



European Training Foundation

# WORK-BASED LEARNING IN ALGERIA



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# EXECUTIVE SUMMARY

Conducted within the framework of cooperation between UNESCO and the European Training Foundation (ETF), this study focuses on work-based learning in Algeria, with the aim of contributing to the national vocational training policy as well as European and international policy initiatives in this area.

Algeria had nearly 41.3 million inhabitants as at 1 January 2017, as compared with 40.4 million on 1 January 2016, with an annual population increase of 2.2% – announcement of Algeria Press Service, based on data from National Office for Statistics (Office national des statistiques (ONS)) from March 2017. This increase is the combined result of a rise in the number of births and a fall in the number of deaths (ONS, 2017).

By 2025, approximately 50% of the population will be under 30 years of age (ONS, 2016). This demographic trend towards a continually younger population, which will be accompanied by a steady rise in the working-age population, will result in increased labour market pressure. As a result, the problems associated with this increased demand will become increasingly complex and those trends will continue to weigh heavily in terms of the relationship between supply and demand in the employment market.

Annual GDP growth is less than 4%. In addition, the Algerian economy lacks diversification and remains primarily based on hydrocarbons, despite the efforts made by the Algerian Government with the support of its development partners<sup>1</sup>.

As a result of the lack of labour market prospects and the gap between available skills and those sought by employers, the labour force participation rate remains very low in Algeria at 41.8% (ONS Labour Force Survey, 2013), despite some improvements as compared with previous years. The unemployment rate is 10.5% (ONS, September 2016): it is 26.7% among young people aged between 15 and 24; 22.3% among men and 49.9% among women (ONS, 2016).

This situation is the result of various economic and social causes. The economic causes are mainly related to structural weakness in the economy, in particular to export earnings, 97% of which are from hydrocarbons, and to the preponderance of small and very small enterprises within the industrial and production base, which account for 95% of all undertakings<sup>2</sup>. The social causes mainly relate to the mismatch between the supply of vocational training and the needs of the labour market, and are reflected, in particular, by the increase in the number of unemployed persons who have never worked (the long-term unemployed, in particular jobseekers who have never worked).

Education is structured as follows: non-compulsory, pre-school education for five-year-olds; compulsory and free basic education, comprising five years of primary education (children start

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<sup>1</sup> [www.premier-ministre.gov.dz/ressources/front/files/pdf/plans-d-actions/plan-d-action-du-gouvernement-2017-fr.pdf](http://www.premier-ministre.gov.dz/ressources/front/files/pdf/plans-d-actions/plan-d-action-du-gouvernement-2017-fr.pdf)

<sup>2</sup> Statement by Mr Abdelghani Mebarek, Director General for SMEs at the Ministry of Industry and Mines, March 2017.

primary school at the age of six) and four years of lower secondary education; and post-basic education comprising the following:

- *pre-university pathway* called 'general and technological secondary education' consisting of three years of study. The Ministry of National Education is responsible for this educational provision, which should admit, into the first year, 70% of secondary school leavers admitted to post-basic education;
- *professional path* called vocational education, comprising two cycles of two years of study. This educational provision, placed under the authority of the Ministry of Vocational Training and Education (ministère de la Formation et de l'Enseignement professionnels (MFEP)), should accept, in the first year of the first cycle, 30% of secondary school leavers admitted to post-basic education.

### **Main types of work-based learning**

Work-based learning covers apprenticeship training, supervised work placements connected with initial training, training in the context of employment programmes and continuing vocational training for workers. Note however that these methods of training are very different in terms of approach, goals, structure and development.

- *Work placements* in the context of training courses provided at training centres. These placements involve periods of working within an undertaking, generally in areas directly related to the training already provided.
- *Vocational adaptation* of jobseekers, within the framework of the Professional Insertion Measures Programme (dispositif d'aide à l'insertion professionnelle (DAIP)).
- *Continuing vocational training* concerns the active population (workers and jobseekers). It is provided at public and private training centres which, in addition to their primary purpose of initial training, implement continuing vocational training activities within the framework of multiple agreements between the MFEP and other ministries, but also with businesses. In total, there are more than 100 national framework agreements and over 7 500 specific local agreements. More generally, continuing vocational training is a fast-growing market. It is provided by private and public training establishments as well as by in-house services within undertakings. This includes vocational training institutes, vocational training and apprenticeship centres (CFPAs), private training centres, training bureaux which organise continuing vocational training activities in various settings, such as hotels, intra-company centres, trade associations and, in particular, trade bodies. In 2016, evening classes for workers were attended by 32 291 learners, and distance learning courses by 39 740 learners (2016 Statistical Yearbook of the MFEP). This represents 11.7% of all people in vocational training.
- *Apprenticeship training*, 80% of which is provided by business undertakings, and the remaining 20% is provided by vocational training and apprenticeship centres. This form of training is for young people aged 15 to 35 and covers 20 professional sectors, 360 specialities and 5 levels of certification. The duration of training varies from 12 to 36 months depending on the specialities and the levels of training.

Apprenticeship training is increasingly favoured by the Algerian state and is a priority of the 2015–19 action plan for the vocational training sector. And for good reason: an apprenticeship is the least expensive method of training, the closest to the world of work and the most effective for the professional integration of graduates. Supervised apprenticeships continue to gain ground

(113 141 apprentices in 2000, 198 883 in 2005, and 343 523 in 2016, according to the MFEP Statistical Yearbook published in June 2017).

### The legal framework

*The Algerian Constitution* – In the revised version of the Constitution (March 2016), Article 69 provides that ‘the State shall work to promote learning and shall put in place policies to help create employment’ (Constitution of the People’s Democratic Republic of Algeria, 2016).

*The Labour Code (2001/02)* – Article 15 of the Labour Code, concerning the minimum age for the recruitment of workers, states that under no circumstances may persons below 16 years of age be recruited, ‘except within the framework of apprenticeship contracts drawn up in accordance with the legislation and regulations in force’. Chapter V of the same code relates to the obligations of employers with regard to training. Article 57 states that ‘the employer is also required under the legislation in force to organise apprenticeship activities for practising a trade’.

*Basic laws and organisation of apprenticeships* – Formal apprenticeship training was introduced for the first time by Decree No 75.31 of 29 April 1975. Following that first decree, three basic laws were promulgated and govern apprenticeships in Algeria: Law No 81-07 of 27 June 1981, Law No 90-34 of 25 December 1990 and Law No 2000-01 of 18 January 2000.

Several other laws have made minor amendments to those basic laws. The new law for the development of apprenticeships in Algeria, adopted in February 2018, provided for the development of the system with better legal protection for apprentices and a strengthening of educational support for apprenticeship schemes. That law was drafted in the context of implementing the five-year plan for the sector (2015–19), which has made apprenticeship training a key focus in meeting the human-resource needs of business and facilitating the employment of graduates and their professional integration. That law also seeks greater involvement of employers and local stakeholders in the management of apprenticeships, the creation of a system of learning supervision and support for apprenticeships, the extension of apprenticeships to foreign undertakings in Algeria and industrial and commercial public undertakings operated by the National People’s Army, as well as the development of apprentices’ rights.

At the institutional level, the stakeholders and institutions involved in apprenticeship training (at the time of writing this report) are:

- *the State*: a standard apprenticeship contract is provided by the State and must be signed in triplicate by the employer and the apprentice or his or her legal guardian;
- *employers*: by law, all employers are required to provide vocational training to young people in the form of apprenticeships;
- *apprentices*: the relationship between an employer and an apprentice is governed by an apprenticeship contract in which an employer undertakes to provide a systematic and comprehensive vocational training service to an apprentice who, in return, undertakes to work for the employer;
- *the team of inspectors* responsible for vocational apprenticeship training provides pedagogical assessment and supervision;
- *the institutions responsible for vocational training and apprenticeships*, known as vocational training and apprenticeship centres (centres de formation professionnelle et d’apprentissage (CFPA));

- *local apprenticeship animation centres*: in the context of the cooperation with Germany, local apprenticeship centres were established in five wilayas (provinces). These centres may be regarded as a good practice because they promote relationships and links between the various stakeholders and between undertakings and CFPAs at the local level.
- *the labour inspectorate* is responsible for ensuring that apprenticeship legislation and regulations are enforced;
- *chambers* of trade and industry, crafts and professions and agriculture at national, regional and provincial (wilaya) level, professional associations, employers' associations and relevant groups contribute to apprenticeship initiatives, in particular by organising events to make undertakings aware of this method of training and by putting forward specific proposals for its development: broadening the partnership with the ministries involved in managing apprenticeships, strengthening the activities of the National Development Fund for Apprenticeships and Continuing Vocational Training (FNAC) in order to better target support for in-house training (training of workplace mentors, management of incentives for the benefit of this group, etc.) and active participation in training organised by the FNAC to support stakeholders in this method of training;
- *the local conciliation commission* responsible for the resolution and amicable settlement of any disputes arising from performance of the apprenticeship contract;
- *the national conference*, which brings together, once a year and for two days, the directors of vocational education and training for the wilayas and the directors of vocational training establishments. It is intended to be a forum for dialogue and consultation on various issues relating to training and apprenticeships, including partnerships between training institutions and undertakings, the activities and incentives of the FNAC, the position in terms of the relationship between training supply and workplace demand, and issues concerning management and coordination of the system in wilayas;
- *the Partnership Council*, established in 2011 and consisting of a general assembly, a bureau, specialised technical committees organised according to the main sectors of the economy, and committees at the wilaya level. The role of this council is, inter alia, to propose all measures to promote relations between public institutions and the private sector, and to monitor implementation of the decisions taken by the State in this area as well as agreements made between employers' associations, trade unions and the Government.

The funds collected through the training and apprenticeship tax are managed by the FNAC (a body under the supervision of the MFEP). That management mainly concerns the reimbursement of training costs incurred. Executive Decree No 09-262 of 3 Ramadan 1430 (corresponding to 24 August 2009) states that employers who have not spent an amount equal to at least '1% of the annual wage bill on apprenticeship activities' are to be liable for this tax (Articles 3 and 4).

Despite the political will to develop work-based learning and the importance of the statutory and organisational framework governing that type of training, the following major challenges remain:

1. the significant school dropout rate and the steady decline in the quality of education demotivate young people and do not encourage them to enter vocational training or occupational apprenticeships;
2. the lack of a market for professional apprenticeships, the system being less responsive to the skills needs of firms and the labour market than to the social demands of young people on placement in undertakings (especially public undertakings). This explains the mismatch between the two components;

3. the lack of linkage between theoretical knowledge and its practical application, in the implementation by vocational training institutions of block or day release programmes;
4. the mismatch between the economic need in particular professions and the aspirations of young people with regard to vocational training and apprenticeships;
5. the shortcomings observed relate in particular to trainers' professional skills and their limited knowledge of the reality of how trades are practised and developed;
6. the relationship and management problems between training institutions and undertakings in the context of work-based learning;
7. the role of the territories in the vocational training and apprenticeship system, which remains very limited in spite of the efforts made;
8. the financing system, which remains rigid and ill-adapted to the needs of stakeholders;
9. the lack of a quality assurance system for apprenticeship training. This system should involve both the training institute and the undertaking;
10. the lack (thus far) of programmes to facilitate international cooperation concerning the mobility of skilled workers. In fact, unlike in other Maghreb countries, there is no programme or agreement encouraging young people to undertake training in Algeria and coordinating their mobility to meet the needs of undertakings in Europe. For example, such an agreement exists between Tunisia and France.

The prospects for the development of work-based learning are, however, favourable and could accompany the economic restructuring and modernisation of the various productive sectors. In this spirit, 11 operational recommendations are set out at the end of the report.

1. *Development of a specialised and autonomous institutional framework* for apprenticeships, making it possible to manage this method of training by coordinating apprenticeship training settings (undertakings and training centres), based on a coherent and complementary learning progression involving workplace mentors and 'apprenticeship advisers' or specialised trainers at centres. In this context, it is important that both those groups receive training in, and are dedicated specifically to, professional apprenticeships.
2. *Development and updating of technical tools* to ensure better pedagogical and administrative monitoring of apprentices in the workplace by those responsible for apprenticeships, and better coordination with mentors in developing theoretical programmes for support in training institutions.
3. *Strengthening the system of governance of apprenticeships in the workplace* by involving undertakings and trade associations in planning their development at national and local levels, through the establishment of a mechanism to monitor changes in trades and in how they are practised in the workplace and their impact on the theory training of apprentices at centres, and an institutionalised definition of the role of the different groups involved (mentors, apprenticeship advisers, learning institutions, etc.).
4. *Establishment of a market for apprenticeship training* by developing vocational training based on skills demand and by strengthening the role of private undertakings in the formal and informal sectors, in order to capitalise on all occupational apprenticeship capabilities.
5. *Support for the European Union-Algeria AFEQ cooperation programme* (programme to harmonise training, employment and qualifications) and building on its achievements in national policy, especially since it is based on strengthening the role of undertakings – in particular

private undertakings – in work-based learning (apprenticeships), and in relations with universities (university-industry liaison offices).

6. *Development of a national programme* to provide all sectors producing goods and supplying services with occupational benchmarks to be used by trade associations in collaboration with the MFEP.
7. *Development of a national training plan* for trainers involved in vocational training provided at training centres and work-based learning.
8. *Creation of a body of temporary professional trainers* in the private and public sectors, in order to develop the activities of experienced technical and management staff at vocational training and apprenticeship centres. The aim is to consolidate the practical aspects of implementing training programmes and to ensure that training institutions are more open to undertakings, through this body of professional trainers devoted to strengthening skills training. This body will have to be recognised by the public authorities and trade associations.
9. *Development of funding mechanisms for work-based learning* so as to be able to finance, through the FNAC, all activities to promote apprenticeships and continuing vocational training by civil society organisations, and thus enhance occupations and vocational training, apprenticeship and continuing vocational training schemes.
10. *Encouraging continuing vocational training for workers* by strengthening the link between continuing vocational training and career advancement within an undertaking.
11. *Following up implementation of the recommendations by the committees* of the Union for the Mediterranean and the European Union, concerning the development of north-south cooperation, by encouraging exchange, employment and work-based learning programmes based on vocational training and opportunities for mobility relating to this learning and the needs of business in the countries concerned.

# 1. CONTEXT OF THE STUDY

Carried out at the ETF's request as part of a regional action focusing on Algeria, Tunisia and Morocco, this study focuses on work-based learning in Algeria, with the aim of contributing to the national vocational training policy as well as European and international policy initiatives in this area. It is intended to support the development of work-based learning, which contributes to the improvement of human capital, to the inclusive and sustainable growth of regions and economic sectors, to the socio-economic integration of young people, and to the strengthening of the mobility between the two shores of the Mediterranean of a qualified and skilled workforce.

This report analyses work-based learning policies and practices, and identifies policy options and recommendations for future actions. Like the reports for the other two countries (Morocco and Tunisia), it assesses the position of work-based learning in the light of Algeria's economic and social policy and the challenge of increasing access to vocational education, vocational training and apprenticeships.

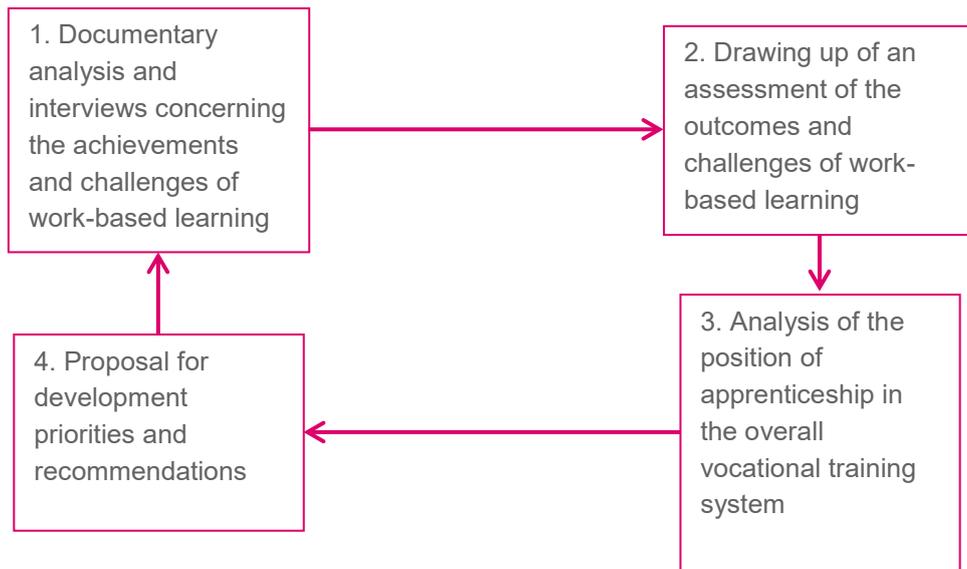
## 2. METHODOLOGY

The approach taken in drawing up this report is defined by the ETF. It is based on the participation of the relevant stakeholders (public officials, business leaders, trade associations, managers of training and apprenticeship institutions, etc.), on a thorough documentary analysis and on the contribution of the expert concerned and the ETF technical team.

In practical terms, the following actions have been carried out:

- preparation of a documentary analysis concerning the studies, reports and working tools of the various national and international institutions in the fields of employment, training, apprenticeships, technical education and training, and at universities and in the economic and employment spheres;
- field visits covering a significant sample of centres and undertakings using apprenticeships and continuing professional development as a pathway for training and developing human capital;
- organisation of interviews with representatives of the main stakeholders involved in workplace learning in the broad sense.

**FIGURE 2.1 IMPLEMENTATION STAGES FOR THE PRESENT STUDY**



## 3. MACROECONOMIC DATA

### 3.1 Political and economic data

Algeria had nearly 41.3 million inhabitants as at 1 January 2017, as compared with 40.4 million on 1 January 2016, with an annual population increase of 2.2% – announcement of Algeria Press Service (APS), based on data from the National Office for Statistics (ONS) from March 2017. This increase is the combined result of a rise in the number of births and a fall in the number of deaths (ONS, 2017).

The age profile of Algeria bears witness to the youth of its population. Given the significant rate of natural increase, this finding is likely to be confirmed in coming years. The Algerian economy lacks diversity and remains essentially based on hydrocarbons, despite the efforts made by the Algerian Government in recent years with the support of its development partners<sup>3</sup>.

GDP growth is below 4% and population growth remains around 2% (ONS, 2016), which limits the scope for improving the quality of life of the population.

In addition to this structural situation, the medium-term projections state that ‘although growth has been resilient [in 2016], the planned fiscal consolidation stands to weigh on future activity, with implications for unemployment’, according to an IMF report (IMF Staff Report, 2017) in which it is also stated that ‘real GDP growth slowed modestly to 3.5% in 2016 from 3.8% in 2015’. Table 3.1 provides a summary of the data relating to growth by economic sector, inflation and the level of public debt.

**TABLE 3.1 ALGERIA – MACROECONOMIC INDICATORS, ESTIMATES AND PROSPECTS**

	2014	2015	2016	2017	2018 (f)	2019 (f)
<b>Real GDP growth at constant factor prices</b>	4.0	4.5	3.8	1.5	0.6	1.5
■ <b>Agriculture</b>	2.5	7.6	3.9	3.8	3.8	3.9
■ <b>Industry</b>	3.4	4.1	4.1	3.2	3.1	3.2
■ <b>Services</b>	5.6	3.7	3.2	-2.2	-5.0	-2.8
<b>Inflation (consumer price indexes)</b>	2.9	4.8	6.4	5.5	4.8	44.3
<b>Debt (as % of GDP)</b>	8.0	9.2	12.6	12.3	14.6	20.4

Note: f – forecast

Source: World Bank, Macroeconomics and Fiscal Management Global Practice and Poverty Global Practice, 2017 report

According to the World Bank’s 2017 Global Expertise Report<sup>4</sup>, ‘slow structural transformation is hampering economic diversification from hydrocarbons, and consensus is lacking on key elements of strategy, such as whether to push for export development or import substitution and the role of the private sector. [...] Greater economic decentralisation would strengthen the role of local authorities,

<sup>3</sup> [www.premier-ministre.gov.dz/ressources/front/files/pdf/plans-d-actions/plan-d-action-du-gouvernement-2017-fr.pdf](http://www.premier-ministre.gov.dz/ressources/front/files/pdf/plans-d-actions/plan-d-action-du-gouvernement-2017-fr.pdf)

<sup>4</sup> Report of the World Bank Macroeconomics and Fiscal Management Global Practice and Poverty Global Practice.

which will improve access to basic social services, but this would require a change in focus from the current emphasis on accountability to the centre.’

### 3.2 Data on employment and unemployment

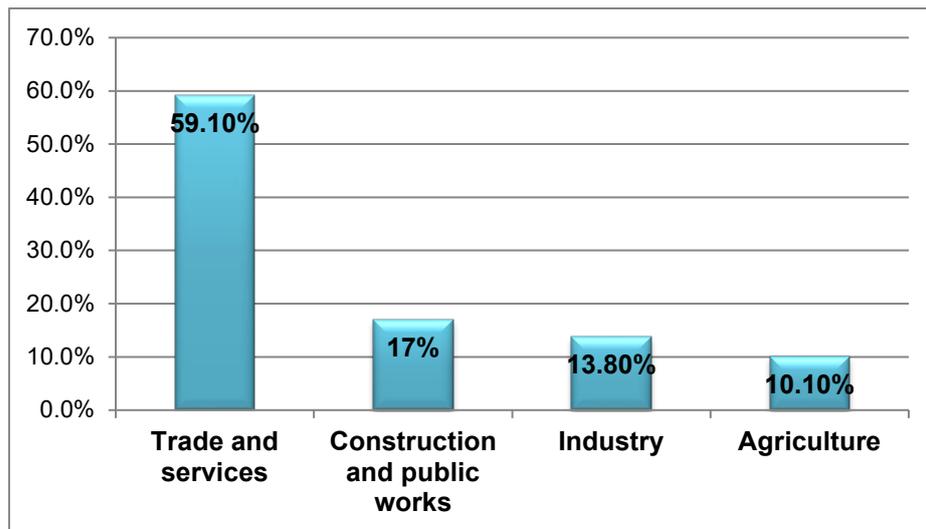
The unemployment rate in Algeria fluctuated between 9 and 10% between 2010 and 2016 (10% in 2010, 9.6% in 2012, 10.6% in 2014 and 10.2% in 2016). The unemployment rate for women is almost twice that of men (19.1% in 2010, 17% in 2012, 17.1% in 2014 and 18.3% in 2016) (ILO, 2017).

In this context, the economy faces the challenge of social discontent, the continuing rise in youth unemployment, slow structural transformation, a lack of decentralisation and a low level of female participation in the labour force.

Employment by sector indicates that market and non-market services employ most workers (59.1%), followed by construction and public works (17.0%), industry (13.8%) and agriculture (10.1%) (see Figure 3.1).

Employment in the public sector declined from previous years to 36.9%, with women being predominant (56.9%) (ONS, September 2017).

**FIGURE 3.1 DISTRIBUTION OF EMPLOYMENT BY SECTOR**



Source: ONS, September 2017

According to the Government<sup>5</sup>, the challenge of unemployment will be tackled primarily by increasing economic investment in all sectors and by reviving public investment programmes. At the same time, that response will be supported by complementary programmes aimed in particular at the creation of micro-enterprises by unemployed persons, including young persons. There will also be a review, in 2018, of the regulations and 20% of local public procurement will be reserved for micro-enterprises created by young entrepreneurs.

This context of developing investment and promoting entrepreneurship may be viewed as favouring the extension of the scope of vocational training and employment reforms, in order to develop human

<sup>5</sup> Presentation of the Action Plan by the Prime Minister to the Popular National Assembly on 17 September 2017.

capital and make progress towards other needed socio-economic reforms (economic diversification, a business climate more conducive to development, growth of SMEs, promotion of local development, entrepreneurship supported by local assistance policies, tax reform to promote greater employment and training, development of public governance, etc.).

### **Sharp rise in youth unemployment**

As a result of the lack labour market prospects and the gap between available skills and those sought by employers, the labour force participation rate remains low, in particular for women at 16.6% compared with 41.8% for the population as a whole (ONS, 2016), despite some improvements as compared with previous years.

The unemployment rate is 10.5% (ONS, September 2016). It is 26.7% among young people aged between 16 and 24 (22.3% for men and 49.9% for women – ONS, 2016), and the rate of young people neither in employment nor in education or training (NEETs) is also high, totalling 27.6% (19.3% and 36.3% respectively for men and women, ONS, 2016). The economic slowdown, due in particular to the fall in the price of oil, will negatively impact the unemployment rate according to IMF estimates (IMF Staff Report, 2017). In this difficult context for employment, in particular youth employment, it is necessary to strengthen programmes supporting professional integration, vocational training and occupational apprenticeships in order to promote the employability of young people.

Significant dichotomies remain in the labour market in terms of the distribution by age, educational attainment or gender. Women are largely excluded and their labour force participation rate generally peaks around the age of 25 to 29 years, before declining gradually as they age. Employment by level of education reveals that people with either a low level of education (ISCED – International Standard Classification of Education – Levels 1 to 3) or a medium level of education are more likely to have a job than people who have completed post-secondary education. The distribution of unemployment rates by level of education is as follows: low level 6.8%, medium level 9.5% and post-secondary level 16.7% (ONS, 2016). The situation is even more critical for women, as the unemployment rate for women who have completed post-secondary education is 21.8%. They have a participation rate three times lower (15%) and an unemployment rate three times higher (20%) than that of men (ONS, 2016).

Moreover, it takes 50% of unemployed persons – i.e. 531 000 jobseekers – at least two years to find employment (ONS, 2016), hence the significance of long-term unemployment, which necessitates strengthened support and active measures to develop the skills of the people concerned and to help them enter the labour market.

By 2025, approximately 50% of the population will be under 30 years of age (ONS, 2016). The steady rise in the working-age population will result in increased pressure on the labour market. Issues relating to the alignment of job seeking/economic growth/job creation are a priority in skills development and employment promotion policies.

### **Structure and very poor quality of employment**

The transition towards the private sector has led to growth in the informal sector. According to the expert Abderrahmane Mabtoul (2015), the informal sector represents more than 50% of the Algerian market, and as a result more than half of the turnover of commercial activities bypasses the public treasury. The informal sector in Algeria is favoured by legal uncertainty and the lack of visibility of socio-economic policy. Since 2011, the Algerian authorities have been implementing legislation aimed at integrating the informal market.

While most public sector workers have permanent contracts, most private sector workers are employed on a temporary basis (79.5%, ONS, 2011). Self-employment accounts for 29.6% of total employment and 30.2% of workers are not covered by the social security system (ONS, 2016).

An analysis of the employment situation based on various labour market studies confirms that unemployment and underemployment are mainly caused by economic, educational and training factors and by passive labour market measures.

### *Economic causes*

These are mainly related to structural weakness in the economy, in particular to export earnings, 97% of which stem from hydrocarbons, and to the preponderance of small and very small enterprises within the industrial and productive fabric, which account for 95% of all undertakings<sup>6</sup>.

### *Causes connected with the mismatch between the supply of vocational training and the needs of the labour market*

These remain significant and are reflected, in particular, by the increase in the number of unemployed persons who have never worked. In fact, the number of people training for a diploma almost doubled between 2000 and 2016 (increasing from 303 564 to 614 942) (MFEP, 2017) but the percentage of first-time jobseekers was still high (53.7%).

The pedagogical and logistical resources available for training were unable to keep pace with these quantitative changes and were insufficient to bring about qualitative improvements capable of ensuring the socio-economic integration of these young persons. The structural mismatch between the needs of undertakings and the skills of trainees explains the high unemployment rate of 53.7% for first-time jobseekers (ONS, September 2017, No 796). In addition to unemployed persons, people of working age (between the ages of 16 and 59) who declare that they are available for work but who have taken no effective steps to seek employment in the month preceding the survey are regarded as inactive and constitute a source of hidden unemployment. According to the ONS, there were 1 264 persons in that population category in September 2017, 50.6% of whom were under 30 years of age and 60.7% of whom were women. Persons in this group are characterised by their low level of education (almost 70% have no qualifications and 57.4% have not proceeded beyond lower secondary education).

### *Causes linked to passive approaches to job seeking*

These include the social assistance measures adopted in the face of rising unemployment, which provide unemployed persons with various sources of income (unemployment benefits, training allowances, scholarships, support in creating micro-projects, etc.), without adequately coupling those financial resources with active approaches to empower jobseekers, improve their employability and ensure their lasting socio-economic integration. The introduction of an active approach requires the development of support programmes for promoters of such approaches, the strengthening of work-based training and skills development for beneficiaries of employment assistance programmes, and a linkage between social assistance and participation in active training-insertion programmes, occupational apprenticeship programmes or labour-intensive work programmes.

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<sup>6</sup> Statement by Mr Abdelghani Mebarek, Director General for SMEs at the Ministry of Industry and Mines, March 2017.

To meet the challenges of employment and economic growth, the 2015–19 five-year plan identified four priorities, which address the country’s socio-economic problems, namely:

- improvement of governance and relations between public authorities and citizens;
- consolidation of the economic and financial spheres with modernisation of the financial sector, investment promotion, the development and diversification of productive capacities, the organisation of commercial activities and the gradual integration of the informal sector into the national economy;
- improvement of socio-economic infrastructures and the living conditions of the population;
- human development through the promotion of employment, the development of education and training schemes, the improvement of health services, the consolidation of social security and the promotion of youth policy.

## 4. WORK-BASED LEARNING

### 4.1 Educational and training frameworks

#### 4.1.1 General data

Education in Algeria is structured as follows:

- *pre-school education* for five-year-olds, which is non-compulsory;
- *basic education*, which is compulsory and free, comprising five years of primary education (children enter primary school at six years of age) and four years of lower secondary education;
- *post-basic education*, which consists of:
  - a pre-university pathway known as ‘general and technological secondary education’, consisting of three years of study. The Ministry of National Education is responsible for this educational provision, which should admit, into the first year, 70% of secondary school leavers admitted to post-basic education;
  - a professional path known as ‘vocational education’, comprising two cycles of two years of study. This educational provision, placed under the authority of the Ministry of Vocational Training and Education (MFEP), should accept, in the first year of the first cycle, 30% of secondary school leavers admitted to post-basic education;
- *higher education*: the Ministry of National Education is responsible for (compulsory) basic education and post-basic (pre-university) education; the MFEP deals with vocational education and training, professional apprenticeships and continuing vocational training for workers; and the Ministry of Higher Education and Scientific Research deals with higher education.

Initial vocational training comprises five levels established by Decree No 91 of 23 December 2012, namely:

- Level 1, attested by the Specialised Vocational Training Certificate (CFPS);
- Level 2, attested by the Certificate of Professional Competence (CAP);
- Level 3, attested by the Certificate of Professional Mastery (CMP);
- Level 4, attested by the Technician’s Certificate (BT);
- Level 5, attested by the Higher Technician’s Certificate (BTS).

Initial vocational training is mainly provided at training centres. It takes place in training establishments (specialised national vocational training institutes, vocational training and apprenticeship centres, and specialised vocational training and apprenticeship centres for physically handicapped persons), with work placements after or during training. On those training courses, practical activities take place in training centre workshops and laboratories. It is aimed at people aged 16 and over.

The vocational education and training sector has a twofold economic and social objective:

- to ensure the training of a skilled workforce to meet the requirements of the labour market;
- to provide training, advanced training and retraining for workers by means of continuing vocational training.

### 4.1.2 Work-based learning: definition and main types

According to UNESCO-UNEVOC, work-based learning is a key element in the success of TVET (technical and vocational education and training), because it is one of the best ways of ensuring the continued relevance of training (CRID, 2016).

Work-based learning is concerned with methods of learning based on practical skills in the actual setting in which goods and services are produced. This form of training provides the learner with practical skills and is beneficial for the undertaking, because of its direct relationship with the realities and needs of its system of production, as well as being cost-effective for governments since it enables trained individuals to be truly integrated into the workplace and allows workers to develop appropriate skills by involving all stakeholders.

According to the ETF Handbook on work-based learning, work-based learning refers to learning that occurs when people do real work. This work can be paid or unpaid, but it must be real work leading to the production of real goods and services.

#### **Work placements in the context of training courses provided at training centres**

These placements involve periods of working within an undertaking, generally in areas directly related to the training already provided. They are used as a way of passing from one level to another or reinforcing the training given. Work placements supplement training and take place in undertakings, usually in the course of the training (duration of one to three months) or following the training and before qualifications are awarded (duration of six months). These placements allow young people to acquire operational skills in the workplace through job coaching by relevant professionals. Generally, only those placements that take place at the end of the period of training are paid, in the form of a bursary in an amount not fixed by law.

#### **Apprenticeships**

These are a method of training aimed at the acquisition of initial professional certification, involving attendance at vocational education and training establishments on block or day release from businesses, tradesmen or the public sector. Apprenticeship training takes place in the context of a professional apprenticeship, with 80% of the training being provided in the workplace and 20% of the training provided at vocational training establishments. It takes place partly within training establishments providing complementary technical and technological training and partly in businesses, or with tradesmen or public administrative bodies, where practical training is provided. It is aimed at young people aged 15 to 35 years. There is no age limit for people with physical disabilities. During an apprenticeship, learning progression is generally determined by the undertaking, while the centre provides theoretical learning that is not always well coordinated with the practical progression in the undertaking.

The training given covers 20 sectors, 360 specialities and 5 levels of certification.

#### **Continuing vocational training**

This training concerns the active working population and jobseekers. It is provided in several forms:

- *Training provided on a continuous basis* (full-time or on block/day release) to workers already in active employment in the course of their work may lead to certification. It may also lead to a diploma, with training diplomas being awarded to validate life-long learning in the workplace.

- *Retraining* is additional training generally for jobseekers or workers who have to adapt to the requirements of new positions. Its purpose is integration by providing the supplementary skills required in those positions.
- *'Product' training* is short-term training provided by an undertaking, usually relating to its specific equipment and appropriate production methods. These training courses are not useful in the context of a change of employer.

The ministry's responsibility for training courses is subject to several conditions: they must be provided by an approved provider, be subject to VAT invoicing, take place in the national territory and not be carried out within the framework of a commercial contract (for the training of performers or for measures accompanying the sale of equipment).

This type of training involves barely 300 undertakings and is carried out either within institutions and training centres separate the undertaking or in intra-company centres (especially in the case of large national institutions, almost all of which have in-house training centres).

Continuing education therefore remains very limited. The funds raised by the Ministry of Finance through a 1% tax – which are then distributed by the FNAC – remain largely unused, mainly due to complex administrative reimbursement procedures.

In 2014, the FNAC, in agreement with the MFEP, drew up a five-year plan with the aim of relaunching its activities, reviewing its structure to make it more efficient and improving its services to businesses. Certain activities have been put in place, in particular the training of FNAC training advisers in order to strengthen their capacity to advise undertakings on the analysis of training skills and the development of personalised training plans.

In order to make qualitative changes to continuing vocational training, it is necessary to carry out an in-depth reform to allow a strategic partnership to be forged between the FNAC, employers' organisations, workers' organisations and the public authorities, so as to establish tripartite management of these funds and to finance strategic actions capable of supporting the policy of developing human resource skills and of career advancement for workers.

### **Vocational adaptation of jobseekers**

Among active employment measures, the DAIP establishes graduate integration contracts, professional integration contracts and training-insertion contracts. Young people can benefit from training and employment contracts which are 60% financed through the DAIP for a maximum period of six months, if the employer undertakes to recruit the beneficiary for a minimum period of one year at the end of the training. Within the framework of this programme, the possibility of undertaking two or three placements (of 10 days maximum) should be set aside for trainees on placement in undertakings. The retraining provided within the framework of the employment programmes remains very limited in content and duration, and coordination between this training and the practical skills acquired within the undertaking remain very limited.

The AFEQ project funded by the European Union includes four components (harmonisation, training, employment, qualifications). In the context of two of those components, the project addresses the strengthening of the adaptation-insertion programme, on the one hand, and apprenticeship training, on the other. In particular, it provides support for the development of tools for this method of training (management guide, teaching guide, curriculum adaptation, etc.). The programme has just been launched and the first results are expected by the end of 2018.

### 4.1.3 Specific data for work-based learning

#### Specific data on continuing education

In addition to their primary purpose of initial training, the networks of vocational training centres and establishments implement continuing vocational training activities within the framework of a number of agreements between the MFEP and other Ministries, as well as undertakings. In total, there are more than 100 national framework agreements and over 7 500 specific local agreements. More generally, continuing vocational training is a fast-growing market.

These institutions also provide evening classes for 32 291 learners and distance learning courses for 39 740 learners, according to data from the 2016 Statistical Yearbook of the MFEP. This represents 11.7% of the numbers in vocational training.

#### Specific data on vocational education

Under the law of 2008, the network has been extended with the addition of new establishments since 2012. These are vocational education institutes, which are dedicated to a new method of training known as vocational education (with the purpose of improving the image of vocational training) and should eventually admit 30 to 40% of students admitted to the post-compulsory cycle, for training courses of two to four years' duration aimed at professional integration after graduation, while allowing further studies at the higher education level.

Vocational education institutes offer occupational training in the main sectors (industry, agriculture and agri-food sector, hotels and tourism, building and civil engineering, management, accounting and sales), which are organised working closely with business. Work placements in business are planned during and after the training.

#### Specific data on professional apprenticeships

Some 80% of apprenticeship training is provided by business undertakings and the remaining 20% is provided by CFPAs. This form of training is for young people aged 15 to 35 and covers 20 professional sectors, 360 specialities and 5 levels of qualification. It is estimated that the theoretical training capacity of business is 500 000 places, but only 168 178 apprentices were actually registered in 2016, according to the 2016 MFEP Statistical Yearbook.

The duration of training varies from 12 to 36 months depending on the specialities and the levels of training. An employer may recruit an apprentice either through an employment scheme or directly. This recruitment is subject to an apprenticeship contract that governs the relationship between the employer and the apprentice, as set out by law.

An apprenticeship contract is the instrument whereby an employing organisation undertakes to provide methodical and comprehensive vocational training to an apprentice who, in turn, must work for the undertaking for the duration of the contract in return for a training allowance determined in advance. It defines the rights and obligations of each party. It is signed by the employer and the apprentice or his or her legal guardian, covered by the municipality and validated by the vocational training establishment.

Upon recruitment, the apprentice receives a training allowance, paid directly by the employer in the case of undertakings employing more than 20 workers or by the State if the undertaking employs fewer than 20 workers, for a period of 6–12 months. After this period, the employer pays the allowance

at a rate indexed to the national minimum wage, set at 30% for the second six-month period (if that six-month period is not covered by the State), 50% for the third and fourth six-month periods, 60% for the fifth six-month period and 80% for the sixth six-month period.

The employer is exempt from any social security contributions relating to the apprentice and from any fixed payments corresponding to tax on the allowance. Those costs are borne by the State throughout the apprenticeship contract. During the training, the apprentice is supervised by an apprenticeship supervisor within the undertaking and a trainer at the vocational training establishment. The assessment of acquired skills is carried out jointly by the apprenticeship supervisor and the trainer. The examination at the end of the apprenticeship is organised by the vocational training establishment with the participation of the professionals.

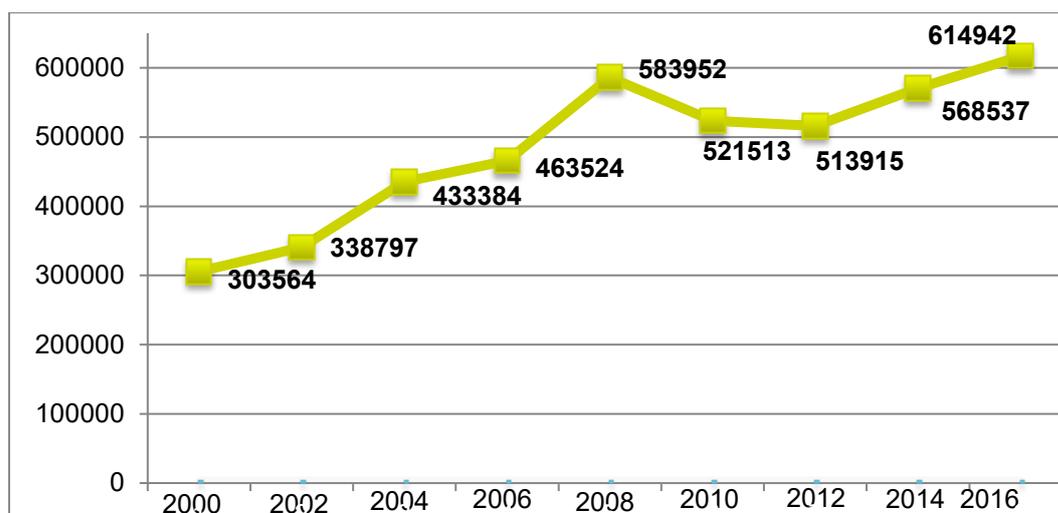
The team of inspectors responsible for vocational apprenticeship training provides pedagogical assessment and supervision. The local Conciliation Commission is responsible for the resolution and amicable settlement of any disputes arising from performance of the apprenticeship contract.

In 2016, there were 815 CFPAs and 192 CFPA satellite centres, providing a total learning capacity of 236 745 places. Vocational training and apprenticeship centres account for the vast majority of centres (87%) and training places (82%).

Apprenticeship training is increasingly favoured by the Algerian state and is a priority of the 2015–19 action plan for the vocational training sector. And for good reason: an apprenticeship is the least expensive method of training, the closest to the world of work and the most effective for the professional integration of graduates. Supervised apprenticeships continue to gain ground (113 141 apprentices in 2000, 198 883 in 2005 and 343 523 in 2016, according to the 2016 Statistical Yearbook of the MFEP, published in June 2017).

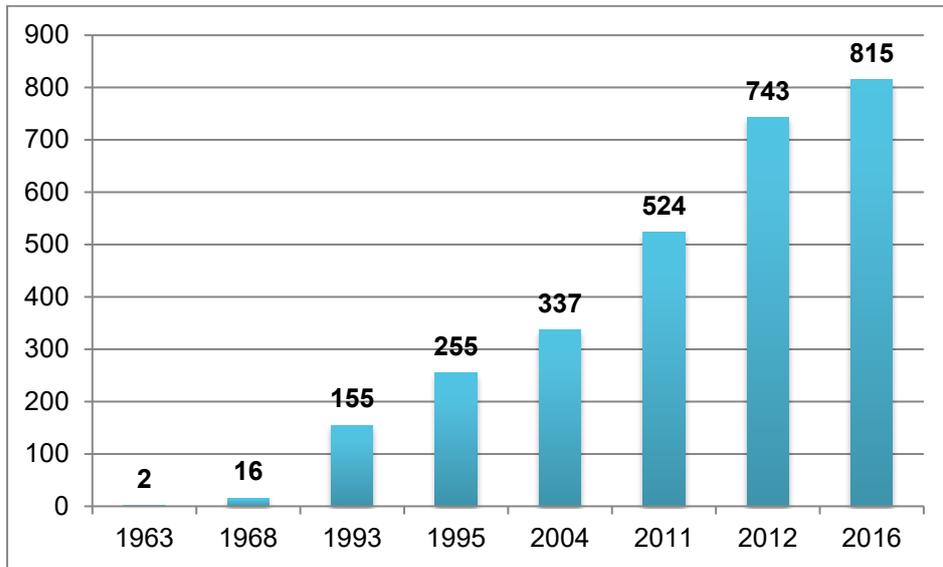
The change in the number of apprentices well illustrates this interest. Indeed, vocational apprenticeship training accounted for only 37.2% of the number of persons on training courses leading to a diploma in 2000 compared with almost 55.8% in 2016 (2016 Statistical Yearbook of the MFEP).

**FIGURE 4.1 CHANGE IN THE NUMBER OF LEARNERS**



Source: MFEP, 2016 Statistical Yearbook, June 2017

**FIGURE 4.2 CHANGE IN THE NUMBER OF CFPAS**

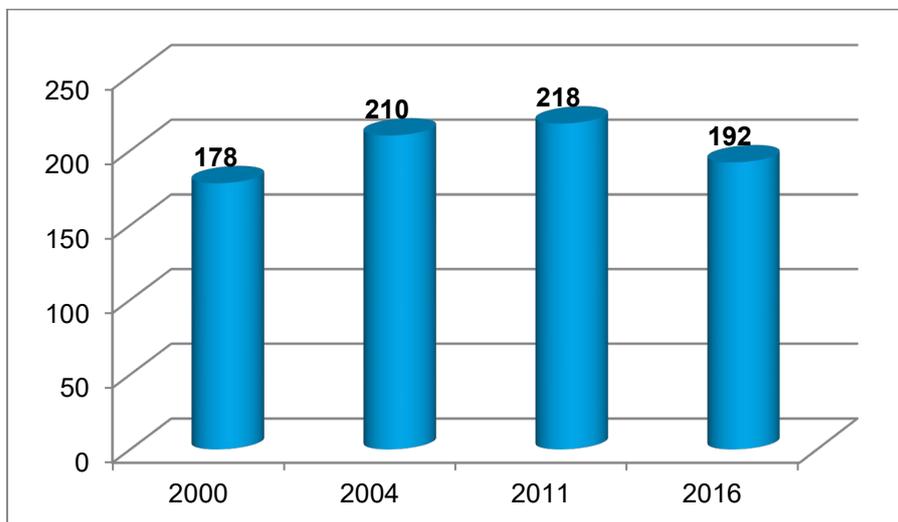


Source: MFEP, 2016 Statistical Yearbook, June 2017

In addition to these centres, other apprenticeship training structures have been established, known as CFPA satellite centres (192 satellite centres are attached to existing centres but located in rural areas to provide local training). The trend is for the further integration of satellite centres into CFPAs.

The teaching capacity of the CFPAs is approximately 145 000 training places, plus a further 23 000 places in satellite centres.

**FIGURE 4.3 CHANGE IN THE NUMBER OF CFPA SATELLITE CENTRES**



Source: MFEP, 2016 Statistical Yearbook, June 2017

## 4.2 Situation of work-based learning

### 4.2.1 General policy on vocational training and work-based learning

Among the specific measures implemented in the field of human resources, it is worth noting the development of the legal framework, the drawing up of vocational-training planning tools and the strengthening of programmes to support the integration of young people into undertakings.

The recognition of vocational training by the Constitution and the promulgation of the 2008 Framework law (Official Journal, 2 March 2008) charted a new course for this system, making a renewal of occupational apprenticeship programmes possible.

#### Developing the legal framework

- The promulgation in 2008 of the framework law on vocational education and training, which defined the various training schemes and methods; the law on apprenticeships (Law No 81-07) was amended in January 2013 to raise the age limit for access to these programmes from 25 to 35 years.
- An instruction from the Prime Minister was issued in November 2013, making the award of public contracts to undertakings conditional on their development of apprenticeships.
- The taxes relating to vocational training and apprenticeship have been combined into a single tax in order to make the two methods of training interchangeable and to extend their scope to SMEs with fewer than 20 employees.

#### Developing planning tools

- The drawing up of a blueprint for vocational training and apprenticeships, which has set out guidelines for development of the sector until 2025.
- The implementation of the five-year plans for vocational education and training (2010–14/2015–19), which scheduled the creation of new training centres and the expansion of the capacity of the vocational education and training system to 600 000 places per year.

#### Strengthening programmes to support the integration of young people into undertakings

- The DAIP has been supplemented by a new programme of first-time employment contracts for young people, which, for three years, covers the full salary of any young person recruited in the context of that programme (it should be noted that the DAIP sets the maximum salary at DZD 15 000).
- The commitment to implement partnership agreements between the MFEP and employers' associations representing the main productive sectors and groups, particularly in the main employment areas.

#### Diversifying vocational training tools and financing methods

- The funding by public authorities of training at training centres.
- The financing by own resources of in-house work-based training courses (these training courses are supported by the public authorities through a rebate from the FNAC on the vocational training and apprenticeship tax).
- The financing of other short-term training courses (one to three weeks) by enterprise support agencies (ANSEJ, ANGEM, ADS) as part of the development of micro-project management skills by young recipients of financial support from those agencies.

- The reduction of VAT from 17 to 7% as an incentive to encourage training activities carried out with the assistance of approved establishments.
- A requirement for any undertaking benefiting from public contracts to provide, for 20% of its workforce, apprenticeship training to trainees in the sector.
- A prohibition on any undertaking beginning work in the construction industry until it has fulfilled the condition concerning training for young people. This measure was taken by the MFEP to remedy the labour shortage in the construction sector.

#### 4.2.2 Recent policy (new reforms)

##### The new law for the development of apprenticeships

Adopted in February 2018, a new law on vocational training provided for the development of the system with better legal protection for apprentices and a strengthening of educational support for apprenticeship schemes.

That law was drafted in the context of implementing the five-year plan for the sector (2015–19), which has made apprenticeship training a key focus in meeting the human-resource needs of business and facilitating the employment of graduates and their professional integration. That law essentially aims to develop the functioning of the apprenticeship system and for employers and local stakeholders to be more involved in the management of apprenticeships, the creation of a system of teaching supervision and support for apprenticeships, the widening of the scope of apprenticeships to foreign undertakings in Algeria and to industrial and commercial public undertakings within the sphere of the National People's Army, and the development of apprentices' rights. The law emphasises:

1. 'The placement of apprentices in partnership with employers' associations based on training needs in various specialities, the establishment of a system of apprenticeship based on the acquisition of know-how, and the training of apprenticeship teachers in the learning plan in order better to supervise apprentices.
2. The creation of a team of inspectors responsible for vocational training through apprenticeships to provide pedagogical assessment and supervision.
3. The creation of a local conciliation commission responsible for the resolution and amicable settlement of any disputes arising from performance of the apprenticeship contract.
4. The payment by the employer of the training allowance from the date of signature of the contract in the case of an organisation employing more than 20 workers.
5. The possibility of recruiting an apprentice without first using the employment schemes established by the State.
6. Protection of the apprentice in the workplace through monitoring by a doctor on a regular basis.'
7. Consolidation of apprentices' rights, in particular the right to maternity leave and the extension of the contract in the event of an inconclusive placement, in addition to the granting of copyright and patents to the apprentice.
8. Adaptation of the apprenticeship framework to the socio-economic development of the country, taking into account the amendments provided for in Law No 81-07 of 27 June 1981.
9. Extension of apprenticeships to the industrial and commercial public undertakings of the National People's Army (ANP) and foreign undertakings active in Algeria.'

### 4.2.3 Examples of success

In spite of the major challenges associated with apprenticeships, Algeria has had great success in terms of the coherence of the legal framework and the search for new forms of apprenticeship organisation in order to develop supervision and proper management within the framework of local apprenticeship animation centres.

#### The legal framework put forward

The legal framework for professional apprenticeships in Algeria allows young people to obtain five levels of vocational training qualifications through apprenticeships. Diplomas for the Specialised Vocational Training Certificate (CFPS), the Certificate of Professional Competence (CAP), the Certificate of Professional Mastery (CMP), the Technician's Certificate (BT) and the Higher Technician's Certificate (BTS) are all available within the apprenticeship framework.

Moreover, there are 36 322 young people in apprenticeship training for the higher levels of BT and BTS, accounting for almost 25% of the total number of apprentices in 2016. This opening up to higher levels of skills has allowed apprenticeship to become a fully-fledged system within the vocational training framework.

Although almost two thirds of apprentices reach Level 2 (CAP), just over 20% of apprentices have access to the higher levels of either Technician's Certificate or Higher Technician's Certificate.

The number of people in apprenticeships in 2016 were as follows:

- Specialised Vocational Training Certificate (CFPS): 10 729 apprentices,
- Certificate of Professional Competence (CAP): 101 805 apprentices,
- Certificate of Professional Mastery (CMP): 19 322 apprentices,
- Technician's Certificate (BT): 13 369 apprentices,
- Higher Technician's Certificate (BTS): 22 953 apprentices.

Since the introduction of these five levels of apprenticeship training, and unlike in other countries in the region, this method of training has emerged as a path to success for young people and could raise the quality of the entire vocational training system. It is quite possible for young people to 'take the plunge', allowing them to obtain a high level of qualification through apprenticeships (technologist, professional engineer or other position), and this is necessary to implement in practice and reinforce the success of this legal framework for enhancing professional apprenticeships.

#### The involvement of local authorities and the territorial coverage of apprenticeships: the experience of local apprenticeship animation centres

The 'Promotion of Vocational Apprenticeship Training' project arose within the context of cooperation between Algeria and Germany. The aim of this project is to improve the quality of apprenticeship training through enhanced cooperation between undertakings and vocational training establishments, in order to ensure that young people are better qualified for employment and self-employment.

The first two stages of the project were carried out by the National Office for the Development and Promotion of Continuing Education (ONDEFOC in French, formerly INDEFOC) and the third stage was carried out by the National Institute for Vocational Education and Training (INFEP). Technical assistance is provided by GIZ and the GOPA group (a German engineering consulting firm). The project established local apprenticeship animation centres and apprenticeship animation centres at

national level to support this method of training. These relay centres are regarded as an instrument allowing for consultation, coordination between stakeholders, management and linkage between undertakings and training establishments and partnership between undertakings and training centres. The local apprenticeship animation centres have also made it possible to establish a permanent relationship between the development of apprenticeship programmes within training centres and the programmes within undertakings, and to undertake work in the context of partnerships between workplace mentors and trainers or 'learning advisers' within the centres.

These centres were established in Blida for the Algiers area, Boumerdes and Bejaia for the central region, Tlemcen for the west, Annaba for the east, El Oued for the south-east and Bechar for the south-west.

This experience has resulted in very significant achievements for the system and led to the development of all the tools needed to revitalise apprenticeship management in the context of a partnership between training providers and workplaces. Those achievements include:

- the conception and implementation of new learning expertise for vocational apprenticeship training;
- the development of a methodology for the development of apprenticeship training programmes founded on basic progression in the workplace and support by training establishments;
- the development of the 14 pilot programmes for vocational apprenticeship training;
- the development of tools for a comprehensive framework to organise, manage, monitor and assess apprenticeship training;
- the development of the necessary teaching aids for apprenticeships: the guide for apprenticeship supervisors, the guide for implementing apprenticeship training programmes, the guide for assessing vocational apprenticeship training and the guide for the supervision of apprentices by mentors.

This project has had very positive effects, particularly in terms of training for workplace mentors and partnerships between undertakings and training establishments. The success of this project was confirmed by an impact assessment carried out on the basis of a survey of undertakings. The final report of the 'Promotion of Vocational Apprenticeship Training' project, published on 22 March 2011 by INFEP and GIZ, presented the results of the three impact assessment surveys carried out, which relied on a sample of 224 undertakings (143 private sector undertakings and 81 public sector undertakings in the fields of industry, construction, services and handicrafts).

The survey highlighted the importance of the following elements:

- the training of apprenticeship supervisors, which received the full support of business leaders;
- the regulation of occupations and of the partnership between those responsible for apprenticeships at training institutions and in undertakings;
- the occupational committees which allow stakeholders to work together within a strengthened partnership framework.

It should also be noted that:

- 87% of apprenticeship supervisors who participated in the training are satisfied with the new skills acquired through this training;

- 70% of undertakings are satisfied with the regulatory programme harmonising learning progression in undertakings and with the support for it through further training at training and apprenticeship centres.

These achievements are a source of inspiration for resolving the present difficulties of the system, as identified in this study. This is particularly true in relation to the need to develop an autonomous and specialised framework capable of both ensuring coordinated management of the system and establishing coherent and lasting partnerships between workplace mentors (apprenticeship supervisors) and individuals responsible for apprenticeship training.

#### 4.2.4 Legal framework

In Algeria, work-based learning covers apprenticeships, supervised work placements in connection with initial training, training in the context of employment programmes and continuing vocational training for workers. It should be noted, however, that these training methods are very different in terms of approaches, goals, structures and progress.

Apprenticeship training is governed by regulations relating to registered occupations, for which the State, in consultation with the social partners, determines the content and qualifications as well as minimum performance requirements. This method of training is recognised by the Constitution, the Labour Code and other legislation, as outlined below.

##### **The Algerian Constitution**

In the revised version of the Constitution (March 2016), Article 37 provides that ‘young people are the lifeblood for building the nation. The State shall endeavour to provide all the conditions necessary for developing their capabilities and enhancing their energies.’ Article 69, which recognises the right to work of all citizens (‘All citizens shall have the right to work’), refers to apprenticeships as a means of access to employment and recognises the State’s duty to promote apprenticeships: ‘The State shall endeavour to promote apprenticeships and establish policies to assist in the creation of employment’ (Constitution of the People’s Democratic Republic of Algeria, 2016).

##### **The Labour Code (2001/02)**

Article 15 of the Labour Code, concerning the minimum age for the recruitment of workers, states that under no circumstances may persons below 16 years of age be recruited, ‘except within the framework of apprenticeship contracts drawn up in accordance with the legislation and regulations in force’.

Chapter V of the same code relates to the obligations of employers with regard to training. Article 57 states that ‘the employer is also required under the legislation in force to organise apprenticeship activities to enable young people to acquire the theoretical and practical knowledge necessary for the exercise of an occupation’.

In addition to these two basic legislative texts, other laws, orders, decrees and measures concerning apprenticeships have been promulgated and cover all aspects from the design to the practice of apprenticeship training.

## Basic laws and organisation of apprenticeships

Formal apprenticeship training was introduced for the first time by Decree No 75.31 of 29 April 1975. Following that first decree, three basic laws were promulgated and govern apprenticeships in Algeria:

- Law No 81-07 of 27 June 1981,
- Law No 90-34 of 25 December 1990,
- Law No 2000-01 of 18 January 2000.

In fact, it is Basic Law No 81-07 of 27 June 1981 on apprenticeships, amended and supplemented by the Law of 2003, which defined the scope, duties and role of each stakeholder, and set out the detailed arrangements for implementing apprenticeships.

Several laws, regulations, decrees and ministerial orders have been promulgated in order to adapt the regulatory framework to economic and social developments and to provide solutions to the problems encountered when implementing legislative measures.

### *Law No 81-07 laid the foundations for the apprenticeship system in Algeria*

The first articles (Articles 1 and 2) of Law No 81-07 define apprenticeship as ‘a form of vocational training aimed at the acquisition, in the course of employment, of a recognised initial vocational qualification, allowing the exercise of an occupation in various sectors of economic activity related to the production of goods and services. That qualification is acquired through the practical, repeated and progressive performance of the various operations relating to the exercise of the occupation in question and through complementary theoretical and technological training provided at training facilities approved by the government department responsible for vocational training’.

The complementary theoretical and technological training for apprentices is provided within three basic frameworks (Article 3) at:

- vocational training centres, their satellite centres and separate facilities;
- the training facilities of undertakings or groups of undertakings, which will be granted, to that end, the approval of the authority responsible for vocational training;
- educational establishments and associations created for that purpose by business chambers and facilities belonging to employers’ organisations.

As regards practical training, it is provided by the employers specified in Article 7 of the same law. That is to say:

- any natural or legal person engaged in a craft activity;
- any unit or undertaking which is engaged in production, sales or the provision of services, regardless of its size and legal nature;
- public institutions and administrative bodies, under the conditions laid down by legislation.

In general, the apprenticeship system relies on the training capacities of SMEs and enables young people no longer at school to acquire, by working in the occupation of their choice, the qualifications necessary for their integration into working life.

The second chapter of the law contains articles on the rights and duties of each of the three stakeholders: the apprentice, the employer and the training provider. Their rights and duties are expressly referred to in the employment contract (Articles 10 to 19). It should be pointed out, in this

connection, that the age for becoming an apprentice has been set at 15 to 25 years, the maximum age being raised to 30 for women (under certain circumstances, see Article 12) and higher for disabled persons.

Law No 14-09 of 9 August 2014 complements the Basic Law of 2000. Published in Official Journal No 49, it further extends the age limit of apprentices to 35 years for all persons, except for those with disabilities, for whom there is no age limit.

The third chapter of Law No 81-07, on the supervision of apprenticeships, deals with the responsibilities and rights of training providers. Articles 27 to 29 entrust those providers with 'technical and pedagogical control of apprenticeships and permanent operational control'. Human resources (trainers responsible for theoretical apprenticeship teaching and supervisors responsible for monitoring the implementation of technical, pedagogical and administrative programmes) and teaching aids (apprenticeship handbooks for periodically monitoring and assessing an apprentice's training) are made available to ensure the smooth operation of this training method.

## 4.2.5 Institutional framework for work-based learning

### Identification of the stakeholders

The institutional framework for apprenticeships is characterised by the division of roles and responsibilities between the various stakeholders involved (at the time of writing this report):

- *the State* provides the apprenticeship contract that must be signed in triplicate by the employer and the apprentice or his or her legal guardian. The State is also responsible for determining work-based learning policy, with the active participation of the various stakeholders concerned, and for regulating this sector and its good governance;
- *employers* – by law, all employers are required to provide vocational training to young people in the form of apprenticeships;
- *apprentices* – the relationship between an employer and an apprentice is governed by an apprenticeship contract in which an employer undertakes to provide a systematic and comprehensive vocational training service to an apprentice who, in return, undertakes to work for the employer;
- *the team of inspectors* responsible for vocational apprenticeship training provides pedagogical assessment and supervision;
- the institutions responsible for vocational training and apprenticeships, known as vocational training and apprenticeship centres (CFPA);
- *the local apprenticeship animation centres* – in the context of the collaborative project with Germany, local apprenticeship facilitation centres were established in five wilayas. These centres may be regarded as a good practice because they promote relationships and links between the various stakeholders and between undertakings and CFPA's at the local level.
- *the labour inspectorate* is responsible for ensuring that apprenticeship legislation and regulations are enforced;
- *Chambers* of trade and industry, of crafts and professions and of agriculture at national, regional and provincial (wilaya) level, professional associations, employers' associations and relevant groups contribute to apprenticeship initiatives, in particular by organising events to make undertakings aware of this method of training, by putting forward specific proposals for its development: broadening the partnership with the ministries involved in managing apprenticeships, strengthening the activities of the FNAC in order better to target support for in-house training (training of workplace mentors, management of incentives for that group, etc.) and

active participation in training organised by the FNAC to support the stakeholders in this method of training;

- *the local conciliation commission* responsible for the resolution and amicable settlement of any disputes arising from performance of the apprenticeship contract;
- *the national conference* which brings together, once a year and for two days, the directors of vocational education and training for the wilayas and the directors of vocational training establishments. It is intended to be a forum for dialogue and consultation on various issues relating to training and apprenticeships, including partnerships between training institutions and undertakings, the activities and incentives of the FNAC, the position in terms of the relationship between training supply and workplace demand, and issues concerning management and coordination of the system in wilayas;
- *the Partnership Council*, established in 2011 and consisting of a general assembly, a bureau, specialised technical committees organised according to the main sectors of the economy, and committees at the wilaya level. The role of this council is, inter alia, to propose all measures to promote relations between public institutions and the private sector, and to monitor the implementation of the decisions taken by the State in this area as well as agreements made between employers' associations, trade unions and the Government;
- *'the Tripartite'* is an appointed tripartite consultative body which plays an important role in analysing, assessing and proposing various new employment and social policy measures (labour law, vocational training, combating unemployment, roles of trade associations, partnership between the public authorities and organisations established by them, etc.). It brings together six private sector employers' organisations – the General Confederation of Algerian Businesses (CGEA), the Business Leaders Forum, the Algerian Confederation of Employers (CAP), the National Confederation of Algerian Employers (CNPA), the Association of Algerian Women Entrepreneurs (SEVE) and the Confederation of Algerian Industrialists and Producers (CIPA) – two organisations representing public sector employers – the National Association of Public Employers (UNEP) and the Delegation of State Investment Management Companies (SGP) – and the General Algerian Workers' Union (UGTA), the largest labour union;
- *the National Economic and Social Council (CNES)* also works on employment and vocational training issues, in particular through the organisation in 2011 of general assemblies of civil society, which made a contribution in this area.

The MFEP is the executive authority entrusted by the State with overseeing the management of the vocational training system, including work-based learning.

The authority of the MFEP is exercised directly by a government department organised around nine broad directorates covering all areas of strategy development, planning and implementation. From the point of view of governance, it is important to note: (i) the specific role played by the Directorate of Continuing Education; and (ii) the inter-sectoral relationships, which cover not only continuing education, but also private establishments and relations with the social partners, particularly in the context of the Partnership Council. Within the MFEP's Directorate for Organising and Monitoring Training, there is also a Sub-directorate for the Development of Apprenticeships, to monitor the management of the establishments responsible for apprenticeships, and a Sub-directorate for Pedagogical Organisation and Standardisation, which deals with the pedagogical aspects of learning.

## **Institutions supporting work-based learning**

The MFEP also relies on a group of major national institutions and regional institutions.

### *At the national level*

- the National Institute for Vocational Training (INFP), a public administrative establishment responsible for pedagogical expertise and the training of supervisory staff and specialised trainers of vocational training institutions, and for carrying out studies and research covering all training methods and the development of learning programmes;
- the National Distance Learning Centre (CNEPD), which organises distance learning in various wilayas;
- the Centre for Studies and Research on Occupations and Qualifications (CERPEQ), an industrial and commercial public undertaking whose mission is to carry out studies and research in relation to qualifications;
- the National Development Fund for Apprenticeships and Continuing Vocational Training (FNAC), a special public establishment which promotes and develops continuing work-based training and apprenticeships, in connection with the business sector;
- the National Office for the Development and Promotion of Continuing Education (ONDEFOC), an industrial and commercial public undertaking responsible for assisting businesses and training centres to promote and develop continuing vocational training, and for the training of trainers and apprenticeship supervisors;
- the National Establishment of Vocational Training Equipment (ENEFP), a public administrative establishment that plans and schedules the acquisition, delivery and installation of technical educational equipment in VET establishments.

### *At the territorial level (the sub-national level)*

- the directorates for vocational education and training (DFEPs) of the wilaya, which are the decentralised services of the MFEP for the 48 wilayas;
- the vocational training institutes (IFPs), which ensure the development and adaptation of training and apprenticeship programmes;
- the specialised national vocational training institutes involved in training at levels 4 and 5 (BT and BTS).

## **Institutions dedicated to the work-based learning components of vocational adaptation programmes**

A wide range of institutions is involved in these areas.

- The National Employment Agency (ANEM) has 165 local offices and 11 regional centres and manages, in particular, the Professional Insertion Measures Programme (DAIP). This programme is based on graduate integration contracts for graduate jobseekers from universities and technical schools, professional integration contracts for secondary school leavers and persons completing vocational training, and training-insertion contracts (CFIs) for young people without qualifications.
- The National Unemployment Insurance Fund (CNAC) has 5 regional centres and 48 offices, and action programmes for unemployed persons aged 30 to 50 in the context of support for setting up businesses and support for setting up and expanding businesses; unemployment insurance, allowances.

- The National Youth Employment Support Agency (ANSEJ) relies on the resources of the National Employment Support Fund for Young People (FNSEJ) between the ages of 18 and 35. It supports young graduates involved in business start-up projects of under DZD 10 million. This support includes business start-up training of three to four days.
- The National Agency for Microcredit Management (ANGEM) uses the resources of the National Microcredit Support Fund. It supports young people without qualifications involved in projects of under DZD 1 million. This support includes three-day business start-up training courses as well as five-day management training for very small enterprises.

#### 4.2.6 Financial and non-financial incentives for work-based learning

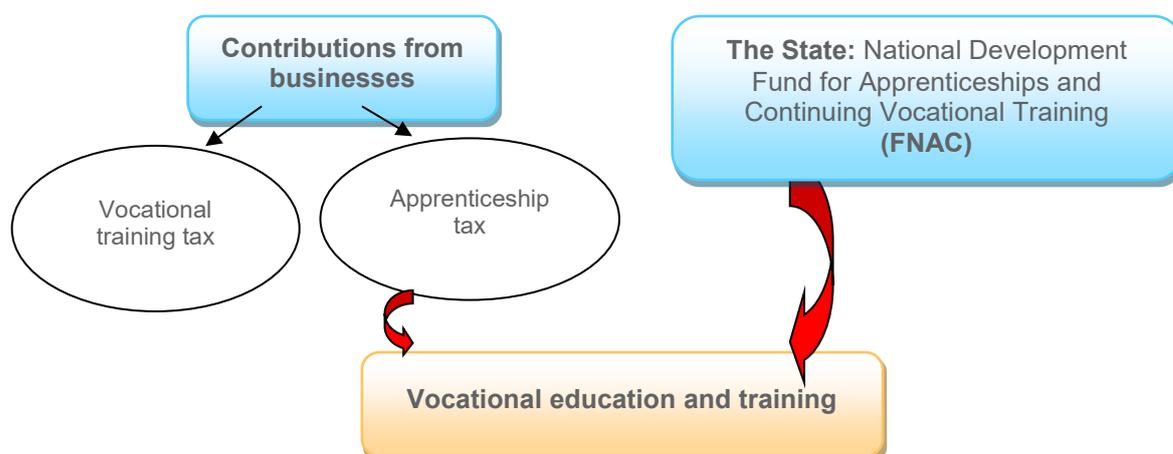
Executive Decree No 09-262 of 3 Ramadan 1430 (corresponding to 24 August 2009) states that employers who have not spent an amount equal to at least '1% of the annual wage bill on apprenticeship activities' are to be liable for this tax (Articles 3 and 4).

As regards the amount of this tax, Article 5 of the Decree states that 'the amounts due in respect of the abovementioned taxes shall be determined according to the efforts made by the employers in continuing vocational training and apprenticeship activities'. The competent departments of the tax authorities are responsible for collecting these taxes (Article 8). The receipts are to be transferred to special purposes account No 302-091, entitled the 'National Development Fund for Apprenticeships and Continuing Vocational Training' (FNAC). The FNAC, under the supervision of the MFEP, is responsible for the financial management of resources obtained from taxes relating to apprenticeship and continuing vocational training. It also provides information, support and advice activities.

Vocational education and training, as well as active employment measures, receive quite substantial funding from the State. This funding has even been significantly increased and strengthened in recent years, particularly with regard to the salaries of teachers and trainers, infrastructure and equipment and the conditions of access to the various arrangements for both undertakings and trainees. State funding is supplemented primarily by contributions from businesses, in particular through the vocational training tax and the apprenticeship tax, both fixed at 1% of the wage bill and from which the sums spent on workplace training and apprenticeship activities are deducted; the remainder goes to the FNAC, which promotes training and training expertise for undertakings. The actual expenditure of undertakings is not known precisely, but it seems to be increasing with strong growth in the continuing vocational training market.

The funding mechanism, developed to promote continuing vocational training and apprenticeships within businesses, operates as follows: undertakings deduct from this 1% the amounts spent on apprenticeship and continuing vocational training activities carried out over the course of the preceding six months (as evidenced by a special committee established in each wilaya), and the remaining amounts are paid to the Treasury and transferred to the FNAC on the basis of its requirements. It is therefore a tax on the 'non-provision of training'.

**FIGURE 4.4 FINANCING VOCATIONAL TRAINING**



Trainees in apprenticeship training at a CFPA or at a specialised national vocational training institute receive from the State (via the FNAC) a training allowance of 15% of the minimum wage for 6 to 12 months, before the employer gradually assumes responsibility for paying the training allowance. Bursaries are also awarded to trainees attending training courses provided at training centres. Under the new provisions, this training allowance will be paid by an employer as soon as the apprenticeship contract is signed, in the case of undertakings having more than 20 employees.

### **Continuing vocational training**

The FNAC finances the development and implementation of continuing vocational training plans for undertakings, as well as training for groups of undertakings, and training expertise activities. The FNAC works at the request of eligible undertakings (those having paid taxes).

### **Vocational adaptation/professional integration**

The funding for retraining, integration support and business start-up support activities carried out in the context of active employment measures by the relevant agencies (CNAC, ANSEJ, ANGEM, ADS, etc.) is provided by those agencies under agreements concluded with public VET institutions and the undertakings concerned.

### **Incentive measures**

In addition to measures taken by the FNAC, new measures to develop apprenticeships and incentive measures for businesses and young jobseekers have been taken under the DAIP, encouraging undertakings to train their employees by means of a reduction of the rate of VAT to 7% (instead of 17%), provided that the training is carried out with the assistance of an approved establishment.

## **4.3 Outlook and opportunities**

### **4.3.1 Constraints and challenges**

In spite of the strong political will in Algeria and at regional level to develop work-based learning and the importance of the legal and organisational framework governing this training and the recognition of the five levels of vocational training by means of apprenticeship training, work-based learning in general, and apprenticeship in particular, currently face major challenges. These challenges are linked

to the social situation of young people whose age makes them eligible for education or training (deficit in human capital), the low economic and social status of trade occupations, particularly among young people, the weak role of private undertakings in work-based learning and the poor teaching and technical quality of work-based learning.

### **Significant school dropout rate, failure of careers guidance and continued decline in the quality of education**

All these factors demotivate young people and provide no encouragement for them to enter vocational training or occupational apprenticeships. The social situation of young people whose age makes them eligible for education or training is characterised by a very significant dropout rate. An analysis of the statistical data of the Ministry of Education confirms that post-primary education, in particular, is marked by a significant dropout rate following the last year of each cycle (accordingly, in the last three years, 2015–17, an average of 40% of pupils obtained the lower secondary examination certificate).

Moreover, the vocational training and apprenticeship system does not have a role as an independent, parallel and complementary system providing guidance to young people who have professional and practical skills to develop. Therefore, basic guidance is focussed solely on conceptual knowledge, which deters young people from taking vocational training courses and entering apprenticeships.

### **Lack of a market for professional apprenticeships**

Based on the documentary analysis and the stakeholder interviews (including with representatives of the Business Leaders Forum and the private undertakings visited), it was noted that vocational training and apprenticeships are based not on business supply in the context of a dynamic market for enhancing the employability of young people and adapting their professional skills to the needs of those undertakings, but more on the social demand of young people who have usually dropped out of school.

This situation means that apprenticeship training is increasingly driven by the social demand of young people and does not help to resolve the problem of aligning training with employment, while taking into account specialities and skills as determined by undertakings.

As a positive example, the dual training and apprenticeship system in Germany was successful only when it was based on trade associations and chambers of skilled trades, as well as on the needs and capacity of undertakings to provide apprentices with educational places and posts in the workplace. Employers' federations in Algeria such as the Business Leaders Forum have consistently called for more active participation in policy development and system management in collaboration with public authorities.

Some of the shortcomings, from a pedagogical and internal perspective, of the organisation of apprenticeship training at the level of undertakings and CFPAs are listed below.

- The apprenticeship training system is hampered by the absence of an organisation to provide real coordination between trainers in CFPAs and workplace mentors. The body which should provide that coordination and monitor the learning of apprentices in undertakings and CFPAs (the body of apprenticeship advisers) has not yet been established or recognised.
- Training places within undertakings are still very limited and poorly organised, with a significant lack of places specifically for teaching apprentices the basic skills that will eventually enable them to be integrated into productive activities, notwithstanding the significant role played by SMEs,

which provide training for more than 60% of young people currently in apprenticeships (2016 Statistical Yearbook of the MFEP).

- The status, place and role of workplace mentors are not yet well defined. Their teaching and communication skills are very limited, and they do not yet play a full role in the apprenticeship training process.

### **The disparity between ‘theory and practice’ in implementing block or day release training courses at vocational training institutions**

In an article of 2011, Abdelmadjid Boudjebbour states that learners have great difficulty in forging links between subject content, learning in the formal environment (the training or educational establishment) and actual work situations within undertakings.

Theoretically, apprenticeship training is based on a targeted skills approach that promotes the transfer of learning in the various situations, which the learner will experience. However, the separation between the various training locations (training establishments and undertakings) makes this transfer more unlikely than ever before. This situation is the result of several causes, in particular the failure on the part of trainers (apprenticeship supervisors) to master productive professional skills, the lack of pedagogical skills of workplace mentors, the weakness of teaching expertise which would enable the development of progression based essentially on the practical stages of occupational apprenticeships, and the lack of means for collaborative and interactive work between the unit engaged in production and the CFPA. The results of our field analysis of the system confirmed the lack of linkage between theoretical training to support apprentices in CFPAs and on-the-job training provided in the workplace. There is no coordination between workplace mentors and trainers (apprentice advisers) at the pedagogical level, and the follow-up visits of CFPA representatives to undertakings are administrative visits to monitor the attendance of apprentices more than they are pedagogical visits for collaboration with mentors. The theoretical courses for apprentices in CFPAs are delivered by trainers either in addition to their weekly schedule, or by including apprentices in vocational training classes.

### **Mismatch between the skills needs of undertakings and the aspirations of young people with regard to vocational training and apprenticeships**

The mismatch between training and employment is often advanced to explain unemployment. In terms of training and apprenticeships, it is more of a qualitative mismatch between the aspirations of young people to be trained in occupations and specialities ‘valued’ in the labour market and socially (technological, IT, agri-food, pharmaceutical, electronic and technical occupations in advanced sectors such as aeronautics, etc.) and the pressing needs of the economy and undertakings in other fields (maintenance, mechanics, mechatronics, building and construction, metal construction, refrigeration and air-conditioning, sanitary plumbing, carpentry, electricity, agriculture, catering, tourism, etc.). This mismatch is the result of a convergence of cultural, social, professional and economic factors, which devalue several occupations. This is due, in particular, to the old-fashioned way in which they are exercised, to the lack of a career vision and decent working conditions in a number of sectors and occupations, and to social prejudices. This situation necessitates the development of specific plans to enhance the standing of occupations within undertakings, in society and in the public sphere. That improved standing should be based on the real and effective actions of public authorities, trade associations, civil society and the education and university systems, which affect all aspects of occupations: professional classification, status, organisation, technology, career plans, safety at work, possibility of being real social and professional ladders for young people, etc.

## **The shortcomings observed relate in particular to trainers' professional skills and their limited knowledge of the reality of how occupations are exercised and develop**

The shortcomings observed concern above all trainers' limited professional skills, in particular in relation to the exercise of the occupations concerned. This may be due to the initial lack of professional experience in exercising the occupation (when recruited the trainer was not required to have actual professional experience); the lack of work placements to update those practical skills in the context of engaging in production techniques, work organisation processes, etc.; or limited teaching skills (inability to ensure progress on the basis of operational skills).

Indeed, and as confirmed by the professionals who provided field interviews, certain occupational tasks require not only knowledge of the occupation but also mastery of particular know-how or particular skills. However, certain skills (skills related to the environment, etc.) require experiential learning through facing real situations and problems on the ground. The main objectives of alternating periods of study and work, in the apprenticeship training method, are the effective integration of learning and the development of skills through the process of transferring operational knowledge, which should therefore be properly mastered by a trainer.

## **Management problems relating to the system of work-based learning establishments**

The management of the training system is based on a very close relationship between trade associations, undertakings, local, national and international development stakeholders, public authorities and stakeholders within other training systems. This relationship requires great organisational flexibility, continuous adaptation to the demands on the ground and to changing situations, and a fast and efficient decision-making capability. These challenges require, in addition to the design of a better quality system of governance, increased independence of management structures at various levels (CFPA, regional directorates, central directorates, etc.) to allow them better to adapt to rapid changes and to meet continually changing needs. That is why increased independence of training and apprenticeship establishments is essential, to ensure a rapid response to situations on the ground and an effective link between the need to integrate the establishment's management system into the overall management of the system, on the one hand, and the need to respond to the specific needs of niche production and employment, on the other.

## **Role of the territories in the vocational training and apprenticeship system very limited in spite of the efforts made**

The official structures for implementing a professional apprenticeship system are the employers' organisations, the trade unions and the public authorities. However, those stakeholders themselves often lack resources and skills (employers' organisations) and are not able to respond actively to local needs on the ground, because of the centralisation of decision-making in particular.

## **Financing system remains rigid and ill adapted to the needs of stakeholders**

In every workshop, meeting and tripartite consultation, the bureaucracy managing the system of funding for work-based learning has been singled out for several reasons, mostly relating to the rigidity of the system and the difficulty of adapting it to the real needs of stakeholders, in particular undertakings and employers' organisations. The absence of tripartite management for the system of funding and the complexity of the reimbursement procedure explain, in part, the fact that some funding has remained unused despite the need for undertakings to develop workers' skills. A large part of this

funding remains unused and this negatively impacts work-based learning as a means of professional development for workers and the development of labour productivity within business.

**Absence of a quality assurance approach involving the undertaking and the vocational training and apprenticeship establishment, to develop the organisation of block or day release courses through better involvement of mentors and trainers, to manage more effectively learning progression during training in both (professional and training) environments and to increase the quality of the technical content of the programmes and their training pedagogy**

Apprenticeship training requires the establishment of a specialised body dedicated to apprenticeships (apprenticeship advisers), which will be responsible for developing apprenticeship training and ensuring a balance within CFPAs between responding to the needs associated with vocational training provided at training centres and those associated with apprenticeships, while still allowing the use of training infrastructure and even training facilities for apprenticeships and for training provided by training centres where the learning progression specific to each method allows for this pooling of resources. This same body of professionals will be responsible for the development of the apprenticeship training curricula to be developed in partnership between workplace mentors and

apprenticeship trainers/advisers. The absence of these two foundations for the establishment of a system of apprenticeship training and work-based learning in general hampers the development of a coherent and uniform system of work-based learning that ensures coordination and synergy between the practical aspects of learning progression in the workplace and the theoretical aspects of learning progression in CFPAs.

**Failure to fulfil the declarations of political bodies concerning international cooperation in vocational training and occupational apprenticeships between the two shores of the Mediterranean**

Despite the declarations of the 2012 Summit of European Heads of State and Ministers in charge of Education and Vocational Education and Training in the Western Mediterranean Countries (Marseilles, 27 and 28 October 2012), the implementation of relevant cooperation programmes is not in line, in terms of content and budget, with the priority given by the national authorities to the vocational training sector and in particular to work-based learning, which is the fundamental tool for improving the economic competitiveness of undertakings and developing workers' skills. In the 2014–17 European Union-Algeria Cooperation Programme, and although the issue of employment was regarded as among the three priorities of the programme, work-based learning is included only in the context of the AFEQ (apprenticeship component and component relating to the support fund for the professional integration and adaptation of jobseekers).

### 4.3.2 Development prospects

The assessment of the situation of work-based learning supports the conclusion that there are very significant development prospects.

- The Minister for Vocational Education and Training announced an ambitious goal for apprenticeships and highlighted in his speech of 7 November 2017 'public authority guidance for human resources training and development, which is intended to favour occupational apprenticeship methods, involving national and foreign undertakings in teaching, so as to promote graduate employability'. The goal is to increase the proportion of apprenticeship training in the vocational training system from the current 53% to 70% over the next five years.

- Employers' organisations, particularly the Business Leaders Forum, have shown a strong desire to play a greater role in work-based learning. Recommendations have been made to develop the role of trade associations and undertakings in vocational training policy-making and management of the system, which are awaiting a response from the public authorities.
- With regard to undertakings, particularly those visited as part of this mission and during the author's other activities in the context of vocational training, the following have been noted: a huge need for information on training programmes; an improvement in apprenticeship training; requests for more flexible training procedures for workers, including training abroad and training in Algeria with foreign operators; and a desire for active partnership in the field of work-based learning.
- With regard to international bilateral and multilateral cooperation, the AFEQ programme with the European Union is already under way, and gives prominence to developing the role of undertakings in vocational training, especially in the workplace.
- Moreover, there are programmes with other countries, including Germany, France and Belgium (such as the Support Programme for Vocational Training and Education in the framework of Algerian-French cooperation), which share the same objective. A new project (2018) is in the process of identification with Germany, which emphasises cooperation in vocational training between trade associations, and in particular with the Algerian-German Chamber of Commerce and Industry (AHK).

Based on those prospects for the development of work-based learning, 11 operational recommendations are put forward to capitalise on and best bring about those promising future prospects.

## 5. RECOMMENDATIONS

On the basis of the assessment of the situation, the results of the interviews and the documentary analysis, this study puts forward 11 practical recommendations for developing work-based learning in Algeria.

1. **Development of a specialised institutional arrangement for professional apprenticeships** at the central level and in all the regions, based on the achievements of the local apprenticeship animation centres and apprenticeship animation centres at national level and rolled out on a trial basis within the framework of the AFEQ programme and then more generally in the medium term (three to five years). This arrangement would cover apprenticeship training and create a body of apprenticeship advisers whose role would be to supervise apprentices jointly with workplace mentors, to establish an appropriate learning progression and build relationships between workplace training and training support in CFPAs and institutes.
2. **Development and updating of technical tools** to modernise apprenticeship training and the establishment of these tools in new apprenticeship structures, within the framework of the new institutional arrangement proposed above. These technical tools include, for example: occupational and skills benchmarks for apprenticeship advisers; requirements for the retraining of trainers as advisers where necessary and feasible; initial authorisation arrangements for advisers (with theoretical training required and professional workplace experience); definition of the roles of workplace mentors and elaboration of the status of training provider and training undertaking; technical working tools as well as training on those tools for apprenticeship supervisors to ensure better quality apprenticeship training (handbooks, assessment, monitoring, coordination, etc.).
3. **Strengthening the system of governance of apprenticeships in the workplace**, by consolidating the role of trade associations in the policy and management of work-based learning, in particular apprenticeship training and continuing vocational training of workers; providing support to organise the involvement of professional organisations in work-based learning (creation of specialised units dedicated to work-based learning within professional federations to be supported by the FNAC); developing a status for workplace training mentors which defines the responsibilities of this group in apprenticeship training (rights and duties); local development of apprenticeships to strengthen territorial participation; recognising a higher vocational training and apprenticeship training qualification which would truly enhance this system, by enabling young people to achieve all levels of the CAP (Certificate of Professional Competence) up to the level of technologist (equivalent of professional engineer), the current framework ending at BTS level.
4. **Establishment of a market for apprenticeship training** by developing vocational training based on skills demand and by strengthening the role of private undertakings in the formal and informal sectors, in order to capitalise on all occupational apprenticeship capabilities by facilitating relationships between jobseekers/training applicants and those undertakings and by drawing up two communication plans on apprenticeships, one specifically for private undertakings and the other for families and young people.
5. **Support for the AFEQ programme** and drawing on its achievements in national policy, especially since it is based on strengthening the role of undertakings – particularly private ones – in vocational training in the workplace (apprenticeships), in vocational adaptation to meet the skills needs of undertakings, and in relationships between undertakings and universities. It is a programme to orient retraining towards business and strengthen work-based learning.

6. **Development of a national programme** to provide all sectors producing goods and supplying services with occupational benchmarks to be used by trade associations in collaboration with the MFEP. These benchmarks will ultimately promote the development of training benchmarks that will be used to develop apprenticeship training in the workplace.
7. **Development of a national training plan for trainers** involved in vocational training at training centres and in the workplace, with supported training courses in pedagogy, a workplace training benchmark, practical work placements from three months to one year for trainers, and skills development in collaboration between centres, undertakings, trainees, trainers and mentors. The profiles and skills of trainers form the framework of the apprenticeship training system and the relationships between apprenticeship mentors and trainers are the cement that holds this framework together.
8. **Creation of a body of temporary professional trainers** in the private and public sectors, in order to develop the activities of experienced technical and management staff at vocational training and apprenticeship centres. The aim is to consolidate the practical aspects of implementing training programmes and to ensure that training institutions are more open to undertakings, by means of this body of professional trainers devoted to strengthening skills training. This body will have to be recognised by the public authorities and trade associations.
9. **Development of funding mechanisms for work-based training** so as to be able to finance, through the FNAC, all activities to promote apprenticeships and continuing vocational training by civil society organisations, and thus enhance the professions as well as vocational training, apprenticeship and continuing vocational training schemes.
10. **Encouraging continuing vocational training for workers** through the creation of a basic national system open to all workers so that they can continue to receive on-the-job training, by defining the rights and duties associated with this system and urging undertakings to encourage their workers to take up continuing vocational training, in particular by creating a national diploma in continuing training equivalent to the baccalaureate and making universities more accessible to workers. In addition, the implementation of programmes and the establishment of a legal framework for the accreditation of prior learning (APL) is one way of developing training in the workplace.
11. **Development of monitoring in relation to implementation of the recommendations of the committees** of the Union for the Mediterranean and the European Union, concerning the development of north-south cooperation, by encouraging exchange, employment and work-based learning programmes based on vocational training and opportunities for mobility relating to this learning and the needs of business in the countries concerned.

## ANNEX: LIST OF INTERVIEWEES

Name and surname	Function
<b>Rachida Alitouche</b>	Director General, INFEP
<b>Sabina Nari</b>	Specialist in VET Policies and Systems, Country Coordinator – Algeria and Morocco, ETF
<b>Aziz Jaouani</b>	Senior Specialist in VET Policies and Systems, Torino Process Coordinator, ETF
<b>Hadji Fatma Zohra</b>	Pedagogic Engineering Officer, INFEP
<b>Boudehane Seddik</b>	Head of Adaptation, Technical and Pedagogic Documentation Service
<b>Chihi Lahcene</b>	Deputy Director for Apprenticeship, Directorate for the organisation and monitoring of vocational training, MFEP
<b>Koudil Seddik</b>	Deputy Director for Teaching Arrangements and Standardisation, Directorate for the organisation and monitoring of vocational training, MFEP
<b>Ameur Souhila</b>	Professor specialised in 2nd degree education and vocational training, Local Apprenticeship Animation Centre Coordinator
<b>Touhari Rachida</b>	Head of Apprenticeship Service, INSIAG
<b>Naoudj Nabila</b>	Studies and Internships Director, INSIAG
<b>Boutarene Hayat</b>	Director, INSIAG
<b>Haddad Nacira</b>	Vice-president, Business Leaders Forum
<b>Noura Boudedja</b>	Advisor, Business Leaders Forum
<b>Choudar Taoufik</b>	Human Resources Director, Venus Group (lab Venus Sapeco)
<b>Talamali Azezki</b>	Human Resources Manager, TRAVEPS
<b>Bellil Rachid</b>	Production Director, Vita Jus
<b>Haj Lout Ameur</b>	Human Resources Manager, Mitidja Transformation Plastique

## LIST OF ACRONYMS

<b>ADS</b>	Agence de développement social (Social Development Agency)
<b>AFEQ</b>	Adéquation formation, emploi et qualification (support programme to harmonise training, employment and qualifications)
<b>ANGEM</b>	Agence nationale pour la gestion du microcrédit (National Agency for Microcredit Management)
<b>ANSEJ</b>	Agence nationale de soutien à l'emploi des jeunes (National Youth Employment Support Agency)
<b>BT</b>	Brevet de technicien (Technician's Certificate)
<b>BTS</b>	Brevet de technicien supérieur (Higher Technician's Certificate)
<b>CAP</b>	Certificat d'aptitude professionnelle (Certificate of Professional Competence)
<b>CFPA</b>	Centre de formation professionnelle et d'apprentissage (Vocational training and apprenticeship centre)
<b>CNAC</b>	Caisse nationale d'assurance chômage (National Unemployment Insurance Fund)
<b>DAIP</b>	Professional Insertion Measures Programme (dispositif d'aide à l'insertion professionnelle)
<b>DZD</b>	Algerian dinar
<b>ETF</b>	European Training Foundation
<b>IMF</b>	International Monetary Fund
<b>FNAC</b>	Fonds national de développement de l'apprentissage et de la formation continue (National Development Fund for Apprenticeships and Continuing Vocational Training)
<b>GIZ</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit (German International Cooperation Agency)
<b>INFEP</b>	Institut national de la formation et de l'enseignement professionnels (National Institute for Vocational Education and Training)
<b>INSIAG</b>	Institut national spécialisé en arts et industries graphiques (National Institute Specialised in Graphic Arts and Industries)
<b>MFEP</b>	Ministère de la Formation et de l'Enseignement professionnels (Ministry of Vocational Training and Education)
<b>ONS</b>	Office national des statistiques (National Office for Statistics)
<b>GDP</b>	Gross domestic product
<b>SME</b>	Small and medium-sized entreprise
<b>VAT</b>	Value-added tax

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