Co-funded by the European Union

D3.4 – REGULATORY TEXTS ADOPTED BY THE MESRS

LEADS – Certification of Linguistic, Entrepreneurial and Digital Skills in the Algerian Higher Education System

Project reference	101126783
Deliverable	D3.4 – REGULATORY TEXTS ADOPTED BY THE MESRS

1. Introduction

The adoption of regulatory texts by the Algerian Ministry of Higher Education and Scientific Research (MESRS) represents a major institutional outcome of the LEADS project.

The purpose of this regulatory framework is to establish official procedures for the certification of linguistic, entrepreneurial and digital skills within the Algerian higher education system. It provides the institutional and organisational basis for the implementation of the certification system developed through the project.

The adopted text incorporates four annexes. Three annexes define the certification procedures for each of the three competency areas addressed by LEADS, while the fourth establishes the composition and responsibilities of the National Commission responsible for supporting, monitoring and ensuring the sustainability of the certification system.

Although the regulatory text was adopted at a late stage of the project, its adoption provides a formal basis for the continued deployment and national extension of the LEADS results beyond the project consortium.The question banks are designed to support the development and implementation of placement and certification tests in the three competency areas addressed by the project:

- Digital Skills;
- English Language;
- Entrepreneurship.

As specified in the project deliverable, five question banks have been developed, including two Arabic-language versions. Each question bank contains at least 500 questions.

These resources constitute a reusable assessment pool that can be used by teachers, trainers and certification administrators to design tests adapted to different competency areas and proficiency levels.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them

2. Structure and content of the regulatory framework

The regulatory text comprises four annexes covering the operational and institutional dimensions of the certification system.

Annex 1 – Certification of English Language Skills

This annex establishes the procedures and arrangements governing the certification of English language skills. It defines the framework for implementing the corresponding assessment and certification process.

Annex 2 – Certification of Digital Skills

This annex specifies the procedures for the certification of digital skills. It provides the framework for assessing candidates' digital competencies in accordance with the levels and content developed within the LEADS project.

Annex 3 – Certification of Entrepreneurial Skills

This annex establishes the procedures for assessing and certifying entrepreneurial skills. It provides the framework for implementing the corresponding certification process.

Annex 4 – Composition and responsibilities of the National Commission

The fourth annex establishes the National Commission responsible for supporting, monitoring and ensuring the sustainability of the certification system.

Its main responsibilities include:

- Supporting higher education institutions that were not directly involved in the LEADS consortium in adopting and implementing the certification system;
- Providing guidance and assistance to institutions deploying the certification procedures;
- Ensuring the regular updating of training course content in line with evolving needs and competencies;
- Maintaining and enriching the question banks used for placement and certification tests;
- Supporting the consistency and quality of certification practices across participating and non-participating institutions.

The members of the National Commission are appointed for a three-year term, renewable once. Its composition is not restricted to the original LEADS consortium: additional members may be appointed in order to broaden national expertise and participation.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them

This provision is particularly important for ensuring that the certification system remains dynamic, inclusive and capable of evolving beyond the lifetime of the project.

3. National governance and sustainability arrangements

The sustainability and national dissemination of the LEADS results will be supported by the National Commission for Supporting and Monitoring Higher Education Institutions in their Transition to Fourth-Generation Universities (University 4.0).

This Commission is chaired by the LEADS project coordinator, and its members are drawn from the LEADS consortium.

Building on the experience, expertise and institutional networks developed through the project, this Commission will contribute to the dissemination of the certification system at national level and to the long-term exploitation of its results.

Its role will include:

- Promoting the adoption of the LEADS certification framework across Algerian higher education institutions;
- Facilitating the involvement of institutions beyond the original project consortium;
- Supporting coordination and cooperation between the institutions involved in the certification process;
- Contributing to the continuity and national dissemination of the training and assessment resources developed by LEADS.

The combination of the regulatory framework and the involvement of this National Commission provides an institutional mechanism for extending the project's achievements beyond the initial partnership.

The National Commission established under Annex 4 will have a specific operational responsibility for the certification system, while the National Commission for the transition to University 4.0 will provide a broader national framework for dissemination, coordination and sustainability.

Together, these arrangements are intended to ensure that the LEADS results are not limited to the project implementation period or to the institutions that participated directly in the consortium.

4. Publication and dissemination

The regulatory text was formally adopted by the MESRS at a late stage of the project. Consequently, its dissemination is being organised through the institutional channels available following its adoption.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them

The adopted regulatory text is made available through the LEADS project platform and is intended to be shared with the relevant higher education institutions and stakeholders.

The National Commission for Supporting and Monitoring Higher Education Institutions in their Transition to Fourth-Generation Universities will play a central role in promoting the regulatory framework and facilitating its dissemination throughout the Algerian higher education system.

The dissemination strategy will also rely on the institutional networks of the LEADS partners and the communication channels of the participating universities.

Access to the regulatory text:

LEADS Moodle platform – Regulatory texts

https://drive.google.com/drive/folders/1vqfFin-aHk0a1yDva9Vxg9lcvEMeh3wO?usp=sharing

Public LEADS project website: https://leadsproject.univ-mosta.dz

5. Contribution to the long-term sustainability of LEADS results

The adoption of the regulatory framework marks an important transition from project-based development to institutional implementation.

It provides an official basis for the certification procedures and establishes a mechanism for maintaining and developing the system over time.

In particular, the establishment of the National Commission under Annex 4 addresses three essential sustainability requirements:

- Institutional extension: enabling higher education institutions outside the original consortium to access and adopt the certification system.
- Continuous improvement: ensuring that course content is regularly updated to reflect new requirements and developments in the three competency areas.
- Assessment resource development: maintaining and enriching the question banks to preserve the relevance, diversity and quality of placement and certification tests.

The involvement of the National Commission for the transition to University 4.0 further strengthens the national dimension of this sustainability approach by providing a broader institutional framework for disseminating the project's outcomes.

Thus, the regulatory framework is not limited to defining certification procedures. It also establishes the foundations for the continued governance, development and national expansion of the system.

6. Conclusion

The adoption by the MESRS of the regulatory text governing the LEADS certification system constitutes a significant achievement of the project.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them

Through its four annexes, the text establishes the certification procedures for English Language, Digital Skills and Entrepreneurship, and defines the composition and responsibilities of the National Commission entrusted with supporting and sustaining the system.

The three-year renewable mandate of the Commission, together with the possibility of including members beyond the original consortium, provides a framework for continuous institutional involvement and national expansion.

Furthermore, the role assigned to the National Commission for Supporting and Monitoring Higher Education Institutions in their Transition to Fourth-Generation Universities, chaired by the LEADS project coordinator, will help ensure the dissemination and long-term exploitation of the project's results throughout the Algerian higher education system.

The regulatory framework therefore represents a key step in transforming the LEADS project outputs into a sustainable national certification mechanism.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them