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| Request for Offer - Expertise provision 08/24 |
| Budget line/Project | WP2024 2.3 Qualifications  |
| Title of assignment | Improving equivalence and transparency of Algerian VET diplomas, including key information on the national qualification system and on validation of non-formal and informal learning   |
| Services requested | One national expert in Algeria to analyse key aspects to improve the international equivalence of VET diplomas including reports on the national qualification system and on validation of non-formal and informal learning in line with existing reporting templates  |
| Deliverables | **A report in French**, existing of four parts that are concluded by a summary and proposals for follow action prepared by ETF:  1. Overview of the Algerian Qualification System

 ETF has not monitored the qualification system of Algeria as the country has not developed or adopted an NQF. Transparency of qualifications can be enhanced by a better understanding of the qualification system. The report should start with a general description of the qualification system of Algeria covering qualifications for general education, higher education, vocational education and vocational training and Adult Learning, using where possible relevant elements of the Global Inventory of National and Regional Qualifications Framework country chapters to allow for international comparison.   1. Quality Assurance, standards, assessment and certification of Vocational Education and Vocational Training Qualifications

 The second chapter of approximately 15 pages should provide more detail on how Vocational Education and Vocational Training Diplomas are developed, maintained and used, including how mutual trust, relevance and quality assurance of VET qualifications is ensured. The bottom line is to establish whether and how individuals who are certificated have effectively demonstrated relevant competences, and whether qualifications can be truly considered a proxy for competences/skills.   1. Validation of Non-Formal and Informal Learning in Algeria

 Validation of non-formal and informal learning is important to make better use of the available skills, and not just those that have been certificated through formal learning pathways. Algeria has piloted validation of non-formal and informal learning since 2004, There is no internationally comparable report yet on the VNFIL in Algeria. ETF wants to use the information available and some targeted interviews to draft a country report of maximum 15 pages that is in line and comparable with country chapters of the European Inventory on Validation of Non-Formal and Informal Learning    1. International Transparency and Recognition of Algerian VET Diplomas

 The final chapter of the study of maximum 15 pages will try to draw lessons from current practices of recognising Algerian VET qualifications abroad and the opportunities created currently by emerging trends in recognition including on  1. Understanding the effectiveness of current practices
2. Proposing improvements in information on qualifications and capitalise on emerging trends for the international recognition of VET qualifications
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| Start date  |  September 2024 | End date |  31 January 2025 |

## Background information

The European Training Foundation (ETF) is an agency of the European Union based in Turin, Italy. It cooperates with neighbouring countries from Central and Eastern Europe, North Africa, the Middle East, plus Central Asia, in reforming their education, training, and labour market systems in support of EU external relations policies.

Algeria is one of the largest ETF partner countries with an important VET system. In the last five years, VET has gained in importance as a tool to remediate high levels of youth unemployment. Algeria has a dedicated Ministry for Vocational Education and Training and several agencies supporting initial VET and Adult Learning and regional structures. Algeria can draw on a wide experience with competency-based VET qualifications (since 2004 it is implementing the approche par compétence). VET provision has been diversified giving particular importance to work based learning and there is experience as well with the validation of non-formal and informal learning, but Algeria does not have a national qualifications framework, and given the segregated structures of the general education, higher education, vocational education and training and adult learning provision, a NQF is not seen as a viable option in the short term.

Algeria has developed the Algerian Nomenclature for Occupations and Employment, that describes occupations and skills in 16 economic sectors, allowing as well to link them to the education offer. This tool is particularly important to match job seekers and vacancies and supports career guidance. As there is no NQF and ETF has not systematically monitored developments in the country. ETF has not worked specifically with Algeria in the field of qualifications, apart from the Q4M regional project between 2010-2015.

Although the economy is gradually diversifying from its dependence on fossil fuels, job growth is not yet sufficient to absorb the growing young population. Algeria is the biggest Maghreb country and there is an interest in cooperation in the context of migration. The Ministry of Vocational Education and Training (MFEP) expressed its interest in recognition of national qualifications at international level. They would like to receive guidance and support from the ETF in this specific initiative.

Algeria is currently not a priority country as it has not signed a Talent Partnership with the EU, and this limits our ability to support recognition and mobility to the EU. However, it is an important country in size, and the topic is very relevant for our current work on skills assessment, recognition and validation in the context of migration. The cooperation opportunity will also address our information gap on the qualification system and VNFIL in Algeria.

The VET sector is very wide and covers hundreds of providers and different forms of vocational Training, Continuing Training, Vocational Education, Distance Learning and Work-Based learning for 495 specialisations. In that sense having an approach that is focussed on assessing and certifying learning outcomes can help to create stronger links between different parts of the system, which although governed by a singly ministry seems at first glance rather fragmented in terms of quality assurance.

ETF is looking for expert support to produce a background report on improving equivalence and transparency of Algerian VET diplomas, including key information on the national qualification system and on validation of non-formal and informal learning. This report should be the basis for actions to enhance the transparency and mutual trust in Algerian VET qualifications, and thus contribute to faster and easier recognition processes, benefitting skilled workers with an interest to work abroad and in the EU and for EU member states improved possibilities to address skill shortages with support of third country nationals. As this is the first request in this area coming from Algeria, the development of the report will be subject to regular consultations with the ETF expert(s) and the authorities and experts in Algeria.

The overall report will be maximum 60 pages and consists of 4 chapters that should be produced consecutively over the coming 5 months. The language of the report will be French. It will be built up in 4 chapters that will be completed with a short findings and proposals for action chapter at the end that will be jointly drafted by the expert and ETF.

In order to promote international comparability, the study will use internationally comparable reporting templates, such as the country fiches of the GINRQF (where applicable) and the European Inventory on Validation of Non-Formal and Informal Learning for the first and the third chapter.

The study should have the following chapters:

Chapter 1 Overview of the Algerian Qualification System

ETF has not monitored the qualification system of Algeria as the country has not developed or adopted an NQF. Transparency of qualifications can be enhanced by a better understanding of the qualification system. The report should start with a general description of the qualification system of Algeria covering qualifications for general education, higher education, vocational education and vocational training and Adult Learning, using relevant elements of the Global Inventory of National and Regional Qualifications Framework country chapters to allow for international comparison. This first chapter should provide:

(1) an overview of existing qualifications in general education, higher education, vocational education, vocational training and adult learning

(2) a table of the types of qualifications by subsector and progression routes,

(3) a short description of the relevant policy and legal contexts, including key education and training reforms and related employment policies

(4) an overview of the use of learning outcomes in Algeria across the qualification system

(5) access to different types of qualifications and progression routes, including any arrangements for (partial) recognition or exemptions for incomplete studies, practical experience or studies abroad.

(6) the role of the Algerian Nomenclature of Occupations and Employment (NAME) in guidance, employment and education and training policies, and how occupations, skills and qualifications could be better linked

Chapter 2 Quality Assurance, standards, assessment and certification of Vocational Education and Vocational Training Qualifications

The second chapter of approximately 15 pages should provide more detail on how Vocational Education and Vocational Training Diplomas are developed, maintained and used including how mutual trust, relevance and quality assurance of VET qualifications is ensured.

It should

(1) Explain the links between different types of VET qualifications and the levels of qualifications for VET and how they are used.

(2) Explain the main principles, mechanisms and the roles of institutions behind the QA of VET qualifications, including standard setting and summative assessment and awarding process. The bottom line is to establish whether and how individuals who are certificated have effectively demonstrated relevant competences, and qualifications can be considered a proxy for competence.

Chapter 3. Validation of Non-Formal and Informal Learning in Algeria

Validation of non-formal and informal learning is important to make better use of the available skills, and not just those that have been certified through formal learning pathways. Algeria has piloted validation of non-formal and informal learning since 2004, it has piloted validation of non-formal and informal learning through the validation des acquis professionnels (VAP) between 2004-2015 and since 2018 it has developed a different approach through the Validation des competences acquises par l’experience (VCAE). Within sectors as agriculture, crafts, fishery and construction, VCAE is already frequently used as a route to certification, but legal obstacles limit wider recognition. Support for VNFIL is provided by ILO Solifem project. ETF is promoting the VNFIL as a tool to support lifelong learning across partner countries. It is monitoring the VNFIL across all partner countries. There is no internationally comparable report yet on the VNFIL in Algeria. ETF wants to use the information collected by Solifem, and some targeted interviews to draft a country report that is in line with comparable with the European Inventory on Validation of Non-Formal and Informal Learning covering approximately 50 countries.

The report should cover:

(1) national perspective looking at existing approaches in education and training, labour market and/or third sector,

(2) standards and reference points used for identification and assessment of skills in validation,

(3) the roles of organisations involved in VNFIL and how they are coordinated,

(4) VNFIL service providers,

(5) information, outreach and promotion & advice and guidance,

(6) validation practitioners;

(7) quality assurance,

(8) Inputs, (incl. resources and funding) outputs and outcomes for beneficiaries and

(9) validation methods,

(10) use of ICT in VNFIL,

(11) position in society of VNFIL

Chapter 4: International Transparency and Recognition of Algerian VET Diplomas

The final chapter of the study of maximum 15 pages will try to draw lessons from current practices and the opportunities created by emerging trends in recognition including on:

A. Understanding the effects of current practices

1. An analysis of what kind of information is currently available online for recognition purposes about Algerian VET qualifications in
2. recognition networks/ key countries recognition centres and
3. on the websites of international organisations and
4. on Algerian websites in English and French,
5. List existing bilateral/multilateral recognition agreements that includes VET Diplomas,
6. Feedback from current recognition processes performed abroad based on a set of interviews/ short online survey with credential evaluators,

B Capitalise on emerging trends

1. Evaluate whether available information online could become more easier to access, understand and process, including by using IT/AI solutions. In contrast to academic recognition, the international recognition of VET qualifications is not yet subject to international agreements. There is, however, scoping work ongoing to promote international solutions such as research and surveys by ENIC NARIC network such as the BRAVO project, and CIMEA research on IT and AI tools for recognition, and Cedefop and ETF research on what information is important for recognition decisions and how can qualifications be compared. The study should identify how Algeria could integrate key findings from this work in its information provision on qualification.? E.g the study could evaluate the possibilities strengthening references to national and international classifications and EU tools (ISCED, ISCED-F, VET qualification levels, NAME, ISCO, ESCO, NACE, EQF, ACQF, Europass CVs, digital credentials), and improve existing databases on qualifications.

Chapter 5 – Findings and proposals for follow up (maximum 5 pages).

The methods used are desk research, interviews and consultations (with ETF, selected recognition centres and stakeholders and institutions in Algeria).

## Assignment details

The expert will carry out the below activities expressed in person-days of work which will result in the production of the indicated deliverables within the specified deadlines:

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| Description of the deliverables and related activities | Place of execution | N. of working days | Deadline  |
| Submit a detailed inception report, in the form of an annotated version of the report outline above with a list of proposed sources, a list of contact persons, interviewees, and a detailed time table | Algeria | *2* | Mid-September 2024 |
|  Preparation of chapter 1 – 10 page text describing the National Qualification system. Partially following the GINRQF country chapter template.  | Algeria |  8 |  September 2024 |
| Preparation of chapter 2 – 15 page text describing ~~Quality Assurance, standards, assessment and certification of Vocational Education and Vocational Training Qualifications.~~     | Algeria |  10 | October 2024 |
| Preparation of chapter 3 – 15 page text describing Validation of Non-Formal and Informal Learning in Algeria following the European Inventory Country Chapter Template  | Algeria | 10 | November 2024 |
| Preparation of chapter 4 – 15 page text describing current practices and perspectives the International Transparency and Recognition of Algerian VET Diplomas  | Algeria | 10 | December 2024 |
| Findings and proposals for follow up (maximum 5 pages)  | Algeria | 2 | January 2025 |
| Total number of working days |  | 42 |  |

No reimbursable costs foreseen.

## Profile of the expert(s)[[1]](#footnote-2)

CVs will be assessed according to the profile(s) and criteria requested

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| Category of expertLOT 1 Expertise provision  | Category I |
| Profile | Researcher/expert in the field ofVET system, qualifications, validation and recognition processes  |
| Professional and/or education experience | At least ten years of professional experience in qualifications, validation and recognition processes in Algeria and understanding of recognition of Algerian qualifications abroad. Experience in research planning and implementation. |
| Country/ Region specific expertise, if relevant | Very good and updated knowledge of VET, qualifications, validation and recognition processes in Algeria  |
| Other skills such as writing / IT / presentation / facilitation skills / ability to work in team etc | Excellent writing skills (include list of reports/publications on topics relevant to this request; minimum three publications).  |
| Language skills | French C1 level English B2 level in readingCVs will be presented in the Europass format which grades languages from A1 (lowest ‘basic’) to C2 (highest ‘excellent’). |
| Assets (Optional) | Understanding of Arabic |

## Please identify and confirm any:

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| IT/Software implications |  | na |
| Intellectual property rights |  | na |
| Data protection |  | na |
| Green provision | Leaf outline | na |

1. Civil servants cannot be proposed as experts/ consultants to work in any ETF assignments [↑](#footnote-ref-2)