
Enhancing Algeria's Attractiveness as a Study Destination: A Comparative Analysis of Labour Market Opportunities and Legal Barriers

* MORTET Sabrina ¹, DJELTI Samir ² LABDELAOUI Hocine³

¹ Relizane university (Algeria), sabrina.mortet@univ-relizane.dz

² Mascara university (Algeria), samirecodjelti@yahoo.fr

³ CREAD (Algeria), sociobouza@yahoo.fr

Received: 29/08/2025

Accepted: 24/09/2025

Published: 25/12/2025

Abstract:

Through this study, we aim to examine the legal and economic dimensions concerning the work of foreigners, particularly international students in Algeria. More precisely, after examining the legal issue of students work in Algeria, a comparative study with leading destinations attracting international students worldwide has been established. We analyzed the various strategies and legal practices that enable international students to work. Our study concluded that the provision of job opportunities is a key element in strengthening the attractiveness of countries as study destinations. Unlike the countries studied (Australia, Canada and United Kingdom), and despite Algeria's considerable potential to attract international students, there is no specific framework governing the employment of this group of students. The regulatory framework remains strict, and professional integration opportunities for international students are limited. Accordingly we offer a practical recommendations to enhance the attractiveness of Algerian universities.

Key words: International students, comparative study, regulations, labour market, professional integration, enhancing attractiveness .

Classification JEL: F22, I23, K37, K31, J24

*Corresponding author.

Enhancing Algeria's Attractiveness as a Study Destination: A Comparative Analysis of Labour Market Opportunities and Legal Barriers

Introduction:

In order to simplify the enrollment of international students in higher education institutions, Algeria has launched the “**Study in Algeria**” platform. Presidential Decree No. 25-83 of February 20, 2025, establishes the conditions and procedures for admitting foreign students into Algerian higher education and training institutions. As a result, students from all countries can now apply to the Algerian university of their choice, in accordance with the applicable admission criteria. These initiatives place Algeria among the countries seeking to attract international students.

Statistics from UNESCO, the OECD, and Eurostat show a sharp increase in global student mobility between 2017 and 2022, with a 27% rise, reaching 6.9 million international students in 2022 representing 2.7% of the world’s total student population. This growth is nearly twice as fast as the increase in the overall number of students (+15%). However, disparities remain: the United Kingdom (+55%), Germany (+56%), and Canada (+60%) have experienced significant growth thanks to their attractiveness strategies, while the United States has seen a decline of -15% (Campus France, 2025).

The aspirations of international students are varied and often extend beyond academic achievement. While most pursue overseas education to access high-quality programs and globally recognized degrees, many are also motivated by the prospect of improved career opportunities, both in host countries and globally. Surveys consistently show that international students value institutions that offer clear pathways to employment, internships, or migration. In recent years, factors such as political stability, visa policies, and cost of living have played increasingly important roles in shaping students’ decisions. Additionally, many students seek cultural exposure, personal development, and in some cases, a permanent transition to life in a new country—making international education both a mobility strategy and a life project.

International students, in particular, find themselves at a crossroads, facing challenges related to their temporary status and their desire for partial integration into the labor market through part-time jobs. This integration could, in the future, evolve into full insertion, paving the way for stability in the country. The possibility for international students to work part-time is also a factor that contributes to the attractiveness of national educational systems and their integration into the national economy.

In Algeria, the evolution of international student mobility is closely linked to the development of policies concerning international students, as part of the government’s broader policy on the employment of foreigners .

We will examine the obstacles and constraints imposed by the Algerian legal framework that limit the development of higher education's attractiveness for international students.

In this article, we analyze the issue of retaining international students trained in Algeria, from the perspective of mutually beneficial development. To this end, we study the barriers related to the employment of foreigners in Algeria and draw inspiration from the successful experiences of countries that have effectively leveraged international talent. Our analysis begins with a literature review on international students, thus establishing the theoretical framework of our reflection. We then examine Algerian policy regarding the employment of foreigners, with particular attention to the integration of international students into the local labor market.

Thirdly, we analyze the measures implemented to enhance the attractiveness of Algerian higher education for international students. Finally, we identify lessons to be learned from the experiences of other countries that have successfully leveraged students and talents trained within their territories.

1. Literature review :

In today's interconnected world, the movement of students across borders has become one of the clearest signs of how globally engaged and reputable higher education institutions have become (Buchashvili & Kvantaliani, 2024). Over the last few decades, international student mobility has grown rapidly, with the number of students studying abroad increasing by more than 50%. For example, in 2014, around 3 million international students were enrolled across 38 OECD countries—a number that rose to over 4.6 million by 2022 (OECD, 2025).

From the perspective of human capital theory, these students are seen not only as learners but also as potential skilled workers who bring value to host economies (Lu & Everson Härkälä, 2024). Unsurprisingly, many international students are motivated by the prospect of future employment when selecting a country for their studies (Cameron, Farivar, & Coffey, 2019). Countries like China and Australia have become especially attractive because of their promising job markets and competitive salaries, which often encourage students to settle there even after completing their education (Jeremie, Maimaiti, & Ning, 2024).

In today's globally connected world, more students than ever are choosing to study abroad, and universities are in growing competition to attract them. But what actually makes a university appealing to international students? It turns out that the answer lies in a combination of academic, personal, and practical factors. For many students, going abroad isn't just about earning a degree—it's about opening doors to new opportunities, building a future, and experiencing life in a different culture.

Academic reputation still matters a lot. Institutions that appear at the top of global rankings or are known for excellence in certain fields naturally draw attention. Yet, students also look closely at

Enhancing Algeria's Attractiveness as a Study Destination: A Comparative Analysis of Labour Market Opportunities and Legal Barriers

things like the quality of teaching, whether courses are offered in English, and whether professors are supportive and internationally engaged (Altbach & Knight, 2007). More than ever, support services—such as help with housing, orientation programs, or career advice—are becoming key to a university’s appeal (ICEF Monitor, 2023).

At the same time, students are practical. They want to know if they’ll be able to stay and work after graduation, or at least gain work experience during their studies. Countries like Canada, Australia, and more recently Germany have seen an increase in international enrollments partly because of flexible post-study work options and relatively clear immigration pathways (OECD, 2020). These opportunities make studying abroad a smart investment, not just a temporary experience.

Affordability is also a growing concern. While the U.S. and U.K. still host the largest numbers of international students, their high tuition costs and complex visa systems are pushing students to consider more accessible destinations. Countries like Malaysia, China, and the Netherlands offer quality education at a lower cost, and often back this up with government scholarships and active recruitment strategies in regions like Africa, Asia, and the Middle East (Bhandari & Blumenthal, 2013).

In the end, what makes a university truly attractive is how well it understands and responds to students’ hopes—academic success, future employability, personal safety, and cultural experience. The institutions that thrive in the long term will be those that treat internationalization not just as a policy goal, but as a human-centered mission: welcoming diverse learners and helping them succeed in every sense of the word.

2. Labour Migration and migration of international students to Algeria :

The migration of foreign labor took shape during the colonial period, Levasseur (1949) estimated the Algerian population at 5 million, with half of them being native-born in 1849. After independence, the Algerian government had to fill the void left by the mass departure of the colonial settlers, leading to the employment of foreign labour. In the 1960s and 1970s, foreign workers from France, Russia, the Maghreb, the Middle East, and several Asian countries were employed in Algeria.

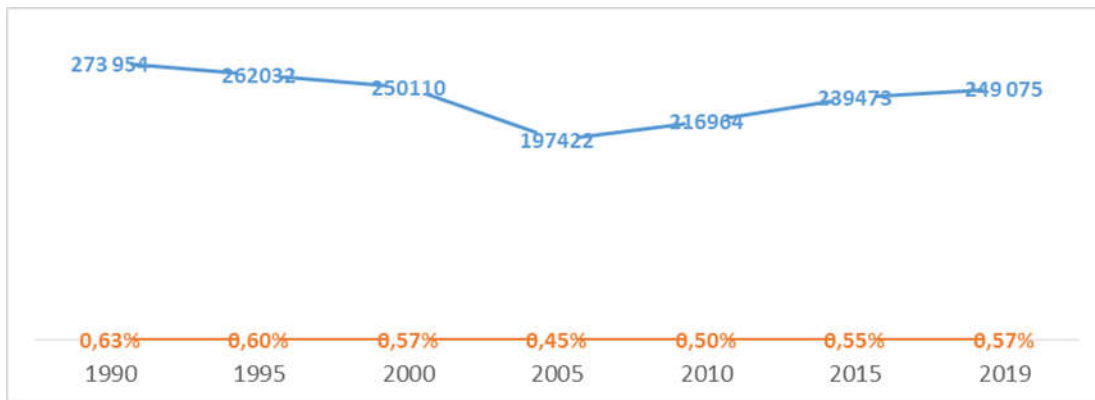
The oil shocks of the 1980s significantly raised the unemployment rate—from 8.7% to 21.4% in 1987 (Bouklia-Hassane & Talahite, 2008)—prompting Algeria to reduce its reliance on foreign labour and to adopt deep political, economic, and social reforms. From the early 1990s, “the few remaining thousand foreign workers were asked to leave Algeria” (Saib Musette & Labdellaoui, 2003). Generally, the first three decades after independence were marked by a steady decline in labour migration, virtually disappearing during the civil war of the 1990s.

With a more favourable legal framework, the 2000s marked a relatively open phase in Algeria’s labour market. Policymakers invested heavily in infrastructure, launching international tenders. Chinese companies secured the majority of construction and public works projects, while Indian firms invested in steel production. This Asian predominance has been widely discussed in academic literature, including studies on Chinese workers in Oran (Souiah, 2011) and Chinese merchants in Algiers (Taing, 2015). A more recent comparative study on foreign workers in Maghreb countries included a chapter on intra-Maghreb migration in Algeria (ICMPD, 2021).

Accurately estimating labour migration in Algeria is challenging due to a lack of transparent data. As Musette (2020) points out, “administrative data on residence permits granted to foreigners are neither accessible nor published by the Ministry of the Interior and Local Authorities.” The same applies to work permits held by the National Employment Agency (ANEM).

According to UNDESA (2019), there were approximately 273,954 foreigners residing in Algeria, from 56 different countries—representing only 0.6% of the total population. The majority of legal migrant workers were Chinese and Turkish nationals (MLESS, 2016), while most employers came from Morocco and Tunisia. A significant portion of the foreign population comprises refugees and asylum seekers (UNHCR, 2019).

Fig1: Evolution of Migrants in Algeria



Source: UNDESA (2019) & ONS (2019)

As shown in Figure1 , the historical decline in foreign labour reversed around 2005, with a gradual increase in numbers. The same trend is observed when measuring foreign presence as a percentage of the national population. However, two decades after the start of the security crisis, the foreign population had not returned to pre-crisis levels.

An unpublished report from the Ministry of Labour and Social Security stated: “The evolution of foreign labour presence in Algeria is closely linked to the implementation of projects included in national development programmes” (MTSS, 2017). The number of regular foreign workers rose from 1,107 in 2001 to 92,198 by the end of 2016. Nevertheless, a 2016 survey by the National

Enhancing Algeria's Attractiveness as a Study Destination: A Comparative Analysis of Labour Market Opportunities and Legal Barriers

Statistics Office (ONS) showed that foreign workers made up only 0.85% of the employed population.

According to the same report, foreign workers in Algeria came from 127 countries: Chinese, Indian, Filipino, and Bangladeshi workers represented 75%, while Turkish, Italian, French, Spanish, Portuguese, and British nationals made up 16%. Workers from Egypt, Syria, Iraq, Lebanon, Jordan, and Palestine accounted for 8%, and those from the Americas and Australia only 0.3%. Maghreb nationals (Morocco, Libya, Tunisia, and Mauritania) represented 0.6%, and Sub-Saharan Africans around 0.3%.

The migration of international students to Algeria has its roots in the precolonial period. At that time, the University of Algiers and other higher education institutions mainly hosted students from France. After independence in 1962, they were gradually replaced by those from African and Arab countries. Thus, migration within the framework of cooperation with friendly and brotherly countries became the principale mode of integration for international students into the Algerian higher education system.

Statistically, the number of international students has shown fluctuations. In 2010-2011, 6,529 international students were enrolled in Algerian higher education institutions. This number increased to 7,180 in (2015-2016), then to 9,517 in (2020-2021), before declining to 5,478 in (2024-2025) (Ladelaoui, CREAD Workshop 2025).

Students from African countries (50.41%) and Arab countries (48.55%) dominate, while those from Asia and other regions account for 10.22% of the total (Ladelaoui, CREAD Workshop 2025).

This decrease in the number of international students in Algeria contrasts with the growing attractiveness of other countries in the region. For example, Egypt (51,100 students), Morocco (23,411 students), and Tunisia (8,642 students) are experiencing an increase in the appeal of their higher education systems for international students (Ladelaoui, 2025).

3. The Legal Framework for Foreign Employment in Algeria

After reviewing the legal texts governing the entry and employment of foreigners in Algeria, it appears that the Algerian legislator aims, through these laws, to prioritize national labour and protect it from foreign labour competition. This strategy is similar to that adopted by other countries, including those that attract a high percentage of foreign workers. (MORTET , 2025) Two main laws regulate the entry of foreigners and the organization of their work in Algeria.

First, the law 08-11 of June 25, 2008, its main objective is to define the conditions for entry, residence, and transport of foreigners, while considering international agreements and treaties, such as the principle of reciprocity (Aït Mouloud, 2016). This law was introduced to address the

phenomenon of illegal immigration while maintaining the definition of foreign residents. According to Algerian law, “a foreigner is any individual who has a nationality other than Algerian or has no nationality” (Law 08-11, 2008). This law provides a legal framework for controlling and managing the movement of foreigners in Algeria. Unlike the 1966 ordinance, which allowed only one extension of stay, this law does not specify extensions after the authorized duration, which is an exception in this law (Kerdoun, 2009).

It also sets various conditions for foreigners' entry into the country, such as holding a valid passport for at least six months, proof of sufficient means of subsistence for the stay's duration, among other regulatory conditions. It also stipulates the obligation to declare entry to Algerian territory within 48 hours to the relevant regional authorities under the employment ministry (Law 08-11, 2008).

Second, the conditions and procedures for employing foreign nationals have been regulated under Law 81-10 (1981). More precisely, the Algerian Labor Law No. 90-11 of 1990, the basic law governing labour relations in Algeria, does not specifically address the employment conditions for foreigners, except in Article 21, which states: “The employer may recruit foreign workers under the conditions established by the current legislation and regulations when no qualified national labour exists” (Art. 21 of Law 90-11, 1990).¹

To summarize the key points of Law 81-10, the Algerian legislator has established a set of conditions for the employment of foreigners, concerning both foreign job seekers and employers.

Regarding the conditions for foreign job seekers: first, the required professional qualification, which means the foreign worker must prove they have the required professional qualification and ensure that no national worker can fill the position. Working without the required qualification is prohibited, except under international agreements signed by Algeria exempting the worker from this condition. Second the physical and mental health and finally the formal authorizations (work permit) that the foreign worker must obtain. However, this condition may be waived under agreements signed by Algeria.

Law 81-10 specifies the types of work permits foreign workers must have, these permits may include : first, ordinary work permit, allowing employment for a maximum of two years, renewable in accordance with articles 5 and 6 of the same law (see article 5 for more details). Second, temporary work permit, that allows paid employment for up to three months, renewable only once per year. Finally, exceptional cases in which foreign workers are allowed to obtain a temporary permit for work not exceeding 15 days; a receipt of declaration is issued for seconded foreigners.¹

¹ For additional information, refer to: Executive Decree n° 09-272 of 9 August 2009 Setting the conditions for the recruitment of foreign staff in State services, local authorities, public establishments, bodies and companies

¹ For additional information, refer to: Decree n°82-510 of 25 December 1982 setting out the procedures for granting work permits and temporary work permits to foreign workers.

Enhancing Algeria's Attractiveness as a Study Destination: A Comparative Analysis of Labour Market Opportunities and Legal Barriers

Regarding the conditions related to the employer, in addition to proving that no national worker can fill the position, the employer must submit to the competent administrative authorities a file containing all the information relating to the foreign worker, demonstrating compliance with the various conditions for his or her employment in Algeria. He also needs to provide the file's content varies depending on the type of permit requested.

The Ministry of Labour, Employment and Social Security is responsible for issuing work permits. Once all conditions are met, a contract can be concluded between the two parties, guaranteeing a set of rights and obligations.² Sanctions are also provided for breaches of conditions and procedures, including financial penalties for both parties.³

In summary, Algerian regulations regarding the employment of foreigners seek to strike a balance between openness to foreign workers and protection of the national workforce. Laws such as (81-10) establish rigorous conditions to ensure that foreign workers comply with professional and legal standards while safeguarding national interests. (MORTET , 2025)

4. Algeria's strategies for attracting international students

According to Professor Mourad Qoreïchi, Vice-Rector of the University of Ouargla, Algeria has hosted around 63,000 foreign students since independence, from 62 nationalities. Of these, 55.5% are from Arab countries, 44.2% from African countries, and 0.17% from Asian and European countries during the 2022-2023 academic year (Daoudi, 2023).

Scholarships offered to foreign students are either part of exchange agreements between countries in higher education and scientific research, mainly for students from Arab countries, or as solidarity-based scholarships for African countries, with specific quotas by country. These scholarships are managed by the Ministry of Foreign Affairs and the Ministry of Higher Education and scientific research (Lahouazi, 2023)

Currently, 6,000 sub-Saharan students are in Algeria, between higher education and vocational training. Each year, 2,000 scholarships are granted by higher education and around 500 by vocational training. The commitment is to increase the number of these scholarships. According to Rachid Hamdi, Director of Cooperation and University Exchanges, (Hamdi, 2024)the instruments implemented to attract international students to the higher education and scientific research sector are as follows:

² To be consulted: Art. 2 (law 81-10), Art. 10 (law 81-10), Art.21 (law 81-10), Art. 22 (law 81-10) on the obligations of the employing body

³ For penal provisions, please refer to :

- (Article 55 of the Supplementary Finance Law for 2015, amending Article 19 of Law No. 81-10 of 11 July 1981).
- (Article 56 of the Supplementary Finance Act for 2015, amending Article 23 of Act no. 81-10 of 11 July 1981).
- (Article 25 of law no. 81-10 of 11 July 1981).

- **Solidarity Scholarship Program:** A scholarship program for sub-Saharan students. Each year, 2,000 scholarships are awarded to eligible students, who are distributed across all national university institutions.
- **Bilateral cooperation program:** Under reciprocity, Algeria offers a certain number of scholarships to countries that, in turn, offer the same number to Algerian students. This is part of agreements signed with MENA countries and Arab countries such as Mauritania, Tunisia, and Libya. Other countries, like China, offer 30 annual scholarships to Algerian students, and vice versa for Chinese students in Algeria.
- **Excellence scholarship program:** Provides international students, especially from sub-Saharan Africa, the opportunity to access top Algerian schools. It mainly targets elite students from these countries who have achieved excellent grade point averages. For the 2024-2025 academic year, the Ministry of Higher Education opened 140 places as a first experience, with the number set to increase next year.
- **“Study in Algeria” program:** A mechanism to encourage and assist institutions and university residences in improving the quality of their reception service to meet international students' expectations. This program includes various measures to ensure a good welcome for these students.

As part of a strategy to increase the attractiveness of Algerian universities for international students, a presidential decree was published in the official journal on February 23, 2025, setting the terms for admitting foreign students to Algeria (Presidential Decree No. 25-86, 2025). This decree allows all Algerian universities to accept individual applications from international students wishing to pursue a university course in Algeria, opening the doors to students from all countries, not just African countries (Hamdi, 2024). Simultaneously, the “Study in Algeria” platform was officially launched by the Minister of Higher Education, Professor Kamal BADDARI, on Tuesday, April 8, 2025. The platform contains the various universities and university centers, open specialties, registration procedures, and admission conditions.¹

5. . Case Studies on International Students Access the labour Market :

5.1 Australia :

Australia is one of the leading hosts of international students, coming from over 190 countries. It attaches great importance to its skilled immigration policies, which have made it a model followed by other countries such as the United Kingdom and Canada.

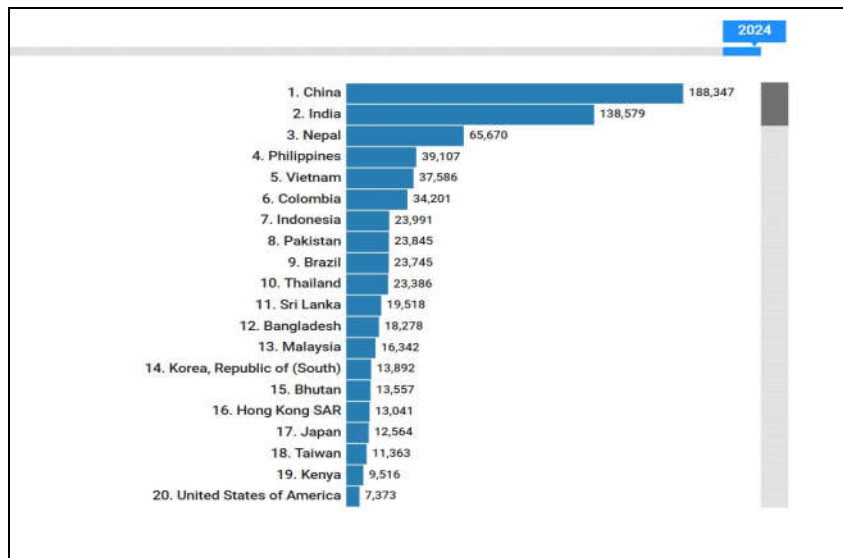
The number of international students in Australia reached 849,113 between January and November 2024, marking a 9% increase compared to the same period of the previous year (Australian Government, 2025). Statistics show that most of these students come from non-English-speaking countries and seek to acquire Australian qualifications and skills that will allow them to find job

¹ For more details visit the following link : <https://studyinalgeria.dz/>

Enhancing Algeria's Attractiveness as a Study Destination: A Comparative Analysis of Labour Market Opportunities and Legal Barriers

opportunities, whether in Australia, their home country, or elsewhere (Gribble, Blackmore , & Rahimi, 2015), as illustrated in the following figure:

Fig 2 : International students by country of origin



Source: (Australian Government, 2025)

In addition, other countries are seeking to reduce the exodus of their local students abroad and encourage the influx of international students by improving their own education systems. This is the case of China, Singapore and Malaysia (Ziguras & Gribble, 2015). However, this does not mean that they aim to integrate international graduates into their local labour markets.

According to Pham et al. (2018) , Australia suffers from a shortage of graduates in STEM fields (science, technology, engineering, and mathematics). It therefore needs to fill these gaps. To this end, a number of immigration programmes have been launched notably the Skilled Immigration Programme to attract skilled workers since 2009. In addition, the country's growing demand for teachers has led to the recruitment of international graduates from Australian universities. However, the shortage of teachers is limited to certain disciplines such as science, technology, mathematics and certain languages (Roddick, 2014). What distinguishes these graduates from new immigrants is that they are already integrated, have discovered the culture of the country, and are fluent in the language of the host country.

Australia has worked to strengthen its strategy by offering high-quality international education based on the recruitment of international graduates through work-integrated learning (WIL).

It is essential to address the challenges that international students may face in the labour market, which could hinder their recruitment. Pham et al (2018) clarified that the language issue can be a barrier to employment for international graduates, due to the difficulties they face in understanding and adapting to the Australian accent, including for English speakers. In this context , (Kelly) pointed out that employers have found that international students face two main challenges: written communication and understanding technical terms. Another challenge is knowledge of the host country's culture, which can create problems in the workplace. For example, in the medical field, some graduates do not recognise certain local expressions, which can lead them to carry out activities that are considered forbidden in their culture. Other cultural problems include not accepting a woman in a management position. Consequently, adapting to the Australian working environment is crucial from the earliest stages of training.

Due to the failure of a large number of international students to find employment because of their poor English proficiency, the Australian government raised the language level required to obtain permanent residency. However, this measure has not yielded the desired results , leaving Australia facing a significant shortage of skilled labour, and searching for optimal solutions Pham et al . (2018).

International graduates place great importance on acquiring local professional experience in the host country, in order to increase their chances of obtaining permanent residency and improve their employment opportunities in their home country. (Blackmore, et al., 2014) Given the difficulties international students encounter in finding jobs in Australia, whether during their studies or after graduation, this negatively affects their well-being and satisfaction with their studies. It can also affect Australia's image as a study destination, , especially amid competition from countries such as the United States, Germany, Austria, Canada, and even Australia itself, which are redesigning their immigration policies to facilitate international students' access to the labour market (Nguyen & Hartz, 2021)

In Australia, international students with a student visa are allowed to work up to 48 hours a fortnight during the academic semester. On the other hand, postgraduate students can work without any time restrictions as soon as they enrol at an Australian university. (Australian Department of Home Affairs, 2025)

It has been found that international students find it difficult to secure jobs matching their qualifications, often forcing them to accept low-skilled and low-paid positions. Compared to migrants, they generally earn even lower salaries, due to prejudices associating them with a lack of intercultural skills, language barriers and an excessive focus on technical skills. These factors considerably limit their professional opportunities (Campbell, Boese, & Tham, 2016) . In this same context Nguyen & Hartz (2021) highlight the importance of cultural competences in improving the professional prospects of international students. According to them, a good knowledge of the host country's culture and a command of its language significantly enhance their chances of finding a job.

Enhancing Algeria's Attractiveness as a Study Destination: A Comparative Analysis of Labour Market Opportunities and Legal Barriers

5.2 Canada

Canada is also considered one of the top destinations for international students, not only for studying but also for settling and obtaining permanent residency. What distinguishes this country is its strategy to support international students in their job search, whether they are new students or graduates. On the Canadian government website (Gouvernement du Canada, 2025), there are many options for international students to find a job, provided the student has already started or completed their study program. However, these options are subject to several conditions. Interested international students should consult the site and check whether they are eligible to apply for one of these programs, such as the possibility of working on or off campus, the federal internship programme for new arrivals, etc.

Additionally, the Canadian government offers a Post-Graduation Work Permit (PGWP), which allows international students pursuing higher education to work for a defined period. The validity of this work permit depends on the level of the study program, its duration, or even the expiration date of the applicant's passport, according to the latest update on November 1, 2024¹

International students have become a significant part of the Canadian labour market, particularly in certain sectors. Their share of total income has risen from 0.03% in 2000 to 0.36% in 2018, particularly in certain provinces such as Prince Edward Island, Manitoba and Ontario. International students work for a number of reasons, including to cover the various costs of living and tuition fees, to enhance their skills and knowledge, and to increase their chances of obtaining permanent residency in the country in the future. (Crossman, Choi, & Hou, 2021)

Arthur et al. (2022) focused on the different challenges international students face when seeking employment during their studies, and how they deal with them to obtain a job and permanent residency. This study relied on the human capital perspective, increasing opportunities for international students to access the labour market to invest in human capital value while maintaining a skilled workforce. This professional experience thus strengthens their request for permanent residency.

According to interviews conducted in Arthur et al. (2022), international students in Canada indicated facing five main challenges:

- **Government policies and procedures:** Described as complicated for obtaining work permits, with long processing times, often resulting in lost job opportunities.

¹ For more details on the General Eligibility Criteria for applying for a (PGWP), consult the following link : <https://www.canada.ca/fr/immigration-refugies-citoyennete/services/etudier-canada/travail/apres-obtention-diplome/admissibilite.html>

- **Economic situation and competition:** Economic slowdown in some provinces reduced job opportunities, affecting both international students and local workers.
- **Cultural challenges:** Common obstacles for international students, including those studying in Canada. Concerns were expressed about the preference for Canadian workers. The lack of familiarity with Canadian culture can affect their interactions and ability to communicate effectively with employers. Additionally, cultural differences between their home country and Canada can sometimes influence their desire to stay in the country.
- **Language skills:** Another common challenge. Participants explained that insufficient English proficiency could cause anxiety during job interviews and hinder effective communication with others.
- **Living conditions:** The need to focus on their studies often forces students to sacrifice their professional careers due to a lack of time for other activities, given academic requirements.

These challenges are also linked to employers, who are reluctant to hire international students due to unclear work permit policies and a preference for local labor (Bond et al 2007). This conclusion aligns with what is observed in other major countries competing with Canada, such as the United States, where a lack of knowledge about work permits is a barrier to hiring international students (Balin et al 2016) , as well as in Australia, as previously mentioned.

5.3 The United Kingdom

The United Kingdom is also among the countries seeking to invest in international students and benefit from their contributions. This is explained by their financial contribution through tuition fees, study costs and living expenses, as well as their contribution to promoting the country's tourism sector (Westphal,, et al., 2021). The government has implemented a strategy to increase the number of international students to 600,000 by 2030. However, this goal was achieved earlier than expected, with 605,130 students enrolled for the 2020-2021 academic year. Like other countries, the UK regularly changes its migration policy. In January 2024, restrictions were imposed on new students, limiting their ability to obtain a work visa before completing their studies (Bolton, , Lewis, & Gower, 2024).

The UK's strategy to support international students' work can be summarized as follows (Westphal et al., 2021):

- **Work rights:** Students enrolled in a full-time study program at the bachelor's or equivalent level are allowed to work 20 hours per week during the semester and full-time outside of study periods.
- **Post-study work rights:** The new graduate route allows international students to stay in the UK to seek employment and work for two years, or three years for PhD holders.
- **Access to permanent residency:** Holders of a Tier 2 (General) visa or a Skilled Worker visa can apply for indefinite leave to remain (ILR) in the UK if they have lived and worked in the country for five years, without having spent more than 180 days outside the UK in a 12-

Enhancing Algeria's Attractiveness as a Study Destination: A Comparative Analysis of Labour Market Opportunities and Legal Barriers

month period. However, the post-study work visa (PSW) does not directly lead to ILR. PSW holders must switch to a migration route leading to permanent residency, such as the Skilled Worker visa.

5.4 Synthesis of Comparative Findings :

Through the above, the three countries can be compared as follows:

Government Strategies:

All three countries view international students as a solution to address the shortage of skilled labor, contributing effectively to their economies. Therefore, they adopt strategies to attract as many international students as possible, such as offering academic programs, providing work opportunities to students, and reducing tuition fees, as seen in Australia, among others.

Part-Time Work:

Australia, Canada, and the United Kingdom all provide international students with work permits during their studies.

Post-Graduation Work Rights:

All three countries grant the right to work after completing studies, particularly as part of supporting skilled migration programs in STEM fields. They offer work permits that can extend up to three years after graduation.

Pathway to Permanent Residency:

Professional experience gained by international students enhances their chances of obtaining permanent residency, particularly in Canada. In the UK, however, students are required to switch to a different visa type to pursue permanent residency.

Challenges in the labour Market:

The three countries share similar challenges faced by international students, such as language and cultural barriers, as well as the preference for hiring local workers over foreign labor.

Conclusion :

This study highlighted the various challenges faced by foreign students, particularly regarding their access to the labour market. A comparative analysis with Australia, Canada, and the United

Kingdom, as well as a legal review of the main provisions governing foreign employment in Algeria, reveal significant shortcomings in this area.

Unlike the countries studied, Algeria does not have a specific framework governing the employment of foreign students. Job opportunities remain limited due to administrative obstacles and a lack of policies to integrate them into the local labor market. Although training costs are relatively affordable, international students often rely on family support or scholarships, which are insufficient to fully cover their needs, prompting them to consider part-time work despite administrative and legal restrictions. Moreover, the inability of students to find employment related to their field of study highlights the lack of flexibility in Algeria's foreign employment policies.

In contrast, countries like Australia, Canada, and the United Kingdom have implemented effective strategies to attract large numbers of international students, train them, and integrate them into their labour markets, thus meeting their academic and economic needs. These countries consider international students as key players in socio-economic development and adjust their policies accordingly.

Algeria also aspires to become an attractive destination for foreign students by developing specific programs for African students, establishing exchange agreements with many countries, and considering a law allowing university institutions to accept students of any nationality without the need for a prior scholarship or agreement. This initiative, along with the "Study in Algeria" program aimed at improving services for students, could position Algeria as an academic destination of choice, at least at the African and Arab levels. However, despite these efforts, regulatory frameworks remain strict and professional integration opportunities for foreign students are limited, which could harm Algeria's image as a competitive study destination internationally.

In conclusion, despite Algeria's considerable potential to attract and train international students, offering employment opportunities is a key element to strengthen its attractiveness as a study destination, with a positive impact on the country's economic development. These measures could significantly enhance Algeria's attractiveness to international students and contribute to a more dynamic and inclusive academic environment.

Based on case studies, several recommendations can be formulated to position Algeria as a destination for international students, as follows :

- Establishing a specific legal framework and policies that allow for the employment of international students ;
- Adoption a post-graduation work visa system similar to Canada's Post-Graduation Work Permit (PGWP), which enables graduates to work for a specified period after completing their studies.

Enhancing Algeria's Attractiveness as a Study Destination: A Comparative Analysis of Labour Market Opportunities and Legal Barriers

- Implementing a Work-Integrated Learning (WIL) System:, which connects the university with economic institutions, thus fostering partnerships with the private and public sectors, in order to create training programs for students and provide practical support.
- Provide practical language support in order to help international students integrate into Algerian society more effectively.

Bibliography List :

- Aït Mouloud, F. (2016). Les Apports Et Les Limites De La Loi N° 08-11 Relative Aux Conditions D'entrée, De Séjour Et De Circulation Des étrangers En Algérie. *revue critique de droit et sciences politiques*, 11(2), 26-58. Récupéré sur <https://asjp.cerist.dz/en/article/22181>
- Arthur, N., Woodend, J., Gust, L., Dyrda, A., & Dang, J. (2022). It's Not as Easy as They Say: International Students' Perspectives About Gaining Canadian Work Experience. *Canadian Journal of Career Development*, 21(2).
- Art. 21 of Law 90-11. (1990, April 21).
- Australian Government. (2025). *International education data and research* . Récupéré sur department of education : <https://www.education.gov.au/international-education-data-and-research/international-student-numbers-country-state-and-territory>
- Blackmore, J., Gribble, C., Farrell, L., Rahimi, M., Arber, R., & Devlin, M. (2014). *Australian international graduates and the transition to employment* . Australia : Deakin University .
- Bolton, , P., Lewis, J., & Gower, M. (2024). *International students in UK higher education*. House of commons library .
- Bond, S., Areepattamannil, S., Brathwaite-Sturgeon, G., Hayle, E., & Malekan, M. (2007). *NORTHERN LIGHTS: INTERNATIONAL GRADUATES OF CANADIAN INSTITUTIONS AND THE NATIONAL WORKFORCE*. Canada: Canadian Bureau for International Education. Récupéré sur http://en.copian.ca/library/research/ccl/northern_lights/northern_lights.pdf
- Balin, E., M. Anderson, N., Y. Chudasama, S., K. Kanagasingam, S., & Zhang, L. (2016). Working with International Students in the U.S. and Beyond: A Summary of Survey Research by NCDA International Student Services Committee. *Journal of International students*, 6(4). Récupéré sur <https://doi.org/10.32674/jis.v6i4.335>
- Buchashvili, G., & Kvantaliani, E. (2024). A Competitive Analysis of International Students Attraction Practices in Georgia and World Leading Students' Destination Countries (Benchmark of the Best Cases). *Journal of Education in Black Sea Region*. doi:<https://doi.org/10.31578/jeps.v9i2.314>
- Cameron, R., Farivar, F., & Coffey, J. (2019). International graduates host country employment intentions and outcomes: Evidence from two Australian universities. *Journal of Higher Education Policy and Management*, 41(5). doi:10.1080/1360080X.2019.1646383

- Crossman, E., Choi, Y., & Hou, F. (2021). *International students as a source of labour supply: Engagement in the labour market during the period of study*. Statistics Canada.
- Campbell, I., Boese, M., & Tham, J.-C. (2016). Inhospitable workplaces? International students and paid work in food services. *Australian Journal of Social Issues*, 51(3). doi:10.1002/j.1839-4655.2016.tb01232.x
- Daoudi, A. (2023, Mars 17). *Ennahar Online* . Récupéré sur <https://www.ennaharonline.com>
- Gribble, C., Blackmore , J., & Rahimi, M. (2015). Challenges to providing work integrated learning to international business students at Australian universities. *Higher Education, Skills and Work-based Learning*, 401-416.
- Gouvernement du Canada . (2025, 01 17). *immigration et citoyenneté*. Consulté le 2025, sur Canada.ca: <https://www.canada.ca/fr/immigration-refugies-citoyennete/services/etudier-canada/travail.html>
- Hamdi, R. (2024, Décembre 2024). L'invité du jour. (N. MENDIL, Intervieweur) Récupéré sur <https://www.youtube.com/watch?v=uJtEolln9IA>
- Jeremie,, M., Maimaiti, G., & Ning, R. (2024). Examining International Graduate Students' Career Willingness in China: Influencing Factors and Integration of Professional Development. *Journal of Studies in International Education*, 28(5). doi:10.1177/10283153241262463
- Kelly, A. (2017). Transforming Challenges into Opportunities: A Work Placement Model to Help International Students Become Employable. Dans G. Barton, & K. hartwig, *Professional learning in the work place for international students: Exploring theory and practice* (pp. 299-312). Cham, Switzerland: Springer.
- Kerdoun, A. (2009). *la loi 08-11 sur les conditions des étrangers: mutation des règles juridiques algériennes et leurs impact sur sur migration irrégulière*. Robert Schuman Centre for Advanced Studies, San Domenico di Fiesole (FI): Institut universitaire européen.
- Labdelaoui, H, 2025. L'Attractivité de l'enseignement supérieur en Algérie pour les étudiants internationaux à l'épreuve de l'intégration des étrangers dans la société algérienne, Atelier de mi-parcours du projet de recherche : "La rétention des compétences étrangères formées en Algérie (STIM et sciences médicales) : l'entrée » e dans la course aux talents", Altier CREAD, Alger 11mai 2025
- *La vision 2010*. (2018 , 07 03). Récupéré sur <https://d1n7iqsz6ob2ad.cloudfront.net/document/pdf/538c8419e1dfe.pdf> :
- Lahouazi, M. (2023, Mai 16). *Independent* . Récupéré sur [https://www.independentarabia.com/node/451766Law-08-11-\(2008,-June-25\)](https://www.independentarabia.com/node/451766Law-08-11-(2008,-June-25)).
- Lu , W., & Everson Härkälä, T. (2024). International student experience of employment integration in Finland. *Sage Journals*. doi:<https://doi.org/10.1177/17454999241238172>

**Enhancing Algeria's Attractiveness as a Study
Destination: A Comparative Analysis of Labour
Market Opportunities and Legal Barriers**

- Ministère de L'intérieur de l'Australie . (2025). *Subclass 500 student Visa*. Récupéré sur <https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500#About>
- Ministère de l'enseignement supérieur . (s.d.). Consulté le 2025, sur <https://www.mesrs.dz/>
- MORTET , S. (2025). L'intégration des étudiants étrangers dans le marché de travail algérien : une étude comparative, juridique et économique. Atelier de mi-parcours du projet de recherche : 'La rétention des compétences étrangères formées en Algérie (STIM et sciences médicales) : l'entrée dans la course aux talents'. CREAD, Alger.
- Nguyen, T., & Hartz, D. (2021). International Students in Australia, Employability and Cultural Competence. Dans J. Frawley, G. Russell, & J. Sherwood, *Cultural Competence and the higher education sector Australian Perspectives, Policies and Practice* (pp. 331-348). Springer
- OECD. (2025). *What are the key trends in international students mobility*.
- Pham, T., Saito, E., Bao, D., & Chowdhury, R. (2018). Employability of international students: Strategies to enhance their experience on work-integrated learning (WIL) programs. *Journal of Teaching and Learning for Graduate Employability*, 9(1), 62-83.
- Presidential Decree No. 25-86. (2025, February 20). décret fixant les conditions et les modalités d'admission de l'étudiant étranger au sein des établissements algériens d'enseignement et de formation supérieurs
- Roddick, D. (2014, Avril 30). Récupéré sur Teacher Magazine : https://www.teachermagazine.com/au_en/articles/home-and-away-the-answer-to-teacher-shortages
- Westphal,, J., Chervenkova, V., Harris, S., Modlen, C., Gamboa, C., Velante, A., . .Shah, S. (2021). *International students recruitment, why aren't we second (Part2)*. Universities UK International, IDP Connect.
- Ziguras, C., & Gribble, C. (2015). Policy responses to address student "brain drain": An assessment of measures intended to reduce the emigration of singaporean international students. *Journal of Studies in International Education*, 246 –264. doi: 10.1177/1028315314561121