles vont disparaître ». C'est des nations qui disparaissent s'il y a pas l'éducation. #01:10:23-0#

99. I : Et la continuation du savoir, aussi. Très bien, alors, c'est l'université. #01:10:29-0#

100. P13 : Alors, ça résume un peu le rôle de l'université. Il faut qu'il ait d'abord l'éducation. (unlcear #01:10:39-0#). « Est-ce-que vous souhaitez ajouter quelques choses sur la thématique ? ». #01:10:45-0#

101. I : Généralement parlant. Peut-être aussi votre vision de l'avenir. #01:10:48-0#

102. P13 : Ma vision pour l'avenir, je pense que l'avenir est entre nos mains, et les mains de nos prédécesseurs, successeurs, plutôt, pour améliorer un peu le rôle de l'université, parce que nous avons les moyens. L'État a beaucoup investi et donc le minimum, c'est que cet investissement soit, on voit le fruit de cet investissement. #01:11:28-0#

103. I : C'est ça. Parfait. #01:11:35-0#

104. P13 : Alors, si vous avez besoin d'autres informations, moi, je suis là, vous pouvez contacter le (*fonction administrative au niveau de la faculté*). #01:11:45-0#

105. I : Parfait, merci beaucoup. #01:11:46-0#

14_m_STEM_administrative_function_central_unit

Interviewer : I

Interviewee : P14

1. I : Alors, tout d'abord, est-ce que tu peux te présenter, tes responsabilités à l'université ? #00:00:13-0#
2. P14 : D'accord. Alors, à l'université, je suis d'abord coordinateur du (*nom structure*), donc, (*nom structure*). Donc, le (*nom structure*) a créé plusieurs structures : la maison de l'entrepreneuriat, le centre technologie- innovation, l'incubateur, le centre des carrières, le club de recherche d'emploi. Je suis aussi (*fonction administrative unité centrale institution*). Je suis « (*fonction administrative*) » au niveau du (*nom institut*). Ça, c'est nouveau, c'est le recteur qui m'a nommé. Et puis, et puis aussi, je dirige l'incubateur, le nouvel incubateur de l'université. Voilà, en gros, c'est ça. Et puis aussi, je suis à la, représentant du projet Erasmus plus (*noms programmes*). Elle vise à l'adéquation, formation, emploi, à travers une (matrice structurale ? #00:01:17-0#) et méthodologie de montage de licence professionnalisante. Voilà. Ça fait beaucoup, beaucoup trop, ça c'est vrai. #00:01:32-0#
3. I : Alors, on va commencer, un peu général, après, on va aller plus sur les points. Depuis que tu avais commencé à l'université, même en tant qu'étudiant avant, quels étaient les grands changements que tu as remarqués ? #00:01:57-0#
4. P14 : Les grands changements, c'est les mobilités. Ça, j'ai remarqué que les grands changements, c'était les mobilités. C'est-à-dire, à notre époque, on avait... (hors sujet de #00:02:06-0# à #00:03:11-0#). Donc, c'est les mobilités. Nous, je me rappelle que les occasions qu'on avait, c'était, il y avait quelques bourses qui n'étaient destinées qu'aux majeurs de promo. Donc il y avait/Et ce n'était pas très bien géré. Et puis, voilà, il y a eu aussi des concours de bourses pour les majeurs de promo. Ça existe toujours. Il y a eu aussi le concours de bourses à l'étranger, qui existe toujours, pour les majeurs de promo. C'est tout, c'est ce qu'il y avait en fait. Mais maintenant, en maths, il y a eu les programmes de mobilité Erasmus et ça, c'est le changement majeur. #00:03:54-0#
5. I : D'accord. Et ça, c'est dans le cadre du LMD ? #00:04:01-0#
6. P14 : Oui, c'est dans le cadre du LMD, exactement, voilà. #00:04:04-0#
7. I : Et comment est-ce que le LMD avait impacté l'université ? #00:04:10-0#
8. P14 : Si tu veux mon avis sincère et honnête, il y a eu des plus et des moins. Il y a eu beaucoup de moins, tout simplement, parce que le LMD a été très mal introduit. Ça, c'est le ministre lui-même qui l'a avoué. D'accord ? Très, très mal introduit. Et donc, on n'a pas compris ce que c'était que le LMD. Si tu lis les documents de Bologne, le LMD, c'est magnifique, d'accord ? Et son implémentation, c'est ça (tousse). #00:04:47-0#
9. I : D'accord. Et quels étaient, ou sont, les problèmes dans l'implémentation ? #00:05:09-0#
10. P14 : (tousse longement et fortement) C'est que, pour moi, mon avis personnel, c'est que le LMD demande beaucoup d'efforts de la part des enseignants en termes de préparation, d'accord ? En termes d'ingénierie pédagogique. Et les enseignants n'ont pas été formés à ce nouveau mode d'enseignement. #00:05:50-0#

11. I : Oui. Et qui pourrait assurer cette formation, ou même qui peut, actuellement ?
#00:05:54-0#
12. P14 : On peut l'assurer en interne, on peut l'assurer en interne. Et puis aussi ce qu'il manque, à mon avis, c'est aussi un/Parce que c'est très complexe, ça ne dépend pas que de l'université, ça dépend aussi du secteur socio-économique. On ne connaît pas les besoins du secteur socio-économique, d'accord ? Parce que le secteur socio-économique a du mal à exprimer ses propres besoins. #00:06:25-0#
13. I : Oui, d'accord. Alors il y a une rupture ? #00:06:30-0#
14. P14 : Non, ce n'est pas une rupture, ça se fait, ça se fait. La relation université-entreprise existe, mais elle n'est pas simple. Elle n'est pas simple, on a des « success stories », d'accord ? Je peux citer l'exemple de (*nom institut disciplines STEM*), de (*ville*). Je ne sais pas si tu as rencontré monsieur (*nom*), le directeur de (*institut*) ?
#00:06:55-0#
15. I : Non, pas encore. #00:06:57-0#
16. P14 : Il faut que tu le voies prochainement. Voilà, donc, monsieur (*nom*) était avec moi au (*structure*), donc à force de discuter avec les entrepreneurs du (*thématique service publique*) dans le (*thématique service publique*), dit : « Donc, quels sont les métiers dont vous avez besoin ? ». Donc, c'était vraiment un travail de terrain. Ce n'était pas un « survey », c'était vraiment un contact direct. #00:07:18-0#
17. I : Oui, comme maintenant. #00:07:18-0#
18. P14 : Oui, voilà, comme maintenant. Il a dit : « Voilà, moi j'ai besoin d'un conducteur de travaux, j'ai besoin d'un géomètre topographe ». On discute avec un autre : « Moi, j'ai besoin de chef de chantier ; moi, j'ai besoin du géomètre topographe ». On discute avec le troisième : « Moi, j'ai besoin de quelqu'un qui sache faire un bureau d'études et d'un géomètre topographe ». Donc, le point commun, c'était « géomètre topographe ». Donc là, on a demandé à d'autres et chaque fois « géomètre topographe » ressortait. Donc là, on est parti voir le président de la section (*thématique service publique*) dans la Confédération Générale du Patronat. Et là, il a dit, effectivement, le (*thématique service publique*), c'est quelque chose de très demandé, d'où l'idée qu'on a eu de construire une licence professionnalisante, dont géomètre topographe. Et là, on s'est rendu compte que le cadastre qui est l'organisme public avait besoin d'un nombre important de géomètres topographes, mais qui n'avait pas exprimé ce besoin-là. C'est dans le sens où je dis que le secteur socio-économique a du mal à exprimer ce besoin. C'est-à-dire nous, on n'a pas des statistiques nationales. On te dit : « Voilà, Horizon 2025, 2030, j'ai besoin de tant de diplômés, j'ai besoin de tant en biologie moléculaire, j'ai besoin de, tant en conducteur de travaux, par exemple, j'ai besoin de tant, en physique médicale, et cetera ». Donc les besoins ne sont pas exprimés. Donc nous, ce qu'on fait, c'est, on essaye de trouver des niches métiers, et des niches métiers, on essaye de trouver à travers un travail de terrain, et ce n'est pas évident. Ce n'est vraiment pas évident. Voilà, donc, le LMD. Maintenant, on connaît le besoin, donc on va construire une formation. On a le cadre LMD et la question qu'on se pose, c'est : « Est-ce qu'on a les bons indicateurs ? Qu'est ce qui nous dit que c'est une bonne, une moyenne ou une mauvaise formation ? ». Donc nous, ce qu'on a fait, c'est on a pris toutes les formations LMD de (*ville*), l'Université (*institution*), et on a extrait trois informations: objectif de la formation du canevas; objectif de la formation, du curriculum, oui, voilà; objectif de la formation, bassin d'employabilité. C'est-à-dire, quels sont les métiers que vont faire les étudiants après

leurs diplommations et les compétences acquises par les étudiants. Et là, tu vois entre les formations un énorme gradient. Tu vois il y a des gens, des équipes pédagogiques qui, eux, savent très bien ce qu'ils font. Ils sont conscients des enjeux du LMD, des enjeux de la transformation sociétale algérienne; qui font des formations qui, tu dis, juste ces trois points là, tu sais qu'il sait très bien où il veut, quels sont les métiers que vont faire ces étudiants. Et les autres, qui sont quand même une grande majorité, c'est juste des formations classiques qu'on a mis dans le moule LMD. C'est ça le problème en fait : c'est des formations classiques qu'on a mis dans le moule LMD. On n'a pas fait une transformation de/On va, on va concevoir sur le LMD, non, c'est, comment on prend une formation, et c'est de la mettre dans le moule LMD, et c'est ça, le souci de certaines formations. Et puis on se pose pas la question sur la pertinence des formations. Et ça, c'est un problème, parce qu'on a beaucoup d'étudiants, on a beaucoup d'étudiants. #00:10:43-0#

19. I : Une tendance croissante, oui. #00:10:45-0#
20. P14 : Oui, beaucoup d'étudiants. Donc nous, la solution qu'on a proposée, c'est un, professionnaliser les formations et insister beaucoup sur les « soft skills ». #00:10:59-0#
21. I : C'est ça, d'accord. Mais c'est toujours dans le cadre de l'universitaire ? Ça veut dire « licence universitaire » ? Pas « professionnalisante » ? #00:11:13-0#
22. P14 : Oui. #00:11:13-0#
23. I : Et les « soft skills », vous voulez développer comment ? Quelles sont les mesures ? #00:11:25-0#
24. P14 : Par exemple, dans le projet (*nom*), on a très bien développé les « soft skills », que ce soit anglais, communication. Je prends l'exemple de anglais et communication, je prends ces deux exemples-là. Donc, dans (*nom programme*), des enseignants ont été formés en enseignement de l'anglais. Et l'anglais, on a choisi la formule ESP (English for Specific Purposes). Et on a eu de la chance, parce qu'on avait des enseignants dont c'est la spécialité. Et ce projet a permis de les révéler. Donc, un enseignement dans (*nom programme*) se fait par « English for specific purposes », d'accord ? Et la question c'est: Comment savoir que l'enseignement de l'anglais se fait bien ou ne se fait pas bien ? Quels sont les indicateurs ? Questions ouvertes. Questions ouvertes. L'idéal, l'idéal ce serait que tous les étudiants de l'Université (*institution*) qui étudient l'anglais passent le TOEIC ou le TOEFL. Certains sont obligés de le faire, pourquoi ? Parce qu'ils postulent pour des bourses Fulbright, par exemple. #00:12:58-0#
25. I : À l'étranger. #00:12:58-0#
26. P14 : Fulbright, ils exigent un niveau de TOEFL bien précis. Et là, on ne peut pas, parce que ça, on a beaucoup trop d'étudiants, ça coûte beaucoup d'argent. #00:13:06-0#
27. I : C'est sûr, c'est clair. #00:13:08-0#
28. P14 : Voilà, donc la question, c'est: Comment est-on sûr qu'on enseigne bien l'anglais ? La même chose pour la communication. Alors, la communication, ça dépend de l'enseignant. Il y a des enseignants qui viennent, PowerPoint, PowerPoint, PowerPoint. Il y a des enseignants qui viennent, ils créent des groupes, des interactions, des jeux. Donc, c'est une pédagogie active, donc tu as: pédagogie active versus pédagogie passive. #00:13:36-0#
29. I : Voilà, c'est ça. Très bien. Est-ce qu'il y a d'autres « soft skills » que vous ciblez ? #00:13:55-0#

30. P14 : Communication, anglais, français, d'accord ? Et bureautique. C'est-à-dire, Microsoft Office. #00:14:08-0#
31. I : Et les groupes cibles sont, ce sont enseignants ou étudiants, ou les deux ? #00:14:21-0#
32. P14 : Pardon ? #00:14:22-0#
33. I : Qui sont les groupes cibles ? #00:14:25-0#
34. P14 : C'est les étudiants, d'accord ? Il y a aussi entrepreneuriat et gestion de projets. #00:14:32-0#
35. I : Très bien. Alors actuellement, si on a deux pôles, national et international, généralement parlant, où est-ce que tu positionnes l'enseignement supérieur algérien ? #00:14:55-0#
36. P14 : J'ai pas compris. La notion de pôles, j'ai pas compris ça. #00:15:00-0#
37. I : Oui, ça veut dire l'orientation. Est-ce que l'orientation est vers le national ou vers l'international ? #00:15:07-0#
38. P14 : Vers le national. L'enseignement ? Il est vers la national. Pourquoi ? Il faut toujours justifier pourquoi il est vers le national. Parce que, généralement, d'accord, on ne compare pas les cours qu'on fait avec des cours qui se font à l'étranger. Nous, je pense qu'on a un exemple, d'accord ? Toujours « success story ». On a une licence professionnalisante en soudure, dans le cadre du (*nom programme*). #00:15:34-0#
39. I : Oui. (*Nom programme*), c'est quoi ? #00:15:36-0#
40. P14 : C'est un Erasmus plus (*nom programme*). Et le programme de soudure est un programme international. C'est un programme international. #00:15:49-0#
41. I : D'accord. Et est-ce qu'il y a des différences entre les différents domaines par rapport à cette question ? Par exemple, est-ce qu'il y a le... ? #00:16:06-0#
42. P14 : Oui, j'ai compris. Les sciences dures sont plus, donc là, vers l'international que les sciences humaines et sociales, car l'enseignement des sciences humaines et sociales se fait en arabe. Ce qui est bien, mais si on fait ça, et c'est en train d'être fait, il faut qu'on ait des revues visibles à l'international. C'est là, la question: comment ton enseignement, le produit de ton enseignement, soit visible à l'international ? Donc là, il y a un gros problème de communication au sein des universités; communication institutionnelle. C'est pour ça que le ministère encourage, il y a des universités qui le font très bien, la création de revues internationales, index. #00:16:59-0#
43. I : D'accord, et quel est ton avis personnel, ou ton expérience personnelle aussi, par rapport à l'internationalisation de l'enseignement supérieur ? #00:17:12-0#
44. P14 : Il faut qu'on y aille, c'est-à-dire, c'est comme si on avait un curseur: Où est-ce que telle licence, tel master se situe au niveau international ? Ça, il faut qu'on le fasse, il faut qu'on ait des indicateurs. Et moi, ce qui manque, les indicateurs de la recherche existent, Léonie. Il y a SCOPUS, il y a Web of Science, il y a Thomson Reuters. Donc on sait comment, on sait si on fait de la bonne ou de la moins bonne recherche. Il y a le H Index, il y a, y a plein d'indicateurs. Pour ce qui est de la recherche, c'est bon. Mais la question est la pédagogie. Comment on sait qu'on fait un bon cours, une bonne formation ? Quel sont les indicateurs ? L'employabilité ? Difficile. Et ce n'est pas le seul indicateur en principe. Donc je pense, moi, ce qui serait intéressant, c'est de faire un « benchmarking » sur l'enseignement. Est-ce qu'on enseigne bien telle formation, tel module, ou est-ce qu'on enseigne mal ? Moi, le « benchmarking » que je donne à mes étudiants, c'est le « open course » du MIT. Mais moi, je suis « half time », je suis (*professionnel de la discipline*), d'accord ? Donc, je dis à mes étudiants, je dis :

- « Voilà, si vous savez que vous faites un bon cours, ou un mauvais cours, regardez les cours qui sont au MIT ». Pour « undergraduate ». Pour « graduate », il y a aussi des cours au MIT, il y a aussi qu'on fait de la (*spécialité*); il y a le (*nom structure liée à la discipline*). Ses cours de master sont, c'est une sorte de open course. Mais aussi, les MOOCs. #00:18:56-0#
45. I : Très bien. Alors, de nouvelles technologies ? #00:19:01-0#
46. P14 : Il faut, il faut, mais les nouvelles technologies impliquent une connexion internet, une bonne connexion internet, une accessibilité. Et est-ce que tous les étudiants ont les moyens financiers d'avoir chez eux une bonne connexion internet ? Actuellement, je sais pas, je connais des cas, oui, je connais des cas où, non. Voilà. Et puis, voilà, est-ce que ça serait pas intéressant que les universités algériennes développent leur propre MOOCs ? #00:19:30-0#
47. I : Bien sûr, oui, pour déjà augmenter la visibilité. #00:19:34-0#
48. P14 : Augmenter la visibilité. Et puisqu'on a un nombre important d'étudiants, donc il serait intéressant d'avoir des..., en arabe, en français, en anglais, sur la même thématique. Par exemple, le sud, ils parlent arabe ou anglais, ils parlent pas du tout français. Kabylie, ils parlent pas arabe, ils parlent Kabyle, français. Donc, c'est cette diversité qui est une source de richesse. Je la remets pas en question. Mais il faut trouver une solution à cette massification d'étudiants, et moi, je pense que la massification, c'est pas une mauvaise chose, c'est une bonne chose. Parce que tu as une entreprise internationale, et tu regardes un pays: l'un des éléments que tu vas voir, c'est la main d'œuvre. Est-ce qu'il y a une main d'œuvre qualifiée, ou pas ? Donc, si tu as des standards internationaux d'enseignement supérieur, tu ne peux être qu'intéressant pour des entreprises à l'international qui veulent venir. #00:20:33-0#
49. I : Très bien, oui. Tu parles de la massification, ça existe aussi. Bon, on pourrait dire aussi, au niveau des institutions, il y avait une expansion énorme dans les derniers quinze ans, centres universitaires, à l'université, partout en Algérie. Qu'est-ce que tu penses de ce développement ? #00:20:56-0#
50. P14 : C'est une bonne politique, je pense, d'accord ? Parce que, quand on voit d'autres pays, là, n'importe quel algérien, n'importe quel algérien peut avoir accès à l'université. Ça, c'est le bon côté des choses. L'enseignement est gratuit. Si tu habites à plus de 50 kilomètres de l'université, tu as droit à une chambre. Les transports sont gratuits. Ça c'est excellent. #00:21:29-0#
51. I : Et unique dans le monde. #00:21:31-0#
52. P14 : Et unique, voilà. Et l'université joue vraiment son rôle d'ascenseur social, ça je l'ai vu. Moi, j'avais un ami qui vivait dans des conditions précaires, on va dire, mais ce type-là était un vrai génie. Et l'université lui a permis d'avoir un doctorat, de faire un concours de bourse à l'étranger, d'aller au Canada, de faire ses études. Donc oui, ça joue le rôle d'ascenseur. Le problème, c'est que c'est un coup: jusqu'à quand ? Quand on voit ce qui s'est passé en Angleterre, par exemple, on se pose des questions. Donc, il y a le côté positif. Le côté négatif, le côté négatif, c'est qu'on valorise pas suffisamment les études, parce que c'est gratuit. Et ça, c'est valable pour n'importe quel domaine. Quand c'est gratuit, on a du mal à valoriser. #00:22:19-0#
53. I : C'est ça. Alors, tu verrais ces développements, comme démocratisation surtout ? C'est pas massification, c'est surtout démocratisation ? #00:22:41-0#
54. P14 : Le problème est complexe. Le problème est complexe. C'est-à-dire, tu as le nombre et la qualité, et parfois ils ne sont pas contradictoires. Tu as nombre versus

qualité, c'est-à-dire, peut-on assurer une formation de qualité pour un aussi grand nombre ? La réponse est oui, sauf qu'il faut faire des efforts énormes. Il faut que les enseignants fassent des efforts énormes. Il y a l'autre problème, Leonie, qui est indépendant de l'université, mais qui impacte l'université. C'est qu'au lycée, l'enseignement se fait en arabe, et qu'à l'université, ça dépend des branches. Donc, l'enseignement se fait soit en français, en médecine, donc, ou dans tout ce qui est technologie, sciences exactes, mais dans tout ce qui est droit, économie, sciences humaines et sociales, il se fait en arabe. Et je trouve que c'est pas normal. Je trouve c'est pas normal. C'est pas logique du tout. Sauf que l'arabe est un sujet politique très sensible. #00:23:55-0#

55. I : La langue nationale, bien sûr. #00:23:56-0#

56. P14 : C'est une langue nationale, d'accord. Mais il y a des exemples de « success story », on a qu'à voir la Turquie. On a qu'à voir la Turquie.

(hors sujet de #00:24:07-0# à #00:24:46-0#). #00:24:46-0#

57. I : Alors, oui voilà, la Turquie ? #00:24:51-0#

58. P14 : Voilà, la Turquie est un bon exemple. #00:24:52-0#

59. I : Comme là-bas, comment ça se passe ? #00:24:57-0#

60. P14 : Je pense que l'enseignement se fait en turque, même à l'université. Et que maintenant l'Algérie est en train de s'ouvrir, par exemple, il y a des écoles à (*ville 1*) et qui sont avec, par exemple EHEC, École des Hautes Études Commerciales. C'est en partenariat avec des écoles internationales. Et donc, le problème que j'essaie de t'expliquer, c'est que, soit on fait des études en arabe, on assume, et là donc, il y a toute une logistique à mettre en place, c'est-à-dire des documents scientifiques en arabe, et cetera, et cetera; soit on choisit, que ce soit en français ou en anglais, et là donc, en anglais il y a aucun problème, parce que toute la documentation est en anglais et en français. On va faire des traductions, et cetera, et cetera. Donc, il faut choisir au fait. #00:25:50-0#

61. I : Et Qu'est-ce que tu proposes ? #00:25:52-0#

62. P14 : Moi ? Anglais ! #00:25:54-0#

63. I : Anglais. Carrément pour toutes les disciplines ? Inclus science aussi ? Et qu'es qu'il faut faire pour implémenter cette stratégie ? #00:26:10-0#

64. P14 : Il faut au moins plusieurs générations. Il faut au moins plusieurs générations. D'abord, renforcer l'enseignement de l'anglais au niveau des études primaires, du CEM, du lycée. Et à l'université tous les enseignements doivent se faire en anglais. Mais les enseignants sont-ils capables de le faire ? La réponse est « non ». Donc, c'est vraiment une décision politique, mais qui sera difficile à mettre en place, à cause de l'importance de l'arabe comme langue nationale. Si au moins on enseignait correctement l'arabe, ce qui n'est pas le cas. Si au moins on enseignait correctement l'arabe. Parce que les gens sont pas formés, ne sont pas motivés. Mais la langue arabe est une langue magnifique, très complexe. Très complexe. Et donc, il faut, soit bien l'enseigner, soit opter pour une autre langue. L'anglais est beaucoup plus facile. C'est un « business language », c'est un langage direct. Ça, c'est un avis purement personnel. #00:27:20-0#

65. I : Bien sûr, bien sûr. Selon ton expérience. #00:27:22-0#

66. P14 : Les plus grandes revues sont des revues écrites en anglais. Et moi, comme deuxième langue, ça sera pas du tout l'arabe, ça sera le chinois, le mandarin. Vraiment moi, si je devais choisir, c'est anglais et mandarin. Pourquoi mandarin ? Parce que,

quand tu prends, par exemple la Chine, en termes de chercheurs, en termes d'étudiants, c'est impressionnant ; en termes de nombre de chercheurs et en termes de nombre d'étudiants. Tu prends l'Inde, par exemple l'Inde, l'enseignement supérieur se fait en anglais, parce que l'Inde a été colonisée par les anglais (unclear #00:28:10-0#) . Moi, si ça dépendait que de moi, enseignement en anglais, apprentissage du mandarin obligatoire. Mais ça, c'est un, je suis en train de rêver, quoi. C'est utopique pour moi, parce que c'est, il faut avoir une vision à long terme. Les européens apprenaient l'arabe; je prends le cas de Fibonacci, le mathématicien. Il apprit l'arabe pour apprendre les mathématiques dans les centres d'excellence de l'époque, qui étaient le monde arabo-musulman. Maintenant, les centres d'excellence sont ailleurs. Et on ne peut prétendre, parce que les gens disent : « Oui, mais la science doit être en arabe, et cetera ». Oui, quand tu seras pôle d'excellence, oui. Mais tu ne peux pas être pôle d'excellence actuellement, si tu es en marge des grands courants de la science. « Nature », la revue scientifique « Nature » l'a très bien compris, parce que « Nature » a décidé de faire une édition en mandarin, en chinois. Parce qu'ils ont compris que s'ils le font pas, il y aura tout d'un coup des chinois en Chine qui vont créer une revue, l'équivalent de « Nature » et comme vu le nombre de chercheurs en Chine, le « Nature » en anglais risquait d'être détrôné. Donc « Nature », c'est des gens très intelligents, c'est du business en fait. Ils ont créé « Nature China », donc « Nature » en mandarin, une édition qu'en chinois. Et je pense que c'est très intelligent. Mais nous, on reçoit beaucoup d'étudiants chinois qui apprennent l'arabe, donc on est bien des rares universités qui enseignent l'arabe comme langue étrangère. Et ça aussi c'est un effort vers l'internationalisation. #00:29:47-0#

67. I : Tout à l'heure tu as mentionné des écoles à (*ville 1*) qui sont en partenariat avec les institutions étrangères. Lesquelles ? #00:29:58-0#
68. P14 : Il faut que je recherche, on va faire une recherche sur Google. (Hors sujet de #00:30:02-0# à #00:31:00-0#). Mais les universités privées, tu les trouves que dans les, en principe, dans les sciences économiques. #00:31:04-0#
69. I : Mais ils existent déjà ? ... Ah, super ! Intéressant. #00:31:17-0#
70. P14 : Pourquoi en management et sciences économiques ? Parce que ça ne nécessite pas de matériel. C'est très difficile de faire une université privée en technologie, par exemple, parce que l'investissement est très, très, très lourd en termes de laboratoires pédagogiques, en termes de laboratoires de recherche. Donc tu verras, c'est, soit des écoles de management, soit des écoles d'économie, soit des écoles de langues. #00:31:53-0#
71. I : Et tu vois une tendance vers le privé en général ? #00:32:00-0#
72. P14 : Non, non. Et je me demande pourquoi l'Algérie n'a pas une université américaine, alors que tu prends l'Egypte, le Liban en ont une université américaine. Question. Et puis il y a beaucoup de/Attends, il faut que je trouve ça. Bon, il faut que je recherche pour ne pas dire des bêtises. Tu as, par exemple, l'école supérieure de, l'École Supérieure Algérienne des Affaires. Ils ont beaucoup de, comment dire, beaucoup de partenariats avec des institutions françaises, canadiennes. #00:32:52-0#
73. I : D'accord, mais c'est surtout dans le milieu francophone, alors ? Jusqu'à maintenant. #00:33:01-0#
74. P14 : Oui, la plupart, oui. #00:33:01-0#
(hors sujet de #00:33:01-0# à #00:33:23-0#)

75. I : Est-ce que tu vois de liens, bon, surtout très forts avec la France ou le milieu francophone dans ce cadre de partenariats ? #00:33:33-0#
76. P14 : Oui, oui, c'est normal, c'est normal. C'est normal, parce qu'on est un pays francophone. La plus part de nos enseignants parlent plus français qu'anglais, c'est pour ça que les coopérations, et tu le vois, il y a un indicateur très fort, c'est les stages. Regarde où vont les étudiants et les chercheuses en stage. La plupart, dans des pays francophones: la France surtout, et la Belgique. #00:33:56-0#
77. I : C'est ça, oui. Et tu penses qu'il y aura une diversité ou, bon, diversification, par rapport aux destinations, aux pays ou région ? #00:34:10-0#
78. P14 : C'est à l'université d'appliquer une politique dans ce sens-là, c'est suivant la politique de l'université. #00:34:15-0#
79. I : D'accord, c'est au niveau institutionnel, ce n'est pas au niveau de, du ministère ? #00:34:21-0#
80. P14 : Au niveau institutionnel. On ne peut pas forcer les gens à choisir une destination, c'est difficile. Et puis c'est des collaborations qui existent déjà, qui sont anciennes pour la plupart. Donc c'est difficile de leur dire: « changez de destination, changez de truc ». #00:34:39-0#
81. I : Oui, c'est ça. Mais toi, personnellement, tu aimerais, bon, avoir, plusieurs régions ? #00:34:47-0#
82. P14 : Ça, c'est clair, c'est clair. #00:34:50-0#
83. I : Qu'est-ce qu'il faut faire pour inciter les gens, pour encourager pour regarder ailleurs ? #00:34:56-0#
84. P14 : Ça reste un problème de langue. Ça reste un problème de langue, ça c'est un problème de langue. #00:35:10-0#
85. I : Et comment, en général, est-ce que tu perçois, le rôle du ministère de l'enseignement supérieur ? #00:35:15-0#
86. P14 : Pourquoi ? Pour une raison très simple. Le ministère a tellement de choses à faire, moi, pour moi, c'est des super héros, les gens qui sont au ministère. Parce que les gens, les gens, les collègues, les gens, n'imaginent pas le niveau de responsabilité qu'ont ces gens-là. C'est inimaginable. Et ça, c'est quelque chose qu'on remarque, parce qu'en (*discipline*), on l'appelle un « problème fractal », qui est le même suivant toutes les démonstrations que tu vois, c'est, tu es noyé dans ton quotidien. Tu fais le pompier en fait, tu gères les urgences. Et quand tu es noyé dans ton quotidien, à tous les niveaux, il est très, très, très difficile que tu dégages une stratégie. Nous, au (*nom structure*), on a arrêté nos activités pendant à peu près six mois. On a tout arrêté pendant six mois. #00:36:16-0#
87. I : Dernièrement ? #00:36:18-0#
88. P14 : Non, en (*début années 2010*). Pourquoi on a tout arrêté pendant six mois en (*début années 2010*)? Tout simplement pour mettre en place une stratégie. Pour mettre en place une stratégie. #00:36:29-0#
89. I : Pour avoir le temps pour réfléchir. #00:36:31-0#
90. P14 : Exactement. Et qu'est-ce qu'on a fait pendant ces six mois ? On a rédigé un document qui est le plan directeur du (*structure*). #00:36:40-0#
91. I : D'accord. Justement, tu pourrais élaborer un peu sur les activités du (*structure*) et le rôle du (*structure*) à l'université ? #00:36:53-0#
92. P14 : Alors, le (*structure*) c'est le (*nom*). On a un site web où on a toutes les informations, dans le site web, en principe. Donc le (*structure*), au début, c'était issu

d'un projet (*nom*). Enfin, il y a eu deux projets (*nom*). Le premier, c'était (*nom projet 1*), donc: (*sujet STEM*). Et puis (*nom projet 2*). Ça, c'était les deux Campus. Et on a eu une chance incroyable, c'est que dans (*projet 1*), on a rencontré (*nom*) de (*ville en France*), quelqu'un qui a une expérience extraordinaire en termes de montage, de formation, de relations université-entreprise, et cetera. Et dans (*projet 2*), j'ai rencontré quelqu'un qui m'a tout appris, c'est (*nom*), qui est maintenant directeur général de l'Université (*ville en Italie*). Voilà, c'est (*nom*), et ce type est un génie en termes de communication institutionnelle. Donc, (*nom*) m'a tout appris. J'ai dû discuter avec lui, si tu mets deux heures à peu près, sur les trois ans, on a discuté deux, ou trois heures maximum. Et c'est peu, trois heures. Il m'a complètement mollifié, parce que tu as eu la chance, dans ces projets, d'avoir un retour d'expérience, des gens extrêmement compétents et qui sont dans ces projets, pas en tant que consultants, donc il y avait pas cette notion, mais c'était presque par passion, d'accord ? Et on a beaucoup appris de ces gens-là. Et puis à force de côtoyer d'autres universités algériennes, tunisiennes, marocaines, libanaises, européennes. Donc, tu as un peu les « best practice ». Et donc nous, on a beaucoup appris de ces « best practice ». Après, qu'est-ce qu'on a fait ? On a pris ces « best practice », on a essayé de les contextualiser au niveau de notre université, au niveau de notre société. #00:39:35-0#

93. I : Très bien. Et alors, (*institution*), dans ce sens, est un exemple pour les autres universités en Algérie ? C'est assez unique, ou ? #00:39:50-0#
94. P14 : C'est unique dans le sens où nous, on a dès le début pensé à mettre en place un écosystème. C'est-à-dire nous, les structures qu'on a créées, ce n'était pas créer une autre structure, créer une autre structure, créer une autre structure. Non. En (*début années 2010*), on a mis en place une stratégie. On dit : « Qu'est-ce qu'il nous faut, qu'est-ce qu'il nous manque ? ». Et donc, on a créé ces structures-là, et elles sont reliées entre elles. C'est-à-dire maintenant, moi, quand j'ai une entreprise... #00:40:24-0#
95. I : Comme approche globale, pas... #00:40:25-0#
96. P14 : Non, non, non. On sent que c'est une approche globale, c'est vraiment un écosystème, connecté, resauté. Par exemple, je discutais avec le recteur, on a reçu une association de jeunes entreprises, ils sont dit : « Nous, on aimerait bien aider les étudiants à devenir entrepreneurs ». On a dit : « Vous allez vers une maison d'entrepreneuriat ». « Nous, on vous propose des stages ». « Vous allez au centre de carrières ». « Nous, on aimerait recruter des diplômés ». « Vous allez au club de recherche d'emploi ». « Nous, on aimerait vraiment aider les jeunes entreprise à les proposer, vous avez un incubateur ». Donc c'est cet eco-système-là. #00:40:55-0#
97. I : Parfait. Et vous partagez vos expériences ? #00:41:04-0#
98. P14 : Oui, oui, bien sûr, totalement, totalement. Pour l'incubateur, par exemple, on a rédigé un document : « Comment monter un incubateur universitaire ». Et on a transmis au moins à trois universités: (*ville 2*), (*ville 3*), (*ville 4*). On a reçu la visite, par exemple, de l'université de (*ville 5*), centre de carrière de (*ville 5*), qui travaille avec notre centre de carrière. Donc oui, il y a des échanges. Il faut dire qu'on n'a pas cette culture, pour être honnête avec toi, on n'a pas cette culture, on n'a pas cette culture d'échange. On n'a pas, on est en train de la construire. Parce que les universités, généralement, se voient en tant que concurrentes. Mais nous, on est toujours dans cet échange de bonnes pratiques. C'est pour ça, par exemple, qu'à (*ville*) on a créé le

- Réseau Académique de (*ville*). C'est (*institution 1*), (*institution 2*), l'Université, (*institution 3*), et (*institut*). #00:42:08-0#
99. I : Parfait ! Alors ça, c'est peut-être le premier consortium en Algérie, on pourrait dire. Et ça s'est fait comment ? Bon, qui pilote ces ... ? #00:42:23-0#
100. P14 : Aucune idée, aucune idée. Là, justement, il faudrait mettre en place un comité de pilotage. Nous, ce qu'on a proposé, on le fera en septembre, parce qu'il y a tellement d'activités en ce moment. En septembre, on avait proposé/Tiens, je vais, je vais te faire découvrir un truc. Tu as, tu as, par exemple/Une idée qu'on a eu, c'est de créer un « challenge » pour les universités, pour les étudiants. D'accord ? Mais on a décidé de créer le « Next IE », parce que la question qu'on s'est posée, parce que nous, dans le (*structure*), on a des réflexes: tu crées le consortium, et après ? Qui dit consortium, dit bilan. Qu'est-ce que tu as fait ? Des petits événements en commun ? D'ailleurs, il y a une phrase d'un entrepreneur français, très international, qui s'appelle Carlos Ghosn, qui le directeur de Renault-Nissan, qui leur dit : « Peu importe ce que vous dites, peu importe ce que vous faites, ce qui est important, c'est que vous produisiez ». Donc nous, on a créé, au sein de ce consortium, on a décidé, ça sera en septembre, de créer le « Nexus for (*institution*) University Network for Innovation and Entrepreneurship », qui donne, c'est joli, ça donne « Next IE », « Next Innovation Entrepreneurship ». On a décidé de lancer des « challenges » par exemple, qu'on a appelés « 101up challenge ». Donc nous, on va dire, quelle va être la valeur ajoutée de ce consortium ? Et là, on a des problèmes concrets. Par exemple, si j'ai une entreprise qui veut collaborer avec trois institutions, on signe une convention avec l'université, avec l'école. Est-ce qu'on peut signer une convention avec le consortium ? Est-ce que le consortium a un statut juridique ? Un statut légal ? Point d'interrogation. Là, je partage avec toi mes interrogations. Pour l'instant, non, je ne sais pas en fait. Donc, moi, je pense qu'en septembre, enfin, « slow down » pour maintenant, en septembre, on va se poser cette question-là, parce qu'on a des cas concrets. Et puis on va lancer ces « challenges », ces « challenges » n'ont pas besoin d'un statut juridique, c'est juste, c'est ouvert aux étudiants de cinq institutions. C'est tout. #00:45:10-0#
101. I : Alors ça, c'est vraiment, une approche nouvelle, innovante ? #00:45:14-0#
102. P14 : Ça, c'est nouveau, ça c'est complètement innovant. Et puis le but, c'est de faire monter en compétences les étudiants. C'est le but du « challenge », je crois. #00:45:23-0#
103. I : Extracurriculaire, on pourrait dire. #00:45:25-0#
104. P14 : Exactement, extracurriculaire, ça, c'est clair. C'est le but, c'est : « Why think they think international ». Ça, c'est notre motto. Voilà. « Digital (unclear #00:45:46-0#). Ça aussi. Et puis « Creative, analytical, communicative », c'est-à-dire on va essayer de créer des groupes d'étudiants, quoi. #00:45:51-0#
105. I : Super. Et ça, c'est fait en anglais ? #00:45:54-0#
106. P14 : Oui. Ça, les étudiants sont très anglophones et enfin, une traduction en français. Généralement, bon, en arabe, non, parce que les plateformes de coding sont en français ou en anglais. Moi, je l'entame en anglais, donc on ne va pas être hypocrite. « Who may participate ? Any student de University Network of (*institution*), including University (*institution*), (*institution 1*), (*institution 2*), (*institut*) ». Et (*institution 3*). «Who has a good idea for public and private companies, faculty, alumni, can also propose ideas that our students can transform into an outstanding act ». Donc on ouvre aux entreprises, aux collectives du public, aux alumni, et cetera. #00:46:39-0#

107. I : Compétition start-ups, même ? #00:46:42-0#
108. P14 : « Start-up competition », c'est bien, il y en a plein. Mais je ne pense pas que ça fasse monter en compétence les étudiants, ça crée de la motivation, mais c'est des opérations « one shot ». Il y a pas un suivi. Nous, on a mis l'éco-système. Par exemple, tu as un étudiant qui a une idée brillante, il va à la Maison de l'Entrepreneuriat, il développe son « business plan », et cetera. Il veut vraiment créer son entreprise. On envoie un incubateur. Et donc, c'est cela, il a besoin d'une aide en « Patents Intellectual Property ». Il y a le quartier qui va lui venir en aide. Donc c'est vraiment, c'est pour ça qu'on dit éco-système. On a beaucoup réfléchi pour mettre en place cet éco-système. #00:47:25-0#
109. I : Super. Et vous avez fait des adaptations depuis (*début années 2010*) ? #00:47:30-0#
110. P14 : Oui, oui, oui. Il nous reste une structure à créer, d'accord, qui est le (*nom structure*). Alors, (*structure*), elle n'était pas prévue. C'est lorsqu'on a eu une collaboration avec (*organisation britannique*) dans le cadre des « Careers Service », et on est parti faire un tour dans plusieurs universités anglaises, et on a trouvé une très belle université, moi, qui m'a beaucoup impressionné, c'est l'Université (*ville en Angleterre*). (*Ville en Angleterre*) University. Alors, c'est des extra-terrestres dans l'enseignement supérieur anglais, parce qu'ils font du « flipped classroom », c'est génial. Et ils ont cette « Industry Collaboration Zone » qui nous répond à une problématique, c'est la « comment communiquer un université en interne et en externe ». On avait trouvé des solutions...
- (hors sujet de #00:48:22-0# à #00:49:52-0#).
111. I : Très bien. Super. Et tu parles de « Careers Service ». Ça existe ici, maintenant ? #00:50:01-0#
112. P14 : Oui, pour l'instant, on a un club de recherche d'emploi. #00:50:03-0#
113. I : Très bien, comme association étudiante ? #00:50:06-0#
114. P14 : Non. On a plusieurs clubs scientifiques d'étudiants, mais le « Careers Service », on a commencé d'abord, parce qu'on avait un projet avec (*organisation britannique*), et tout de suite après, on a eu un projet avec le (*organisation internationale de travail*). L'urgence, c'était de mettre en place un club de recherche d'emploi, c'est-à-dire autoriser les étudiants diplômés qui sont déjà sortis, à revenir dans ce club, et à être formés aux techniques de recherche d'emploi. #00:50:38-0#
115. I : Et qui enseigne, bon, c'est l'université ? #00:50:48-0#
116. P14 : C'est l'université et l'ANEM (Agence Nationale de l'Emploi). #00:50:50-0#
117. I : D'accord. Alors, c'est une collaboration publique ? #00:50:56-0#
118. P14 : C'est l'université. Ça, c'est dans le cadre du projet. Mais nous, le problème, c'est aussi un problème de ressources humaines. Donc les deux. Le groupe qui est dans ce club de recherche d'emploi, pour l'instant, il est dépassé. Il y a des livrables, et cetera. Mais nous, ce qu'on a fait d'abord, c'est un site web, « Careers Service », d'accord ? Avec, par exemple, plein d'informations sur l'université, sur les métiers, et cetera. Ça sera aussi utile sur les (*unclear #00:51:31-0#*), sur les certifications que peuvent avoir les étudiants. On mettra des documents comme celui dont je t'avais parlé, donc, toutes les licences et masters qu'on a à l'université. Donc, pour que l'étudiant, et même avant l'étudiant, le bachelier, soit au courant de tout ce qui se passe. Quelles sont les formations, quels sont les métiers, et cetera, et cetera. C'est un gros travail. Et puis, à l'intérieur du CDC, on va faire des formations comme rédiger un CV, une lettre de motivation, ce genre de choses. Mais en réalité, il y a tellement de choses sur internet,

- sur YouTube, par exemple, c'est bon. Mais au moins, c'est informatif. Ça sera formatif et informatif, surtout. #00:52:08-0#
119. I : J'aime bien ça, « formatif-informatif ». C'est bien. #00:52:12-0#
120. P14 : Formatif et puis informatif, c'est-à-dire, on va informer les gens, et après on va les former. #00:52:16-0#
121. I : Super. Et comment est-ce qu'on pourrait résoudre le problème des ressources humaines en général ? Parce que ça, c'est un exemple, mais j'imagine ça s'applique aussi ailleurs. #00:52:26-0#
122. P14 : Ça, c'est partout. Il faut des piliers tout simplement. #00:52:29-0#
123. I : Comme créer de nouveaux postes, ou? #00:52:32-0#
124. P14 : Soit créer de nouveaux postes, soit rémunérer ces nouveaux postes. Par exemple, si on prend un enseignant qui fait neuf heures d'enseignement, on dit : « Toi, tu en feras que trois. Et les six autres heures, tu les feras au niveau du centre de carrière ». Ou plutôt, voilà : « Tu fais tes neuf heures d'enseignement, et tu fais des heures supplémentaires au niveau du centre de carrière ». C'est ça. #00:52:58-0#
125. I : D'accord. Mais tu préfères que ça soit organisé toujours, bon, enseignant-chercheur et un supplémentaire de travail sur les thématiques internationales, « Career Service » ? #00:53:16-0#
126. P14 : J'ai pas compris. #00:53:18-0#
127. I : Par exemple, on pourrait aussi créer des postes comme administratif, gestionnaire, juste pour cette thématique. #00:53:26-0#
128. P14 : Ça, c'est nécessaire. Par exemple, dans le club de recherche d'emploi, on a été obligé d'avoir un informaticien, donc, on a pris un ingénieur en d'informatique, un ATS d'informatique, d'une faculté, on l'a mis ici; on a besoin d'une secrétaire, donc, on a pris une secrétaire de faculté. Mais c'est vrai, c'est vrai que chaque structure a besoin d'un organigramme. C'est clair. Sinon, un enseignant-chercheur va être dépassé. Il faut qu'il y ait du support administratif. #00:53:55-0#
129. I : Et même au niveau de gestion, comme élevé, peut-être ? Parce que, bon, je vois, justement, l'impression que, évidemment, en tant qu'enseignant-chercheur, on a une tâche déjà à l'université pour l'enseignement, pour la recherche. #00:54:21-0#
130. P14 : Moi, ce que je disais à monsieur (*nom*), mon précédent recteur, c'est: lorsqu'on prend une université européenne de la taille de l'Université (*institution*), toutes ces structures-là, (*structure*), incubateur, et cetera, c'est au moins soixante personnes à plein temps. C'est au moins, minimum, soixante personnes à plein temps. #00:54:42-0#
131. I : Et de gestion, pas de recherche, pas enseignement. #00:54:43-0#
132. P14 : Ils ne font pas de l'enseignement, ils ne font pas de la recherche. Ils gèrent cette structure. C'est ça le problème. #00:54:49-0#
133. I : Et, tu aimerais bien, bon, trier cette répartition des tâches aussi ici ? #00:54:54-0#
134. P14 : Ici, les structures ont leur organigramme, elles ont leur fonction, elles ont leur mission, mais elles travaillent lentement. C'est-à-dire, c'est comme si on était des amateurs et qu'on voulait passer professionnels. Exactement. Là, bon, si on prend cette analogie, on est dans le stade amateur. Tu prends un joueur de football qui a son métier, qui est peut-être enseignant, qui est boucher, qui est coiffeur et qui joue dans le club amateur. Donc, il fait ça de temps en temps, parfois il rate des matchs, parce qu'il a son travail, et cetera. Mais si on veut passer professionnel, on passe professionnel. #00:55:28-0#

135. I : Très bien. Et comment faire ? #00:55:30-0#
136. P14 : C'est le ministère qui doit décider. Il dit : « Voilà, je crée cette structure », et je pense qu'ils sont en train d'y penser, « je crée ces structures ». #00:55:38-0#
137. I : Mais de manière, bon, centrale ? Parce que les besoins sont différents. #00:55:45-0#
138. P14 : Il faut créer une structure de manière centrale et laisser la liberté à ces structures de créer les sous-structures qu'elles voudraient. Ou dans ces structures, on crée des services, services employabilité, service entrepreneuriat; et le centre de carrières sera un sous-service. On mènera un chef service, et là, tu as un support administratif. C'est comme le vice-recteur, par exemple, qui a ses chefs de services qui sont administratifs. C'est l'équivalent de vice-rectorat techniquement, c'est l'équivalent de vice-rectorat. #00:56:21-0#
139. I : Justement, alors ça existe déjà, normalement ? #00:56:23-0#
140. P14 : Oui, bon, maintenant il y a que quatre vice-rectorats, ils vont créer peut-être un cinquième qui est dédié à ça. Mais même comme ça, ça ne va pas résoudre les problèmes, parce que c'est, c'est général, il faut mettre les bonnes personnes. #00:56:37-0#
141. I : C'est ça. Et pour les avoir, comment faire ? #00:56:40-0#
142. P14 : Pour les avoir, c'est difficile, parce que c'est une passion, c'est une vocation, d'accord ? Pourquoi ? Parce que ça demande beaucoup d'efforts. Par exemple, moi, je suis au (*structure*) depuis à peu près sept ans. Et ce n'est pas rémunéré, c'est du bénévolat. #00:56:56-0#
143. I : Toutes les activités (*structure*) ? #00:56:58-0#
144. P14 : Tout ça, c'est du bénévolat. C'est du bénévolat. On n'est pas rémunéré pour. Et j'ai sacrifié ma carrière de chercheur, beaucoup de choses. Mais, en parallèle, on recrute des étudiants; on crée des entreprises. Mais c'est, professionnellement, c'est un sacrifice, honnêtement. #00:57:24-0#
145. I : Oui, parce que, tu ne peux pas être chercheur à plein temps et t'occuper de... #00:57:30-0#
146. P14 ; Non. J'ai des collègues à moi qui sont devenus professeurs pendant ces sept ans. Et moi, non. Mais en parallèle, il y a des étudiants qui ont trouvé un boulot, qui se sont mariés, qui/Donc, il fallait bien que quelqu'un le fasse, quoi. #00:57:45-0#
147. I : Oui, on voit le résultat, bien sûr. Et il en a besoin, l'État. #00:57:50-0#
148. P14 : Et ça a aussi impacté l'image de l'Université (*institution*), qui dans ce domaine-là n'existait pas. Et maintenant, elle est l'une des universités leader. Quand je parle de relations université-entreprise, au niveau du ministère, et cetera, ils pensent automatiquement à (*institution*). Donc là aussi, c'est/Après, on a un très bon networking. #00:58:11-0#
149. I : Oui. Après tout, moi aussi, j'ai profité de cela. C'est l'université qui m'a invitée pour effectuer mon séjour de recherche, voilà. Je suis très reconnaissante. #00:58:23-0#
150. P14 : Et puis, et puis il y a eu un impact sur (*institut*) aussi, par exemple, quand j'étais « (*fonction administrative*) » au mois d'août passé, en 2017, quand j'ai vu ce qui s'est passé au (*institut*). La première chose que j'ai dit, non, non, il faut un « Careers Service » au (*institut*). Et donc, mise en place actuelle du service. Après, je dis, voilà, il faut faire des « challenges », comme celui-là, par exemple, en parlant de « challenge » après le « Center of Entrepreneurship ». On est en train de travailler là-dessus. Donc voilà. Pourquoi ? Parce que nous, on connaît un peu tout ce qui est « best

- practice » au niveau européen. Et c'est vraiment pas mal, et ça, c'est l'un des plus gros avantages des projets (*nom*). #00:59:08-0#
151. I : C'est ça, oui, et justement, tu parles du « best practices » au niveau européen. Est ce qu'il y a aussi une orientation vers l'Afrique, ou vers les pays arabes ? #00:59:19-0#
152. P14 : Pardon ? #00:59:21-0#
153. I : Est ce qu'il y a une orientation vers l'Afrique ou les pays arabes ? Ou est-ce que c'est, ça reste européen ? #00:59:27-0#
154. P14 ? Bon, non, vers l'Afrique, on a « (*nom programme*) », le programme « (*nom*) » ; et on a à peu près 500 étudiants africains inscrits à l'Université (*institution*). #00:59:36-0#
155. I : Au (*institut*). #00:59:39-0#
156. P14 : Au (*institut*) oui, oui.
(Pause de #00:59:42-0# à #01:00:05-0#)
157. I : Je suis intéressée aussi aux liaisons du modèle français, bon, l'ancien modèle français d'enseignement supérieur. Est-ce qu'il y a des éléments dans le système algérien actuel aussi ? #01:00:20-0#
158. P14 : Non, non, actuellement, l'Algérie est dans le LMD. Donc le LMD c'est européen, ce n'est pas que français. C'est LMD européen, c'est pas que français. Par contre, il y a des éléments qu'on voudrait intégrer, c'est le statut des étudiants entrepreneurs. Parce que là, on a des petits soucis. Le statut d'étudiant entrepreneur et aussi la valorisation des acquis de l'expérience, ce qu'on appelle la VAE: Valorisation des Acquis de l'Expérience. Et puis aussi, ça, c'est peut être le meilleur exemple que j'ai à te donner, on parle de « valorisation de résultats de la recherche » et maintenant, c'est un enjeu très important pour l'Algérie et pour les universités algériennes. Alors, le ministère dit : « Oui, il faut faire la valorisation des résultat de la recherche, la DGRSDT aussi ». Comment ça se fait à l'étranger ? Nous, ce qu'on fait, c'est toujours un « benchmarking ». Comment ont fait les autres ? Les autres, ils ont formé des « Technology Transfer Officers », des TTO. Et nous, on ne l'a pas, cette formation, en Algérie. #01:01:52-0#
159. I : Alors la solution, c'est de la faire à l'étranger ou de, justement ? #01:02:03-0#
160. P14 : Non, la solution, la solution, peut être très simple: créer un master professionnel, un agent de valorisation, un recrutement national qu'on construit avec une institution d'enseignement supérieur étrangère, française, anglaise, peu importe. Ça sera probablement française. Et il faut que chaque université recrute au moins un. C'est-à-dire, en gros, au bout de quatre ans, d'accord, au bout de quatre ans on ferme ce master. Pourquoi ? Parce que au bout de quatre ans, chaque université aura son propre TTO. Donc, on ferme le master, donc, on ouvre un master pendant quatre ans, on assure l'employabilité à chacun de ces gens-là, après, on ferme le master. Ça, la solution est très simple. Encore faut-il que le ministère donne son feu vert, c'est-à-dire, voilà c'est ça, d'accord. Après, c'est des gens qui vont avoir une formation juridique, une formation scientifique de base. Et c'est bon. #01:03:19-0#
161. I : Et par rapport au recrutement, qu'est-ce que tu proposes comme processus de recrutement ? #01:03:25-0#
162. P14 : Le recrutement, c'est compliqué, parce que la fonction publique ne recrute plus, l'État n'a plus d'argent. #01:03:30-0#
163. I : Depuis ? #01:03:31-0#

164. P14 : Depuis l'accès du pétrole. Alors, ce qu'on pourrait proposer, c'est au lieu d'un master, on va faire une DPGS, un Diplôme de Post-Graduation Spécialisé. Tient, c'est une idée, ça. #01:03:46-0#
165. I : (rit) Super, oui. Après je te fais parvenir le « transcript ». #01:03:52-0#
166. P14 : Non, ça, on en avait parlé, on voulait faire un Erasmus + (*nom programme*), sur ça. Au moins pour dessiner le programme. Après on n'a pas eu le temps. #01:04:02-0#
167. I : Justement, c'est ça le problème. #01:04:06-0#
168. P14 : Le problème, c'est les ressources humaines. Très peu de ressources humaines. #01:04:09-0#
169. I : Oui. Et alors, tu as dit tout à l'heure, il y a plus de recrutement dans la fonction publique. Il n'y a pas de postes ? #01:04:17-0#
170. P14 : Il n'y en a pratiquement pas. C'est difficile. #01:04:19-0#
171. I : D'accord. Et ça, c'est une crise assez pertinente avec le diplôme et, non ? Comment ça va ensemble ? #01:04:29-0#
172. P14 : C'est un gros problème, oui. Pourquoi ? Parce que l'État a été pendant longtemps pourvoyeur de postes. Pourquoi ? Parce qu'il y avait la rente pétrolière. Maintenant, il n'y a plus de rente pétrolière, donc l'État, déjà, a une masse salariale énorme. #01:04:46-0#
173. I : C'est ça, c'est clair. Même les bourses des étudiants. #01:04:50-0#
174. P14 : Et donc le problème est là. Ce qui explique que la fonction publique ne recrute plus. #01:04:56-0#
175. I : Et comment est-ce qu'on pourrait, bon, avancer dans cette problématique ? (rit) #01:05:06-0#
176. P14 : Aucune idée, aucune idée. C'est, pour l'université, la solution existe, c'est « hire the best ». On doit avoir, on doit être plus sélectif et aussi, faire des formations en interne. #01:05:26-0#
177. I : Pour cela, il faut du temps. #01:05:36-0#
178. P14 : Il faut beaucoup de temps; il faut du temps; il faut un personnel qui soit dédié. C'est ça, le problème. #01:05:43-0#
179. I : C'est ça, oui. Comme officiellement, voilà, postes dédiés pour qui n'est pas le... D'accord. Encore généralement parlant, quel est le lien de rapport entre la société et l'université ? #01:06:03-0#
180. P14 : Question très difficile, question très difficile. On peut l'inverser: quel est le rapport entre l'université et la société ? Pas beaucoup, vraiment pas beaucoup. #01:06:23-0#
181. I : Oui, par contre, bon, sur le secteur socio-économique, il y a déjà des activités qui se font. #01:06:35-0#
182. P14 : Le secteur économique, il y a quelques activités qui se font, d'accord, mais vis-à-vis de la société, il y a pas grand-chose. On compte changer ça. Mais pour l'instant, il y a pas grand-chose. Comment les choses pourraient changer ? C'est être à l'écoute des collectivités locales: « Quels sont vos besoins ? Et comment l'université peut répondre à ces besoins-là ? ». Voilà. Ce qu'on fait avec les entreprises, par exemple, c'est-à-dire faire une translation avec les entreprises et vers les communautés, vers les collectivités locales. Là, on a une entreprise qui va lancer un partenariat avec une entreprise étrangère. « Je vais ouvrir une usine, j'ai des besoins, pouvez-vous m'aider ? ». Oui, on l'a mis en contact avec le doyen de la faculté de technologie, on

- a discuté, et cetera. Et on est en train de travailler ensemble à trouver des solutions. Et donc, on va faire une translation du même modèle vers les collectivités du publique : « Quels sont vos besoins ? ». Et on va essayer d'y répondre, et là, toute l'université va agir, parce qu'il y a le côté social, le côté juridique, le côté économique, et il y a le côté biologique, toute l'université, le côté linguistique, le côté anthropologique, tous les départements, côté urbanisme, architecture, qualité de vie, qualité de l'eau, qualité de l'air, toute l'université peut agir. #01:08:03-0#
183. I : D'accord, encore, bon, comme analyse un peu d'état des lieux, quels sont les enjeux de l'enseignement supérieur algérien, mais aussi le potentiel, les chances ? #01:08:16-0#
184. P14 : L'enjeu ? D'être un acteur du développement économique, c'est ça l'enjeu majeur. Acteur du développement économique et sociétal de l'Algérie. #01:08:31-0#
185. I : Très bien. (Comme général, vous parlez, et au niveau institutionnel, quels sont les enjeux ?) ? #01:08:48-0#
186. P14 : L'université pourra mieux communiquer en interne et en externe. Donc c'est un, le premier problème que je vois, c'est un problème de communication. #01:09:00-0#
187. I : Oui. C'est le plan de gouvernance, voilà. #01:09:04-0#
188. P14 : Voilà, c'est le plan de gouvernance. #01:09:18-0#
189. I : Très bien. Et aussi, voilà, le potentiel. Très bien, selon toi, quel est l'objectif principal de l'université, peut-être réel, actuel et souhaité ? #01:09:33-0#
190. P14 : Actuel, c'est, c'est donner des diplômes aux gens (rit). Souhaité, c'est donner des compétences aux gens. #01:09:44-0#
191. I : Très bien, très bien. Et comment est-ce qu'on pourrait penser pour améliorer ? #01:09:18-0#
192. P14 : C'est faire une analyse critique de chaque formation; faire une analyse critique de chaque formation. #01:10:00-0#
193. I : Et qui fera ça ? C'est les enseignants, la politique ? #01:10:09-0#
194. P14 : C'est le top management de l'université; c'est tout le monde au fait, c'est tout le monde. Mais ça doit venir du top management de l'université. #01:10:17-0#
195. I : Et actuellement, ils ont l'autonomie de faire ça ? Ce n'est pas au niveau du ministère ? #01:10:27-0#
196. P14 : Oui, non. Mais on a un manque de données, Léonie, on a un manque de données. Par exemple, qui m'a dit que cette formation est une bonne ou une mauvaise formation ? Par exemple, si j'ai une formation où 80 % des étudiants sont au chômage. Donc, c'est clair que c'est une mauvaise formation. Mais j'ai pas ce chiffre-là; j'ai pas ce chiffre-là. Si par contre j'ai une formation où 80 % de mes étudiants trouvent un travail juste après, juste après six mois... #01:11:05-0#
197. I : Oui. D'accord. Et qui pourrait procurer ces données ? #01:11:16-0#
198. P14 : L'ANEM. Entre autres, l'ANEM. Mais pas que l'ANEM. Ils centralisent les assurances aussi. Donc, c'est vraiment un travail qui applique plusieurs organismes. Parce que, s'il y a un étudiant qui est employé, donc il doit être assuré. Si un étudiant crée son entreprise, donc il a son registre de commerce. Mais on n'oublie pas que le marché informel est aussi très important, majeur. Donc, le problème c'est les « data », on a un problème de « data » aussi. #01:12:00-0#
199. I : Est ce qu'il y a une philosophie algérienne dans l'enseignement supérieur, spécifiquement algérien ? #01:12:10-0#

200. P14 : Je ne sais pas, aucune idée, je ne vois pas. Philosophie algérienne ? Non, je ne vois pas. #01:12:23-0#
201. I : Et par rapport à la fonction de l'université comme sélection des élites, qu'est-ce que t'en penses ? #01:12:31-0#
202. P14 : Ça, c'est une bonne question. Sélection des élites. Ça, je ne sais pas non plus; ça, honnêtement, je ne sais pas. Qui dit élite, dit sélection. Et est-ce qu'il y a vraiment une sélection au niveau de l'université ? Ça dépend, ça dépend. Il y a des formations où il y a pratiquement pas de sélection; tout le monde passe. Et il y a des formations où c'est très sélectif. Mais la sélection, c'est aussi par rapport à la masse. Mais ça dépend des formations, je dirais, ça dépend vraiment des formations. Il y a des formations qui sont très sélectives, il y a des formations qui ne le sont pas. Et puis, qu'est-ce qu'on veut dire par élite, aussi, il faut bien définir ce qu'on veut dire par élite. #01:13:51-0#
203. I : Voilà, pour le contexte algérien, qu'est-ce que tu dirais comme définition ? #01:13:56-0#
204. P14 : Elite ? C'est des gens intelligents, des gens autonomes, et des gens qui ont un impact sur leur société. Ça, c'est ma définition de l'élite. C'est l'impact qu'ils ont, c'est en termes d'impact. #01:14:09-0#
205. I : Et ça, c'est universellement ? #01:14:13-0#
206. P14 : Oui. C'est-à-dire nous, si on sort un diplôme, et un génie, quelqu'un de brillant, d'accord, quel va être son impact ? Donc là, il faut bien définir ce qu'on veut dire par élite. #01:14:29-0#
207. I : Quel est l'état des lieux de la recherche ? #01:14:37-0#
208. P14 : Ah ! Ça je ne sais pas, il faut demander au (*fonction unité centrale institution*). Éventuellement, c'est lui, il va te répondre. Nous on milite pour une recherche appliquée, une recherche utile. Nous, au niveau du (*structure*), c'est ce qu'on essaye de promouvoir. C'est une recherche appliquée, une recherche utile. #01:15:00-0#
209. I : Et en termes de priorités, peut-être, est-ce que la recherche... ? #01:15:07-0#
210. P14 : Oui, à (*institution*), on a une priorité, c'est (*thématiques SHS/STEM*). C'est le projet de l'établissement de l'université, parce que maintenant, chaque université doit avoir son projet d'établissement. #01:15:16-0#
211. I : Depuis quand ? #01:15:20-0#
212. P14 : Depuis quelques années, depuis deux ou trois ans, je dirais. Trois ans, plutôt. #01:15:27-0#
213. I : Et encore, (*institution*) est pionnière ? #01:15:34-0#
214. P14 : (*Thématiques SHS/STEM*). (Unclear) #01:15:44-0#
215. I : Très bien, comme focus, oui. Mais si tu ne peux pas, peut-être, par ta propre expérience, si tu vois, bon, la recherche d'un côté, et l'enseignement de l'autre côté, c'est quelle fonction, quel rôle est-ce que les deux domaines ? #01:16:06-0#
216. P14 : Les deux doivent être complémentaires, à mon avis. Les deux doivent être complémentaires. Et la recherche ne doit pas être une sous-traitance intellectuelle. #01:16:19-0#
217. I : Par rapport à la présence d'une bureaucratie, ou non ? #01:16:38-0#
218. P14 : D'une ? #01:16:39-0#
219. I : D'une bureaucratie. #01:16:41-0#
220. P14 : Ah, d'accord. À vrai dire, elle existe, mais en principe, non ! En principe, si on a suffisamment de volonté, ça passe. Si on a suffisamment de volonté, ça passe. Je ne pense pas qu'on ait autant de bureaucratie que d'autres secteurs. Vraiment. Elle existe,

- d'accord, mais je ne pense pas qu'elle soit aussi lourde que d'autres secteurs. #01:17:12-0#
221. I : Donc, ça n'a pas un impact (unclear) ? #01:17:17-0#
222. P14 : Non, non. Le seul impact peut-être, mais là, c'est spécifique aux relations université-entreprise, comme là on n'est pas autonome, et que les entreprises ont besoin d'une vitesse de réaction qui est élevée, voilà. Donc, si on veut une relation université-entreprise, il faut vraiment que ça soit quelque chose d'autonome, avec son propre budget, et cetera, et cetera. Mais ça, c'est très, très spécifique au fait, c'est extrêmement spécifique. #01:17:47-0#
223. I : D'accord, bon, c'est surtout secteur privé, secteur publique qui ne vont pas toujours facilement ensemble. #01:18:00-0#
224. P14 : Oui. C'est normal, on a pas la même vitesse. #01:18:03-0#
225. I : Mais bon, pour le travail quotidien, on n'a pas été affecté ? #01:18:10-0#
226. P14 : Non, ça va, ça va. Non, il n'y a pas de... Parfois c'est difficile, parfois c'est moins difficile, mais... #01:18:18-0#
227. I : D'accord. Mais tu dis, voilà, la volonté, s'il y a volonté... #01:18:21-0#
228. P14 : S'il y a de la volonté, c'est bon. Après, s'il n'y a pas de volonté, on trouvera toutes les excuses du monde. #01:18:25-0#
229. I : C'est ça, oui, alors c'est individuel, c'est personnel ? #01:18:28-0#
230. P14 : Voilà, si on a de la volonté, on peut toujours trouver des approches, même « borderline », mais qu'on peut... #01:18:37-0#
231. I : Très bien, ça ne va pas. D'accord, très bien. Est-ce qu'il y a d'autres fonctions de l'université, en général ? #01:18:43-0#
232. P14 : Il y a, si tu vois les missions de l'université, attends, je pense que je l'ai là... (pause, recherche sur ordinateur de #01:18:46-0# à #01:21:40-0#) Les missions de l'université, c'est une loi, au fait. C'est un texte de loi qui légifère des missions du service public dans l'enseignement supérieur. Quelles sont les missions de l'université ? #01:21:51-0#
233. I : Au niveau national ? #01:21:53-0#
234. P14 : Au niveau national. Donc, la première mission, c'est la formation supérieure. Donc on dit : « D'accord, on doit former des compétences et cetera ». Donc, nous, on traduit ça en termes d'employabilité. Et puis ça, c'est, je ne sais, c'est une de nos quotes favorites : « To be employable is to be (best ? #01:22:12-0#), to be employable is to be secure ». Donc, comment rendre nos étudiants « employable » ? C'est à travers les « soft skills », c'est à travers certaines certifications. #01:22:19-0#
235. I : Très bien, se détacher de la fonction, d'un établissement. #01:22:26-0#
236. P14 : Mais qu'est-ce qu'on veut dire par la « formation supérieure », qu'est-ce qu'on veut dire par « élite » ? Ça, on s'est posé la question. Et puis, la deuxième mission, c'est recherche scientifique et développement technologique. Et nous, on est très provocateur, on écrit recherche avec un petit « r » et « d » en majuscule, parce que ce qui nous intéresse vraiment, c'est le développement. La recherche sans développement technologique, c'est bien, mais c'est dans un domaine très restreint. Il faut le développement. Et puis, la mission qui manque, c'est le service à la société. C'est: Quel est l'impact de l'université sur la société, sur les collectivités publiques, sur les territoires, et cetera ? Donc voilà, c'est pour ça qu'on a mis en place, nous, notre stratégie: c'est renforcer la relation entre l'université et le secteur socio-économique, professionnalisation des formations,

employabilité, innovation et entrepreneuriat. Donc c'est ça. Et c'est pour ça qu'on a mis l'éco-système en place, avec chaque structure, ses missions. C'est cette dernière structure. Et puis on a la triple hélice en marche, donc: État, territoire, université et industrie. Parce que maintenant, la question qu'on se pose maintenant, c'est: Quel est l'impact de l'université ? Donc, c'est ça, ça, c'est notre présentation standard. #01:24:01-0#

237. I : Alors, pour conclure, quelle est ta vision pour l'avenir ? Est-ce qu'il y a d'autres choses que tu veux évoquer, ajouter ? #01:24:15-0#
238. P14 : Oui, c'est la cohérence. Moi, je pense que si je résume en un seul mot, c'est la cohérence. Il nous faut plus de cohérence, c'est-à-dire dans la formation, on va dire, voilà, il nous faut des formations utiles. Je ne dis pas que (*spécialité STEM*) ce n'est pas utile, c'est très utile, d'accord, mais il faut, quand même, qu'on est une cartographie de formation, qui soit cohérente. Cohérente avec quoi ? Avec les besoins du territoire, avec les besoins nationaux, avec le projet d'établissement. Prenez de la recherche qui soit cohérente; prenez de la recherche qui soit cohérente. Si on a un projet d'établissement d'objectifs, il faut que tous les chercheurs aillent vers cet objectif-là. D'accord ? Et qu'on ait aussi de la cohérence, c'est-à-dire, on fait de la formation, on fait de la recherche. Mais pourquoi ? Il faut qu'on soit un acteur du développement territorial. Voilà. En gros, c'est ça. #01:25:12-0#
239. I : Très bien. Et pour l'avenir, bon, quelles sont les tendances que tu vois pour l'avancement ? #01:25:36-0#
240. P14 : Pour l'avancement, c'est, je ne sais pas, tu veux dire quoi par « tendances » ? #01:25:43-0#
241. I : Politiquement, peut-être économiquement. #01:25:48-0#
242. P14 : Économiquement, ça va être difficile; économiquement, ça va être difficile, vraiment. #01:25:46-0#
243. I : Alors, il faut s'adapter à une situation qui change ? #01:25:59-0#
244. P14 : Il faut s'adapter, la situation qui change, ce n'est pas évident. Bon, quand je vois le Venezuela, qui est (inter extrême ? #01:26:05-0#), quand je vois ce qui se passe au Venezuela. L'Algérie n'est pas dans le même cas, que ce soit politique ou économique. Mais, mais voilà, l'Algérie est un pays extraordinaire, on a un gisement de ressources à ciel ouvert, il faut utiliser ces ressources-là. Il faut utiliser ces ressources-là. #01:26:27-0#
245. I : Oui, c'est ça les clefs pour, succès. #01:26:30-0#
246. P14 : Exactement, d'accord. #01:26:32-0#
247. I : Super, parfait. Merci beaucoup. #01:26:34-0#
248. P14 : Mais c'est avec grand plaisir, c'est merci à toi, vraiment. #01:26:37-0#

15_m_Arts_Humanities_Social_Sciences_administrative_function_faculty

Interviewer : I

Interviewee : P15

1. I : Alors on va commencer avec ça généralement. #00:00:12-0#
2. P15 : D'accord donc, ils veulent un changement, il y a tout d'abord système de quantité... encadrement de... alors en français wella (*en arabe: ou bien*) en arabe tu veux ? #00:00:34-0#
3. I : Si possible en français. #00:00:34-0#
4. P15 : En français, c'est mieux, d'accord. L'élargissement... d'accord alors, on peut commencer. Ça y est ? OK. Alors à mon avis, les grands changements dans le domaine universitaire, tout d'abord, c'est la démocratisation de l'enseignement supérieur, c'est-à-dire son élargissement aux couches les plus défavorisées. Ce qui explique actuellement l'augmentation du nombre d'étudiants, qui dépasse actuellement un million. Deuxièmement, c'est encourager la recherche scientifique et encadrer l'acte de recherche en multipliant les centres des recherche (*institution SHS 1, ville*), (*institution SHS 2, ville*), et d'autres centres similaires. Et en même temps créer wella (*en arabe: ou bien*) faciliter la création des labos. Et maintenant, on assiste à des dizaines et dizaines de labos, de labos pour encadrer l'acte de recherche, voilà. Quatrièmement, c'est donner une grande importance à la documentation. Tout d'abord, c'est l'achat de documents, de livres, de revues, et cetera, et en même temps, en même temps, faciliter l'opération de coopération avec des centres de recherche, les bibliothèques et à l'étranger. Voilà donc, grosso modo c'est les changements globalement dans le domaine universitaire. #00:02:33-0#
5. I : À venir ou actuels ? #00:00:35-0#
6. P15 : Actuellement, actuellement. #00:02:37-0#
7. I : Et dans le passé ? #00:02:38-0#
8. P15 : Dans le passé, c'est vrai, parce que c'est avant 1971, c'est-à-dire la loi, la RES, c'est-à-dire la loi de Réforme de l'Enseignement Supérieur, on avait une université héritée de l'époque coloniale. Voilà, parce qu'en Afrique du nord, il y avait une seule université, c'était l'université d'Alger créée en 1909 comme on savait. Donc, la politique coloniale dans le domaine de l'enseignement, c'est limiter l'accès des « indigènes » entre parenthèses, qui sont nous, les algériens, à l'université, Rares sont les algériens qui arrivent à l'université après l'indépendance, entre 1962 et 1971. Quand même l'université a gardé ce... un peu près cette fermeture envers les étudiants issus des couches défavorisées. Voilà, donc en 71, avec le RES, c'est-à-dire, il y avait un changement profond, ouverture de l'université sur la société et permettre au maximum d'algériens d'accéder au savoir, ce qu'on appelle « démocratisation de l'enseignement supérieur ». #00:03:56-0#
9. I : Très bien, super. Déjà, c'était la démocratisation, et il y a aussi la massification. Alors comment ça va ensemble ? #00:04:08-0#
10. P15 : Qui dit « démocratisation », ouverture de l'université, dit « démocratisation », c'est donner la chance à tous les algériens, tous les jeunes algériens, d'accéder à l'université; c'est un droit, mais quand même nous avons, nous sommes dans un pays tiers-mondiste, sous-développé, donc parmi les caractéristiques du tiers monde (de

- #00:04:38-0# à #00:04:46-0# hors sujet). Et le tiers monde est connu avec une caractéristique, c'est la démographie-galopante. Voilà. Donc il faut savoir qu'en Algérie, chaque année, il y a un million d'étudiants. #00:05:04-0#
11. I : Ah, c'est beaucoup. #00:05:06-0#
 12. P15 : Oui, actuellement, actuellement. Donc un pourcentage arrive à accéder à l'université, ce qui explique la massification actuelle ; l'augmentation du nombre d'étudiants qui dépasse le un million. Ce nombre donne des vertiges; donne des vertiges parce qu'un million, plus d'un million veut dire, veut dire, veut dire des places pédagogiques, des places dans les cités universitaires, c'est des sommes colossales de dépenses sur les universités actuellement, donc il représente un défi majeur pour l'État algérien. #00:05:50-0#
 13. I : Et quel est l'impact de l'internationalisation ? #00:05:54-0#
 14. P15 : À l'université, bon, actuellement dans le monde, on assiste à ce qu'on appelle la « globalisation ». #00:06:02-0#
 15. I : La mondialisation. #00:06:06-0#
 16. P15 : Voilà, la mondialisation. Certes, la mondialisation frappe à nos portes, et nous sommes obligés d'ouvrir les portes. On peut pas les garder fermées; on n'a pas le choix, parce que nous vivons dans un monde qui est... #00:06:19-0#
 17. I : Connecté. #00:06:20-0#
 18. P15 : Connecté. Qui ressemble actuellement à un petit village, un petit village, comme on dit. Donc nous sommes obligés. Mais actuellement, on est mal préparés pour accéder à ce passage, parce qu'il y a des exigences et on n'est pas encore prêts à rentrer dans un monde plein de mutations, avec une vitesse vertigineuse. L'Algérie a accumulé un retard, il faut le dire, mais ça n'empêche pas de dire et les décideurs actuellement pensent, il y a des gens qui réfléchissent, il y a des plans, il y a des programmes pour arriver à accéder, accéder à cette globalisation et en même temps adapter le système éducatif algérien à ces mutations qui se passent dans le monde. #00:07:28-0#
 19. I : Très bien. Et comment faire ? #00:07:30-0#
 20. P15 : Et comment faire ? Certes, ce n'est pas facile. Actuellement il y a des programmes et des grands développements. L'État dépense l'argent, un étudiant coûte cher, encore ça se termine, mais on est très gêné par cette démographie galopante. C'est des... et les projets ont de véritables défis, parce que tout progrès économique financé du pays est dévoré par cette démographie galopante. Il y a des enfants qui ont besoin d'être soignés, bon il y en a qui ont besoin du lait, qui ont besoin et ça freine un petit peu. Avec la contrainte économique actuelle et la baisse du prix du... certes les programmes ont été affectés. Mais on n'a pas arrêté de réfléchir. Ce programme existe toujours, et il attend des jours meilleurs, certes avec une vitesse moyenne, mais on a, InchAllah, on arrivera à assurer un avenir à cette université très jeune, très jeune. Très, très, très jeune. Si on la compare avec la Sorbonne, avec d'autres universités d'autres pays, elle est très, très jeune. Mais on a, il y a, on est animé d'une très bonne volonté. Elhamdou'Allah, Elhamdoul'Allah. Oui, je t'écoute. #00:09:01-0#
 21. I : Et quels aspects, actuellement, sont plus nationaux et quels aspects sont plus internationaux, déjà ? #00:09:07-0#
 22. P15 : Pardon ? #00:09:08-0#
 23. I : Quels aspects, quels éléments, quelles parties de l'université sont plus nationales et quelles sont, bon, internationalisées ? #00:09:17-0#

24. P15 : Je crois maintenant, on est lié, on est lié au monde par le biais de centres de recherches; centres de recherches comme (*institution SHS 2*), comme le centre de recherche... je sais pas si vous l'avez déjà visité (*ville 1, endroit*) ? #00:09:32-0#
25. I : (*Institution SHS 1*) ? #00:09:34-0#
26. P15 : Non, ce n'est pas (*institution SHS 1*), c'est un autre: Centre de Recherches sur le mouvement national et la révolution du premier novembre. #00:09:41-0#
27. I : Non, pas encore, d'accord (de #00:09:43-0# à #00:09:47-0# hors sujet).
28. P15 : Et il y a le CEMA aussi qui est un centre algéro-américain, c'est cinquante/cinquante, attention ! Donc je crois qu'une partie de la recherche scientifique maintenant, elle lie au monde, mais pas tout à fait, pas tout à fait. Pas tout à fait. #00:10:10-0#
29. I : Pourquoi ? #00:10:10-0#
30. P15 : Tu sais, parce que le système éducatif algérien, parce que le système, il fait partie du système éducatif. C'est un système très jeune et après l'indépendance on a commencé par appliquer des expériences. On s'est inspiré des canadiens, on s'est inspiré des français, on s'est inspiré d'autres pays, mais on n'est pas encore arrivé à définir actuellement un système algérien autonome, certes, parce qu'il y a eu des difficultés immenses comme je vous ai dit. Mais je crois que nous sommes dans le bon sens et on compte atteindre le but, c'est d'emmener à bon port notre jeune université afin qu'elle prenne sa place parmi les autres universités du monde. Il y a des hommes debout qui réfléchissent, qui tracent des plans, et... Oui, je crois qu'on peut arriver, InchAllah, InchAllah. #00 :11:22-0#
31. I : Et comment faire, comment définir l'université algérienne ? #00:11:25-0#
32. P15 : L'université, c'est l'université algérienne avec ses références nationales et ses circonstances nationales, et l'ouverture sur le monde. C'est l'ouverture sur le monde, sur sa technologie, sur les langues... Voilà, c'est ça. #00:11:51-0#
33. I : Et quel était l'impact du système LMD par rapport aux anciens systèmes ? #00:11:57-0#
34. P15 : Écoute, nous avons procédé à l'application du système LMD dans une conjoncture économique financière très difficile pour le pays. C'est qu'on a réduit un petit peu la durée de la formation, pour gagner... en question de coût. C'est un système, certes, on a fait, on a fait un choix, mais quand même nous avons subi des pressions dans ce sens par des instances mondiales. Sans entrer dans les détails, surtout dans les années 80, où l'Algérie a eu des problèmes financiers très compliqués. Bon, maintenant ce système, certes, il a des aspects positifs et il a des aspects négatifs, certes ! C'est une formation rapide des étudiants; parfois sur la qualité, mais ça n'empêche pas de dire qu'il y a des avantages, qu'il faut améliorer et qu'il faut corriger les erreurs et les points de faiblesse. Voilà, n'oubliez pas qu'on est dans un pays, chaque année, qui voit naître un million, un million de personnes, c'est pas facile. #00:13:20-0#
35. I : D'intégrer tout le monde, voilà. #00:13:24-0#
36. P15 : Effectivement, c'est pas possible. Un étudiant coûte cher. #00:13:30-0#
37. I : Et justement, quels seront les enjeux, globalement, de l'université algérienne, mais aussi les potentiels et les chances ? #00:13:36-0#
38. P15 : Écoute, l'université algérienne a pour but de participer de l'effort de développement du pays, du pays; de former les cadres, les futurs cadres du pays, auxquels on va confier la gestion des différents domaines économique, politique, social et culturel; et en même temps, contribuer au développement économique en encadrant

les secteurs économiques. On a envie de créer la richesse en développement les technologies; les sciences, voilà. Donc, dans une période, dans un moment où la science sur la technologie joue un grand rôle dans le développement du pays, voilà. #00:14:32-0#

39. I : Très bien. Et le potentiel ? #00:14:36-0#
40. P15 : Le potentiel humain ? L'université a beaucoup de potentialité, certes ! On a plus d'un million d'étudiants et je me rappelle pas combien on a d'enseignants, d'enseignants-chercheurs; c'est des milliers, c'est des milliers d'enseignants-chercheurs éparpillés sur les différentes universités et centres universitaires. On a accumulé un capital expérience et scientifique important, important, certes ! Parfois il n'est pas exploité, parce que les relations entre les secteurs économiques et l'université maintenant sont en panne. Il faut le dire, on exploite pas nos brevets, nos extensions. Donc il faut, il faut revoir, il faut ouvrir l'université sur la société, parce qu'on n'exploite pas. Maintenant, il y a un effort dans ce sens, maintenant on assiste à des visites, des visites d'hommes d'affaires dans les universités, comme c'était le cas dans l'Université (*institution*) avec (*programme* ?) qui a visité l'Université (*institution*). Il a écouté les étudiants, les enseignants, pour pouvoir collaborer, ou mettre en application certains brevets, certaines avances, et cetera. Donc l'université a beaucoup de potentialités et peut jouer un rôle important dans le développement de notre, de notre pays et assurer un essor économique et technologique importants. #00:16:18-0#
41. I : Très bien, Et par rapport à la relation entre la société et l'université, le rapport est comment ? #00:16:27-0#
42. P15 : L'université fait partie de la société, premièrement; deuxièmement, elle est ouverte sur la société, parce qu'elle reçoit donc dans le cadre de la démocratisation des étudiants issus de différentes couches sociales. Donc elle est très ouverte sur la société. L'Université a pour mission d'assurer un développement, de contribuer au développement économique et social du pays. Donc elle est appelée à réfléchir autour des différents phénomènes que connaît la société. Mais en même temps, développer les connaissances, développer la connaissance de la société elle-même à travers les différentes sciences sociales. Et en même temps étudier les différents phénomènes sociaux, les délinquances, je sais pas, l'intégrisme, toutes ces sociétés que, que, tu sais, le problème, c'est le phénomène que secrète la société, on est tous appelés à les étudier, à connaître leurs facteurs, leurs conséquences, et en même temps proposer quelques solutions, grosso modo, encadrer la société, voilà. #00:17:57-0#
43. I : Et quel est l'objectif principal de l'université, actuel ou réel, et peut-être souhaité ? #00:18:02-0#
44. P15 : Actuellement, le rôle de l'université, tout d'abord, contribuer à l'effort du développement national dans tout secteur confondu. Premièrement, contribuer au combat pour éradiquer l'analphabétisme et l'ignorance, et en même temps, augmenter wella (*en arabe: ou bien*) améliorer le niveau intellectuel du citoyen. Voilà, des citoyens. Donc, on a une université impliquée dans la société et a pour but d'améliorer les conditions, aussi des citoyens, et assurer le confort nécessaire et améliorer leur niveau de vie, voilà. #00:19:08-0#
45. I : Très bien, super. Est-ce qu'il y a les une philosophie, ou une idéologie à l'université ? #00:19:17-0#
46. P15 : Écoute, en général, l'université c'est un lieu où se rencontrent tout les courants politiques et idéologiques, yaatik saha (*en arabe: tu vois*), parce que l'ancêtre

universitaire, c'est un ancêtre sacré. Quand on dit « sacré », donc ba3d (*en arabe: après*) l'intervention de quiconque. Voilà, donc l'université algérienne, c'est une université du monde, et est traversée par les différents courants politiques, et est traversée, et elle était traversée par les différentes... Oui, que ce soient les courants religieux, y compris l'intégrisme, ce qu'on appelle l'intégrisme, fondamentalisme, les courants sociaux, le socialisme, les socialistes, les communistes et capitalistes, les libéraux, ainsi que d'autres... d'autres courants. Donc tous ses courants existent chez nous. Voilà. Et c'est un signe de bonne santé, c'est un signe de bonne santé, parce que ces courants actuellement existent entre eux, certes parfois par période, il y a des confrontations. Quand c'était le cas dans les années 80, les années 90, mais maintenant il y a une sorte de coexistence entre ces différents courants et chacun connaît ses limites, et chacun vit avec l'autre, mais en gardant tout... toutes ces conjonctions, toutes ces philosophies. Donc on peut être fier en Algérie. Voilà, dans cet aspect. #00:20:59-0#

47. I : Et quelle est la fonction de la sélection des élites à l'université ? #00:21:07-0#

48. P15 : Écoute, je crois que c'est une étape très avancée. D'ailleurs on n'a pas une université pour les élites, chez nous on n'a pas, on n'a pas une université élite. L'accès à l'université est libre, voilà. Donc, certes, on classe les étudiants, parce que par filière, on classe les étudiants selon les moyennes de leur baccalauréat. Certes les meilleurs, c'est la médecine, la médecine avec ses filières, la chirurgie dentaire et la pharmacie. Et les deuxièmes, c'est les filières scientifiques, technologiques et bien sûr, en troisième lieu, c'est les sciences sociales et humaines. #00:21:57-0#

49. I : C'est grave. #00:21:57-0#

50. P15 : Et ça, c'est grave, voilà, c'est ça, c'est parmi les tares dans notre université. Les meilleurs sont orientés vers les sciences sociales et humaines, et... c'est une, c'est une très mauvaise idée et peut-être, et peut-être chez nous certains sous-estiment les sciences sociales et le rôle dans la connaissance de la société et l'étude de certains, de ces différents aspects, phénomènes. Donc à peu près, mais ça n'empêche pas de dire, ce classement a donné lieu effectivement à une sélection: ce sont les filières scientifiques et les sciences médicales. #00:22:52-0#

51. I : Et quel est l'état des lieux de la recherche ? #00:22:56-0#

52. P15 : Wallahi chouf (*en arabe: écoute*), la lettre de la recherche... L'état à l'université, l'État a mis... a mis en place un certain nombre de structures pour prendre en charge cette activité humaine qui est la recherche scientifique. Il a dépensé beaucoup d'argent, il a facilité la création des laboratoires, il a subventionné ces laboratoires, il a réuni tous les moyens pour réussir dans leur mission, qui est de réfléchir, de créer le produit. Actuellement quel est l'état de recherche ? Certes, nos universités ne sont pas très bien, mondiales. Et d'ailleurs elle n'est pas classée avec les premières universités, elle est très mal classée, certes, mais cela ne veut pas dire qu'on ne fait pas de recherche, qu'on ne crée pas. Il y a un problème de critères de classement d'abord. Deuxièmement, on ne présente pas notre produit scientifique au monde ; on ne sait pas commercialiser notre produit scientifique. Voilà, c'est ça, je te dis la vérité. Mais le monde ne nous connaît pas, ne connaît pas ce que nos chercheurs font de leurs/mais on a de la recherche scientifique; on a de la recherche scientifique. Mais il faut la présenter au monde, il faut, il y en a des chercheurs qui font, qui ont du talent, qui sont arrivés à s'imposer mondialement aux États-Unis, au Japon. Je cite au Japon Mohamed Banat, qui en aurait remis en cause une petite théorie, petite théorie en physique, qui date du 19ème siècle ! La mécanique des fluides. Et la théorie, c'était/On a Senhadji, concernant les recherches

d'ici et d'en France; on a Zerhouni aux États-Unis dans l'imagerie médicale, et qui était devenu, qui a été nommé par les américains comme le directeur du centre médical de la première institution de médecine dans le monde, de recherche de la médecine dans le monde. Donc, c'est une fierté pour l'Algérie. Et maintenant la recherche scientifique certes rencontre des difficultés d'ordre démocratique; administratif, mais elle est sur la bonne voie. Il y a des équipes de jeunes, des laboratoires de jeunes qui ont commencé à travailler. Certes d'ici quelques années, l'Algérie sera mieux classée, InchAllah. #00:25:59-0#

53. I : Justement, par rapport aux difficultés administratives, quel est le rôle de la bureaucratie ? #00:26:04-0#
54. P15 : Il y a des bureaucraties en Algérie, vous savez, même dans le saut... dans le domaine d'investissement économique, dans le domaine, on a un problème de bureaucratie. C'est-à-dire, c'est les lenteurs administratives, c'est un mal que tout le monde connaît. Nous, on a du mal à trouver des solutions; on a du mal à trouver des solutions. On a essayé de proposer, voilà. Donc maintenant, il faut simplifier, je sais pas, de cibler les dossiers, il faut simplifier les dossiers, il faut le traitement rapide des dossiers. Voilà, c'est ça. Il faut agir dans ce sens, parce que parfois la bureaucratie administrative bloque. Pour un petit papier, on est obligé d'attendre; une petite signature; donc je sais pas, il faut une nouvelle dynamique, il faut une simplification des procédures, par exemple d'accéder une information. #00:27:10-0#
55. I : Et quel est le rôle, comment est-ce que vous percevez le rôle du ministère ? #00:27:16-0#
56. P15 : Le rôle, donc le rôle du ministère est un rôle majeur, parce que les, à travers ces différents services, ces différentes directions, et d'essayer donc d'encadrer et d'aider les universités à mieux maîtriser la gestion des étudiants et du personnel, du personnel. Il y a des, maintenant c'est, il y a un grand rôle à jouer, car c'est une mission très délicate, vu qu'on a plus d'un million d'étudiants et des dizaines de milliers d'enseignants. Et vous savez, c'est une tâche très dure, d'ailleurs, encadrer uniquement les étudiants en doctorat et en magister. C'est un grand défi encadrer, assurer leurs soutenance, et cetera. C'est une tâche qui n'est pas facile. Maintenant, l'État joue un rôle majeur à travers le ministère, l'enseignement supérieur scientifique, dans le domaine de la gestion de cette masse, ces dizaines de milliers d'enseignants et d'enseignants-chercheurs. #00:28:34-0#
57. I : C'est ça. Et maintenant on peut aller à l'histoire: quelle est la liaison entre le modèle français ? #00:28:41-0#
58. P15 : Pardon ? #00:28:42-0#
59. I : Quelle est la liaison entre le modèle français et l'université algérienne actuellement ? #00:28:48-0#
60. P15 : On a des relations très profondes avec l'université algérienne, parce que n'oubliez pas que la première université qui a été créée en Algérie en 1909, c'était une création française. C'est ça. L'université française en Algérie de 1909 avait pour objectif d'aider et de faciliter la tâche au colonialisme français; lui permettre la connaissance profonde de la société algérienne et en même temps réfléchir comment ce colonialisme peut se développer pour conquérir d'autres pays en Afrique wella(en arabe: ou bien) dans le monde arabe. Donc maintenant, on a hérité cette université et on assiste maintenant à presque, presque une centaine, presque, quatre-vingt-quatorze, entre les centres universitaires. Il faut appeler (Chaha ? #00:29:46-0#). L'université française, on a

hérité, je sais, l'université française a un fond documentaire; un savoir-faire; il faut appeler (Chaha ? #00:29:58-0#); un savoir-faire. Et quand on a commencé, on s'est basé sur ce qu'on a hérité tout d'abord. Donc moralement, on est liés à cette université qui est une université française. Beaucoup d'algériens, étudiants de (Chaha ? #00:30:20-0#) ont été formés en France. Donc les liens, l'histoire pèsent; c'est les relations algéro-françaises, et particulièrement dans le domaine de la recherche scientifique. Chaque année, il y a des dizaines, des milliers d'étudiants qui traversent la méditerranée pour étudier en France. #00:30:41-0#

61. I : Le sens unique. #00:30:42-0#

62. P15 : Voilà, sens unique, voilà. Et particulièrement médecine. #00:30:46-0#

63. I : Oui, alors comment est-ce qu'on pourrait attaquer cette situation ? #00:20:50-0#

64. P15 : Écoute, on ne peut pas arrêter les gens. On ne peut pas tuer les volontés ! Les jeunes veulent aller en France, parce que, n'oublions pas qu'on a des relations familiales, historiques, sociales. On est, on a des liens et on ne peut pas empêcher un étudiant d'aller étudier en France ! Parce que pour lui, la France, c'est l'émancipation, c'est l'argent, c'est le confort, vous voyez. Donc on peut pas l'empêcher, voilà, on ne peut pas l'empêcher, lui dire : « Il faut pas aller étudier en France, ou ne pense pas à aller ». Non ! C'est, il est, cette jeunesse-là, surtout les étudiants, il faut continuer leurs études, parce que pour eux, continuer les études en France, c'est l'avenir, c'est accéder à leurs avenir. Donc, il n'y pas lieu de combattre; d'empêcher ces jeunes-là. #00:31:45-0#

65. I : Mais quelle est alors la vision pour l'Algérie, pour l'avenir, voilà ? #00:31:50-0#

66. P15 : Voilà, donc, ce qu'il faut faire, peut-être ce qu'il faut faire, c'est améliorer les conditions d'études en Algérie et ouvrir des perspectives pour ces étudiants. #00:31:59-0#

67. I : C'est ça, oui. Et comment faire ? #00:32:01-0#

68. P15 : (Pour qu'ils y arrivent à avoir des diplômes, mais qu'ils rentrent tôt dans le marché du travail ? #00:32:10-0#); ils ne trouvent pas de boulot, et c'est ça le problème. Donc il faut réfléchir, il faut réfléchir à ça, à revoir, créer des postes d'emploi, revenir à la croissance économique, revenir à (de #00:32:25-0# à #00:33:22-0# hors sujet). Donc pour ne pas, il faudrait des perspectives en Algérie et trouver des postes d'emploi; lier l'université au secteur économique et exploiter les brevets d'invention, et cetera. Et c'est ça, c'est ça l'avenir. Au moment donné actuel, en conjoncture la baisse des prix des barils; la réduction des recettes de l'État, donc épuisement des réserves de l'État, financières, donc c'est une conjoncture plus délicate. Automatiquement, les gens fuient leur pays, on pense à fuir le pays. Je m'excuse du terme. Donc il faut revoir cette situation et donner de l'espoir à ces jeunes qui veulent aller en France ou ailleurs. C'est pas uniquement en France. Il y a des étudiants partout dans le monde: États-Unis, Japon, Allemagne, chez vous aussi il y a des étudiants. #00:34:25-0#

69. I : Je pense trouver une conclusion pour travailler. #00:34:28-0#

70. P15 : Voilà, effectivement, donc j'espère que le message a passé. #00:34:33-0#

71. I : Parfait. Merci beaucoup. #00:34:33-0#

72. P15 : Il y a pas de quoi. #00:34:35-0#

73. I : Parfait. #00:34:36-0#

16_m_Arts_Humanities_Social_Sciences

Interviewer : I

Interviewee : P16

1. I : Très bien, alors tout d'abord, est-ce que vous pouvez vous présenter: votre tâche et responsabilité, votre domaine et parcours académique ? #00:00:09-0#
2. P16 : Bon ; alors, je suis, donc, je suis enseignant et chercheur, je me suis, ces dernières années, et on va dire durant une vingtaine d'années, je me suis intéressé tout particulièrement à la (*thématique SHS*). Alors, cette question (*thématique*), je l'avais entamée sous (*discipline SHS 1*), mais de plus en plus, je me suis tourné vers (*spécialité SHS 2*). Donc on pourra, si tu veux, par la suite discuter, clarifier pourquoi ce passage de (*discipline 1*) à (*discipline 2*). Mais je considère que la posture, la démarche (*discipline 2*), elle est beaucoup plus, elle est beaucoup plus rentable que la (*discipline 1*), voilà. Donc, mon parcours, j'ai fait, donc j'ai fait le lycée ici, à (*ville*), j'ai fait l'université jusqu'à la licence ici, à (*ville*) en suite j'ai fait le DEA et le troisième cycle à (*ville en France*), donc à (*institution en France*), et donc mon dernier diplôme, c'est l'habilitation universitaire que j'ai soutenue ici, à (*ville*). Voilà. Bon, alors je reviens sur ce qui me semble le plus important et le plus intéressant, c'est que quand je dis la « (*thématique liée à la discipline*) », ce n'est pas seulement (*sujet*), c'est essentiellement (*sujet*). Voilà, Et donc, à partir de cette, de cette notion de « (*thématique*) », je me suis intéressé à bien d'autres aspects, comme, par exemple maintenant je travaille essentiellement sur (*thématique*); je travaille, je continue à m'intéresser sur (*détails sujet*), et bien sûr, en parallèle à tout ça, c'est un peu la situation, la situation de (*discipline 1*) et de l'université algérienne. Oui, je vois ce que, ce que tu attends de moi, mais c'est pas, c'est pas pour rentrer dans le cadre, dans ton cadre, mais parce qu'effectivement je m'intéresse à la situation de l'université et tout particulièrement à l'enseignement de (*discipline 1*) en Algérie, et pourquoi ça ne marche pas. Voilà, un peu, voilà. #00:03:30-0#
3. I : Alors j'espère qu'on trouvera la réponse d'ici la fin. #00:03:34-0#
4. P16 : C'est Leonie qui va nous ramener la réponse. #00:03:37-0#
5. I : InchAllah. Bon, on commence très généralement. Alors, quels étaient les grands changements que vous avez vécus à l'université algérienne depuis, bon, vous avez commencé vos études, après vous avez commencé à enseigner ! #00:03:52-0#
6. P16 : Alors on va dire que, on va dire que le premier changement, c'est au niveau de la langue. Donc, par exemple moi, j'ai fait toutes mes études en français ici, à (*ville*). Mais en parallèle il y avait des étudiants qui ont fait toutes leurs études en arabe. #00:04:19-0#
7. I : D'accord. En parallèle ? #00:04:19-0#
8. P16 : En parallèle. Donc, si tu veux, quand je faisais ma licence il y avait deux sections: il y avait la section bilingue et il y avait la section arabophone. Bon, donc ça existait, on va dire, jusqu'aux années 80. Et le premier changement, c'est presque la disparition du français et la généralisation de l'arabe. C'est ça, c'est le premier changement. Alors, le deuxième changement, si tu veux, c'est dans la culture: la culture ambiante à l'université. Et ça, ça, c'est encore peut-être beaucoup plus important que la langue.

Alors, si tu veux, c'est comme, c'est comme ce qu'on appelle généralement, c'est comme un changement de paradigme. Bon, les années 70, jusqu'à la moitié des années 80, tu sais, on était encore dans la culture gauchiste. Bon, c'était encore le temps du marxisme, on analysait la situation, en Algérie, dans le monde arabe et dans le monde, en termes de lutte de classes, en termes de rapports de force politique, et carrément pour le niveau international, c'était en termes d'impérialisme. L'impérialisme américain, pour nous, c'était aussi l'impérialisme français, et donc ceci/Si tu veux, ma génération, nous avons été formés dans ce cadre, dans le cadre de ce paradigme. C'était comme ça qu'on voyait le monde, c'était comme ça qu'on analysait le monde. Bon, alors on va dire depuis la fin des années 80, et principalement à partir du début des années 90, moi je n'étais plus étudiant, j'étais déjà inscrit à (*ville en France*), et c'est une autre culture, un autre paradigme qui s'est installé dans l'université algérienne, et c'était carrément le paradigme islamiste. Bon, alors, Léonie, pour être clair, parce que c'est très important. Pour moi, l'islamisme, ce n'est qu'une idéologie. #00:07:27-0#

9. I : Comme d'autres. #00:07:28-0#

10. P16 : Comme d'autres, exactement; comme nous, nous avons à l'époque le marxisme, la lutte de classes. Maintenant, les luttes de classe existent, elles sont là, elles ne sont plus analysées en termes du marxisme, mais c'est en termes d'islamisme. Voilà. Et donc, c'est, je le disais hier à mon étudiant, d'ailleurs il venait de (*ville I*) et il travaille sur, j'ai pas pensé à te mettre en contact avec lui. Par la suite, parce que je crois qu'il est intéressant. Lui, il travaille sur l'évolution de l'étudiant algérien, voilà, et donc, comment cet étudiant algérien, à travers les différentes générations, comment il a réfléchi, comment sa réaction à évaluée, elle a changée. Et donc, pour revenir à la situation actuelle, il y a un paradigme qui est là, qui est dans l'université algérienne, et c'est le paradigme islamiste. Et donc, si tu veux d'un côté, et ça, le changement, il faut le comprendre, il faut le percevoir, parce que c'est très, très important; si tu veux, tu as au moins deux niveaux d'analyse. Donc, tu as le niveau, avec les étudiants les plus avancés, les plus militants, eux, ils ont un discours politique, tu vois, mais bon, mais le reste des étudiants, le reste de la masse, ils sont dans la culture islamiste. Mais cette culture, elle est ambiante, elle est partout, elle est partout, elle est chez la plupart des étudiants. Tu vois ? Quand il y a une expression en français : « C'est l'air du temps », tu vois, c'est comme si, comme l'air qu'on respire. Voilà. Ça, pour moi, c'est le deuxième grand changement. Ça, c'est toujours au niveau de l'université. Alors, on va dire le troisième changement, mais là, il est au-delà de l'université, c'est au niveau de tout le pays, c'est carrément un changement d'orientation politique du pays. #00:10:06-0#

11. I : D'accord, très bien, super. Par rapport au, bon, réforme officielle dite la « Refonte 71 » et par la suite la réforme LMD 2004. Quel était l'impact pour l'université ? #00:12:47#

12. P16 : Alors, on va dire, la réforme de 71-72, l'impact était énorme, l'impact était énorme. Et l'impact était surtout quantitatif. Si tu veux, c'est essentiellement cette réforme qui a ouvert l'université à toutes les classes sociales. Tu vois ? C'est ce qu'on appelle, maintenant, en Algérie, c'était la « massification ». C'est-à-dire, c'était l'université de masse. D'accord ? L'histoire du LMD, c'est tout à fait autre chose. Alors d'abord, mais je parle principalement pour les sciences sociales, je ne me permets pas de généraliser; alors d'abord, si tu veux, tout ce qui était les grands principes de la réforme 71-72 ont été repris dans l'histoire du LMD. Tu vois ? Alors, d'autre part, les

- grands objectifs, donc, que LMD devait réaliser, ont déjà été réalisés avec la réforme de 71. Troisièmement, le LMD, il n'a pas pu coller à l'université algérienne, parce que les grands principes du LMD, ils étaient faits pour l'Europe, ils n'ont pas été faits pour les pays arabes ou pour les pays africains. Tu vois ? Alors, donc, si je te prends un exemple, c'est celui de la mobilité de l'étudiant et de l'enseignant. Surtout pour les étudiants, ça n'a jamais marché, la mobilité n'a jamais marché. Les étudiants algériens ne profitent pas suffisamment du principe de la mobilité. Tu vois ? #00:15:07-0#
13. I : C'est ça. Ici, c'est sens unique. #00:15:10-0#
14. P16 : Exactement, exactement. Alors, quand les étudiants bougent, c'est pratiquement avec, c'est des bourses de l'État algérien, mais selon le système classique, c'est pas le LMD. #00:15:24-0#
15. I : D'accord. Alors c'était implémenté formellement, mais pas adapté au, il y a pas eu d'adaptation ? #00:15:37-0#
16. P16 : Il y a pas eu, parce que les algériens, pratiquement, ils ont pris le système européen, ils ont plaqué, comme toujours, ils l'ont tué. Ils ont toujours fait ça. Et ça ne marchait pas. Alors, par ailleurs, j'attire ton attention sur le fait que, parce que j'ai assisté à une rencontre franco-africaine des universités à (*ville en Tunisie*), il y a quelques années; et c'était principalement des recteurs et des doyennes d'universités africaines qui sont venus pour dire que le LMD ne marche pas. Donc, c'est pas seulement en Algérie. #00:16:18-0#
17. I : Oui, c'est ça. En Allemagne aussi, le monde se plaint. #00:16:25-0#
18. P16 : Je sais, je sais, voilà, voilà, c'est ça. #00:16:31-0#
19. I : Quel est ton avis personnel sur l'internationalisation dans l'enseignement supérieur ? #00:16:38-0#
20. P16 : Alors, mon avis, si tu veux, Léonie, mon avis, c'est que cette internationalisation, objectivement, elle ne nous profite pas comme elle profite un pays puissant de ce monde. Si tu veux, au départ même, la ligne de départ, on part perdants. Tu vois ? Alors regarde, regarde cette histoire d'internationalisation. Je te donne juste un petit, un exemple; une illustration. Par exemple, si je prends le cas de l'Algérie, bon, maintenant l'internationalisation, elle se fait, comme tu l'as dit tout à l'heure, elle se fait à sens unique. C'est surtout les étudiants algériens et les meilleurs formés ici, jusqu'à la licence, jusqu'au master, qui partent, tu vois ? Pour rentrer dans les circuits internationaux. Mais le sens inverse ne se fait pas; le sens inverse ne se fait pas. Je prends, par exemple, il y a énormément d'étudiants ici, avec le master. Ils vont tenter leur chance, ils vont tenter leur chance principalement en France, mais leur formation jusqu'au master, c'est l'État algérien, c'est la société algérienne qui a payé. #00:18:36-0#
21. I : Oui, même leur coût de vie. #00:18:39-0#
22. P16 : Exactement, exactement. D'autant plus qu'ici, les études sont pratiquement gratuites, tu vois ? Alors, l'État français, eux, lui plutôt, il va trouver l'étudiant tout prêt, tout prêt. Alors l'internationalisation, même si on n'est pas contre, et on ne peut pas être contre, parce que même si on est contre, elle est là, tu vois, on peut rien changer. Mais, là aussi, on est perdants, là aussi on est perdants, tu vois ? #00:19:12-0#
23. I : Et si tu compares ton expérience à l'époque, comme toi-même, tu es aussi parti en France, tu es revenu pour, c'était pour revenir, et comme actuellement ça se fait plus... ? #00:19:25-0#

24. P16 : Oui, oui mais tu sais, alors ceci s'explique par, si tu veux, ce que je te disais au début... #00:19:33-0#
25. I : Qu'est-ce qu'il faut faire pour changer cette situation, bon, à l'université ? On ne peut pas changer déjà, tout. #00:22:18-0#
26. P16 : Non, là, Leonie, moi, je crois qu'il faut d'abord que l'université fasse son travail. Alors, quand je dis que l'université fasse son travail, que l'université produise de la connaissance fiable, valable, sur la société algérienne. C'est-à-dire, que nous devons connaître cette société telle qu'elle est. Tu vois ? Et là, l'université, elle a une double fonction: produire des connaissances, mais au même temps former ceux qui doivent produire cette connaissance. Alors, je ne dis pas par-là que l'université ne fait absolument rien, c'est faux. Mais c'est loin d'être suffisant. #00:23:20-0#
27. I : Et pourquoi, bon, qu'est-ce qu'il faut changer pour ? Où sont les problèmes ? #00:23:38-0#
28. P16 : Écoute, avant, oui, avant de changer, non, avant de changer, il faut d'abord connaître, il faut d'abord connaître l'homme algérien, l'homme au sens général, générique. Il faut d'abord connaître l'homme algérien: qu'est-ce qu'il est, d'où est-ce qu'il vient, qu'est-ce qu'il veut ? Tu sais que, quand je dis « l'homme algérien », ça s'applique totalement aux jeunes. On ne sait rien sur la jeunesse algérienne, rien. Alors, comment veux-tu que nous fassions des propositions à ces jeunes ? Comment veux-tu qu'on leur parle ? Tu sais, le jeune, au-delà du chômage et du logement, écoute, le jeune a d'autres besoins, vraiment d'autres besoins, principalement culturels. Et là, il faut connaître ces besoins pour pouvoir réagir en conséquence. #00:24:38-0#
29. I : Très bien, oui. Et ça, il y a un manque, actuellement. Il y a un manque. #00:24:44-0#
30. P16 : Il y a un manque, exactement. #00:24:45-0#
31. I : Mais les sciences sociales pouvaient... #00:24:47-0#
32. P16 : Mais justement, moi, je pense travailler sur ça ; je pense surtout des sciences sociales. Alors, si tu veux, à mon niveau personnel, modeste, c'est exactement, c'est comme ça que je réfléchis. Donc c'est comme ça que je suis en train de former ces jeunes, c'est comme ça que j'ai formé d'autres jeunes avant ceux-ci, tu vois, pour que ces jeunes cessent de regarder vers l'Europe, mais qu'ils regardent vers leur société, qu'ils comprennent leur société, et qu'ils essaient de comprendre et de connaître cette société telle qu'elle est. Et c'est pourquoi je te parlais tout à l'heure de la démarche (*discipline 2*). Donc là, j'ai lancé un master. Ensuite, le master, c'est un doctorat, et apparemment ça marche. Quand je vois, quand je vois les thèses que produisent certains étudiants, franchement, je te dis, quelque part, que je suis un peu fier. Donc, je les fait travailler sur (*thématique*), je les fais travailler sur la dimension (*discipline 2*) de la société algérienne, sur la jeunesse, les thèmes que tu as vus, que tu connais. #00:26:12-0#
33. I : Et ils sont, aussi, nombreux ! #00:26:18-0#
34. P16 : Voilà, mais là, tu as toujours deux promos, tu as le doctorat 1 et le doctorat 2, voilà, ils sont 8. Et donc, c'est pourquoi, juste pour faire le lien, Léonie, c'est pourquoi, moi je suis en train d'essayer de faire de sorte que ces étudiants rentrent dans les circuits internationaux. Alors, c'est pas qu'ils restent en Algérie, peut-être, mais surtout qu'ils rentrent dans les circuits internationaux. Et la meilleure façon de rentrer dans les circuits, c'est l'écriture, c'est pas en existant comme ça, et en assistant à des colloques, qu'on est dans l'internationalisation. Non, il faut que ces gars se mettent à écrire, et qu'ils disent

- ce qu'ils pensent, et comment ils voient leur réalité, et comment ils voient leur société, et qu'est-ce qu'ils apportent au monde. #00:27:33-0#
35. I : Bon, si on a les deux pôles, national et international, où est-ce que l'enseignement supérieure algérien se trouve ? #00:27:44-0#
36. P16 : S'il y a le pôle national et international ? Écoute, je vais peut-être t'étonner, mais je te dirai qu'il y a pas mal, il y a pas mal de petites ouvertures sur l'international. Oui, on n'est pas, on n'est pas cloisonné, mais c'est loin d'être suffisant, et c'est loin d'être du niveau acceptable, tu vois ? Moi, je considère que c'est encore très faible, alors qu'on aurait pu faire beaucoup mieux, et beaucoup plus, du point de vue du pôle international. Parce que, si tu veux, maintenant ça n'a pas de sens le pôle national, le pôle national n'a pas de sens. C'est quoi ? Il y a pas de science algérienne. Alors, si on existe, ou bien on existe internationalement, ou on n'existe pas. Je veux dire, pour les universitaires, les scientifiques, les chercheurs. Donc, si on n'est pas dans les revues, si on n'est pas dans les colloques, on n'existe pas. #00:28:53-0#
37. I : Oui, voilà: publish or perish. #00:28:56-0#
38. P16 : Comment ? #00:28:57-0#
39. I : Publish or perish, publier ou... #00:29:00-0#
40. P16 : Ou ne pas exister. Exactement. D'ailleurs, la dernière fois, c'est pourquoi je te l'avais demandé, Léonie, c'est d'aider ces étudiants à se faire publier. Pour moi, c'est important, tu vois ? Et puis c'est aussi leur donner une certaine confiance en eux-mêmes. #00:29:22-0#
41. I : Très bien. Et bon, comme, évidemment, tu es dans les sciences sociales, mais tu dirais qu'il y a une différence entre les sciences sociales et les sciences techniques côté internationalisation ? #00:31:08-0#
42. P16 : C'est-à-dire du côté algérien ? Oui, énormément, énormément, énormément. Parce que, si tu veux, il est beaucoup plus simple, relativement beaucoup plus simple, pour les sciences expérimentales, de rentrer dans les canons internationaux, que les sciences sociales. Tu sais, les sciences sociales, c'est pas évident, c'est pas évident, et c'est beaucoup plus difficile pour les sciences sociales et humaines. #00:32:01-0#
43. I : À cause de la langue de l'enseignement, déjà, ou peut-être, non ? #00:32:05-0#
44. P16 : Non, non, parce que généralement, on écrit en français, en anglais. Si tu veux Léonie, c'est en termes d'analyse, tu vois, en termes/Par exemple, je te donne un exemple très simple. Tu fais un article dans lequel tu vas défendre, par exemple, tu vas défendre la Salafiya, l'islamisme. Tu sais, si tu ne connais pas, par exemple, le responsable du numéro de la revue, ou si tu connais pas l'éditeur, ou si tu connais pas, ou si tu n'as pas une entrée, il y a de fortes chances que ton papier ne passe pas. #00:33:02-0#
45. I : D'accord. Pas de critères de qualité, mais que « Vitamine B », comme on dit (en allemand ?). #00:33:09-0#
46. P16 : Voilà, exactement, voilà. Ça, d'une part. D'autre part, on ne te publie pas si tu ne fais pas partie déjà d'un réseau. On est coincé, on est vraiment coincé. Donc, pour rentrer dans un réseau, il faut être accepté, il faut être connu. Mais pour se faire publier, il faut être dans/C'est vraiment, c'est compliqué. #00:33:43-0#
47. I : C'est pas possible. D'accord. Et ça, ça s'applique beaucoup plus dans les sciences sociales que les sciences techniques ? #00:33:49-0#
48. P16 : Ah oui, bien sûr. Alors, pour les sciences expérimentales, c'est différent, mais pas trop. Parce que, quand le papier vient du sud, c'est le sud : « Qu'est-ce qu'ils vont nous

- apprendre, ces gars du sud, c'est nous qui leur avons tout appris ». Tu vois ? Si tu veux, on est toujours dans l'inégalité. D'où l'importance des réseaux, d'où l'importance qu'il faut connaître des gens. Donc, si tu veux, ce n'est pas, ce n'est pas la force de la science, ce n'est pas l'objectivité, ce n'est pas la force de l'argument. C'est la force des connaissances personnelles. Bon, je ne dis pas que ça, ça marche à 100 % dans tous les cas. Mais, généralement, c'est un peu ça. #00:34:48-0#
49. I : Et les doctorants en souffrent de ça ? #00:34:53-0#
50. P16 : Oui, oui, oui. Alors, le doctorant, en plus, si tu veux Léonie, il est pénalisé par la faiblesse de l'enseignement. Il est pénalisé par la non-maîtrise des règles de l'écriture, et enfin, il est pénalisé par la langue. Ces étudiants en science sociales et humaines, ils écrivent en arabe. Dans les sciences expérimentales, ils peuvent écrire en anglais. Mais où est la revue européenne ou américaine qui va te publier en arabe ? Ça n'existe pas, presque, tu vois ? #00:35:33-0#
51. I : Oui, c'est difficile. On peut travailler avec des traductions. #00:35:40-0#
52. P16 : Si, si, si. #00:35:43-0#
53. I : D'accord. Et ça, évidemment ça implique, voilà, pour les sciences sociales, et pas les sciences techniques, c'est ça. Et par rapport au, bon, faiblesse de l'enseignement, ça consiste en, en quoi ? #00:35:56-0#
54. P16 : La faiblesse de l'enseignement, elle est due à la faiblesse de la recherche. Bon, alors si tu veux, par le fait que la plus part des enseignants ne sont pas intégrés dans les réseaux internationaux. Donc ils ne sont pas au top du niveau international. #00:36:23-0#
55. I : Et aussi, l'absence de chercheurs internationaux en Algérie, comme je constate. #00:36:30-0#
56. P16 : Voilà, il y a presque pas, il y a presque pas, tu vois ? Si tu veux, on est entre nous, c'est fermé. On est dans le national beaucoup plus que dans l'international. Alors ça, d'une part. D'autre part, si tu veux, c'est toutes les perturbations historiques qui se répercutent sur, maintenant, si tu veux, qui font les difficultés à saisir et à comprendre, et à connaître la société. #00:37:07-0#
57. I : C'est ça, et la non-maîtrise de l'écriture, ça c'est... #00:37:17-0#
58. P16 : Oui, mais ça, si tu veux, c'est plus une conséquence. On a, c'est une conséquence, parce qu'on a cessé de maîtriser la langue, on a cessé de maîtriser les règles de la production scientifique. C'est ça qui fait que, maintenant, on ne peut pas écrire, la plupart ne parviennent pas à écrire. Ce n'est pas facile, tu vois ? Alors, et tu ajoutes à tout ça la langue. La langue d'enseignement. Dans la plupart des cas, Léonie, l'étudiant, quand il est au lycée, il fait sa formation, principalement en français, en arabe. Quand il arrive à l'université, alors tout ce qui est science expérimentale, c'est en français, et l'étudiant n'est pas formé en français. Il ne peut pas comprendre. Alors, pour les sciences sociales, c'est l'inverse. Il fait, plutôt pas l'inverse, exactement la même chose. Il fait sa formation secondaire en arabe, mais quand il vient à l'université, et s'il veut être formé sérieusement, il doit lire en français ou en anglais. Et il n'est formé ni en français, ni en anglais pour pouvoir lire. Donc il reste, il va se contenter des cours, et les cours sont extrêmement pauvres. Alors, sauf, tu as les étudiants les plus brillants, qui arrivent à s'en sortir. Mais ils comptent sur eux-mêmes. C'est vrai. Eux, ils arrivent à s'accrocher, ils font beaucoup d'efforts, mais c'est très peu. Et c'est très coûteux pour un étudiant, tu vois ? Pratiquement, il est crevé. Ce n'est pas facile, ce n'est vraiment pas facile. #00:39:30-0#

59. I : Oui. Tout à l'heure, tu as mentionné déjà le terme « massification ». Alors là, je, quand c'était « il y a deux pôles », il y a ceux qui utilisent ce terme, et d'autres qui utilisent le terme « démocratisation ». Alors, qu'est-ce que tu en penses ? #00:39:49-0#
60. P16 : Tu as raison, remarque c'est vrai, moi j'avoue que je ne sais pas, mais je ne suis pas très à l'aise avec le terme « démocratisation », parce que réellement, réellement, réellement, on n'est pas dans un régime démocratique, pour parler de « démocratie » et de « démocratisation ». Tu vois ? Donc, pour l'université, on est plus dans le nombre, dans la quantité, dans la massification, que dans le rapport politique démocratie, démocratisation. Mais en plus, « démocratisation », si tu veux, c'est la terminologie officielle. #00:40:50-0#
61. I : On peut utiliser comme. #00:40:54-0#
62. P16 : Alors, on te dit qu'on a ouvert l'université, on a ouvert, on a démocratisé. Mais en fait, c'est plutôt, on a massifié, c'est tout, par rapport à ce que la France a fait. La France, qui avait fermé l'université aux algériens, donc, après l'indépendance, il fallait faire le contraire, voilà. #00:41:16-0#
63. I : Et ça tient toujours ? #00:41:18-0#
64. P16 : Oui, ça tient toujours, bien sûr. #00:41:20-0#
65. I : Et la tendance sera encore continuer ? #00:41:21-0#
66. P16 : Oui, ça tient toujours. #00:41:22-0#
67. I : Et la tendance, oui, c'est continuer ? #00:41:27-0#
68. P16 : Oui. La tendance, c'est continuer. Mais si tu veux, dans cette continuation, il y a des petits changements qui sont en train de se faire, donc dans le futur, il va y avoir deux types d'université: il va y avoir l'université d'État, publique, gratuite, comme ça fonctionne maintenant, pour la masse; et il va avoir l'université privée, payante, pour, comme on dit, la nomenclatura, pour les classes supérieures, c'est-à-dire les familles qui peuvent payer des études supérieures à leurs enfants dans des universités privées. Donc là, ça va ouvrir la rentrée prochaine. #00:42:24-0#
69. I : C'est vrai ? Alors ça va entraîner une grande rupture politiquement. #00:42:32-0#
70. P16 : Voilà, tu sais, ça a commencé avec les écoles privées. Les écoles primaires, ça existe depuis une quinzaine d'années. Ensuite, il y a eu des collèges et des lycées, et c'est récent. Maintenant, le dernier cap, c'est l'université. Voilà. #00:43:00-0#
71. I : Et quel rôle jouent actuellement, déjà, les écoles supérieures ? #00:43:05-0#
72. P16 : Alors, les écoles supérieures, si tu veux, c'est une autre problématique. Alors, les écoles supérieures, elles sont ouvertes, si tu veux, ça renseigne un peu sur la remise en cause du principe de la massification, mais sous un autre angle. C'est-à-dire que les écoles supérieures sont destinées aux élèves brillants. #00:43:36-0#
73. I : Selon le modèle français ? #00:43:39-0#
74. P16 : C'est un peu le modèle français, c'est l'élite qui étudie dans les écoles supérieures. Donc il faut avoir une certaine moyenne au bac, donc ne rentre pas à l'école supérieure qui veut. Alors qu'à l'université, même à l'université, il y a des orientations, tu peux pas faire ce que tu veux. Mais ta place est assurée à l'université selon ta moyenne. #00:44:12-0#
75. I : C'est ça. Mais l'école supérieure ne fait pas la recherche ? #00:44:16-0#
76. P16 : Non, ça, c'est pas important, c'est pour le moment, c'est tout. Mais ça viendra, ou exactement, si, si, parce que, les étudiants qui sont dans les écoles supérieures, il ne leur est pas interdit d'être dans la recherche. #00:44:35-0#
77. I : Et après, bon, ils prennent quelle fonction ? #00:44:41-0#

78. P16 : C'est les mêmes fonctions que le reste des étudiants. Mais ils seront prioritaires ; ils seront prioritaires, parce qu'ils sont sortis des écoles supérieures et, surtout, ils seront prioritaires pour les bourses à l'étranger. Tu vois ? Donc, pour l'internationalisation... #00:45:02-0#
79. I : Alors, c'est le cercle. Et ça, ça me semble vraiment selon le modèle français; l'élitisme. #00:45:10-0#
80. P16 : Oui, oui, oui, exactement, c'est l'élitisme, exactement. #00:45:14-0#
81. I : Et alors, ça, c'est vraiment, bon, pris du modèle français de l'époque et ça continue toujours. #00:45:21-0#
82. P16 : Oui. Ça continue. Et il n'y a pas que ça, et il n'y a pas que l'université qui fonctionne sur le modèle français. Tu sais, pratiquement toute une grande partie de la législation algérienne, elle est inspirée du modèle français. Même pour la question (*thématique*), même pour la gestion (*thématique*). Si moi, je l'ai mis dans quelques-uns de mes articles, tu vois ? #00:45:44-0#
83. I : Il n'y avait pas de mise à jour depuis ? #00:45:48-0#
84. P16 : Il n'y avait pas de mise à jour, parce que ça ne les intéressait pas. Il fallait continuer sur le modèle, et c'est tout. Et puis une mise à jour, à partir de quoi ? Tu vois, en fonction de quoi ? Il n'y a pas, il y a le modèle, il est là, c'est un modèle, apparemment ça marche, on l'applique en Algérie. Exactement, tiens, c'est comme le modèle des cités, des grandes cités que tu vois partout dans les villes algériennes: ça, c'est le modèle français des années 50, 60, tu vois ? Les grandes cités, maintenant en France, ils sont en train de démolir les grandes cités. Mais là, ils sont en train de les construire, donc, dans 50 ans, ils vont les démolir. #00:46:43-0#
85. I : Oui, à cause des mauvaises expériences avec les banlieues. Ça, c'est clair. D'accord. Et en général, tu dirais qu'il y a encore beaucoup d'éléments français dans l'enseignement supérieur algérien ? #00:47:03-0#
86. P16 : À l'université, non ! Très, très peu, très, très peu. Les français qui sont en Algérie, c'est surtout dans le domaine économique. #00:47:18-0#
87. I : Très bien. Alors, parlons de la politique. Comment est-ce que tu perçois le rôle du ministère de l'enseignement supérieur ? #00:47:27-0#
88. P16 : On va dire, officiellement, il est chargé de former des étudiants partout à travers le territoire, aussi, en parallèle, donc l'enseignement, et en parallèle, organiser la recherche scientifique. Mais il se trouve que, ni au niveau de l'enseignement, ni au niveau de la recherche, ça ne marche pas. #00:48:04-0#
89. I : Et quelle était une solution pour que ça marche ? #00:48:14-0#
90. P16 : La solution, Léonie, c'est qu'il faut commencer un peu par faire un bilan très critique de l'enseignement et la recherche. Qu'est-ce que ça ne va pas, où est-ce que ça ne va pas, pourquoi ça ne marche pas ? Mais il faut faire ce bilan, il faut le faire faire par des experts, alors, nationaux et internationaux. Tu vois ? #00:48:44-0#
91. I : D'accord. Et ça n'a pas encore été (fait ?) Jusqu'à maintenant ? #00:48:54-0#
92. P16 : Non, non. #00:48:54-0#
93. I : Et dans ton travail quotidien, tu sens l'influence du ministère ? #00:49:01-0#
94. P16 : Si, si. Mais là, si tu veux, le ministère, il est surtout présent administrativement. Mais si tu veux, il n'y a pas une politique claire. Administrativement, oui, tu vois, donc là où tu vas, on te dit : « Attention ! Il y a une note ministérielle ; attention ! Il y a un décret ; attention ! Le ministre a dit, attention ! Attention ! ». Ça, c'est très fort, très puissant. Mais ça ne suffit pas, ça ne suffit pas. (hors sujet de #00:50:30# à #00:50:39#).

Voilà, ça, c'est aussi une très bonne question, tu vois ? Bon, alors, si tu veux, c'est que je vais te dire Léonie, ça va paraître contradictoire. Bon, alors, d'une part, toute la société algérienne aspire à faire rentrer ses enfants à l'université. Ça, si tu veux, ça, c'est la démocratisation. Tiens, c'est toutes les classes sociales. D'accord ? Deuxièmement, jusqu'à maintenant, la société algérienne a du respect pour l'universitaire. C'est important. Donc, il est perçu comme le chercheur, l'enseignant, l'intellectuel, tout à la fois, on nous respecte. Bon, mais, toute la société algérienne est relativement déçue par le niveau de l'université algérienne, et cette même société, si elle avait à choisir pour ses enfants, c'est plutôt les envoyer étudier à l'étranger. Et ça, c'est récent, c'est récent, tu vois ? Si tu veux, il y a une perte de confiance. #00:52:24-0#

95. I : D'accord. Et selon toi, quel est l'objectif principal de l'université ? Réel et peut-être souhaité ? #00:52:33-0#
96. P16 : Bon, l'objectif réel, c'est d'abord de former des jeunes. Ça, c'est le plus important. Mais les former sur le plan scientifique; les former sur le plan artistique, les former sur le plan philosophique; leur apprendre à réfléchir. Et ce n'est pas leur donner des connaissances, c'est leur apprendre à réfléchir. Par exemple, c'est l'université qui doit former le chercheur. C'est l'université qui doit apprendre à un jeune étudiant de devenir un chercheur, de poser les vraies questions qui intéressent la société algérienne. Quand je dis « qui intéresse la société algérienne », sur tous les plans, le plan de la matière, le plan de l'homme, sciences humaines, sciences sociales, physique, chimie, je ne sais pas, mécanique, génie électrique ; tout ça, tout ça. Ça, le côté premier, côté officiel. L'autre côté, l'université, elle doit, de mon point de vue, essentiellement former l'élite critique. Voilà, former l'homme critique, l'homme qui se pose des questions, et qui pose des questions aux autres. Et ça, c'est surtout ce deuxième aspect qui, généralement, ne marche pas trop, ne marche pas trop. C'est-à-dire, ne marche pas trop, on ne veut pas entendre parler. Mais cet homme critique est présent en Algérie, et il est à l'université, tu vois ? Comme on a commencé par le dire, au début, le militant salafiste, pour une bonne part, il est aussi le produit de l'université algérienne. Et il est critique. #00:54:53-0#
97. I : Oui, justement, par rapport à la fonction sociologique, disons, de l'université comme sélection des élites, où est-ce que on en est, en Algérie ? #00:55:05-0#
98. P16 : Cette sélection, elle est là, elle est puissante, et elle fonctionne, effectivement. D'abord, le pourcentage d'élèves qui sont au primaire et qui arrivent à l'université est extrêmement faible, d'accord ? Deuxièmement, à l'université, ce ne sont pas tous ceux qui rentrent à l'université qui vont sortir comme cadres supérieurs, membres de l'élite et ainsi de suite. On va surtout former des fonctionnaires. Bon, et donc, effectivement il y a une sélection très, très puissante qui joue. #00:55:56-0#
99. I : Et qui marche, déjà dans le système. #00:55:58-0#
100. P16 : Et qui marche, oui, oui. #00:56:01-0#
101. I : C'est ça. Et par rapport aux fonctionnaires, est-ce qu'il y a un élément de la formation pour la bureaucratie ? #00:56:10-0#
102. P16 : Bureaucratie ? C'est-à-dire ? Je n'ai pas compris la question. #00:56:13-0#
103. I : Comme, bon, le modèle français, les écoles, ENA par exemple, qui existe aussi en Algérie. Ça, c'est fait pour l'administration ? #00:56:24-0#
104. P16 : Oui, exactement, si, si, ça existe, si. Alors tu as, par exemple, tu as d'abord le sommet, tu as L'ENA (*l'École Nationale d'Administration*), mais tu as aussi l'ESM (*l'École Supérieure de Magistrature*), tu as aussi l'École Supérieure de Commerce. Tu

- vois ? Et puis, tu as comme ça, plein d'écoles supérieures qui sont destinées à former l'élite officielle politique, pour la bureaucratie. #00:57:04-0#
105. I : Et l'université n'est pas, bon... #00:57:09-0#
106. P16 : Si, si, mais oui, l'université intervient. Par exemple, l'université forme des licenciés en droit qui, eux, iront à l'École Supérieure de Magistrature. Et puis, quand on parle de l'université, par exemple l'École Supérieure du Commerce, elle est rattachée à l'enseignement supérieur. Tu vois ? #00:57:40-0#
107. I : D'accord. Quel est l'état de lieu de la recherche à l'université ? #00:57:46#
108. P16 : Alors moi, je te donne juste le, il y a quelque chose comme 1 400 laboratoires de recherche, mais en termes de production, il y a très, très peu de laboratoires qui arrivent à produire des choses nouvelles. Très, très, très, très peu. Voilà. #00:58:18-0#
109. I : Tous domaines ? #00:58:19-0#
110. P16 : Tous domaines confondus, voilà. Donc là aussi, il y a énormément à revoir, les choses qu'il faut revoir, elles sont énormes; il faut tout repenser. #00:58:44-0#
111. I : Et, tout à l'heure, on avait déjà parlé d'une idéologie, le rôle de l'idéologie: est-ce qu'il y a une idéologie algérienne, bon, et tu as déjà fait l'exposé, comment ça a changé. Et ça s'applique actuellement ? #00:59:05-0#
112. P16 : Alors là aussi, je suis obligé de revenir au passé. Alors, au passé, il y avait peut-être pas une idéologie, mais un discours; c'était le discours du progrès. Or maintenant, ce discours n'existe plus. Alors l'idéologie qu'il y'avait, c'était l'idéologie progressiste, sur le plan national et international. Mais maintenant, ça ne se passe plus comme ça. Voilà. #00:59:47-0#
113. I : Et bon, en tant qu'analyse un peu globale, quels sont les enjeux, mais aussi les potentiels et les chances de l'enseignement supérieur algérien ? #00:59:57-0#
114. P16 : Alors, les enjeux, pour moi, l'enjeu essentiel, c'est de former les hommes. Quand je dis les « hommes », c'est les hommes et les femmes. Voilà. C'est former les hommes qui permettront à l'Algérie de continuer à défendre ses intérêts. Ça, c'est extrêmement important, tu vois ? Si tu veux, Léonie, c'est pas seulement sur le plan des sciences humaines et sociale, et sciences expérimentales, c'est toutes sciences confondues. Donc, c'est former des hommes qui seront capables de situer les enjeux internationaux et de défendre les intérêts nationaux. Et là, on ne peut le faire que si on a la maîtrise de l'outil scientifique. Et donc, si on maîtrise la recherche, voilà. Donc, c'est permettre à l'Algérie de trouver sa place parmi les pays qui sont détenteurs et producteurs de savoir. Il faut que l'Algérie devienne un pays producteur de savoir, de connaissances. #01:01:27-0#
115. I : Très bien. Et ça, aussi, c'est les potentiels alors ? #01:01:34-0#
116. P16 : Oui, non, là, c'est surtout l'enjeu, parce que l'enjeu, si tu veux, l'enjeu, Léonie, il est fondamentalement politique. C'est de permettre à l'Algérie de défendre plus ou moins son indépendance. Tu vois ? #01:01:54-0#
117. I : Oui, c'est ça, très bien. Alors... #01:02:01-0#
118. P16 : Et le potentiel, le potentiel, c'est cette jeunesse qui est là, qui est présente ; c'est cette jeunesse qui fait le pays, c'est cette jeunesse qui fait la société algérienne, c'est cette jeunesse qui ne demande qu'à être formée, et c'est cette jeunesse qui ne demande qu'à lui permettre de reprendre espoir. #01:02:22-0#
119. I : Justement, quelle est votre vision pour l'avenir ? #01:02:26-0#
120. P16 : Alors, si tu veux, là je reviens sur le terrain de la recherche, je reviens sur le terrain. Pour moi, actuellement, en Algérie on est en face d'une nouvelle société. Tu

vois ? Donc, une société qui a de nouveaux rapports au politique, qui a de nouveaux rapports au religieux, qui a de nouveaux rapports à la richesse. Si tu veux, cette société, moi, je l'appelle carrément, c'est une société qui est en train d'émerger. J'ai dans mes textes, je parle de « société en émergence ». Et donc, c'est cette société, avec sa jeunesse, qu'il faut connaître, et c'est ça, si tu veux, pour les sciences sociales et humaines maintenant en Algérie. C'est ça l'enjeu, l'enjeu de la recherche, c'est connaître cette société qui n'a rien à voir avec la société algérienne telle qu'elle a existée du temps de la colonisation. #01:03:51-0#

121. I : Voilà. Alors on est arrivé à la fin. Il y a d'autres choses que vous voulez ajouter à.... ? #01:03:57-0#

17_m_STEM_executive function_political entity

Interviewer : I

Interviewee : P17

1. I : Tout d'abord, est-ce que vous pouvez vous présenter, et aussi votre organisation ? #00:00:06-0#
2. P17 : Alors, c'est professeur (*nom*), donc je suis (*fonction*) à (*structure*). Et je suis, donc, ma mission, c'est assister (*fonction*) dans toutes ses missions. #00:00:26-0#
3. I : Très bien. Et quelle est votre parcours académique et professionnel ? #00:00:31-0#
4. P17 : Mon parcours académique est purement technique. Donc, je suis (*professionnel de la discipline STEM 1*) et puis j'ai fait un magistère en (*spécialité*). Et puis j'ai eu une bourse de co-tutelle avec, entre l'Université (*institution en Algérie*) et l'Université (*institution en France*) où j'avais fait, donc, une thèse sur (*sujet*). Donc, c'est une thèse en (*discipline STEM 2*) #00:01:06-0#
5. I : Très bien. Et quel est le lien entre (*structure*) et le Ministère ? #00:01:13-0#
6. P17 : Alors, la (*structure*) est une entité du ministère de l'enseignement supérieur. Donc, c'est une (*structure*), c'est un organe qui fait partie, qui est sous la tutelle du ministère de l'enseignement supérieur. Mais c'est un organe qui a des missions beaucoup plus horizontales ou intersectorielles. Ça veut dire que (*structure*), elle est sous le parapluie du ministère de l'enseignement supérieur, mais elle supervise et gère, évalue et programme et met en œuvre (*thématique du champ d'action*). Donc, c'est un organe de (*thématique*) permanent pour tous les secteurs, ou bien les autres ministères. #00:01:59-0#
7. I : Très bien, d'accord. On commence de manière un peu générale, quels étaient les grands changements que vous avez remarqués à l'université algérienne ? #00:02:10-0#
8. P17 : Bien, tout d'abord, comme je vous l'ai dit, la recherche scientifique en Algérie est très, très jeune, donc, par rapport à ce qui existe au monde. Et donc, avant 2008, il n'y avait pas d'organe responsable qui gérait la recherche scientifique et le développement technologique en Algérie. Donc il y avait eu une première loi en 98 et puis une deuxième loi en 2008. Et donc maintenant, nous sommes à la troisième loi en 2015. Et donc, au cours de son parcours, la recherche scientifique a transité par plusieurs départements ministériels. Ça veut dire que la recherche scientifique, en quelque sorte, a pu transiter par cinq ou six départements ministériels. Et donc, ceci traduit son instabilité. Et à partir de 2008, on a pensé à cet organe permanent qui est (*structure*). Cet organe est maintenant un organe permanent, c'est une (*structure*) qui fait partie du ministère de l'enseignement supérieur mais qui a un statut spécifique. Le statut spécifique, c'est que cette direction générale, elle gère (*thématique*). Ça veut dire que c'est l'organe qui est responsable de la mise en œuvre (*thématique*). Et donc, nous gérons (*sous-structures, institutions*) qui sont sous le chapeau, ou bien sous la tutelle des autres ministères. #00:04:02-0#
9. I : Très bien. Quel est l'impact des grandes réformes de l'enseignement supérieure algérien, premièrement ? #00:04:16-0#
10. P17 : Oui, parce que j'avais pas totalement répondu à votre question. C'était par rapport à l'université algérienne et donc, notre premier rôle durant la mise en place de cette (*structure*), c'était la création de l'environnement adéquat pour (*thématique*). Alors, cet

environnement se composait de plusieurs segments. Premièrement, c'est le segment organisation, sous forme (*sous-structures*). Il y a eu la notion de « équipe de recherche » au niveau de l'université; la notion de « laboratoire de recherche » ; la notion d' « unité de recherche » ; et puis, nous avons les « centres de recherche » ; et puis, à partir, donc, des lois précédentes, nous avons mis en œuvre des textes qui régissent les plateaux techniques, les centres de calcul intensif, les plateformes technologiques, les incubateurs, les startups, et cetera. Donc, nous avons essayé durant cette période de créer, ou bien mettre en place, premièrement, l'environnement adéquat pour que (*thématique*). Premièrement, c'est les (*sous-structures*) à mettre en place. Puis, il y avait l'administration de (*thématique*): comment administrer (*thématique*) à travers le financement, à travers le potentiel humain, à travers les équipements scientifiques, à travers la coopération internationale. Donc, il y avait, il y avait beaucoup de pas à mettre en avant pour qu'on puisse mettre en place cet environnement adéquat de (*thématique*). Donc, il y a la programmation (*thématique*); il y a l'évaluation (*thématique*); il y a, donc, la valorisation et l'innovation; il y a les équipements scientifiques; et il y a les infrastructures de recherche. Donc, nous avons construit des infrastructures de recherche, nous avons équipé des infrastructures de recherche, nous avons en quelque sorte essayé d'attirer le maximum d'enseignants à exercer des activités de recherche au sein des (*sous-structures*). Parce que les enseignants, auparavant, ils exerçaient leurs activités (*thématique*) de manière très personnalisée et de manière individuelle. Ça veut dire que c'était l'enseignant qui proposait son propre projet (*thématique*). Mais maintenant, nous avons en quelque sorte réorganisé (*thématique*) sous forme d'un système national (*structure*). #00:07:23-0#

11. I : Très bien, voilà. Quel était l'impact des deux réformes principales de l'enseignement supérieur algérien, sur la recherche aussi, dite, 7, « la refonte » ; et ensuite, LMD en 2004 ? #00:07:47-0#
12. P17 : Oui. Écoutez, nous adaptions, nous nous adaptions toujours à ce qui se fait dans le volet enseignement supérieur; nous sommes en quelque sorte la partie complémentaire, donc, de cette chaîne. Et donc, nous essayons de nous adapter, donc, à travers, premièrement, l'organisation des (*sous-structures*) et à travers les projets qui sont annoncés, les projets et les formations qui sont devenus maintenant partie entière et partie prenante d'un (*sous-structure*). Parce que maintenant, le master et le doctorat font partie des activités du (*sous-structure*). Et c'est pour cela que maintenant, à travers, parce que ce n'est qu'à travers une entité comme (*sous-structure*) qu'on pourrait gérer, qu'on pourrait évaluer, qu'on pourrait mettre en place notre politique (*thématique*) au sein des universités. Ça veut dire que la politique de la (*structure*), c'est essayer de créer, ou bien de toucher, l'étudiant au sein de l'université, à travers les entités de (*thématique*) qui se trouvent au niveau des universités, qui sont le (*sous-structure 1/2*), les incubateurs, et cetera, et cetera; les plateformes technologiques, les plateaux techniques, et cetera, et cetera. #00:09:27-0#
13. I : Très bien. Quel est votre avis personnel sur l'internationalisation de l'enseignement supérieur ? #00:09:34-0#
14. P17 : C'est-à-dire, son ouverture à l'international ? C'est toujours une valeur ajoutée, c'est toujours une valeur ajoutée, s'ouvrir. Donc, c'était toujours notre politique, c'est comme on l'avait dit, c'est connaître l'autre, connaître la culture de l'autre, et puis acquérir la connaissance et le savoir-faire des autres, et puis aussi transmettre, aussi, notre savoir-faire aux autres. #00:10:01-0#

15. I : Voilà, très bien. Quel est l'impact de la mondialisation, disons en général, sur (*thématique*) dans les contextes algériens ? #00:10:13-0#
16. P17 : La mondialisation, maintenant on doit s'adapter à cet écosystème, parce que si on reste isolés, on n'aura pas l'information, parce que maintenant c'est le paradis dit « de l'information ». Et pour avoir l'information, il faut accepter cette mondialisation. #00:10:37-0#
17. I : Et quelles sont les étapes pour l'Algérie à poursuivre ? #00:10:42-0#
18. P17 : Les étapes, comme je vous l'ai dit, (*thématique*) en Algérie est très jeune. Donc maintenant, nous sommes arrivés à une étape de l'excellence, donc nous avons atteint la masse critique des infrastructures de la recherche, des (*sous-structures*), donc nous avons plus de (*chiffre sous-structures*), nous avons mis en place les (*institutions*), nous avons construit des infrastructure (*thématique*); et je pense que, maintenant que l'environnement de (*thématique*) pour l'enseignant et pour le chercheur est là, il est présent, maintenant, on va aller directement à l'excellence. L'excellence, c'est quoi ? C'est la qualité, c'est la (*thématique*) par objectifs, c'est (*thématique*) (top-notch ? #00:11:18-0#), c'est (*thématique*) qui participe au développement de l'économie nationale, c'est la (*thématique*) qui répond aux questions des chercheurs, des secteurs sociaux-économiques, c'est la (*thématique*) utile. #00:11:41-0#
19. I : Très bien, super. Est-ce qu'il y a des secteurs, bon, est-ce qu'il y a des domaines qui sont plus internationalisés déjà, disons, ou d'autres qui sont encore plus sur le contexte national ? #00:11:59-0#
20. P17 : C'est-à-dire, internationalisés ? Du domaine où nous avons de la coopération internationale avec, par exemple nous avons en tant qu'universitaires et que chercheurs, nous avons beaucoup de coopérations internationales. Donc vous avez sur le document tous les pays avec qui on fait de la coopération internationale, donc notamment, avec l'Allemagne, donc il y a la naissance (*institut*) à (*ville 1*); il y a beaucoup de projets qui sont en cours. Donc nous avons signé une convention avec (*organisation gestion scientifique*) allemande, une convention avec le Centre (*thématique STEM en Allemagne*), et puis les centres de recherche et les universités activent, de manière très dynamique, avec les entités de recherche allemandes. Et puis, donc, avec les autres pays. Donc, tout dépend des spécificités de nos besoins et des compétences de ce pays dans le domaine. Et puis, il y a aussi (*spécialité STEM*) qui tissent beaucoup de liens avec des institutions allemandes. #00:13:09-0#
21. I : C'est ça. Est-ce qu'il y a une différence entre les sciences techniques et les sciences sociales par rapport à cette question ? #00:13:16-0#
22. P17 : Une différence dans quel contexte ? #00:13:18-0#
23. I : Dans les collaborations internationales ? #00:13:22-0#
24. P17 : Oui, oui, parce que bien sûr les sciences sociales et humaines collaborent avec des institutions qui utilisent, en quelque sorte, la langue des sciences sociales et humaines en Algérie, qui est la langue française et la langue arabe. Mais maintenant, il y a la langue anglaise qui commence à évoluer de manière très significative. Et maintenant nous n'avons plus le problème de langue et on essaie de collaborer avec n'importe quel pays pour les sciences sociales et humaines. Nous, nous donnons une grande importance à ces sciences sociales et humaines parce que nous sommes convaincus que toute discipline a besoin des idées et des compétences des sciences sociales et humaines, qui sont devenues aujourd'hui le complément de toute science. #00:14:11-0#

25. I : C'est ça, oui, très bien. Il y avait une expansion énorme des institutions de l'enseignement supérieur en Algérie pendant les dernières quinze années. Qu'est-ce que ça veut dire pour la recherche ? #00:14:30-0#
26. P17 : Une évolution. #00:14:33-0#
27. I : Évolution et expansion ? #00:14:34-0#
28. P17 : Oui, oui, oui. #00:14:34-0#
29. I : En termes des institutions ? #00:14:36-0#
30. P17 : Oui. Pour (*thématique*), nous avons, donc vous avez la liste, donc nous avons construit beaucoup d'infrastructures. On n'avait que quelques (*institutions*), donc maintenant, nous avons des (*institutions*) qui se trouvent un peu partout dans le territoire national. Donc, c'est des (*institutions*) spécialisés, et maintenant nous avons aussi des centres de recherche qui ont une réputation internationale, tels que (*institution STEM 1*), tels que le (*institution SHS*), tels que le (*institution STEM 2*), tels que le (*institution STEM 3*). Et maintenant il y a des (*institutions*) qui commencent à donner leurs fruits en ajoutant une valeur à l'économie nationale. Il y a des (*institutions*) maintenant qui font entrer de l'argent, il y a des (*institutions*) qui résolvent des problèmes au pays, des problèmes techniques, des solutions qui pourraient réduire donc la facture d'importation, et donc, nous sommes aussi, aujourd'hui, à une étape très satisfaisante. Mais nous espérons beaucoup, beaucoup plus. #00:15:53-0#
31. I : Alors, avec la création de nouvelles universités, il y avait déjà aussi la création de... ? #00:16:01-0#
32. P17 : Oui, parce que maintenant nous avons ce qu'on appelle le « statut de l'enseignant-chercheur ». Le statut de l'enseignant-chercheur fait que l'enseignant ne fait pas que simplement de la pédagogie, mais doit exercer des activités de recherche. Et ces activités de recherche, automatiquement, elles sont exercées au sein d'un laboratoire de recherche. #00:16:22-0#
33. I : Et ça, c'est assez nouveau, ces statuts ? #00:16:26-0#
34. P17 : Ça existe depuis pratiquement une dizaine d'années. #00:16:32-0#
35. I : Et est-ce que vous voyez une tendance de créer encore plus de labos ? #00:16:43-0#
36. P17 : Maintenant, comme je l'ai dit, c'est la phase d'excellence. Maintenant que nous avons une masse critique d'un nombre de laboratoires, maintenant il faut aller vers l'excellence. Il faudra sélectionner quels seront les laboratoires sur lesquels on pourra compter pour résoudre les problèmes des secteurs socio-économiques, c'est-à-dire, quels seront les laboratoires qui pourraient répondre aux besoins des secteurs socio-économiques. Maintenant, c'est la phase d'excellence, c'est la phase de sélection des laboratoires, c'est pour cela que nous avons fait, maintenant, une nouvelle mouture de laboratoire, c'est ce que nous avons appelé les « laboratoires Tamayouz ». Tamayouz, ça veut dire c'est des laboratoires d'excellence et c'est des laboratoires qui ont beaucoup de moyens, c'est des laboratoires qui ont beaucoup de compétence dans leurs domaines, et c'est des laboratoires sur lesquels on pourrait compter. #00:17:52-0#
37. I : Et vous avez un chiffre précis, ou ça reste à déterminer selon le budget ? #00:18:00-0#
38. P17 : Le nombre de laboratoires ? #00:18:01-0#
39. I : Hmm (affirmatif). #00:18:02-0#
40. P17 : Nous avons actuellement plus de 1 400 laboratoires et nous comptons faire une sélection par domaine de tous les laboratoires qui pourraient être laboratoire d'excellence, « laboratoire Tamayouz ». Et le nombre de laboratoires va être affilié au

- nombre de domaines. Par exemple, quel est le laboratoire d'excellence en biotechnologie, quel est le laboratoire d'excellence en robotique, quel est le laboratoire d'excellence en agriculture. Tout dépend du domaine. #00:18:33-0#
41. I : Et quel est le lien entre les (*institutions*) et les laboratoires à l'université ? #00:18 :40-0#
42. P17 : Entre la direction générale et le laboratoire ? #00:18:43-0#
43. I : Entre les (*institutions*), comme le (*institution SHS*) et le (*institution STEM 1*), par exemple. #00:18:47-0#
44. P17 : Ils ont une relation très, très étroite, parce que les chercheurs des (*institutions*) peuvent être associés au niveau des laboratoires de recherche et les chercheurs des laboratoires de recherche peuvent être associés aux (*institutions*). C'est-à-dire, nous avons une formule qui permet aux chercheurs du centre d'activer dans le laboratoire de recherche, et nous avons une autre formule, qui permet à l'enseignant d'exercer ses activités de recherche au niveau du (*institutions*). Nous avons, en quelque sorte, mis en place des ponts et des passerelles qui permettent la mobilité des chercheurs entre ce qu'on appelle la « recherche permanente » et la « recherche universitaire ». #00:19:31-0#
45. I : C'est comme en Allemagne, alors, oui. Encore, revenons aux labos de recherche à l'université : est-ce que ceux qui ne seront pas sélectionnés par l'initiative d'excellence, est-ce qu'ils continueront à exister ? #00:19:53-0#
46. P17 : Bien sûr, ils continueront à exister. Et puis ça va être toujours une concurrence; une concurrence, donc, ça nous permet d'avoir une concurrence entre laboratoires: quel sera le laboratoire en 2019, qui sera laboratoire d'excellence, par exemple, en mécanique, en électronique ? Donc, ça permet en quelque sorte de créer un climat de compétitivité entre laboratoires et entre chercheurs. #00:20:24-0#
47. I : Comment est-ce que vous voyez le développement du nombre d'effectif étudiants qui a beaucoup augmenté ? #00:20:39-0#
48. P17 : Le nombre d'étudiants augmente et nous avons préconisé cela en mettant en place ce qu'on appelle la « thèse en industrie ». Maintenant, ce n'est plus certainement que dans une date future, les universités, quelqu'un qui aura le doctorat, les universités seront saturées en nombre d'enseignants. Et donc, nous avons mis en place une loi, nous avons mis en place une loi qui nous permet de faire ce qu'on appelle la « thèse en industrie ». Maintenant, l'étudiant aura le choix de faire sa thèse au niveau de l'industrie, au niveau d'une entreprise, et il sera recruté comme PhD ou bien comme docteur au niveau de cette entreprise. Parce qu'auparavant, même si vous êtes docteur, au niveau de l'entreprise, vous n'êtes rémunéré, ou bien payé, que sur votre diplôme d'ingénieur, ou bien votre diplôme de licence ou de magistère. Mais maintenant, le doctorat est reconnu au niveau des industries, et il y a une loi qui régit tous cela. #00:21:51-0#
49. I : Quel est le rôle du ministère et comment ça va évoluer pour la recherche scientifique ? #00:22:00-0#
50. P17 : Le rôle du ministère, le ministère, c'est notre tutelle, et donc nous travaillons sous la tutelle de notre ministère, et donc toute notre politique est soumise à l'appréciation de notre ministère. Et donc, le ministère, il accorde ses appréciations, il donne ses appréciations. Et nous, nous exécutons ce que planifie le ministère, la politique de (*thématique*). #00:22:33-0#
51. I : Et quelles sont les tendances de la politique, ou est-ce qu'il y avait un changement dans la politique pour la recherche ? #00:22:43-0#

52. P17 : Bien sûr. Le changement de politique se fait toujours à travers des lois. Maintenant, nous avons une loi que vous avez entre les mains, donc c'est la nouvelle loi sur la recherche scientifique et le développement technologique, qui nous permet d'exercer nos activités ou bien de mener nos actions dans un cadre réglementaire, à travers des textes que nous proposons au gouvernement pour adoption. #00:23:14-0#
53. I : Très bien. Est-ce que vous voyez une tendance pour la création des universités privées ? #00:23:22-0#
54. P17 : Oui, pourquoi pas ? Donc, le ministère est actuellement, je pense que l'initiative a été déjà prise par le ministère. Donc, il y a des propositions. Et maintenant, le ministère est ouvert à ce que tout privé qui remplit les conditions de création, ou bien de mise en place d'un établissement privé, qui soit le bienvenu, le ministre l'a déjà déclaré. #00:23:52-0#
55. I : Alors, ça sera un grand changement, potentiellement, à venir ? #00:24:00-0#
56. P17 : Oui, ça sera un changement. Mais, disons, espérons qu'il soit dans le bon sens, voilà. #00:24:13-0#
57. I : Est-ce que, vue que la première université en Algérie était créée pendant la colonisation, est-ce qu'il y a encore des éléments du modèle français à travers, bon... ? #00:24:37-0#
58. P17 : Maintenant, ce n'est plus le modèle français, c'est l'internationalisation ; c'est les standards internationaux ou européens. Donc, maintenant on ne parle pas de la France et l'Europe. #00:24:47-0#
59. I : Justement, voilà, est-ce qu'il y a d'autres références autres que l'Europe ou occident ? #00:24:55-0#
60. P17 : Non, non. Nous, nous nous adaptons à ce qui se passe dans le monde, pour que nos étudiants, lorsqu'ils se déplacent à l'étranger pour faire des thèses, ou bien pour faire des formations, ces formations, donc, seront reconnues par les établissements internationaux. #00:25:11-0#
61. I : Est-ce qu'il y a une ouverture vers l'Afrique aussi, ou vers les pays du Golfe, les pays arabes ? #00:25:19-0#
62. P17 : Oui. Par exemple, pour certaines sciences qui font partie des sciences sociales et humaines, donc, ont des tendances, donc, c'est pour cela que je vous ai dit que parfois la coopération dépend du domaine des compétences du pays. Donc, il y a des gens qui portent, donc, pour le Moyen Orient, il y a des gens qui, donc, en Afrique, nous avons des projets, des projets de (*thématique*) avec l'Afrique du sud, par exemple, avec la Tunisie, avec d'autres pays qui font partie de l'Union Africaine. #00:25:56-0#
63. I : Très bien. Et vous voyez une tendance qui augmente, ou... ? #00:26:03-0#
64. P17 : Oui, oui, ça augmente. Donc, c'est une tendance qui est croissante et maintenant tout dépend des intérêts des pays. Et puis des compétences. Donc, c'est pour cela que je vous ai dit que, maintenant, on a une politique d'excellence. Parce que nous voulons tirer vers le haut; et nous voulons intéresser les autres. #00:26:33-0#
65. I : Quel est le rapport entre la société et l'université et encore (*thématique*) ? #00:26:41-0#
66. P17 : La société, l'université et la recherche ? Pour la société nous, nous avons pensé à la société à travers la vulgarisation. Ça veut dire que le citoyen, notre objectif est que le citoyen doit ressentir cet acte (*activité*), comment il va le ressentir ? Il va le ressentir à travers son confort, le confort du citoyen. Donc, ça veut dire qu'il y a des choses qui se

font derrière et qui sont des choses qui sont directement liées à (*activité*). Donc maintenant, le citoyen ne connaît pas vraiment ce qui se fait au niveau de la (*thématique*); maintenant, nous avons entamé une grande campagne de vulgarisation pour toucher et le citoyen et pour toucher, donc, les élèves, donc, qui sont dans le primaire, ou bien dans le moyen et la phase secondaire de leur cursus, en leur proposant des jeux scientifiques, en leur proposant de la physique à maison, des mathématiques. C'est-à-dire, on essaye de familiariser ces étudiants avec les sciences dures, avec les sciences de la technologie; on lui donne la possibilité de toucher aux choses, de jouer et en même temps d'apprendre. #00:28:08-0#.

(interruption d'entretien de dix minutes)

67. I : Comme si on prend les analyses globales, quels sont les enjeux, mais aussi les chances et le potentiel de (*thématique*) en Algérie et de l'université algérienne aussi ? #00:28:17-0#
68. P17 : Les enjeux, donc, il y a toujours des choses qui sont positives et des choses qui sont négatives, et des choses qu'il faut travailler encore. Donc, nous avons des domaines de compétence où nous sommes, où nous avons l'excellence dans ces domaines, tels que les sciences des matériaux, tels que l'informatique, tels que la physique, la chimie. Et nous avons des domaines sur lesquels on doit beaucoup travailler; et nous avons des domaines qu'on doit rendre visibles, surtout; les domaines qu'on doit rendre visibles, c'est les domaines des sciences sociales et humaines. Les sciences sociales et humaines, nous avons beaucoup de compétences, mais qui ne sont pas visibles. Donc il faut les rendre visibles, il faut les utiliser, donc, les moyens d'information, les moyens de technologie de l'information et de communication; il faut utiliser la langue anglaise, il faut s'ouvrir ; il y a beaucoup de choses sur lesquelles on doit travailler pour rendre ces disciplines visibles. #00:29:26-0#
69. I : Et quelles seront les étapes pour les rendre visible ? #00:29:30-0#
70. P17 : Les étapes, nous avons entamé beaucoup de choses. Maintenant, c'est les sites web de ces établissements; les publications de ces établissements, la production scientifique de ces établissements, les brevets de ces établissements, donc, tout ça, c'est des indicateurs de visibilité. #00:29:55-0#
71. I : Alors, les enjeux sont aussi le potentiel en même temps ? #00:30:02-0#
72. P17 : Oui. On pourrait dire, oui. Le potentiel humain, maintenant avec le retour des compétences qui étaient à l'étranger, nous avons quand même des compétences, dans des domaines très spécifiques, et qui sont même des experts internationaux dans des organisations internationales. Et donc, nous comptons beaucoup sur nos compétences, et nous avons, El Hamdoulillah, pas mal de compétences dans des disciplines de pointe. #00:30:33-0#
73. I : Selon vous, quel est l'objectif principal de la (*thématique*) d'une part, et de l'université de l'autre part ? #00:30:45-0#
74. P17 : Vous savez, l'université, c'est l'éducation. Donc, l'université, c'est l'éducation et c'est la formation. Sans formation, on ne peut pas avoir une bonne recherche, donc, il faut s'atteler sur une bonne formation pour avoir de bons chercheurs. Et maintenant, la formation et la recherche vont en parallèle à travers les laboratoires de recherche, comme je vous l'ai dit, que toutes formation en master, en doctorat, elle est adossée à un laboratoire de recherche. Et puis la recherche, c'est la locomotive de l'économie nationale. Donc, sans recherche, il n'y aurait pas de développement de l'économie nationale. #00:31:33-0#

75. I : Est-ce qu'il y a une philosophie algérienne, dans l'enseignement supérieur ? #00:31:48-0#
76. P17 : Pour nous, philosophie, c'est politique. La politique, elle existe, donc la politique de l'enseignement supérieur, elle est claire: c'est essayer aussi de créer le climat adéquat pour que l'étudiant puisse avoir une formation de qualité. C'est l'objectif, et c'est la politique de l'enseignement supérieur. #00:32:06-0#
77. I : Et ça, c'est à travers le curriculum, le programme de (*thématique*) ? #00:32:10-0#
78. P17 : À travers tout l'écosystème. Donc, ça va de la formation, de sa vie universitaire, de sa vie estudiantine, de laboratoire, des activités sportives au niveau de l'université, donc, tout cet écosystème est pris en charge par le Ministère de l'Enseignement Supérieur et de la Recherche Scientifique. #00:32:32-0#
79. I : Maintenant, si on prend comme fonction de l'université la sélection des élites, quel rôle joue (*thématique*) ? #00:32:41-0#
80. P17 : Oui, nous organisons chaque année ce qu'on appelle le « challenge ». Si vous allez sur le site internet, vous avez une activité qui s'appelle le « challenge ». Ça veut dire qu'on fait des concours pour des clubs scientifiques, parce qu'à l'université il y a des clubs scientifiques, et pour tous les étudiants, en leur proposant des « challenges ». Et nous, nous sélectionnons les meilleurs et nous les accompagnons pour créer des start-ups, ou bien pour créer leur petite entreprise. #00:33:13-0#
81. I : Alors, la recherche, c'est une manière de sélection des élites ? #00:33:20-0#
82. P17 : Oui, oui. #00:33:21-0#
83. I : Encore, bon, globalement parlant, quel est l'état des lieux de la recherche ? Actuel ? #00:33:27-0#
84. P17 : L'état des lieux de la recherche actuel, c'est que la recherche est en plein développement en Algérie. Et maintenant la recherche est en phase de prise en charge des problèmes socio-économiques du pays. Et la recherche, maintenant, elle a été, donc des thématiques ont été adoptées par le gouvernement, maintenant, c'est le gouvernement qui donne de l'importance à la recherche en lui donnant le financement adéquat et potentiel pour conduire les projets de recherche. Et puis, aussi maintenant, le gouvernement nous priorise nos domaines de recherche, par exemple, pour cette année, jusqu'à 2019, donc, le gouvernement a mis des priorités dans les domaines de recherche. Ces priorités sont la sécurité énergétique, la sécurité alimentaire, la santé du citoyen et aussi, d'une manière indirecte, le développement durable. Donc, si le gouvernement a priorisé ces domaines, ça veut dire qu'il donne beaucoup d'intérêt à la recherche et il compte beaucoup sur la recherche pour résoudre les problèmes socio-économiques. #00:34:49-0#
85. I : Et le domaine de priorité, comme vous avez dit. Est-ce que vous voyez un conflit pour les enseignants-chercheurs, par rapport au temps qu'ils consacrent à la recherche, mais aussi à l'enseignement, avec les effectifs étudiants ? #00:35:06-0#
86. P17 : Ça dépend, ça dépend de chaque université, et puis ça dépend de l'enseignant, parce que la recherche, tout d'abord, ce n'est pas une obligation; la recherche, c'est une passion. Mais pour encadrer un étudiant, ou pour entreprendre un travail de recherche, l'enseignant doit partir, ou bien doit aller au laboratoire de recherche pour faire ses expériences, ses calculs, ou bien ses enquêtes. Donc, il est obligé de passer par le laboratoire de recherche. #00:35:39-0#
87. I : D'accord. Et est-ce qu'il y a des formations pour les enseignants qui, bon, qui seront dans les collaborations internationales ? #00:35:50-0#

88. P17 : Oui, il y a ce qu'on appelle, il y a une direction au niveau des ministères, qui s'appelle la Direction de la Coopération des Échanges Inter-universitaires, qui gère ce genre de mobilité de chercheurs. Et les chercheurs et les enseignants-chercheurs ont ce qu'on appelle des congés scientifiques et ont ce qu'on appelle des stages de perfectionnement. Donc, les congés scientifiques, c'est pour la participation dans des séminaires, dans des colloques internationaux, qui sont totalement pris en charge par l'établissement, c'est-à-dire, par le ministère. Et puis, vous avez des stages de perfectionnements pour des gens qui voudraient se perfectionner dans une activité de recherche bien spécifique; et aussi pour les gens, les enseignants qui voudraient avoir un grade plus haut que celui qu'ils disposent. #00:36:47-0#
89. I : Et côté gestion, administration de projet de recherche ? #00:36:52-0#
90. P17 : Nous gérons les projets de recherche, nous gérons les projets de recherche à travers nos entités de recherche qui sont, disons, mandatées pour ce genre de gestion, telles que les agences de recherche. Nous avons des agences de recherche, nous avons cinq agences de recherche: une agence de recherche sur les sciences des vivants, une agence sur les biotechnologies, par domaine, une agence sur les sciences sociales et humaines, une agence sur les sciences de la santé, une agence dans les sciences techniques, et puis nous avons une autre agence qui est totalement différente que ces agences thématiques, qui est une agence de valorisation de la recherche. Ça veut dire, quand vous avez votre produit de la recherche, ce produit est valorisé par une agence; ça veut dire que le chercheur, ou bien le doctorant, ou bien l'enseignant, est accompagné par cette agence pour valoriser son produit. #00:37:48-0#
91. I : Et ça, c'est aussi au niveau de (*structure*) ? #00:37:50-0#
92. P17 : Oui. #00:37:51-0#
93. I : D'accord. Alors, si les chercheurs veulent publier, par exemple, ils devront vous solliciter ? #00:38:00-0#
94. P17 : Non, non, ils ne nous sollicitent pas. Mais nous avons des conditions de publication. Comme vous l'aviez mentionné, pour assurer une visibilité, nous recommandons des standards, des standards tels qu'il faut prendre en considération la bonne adresse électronique, la bonne adresse de l'université, pour assurer une meilleure visibilité. Et puis aussi, nous encourageons des publications dans des revues de rang A, dans des revues de renom, dans des revues qui sont très connues. #00:38:37-0#
95. I : Est-ce qu'il y a des obstacles bureaucratiques ? #00:38:46-0#
96. P17 : On dit que celui qui ne fait pas d'erreurs, ça veut dire c'est quelqu'un qui n'a jamais essayé quelque chose de nouveau. Donc nous n'avons pas la baguette magique, donc nous essayons, à chaque fois quand trouve un obstacle, nous essayons de réaménager, donc, notre gestion, afin qu'on puisse être flexible et faciliter au maximum la gestion de projets, ou bien la gestion des activités de recherche à nos enseignants, à nos chercheurs. Donc, ce n'est qu'à partir du terrain qu'on puisse déceler ces obstacles. Et on corrige à chaque fois. #00:39:27-0#
97. I : Quelle est votre vision pour l'avenir ? #00:39:31-0#
98. P17 : Ma vision à l'avenir, c'est que la recherche, notre recherche arrive à satisfaire nos besoins. #00:39:41-0#
99. I : Et quelles sont les conditions pour que ça soit réussi ? #00:39:45-0#
100. P17 : Les conditions, ce sont tous les volets que je viens de vous dire, c'est l'écosystème et l'environnement adéquat pour les activités de recherche. #00:39:58-0#

101. I : Très bien, d'accord. On est arrivé à la fin des questions. Est-ce que vous voulez ajouter quelque chose sur la thématique ? #00:40:07-0#
102. P17 : Je vous dis merci. #00:40:08-0#
103. I : Merci à vous. #00:40:10-0#
104. P17 : Je vous dis merci pour l'intérêt que vous portez à la recherche scientifique, et j'espère qu'à travers vous, on essayera de transmettre de manière réelle de ce qui se passe en Algérie, comme le développement dans le domaine de l'enseignement supérieur et la recherche scientifique. Donc, vous voyez, donc, *de visu* que beaucoup de choses se font en Algérie, beaucoup de choses positives qui se font en Algérie. #00:40:35-0#
105. I : Oui, extraordinaires même, voilà. #00:40:38-0#
106. P17 : Et donc, il faudrait que les autres sachent ce qui se passe en Algérie de manière réelle, voilà. #00:40:48-0#
107. I : Super, merci beaucoup, je vous remercie. #00:40:52-0#