

WORK-BASED LEARNING IN ALGERIA – AN ASSESSMENT PER EU QUALITY STANDARD

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The manuscript was completed in September 2025.

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Please cite this publication as: European Training Foundation (2025), Work-based learning in Algeria – an assessment per EU quality standards, Turin, Italy.

PREFACE

The present study, entitled “Work-Based Learning in Algeria”, was commissioned and implemented by the European Training Foundation (ETF) as part of its ongoing support to vocational education and training reform in partner countries. The research was carried out between October 2024 and April 2025 by Naouel Abdellatif Mami, under the overall coordination of Floriana Folisi (ETF). The final report was prepared by Naouel Abdellatif Mami, with technical contributions and continuous methodological support from Floriana Folisi and Lisa Rustico, both representing the ETF.

The ETF would like to acknowledge the invaluable cooperation of all stakeholders who contributed to the successful completion of this study. Their involvement, whether through data provision, expert consultation, or the facilitation of institutional contacts, greatly enhanced the quality and depth of the findings. Particular thanks are extended to the Ministry of Vocational Training and Education (MFEP), the Ministry of Labour, Employment and Social Security, and the General Confederation of Algerian Enterprises for their engagement and support throughout the research process.

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1. INTRODUCTION

Work-Based Learning (WBL) programmes, particularly in the form of apprenticeships and/or internships, play a fundamental role in vocational education and training (VET) in Algeria (Cedefop, 2024), as well as in supporting youth employment. Apprenticeship, also referred to as dual training, combines classroom-based education with in-company experience and leads to formally recognised qualifications. The duration of such programmes typically ranges from one to three years, depending on the field of training. In contrast, internships are shorter periods of workplace immersion, designed to complement formal education or continuing training. They may be mandatory components of certain curricula or optional opportunities aimed at enhancing skills development. Both apprenticeships and internships benefit from public support and incentives for companies that host young people in training (ILO, 2022).

This study analyses WBL programmes in Algeria, drawing in particular on the European Framework for Quality and Effective Apprenticeships (Council of the European Union, 2018) and the Quality Framework for Traineeships (2014/C 88/01), which set out key quality criteria (see Annexes II and III). The report provides an overview and analysis of work-based learning in Algeria, offering insights into various aspects of its design and implementation.

The study explores programmes incorporating WBL by examining the legislative and contractual frameworks, assessment of learning outcomes, mentoring practices, social protection, and financing mechanisms. It also addresses quality assurance and the monitoring of learners. In addition, it clarifies key concepts, outlines an analytical methodology, and presents an overview of the labour market and the strategic framework for vocational education and training. Aimed at policy-makers, training centres, social partners, and other stakeholders, the study seeks to inform policy dialogue and strengthen strategies for youth integration into the labour market in Algeria. Clarification of Key Concepts

Work-Based Learning (WBL) refers to an educational approach that combines academic learning delivered in academic institutions with practical experience in a professional environment. In Algeria, WBL is defined within a specific legal and regulatory framework as a key component of both Initial Vocational Training (IVT) – primarily aimed at young people entering the labour market – and Continuing Vocational Training (CVT) – designed for adults undergoing professional transitions or seeking to upgrade their skills.

National legislation, notably Executive Decree No. 06-140 of 19 April 2006 (Government of Algeria, 2006), describes WBL as a method that enables learners to complement their theoretical training with meaningful periods of in-company experience. The Ministry of Vocational Training and Education defines work-based learning through programmes where:

1. Learners spend at least 30% of their educational pathway in a professional environment under supervision.
2. A formal agreement is established between the host company, the training institution, and the learner (apprenticeship contract).

In Algeria, several key terms are used to describe and regulate WBL. Nonetheless, the alternance training model – or dual system – remains the predominant form through which Work-Based Learning (WBL) is operationalised in Algeria. However, its application continues to be largely confined to initial vocational training, with limited implementation observed in the domain of continuing education. Within this context, the following typologies of WBL can be distinguished:

- **Apprenticeship Training:** This term is predominantly used to describe the traditional alternance approach, whereby the learner alternates between periods of theoretical instruction at a training institution and practical experience within a company. It is mainly associated with WBL in formal initial training and, in some cases, in continuing training.
- **Mandatory Practical Internship:** This refers specifically to arrangements in which in-company experience constitutes a compulsory and assessed component of the curriculum. This form is part of programmes where the validation of training – whether initial or continuing – depends on the successful completion of a supervised internship.

- **Alternance Training:** This approach refers to an integrated model in which theoretical and practical phases are closely interwoven throughout the course. The dual model, which goes beyond a simple internship, is based on a balanced distribution between classroom-based instruction and immersion in the professional environment. It is applicable to both initial and continuing vocational training.
- **Professional Mentoring:** Professional mentoring refers to a support mechanism where an experienced professional guides the learner in their development. While this mechanism may be present in various WBL formats (including classical apprenticeship or practical internships), it is especially characteristic of continuing training (MFEP, 2022).

2. METHODOLOGY

To assess Work-Based Learning in Algeria, an extensive desk review was conducted, complemented by field interviews with policy-makers and experts in the fields of vocational training and employment. The desk review primarily informed the chapters addressing the national context and regulatory framework for WBL in Algeria. In particular, it enabled a thorough examination of Law No. 18-10 of 10 June 2018, along with other relevant legislative texts. It also contributed, in part, to the analysis of WBL modalities within Initial Vocational Education and Training (IVET), Continuing Vocational Education and Training (CVET), and Active Labour Market Policies (ALMPs).

The field interviews, conducted in November 2024 in the form of semi-structured interviews, provided essential qualitative data for the chapters focused on WBL in IVET, CVET, and ALMPs. These consultations also served to validate the findings presented in the chapter dedicated to the overall WBL framework in Algeria. Key stakeholders participated in these interviews, including vocational training providers (VET institutions), the Ministry of Labour, employer representatives, and social partners (trade unions and employers' organisations). A detailed list of the consulted individuals is provided in Annex 1.

This report considers only those programmes in which WBL constitutes at least 25% of the total training duration. The interview questions were guided by two key European reference frameworks: the Council Recommendation on a European Framework for Quality and Effective Apprenticeships (2018/C 153/01), which informed the analysis of IVET and CVET programmes, and the Council Recommendation on a Quality Framework for Traineeships (2014/C 88/01), which guided the assessment of ALMP-related programmes. Ultimately, the findings of the analysis were submitted to a panel of experts and relevant stakeholders for critical review and consultation. The feedback received through this process was systematically integrated to refine and finalise the conclusions presented in each respective section (IVET, CVET, ALMP).

3. COUNTRY OVERVIEW

Algeria, the largest country in Africa in terms of both land area and population, is home to over 47 174 326 people as of 2025 (Bank of Algeria, 2022). The country has demonstrated notable economic resilience, with a Gross Domestic Product (GDP) reaching USD 195.06 billion in 2022, according to the Bank of Algeria. In 2023, the unemployment rate declined to 12.25%. However, gender disparities remain a significant concern: 66.7% of men are economically active, compared to only 17.2% of women. Furthermore, 36% of young people under the age of 24 are unemployed, despite the overall decrease in the national unemployment rate.

The Algerian education system is structured across several levels, comprising preschool education, the basic cycle (primary and lower secondary), and the post-basic level, which is divided into two main tracks: general and technological secondary education, and vocational education.

Preschool education, made compulsory as of the 2024 academic year, is intended to prepare children for entry into primary school. The basic cycle, which spans nine years, is both compulsory and free of charge. It is divided into two cycles: primary education (five years) and lower secondary education (four years). Upon completion of this cycle, students may choose between general and technological secondary education or vocational education, based on their interests and aptitudes.

Table 1. Overview of the educational structure in Algeria

Level of Education	Duration	Student Age	Main Objective	Additional Information
Preschool education	1 year	5 y/o	Prepare children for entry into primary school	Free of charge and made compulsory as of 2024
Basic cycle				
■ Primary Cycle	5 years	6-10 y/o	Acquire the foundational basics of education	Compulsory and free of charge
■ Lower Secondary Cycle	4 years	10-14 y/o	Prepare students for post-basic education	Compulsory and free of charge
Post-basic level				
■ General and Technological Secondary Education	3 years	15-17 y/o	Provide general and technological education to support progression into higher education or entry into the labour market	Accounts for approximately 70% of total student enrolment
■ vocational education	2 cycles of 2 years each	15-17 y/o	Deliver specialised vocational training to enable rapid integration into the workforce	Operating under the supervision of the Ministry of Vocational Training and Education, this track accounts for the remaining 30% of student enrolment

This table provides a structured overview of the Algerian education system, outlining its various levels, corresponding durations, and the principal objectives associated with each educational level. When examined alongside key labour market indicators, the data reveal a complex and uneven landscape concerning youth participation in economic activity and access to employment opportunities. According to data from the National Office of Statistics (ONS, Labour Force and Employment Survey in Algeria, 2019), Algeria has a youth population of approximately 13.4 million individuals aged 15 to 35, fairly evenly distributed across five-year age cohorts. The number of young men slightly exceeds that of young women, with a gender gap of 2.6%. Furthermore, 93% of individuals aged 15 to 24 are single, compared to 53% in the 25-34 age group.

Youth participation in the labour market remains limited. Approximately 44% of young people are economically active, with 36% in employment and 8% unemployed. The unemployment rate among those aged 16 to 34 stands at 19%, but is significantly higher for the 16–24 age group, reaching 27% – nearly twice the national average. Another key indicator is the NEET rate (youth not in employment, education, or training), which stands at 26.2% for the 15-24 age group. This situation is particularly critical for young women, who account for 30% of the NEET population.

In terms of education and training, 29% of young people remain enrolled in a learning programme, with 94% of them belonging to the 15-24 age bracket. The most common level of education attained is lower secondary education (36%), followed by upper secondary education (28%) and higher education (25%), with the latter concentrated largely among those aged 20 to 24. However, a marginal segment of the youth population – estimated at 3% – has not received any formal education, a circumstance that is particularly pronounced among individuals in the 30-34 age cohort (CREAD, 2022).

4. THE FRAMEWORK FOR WORK-BASED LEARNING IN ALGERIA

Apprenticeship is governed by Law No. 18-10 of 10 June 2018, which outlines the core principles underpinning Work-Based Learning and provides a structured legal and institutional framework for its implementation and advancement.

According to Law No. 18-10, apprenticeship is defined as:

- A form of alternance training that combines theoretical instruction provided by vocational training institutions with practical experience acquired in a company setting;
- A training duration that varies between six months and three years, contingent upon the occupational complexity and the corresponding qualification level;
- A requirement that at least 50% of the total training period is dedicated to in-company practice.

The key institutions involved in the implementation of WBL in Algeria include:

- **The Ministry of Vocational Training and Education (MFEP):** responsible for developing training policies, updating apprenticeship curricula, and coordinating with enterprises;
- **Partner enterprises:** actively engaged in the training of apprentices by providing work-based learning environments that comply with established competency frameworks;
- **Vocational training centres:** tasked with delivering theoretical instruction and supporting apprentices in the development of occupational competencies.

The development and expansion of WBL in Algeria is underpinned by a network of robust partnerships:

- Over 100 national framework agreements and 7 500 specific local agreements have been signed between the MFEP, other ministries, and enterprises to ensure that training provision is aligned with the needs of the economic sectors (Ministry of Vocational Training and Education (MFEP), 2024);
- The integration of new technologies and the continuous updating of training specialisations remain key priorities in enhancing the alignment between training provision and labour market requirements.

4.1 Vocational education and training strategies

The Ministry of Vocational Training and Education has developed a series of action plans, including the 2015-2019 reform plan (MFEP, 2019), aimed at strengthening youth integration into expanding economic sectors. These strategies encompass the promotion of enterprise-based learning, the development of dual training programmes, and the diversification of training specialisations in emerging industries. In this context, an Action Plan for the Development of Training and Apprenticeship was implemented over the 2015-2019 period. The plan aimed to integrate 500 000 apprentices into various key sectors, with particular emphasis on strategic industries. According to MFEP (2019), these initiatives led to a 30 percent increase in enrolment in apprenticeship-based training programmes.

Under the framework of the 2020-2024 Government Action Plan, Algeria introduced more than 300 new specialisations for the 2023-2024 vocational training intake, focusing on strategic sectors such as the green economy, digital transformation, the agri-food industry, and tourism (MFEP, 2024). In the green economy, 25 specialisations have been introduced in renewable energy and sustainable resource management, aligned with the country's energy transition goals and environmental commitments. The digital transformation agenda includes 60 new training programmes in areas such as cybersecurity, web development, and IT maintenance, designed to support the country's ongoing digitalisation efforts (MFEP, 2024).

The agri-food industry has benefited from 45 specialisations aimed at modernising production and processing techniques, addressing key challenges in food security. In the growing tourism sector, 30 training programmes have been introduced in hotel management and cultural heritage valorisation, contributing to Algeria's broader economic diversification strategy (MFEP, 2024). These measures have led to the expansion of training capacity to over 650 000 places, with apprenticeship programmes accounting for roughly 30 percent of the total. Approximately 20 000 partner enterprises are engaged in these programmes, offering learners practical, market-relevant training opportunities (MFEP, 2024).

These strategies are supported by several key initiatives:

- **Development of vocational training infrastructure:** The MFEP has invested in modern training facilities and enterprise partnerships to strengthen WBL in line with Executive Decree No. 14-39 and the 2021 Circular, which encourage active employer participation in training provision (Official Gazette, Executive Decree No. 14-39 on Vocational Training, 2014).
- **Dual training through “internships”:** This system has been reinforced through programmes implemented in cooperation with both domestic and international enterprises, enabling learners to acquire practical skills while receiving compensation or financial support. These initiatives aim to enhance youth employability and are governed by Executive Decree No. 14-92, which outlines quality standards and evaluation criteria for VET programmes (Official Gazette, Executive Decree No. 14-92 on Quality Standards and Evaluation of Vocational Training Programmes, 2014).
- **Programmes for vulnerable populations:** Specialised training pathways have been established for women, unqualified youth, and individuals living in rural areas, including persons with disabilities, in accordance with Law No. 08-04 on the Rights of Persons with Disabilities (MFEP, 2018).

4.2. Governance of vocational education and training

The governance of vocational education and training in Algeria is based on a collaborative framework involving several ministries – most notably the Ministry of Vocational Training and Education and the Ministry of Labour – alongside partnerships with the private sector, trade unions, and professional organisations. These stakeholders contribute to policy formulation and to the assessment of training quality in order to align provision with labour market needs (Ministry of Labour, Report on the Governance of Vocational Training in Algeria, 2022).

Social partners, such as the General Union of Algerian Workers (UGTA), the Confederation of Algerian Industrialists and Producers (CIPA, 2023), and the General Confederation of Algerian Enterprises (CGEA), are actively engaged in shaping training policies and improving workplace-based learning conditions (CIPA, 2023). Chambers of commerce and sectoral associations are involved in identifying skills needs and contributing to the design of training programmes tailored to economic demand.

At the international level, Algeria collaborates with institutions such as the International Labour Organization (ILO), the European Union (EU), and the European Training Foundation (ETF) to modernise its VET system through the exchange of best practices and the co-financing of strategic development projects.

Enterprises play a pivotal role in the implementation of work-based learning and benefit from incentives such as tax exemptions and subsidies, as outlined in Executive Decree No. 15-59 of 8 February 2015 (Official Gazette, Executive Decree No. 15-59, 2015). In 2020, 43 percent of enterprises engaged in apprenticeship received exemptions from professional taxes (MFEP Circular on Apprenticeship, 2021, concerning apprentice monitoring and the alignment of sectoral priorities). More than 100 national framework agreements and 7 500 local agreements have been signed between the MFEP and chambers of commerce, defining the responsibilities of enterprises in the supervision and support of apprentices (MFEP Circular on Apprenticeship, 2021).

4.3 Legal framework

The legislative framework underpinning vocational education and training in Algeria encompasses provisions for both employed individuals and jobseekers, through instruments that are closely aligned with the objectives of active labour market policies (ALMPs). In particular:

Initial Vocational Education and Training is primarily targeted at young people seeking qualifications to support their transition into the labour market. Law No. 81-07 (FNAC, 1981) on vocational training establishes the general principles of initial training and encourages enterprises to play a central role in work-based learning, particularly through the integration of in-company apprenticeship. This legislation laid the foundation for embedding learning practices within the workplace.

Continuing Vocational Education and Training is intended for employed individuals seeking to upgrade their skills or adapt to evolving labour market demands. Executive Decree No. 14-92 of 2014 (Official Gazette, Executive Decree No. 14-92 on vocational training) is mainly applicable to CVET. This decree defines certification processes and competency evaluation criteria for adult learners, thereby ensuring the quality of training provision and supporting the ongoing development of professional skills throughout the working life.

The ALMP framework includes targeted training programmes for unemployed individuals, enabling them to acquire new skills and enhance their employability in alignment with labour market needs. Relevant legislative texts include Law No. 81-10 of 11 July 1981, concerning the employment of foreign workers, and Decree No. 82-510 of 25 December 1982, both of which establish regulatory provisions for employment and vocational training in Algeria. While these legislative instruments are not solely dedicated to unemployed populations, they nonetheless play a significant role in shaping the broader vocational training policy landscape. They incorporate specific provisions for training initiatives targeting jobseekers, with the overarching objective of responding to labour market needs and promoting the socio-professional integration of individuals without employment.

Monitoring and updating sectoral priorities: The 2021 Apprenticeship Circular (MFEP Circular on Apprenticeship, 2021, concerning apprentice monitoring and the alignment of sectoral priorities) revises national training priorities and enhances coordination between labour market requirements and the training offer. This approach enhances the capacity of the VET system to adapt to the shifting skills requirements of evolving economic sectors. Although more firmly established within the initial training framework, similar policy measures and programme interventions within the CVET domain are also directed toward facilitating labour market access for jobseekers and individuals encountering ¹job.

¹ The Partnership Council for Vocational Education and Training, originally established under the 2009 framework legislation and reorganised in 2018, is composed of 50 representatives from both the public and private sectors. Its mandate includes issuing strategic recommendations on national training policy, promoting alignment between the supply of skills and labour market needs, and guiding the optimisation of training pathways in light of ongoing economic and social transformations. The Council operates through a general assembly, specialised technical committees, and an elected executive body tasked with coordination and the preparation of annual reporting.

5. WORK-BASED LEARNING IN INITIAL VOCATIONAL EDUCATION AND TRAINING

This analysis is limited to programmes in which work-based learning accounts for at least 25 percent of the total instructional time, thereby excluding those that incorporate only minor or occasional practical components. The adoption of this threshold ensures that the selected programmes provide a meaningful level of enterprise-based training, consistent with the principles of competency-based vocational education.

The programmes reviewed constitute a representative sample of Algeria's initial vocational education and training provision, differentiated by duration, qualification level – as defined by the Algerian Qualifications Framework (DAQ) – and type of provider, whether public or private. This selection enables the analysis to be firmly rooted in the operational realities of the national training system and offers a clearer perspective on the current implementation of WBL within IVET.

5.1 Typology of programmes with embedded work-based learning elements

Table 2 below provides a detailed overview of **initial vocational education and training** programmes in Algeria, with a particular emphasis on the integration of work-based learning. The analysis is based on a selection of programmes differentiated by **duration**, **qualification level** (as classified under the Algerian Qualifications Framework – DAQ), and **type of training provider** (public or private). The percentage of time allocated to in-company training within each programme's curriculum is also presented, offering a clearer view of the role and weight of practical experience in the development of learners' skills.

Table 2. Adapted to Highlight Work-Based Learning in Initial Vocational Education and Training

Maximum % of WBL Internship in Total Curriculum	Enterprise Partner for WBL Placement	Academic Year	Registered DAQ Level	Programme Duration	Type of Provider	Training Programmes with a WBL Component	Quality Criteria for IVET
0-54%	1	5	6	2-3 years	Public/Private	IVET Programmes with a WBL Component	Completion Rate, Placement Rate, Employer Satisfaction
25%	1	3	66	2-3 years	Public/Private	IVET Programmes with a WBL Component	Placement Rate, Employer Satisfaction
20-25%	2	2	22	2-3 years	Public/Private	IVET Programmes with a WBL Component	Exam Pass Rate, Professional Experience

Source: Prepared by the author, based on information from various sources, including MFEP, 2022–2024.

Initial vocational education and training programmes in Algeria incorporate in-company placements at varying degrees:

- **0-54% (Programmes with a strong WBL component):** These extended-duration programmes, spanning two to three years, allocate up to 54 percent of the total training time to work-based learning, thereby enhancing graduates' readiness for and transition into the labour market.

- **25% (Programmes with a significant WBL element):** These programmes provide a balanced combination of theoretical instruction and practical training, with approximately one-quarter of the total training time allocated to company-based internships.

The qualification level, as determined by the Algerian Qualifications Framework (DAQ), is contingent upon both the duration of the programme and the year of enrolment. In-company training is generally introduced through short-term placements in the initial stages of the programme, while subsequent years provide learners with more comprehensive and extended workplace experience. At the post-secondary level, programmes typically offer a deeper degree of professional immersion, contributing significantly to the employability of graduates.

With respect to training providers, public institutions dominate the IVET landscape, delivering state-funded programmes accessible to a wide audience. Although fewer in number, private providers offer more specialised training, often tailored to labour market needs through structured partnerships with enterprises.

National quality standards for assessing IVET programmes include the following key criteria:

- Programme completion and employment placement rates, serving as core indicators of training effectiveness;
- Relevance of acquired skills in relation to employer needs, with internships playing a pivotal role in aligning learning outcomes with workplace requirements;
- Monitoring of graduate integration into the labour market, which provides insight into the overall impact of training and the strength of collaboration between training institutions and enterprise partners.

Table 3 presents an overview of all IVET programmes in Algeria that incorporate a work-based learning component, classified by qualification level and field of specialisation.

Table 3. Proportion of IVET Programmes Integrating WBL

Qualification Level	Programme Duration	WBL Component	Relevant Specialisations	% of Time Spent in Company
Level 1: Semi-Skilled Worker	12 months	In-company internship	<ul style="list-style-type: none"> ■ Industry (Industrial Maintenance); ■ Agriculture (Agricultural Production, Food Processing) 	25%
Level 2: Skilled Worker	12 months	In-company internship	<ul style="list-style-type: none"> ■ Industrial Electronics; ■ Sales and Retail; ■ Industrial Maintenance 	30%
Level 3: Highly Skilled Worker	18 months	In-company internship	<ul style="list-style-type: none"> ■ Energy (Energy Systems Maintenance); ■ Electricity (Electrotechnical Techniques) 	35%
Level 4: Technician	24 months	In-company internship	<ul style="list-style-type: none"> ■ Electronics and Electrotechnics; ■ IT (Application Development, Networks); ■ Industrial Maintenance 	40%
Level 5: Senior Technician	30 months	In-company internship	<ul style="list-style-type: none"> ■ Energy (Energy Systems and Air Conditioning); ■ Construction (Civil Engineering, Site Supervision); ■ Project Management (Planning and Coordination); ■ Advanced Technologies (IT, Communication Systems) 	50%

Nature of Internships/Training: Learners engage in practical activities within enterprises or workshops, with levels of supervision adapted to their qualification level – ranging from close mentoring at lower levels to increased autonomy in task execution and team coordination at more advanced stages (MFEP Circular on Apprenticeship, 2021, on apprentice monitoring and alignment with sectoral priorities).

WBL within initial vocational education and training in Algeria plays a critical role in preparing learners to meet the demands of the labour market:

WBL Component: At each qualification level, in-company placements are integrated into the training pathway, allowing learners to apply the theoretical knowledge acquired in institutional settings to real-world professional contexts (Ministry of Vocational Training and Education, 2021).

Relevant Specialisations: Training fields are aligned with labour market needs, thereby enhancing the employability of graduates and supporting their successful transition into the workforce (Official Gazette, Executive Decree No. 14-39 on Vocational Training, 2014).

5.2 Written agreement (Criterion 1)

Apprenticeship contracts in Algeria are regulated by Law No. 18-10 of 10 January 2018. They are required to be established in written form and must explicitly define the respective responsibilities of the apprentice, the employer, and, where relevant, the vocational training institution. They are primarily applicable within the framework of work-based learning in initial vocational education and training, and define key aspects of the training process, including learning objectives, supervision arrangements, remuneration, as well as obligations related to occupational health, safety, and social insurance coverage for apprentices.

The duration of an apprenticeship contract ranges from six months to five years, depending on the nature and level of the training programme. Apprentices are entitled to receive a minimum wage, and their weekly working hours are generally limited to 35-40 hours. These contracts apply to programmes that include a WBL component, whereby the learner alternates between a training institution and a company. Depending on the specific programme, time spent in the company may represent between 25% and 50% of the total curriculum.

5.3 Learning outcomes (Criterion 2)

Learning outcomes within the framework of WBL in Algeria primarily focus on occupation-specific technical competencies. However, there is a noted imbalance in the integration of transversal skills – such as communication, time management, and teamwork – which are increasingly sought after in the labour market (Law No. 18-06, 2018). These transversal competencies remain insufficiently embedded in the current occupational standards and competency frameworks (MFEP, 2021).

Article 5 of Law No. 18-06 stipulates that at least 25 percent of training must take place within an enterprise, with higher proportions required for certain specialisations. Article 6 governs the development of academic plans, mandating collaborative input from training institutions, employers, and competent authorities to ensure a coherent balance between theoretical instruction and practical experience. Article 9 outlines the active involvement of enterprises in the design of these plans, while Article 7 highlights their role in monitoring learner progress (Law No. 18-06, 2018).

Finally, the periodic updating of competency frameworks is essential to maintaining the relevance of learning outcomes. Although the law provides for regular revisions, updates are not always implemented with sufficient frequency – particularly in sectors experiencing rapid technological change (MFEP Circular on Apprenticeship, 2021, regarding apprentice monitoring and the alignment of sectoral priorities).

5.4 Pedagogical support (Criterion 3)

Apprenticeship supervisors are required to possess substantial professional experience in the relevant occupational field, typically ranging from three to five years. In accordance with current regulations, the qualifications and experience of vocational training instructors are governed by specific legislative and regulatory instruments. Executive Decree No. 22-208 of 5 June 2022 stipulates that trainers must have demonstrable professional experience in the subject area they teach, generally between three and five years, to ensure mastery of technical competencies and the ability to impart practical, industry-relevant skills to learners.

In addition, trainers are required to undergo specialised pedagogical training to ensure their instructional effectiveness. These training programmes typically cover modules such as teaching methodologies, classroom management, and competency-based assessment. Public vocational training institutions are responsible for maintaining annual lists of eligible candidates for incentive awards and recognition schemes, which entails continuous evaluation of trainers' qualifications and performance. Accordingly, the Algerian legal framework mandates that vocational training instructors combine substantial domain-specific experience, appropriate pedagogical preparation, and a commitment to ongoing professional development.

5.5 Workplace component (Criterion 4)

The preparation of an individual training plan (learning plan) is a compulsory element and must be developed jointly by the vocational training institution and the enterprise-based trainer. This plan is intended to ensure coherence with the educational objectives of the training programme. It specifies the targeted competencies to be acquired during the internship period and defines the mechanisms for evaluating practical skills in the workplace. Its core function is to guarantee that the in-company learning experience is pedagogically meaningful and supports the learner in acquiring the competencies necessary for successful certification.

With regard to enterprise rotation, the Algerian system provides for learner rotation within a single company; however, there is no formal provision for rotation between different partner enterprises when a single company is unable to offer the full range of required competencies. In such cases, the learner may complete their practical training through supplementary workshops offered by vocational training institutions, thereby addressing any gaps in practical skill acquisition. This solution is frequently applied in sectors where partner enterprises lack the infrastructure to deliver the complete set of practical competencies required by the training programme.

5.6 Pay and/or compensation (Criterion 5)

Allowances and remuneration within the context of initial vocational education and training in Algeria are governed by Law No. 18-10 of 10 January 2018. Learners may receive training allowances disbursed either by training institutions or enterprises to offset transport costs and other expenses associated with their participation in WBL. Under alternance arrangements, companies are required to provide direct remuneration to learners. The amount of compensation varies depending on the duration of the training programme, the sector of economic activity, and the specific agreements established between training providers and host enterprises. Enterprises are required to provide financial compensation commensurate with the extent of the learner's participation in the training programme.

With regard to the involvement of trade unions in determining the remuneration of VET learners, Law No. 23-02 on the Exercise of Trade Union Rights, enacted on 25 April 2023 (Official Gazette No. 29, 2023), repealed Law No. 90-14 of 2 June 1990. This new legislation outlines the principles and provisions governing the establishment of trade union organisations, the protection of trade union freedoms, and the exercise of collective labour rights. It introduces effective sanctions in cases of serious violations of trade union freedoms, offers protection for workers against anti-union discrimination, and safeguards trade union organisations from employer interference.

Although the legislation does not explicitly define a formal role for trade unions in setting learner remuneration, unions may exert indirect influence by contributing to public policy dialogue and representing the interests of workers, including learners in VET. They may also take part in discussions concerning working conditions and remuneration within the framework of collective

bargaining processes, although their specific role in determining the remuneration of learners is not explicitly defined under the current legislation.

5.7 Social protection (Criterion 6)

Social protection for learners undertaking in-company training within the framework of vocational education and training in Algeria is governed by Law No. 18-06 of 13 August 2018. This legislation stipulates that learners must be affiliated with the national social security system, thereby ensuring coverage for healthcare, retirement, and occupational accidents.

In terms of health coverage, learners are entitled to medical care and hospitalisation benefits through the national health insurance scheme, administered by the National Social Security Fund (CNSS). The law also provides for retirement coverage under the National Pension Fund (CNR), which secures access to pension benefits upon retirement.

With regard to workplace accidents, learners are covered by a dedicated insurance scheme that protects against injuries sustained in the course of their professional training activities, in accordance with worker protection provisions set out in Article 6 of the law.

The responsibility for registering learners under these social security schemes and ensuring compliance with applicable rights lies jointly with enterprises, vocational training institutions, and relevant public bodies, particularly the CNSS.

5.8 Work, health and safety conditions (Criterion 7)

The health and safety of learners undertaking in-company training as part of vocational education and training (VET) in Algeria are governed by a set of legal and regulatory provisions aimed at ensuring a safe working environment. According to Law No. 90-11 of 21 April 1990 on labour relations (Official Gazette, 1990), employers are legally required to ensure the safety and health of all workers, including learners, by providing necessary protective equipment at the company's expense and implementing preventive measures against occupational risks (Article 26). Compliance with these obligations is monitored by the Labour Inspectorate through regular workplace inspections (Article 41).

In addition, learners must undergo prior training on occupational health and safety, which covers specific workplace hazards, the correct use of protective equipment, and emergency response procedures. Both enterprises and vocational training institutions share responsibility for delivering this training and raising awareness among learners about safe working practices, as outlined in Law No. 88-07 of 26 January 1988 on the prevention of occupational risks (Articles 3 and 5, Official Gazette, 1988).

These provisions collectively ensure that learners benefit from a working environment that meets legal standards for safety and health throughout the duration of their practical training.

5.9 Regulatory framework and involvement of social partners (Criteria 8 and 9)

The active engagement of social partners, namely employers' organisations and trade unions, is essential for the effective implementation of WBL. Employers' organisations play a pivotal role in the design of training programmes by identifying required competencies and contributing to their implementation, thereby ensuring that training provision remains aligned with labour market needs. They also support the development of enterprise-based learning pathways and contribute to the professional integration of young people.

Trade unions, for their part, are tasked with safeguarding the rights of learners by advocating for adequate working and safety conditions. They also participate in collective bargaining processes related to learners' remuneration and hold a formal role in shaping national training policies. Additionally, trade unions promote lifelong learning and play an active role in defending the overall quality of vocational education and training.

5.10 Support for companies (Criterion 10)

In Algeria, support for enterprises engaged in WBL is governed by a combination of financial and non-financial measures as outlined in Law No. 08-04 on vocational training. On the financial side, companies may benefit from subsidies, tax incentives, hiring assistance, and low-interest loans to offset the costs associated with apprentice training, particularly with regard to wages and the provision of necessary equipment. Targeted financial support is also available to encourage the recruitment of apprentices in dual training schemes.

In terms of non-financial support, enterprises are offered training for in-company trainers as well as technical assistance in the planning and organisation of apprenticeship programmes, ensuring alignment with national quality standards.

5.11 Flexible pathways and mobility (Criterion 11)

The enterprise-based training system in Algeria is underpinned by mechanisms that promote flexible and mobile learning pathways, while ensuring formal recognition of qualifications. Qualification recognition is guaranteed through the registration of diplomas within the National Qualifications Framework (NQF), which affirms the value of credentials in the labour market.

Training pathways are structured in a modular format, allowing learners to transfer credits across different levels of training and thereby facilitating progression toward higher qualifications. The promotion of dual training arrangements, which combine classroom-based instruction with practical experience, is also encouraged as a means of delivering comprehensive training.

With respect to learner mobility, both national and international mobility are supported through partnerships and international agreements, enabling young people to acquire complementary skills in a global context. The integration of flexibility and mobility into the VET system strengthens young people's employability and supports their transition into an increasingly dynamic and competitive labour market.

5.12 Career guidance and awareness raising (Criterion 12)

Career guidance plays a critical role in helping young people assess their competencies and make informed decisions about training pathways that align with labour market needs. In-company mentoring offers learners tailored support to develop practical, job-relevant skills in real work environments.

In parallel, awareness-raising campaigns and promotional initiatives are implemented to enhance the visibility and attractiveness of technical and industrial professions, encouraging young people to view vocational education and training as a viable and fulfilling pathway to employment and personal

development. These efforts are supported by a robust regulatory framework that enables broader access to quality training and facilitates the transition of young people into the workforce.

Employers are also encouraged to engage actively in the training of young people. Targeted incentives are designed to ease the financial burden on enterprises while enhancing the quality of training provision and strengthening employer involvement in youth skills development. In addition, campaigns are conducted to promote enterprise-based learning opportunities.

Platforms such as Formation-dz.com, an online directory, contribute to these efforts by offering a searchable catalogue of training programmes – including master's degrees, competitive exam preparation, and vocational courses – connecting learners with schools and accredited training providers.

5.13 Transparency (Criterion 13)

Transparency in initial vocational education and training in Algeria is a key principle for ensuring equitable and accessible information regarding training programmes, assessment criteria, and employment opportunities. The current legal framework mandates the dissemination of comprehensive and accessible information on available training options, supported by clear and fair evaluation standards. It also promotes the development of digital platforms to enhance access to information on training pathways and labour market opportunities.

Training quality is supported through mechanisms such as institutional self-assessment, continuous programme evaluation, and validation of acquired competencies. Graduate tracer studies are conducted to assess the effectiveness of training provision and to inform necessary adjustments to better align programmes with labour market needs. Together, these measures contribute to a transparent, fair, and accountable management system for vocational education and training in Algeria.

5.14 Quality assurance and tracking of apprentices (Criterion 14)

In Algeria, quality assurance in vocational education and training is governed by regulatory standards set out in Executive Decree No. 22-208 of 5 June 2022. This decree outlines the qualification requirements for trainers, the evaluation of training programmes, and the alignment of acquired competencies with labour market needs. It serves as the legal basis for ensuring that training provision meets defined quality benchmarks in both instruction and programme design.

With regard to graduate follow-up, a traceability mechanism is in place through graduate employability surveys conducted by the Ministry of Vocational Training and Education (MFEP). These surveys aim to assess employment rates, the alignment of graduates' qualifications with labour market demands, and to inform adjustments to training programmes accordingly (Official, 2022), in connection with the provisions relating to trainer qualification requirements and evaluation standards. The MFEP Circular on graduate employability further outlines the procedures for monitoring graduates and adapting training curricula.

5.15 Conclusion

Strengths

- The apprenticeship contract must be concluded in written form and is governed by Law No. 18-10, which clearly stipulates the respective roles and responsibilities of the employer, the apprentice, and the vocational training institution. (Criterion 1)
- Training programmes are aligned with occupation-specific competencies, developed in consultation with economic actors and based on established occupational standards. (Criterion 2)
- Structured learner support is ensured through the involvement of experienced in-company trainers (with at least 3 to 5 years of professional experience) and coordination with institutional trainers. (Criterion 3)

- The system requires that learners undertake a substantial portion of their training in the workplace, with supplementary practical workshops at training centres if needed. (Criterion 4)
- Companies are obliged to remunerate apprentices under the terms defined by Article 11. Additional training allowances may also be provided. (Criterion 5)
- Training institutions ensure that apprentices are covered under social security schemes (health, retirement, and occupational injury), in coordination with CNSS and CNR. (Criterion 6)
- Compliance with occupational health and safety regulations is legally mandated. The Labour Inspectorate regularly monitors apprentice working conditions. (Criterion 7)
- The legal framework establishes mechanisms for consultation among institutions, social partners, and enterprises, with clearly defined responsibilities for each stakeholder. (Criterion 8)
- Professional bodies play an active role in shaping training programmes and ensuring their responsiveness to labour market demands. (Criterion 9)
- A range of financial support measures (subsidies, recruitment incentives, and preferential loans) is available to encourage enterprises to host apprentices. (Criterion 10)
- VET qualifications are integrated into the National Qualifications Framework, enabling progression across different qualification levels. (Criterion 11)
- Awareness campaigns and workplace mentoring support learners in navigating their training and career pathways. (Criterion 12)
- Digital tools, such as self-assessment platforms and training portals, enhance access to and visibility of available training offers. (Criterion 13)
- Since 2022, a formal framework defines trainer qualification requirements and establishes mechanisms for programme evaluation and graduate tracking. (Criterion 14)

Challenges / gaps

- There is limited integration of transversal (soft) skills, despite their critical importance for long-term employability. (Criterion 2)
- Pedagogical training for in-company trainers is not systematically implemented. The requirement for continuous professional development remains weakly enforced. (Criterion 3)
- Some companies do not provide exposure to the full range of competencies outlined in the training programme. Rotational placements between companies are rarely organised. (Criterion 4)
- Remuneration arrangements may vary considerably, and trade unions are not legally involved in determining payment conditions for apprentices. (Criterion 5)
- Mandatory pre-placement training on occupational health and safety is not consistently delivered across all enterprises. (Criterion 7)
- Enterprise engagement with the regulatory framework remains uneven. Some companies are reluctant to fully invest in the training of apprentices. (Criterion 8)
- Although their role in programme design is formally recognised, social partners' involvement in governance and evaluation processes remains limited in practice. (Criterion 9)
- Individualised career guidance by trained counsellors remains limited. Equitable access to information on apprenticeship opportunities is not uniformly ensured. (Criterion 12)
- Systematic tracking of graduate employment outcomes is not yet fully operational. The evaluation of training schemes remains sporadic and lacks a structured approach. (Criterion 14)

6. WORK-BASED LEARNING IN CONTINUING VOCATIONAL EDUCATION AND TRAINING

Although Algeria has made significant efforts to advance WBL within initial vocational education and training, a comparable level of commitment has yet to be achieved in the area of continuing training. While the initial VET system is supported by a solid legislative framework and growing collaboration between training institutions and enterprises, enterprise-based learning within continuing vocational education and training (CVET) remains insufficiently structured and underdeveloped.

6.1 Types of programmes with a work-based learning component

The table below highlights the different types of WBL programmes integrated into continuing vocational education and training (CVET).

Table 4. WBL Component in Continuing Vocational Education and Training

Maximum % of Internship	Year/ Cycle	Qualification Level	Durée	Type of Provider	Type of WBL programme	Quality Criteria
0–54%	1	Level 5 (e.g. Bac+2 or equivalent)	1 year	Public/Private	Job-Specific Adaptation: CVET with a strong WBL component	Success rates, reintegration, and employer satisfaction
10–11%	1	Level 4 (ex. Vocational Baccalaureate)	6 months	Public	Skills Upgrading: CVET with a moderate WBL component	Labour market relevance and follow-up on graduate integration
25%	1	Level 3 (ex. Professional Certificate)	1 year	Public/Private	Professional Mobility: CVET with an integrated WBL component	Reintegration and employer satisfaction
20–25%	2	Level 2 (ex. Technical Qualification)	1 year	Public/Private	Organisation and Supervision Modalities: CVET with a WBL component	Success rate and acquisition of practical experience
5–6%	1	Level 1 (ex. Initiation professionnelle)	6 months	Public	CVET with a limited WBL component	Monitoring of integration and quality of learner support
15–20%	1	Level 1 (ex. Introductory Vocational Training)	6 months	Public/Private	CVET with a balanced WBL component	Skills assessment and post-training employment rate

Source: Prepared by the author, based on information from various sources, including MFEP, 2022–2024.

This table presents a classification of CVET programmes that incorporate a WBL component. The proportion of time allocated to in-company training varies according to the qualification level and the objective of the programme. Programmes with a strong WBL component (more than 25% of the curriculum) are primarily aimed at workplace adaptation and professional mobility, thereby promoting reintegration into employment and employer satisfaction.

Programmes with a moderate WBL component (between 10% and 25%) focus on skills enhancement and the acquisition of practical experience, while those with a limited WBL component (less than 10%) are generally designed to support labour market entry through guided transition measures.

However, analysis based on national quality criteria concentrates mainly on programmes with a significant WBL component, as they have a more direct impact on employability and alignment with labour market needs.

6.2 Written agreement (Criterion 1)

Executive Decree No. 24-74 of 8 February 2024 (Official Gazette, Executive Decree No. 24-74 of 8 February 2024 establishing the conditions and modalities for the organisation and certification of continuing vocational training) defines the regulatory framework governing the organisation and recognition of CVET in Algeria.

According to Article 9 of the decree, CVET activities may be organised under either a training agreement, when requested by the employer, or a training contract, when initiated by the individual learner. The rights and obligations of the contracting parties are outlined within the respective agreement or contract.

Thus, when a worker independently seeks to participate in continuing training, they are required to formalise this engagement through a training contract that specifies the mutual commitments between the individual and the training provider.

6.3 Learning outcomes (Criterion 2)

Executive Decree No. 24-74 of 8 February 2024 establishes the conditions and procedures for the organisation and validation of CVET in Algeria. The process encompasses three primary categories of training activities:

- Job adaptation training: Focused on acquiring the skills necessary to meet the immediate demands of a specific position and respond effectively to labour market needs.
- Skills upgrading (*perfectionnement*): Aimed at updating and deepening existing competencies in line with technological and professional developments.
- Professional mobility: Intended to equip individuals with new skills enabling them to take on new responsibilities, either within the same occupational field or in a different sector.

The decree further stipulates that CVET is open to all categories of workers, both in the public and private sectors, as well as to self-employed artisans. It applies across all qualification levels and occupational sectors. Training may be initiated at the request of the employer or by the individual worker, depending on the context.

6.4 Pedagogical support

Training activities may be delivered through various modalities, including full-time in-person training, alternating (dual) training, evening courses, and distance learning. Training progression is monitored via a digital platform and other appropriate tools, ensuring effective learner follow-up.

Training is delivered by instructors from the vocational training and education sector, as well as by master artisans and field-specific professionals. Pedagogical support is built around three key pillars: the training of enterprise-based trainers, their certification, and coordination between training institutions and companies. However, there is currently no structured and systematic framework for the professional development and certification of in-company trainers. Moreover, despite legislative progress – such as Law No. 2018-08 – cooperation between schools and enterprises remains underdeveloped, limiting the full integration of in-company training into programme delivery.

6.5 Workplace component (Criterion 4)

The training plan, duration of continuing vocational training programmes, and number of sessions devoted to both theoretical instruction and workplace learning are defined within qualification-specific

curricula. At the outset of the programme, the training provider must inform the participant of the training plan and the overall implementation process of the programme.

6.6 Pay and/or compensation (Criterion 5)

Training costs under the CVET system are borne by the employer. Each training programme is budgeted as a dedicated line within the company's annual training plan, as approved by the company's Board of Directors, and is implemented in favour of the participating employee.

6.7 Social protection (Criterion 6)

Occupational health and safety for learners engaged in continuing training is governed by specific legal instruments. The social protection of CVET participants engaged in workplace-based learning is supported by a structured legal framework, notably Law No. 83-11 on Social Security and Law No. 2018-08 on Vocational Training.

6.8 Work, health and safety conditions (Criterion 7)

Health and safety regulations for learners in continuing training are established through several legislative acts, including Law No. 83-11 of 2 July 1983 (Social Security Code), Law No. 2018-08 on Vocational Training, and Executive Decree No. 2019-254 of 5 August 2019. These regulations aim to ensure safe working conditions for learners in enterprise settings, particularly in high-risk sectors such as chemicals, oil and gas, mining, construction, and materials handling.

6.9 Regulatory framework and involvement of social partners (Criteria 8 and 9)

The existing legal framework – comprising Law No. 2018-08 on vocational training, Executive Decree No. 2019-254, the Labour Code, and Law No. 83-14 on social security obligations – provides for collaboration between social partners (employers' organisations and trade unions) to ensure that training programmes are aligned with labour market needs and comply with social protection and safety standards. However, while these legal provisions promote close cooperation in principle, their practical implementation remains inconsistent. In certain sectors, particularly among small and medium-sized enterprises (SMEs), the enforcement of these regulations is limited, and trade unions face challenges in securing fair remuneration and decent working conditions for learners.

6.10 Support for companies (Criterion 10)

A comprehensive legal framework is in place to protect the rights of individuals participating in work-based learning and continuing vocational education and training. Law No. 83-14 on social security ensures coverage in the event of workplace accidents or occupational illnesses, while the Labour Code guarantees safe and equitable working conditions for all workers, including those in training. Law No. 2018-08 on vocational training outlines the rights of learners, including those related to remuneration and working conditions. Trade unions play a crucial role in monitoring and enforcing these rights.

6.11 Flexible pathways and mobility (Criterion 11)

Efforts to strengthen work-based learning in initial training in Algeria include legislative initiatives such as Law No. 2018-08 and Executive Decree No. 2019-254, which introduced mechanisms for the recognition of qualifications, greater pathway flexibility, and enhanced support for enterprises. These measures aim to promote initial training, improve workers' employability, and foster professional mobility.

6.12 Career guidance and awareness raising (Criterion 12)

Enterprises act as mentors by providing essential support to learners, while public institutions offer professional guidance services. At the same time, the promotion of training programmes and dissemination of information on career opportunities enhance worker engagement. Marketing strategies aim to increase the visibility of such opportunities and to raise the profile of recognised qualifications. Legislation such as Law No. 2018-08 and Executive Decree No. 2019-254 supports these efforts by ensuring worker support services and access to information on WBL opportunities. As in the initial training system, the platform Formation-dz.com offers a variety of WBL-oriented training opportunities within continuing education.

6.13 Transparency (Criterion 13)

Transparency in CVET programmes, including those involving workplace-based learning, is supported through clear and accessible communication mechanisms. Information boards and public notices are regularly displayed within training institutions to ensure that programme details, selection criteria, and certification pathways are visible and accessible to all participants. Algerian laws and regulations, such as Law No. 2018-08 (Articles 6 and 7) and Executive Decree No. 2019-254 (Articles 9 and 13), reinforce this approach by mandating effective and transparent communication on vocational training and WBL programmes.

6.14 Conclusion

Strengths

- A clear and supportive regulatory framework is in place to guide the organisation and certification of continuing vocational training. (Criterion 1)
- Continuing training is accessible to a wide range of workers, ensuring inclusivity and diversity in training provision. (Criterion 2)
- Flexible delivery formats enable training to be adapted to the specific needs of both learners and enterprises. (Criterion 3)
- Training plans are defined in collaboration with the enterprise. At the start of the programme, training providers inform learners of the plan and the implementation process. (Criterion 4)
- Enterprises provide financial support for continuing vocational training, thereby improving its accessibility and reducing cost-related barriers for workers. (Criterion 5)
- Learners benefit from comprehensive social security coverage, ensuring their protection throughout the training period. (Criterion 6)
- Workplace safety for learners is guaranteed through the application of established occupational health and safety standards. (Criterion 7)
- Regulations ensure that trainers are appropriately qualified, and that effective cooperation exists between training providers and enterprises. (Criterion 8)

- Consultation between social and economic partners helps ensure that training programmes respond to labour market demands and worker needs. (Criterion 9)
- The active role of trade unions in safeguarding the rights of trainees represents a strength in the governance of continuing training. (Criterion 10)
- Platforms such as Formation-dz.com enhance learning flexibility and expand access to training opportunities. (Criterion 11)

Challenges / gaps

- Limited access to continuous training and certification for in-company trainers constrains the quality of enterprise-based programmes. (Criterion 3)
- There is a clear need for tailored support in developing training plans, particularly for small and medium-sized enterprises. (Criterion 4)
- The lack of a regulatory framework for compensating trainees in the informal sector hampers equitable payment for learners. (Criterion 5)
- Disparities in the application of social protection rights between large enterprises and SMEs may lead to unequal treatment of learners. (Criterion 6)
- The absence of clear mechanisms for recognising competencies acquired through informal learning prevents learners from progressing to formal training pathways. (Criterion 11)
- Excessive reliance on informal channels for delivering continuing training compromises transparency and the quality of provision. (Criterion 12)
- Weak collaboration between enterprises and training institutions in promoting available placements and learning opportunities reduces visibility and uptake. (Criterion 13)
- The absence of graduate tracking systems and structured quality assurance mechanisms limits the continuous improvement of continuing training programmes. (Criterion 14)

7. WORK-BASED LEARNING IN ACTIVE LABOUR MARKET POLICIES

WBL is a central component of Algeria's Active Labour Market Programmes (ALMPs), aimed at promoting the labour market integration of young people, the unemployed, and inactive individuals. These programmes, aligned with both IVET and CVET schemes, contribute to the broader effort to modernise the labour market.

Implemented primarily by Public Employment Services (PES) in collaboration with enterprises, these initiatives provide recent graduates and long-term unemployed individuals with essential hands-on experience, thereby improving their employability. Programmes such as the Professional Integration Programme (PIP) and the Youth Employment Support Programme (PSEJ) enable participants to acquire practical skills in real work environments, facilitating a more successful transition into employment.

Despite persistent challenges – such as the need for improved coordination among stakeholders, better working conditions and remuneration, and more effective post-placement follow-up – these programmes offer valuable opportunities for youth. Internships in the open labour market (OMT), although less formalised, also serve as meaningful pathways for gaining professional experience.

Responsibility for public employment services lies at the national level, primarily entrusted to the National Employment Agency (ANEM), which plays a leading role in the organisation and management of these programmes.

7.1 Types of programmes with a work-based learning component

This analysis focuses on programmes that incorporate a WBL element to enhance the employability of young people and improve their professional skills. The following two national initiatives are of particular relevance:

1. Professional Integration Programme:

The PIP is designed to support the transition of young graduates into the labour market by providing practical training opportunities within companies. Participants gain direct experience in professional settings, significantly enhancing their long-term employability. The programme typically involves internships or dual training schemes, where participants alternate between in-company placements and theoretical instruction.

2. Youth Employment Support Programme (PSEJ):

The PSEJ aims to assist young people in navigating their transition into employment by offering targeted training aligned with employer demand. This programme includes enterprise-based training modules, enabling participants to gain familiarity with workplace practices, develop job-specific skills, and strengthen their career prospects.

While each programme has its own structure and objectives, both share a common and essential component of workplace-based training, which plays a critical role in preparing youth for successful integration into the labour market.

7.2 Conclusion of a written agreement (Criteria 2 and 3)

In Algeria, Law No. 90-11 of 21 April 1990 (as amended, Official Gazette No. 22/1990) establishes the general legal framework for employment and vocational training. While the law does not explicitly refer to internships, it mandates the conclusion of employment contracts for paid work, which may include paid or practical placements.

Internship agreements are concluded between the National Employment Agency (ANEM) and the host training provider. These agreements define the responsibilities of the host organisation – be it a

company or other entity – in terms of supervision, learner support, and adherence to the agreed learning conditions.

7.3 Learning and training objectives (Criteria 4 and 5)

The professional tasks and activities to be carried out during the internship (i.e., the training plan) are developed by the participating companies. A mentor is appointed within the host organisation to provide ongoing guidance and supervision for the intern.

Training providers are responsible for defining clear learning outcomes and for proposing qualified mentors – assessed and experienced professionals – who support learners throughout their in-company training. According to Executive Decree No. 16-199 of 2 June 2016, training programmes, including internships, must be structured around clearly defined pedagogical objectives.

7.4 Working conditions applicable to trainees (Criteria 6, 7 and 8)

Interns are entitled to rights and working conditions consistent with national legislation. The maximum weekly working hours, monthly allowance, and compensation are specified in the internship agreement. Interns must benefit from safe and legally compliant working conditions, including occupational health and safety protections.

The Algerian Labour Code (Law No. 90-11) obliges employers to ensure a safe work environment and to provide decent working conditions, even though interns may not always hold full employee status. Furthermore, Law No. 04-08 of 14 August 2004 on vocational training reinforces this obligation by requiring companies to comply with safety standards and to provide appropriate working environments, particularly in high-risk sectors such as construction and industry.

7.5 Rights and obligations (Criterion 9)

Interns' rights and responsibilities must be clearly defined in the internship agreement to avoid ambiguity. Law No. 04-08 of 14 August 2004 outlines employers' responsibilities, including intern remuneration, working hours, and the provision of resources necessary for effective learning. Executive Decree No. 16-199 of 2 June 2016 requires companies to provide appropriate working conditions and adequate pedagogical support. In addition, Law No. 08-04 on professional qualification ensures equal treatment between interns and employees, particularly regarding safety, remuneration (where applicable), and post-internship career development opportunities.

7.6 Reasonable duration (Criteria 10, 11 and 12)

Internship programmes must be of reasonable duration, typically limited to six months, to allow interns to gain meaningful experience while preserving long-term employment prospects. Executive Decree No. 16-199 of 2 June 2016 sets the maximum internship duration at six months for certain training schemes, helping to prevent the exploitation of interns in overly long placements without clear employment pathways, while ensuring valuable learning experiences.

7.7 Proper recognition of traineeships (Criterion 13)

Internships must be formally recognised in terms of qualifications and certification. Law No. 04-08 of 14 August 2004 on vocational training stipulates that the competencies acquired during internships should be validated through the National Qualifications System (NQS), thereby allowing trainees' skills to be officially recognised within the national qualification system. Furthermore, Law No. 08-04 of 23 January 2008 on professional qualification guarantees that the skills developed during company-based internships are validated through the National Skills Certification System (NSCS), ensuring their formal recognition.

7.8 Transparency requirements (Criterion 14)

Transparency requires that the conditions and procedures governing internships be clearly communicated to all stakeholders. Law No. 04-08 of 14 August 2004 emphasises the importance of transparent information for all stakeholders involved in vocational training. The law stipulates that internship opportunities and their terms must be clearly defined and made accessible, particularly through public platforms managed by institutions such as ANEM. Moreover, Executive Decree No. 16-199 of 2 June 2016 encourages enterprises and public institutions to make information on internships readily available, including admission requirements, duration, and selection procedures for trainees.

7.9 Cross-border traineeships (criterion 16)

It may be interpreted as supporting professional mobility initiatives, particularly within programmes funded by international organisations or through bilateral agreements. Cross-border internships provide trainees with the opportunity to carry out their learning in companies located abroad, within the framework of exchange programmes or international mobility schemes. Although Law No. 04-08 of 14 August 2004 does not specifically address cross-border internships, it may be interpreted as supporting professional mobility initiatives, particularly within programmes funded by international organisations or through bilateral agreements.

7.10 Use of European Structural and Investment Funds (Criterion 18)

Algeria, as a Southern Mediterranean Partner Country, has access to several European Union funding instruments aimed at promoting cooperation and development. Under the NDICI (Neighbourhood, Development and International Cooperation Instrument) for the 2021-2027 period, Algeria benefits from EU assistance focused on key sectors. Within the framework of Horizon Europe, it may participate in collaborative actions in the field of research. Algeria is also eligible for certain actions under the Erasmus+ programme, which supports education, training, youth, and sport. Access to these funds is subject to specific criteria and alignment with EU priorities.

7.11 Applying the quality framework for traineeships (Criteria 19, 20, 21 and 22)

The EU Quality Framework for Traineeships, adopted in 2014, seeks to ensure that traineeship experiences are meaningful and compliant with fair working and learning standards. Key elements include a written agreement, reasonable duration, fair working conditions, clear learning objectives, and formal recognition of the internship experience. In Algeria, the Ministry of Higher Education and Scientific Research (MESRS) has adopted a national quality framework (2023), which could be leveraged to reinforce the quality of work-based learning. This includes standardising contract usage, developing national quality benchmarks, and introducing robust monitoring and evaluation mechanisms.

Algeria's legal foundations, such as Law No. 04-08, already govern internship agreements and trainees' rights. However, adopting best practices inspired by other sectors and international models could further structure work-based learning programmes, enhancing their quality, transparency, and effectiveness while supporting the professional integration of young people and jobseekers.

7.12 Conclusions

- A formal agreement exists between enterprises, training centres, and the National Employment Agency (ANEM), ensuring clear organisation of internships and well-defined roles and responsibilities for all parties involved. (Criterion 1)
- Companies prepare a training plan for interns, and mentors are appointed to guide them. Training providers also define expected learning outcomes and assign experienced mentors to support the trainees. (Criterion 2)
- Interns' rights are protected under national legislation. Working hours are regulated, and trainees receive allowances to support their participation. (Criterion 3)
- The rights and obligations of interns and host organisations are specified in the internship agreements, including provisions on confidentiality and intellectual property. (Criterion 4)
- The duration of internship placements is clearly regulated, with occupational training limited to a maximum of six months, thereby ensuring a focused and time-efficient learning experience. (Criterion 5)
- Interns receive a certificate upon completion of the internship. In occupational training programmes, qualifications—either full or partial—may be awarded. (Criterion 6)
- Public portals and job fairs facilitate easy access to internship and training opportunities. Employers also use dedicated platforms to advertise their offers. (Criterion 7)
- Cross-border mobility is supported through international programmes or bilateral agreements, offering valuable international experience to trainees. (Criterion 8)
- Access to European funding supports cooperation and the development of internship programmes, providing financial assistance to enhance the impact of training. (Criterion 9)

ANNEX 1: MONTHLY PLANNING OF HOURLY DISTRIBUTION INCLUDING A WORK-BASED LEARNING COMPONENT IN INITIAL TRAINING

Transferred data				Basic training														
Professional skills	Hourly Volume Semester 1 (a)	Distribution V. Hour.S1(b)		Month 1 (c)		Month 2 (c)		Month 3 (c)		Month 4(c)		Month 5 (c)		Month 6 (c)		Control (d)		
		Theory	Practice	Theory	Practice	Theory	WBL	Theory	WBL	Theory	WBL	Theory	WBL	Theory	WBL	Total	Theory	Practice
Module 1	18	12	6	12	6											18	12	6
Module 2	18	14	4	14	4											18	14	4
Module 3	20	16	4	16	4											20	16	4
Module 4	36	20	16	10	8	10	8									36	20	16
Module 5	84	64	20	38	8	26	12									84	64	20
Module 6	28	12	16	0	0	12	16									28	12	16
Module 7	44	28	16	0	0	28	16									44	28	16
Module 8	34	16	18	6	14	10	4									34	116	18
Module 9	32	20	12							12	0	8	12			32	20	12 WBL
Module 10	30	24	6											24	6	30	24	6 WBL
Module 11	2	2	0					2	0							2	2	0
Module 12	16	16	0					8	0			8	0			16	16	0
Module 13	0	0	0													0		0

Transferred data				Basic training														
Professional skills	Hourly Volume Semester 1 (a)	Distribution V. Hour.S1(b)		Month 1 (c)		Month 2 (c)		Month 3 (c)		Month 4(c)		Month 5 (c)		Month 6 (c)		Control (d)		
		Theory	Practice	Theory	Practice	Theory	WBL	Theory	WBL	Theory	WBL	Theory	WBL	Theory	WBL	Total	Theory	Practice
Module 25	0	0	0													0		0
Module 26	0	0	0													0		0
Module 27	0	0	0													0		0
Module 28	0	0	0													0		0
Module 29	0	0	0													0		0
Module 30	0	0	0													0		0
Total	362	244	118	96	44	86	56	10	0	12	0	16	12	24	6	362	224	118
								Specialised training								Control		

Source: Implementation Guide for Apprenticeship Training Programmes – June 2010

Important note: This example illustrates that the basic training component is to be delivered at the start of the programme and should therefore be scheduled in the first semester (either in one or two dedicated blocks). It is also noted that the complementary training (WBL) component takes place at the end of the programme and should be planned accordingly in the final semester.

ANNEX 2: LIST OF INTERVIEWEES AND INSTITUTIONAL AFFILIATIONS

Interviewees	Organisation	Position	Date	Yes/No*
Interviewee 1	MEFP	Chief Director	19 – 20 /11/24	Yes
Interviewee 2	MTESS	Deputy Director	19 – 20 /11/24	Yes
Interviewee 3	MTESS	Deputy Director	19 – 20 /11/24	Yes
Interviewee 4	MTESS	Deputy Director	19 – 20 /11/24	Yes
Interviewee 5	MTESS	Deputy Director ANEM	19 – 20 /11/24	Yes
Interviewee 6	MTESS	Deputy Director	19 – 20 /11/24	Yes
Interviewee 7	CGEA	Secretary General	19 – 20 /11/24	Yes

ANNEX 3: QUALITY CRITERIA FOR APPRENTICESHIPS BASED ON THE EUROPEAN FRAMEWORK FOR QUALITY AND EFFECTIVE APPRENTICESHIPS

Criteria related to learning and working conditions

Written agreement

1. Prior to the start of the apprenticeship, a written agreement must be concluded to define the rights and obligations of the apprentice, the employer, and, where applicable, the vocational training institution, with regard to learning and working conditions.

Learning outcomes

2. The definition of learning outcomes, in accordance with national legislation, must be agreed upon by employers, VET institutions, and, where applicable, trade unions. This should ensure a balance between job-specific skills, broader knowledge, and key competences for lifelong learning, supporting both the personal development and lifelong career opportunities of apprentices, and enabling them to adapt to evolving career pathways.

Pedagogical support

3. In-company trainers should be formally designated and required to collaborate closely with VET institutions and instructors to provide guidance to apprentices and to ensure consistent, reciprocal feedback throughout the training process. Teachers, trainers, and mentors, particularly in micro, small, and medium-sized enterprises, should be supported in updating their skills, knowledge, and competences to train apprentices using up-to-date teaching methods and in line with labour market needs.

Work-based component

4. A substantial share of the apprenticeship – at least half – should take place in the workplace, with opportunities, where feasible, for part of the work-based learning to be carried out abroad. Taking into account the diversity of national systems, the goal is to move progressively toward predominantly WB learning.

Pay and/or compensation

5. Apprentices should be remunerated or otherwise compensated, in line with national or sectoral regulations or collective agreements, where applicable, and taking into account cost-sharing arrangements between employers and public authorities.

Social protection

6. Apprentices must be entitled to social protection, including appropriate insurance coverage, in accordance with national legislation.

Work, health and safety conditions

7. Host companies must comply with relevant rules and regulations concerning working conditions, including occupational health and safety legislation.

Criteria related to enabling framework conditions

Regulatory framework

8. A clear and coherent regulatory framework must be in place, based on a fair and balanced partnership approach, including structured and transparent dialogue among all relevant stakeholders. This may include accreditation procedures for companies and workplaces offering apprenticeships and/or other quality assurance measures.

Involvement of social partners

9. Social partners, including, where applicable, those operating at sectoral and/or intermediary levels, should be involved in the design, governance, and implementation of apprenticeship systems, in line with national industrial relations systems and education and training practices.

Support for companies

10. Financial and/or non-financial support should be provided, particularly to micro, small, and medium-sized enterprises (MSMEs), to enable cost-effective apprenticeship provision. Where applicable, this support should reflect cost-sharing arrangements between employers and public authorities.

Flexible pathways and mobility

11. To promote accessibility, entry requirements for apprenticeships should recognise relevant informal and non-formal learning and/or, where necessary, preparatory programmes. Apprenticeship qualifications should be included in national qualifications frameworks referenced to the European Qualifications Framework (1). Apprenticeships should enable progression to further learning opportunities, including higher education and training, professional career pathways, and/or, where applicable, the accumulation of units of learning outcomes. Transnational mobility of apprentices, whether in enterprises or training institutions, should be gradually promoted as a component of apprenticeship qualifications.

Career guidance and awareness-raising

12. Career guidance, mentoring, and learner support should be available both before and during the apprenticeship to ensure successful outcomes, prevent and reduce dropout, and help learners re-engage in relevant education and training pathways. Apprenticeships should be promoted as an attractive learning pathway through broad-based awareness-raising activities.

Transparency

13. Transparency and access to apprenticeship opportunities within and across Member States must be ensured, including through the support of public and private employment services and other relevant bodies, and, where applicable, by using EU tools such as the EURES portal, in accordance with the EURES Regulation.

Quality assurance and apprentice tracking

14. Quality assurance approaches should be implemented, taking into account the European Quality Assurance Reference Framework for Vocational Education and Training (2), including a process to ensure valid and reliable assessment of learning outcomes. Tracking of apprentices' employment and career progression should be undertaken, in compliance with national and European data protection legislation

ANNEX 4: QUALITY CRITERIA FOR INTERNSHIPS BASED ON THE EUROPEAN QUALITY FRAMEWORK FOR TRAINEESHIPS

1. Improve the quality of traineeships, particularly in relation to learning content, training, and working conditions, with the aim of facilitating the transition from education, unemployment, or inactivity to work, by implementing the following principles for a quality framework for traineeships:

Conclusion of a written traineeship agreement

2. Require that traineeships be based on a written agreement concluded at the beginning of the traineeship between the trainee and the host organisation.
3. Require that the traineeship agreement specify the learning objectives, working conditions, whether any allowance or compensation is provided by the host organisation, the rights and obligations of the parties under EU and national law, and the duration of the traineeship, as further detailed in recommendations 4-12.

Learning and training objectives

4. Promote best practices for defining learning and training objectives to support trainees in acquiring practical experience and relevant skills; tasks assigned to the trainee should support the achievement of these objectives.
5. Encourage host organisations to designate a supervisor to guide the trainee in their tasks, monitor progress, and provide regular evaluation.

Working conditions applicable to trainees

6. Ensure that the rights and working conditions of trainees are respected under applicable EU and national law, including maximum weekly working time, minimum daily and weekly rest periods, and, where applicable, minimum entitlements to leave.
7. Encourage host organisations to clarify whether health and accident insurance, as well as sick leave entitlements, are provided.
8. Require that the traineeship agreement specify whether an allowance or compensation is applicable and, if so, the amount.

Rights and obligations

9. Encourage stakeholders to ensure that the traineeship agreement sets out the rights and obligations of both the trainee and the host organisation, including, where relevant, policies on confidentiality and intellectual property rights.

Reasonable duration

10. Ensure that the duration of traineeships is reasonable and, in principle, does not exceed six months, unless a longer duration is justified, taking into account national practices.
11. Clarify the conditions under which a traineeship may be extended or renewed after the expiry of the initial agreement.
12. Encourage the practice of specifying in the agreement that the trainee or host organisation may terminate the traineeship in writing, with a notice period appropriate to the length of the placement and relevant national practices.

Proper recognition of traineeships

13. Promote the recognition and validation of knowledge, skills, and competences acquired during traineeships and encourage host organisations to attest to these achievements through evaluation-based certification.

Transparency requirements

14. Encourage host organisations to include in their announcements and advertisements information on the terms and conditions of the traineeship, particularly concerning any allowance or compensation and applicable health and accident insurance; encourage them to share information on recruitment policies, including the proportion of former trainees hired in recent years.
15. Encourage public employment services and other career guidance providers to apply transparency requirements when disseminating information on traineeships.

Cross-border traineeships

16. Facilitate the cross-border mobility of trainees within the European Union, including by clarifying the national legal framework and setting out clear rules for hosting incoming trainees from other Member States and sending trainees abroad, while reducing administrative burdens.
17. Consider using the extended EURES network and sharing information about paid traineeships via the EURES portal.

Use of European structural and investment funds

18. Utilise the European Structural and Investment Funds, particularly the European Social Fund and the European Regional Development Fund, for the 2014-2020 programming period, along with the Youth Employment Initiative where applicable, to enhance both the quantity and quality of traineeships, notably through effective partnerships with all relevant stakeholders.

Applying the quality framework for traineeships

19. Take appropriate steps to implement the Quality Framework for Traineeships as soon as possible.
20. Provide information to the Commission by the end of 2015 on measures taken pursuant to this recommendation.
21. Promote the active involvement of social partners in implementing the Quality Framework for Traineeships.
22. Promote the active involvement of employment services, education and training institutions, and training providers in implementing the Quality Framework for Traineeships.

ACRONYMS

ALMPs	Active Labour Market Policies
ANEM	National Employment Agency
CGEA	General Confederation of Algerian Enterprises
CIPA	Confederation of Algerian Industrialists and Producers
CNAS	National Social Insurance Fund
CVET	Continuing Vocational Education and Training
ETF	European Training Foundation.
IVET	Initial Vocational Education and Training
MFEP	Ministry of Vocational Training and Education
MLSS	Ministry of Labour and Social Solidarity
NQF	National Qualifications Framework
NQS	National Qualifications System
NSCS	National Skills Certification System
PES	Public Employment Services
PIP	Professional Integration Programme
PSEJ	Youth Employment Support Programme
VET	Vocational Education and Training
WBL	Work-Based Learning

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