People`s Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

Directorate General for Scientific Research and Technological Development

The Thematic Agency for Research in the Social and Human Sciences

National Workshop for the Promotion of Research in the Social and Human Sciences

22 NOVEMBER 2021
23 CONSTANTINE

The contents

Part I

List of tables

List of figures

1. Introduction

The present document describes the state of play of research in the social and human sciences (SHSs) in Algeria. It has been elaborated as part of a national workshop on promoting research in this field in the local context. This important workshop has been initiated by the Ministry of Higher Education and Scientific Research (MHESR) to reflect on the following research areas:

Research area 1: The state of play of the SHSs research

Research area 2: Digitisation and use of ICTs in the SHSs

Research area 3: Multidisciplinarity in the SHSs

Research area 4: The role of foreign languages in the promotion of the SHSs

This working document has been prepared based on several sources of information, namely

- Experts from the SHSs disciplines following the call of the Agency for Thematic Research in the Social and Human Sciences (ATRSHSs)
- Research centres in the SHSs
- Laboratory researchers
- Data collected from the SHSs research laboratories
- Indices from common platforms such as Scopus and ASJP
- PhD training course

Research Area 1

The State of Play of Research in the SHSs in Algeria by Discipline

2. The state of play of the SHSs by experts

A summary of questions and problems raised by the contributing experts and researchers following the ATRSHSs call for proposals is presented below.

2.1. Research in the SHSs in Algeria: Elements to consider

It is important to clarify that a fine reading of the state of play requires a systematic inventory of the scientific output of the SHSs in the form of

- Theses
- Books
- Articles
- Other forms of scientific output

This inventory must be accompanied by a thorough analysis of the quality of the scientific output for each discipline according to:

- The topics raised (new vs. conventional)
- The approach
    - Theoretical
    - Practical
- Anchoring of topics (adaptation to environmental concerns)
- The relationship between the raised topics and the development of the state and society

2.2. What status for the SHSs?

- A devalued status compared to the other sciences
- Limited methodological rigour and research practice
- Skills gap in research approaches and tools (unfruitful theoretical research cut off from society)
- A professional promotion incapable of inciting scientific output
- Ethical issues triggered by the use of ICTs in the SHSs
- Difficulties in establishing a research relationship with the socio-economic world
- Limited collaborative institutional approaches
- Limited cooperation and collaboration among research entities and researchers
- Slow adaptation to the socio-economic context compared to the other sciences
- Lower quality research and redundant topics failing to meet international standards
- Absence of multidisciplinary research approaches

- Application of theoretical and conventional approaches unable to meet current socio-economic requirements
- Limited collaboration with the economic sector
- Inaccessibility to scientific breakthroughs
- Limited command of international scientific communication tools

2.3. What affects the SHSs?

- The colonial heritage of the SHSs commonly used to justify the colonial act mainly between the 70's and 80's (considered a French science)
- **Political and ideological choices**
    - Use of the SHSs for developmental ends of the country
    - The Socialist Economic Model (in the 70s)
    - Unstable political discourse
    - The policy of Arabisation and Algerianisation of the Algerian university (political orientation towards the Middle East)
- **Marginalisation of the role of the SHSs**
    - Loss of traditional scientific and technical expertise and consulting mission due to limited visibility in society, the socio-economic sector and international scientific community
    - Prioritisation of the university's academic role in the SHSs aiming to absorb increasing number of secondary-school second-rate students from

- **Choices of the MHESR Research environment**
    - Easy establishment of the SHSs departments to face unconditional accessibility of the SHSs to the masses
    - Easy access to junior lecturer position to meet growing demand of students
    - Widespread implementation of the LMD system and questionable quality training offers
    - Proliferation of PhD courses and enrolled students with no firm training foundation
    - Limited internal evaluation systems for research and follow-up of university activities
    - Absence of a quality assurance system for training offers
    - Limited technical and scientific support for research activities

The university could not set itself as a beacon of research for the following reasons:

- Ineffective management of internal systems

- Inability to keep up with technical, scientific and methodological developments
- Incapacity to set research policies to meet societal and environmental needs
- Incapacity to exploit research findings

2.4. Research premises

- Limited number of research centres covering few disciplines
- Research laboratories disruption
  - Excessive number of research laboratories (682 laboratories) Absence of institutional dynamics of expertise
  - Laboratories functioning as administrative units hosting virtual limited research teams (given balance sheets) and absorbed by university faculty issues
  - Unbalanced individual and research team scientific output and non-compliant with topics listed in the outline for the creation of the research laboratory
  - Low rate of involvement of research laboratories in PhD training courses Involvement of research laboratories as supporting documents for PhD training course offers
  - Research laboratories inaccessible to PhD students all year long
  - Deficiency of PhD training course planning
  - Limited mentoring capacity

2.5. Journals of the SHSs

- **Limitations**
  - Practice limitations
    - Limited standards of scientific writing
    - Limited command of research methodology and research resources
    - Limited evaluation
  - Discourse limitations Limited command of professional language (jargon)
  - Limited multidisciplinary research
- **Constraints**
  - Limited professional management of journals due to untrained publishes and associate publishers

2.6. Human resources

- Less-demanding recruitment conditions and free-prerequisite promotion
- Easy internal redeployment of lecturers as project leader and head of department
- Diversion of the aim of PhD training course to a professional promotion of the project leader
- Disciplinary confinement and perpetuation of internal promotion
- Misuse of national and international mobility scheme

2.7. Project research experience

- Difficult integration of multidisciplinary approaches
- Redundant research topics
- Absence of collaborative work spirit and project management
- Unclear vision for planning of research activities within research institutions
- Difficult integration of international thematic networks

2.8. PhD training course programmes

- Limited integration of PhD students within research laboratories
- Research topics non-compliant with the laboratory research theme
- Limited integration of PhD students within research projects
- Disruption of incubation, follow-up and mentoring activities
- A deficiency of learning activities aimed for reflection and scientific writing

3. Analysis of indicator-based data of the SHSs research

3.1. Distribution of laboratory member researchers

Table 1 shows the overall distribution of laboratory member researchers within the SHSs five disciplines for the year 2021 as made by Scopus.

Table 1.

Overall distribution of researchers integrated in research laboratories by field

Field	Non-PhD researchers	Researchers with a PhD
Arts and Human Sciences	5,061	7,763
Commerce, Management and Accounting	1,590	2,417
Economics, Econometrics and Finance	2008	2,858
Psychology	971	1,486
Social Sciences	4,273	6,531
Total	13,903	21,055

Table 1 shows that Arts and Human Sciences, and Social Sciences comprise a considerable number of researchers integrated in research laboratories within university institutions, respectively representing 36.87% and 31.02% of overall research human resources. The total number of PhD student member researchers of the broad field of the SHSs comprises 7,152 PhD students, representing 33.97% of the overall number.

3.2. Distribution of scientific human resources by field

Table 2

Distribution of scientific human resources by academic rank

Field	PhD students	Junior lecturer 'B'	Junior lecturer 'A'	Senior lecturer 'B'	Senior lecturer 'A'	Professors
Arts and Human Sciences	2,702	372	1,961	805	1,327	596
Commerce, Management and Accounting	827	119	665	343	349	114
Economics, Econometrics and Finance	845	160	795	353	472	193
Psychology	515	76	361	177	236	121
Decision Sciences	5	1	14	5	12	3
Social Sciences	2,258	311	1,623	738	1,130	471
Total	7,152	1,039	5,419	2421	3,526	1,498

Figure 1 shows relatively an equitable distribution of junior and senior lecturers across the SHSs research fields.

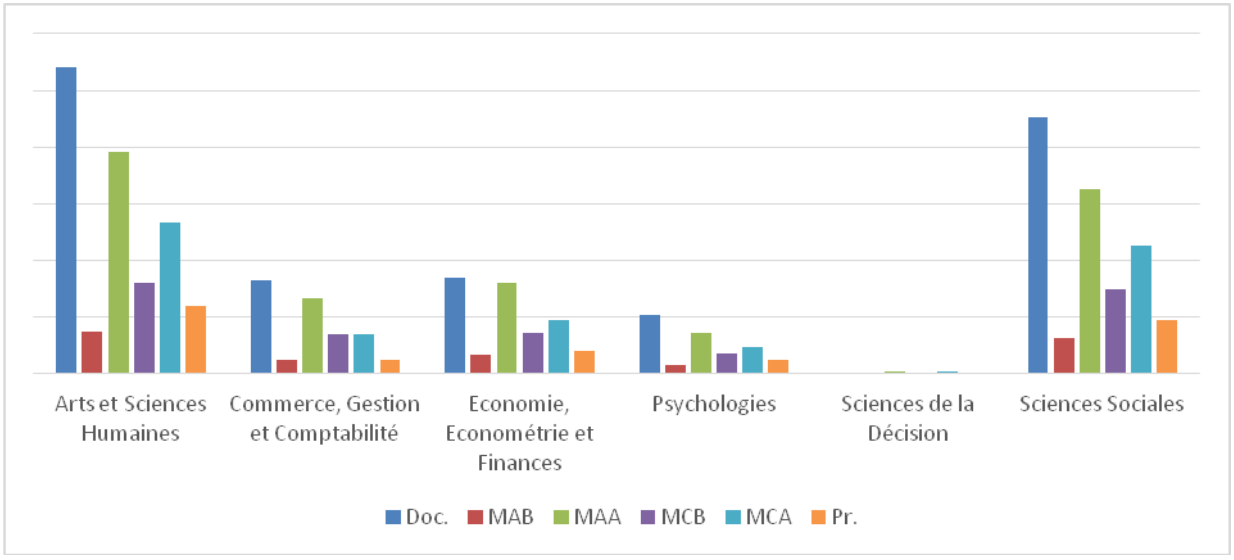

Figure 1. Distribution of scientific human resources by academic rank (1)

The rate of PhD student, laboratory member researchers is relatively low, compared to overall PhD students, as 43% of PhD students belong to the SHSs field.

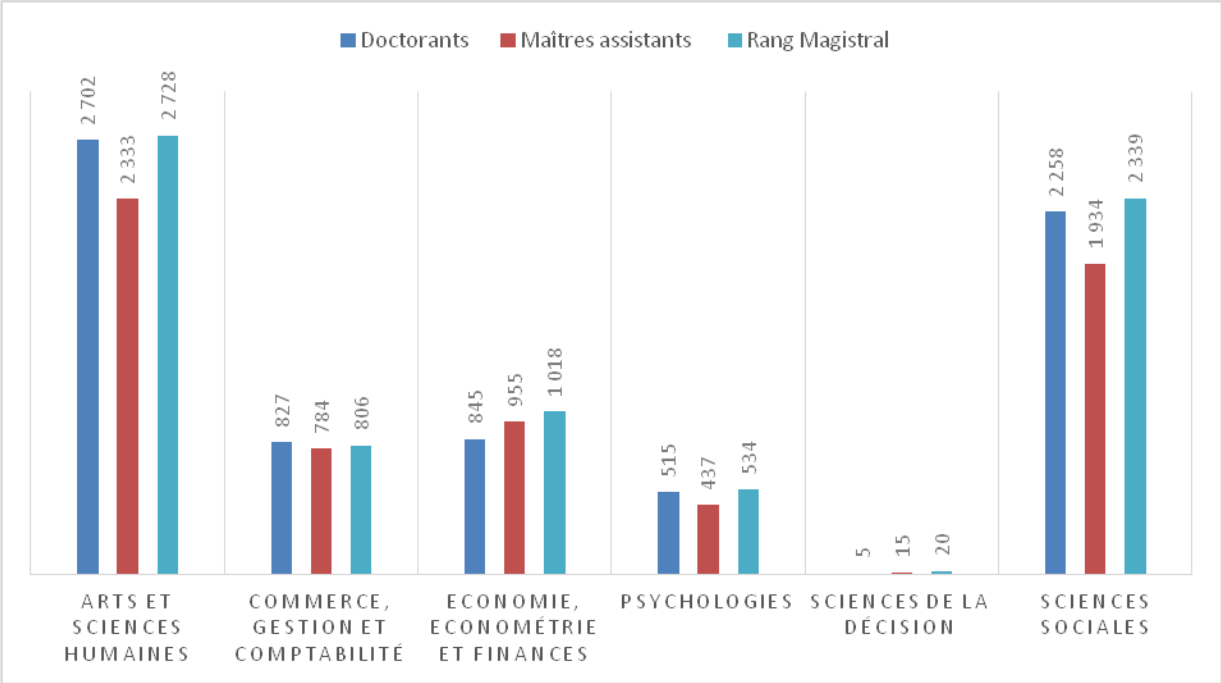

Figure 2. Distribution of scientific human resources by academic rank (2)

3.3. Distribution of the SHSs laboratories by field

Table 3 shows the distribution of the broad SHSs research laboratories according to five Scopus fields: Arts and Human Sciences; Commerce, Management and Accounting; Economics, Econometrics and Finance; Social Sciences; Psychology While Arts and Human Sciences and Social Sciences have 72% of research laboratories of the broad field of the SHSs, The three other fields prove underrepresented.

Table 3

Distribution of the SHSs laboratories by field (Scopus)

Field	**Number**
Arts and Human Sciences	253
Commerce, Management and Accounting	30
Economics, Econometrics and Finance	110
Psychology	47
Social Sciences	243
Total number of laboratories	683

From 2000 to 2021, a total number of 683 research laboratories in the SHSs have been founded, out of 1674 research laboratories overall (all fields included). Over a 3-year period from 2018 to 2021, 137 new research laboratories have been founded in the SHSs, making a considerable increase of more than 25.09%. This increase is most visible in the Social Sciences (65 new laboratories founded), the Arts and Human Sciences (37 new laboratories founded) and Economy, Econometrics and Finance (25 new laboratories founded). The field of Commerce, Management and Accounting has not recorded any new laboratory founding. During the year 2021, about 77 research laboratories have been founded, and are geographically distributed as follows:

- 32 in the Centre.
- 32 in the East
- 13 in the West

Note

Though the number of research laboratories has considerably increased over the last three years (+25.9%), the number of researchers has only increased by 5%, partly due to resignation of laboratories to create new ones. Every senior lecturer 'A' seeks the founding of their own research laboratory.

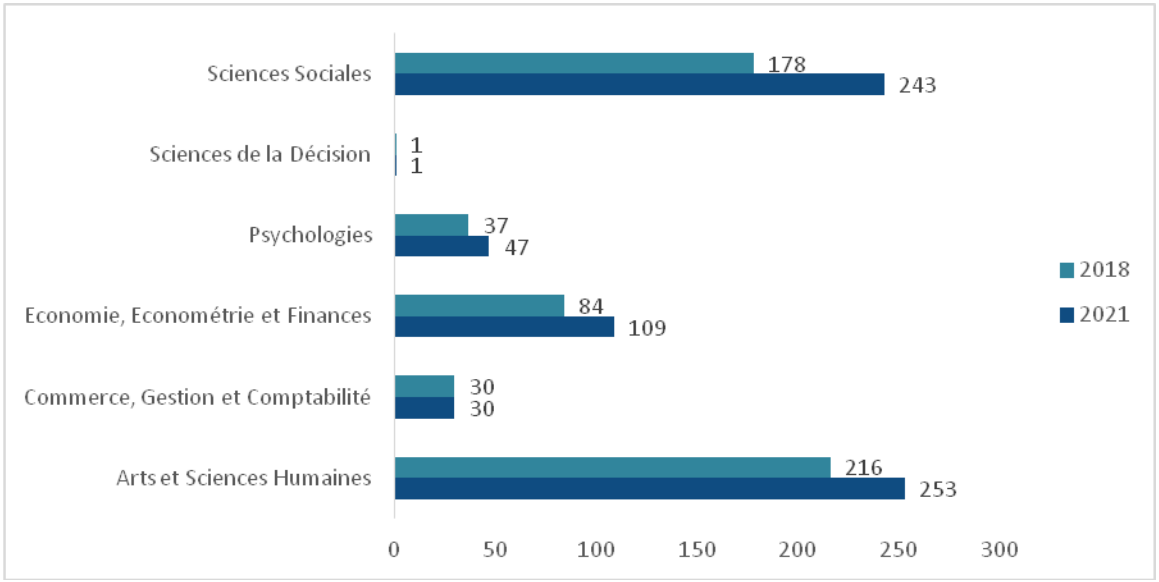

Figure 3. Evolution of the number of laboratories over the period 2018 to 2021

Over the 5-year period from 2003 to 2008, the number of new research laboratories has sharply slowed down, with a mean of five new founded research laboratories. Over the period 2012 to 2021, an upward trend of research laboratories founding has been recorded, with 461 new founded research laboratories, making 82% of overall number of laboratories.

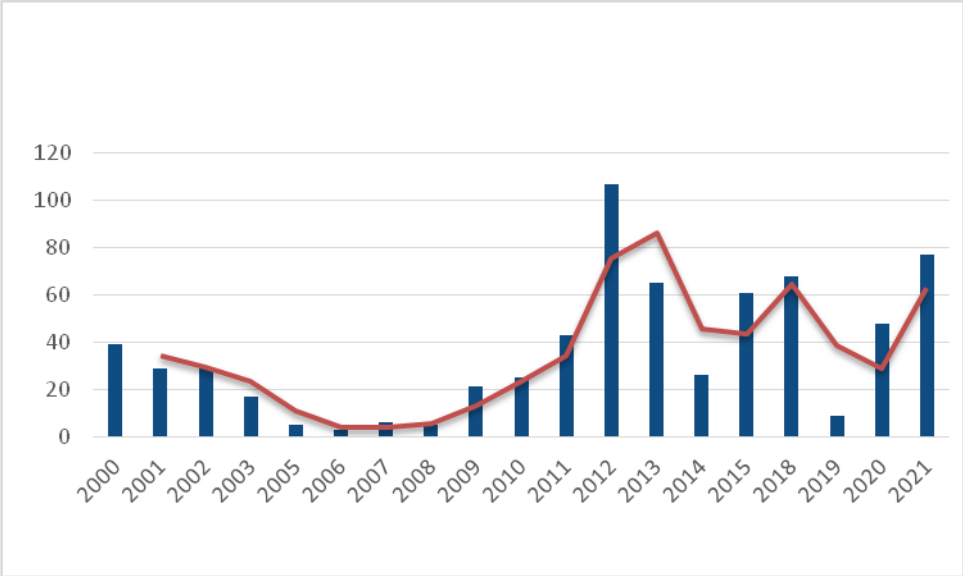

Figure 4. Distribution of research laboratories by year of founding

Following the distribution adopted by the Regional University Conference, the breakdown of research laboratories does not show a large disparity between the three regions as shown in Figure 5. The Centre region comprises 236 research laboratories domiciled in 29 university institutions (156 universities, 2 university centres and 11 higher colleges).

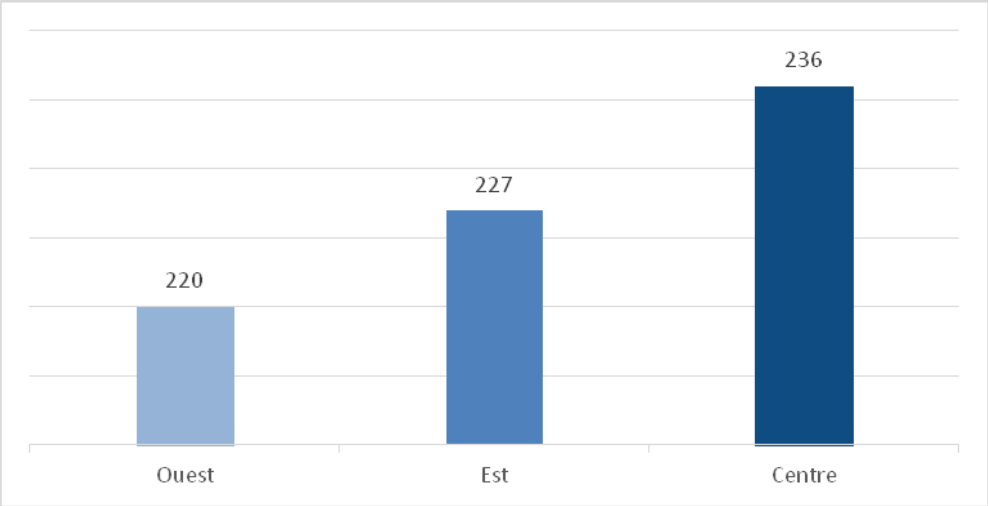

Figure 5. Distribution of research laboratories by region

There are large differences in university domiciled laboratories. Each university has a mean of 12 research laboratories (SD = 9). For the West region, the University of Oran, Tlemcen and Mostaganem have the highest number of research laboratories, with 38, 37 and 32 research laboratories, respectively. For the Centre region, the University of Algiers 2 has the highest number of research laboratories, 37. For the East region, the highest number of research laboratories goes to the University of Batna (28 research laboratories), followed by the University of Constantine 2 (21 research laboratories) and the University of M'sila (19 research laboratories). As for university centres and higher colleges, the mean number of domiciled research laboratories is 2.77 and 2, respectively. The University Centre of Tipaza makes an exception with nine domiciled research laboratories.

-

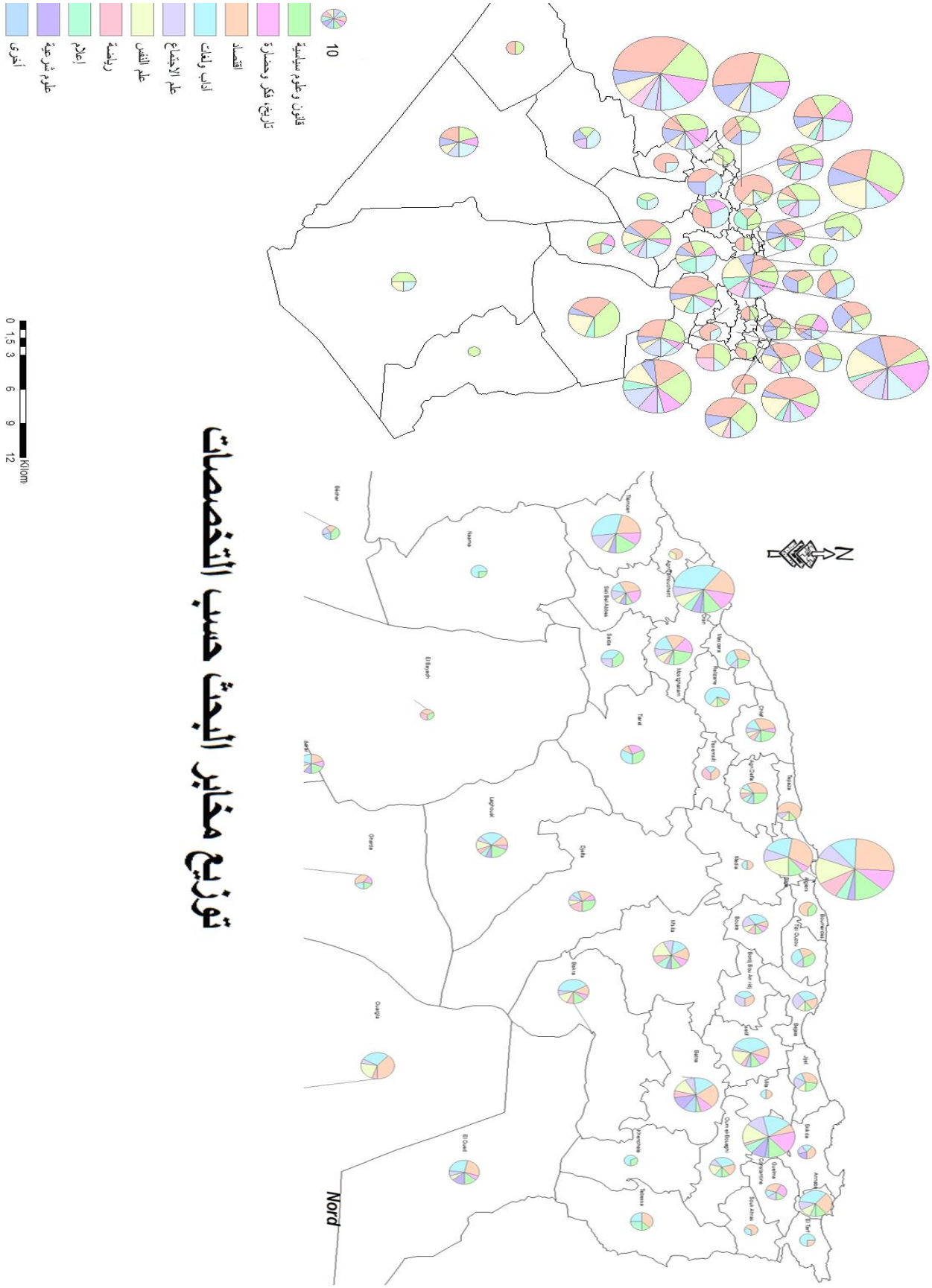

Figure 6. Mapping of research laboratories by discipline

3.4. The 2018 evaluation of research laboratories

In 2018, out of a total of 481 existing research laboratories at the time

- 303 research laboratories have been evaluated
    - 25 research laboratories have not submitted balance sheets and have been dissolved
    - 179 research laboratories have been deemed unsatisfactory
    - 99 research laboratories have been deemed satisfactory
- The 178 unsatisfactory research laboratories have been recommended to receive support by the Directorate General for Scientific Research and Technical Development (DGSRTD)
    - 119 research laboratories have responded favourably, following the DGSRTD support.
    - 59 research laboratories have been deemed unsatisfactory
    - 38 research laboratories have not received support and have been proposed for dissolution
    - 15 research laboratories have not responded favourably due to limited supporting documents
    - 6 research laboratories have not responded satisfactorily on hearing

Note

- **The rate of satisfactory laboratories before appeal is only 9.63%, suggesting a low level of research activities, mainly international publications and openness to the socio-economic world.**
- **The remaining research laboratories have been deemed satisfactory either after appeal or following the DGSRDT or under further flexible evaluation conditions.**
- **Several research laboratories that have been unsatisfactory since their founding (some founded in 2000) have continuously been granted further chances and new conditions on hearing. Nonetheless, these research laboratories have continuously failed to meet the alleviated conditions.**
- **If average standards of evaluation have been applied, about 70% of research laboratories in the SHSs would be closed!**

4. Scientific output of the SHSs

4.1. Scientific publications in the SHSs

Table 4 shows the distribution of the total number of publications of the six SHSs fields. It stands clear that the SHSs have the highest number of publications, representing 49.79% of the overall number of publications of the broad SHSs field.

However, a significant number of publications are by non-member laboratory researchers.

Table 4.

Number of scientific publications of the broad SHSs from 1966 to 2020

Field	Number of publications
Social Sciences	1,797
Arts and Human Sciences	645
Commerce, Management and Accounting	585
Economics, Econometrics and Finance	326
Health Profession	139
Psychology	117

In 2020, the scientific output of the SHSs has represented only 4.71% of the overall national scientific output. The scientific output of the SHSs has undergone three distinct phases of change from 1966 to 2020. The first phase extends from 1966 to 2001 characterised by low level of scientific output. The annual publications have ranged from 3 to 13, with a mean of 4.09 publications per year. La moyenne annuelle observée sur cette période est de 4,09 publications et une valeur médiane de 3 publications par an.

However, the second phase extending from 2002 to 2010 is characterised by a steady increase in the number of publications, with 35 publications in 2002 to 51 publications in 2010. Elle est passée de 35 publications en 2002 à 51 en 2010, avec une moyenne de 44,67 publications annuelles enregistrées sur cette période.

La troisième étape s'étale entre 2011 et 2020. The thirst phase extending from 2002 to 2010 is the most remarkable, characterised by a proliferation scientific output passing from 100 to 394 publications in 2011 and 2010, respectively. Pendant cette période, le nombre annuel de publications scientifiques est passé de 100 publications en 2011 à 394 publications en 2020.

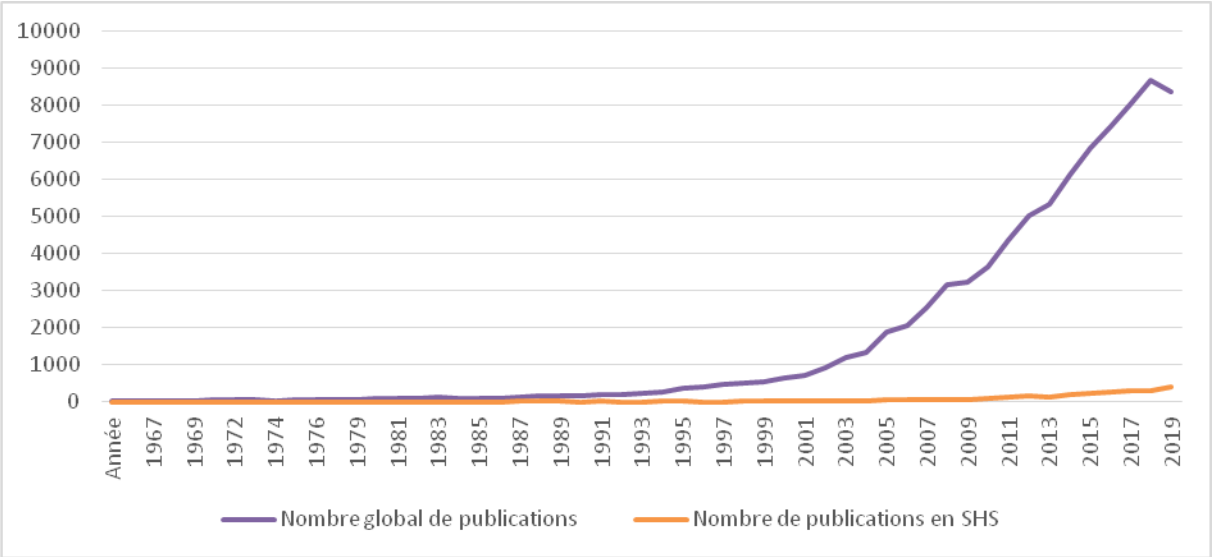

Figure 7. Development of the scientific output for the broad SHSs field from 1966 to 2020

Scientific articles form the largest share of the SHSs scientific output, with a rate of 69.47% of the overall number of scientific publications.

Nonetheless, the distribution of publications is not even among researchers.

Table 5.

Typology of scientific output within the broad SHSs field

Typology of publications	Number of publications
Articles	1,921
Conference papers	475
Book chapters	171
Reviews	150
Notes	20
Editorials	13
Letters	7
Books	4
Short survey	3
Erratum	1

The highest rate of international co-publications in the SHSs (27.05%) is with the French researchers. The remaining international co-publications are made with researchers from 142 countries. International co-publications in the SHSs field are with 10 major countries as shown in Figure 8 below.

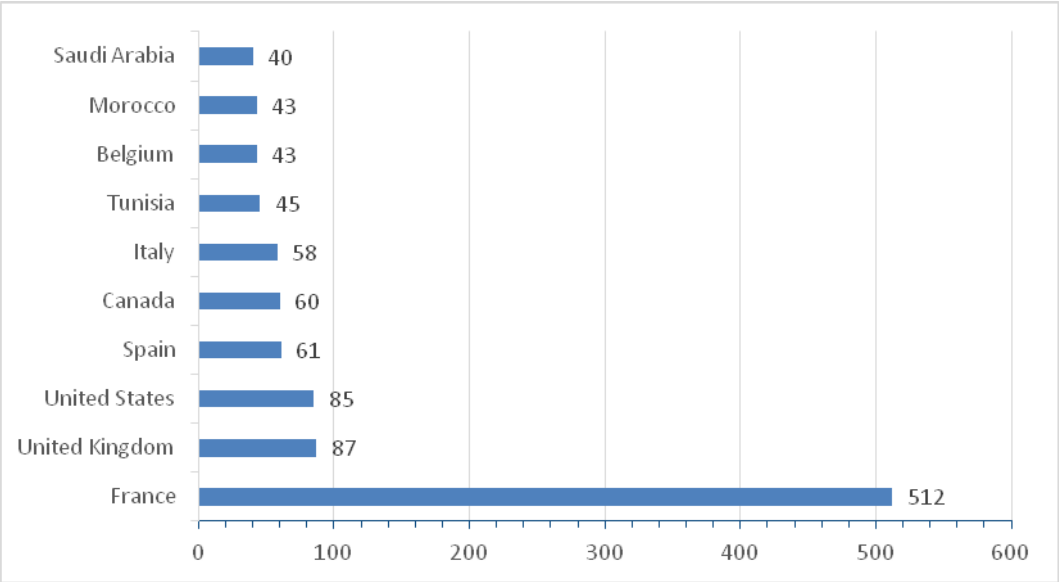

Figure 8. Distribution of the SHSs scientific co-publications by country

Note

The actual number of the SHSs publications listed in the WOS has been 516 between 1970 and 2016 and 600 between 1970 and 2020. A limited number of articles are published in the WOS. Most publications in the SHSs are in category C journals for both PhD students and senior lecturers 'B' seeking university accreditation. Additionally, most senior lecturers 'A' in the SHSs have been promoted to professors with scientific publications in unclassified journals. With less than 1% of senior lecturers 'A' publishing in category A journals, this stands in contrast to senior lecturers 'A' promoted to professors in the field of science and technology, where all publications have been in category A journals.

4.2. National scientific journals

Table 6.

Distribution of national scientific journals by field and category

Field	B	C	Non-classified	Total
Medical	0	0	1	1
Archaeology	0	1	2	3
Arts	0	5	0	5
Library Science	0	1	7	8
Law and Political Sciences	0	48	57	105
History	0	10	17	27
Literature and Languages	2	36	88	126
Social and Human Sciences	2	83	113	198
Nature and Life Sciences	4	0	28	32
Science and Technology	3	0	53	56
Physical Activity and Sports Sciences	0	7	22	29
Islamic Studies	0	8	13	21
Communication Science and Journalism	0	4	9	13
Economy, Commerce and Finance	4	84	61	149
Total	15	287	471	773

Most journals are specialised in the SHSs, with only 56 and 32 journals in the broad field of ST (Science and Technology) and NLS (Nature and Life Sciences) respectively, out of an overall of 773 journals. The total number of journals from the broad field of the SHSs remains the largest in the fields of Humanities and Social Sciences (198 journals), Economics, Commerce and Finance (149 journals), Literature and Languages (126 journals) and Law and Political Sciences (105 journals). This disproportionate distribution of scientific journals among the various study fields may be well explained by the less restrictive conditions for PhD students, university accreditation and professorship among the SHSs. This stands in opposition to the strict rules for the valuing of research in the fields of ST (Science and Technology) and NLS (Nature and Life Sciences) for PhD students, university accreditation and professorship.

The classification of journals from the broad field of the SHSs shows a low level of journals' ranking, with only 1.17% of journals classified as B journals and 41.96% as C journals.

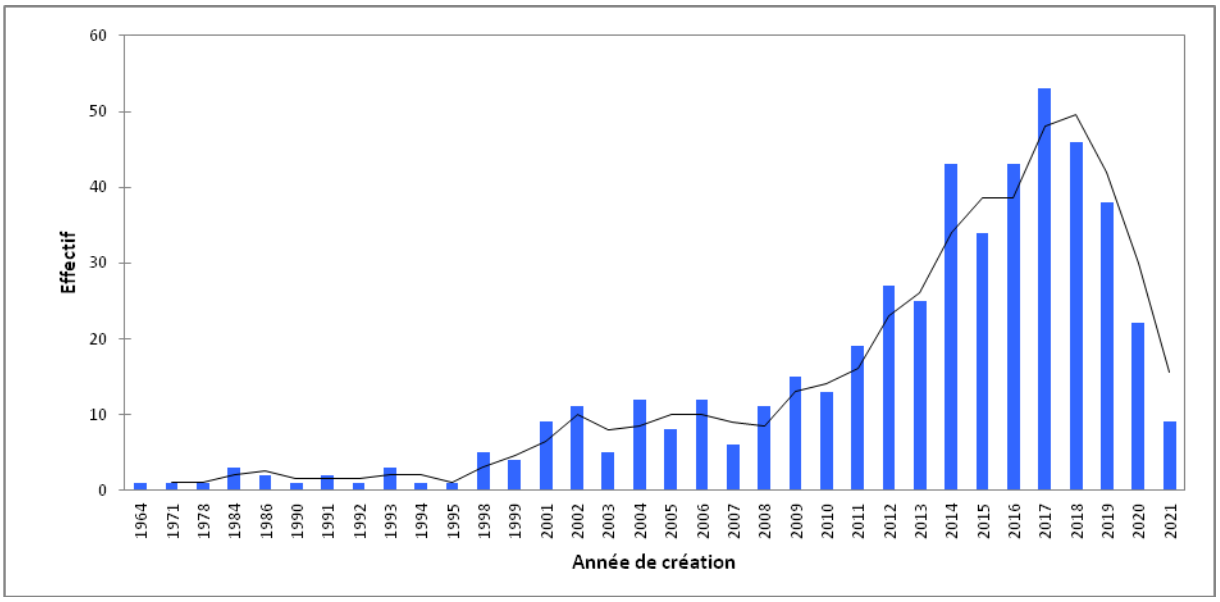

Figure 9. Distribution of scientific journals by year of founding

From 2011 onwards, the distribution of scientific journals in the SHSs field by year of founding shows an important increase of journals. Between 2011 and 2020, 350 new scientific journals in the SHSs field have been founded, representing more than 51% of the total number of journals in the field.

Number of publications

The number of publications in scientific journals in the broad field of the SHSs has reached 57,744 scientific publications in 11 fields, with four areas having a cumulative more than 86.93% of the total scientific output of the broad field of the SHSs. The four areas are the SHSs field (31.75%), Economics, Trade and Finance (22.31%), Literature and languages (16.67%) and Law and Political Sciences (16.20%).

Table 7

Distribution of the SHSs publications in scientific journals

Field	Number of submissions	Number of publications
Archaeology	442	100
Arts	1,871	385
Library Science	284	107
Law and Political Sciences	37,978	9,356
Economy, Commerce and Finance	56,389	12,885
History	9,830	1,782
Literature and Languages	45,332	9,626
Communication Science and Journalism	2,342	539
Islamic Studies	9,702	2,549
Social and Human Sciences	112,452	18,332
Physical Activity and Sports Sciences	7,162	2,083

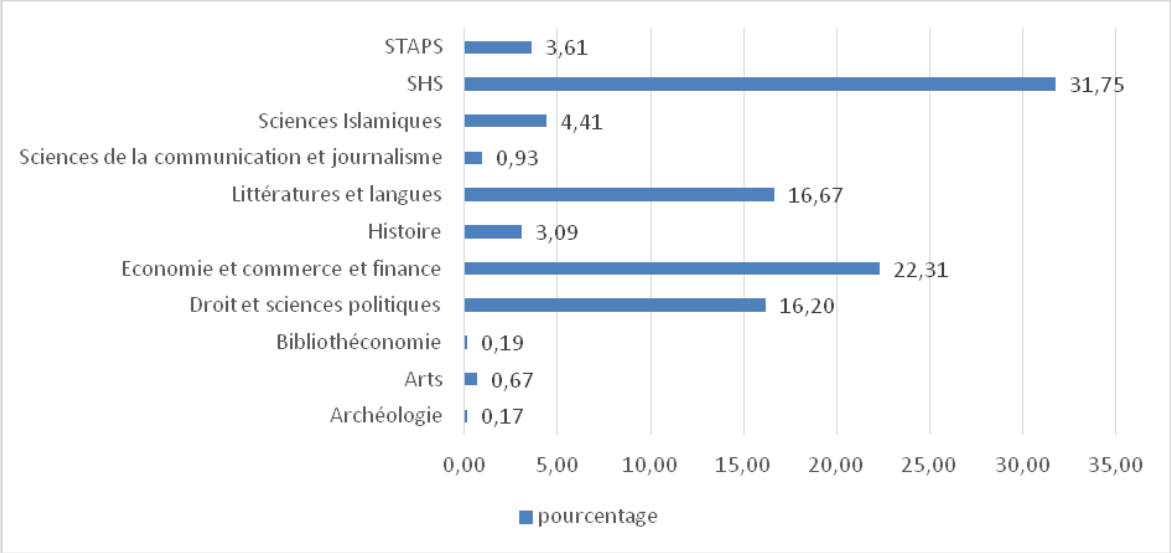

Figure 10. Distribution of the SHSs publication rates in scientific journals

5. Socio-economic impact projects and national research projects (NRP)

5.1. Socio-economic impact projects of university institutions

The Standing Sectoral Committee (CSP) has approved 472 out of 472 submitted research projects, 64 of which are within the broad field of the SHSs, representing 21.69% of overall submitted research projects. Most approved projects are domiciled in universities, the

University Centre of Naama and the Bouzereah School for Teacher Education in the SHSs. Pour les centres universitaires, tous les projets pour ce type d'établissements sont domiciliés au niveau du CU de Naama. L'ENSHS de Bouzaréah, quant à elle, domicilie 4 projets à impact socio-économique.

Table 8

Distribution of socio-economic impact projects by university institution

Type of institution	Number of projects
Universities	56
University Centres	3
Higher Colleges	5

There are important regional differences in the distribution of socio-economic impact projects, mainly the East region compared to the Centre and West regions. About half of the socio-economic projects are domiciled in the universities of the East region, as shown in the Figure 11 below.

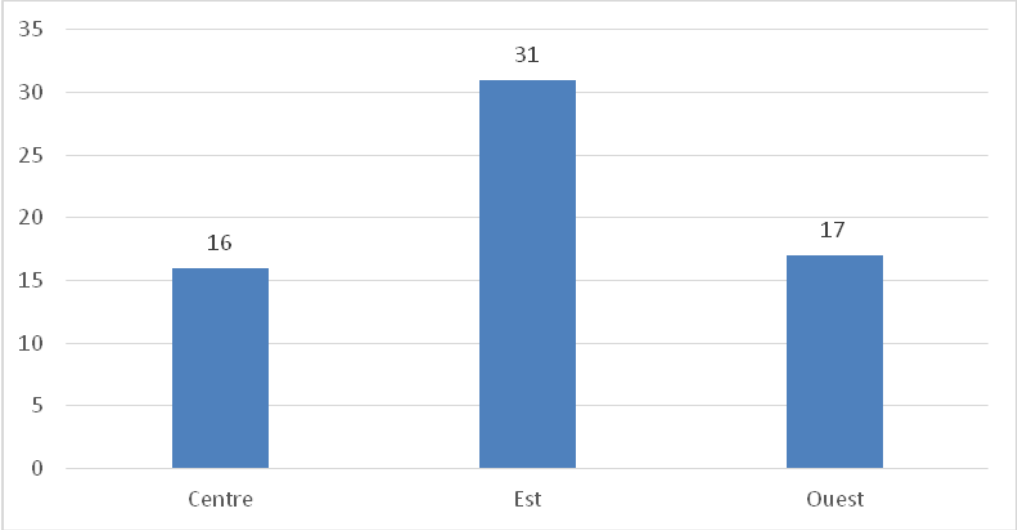

Figure 11. Distribution of socio-economic impact projects by region

5.2. Socio-economic projects of Preparatory Schools in Science and Technology in the SHSs

The Standard Sectoral Committee (CSP) has approved 31 socio-economic impact projects distributed among research centres as shown in Table 9 below.

Table 9

Distribution of socio-economic impact projects by research centre

Research centre	Number of projects
National Centre of Research in Social and Cultural Anthropology	24
Research Centre for Applied Economic Studies	4
Research Centre for Scientific and Technical Information	3

5.3. National Research Programmes (NRP) in the SHSs

The overall number of tendered NRPs in the SHSs has reached 743 projects.

6. PhD training course programmes

PhD training course programmes in the SHSs are in fact very limited compared to technical sciences, despite the large number of students enrolled on bachelor course programmes.

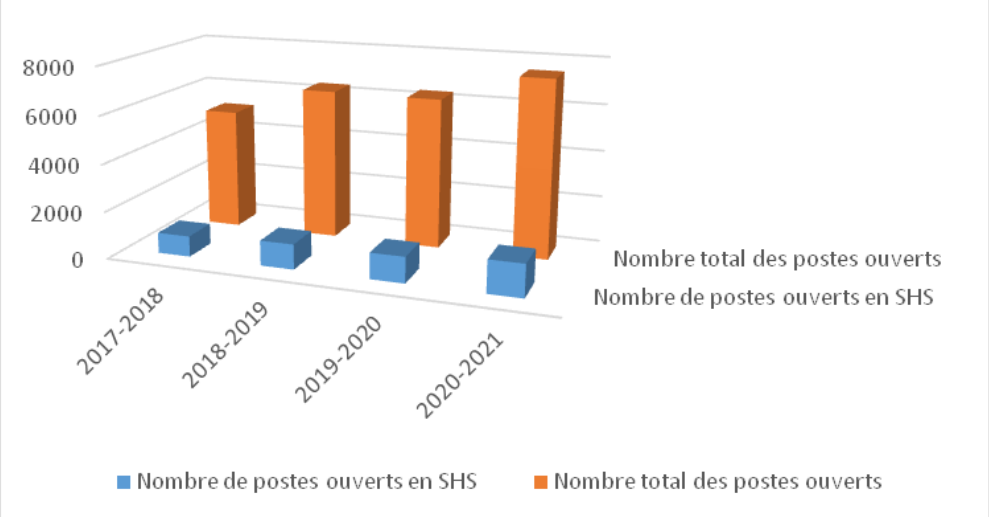

Figure 12. PhD training courses

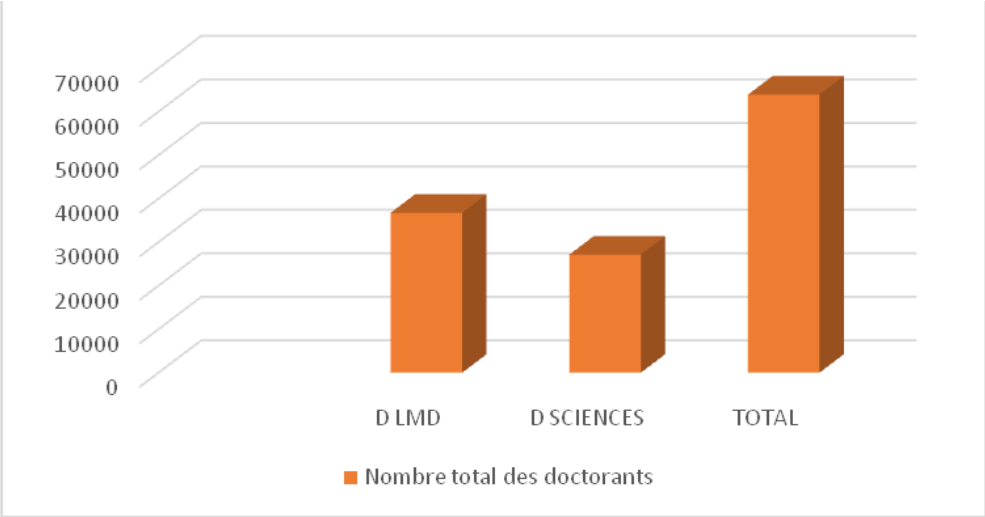

Figure 13. Enrolled PhD students in the SHSs (PROGRESS data, October 2021)

Research Area 2
Digitisation and Use of ICTs in the SHSs

7. Digitisation and use of ICTs in the SHSs

7.1. Constraints

- Absence of yearly diagnosis of ICTs in the SHSs research facilities
- Absence of digital identity for researchers and PhD students
- Limited technical qualified staff for the management of computer systems and ICTs
- Limited culture of digitisation of research documents and data archiving
- Insignificant impact of digitisation on inter-laboratory collaboration (no inter-laboratory networking)

7.2. Suggested areas for reflection

- Set up a system for communication and dissemination of research laboratories (communication units)
- Pool information technology tools
- Call on the help of ICTs experts to an informed diagnosis
- Promote the productivity of digitisation-related research in the SHSs
- Foster digital visibility through institutional means made available to researchers, PhD students and university lecturers
- Foster the digital dissemination of scientific output by university means
- Create archiving platforms for scientific output within the SHSs laboratories
- Set up an ethics charter for researchers
- Create units for the digital humanities in every university to monitor research laboratories

Research Area 3
Multidisciplinarity in the SHSs

8. Multidisciplinarity in the SHSs

8.1. Constraints

- Limited culture of interdisciplinary research

8.2. Suggested areas for reflection

- Set up a network for researchers in the SHSs field
- Create a 'House for the Human Sciences' to lead expert multidisciplinary projects and training course programmes bringing together national experts
- Create sufficient research laboratories
- Set up an 'Observatory for the Social and Human Sciences'
- Foster inter-institutional networks by signing national or even international conventions
- Organise interdisciplinary scientific meetings to limit the unwanted effects of micro-study fields slowing down the impetus of research in the SHSs and researchers' career
- Use contracting policy and foster means of internal scientific exchange among the SHSs and other sciences
- Foster the establishment of joint and associated research laboratories or joint research networks
- Foster professional Master course programmes
- Stimulate inter-sectoral conventions through setting up of joint bodies among the university and the socio-economic sector
- Strengthen internationalisation of the SHSs and international mobility

Research Area 4

The Role of Foreign Languages in the Promotion of the SHSs

9. The role of foreign languages in the promotion of the SHSs

9.1. Constraints

- The role of foreign languages is essential in the promotion of the SHSs, the visibility of the scientific output, the dissemination of research findings and the international enhancement.
- Foreign language proficiency, notably English, is obligatory to acquire and access knowledge.
- The publication of the SHSs scientific output in the researcher's native language (usually Arabic) limits the visibility of research findings.
- The state of play of foreign languages in the SHSs reveals a serious linguistic disadvantage among lecturer researchers and students in various university course programmes.
- Foreign language education in the SHSs is secondary, and course contents are not well adapted. Foreign language education is usually assigned to inexperienced part-time lecturers, who focus on traditional, non-specialist teaching approach, with course content usually left to their discretion.
- There is a consensus among experts that English is the appropriate language for the promotion of scientific output. Indeed, the world's leading universities in the non-English-speaking countries have turned to a wide use of English in the teachings of various disciplines and the use of ICTs considered commonly as a literacy index. Ainsi, et en plus de l'usage des nouvelles technologies, la maîtrise de l'anglais est devenue un indicateur d'alphabétisation. The state of play of foreign languages in the SHSs reveals a serious linguistic disadvantage among lecturer researchers and students in various university course programmes, mainly in spoken and written English.
- Along English, the nature of research in the SHSs articulates the need for further languages such as Latin, Persian and Turkish.
- Intensive language teaching centres fail to meet their expected role in promoting foreign language learning.

9.2. Suggested areas for reflection

- Consider the use of English in graduate and postgraduate training course programmes and value further its status
- Currently, English may significantly help students and researchers to ensure international exchange and enhanced visibility of their scientific output.
- Foster and sensitise lecturer researchers to publish their research findings in English and other foreign languages in indexed journals
- Hold foreign language training courses, specifically English, for the benefit of lecturer researchers
- Review the status and role of intensive language centres and integrate them in a research dynamics
- Set up translation committees at various university levels Launch the translation of outstanding research works to value them and enhance their visibility locally and globally
- Create a legal deposit bureau in every university to edit and translate research works
- Standardisation of journals to international norms
- Create a national centre for translation of outstanding research works in the SHSs
- Foster openness to foreign languages in research and publication without ideological considerations
- Consider translation of outstanding research works as a criterion for yearly raking of universities
- Found English-language specialised journals in the SHSs
- Provide face-to-face and on-line English language training course programmes for lecturer researchers and PhD students to help them develop and improve English academic writing skills and style
- Require English as a prerequisite to access PhD training course programmes
- Set up a system for a local accreditation of linguistic skills (it should be recognised internationally)
- Create writing centres for professional, literary and scientific purposes
- Foster English-speaking lecturer researchers to mentor research works in English
- Ensure the visibility of the SHSs scientific output in local databases

Part II
Workshop Reports

Report of Workshop 1
State of Play for Research in the Social and Human Sciences (SHSs)

Chair: Pr Habib TILIOUINE
Rapporteurs: Pr Abdelkader BOUARFA
Dr Souheila HEDID

Introduction

Following the introduction of experts, the workshop chair has undertaken a careful reading of the workshop's agenda items and the work method, and the workshop members have agreed to debate the six following focus areas:

1. Focus area 1: Strategic importance of the SHSs
2. Focus area 2: Generation of knowledge and technology
3. Focus area 3: Practices of research
4. Focus area 4: Environment for research
5. Focus area 5: Project-orientated research
6. Focus area 6: Output of the SHSs

The debate has covered the following items:

1. Analysis and diagnosis of the state of play of the SHSs
2. Enumerating of barriers to forming a strategic vision
3. Presentation of an operational strategy for the promotion of the SHSs

Analysis and diagnosis of the state of play of the SHSs

Experts have agreed on the significant contribution of the SHSs to various individual, societal and institutional needs, despite their failure to (a) keep pace with scientific and technological development, (b) impact on the social and economic environment, and (c) their poor classification based on international impact indices. This unfortunate situation does not emanate from a lack of generation of knowledge, as reality proves otherwise, but rather from a lack of partners and users' responsiveness to abundant expertise and researchers' inability to give a higher profile to their scientific output nationwide and worldwide.

Experts have emphasized that scientific output in the SHSs is broader in scope, regardless of its quality. Nonetheless, this scientific output has limited visibility and reach that is difficult to measure based on citations or publications in high impact factor journals (A and B) currently making the criteria for scientific output assessment worldwide.

The following items define broadly the state of play of the SHSs:

1. Traditional nature of programmes and research topics
2. Heterogeneous fields of research and lack of bridges enabling students of the SHSs to move smoothly from one discipline to another
3. Lack of partnership with the social actors
4. Lack of economic partnership with employers and economic institutions
5. Disadvantaging orientation policy within the university

This current state of play of the SHSs articulates the need to develop a new strategic vision based on:

1. Objective diagnosis of the state of play of the SHSs by selected expert committees for evaluation and continuous review
2. Updating of research topics in the SHSs and setting research priorities
3. Digitization and inclusion of information and communication technologies (ICTs) in the SHSs
4. Search for mechanisms to transfer the scientific output of the SHSs to the national and global knowledge market
5. Improvement of the global classification of the scientific output of the SHSs

Enumeration of barriers to forming a strategic vision

Experts have elaborated on the following obstacles and shortcomings that hinder the development of a focused and clear vision for the future of the SHSs:

1. The training barrier

Training in the SHSs is incompatible with the requirements of knowledge and the needs of society. Undergraduate and graduate university training is still mere rote learning that lacks the rationale for knowledge construction, based on shortcomings identified by experts in the following items:

a) The lecturer

Lack of pedagogical training of the lecturer has caused the latter (a) to lose their role as an active agent and generator of knowledge, (b) not to engage in serious and effective research practice and (c) to associate scientific output with occupational promotion

b) The student

The SHSs suffer from a disadvantaging policy of the Ministry of Higher Education and Scientific Research, favouring second-rate students enrolling on the SHSs

c) Training programmes

Training programmes do not keep pace with the current dynamic of scientific and technological development, nor do they align with the knowledge market. Temporary situational committees makethe training programmes a mere collection and arrangement of courses with no focused philosophy that calls on course dimensions connecting the lecturer and the student in the present and future.

d) Language

Experts have focused on the need for a considerable mastery of the national language and foreign languages, especially English, for both lecturers and students, following the nature of disciplines.

e) Environment

Experts have noted that the economic and social environment is not open to the SHSs and that the latter, in turn, are not open to their internal and external milieu, leaving them far from society, unable to recognise their requirements and needs, and disrupting the law of supply and demand that controls the knowledge market.

Political will

Meta-decisions have aggravated the status of the SHSs (orientation, training, competitions, programmes, etc.), emanating from the absence of extensive participation of specialists in the conception and policy-making of the SHSs:

a) Limited budget for training and scientific research:
Experts have emphasised the SHSs have been underfunded, and that the budget for research and training has not been commensurate with the number of students and researchers.

b) Coordination
The lack of coordination between the Ministry of Higher Education and Scientific Research and the Ministry of National Education, as the level of students is likely due to K-12 education. Accordingly, specialist joint-committees must be established to develop an integrated strategy to improve the level of K-12 learners and prepare them for the university level.

c) Legal system: Experts have noted that legal texts on training, research and competitions are mostly subject to circumstantial adjustment to active entities such as student or labour unions, hindering the achievement of quality research and the training of a generation of competent researchers

Proposals for the promotion of the SHSs

Following the presentation of the state of play and the identification of obstacles and difficulties, experts have turned to proposals and practical solutions for the promotion of the SHSs as follows:

1. Consolidation of the SHSs

The term 'social science' refers to every science that studies human behaviour in its social, psychological, cultural, spiritual and economic dimensions. However, the term 'human science' refers to the study of human beings, their culture, the ways they communicate and cohabit and the search for human values that bind man-to-

man and other creatures. Equally, human science examines man's ability to express themselves as a being characterized by imagination, reason, criticism, creation and creativity.The SHSs are generally defined as an analytical study of human experiences and activities in terms of an organism that draws its existence from the actions and words it creates, distinguishing itself from other organisms. In the light of both concepts, the SHSs are about the human being in terms of their individuality, language, activity, social life and their interaction with the social and economic milieu.

Updating research topics and training programmes

Undergraduate and graduate university training programmes should be reviewed, with a carefully selected body of national, pedagogical and scientific competent experts (competency legitimacy), to develop programmes in line with evolution and change, building on successful global experiences.

The following must be available:

a) Allowing sufficient time for the preparation of comprehensive programmes
b) Engaging the social and economic partner
c) Seeking the help of international experts when necessary
d) Providing an appropriate budget
e) Establishing a university-independent body to review and provide official accreditation to curricula and their contents
f) Offering new training programmes

Social and economic partnership

The socio-economic partnership seems inevitable for the development and strengthening of science as scientific output is a product of the global knowledge market. The SHSs researcher has to integrate the knowledge market to provide services to the social and economic partners on a mutually agreed basis. The prerequisite for the success of this partnership is the freedom of the researcher to address the demands of the partner. Regulatory actions need to accompany this partnership to achieve and expand its goals.

Encouraging the use of the English language

The world's taxonomic institutions consider the English language first in the process of evaluating scientific output. We, therefore, encourage lecturers of the SHSs to publish in English or, at least, provide the abstract of their studies in English. We also propose the establishment of a *University Directorate for Publication and Translation.*

Digitisation and the use of the most influential media in the world

The digitization of the SHSs in terms of research or scientific output has become necessary, and we, therefore, encourage the digitization of all disciplines, allowing for the dissemination and readability of the scientific output to keep pace with scientific research in the world.

Promotion of ASJP journals

We appreciate the Ministry's creation of a digital journal platform, opening up the scope for publication in classified journals (B and C). Experts encourage editorial boards to upgrade their journals to A and A+ ranks to achieve the desired goals.We recommend reviewing the criteria for the classification of journals of the SHSs (registered before and after 2015).

Collaboration

Experts have noted that most published works (articles, books, etc.) are predominantly individual, and, therefore, encourage joint teamwork among researchers in various disciplines to create networks of researchers in the SHSs.

Publication in journals with a high impact factor

Experts encourage researchers to publish their scientific articles in highly classified journals.

Archive university books and other scientific output in ASJP similar platform

Raising the budget for training and research

Experts recommend the need to raise the budget for scientific research and training in response to ever-increasing social demands and novel challenges

Reference book

Experts recommend the creation of a specialist knowledge base in all disciplines of the SHSs to ensure minimum knowledge and competencies, and the translation of fundamental sources at the university library and research centres.

Establishing service provider companies

Following the state's policy of encouraging national economic expertise, in particular, the SHSs disciplines have to create companies providing services to public and private institutions. Joint research entities could also be established with economic and social partners.

University governance

Experts recommend collaborative management of universities and enabling of texts on university ethics and management

Benefiting from the experience of retired university lecturers

Experts recommend leveraging the expertise of competent retired lecturers while finding legal formulas for this end, especially in training, mentoring and collaborative research.

Support frameworks

Experts recommend reconsidering the recruitment and qualification of research qualifications and provision of specialist means of research, namely software and archiving means.

Summary

The strength of society derives from the strength of the human being without which the state is doomed to weakness. Technological and material strength does not make a strong state, but an integrated and powerful human being makes a powerful state.The construction of the human being requires a significant budget and a scientific, practical strategy. The SHSs should not be regarded as just a social incubator for young people, who have not been able to access state-supported disciplines through university map policy.

The promotion of the SHSs in Algeria needs academic freedom, flexibility and gradual adaptation and financial appropriations. An academy for the SHSs is much needed to set strategies for the promotion of the SHSs, involving the SHSs specialists and experts.

10.1. Summary Table for Workshop 1

Focus area 1
What vision for the social and human sciences?

Objectives	Actions/activities	Expected results	Follow-up indicators	Calendar
- Understanding the reality of the social and human sciences - Develop a vision that includes strengths and weaknesses - Make a clear plan to overcome impediments - Follow-up and implementation	- Assign a specialist commission of inquiry, follow-up and implementation - Inform actors about the new measures - Coordination with the institutions involved in research in these sciences	- Analysing the state of play of these sciences - Defining impediments - The Phased Planning Mode	- Informing actors of current and future trends	Within the year 2022

Focus area 2
Generation of knowledge

Objectives	Actions/activities	Expected results	Follow-up indicators	Calendar
- Quantitative and qualitative improvement - Visibility improvement - Socio-economic engagement - Development of special databases in service of the process of scientific output (book, conferences, audio-visual, etc.) - Launching of specialist platforms similar to the ASJP platform for different types of scientific output	- Organization of workshops within research institutions and entities to inventory and improve the scientific output - Raising awareness and sensitization of activists and actors to engage in the process	- Inventory and counting of scientific output in these sciences nationwide and worldwide - Scientific output classification - Knowledge of the perpetrators' rates of involvement in the research	- Increase publications - Quantitative and qualitative improvement	Continuous

Focus area 3
Research practice

Objectives	Actions/activities	Expected results	Follow-up indicators	Calendar
- Promotion of academic research practice - Promotion of applied research - Promotion of developmental research - Promotion of training research	- Work at the laboratory - Work at research centres and institutions - Work in project-orientated research	- Increase the number of practitioners and diversify partners - Raise the level of supporting frameworks - Develop academic, developmental and applied units-	- Academic index - Applied index - Developmental index - Training index	Continuous

Focus area 4
Research environment

Objectives	Actions/activities	Expected results	Follow-up indicators	Calendar
- Positive interaction with the environment - Conclusion of contracts with partners - Provision of services to civil society	- Information and publicity for service delivery - Field and media outputs for research actors - Engaging actors in training and research	- Interaction with the outer environment - Partnership contracts with the external environment	- Assigning university institutions to follow researchers within the inner environment - Partnership index with external collaborators (socio-economic, etc.)	Continuous

Focus area 5

Area 5: Project-orientated research

Objectives	Actions/activities	Expected results	Follow-up indicators	Calendar
- To control, codify and guide scientifically and developmentally orientated projects - Develop partnerships - Make actual use of research	- Meet with partners to identify needs - Multiplication and diversification of publicity sources - National and international tenders for the supply of services and responding to external demand	- Carefully orientating research towards specific objectives such as development, etc. - Increase the number of orientated research - Link orientated research with the socio-economic environment	- Form units to elaborate and formulate projects - Enabling of evaluation and valuation units - Increase in the number and quality of projects	Continuous

Focus area 6
Scientific output of the SHSs

Objectives	Actions/activities	Expected results	Follow-up indicators	Calendar
- To promote of unclassified ASJP journals - Encourage classified journals to reach higher classification - Increase the visibility of the scientific output - Diversify research output media (books, videos, etc.) - Increase the rate of readability and use of scientific output	- Moral and financial rewarding - Provision of human resources and technical means to ensure the quality of scientific output - Diversification and multiplication of training sessions for supervisors (editors-in-chief, experts, authors, etc.) - - Hold training meetings with global institutions (Scopus-Web of Science-ARCIF, etc.)	- Improvement and diversification of product - Readability and visibility - Classification of unclassified journals - Promotion in classification of classified journals	- Number of classified journals nationwide and worldwide - Citation rates - Downloading rates - Contribution in solving socio-economic issues	Continuous

Report of Workshop 2
Digitisation and Use of ICTs in the Social and Human Sciences (SHSs)

Chair:	Pr Foudil DELLIOU
	Dr Foudil DAHOU
Rapporteur:	Dr Amel SAIDANI

Introduction

Promoting scientific research in the social and human sciences nationwide and worldwide remains a major challenge for higher education and scientific research institutions. A thorough reflection on the implementation of mechanisms to ensure higher visibility of the scientific output of the SHS is therefore essential.

Background

With the emergence of the internet and its tools, researchers are facing a new era of knowledge globalization and this has helped to add new dimensions to the dissemination and enhancement of scientific advances around the world. Nevertheless, Algerian scientific research in the SHS remains concerned by these new standards laid down by technological and social developments. Considering these changes, new scientific standards are therefore required for Algerian higher education institutions in general and Algerian researchers in particular.

Workshop objectives

The main objective of the workshop is to define the role of digitisation and ICTs in promoting scientific research within the SHS in Algeria. Experts have discussed the following focus areas:

1. The rate of equipment and integration of ICTs in research structures
2. Digital synergy between researchers and research laboratories in academic institutions
3. The culture of storage and digitizing research documents (digital archiving)
4. The digital identity of the researcher and PhD student
5. ICTs and ethics The Ethics Charter for Researchers
6. Staff competence and ICTs
7. Expertise and monitoring of digitisation activities

Opening of the Workshop

The chair of the workshop, Pr Foudil DELLIOU, has welcomed the experts and reminded them about the objectives of the workshop and the expected results. Several researchers from national universities, schools and research centres have participated in the workshop.

Discussions, exchanges and recommendations

Experts have initially emphasised the difference between digitisation and the use of ICTs, stating that digitisation is a first step in the digitisation of educational and scientific activities, while ICTs are the means that contribute to achieving this objective.

General issues

Discussions have focused on the role of the academic institution, research centres and research laboratories in the digitization process and the visibility of the SHS scientific research.
Experts have recommended several solutions:

1. Generalise the filing of PhD theses and their electronic dissemination on the institutions' websites
2. Compulsory dissemination of PhD theses through PNST Portal
3. Publish the results of research reports carried out at laboratories or research centres on national portals after their validation by the respective scientific institutions
4. Create a database within each higher education institution for scientific reports for scientific output management
5. Widespread use of ICTs in all higher education and research institutions
6. Create a new structure under the name of "Directorate of Digitization and Database Management" in each university institution

Concerning the role of the SHS researcher in the promotion of the scientific visibility of the establishment and the laboratory, full-time researchers and lecturer-researchers should self-train to the standards of digital scientific research and be provided with training support.

Focus area 1: Equipment and integration of ICTs in research institutions

All university establishments in the SHS must have numerical visibility. The latter will be realised through institutional digital tools made available to research laboratories, lecturers, researchers and PhD students. To this end, experts have made a series of recommendations as follows:

1. Digital tools in institutions/research laboratories
    a) Create a data centre for each higher education institution
    b) Pool information technology equipment and resources between educational and scientific institutions
    c) Create a digital portal dedicated to the scientific output of laboratories and higher education institutions

2. Scientific content and/or digitized scientific output
    a) Allocate privileged access to the digital; portal and its management to laboratory directors
    b) Widespread dissemination of scientific content on websites and digital portals

3. Role of training in the field of digital scientific visibility

a) Mandate the Directorate of *Digitisation and Database Management* to offer ongoing technical and legal training for researchers, lecturer-researchers, PhD students and staff on the use of ICTs

Focus area 2: Digital synergy between researchers and research laboratories

Creation of momentum of synergy within research laboratories in the SHS, higher education institutions necessitates the following:

1. Unify and generalise the posting of researchers' CVs on institutional websites or dedicated internet pages
2. Implement digital mapping of researchers' skills in each laboratory or institution
3. Implement mapping of scientific topics addressed by laboratory researchers in the form of a platform
4. Encourage researchers to integrate the national platform "Research.dz" by creating accounts
5. Encourage researchers to use and cite institutional e-mails with the necessary means
6. Enforce the charter of institutional affiliation proposed by the DGRSDT to researchers, lecturer-researchers and PhD students

Focus area 3: The culture of storage and research documents digitisation

Each higher education institution should have internal platforms for archiving the scientific and academic output of its research actors through:

1. The establishment of a database identifying all lecturer-researchers, PhD students of the institution, their scientific output and their respective metrics (IF, H index, indices, etc.)will make it possible to monitor the scientific activity of each teacher, to target researchers by speciality when necessary.
2. Make the archival platform accessible in open access in compliance with existing regulations
3. Create an online university inter-library network
4. Ensure access to digital national documentary resources for research actors

Focus area 4: The digital identity of researchers and PhD students

The digital identity results from the actions carried out by the researcher. It is therefore part of an institutional environment recognized by the scientific community peers. If a unique identifier is adopted, this identity affects the scientific lifecycle, namely publication cycle, response in calls for projects, credibility with peers and partners. To do this, the researcher

will have to register on institutional scientific sites to have a unique and sustainable digital identification code. Additionally, experts have suggested:

1. Creation a digital identity for each researcher on the national ASJP platform
2. Ensuring the online and up-to-date CVs of research actors on institutional websites
3. Establishment scientific recognition indices for researchers on the ASJP platform
4. Encouraging of research actors to integrate academic social networks such as Academia, Research Gate, etc. to promote their research, make it accessible to the scientific community, increase the visibility of institutions, identify possible collaborations and feed scientific networks.
5. Researcher's digital protection and researchers' education on the risks of cyber-crime with the participation of the *Algerian National Institute of Industrial Property* and the *National Bureau of Copyright and Neighbouring Rights*

Focus area 5: ICTs, ethics and the Ethics Charter for researchers

Enrich the current higher education ethics charter with ICT-sensitive guidelines and actions to ensure the best possible protection in digital scientific research

Focus area 6: Staff skills and ICTs

To ensure better control of ICT tools in higher education institutions, experts have recommended the following:

1. Provide targeted training free of charge for research actors and laboratory support staff
2. Share training sessions between institutions to benefit from existing expertise in the sector
3. Collaborate with research centres to benefit from free training for lecturer-researchers, PhD students and staff in various fields related to the use of ICTs

Focus 7: Expertise and monitoring of digitisation activities

The issue of digitisation and the introduction of ICTs in the research activity of higher education institutions should be subject to ongoing expertise and monitoring of actions. To this end, experts have suggested:

1. To identify profiles capable of assessing the activities of digitizing the scientific output of research actors based on skills mapping proposed thereafter
2. To establish evaluation indices specific to the social and human sciences
3. To establish a permanent digital scientific monitoring unit whose experts should be have the following profile:

a) Lecturer
b) Having a rich scientific output
c) Experienced in the use of ICTs
d) Mastering foreign languages

4. Define the periodicity of expertise activities according to the nature of the action to be evaluated (e.g. evaluation of online scientific articles between 7 and 30 days).

Summary

The digitisation and introduction of ICTs in scientific research is a major asset to promote scientific output in the SHS. However, this advantage cannot be achieved without the contribution of multiple actors. To this end, a strategy must be implemented by institutions of higher education and scientific research to widespread the use of ICTs in all institutions nationwide.

11.1. Summary Table for Workshop 2

Focus area 1
Rate of equipment and technological tools supporting ICTs in research entities

Objectives	Procedures/activities	Expected results	Follow-up indicators	Calendar
- To make an inventory of digital tools for archiving and dissemination to promote research in the social and human sciences - To make an inventory of digitized scientific contents and/or output - To plan (or strengthen) continuous training in visibility and digitisation tools	- Establish a data centre for each research institution - Determine the participatory use of technological equipment and resources between the pedagogical and scientific structures of higher education and scientific research institutions - Create a digital portal dedicated to scientific output - Mandate the Directorate of Digitization and Database Management to schedule continuous technical and legal training for both researchers and research actors	- To be knowledgeable about the number of tools, contents and skills in digital research - To identify strengths and weaknesses in digital contents and digital processing	- Informing actors of current and future trends - Reports of specialized follow-up committees	One year (until the end of the 2022) and then periodically

Focus area 2

Harmonious digital networking among researchers and research laboratories at university institutions

Objectives	Procedures/activities	Expected results	Follow-up indicators	Calendar
- To provide information on the number of researchers and scientific activities - To sensitise researchers on digitised scientific output, its institutions and how to benefit from them	- Standardise and disseminate the publication of researchers' curricula vitae on specialized websites or web pages - Develop a digital map for researchers skills and expertise - Develop a map of scientific topics addressed by Algerian researchers in a digital platform - Urge researchers to open personal accounts on the Algerian researchers' platform, Research.dz - Urge researchers to use institutional e-mails - Ensure respect for the researchers' association charter suggested by the Directorate-General of Scientific Research and Technological Development	- To create a database for researchers and their scientific output - To harmonise between researchers and research institutions - To activate vitality of researchers	Quantity and quality of participation of researchers in research laboratories and other research institutions	Within a maximum period of one year for the first and the latter procedure as a continuous follow-up

Focus area 3

The culture of storage and digitisation of research documents (archiving digitisation)

Objectives	Procedures/activities	Expected results	Follow-up indicators	Calendar
- To have a good command of storage and scientific output archiving - To effectively manage websites, scientific digital platforms and open and limited access institutional databases - To connect academic social networks	- Provide internal institutional platforms to archive researchers' scientific output - Create a database for researchers and their scientific output associated impact factors (impact factor, "H" coefficient, etc.). - Provide free legal access to the archiving platform - Establish a digital library network among institutions of higher education and scientific research - Provide researchers with access to scientific and technological documentary resources	- To be able to monitor scientific activity of each researcher and target researchers by their discipline - To activate researchers' vitality and value their efforts - To harmonise between researchers and research institutions	- Volume and quality of archived research work and its utilization rates - Improved interaction of researchers with websites, platforms, networks, electronic databases and their institutions	Within a maximum period of one year

Focus area 4
Numerical identity of the researcher and PhD student

Objectives	Procedures/activities	Expected results	Follow-up indicators	Calendar
- To disseminate the digital researcher identification - To disseminate the researcher's digital visibility while ensuring their digital security	- Urge researchers (individual approach) and research institutions (institutional approach) to mainstream digital identification, visibility and security - Adopt a digital identity for researchers on the ASJP - Set scientific impact indices for researchers on the ASJP - Urge researchers to belong to academic social networks (Academia, Research Gate...) and provide financial assistance to this end - Cooperate with the *Algerian National Institute of Industrial Property* and the *National Bureau of Copyright and Neighbouring Rights*	- To recognise the digital scientific identification of the researcher nationwide and worldwide - To increase researchers' awareness of the dangers of cyber-crime - To activate researchers' vitality, value their efforts and increase their credibility - To upgrade the scientific output of researchers, and make it accessible to the scientific community, and increase the visibility of Algerian research institutions	- Determine rates of digital and visual identification and digital security - Improve productivity and visibility of researchers and research institutions	Within a maximum period of one year plus a periodical follow up

Focus area 5
ICTs and research ethics

Objectives	Procedures/activities	Expected results	Follow-up indicators	Calendar
- Adherence to the Digital Research Ethics Charter - To ensure the best protection possible for digital research activity	- Enriching the current Charter of Ethics of Institutions of Higher Education and Scientific Research with guidelines and procedures that consider ICTs - Urge researchers to adhere to the Charter of Ethics by raising awareness, enticement and intimidation if necessary	- To ensure a good reputation for Algerian researchers - To encourage interaction with researchers and research institutions - To improve scientific recognition of Algerian researchers' products	- Declining rates of plagiarism and scientific theft - Improve productivity and visibility of researchers and research institutions	- Immediate commitment and periodic follow-up - Following the enriching of the ethics charter

Focus area 6
User efficiency and ICTs

Objectives	Procedures/activities	Expected results	Follow-up indicators	Calendar
- To ensure better mastery of ICTs' use within institutions of higher education and scientific research	- Ensure a focused, free training for research stakeholders and laboratory support staff - Organise free training courses among university and research institutions to take advantage of existing skills in area of CITs	- To improve performance of users in the area of ICTs - To improve quantity and quality of research outputs	- Quality and pace of research performance - Improved collective performance (particularly networking) - Improve productivity and visibility of researchers and research institutions	Within a maximum period of one year plus a periodical follow up

Focus area 7
Expertise, follow-up and digitization of scientific activities

Objectives	Procedures/activities	Expected results	Follow-up indicators	Calendar
- To submit digitized research activities to expertise and constant monitoring	- Identification of the qualifications of researchers capable of evaluating digitisation of scientific output based on the skill map previously proposed (Focus area 2) - Setting of evaluation indices for the SHSs - Establish a permanent digital scientific vigilance unit, whose members must be lecturers, have a rich scientific output, be experienced in the use of ICTs and be proficient in foreign languages - Determine the periodicity of expertise activities following the nature of the work to be evaluated (e.g. article: from 7 to 30 days)	- To improve the performance of researchers and research institutions - To improve quality of individual and institutional research output	- Quality of research performance - Value of individual and group research activities	Periodic follow-up by nature of research activity

Report of Workshop 3
Multidisciplinarity in the Social and Human Sciences (SHSs)

Chair: Pr Seif El Islam CHOUIA
Rapporteur: Pr Halim MHOR-BACHA
Dr Youcef ZIDANE

The state of play of multidisciplinarity among disciplines in the social and human sciences in Algerian universities

What is the state of play of multidisciplinarity among the disciplines of the social and human sciences in Algeria?

The current state of play of the social and human sciences shows that there are divisions of knowledge that lock each discipline into itself. The field of the social and human sciences comprises many disciplines, which, in turn, are divided into sub-disciplines, where cognitive and pedagogical communication between researchers is rare, except in certain cases imposed by particular contexts. It is therefore necessary to think about the development of operational mechanisms to restore the pedagogical and cognitive link between these disciplines.

The nature of scientific training in various disciplines suggests to the student that each specialty is independent of the rest of the disciplines, scientifically and methodologically. The student, therefore, obtains his graduation degree or continues his PhD studies with the idea that their specialty is not related to the rest of the disciplines, preventing them from carrying out research with international standards. It is, therefore, necessary to review the initial training in a way that makes it compatible with modern research requirements, which in practice requires the following steps:

a) Create common knowledge spaces between disciplines, while respecting the frontiers of each discipline.
b) Develop critical thinking in the field of multidisciplinarity, consolidate appropriate methodologies and broaden cognitive and methodological visions in approaching phenomena.
c) Unleash the search from institutional and regulatory barriers that set boundaries between the disciplines of the social and human sciences

The state of play of multidisciplinary teaching among the social and human sciences

a) Developing the multidisciplinarity among disciplines of the social and human sciences has become a fundamental requirement imposed by contemporary epistemological thought and the complexity of the social, economic and political reality of today's societies.
b) The current state of play of multidisciplinarity among the social and human sciences calls for a re-proposal of a set of concrete approaches, applicable at a concrete level. The first operational step

in this direction is the pedagogical implementation of this multidisciplinary approach, which goes beyond the boundaries of specialties, by rethinking the contents of initial training courses at bachelor and master's levels to propose common subjects to be taught in the SHS.

c) The opening up of the university to its social and economic environment also requires a review of PhD training courses, freeing them from their tendency towards narrow disciplinary specialization.
d) The opening of professional masters can also strengthen contact and overlap between different disciplines. These initiatives create a space for interaction between specialists in various sciences and allow the dissemination of this culture in the university space.
e) It would be useful to integrate a culture of complementarity and diversity among disciplines through a policy of attracting skills to the university institution by broadening and diversifying the network of disciplines in the recruitment process.
f) Integrate modern applications (software) for data analysis, leading to greater use of figures and statistics and allowing more contact with other disciplines
g) Disseminate a multidisciplinary culture in the academic community, allowing the creation of common interests among specialists and the construction of interrelated research problems capable of building bridges of collaboration between different research entities
h) Develop multidisciplinarity among the disciplines of the social and human sciences and the rest of the sciences through training and joint mentoring of researchers
i) Design the pedagogical content of these common subjects by the national pedagogical committees for the disciplines of the SHS (CPNDSHS)
j) Provide the practical conditions and regulations necessary to develop multidisciplinarity in the humanities and social sciences

Multidisciplinarity among the social and human sciences in scientific research

Research practices lack a multidisciplinary approach when conducting research in the SHS, negatively affecting the quality of scientific research, the explanatory approach to social and human phenomena that are inherently global and complex. This principle can be implemented through the following:

1. Application of a multidisciplinary approach among the disciplines of the SHSs in research carried out by researchers
2. Establishment of a digital communication network to exchange knowledge, skills and experiences between researchers in the humanities and social sciences
3. Creation of joint research teams composed of researchers from various disciplines in the social sciences, humanities and other sciences
4. Use of multidisciplinary approaches to propose and implement research projects at the national level
5. Establishment of a database for researchers in the social and human sciences that includes a fact sheet on research projects and problems
6. Creation of databases on national scientific research topics
7. Organisation of national forums and multidisciplinary international conferences between the social and human sciences and the other sciences
8. Establishment of multidisciplinary joint scientific journals covering the social sciences, humanities and the other sciences. Their editorial boards will be composed of experts from different specialties, capable of assessing problems from different perspectives, complying with international standards for publishing scientific journals and providing an overall view of published research.
9. Organisation of multidisciplinary scientific meetings to limit the impact of the trend towards specialisation among researchers in the social sciences and humanities
10. Establishment of a contractual process and promotion of mechanisms for scientific exchanges between researchers in the SHSs and researchers in the other sciences.

The multidisciplinary nature of the social and human sciences at laboratories and research centres

The laboratories of Algerian universities suffer from a tendency towards specialization, which has a negative impact on scientific research in the SHSs. It is, therefore, necessary for the Ministry of Higher Education and Scientific Research to reconsider the status of these laboratories, considering making changes to develop the multidisciplinary nature of the SHSs, promote the establishment of joint laboratories and develop cooperation between them.

The multidisciplinary approach among the SHSs requires the establishment of regional research centres, made up of groups of researchers and experts from various scientific disciplines, whose role is to provide periodic studies and reports on social issues, cultural and economic phenomena known to Algerian society, with the following tasks:

1. Working out mechanisms for involving various scientific disciplines in the formulation of public development policies, by transforming the knowledge of

multidisciplinary research into practical policies that respond effectively to societal transformations and the needs of citizens, requiring:

a) To define the needs of state institutions for data and analysis to build clear and operational research issues
b) To encourage and promote interdisciplinary and comparative research in the social sciences and other sciences, and transfer the results of this research to policymakers and economic and social actors
c) To build effective bridges between research, policy and practice, and promote a culture of evidence-based policy construction.
d) To design research policies for the social and human sciences

Promote the opening of multidisciplinary study offices that meet the needs of the socio-economic community and find sources of funding for academic institutions, based on the following elements:

a) Ensure liaison with ministerial departments involved in the establishment of design offices
b) Implement these offices within the framework of entrepreneurship and small enterprises
c) Establish a legal and structural framework for the establishment of these offices
d) Determine the specialties authorized to establish these offices
e) Determine the status and missions of these offices

The purpose of these offices is to

a) identify and strengthen sources of funding for academic institutions (with economic partners)
b) Establish an observatory for the social and human sciences, whose tasks include monitoring and analysing scientific output in all disciplines
c) Encourage the establishment of research networks between academic institutions and other institutions
d) Strengthen cooperation agreements between universities and socio-economic sectors, and establish joint bodies between them

Legal framework for multidisciplinary practices among the social and human sciences

There is a remarkable absence of a regulatory framework for the application of multidisciplinarity among the social and human sciences, and between these specialties and the other specialties. This lack of regulations does not allow researchers to address the issues raised by the socio-economic community. Additionally, to deal with this situation, we propose the following:

1. The first level: The regulations issued by the Ministry of Higher Education
    a) There is currently a lack of regulations to structure laboratories in a way compatible with the plurality of specializations.
    b) It would be useful to have a regulation that manages research and PhD projects to promote the benefit of multidisciplinarity.
    c) Teaching subjects based on crosscutting knowledge should review the laws governing educational processes related to research.
    d) Put sabbatical leave within the country back on the agenda and promote fieldwork in all institutions to solve multidisciplinary problems.
    e) Facilitate mobility of researchers between disciplines and universities in Algeria.

2. The second level: Legal procedures for partnership with other government departments
    a) Develop partnership agreements with socio-economic institutions to facilitate multidisciplinary research

12.1. Summary Table for Workshop 3

Focus area 1

Focus area 1 State of play of multidisciplinarity in the SHSs

Objectives	Procedures/activities	Expected results	Follow-up indicators	Calendar
- Diagnose the state of play of multidisciplinarity in the SHSs - Identify barriers to lecturers' training that limit the effectiveness of multidisciplinary approaches among the SHSs - Diagnose the state of play of multidisciplinary methodological practices in research and scientific studies	- Appoint a specialist committee to investigate, monitor and implement. - Inform scientific and educational bodies at the level of academic institutions.	- Analyse the reality of multidisciplinary practice implementation at university level. - Identify barriers - Phase planning mode	- Inform stakeholders of current and future trends	Within one year maximum

Focus area 2
Multidisciplinarity in the SHSs research

Objectives	Procedures/activities	Expected results	Follow-up indicators	Calendar
- Improve the quality of the SHSs research - Set up a communication network for knowledge exchange among the SHSs researchers - Form joint research teams that include the various SHSs researchers - Promote mechanisms for scientific exchange among the SHSs researchers	- Carry out a comprehensive assessment study of the state of play of multidisciplinarity in the SHSs research - Reconsider PhD training course programmes by freeing them from narrow specialisation - Provide the practical conditions and legal legislation necessary to activate the multidisciplinary field in the SHSs - Call on multidisciplinarity in research project offers and implementation at the national level	- Apply a multidisciplinary approach among the SHSs in research and scientific studies - Set up joint scientific journals subject to the multidisciplinary nature of the SHSs	- Enhance the quantity and quality of scientific research in the SHSs - An indicator of the use of a multidisciplinary approach in research and scientific studies	Continuous

Focus area 3
Multidisciplinarity in laboratories and research centres

Objectives	Procedures/activities	Expected results	Follow-up indicators	Calendar
- Establish research centres at the national level bringing together researchers and experts from various disciplines - Establish multidisciplinary design offices that meet the needs of the socio-economic community - Strengthen scientific cooperation among laboratories and research centres	- Encourage and promote interdisciplinary and comparative research in the SHSs - Enable partnership agreements among universities and economic sectors	- Increase the number of practitioners and diversify partners - Update support models Set up academic, developmental and implementation units	- Academic indicator - Implementation indicator Development indicator Formative indicator	Continuous

Focus area 4
Legal framework for interdisciplinary practices in the SHSs

Objectives	Procedures/activities	Expected results	Follow-up indicators	Calendar
- Legal framework structuring the multidisciplinary nature of the SHSs	- A legal organization structuring laboratories in agreement with the multiplicity of specializations - Legal framework governing research and PhD training course programmes to promote the benefits of multidisciplinarity - Review the structural laws governing the educational process for multidisciplinary purposes	- A legal framework enabling the practice of a multidisciplinarity among the SHSs in training programmes and research	- Entrust academic institutions with the monitoring of researchers with the internal environment - Partnership indicator with external collaborators (economic, social, etc.)	Continuous

Report of Workshop 4
The Role of Foreign Languages in the Promotion of Research in the Social and Human Sciences (SHSs)

Chair: Pr Bouhafs MEBARKI
Rapporteur: Pr Djamel CADIK
Pr Tahar LOUCIF

Introduction

Experts in Workshop 4 have addressed several factors, emphasising the role of the English language in enhancing research in the social and human sciences. Additionally, other factors contribute to this enhancement, namely training, methodology and material resources. This is to increase gradually the visibility of the SHS research in international databases towards the year 2030.To this end, participants have suggested four focus areas.

Focus area 1: The role of foreign languages in the promotion of the SHSs

1. Provide English language course in the training of PhD students to learn the language and encourage translation to increase the SHS scientific output visibility towards the year 2030. These actions target researchers' and PhD students' mastery of written English and understanding of spoken English. These actions will be thoroughly carried out through a well-informed and investigated training methodology in the SHS.
2. In addition to English language, it is useful to offer further language courses relevant to the SHS such as German, Spanish and Turkish, with the aim of deepening the scientific knowledge of researchers.
3. Conclude or enable international bilateral and multilateral conventions and expand them to encourage training and research exchange in the English-speaking communities relevant to the field of the SHS
4. Take advantage of the experiences of the hard sciences to disseminate the Algerian SHS scientific output worldwide through the exploitation of scientific thematic networks to guarantee the effectiveness of visibility
5. Encourage the mobility of lecturers and researchers to enrich the SHS and increase the visibility of Algerian scientific output in English-language international databases

Focus area 2: Global visibility of the SHSs scientific output

1. Engage PhD students in publishing in English or translate already published works into English
2. Recommend researchers and PhD students to exploit available documentary resources in English and other foreign languages
3. Increase the share of scientific publications in English in Algerian journals and provide titles and summaries in English to ensure more readability of the Algerian SHSs scientific output
4. Harness the interdisciplinary experience of the SHSs and English-language research output to ensure the readability of the SHS scientific output
5. Adopt a new vision of national research to the recent orientations in the field of digital and methodological research practises, while emphasising the mastery of the English language as a research vehicle of the SHSs

Focus area 3: Enhancement of foreign languages, particularly English, in the SHS teaching and research

1. Support PhD training through intensive and extensive language learning centres for the learning of English, such as CEIL, Language Resource Centres (LRCs) The latter are non-existent in Algeria but, once installed, they would be able to enrich the pedagogical and didactic environment of PhD students in all disciplines and enable self-directed learning of foreign languages
2. Organise research methodology workshops for PhD students in the SHS to train them to publish following international guidelines and standards
3. Equip the SHS disciplines with a substantial number of English and translation teachers and assign the teaching of its subjects to the most competent and experienced in scientific research and publication methodologies according to the current international standards
4. Train PhD students in English by specialist English lecturers and the SHS
5. Engage PhD students in English-language training in intensive language centres and expand networks of intensive education centres in universities, university centres and major schools
6. Provide general and specialist English language training in the SHS disciplines following identified needs of students
7. Provide English language training to all university members (lecturers and full-time researchers)
8. Include an English language test for PhD course admission
9. Provide specialty courses in English language for Master and PhD students
10. Create joint teaching and research teams bringing together the SHS specialties and those of the English language to support PhD students in their research
11. Relate the SHS course contents to English language teaching contents in language centres
12. Support the Intensive Language Centres through the recruitment of full-time teachers
13. Encourage partnership with universities and international research centres that use the English language to support the training of the SHS researchers
14. Set and update a national network of scientific expertise made of English-language educators and the SHS university researchers for best use of their knowledge and know-how, and promote collaboration among academic institutions, research centres and economic institutions through exchange of scientific visits and teachings
15. Carefully consider the training of the SHSs lecturers in English language
16. Establish local and regional incubators university hubs, universities and research centres to ensure quality training of lecturers in relation to the following:

a) The SHSs disciplines
b) Adopt the English language course to the SHSs contents to meet academic purposes
c) Pedagogy and research methodology
d) Applications of digitisation in the SHSs

17. Provide sufficient financial funds and qualified human resources for the SHS disciplines and English language to enable qualified Algerian and foreign staff ensure effective training and scientific mentoring in a sustainable manner

Focus area 4: Translation of then SHS scientific output

1. Identify distinguished Algerian documentary resources in the SHS for translation to ensure transmission and visibility for the Algerian SHS heritage
2. Create a translation body for the SHS disciplines

13.1. Summary Table for Workshop 4

Focus area 1
General issues

Objectives	Actions/activities	Expected results	Follow-up indicators	Calendar
Mastery of English language by researchers and PhD students	- Significant evolution of language and methodological skills over time - Increase or final number of doctoral projects including English learning	A highly proficient scientific writing in English	- Significant evolution of language and methodological skills over time - Increase or final number of doctoral projects including English learning	2026
Mastery of research methodology used by databases	Workshop for research methodology training for researchers and PhD students	A highly proficient scientific writing in English	Assessment of competences by examination or gradual visibility of articles in English	2022-2026

Focus area 2

Global visibility of the SHS scientific output

Objectives	Actions/activities	Expected results	Follow-up indicators	Calendar
Significant increase in publications in English in the SHSs	Engage PhD students in publication in English language	Wide publications of the SHSs articles in verbal language	Review of articles in English in international databases and increase of publications of articles in the SHSs in international A and B classified journals	Starting from the second half of the year 2022
More visibility of English in national publications	- Any publication in other languages must be preceded by the translation of the title and summary into English	Positive results of publications in English in particular in the ASJP platform	- Review of articles published in English in the ASJP platform -Significant rate of articles in English	Starting from the year 2023
Translation in service of English language	- Translate from Arabic into English and vice versa - Sufficient number of translated articles every year - Review of articles translated annually from the year 2022	Translation into English of texts written in other languages	- Sufficient number of translated articles every year -Review of articles translated annually from the year 2022	2022-2030
Familiarisation of researchers and PhD students with the use of digital technology	Familiarisation of researchers and PhD students with the use of digital technology Gradual development of articles and theses mentioning on-line articles	Sitographic references in researchers' presentations, PhD researches and articles	Gradual development of articles and theses mentioning on-line articles	2022-2030

Focus area 3

Enhancement of foreign languages, particularly English, in the SHSs teaching and research

Objectives	Actions/activities	Expected results	Follow-up indicators	Calendar
Role of English language teaching centres	Develop further learning of general and academic English	Make use of language centres to teach English to the SHSs researchers	Award certificates of mastery of English to the SHSs researchers	2022-2030
Establishment of bilingual for bachelor and master degrees	Design advanced English programmes following the needs and disciplines of the SHSs	Measurable mastery of English in the SHSs bachelor and master training programmes	Improved mastery of English language starting from the university training cycle 1 to Master 2	2022-2030
Mastery of English scientific writing	PhD methodology workshops to familiarise researchers with writing in English	Mastery of English scientific writing	Gradual visibility of the SHSs research in databases	2023-2030
Extend the teaching of English to all the SHSs researchers and lecturer-researchers	Increase the number of language teaching centres in all universities with priority given to English	Make use of language centres to teach English to the SHSs researchers	Gradual visibility of the SHSs research in databases	2023-2030
Teaching a specialty subject in English in Master 2	Improved mastery of English language starting from the university training cycle to Master course	English skills	Improved mastery of English language starting from the university training cycle 1 to Master 1	2022-2030
Setting of mixed SHSs and English language teams	Blend English learning objectives with those of the SHSs	Design English programs adapted to the needs of the SHSs	Improvement of learner's level in English	2022-2023
International cooperation	Conclude agreements with English-speaking universities	Bilateral and multilateral research in HSS	Number of conventions	2022-2030

Funding of activities	Endowing the promotion of English with a large budget	Implementation of actions by the budget	Fluidity of funding	2022-2030
Monitoring the implementation of the measures	Periodical monitoring of the implementation of the measures	Positive evaluation of the actions taken	Monitoring the periodicity of the evaluation	2022-2030

Focus area 4
Translation of the SHSs scientific output

Objectives	Actions/activities	Expected results	Follow-up indicators	Calendar
Translation of Algerian publications into English by creating a national body to achieve this objective	Make a schedule to translate Algerian research into English in databases Increase of Algerian translated publications in databases	Articles and other publications translated into English	Increase of Algerian translated publications in databases	2023-2030

Appendix :01

Technical Sheets : Experimental Projects

Technical Sheets: Experimental Projects

Mission	Structure the work of students, young researchers and researchers (plans, thesis statements and arguments) • Revise drafts (syntax, grammar, spelling, vocabulary) • Ensure that essays comply with editorial standards, as required by national and international scientific bodies. • Improve students' writing skills for homework and classroom activities. IMPORTANT: The Writing Centre DOES NOT REWRITE the students' work, but HELPS THEM rework their texts.
Target population	✓ PhD. and Post-doc ✓ Teacher researchers
Realisation and success conditions	✓ Installation of an expert and evaluation body ✓ Legal and institutional anchoring ✓ Reception structure

The Writing Centre

Project title	The Writing centre
Description	This is a structure based on the principle of tutoring and which deals with improving the writing skills of all stakeholders in the university community: students, young researchers, researchers, etc. (depending on level and in compatibility to an adapted reference) Several sections are scheduled: scientific writing, journalistic writing, literary writing (literary creation), professional writing, ... The writing assistance referred to here is intended to help students: - understand the writing and writing requirements - develop solutions to difficulties related to the language at the grammatical, syntactic level, etc.

Target population	✓ Research laboratories ✓ Research projects ✓ PhD. students
Implementation and success conditions	✓ Modular physical space ✓ High- tech equipment ✓ Full time team : engineers, computer science engineers, designers, developers,….

Digital Humanity Pole

Title of the project	Digital Humanity Pole
Description	An innovation incubator that combines technologies and SHS. It aims at favoring the acceleration of technological innovations, the management and transmission of knowledge, and the development of online platforms for the sharing of resources and information between researchers in the SHS. Supported by specialized human and material resources, it provides know-how and support to researchers in the context of their projects (eg: digitization, databases, computer-assisted drawing, Geographic Information System, etc.). This is a new way of doing research in SSH, connected, collaborative, horizontal, multidisciplinary and multilingual research
Digital Humanity Pole main missions	✓ Supporting research project leaders in the design, organization, production and management of digital tools ✓ Develop digital solutions accessible remotely by researchers from SHS ✓ Develop platforms to manage and process the databases used in the SHS ✓ Set up distance training workshops: teacher training and support ✓ Set up communities of practice for the use of digital technology in the fields of research and feedback ✓ Develop specific tools and methodologies ✓ Promote research results and ensure their dissemination ✓ Monitor technological innovation in the field of SHS

Target population	✓ Students ✓ PhD. students ✓ Teachers
Realisation and success conditions	✓ Modular physical space: learning- lab ✓ High-tech equipment (laboratories multi-media, google class….) ✓ Full-time techno-pedagogical teams (pedagogical engineers, computer science engineers, designers, developers … ✓ Researchers and scientific advisors' grouping

Techno- educational innovation incubators (2iTP)

Title of the project	Techno-educational innovation incubators (2iTP)
Description	A place and a digital ecosystem that aims to improve teaching and learning at the university by relying on newest technologies and the latest trends in education and pedagogy
Missions	Supporting the promoters of educational or curricular innovation projects in the design, organization, production and management of multimedia tools for educational purposes Develop educational solutions accessible from mobiles and tablets via web browsers to boost training (exercisers, serious games, knowledge tests, note taking, etc.) develop research on digital education and build research issues specific to university pedagogy; set up distance training workshops: support and training of teachers; Set up communities of practice for the use of digital technology in the fields of education and feedback; Advise and support the teaching teams; Promote research results and ensure the dissemination of good teaching practices Monitor techno-educational innovation

Target population	✓ Doctoral students and post-doc ✓ Teachers
Realisation and success conditions	Physical space installed in a favourable environment Recruitment of quality management personnel 'Contracts of excellence ' Necessary equipment

House of the Human Sciences

Project title	House of Human Sciences
Description	This involves setting up a training and research establishment, structured on the basis of inter-disciplinarity. The vocation of this "Pole of Excellence" is to combine the social sciences with the humanities, to explore new areas of research and to create a space of universal knowledge and research.
Missions	Provide doctoral and postdoctoral training that aligns with universal standards, Implement good research and scientific criticism practices. Provide multidisciplinary training that responds to the challenges and issues facing Algeria Provide excellent training according to international standards Ensure the internationalization of research in SSH, by prioritizing research subjects of "Areas" and "territories" in relation to the country Develop new research and publication standards Establish new thinking and research practices in the field of SSH Promote critical thinking in the field of multidisciplinarity Broaden cognitive and methodological visions in research approaches.

Realisation and success conditions	✓ Installation of an experts renewable body ✓ Legal institutional anchoring ✓ Means for access to information

SHS Observatory

Title of the Project	SHS observatory
Description	Implementation of a data collection, storage, analysis and exploitation structure to ensure an annual interface for monitoring observation and analysis of major research trends in SHS and to provide a more precise image of research landscape in SHS.
Missions	Ensure annual data collection of research results in Algeria Strengthen the identification of researchers and research topics mechanisms Annually publish thematic research outputs analytical bulletins Periodically recommend international and national research tendencies Suggest new evaluation indicators Implement new research criticism practices for better visibility Propose issues that allow reconciliation and grouping of research entities
Target population	✓ Doctoral students and post-doc ✓ Teacher researchers ✓ Research and evaluation institutions ✓ Decision makers

APPENDICES

Appendix 2

List of participants

N°	Name	Domain	Home institution
1	Youcef Aibeche	Atrssh	
2	Kamila AIT-YAHIA	Dgrsdt	
3	AissaMefedjekh	Dgrsdt	
4	AbderrahmaneAya	Economics	University of Tiaret
5	Abed MoukraentaBakhta	Archeology	University of Mascara
6	Amara Allaoua	History	AEK University
7	AmezianeHocine	History	ENS Constantine
8	Azizi Nadir	Economics	Constantine university 2
9	BahazBrahim	History	UniversityofGhardaïa
10	BelgherrasAbdelouahab	Anthropology	CRASC-Oran
11	BenbouhedjaAsma	Architecture/ Arts	University of Constantine3
12	BendridiFaouzi	Sociology	Universityof Souk-Ahras
13	BenedjedouBoutalbi	STAPS	Universityof Setif2
14	Benseghirahmed	Manuscripts	Islamic centre Laghouat
15	Bensmaine Moussa	Philosophy	University ofBatna
16	BenyessadAdra	Law	University of Constantine 1
17	Bia Chabane	SEGC	University of TiziOuzou
18	BouarfaAbdelkader	Philosophy	University of Oran 2
19	Boucena Mahmoud	Psychology	Universityof Algiers 2
20	Bouderbalatayeb	Literature	University ofBatna 1
21	BoufeldjaGhiat	Psychology	University of Oran 2
22	BoumendjelAbdelmalek	Arabic literature	UniversityofSetif 2
23	BousmahaNaceredine	DSP	University of Oran2
24	CherguiSamia	Architecture	University of Blida 1
25	ChouiaSeif	Sociology	University of Annaba
26	DeliouFaudil	Sociology	Universityof Constantine 3
27	DerbalAbdelkader	Economics	University of Oran 2
28	DjabaliNoureddine	Psychology	Universityof Batna1
29	Djessas Mohamed	Economics	Universityof Constantine 2
30	Djouima Leila	English	ENS Constantine
31	FeghrourDahoo	History	University of Oran 1
32	FoudilDahou	Foreign Languages	University of Ouargla
33	GherzouliIkhlas	English	UniversityofSetif
34	Haddad Chafia	English	ENS Constantine
35	Halim Berretima	Sociology	Université de Bejaia
36	Hedid Souheila	French	Universityof Constantine 1
37	Jidel Amar	Islamic sciences	Universityof Algiers 1
38	KadiLatifa	Didactics	University of Annaba

39	KadikDjamel	Foreign languages	Universityof Medea
40	KebourFatma	Sociology	MESRS
41	KeddiAbdelmadjid	Economics	Universityof Algiers 3
42	Kouadria Ali	Educational sciences	Universityof Constantine 3
43	Lassassimoundir	Economics	CREAD
44	LourciAbdelkader	Educational sciences	Universityof Blida 2
45	Mahour bacha halim	Sociology	UniversityofSetif 2
46	Manaa Ammar	Sociology	CNES e
47	Manaa Mohamed	English	Universityof Annaba
48	MebakriBouhafs	Psychology	University of Oran 2
49	Mebtoul Mohamed	Health sociology	Universityof Oran2
50	MedjaniBouba	History	Universityof Constantine 2
51	Mouloudjisoraya	Anthropology	CRASC
52	NouiouaRamzi	English	ENS Constantine
53	Omar Intissar (SahraouiIntissar)	Clinical psychology	UniversityofBejaia
54	RouaghAbla	Psychology	Universityof Constantine2
55	SaidaniAmel	Commercial Sciences	EHS Kolea
56	SaoudiAbdelkrim	Psychology	UniversityofBechar
57	Sarri Ahmed	History	University of OEB
58	TaharLoucif	Arabic	CRSTDLA
59	Tidjet Mustapha	Amazigh Culture and language	Research Centre on culture and Tamazight language
60	Tiliouine Habib	Psychology	Universityof Oran 2
61	Zerdoumi Ahmed	Sociology	Universityof Constantine 2
62	Zerouala Salah	Architecture	IPAU. Algiers
63	ZeroukhiSmail	Philosophy	University of Constantine 2
64	Zidane youcef	Management	CREAD
65	Zouaoui Moussa	Economics	UniversityofSetif