Programme of Support to the implementation of the Association Agreement Algeria-EU

Twinning Project Fiche

Project Title: «Support to the Ministry of Higher Education and Scientific Research for the reinforcement of pedagogical skills of teachers & researchers and the managerial capacities of managers»

Beneficiary administration: Ministry of Higher Education and Scientific Research (MESRS)

Twinning Reference: DZ 16 ENI OT 01 18

Publication Reference: EuropeAid/160712/ID/ACT/DZ

This project is financed by the European Union

TWINNING INSTRUMENT
## Contents

List of acronyms (acronyms where details are between brackets have been left in French language for practical purposes) .......................................................... 4

1. Basic Information ........................................................................................................................................... 5
   1.1 Programme: .............................................................................................................................................. 5
   1.2 Sector: ...................................................................................................................................................... 5
   1.3 Beneficiary country: ................................................................................................................................. 5

2. Objectives....................................................................................................................................................... 5
   2.1 Overall Objective: .................................................................................................................................... 5
   2.2 Specific Objective: ................................................................................................................................... 5
   2.3 Target elements in strategic documents ................................................................................................... 5
      2.3.1. The Association Agreement between Algeria and the European Union........................................ 5
      2.3.2. The Sector Reform Strategy - The BMD ......................................................................................... 6

3. Project Description ......................................................................................................................................... 8
   3.1 Context and justification of twinning ....................................................................................................... 8
      3.1.1 Background ....................................................................................................................................... 8
      3.1.2 Justification ....................................................................................................................................... 8
   3.2 Reforms in progress ............................................................................................................................... 10
   3.3 Related Activities ................................................................................................................................... 11
      3.3.1 Activities funded by EU .................................................................................................................. 11
      3.3.2 Other related activities .................................................................................................................... 13
   3.4 List of provisions of the EU acquis / applicable standards: ................................................................. 14
   3.5 Results by component ........................................................................................................................... 14
   3.6 Twinning activities ................................................................................................................................. 14
   3.7 Means and contributions of the administration(s) of the partner EU Member State ....................... 16
      3.7.1 Profile and Tasks of the Member State Project Leader (PL) ........................................................... 16
      3.7.2. Profile and Tasks of the Resident Twinning Advisor (RTA) ......................................................... 18
      3.7.3 Profile and tasks of the Component Leaders: ................................................................................. 19
      3.7.4 Profile and tasks of other short-term experts (STE) ....................................................................... 19

4. Budget .......................................................................................................................................................... 20

5. Modalities of implementation ..................................................................................................................... 21
   5.1 Contracting Authority of the project ........................................................................................................ 21
   5.2 Institutional Framework .......................................................................................................................... 21
   5.3 Counterparts in the beneficiary administration: ................................................................................. 22
      5.3.1 Contact person: ............................................................................................................................... 22
This is a translation of the official version written in French with the goal of having a wider distribution and in case of discrepancy between the French and the English, the French version shall prevail.
### List of acronyms (acronyms where details are between brackets have been left in French language for practical purposes)

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Association Agreement</td>
</tr>
<tr>
<td>ACST</td>
<td>Cooperation Agreement in Science and Technology</td>
</tr>
<tr>
<td>AFEQ</td>
<td>(Training - Employment Support – Qualification)</td>
</tr>
<tr>
<td>ANEM</td>
<td>(National Employment Agency)</td>
</tr>
<tr>
<td>BMD</td>
<td>(Bachelor's degree, Master's degree, Doctorate)</td>
</tr>
<tr>
<td>CBA</td>
<td>Competency-based approach</td>
</tr>
<tr>
<td>CIAQES</td>
<td>(Commission for the Implementation of a Quality Assurance System in the Higher Education Sector)</td>
</tr>
<tr>
<td>COPIL</td>
<td>(Project Steering Committee)</td>
</tr>
<tr>
<td>CPND</td>
<td>(National Pedagogical Committees of Domains)</td>
</tr>
<tr>
<td>CREAD</td>
<td>(Research Centre for Applied Economics and Development)</td>
</tr>
<tr>
<td>DNP</td>
<td>(Programme National Manager)</td>
</tr>
<tr>
<td>EACEA</td>
<td>European Agency for Education, Audiovisual and Culture</td>
</tr>
<tr>
<td>EC</td>
<td>European Commission</td>
</tr>
<tr>
<td>ECF</td>
<td>European Certification Framework</td>
</tr>
<tr>
<td>ECTS</td>
<td>European Credit Transfer and Accumulation System</td>
</tr>
<tr>
<td>EES</td>
<td>(Higher Education Institutions)</td>
</tr>
<tr>
<td>ENPI</td>
<td>European Neighbourhood and Partnership Instrument</td>
</tr>
<tr>
<td>EPSCP</td>
<td>(Scientific, Cultural and Professional Public Institution)</td>
</tr>
<tr>
<td>ETS</td>
<td>Education and Training System</td>
</tr>
<tr>
<td>EUD</td>
<td>Delegation of the European Union</td>
</tr>
<tr>
<td>EHEA</td>
<td>European Higher Education Area</td>
</tr>
<tr>
<td>FOAD</td>
<td>(Remote Open Education)</td>
</tr>
<tr>
<td>FVE</td>
<td>(Training and student life)</td>
</tr>
<tr>
<td>GFC</td>
<td>(Financial and Accounting Management)</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>JORADP</td>
<td>(Official Journal of the People's Democratic Republic of Algeria)</td>
</tr>
<tr>
<td>LFA</td>
<td>Logical Framework Approach</td>
</tr>
<tr>
<td>LTE</td>
<td>Long Term Expert</td>
</tr>
<tr>
<td>MESRS</td>
<td>(Ministry of Higher Education and Scientific Research)</td>
</tr>
<tr>
<td>MS</td>
<td>Member State of the European Union</td>
</tr>
<tr>
<td>PAPS</td>
<td>(Sector Policy Support Programme)</td>
</tr>
<tr>
<td>PCM</td>
<td>Project Cycle Management</td>
</tr>
<tr>
<td>PL</td>
<td>Member State Project Leader</td>
</tr>
<tr>
<td>QAM</td>
<td>Quality Assurance Manager</td>
</tr>
<tr>
<td>R &amp; D</td>
<td>Research and Development</td>
</tr>
<tr>
<td>RNAQES</td>
<td>(National Reference Framework for Quality Assurance in Higher Education)</td>
</tr>
<tr>
<td>RTA</td>
<td>Resident Twinning Adviser</td>
</tr>
<tr>
<td>SG</td>
<td>Secretary General</td>
</tr>
<tr>
<td>SoTL</td>
<td>Scholarship of Teaching and Learning</td>
</tr>
<tr>
<td>ST</td>
<td>Science and Technology</td>
</tr>
<tr>
<td>STE</td>
<td>Short Term expert</td>
</tr>
<tr>
<td>TAIEX</td>
<td>Technical Assistance and Information Exchange</td>
</tr>
<tr>
<td>TICE</td>
<td>(Information and Communication Technologies for Education)</td>
</tr>
<tr>
<td>TM</td>
<td>Twinning Manual</td>
</tr>
<tr>
<td>TO</td>
<td>Training Offer</td>
</tr>
<tr>
<td>ToR</td>
<td>Terms of Reference</td>
</tr>
<tr>
<td>UGP P3A</td>
<td>Programme Management unit of the Support to the implementation of the Association Agreement</td>
</tr>
</tbody>
</table>
1. Basic Information

1.1 Programme:
Support to the Association Agreement Programme Algeria-EU
SAAP / P3A-IV: N° ENI/2016/039-593, indirect management.

For applicants from the United Kingdom: It should be emphasised that the eligibility criteria must be met throughout the duration of the grant agreement. If the United Kingdom withdraws from the Union during the grant period without entering into an agreement with the Union, in particular to ensure that United Kingdom applicants continue to be eligible, you will cease to receive funding from the United Kingdom Union (while continuing, if possible, to participate in the project) or will be forced to leave the project on the basis of Article 12.2 of the General Conditions of the Grant Agreement.

1.2 Sector:
Higher Education (OT)

1.3 Beneficiary country:
People's Democratic Republic of Algeria

2. Objectives

2.1 Overall Objective:
Provide higher education quality in order to contribute to the development of the Algerian economy and promote the creation of a global competitive space for the knowledge economy.

2.2 Specific Objective:
Strengthening the capacities of the Ministry of Higher Education and Scientific Research (MESRS) in:

- diversification of training offers;
- adaptation of teaching methods to the competency approach;
- governance of Higher Education and Scientific Research institutions (EES)

2.3 Target elements in strategic documents

2.3.1. The Association Agreement between Algeria and the European Union

The Association Agreement between Algeria and the European Union (AA), entered into force September 2005 it’s the main legal framework for relations between the parties in economic, commercial, political, social and cultural sectors.

The Association Agreement, in particular through its Article 51, Scientific, technical and technological cooperation states that “The cooperation aims to:

- foster the establishment of permanent links between the scientific communities of the two Parties, notably through:
  - Algeria’s access to Community research and technological development programmes in accordance with Community provisions on the participation of third countries in those programmes;
  - Algeria’s participation in decentralized cooperation networks;
  - promoting synergies between training and research;

- strengthen Algeria’s research capacity;
• stimulate technological innovation, the transfer of new technologies and know-how, the implementation of research and technological development projects, as well as the valorisation of the results of scientific and technical research;
• encourage all actions aimed at creating regional impact synergies."

The Support Programme for the implementation of the Association Agreement (P3A) targets all the dimensions of the AA and in particular the mobilization of the classical instruments of the European Neighbourhood Policy (institutional twinning contracts and TAIEX actions).

This twinning project to the benefit of the Ministry of Higher Education and Scientific Research fits perfectly with the terms of the Association Agreement.

2.3.2. The Sector Reform Strategy - The BMD
Implementation of the reform has evolved through a process of four separated major phases:
- 2000 to 2004: preparation of the reform;
- 2004 to 2008: start of the reform;
- 2008 to 2013: consolidation;
- from 2013: deepening and improvement.

1. The adoption of the BMD system
Algeria, like many countries in the world, has started a global reflection on the reforms to be introduced in order to modernize a system resulting from the 1971 reform which, while having ensured the main objectives assigned, had reached its objectives limits. In the almost universal dynamics of reform of the late 1990s, a reflection on the education system was entrusted to a national commission that proposed the outline of a comprehensive reform of the education system.

The conclusions of this study converged with the principles of the higher education system that had just been adopted in Europe: the "BMD" system, resulting from the Bologna process for the creation of a European Higher Education Area.

The sector has started to think about how to carry out this reform by adapting it to the national context (based on the guidelines and recommendations of the National Commission for Comprehensive Reform of the Education System). For the MESRS the reform is intended to be global in its conception, participative in its approach and progressive and integrative in its implementation.

2. Evaluation of the BMD system by the national conference of universities
After a decade of implementation of the BMD system, a milestone evaluation in both its strategic and operational dimensions has proved necessary. A diagnosis of the situation was made at the National Conference of Universities, extended to the socioeconomic sector regarding the implementation of the BMD system in January 2016.

The evaluation and recommendations focused on four (04) axes:
- The design of the reform and the sector strategy, through a retrospective of the actions initiated from the central administration;
- The state of implementation of the reform by higher education institutions and its evaluation, through the reports of the institutions elaborated with the support of their scientific bodies, consolidated in regional conferences and enriched by interviews with teachers;
- Status of the issue of partnership with the environment, developed with representatives of the socioeconomic sector;
- The contribution of the social partners, teachers and students.

The diagnosis established is that the BMD system has many advantages but it must be better supervised because the multiplication of pathways, specialties and training offers can lead to unwanted effects.
Indeed, in 2016, it was raised:
- A multitude of job and specialty titles that reduces the visibility and readability of training offers and diplomas and increases the concerns of graduates about their future in certain sectors;
• Concerns about the socio-economic sector related to the employability of "new graduates";
• Reducing these sectors and specialties, was conducted through the establishment of a national nomenclature, in using two approaches: the compliance of the Bachelors and the harmonisation of the Masters.

3. The professionalisation of training offers and employability at the heart of the BMD system

Based on this shared diagnosis, the adopted approach is to prepare higher education institutions to introduce the vocational dimension into their training offers, in partnership with the company, with the aim of bringing together university-business and business development graduation and employability of graduates further integrating cross materials discovery and trainings.

Several actions have already been taken for this purpose:
• Renovation of the titles of the sectors and specialties by setting up a nomenclature of sectors and a repository for bachelors;
• Visibility of diplomas by integrating the diplomas of the BMD system into the nomenclature of the trades and in the different bodies of the civil service.

The employability of graduates is the main indicator of the quality, relevance, readability and adequacy of training with socio-economic and environmental needs.

The professionalisation of teachings is a concern that calls for:
• New pedagogical practices focused on the future of graduates in the labour market;
• The development of new types of education: bachelors and masters meeting the expectations of the companies;
• Student mobility with a national credit system;
• The creation of university spaces dedicated to creation and innovation: technology institutes, technological platforms, business incubators.

The development of poles of excellence is the other strategy implemented for the emergence of a high-level training system (opening of institutes of technology, university courses with national recruitment, Masters with integrated curriculum of bachelors, Masters in direct cooperation with the socio-economic sector) to meet the challenge of skills and training.

Finally, to better integrate higher education institutions into their environment, the MESRS has proposed the institutionalization of this relationship between higher education institutions (HEIs) and the socio-economic sector (SSE), it encourages the generalization of liaison companies / Universities (BLUE), career centres, entrepreneurship houses, observatories, ... to initiate and sustain a partnership with stakeholders in the economic sector, think and collectively build concrete actions to implement for developing this partnership.
3. Project Description

3.1 Context and justification of twinning

3.1.1 Background
The beneficiary of the project is the Ministry of Higher Education and Scientific Research General Directorate of Higher Education and Training.

The Ministry of Higher Education and Scientific Research is in charge of studying and proposing the necessary measures of organisation and development of the different levels of higher education, with target the establishment of a global integrated system.

The General Directorate of Higher Education and Training is a structure of the MESRS which is responsible under Executive Decree no. 13-78 from January 30, 2013 of the organisation of the central administration of the Ministry of Higher Education and Scientific Research amended by Executive Decree No 14-22 from January 23, 2014 including the design of the national policy and strategy for the development of higher education and training in their academic and professional dimensions, undertake any evaluation and foresight study on the development of higher education and training, design the elements of the national policy of continuous training, to set up a system of pedagogical guidance for students in relation to the structures and bodies concerned, ensure, in consultation with the relevant bodies and structures, to integrate and promote the mechanisms, procedures and tools of quality assurance in all its dimensions and to propose any draft legislative or regulatory text within the framework of its missions.

The laws governing higher education and scientific research are the law 99-05 from 4 April 1999 on the framework law on higher education as amended and supplemented by Law No. 08-06 from 23 February 2008 and the law 15-21 from December 30, 2015 on the orientation law on scientific research and technological development.

The law n° 99-05 from April 4, 1999 bearing the law of orientation on the higher education is the law of reference for this twinning and the activities which are envisaged there. Indeed, it is this law that introduced the reform of higher education. It introduces the BMD system, it has relaxed the status of the university by conferring on it the status of public institution of scientific, cultural and professional character and institutes with the Minister of Higher Education an advisory body: the national conference of universities and regional bodies for consultation, coordination and evaluation (Art 43 amended by Article 4 of Law 2000-04 from 6 December 2000). As it has created a national committee for the evaluation of public institutions of a scientific, cultural and professional nature and other institutions of higher education (Article 43 b), this law allows, under certain conditions, the creation of private institutions of higher education subject to authorisation by the Minister of Higher Education (Article 43b1). Other texts were taken for the implementation of a quality assurance system, the organisation of domains, sectors and specialties. A text on the institutionalisation of business / university relations is being prepared.

From the point of view of its impact, the twinning project can have an impact on the texts relating to the organisation of pedagogy within the universities and in particular the articulation between the traditional structures in departments and the new functions of heads of domain, heads of sectors and specialists.

3.1.2 Justification
The present twinning project is a continuation of the reforms and approaches described above, but related to the dominant pedagogical practices in Algerian universities, in connection with the diagnosis established by the pedagogical actors, responsible for the domains, sectors and specialties.

To respond to this concern, the MESRS has included the redesign of curricula and teaching methods among its priorities, according to a plan articulated around:
• The procedures for the development of quality training offers, mobilisation of teaching and evaluation resources and in particular the definition of an improved approach to the existing, and mechanisms for the evaluation of programme projects;
• The implementation of a quality approach;
• The regular self-assessment of schools;
• The Initial training and updating of teachers - researchers to develop their actions with students;
• The organisation of a partnership with systems having proven experience in the field.

Pedagogical engineering is at the centre of the success of the BMD training system, particularly in the design of training offers, subject material by teachers, and the development of student-centred and results-oriented programmes. Mastering pedagogical engineering methods requires the teacher, from the skills to develop, to know: (what, why, how, with what and when ?), propose activities, organize student participation in individual and collaborative work. The teacher must also be able to evaluate these skills to make the necessary corrections.

The programme of support to the higher education sectoral policy (PAPS ESRS) in partnership with the EU / MESRS which started in 2010 and ended in 2015 has made possible improvement of training and in particular quality assurance, information system, support for the reinforcement of HR skills, and implementation of the doctoral school.

On the other hand, for the training of trainers in pedagogical engineering, which is central to the BMD system, covered by PAPS result 5, the objectives were only partially achieved because of numerous difficulties related:
• to the programming of activities (the training took place at the end of the programme, in June, too busy for teachers at the end of the academic year to free themselves completely);
• to the choice of the profiles of the trainers (there were no criteria for the choice of the profiles of the people called to become trainers (lack of time, of design...).

As a result, the generalisation of methods and tools to all institutions (106) could not be done (only 12 reference relays had to ensure this generalisation).

Therefore, additional support is needed, in particular by the contribution of:
• additional training to help generalising pedagogical methodology to pedagogical managers in all institutions;
• update of the 12 reference relays which remains largely recommended and an action plan to launch the generalisation of training of trainers;
• targeted training for teachers (Referring Relays - chosen according to appropriate criteria), in order to significantly improve the training;
• training of teachers to educational tools and processes focused on the student (platforms, distance learning, ...), methods to teach large groups, quality assurance and quality management and the concept of Scholarship of Teaching and Learning (SOTL);
• human resources training in curriculum development and revision in content and pedagogy;
• training of school heads and managers in the design and management of the school project. It will enable framing and positioning, the use of development indices, comparability ...
• training on organising, managing and promoting communication with stakeholders and partners.
3.2 Reforms in progress

Higher Education benefit from a major effort since 2000, an effort that led notably to date to:

- the tripling of the student population, from nearly 500,000 in 2000 to more than 1.6 million students at the beginning of 2017; the doubling of the number of institutions of higher education, numbering 106 today;
- the change in the number of university teachers from nearly 18,000 in 2000 to nearly 70,000 in 2018;
- the increase in the number of educational places from nearly 400,000 in 2000 to almost 1.5 million in 2018;
- the increase in university accommodation capacity from less than 200,000 beds in 2000 to more than 700,000 beds in 2018.

It is therefore the basis of important achievements that the MESRS continues to improve the performance of the higher education system, to guarantee its effective contribution to the economic and social development of the country, and at the same time encourages it to open more on its national and international environment.

In fact, higher education plays an important role in the Government's Action Plan, whose main themes are improving the performance of higher education and its openness to its environment and the development of research and its valorisation.

As regards the completion of the reform of the higher education and training system, the objectives set are based on two axes: consolidation of the reform of the higher education and training system and support for the evolution of the student workforce by optimising the operation of the university network.

Consolidation of the higher education and training system aims:

- improving the success rate and reducing study durations;
- increasing in the rank of senior staff;
- establishing institutes of applied science and technology;
- harmonising medical training and hospital-university competitions, and establishing a national competition of residency.

The reinforcement of the system of guidance and pedagogical follow-up aims in particular at improving:

- the satisfaction rate of the application for the enrolment of graduates in the guidelines;
- access to the second cycle of higher schools;
- the treatment of equivalence of foreign diplomas;
- the monitoring and control system of private higher education institutions.

Finally, the university's openness to the international environment consists in continuing the programme of stays of university teachers abroad to improve and supplement their knowledge in line with scientific developments in the world, to increase the access capacity of all universities to the information and documentation networks of universities around the world, through the funding of necessary subscriptions and the development of twinning and exchange programmes between national universities and those of other countries, within the framework of international cooperation programmes.

Despite all the reforms and in particular the diversification of training programmes, the professionalisation of certain sectors and the efforts to open the Algerian university through its different structures to business, graduates have problems with their positions on the labour market while enterprises are failing to find the skills they are looking for.

According to the survey of the National Office of Statistics (ONS), the unemployment rate among academics is 17.6%. Controlling unemployment means adapting the supply of training to the labour market which is steadily changing. For this purpose, working groups have been set up to study, on the one hand, the means to be implemented by the university to meet the demand expressed by companies, and on the other hand, the methods of communication of human resource needs by companies to better target university training. The draft text currently being prepared will institutionalise this relationship and create a framework for dialogue between training institutions and companies.
3.3 Related Activities

3.3.1 Activities funded by EU
The higher education sector has benefited from a specific programme financed by the European Union:
- support for the reform and modernisation of the higher education and scientific research sector;
- capacity building for teachers and managers in the higher education and scientific research sector

The PAPS ESRS programme
In support of the Reform and in the framework of the Algeria-European Union cooperation, the Algerian government and the EU launched in 2010 the Support Programme for Sectoral Reform of Higher Education and Scientific Research (PAPS-ESRS). The PAPS-ESRS aimed at modernising the university system and, at the same time, inserting young people into the professional world.

The programme has focused on several areas:
- Improving internal quality of higher education;
- Developing integrated information system for resource management;
- Strengthening the capacity of teachers and human resources;
- Developing doctoral schools and support the participation of researchers in European Research and Development programmes;
- Consolidating the transition to the BMD system and diversify the training offer on new promising sectors;
- Successfully aligning training with employment and bring universities closer to businesses.

The PAPS programme has targeted the achievement of six (6) results.

Result 1: enrichment of the national quality assurance reference system (RNAQES), training of 31 quality assurance managers (RAQ) and 12 referent relays, establishment of self-evaluation processes and support systems at each pilot site, conducting a feasibility study for setting up a quality assurance agency and practical guides.

Result 2: development of PROGRES an integrated information system concerning 9 domains: repository, training and student life (FVE), research, human resources management, payroll, financial and accounting management (GFC), logistics heritage (PL), connectors, piloting, reception of 4 data centres of low capacity, training actions: architecture, security, development, key users.

Result 3: 650 teachers trained in ICT and pedagogical engineering, 70 managers, 18 teachers' reference relays and 12 reference managers, teaching packages (3 for teachers and 12 for managers, guides to good practice).

Result 4: development of the doctoral school model, doctoral student charter, doctoral guide, and training of trainers in the development of H2020 European projects.

Result 5: development of the training reference system, 22 training offers (TO) carried out with 20 reference systems specific to these diplomas, development of an TO system and support of the teams in the renovation of 22 diplomas, training and support for managers (Central, regional, local including national committees of the fields (CPND) of the training offer (TO) in the masterining of this device training: the competency-based approach (CA), the development of the TO, tutoring and specific missions, the support of the teaching teams linking the R5 and the R6 to promote the integration of the socio-economic sector in the process of professionalisation of the TO, tutoring training for the 24 managers and teams involved in the development of TOs.

Result 6: The reference framework was developed on 5 priority areas including governance, and a feasibility study of the cluster that still needs to be deepened.
Regarding **Result 5** concerning pedagogical engineering for training provision, certain achievements have been made, but there are still elements to be developed and which are the subject of this twinning project.

**Tempus programme**

The higher education sector has benefited from 56 projects under the Tempus programme between 2002 and 2013:

- The programme “Develop Employability in Engineering Streams” including
  - Project Tempus DEFI-Averroes with objectives to transfer the employability of engineering industries and engineering schools of European industrialised countries to developing South countries, reform the most professional engineering training in line with the world of business and facilitate contacts between industry and universities;
  - Tempus OSMOSE project aimed at a structured opening of the university towards the socio-economic world which has resulted in structuring mechanisms of university / socio-economic world communication, the creation of mechanisms leading the researchers to promote their works, the support and development of research actions in partnership and the structuring of relations between young researchers and the socio-economic world.
- The Entrepreneurship Programme and Promotion of Research who led the Tempus EVARECH project with the objective to stimulate reforms in universities: creation of incubators, incubators and technology transfer services, entrepreneurial develop a culture among students, graduates and university researchers, self-employment of graduates, generalization of innovative entrepreneurial ideas, exploitation of patents and creation of technological companies.

**The Erasmus + programme**

The Erasmus + programme, which has taken over from the TEMPUS programme since 2014, supports projects, partnerships, mobility and dialogue in education, training, youth and sport for the period 2014-2020. Built on the experience and success of existing programmes, it aims to strengthen skills and employability, as well as the modernization of education, training, and youth work in the EU and its partner countries around the world. Erasmus + has a strong international dimension, particularly in the fields of higher education and youth.

The Ministry of Higher Education, through its various institutions, benefited from several actions:

- **2015** - Modernizing human resource management in South Mediterranean Higher Education - RISE - University of Continuing Education UFC - University of Laghouat;
- **2015** - Co-construction of a training offer with a high employability goal - COFFEE - Universities of Brothers Mentouri Constantine, Mostaganem, Sidi Bel-Abbes, Djelfa, Ghardaia, Ouargla, Mohamed Bougara Boumerdes, Tlemcen, Guelma, MESRS, EPIC;
- **2015** - South Mediterranean welding centre for education, training and quality control - SMWeld - Universities of Sciences and Technology Houari Boumediene, Brothers Mentouri, Constantine;
- **2015** - Regional PhD School based on Innovative Hydro Platform in Water and Environment to Enhance Maghreb Inter-Research Centres - MAGIC - Universities of Annaba and Mascara;
- **2015** - Boosting environmental protection and efficient energy buildings in Mediterranean region - PROMED - Universities of Tlemcen and Mostaganem;
- **2016** - Academic Solutions for the Euro-Mediterranean territory leader of innovation and technological excellence transfers - SATELIT - Universities of Bejaia and the Brothers Mentouri Constantine - MSRS - EPIC;
- **2016** - Quality in Higher Education for renewable energy in North Africa and the West - AFREQUEN
Support to the Ministry of Higher Education and Scientific Research for the reinforcement of pedagogical skills of teacher & researchers and the managerial capacities of managers

- University of Biskra and ENSA;

HEREs Programme

The European Union supports the work of the think tank of Higher Education Reform Experts (HEREs) in the partner countries. 10 people were chosen as HEREs and are invited to develop Bologna development strategies with peers, as well as non-academic organisations such industrial, cultural or social ones (www.erasmus.dz). HEREs designs and delivers training courses for experts who are actively involved in promoting higher education reforms in their own country. They are also involved in promotion and awareness activities. The HEREs also provide advice to higher education institutions in the field of quality assurance, curriculum reform, national and European qualifications frameworks, international upgrading and recognition and international recognition (i.e. ECTS, the Diploma Supplement).

Dissemination activities have been organized at the University of Batna (11/03/2016), of Bouira (21/11/2016) and Oran (30/11/2016).

Partnership for Research and Innovation Programme in the Mediterranean Region (PRIMA).

On 11 July 2017, the European Union and Algeria initiated the agreement, which aims to develop new solutions for the sustainable management of water and food production in the Mediterranean region. The partnership currently consists of 19 participants including several countries from the South Mediterranean region (Algeria, Egypt, Jordan, Lebanon, Morocco, and Tunisia).

Training-Employment-Qualification Adequacy Support Programme (AFEQ)

The Training-Employment-Qualification Adequacy Support Programme (AFEQ), which has been in implementation since November 2017, aims to ensure a better match between training and employment through greater involvement of companies and employees in economical sectors in the training and integration of young people, after vocational and university training. The beneficiary institution and leader of the programme is the Ministry of Labour. Component 3 of this programme entitled "University Business Structures" will be carried out by the MESRS in three universities among six concerned by the Sectoral Support Programme for Higher Education and Scientific Research (PAPS ESRS). The choice was focused on the University of Science and Technology of Oran (USTO), the University of Ouargla and the University of Science and Technology Houari Boumediene (USTHB) of Algiers. This component provides also reinforcement of local relations arrangements between universities and businesses. This component is directly related to outcomes 5 and 6 of the PAPS project.

EU support by the TAIEX instrument

Three TAIEXs were organised for the benefit of the MESRS focusing on:
- seminar on the organisation of tutoring in universities;
- seminar on the development of a higher education institution project;
- expert and advisory mission for the organisation of a new structure, comparison between organisational steering and process control.

3.3.2 Other related activities

University to the world of work"

The “From University to Work" project, implemented since September 2016 by the International Labour Office (ILO) in partnership with the Ministry of Labour aims to reduce the mismatch between skills of graduates and demands of the labour market by improving the skills of students and graduates, particularly on job search and entrepreneurial skills, and by building capacity of universities and other institutional stakeholders in charge of organising and stimulating the labour market such as ANEM, CNAC and ANSEJ.
The project will support universities including the operation and the establishment of support structures for the relevant insertions and pilot with a number of targeted conversion rates for unemployed graduates.

University staff will be trained and supported on job search support, entrepreneurship, and contact with the business community, facilitating round tables with employers, conducting tracing studies and reinforcement of internships.

It has three objectives:
1. Improve the skills of university students and unemployed graduates looking for work and their knowledge in entrepreneurship;
2. Reduce skill mismatches between tertiary education and labour market needs;
3. Improve the effectiveness of institutions supporting the professional integration of university graduates.

3.4 List of provisions of the EU acquis / applicable standards:
If there is no acquis communautaire in the field of education, the European Union supports the Member States to establish common objectives and share good practices. For example, improving the skills of young people through Erasmus+, the European Youth Strategy, the Bologna Process and the European Qualifications Framework are among the initiatives aimed at harmonising practices. In the fourth part of the Algerian Government’s Action Plan (PAG), Chapter I provisions aim to improve the skills of trainers and trainees and to place higher education in an improved international context.

3.5 Results by component

<table>
<thead>
<tr>
<th>Component</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1: Implementation of a methodology for setting up training offers (bachelor and master degrees) within the framework of the BMD</td>
<td>A methodology for setting up new training offers (BMD) based on the methodology for developing the training offer adopted under the «PAPS-ESRS » is designed.</td>
</tr>
<tr>
<td>Component 2: Reinforcement of pedagogical engineering for the teachers</td>
<td>A method of pedagogical engineering for a reinforced support of teachers in the development of their teaching practice and the design of change is adopted.</td>
</tr>
<tr>
<td>Component 3: Strengthening of Institutional Governance</td>
<td>Pedagogical governance and didactic management are reinforced by the support to school heads, managers, training teams and pedagogical committee leaders, in the development of university development projects and the establishment of an adjustment strategy.</td>
</tr>
</tbody>
</table>

3.6 Twinning activities

The twinning project should not be one-way technical assistance from a Member State to a beneficiary country.

It must contribute to the introduction and sharing of European best practices in Community legislation and the specific needs of the beneficiary country in the field of cooperation between higher education institutions, research centres, the private sector and the public bodies concerned.

The proposal made by the Member States should review the activities proposed in the Twinning fiche but also include the activities they propose to achieve the results listed in the fiche.
Without necessarily listing all possible activities, the proposal should be sufficiently detailed to adequately respond to the twinning project fiche.

All proposed activities will be developed with the Twinning partners when drafting the twinning work plan, bearing in mind that the final list of activities will be decided in cooperation with the Member States.

The components are closely related and must be sequenced accordingly.

Twinning assistance will be provided through transfer of know-how and through activities which will include following potential guiding elements:

a) **Coaching and Counselling:** Coaching and counselling activities will be the predominant type of activity. They will contribute to the development of methodologies in the area of educational offers, engineering and governance as well as quality assurance of higher education and strengthening cooperation between the private sector and higher education institutions.

b) **Tailored Training Programme:** This project will include the development and implementation of a customised training programme. The programme will be based on an assessment of the training needs of the target groups. The training programme will focus on all aspects of improving the beneficiary country capacity in the areas described above. The beneficiary institution favours coaching and stock training.

c) **Analysis:** The Twinning Partner will propose the best practices of the EU when it comes to evaluation, tutoring or quality assurance system in higher education.

d) **Development:** The Twinning Partner will propose and provide assistance and guidance for the improvement of training provision, pedagogical practices and the development of an improved quality assurance system for higher education and strengthening cooperation between the private sector and higher education institutions. In this context, the Twinning Partner should provide written recommendations for the improvement of the system based on its experience and best practices, on the basis of which some adjustments need to be made.

e) **Study visit:** Study visits will be organised for selected representatives of the above-mentioned institutions and selected officials responsible for the implementation of higher education policies and quality assurance in higher education. The visits are intended to improve the understanding of good practice in several European Member States as well as to exchange experiences of good practice and to see how the established systems, procedures and processes are working.

f) **Seminars and workshops:** The twinning project will include the organisation of several seminars and workshops for the vertical transfer of knowledge from the central level to the local level, using and sharing the expertise of Member State experts and the experience of the institution of the beneficiary country.

The activities to be carried out within the framework of this twinning are part of the continuity and support of the MESRS action plan already in progress.

Particular attention will be given to ensure that the activities planned in this twinning do not duplicate other activities already carried out or in progress, within the MESRS or by other projects, but which are in line with reforms already carried out within the MESRS.

The actions that will be carried out in the present twinning project will accompany the activities already in progress, and also those that are planned for the coming years.

The twinning activities are those which would achieve the results of the three components.

It is important to note that each deliverable produced by the experts will have to be pre-approved by the beneficiary before it is considered final.

Similarly, an activity is considered closed only after the production of its final deliverables validated by the beneficiary.
In addition to component activities and quarterly meetings of the Steering Committee (COPIL), it is planned to organise transversal activities, with the objective of ensuring the visibility of the project.

**Transversal activities**

- **Activity 0.1.** Twinning Project Inception Conference
- **Activity 0.2.** Government workshop
- **Activity 0.3.** Visibility and institutional communication
- **Activity 0.4.** Mid-term seminar
- **Activity 0.5.** Closing conference of the twinning project

### 3.7 Means and contributions of the administration(s) of the partner EU Member State

#### 3.7.1 Profile and Tasks of the Member State Project Leader (PL)

**Profile of the Project Leader**

The Project Leader of the Member State shall be a high ranking Senior Civil Servant in the Twin Public Administration, with a sufficient rank to ensure an operational dialogue at political level necessary to achieve the objectives of the Twinning Contract and capable of providing the required solutions to the problems and difficulties encountered during the implementation of the twinning project; its level of responsibility should enable him/her to mobilize experts to support the effective implementation of planned activities. He/She shall works in close collaboration with his/her Algerian counterpart in order to ensure guidance and coordination of the entire project.

The Project Leader must have an experience of at least 15 years in the field of Higher Education. He/She must be able to conduct a political dialogue and have solid knowledge of the Bologna process (offer of training, recognition of diplomas, implementation of ECTS credits, reference skills, etc. ...) and European Spaces of Higher Education and Research as well as good practices in these areas.

In addition, the Project Leader must have a sufficient command of the French language spoken, spoken and written as well as mastering usual office software (word processing, presentation).

**Tasks of the Project Leader**

The Project Leader is responsible for the activities assigned to his/her administration in the work plan and must be available for the project at least three days per month, with a field visit at least every three months.

His/her mission in the project includes:

- Design, guide and oversee the implementation of the three components of the twinning project;
- Propose the necessary reorientations to the project taking into account any constraints encountered during implementation;
- Ensure and guarantee the mobilisation of experts with adequate profiles to meet the needs of the project;
- Ensure the preparation of quarterly progress reports and the final report to be submitted to the Contracting Authority, both narrative and financial;
- Organise, together with his/her counterpart Algerian Project Leader, the meetings of the Steering Committee. The Steering Committee, which meets quarterly, is responsible for reviewing the progress of the project, deciding on the conformity of the results with the provisional timetable and deciding on the actions to be taken during the project next quarter.
In addition, the project leader is also particularly involved in the process of establishing regular links between the MESRS and counterpart agencies in the EU. He/she is particularly involved in the choice and facilitation of the organisation of the study visits.
3.7.2. Profile and Tasks of the Resident Twinning Advisor (RTA)

Profile of the Resident Twinning Advisor

The RTA, civil servant or expert of a mandated body of the Member State is called to work full time throughout the duration of the twinning project in Algeria.
He/She is in charge of ensuring the implementation of the twinning project.
The RTA must be an experienced Senior Officer (at least 7 years of working experience) with knowledge in the field of Higher Education and a solid knowledge of the Bologna Process and the European Spaces for Higher Education and Research as well as good practice in these areas.
He/She must have skills in organisation, work management, teams and ability to work in a non-European context.
He/She must have proven experience in project management and in the implementation of technical assistance and consulting activities.
The RTA must be able to use the French language properly for reading, conversation and writing.
The RTA will have to have perfect command of usual software (spreadsheet, word processing, presentation).

RTA Tasks

The RTA is recruited to assist the MESRS in the management and execution of the project.
Its mission consists in particular of:

- Coordination of the different missions of the experts
- Establishment of the committees, commissions and working groups necessary for the good progress of the project;
- Organisation of conferences, workshops, training sessions, meetings and study visits;
- Coordination of project management and preparation of quarterly reports;
- Monitoring of the activities carried out by the short term experts and the coordination of the elaboration of the required documents and technical reports;
- Preparation and implementation of information and communication actions on the project and its achievements.

No later than six weeks after arrival in the beneficiary country, the RTA draws up the initial work plan in close collaboration with all relevant stakeholders and on the basis of the results expected from the project. After signing the initial work plan by the two project leaders, the RTA ensures the correct and timely implementation of the activities in accordance with the initial and subsequent work plans.
The RTA is expected to provide advice and technical assistance to representatives of the beneficiary administration. It keeps the beneficiary's PL informed of the implementation and presents regular reports to the PL of the Member State. Where appropriate, he/she should also actively contribute to sector monitoring tasks in the beneficiary country.
During the implementation of the project, the RTA regularly updates the work plan to be presented to the project steering committee under the authority of the PL of the Member State.

The RTA must work daily with MESRS staff to implement project activities. He/she must ensure coordination with the various structures involved on the Algerian side and on the European side as well as with the UGP3A.

Duration of the RTA's mission:

The mission of the RTA will be carried out over a period of 30 months full time in Algeria (in Algiers). During this period, the RTA will manage the project and perform the tasks entrusted to it.
3.7.3 Profile and tasks of the Component Leaders:

**Profile of the Component Leaders**

The component leader must have experience in the fields of diversification of training offers and /or the CBA (competency based approach) in higher education or homologous institutions and a perfect knowledge of their mission with a minimum of 3 years of experience in their specific field.

**Education:** University degree (Master 2) in a field compatible with their intervention or equivalent professional experience proven in this field of at least 10 years;

**Tasks of the Component Leaders**

The component leaders will, in agreement with their Algerian counterpart have following tasks:

- scheduling actions according to schedule;
- searching and selecting candidates;
- writing the terms of reference of short term experts;
- validating reports;
- coordinating activities with their Algerian counterparts.

NB. In addition to the qualifications required in the field of training in the BMD system, the component leader no3 must have a good knowledge of the quality assurance process.

3.7.4 Profile and tasks of other short-term experts (STE)

The RTA will be assisted by short-term experts so that the entire spectrum of required expertise shall be covered. These will be qualified experts capable of providing the skills needed to carry out project activities. The missions of the short term experts, civil servants or assimilated mandated institutions staff, will be organised by the RTA.

The Member State will mobilise a short-term team of experts to implement, in coordination with the RTA, the different activities contributing to the achievement of the targeted results and the objectives pursued by the twinning project.

**The profile of the short-term experts:**

- **Education:** university degree (Master 2) in a field compatible with their intervention or equivalent professional experience proven in this field of at least 5 years;

- **Work Experience:** STEs must have experience in developing modernisation measures for Higher Education in the areas of diversification of training provision and / or CBA in Higher Education or peer institutions, and / or innovative measures for the employability of graduates, and a perfect knowledge of their mission with a minimum of 5 years of professional experience in their specific field;

- Preferably experience as an expert in the implementation of development cooperation projects;

- The mastering of the French language is an asset, it should be noted that a specific budget is provided for translation and interpretation, in case the partner does not have French-speaking experts for the implementation of certain activities.

**Specific skills:**

- Experts with at least 5 year experience in the development of training opportunities acquired in a first-class university or in a specialised organisation;
- Experts with experience in the field of training of trainers of at least 5 years acquired in a first-class university;
- Experts with proven knowledge of SOTL (Scholarship of Teaching and Learning). The control of the TUNING method is strongly desired;
- Experts with at least 5 year experience in implementing quality assurance in a university environment.

The detailed profiles are described in the following table.
Tasks of other short-term experts (STE)
It is understood that the same person can be competent for several missions and thus intervene on several activities.

The detailed profiles of the short-term experts are described in the table below.

<table>
<thead>
<tr>
<th>Expert profile</th>
<th>Detailed Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education Experts</td>
<td>Expert with at least 5 years of experience in the development of training opportunities acquired in a first-class university. And in the evaluation of training offers acquired in a first-class university or in a specialised organisation.</td>
</tr>
<tr>
<td>Training offers</td>
<td></td>
</tr>
<tr>
<td>Higher Education Expert</td>
<td>Expert specialists creating skills benchmarks for BMD levels, having experience in the SHS domain. The control of the TUNING method is strongly desired.</td>
</tr>
<tr>
<td>BMD / SHS</td>
<td></td>
</tr>
<tr>
<td>Higher Education Expert</td>
<td>Specialist expert creation of skills benchmarks for BMD levels, with experience in the field of ST. The control of the TUNING method is strongly desired.</td>
</tr>
<tr>
<td>BMD / ST</td>
<td></td>
</tr>
<tr>
<td>Higher Education Expert</td>
<td>Expert with experience in the field of training of trainers of at least 10 years acquired in a university of 1st order</td>
</tr>
<tr>
<td>Training of trainers</td>
<td></td>
</tr>
<tr>
<td>Higher Education Expert</td>
<td>Specialized expert with experience in the field of ECTS of at least 5 years.</td>
</tr>
<tr>
<td>ECTS</td>
<td></td>
</tr>
<tr>
<td>Experts training BMD trainers</td>
<td>Experts with at least 5 year experience in the field of training of trainers and a good knowledge of the BMD system</td>
</tr>
<tr>
<td>Trainers training experts</td>
<td>Expert with at least 5 year experience in the field of training of trainers and a good knowledge of educational management</td>
</tr>
<tr>
<td>Pedagogical engineering</td>
<td></td>
</tr>
<tr>
<td>Higher Education Experts</td>
<td>Expert with at least 5 year experience in quality management in academia.</td>
</tr>
<tr>
<td>Quality management</td>
<td></td>
</tr>
<tr>
<td>Higher Education Experts</td>
<td>Experts with at least 5 year experience in implementing quality assurance in university environment.</td>
</tr>
<tr>
<td>Quality management</td>
<td></td>
</tr>
</tbody>
</table>

4. Budget
The maximum budget available for this Twinning Project is **1,600,000 €uros.**
5. Modalities of implementation

5.1 Contracting Authority of the project
The contracting authority is the "Programme Management Unit of the Support Programme for the Implementation of the Association Agreement (UGP3A)".

The UGP-P3A is located in:
Palais des expositions, Pins Maritime, Mohammadia - Algiers
Tel. +213 21.21.94.02 / +213 21.21.94.01
Fax. +213 21.21.04.12
Website: www.p3a-algerie.org
Person in charge: Mr Djilali Lebibat
National Programme Director - P3A - Contact Point Twinning, TAIEX and SIGMA in Algeria
email: djilali.lebibet@p3a-algerie.org

Any request for clarification regarding these terms of reference should be addressed exclusively to the UGP-P3A and only by email - see art. 10 from the "call of proposals for twinning".

5.2 Institutional Framework

The beneficiary institution is the Ministry of Higher Education and Scientific Research. The Directorate General for Higher Education and Training is the administration responsible for the implementation of Twinning.

It is composed of 4 directorates that may all be involved, but it is essentially the teaching, pedagogical monitoring and evaluation directorate that will be the main contact for the implementation of the project.

The results of the twinning project will not result in a change in the current institutional framework.
5.3 Counterparts in the beneficiary administration:
The PL and RTA counterparts are part of the staff of the beneficiary administration and actively participate in project management and coordination.

5.3.1 Contact person:
Mr. DJEBRANI Abdelhakim, Director of Development and Foresight and focal point of P3A.
Postal address: MESRS, 11, chemin Doudou Mokhtar, Ben Aknoun, Alger.

5.3.2 PL Counterpart
Mr. MEZIAN Abderrahmane, Director of Studies - General Secretariat.
Postal address: MESRS, 11, chemin Doudou Mokhtar, Ben Aknoun, Alger.

5.3.3 RTA Counterpart
Mrs BENBERNOU Amina, Director of studies, Pedagogy Monitoring and evaluation.
Postal address: MESRS, 11, chemin Doudou Mokhtar, Ben Aknoun, Alger.

5.3.4 Other implementation elements

Working language
All official communications concerning the project will be written in French. The interim project monitoring reports will be drafted in French and the steering committees will be conducted in the same language.

Short term experts will be able to work in French or in their original language. The technical reports related to this work will be written / translated into French.

The experts must therefore have a good command of the French language for reading, conversation and writing.

Workgroups
Operational working groups will be established for the implementation and monitoring of the activities of the twinning project, one group per component.

Their mission will be to ensure the organisation and the follow-up of activities, to identify the sensitive or difficult issues and present them to the steering committee.

They will be supported by the RTA and the experts for the planning and implementation of the main tasks pertaining to the Algerian side and essential for the achievement of the results of the twinning.

Steering Committee of the project
A project steering committee will be organised and will meet quarterly during the whole duration of the project to discuss the progress of the project, verify the achievement of objectives and results and discuss actions to be undertaken.

The committee, whose final composition and functioning will be defined in the twinning contract, will include:
- The Project Leaders;
- The Resident Twinning Advisor, his/her counterpart and his/her assistant;
- The representative of the Delegation of the European Union in Algeria;
- The representative of the UGP3A;
- If applicable, the short-term experts present in Algeria at the moment of the meetings and the representative of any other structure may be invited, if likely to shed adequate light on the debates.
6. Duration of the project
The duration of the twinning project is 30 months from the signing of the contract with the counterpart member state.
The activities will start in the first month following the installation of the RTA.

7. Sustainability
The sustainability of the project will be ensured by a process of dual involvement of both teams, on the one hand, of the member state country, on the other hand of the beneficiary country.
The sustainability of the project is guaranteed by the specific nature of the activities, which aim at providing MESRS with the tools and working methods that the institution needs to fully carry out its missions within the framework of its status.

The procedures to be put in place and the training to be provided throughout the project will allow capitalisation of the know-how of the staff of the MESRS and of the other involved institutions.
In this context, the MESRS must ensure that the human and material conditions necessary to preserve and develop know-how and to make sustainable use of the results of the various components of the project are met.

The results of a twinning project (results by component / impacts) must be maintained as a permanent asset of the MESRS even after the twinning project has been completed. This presupposes, among other things, the establishment by the MESRS of effective mechanisms to disseminate and consolidate the results of the project.
Given the need to sustain the results, the MESRS should explain how it will plan the resources needed for this sustainability in its budget planning (medium-term operational planning or similar method).

8. Cross-cutting issues
8.1 Equal opportunities
The development and implementation of the project will be carried out taking into account exclusively the attributions and missions of the MESRS staff, regardless of gender.
The men and women of the MESRS and the secondary beneficiaries have equal opportunities to participate in the project activities.

8.2 Environment
The development and implementation of the twinning project should have no impact on the environment.
This twinning project is not directly relevant to other cross-cutting issues.

9. Conditionality and sequencing
There are no prerequisites or specific requirements for this twinning project.
Nevertheless, it is important to note that some project activities are closely linked.
Activities of analysis and action plan drafting should be planned well in advance before the implementation of the activities that result from them.
This programming will allow to validate the action plans as well as the relevance of the implementation of activities.
10. Performance Indicators

<table>
<thead>
<tr>
<th>Overall Objective</th>
<th>Objectively Verifiable Indicators</th>
</tr>
</thead>
</table>
| To provide quality higher education in order to contribute to the development of the Algerian economy and promote the creation of a globally competitive space for the knowledge economy | • Rate of graduates who find a job after graduation  
• Failure rate in BMD decreased |

<table>
<thead>
<tr>
<th>Specific Objective</th>
<th>Objectively Verifiable Indicators</th>
</tr>
</thead>
</table>
| Strengthen the capacities of the MESRS in  
• the diversification of training offers,  
• the adaptation of teaching methods to the competency-based approach,  
• governance of Higher Education and Scientific Research institutions | • The number of BMD training accreditations increased by 40% within 2 years  
• 60% of teachers use teaching methods adapted to CBA within 2 years  
• 60% of educational institutions implement a pedagogical project within 2 years  
• The number of institutions submitting a self-assessment report increased by 60% in 2 years. |

11. Available infrastructures

Material resources

In accordance with the twinning manual 2017, the twinning beneficiary institution, the MESRS, is exclusively responsible for providing the project with all the professional infrastructure and equipment to ensure the best working conditions for the project experts (in particular meeting rooms, office space, computer hardware and software, security features and space available for training, seminars and conferences).

Under no circumstances can equipment be financed from the part of the twinning budget financed by the European Union.

Offices equipped with adequate communication equipment (telephone line, Internet connection ...) will be made available for the RTA and assistant.
**ANNEXES TO THE PROJECT FICHE**

**Annex A1: Logical Framework**

<table>
<thead>
<tr>
<th>Overall Objective</th>
<th>Acronym for the twinning project</th>
<th>Reference : DZ 16 ENI OT 01 18</th>
<th>Project Duration : 30 months</th>
<th>Budget : 1 600 000,00 €</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intervention logic</strong></td>
<td><strong>Objectively Verifiable Indicators</strong></td>
<td><strong>Sources of Verification</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| To provide quality higher education in order to contribute to the development of the Algerian economy and promote the creation of a globally competitive space for the knowledge economy | • Rate of graduates who find a job after graduation  
• Failure rate in BMD decreased | • Statistical reports from ANEM and MESRS  
• Training and study tour reports  
• Twinning Final report |
## Twinning Project Fiche

**Support to the Ministry of Higher Education and Scientific Research for the reinforcement of pedagogical skills of teacher & researchers and the managerial capacities of managers**

<table>
<thead>
<tr>
<th>Specific Objective</th>
<th>Intervention logic</th>
<th>Objectively Verifiable Indicators</th>
<th>Sources of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strengthen the capacities of the MESRS in • the diversification of training offers, • the adaptation of teaching methods to the competency-based approach, • pedagogical governance and educational management of Higher Education and Scientific Research institutions</td>
<td>• The number of BMD training accreditations increased by 40% within 2 years • 50% of teachers use teaching methods adapted to CBA within 2 years • 50% of educational institutions implement educational governance integrated into the school project, within 2 years • The number of institutions submitting a self-assessment report increased by 50% in 2 years. • 40% of establishments plan their schedule according to the skills to be attained through the training offer • 40% of training teams have improved their functioning through didactic management and educational governance • 40% of pedagogical committees have improved their functioning, introducing new approaches : CBA, synergy between the units, according to the requirements of the training offer</td>
<td>• Statistics Directorate of the MESRS Reports • CREAD reports • Reports from the MESRS Finance Directorate • Quarterly and final reports of the twinning</td>
<td>• Strong commitment of the different stakeholders • Proposals supported and validated by competent authorities. • Institutions adhering to the project • Teachers, teaching and training teams adhering to the project • The necessary financial resources are available • Project team in place and accompanied • The result can be obtained within the deadlines</td>
</tr>
<tr>
<td>Intervention logic</td>
<td>Objectively Verifiable Indicators</td>
<td>Sources of Verification</td>
<td>Assumptions</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------</td>
<td>-------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td><strong>Result 1</strong>: A methodology for setting up new training offers (BMD) based on the methodology for developing the training offer adopted under the &quot;PAPS-ESRS&quot; is designed</td>
<td>• The number of BMD training accreditations increased by 40% within 2 years  • The number of domains based on this approach has increased by 30%</td>
<td>• MESRS Statistical Reports  • Documents from the seminars  • Train-the-trainers assessment sheets  • Mission report of the experts  • Results evaluation report</td>
<td>• Approved Action Plan  • Approval and cooperation of different parties involved</td>
<td></td>
</tr>
<tr>
<td><strong>Result 2</strong>: A method of pedagogical engineering reinforced by the support of teachers in the development of their teaching practice and the conception of change is adopted</td>
<td>• 50% of teachers use teaching methods adapted to CBA within 2 years  • The student success rate has increased in offers using these approaches.</td>
<td>• MESRS Statistical Reports  • Recapitulate documents of the work of the seminars  • Train-the-trainers assessment sheets  • Mission report of the experts  • Results evaluation report</td>
<td>• Approved Action Plan  • Teachers who are members of the project</td>
<td></td>
</tr>
<tr>
<td><strong>Result 3</strong>: Educational governance and didactic management strengthened through the support of school heads, managers, training teams and pedagogical committees, in the development of university projects and the implementation of an adjustment strategy.</td>
<td>• 60% of heads of institutions and trained educational managers implement a strategic approach within 2 years  • 50% of the trainers who have taken the training intervene in the educational organisation  • The number of institutions submitting a self-assessment report increased by 50% in 2 years.  • 50% of the Pedagogical Committees validate the specifications according to the requirements of the training  • 50% of schools plan their schedule based on skills development  • 50% of the training offers use the adopted engineering models.</td>
<td>• MESRS Statistical Reports  • Summary documents of the work of the seminars  • Train-the-trainer assessment sheets  • Mission report of the experts  • Self-assessment reports  • Results evaluation report</td>
<td>• Approved Action Plan  • University leaders and managers adhere to the project  • The different actors agree to pool their resources</td>
<td></td>
</tr>
</tbody>
</table>