

## 2019-2022

# Université de la Formation Continue



جامعة التكوين المتواصل

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## Executive Summary

Higher education institutions are considered among the most important institutions in terms of value creation through their role in the fields of higher education and scientific research, and the nature of their outputs, which is mainly in the composition of human resources and in basic and applied research. These institutions face several challenges, including: quality in their product of educated elites, scientific research, consultation, contribution to the support of different institutions (economic, social, cultural, ...), and even in the rehabilitation of companies not only to keep pace with current developments, and even to anticipate them, such as the information society, the knowledge society and others.

Moreover, many thinkers believe that the institution of higher education in general is no longer just a research and educational institution but a developmental project that has an impact on all economic, social, cultural and political activities of the entire society.

However, these goals can only be achieved with the availability of human resources (competencies) of a level that live up to those aspirations (at the level of human resources flowing from workers and professors). Efficiency here is the sum of the inherent characteristics (knowledge, skill, motivation, Values, characteristics and self-concept) that lead to high performance and according to established and predetermined criteria; investment in such competencies may be employment, composition, reward and





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valuation is one of the cornerstones of modern human.

However, in accordance with the decision of the Ministry of Higher Education and Scientific Research, No. 1022 dated in October 23, 2017, which defines the functions and conditions of admission to the University of Continuing Education.

The functions of the University of Continuing Training have been maintained regarding the development of continuous training in cooperation with the institutions and sectors used, and the organization of courses for improving the level and renewing the training for the benefit of the sectors used.

On the other hand, the system of preparation of the certificate of applied university studies has been canceled, starting from the academic year 2017/2018. (The University of Continuing Education ensures the formation of students who are regularly enrolled in the preparation of the university's applied university certificate until their completion). In turn, the University of Continuing Education has assigned new tasks in addition to the above. The University of Continuing Education is responsible for training in the second phase to prepare the Master's certificate remotely. It can also ensure the configuration in the first stage of the preparation of a certificate of distance. With this ministerial decision, the University of Continuing Education enters a whole new phase of challenges, especially in the field of information and communication technologies.

In view of the new tasks assigned to the University of Continuing Education by the guardianship, and because of its involvement in the promising RISE project which seeks to modernize the human resources management of higher education in the southern Mediterranean, and the fact that the university environment is constantly fluctuating on





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all levels, The University of Continuing Education is imperative to adopt a strategy for its human resources with a new perspective, even if it is a public institution, but it is bound to gain competitive advantage, and it can only do so if it fulfills a number of demands, which include:

- Invest in the human element through the development of training and training programs aimed mainly at increasing the capacity and skills necessary to keep up with the needs of the university.
- Ensuring that the University is satisfied with its clients, individuals and institutions that receive its services, by taking reasonable steps to obtain human capital to achieve this.
- Identify and maintain the behaviors necessary for the organization's success.
- Achieving even the moral commitment of the human element to carry out the tasks of the Organization with mastery and dedication.
- Activate effective cooperation between human resources management and executives.





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### HRM: Overview of the Current state

HR division Overview :

The Human Resources Department at the University of Continuing Education is a subsidiary department of the General Secretariat headed by the University. The Direction is supervised by a sub-director of human resources. The number of employees working in this Direction is 19, furthermore, as for the specificity of the University of Continuing Education, at the level of each of the centers located on all the national territory (53 centers), there are two administrative staff who are responsible for the administration in general and the management of human resources in particular.

It remains to be seen that the Wage Department (which has 05 employees), although operating in coordination with the Human Resources Sub-Directorate, is subordinate to another director, which is the Budget Sub-Directorate, so it's the only human resources service that operates away from the rest of the HR Direction.

The management of human resources remains centralized; it is at the level of the rectorat of the university.

As the UFC is a public University all decision of Human Resources must be approved by : Financial Controller and Head Office of Public Function.

Regarding to document that formalize the HR policy of UFC: The HR Direction deal with:

- Annual Management Plan.
- Staff nominative at 31 December of each year (In this document we find all information in details





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of every employee).

The staff of the Human Resources Sub-Direction are assigned the following functions:

- Litigation Officer
- Responsible for Career Management Category A
- Responsible for Career Management Category B
- Responsible for Career Management Category C
- Responsible for Career Management Category D
- Responsible for Career Management of Teacher
- Responsible of the Senior Managers career and of the training invoices
- Training Officer
- Contractual manager
- Responsible for the archive and the follow-up of professional exams
- IT and information system manager
- Responsible for regularisations
- Secretary
- Responsible for administrative Staff Files







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## Internal Environment

The University of Continuing Education is a public institution (EPA), with financial and moral autonomy. Established under the guardianship of the Ministry of Higher Education and Scientific Research. Created by Decree No. 90-149. 90-150 in 05/26/1990, and take the recipe of an administrative nature of a public institution.

### Organisational :

- Regarding the structural organization of the UFC, at the head of the university there is a rector who has all the necessary prerogatives that allows him to manage the institution.
- there is also the general secretariat. It should be noted that there are 53 centers in all of Algeria, at each center there is a director and a administrative staff.
- There are all in all 1108 staffs, among them there are 989 administrative and 119 Professor.
- There are also 1111 contractual staff
- The number of students for the academic year 2017/2018 is 79011 students (both distance and face to face learning)
- With regard to open and remote training, the number of learners who were formed during the academic year 2017/2018 is 11531.
- In terms of training on demand was about 7651 from 2015 to 2017.





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The University of Continuing Education is the only university in Algeria that exists throughout the country, ie, at the level of 48 states (wilaya), which allows it to approach all citizens.

The University of Continuing Education, in addition to classical education, provides continuous and on demand training for public sector employees. This allows them to obtain a substantial financial cover for this service, part of which is distributed to staff and professors who participate in these actions.

There are also a group of professors who hold important positions under the chairmanship of the university.

It should be noted that there is a trade union organization for employees active in the university, in contrast there is no trade union organization at the university representing professors.

The University of Continuing Education is the only Algerian university which counts among its staff (administrative and academic) of all the parts the country. It differs from other universities in that it combines many sub-cultures from the Far East to the Far West and the Far North, namely Amazigh, Arab and Islamic culture and tribalism to other sub-cultures. cultures. forces in continuing education.







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For three decades, public policies and their corollary sectoral reforms have been accompanied by major institutional and organizational changes that have had a real impact on the socio-economic, cultural and political lives of individuals, groups and communities. These reforms included:

- The modernization of the organizational structures of companies as public and private administrations through the establishment of mechanisms and structuring tools for decentralization, rational and efficient management of material and financed resources, performance, autonomy, evaluation, cooperation between academic institutions and companies etc.
- The development of human resources through continuing or professional training to respond to a labor market that is more fond of skills and thus to develop the match between training and employment.
- The introduction of good governance practices in public institutions, especially for rational, responsible and efficient management of infrastructure, public finances and human resources for greater transparency and accountability. Establishment of information and communication systems, creation of monitoring and foresight cells and implementation of piloting tools; regulation; structures; management; skills, definition of organizational charts; responsibilities; functions etc.

Higher education in Algeria, after a period of strong expansion which saw its numbers reach a figure of more than 1,200,000 students in 2010/2011, must prepare for the challenge of improving the qualification of graduates who are expected to practice in



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all sectors of activity and to serve as an example, as citizens and leaders, in a society still illiteracy rate (even though its rate went from 90% in 1963 to less than 25% in 1996). Access to the university is guaranteed for all, according to their merit, in accordance with the provisions of the Universal Declaration of Human Rights. This principle has been and remains one of foundations of higher education policy in Algeria. In this area, the access of Women in Graduate Studies Has Made Significant Progress With the Passage of Their Workforce by 23% in 1977 to 54% in 1997.

The granting of scholarships to over 80% of students goes in this direction.

About 45% of the budget of the Ministry of Education has been allocated to higher education for coverage of accommodation and catering needs of students. It is at this price that a great majority of students from disadvantaged backgrounds were able to access higher education. But increasing demand and budget constraints have highlighted weaknesses in the system.

The unemployment rate among young people remains one of the main challenges of today's Algeria.

Despite a steady decline in the national unemployment rate since 2000 - from 29% to 15.3% in 2005 and 10.2% at the end of 2009 - unemployment of women and young remains currently stands at 21%<sup>3</sup>

In addition, the gap between labor market opportunities and the supply of skills is a growing source of discontent among educated youth. The high unemployment rate among graduates undermines the image of the university and reflects its inability to meet the labor demands of the economy. Private entrepreneurs complain about the quality of jobseekers trained and their lack of basic skills. Less of 20% of students are enrolled in science and engineering, while 80% are in humanities, social sciences and education.



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With regard to the reform of higher education in Algeria:

One of the most important goals of the reform is the professional integration of graduates.

The employability of graduates is now one of the most important indicators of training quality, relevance and socio-economic usefulness.

The reform of higher education by the MESRS essentially consists of two parts:

Part 1: updating, adapting and upgrading the various programs pedagogical through:

- A generalization of transversal teaching;
- An opening of the courses with the introduction of optional teaching units and multidisciplinary diversification;
- A revaluation of practical work, internships in the workplace, projects and personal work of the student.

Part 2: the introduction of a new architecture of the formations by the introduction of the device

Bachelor / Master / Doctorate (LMD) based essentially on:

- Generalized license training for all sectors (except medicine);
- More professionalization of some courses (Bachelor and Master professionals);
- Semestrial, capitalizable and transferable teaching units.

In sum, with the introduction of the LMD system, begun during the academic year 2004/2005 with the opening of 10 training areas in 10 institutions for a student population of 7616, the universities have since 2004 been issuing Bachelor's degree at



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180 credits (first cycle), Master's degrees at 120 additional credits (second cycle), and, beyond, the doctorate degree (third cycle).

A bachelor's or master's program is divided into two courses, the "academic" or the "applied", that is to say, specialized / technical and transferable.

In addition to what was mentioned above, it is necessary to report that the Ministry of Higher Education and Scientific Research has adopted a new strategy concerning the governance of Algerian universities and the creation of national quality assurance agencies, by decreeing a new approach which it has called the university establishment project.

This approach consists of:

- the creation of the establishment, major developments in areas, sector and training specialties
- the diversification of recruitments
- infrastructure development
- the acquisition of educational and scientific equipment for training and research.
- While relying on the socioeconomic specificities of the city and the region.

The structure of the university project requires the first person in charge to present



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the university institution, by:

- The objectives and missions of the establishment as contained in the regulations,
- The organization of the operation of the establishment,
- Training and research structures, existing human resources,
- The number of students by number, gender, age category and possibly the socio-professional origin and wilaya of origin ...

The school project requires universities to adopt the SWOT matrix to analyze the environment, to allow the school to be situated in relation to its environment and to set goals to fit into that environment. In short, it is an approach of anticipation which is the necessary condition for the realization of the strategic plan. The SWOT matrix must take into consideration: the supply of training, research, institutional governance, human and financial resources, partnerships, international cooperation and academic life.

Finally, the head of the university must express himself simply and clearly:

- The university's university education policy
- Scientific research and technological development
- The strategic vision and the values defended by the establishment





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- The social and societal dimension
- The dimension related to ethics and deontology in order to be in synergy with the social and economic policies undertaken by the country.

The legislative aspect in Algeria regarding the management of human resources at the level of public administrations in general and public universities in particular is in accordance with Order 06/03 of 15 July 2006. This is considered by many human resources managers not very helpful in the management of human resources in a modern way . Among the reasons why the University of Continuing Education adopts the idea of the RISE project in which it tries to find modern mechanisms in the management of its human resources.

As for the economic aspect: Algeria generally depends primarily on its entry into the hydrocarbon sector, which makes it hostage to the market fluctuations in this regard, and the decline in the price of oil has had a great impact on the revenues of the public treasury of strong currency. This has had great repercussions on the budget of many sectors, Which has led the higher authorities to adopt austerity in recent years, and should review the budget allocated to each sector, including the sector of higher education and scientific research.

One of the positive points of the Algerian environment is that it has a large percentage of young people, which is the true strength of any society

For the technological side, Algeria has invested in a major project, that of





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conquering the academic world through the Internet, which is called the project ARN (Academic research network), its mission and to penetrate the internet to the entire university sector for that teachers can share information so that students can exchange documents with each other. The tele-education project has been included in the ARN project, as has the digital library project. The education sector is undoubtedly the most greedy sector in the field of ICT. The information society is above all access to information, wherever and wherever it is.

### Vision, Mission and Values

#### **Vision statement**

The organization is the interactivity of individuals with each other in order to reach a common goal. The department wants to be a space at the service of Human Resources of the UFC, which is characterized by understanding, security and above all to anticipate solutions to socio-professional problems, careers, training, upgrading ... ect. The division



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strives to value the work HR provides to improve it, free initiatives promote collective work and listen to staff concerns.



#### Mission statement

- By Decree No. 90-149. 90-150 in 05/26/1990 Université de la Formation Continue was created;
  - It's an open and distance University, it offers courses via the public radio and television channel
- UFC's missions
- To allow every citizen to get high education;
  - Working in order to develop ongoing training in companies and institutions;
  - Organizing courses to improve the level of employees;
  - Use all methods of education which are compatible particularly attached to distance education and Audiovisual Communication.



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MISSION Formulation: Answer each of these questions.

The HR department of the UFC considers employees as a customers, so the latter does its best to satisfy its customers by offering them the best service in all areas, and to maintain a favorable social climate, which allows academic staff and to give their best for the university.

The Human Resources Department also tries to anticipate all disputes between management and employees by scheduling periodic meetings between them and the representatives of the workers.

It also tries to avoid all conflicts that can arise among workers because of different interests.

All staff (teachers and administrators) will benefit from the services provided by the HR division.

The reason for the service is to attract, reward and retain the best talent from across the Algerian territory.



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The management of human resources depends primarily on creating a social atmosphere that helps the members of the organization to blow up their energies and talents. The service provided by the Directorate of Human Resources for the benefit of the staff seeks basically to achieve both the goal of the individual and the University.

This strategy outlines the priorities for workforce of the University over the three next year, to underpin and support the overarching themes and has been informed by analysis of external influences, local and national agendas and by engaging our workforce on how to make the UFC an Algerian leader on E-Learning.

Our vision needs to be realized in line with our values and together they describe our expectations of the ways in which we will operate and how staff and students and learners behave towards each other.

As an open university :

- We support academic freedom and respect diverse points of view.
- We provide equal opportunities for all staff and students and learners to achieve their full potential.
- We apply the best ethical standards in everything to do.
- We encourage participation and openness.
- We encourage creativity and innovation.



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## HRM Values

Our HRM value :

- Responsibility and leadership
- Diversity and inclusion
- Building trusting relationships
- Motivating people to learn and grow
- Empathy and respect
- Multi-culture RH



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### Strategic Objectives for Human Resources

S Specific  
M Measurable  
A Attainable  
R Relevant  
T Time bound  
And  
E Evaluate  
R Reevaluate



**1/ Reduction of the number of staff at the Rectorat level:** It was noted that there are a huge number of staff (350 employees) at the Rectorat level, which affected the cost of staff, and led to the overcrowding in the offices, which necessitates a reconsidering the optimal number that must be available In the presidency of the university, and the affectation the rest of the staff to the centers.

**Responsible: Mr. Makhlouf Yacine**

### **Key Performance Indicator :**

- Reduction of 50 employees in 2019
- Reduction of 50 employees in 2020





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- Reduction of 50 employees in 2021
- Reduction of 50 employees in 2022

**2/ The creation of job descriptions for all the functions that exist in the UFC:** It was found that the job descriptions at the UFC level did not exist, which led to a confusion in the accomplishment of tasks by the employees, and sometimes the overlapping of prerogatives and the non-definition of responsibilities.

**Responsible: Mr. Makhlouf Yacine**

**Key Performance Indicator :**

- Creation of Job description 25% in 2019
- Creation of Job description 25% in 2020
- Creation of Job description 25% in 2021
- Creation of Job description 25% in 2022

**3/ Develop training for all those involved in HR Management:**

Skills need to be managed by skills (especially when it comes to senior managers or research professors). For this reason, the UFC plans to train employees involved in human resources management, each in its field of activity.

**Responsible: Mr. Makhlouf Yacine**



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**Key Performance Indicator :**

- Training 25% HRM employees in 2019
- Training 25% HRM employees in 2020
- Training 25% HRM employees in 2021
- Training 25% HRM employees in 2022

**4/ Digitizing Human Resources Management.** In the framework of the implementation of the RISE project at the university level of continuous training, all the university's players were convinced that the process of digitizing all activities of the HR Directorate should be speeded up. Human Resources Information System is a system used by the HR office to track employees and information about them. The HRIS is a series of inter-related databases and the HRIS specialism is critical business partner to the University planning and statistics office.

Strategically, the system needs to be agile and adaptable not only to provide data required by third parties, but also to proactively collect and analyse data to inform decisions at any early stage in connection with achievement of business objection.

**Responsible: MEZIANE Cherif**

**Plan actions:**

- Build processes to collect data efficiently and effectively.
- Build awareness and train HR administrative staff around statutory/non statutory data on how to gather accurate and relevant information.
- Work with colleagues in planning and statistics in developing procedures.
- Develop procedures for online data requests.
- Conduct survey to assess the satisfaction rate of staff requesting/receiving data from HRIS.



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### Key Performance Indicators:

Increase accuracy and quality of data by 15%.

**5/ Promote a Safe and healthy environment:** in which staff and students and learners take a proactive approach to their own health and safety.

**Responsible: Mr. Makhoul Yacine**

### Action plan:

- Reduce absence resulting from accidents ill health and work and work related stress from 2019 baseline.
- Improve communication of existing provision for health and wellbeing of staff.
- Identify priorities and action plans for workplace wellbeing to staff and students improve their own health and sense of wellbeing.

### Key Performance Indicators:

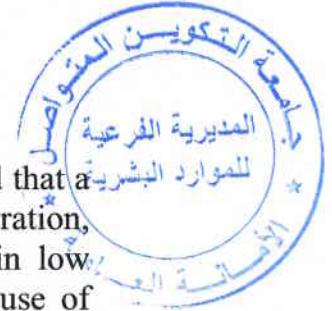
% Absence: 2019	3% all staff
2020	2.5% all staff



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**6/ Reduction in the number of a labor disputes between employees and management:** It has been noted that a number of cases of labor disputes occur each year between the administration and the administration, approximately 4 to 5 cases per year, which can affect the social climate of the university, resulting in low profitability of the concerned employees, and this by the misinterpretation of regulatory texts or the abuse of responsables towards their subordinates.

**Responsible: Mr. OUANANI Chafik**

**Action plan:**

- The human resources department of the University of Continuing Education will do its best to reduce the number of cases of labor dispute per year, by the social watch and the strengthening of the dialogue with the social partner.

**Key Performance Indicators:**

Labor dispute 3 cases 2019

Labor dispute 2 cases 2020

**7/ Review and enhance existing appraisal documentation,** introducing a more user-friendly format and an expanded range of assessment for achievement of agreed objectives.

Review existing provision of legal responsibilities training to establish how it could be improved to ensure that all staffs are aware of and understand their legal obligations



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**Responsible: Mr. Makhlouf Yacine**

**Key Performance Indicators:**

- 80% of appraisals returned within deadline.
- 03 performance management-related courses on core training programme.

