

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF VOCATIONAL EDUCATION AND TRAINING**

VOCATIONAL EDUCATION AND TRAINING IN ALGERIA : OVERVIEW

**12TH MEETING OF THE COMCEC POVERTY ALLEVIATION WORKING GROUP
Skills Development in the OCI : Vocational Education**

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1- Introduction :

Effective Human Resources Development can enable Algeria to use its abundant national resource as strong drivers for economic growth and social development. Five Years Plan 2015-2019 focuses on this point to achieve VET Reforms undertaken since 2008.

2- Principal mission of VET :

Train and develop skilled workers to meet the labour market's needs and assure social development beside economic development.

3- VET institutions and Human Resources :

- More than **1295** public institutions with a capacity of 400.000 training stations ; including **17.500** for handicaped persons and prisoners.
- **706** private schools with a capacity of **51.400** training stations, specially in services.
- Around **100.000** students enrolled in VET annually, including for this year (2018-2019) **350** scholarship for african students issued from **14** countries , added to the 475 trainees who still pursue their training (High Skilled Technicians, level 5).
- **28.000** trainers (2000 new teachers for 2018-2019) for a total of **67.000**, representing Human Resources in VET System.

4- Training Specialities :

- **478** specialities spread over **23** professional branches.

5- Training Modes :

- Residential.
- Apprenticeship.
- Distance learning / E.learning.
- Evening courses.

6- Levels of qualifications :

A- Vocational Training

Level 1 to level 5

(06 to 30 months).

B- Vocational Education

02 levels :

(02 and 03 years).

7- Issues of VET :

A- Access

- Rapid growth of the young population.
- Growing need for continuous training for workforce.

B- Social appropriateness

- Lack of collaboration between VET institutions and industries specially in priority sectors, such as Agriculture / Agrofood industry / Hospitality / Tourism – Handicraft – Environment.
- Mismatch between supply of trainees and demand of industries.

C- Quality

- No incentive system to attract academically talented students to VET (no pathway to the university) .
- Lack of national evaluation system to assess the quality of VET.
- Regional disparity in terms of number of trainees who have attained vocational qualifications.

8- VET Reforms undertaken so far :

A- In terms of ACCESS

- More VET institutions to absorb the growing young population.
- Better understanding of the importance of vocational competence development for individual workers.

B- In terms of SOCIAL APPROPRIATENESS

- Creation of the National Council for partnership in VET, in charge of
 - Coordination between VET institutions and industrial sectors ;
 - Integration of HRD policy carried out by all the ministries concerned ;
 - Providing a range of training and related service in support of enterprises workforce development, to improve their management.

"FOLLOWING"

C-In terms of QUALITY :

- Industry – VET institutions cooperation is increasing to promote their specialisation in " Centres d'excellence ", but it is still not enough.
To increase the quality and opportunities for VET, the graduates of VET must have the opportunity to enter universities.
- Implementation of an impact-based monitoring and evaluation system for VET at the local level for each institution. For this year (2018-2019) self evaluation of VET institution is introduced by providing evaluation criteria and results to improve the performance of each institute.
- A great part of VET Budget is invested in HRD to improve the quality of VET.

9- Perspectives

→ Proposals to be discussed during the meeting.

Thank you