

The Competency-based Approach in Algeria :

A Necessity in the Era of Globalization

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ملخص:

Abstract :

The question of educational contents corresponding to tomorrow's demands has become a vital issue in educational reforms all over the world. It is also the case of the Algerian educational system which adopted the competency-based approach as part of the reform. This paper first takes an in-depth look at this approach including the analysis of such concepts as 'competence' and 'competency' and then goes on to critically discuss the reasons why it has been implemented in the Algerian educational curricula.

إن مسألة المحتويات التعليمية المتعلقة بمتطلبات المستقبل أصبحت من القضايا التربوية الهامة التي تتصب عليها الإصلاحات في مختلف أنحاء العالم، كما هو الحال بالنسبة للمنظومة التربوية الجزائرية التي انتهجت التدريس بالمقاربة بالكفاءات. سيقوم هذا المقال بتحليل هذا المنهج مع شرح بعض المصطلحات التي يقوم عليها، ثم ستناقش الأسباب التي أدت إلى تطبيقه في المنظومة التربوية الجزائرية .

Introduction

There is a change in most of the educational systems in the world in terms of the implementation of new curricula and a new approach based on competencies. This is the case of Algeria in which the competency-based approach was introduced in 2002 as a result of the educational reform in the primary, middle and secondary school; new books were published for this aim for all the levels. CBA has been adopted in teaching English as a foreign language in order to prepare the learners to be competent in their real life tasks. But how will this objective be attained if the teacher , who is an important partner in the educational system, has been neglected before implementing this new approach? In spite of the government's plan for teacher development in the language , a large number of teachers are just using new books and ignore all about CBA and the objectives of using such an approach. This article attempts to shed light on the theoretical side of the competency-based approach, to trace its history and development and the reasons why it has been implemented in the Algerian educational system.

Prior to dealing with the competency-based approach , a particular procedure should be followed. First of all the terms competence and

competency should be clearly defined though it is not really an easy task. .

I. The Notion of Competence and its Numerous Interpretations

Over the last two decades the discourse around education and training has shifted. We now tend to use a pseudo-commercial language of markets, investment and products. The interest in competence and competency has been part of this move. These two terms remain difficult to define in a satisfactory way. The former is the quality of being adequately or well qualified physically and intellectually, or the ability to do something well measured against a standard , especially the ability acquired through experience or training.

In the business dictionary, it is defined as ‘a cluster of related abilities, commitments, knowledge and skills that enable a person (or an organization) to act effectively in a job or a situation in comparison to competency (ies) which refers to a cluster of abilities relating to excellence in a specific activity’. Competence indicates sufficiency (state of being good enough) of knowledge and skills that enable one to act in a variety of situations because each level of personality has its own requirements.

DeSeCo(Definition and Selection of Competencies) defines competence as ‘a system of internal and external mental structures and abilities assuming mobilization of knowledge, cognitive skills and also social behavioural components such as attitudes, emotions for successful realization of activity in a particular context’. In this respect competence can be understood as a dynamic, organizing the structure of activity characteristic allowing a person to adapt to various situations on the basis of gained experience and practice. Rean and Bordovska (2008, quoted in Lobanova and Shunin) argue that the development of a person as a subject of activity necessarily includes the factors which form a socially mature person:

- development of intelligence,
- development of positive thinking, positive attitude,
- development of autonomy, responsibility,
- development of motivation leading to self-development, self-realization.

Hedge (1996, quoted by Hyde) defines a competency in term of ‘superior performance. It is a skill or characteristic of a person which enables him or her to carry out specific or superior actions at a superior level of performance’(p.4). However, we can say that competency is not the same as performance, but it is what enables performance to occur. Armstrong (1995) supports this by saying that ‘competence as a fully human attribute has been reduced to competencies – a series of discrete activities that people possess, the

necessary skills, knowledge and understanding to engage in effectively (p. 45).

We can also add that the term competency varies from a school of thought to another. The behaviourists use it to design an observation and measurable behaviour resulting from a certain training. The constructivists use this term to illustrate the construction of capacities acquired from an interaction between individuals engaged in the same situation.

Many other definitions have been suggested in the field of education such as in the QEP

(Quebec Education Programme, p.4) in which a competency is defined as ‘a set of behaviours based on the effective mobilization of a range of resources. The set of behaviours refers to the capacity to use appropriately a variety of resources both internal and external, in particular learning acquired in school or in everyday life. The concept of resources refers not only to everything that students have learned at school, but also to their experiences, skills, interests, etc...Students may rely on many resources, such as their classmates, their teacher, documentation...’

Another definition among many others has been provided by ELT articles about English teaching in Algeria and which considers a competency as ‘a system of conceptual and procedural parts of

knowledge organized into schemes that help identify a problem task and its solution through an efficient action within a set of situations. And also, a competency is a know-how to act process which integrates and mobilizes a set of capacities, skills and an amount of knowledge that will be used effectively in various problem-solving situations in circumstances that have never occurred before. In other words, a competency may be simply defined as the ability of a student or worker to accomplish tasks adequately to find solutions and realize them in real life situations. Besides, competencies are the various skills learners have to be taught ; this may lead them to acquire the four skills (listening, speaking, reading and writing) in an interactional way to be able to use them later on either in their jobs or the demanding daily life. An analysis of the terms ‘ competence’ and ‘competency’ has been illustrated in the form of the following ladder or ascending scale.

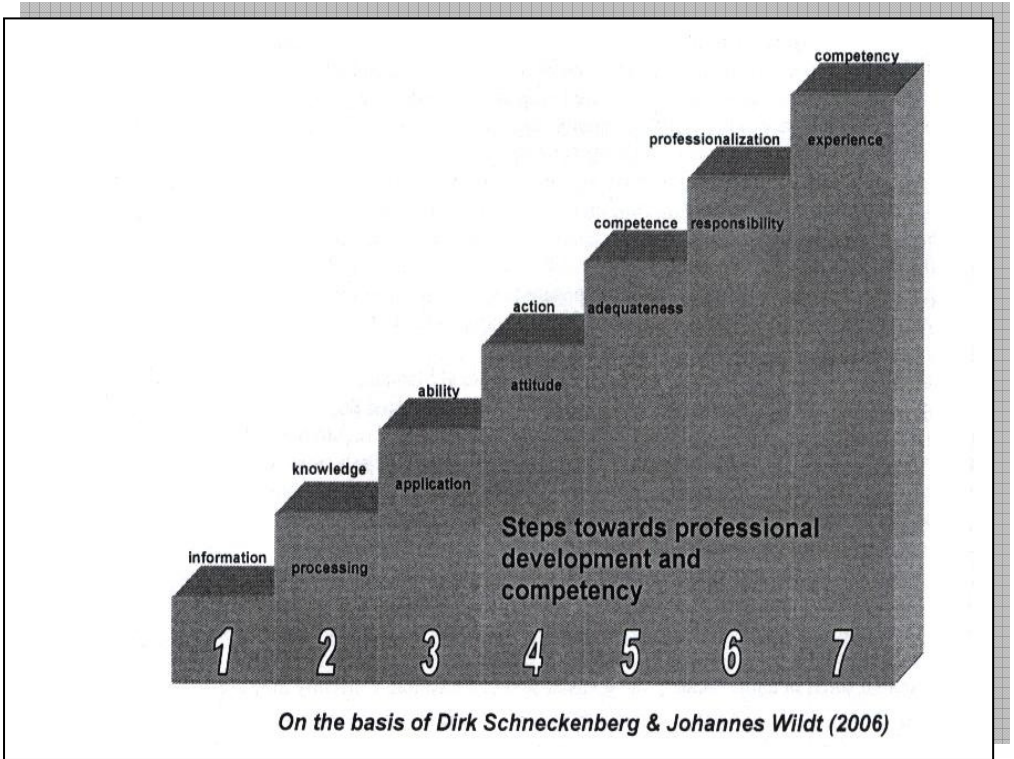


Figure 2. Competence development model

According to Schneckenberg and Wildt (2006), the process begins with perception of information. The information by means of semantic assimilates, accommodates and adapts in mental structures and leads to the second step i.e. to knowledge. If this knowledge is applied in a certain context, it can reach ability step (mental ability). Ability should be combined with a certain attitude which presupposes a value

and motivational orientation and is finally realized in the activity performance. If at the fifth step the activity is adequate to the required level then this adequate action leads to competence. As we see, a variety of resources will be mobilized in activity for competence realization on the way to competency achievement.

As we have already emphasized, competence is a dynamic, objective characteristic which is strongly rooted in experience and situational practice. Through activities in various situations a person constructs competency. Consequently, competency is ‘a cumulative personal quality’

We conclude that competency as a realization of a need for self-development and self-actualization, is a basic component of a social mature person.

The meaning of the term ‘ competency becomes clearer than before and confirms the definition relating it with superior performance or ability relating to excellence in a specific activity.

In the epoch of ‘ global communication, it is necessary to consider communicative competence in reference to international communication. In this case numerous opportunities of interactions are required in professional, political and other domains such as business negotiations, in-trainings, professional and cultural

symposiums, conferences. Such kinds of communication requires acquisition of a variety of communication strategies.

Therefore, key competences or basic competences should be determined according to the analysis of external demands and by careful consideration of students' needs to provide them with a stance that gives them firm grounding and an ability to coordinate their actions with high-speed changes in the world in a highly synchronized fashion .

Based on the definitions of DeSeCo, six key competencies have been worked out:

-1- **Autonomous competence:** This involves cognitive strategies needed to perform cognitive activities and apply the gained knowledge and skills to processing information, adapting and transforming knowledge, to construct knowledge and judgments. This is viewed as a central feature of modernity, democracy and individualism.

-2- **Interactive competence** which assumes effective use of communication tools and personal resources. The English language, for example, as well as knowledge, strategies, laws information, new technologies according to requirements of a modern society for the solution of everyday-routine and

professional tasks.

-3- **Social competence** which is an integral personal system of knowledge, skills, verbal and non-verbal communicative strategies that provide the capacity to form, join and function effectively and democratically within complex and socially heterogeneous groups

-4- **Linguistic competence** as mentioned before and which includes: lexical competence, grammatical competence, semantic competence, phonological competence, and orthographic competence.

-5- **Strategic competence:** this has already been defined previously.

-6- **Pragmatic competence** is an integrated personal system of personal system of principles according to which messages are:

- organized, structured and arranged in coherent messages (thematically, logically, stylistically)- discursive competence.

- used in oral and written form to perform a certain communicative function- functional competence,

- sequenced according to interactional and transactional

communicative design (question, answer, statement-

agreement/disagreement, request/offer/apology-acceptance/refusal, greeting-response) design competence.

After having defined such concepts, let us now examine the competency-based approach to understand its theoretical principles.

II. What is the Competency Based Approach?

There are different models of curriculum development, some focusing on knowledge transmission and assessment of such knowledge and others more on skills and personal development . The competency-based approach is a very popular approach which focuses on measurable and useable knowledge, skills and abilities. It consists of teachers basing their instructions on concepts expecting to foster deeper and broader understanding. According to QEP (p.11), the competency-based approach consists of organizing the content of a curriculum in terms of the development of competencies using specific pedagogical practices that correspond to the main orientations of QEP.

The competency-based approach has become a privileged topic in curriculum discourses as it claims that learners should mobilize their values, knowledge, skills, attitudes and behaviours in a personal, independent way, to address challenges successfully. Challenges are present everywhere and they can be academic, but also practical and life- oriented. This new approach in education and learning requires a focus not only in input , but also on outcomes or results. Such results, however, do not pertain only to the academic knowledge, as in traditional testing where rote memorization of pre-fabricated knowledge is required. Competencies are not just skills as opposed to

knowledge, but represent a complex articulation of knowledge, attitudes and skills that learners can use whenever they are needed not just in examination . CBA curricula fostering learner-friendly teaching and learning strategies, could engender a shift from sheer memorization to the development of higher order intellectual skills and life skills, including communication, social and emotional and other relevant skills .Competencies could be seen as opposed to labour market and the society.

Competency-based education focuses on outcomes of learning. It addresses what the learners are expected to do rather than on what they are expected to learn about. It refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills and behaviours students should possess at the end of a course of study (Richards and Rodgers, 2001).

CBE is a functional approach to education that emphasizes life skills and evaluates mastery of those skills according to actual learner performance. It was defined by the U.S. Office of Education as a performance-based process leading to demonstrated mastery of basic life skills necessary for the individual to function proficiently in society (U.S.Office of Education, 1978).

We can simply say that competency-based education is an out come-based instruction and is adaptive to the changing needs of students, teachers and the community. Competencies describe the ability to

apply basic and other skills in situations that are commonly encountered in everyday life. Thus CBE is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life situations.

III. A Brief History of the Competency-Based Approach

It is appreciated that some would agree that the differences in the values of different systems of education are what is worth exploring rather than historical details because we need to make values explicit. Values are, however, relative things and one person's construction of the inherent values of any educational system or curriculum offering may not ring true for another.

The concept of CBE is both old and an evolving idea, details of which are still been worked out. The notion of CBE was first introduced in the USA in the late 1960s and evolved through applications to other professional education programmes in the USA in the 1970s, vocational training programmes in the UK and in Germany and many others in the 1980s and vocational professional skills recognition in Australia in

1990s.

It has been argued that the theoretical roots of the CBA lie in the behaviourist models of human psychology from the 1950s. This is based on the view that CBA is about making inferences about competency on the basis of performance.

It has also been argued that the American forces in the 1950s, influenced by Frederik Taylor (1947), one of the founders of industrial psychology, who elevated job analysis to a science , first developed and trialled CBA as we know it today.

Some commentators have argued that CBA developed in ways that were influenced by more than one narrow approach to learning. For example, Harris et al. (1995, p.36), like Bowden and Master (1993), have argued that : In the 1970s there were five related to the design of CBE teaching. These were: mastery learning (Bloom 1974), criterion-reference testing (Propham, 1978), minimum-competency testing (Jaegan, 1980), competence in education (Burke et al 1975) and programmed learning (Skinner 1952). These movements shared three things in common: modules

design and assessment around a list of observable behaviours and the concept of mastery (Harris et al. 1995, p 396)

IV. Characteristics of the Competency- Based Approach

CBA is characterized by the following (ELT articles: what is CBA?):

- It is action oriented in that it gears learning to the acquisition of know how embedded

in functions and skills. These will allow the learner to become an effective competent user in real- life situations outside the classroom.

- It is a problem-solving approach in that it places learners in situations that test/ check

their capacity to overcome obstacles and problems , make learners think and they learn by doing.

- It is social constructivist in that it regards learning as occurring through social

interaction with other people. In other words, learning is not concerned with the

transmission of pre-determined knowledge and know-how to be reproduced in vitro, but as a

creative use of a newly constructive knowledge through the process

of social interaction with other people.

- Finally and most importantly, the CBA is a cognitive approach. It is indebted to

Bloom's taxonomy (Bloom, B et al. Taxonomy of Education Objectives, vol 1, The Cognitive Domain in vol 2 and the Affective Domain in New York, 1964). Bloom has claimed that all the educational objectives can be classified as cognitive (to do with information) and affective (to do with attitudes, values and emotions) or psychomotor (to do with bodily movements ...). He said that cognitive objectives form a hierarchy by which the learner must achieve lower order objectives before he/she can achieve higher ones.

One of the most distinctive features of CBA is its integration of project work as part of learning strategy. Over all, if CBA expands on the communicative approach, it is in the sense that it seeks to make the attainment visible, i.e, concrete through the realization of projects .It also make co-operate learning a concrete reality and opens new avenues for action interaction

and the construction of new knowledge. In short, it is only through carrying project work that we and our learners can live basic principles of CBA.

After having presented the characteristics of CBA, we find it essential to examine the most important concepts seen above.

IV.1.1. What is Constructivism?

Constructivism is basically a theory – based on observation and scientific study- about how people learn. It says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, may be changing what we believe or may be discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore and assess what we know.

Constructivist learning has emerged as a prominent approach to teaching. The work of Dewey, Montessou, Piaget, Bruner and Vigotsky among others provide historical precedents for constructivist learning theory. As mentioned before constructivism is a view of learning based on the belief that is not a thing that can be simply given by the teacher at the front of the room to students. Rather , knowledge is constructed by learners through active mental process of development; learners are the builders and creators of meaning and

knowledge.. Constructivism represents a paradigm shift from education based on behaviourism to education based on cognitive theory. Knowledge is physically constructed by learners who are involved in active leaning.

We can also add that Piaget (1977) asserts that learning occurs by an active construction of meaning rather than by recipiencies. He explains that we, as learners, encounter an experience or a situation that conflicts with our current way of thinking, a state of equilibrium is created. To do this we make sense of the new information by associating what we already know, that is attempting to assimilate it into our existing knowledge. When we are unable to do this, we accommodate the new information to our old way of thinking by restructuring our present knowledge to a higher level of thinking.

Constructivism has brought with it a whole new set of terms –learning has become ‘knowledge construction’; a class of students has become a ‘ community of learners’; learning by doing has become a ‘ process approach’ or ‘ experiential learning’

Let us now present social constructivism as it mentioned as one of the characteristics of CBA.

Lev Vigotsky shared many of Piaget’s assumptions about how children learn, but he placed more emphasis on the social context of learning. He added that learning is greatly enhanced by the

collaborative social interaction and communication- in other words, discussion, feedback and sharing ideas are powerful influences on learning. Vygotsy's view has been termed social constructivism to differentiate it from Piaget's view that is often called cognitive constructivism or structuralism and is less concerned with language and social interaction .

A pervading assumption of the constructivist rationale is that children are self-motivated and self-regulating beings who will acquire the fundamental skills of reading, writing, speaking, calculating and problem solving as by product of encouraging and communicating about age appropriate, meaningful activities.

IV. 1.2. Why is Constructivism important?

One component of the current redevelopment of all subject area curricula is the change of instruction from the transmission curriculum to a transactional curriculum. In a traditional classroom, a teacher transmits information to students who passively listen and acquire facts. In a transactional classroom, students are actively involved in their learning to reach new understanding. Constructivism teaching fosters critical thinking and creates active and motivated learners. Zemelman, Daniels and Hyde (1993) tell us that learning in all subjects areas involves inventing and constructing new ideas. They suggest that constructivist theory be incorporated into the curriculum and advocate that teachers create environments in which children can

construct their own understanding. Fosnot (1989) recommends that a constructivist approach be used to create learners who are autonomous, inquisitive thinkers who question, investigate and reason. A constructivist approach frees teachers to make decisions that will enhance and enrich students development in these areas. This demonstrates that constructivism is evident in current educational change.

IV.2. Blooms Taxonomy

As mentioned above CBA is a cognitive approach indebted to Blooms taxonomy, let us now examine this taxonomy to know how it is used in teaching/learning English. “Taxonomy” simply means “classification” . Blooms taxonomy refers to a classification of the different objectives that educators set for students. So, the well-known taxonomy of learning objectives is an attempt to classify forms and levels of learning. Blooms taxonomy divides educational objectives into three domains “ cognitive”, “ affective “ and “ psychomotor” within the taxonomy learning at higher levels is dependent on having attained prerequisite knowledge and skills at lower level A goal of Blooms Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.

Blooms identified six levels within the **cognitive** domain, from the lowest level to the highest level, starting from knowledge to evaluation as they are listed below

- **Knowledge** represents the lowest level of learning and is the fact of remembering the previously learned material.
- **Comprehension** is defined as the ability to grasp the meaning of material by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.
- **Application** refers to the ability of using new knowledge in new and concrete situations or in other words to solve problems by applying acquired knowledge.
- **Analysis** refers to the ability to examine and break down material into parts so that its organizational structure may be understood.
- **Synthesis** refers to put parts together to form a new whole. It may be explained as the phase of production.
- **Evaluation** refers to the ability to make judgments about information.

According to ELT articles:

Blooms taxonomy hierarchical model of cognitive thinking is illustrated in the importance that the competency-based approach in SEI syllabus accords to the mobilisation of knowledge and skills, their gradual integration at higher levels (from level 1 to level 6), their application to new situations of learning or use, the integration of new

knowledge and skills and finally the evaluation of the process of product of thinking. This is the ideal route to the acquisition of competency called, a **savoir agir** in the syllabus. For instance, a learner will need to know a principle before s/he can understand it. S/he must understand it before s/he can apply it. S/he should be able to cut it into smaller fragments and relate it to other principles (analysis) before s/he can summarize it and draw conclusions, and thus evaluate it.

Blooms taxonomy can be helpful to teachers in devising a lesson taking into consideration the different phases learners can pass through to reach construction of knowledge leading to the ability to solve problems in new situation and to creativity.

The **affective domain** describes the way people react emotionally . This concerns the awareness and growth in attitudes, emotions and feelings. Five levels in this domain have been identified .

- **Receiving:** students pay attention
- **Responding:** the student actively participate in the learning process.
- **Valuing** they attach value to what they are learning
- **Organizing:** the student can put together different values, information and ideas and accommodate them within his/her

own schema; comparing, relating and elaborating on what they have been learned

- **Characterizing:** the student holds a particular value or belief that now exert influence on his/her behaviour so that it becomes a characteristic.

It is worth explaining that the **psychomotor domain** describes the ability to physically manipulate a tool or an instrument.

The affective domain is equally important in the achievement of competency. The importance attached to the affective domain in the syllabus shows the descriptors of the three competencies which emphasise, that of ‘listening attentively’ (corresponding to the category of Receiving in Blooms taxonomy), and particularly in the adoption of the pedagogy of the project. The realisation of the project develops, together with the psychomotor domain, the affective domain of the competency in a ‘bottom-up fashion’, leading ultimately to the internalisation of such values as autonomy, creativity, initiative and responsibility.

IV. 3. What is a project?

Interest in project work and its integration into ELT instruction is growing around the world. This approach lends itself to focus on

language at the discourse rather than the sentence level, authentic language use and learner- centredness.

A project in the Algerian educational syllabus is defined as ‘a carefully planned long term undertaking...It is a creative way for learners to apply what they have learnt in class. During the realization of a project learners show their capacities when demonstrating that they have mastered the objectives assigned. A project is a divided and complementary task where students learn how to work in groups, how to cooperate and how to feel that they can do something. If we consider the syllabus of any educational level in Algeria, we find a project at the end of every unit. The teacher has to remind the learners about the project right at the beginning of the unit by focussing on classroom planning , both students and teacher discuss the content and scope of the project as well its requirements. Besides he should provide them with the necessary strategies and material required to accomplish the project. Moreover he should make the students aware that when they will be equipped in terms of skills provided in the different courses, they have to realize the project and then present it to their classmates. This is why we can say that trough projects and students’ performance in the final phase or the presentation, which can take different forms, the competencies they have developed become to a certain extent observable and measurable. In other words, a project seeks to make the attainment of objectives visible and measurable.

To sum up, project work makes learning more meaningful. It also makes co-operative learning a concrete reality and opens up entirely new avenues for action, interaction the construction of new knowledge.

V. Teacher's Role in the Competency- Based Approach

Since CBA is learner-centred, it does not require teachers' subservience. As it is action-oriented, it requires teachers' in action, teachers who will draw on their professional skills in subject matter, methodology, in decision-making and in social skill to enable the learners to be achievers. This also requires a style based on reflection on what, why and how to teach fixing objectives and adjusting teaching strategies to learning strategies.

Their role is to facilitate the process of language acquisition through the development of appropriate learning like hypothesis making or hypothesis testing. We can also say that the teacher in a classroom is a researcher ; an important aspect of his job is watching, listening and asking questions in order to learn more about how they learn so that teachers may be more helpful to students.. At the same time that we teach children they

also teach us because they show us how they learn. We just have to carefully watch them and listen to them. This kind of watching and listening may contribute to teacher's ability to use what the classroom experience provide him or her create contextualized and meaningful lessons. The ability to observe and listen to our students and their experiences in the classroom contributes to his or her ability to use a constructivist approach. Paradoxically, a constructivist approach contributes to our ability to observe and listen in the classroom. Thus, the process is circular.

VI. Student' s Role in the Competency-Based Approach

As the programme is based on socio-constructivism, the learner should go through a process of personal appropriation, questioning his own convictions. This leads the learner to revise his prior knowledge and its scope to compare his own representations with those of his classmates, to search for information and validate it through consulting various sources of documentation and people in possession of information. In doing so, the learner will appeal to cognitive, affective and motivational strategies in order to set a balance between his

previous knowledge and his newly acquired knowledge. The reflection of the learner will operate on his own learning processes, assure the quality of his acquisition and facilitate his retention. It is essential to note that negotiation is an important aspect of a constructivist classroom. It unites teachers and students in a common purpose. Another quality of a constructivist classroom is its interactive nature .

VII. The Rationale for implementing the Competency-Based Approach in the Algerian Educational System?

The transformational processes observed nowadays in social life concern all fields of social activity and existence, in particular the field of education as a basic component of the formation of a person's world outcome. Over the last decades the requirements placed upon education systems have been influenced by rapid progression often unpredictable processes of public transformations, disintegration of states, changes in the geopolitical map of the world, scientific discoveries and their implementations.

Modern society is characterized by rapid changes in all spheres of life- a feature characteristic of societies in transition- changes take place especially quickly due to the factors which stimulate the economy and industrial development and which affect the

development of international relations, global processes of migration, and especially when the impact of information usage and particularly the field of education . Information at the present time acquires the highest value and is a strategic product of states. Commentators who analysed the phenomenon of modern societies undergoing such transformations states that the world which is being formed due to a collision of new values and technologies, new geopolitical relation , new life styles and communication requires brand new ideas and analogies , classification and frameworks. This concept reflects the modern paradigm of public life and is a basis for the re-formation of educational goals in both the developed and developing countries. It is why education at present is subject to great changes taking place in modern society. The development of education was influenced by such features of social development as globalization, democratization, disintegration of the union of the nuclear power blocs and the formation of a unified information space.

In this respect, first, students need to be able to use a wide range of tools for interacting effectively with the environment: both physical ones such information technology, and socio-cultural ones such as the use of language. Second, in an increasingly interdependent world, students need to be able to engage with others and since they will encounter people from a range of backgrounds, it is important that they are able to interact in heterogeneous groups. Third , students need

to be able to take responsibility for managing their own lives, situate their lives in much broader social contexts and act autonomously

Similarly, according to the general objectives assigned to the teaching of English in the Algerian Educational system, a socio-constructivist and efficient cognitive design has been set with the purpose in mind to install competencies in the learner. This is due to the failure of the communicative approach to enable the learners to reach an acceptable level performance which allows them to communicate whenever it is needed, especially in the era of globalization and job requirement. Thus, one should from now on, help the Algerian learner to:

- play an active role in his learning, make himself feel responsible for his training giving him opportunities to find answers to his questions resulting from his daily experiences.
- Adopt increasingly autonomous conducts and responsible behaviours (ELT articles : methodology)

The Algerian suggested programme will allow the Algerian learner to develop his capacity to think and act according to a vision of a world that he will construct day by day.

This logic has a series of implications (Why choose CBA? pp.1-2):

- Making the school acquisition viable and sustainable.
- Developing the thinking process of the learner.
- Presenting learning contexts in relation to the needs of the learner
- Putting an end to disciplinary barriers.
- Choosing a personalized pedagogy.

To sum up educational experience in many countries shows that one way of updating the content of education is the orientation of the training programmes towards the competency-based approach. Scientists in European countries consider that knowledge, skills, working habits acquired by young people if transformed into competencies would enable intellectual development of an individual and the formation of the ability to quickly respond to the demands of the time. Thus, in order to integrate in the globalized world, Algeria underwent such a reform to enable young people to reach an international level in terms of required competencies.

Conclusion

Educational reform in many parts of the world is expressed in terms of competencies to develop in learners. As defined previously competencies are attained after various activities to reach excellence in doing specific skills enabling young people to adapt to the changing world. One of the approaches seen appropriate to the educational content is competency-based approach - an outcome based approach- which focuses on measurable and useable skills and abilities. It claims that learners should mobilize their values, knowledge, attitudes and behaviour in a personal way to address the challenges successfully. In other words this alternative approach applied in the Algerian educational system is to allow learners to attain a level that makes them rely on themselves, and to compete with other people around the world either in the field of work or in other situations.

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