

# **MAIN DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT POLICIES – ALGERIA**

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# EXECUTIVE SUMMARY

In 2022, Algeria experienced major developments. On a political level, President Abdelmadjid Tebboune signed the 2023 Law on Finances marking a budgetary turning point with its significant government expenditure. The country has also asserted itself as a regional mediator, particularly in Libya, Syria, and Mali.

On a demographic level, Algeria remains the most populous country in the Maghreb, with over 44.9 million inhabitants in 2022. The population continues to grow slightly, mainly in the north of the country.

With regard to the economy, the rise in hydrocarbon prices boosted the economic recovery with a GDP growth of 3.1 %. The budget deficit has fallen sharply, budget revenues have increased, and public debt has decreased. Non-hydrocarbon sectors have shown significant growth, including industry and agriculture.

These developments reflect a year of significant change in Algeria, with economic and political challenges ahead, particularly in the lead up to the 2024 presidential elections.

The 2021 Action Plan in Algeria sets out major priorities for the country, particularly in the areas of education, training and employment. It is structured around four axes: adapting education and training to priority economic needs, creating centres of excellence in various sectors, strengthening cross-sectoral consultation mechanisms to improve the employability of jobseekers, and promoting continuing vocational training to increase the employability of workers and the competitiveness of enterprises.

The budgetary data show fluctuating public spending on education, but there has been a slight decrease recently from 16.2% in 2021 to 15.4% in 2022. However, significant investments have been made in vocational training and in particular in work-based learning, with an increase in the number of trainees and apprentices.

Algeria has embarked on a process of digitalisation of education and vocational training since 2018, with a focus on improving connectivity and the use of information and communication technologies (ICT). Digital platforms such as 'Mihnati' and 'Maharati' were launched to facilitate pre-enrolment in vocational training and educational management of institutions. In addition, a new platform called 'Tassyir' was introduced to streamline administrative and educational management. These efforts are aimed at enhancing the quality of education and accelerating the development of skills through the efficient use of ICT.

The country has a high proportion of young people, which poses a challenge for integration into the labour market and working life. Measures have been taken to support learning and aligning training programmes with market needs. The Law on Apprenticeships of 2018 has had a positive impact, resulting in a notable growth of almost 10% in 2019 and a significant increase in the number of apprentices in 2021.

However, challenges remain, particularly in the areas of funding education and training, school autonomy, and monitoring graduates to assess the effectiveness of the system. Algeria continues to invest in education and training to prepare its youth for an ever-evolving labour market.

The labour market in Algeria has several specific characteristics, including a large active population and a dominant public sector. Unemployment rates, particularly among young people, vary considerably from one region to another, with significant gender inequalities. In addition, labour force skills are misaligned with the labour market needs, and part of the employment is in the informal sector.

The management of the labour market is based on the National Employment Agency (ANEM) and the Authorised Private Placement Bodies (OPAP). In 2022, the labour force participation rate increased slightly, but gender inequalities persist. The employment rate has also increased, but women remain underrepresented in the labour market. The service sector is a major provider of jobs, and 'self-employment' is a notable component of employment (ILOSTAT estimates).

The unemployment rate has fluctuated, and there has been a slight improvement since the unemployment peak triggered by the COVID-19 pandemic. However, gender disparities and high unemployment rates among young people persist.

The latest survey available on the labour market and labour force dates from 2019 and the data provided and used in this report should therefore be treated with caution as they are estimates.

# 1. MAIN POLITICAL, DEMOGRAPHIC, ECONOMIC AND SOCIAL CHARACTERISTICS

## Political developments

On 25 December 2022, the President of Algeria Abdelmadjid Tebboune signed the 2023 Law on Finances, marking a significant step in the country's budgetary planning. The new Law on Finances is notable for its government expenditure amounting to EUR 93 billion.

The adoption of the Law on Finances sheds light on potential scenarios for the country's economic trajectory and its position in international relations. The budget, as described in the Official Journal of Algeria<sup>1</sup>, states how substantial funds will be allocated. These allocations will be mainly oriented towards sectors such as social protection policies and the revitalisation of ageing sectors such as education, health and agriculture.

This fiscal focus on key socio-economic areas marks a change on previous years when the country was influenced by the dynamics following the Hirak movement and the challenges posed by the COVID-19 pandemic. In 2023, the government's financial plans are under special scrutiny, especially as the administration of President Tebboune is preparing for a crucial test in anticipation of the 2024 presidential elections<sup>2</sup>.

As far as international relations are concerned, in 2023 Algeria played a mediating role in several issues in the Arab and African world. For example, in the 'national reconciliation' in Libya or in the Syrian issue, which regained its seat in the Arab League in May 2023, due in part to Algeria's mediation. Finally, Algeria also took a leading position in the ongoing international mediation in the Malian case.<sup>3</sup>

The conflict between Russia and Ukraine has had an impact on Algeria's role as a gas supplier in Europe and on all continents. Rising hydrocarbon prices contribute to the recovery of the Algerian economy after the pandemic shock. Bilateral agreements have been concluded with some EU Member States.

The EU remains Algeria's largest trading partner, representing half of the country's international trade. EU imports from Algeria amounted to EUR 19.5 billion in 2021, but most remain related to hydrocarbons which has an impact on economic diversification.

## Demographics

With over 44.9 million inhabitants in 2022, Algeria still remains the most populous country in the Maghreb. The male to female ratio is very similar, and the male population takes the lead by a small majority (22.86 million). Demographic projections indicate that the population will continue to grow steadily, and increase by 15 million people between now and 2050 (Age pyramids in the world, 2023<sup>4</sup>). The population is unevenly distributed throughout the territory, with the vast majority of people living in the north along the Mediterranean coast. The share of young people in the country increased slightly from 21.5 % in 2021 to 21.6 % in 2022. Nevertheless, this slight increase is part of a gradual decline over the last ten years, which saw this percentage fall by almost a third, from 30.9% in 2010 to 21.5% in 2021.

Algeria is known first and foremost as a transit country due to its geographic location, but it has increasingly become a destination country. Algeria is facing social and economic problems due to the influx of illegal migrants. The number of refugees also increased in 2022 to 99 107.

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<sup>1</sup> [SGG Algérie \(joradp.dz\)](#)

<sup>2</sup> [Algeria's 2023 budget: PRESIDENT Tebboune's make-or-break first-term project | Middle East Institute \(mei.edu\)](#)

<sup>3</sup> [\\*4\\_ObsMaghreb\\_Kefti\\_Maghreb-facing the conflict in Ukraine.pdf \(iris-france.org\)](#)

<sup>4</sup> Age pyramids in the world from 1950 to 2100, Algeria - <https://www.populationpyramid.net/algeria/2050/>

## Main economic developments

In 2022, Algeria experienced strong economic recovery, largely due to the rise in hydrocarbon prices. The country's real gross domestic product (GDP) increased by 3.1 % in 2022, slightly below the 3.4 % growth recorded in 2021. To stimulate this recovery, the monetary authorities implemented a refinancing programme that enabled new loans to be granted both to the State and to the rest of the economy. This refinancing was almost 9.3% of the GDP. However, this economic growth has been accompanied by rising inflation, from 7.2 % in 2021 to 9.3 % in 2022, partly due to global inflation.

On the budgetary side, the deficit significantly decreased from 6.9 % of GDP in 2021 to only 0.2 % of GDP in 2022. Budgetary revenues have also increased, in particular due to the hydrocarbon sector. The current account even recorded a surplus of 7.8 % of GDP in 2022, in contrast to a deficit of 2.8 % in 2021, mainly due to increased exports of hydrocarbons in terms of volume and prices, as well as measures to reduce imports. Despite positive developments in the macroeconomic situation, Algeria's economic outlook remains sensitive to the volatility of oil prices<sup>5</sup>.

Public debt, mainly national, has also fallen, from 62.1% of GDP in 2021 to 52.4% in 2022. These improvements are the result of the reduction of the budget deficit and nominal GDP growth.

The pace of non-hydrocarbon economic activity accelerated in 2022, driven by a rebound in agricultural production and growth in the industrial sector. Growth in the non-hydrocarbon sectors accelerated to 4.3 %, up from 2.3 % in 2021. In industrial activities, construction, public works and hydraulic engineering, commerce and hotels, cafés and restaurants recorded high growth rates of 6.1%, 4.7%, 6.0% and 7.9%, respectively<sup>6</sup>. Inflation remained high in Algeria, driven by the rising prices of fresh food products. The authorities used exchange rates and monetary policies to curb inflation and increased public spending to support household purchasing power.

At the same time, in 2022, significant progress was made in modernising the Algerian financial system. This includes expanding the insurance company network with the opening of 170 new agencies and improvements in financial inclusion.

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<sup>5</sup> 'Despite positive developments in the macroeconomic situation, Algeria's economic outlook remains sensitive to the volatility of oil prices, hence the importance of pursuing reforms to enable the private sector to become the driving force behind sustainable growth and economic diversification', says Kamel Braham, the World Bank's Resident Representative in Algeria. [Algeria Take advantage of the positive trends for robust and diversified growth \(global bank.org\)](https://www.globalbank.org/Algeria-Take-advantage-of-the-positive-trends-for-robust-and-diversified-growth)

<sup>6</sup> [Press Review of 8 August 2023.pdf \(mf.gov.dz\)](https://www.mf.gov.dz/Press-Review-of-8-August-2023.pdf)

## Main social issues

Algeria's socio-economic model is based on universal access to social services, which stems from the fact that the State subsidises certain basic products and services (water, gas, electricity, housing rental, etc.).

In terms of human development, Algeria has made progress in recent years. According to the 2021-2022 report of the United Nations Development Programme (UNDP), the country's human development index has improved. Algeria is placed 91st among the 191 countries assessed. The multidimensional poverty rate<sup>7</sup> decreased from 2.1 % in 2013 to 1.4 % in 2019, although the unemployment rate is still relatively high. It stood at 11.6 % in 2022. The government introduced an unemployment benefit programme in 2021, increasing the monthly amount to DZD 15 000 Algerian dinars, i.e. approximately EUR 103.<sup>8</sup>

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<sup>7</sup> The Multidimensional Poverty Index (MPI)<sup>1</sup> is a statistical index assessing poverty in the [developing countries](#), created by a department of the [University of Oxford](#) in [2010](#) and used by the [United Nations Development Programme](#) (UNDP) for its [Human Development Report](#) in October 2010.

<sup>8</sup> [Algeria | African Development Bank - Making a difference \(afdb.org\)](#)

## 2. EDUCATION AND TRAINING

### 2.1 Trends and challenges

#### Educational strategy and legal framework for education

The government's action plan published in September 2021<sup>9</sup> remains the reference for defining a vision and a set of priorities for the country, including a renewed commitment to skills development and the alignment between education and training and employment ('training-employment adequacy'). The document sets out four broad lines of action in this regard:

- adapt education and training to the needs of priority economic sectors;
- establish channels of excellence in construction, agriculture, industry, trade and ICT;
- strengthen cross-sectoral consultation mechanisms to improve the employability of jobseekers, through a tailored training and apprenticeship policy;
- promote and develop continuing vocational training to improve the employability of workers and the competitiveness of enterprises (Action Plan 2021, page 47).

The National Nomenclature of Professional and Specialities of Vocational Training – 2019 edition – is divided into 23 professional branches covering the main fields of activity. It comprises 495 specialities, including 21 new specialities divided into 9 professional branches.

It covers 5 levels of qualifications with the following corresponding diplomas:

- Level 1, for the Specialised Vocational Training Certificate (CFPS).
- Level 2, for the Certificate of Professional Competence (CAP).
- Level 3, for the Certificate of Professional Mastery (CMP).
- Level 4, for the Technician's Certificate (BT).
- Level 5, for the Higher Technician's Certificate (BTS).

This nomenclature is accompanied by a collection of factsheets describing the specialities and brings together the forms of training (face-to-face, learning and distance learning).

Training is provided on levels 1 to 5 in the form of initial or continuing training, using different modes:

- Face-to-face training, which takes place in establishments (CFPA, institutions) or in external sites (youth centres, etc.).
- Training through apprenticeship is a method of training aimed at acquiring initial professional certification, by alternating training from vocational education centres with training from professionals, businesses, craftspersons, or the public sector.
- Distance training, provided by joining periodic groupings of trainees.
- Evening courses aimed in particular at workers wishing to train or upskill in order to improve their socio-professional situation, and characterised by flexible working hours.

#### Expenditure on education

The data available on education focus on the share of public spending on education in public spending as a whole. The latter indicator has fallen slightly, from 16.2% in 2021 to 15.4% in 2022. Moreover,

<sup>9</sup> Government Action Plan for the Implementation of the Programme of the President of the Republic, 2021 (Action Plan 2021)



this percentage has fluctuated in recent years, from 15.2% in 2015 to 16.2% in 2021, which may be a sign of a timid economic recovery following the COVID-19 pandemic.

Two indicators were published in 2021 in the Ministry of Education and Vocational Training: (1) the equipment budget shows a significant fluctuation and decrease in the last years, especially after COVID-19; (2) the operating budget has increased significantly since 2010<sup>10</sup>.



U= DZD Millions

Budget d'équipement

Equipment budget

Budget de fonctionnement

Operating budget

These indicators bear witness to the stability of investment in the operating budget, which increased significantly around 2010-2012 and has remained stable since then. The equipment budget has been significantly reduced in recent years. This last indicator should be addressed in particular in view of the ambitions for digital education expressed by Algeria through its policies and at the summit on transforming education in New York in September 2022, where Algeria expressed its willingness to deploy significant resources in the development of a digital learning environment and an online education and teaching platform<sup>11</sup>.

<sup>10</sup> 'Statistical Yearbook 2021', Ministry of Education and Vocational Training.

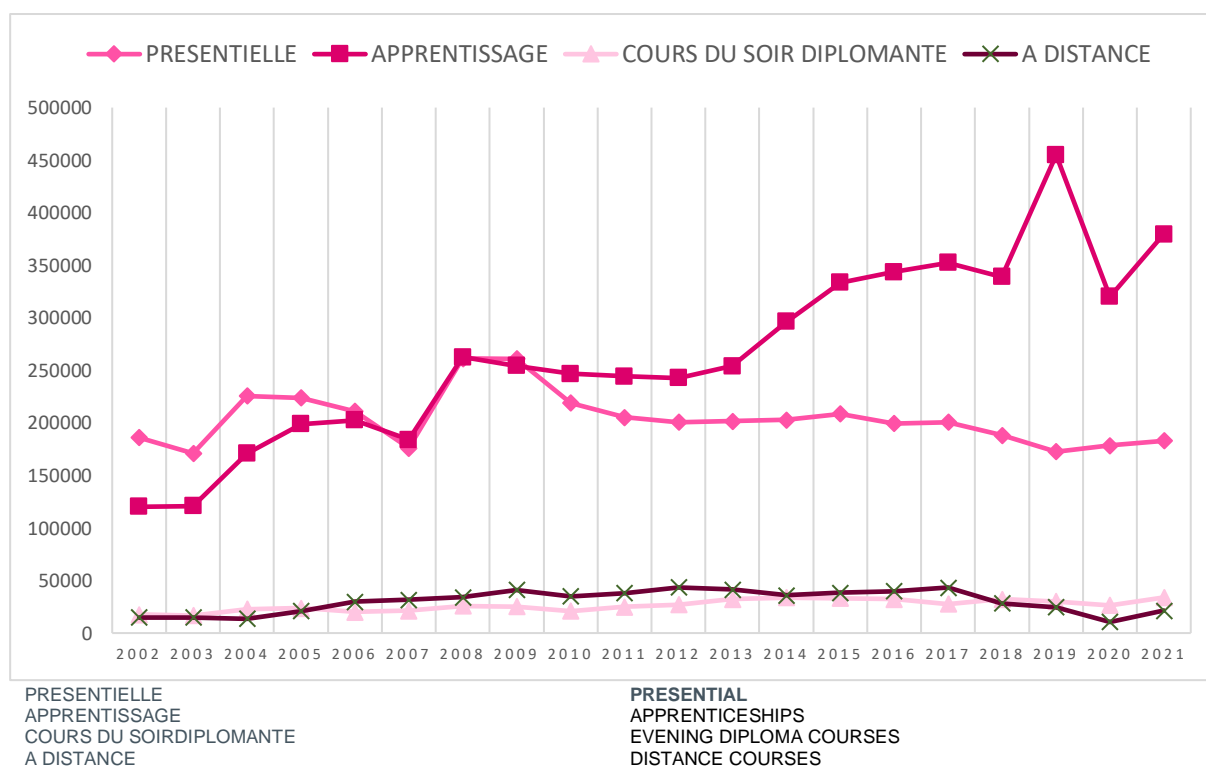
<sup>11</sup> Algeria National Report: Education Transformation Summit, New York, 19 September 2022, p. 13.

[https://transformingeducationsummit.sdg4education2030.org/system/files/2022-09/ALGÉRIE\\_NC%20report.pdf](https://transformingeducationsummit.sdg4education2030.org/system/files/2022-09/ALGÉRIE_NC%20report.pdf)

## Access, participation and early school leaving

In 2021, the number of trainees reached 751 858 trainees, compared with 618 772 in 2020, an increase of 21.51 %. This increase affected all types of training and the various schemes:

- Presential training increased by 2.49%, from 178 598 to 183 039 trainees.
- Apprenticeship training at a rate of 24.15 %, from 320 161 in 2020 to 397 503 apprentices in 2021.
- Evening training at a rate of 73.80 %, from 67 122 to 116 660 trainees (i.e. 28.59 % in graduate training and 103.03 % in qualification training).
- Distance learning by 24.65 %, from 170 020 in 2020 to 212 215 trainees in 2021.



In terms of registration and early school leaving, in 2021, the training most in demand remains apprenticeship training, but the training in progress at night has a lower dropout rate and is therefore a more solid continuation compared to other forms of training. In 2021, the following figures were recorded:

	Presential	Apprenticeships	Evening diploma courses
Registered	183 039	379 503	33 891
Number of dropouts	27 860	61 318	3 497
Dropout rate	15.2 %	16.2 %	10.3 %

## PISA results

The most recent results of the Programme for International Student Assessment (PISA) for Algeria date back to 2015, when the country ranked 69<sup>th</sup> out of 70 countries in terms of academic achievement

of 15-year-old students in science, reading and mathematics. The same position was held for scientific beliefs, student engagement and motivation, and equity in education (OECD, 2015).

Since 2015, Algeria no longer participates in PISA tests.

## Young people not in education, employment or training – NEETs

The country's population is characterised by a significant proportion of young people, which means a considerable influx of young people seeking to integrate into the labour market and working life. The data on young NEETs (not in employment, education or training) date from 2022 and are calculated on the basis of estimates (see Annex), in the absence of a labour force survey<sup>12</sup>. Since 2010, the NEET rate has seen a slight decrease, either in the total rate (from 24.5% in 2010 to 21.1% in 2022) or in the rate for women (from 39.1% in 2010 to 31.1% in 2022). The rate for men, on the other hand, showed a slight upward trend.

Despite the progress made over the last 10 years, the improvement in the educational attainment of the population has not yielded better results in the labour market. This perceived 'mismatch' between labour supply and demand has been one of the main drivers of unemployment and creates a paradox, where higher education graduates do not lead to better employability outcomes. This is particularly true for women, who have a higher level of education than men, but are unable to translate this into better results on the labour market (ETF, Youth transition in SEMED, 2021)<sup>13</sup>.

## 2.2 VET and adult education and training

### Policy and legal framework for VET and adult education and training

VET is governed by Law No 08-07 of 2008. The organisation and development of VET and its implementation, coordination and regulation fall within the mandate of the central government, represented by the decentralised administrations at the level of the executive of each province (wilaya). In the school system, programmes, methods and schedules are centralised, while the management of institutions and staff is decentralised. VET comprises the following standard operating procedures: i) residential training, mainly taking place in VET institutes and centres, ii) apprenticeship training through cooperation between training centres and companies, iii) distance learning, mainly by correspondence, with periodic face-to-face training sessions, and iv) evening classes, aimed particularly at workers wishing to continue their training or specialise for professional development purposes. The VET sector also offers short-term training (for young people who need to retrain to enter the labour market), training for vulnerable groups (young people at risk, detainees and former prisoners), as well as training programmes specifically tailored to women living in rural areas and women at home.

Continuing training remains limited, although funds have been made available through a special tax levied on companies. Two bodies are responsible for continuing VET (CVET): the Fonds National de Développement de l'Apprentissage et de la Formation Continue (FNAC) [National Funds for the Development of Apprenticeships and Continuing Education], which reimburses in-company training costs for companies that pay the tax and comply with the conditions for reimbursement, and the Office National de Développement et de Promotion de la Formation Continue (ONDEFOC) [National Office for the Development and Promotion of Continuing Education], which is responsible for helping companies to promote and develop CVET and for ensuring a link with companies and public and private organisations. In the absence of accessible data on the scope and activities of these two bodies and a lack of an evaluation mechanism, it is difficult to assess the effectiveness of the provision of CVET. Adult education is not structured and is not under the responsibility of a single authority. Some courses for adults are offered by the Ministry of Education and Vocational Training (see above:

<sup>12</sup> It should be noted that the results of the next Labour Force Survey will be available in 2024, according to ONS.

<sup>13</sup> ETF, Youth in transition in the Southern and Eastern Mediterranean, 2021 [Unlocking the potential of youth in the Southern and Eastern Mediterranean | ETF \(europa.eu\)](#)

training for rural women, housewives, illiterate people, etc.), and others by private providers, including private associations.

## VET governance and financing arrangements

The education sector in Algeria falls under three ministries: the Ministry of National Education, the Ministry of Higher Education and Scientific Research, and the Ministry of Education and Vocational Training (MFEP). Inter-ministerial cooperation seems limited, as does coordination with the private sector. Important steps have already been taken in this regard, including the signing of several agreements between the Ministry of Education and Vocational Training (MFEP) and companies, with a view to establishing closer cooperation. This approach has also been formalised by the modification of the mandate and composition of the Vocational Training and Education Partnership Council (OJ 2018). Its main tasks are: to contribute with opinions and recommendations to the national vocational training and education strategy; to contribute to the development of the national map of vocational training and education; to ensure the match between training provision and the needs of the labour market; and to ensure regular and permanent dialogue and consultation between all actors and partners in the vocational training and education system (MFEP). Despite the adaptations of the laws and operating frameworks of coordination platforms, their operationalisation is still limited.

The funding conditions are based on the Organic Law on Finance Laws (LOLF): Law No 18-15 of 2 September 2018 provides for results-based budgeting, unlike traditional means-based budgeting. The new budget will include objectives to be achieved and each objective will be based on performance indicators.

The preparation of the budgetary envelopes for the functioning of vocational education and training institutes will be redesigned and complemented by a multi-annual approach that determines revenue and expenditure forecasts over a rolling three-year time horizon. The implementation of public policies is based on the principle of results-based management, based on specific objectives that are subject to evaluation.

The law also stipulates that each programme must include, inter alia, the breakdown by expenditure title, the defined objectives, the expected results and their evaluation. This result-oriented logic is almost in line with that of the Sustainable Development Goals (SDGs) organised according to objectives, targets and indicators, which will enable them to be integrated into the national budgetary process dedicated to the digitalisation of education sectors.

For 2023, the Finance Law provides for an increase in the allocation of commitment authorisations for national education and a decrease for vocational training (Finance Law 2023 and Finance Law 2022)<sup>14</sup>.

## Qualifications, validation and recognition of skills

The framework law on vocational education and training, adopted in 2008, provides for the creation of a Vocational Education and Training Observatory. The Observatory would be responsible for assessing quantitative and qualitative qualification needs and would carry out the following tasks:

- establishing an effective information system on VET and the labour market at national and regional levels;
- identify training and qualification needs as a policy tool for the development of VET;
- providing a tool to support decision-making, evaluation and improvement of VET systems.

According to the latest information, this observatory is not yet operational, which explains the lack of structured and synthetic information on labour market needs. The lack of data on the performance of

<sup>14</sup> Finance Law 2023 [www.joradp.dz](http://www.joradp.dz) (mf.gov.dz), Finance Law 2022 [www.joradp.dz](http://www.joradp.dz)

the VET system, including addressing economic needs, one of its main objectives, is also worrying (ETF, 2020 'VET Quality Assurance in Algeria'<sup>15</sup>).

Nevertheless, the establishment of a system for monitoring qualifications and the integration of graduates is one of the priorities of the Algerian authorities, as clearly stated in the Government's Action Plan (Action Plan 2021, page 59).

## Quality and quality assurance

In Algeria, quality assurance is mainly seen as a tool to ensure that training establishments comply with the applicable legislation and regulations, whether through an administrative and pedagogical inspection of public centres or through the accreditation of private centres. Quality assurance is a priority of the Ministry of Education and Vocational Training. A dedicated working group led by the National Institute for Training and Professional Education (INFEP) has also been set up. The overall assessment of the system is the responsibility of the National Assembly (which has a specialised VET commission), the Court of Auditors and the Inspectorate General of Finance, in addition to the Inspectorate General of the Ministry of Education and Vocational Training.

Regarding the improvement of the quality of the training, the INFEP Scientific Council was established in April 2021. In the 2021 Action Plan, prepared by the government, improving the quality of VET is a priority (Action Plan 2021, page 60).

## On-the-job training

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 enrolled in apprenticeship programmes. The overall objective is to increase this percentage and to further increase the number of these opportunities. Partnerships with the private sector will be a central element in aligning learning programmes with the business and labour demands of the economy. The government's action plan for 2021 mentions the development of apprenticeship training, although no information has been provided regarding its implementation. Monitoring mechanisms for VET graduates would facilitate the analysis of the effectiveness and quality of the system.

The impact of the 2018 Law on Apprenticeships (Law No 18-10) is evident, with an increase of almost 10 % in 2019 for this type of training. Growth that weakened because of Covid-19 the following year, but quickly resumed its growth in 2021. In fact, during 2021, apprenticeship training increased from 320 161 apprentices in 2020 to 397 503 apprentices in 2021, an increase of 18.54%.

In the vocational education and training sector, trainees and apprentices benefit from social transfers in the form of grants, a pre-recruitment salary and board and lodging. Furthermore, the private sector plays an important role in supporting a part of society that has the means to join the scheme, knowing that the state grants a VAT tax advantage by applying a reduced rate of 9% instead of 19%.

## Education and digital skills

Since 2018, the opening up to competition of the telecommunications market in the country to several operators has enabled the development of telecommunications infrastructure. However, despite the observed development of information and communication technologies, several problems persist. The low speed of the internet connection, particularly in rural areas, is a major handicap to widespread access to digital education in general, and to vocational education and training in particular. According to the Speedtest Global Index<sup>16</sup>, Algeria ranks 121<sup>st</sup> (out of 142 countries) in the ranking of mobile connections to the internet. For the infrastructure dimension, it is essential to note that, despite its

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<sup>15</sup> ETF, 2020 [Quality assurance in vocational education and training in Algeria](#)

<sup>16</sup> [Speedtest Global Index – Internet Speed around the world – Speedtest Global Index](#)

revolutionary aspect of access to education for all, the use of digital technology can also have the opposite effect if basic infrastructure and means are not sufficiently developed to ensure access to online education for all. Algeria has adopted a real policy for the success of the digital transformation, which is in line with commitment No 25 of the President of the Republic relating to *'the achievement of a digital transformation to improve connectivity, generalise the use of ICTs, particularly in public service administrations, and improve the governance of the economic sector'*<sup>17</sup>.

The digital transformation therefore plays a strategic role in establishing a new mode of governance based on an inclusive and job-creating policy, through the implementation of various means of action facilitating the adaptation of the educational structure. To this end, the government has included a number of actions that aim to:

- the moralisation of public life by opening up public data to greater transparency, accountability and efficiency of public action;
- create the conditions necessary for the development of a digital economy based, among other things, on the exploitation of data.

A number of priority areas have been identified, including:

- the equipment of education and training locations;
- the implementation of a high-quality infrastructure enabling access to the internet;
- development of online training resources and digital environments enabling the provision of services;
- the storage of resources and the evolution of training frameworks that incorporate new teaching methods.

The education and vocational training sector in Algeria has given priority to the digitalisation of the sector and the Ministry of Education and Vocational Training has triggered the digitalisation of the sector since 2020. In this context, the Ministry launched the digital platform 'Mihnati' (my profession) dedicated to training applicants. This platform is a pre-registration tool for access to vocational training offering training opportunities in the sector. Another digital platform 'Maharati' (my skills) dedicated to those responsible for the pedagogical management of training institutions has also been set up. A third platform, 'Tassyr' (management), was launched in 2023 and is dedicated to the administrative and educational management aspects of training establishments. It will serve as a bridge between these institutions and the central government services. This platform aims to unify administrative and educational work, speed up the pace of these achievements, and ensure continuous and instantaneous monitoring of all activities under this platform at local and central level.

According to the latest information on the modernisation and digitalisation of the sector's activities published in the government's activity report, in 2021, VET programmes were focused on the following lines of action:

- use and enrichment of the online registration and guidance platform MIHNATI and publication of manuals and curricula in the virtual library within MIHNATI, accessible to all establishments for downloading;
- strengthening and broadening the use of the new 'TAKWINI' platform for training and development of trainers in the sector, and implementation of a new electronic document management platform ('GED' system);
- implementation of an IT application to monitor applications for approval for the creation of private vocational training establishments and their management;
- update of the sector's geographical information system (GIS) with recent figures, photos and video footage;

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<sup>17</sup> Article in 'La patrie News' updated 2022/06/07. The 54 commitments of President Tebboune: The achievements of the Government of Aïmene Benabderrahmane. <https://lapatrienews.dz/es-54-engagements-du-president-tebboune-les-realizations-du-gouvernement-aimene-benabderrahmane/>

- strengthening international skills and qualifications through the Cisco Academies by introducing new get-connected, entrepreneurial and cybersecurity training and qualifications;
- creation of a specialised institute in Sidi Abdellah introducing innovative fields of technical and scientific studies.

## Education and training statistics

During 2021, the number of trainees reached 751 858 trainees, compared with 618 772 in 2020, an increase of 21.51 % (ILOSTAT estimates). This increase affected all modes of training and the various schemes:

- 2.49% in-person training, from 178 598 to 183 039 trainees
- Apprenticeship training of 18.54 %, from 320 161 in 2020 to 397 503 apprentices in 2021
- Evening training at a rate of 73.80 %, from 67 122 to 116 660 trainees (i.e. 28.59 % in graduate training and 103.03 % in qualification training)
- Distance learning by 24.65 %, from 170 020 in 2020 to 212 215 trainees in 2021.<sup>18</sup>

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<sup>18</sup> 2021 Statistical Yearbook, Ministry of Education and Vocational Training.



## 3. LABOUR MARKET AND EMPLOYMENT

### 3.1 Trends and challenges

#### Characteristics of the labour market

The labour market in Algeria has several specific characteristics:

- a relatively large working population, which means that a considerable percentage of the population is of working age;
- a dominant public sector, which plays a major role in the country's economy and employment; many jobs are directly linked to government, and state-owned enterprises and public services;
- a high unemployment rate, especially among young people, and also employment opportunities which vary considerably from one region to another in Algeria; urban regions, including the capital Algiers, generally offer more employment opportunities than rural areas;
- significant gender inequalities in the labour market; women are often under-represented in leadership positions and are significantly minority in the labour market; the estimated data for 2022 indicate that the employment rate for women (age group 15\*) is 13 % and the unemployment rate is 20 %, and is 47.8 % for the age group 16-24;
- skills misalignment, addressing challenges related to the matching of skills of the labour force with the needs of the labour market;
- A part of employment in Algeria is in the informal sector, characterised by a lack of formal contracts and social protection.

The management of the labour market in Algeria is based on two main entities: the National Employment Agency (ANEM) and the Private Placement Bodies (OPAP), which have been introduced since 2004.

ANEM is a publicly owned establishment operating in accordance with Executive Decree No 06-77 of 18 February 2006. It enjoys legal personality and financial autonomy, under the supervision of the Ministry of Labour, Employment and Social Security. Its main tasks include:

- **Monitoring the labour market:** ANEM is responsible for monitoring and understanding developments in the national employment and labour market. It establishes an information system to collect accurate and reliable data on these areas. The agency also carries out analyses and expert reports relating to employment and the workforce.
- **Studies and Investigations:** ANEM conducts studies and surveys to better understand the needs of the labour market and to carry out its tasks effectively.
- **Development of instruments:** The Agency is working on the standardisation and development of tools and instruments that facilitate labour market monitoring.
- **Connecting Supply and Demand:** One of the key functions of ANEM is to match labour supply and demand. It does this by providing reception, information, guidance and placement services to jobseekers.
- **Seeking and gathering offers:** ANEM seeks and gathers job offers from employers, both in the public or private sectors.
- **Clearing of Tenders and Requests:** The Agency shall organise the correspondence between vacancies and job applications at national, regional and local level.



- Facilitation of mobility: ANEM encourages the geographical and occupational mobility of jobseekers, thus facilitating their access to opportunities.

It is important to note that all jobseekers, whatever their age or level of qualification, are entitled to benefit from the placement services offered by ANEM. These services include guidance, counselling, job search support and placement with employers' organisations, whether public or private. Thus, ANEM plays a crucial role in the management of the labour market in Algeria<sup>19</sup>.

## Labour market and employment statistics

As indicated below, most labour market statistics are estimates, some calculated by the ETF, due to the lack of a recent survey of the active population (*labour force survey*) in Algeria.

In 2022, the activity rate (for people aged 15 and over), calculated by dividing the working population by the population in the same age group, continued its steady growth to reach a total of 40.6%, although this is still lower than the rate recorded before the pandemic (42.2% in 2019). The ratio between the participation rate of men and women is still very high and stands at 1 in 4 (64 % men versus 16.4 % women).

The total employment rate increased compared to 2021, from 35.4 % to 34.9 %, in line with the economic growth recorded in 2022. In the same way as the activity rate, the employment rate shows a big difference between men and women, with the former employed at 58% and women at 13%, confirming the need for a policy to support women and facilitate their entry into the world of work, to reduce gender disparities. In 2022, the largest increase was in the male employment rate, which rose from 57.3% in 2021 to 58% in 2022. The female employment rate increased slightly from 12.7 % in 2021 to 13 % in 2022.

The employment rate by sector data<sup>20</sup> shows steady growth in the industrial sector over the last two years, from 29.7 % in 2019 to 31 % in 2021. The percentage of the workforce employed in agriculture has remained relatively stable. The services sector employs the majority of the workforce, with a stable employment rate of around 61.6 % in 2019, with slight decreases to 59.0 % and 58.6 % in 2020 and 2021, during COVID-19. This reflects the importance of the services sector as a job provider.

The incidence of 'self-employment' (as a proportion of the total number of people employed) experienced a slight reduction due to COVID-19, from 32.4 % in 2019 to 30.5 % in 2021. However, 'self-employment' is a notable component of the labour market. The fact that it represents one third of total employment suggests that a significant part of the workforce is engaged in self-employment, which can range from entrepreneurship to informal or 'freelance' work.

The incidence of vulnerable employment decreased from 27.5% in 2019 to 26.1% in 2021, indicating an improvement in employment security and working conditions. Vulnerable employment generally includes informal or precarious work, and this reduction is probably also linked to public initiatives introduced during the COVID-19 period, to support also target groups of the population.

Over the last two years, the unemployment rate of the population aged 16-59 has fluctuated somewhat, following a significant increase in unemployment during the COVID-19 outbreak, with a rate of 12.3 % in 2020, gradually declining to 11.6 % in 2022. A gender disparity is evident, with women systematically experiencing higher unemployment rates than their male counterparts.

Compared to 2020, when the total youth unemployment rate reached 31.1%, there are signs of improvement, as this rate was reduced to 29% in 2022. However, the rate for young women is almost twice as high as for their male counterparts, at 47.8% compared with 24.9% for men, in 2022.

<sup>19</sup> [National employment policy \(mtess.gov.dz\)](https://mtess.gov.dz)

<sup>20</sup> This indicator provides information on the relative importance of different economic activities in terms of employment. The data are presented by major industries of economic activity (agriculture/industry/services) based on the International Standard Industrial Classification of all Economic Activities (ISIC). In Europe, the NACE classification is consistent with the ISIC.

A more in-depth analysis can be carried out once the results of the next Labour Force Survey (LFS) are available.

## 3.2 Employment policy and institutional framework

### 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 adopts an inclusive and comprehensive approach that encourages productive investment, based on a number of principles: (1) combating unemployment through an economic approach; (2) adapting training 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) supporting job-creating investments and developing entrepreneurship (Prime Minister 2021, Economic Recovery Plan 2020-2024<sup>21</sup>).

In order to combat unemployment and promote employment, the state has put in place a number of mechanisms to respond to labour market demand (ANEM, ADS) and for business creation (ANSEJ, CNAC, and ANGEM). These different bodies depend on three ministries: The Ministry of Labour, Employment and Social Security (MTESS), the Ministry of National Solidarity, the Family and the Status of Women, and the Ministry attached to the Prime Minister with responsibility for micro-enterprises.

The sector in charge of labour, employment and social security intervenes directly through:

- The National Employment Agency (ANEM): the Law No 04-19 on Worker Placement and Employment Control entrusted the placement of jobseekers to ANEM and, under its control, in approved private placement organisations (OPAPs);
- a system for promoting paid employment, the DAIP (Support System for Professional Integration): a measure aimed at young people under the age of 35, to facilitate the professional integration of young first-time jobseekers; and
- business start-up support measures, such as the scheme managed by the National Agency for Supporting Youth Employment (ANSEJ) for young influencers, which focuses on the creation of new micro-enterprises in all sectors of activity, with the exception of commercial activity; or the CNAC (National Unemployment Insurance Fund). Since 2004, the CNAC has been responsible for supporting the creation of micro-enterprises by the unemployed aged between 35 and 50, including through the provision of loans. This reinforces the CNAC's first two missions, which consist of training and compensating the unemployed. In addition, an agreement within the framework of support for the creation of SMEs by unemployed persons aged 35 to 50 was drawn up 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 persons who declare that they have qualifications or skills in the planned activity but cannot prove this (diplomas, certificates, etc.).

The Ministry of Employment, Labour and Social Security stated, already in May 2022, that the Government was determined to complete the operation to integrate the beneficiaries of the Support Schemes for Professional Insertion (DAIP) and Social Integration of Young Graduates (PID) by 31 December 2023<sup>22</sup>, due to delays linked to COVID-19 and the period that followed.

<sup>21</sup> *Activity Report of the Government to implement the programme of the President of the Republic from 1 January to 31 May 2021* [bilan-activité-du-gouvernement-20-06-2021-en.pdf \(premierministre.gov.dz\)](#) and Prime Minister, 2021, Economic Recovery Plan 2020-2024, Volumes 1 and 2 [The Portal of the Prime Minister | Documents | Reference documents | Plans of action \(premierministre.gov.dz\)](#)

<sup>22</sup> Algeria Press Service, article of 17 May 2022 'DAIP and PID devices: the government determined to ensure the definitive integration of all beneficiaries by 31 December 2023'.

## Initiatives to boost employment

According to the government's summary of activities (May 2021), 10 344 microcredits were granted by the Agence nationale de gestion du micro-crédit (ANGEM) for potential employment in around 39 000 jobs.

In addition, in its 2021 action plan, the government committed to achieving the following goals in terms of business creation:

- simplify business start-up procedures by reducing the number of formalities and administrative costs;
- simplify other business start-up procedures (craftsmen card, liberal professions, self-employed status, etc.);
- increase the number of businesses created per 1 000 inhabitants;
- digitalise business creation processes.

For the time being, no information has been provided on the follow-up of the progress made in the government's action plan for 2021.

## Initiatives to increase the capacity of the public employment services

In 2022, at the general level, Algeria continued its efforts to strengthen its capacity to manage the labour market, by implementing various initiatives aimed at improving public employment services, in particular those provided by the National Employment Agency (ANEM).

These initiatives are part of a broader strategy to address the persistent challenges of unemployment and to support the professional integration of citizens. One key measure put in place was technological modernisation, with the establishment of online platforms to simplify the access of jobseekers to job vacancies.

Entrepreneurship was also promoted in 2022. ANEM has strengthened its programmes to support entrepreneurs, encouraging business creation and self-employment.

Tailored guidance and counselling services have been developed to address the specific needs of each job seeker. Individual interviews are conducted to better understand the skills, aspirations and objectives of each candidate. This tailor-made approach helps to ensure a better match between jobseekers' profiles and professional opportunities.

These initiatives are part of a broader drive to reduce unemployment and promote the integration of Algerians into the labour market. They reflect the government's commitment to strengthening public employment services, recognising their essential role in managing the country's labour market<sup>23</sup>.

Unfortunately, no updated data on monitoring and evaluation mechanisms is available. It is therefore not possible to provide a more in-depth analysis.

For further information, please contact Floriana Folisi, European Training Foundation, at: [floriana.folisi@etf.europa.eu](mailto:floriana.folisi@etf.europa.eu).

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<sup>23</sup> [Official website of National Employment Agency \(ANEM\)](#) and of the [Ministry of Labour, Employment and Social Security \(mtess.gov.dz\)](#).

# ALGERIA: STATISTICAL ANNEX

The Annex includes annual data from 2010, 2015, 2019, 2020, 2021 and 2022 or the last available year.

	Indicator	2010	2015	2019	2020	2021	2022	
1	Total Population (,000) <sup>(1)</sup>	35856.3	39543.2	42705.4	43451.7	44178.0	44903.2	
2	Relative size of youth population (age group 15-24 and denominator age 15-64, %) <sup>(1)C</sup>	29.9	24.8	22.0	21.7	21.5	21.6	
3	GDP growth rate (%)	3.6	3.7	1.0	-5.1	3.4	3.1	
4	Gross value added by sector (%)	Agriculture	8.5	11.6	12.3	13.8	12.2	11.4
		Industry	50.0	35.4	36.8	32.5	38.9	42.3
		Services	39.2	48.5	46.4	49.5	44.6	42.2
5	Public expenditure on education (as % of GDP)	M.D.	8.0	6.1	7.0	M.D.	M.D.	
6	Public expenditure on education (as % of total public expenditure)	M.D.	15.2	14.5	16.5	16.2	15.4	
7	Adult Literacy (%)	M.D.	M.D.	81.4 <sup>(1)(3)</sup>	M.D.	M.D.	M.D.	
8	Educational attainment of total population (aged 15+) (%) <sup>(5) c</sup>	Low	M.D.	61.5 <sup>(4)</sup>	M.D.	M.D.	M.D.	M.D.
		Medium	M.D.	22.9 <sup>(4)</sup>	M.D.	M.D.	M.D.	M.D.
		High	M.D.	15.5 <sup>(4)</sup>	M.D.	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.	M.D.
		Male	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
		Female	M.D.	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.	M.D.	
11	Share of VET students in upper secondary education (ISCED level 3) (%)	10.3	M.D.	M.D.	M.D.	M.D.	M.D.	

	Indicator		2010	2015	2019	2020	2021	2022
12	Low achievement in reading, mathematics and science – PISA (%)	Reading	N.A.	79.0	N.A.	N.A.	N.A.	N.A.
		Mathematics	N.A.	81.0	N.A.	N.A.	N.A.	N.A.
		Science	N.A.	70.8	N.A.	N.A.	N.A.	N.A.
13	Activity rate (aged 15+) (%) <sup>(6)</sup>	Total	41.7	41.8	42.2	39.3 <sup>(1) c</sup>	40.1 <sup>(1) c</sup>	40.6 <sup>(1) c</sup>
		Male	68.9	66.8	66.8	62.5 <sup>(1) c</sup>	63.4 <sup>(1) c</sup>	64.0 <sup>(1) c</sup>
		Female	14.2	16.4	17.3	15.4 <sup>(1) c</sup>	15.9 <sup>(1) c</sup>	16.4 <sup>(1) c</sup>
14	Inactivity rate (aged 15+) (%) <sup>c (6)</sup>	Total	58.3	58.2	57.8	60.7 <sup>(1) c</sup>	59.9 <sup>(1) c</sup>	59.4 <sup>(1) c</sup>
		Male	31.1	33.2	33.2	37.5 <sup>(1) c</sup>	36.6 <sup>(1) c</sup>	36.0 <sup>(1) c</sup>
		Female	85.8	83.6	82.7	84.6 <sup>(1) c</sup>	84.1 <sup>(1) c</sup>	83.6 <sup>(1) c</sup>
15	Employment rate (aged 15+) (%) <sup>(6)</sup>	Total	37.6	37.1	37.4	34.5 <sup>(1) c</sup>	35.4 <sup>(1) c</sup>	35.9 <sup>(1) c</sup>
		Male	63.3	60.2	60.7	56.1 <sup>(1) c</sup>	57.3 <sup>(1) c</sup>	58.0 <sup>(1) c</sup>
		Female	11.5	13.6	13.8	12.2 <sup>(1) c</sup>	12.7 <sup>(1) c</sup>	13.0 <sup>(1) c</sup>
16	Employment rate by educational attainment (aged 15+) (%) <sup>(6)(7)</sup>	Low (ISCED 0-1)	42.7	38.9	M.D.	M.D.	M.D.	M.D.
		Low (ISCED 2)	44.4	44.7	M.D.	M.D.	M.D.	M.D.
		Medium	40.4	37.4	38.3	M.D.	M.D.	M.D.
		High	39.6	46.1	43.9	M.D.	M.D.	M.D.
17	Employment by sector (%) <sup>(6)</sup>	Agriculture	11.7	8.7	9.6	10.5 <sup>(1) c</sup>	10.3 <sup>(1) c</sup>	M.D.
		Industry	33.1	29.8	29.7	30.5 <sup>(1) c</sup>	31.0 <sup>(1) c</sup>	M.D.
		Services	55.2	61.6	61.6 <sup>c</sup>	59.0 <sup>(1) c</sup>	58.6 <sup>(1) c</sup>	M.D.
18	Incidence of self-employment (%) <sup>(6)</sup>		33,7	30,2	32,4	31,0 <sup>(1) c</sup>	30,5 <sup>(1) c</sup>	M.D.
19	Incidence of vulnerable employment (%)		M.D.	M.D.	27,5 <sup>(1) c</sup>	26,6 <sup>(1) c</sup>	26,1 <sup>(1) c</sup>	M.D.

	Indicator		2010	2015	2019	2020	2021	2022
20	Unemployment rate (aged 16-59) (%) <sup>(6)(8)</sup>	Total	10.0	11.2	11.4	12.3 <sup>(1)</sup>	11.7 <sup>(1)</sup>	11.6 <sup>(1)</sup>
		Male	8.1	9.9	9.1	10.2 <sup>(1)</sup>	9.6 <sup>(1)</sup>	9.4 <sup>(1)</sup>
		Female	19.1	16.6	20.4	20.8 <sup>(1)</sup>	20.5 <sup>(1)</sup>	20.3 <sup>(1)</sup>
21	Unemployment rate by educational attainment (aged 16-59) (%) <sup>(6)(7)</sup>	Low (ISCED 0-1)	7.6	7.7	6.8	M.D.	M.D.	M.D.
		Low (ISCED 2)	10.7	13.4	11.8	M.D.	M.D.	M.D.
		Medium	8.9	10.1	10.6	M.D.	M.D.	M.D.
		High	20.3	14.1	17.4	M.D.	M.D.	M.D.
22	Unemployment rate (aged 16-24) (%) <sup>(6)(9)</sup>	Total	21.5	29.9	26.9	31.1 <sup>(1)</sup>	29.3 <sup>(1)</sup>	29.0 <sup>(1)</sup>
		Male	18.6	26.7	23.6	26.9 <sup>(1)</sup>	25.2 <sup>(1)</sup>	24.9 <sup>(1)</sup>
		Female	37.4	45.3	45.1	50.8 <sup>(1)</sup>	48.2 <sup>(1)</sup>	47.8 <sup>(1)</sup>
23	Proportion of people aged 15-24 not in employment, education or training (NEETs) (%) <sup>(6)</sup>	Total	24.5	21.2	26.2 <sup>(2)</sup>	21.9 <sup>(1)</sup>	21.1 <sup>(1)</sup>	21.1 <sup>(1)</sup>
		Male	10.8	10.8	20.4 <sup>(2)</sup>	13.4 <sup>(1)</sup>	11.7 <sup>(1)</sup>	11.6 <sup>(1)</sup>
		Female	39.1	32.1	32.1 <sup>(2)</sup>	30.7 <sup>(1)</sup>	31.0 <sup>(1)</sup>	31.1 <sup>(1)</sup>
24	Participation in training/lifelong learning (% aged 25-64)	Total	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
25	Human Development Index		0.721	0.740	0.748	0.736	0.745	M.D.

Last update: 21/08/2023

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 13 (2020-2022), 14 (2020-2022), 15 (2020-2022), 17 (2020-2021), 18 (2020-2021), 19, 20 (2020-2022), 22 (2020-2022), 23 (2020-2022): 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) Definition differs - youth neither in employment nor in school

(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) In 2020-2022: Age range 15-24

**Legend:**

C= ETF calculations

N.A. = Not Applicable

M.D. = Missing Data

## Annex: definitions of Indicators

	Description	Definition
1	Total population ('000)	The total population is estimated as the number of people having their usual residence in a country on 1 January of the respective year. When information on the usually resident population is not available, countries may report legal or registered residents.
2	Relative size of youth population (age group 15–24) (%)	This is the ratio of the youth population (aged 15–24) to the working-age population, usually aged 15–64 (or 15–74 or 15+).
3	GDP growth rate (%)	Annual percentage growth rate of GDP at market prices based on constant local currency. Aggregates are based on constant 2010 U.S. dollars. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.
4	Gross value added by sector (%)	<p>The share of value added from Agriculture, Industry and Services.</p> <p>Agriculture corresponds to ISIC divisions 1–5 and includes forestry, hunting, and fishing, as well as cultivation of crops and livestock production. Value added is the net output of a sector after adding up all outputs and subtracting intermediate inputs. It is calculated without making deductions for depreciation of fabricated assets or depletion and degradation of natural resources. The origin of value added is determined by the International Standard Industrial Classification (ISIC), revision 3 or 4.</p> <p>Industry corresponds to the International Standard Industrial Classification (ISIC) tabulation categories C-F (revision 3) or tabulation categories B-F (revision 4), and includes mining and quarrying (including oil production), manufacturing, construction, and public utilities (electricity, gas, and water).</p> <p>Services correspond to ISIC divisions 50-99 and they include value added in wholesale and retail trade (including hotels and restaurants), transport, and government, financial, professional, and personal services such as education, health care, and real estate services. Also included are imputed bank service charges, import duties, and any statistical discrepancies noted by national compilers as well as discrepancies arising from rescaling.</p>
5	Public expenditure on education (as % of GDP)	<p>Public expenditure on education expressed as a percentage of GDP.</p> <p>Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.</p> <p>Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.</p>
6	Public expenditure on education (as % of total public expenditure)	<p>Public expenditure on education expressed as a percentage of total public expenditure.</p> <p>Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.</p>



	Description	Definition
7	Adult literacy (%)	Adult literacy is the percentage of the population aged 15 years and over who can both read and write a short simple statement on his/her everyday life, and understand it. Generally, 'literacy' also encompasses 'numeracy' – the ability to make simple arithmetic calculations.
8	Educational attainment of total population (aged 15+) (%)	Educational attainment refers to the highest educational level achieved by individuals expressed as a percentage of all persons in that age group. This is usually measured in terms of the highest educational programme successfully completed, which is typically certified by a recognised qualification. Recognised intermediate qualifications are classified at a lower level than the programme itself.
9	Early leavers from education and training (aged 18-24) (%)	Early leavers from education and training are defined as the percentage of the population aged 18–24 with at most lower secondary education who were not in further education or training during the four weeks preceding the survey. Lower secondary education refers to ISCED 1997 levels 0–2 and 3C short (i.e. programmes lasting under two years) for data up to 2013 and to ISCED 2011 levels 0–2 for data from 2014 onwards.
10	NET enrolment rates in secondary education (ISCED level 2-3) (%)	This indicator covers the enrolments in a in a given level of education of children/youths belonging to the official age group corresponding to the given level of education.
11	Share of VET students in upper secondary education (ISCED level 3) (%)	Total number of students enrolled in vocational programmes at a given level of education (in this case, upper secondary), expressed as a percentage of the total number of students enrolled in all programmes (vocational and general) at that level.
12	Low achievement in reading, maths and science – PISA (%)	Low achievers are the 15-year-olds who are failing to reach level 2 on the PISA scale for reading, mathematics and science.
13	Activity rate (aged 15+) (%)	The activity rate is calculated by dividing the active population by the population of the same age group. The active population (also called 'labour force') is defined as the sum of employed and unemployed people. The inactive population consists of all people who are classified as neither employed nor unemployed.
14	Inactivity rate (aged 15+) (%)	The inactivity/out of the labour force rate is calculated by dividing the inactive population by the population of the same age group. The inactive population consists of all people who are classified as neither employed nor unemployed.
15	Employment rate (aged 15+) (%)	The employment rate is calculated by dividing the number of employed people by the population of the same age group. Employed people are all people who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated.
16	Employment rate by educational attainment (aged 15+) (%)	The employment rate is calculated by dividing the number of employed persons by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated. Educational levels refer to the highest educational level successfully completed. Three levels are considered: Low (ISCED level 0–2), Medium (ISCED level 3–4) and High (ISCED 1997 level 5–6, and ISCED 2011 level 5–8).
17	Employment by sector (%)	This indicator provides information on the relative importance of different economic activities with regard to employment. Data are presented by broad branches of economic activity (i.e. Agriculture/Industry/Services) based on the International Standard Industrial Classification of All Economic Activities (ISIC). In Europe, the NACE classification is consistent with ISIC.

	Description	Definition
18	Incidence of self-employment (%)	The incidence of self-employment is expressed by the self-employed (i.e. employers + own-account workers + contributing family workers) as a proportion of the total employed.
19	Incidence of vulnerable employment (%)	The incidence of vulnerable employment is expressed by the own-account workers and contributing family workers as a proportion of the total employed.
20	Unemployment rate (aged 16-59) (%)	The unemployment rate represents unemployed people as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed people comprise those aged 15–64, 16-59 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work, i.e. had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months).
21	Unemployment rate by educational attainment (aged 16-59) (%)	The unemployment rate represents unemployed people as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed people comprise those aged 15–64, 16-59 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work (had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months)). Educational levels refer to the highest educational level successfully completed. Three levels are considered: low (ISCED level 0–2), medium (ISCED level 3–4) and high (ISCED 1997 level 5–6, and ISCED 2011 level 5–8).
22	Unemployment rate (aged 16-24) (%)	The unemployment rate represents unemployed people as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed people comprise those aged 16–24 who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work, i.e. had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months).
23	Proportion of people aged 15–24 not in employment, education or training (NEETs)	The indicator provides information on young people aged 15–24 who meet the following two conditions: first, they are not employed (i.e. unemployed or inactive according to the ILO definition); and second, they have not received any education or training in the four weeks preceding the survey. Data are expressed as a percentage of the total population of the same age group and gender, excluding the respondents who have not answered the question on participation in education and training.
24	Participation in training/lifelong learning (% aged 15+)	Participants in lifelong learning refers to persons aged 25–64 who stated that they received education or training in the four weeks preceding the survey (numerator). The denominator is the total population of the same age group, excluding those who did not answer the question on participation in education and training. The information collected relates to all education or training, whether or not it is relevant to the respondent's current or possible future job. If a different reference period is used, this should be indicated.
25	Human Development Index	The index is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and have a decent standard of living.

## Main donor projects in education, training and employment

In addition to these national programmes, the European Union (EU) has supported Algeria's efforts to promote employment. EU-funded programmes, such as the Adequation-Formation-Employment-Qualification (AFEQ) programme, which ended in September 2021, the Support Programme for the Higher Education and Scientific Research Sector Policy (PAPS/ESRS) and the Support Programme for Industrial Diversification and Business Climate (PADICA) aimed to (i) foster partnerships between the public and private sectors, to mitigate the problems of skills mismatch; (ii) support the local socio-economic development of north-west Algeria; (iii) address the labour needs of local economic sectors; (iv) promote institutional capacity building; (v) support the actions of the Algerian government as part of its youth policy, as well as the efforts of civil society; and (vi) create exchange networks between Algerian and European academic institutions to enable a dynamic regional partnership.

Funded by the European Commission, the ILO SOLIFEM project aims to support the transition from the informal economy to the formal economy through tripartite social dialogue and by strengthening national systems for training and recognition of skills.

In addition, the French Cooperation Agency, the World Bank, the African Development Bank, the German International Cooperation Society (Deutsche Gesellschaft für Internationale Zusammenarbeit, GIZ) and other international actors also support reforms in the areas of employment, higher education and training. Furthermore, bilateral cooperation on VET has been established with South Korea, China, the United Kingdom, the Netherlands and Mauritania (Activity Report of the Government, May 2021).

## LIST OF ABBREVIATIONS

ADS	Social Development Agency
AFEZ	Self-employment support programme
ANDI	National Investment Development Agency
ANDPME	National SME Development Agency
ANEM	National employment agency
ANGEM	National Agency for Managing Microcredit
ANSEJ	National Youth Employment Support Agency
BAC	Baccalauréat
BAD	African Development Bank
BEM	Intermediate Education Qualification
CFI	Employment contracts
CID	Integration contract for graduates
CIP	Professional integration contract
CITI	International Standard Industrial Classification of all branches of economic activity
CNAC	National Unemployment Insurance Office
CTA	Employment contracts
DAIP	Support system for professional integration
EFP	Education and Vocational Training
EFPC	Continuing education and vocational training
FNAC	National Development Fund for Apprenticeships and Continuing Vocational Training
FT	On-the-job training
GDP	Gross domestic product

MSN	Ministry of National Solidarity
MTESS	Ministry of Labour, Employment and Social Security
NEET	Not in employment, education, or training
ONDEFOC	National Office for the Development and Promotion of Continuing Education
ONEFD	National Office for Distance Education and Training
PAMT	Labour market policy
PISA	International programme for the monitoring of students' achievements
SMES	Small and Medium-sized enterprises

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