WP1: Identify respective institutional and, if possible, national policies towards distance education, Open Science and Open Education in each of the five countries. Algeria

1. Algeria

National level: institutions and policies

National Center for General Education (CNEG)
(Ordinance n° 69-37 of May 22, 1969 - Official Journal N° 46 of May 27, 1969, Page 419 establishing a national center for generalized education by correspondence broadcasting and television and Executive Decree No. 95-77 of March 11, 1995 - Official Journal No. 16 of March 26, 1995, Supplementing Ordinance No. 69-37 of May 22, 1969 establishing a national center for generalized education by correspondence, broadcasting and television) https://www.joradp.dz/FTP/Jo-Francais/1969/F1969046.pdf

The main mission of CNEG is:

To provide, by correspondence and by audio-visual techniques, teaching to people who cannot follow courses in a school or university and to those who, registered in an establishment, wish to improve in any discipline.

National Office of Distance Education and Training (ONEFD) (http://www.onefd.edu.dz/)
(Interministerial decree of January 07, 2015 JO N° 28 of May 27, 2015, Page 26
https://www.joradp.dz/FTP/JO-FRANCAIS/2015/F2015028.pdf)

The National Office of Distance Education and Training is a public institution. It is placed under the aegis of the Minister in charge of National Education. It's main mission is to provide education corresponding to formal programs by correspondence or by the use of information and communication technologies for the benefit of persons who have not been able to continue their regular schooling.

The main missions of ONEFD are:

- Contribute to reducing the phenomenon of school dropouts by organizing support and catch-up classes for students who need special educational support.
- Implementing all appropriate methods and means for distance education and training, especially the use of information and communication technologies.
- Establishing a relationship of exchange and cooperation with foreign bodies and institutions related to its activity.

National Center for Distance Vocational Training and Education (CNFEPD)
https://www.mfep.gov.dz/fr/ministere/structures-deconcentrees/etablissements-de-soutien/description-cnfepd/

(Decree No. 84-271 of September 15 creating the national center for vocational education by correspondence amended by Executive Decree No. 17-163 of May 15, 2017 JO N° 30 of 17 May 2017, Page 12) https://www.joradp.dz/FTP/JO-FRANCAIS/2017/F2017030.pdf

The center is a support institution for the education and training sector professionals. It is in charge of developing, promoting and organizing vocational training and education in distance mode. This one provides training and teaching, in an autonomous way, to all fringes of the population without constraints of time or attendance using course materials on paper and/or digital (CD-ROM/platform....) and support by remote educational tutoring.

The main missions of CNFEPD are:

- Develop the programs, educational content and didactic instruments appropriate to the training provided;
- Prepare trainees for professional end-of-training exams;
- Periodically organize meetings and internships;
- Assist public and companies in the context of training, development and retraining actions;
- Edit and market the centre's documents and educational materials.

University of Continuing Education (UFC)

(Executive decree, N°90-149 of 26 may 1990 establishing the organization and functioning of the University of continuing education) https://www.joradp.dz/FTP/Jo-Francais/1990/F1990022.pdf

The main missions of UFC are:

- To allow any citizen, fulfilling the required conditions, to access higher education,
- To develop, in conjunction with establishments and user sectors, continuing education,
- To organize development and retraining cycles for and at the request of the user sectors,
- To implement all methods and forms deemed appropriate, in particular distance education and audiovisual communication.

Currently, a reflection is underway with the university community for the adoption of new statutes for the UFC, in order to transform it into Open University. It will allow access to holders of the baccalaureate and the training offered will be sanctioned by a university degree. Just as it will allow workers to improve their training or to retrain. (**Upcoming texts**).

National Center for the Integration of Pedagogical Innovations and the Development of Information and Communication Technologies in Education (CNIIPDTICE)
(created by Executive Decree No. 03-471 of December 2, 2003)
https://www.joradp.dz/FTP/jo-francais/2003/F2003076.pdf

The main missions of CNIIPDTICE are:

- Serve as provider to the education sector,
- Provide assistance in the use of information and communication technologies in education in all pedagogical, administrative and management acts in the sector,
- Design initial training programs and training of teachers and supervisory staff in the use of ICTE and to participate in the training of teams of trainers.

National level: policies

Distance education
In Algeria, the first practices of distance learning emerged in 1969 provided by the National Center for General Education CNEG for general education then by the National Center for Distance Vocational Education CNEPD which was created in 1984 for vocational education in the form of correspondence courses. In 1990 the creation of the University of Continuing Education (UFC) operates a change on training by including various audiovisual media.

In higher education, distance education is proposed in the system of studies and training with a view to obtain higher education diplomas (see article 1 of law n ° 99-05 corresponding to April 4, 1999 on the orientation law on higher education). This article stipulates that distance education is a mode of training provided online via the use of information and communication technologies, in synchronous or asynchronous mode. This mode of teaching can be supported by periodic groupings in face-to-face mode. (https://www.joradp.dz/FTP/jo-francais/2022/F2022039.pdf page8)

The executive Decree No. 13-78 corresponding to January 30, 2013 on the organization of the central administration of the Ministry of Higher Education and Scientific Research stipulates in its article 3 relating to the establishment of the Directorate General for the Development of Information Systems Technologies for Higher Education and Scientific Research that the Directorate of Knowledge Support Systems is responsible for coordinating actions undertaken by training and research establishments in the field of distance education.

The main missions of the Directorate of Knowledge Support Systems are:

- Promote the creation of educational content in support of face-to-face training;
- Ensure the follow-up of the distance education system and to pilot the actions of creation and reinforcement of the virtual libraries and their networking and finally,

- Lead the computerization of the university libraries. https://www.joradp.dz/FTP/JO-FRANCAIS/2013/F2013008.pdf

National commission for distance learning
Order No. 201 of April 9, 2011 creating the National Commission for Distance Education (Official Bulletin of Higher Education and Scientific Research 2011, 2nd quarter).https://services.mesrs.dz/DEJA/fichiers_sommaire_des_textes/26%20A%201+%20BIS%20FR.pdf

A national distance education commission (CNT) was created in 2011 within the Ministry of Higher Education and Scientific Research. It is responsible for setting up and monitoring the national distance education program in support of face-to-face training.

Its main missions are:

- Development of action programs relating to the legal, technical, technological, pedagogical, economic and supervisory aspects within the field of distance education;
- Development of a strategy aimed at strengthening the motivation of teachers and specialists in the field for the production of educational content;
- Evaluation of all actions or programs initiated in the field of distance education at the university.

National distance education project
In the "Report on priorities and planning for the year 2007" drawn up in September 2006, the Ministry of Higher Education and Scientific Research (MESRS) included, under "Strategic Objectives 2007-2008-2009 », the two following objectives, in terms of Information and Communication Technology -TIC

1. Implement the sector's integrated information system.
2. Set up the distance learning system to support face-to-face training(Slimani & Bentahar, 2019)

(see https://www.cerist.dz/doc/ceristnews2.pdf and https://urlz.fr/jEDF)

Open Source
Executive Decree No. 13-78 January 30, 2013 bearing organization of the central administration of the Ministry of Higher Education and Scientific Research.https://www.joradp.dz/FTP/jo-francais/2013/F2013008.pdf

It is created within the Information Systems Department, a sub-directorate for the development and promotion of open source software.

Open Science
Open Science is approached through Open Access.

The Research Center on Scientific and Technical Information (CERIST) www.cerist.dz

Presentation
The Research Center on Scientific and Technical Information (CERIST) was created in 1985 (decree 85-56 https://www.joradp.dz/FTP/Jo-Francais/1985/F1985012.pdf). CERIST is a scientific and technological public institution placed under the aegis of the Minister of Higher Education and Scientific Research. The center is in charge of the fulfillment of research and development programs in the scientific and technical information field. It is organized in administrative and technical

departments and research divisions. Besides the head office located in Algiers, the CERIST has regional sites and representations across the country.

The main missions of CERIST are:

- Guide any research action related to the creation, the setting up and the development of the national scientific and technical information (STI)
- Promote the research in the scientific and technical information field and take part in the development of such fields.
- Contribute to the coordination and the setting up of national scientific and technical information programs in relation with the concerned sectors.
- Take part in the edification and promotion of the information society by setting up and developing specialized information networks especially the academic and research network and insuring their connectivity with other international networks as well as the development and the propagation of information and communication techniques in connection with higher education activities.
- Take part in the modernization of the national academic documentation system by setting up digital libraries.
- Gather the necessary tools to build up national databases in science and technology fields and ensure their dissemination.
- Promote the research in information security and networks field.

Distance education
CERIST was designed as focal point of the national network of distance education. (See file https://www.cerist.dz/doc/ceristnews2.pdf)

Open Access
Open access to scientific knowledge and research results has including the potential to improve the quality of science by making it more transparent, more adapted to societal challenges, more inclusive and more accessible to new users. Anxious to meet the challenges of disseminating living knowledge, CERIST intends to develop its open science approach around free access to scientific publications (Open Access – OA).

There are many declarations in favor of Open Access: the Budapest Appeal (02/2002)[1], the Buthesda Declaration (04/2003)[2], the Berlin Declaration (10/2003)[3], the statement of support for open access from the UK's Wellcome Trust (11/2003). In 2001, the Open Archives Initiative (OAI)[4] implemented the Open Archives Initiative Protocol for Metadata Harvesting (OAI-PMH). The OAI protocol allows the interoperability of archive databases, i.e. the simultaneous querying of archives, regardless of their location in the world in a single request.

The Open Archives Movement Presents an Opportunity for Countries developing countries such as Algeria. The commitment of Algerian researchers and their institutions in the open access policy is conditioned mainly by the implementation an open archive adapted to their context. The establishment of such an archive requires a combined know-how both in terms of documentary plan than on the computer plan (Ben Allal et al., 2009).

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[1] Budapest open Access initiative https://www.budapestopenaccessinitiative.org/
[2] The Bethesda Statement on Open Access Publishing http://legacy.earlham.edu/~peters/fos/bethesda.htm
[3] The Berlin Declaration https://calenda.org/188445
[4]Open Archives Initiativehttp://www.openarchives.org/OAI/openarchivesprotocol.html

In this context, the CERIST produced prototype[5] of an institutional open archive set up for the Algerian scientific communities named ArchivAlg. This prototype archive consisted of a database and a set of technical and methodological protocols that allowed researchers to freely disseminate their research work on the Internet(BenAllal, 2007). Unfortunately, the project remained at the prototype stage.

Otherwise, the national online documentation system SNDL (a platform designed by CERIST which allows access to national and international electronic documentation covering all areas of education and scientific research) offers users researchers and doctoral students more than thirty open access databases in all fields https://www.sndl.cerist.dz/index.php?p =20

In addition, an electronic publishing platform for Algerian scientific journals (ASJP) is developed and managed by CERIST to promote national scientific journals and allows access to full texts. There are 768 journals indexed in the Algerian Scientific Journals Platform, and nearly all of them rely on the work of volunteers. https://www.asjp.cerist.dz/

*Free and open source software portal*https://freesoft.cerist.dz
CERIST promotes the development of free software in Algeria. Freesoft is a rich portal with various information and offers a collection of free software for download.

Open Access in Algeria

In the absence of a reference site for open access, the Unesco International Open Access Portal (GOAP) allows to have report on Open acess in the world. The site presents the "Open Access" movement in Algeria as being recent but which has received a positive response from various stakeholders namely librarians, academics and researchers – all of whom support and participate in the OA movement.

Open archives and institutional repository

An institutional repository is an archive for collecting, preserving, and disseminating digital copies of the intellectual output of an institution, particularly a research institution (Crow and Raym, 2002)

Some of the main objectives for having an institutional repository are to provide open access to institutional research output by self-archiving in an open access repository, to create global visibility for an institution's scholarly research, and to store and preserve other institutional digital assets, including unpublished or otherwise easily lost ("grey") literature such as theses, working papers or technical reports.

OpenDOAR (the global Directory of Open Access Repositories) host repositories that provide free, open access to academic outputs and resources. Each repository record within OpenDOAR has been carefully reviewed and processed by editorial team. The service launched in 2005 as the product of a collaborative project between the University of Nottingham and Lund University, funded by OSI, Jisc, SPARC Europe and CURL.

Algeria is ranked with (21) digital repositories.
https://v2.sherpa.ac.uk/view/repository_by_country/Algeria.html

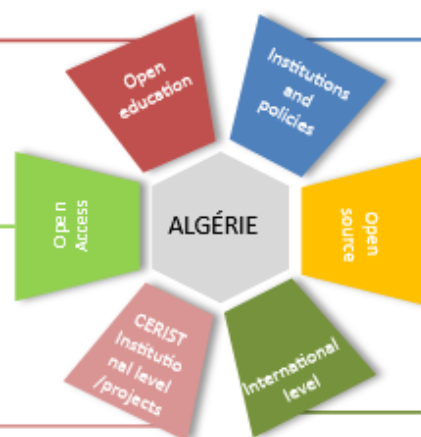Open DOAJthe global directory of Open Access Journals

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[5] The design of ArchivAlg falls within the framework of the production of a master's thesis in Librarianship and Information Sciences defended at the University of Algiers.

There are 28 Open Access peer reviewed journals published in Algeria which are indexed in DOAJ.
https://doaj.org/

Visual representation

•The Directorate of Knowledge Support Systems is responsible for coordinating actions undertaken by training and research establishments in the field of distance education (Executive Decree No. 13-78 corresponding to January 30, 2013 on the organization of the central administration of the Ministry of Higher Education and Scientific Research) .
•Creation of the National Commission for Distance Education Order No. 201 of April 9, 2011 .
•The national distance education project: set up the distance learning system to support face-to-face training.

•National Office of Distance Education and Training (ONEFD) (http://www.onefd.edu.dz/ (Interministerial decree of January 07, 2015
•National Center for General Education (CNEG) (Ordinance n° 69-37 of May 22, 1969 -establishing a national center for generalized education by correspondence broadcasting and television and Executive)
•National Center for Distance Vocational Training and Education (CNFEPD) https://www.mfep.gov.dz/fr/ministere/structures-deconcentrees/etablissements-de-soutien/description-cnfepd Executive Decree No. 17-163 of May 15, 2017
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Open education

Institutions and policies

Open Access

ALGÉRIE

Open source

CERIST Institutional level /projects

International level

•Creation of a sub-directorate for the development and promotion of open source software. Executive Decree No. 13-78 January 30, 2013

https://www.joradp.dz/FTP/jo-francais/2013/F2013008.pdf

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•Algerian Scientific Journals Platform ASJP allows access to full texts (768 journals are indexed in ASJP) https://www.asjp.cerist.dz/
•Aljahiz platform Algerian portal is dedicated to the exposition of Algerian Linked (Open) Data. http://portal.dataalgeria.cerist.dz/