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The Historical Development of the Legislative Framework Regulating the Competency Approach in the Educational System in Algeria

Abstract

This study aimed to analyze the historical development of the legislative framework regulating the approach to competencies in the educational system in Algeria, by monitoring the most important stages and procedures that were known in the process of adopting them within the Algerian educational system. As well as analyzing and interpreting the legal texts regulating it.

The study found that legal and regulatory texts tend to implicitly regulate the issue of approaching competencies rather than explicit and direct regulation. In addition, the legal regulation had an effective role in the process of gradual integration and adaptation of this approach within the Algerian educational system, especially in terms of clarifying the content and objectives of this approach to educational actors.

Keywords: *legislative framework, competency approach, the Algerian educational system, legal regulation.*

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Əlcəzairdə təhsil sistemində səriştə yanaşmasını tənzimləyən qanunvericilik bazasının tarixi inkişafı

Xülasə

Bu tədqiqat Əlcəzair təhsil sistemində onların qəbulu prosesində məlum olan ən mühüm mərhələ və prosedurları izləməklə, Əlcəzairdə təhsil sistemində səlahiyyətlərə yanaşmanı tənzimləyən qanunvericilik bazasının tarixi inkişafını təhlil etmək məqsədi daşıyırdı. Həmçinin onu tənzimləyən hüquqi mətnlərin təhlili və şərhli.

Tədqiqat müəyyən etdi ki, hüquqi və tənzimləyici mətnlər açıq və birbaşa tənzimləmədən daha çox səlahiyyətlərə yaxınlaşma məsələsini gizli şəkildə tənzimləməyə meyllidir. Bundan əlavə, hüquqi tənzimləmə bu yanaşmanın Əlcəzair təhsil sistemi daxilində tədricən integrasiyası və uyğunlaşdırılması prosesində, xüsusən də təhsil subyektlərinə bu yanaşmanın məzmunu və məqsədlərini aydınlaşdırmaq baxımından təsirli rol oynayır.

Açar sözlər: qanunvericilik bazası, səriştə yanaşması, Əlcəzair təhsil sistemi, qanuni tənzimləmə

Introduction

Algeria attaches great importance to education because of its effective role in the process of sustainable development and improving the socio-economic conditions of citizens in particular and the state in general. In order to achieve this, the Algerian educational system has undergone many educational reforms since independence, including the application of various pedagogical approaches, such as the content approach, the objectives approach, and the competencies approach, depending on the political, social, and economic conditions experienced at the time of the implementation of each approach.

The transition from applying a particular approach to adopting another pedagogical approach depends firstly on whether the previous approach achieved the set goals or not, and also on the new approach and the extent to which it responds to the requirements of reality and is in line with the changes of the times. Algeria's adoption of the competency-based approach in the teaching-learning process is firstly due to the desire to improve the quality of education and training, as the objectives approach based on behavioral theory has focused on quantity rather than quality, and has been overtaken by the rapid development in the field of education with the emergence of new theories and approaches. Secondly, it is distinguished by its integrative nature and its ability to establish a bridge between knowledge on the one hand and competencies and behaviors on the other, thus eliminating the boundaries between scientific subjects, so that each subject contributes its share to the development of the child and the formation of a healthy and independent personality capable of self-formation in the field of life. (Hadidan, 2011, p. 202) The roles of the teacher and the student within this approach have also changed dramatically, as he has become a regulator, monitor and guide of the learning process away from transmission and indoctrination, while the student has become the center of the learning process through his interaction and interaction with problematic situations and trying to find solutions to them.

Research

The implementation of the competency-based approach in Algeria came after the allocation of significant material and human resources, and by human resources we mean the role of the Algerian legislator in the legal and organizational establishment of the approach, as this approach, as is well known, is of Canadian origin, and therefore its application in Algeria requires the establishment and preparation of a legal basis for it that takes into account the nature of the approach on the one hand and the specificity of Algerian society on the other hand. Not to mention the updates that occur from time to time in education according to the changes and developments, which in turn require laws and regulations to regulate them.

In this article, we will attempt to trace the historical development of the competency-based approach in the Algerian educational system in terms of its legal and regulatory framework, analyzing

and interpreting a number of regulatory measures and legal decrees that represented a reference and a starting point for the application of this approach.

Based on the above, we pose the following question: What are the features of the organization of the competency-based approach in Algerian legislation?

1. Concept of competency-based approach

According to the 2009 edition of the General Reference Curriculum, competence is defined as follows: ‘...the ability to act based on the mobilization and utilization of a range of resources: ‘...the ability to act based on the effective mobilization and use of a range of resources.’ (National Curriculum Committee, 2009, p. 20) Competence has also been defined by the Directorate General of Canadian Complementary Education (DGEC) as: ‘...the ability to carry out roles and tasks related to a job function, as narrowly defined in the field of programme development, and a competency includes a set of social-emotional dispositions, cognitive skills, psychological, sensory and motor skills that enable the exercise of an activity function or task to a degree of mastery that is compatible with the requirements of the labor market...’ (Zamam, 2012, p. 148).

The competency-based approach is defined in the 2009 General Curriculum Reference, derived from the provisions of Law No. 08-04 containing the National Education Law, as follows: ‘...the competency approach is based on the logic of education centred on the student and his actions and reactions to the problematic situation, together with an education based on the knowledge to be acquired by the student...’ (National Curriculum Committee, 2009, p. 19).

From these various definitions, it can be concluded that the purpose of applying the competencies approach within the Algerian educational system is to enable the student to be able to act effectively in situations encountered in his daily life, based on knowledge derived from the educational and pedagogical activities that the student receives within the educational institution, in other words, the educational institution prepares the student according to a gradual pattern that takes into account a number of factors, especially the student's age, educational level, level of mental development of the student ... In other words, the educational institution prepares the student according to a gradual approach that takes into account a number of factors, especially the student's age, level of education, level of mental development, etc. The implementation of this approach is embodied by relying on a number of material and human resources, especially those related to the contents of the curricula and their educational programmes, as well as the pedagogical tools and supports, all of which should take into account the objectives of applying this approach, in addition to qualified teachers and professors who are qualified to apply this approach, starting with the acquisition of teaching and learning competence and ending with the competence of evaluation and assessment. In addition to good evaluation and assessment methods and procedures, mainly aimed at evaluating the performance of the teacher, the learner and the management of the educational institution, as well as qualified specialists who are qualified to evaluate and correct the implementation of this approach in the Algerian educational system in general, which is done by accompanying teachers, professors and the management of the educational institution in the process of evaluating and assessing their performance as well as the performance of the student.

2. The legislative framework governing the competency-based approach

The competencies approach resulted from the development of the objectives approach, which was used in the Algerian educational system before the recent reforms that affected the Algerian educational system, the impact of which remains to this day despite the orientation of those in charge of the educational system in Algeria towards the adoption of the competencies approach since 2003 (El Ayeb, 2015, p. 323) as a result of the attempts of the committees specialized in reforming the educational system in general and curriculum reform in particular, to find mechanisms that contribute to the integration and application of this approach within this system, which these committees started in 1998.(Zamam, 2012, p. 141) Therefore, we will highlight the following.

2.1. Regulation of the competency-based approach in Law No. 08-04:

The competencies approach finds its current legal basis in Law No. 08-04, the National Education Law (Law No. 08-04, 2008, p. 7), which repealed the provisions of Ordinance No. 76-35 on the organization of education and training and its various amendments (Law No. 08- 04, 2008, p. 18),

specifically at the level of its first chapter, which regulates the foundations of the Algerian school, particularly with regard to the objectives of education and the tasks of the Algerian school. 04, 2008, p. 18), specifically at the level of Title I, which regulates the foundations of the Algerian school, particularly with regard to the objectives of education and the tasks of the Algerian school, through which the Algerian legislator aimed to reach the Algerian student to acquire a set of competencies at the educational and educational levels (Law No. 08-04, 2008, pp. 8-9), as shown in detail in the attached table, through which we tried to highlight the features of the organization of this approach within the provisions of this law. (See the table in the appendices).

3. Organizing the competency-based approach in the educational regulatory

In the same context, the legislator left the details of the application of this approach or its procedural objectives to regulation. In addition to the general reference text of the curricula finalized by the National Committee for the Reform of Educational Curricula in accordance with the provisions of Law No. 08-04, the legislator has regulated the details of the integration and application of the competencies approach in the curricula, the legislator has regulated the various procedural steps of this integration and application by a set of regulatory texts. What is perhaps most notable about this regulation in general is the proactive and preliminary steps taken by the legislator before the promulgation of Law No. 08-04 containing the National Education Law, under which the legislator formally adopted this approach as an established approach and principle. 04 of the National Education Law, under which the legislator formally adopted this approach as a fixed approach and principle within the highest legal document of the national education sector, in what can be considered as an experimental period that was intended at the time to measure the extent to which this approach can be integrated into the Algerian educational system, and to measure its effectiveness or efficiency compared to other approaches, before regulating it within the provisions of this law.

3.1. Organization of the competencies approach in educational regulatory in 2003:

The first effects of this regulation date back to 2003, on the occasion of the preparation for the 2003-2004 academic season, and the issuance of Ministerial Circular No. 245 (2003), through which the legislator referred to the importance of the training process in the field of the competency approach and the need to pay attention to this process before starting to apply this approach (Harayez, 2019, pp. 209-210) 210), as well as the issuance of Ministerial Circular No. 509 on information and training processes in the field of the new educational curricula, a regulatory text through which the legislator aimed to achieve the objectives of sensitization and training directed to inspectors in various disciplines, mainly aimed at preparing primary education teachers and basic education teachers to implement the new educational curricula at these two levels of education. (Ministerial Circular No. 509, 2003, p. 26).

This year also saw the issuance of Ministerial Circular No. 881, making it mandatory to use international coding and scientific terminology in the new educational curricula included in the educational reforms, at all levels and stages of education, especially those related to scientific and technical subjects, as a requirement for implementing the objectives of the competency-based approach (Ministerial Circular No. 881, 2003, p. 07).

3.2. Organization of the competencies approach in educational regulatory in 2004:

Within the framework of the progressive reform of the Algerian educational system, through which the authorities decided to adopt the competencies approach and endeavor to integrate and adapt it within this system, this year saw the issuance of Ministerial Circular No. 547 aimed at establishing the second year of primary education, which carried with it a set of amendments and improvements dictated by the requirements of applying this approach, especially those related to the application of new curricula, the inclusion of French as a first foreign language, and the inclusion of science and technology education. The legislator also urged the need for education staff and primary school principals to undergo training on these new curricula and teaching materials in order to adapt their practices to this amendment, to be implemented starting from the 2004-2005 academic year. (Ministerial Circular No. 547, 2004, p. 19). In addition to Ministerial Circular No. 548, issued in the same issue, which included the installation of the second intermediate year, which also included a set of amendments and improvements necessitated by the requirements of implementing this approach,

especially with regard to the implementation of new educational curricula, as well as the introduction of international coding and scientific terminology, in addition to the introduction of international coding and scientific terms. The legislator also urged the need for education staff and directors of educational institutions at this educational level to undergo training on the amendments and improvements to the curricula and teaching materials at this educational level, with a view to adapting their field practices to these amendments, to be implemented starting in the 2004-2005 academic year (Ministerial Circular No. 548, 2004, p. 25).

3.3. Organization of the competencies approach in educational regulatory in 2005:

In addition to Ministerial Circular No. 2039 (2005) and Ministerial Circular No. 26 (2005), concerning the reform of the educational evaluation system and the procedures and organization of the evaluation of students' work, respectively. These two circulars aimed to adapt the learning and evaluation processes to the specificities of the new curriculum based on the competencies approach. They were followed in the same year by Ministerial Circular No. 42 (2005), through which the legislator aimed to provide the necessary clarifications to implement the provisions of these two circulars.

3.4. Organization of the competencies approach in educational regulatory in 2007:

Ministerial Circular No. 946 (2007), which was issued on the occasion of the 2007-2008 school year in implementation of a cooperation programme between the Ministry of National Education and UNESCO called 'PARE II', aims to form a national nucleus of trainers in the field of the competency approach, taking into account the participation of all actors, including inspectors, teachers and directors of educational institutions from all directorates of education throughout the national territory, to be trained during the 2007-2008 and 2008-2009 school seasons. In addition to Ministerial Circular No. 2020 (2007) on the revival of reading activities in educational institutions and subsequent ministerial circulars such as Ministerial Circular No. 198 (2007) on school libraries in primary education institutions, both of which preceded the promulgation of Directive Law No. 08-04 by a few days, these two regulatory texts focused in their entirety on the objective of providing students with a range of incidental competencies.

3.5. Organization of the competencies approach in educational regulatory in 2008:

In the context of adapting educational curricula to the objectives of the competency-based approach, and given that the field of informatics is one of the most prominent areas suitable for the application of the competency-based approach to teaching, the legislator, by Decision No. 25 (2008), approved informatics programmes for the third and fourth intermediate years, followed by a series of circulars specifying the modalities for its application in the various years of this level of education referred to above. This adaptation endeavor also required the need to simplify the curricula. Accordingly, the legislature issued Ministerial Decision No. 08 (2008) approving new curricula in the French language for the third and fourth years of primary education.

3.6. Organization of the competencies approach in educational regulatory in 2009:

One of the most prominent aspects of the regulation of the competency-based approach within the educational system is the regulation of sports as an educational activity that complements the educational process, in accordance with Ministerial Circular No. 592 (2008), issued in 2009, which implemented a number of legal and regulatory texts that have regulated this issue since 1993, through which the legislator aimed to determine the modalities of organizing and running sports departments. This was followed by Ministerial Circular No. 49 (2009), through which the legislator aimed to determine the modalities for the evaluation of students in these departments in the subject of physical education and sports.

With regard to the regulation of the competency-based approach to preparatory education as part of the 2009 educational regulations, the legislator issued Ministerial Circular No. 108 (2009), through which the legislator aimed to determine the educational impact of the gradual introduction of preparatory education at the national level as one of the results of the reform of the educational system, by studying the school results of students in the first year of primary school, particularly in terms of their annual averages in the subjects of expression, writing, reading and mathematics.

The legislator also issued Ministerial Circular No. 537 (2009), through which the legislator aimed to clarify the practical measures to accompany the implementation of a new French language curriculum in the fifth year of primary school, in addition to the curricula for the third and fourth years mentioned above, especially in terms of information and training processes about this new curriculum, changing the textbook for this educational level and this educational subject, and determining the timing of its teaching.

In addition to the above, the legislator issued Ministerial Circular No. 138 (2008), through which the legislator aimed to determine the modalities of applying the mitigations introduced to the contents of the primary education curricula at different levels and subjects. This measure comes in the context of the implementation of the approach to competencies, especially since this mitigation came as a result of the continuous attempts, endeavors and efforts to adapt the objectives and applications of this approach within the Algerian educational system, especially the primary education system.

This year, the legislator also issued another regulation on the subject of the competencies approach, through Ministerial Circular No. 1802 (2009), which includes the follow-up of the implementation of the educational programmes for the 2009-2010 academic season, which were introduced by the recent reforms. The circular makes it clear that the authorities are keen to move forward with the integration of this approach into the Algerian educational system. The task has been entrusted to the National Committee for Monitoring Curriculum Implementation, which has parallel committees at both the provincial directorate and educational institutions, and set 31 October 2009 as the date for the first evaluation of the new educational programmes that were introduced by these reforms.

At the end of 2009, the legislator issued Ministerial Circular No. 73 (2009), which aims to create a national nucleus of trainers in the subject of informatics for primary education. This endeavor is part of the efforts to integrate the competency-based approach into the Algerian education system, similar to the national nucleus created specifically for training on this approach, mentioned earlier, and emphasizes the great importance of this subject as a knowledge area suitable for the application of this approach.

3.7. Organization of the competencies approach in educational regulatory in 2010:

In 2010, the legislator began the year 2010 to continue the process of promoting the integration and adaptation of the competencies approach in the Algerian educational system by issuing Ministerial Decision No. 08 (2010), which included the approval of a new educational programme for the first year intermediate level, approved by the National Curriculum Committee. At the same time, he referred the issue of determining how to implement this new educational programme to a circular to be issued later and stressed the need to start implementing it starting from the 2010-2011 academic year.

In the same year, as part of the attempts to integrate this approach into the Algerian education system, which required a reform of the educational curricula at the time, the legislator issued Ministerial Circular No. 579 (2010), containing a new curriculum for the Amazigh language for the third intermediate year. This was also part of the Algerian State and the Ministry of Education's efforts to gradually introduce the teaching of the Amazigh language, explaining the various practical measures to accompany the implementation of this curriculum, which the legislator stressed the need to start applying it starting from the 2010-2011 academic year.

In the same year, in the same issue referred to above, the legislature issued Ministerial Circular No. 580 (2010) concerning the implementation of a new French language curriculum for the first-year intermediate level, which is part of the curriculum reform required by the integration and adaptation of the competency-based approach to the Algerian education system. This reform is in line with the exit from the primary level of education, whose curriculum was also reformed, as we have already discussed. The legislature stressed the need to implement this curriculum beginning in the 2010-2011 academic year. In the same context, the legislator clarified the various practical measures to accompany its implementation.

As part of the endeavor to integrate this approach into the Algerian education system, especially at the general and technological secondary level, the legislator issued two ministerial circulars aimed

at enforcing the use of subtitles in foreign language teaching (Ministerial Circular No. 77, 2010, p. 34) and the use of scientific terms in foreign languages (Ministerial Circular No. 78, 2010, p. 35).

3.8. Organization of the competencies approach in educational regulatory in 2011:

During this year, the legislator issued Ministerial Decision No. 63 (2011) approving new French language teaching programmes for the second intermediate year, approved by the National Curriculum Committee, to be implemented starting from the 2011-2012 academic year, with the modalities of implementation to be determined by a ministerial circular to be issued at a later date.

In the same context, Ministerial Circular No. 82 (2011) was issued by the legislator to organize a national information forum on the French language curriculum for the second intermediate year. The aim of the forum was to introduce and present the new curriculum for this subject at this educational level, as well as the accompanying document and the methodology adopted in writing the textbook for this subject. The organization of this national forum was followed by other provincial forums on the same subject organized by the subject inspector who represented the province at the national forum.

In order to ensure that the new curricula and programmes in the various subjects, levels and stages covered by these reforms are implemented as they should be, those in charge of the Algerian education system have introduced a change in the timings of the various subjects and curricula at the primary education level, with the issuance of Resolution No. 17 (2011), which approved new timings for subjects and curricula at this level, to be implemented starting from the 2011-2012 academic year. Through this new organization of school time, the authorities sought to harmonize study times with the contents of the new educational curricula. To this end, the legislator issued Ministerial Circular No. 566 (2011), through which he aimed to organize information processes during which this new organization of school time in primary education, including preparatory education departments, was presented to the various educational actors concerned. Perhaps one of the most prominent effects of this change in study time is the change in the organization of time for extracurricular activities, as one of the most important tools relied upon in the application of the competencies approach, especially in terms of enabling the student to employ the theoretical knowledge acquired through appropriate performance, i.e. complementing the objectives of classroom activities represented in the theoretical lessons (Ministerial Circular No. 641, 2011, p. 43).

In order to promote the principle and purpose of foreign language control within the Algerian educational system, which is also a favorable environment for the implementation of the competency-based approach, the legislator issued Ministerial Circular No. 418 (2011), which stipulates that Italian can be taught as a third foreign language in addition to German and Spanish in the foreign language section of general secondary education, starting from the 2011-2012 academic year.

3.9. Organization of the competencies approach in educational regulatory in 2012:

In order to identify the various difficulties and obstacles that hinder the integration and adaptation of the objectives of the competency-based approach and its field applications within the Algerian educational system, especially those faced by teachers in the classroom related to learning situations, the legislator issued Ministerial Circular No. 375 (2012), accompanied by a pedagogical coordination note, through which the legislator clarified the various procedures and techniques that would help the teacher to analyze learning situations in the classroom and the procedures and techniques to address them.

Ministerial Circular No. 377 of 2012 on the use of the achievement portfolio, which is defined in the pedagogical coordination note attached to the text of this ministerial circular, as follows: '...a portfolio that collects the attempts, achievements, creations and assignments made by the learner by recording the work he/she has collected and produced during the school year to demonstrate his/her special skills: '...a portfolio that collects the attempts, achievements, creations and tasks carried out by the learner by recording the works collected and produced during the school year to demonstrate their special skills' (Ministerial Circular No. 377, 2012, pp. 10-13).

In furtherance of the same endeavor to optimally integrate the competency-based approach with its various objectives and applications within the Algerian educational system, the legislator issued Ministerial Circular No. 380 (2012) to improve the linguistic performance of learners in various

literary and scientific subjects, which has been affected by hybridization influenced by the vernacular dialects they use in their family and community circles, in addition to the confusion between the rules of the native Arabic language and those of foreign languages, especially French.

During the same year, in the same issue of the Official Bulletin of National Education, the legislator issued Ministerial Circular No. 381 (2012), through which the legislator endeavored to provide the necessary guidance on how to implement the curricula, especially those included in the educational reforms during this period, especially in general and technological secondary education, in a pedagogical coordination document on the same subject attached to the same circular.

3.10. Organization of the competencies approach in educational regulatory in 2013:

Among the regulatory texts that highlight the endeavors of the authorities in the process of integrating and adapting the competencies approach within the Algerian educational system, and the gradual transition of this system from adopting previous approaches to adopting this approach, we find Ministerial Circular No. 32 (2013) concerning the training of primary education inspectors in preparatory education, which comes to complement the effort to popularize preparatory education on the one hand, and to supplement the effort to train education personnel in applying this approach on the other hand.

In order to strengthen the principle and purpose of controlling foreign languages within the Algerian educational system, which is also a favorable environment for applying the objectives of the competency-based approach, and after proving the effectiveness of its teaching during the previous experimental period in some secondary schools, specifically during the 2011-2012 academic year, the legislator issued Ministerial Circular No. 121 (2013), which stipulated the possibility of including Italian as a third option alongside German and Spanish in the foreign languages section in general secondary education, starting from the 2013-2014 academic year.

Similar to the change in the timetable for teaching materials and curricula at the primary education level, which was necessitated by the change in the educational curricula brought about by the educational reforms for this period, which took into account the implementation of the competencies approach, this year the timetable for teaching materials and curricula at the intermediate education level was changed by Ministerial Decision No. 23 (2013), which approved the timetable for teaching materials and curricula at the intermediate education level, June 2013 edition, covering various educational subjects for this educational level, to be implemented in accordance with the following.

In the same context, and in application of the provisions of this ministerial decision, Ministerial Circular No. 1313 (2013) was issued in the same year and in the same issue of the Official Bulletin of National Education, concerning the reorganization of school time in intermediate education, which was based on two principles: reducing the daily and weekly school time and ensuring an adequate hourly volume, through which all learning activities prescribed in the educational curriculum, which is built according to the competencies approach, can be achieved.

Following the promulgation of various regulatory texts that include the inclusion and teaching of Italian as a foreign language and as a third option within the foreign languages division, and in application of their provisions, the legislator issued Ministerial Decision No. 17 (2013) establishing the Italian language curriculum in the second year of secondary education for the foreign languages division and its accompanying document, to be implemented in the 2013-2014 academic year.

Following the issuance of the aforementioned regulatory texts on improving learners' linguistic performance, which is a requirement for the application of the competencies approach, the legislator issued Ministerial Circular No. 307 (2013) concerning the activation of debate in Arabic language and literature classes at the general and technological secondary education level, aimed at improving the critical skills of learners at this stage of education, which was based on both the National Education Directive Law and the general reference of the educational curricula, built according to the competencies approach. In this circular, the legislator relied on the National Education Law and the general reference of the educational curricula, which are built according to the competencies approach, accompanied by a pedagogical coordination memorandum, which includes various procedures and techniques to help materialize this mechanism in the field.

One of the requirements for applying the competency-based approach is to master the techniques of summarization, given that it is a helpful factor for the student who needs to employ it in several fields and educational subjects, especially after the development of the aforementioned achievement grading mechanism by the authorities, which requires the student to possess this skill, which will help him during his academic life and later in his professional life. This issue was regulated by Ministerial Circular No. 308 (2013) on the control of summarization techniques in general and technological secondary education, which aims to equip students with learning and self-evaluation capabilities, especially in terms of general culture, intelligence and expression testing. The circular was accompanied by a pedagogical coordination note that outlines the stages to be followed in order to control summarization techniques.

3.11. Organization of the competencies approach in educational regulatory in 2014:

During this year, the legislature issued Ministerial Decision No. 10 of 2014 amending and supplementing Ministerial Decision No. 2005, including the approval of new educational programmes for the first year of general and technological secondary education, specifically the curriculum of the subject of computer information, which was renamed informatics, with the implementation of this curriculum to begin in September 2014.

Within the framework of integrating and adapting this approach and its objectives within the Algerian educational system, and in addition to the various techniques that the authorities have introduced to learners at different levels of education, particularly the techniques of summarization and the use of a workbook, the legislator issued Ministerial Circular No. 287 (2014) concerning the training of students in information coding techniques, which aims to improve the teaching-learning performance of learners. The legislator accompanied this ministerial circular with an instructional memorandum in which he explained the various stages and procedures to be followed in order to achieve the goal of mastering these Techniques.

The roles of the management of the educational institution and the teaching staff are of paramount importance in the process of integrating and adapting the competency-based approach within the Algerian educational system. In order to implement this endeavor in the field, the legislator regulated and controlled these roles by Ministerial Circular No. 288 (2014), especially in terms of accompanying the management of the educational institution in monitoring and analyzing the professional practices of teaching staff and the performance of learners in the classroom, whether new teachers or experienced teachers, using classroom observation techniques, with a view to developing their pedagogical practices, which are considered to be among the most important.

Pursuant to the provisions of regulatory texts aimed at achieving the goal of integrating and using information and communication technologies in the teaching-learning process, especially in terms of mastering their techniques for learners and teachers alike, as a suitable environment for acquiring a set of incidental competencies that will accompany them in various subjects, levels and educational and even professional stages in the future. Besides the regulatory texts that regulate the teaching of informatics in primary and intermediate education, the legislator issued Ministerial Circular No. 289 (2014) concerning the teaching of informatics in the first year of the second grade. The teaching programme, which has undergone a revision and revision as mentioned above, was issued in preparation for the 2014-2015 school year, accompanied by a pedagogical note on the methodology of the teaching-learning process for this subject, as well as two self-assessment cards.

3.12. Organization of the competencies approach in educational regulatory in 2015:

In order to achieve the goal of producing competent learners, it is necessary to have competent teachers, and to ensure consistency between the approaches adopted in both the teaching-learning process and the training process, the authorities in charge of the national education sector decided to adopt a competency-based approach even in the training of teaching staff. On this basis, the legislator regulated this issue this year through a series of regulatory texts, starting with the regulation of the initial training of new teaching staff. This is in accordance with the ministerial decree (2015) defining the modalities, duration and content of the preparatory pedagogical training during the trial training period for teaching staff, as well as Ministerial Circular No. 10 (2015) issued in application of the

provisions of this ministerial decree, whereby the legislator explicitly adopted the issue of training based on the competencies approach as one of the principles on which this training process is based.

This year saw a change in the mechanism to which the legislator entrusted the competence and authority to prepare the general reference of curricula and programmes as well as the curricula and programmes of the different stages, levels and subjects of education. After the competence of the National Curriculum Committee from its first establishment in 2001 until this year, this competence was transferred to the National Council for Programmes and its specialized committees and groups, which was created by the legislator through Executive Decree No. 15- 307, which defines the powers, composition, organization and functioning of the National Council for Programmes, whereby the legislator transferred to this Council the various tasks performed by this committee, which was leading the educational reforms that brought with it the integration and adaptation of the competencies approach within the Algerian educational system throughout this period of time, especially in terms of programme design, which includes the tasks of preparing and updating the general reference for programmes and the methodological guide for programmes, defining the graduation profiles of students at the end of each educational stage, preparing draft educational programmes and ensuring their horizontal and vertical coherence, checking the draft programmes and ensuring their. According to the text of Article 4 of the same decree (2015). The task of designing curricula and timetables is stipulated in Article 5 of the same decree, which includes the tasks of proposing teaching and learning endeavors that enable the effective implementation of study programmes, defining the methods of evaluating learning and school gains as well as the devices of pedagogical treatment and care for students with learning difficulties, defining the methods and procedures for the pedagogical management of the department and school institutions, preparing a network of timetables for educational subjects at each stage by incorporating international trends in the field of school rhythms (Executive Decree No. 15-307, 2015, p. 12). (Executive Decree No. 15-307, 2015, p. 12), as well as in terms of the design of teaching aids, which includes contributing to the preparation of textbooks and other teaching aids, as well as proposing codes for teaching aids and scientific and pedagogical equipment.(Executive Decree No. 15-307, 2015, p. 12) These are all tasks that require this council to take into account the adaptation of their subjects and contents to the requirements, objectives and applications of the competency-based approach.

3.13. Organization of the competencies approach in educational regulatory in 2016:

According to the Framework Circular for the 2016-2017 school year, the most notable feature of the 2016-2017 school year was the installation of the improved curricula for the first and second years of primary education and the first year of intermediate education, which were designed according to the competencies approach, which constituted the novelties of this school year in addition to the normal procedures for the resumption of schooling (Ministerial Circular No. 880, 2016, pp. 4-5).

3.14. Organization of the competencies approach in educational regulatory in 2017:

In the framework circular for the 2017-2018 school year, the legislator stressed the need to continue the implementation of the updated educational programmes for the second cycle of primary and intermediate education, designed according to the competencies approach, which will provide learners with effective, solid and sustainable competencies consistent with national and global values. This year saw the installation of new educational curricula and accompanying documents, aimed at ensuring the continuity of the reforms applied to the curricula of the first cycle of these two educational levels during the 2016-2017 school year. In the same context, the same circular stressed the importance of the axis of pedagogical change in the effort to integrate and adapt the competencies approach within the Algerian educational system, based on the modernization of curricula and the modernization of teaching methods, in order to form the citizen of tomorrow by giving him the possibility of acquiring competencies and skills transferable to real-life situations, which requires, according to the same circular, the reorganization of educational programmes and textbooks by educational stage rather than year, in order to focus on (Ministerial Circular No. 884, 2017, pp. 3-7).

Perhaps the most notable regulatory texts relevant to the subject of this research are the issuance of Executive Decree No. 17- 330 (2017) specifying the terms and conditions for obtaining accreditation and approval of pedagogical aids and supports, through which the legislator decided to

introduce new mechanisms to implement educational reforms, namely the establishment of two committees to accredit and approve textbooks, semi-textbooks and other pedagogical aids and supports, which would ensure the quality of these aids by monitoring their authoring, importing, printing and marketing processes, especially in terms of their conformity with the contents of the official curricula and programmes. This would ensure the quality of these materials by monitoring their authorship, importation, printing and marketing, especially in terms of their conformity with the contents of the official curricula and programmes that are designed according to the competency-based approach, which requires their authors and publishers to take this approach into account when designing these tools and supports, which can be seen as a new stage in the integration and adaptation of this approach into the Algerian educational system, after the stage of its inclusion in the educational curricula.

3.15. Organization of the competencies approach in educational regulatory in 2018:

The Algerian legislator issued this year Ministerial Decision No. 65 (2018), which determines the organization and functioning of the educational community, in which the legislator obliges all students at all stages and levels of education to bring their competence book at all times throughout the school year, followed by Ministerial Decision No. 67 (2018), which determines the establishment and functioning of the Council of Primary School Teachers, in which the legislator, in article 8, entrusts this Council with the task of determining competency levels, in accordance with the terms of the article.

3.16. Organization of the competencies approach in educational regulatory in 2019:

In order to complete the integration and adaptation of the competency-based approach within the Algerian educational system, especially with regard to educational curricula and pedagogical aids and supports, the design of which must take this approach into account, as we have already explained, and to complete the process of establishing the regulatory framework for the accreditation and approval of these pedagogical aids and supports, the legislator issued this year a number of regulatory texts, such as the ministerial decree determining the composition and operation of the accreditation committee (2019, p. 16) and the ministerial decree determining the modalities for granting accreditation and its standard form, in addition to the ministerial decree determining the composition of the approval committee (2019, p. 20) As well as the ministerial decree specifying the forms, conditions and limits of use of the authentication of the complementary medium and the medium used, in particular the semi-textbook, as well as the logo applied in the authentication (2019, p. 22).

This is because cultural activities, especially scientific and intellectual competitions that take the form of workshops, are an appropriate environment for learners to demonstrate their competencies, as well as an opportunity for those in charge of the educational system to assess the level of learners in light of their education according to the competency-based approach, and to evaluate the effectiveness of this approach within the Algerian educational system, especially at advanced stages and stages of education, away from quarterly, annual and national exams, by assessing the performance and achievement of learners in various literary and scientific subjects. The legislator has attached great importance to these cultural activities within the Algerian educational system, especially at the general and technological secondary education level, as evidenced by the framing of these activities this year by a number of ministerial circulars, namely Ministerial Circular No. 1027 (2019), whereby the legislator organized the so-called 'Feather of my children for scientific inventions and innovations' competition, specifying its rules of procedure and the various arrangements to be observed to organize this cultural activity, and Ministerial Circular No. 948 (2019), which included the necessary arrangements for the organization and broadcast of this competition on national radio programmes, outlining the exact procedural details of this process.

3.17. Organization of the competencies approach in educational regulatory in 2020:

This year was characterized by the Algerian state, like other countries around the world, going through the COVID-19 pandemic, which has had a negative impact on various aspects of life, including the movement of legislation, especially educational legislation, which, like various other sectors, has focused in its entirety on managing this pandemic (Ministerial Circular No. 313, 2020, p. 19). (Ministerial Circular No. 313, 2020, p. 19), as a complex crisis that must be encircled and

appropriate solutions and exceptional arrangements must be found to ensure a balance between preserving the health and safety of the sector's employees and students on the one hand, and ensuring the continuation of the normal functioning of the school process on the other. (Ministerial Circular No. 699, 2020, p. 9). Accordingly, this year's issues of the sector's official bulletin were devoid of any explicit regulation regarding the continued implementation of the competency-based approach within the educational system and the educational system in general. However, this pandemic has provided an opportunity for those in charge of the educational system in Algeria to strengthen the integration of technological tools or modern information and communication media within the educational system in general and education in particular, which was embodied in the launch of a pilot digital education experiment across a sample of primary schools in some wilayas. In addition to urging learners to use the educational resources provided by the digital platform for school support of the National Office of Distance Education and Training, the digital platform of the National Centre for Research in Scientific and Technical Information, as well as the specialized channel of the Public Television Corporation (Ministerial Circular No. 699, 2020, pp. 12-14).

3.18. Organization of the competencies approach in educational regulatory in 2021:

In continuation of the endeavor to integrate and use modern information and communication technology (ICT) tools in the Algerian educational system, which is one of the requirements for the integration and application of the competencies approach (Harayez, 2019, p. 2154) and one of the educational goals, in addition to the goal of encouraging learners to self-learn, as we have already discussed, which was also dictated by the impact of the COVID-19 pandemic at the time. This year, the legislator issued Ministerial Circular No. 198 (2021) concerning the broadcasting of educational lessons for students at different educational levels and stages through the YouTube platform, which was linked to the digital platform of the National Office of Distance Education and Training, through which the legislator aimed to exploit these tools and means to install or stabilize the competencies targeted in the educational curricula for learners.

As we have already discussed, intellectual competitions represent an opportunity to test the targeted competencies and measure the extent to which they are installed in learners, as well as an appropriate environment for integrating and applying the objectives of the competency-based approach. From this point of view, those in charge of the educational system in Algeria pay special attention to them, as does the global trend of other educational systems, especially when it comes to educational subjects that are of paramount importance in the learning process of the student and the sustainable development of the state in the various fields of development, which is based on the integration, utilization and development of contemporary technologies. The Algerian educational system has taken advantage of this occasion to organize intellectual competitions among students who excel in this subject at different levels of education, as part of an effort to build and develop students' abilities in mathematical and scientific education (Ministerial Circular No. 200, 2021, p. 29).

In the same context, the legislator issued Ministerial Circular No. 255 (2021), through which he clarified the necessary procedures for organizing this competition this year, and attached to this circular a guidance note on the construction of questions for the competition at the state level, the wording of which makes it clear that the legislator intends to use these intellectual competitions to continue to achieve the goal of integrating and applying the objectives of the competency approach in the Algerian educational system, and to measure the success of its outcomes, for which purpose the legislator has set a set of criteria that he requires the organizing committees to apply in preparing the topics for these competitions.

In the same context, and in order to complement the use of intellectual competitions in the integration and application of the competencies approach in the Algerian educational system, and to expand the scope of these competitions to include various educational subjects, the legislator issued this year a ministerial decision defining the composition, organization and conduct of the Algerian Olympiad Committee for Educational Subjects, as a national body supervising and framing this endeavor at the national level (Ministerial Decision No. 11, 2021, p. 73).

With regard to the integration and application of the competency-based approach in the Algerian educational system in the area of pedagogical aids and supports, although the legislator issued a number of amendments this year to the regulatory framework governing the procedures for the approval and validation of pedagogical aids and supports as one of the areas concerned with the integration and application of this approach, as we have already discussed, these amendments were limited to the provisions relating to the composition of the approval and validation committees, without other substantive and procedural provisions that would highlight the legislator's completion of this endeavor in this area.

As part of the continued implementation of the endeavor to integrate technological tools or modern information and communication media within the educational system in general and education in particular, as one of the requirements for the integration and application of the competency-based approach within these two systems - as we have already explained - the legislator issued this year a ministerial circular concerning the pilot project of the digital school. The Algerian education system has sought to gradually spread this endeavor nationwide by selecting a number of primary schools to be equipped with a single digital classroom, equipped with 30 electronic tablets containing a series of software programmes to manage digital textbooks for students at different levels of education (Ministerial Circular No. 557, 2021, p. 19).

As for the endeavor to use intellectual competitions to integrate and apply the competency-based approach in the Algerian educational system, and to complement this endeavor, the legislator issued this year a ministerial circular concerning the organization of the qualifying rounds of the Mathematics Olympiad at the national level, which is considered an opportunity for those in charge of the Algerian educational system to test the targeted competencies and measure the extent to which they are installed in learners, as well as an appropriate environment for integrating and applying the objectives of the competency-based approach, as we have already explained. (Ministerial Circular No. 706, 2021, p. 33).

During this year, the legislator also issued a ministerial circular on the exceptional organization of the teaching process in the three educational levels for the academic year 2021-2022, which was dictated by the COVID-19 pandemic. Although it did not explicitly regulate the subject of the competency-based approach, it included an exhortation by the legislator to ensure a set of requirements that are required to integrate and adapt the competency-based approach within the Algerian educational system, even during these exceptional circumstances, taking into account that the student is at the center of the teaching-learning process, including ensuring the continuation of in-person education, as well as encouraging the development of self-education and distance education, which requires the integration and use of technological tools. (Ministerial Circular No. 1394, 2021, p. 24).

In the same context, the legislator issued a ministerial circular containing the exceptional learning plans and gradations and the mechanisms for their implementation during the 2021-2022 academic year, through which he aimed to adapt them to the epidemiological situation existing at the time, as a basic pedagogical tool, which is relied upon to clarify the implementation of educational curricula, as well as to draw the basic features of learning and organize its methodological progress, in a way that enables the establishment of targeted competencies for learners at different stages and levels of education, in order to enable them to achieve the targeted competencies. As a key tool to control the effectiveness of various cognitive and methodological learning and the integration of transversal values and competencies contained and targeted in the educational curricula, the legislator, through this ministerial circular, requires the decentralized departments of the sector to organize information and training processes on this subject for teachers in coordination with district inspectors and directors of educational institutions. (Ministerial Circular No. 72, 2021, p. 49).

During this year, the legislator also issued the ministerial circular containing the framework circular for school entry for the 2021-2022 academic year, which was characterized by the intensive use of information and communication technologies, dictated by the continuing epidemiological situation resulting from the Covid-19 pandemic, especially through the piloting of the digital section at the level of a number of primary schools, which comes to materialize the endeavor of establishing

digital education. As one of the dimensions of the endeavor to integrate and use ICT in education, and as one of the requirements for the integration and application of the competency approach within the Algerian educational system, it also comes with the aim of developing distance education in its various forms, especially those that achieve the goal of ensuring in-person education, especially in exceptional circumstances. (Ministerial Circular No. 1284, 2021, p. 6).

With regard to the pedagogical aspect of this framework circular, the legislator emphasized the need to rely on the exceptional annual learning plans and gradients for the 2021-2022 academic year, taking into account the epidemiological situation at the time, which helps in the regular handling of the curriculum, as these annual plans and gradients are one of the educational measures implemented in accordance with the approved approach, through which the legislator aims to achieve the desired educational objectives, especially by improving the work and pedagogical practices in the classroom. (Ministerial Circular No. 1284, 2021, p. 8).

In the same context, the legislator stressed the need to make the methodological guide for the practice of guided and applied works, prepared during the 2020-2021 academic year, as one of the requirements for the application of the competencies approach, available to middle school principals and teachers of the subjects concerned with these works at this educational stage and to ensure the completion of these works. The legislator also allowed them to provide the necessary equipment and means, as well as the possibility of using pedagogical alternatives such as simulation and modeling, as one of the requirements for applying this approach (Ministerial Circular No. 1284, 2021, p. 9).

As part of the implementation of the reforms to the educational curricula, necessitated by the Algerian educational system's adoption of the competency-based approach, the legislator stressed the need to universalize the teaching of the Amazigh language, especially in states where this subject is not taught, and to open additional departments in other states where it is taught in response to social demand and as long as they have the necessary staff, in addition to strengthening the teaching of informatics by providing the necessary supervision and equipment, especially at intermediate and secondary education levels (Ministerial Circular No. 1284, 2021, p. 9).

In the context of completing the realization of the digital school project in a number of primary schools, as one of the requirements for the implementation of the competency-based approach, the legislator stressed the need to follow up on this file by providing the necessary material and organizational conditions for this realization, and the need to prepare the pedagogical teams in these schools by mobilizing them to engage in this project (Ministerial Circular No. 1284, 2021, p. 9).

Considering the evaluation component as one of the important axes and pillars in the application of various educational approaches, especially the competencies approach, the legislator stressed through the same circular the need to ensure, on the one hand, that a diagnostic evaluation is organized at the beginning of the school year in order to create harmony between educational cohorts based on the actual achievements of the learners. On the other hand, the legislator emphasized the need to ensure that the pedagogical treatment is in line with the process of the pedagogical evaluation and its activation, in order to more effectively take care of them, especially those who are struggling academically, by detecting and addressing their weaknesses in a timely manner (Ministerial Circular No. 1284, 2021, p. 9).

With regard to school and vocational guidance and counseling from this pedagogical aspect, and within the framework of following up and valuing the outputs resulting from the integration and application of this educational approach in the Algerian educational system, namely students who excel in advanced educational stages, especially those related to mathematics because of its great importance compared to other educational subjects. Through the same circular, the legislator stressed the need to respect the profiles and percentages of guidance towards both mathematics and mathematical technology, and the need to encourage learners with appropriate profiles to move towards these two divisions, which the legislator stressed the need to establish and generalize them to all secondary schools (Ministerial Circular No. 1284, 2021, p. 9).

With regard to the training and human resources management aspect of this Framework Circular and the integration and application of the competency-based approach in the Algerian educational system in general, particularly in the pedagogical aspect, the legislator has regulated this issue under

the same Framework Circular, stressing the need to follow up and continue training during this academic year, especially in the areas of:

- Implementation of exceptional annual learning plans for primary and intermediate education and secondary education.

- The teaching of subjects in various literary and scientific subjects, especially mathematics, at all levels.

- The teaching of subjects in primary education.

- Teaching oral skills in primary and intermediate education.

- Teaching wake-up materials in primary education.

- Framing preparatory education, special needs, multi-level and adapted classrooms.

- Pedagogical evaluation and assessment to move from monitoring results to controlling functional practices related to pedagogical treatment mechanisms.

- Exploiting information and communication technologies for distance education for the benefit of teachers.

- Introducing digital technologies in the teaching-learning process.

- Providing better psycho-pedagogical care for students.

- Training teachers and all those involved in the digital school project, especially on how to use the teaching aids integrated through this project in the teaching-learning process, namely digital boards and interactive whiteboards (Ministerial Circular No. 1284, 2021, p. 13).

In the same context, the legislator, through the same framework circular, stressed the utmost importance of the realization of the digital school project, by expanding the scope of this realization to include during this academic year more primary schools that are required to have the appropriate environment for its success, and by sensitizing the directors of these schools and the parents of their students about this project and its importance, and urging them to ensure the safety and maintenance of its equipment, ensure its optimal use, as well as ensure continuous technical support of the project by specialized sector employees (Ministerial Circular No 1284, 2021, p.18).

Conclusion

The chronology of the legal and regulatory texts adjust the competencies approach highlights the importance of legal regulation in framing the gradual integration and adaptation of this approach within the Algerian educational system, especially in terms of clarifying the content and objectives of this approach to educational actors, as well as clarifying the necessary procedures for its application in the field. In addition to correcting the course of this endeavor and consolidating the gains made, as the legal and regulatory texts tend to implicitly regulate the issue of the competencies approach rather than explicitly regulating it, which assures the public educational actors, without any ambiguity or confusion, of the adoption of the competencies approach.

In view of the above, we recommend that the Algerian legislator, when enacting legal and regulatory texts regulating such matters of great importance to the educational system, such as the issue of the educational approach adopted. These competencies approach, should rely on explicit wording that includes terms indicative of the explicit regulation of the matter, without ambiguity or ambiguity that would not highlight the true will of the audience to whom these texts are addressed, especially with regard to the adoption of a particular educational approach or the transition to another more modern and sophisticated approach, in a manner that ensures effective and efficient implementation. It ensures that the process of applying or developing the organized issue is not disrupted.

We recommend that the legislator should allocate a fixed aspect or sub-element among the aspects or sub-elements that make up the Framework Circular on School Entrance, through which the legislator confirms that he will continue to adopt this approach and not change it, as is the case with other elements of these ministerial circulars, which contain the general orientations of the Algerian educational system and the Algerian State in general, such as the elements of governance and improving the quality of education, which the legislator has always allocated fixed elements of the

Framework Circular on School Entrance every academic year, in a way that ensures the continuation of the process of framing their application.

At the same time, it ensures that the educational actors, especially education staff, are aware of the continuity or change of this approach, in a way that enables them to innovate in teaching methods and stabilize or change certain methods.

Appendices

- **Annex No 01:** Includes the aspects of the organization of the competency approach within the provisions of Law No. 08-04, which includes the Algerian National Education Law of 2008.

		Pedagogical aspects	Educational aspects
General purposes		A student who is formed and equipped with a strong sense of patriotism: Able to understand the world around them. Able to adapt to this world. Able to influence this world. open to world civilization. Article 2(1) of Law No. 08-04.	
Secondary purposes		- A student who feels a sense of belonging to the Algerian people, attached to national unity, the unity of the national territory and the symbols of the nation. - A student who is aware of his national identity and the values that link and connect Islam, Arabism and Amazigh. - A pupil who is anchored in the values and noble principles of the First November Revolution of 1954, immortalized in the image of the Algerian nation through its national history, and attached to the values embodied in his country's historical, geographical, religious and cultural heritage. - A student imbued with the principles of Islam and its spiritual, moral, cultural and civilizational values. - A pupil who has promoted the values of the Republic and the rule of law. - A student who possesses the values shared by Algerian society, based on science, work, solidarity, respect for others and tolerance, and has positive values and attitudes related to these values, in particular the principles of human rights, equality and social justice, to become part of a society anchored on the pillars of a peaceful and democratic society, open to internationalism, progress and modernity. Article 2, paragraphs 2 to 6 of Law No. 08-04.	
Education purposes In terms of education	General purposes	A qualitatively educated student. Article 4(1) of Law No. 08-04	
	Secondary purposes	- A student who acquires theoretical and applied knowledge, controls the intellectual and methodological tools of knowledge in a way that facilitates the learning process, and is prepared or prepared for working life in this aspect cognitively and behaviorally. - A student enriched with general culture, by deepening his learning processes of a scientific, literary and artistic nature,	

		continuously adapted to social, cultural, technological and professional developments. - A student who develops mental, psychological, physical and communication abilities and is able to use various forms of linguistic, artistic, symbolic and physical expression. - A student who is culturally formed in the fields of arts, literature and cultural heritage. - A student equipped with appropriate, solid and lasting competencies, which he can use with foresight in real communication and problem-solving situations, allowing him to learn for life, contribute effectively to social life and adapt to changes. - A student who is proficient in the Arabic language, as the official national language, the tool for acquiring knowledge at various educational levels, the means of social communication, and the tool of labour and intellectual production. - A learner of the Amazigh language after its promotion and expansion of its education. - A student who is able to master at least two foreign languages to open up to the world, as foreign languages are a means of access to documentation and exchanges with foreign cultures and civilizations. - A student who has integrated modern information and communication technologies into his/her environment, his/her learning objectives and learning methods. Able to use these technologies effectively from the early years of schooling. - A pupil who engages in sports, cultural, artistic and recreational activities like other pupils and participates in school and community life. Article 4, paragraphs 2 to 9 of Law No. 08-04
Education purposes In terms of Socialization	General purposes	A student raised to respect the spiritual, moral, ethical and civic values of Algerian society, respectful of human values, and respectful of the rules of life and society, based on close contact with the family. and respectful of the rules of life and society, based on close contact with family upbringing. Article 5(1) of Law No. 08-04
	Secondary purposes	- A student with a sense of civic responsibility, raised on the values of citizenship, based on teaching the principles of justice, equity, equal rights and duties, tolerance, respect for others, and solidarity among citizens. - A student with an education consistent with the rights of the child, human rights and democratic development, acquiring the principles of debate, dialogue, acceptance of the majority opinion, rejecting discrimination and violence, and favoring dialogue. - A student who is aware of the importance of work as a decisive factor for a decent and dignified living, a permanent wealth to compensate for the depletion of natural resources and a guarantee of the permanent development of the country, and who is independent.

		- A student prepared for collective life by learning its etiquette, and aware that freedom and responsibility go hand in hand. - A student who is formed into a citizen capable of initiative, creativity, adaptability and responsibility in his personal, civic and professional life. Article 5, Paragraphs 2 to 6 of Law No. 08-04.
Education purposes In terms of qualification	General purposes	A pupil who is qualified for vocational life based on the teaching of basic knowledge and competences to fulfil his basic needs. Article 6(1) of Law No. 08-04.
	Secondary purposes	- A student who utilizes and employs the knowledge and skills acquired. - A student enrolled in higher or vocational training or a job position in line with his/her abilities and ambitions. - A student who is constantly adapting to the development of trades and professions, as well as to economic, scientific and technological changes. - A student who is innovative and proactive. - A student who resumes his studies or embarks on new training after graduating from the school system, and continues to learn for life independently. Article 6, paragraphs 2 to 5 of Law No. 08-04.
Objectives of Preparatory Education	Sub-goals	- Children whose personalities are open thanks to educational play activities. - Children who are aware of their physical being and acquire sensory and motor skills through play. - Children instilled with good habits through socialization training. - Children whose language practice is developed through communication situations arising from the proposed activities and play. - Children acquire the first elements of reading, writing and arithmetic through interesting activities and appropriate games. Article 39 of Law No. 08-04.
Basic Education Objectives	Sub-goals	- Pupils equipped with the basic learning tools of reading, writing and arithmetic. - Pupils with the skills to enable them to become lifelong learners. - Pupils whose identity is strengthened in line with the social, spiritual and moral values and traditions stemming from the common cultural heritage. - Pupils imbued with the values of citizenship and the requirements of life in society. - Pupils who are educated to observe, analyze, reason, solve problems and understand the living and inanimate world, as well as the technological processes of making and production. - Pupils who are sensitized and refined with a sense of aesthetics, curiosity, imagination, creativity and a critical spirit.

		- Pupils who are well versed in new information and communication technologies and their initial applications. - Pupils whose bodies are harmoniously developed and whose physical and manual abilities are developed. - Encouraged pupils with a spirit of initiative, effort, perseverance and endurance. - Pupils who are open to foreign civilizations and cultures, accepting differences and peaceful coexistence with other peoples. - Pupils who continue their studies and further training. Article 45 of Law No. 08-04.
Objectives of General and Technological Secondary Education	Sub-goals	- Pupils with enhanced and in-depth knowledge in various subject areas. - Pupils whose individual and group work methods and abilities are developed and whose skills of analysis, summarization, reasoning, judgment, communication and responsibility are enhanced. - Pupils with a variety of study paths that allow them to gradually specialize in different disciplines, in line with their choices and aptitudes. - Pupils prepared for further study or higher training. Article 53 of Law No. 08-04.

Source: Prepared by the researchers based on Law No. 08-04, including the Directive Law on National Education, Official Gazette No. 04, issued on 27 January 2008, the official website of the Official Gazette of the People's Democratic Republic of Algeria: <https://www.joradp.dz>

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