Enhancing Higher Education Quality: A Proposed Internal Quality Assurance Model for Algerian Institutions

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Assurance Model for Algerian Institutions

Abstract:

This research focuses on the development and implementation of an internal quality assurance model tailored for Algerian higher education institutions. The research aims to address the specific quality enhancement needs of the Algerian higher education system by proposing a comprehensive internal quality assurance framework. The model takes into consideration the unique cultural, educational, and institutional context of Algeria while drawing inspiration from global best practices in quality assurance. The research involves a thorough analysis of existing quality assurance practices, stakeholder engagement, and the alignment of the proposed model with national educational goals. The findings of this study contribute to the ongoing efforts to improve the overall quality of higher education in Algeria and establish a robust framework for continuous enhancement.

Keywords: *Algerian higher education, Internal Quality Assurance (IQA), IQA model.*

تحسين جودة التعليم العالي: أنموذج مقترح لنظام ضمان الجودة الداخلية للمؤسسات الجزائرية

الملخص:

يهدف هذا البحث إلى اقتراح نموذج لنظام ضمان الجودة الداخلية للتعليم العالي في الجزائر من خلال رصد احتياجات هذا القطاع على المستويين البيداغوجي والمؤسساتي، ومن ثم تحليل الممارسات الحالية لضمان الجودة في الجامعة الجزائرية، وصولا إلى تقديم النموذج الذي يأخذ بعين الاعتبار خصوصية التعليم العالي الجزائري ضمن السياق الثقافي والتعليمي والمؤسساتي، كما يراعي التطبيقات المعمول بها دوليا في مجال ضمان الجودة.

تساهم نتائج هذا البحث في الجهود المستمرة لتحسين وضمان جودة التعليم العالي في الجزائر وإنشاء إطار قوي للتعزيز المستمر.

الكلمات المفتاحية: *التعليم العالي في الجزائر، ضمان الجودة الداخلية، نموذج نظام ضمان الجودة الداخلية.*

1. Introduction

The landscape of higher education in Algeria has undergone substantial transformations in recent years, aligning with prevailing international trends. These shifts are exemplified by several noteworthy developments, including the escalating demand for a university education, resulting in a burgeoning populace of students and educators.

Concurrently, the expansion of the university network has been pursued to accommodate this surge in demand, while Algerian universities have diversified their range of training programs to cater to societal requisites and economic advancement imperatives.

Amidst these transformations, higher education institutions in Algeria grapple with challenges such as financial constraints, the employability of university graduates, and the evolving dynamics of the job market.

To surmount these challenges, Algerian universities have embarked on a series of reform initiatives, with the most recent being the implementation of the LMD (Bachelor-Master-Doctorate) system. This novel system is crafted to ensure quality education by addressing societal demands for higher education and engendering mechanisms for continual adaptation in response to evolving job market dynamics.

A pivotal shift in focus subsequently occurred towards the implementation of a robust quality assurance system. This strategic pivot was prompted by discernible imbalances and inadequacies in the execution of pedagogical reforms within the framework of the LMD system.

Resultantly, stakeholders in the university realm collectively acknowledge that the LMD system has not fully realized its predetermined objectives. Consequently, there exists a consensus regarding the necessity of introducing corrective and supplementary reforms, including the development of a comprehensive quality assurance mechanism (Berrouche & Berkane, 2012).

Efforts to instil quality assurance in Algerian universities have materialized through diverse academic, organizational, and operational initiatives over recent years. Notably, the International Symposium in Algiers held in collaboration with the World Bank in 2008 stands as a watershed moment in discussing the feasibility of this approach. This event is widely regarded by observers of the university sector as an authentic starting point for deliberations on quality assurance, in the wake of the symposium, a series of strategic measures were undertaken, including the establishment of the National Committee for Quality Assurance and the reactivation of the National Evaluation Council. Moreover, a comprehensive internal evaluation process was inaugurated, encompassing all higher education institutions in 2017.

Despite these advancements, the exigent challenge remains the absence of a pervasive culture of evaluation and quality within the Algerian higher education landscape (Bouzid & Berrouche, 2012).

These realities beckon an array of crucial inquiries: What is the actual state of the quality assurance experience in Algerian universities? What are the primary challenges impeding its progress? How can these challenges be effectively addressed?

Anchored in this contextual backdrop, this research is endeavor to elucidate the Algerian journey in quality assurance, identify its principal challenges, delineate the requisites of higher education in the light of quality assurance, and ultimately proffer a model for an internal quality assurance system tailored to tackle these challenges.

2. Research Problem:

The research problem focused on identifying the characteristics of the Algerian experience in quality assurance, determining the primary challenges faced by this experience, understanding the higher education needs in light of quality assurance, and finally, proposing a vision for an internal quality assurance system in response to these challenges. Thus, the following questions are posed:

- What are the main characteristics of the Algerian experience in quality assurance in higher education?
- What are the major challenges encountered in implementing the quality assurance system in Algerian universities?
- What are the Algerian higher education needs (both pedagogical and institutional) in the context of quality assurance?
- What is a feasible proposal for a model of an internal quality assurance system for higher education in Algeria?

3. Research Objectives:

The research aims to achieve the following objectives:
- Exploring the actual quality assurance experience within Algerian universities.
- Pinpointing the main challenges encountered in this experience.
- Evaluating higher education needs in Algeria, both pedagogical and institutional, in light of quality assurance mechanisms.
- Suggesting a practical strategy within a framework for a higher education quality assurance system in Algeria considering the challenges encountered in implementing this system.

4. Significance of the Research:

The significance of this research is evident through its examination of fundamental aspects of the Algerian experience in higher education quality assurance, alongside identifying the key challenges it faces. These elements contribute to comprehending the reality of university education in Algeria, shedding light on the establishment of the quality assurance system, and fostering a culture of quality and excellence within the sector.

Moreover, its significance lies in pinpointing the specific needs of Algerian higher education concerning quality assurance. These needs serve as the foundation for proposing a vision within an internal quality assurance system model. This model could serve as a starting point for subsequent studies and research endeavours aimed at developing perspectives and mechanisms to enhance the quality of university education.

5. Method:

The method of this research is based on a descriptive and analytical approach to comprehend the characteristics of the Algerian experience in quality assurance and identify the challenges it faces. This analytical approach involves examining and analysing legislative, regulatory texts, and various relevant documents.

Furthermore, the constructive research method has been employed, as one of the research methods used to construct new knowledge structures, normative evidence, or to develop methods and approaches not explored in prior studies.

This method was adopted for the creation of the proposed model for the internal quality assurance system of higher education institutions in Algeria.

1. Definition of Terms

1.1. *Quality Assurance in Higher Education:*

Quality assurance in higher education refers to the continuous evaluation processes (assessment, monitoring, improvement, assurance, and confirmation of quality) of the quality of higher education, at both institutional and program levels (IIEP, UNESCO, 2011).

It also encompasses the strategies, procedures, guidelines, and activities necessary to ensure and enhance quality (Woodhouse, 1999).

Quality assurance in higher education is a broad term that describes the ongoing process aimed at confirming, monitoring, ensuring, maintaining, and enhancing the quality of a system, programs, or university institutions. It serves as a legal mechanism that emphasizes the accountability for improvement as a key component (Martin & Stella, 2007).

1.2. *Quality Assurance System (QAS):*

According to Donald EKONG, a quality assurance system refers to the means adopted by a higher education institution to assure itself and stakeholders that the necessary conditions for students to achieve established standards have been effectively put in place (Bouzid & Berrouche, 2012).

1.3. *Internal Quality Assurance (IQA):*

As per the Glossary of Basic Terms and Definitions for Quality Assurance and Academic Accreditation by Vlàsceanu et al (UNESCO, 2007), internal quality assurance

means Internal practices occurring within the structures of the university institution to monitor and enhance the quality of the higher education system.

It encompasses policies and mechanisms instituted by the institution itself to ensure that it works towards achieving its own objectives, while adhering to general higher education standards or specific standards of a profession or specialization. This type of quality assurance is the responsibility of the institution itself, involving the monitoring and evaluation of its own capacities.

Most experts affirm that internal quality assurance places emphasis on a fundamental objective: fostering a culture that recognizes the importance and necessity of quality.

2. Algerian University Experience in Quality Assurance:

Algerian authorities have recognized the necessity of implementing a quality assurance system, albeit this realization took time. Political willingness materialized through a reform aimed at enhancing higher education to higher levels through the 2008 Orientation Law.

While it does not directly address this system in detail, it, for the first time, opened the possibility of establishing private higher education institutions and required their monitoring and evaluation by reactivating the National Evaluation Council (Bouzid & Berrouche, 2012).

In alignment with various stakeholders in higher education on the need to develop a quality assurance mechanism, the initial steps of this direction began taking shape through a series of academic, organizational, and operational measures, reflecting the primary characteristics of the Algerian experience in quality assurance. These measures include:

- Organizing several national and international conferences, notably the international conference organized by the Ministry of Higher Education in collaboration with the World Bank (June 1-2, 2008), deemed by sector observers as the starting point for constructing and implementing the quality assurance system.
- Establishing national quality assurance bodies such as the National Committee for the Implementation of the Quality Assurance System in Higher Education (CIQAS) and the National Evaluation Council.
- Preparation of a national quality assurance standards framework by CIQAS (2016).
- These preparatory measures culminated in practical steps, involving the launch of a self-assessment process covering various university institutions (2017).
- Preparations are underway for the launch of an external evaluation process for higher education institutions and programs.

3. Challenges of Quality Assurance in Algeria:

Among the primary challenges facing the higher education system in Algeria is the delivery of quality and relevant education to meet societal needs while coping with the increasing demand and rising enrolments on one hand.

On the other hand, it must also keep up with economic requirements demanding new qualifications and skills that align with economic developments, particularly the adoption of modern information and communication technologies.

In this context, it seems that Algerian university education (in the context of transitioning towards implementing a quality assurance system) should reach to the level of these internal social and economic aspirations.

While facing global transformations, including the forces of globalization, the higher education sector must strive for competitiveness to thrive. It should prioritize systems that ensure top-notch, pertinent education and research.

This approach takes into account the pivotal role universities play in the national economy, particularly in the context of a knowledge-driven economy, as well as their responsibility to serve society in line with its evolving aspirations, thus contributing to the development of a knowledge society.

Currently, the higher education system in Algeria encounters several challenges that may impede the effective implementation of quality assurance measures aimed at enhancing and ensuring the quality of its diverse activities. These challenges facing the assurance of quality in university education can be summarized as follows:

3.1. Resistance to Change Project: The implementation project of a quality assurance system in this sector holds significant importance, complementing the ongoing reforms in the LMD system. Consequently, sector leaders must be well-prepared to lead this project, which represents a comprehensive organizational change.

It's crucial to consider expected resistance, stemming from various factors such as fear of evaluation among teachers, fear of losing influence, reluctance from administrators to exert additional effort, and concern about increased academic effort from students.

3.2. Lack of Evaluation and Quality Culture: The absence of an evaluation and quality culture stands as a major challenge for quality assurance implementation. Observers of Algerian higher education notice that the quality element has not been explicitly stated in university policy, and therefore, it wasn't an indicator measuring the effectiveness and efficiency of the university institution.

3.3. Inadequate Training in Quality Assurance: Furthermore, an additional challenge to address is the inadequacy of training for those responsible for implementing quality assurance system procedures.

Training remains a cornerstone in supervising the execution of procedures and processes within any methodology aimed at enhancing and ensuring the quality of institutional and pedagogical management at the university level.

Additionally, there is the issue of not furnishing the required material and organizational resources to efficiently manage the information system integrated into the quality assurance mechanism

3.4. University's Capacity Alignment with Quality Assurance Requirements:

Another challenge for implementing the quality assurance system in Algerian higher education is the sector's capacity to provide the resources necessary to manage this project in accordance with the required standards (quality assurance requirements).

The issue of providing the necessary resources for the implementation of the quality assurance system across various dimensions (human, material, financial, pedagogical, legal, and organizational) in line with their adaptation to the necessary requirements (adaptation to requirements) defined while considering internationally recognized standards on one hand and the specificities of the local higher education system on the other, requires a thorough study to assess the Algerian university system's capacity to meet these requirements.

This will ensure the effective implementation of the quality assurance system, thus contributing to constructing an integrated strategic vision for its application and management to achieve its objectives and reduce the imbalances noted in the implemented reform programs, notably the LMD system, where all sector stakeholders agree that it hasn't achieved all the goals for which it was established.

In this context, GHOUATI (2011) emphasized that the Algerian university system, by adopting this system, sought to achieve a set of objectives, including:

- Providing quality education to enhance professional integration.
- Offering education open to all and continuous throughout life.
- Strengthening the autonomy of university institutions.
- Encouraging international openness.

However, several issues have been raised in this regard that reflect the current divergence of the Algerian university from achieving these objectives outlined by the LMD system.

Regarding the provision of quality education aiming to enhance the professional integration of graduates, he noted that unemployment among these groups remains a concern among various social forces, despite statistics indicating a significant decrease in unemployment since 2003, according to the National Statistics Office.

However, the problem is that this agency doesn't provide detailed statistics on the categories affected by the decrease in unemployment, even though officials are aware of this, and the youth unemployment rate remains very high (Ghouati, 2011).

Regarding the objective of strengthening the autonomy of university institutions, he points out that the concept (autonomy) already lacks a clear definition, although it is related to good governance. However, the latter (governance) also lacks definition.

4. Needs of the Higher Education System in Algeria in Light of Quality Assurance:

4.1. Pedagogical Needs:

The anticipated changes in university programs to make them more effective in preparing students for the workforce should encompass several dimensions, including:

Organization and Content of Pedagogical Programs: The Algerian university system must design training programs aimed at these skills while establishing a pedagogical organization that promotes both professional development throughout the study journey and the enhancement of training quality.

Promotion of the Professional Dimension of Education: It is necessary to offer training tailored to the needs of the job market, creating structures that guide and support students during their academic journey and beyond for better professional integration. This is a key goal of the Algerian universities system and a major indicator of training quality.

Enhancement of Pedagogical Supervision Skills: Faced with rapid advancements in sciences and technologies, university educators must continually update their knowledge and skills effectively guide students. They should provide adequate guidance to students, helping them make appropriate career choices and supporting them throughout their academic and professional journey.

University Evaluation and Student Support Services: To ensure and enhance the quality of education, the Algerian higher education system requires an internal and external evaluation system that assesses the effectiveness of programs in relation to their missions and objectives, while considering the quality of student job readiness. Furthermore, providing student support services in all faculties is essential in preparing students for university and professional life, organizing information centres to educate students about the job market.

These needs reflect Algerian universities' efforts to improve the quality of higher education and adapt it to the demands of the job market and society.

Meeting these needs requires continuous efforts to develop programs, provide student support and guidance, train educators, and is an integral part of quality assurance and higher education improvement efforts in Algeria (Bouzid & Berrouche, 2012).

4.2. Institutional Needs:

Algeria's higher education institutional needs encompass dimensions related to the structure and organization of institutions in the sector, enabling them to ensure and enhance the quality of their research, training, and study activities.

The reform of this sector is based on the principle of university autonomy, aiming to develop their management capacities to achieve quality. Transitioning to a system based on local initiative that integrates training for new skills within a culture of autonomous management to address new challenges is essential.

This system should make management and responsibility more flexible for university administrative staff, foster initiative, and include monitoring mechanisms that enable managers to directly benefit from their activities.

For Algerian higher education, in the context of institutional quality improvement, it must also:

- Integrate international achievements in governance and effective institution management.
- Establish effective organizational mechanisms and tools.
- Adopt standards for human resource development, enabling all stakeholders to acquire new skills in effective management.

The necessity for Algerian university institutions to draw from international experience in governance and effective management stems from the requirement to meet quality assurance procedures at the institutional level, while considering the university's local mission and objectives, without neglecting international standards. Among these requirements:

- Strengthen the autonomy of higher education institutions and guide them in developing a strategic vision to manage their diverse resources, including training and continuous improvement of administrative personnel.
- Implement a policy of continuous evaluation based on proven institutional evaluation tools at the international level.
- Establish an information system that facilitates communication and ensures the flow of information for all stakeholders, promoting research and training while enhancing transparency within the institution.
- Involve all university stakeholders in these processes by adopting a communication and awareness policy about the importance and necessity of quality assurance, allowing them to perceive the objectives and positive outcomes resulting from their institution's adoption of this approach.
- The necessity to establish bodies responsible for planning and implementing quality assurance procedures, equipped with the necessary legislative and structural framework to ensure their independence and provide all necessary resources to accomplish this mission.

5. Results:

The results of this research, in light of the research questions and objectives, can be summarized as follows:

5.1. Characteristics of the Algerian University Experience:

The Algerian university experience regarding quality assurance is characterized by practical measures taken in the field, including:

- Organization of various international and national conferences on quality assurance mechanisms in higher education institutions.
- Establishment of national quality assurance bodies such as CIQAS and NCE.
- Development of a national quality assurance standards framework (RNAQES).
- Initiation of an internal evaluation process for university institutions.

5.2. Main Challenges of Quality Assurance in Algerian Universities:

The primary challenges faced by quality assurance in Algerian universities include:

- Resistance to the introduced change by the quality assurance initiative.
- Lack of a culture of evaluation and quality.
- Insufficient training and expertise in the field of quality assurance.
- Adequacy of university resources to meet the requirements of quality assurance.

5.3. Main Needs of Higher Education in Algeria in the Context of Quality Assurance:

Pedagogical needs: which include improving program organization and content, promoting the professional dimension of education, enhancing pedagogical supervision skills, and establishing university evaluation and student support services.

Institutional needs: involving enhancing governance and management practices, establishing effective organizational mechanisms, adopting standards for human resource development, and promoting communication and awareness regarding the importance of quality assurance.

These outcomes provide valuable insights into the Algerian university experience in quality assurance, highlighting its characteristics, challenges, and needs. They lay the foundation for future efforts to enhance the quality of higher education in Algeria and establish a culture of excellence and continuous improvement.

6. The Proposed Internal Quality Assurance System Model:

Model Presentation:

This research proposes a comprehensive model for establishing, developing, and implementing an internal quality assurance system tailored to the higher education institutions in Algeria.

Drawing insights from international studies[(*)], the Algerian quality assurance experience, and local challenges, the model is designed to enhance the quality of higher education in Algeria while respecting international best practices.

(*) - Project for the construction of a dashboard for higher education - Practical Guide for the UNESCO International Institute for Educational Planning (IIEP) (Building a Dashboard for Higher Education - A Practical Guide - IIEP, UNESCO, 2009).

- External Quality Assurance, Choices for Higher Education Managers from the UNESCO International Institute for Educational Planning (IIEP) (External Quality Assurance, Options for Higher Education Managers, IIEP, UNESCO, 2011).

Procedures of the Proposed Internal Quality Assurance System:

6.1.   Development of the Quality Assurance System:

▪ **Cultivating a Culture of Quality:**

To establish a robust quality assurance system in higher education, institutions must prioritize the cultivation of a culture that places a strong emphasis on quality, several strategic measures can be undertaken to achieve this objective:

- **Promoting Quality Orientation**: Institutes should actively promote the importance of quality in education among all stakeholders, including faculty, students, administrators, and the wider community. This can be achieved through workshops, seminars, and awareness campaigns that highlight the value of high-quality education.

- **Launching a National Awareness Campaign**: To promote the importance of quality assurance in higher education, there should be collaborations between governmental bodies, educational organizations, and media outlets to initiate a national campaign. This campaign should not only highlight the benefits of a quality-driven educational environment but also emphasize the positive outcomes it yields.

 - **Engaging All Stakeholders**: Involve all stakeholders, including students, faculty, employers, alumni, and accrediting bodies, in discussions and decision-making related to quality assurance. Their input ensures a comprehensive approach and a sense of ownership over the quality assurance process.

- **Developing a National Research Strategy**: Establish a research strategy that focuses on investigating various aspects of quality assurance in higher education. Research findings can inform policy decisions, identify best practices, and drive continuous improvement in quality assurance mechanisms.

- **Allocating Necessary Resources**: Adequate resources, both financial and human, are crucial for the effective implementation of quality assurance measures. Institutions should allocate sufficient resources to support training, technology infrastructure, data collection, and analysis.

▪ **Strengthening Quality Assurance Bodies:**

Enhancing the role of quality assurance bodies is essential to ensure the credibility and effectiveness of the quality assurance system. This can be achieved through various targeted actions:

- **Organizational Empowerment**: Empower the National Committee for Quality Assurance to play a proactive role in setting and monitoring quality assurance standards at a national level. Additionally, establish dedicated quality assurance units within universities that are responsible for implementing and overseeing quality assurance processes.

- **Training Strategy:** Develop a comprehensive training strategy for members of quality assurance bodies. Training programs should cover a range of topics,

including quality assessment methodologies, data analysis techniques, effective communication, and stakeholder engagement.

- **Evaluation of Internal Assessments:** Quality assurance bodies should play a crucial role in evaluating the internal assessments conducted by universities. This evaluation process ensures objectivity and accountability, as external experts review and validate the outcomes of internal evaluations. The development of a robust quality assurance system in higher education requires the integration of both cultural and structural elements. By fostering a culture of quality and strengthening the role of quality assurance bodies, institutions can ensure that their educational offerings are of the highest standards, leading to positive outcomes for students, faculty, and society as a whole.

6.2. *Quality Assurance System Management:*
Develop a clear strategy to manage the quality assurance system:
6.2.1.   **Defining System Characteristics**:
▪ **Action Plan Development:**
- Construct an adaptable action plan detailing university operations within the quality assurance system.
- Involve stakeholders for effective implementation.
- Align plan with university capabilities.
- Define specific operations, allocate responsibilities, and allow for flexibility.

▪ **Organizational Choices for Evaluation and Quality Assurance:**
- Focus on internal quality assurance.
- Utilize internal evaluation and institutional evaluation methods.
- Set clear objectives from general to operational levels.

▪ **Result Definition:**
- Clearly define outcomes within the quality assurance system.
- Provide framework for stakeholders' roles and tasks.

▪ **Quality Assurance Training:**
- Identify training needs based on quality assurance choices.
- Incorporate modern technologies and expert guidance.
- Ensure continuous training for improvement.
- Link training evaluations to incentives.

▪ **Continuous Quality Control:** Implement ongoing quality monitoring
- Define quality control objectives.
- Measure and evaluate university results.
- Develop improvement strategies.

6.2.2. Quality Assurance System Mechanisms:
- Strategic Planning: Develop strategic plans aligning with institutional goals.
- Governance and Management: Strengthen institutional governance practices.
- Results Monitoring: Implement self-assessment mechanism.

6.3. Institutional Evaluation Mechanism:
▪ **Institutional Evaluation Guide**: Develop an evaluation guide considering:
- Organizational conditions: Framework acceptance and development.
- Objectives: Enhance performance, inform stakeholders, and build trust.
- Responsible Entity: Choose organization or agency for guide development.
- Areas: Cover education, research, governance, and university life.

▪ **Institutional Evaluation Process Management**:
Manage evaluation process through:
- Organizational and Legislative Framework: Regulate process, involve stakeholders, and allocate resources.
- Resource Provision: Supply necessary information and resources.
- Model Universities: Pilot evaluation with select institutions.
- Timeline: Set and adhere to timelines.

▪ **Institutional Evaluation Report**:
Create a comprehensive report with:
- Results Presentation: Detailed results for each evaluated domain.
- Quantitative and Qualitative Results: Clear distinction and explanation.
- Resource Diagnosis: Compare resources with achieved objectives.
- Accessibility: Write report for various stakeholders.
- Publication: Make the report accessible while respecting confidentiality.

The proposed model offers a structured approach to establish an effective internal quality assurance system tailored to Algerian higher education, integrating international best practices and addressing local challenges.

7. Conclusion:
The higher education landscape in Algeria has witnessed significant transformations, aligning with global trends. The surge in demand for university education has led to a notable increase in the student and educator population. In response, Algerian universities have diversified their programs to meet societal and economic needs. However, they face challenges such as financial constraints, employability of graduates, and adapting to evolving job market dynamics.

To address these challenges, Algerian universities have initiated reform efforts, including the adoption of the LMD system. This system aims to ensure quality

education by aligning with societal demands and allowing for continuous adaptation to the job market.

A pivotal shift towards implementing a robust quality assurance system occurred due to observed imbalances in the LMD system's execution. Stakeholders recognize that the system has not fully achieved its objectives. Thus, there is consensus on the need for corrective measures, including the development of a comprehensive quality assurance mechanism.

Efforts in still the quality assurance in Algerian universities that have been marked by various academic, organizational, and operational initiatives. Notably, the 2008 International Symposium in Algiers, in collaboration with the World Bank, marked a significant milestone in discussing the feasibility of quality assurance.

Subsequently, strategic measures were undertaken, including the establishment of the National Committee for Quality Assurance and the reactivation of the National Evaluation Council.

Despite these strides, the challenge remains in establishing a pervasive culture of evaluation and quality within Algerian higher education. This necessitates further efforts to foster a culture that recognizes and prioritizes quality.

The research has identified key characteristics of the Algerian experience in quality assurance, highlighting practical measures taken in the field. Additionally, it has pinpointed primary challenges, including resistance to change, lack of evaluation culture, inadequate training, and resource allocation. Moreover, the research has emphasized pedagogical and institutional needs, underscoring the importance of tailored training programs and effective governance mechanisms.

The proposed internal quality assurance system model offers a comprehensive framework for enhancing the quality of higher education in Algeria. By integrating international best practices and addressing local challenges, this model provides a structured approach to establish an effective quality assurance system.

In conclusion, this research contributes to a deeper understanding of the Algerian experience in quality assurance. It sheds light on the challenges faced and the needs of higher education institutions.

The proposed model offers a roadmap for implementing an internal quality assurance system, ultimately aiming to enhance the quality of higher education in Algeria. This endeavor represents a critical step towards fostering a culture of excellence and continuous improvement within the Algerian higher education sector.

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