

KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT – ALGERIA 2022

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EXECUTIVE SUMMARY

Since the spread of the COVID-19 pandemic, it has been a challenge to retrieve data on education, VET and employment in Algeria. Most available data are up to 2019, or even 2015, and only a few revised indicators were available for the purpose of this document, which aims to provide an annual update on the key issues and progress made in education, training and employment in the country. The limited amount of new data originates from international organisations, covering demography, population age groups, GDP and a number of employment indicators. All other indicators on vocational education and training, as well as activity rates or indicators on employment (by sector, by educational attainment, etc.) were not available, except for the share of public expenditure on education, which appears to have increased during the COVID-19 period.

In September 2021, the Prime Minister of Algeria published an Action Plan to establish a vision and a set of priorities for the country. These include a renewed commitment regarding the development of competencies and the matching of education/training and employment ('adequation formation-emploi'). The document identifies four main lines of action in this respect:

- adapting education and training to the needs of priority economic sectors;
- setting up channels of excellence in construction, agriculture, industry, trade and ICT;
- strengthening inter-sectoral consultation mechanisms to improve the employability of jobseekers, through a policy of tailor-made training and apprenticeships;
- promoting and developing continuing vocational training to improve the employability of workers and the competitiveness of companies (Action Plan 2021, page 47).

1. KEY POLITICAL, DEMOGRAPHIC, ECONOMIC AND SOCIAL CHARACTERISTICS

Political developments

In terms of international relations, 2022 has marked a new positioning for Algeria. The conflict between Russia and Ukraine has had an impact on Algeria's role as a gas provider in Europe and across continents. The rally in hydrocarbon prices is contributing to the recovery of the Algerian economy from the pandemic shock. Large windfall hydrocarbon revenue has alleviated pressures on external and public finances. Bilateral agreements have been achieved with some EU Member States.

The relations between Algeria and Morocco continued to be critical, as of mid-2021, due to the Western Sahara issue. This dispute has also led, in June 2022, to the suspension of long-standing cooperation agreements with Spain.

Demographics

With more than 44.5 million inhabitants in 2021, Algeria remains the most populous country in the Maghreb. Demographic projections indicate that the population will continue to grow steadily, increasing by 15 million over the next 25 years (Population Pyramids of the World, 2019). The population is unevenly spread throughout the country, with the vast majority of people living in the north, along the Mediterranean coast. The relative size of the youth population in the country has slightly decreased, from 21.6% in 2020 to 21.4% in 2021. Nonetheless, this decrease is part of a gradual shrinkage over the last 10 years, which has seen this percentage fall by almost a third, from 30.9% in 2010 to 21.4% in 2021.

Algeria remains a country of transit and destination for refugees and asylum-seekers, both in urban areas and in the five Sahrawi refugee camps near Tindouf. Out of the more than 12 000 registered refugees living in urban areas in Algeria, Syrians remain the main population of concern, accounting for 85%. The Sahrawi situation is also compromised by its isolation, deteriorating humanitarian situation and harsh environmental conditions (UNHCR, 2022).

Key economic developments

In 2021, the recovery was driven by the hydrocarbon sector and a more substantial recovery in the industrial sector, despite a drop in agricultural activity. On an annual basis, GDP growth increased from -5.1% in 2020 to 3.8% in 2021. In terms of gross value added by sector, the agriculture and services sectors have both decreased: agriculture has decreased from 14.1% in 2020 to 12.3% in 2021, while services decreased from 48.7% in 2020 to 32.3% in 2021. Conversely, the industrial sector has almost doubled, from 20.3% in 2020 to 39.7% in 2021, driven by the hydrocarbon sector.

The recovery in employment opportunities continued but remained incomplete, and inflation continued to rise. In 2022, activities in the hydrocarbon sector were continuing to support growth. Hydrocarbon exports are expected to remain high, generating a current account surplus and a marked increase in fiscal revenues. Macroeconomic balances remain dependent on fluctuations in highly volatile world oil prices in a context of uncertainty surrounding the evolution of the war in Ukraine and the dynamics of the global economy (World Bank, 2022).

Key social issues

No updated data are available.

2. EDUCATION AND TRAINING

2.1 Trends and challenges

Education strategy and legal framework for education

A new Action Plan was published in September 2022, in line with the previous one from 2020, to establish a vision and a set of priorities for the country. These include a renewed commitment regarding the development of competencies and the matching of education/training and employment ('adequation formation-emploi'). The document identifies four main lines of action in this respect:

- adapting education and training to the needs of priority economic sectors;
- setting up channels of excellence in construction, agriculture, industry, trade and ICT;
- strengthening inter-sectoral consultation mechanisms to improve the employability jobseekers, through a policy of tailor-made training and apprenticeships;
- promoting and developing continuing vocational training to improve the employability of workers and the competitiveness of companies (Plan d'Action 2021, page 47).

Education expenditure

Data on public expenditure on education as a percentage of GDP have not been available since 2019. The only data available on education is public expenditure on education as a share of total public expenditure. The latter indicator has decreased slightly in the past year, from 16.5% in 2020 to 16.2% in 2021. Nonetheless, this percentage has fluctuated over the past seven years, declining to 14,5% before rising to reach levels last observed in 2015 (16.1%), as a sign of economic recovery following the COVID-19 pandemic.

Access, participation and early school leaving

No updated data are available.

PISA results

The Programme for International Student Assessment (PISA) is a worldwide study conducted by the Organisation for Economic Co-operation and Development (OECD) in member and non-member nations, intended to evaluate educational systems by measuring 15-year-old pupils' educational achievement in mathematics, science and reading.

The most recent results for Algeria are from 2015, when it was ranked in 69th position out of 70 countries in terms of 15-year-old pupils' educational achievement in science, reading and mathematics. The same position was held in terms of students' science beliefs, engagement and motivation as well as equity in education (OECD, 2015).

As a percentage, the latest data available on PISA, from 2015, show achievement rates of 79% in reading, 81% in mathematics and 70.8% in science.

Young people not in employment, education or training (NEET)

The country's population is characterised by a significant share of young people, meaning a large inflow of youth seeking to enter the labour market. Data on young people not in employment, education or training (NEET) are from 2019 (before the pandemic), when the proportion of people aged 15-24 not in employment, education or training was 26.2%, with a significant gender gap (20.4% for men and 32.1% for women).

Despite the progress that has been made in the past 10 years, the improved education level of the population has not translated into better labour market outcomes. This perceived 'mismatch' between the labour supply and demand has been a central driver behind unemployment and creates a paradox, where higher rates of academic education do not lead to higher employability outcomes. This holds especially true for women, who have a higher level of educational attainment than men but fail to translate this into better labour market outcomes. In fact, the unemployment rate of women with tertiary education in 2019 was 24% (ETF, Youth transition in SEMED, 2021).

Over the last 15 years, substantial funds were directed towards encouraging young people to create their businesses by facilitating their access to credit. However, this mechanism failed to provide support for young entrepreneurs after the creation of their business, and hence they faced a number of obstacles, such as the absence of technical and/or managerial skills related to the company's field of business, and a lack of market information and marketing skills, as well as an inability to deal with bureaucracy (Omrane, 2016).

2.2 Initial VET and adult learning

Strategic and legal framework for initial VET and adult learning

VET is regulated by law No 08-07 of the 2008. The organisation and development of VET and its delivery, coordination and regulation fall within the remit of the central government, represented by the decentralised administrations at the level of the executive of each province (wilayah). In the school system, programmes, methods and schedules are centralised, whereas the management of institutions and staff is decentralised. VET standard working procedures include: i) residential training (formation résidentielle), which takes place mainly in institutes and VET centres; ii) apprenticeship training, which is delivered through cooperation between training centres and companies; iii) distance learning, which takes place mainly through correspondence courses, with periodic face-to-face training sessions; and iv) evening courses, which are aimed mainly at workers who wish to continue their training or specialise for career development purposes. The VET sector also offers training opportunities in the form of short-term courses (for young people who need retraining to enter the labour market), training for vulnerable groups (young people at risk, prisoners and former prisoners), as well as specific training courses for women in rural areas and for housewives.

Continuing training remains limited, although funds are made available through a dedicated tax paid by companies. Two bodies are in charge of continuing VET (CVET): the FNAC (Fonds National de Développement de l'Apprentissage et de la Formation Continue), which ensures reimbursement of in-company training costs for companies that pay the tax and comply with the reimbursement conditions, and ONDEFOC (Office National de Développement et de Promotion de la Formation Continue), which is in charge of helping companies to promote and develop CVET and ensuring a link between companies and public and private organisations. The absence of accessible data on the extent of the coverage and activities of these two bodies, as well as the lack of evaluation mechanisms, make it difficult to assess the effectiveness of CVET provision. Adult education is not structured and is not under the responsibility of one single authority. Some courses for adults are offered by the Ministry of VET (see above - training for rural women, housewives, those who are illiterate, etc.) and private providers, including private associations.

VET governance and financing arrangements

The education sector in Algeria is governed by three ministries: the Ministry of National Education, the Ministry of Higher Education and Research, and the Ministry of VET (MFEP). Inter-ministerial cooperation appears limited, as does coordination with the private sector. Some significant steps have been taken in this respect, including the signing of several agreements between the Ministry of VET (MFEP) and the business sector, to reinforce closer cooperation. This has also been formalised by the modification of the mandate and composition of the VET Partnership Council (Conseil de Partenariat de la Formation et de l'Enseignement Professionnels) (JO, 2018). Its main objectives are the following: to contribute, through opinions and recommendations, to the national strategy for vocational

training and education; to contribute to the development of the national map of vocational training and education; to ensure the training offer is aligned with the needs of the labour market; and to ensure regular and permanent dialogue and consultation between all the players and partners of the vocational training and education system.

Qualifications, validation and recognition

The Framework Law on Vocational Education and Training, adopted in 2008, provides for the establishment of an Observatory for Vocational Education and Training. The Observatory is responsible for assessing quantitative and qualitative needs in relation to qualifications, and performs the following tasks:

- establishing an efficient information system on VET and the labour market at national and regional levels;
- identifying, as a policy instrument for the development of VET, training and qualification needs;
- providing a tool to aid decision-making and assessment and improvement of VET systems.

According to the latest information, the Observatory is not yet operational, which explains the lack of structured and summarised information on labour market needs. A lack of data on the performance of the VET system - particularly in terms of responding to economic needs, one of its main objectives - is also of concern (ETF, 2020 'Quality Assurance in VET in Algeria').

Nonetheless, setting up a system for monitoring the qualifications and integration of graduates remains among priorities of Algerian authorities, as it is clearly stated in the government's Action Plan (Plan d'Action 2021) (page 59).

Quality and quality assurance

In Algeria, quality assurance is mainly regarded as a tool to ensure that training institutions comply with the applicable legislation and regulations, whether undertaken by means of an administrative and pedagogical inspection in public centres or accreditation for private centres. Quality assurance is a priority for the Ministry of Vocational Education and Training. A dedicated working group led by the INFEP (Institut National de Formation et Enseignement Professionnels), has also been set up. The overall assessment of the system falls to the National Assembly (which has a committee that specialises in VET), the Court of Auditors and the Inspectorate General for Finance, in addition to the Inspectorate General of the Ministry of Vocational Education and Training.

In terms of improving training quality, in April 2021, the INFEP Scientific Council was established. The Action Plan 2021, developed by the government, considers among its priorities the improvement of the quality of VET (Action plan 2021, page 60).

Work-based learning arrangements

The Law on Apprenticeships (2018) was an important development in the effort to promote apprenticeship training. The objective of the Ministry of VET is to gradually increase the percentage of students in apprenticeships. In February 2017, it was reported that 58.6% of students registered for vocational training had requested apprenticeships. The overall goal is to raise this percentage and to increase the number of these opportunities even further. Partnerships with the private sector will be a central part of aligning apprenticeship programmes with the business and labour demands of the economy. In 2017, to meet rising tourism needs, a collaborative agreement was signed between the MFEP and the Ministry of Tourism for more training partnerships in the sector. These would include new apprenticeships in a range of sectors, including cooking, services, human resources and engineering (Oxford Business Group, Algeria, 2017). The government Action Plan for 2021 (Plan d'Actions) mentions the development of apprenticeship training, although no information has been made available regarding its implementation. Mechanisms to track VET graduates would facilitate the

analysis of the efficiency and quality of the system. However, updates on the implementation have not been made available.

Digital education and skills

According to the latest update related to the modernisation and digitalisation of the sector's activities published in the government's Summary of activities (Bilan d'activités du Gouvernement), in 2021 VET programmes focused on the following lines of action:

- use and enrichment of the online registration and orientation platform MIHNATI and publication of textbooks and curricula in the virtual library within MIHNATI, accessible to all institutions to download;
- strengthening and broadening the use of the new 'TAKWINI' platform dedicated to the training and development of trainers in the sector, and implementing a new platform for the electronic management of documents (GED system);
- setting up a computer application to monitor applications for approval to create private vocational training establishments and their management;
- updating the sector's geographical information system (GIS) with recent figures, photos and video sequences;
- reinforcing skills and international certifications through the strengthening of skills and international certifications through Cisco academies by introducing new training and certifications, Get-connected, entrepreneurship and Cyber Security;
- creating a specialised institute in Sidi Abdellah, introducing innovative technical and scientific fields of study.

Statistics on education and training

No updated data are available.

3. LABOUR MARKET AND EMPLOYMENT

3.1 Trends and challenges

Labour market characteristics

In 2021, the total employment rate remained unchanged from 2020, at 35.1%, although disaggregated data between women and men have not been available since 2019 (before COVID-19).

The incidence of self-employment has decreased slightly, from 31% in 2020 to 30.5% in 2021, as a possible consequence of the pandemic crisis. A similar trend was observed regarding the incidence of vulnerable employment, falling from 26.6% in 2020 to 26.1% in 2021.

The total unemployment rate among the population aged 16-59 has increased slightly, from 12.6% in 2020 to 12.7% in 2021, as an aftermath of the preceding year when the COVID-19 pandemic affected the entire world. This increase exclusively affected women, for whom unemployment rose from 21.5% in 2020 to 22.1% in 2021, while it remained stable at 10.4% for men, as in the previous year.

National policies targeting young people are mainly focused on youth employment, which is a top priority for the Algerian government. Active labour market policies (ALMPs) have emerged in Algeria in three forms: support for business creation or self-employment; insertion in the labour market with fixed-term contracts; and improving the employability of the unemployed through training/retraining and help with job-seeking (Adair and Souag, 2018).

Unfortunately, all the remaining employment indicators have not been available since 2019 (before the COVID-19 pandemic), and therefore it is impossible to provide further analysis.

Labour market and employment statistics

Statistics from the National Employment Agency, which is responsible for managing the labour market, reveal that, on average, three-quarters of job applications are unsuccessful and that a quarter of job vacancies are unfilled. There is therefore a job vacancy potential to be exploited in the fight against unemployment. In 2019, this potential exceeded 100 000 vacancies. The number of unemployed people needing help finding a job matching their profile exceeded 1.2 million, which represents 78% of the total number of applications. The agency's statistics are similar year after year: they show unfilled job vacancies and an unused stock of jobseekers who are waiting for something that might match their qualifications. It should be noted that the State has put in place a set of measures for companies, to reduce the cost of labour. Employers may benefit from reductions in social security contributions based on specific criteria (Prime Minister 2021, Plan de Relance Economique, 2020-2024).

3.2 Employment policy and institutional settings

Strategy and legal framework in the employment policy field

The national employment policy strategy is based on the action plan for the promotion of employment and the fight against unemployment adopted by the Council of Government on 1 April 2008. It takes an inclusive and comprehensive approach that encourages productive investment, based on different principles: 1) fighting unemployment through an economic approach; 2) adapting training courses and profiles to employment needs; 3) promoting a skilled workforce in the short and medium term; 4) strengthening the promotion of youth employment and improving the permanence rate; 5) support for job-generating investment and the development of entrepreneurship (Prime Minister 2021, Plan de Relance Economique 2020-2024).

In order to fight unemployment and promote employment, in the past decades, the state has set up a number of agencies and mechanisms to meet labour market demand (ANEM, ADS) and for business creation (ANSEJ, CNAC, and ANGEM). These different agencies depend on three ministries: The

Ministry of Employment, Labour and Social Security (MoELSS), the Ministry of National Solidarity, Family and the Status of Women, and the Ministry Delegate to the Prime Minister responsible for Micro-Enterprises.

The sector responsible for labour, employment and social security intervenes directly through:

- The National Employment Agency (ANEM): Law 04-19 on the job placement of workers and employment control entrusted the placement of job applicants to the ANEM and, under its supervision, in approved private placement organisations (OPAPs);
- a system to promote salaried employment, DAIP (Support System for Professional Integration): a measure intended for young people under 35, to facilitate the professional integration of young first-time jobseekers; and
- a measure to help business creation, the CNAC (National Unemployment Insurance Fund): since 2004, the CNAC has been entrusted with supporting the creation of micro-enterprises by unemployed people aged 35 to 50, including by granting loans. This strengthens the CNAC's first two missions, which consist of training and providing unemployment benefits. In addition, an agreement falling under the umbrella of support for SME creation by unemployed people aged 35 to 50 has been established between the CNAC, the vocational training sector and the Ministry of Agriculture, in order to support the validation of professional knowledge and know-how for the benefit of unemployed people who claim to have qualifications or expertise in the planned activity but cannot prove it (diplomas, certificates, etc.).

Initiatives to boost employment

According to the government's Summary of activities (May 2021), 10 344 microcredits were granted by the National Agency for the Management of Micro-credit (ANGEM) for potential employment in around 39 000 positions.

Moreover, in its Action Plan for 2021, the government was committed to achieving the following with regard to business creation:

- simplifying business creation procedures by reducing the number of administrative formalities and costs;
- simplifying other procedures for creating businesses (craft worker's card, liberal professions, self-employed status, etc.);
- increasing the number of businesses created per 1 000 inhabitants;
- digitalising business creation procedures;

For the time being, no information has been made available on the monitoring of progress achieved in the government's Action Plan for 2021.

Initiatives to increase the capacity of public employment services

No updated data are available.

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ALGERIA: STATISTICAL ANNEX

This Annex includes annual data from 2010, 2015, 2019, 2020 and 2021 or the last available year.

	Indicator	2010	2015	2019	2020	2021	
1	Total Population (in thousands) ⁽¹⁾	35 977.5	39 728.0	43 053.1	43 851.0	44 616.6	
2	Relative size of youth population (age group 15-24 and denominator age 15-64, %) ^{(1) c}	30.9	25.4	22.0	21.6	21.4	
3	GDP growth rate (%)	3.6	3.7	1.0	-5.1	3.8	
4	Gross value added by sector (%)	Agriculture	8.5	11.6	12.3	14.1	12,3
		Industry	40.0	24.3	25.1	20.3	39,7
		Services	39.2	48.5	46.4	48.7	32,3
5	Public expenditure on education (as % of GDP)	M.D.	7.3 ⁽²⁾	6.1	M.D.	M.D.	
6	Public expenditure on education (as % of total public expenditure)	M.D.	16.1 ⁽²⁾	14.5	16.5	16.2	
7	Adult literacy (%)	M.D.	M.D.	81.4 ⁽¹⁾⁽³⁾	M.D.	M.D.	
8	Educational attainment of total population (aged 15+) (%) ^{(5) c}	Low	M.D.	61.5 ⁽⁴⁾	M.D.	M.D.	M.D.
		Medium	M.D.	22.9 ⁽⁴⁾	M.D.	M.D.	M.D.
		High	M.D.	15.5 ⁽⁴⁾	M.D.	M.D.	M.D.
9	Early leavers from education and training (aged 18-24) (%)	Total	M.D.	M.D.	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	M.D.	M.D.	M.D.
10	NET enrolment rates in secondary education (ISCED level 2-3) (%)	M.D.	M.D.	M.D.	M.D.	M.D.	
11	Share of VET students in upper secondary education (ISCED level 3) (%)	10.3	M.D.	M.D.	M.D.	M.D.	
12	Low achievement in reading, mathematics and science – PISA (%)	Reading	N.A.	79.0	N.A.	N.A.	N.A.
		Mathematics	N.A.	81.0	N.A.	N.A.	N.A.
		Science	N.A.	70.8	N.A.	N.A.	N.A.
13	Activity rate (aged 15+) (%) ⁽⁶⁾	Total	41.7	41.8	42.2	M.D.	M.D.
		Male	68.9	66.8	66.8	M.D.	M.D.
		Female	14.2	16.4	17.3	M.D.	M.D.

	Indicator		2010	2015	2019	2020	2021
14	Inactivity rate (aged 15+) (%) ^{c (6)}	Total	58.3	58.2	57.8	M.D.	M.D.
		Male	31.1	33.2	33.2	M.D.	M.D.
		Female	85.8	83.6	82.7	M.D.	M.D.
15	Employment rate (aged 15+) (%) ⁽⁶⁾	Total	37.6	37.1	37.4	35.1	35,1
		Male	63.3	60.2	60.7	M.D.	M.D.
		Female	11.5	13.6	13.8	M.D.	M.D.
16	Employment rate by educational attainment (aged 15+) (%) ⁽⁶⁾⁽⁷⁾	Low (ISCED 0-1)	42.7	38.9	M.D.	M.D.	M.D.
		Low (ISCED 2)	44.4	44.7	M.D.	M.D.	M.D.
		Medium	40.4	37.4	38.3	M.D.	M.D.
		High	39.6	46.1	43.9	M.D.	M.D.
17	Employment by sector (%) ⁽⁶⁾	Agriculture	11.7	8.7	9.6	M.D.	M.D.
		Industry	33.1	29.8	29.7	M.D.	M.D.
		Services	55.2	61.6	61.6 ^c	M.D.	M.D.
18	Incidence of self-employment (%) ⁽⁶⁾		33.7	30.2	32.4	31.0 ^{(1) c}	30.5 ^{(1) c}
19	Incidence of vulnerable employment (%)		M.D.	M.D.	27.5 ^{(1) c}	26.6 ^{(1) c}	26.1 ^{(1) c}
20	Unemployment rate (aged 16-59) (%) ⁽⁶⁾⁽⁸⁾	Total	10.0	11.2	11.4	12.6 ⁽¹⁾	12,7 ⁽¹⁾
		Male	8.1	9.9	9.1	10.4 ⁽¹⁾	10,4 ⁽¹⁾
		Female	19.1	16.6	20.4	21.5 ⁽¹⁾	22,1 ⁽¹⁾
21	Unemployment rate by educational attainment (aged 16-59) (%) ⁽⁶⁾⁽⁷⁾	Low (ISCED 0-1)	7.6	7.7	6.8	M.D.	M.D.
		Low (ISCED 2)	10.7	13.4	11.8	M.D.	M.D.
		Medium	8.9	10.1	10.6	M.D.	M.D.
		High	20.3	14.1	17.4	M.D.	M.D.
22	Unemployment rate (aged 16-24) (%) ⁽⁶⁾	Total	21.5	29.9	26.9	31.0 ⁽¹⁾	31,9 ⁽¹⁾
		Male	18.6	26.7	23.6	27.3 ⁽¹⁾	27,8 ⁽¹⁾
		Female	37.4	45.3	45.1	51.6 ⁽¹⁾	54,0 ⁽¹⁾
23	Proportion of people aged 15–24 not in employment, education or training (NEETs) (%) ⁽⁶⁾	Total	24.5	21.2	26.2 ⁽⁹⁾	M.D.	M.D.
		Male	10.8	10.8	20.4 ⁽⁹⁾	M.D.	M.D.

	Indicator		2010	2015	2019	2020	2021
		Female	39.1	32.1	32.1 ⁽⁹⁾	M.D.	M.D.
24	Participation in training/lifelong learning (% aged 25-64)	Total	M.D.	M.D.	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	M.D.	M.D.	M.D.
25	Human Development Index		0.721	0.740	0.748	M.D.	M.D.

Last update: 06/10/2022

Sources:

Indicators 1, 2, 3, 4, 5, 6, 7: The World Bank, World Development Indicators database

Indicators 7, 11: UNESCO, Institute for Statistics

Indicator 8, 23 (2010, 2015): ILOSTAT (LFS - Enquête Emploi auprès des Ménages)

Indicator 13, 14, 15 (2010-2019), 16, 17, 18 (2010-2019), 20 (2010-2019), 21, 22 (2010-2019), 23 (2019): Algerian Office of National Statistics (ONS, Emploi et chômage)

Indicator 15 (2020-2021), 18 (2020-2021), 19, 20 (2020-2021), 22 (2020-2021): ILO Modelled Estimates

Indicator 12 - OECD PISA 2018 Results (Volume I) Annex B1

Indicator 21 (2010, 2015) – Eurostat

Indicator 25 – UNDP

Notes:

⁽¹⁾ Estimation.

⁽²⁾ Applies to 2016.

⁽³⁾ Applies to 2018.

⁽⁴⁾ Applies to 2017.

⁽⁵⁾ Low = Basic (ILOSTAT) + Less than basic (ILOSTAT), Medium (ILOSTAT), High (ILOSTAT).

⁽⁶⁾ In 2010: 4th Quarter; 2015: September.

⁽⁷⁾ Low (ISCED 0-1) corresponds to 'Primaire' in national classification; Low (ISCED 2) corresponds to 'Moyen' in national classification; Medium (ISCED 3-4) corresponds to 'Secondaire' in national classification; High (ISCED 5+) corresponds to 'Supérieur' in national classification.

⁽⁸⁾ In 2020-2021: Age range 15+.

⁽⁹⁾ Definition differs - youth neither in employment nor in school.

Legend:

C= ETF calculations.

N.A. = Not Applicable.

M.D. = Missing Data.

KEY DONOR PROJECTS IN EDUCATION, TRAINING AND EMPLOYMENT

In addition to national programmes, the European Union (EU) has supported Algeria's efforts to promote employment. EU-funded programmes, such as AFEQ (Adequacy of Training-Employment-Qualifications [Adéquation-Formation-Emploi-Qualification]), which was finalised in September 2021, the Support Programme for the Higher Education and Research Sector Policy (PAPS/ESRS) and the Economic Diversification and Business Climate (PADICA) aimed at (i) fostering partnerships between the public and the private sector to mitigate the problems of skills mismatch; (ii) supporting the local socioeconomic development of North-West Algeria; (iii) meeting the labour needs of local economic sectors; (iv) promoting institutional capacity building; (v) upholding the Algerian government's actions in its youth policy, as well as the efforts of civil society; and (vi) establishing exchange networks between Algerian and European academic institutions to allow for a dynamic regional partnership.

The ILO, financed by the European Commission, is implementing SOLIFEM, a project to support the transition from the informal to the formal economy through tripartite social dialogue and by strengthening national training and skills recognition systems.

In addition, the French Cooperation Agency (Agence française de coopération), the World Bank, the African Development Bank, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and other international actors also support reforms in employment, higher education and training. Moreover, bilateral cooperation in VET has been set up with South Korea, China, the United Kingdom, the Netherlands and Mauritania (government Summary of activities, May 2021).

LIST OF ABBREVIATIONS

ADS	Social Development Agency
AfDB	African Development Bank
AFEZ	Programme d'appui à l'adéquation formation–emploi–qualifications
ALMP	Active labour market policies
ANDI	National Agency of Investment Development
ANDPME	Agency for the Development of SMEs
ANEM	National Employment Agency
ANGEM	National Agency for the Management of Micro-credit
ANSEJ	National Agency for Supporting Youth Employment
BAC	Baccalaureate
BEM	<i>Brevet d'enseignement moyen</i> (middle-school certificate)
CID	<i>Contrat d'Insertion des Diplômés</i>
CIF	<i>Contrat de Formation-Insertion</i>
CIP	<i>Contrat d'Insertion Professionnelle</i>
CNAC	National Unemployment Insurance Fund
CTA	<i>Contrat de travail aide</i>
CVET	Continuing vocational education and training
DAIP	<i>Dispositif d'Aide à l'Insertion Professionnelle</i>
FNAC	<i>Fonds National de Développement de l'Apprentissage et de la Formation Continue</i>
GDP	Gross domestic product
ISIC	International Standard Industrial Classification
MoELSS	Ministry of Employment, Labour and Social Security
MoNS	Ministry of National Solidarity

NEET	Not in employment, education or training
ONDEFOC	<i>Office National de Développement et de Promotion de la Formation Continue</i> (National Office for VET development and promotion)
ONEFD	<i>Office National de l'Enseignement et de la Formation à Distance</i> (National Office for Distance Education and Training)
PISA	Programme for International Student Assessment
SMEs	Small and medium-sized enterprises
VET	Vocational education and training
WBL	Work-based learning

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