

The Vocational Training System Between the Reform Policy and containment Policy

نظام التّدريب المهني بين سياسة الإصلاح وسياسة الاحتواء

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Abstract:

The process of the workforce training is subject to the factor of time ; because it may be a continuous or temporary process, and it differs from the educational process, in that the former is concerned with training through working in economic institutions, while education is done through educational institutions, and both processes aim to develop individuals' capabilities to reach high levels of skill and knowledge.

Keywords: Employment; Professional Training; Labor Market.

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1. INTRODUCTION

All of today's economic discussions revolve around the issue of employment, given the period of transition of the market economy system Algeria is going through, and all its resulting changes in the nature of the workforce quantitatively and qualitatively, because labor force is a human capital and the basis for economic development, and education and training are considered essential elements in preparing this human capital to access the labor market and contribute to the creation of wealth, in addition to the material returns it contributes in. The human factor has non-material outcomes, such as social harmony, reducing deviation and improving the health level, as many studies have shown that the benefits of education and training for individuals, in terms of the productivity of investing in the human factor, is greater than the proportion of investment in physical capital.

The developing countries in general and the Arab countries in particular suffer from many problems and difficulties, such as low level of education and its outputs that do not meet the requirements of the labor market, the absence of policies and plans for vocational training.

The problem addressed here is about the mechanisms offered by the vocational training system for educationally excluded? and whether they are compatible with the requirements of professional performance requirements in the world of employment?

2- Employment Policy and Vocational Training System:

2.1- Employment Policy:

Employment: means the use of the workforce in a productive or service economic event; it is also defined as the set of paid activities in a given period (Navaille, 1999, p. 14).

It is also seeking to provide for who requests, i.e., offering a work opportunity through their tools(Chahra, 2008, p. 163).

As for the employment policy, it is the strategy through which the workforce is employed, in accordance with a legal framework. The institutions responsible for employment and employment offices are concerned with the operation of the job seekers' employment process.

Or, we mean by it, the way society adopts to provide employment opportunities for the available workforce and in the preparation and training of individuals and the organization of relations between workers and employers (Slatnia, 1995, p. 61).

It can also be defined as, a set of means adopted by the State to give the right to work to every human being capable of performing it intellectually and physically. The modern concept of today's employment does not mean the opposite of unemployment or that it is work itself, but it includes continuity in the work and ensuring the appointment and salary of the worker, according to his specialty and qualifications, which must be recognized by the company. Employment gives the employee the right to participate and represent in collective organizations and the right in social services, Accordingly, this concept is of paramount importance to work, as the basis of the development and promotion of work.

Since employment is one of the most important economic indicators that suggest the nature of a nation's economic and social growth, achieving high rates of in the employment of the unemployed workforce is one of the most important gains of economic and social policy in Algeria, especially during the era of the quadrennial and quinquennial development schemes. "... according to a socialist ideology, inspired by the actions of the French economist D.BERNI, in order to break the cycle of underdevelopment and colonialism" "... a comprehensive economic strategy must be adopted and the prerequisite for achieving this lies in the ability of society to adopt a long-term industrialization program"(Anser, 1999, p. 109)

Since Algeria was a newly independent State, the training of the workforce was subject to the time factor; its beginning was an attempt to link education outputs with the

labor market, although the nature of the workforce in that period was ineligible, Algeria had adopted a policy of full employment.

Statistics show that the number of employed workers jumped " in 1966 from 1.75 million workers, to 2.65 million workers in 1977, then to more than 4 million workers in 1987, which represents a strong evolution that made its coefficient increase in a period of 20 years with 2.3 million, i.e., more than 30%, and the volume of investment reached 844 billion Dinars" (Bahloul, 1999, p. 257). The first steps of development were in the education and training sector, to rehabilitate the workforce. Training institutions were linked to economic institutions, "as stipulated in the quinquennial Scheme Law No. (80-11) of December 12th, 1980, the fundamental objective of development in Algeria is to mobilize national capacities and ensure better utilization of human resources. " (Bahloul, 1999, p. 264)

Algeria's fundamental objective after independence was to create employment opportunities for all Algerians, and it had adopted a training system for the benefit of the Algerian labor force.

Until recently, it was isolated from the labor market, where it became self-isolated and operated with governing rules and internal objectives which are far from the needs of the forces of supply and demand in labor force. The majority of economic sectors no longer meet their needs for vocational training. This led to weakening the relationship between the labor market and vocational training, for the following reasons:

- The absence of relationship with the world of employment due to the fact that the training no longer meets the needs of employers.
- The low profile of vocational training among students' families and employers.
- The low-rate of integration of vocational training graduates in the labor market.
- Vocational training has become a vicious cycle as a solution to school failure, on the one hand, and students' lack of attraction to it on the other hand.

● Lack of competencies, which has contributed to hindering economic prosperity. (Khaled, 2017, page 32)

2.2- Development of the vocational training system:

At the time of independence, only 17 professional centers were able to undertake the upcoming vocational training task, where training was limited to certain specializations, related to public works and iron construction, as well as the weakness of their teachers and their lack of the necessary professional competencies (Slatnia, 1995, p. 112).

These centers were set up to train a workforce which is responsive to its needs and were trained in architecture building professions such as builders or blacksmiths. After independence, it became clear that the primary objective to be achieved was to meet social and economic requirements by establishing centers to provide for the training of the needed labor. A public vocational training body was established in the mid-1970s and a program was developed to build the 100 of a training centers. A national vocational training body was established at the end of the 1970s and beginning of the year 1980.

a-The phase from 1975 to 1985:

It was characterized by the intensive creation of training structures and included the first levels of the workforce : specialized worker-professional worker-highly qualified worker.

b-The phase from 1985 to 1999: It was characterized by economic and social reasons, the most important of which were:

- The emergence of signs of inadequacy of the offers of training professions with socio-economic demand, as the system neglected the failers of the baccalaureate and the need of the labor market for technical training levels, so, institutes specialized in vocational training were established.

- Appropriate organizational mechanisms have been introduced to expand the structures. A professional inspection body has been established to follow up on the guiding and administrative structures.

c- The phase from 1999 to 2006: It has been characterized by several challenges, the most important of which were:

- Lack of political and social stability as a result of a full 10-year national strife, predominated by brain drain and burning of dozens of vocational training structures.

Algeria's has accumulated 33 billion dollars debt and the allocation of revenues to combat terrorism; this situation has been further complicated by the implementation of the structural adjustment scheme imposed by the International Monetary Fund (IMF), which has affected the performance of the economy by dismissing more than 1 million workers.

d- The phase from 2006 till this date:

This phase has been marked by a number of developments, which were comparable to even European countries in terms of the available means, such as the number of centers that reached 836, in addition to trainers and trainees. However, the problem has remained intractable in the field of management "which explains the poor results of the sector, its inability to support the labor market and the resurgence of economic dynamism in the country. The Government has initiated reforms in vocational training with the objective of transforming it into a competency-producing sector capable of responding to enterprises' requirements, and thus, the labor market, through a number of projects funded in partnership with the European Union. One of the most important operations funded under the cooperation, was related to governance. In this context, 80 public companies have benefited from reforms in the management of their human resources. The project, for which 1.4 million Euro was allocated, relies on field work within these companies, with the aim of assisting in the development of training and study programs, to assess the need for competencies, in addition to training a specialized trainer for each company; his role will then be to map the enterprise's strategy and determine the quantity and type of competencies it needs, allowing it to build an accurate vision of its future. In order to implement the reforms of the vocational training system in Algeria "(Belle, 2009), trainees

are accompanied for two years within the institution, and 4,000 workers belonging to the mentioned companies have benefited from it. It also shows another training aspect related to the promotion of professional competence in the medium worker of the company, and making it modern and complementary. The project's operators expect that its effects would extend to the 80,000 workers employed by the concerned public companies.

As for the second part of the program, funded by the Algerian Government, it concerns the establishment of an observatory for vocational training and employment, which was stipulated in the Guiding Law on Vocational Training. The mission of this observatory is to give the Algerian public authorities a clear picture of the training and labor in Algeria. Its objective is to carry out studies to determine the needs and nature of the labor market, and what competencies are required, which will allow to learn about the reality of the market and training, and give the possibility to train according to the need. The project was launched in 2001 and Algerian officials expect it to be a key backstopping tool for other bodies such as the (ANEM) National Employment Agency, and the Center of Studies and Research on professions and Qualifications(CERPEQ).

Which is a center for "measuring" the existing competencies and for preparing future "projections", linking between training and economic mobility. As for the third part, it concerns the reorganization of the National Fund for the Development of Training and Continuous Training (FNAC), through the development of tangible institutional machinery and tools to encourage them to form their workers. Following its decision to deduct one per cent of the benefits of companies on the basis of their redistribution and allocation to training, the Algerian public authorities "established this fund in the 1990s to pour tax funds into it, but its impact on its distribution was weak, justifying today's desire to reorganize it, a process that would encourage companies to be able to train and qualify their workers" (Bella, 2009).

The program also aims to support the National Centre for the Development of Continuous Formation (INDEFOC), by strengthening the sector of continuous training by means of support, both at the consultative level and by improving the quality of inspection and passage from inspection and surveillance to evaluation.

«... In this context, it was expected that 5000 of the 13 thousand trainers in Algeria would be trained under the slogan: "Updating the training of trainees and human resources directorates in the sector". and the development of a new policy in producing means of support for vocational training, as well as the establishment of model sectors, to link training with economic mobility. However, all of this has not been done for reasons related to the "European procedures" (Bella, 2009).».

2.1.2- Components of the National Vocational Training System:

Algeria's vocational training system consists of four networks, each of which includes independent training institutions:

- Network of public institutions for vocational training.
- Network of private schools.
- Network of Training institutions affiliated to economic companies.

a- The Network of Public Institutions for Vocational Training:

The public sector has a wide network of institutions and structures for training under the guardianship of the Ministry of Training and Vocational Education, represented by 836 institutions that provide 350,000 training positions, distributed to vocational training centers and formed the base network of the vocational training system. There are 524 centers in each of the country's Wilayas (48 Wilayas) providing trainings in:

Levels 1 to 4. These centers have 210 dependencies and delegate sections to the countryside.

The national institutes specializing in vocational training:

the Institutes specialized in vocational training are located in most of the country's wilayas and provide for the training of technicians and high technicians (level 4 and 5), their number is 71, with 21 dependencies.

b- The National Institute of Vocational Training:

The National Institute of Vocational Training is responsible for pedagogical engineering and the training of trainers.

Vocational Training Institutes: Vocational Training Institutes are responsible for training and improving the level and conditioning of trainers and management employees. It also contributes to the preparation, printing and distribution of vocational training program. The number of these institutes is 6 in six Wilayas of the country.

c- The Center of Studies and Research on professions and Qualifications(CERPEQ):

The Institute prepares studies and research on qualifications and their developments. Each study is of interest to the vocational training sector.

d- The National Institute for the Development and Promotion of Continuous Training:

The Institute provides pedagogical and technical assistance to economic institutions and bodies, in order to develop and upgrade the continuous training. In cooperation with public and private institutions, it also facilitates trainers and teachers' training.

e- The National Centre for Distance Education:

This center provides remote professional training in various disciplines.

f- The National Fund for the Development of Continuous Training:

The tasks of this Fund are the financial management of the resources derived from the collection of fees on caretaking and on continuous training. It also carries out information activities on the development of continuous training and proficiency.

g- The National Institution for Technical and Pedagogical Equipment for Vocational Training:

The missions of this institution are the acquisition, installation and maintenance of technical and pedagogical equipment for the vocational training sector.

2.2.1- Networks of private Training institutions:

The network of private training institutions has developed remarkably since 1999.

There are 578 schools with a reception capacity of 39.588 training positions. The training is done from level 1 to level 5 in the form of an initial or continuous composition through the following types:

- Residential training, training through apprenticeship, distance training. As for the professional specialized branches, they are divided into 22 professional branches, with 369 specialties.

Professional branches: - constructions, public works, irrigation.

- Mechanical and iron industries. - Metallurgical industries.

- Mechanical, engines, carts. - electricity, electronics.

- Wood and furnishing. - chemistry, rubber, plastic material.

- Food industry. - glass and mirror industry. - audiovisual techniques and communication.

- Management and administration techniques. - Banks and Insurance

- Computing - Textile machines.

- Clothing and sewing. - Leather.

- Industry - agriculture.

- Hotel & Tourism - Handicrafts.

The training by the other public sectors remains very limited, with a capacity of 13,000 positions for agriculture, public works, health, industry, fishing, postal, transport, youth and sports.

2.3.1- Network of Training institutions affiliated to economic companies:

This network includes training schools of major institutions in the field of energy, mines and industry, with a capacity of 13,000 training positions.

2.4.1. Vocational training policies and their impact on operational policy:

One of the aims of achieving the development of the national economy is to link the ideologies and contexts of development with the labor stocks that fall to the achievement of the goals of the development service, which is a feedback process, thus, the objectives are achieved only through specific mechanisms and strategies through which vocational training outputs are linked to labor market requirements and operational policy. These mechanisms are as follows:

- Governing Council:

Labor market mechanisms contribute to the functioning of the governing bodies of central structures of vocational training institutions.

- Advisory Committees:

Most of the time, members of officials and specialists of training institutions participate, as well as joint plans in all decisions reached by these committees that contribute to the achievement of the planned objectives.

- National Work Groups:

Also called sectoral committees or Work Groups, which are made up of committees or training teams of representatives of employment institutions, related to the specialty or a branch of vocational training, through which issues related to operational policy and all the issues related to the development of vocational training are examined (Al-Ani, 2003, p. 35)

- Specialized Committees:

They are curriculums which are multiplied according to the multiplicity of the professions and fields related to vocational training, including:

Curriculum Committees: Experts and specialists in labor institutions participate with training frameworks in training institutions, so that they provide information on the needs of

production and service sectors, and provide advice on the quality of the required educational equipment and materials, in order to be adequate in preparing applicants for industrial occupations (Goudjil, 2014, p. 115).

- Equipment Committees:

Joint committees in the specification of appropriate devices, equipment and materials, to help transfer skills and knowledge and introduce new culture and technology.

- Testing and Evaluation Committees:

It is one of the committees to which job establishments can contribute, through the role of representatives as evaluators and examiners of trainees' subjects and training programs, which ensures the qualitative level.

- Twinning:

It is one of the important mechanisms that have achieved positive results in linking vocational training and employment institutions, as the twinning method between training centers and employment institutions related to training disciplines, especially those within the Center's geographical area; it aims to:

- Improve the quality of training in line with work needs
- Invest the available vocational training in the employment sector, which are not available in vocational training centers, for training in the workplaces with which twinning takes place.
- Inform the trainers in vocational training centers about the updates in the field of manufacturing or services, in order to transfer them to the trainees.
- Increase the efficiency of workers' performance in the labor sector, through short training courses and enhancing opportunities for continuous training.
- Acquire the trainees the idea of teamwork in employment establishments, which reduces the period of adaptation to the crisis for educational vocational training outcomes, when they join the work market.

- Participate in the committees of commissions, councils, schools, research, and the cooperation in solving all field and professional problems (Al-Ani, 2003, pp. 37-38).

- Types of vocational training in Algeria:

Achieving the goals of vocational training at several levels ends at the fifth level, requires achieving the needs of the demand for training, at the quantitative and qualitative levels. The types of vocational training are summarized according to these levels:

a- Residential training:

What is known as the residential training is the most common, as this training type takes place within specialized training structures. These structures consist of vocational training, vocational training centers and specialized national institutes. This type of vocational training is traditional, based on its theoretical aspect. There are three courses to enroll in economic training: in January, March and September, as the majority of the enrolled persons are among the pupils participated in the educational sector.

b- Professional training:

This type of training is considered to be a direct training type, for the realistic professional environment, with the aim of giving the trainee a vocational qualification that places him in direct contact with his profession, by entering the professionals in the actual workshops or in the institution, whether it is public or private, productive or administrative.

Because, in accordance with the Law No. 07-81 supplementing the Law No. 392-81 of June 27th, 1981, the way was opened for a large number of young people to learn and practice a profession, through hiring them in public or private institutions and pursuing a theoretical education of 4 hours per week. This type of training is based on two aspects, which are: theoretical lessons and the technology given to the trainees in the training institution, whereas the second is direct work in institutions and with craftsmen.

c. Distance Training:

It is a training by correspondence and mail, where the trainee registers as a free candidate who has not been directed to a particular professional training center; distance learning is meant for anyone wishing to acquire vocational qualification or prepare himself for professional examinations; it interests also any citizen aiming at raising his level in a professional field. In order to activate this type of training, the National Center for Distance Education (CNFPD) was established. Knowing that this type of training provides the same curriculum as the ones provided in vocational training centers.

It involves also, 9 regional directorates, which are: Algiers, Chlef, Bechar, Setif, Annaba, Constantine, Ouargla, Oran, Tiziouzu (Mayssoun, 2010/11, p. 110).

d. Evening training:

This type is based on the organization of training classes in the ordinary establishments at the end of the day, i.e., after the completion of regular residential training classes in specific times. This type fits with workers and employees wishing to acquire, qualify and upgrade their levels (Mayssoun, 2010/2011, p. 110)

e. Continuous training:

It is known as in-service training, which includes accumulation programs which are open to everyone on a conditional basis, in order to train the worker, adapt him to technological and technical development and integrate him into his new profession.

3. Mechanisms for linking the vocational training sector to the labor market and employment policies:

There are some procedures that have worked to link employment and vocational training, we mention among them:

- The Algerian legislation on vocational training was mentioned in the Decree No. 82-299 of December 4th, 1982, article No. 92 : "Vocational training is one of the priority investments in the Algerian institution as the facilitating means of meeting the needs of professional workers to evaluate and develop human resources, in order to raise the level of qualification

and efficiency of technical and technological development requirements" (Official Journal, 1982).

- The establishment of an observatory for vocational training and employment, which is stipulated in the law on vocational training; its mission is to give an accurate picture of professional training and employment in Algeria to the public authorities.
- Reorganization of the National Fund for the Development, Training and Continuous training, to encourage enterprises to form train and qualify their workers, and support the National Center for the Development of Continuous training.
- Organization of the Ministry of Vocational Training and Education.

4- Challenges and prospects of the vocational training system:

Algeria is undergoing major economic transformations, as it is undergoing a transition from a market-oriented economy, with significant economic and social impacts. In this context, a number of arrangements have been made, such as improving macroeconomic balances, to restructure public institutions and to strengthen and encourage investment in the private sector.

Today, in the context of Algeria's rapid development, it is necessary to address the current and future challenges before referring to reforms.

- There is no logical and systematic link between the vocational training system and the public educational system.
- Vocational training has become a container that receives dropouts from the public educational system.
- The vocational training sector has also registered a high percentage of abandonment and failure in pursuing it, especially in the residential training.

● The available trainings do not necessarily respond to the real needs of the labor market. This situation has had a socio-economic impact, as unemployment has increased as a result of the lack of conformity of vocational training outputs with the labor market needs.

This situation led to:

- ✓ The absence of a relationship with the world of employment, because the training does not meet the expectations of employers.
- ✓ The low profile of vocational training among families and employers.
- ✓ The inconsistency of training programs with technological and professional development.
- ✓ The integration rate of the graduates of vocational training is low. (Slatania, 1995, p. 90).

Vocational training has become a vicious circle as a solution to school failure, on the one hand, does not attract demand on the other hand.

- Enterprises owners do not consider training a productive investment but a cost.
- The difficulty of integrating graduates led to the failure to bring good elements into the training.
- Inability to provide a qualified workforce that responds to new requirements, resulting from technological development and openness to the global economy.
- Lack of competence has become a contributor to economic prosperity. In the midst of the existing conflicts, related to the globalization of economy, which requires high levels of qualification, vocational training is compelled to keep pace with these changes. This is one of the most important sectors that must respond to young people's multiple problems and to the needs of the labor market.
- The credibility of vocational training must be restored as a pedagogical course that secures qualification for the exercise of his profession.
- Rehabilitate handicrafts and traditional industries.
- Promote women training through the opening of rural divisions for home-based women.

- Include disciplines related to information and communication technologies.
- Diversify vocational training pathways and program.
- Match training program with the development of occupations and employment.
- Improve the performance of vocational training institutions. In terms of administrative management, finance and pedagogy.
- Diversification of sources of finance for training.
- Develop continuous training.
- Intensify the vocational training institutions to raise the training capacities.
- Establish a field of consultation and coordination between the various actors in vocational training.
- The development of the private sector's network of training institutions.
- Improve the information and guidance system.
- The process of reforming the vocational training system must be accompanied by major global changes in vocational training systems characterized by: (Salatania, 1995, p. 90)
- The need to strengthen the relationship between vocational training and the education and economic systems.
- The role of vocational training should be seen as essential in controlling production and improving its management through the valuation of human resources.
- The function of vocational training is characterized as a public interest.
- The vocational training system must be flexible and adaptable.
- The right to continuous training should be enshrined to ensure the adaptation to the job and the worker's mobility or transition to another sector of activity.
- Opening the vocational training system to its internal and external surroundings.

Recognizing these principles, the problem of vocational training does not arise in terms of clarifying its role with regard to economic and social demand, but rather more acutely in terms of the conditions and means of achieving it. Efforts are therefore focused on the search for ways and means to be adopted internally and externally to improve its performance and its role in the economic and social field.

At the internal level, it is a matter of:

- Ensuring qualitative reform of vocational training.
- Gradual inclusion of vocational education
- Externally, his relationship with the educational system should be rethought.

The prospects for the development of Algeria's vocational training and education sector for the coming period are aimed at achieving qualitative goals through:

- Improving the performance of vocational training institutions.
- Developing training through alternating training.
- Modernizing the curricula and educational means.
- Introducing new information and communication technologies into training
- Updating the corpus of professional branches and specialties.
- Developing consultation with social and economic actors in the training process.
- Incorporating training for new occupations in the industrial field, ocean protection, audiovisual techniques, printing arts, food industries and the inclusion of foreign languages.
- Developing the functionality of study and applied research in the field of vocational training and education.
- The formation of heads of enterprises in project management.
- Assisting institutions in expressing their training needs.

5. CONCLUSION

The current economic situation is predominated by global competition and the

survival of the most efficient and the most competitive. Therefore, the system of vocational training is of greater importance than it used to be, as its objectives are to produce competencies that are a key factor in development.

Arab societies' hope for a system of education and training remains strong, because knowledge in the world and social organization constitute the real wealth of nations, as these societies need good citizens and skilled workers capable of facing challenges.

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