# TORINO PROCESS SYSTEM MONITORING REPORT: ALGERIA (2023)

# TABLE OF CONTENTS

# ACKNOWLEDGEMENTS

# KEY TAKEAWAYS

- **Scope of system performance monitoring:** The Torino Process monitoring covers three major areas of commitment to lifelong learners: access to learning (Area A), quality of learning (Area B), and system organisation (Area C). These areas are divided into eight monitoring dimensions: access and participation in Area A; quality, relevance, excellence, and innovation in Area B; and system management/administration and resources in Area C.

- **Access and attractiveness:** VET in Algeria stands out for its effective and accessible CVET programmes and flexible learning pathways, supporting smooth transitions across educational and vocational tracks. This system is particularly appealing to young Algerians, indicative of a favourable perception for educational and career aspirations. While IVET attracts significant interest, there is a noted gap in access to broader lifelong learning opportunities for adults beyond VET. The VET environment fosters upward educational mobility and is reported as being adaptable to the diverse learner needs of various demographics, i.e., young and adult female learners, disadvantaged groups and long-term unemployed individuals, and first-generation migrants.

- **Quality and relevance:** In Algeria, national authorities report of strong links between learning and the workforce which support the practical relevance of IVET and CVET programmes, for instance through a variety of work-based learning solutions. Adults are somewhat more likely to possess key skills and competences than young graduates from VET, although system performance in support of learner employability is reported to be relatively high. The monitoring results also suggest that in VET there is a strong focus on digital transition and a somewhat weaker emphasis on themes pertaining to the green transition. Nevertheless, VET in Algeria is responsive to current labour market demands and it is adaptable to the evolving economic landscape in the country.

- **Excellence and innovation:** VET providers and decision-makers in Algeria are strongly committed to the highest quality practices in pedagogy and professional development, aiming to enhance skills and positively impact learner outcomes. The monitoring results also suggest a firm dedication to promoting social inclusion and equity at the highest standards, particularly for learners needing extra support. However, achieving this level of excellence in programme content and implementation is challenging, highlighting the need for better alignment with workplace demands and integrating sustainability and high teaching standards. Regarding innovation, the VET system actively creates new learning opportunities and adapts to labour market needs, showing effective use of innovative practices. Yet, there is a somewhat lower receptiveness to innovation that enhances learning outcomes, suggesting an area for further growth and development.

- **System management and organisation:** System performance regarding management and organisation of the VET system varies across different monitoring domains. Quality assurance is an area of relative strength due to the presence of detailed, robust mechanisms to track the quality of education and training. However, translating this strength into transparent, accessible performance information for stakeholders remains an area in need of attention. The professional capacity of staff in leadership positions in VET is reported as being high, which may be indicative of a significant level of development and empowerment of school leaders in Algeria. Furthermore, the monitoring data suggest the presence of comprehensive governance arrangements in support of broad involvement of VET stakeholders in decision-making processes.

- **Quality and reliability of monitoring evidence:** In the group of countries covered by the Torino Process monitoring in 2023, Algeria ranks in the lowest quartile in terms of the international comparability of its monitoring results. Additionally, the reporting about performance is at significant risk of bias as only about a third of the monitoring results for 2023 are based on evidence which is quantitative and aligned with international standards. Algeria also tends to self-assess the performance of its VET and lifelong learning systems considerably more positively than other countries in this round of Torino Process monitoring, on average.

# 1. INTRODUCTION

## 1.1 Focus and scope of monitoring

This report summarises the results of monitoring VET system performance in Algeria, initiated in the context of the Torino Process in 2022 and completed in 2023.[1] "Performance" describes the extent to which the VET system delivers against a targeted selection of national and international obligations (commitments) to learners and other stakeholders in support of learning through life (lifelong learning - LLL). "VET system"[2] refers to the network of institutions, people, policies, practices, resources, and methodologies in a country and the way in which they are organised to provide individuals of any age with the practical skills, knowledge, and competencies needed for specific occupations, trades, or professions.

It is important to note that the Torino Process monitoring of Algeria covers IVET and CVET provision under the Ministry of Vocational Training and Education (Ministère de la Formation et de l'Eseignement Professionnels, MFEP). While this encompasses most of VET in the country, there are also VET programmes offered by other ministries and agencies, including those in health, agriculture, the Ministry of National Solidarity, the Family and the Status of Women, among others. These programmes are not included in the current assessment of system performance.

The focus of monitoring is on the contribution of initial and continuing VET (IVET and CVET) to the learning activities of youth and adults in any learning setting (formal and non-formal), undertaken to improve their knowledge, skills, competences, and qualifications for personal, social and/or professional reasons. The purpose of the Torino Process monitoring exercise is to provide decision-makers, practitioners, and stakeholders with a reliable basis for informed decisions about policy improvement, resource allocation, strategy design, and follow-up analysis in support of lifelong learning.

The monitoring framework which underpins this report covers three major areas of commitment to lifelong learners: access to learning (Area A), quality of learning (Area B), and system organisation (Area C). These areas are divided into eight monitoring dimensions: access and participation in Area A; quality, relevance, excellence, and innovation in Area B; and system management/administration and resources in Area C. Within these areas and their dimensions, the Torino Process tracks a total of 30 system deliverables (outcomes)[3] - the extent to which they are being delivered and how equitably they are distributed to thirteen groups of learners according to age, gender, socio-economic background, labour market and migration status, and typical learning setting.

The monitoring provides information in the form of a system performance index (SPI) for each of these outcomes and learner groups they serve, to a total of 82 indices per country.[4] The SPIs can range from 0 to 100, where 100 indicates maximum or best performance. The indices describe VET system performance in formal and non-formal learning settings for youth and adults, females and males, disadvantaged learners, long-term unemployed jobseekers, economically inactive populations, and first-generation migrants.

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[1] The Torino Process is a multiannual review of vocational education and training (VET) in countries in East and South-East Europe (including Turkey), Central Asia, and the South and East Mediterranean region, which the ETF is carrying out in partnership with countries in these regions on a regular basis since 2010. For more information see https://www.etf.europa.eu/en/what-we-do/torino-process-policy-analysis-and-progress-monitoring

[2] This report may use "VET", "VET system", and "system" interchangeably.

[3] Further in the report "outcomes" and "deliverables" are used interchangeably.

[4] In rare cases where evidence is missing, the number of SPIs for a country can be lower.
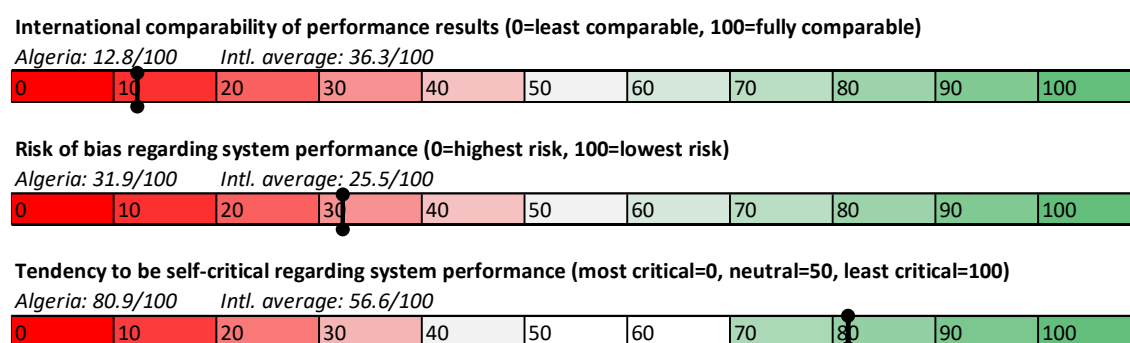
This report showcases a selection of key monitoring results based on those indices, as follows: overall performance by broad monitoring dimension (Section 2.1), performance by specific area and system deliverable (Section 2.2 and subsections), and performance in support of specific groups of learners (Section 2.3). The report also provides an international average score[5] for these results for reference purposes, and, where relevant, it showcases disaggregated data used to calculate the system performance indices and information provided by national authorities through the monitoring questionnaire. Links to the full dataset for Algeria, the questionnaire, the Torino Process monitoring framework, and methodology can be found in the third and final section of this document.

## 1.2 Comparability and reliability of monitoring data

The evidence for this monitoring report was collected and analysed in several steps from September 2022 until June 2023. After an initial round of collecting internationally comparable indicators for each of the system outcomes and learner groups covered by the monitoring framework, the ETF compiled a supplementary questionnaire for national authorities and stakeholders in Algeria to gather information about outcomes and groups of learners for which such indicators were missing. The responses to the questionnaire were quantified and integrated with the rest of the monitoring data into a repository of mixed evidence, which was then used to calculate the system performance indices presented in this report.

In addition to messages about system performance, the monitoring delivers information also about the international comparability of results of each country, the extent to which these results may be susceptible to bias, and how self-critical a country is when it reports about its policy and system performance for external monitoring purposes. This is possible because the monitoring methodology foresees keeping accurate records about the availability, origin and type of evidence used to calculate the 82 performance indices and corresponding results for each country, including Algeria.

### FIGURE 1. COMPARABILITY AND CONSISTENCY OF MONITORING RESULTS: ALGERIA (2023)

**International comparability of performance results (0=least comparable, 100=fully comparable)**
*Algeria: 12.8/100      Intl. average: 36.3/100*

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|----|----|----|----|----|----|----|----|----|-----|

**Risk of bias regarding system performance (0=highest risk, 100=lowest risk)**
*Algeria: 31.9/100      Intl. average: 25.5/100*

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|----|----|----|----|----|----|----|----|----|-----|

**Tendency to be self-critical regarding system performance (most critical=0, neutral=50, least critical=100)**
*Algeria: 80.9/100      Intl. average: 56.6/100*

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
|---|----|----|----|----|----|----|----|----|----|-----|

In the group of countries covered by the Torino Process monitoring in 2023, Algeria ranks in the lowest quartile in terms of the international comparability of its monitoring results (first horizontal scale in Figure 1). Less than a third of all countries in the Torino Process sample demonstrate a similar level of comparability. This finding reflects the extent to which the monitoring results of the country are based on internationally comparable evidence. The result does not necessarily imply that Algeria does not

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[5] "International average" refers to the average for countries participating in the Torino Process. At the time of preparation of this monitoring report, the evidence collection for some countries was still ongoing. As additional countries complete the monitoring exercise, the international averages shown in this report may change.

have national level data, but it does suggest a significant shortage of internationally comparable information on the performance of its VET and lifelong learning systems.

Additionally, the monitoring results of Algeria are at significant risk of bias (second horizontal scale in Figure 1), as only about 32% of the monitoring results for 2023 are based on quantitative evidence. Judging by the responses provided in the supplementary monitoring questionnaire, Algeria also tends to self-assess the performance of its VET and lifelong learning systems much more positively than other countries in this round of Torino Process monitoring, on average (third horizontal scale in Figure 1).

# 2. MONITORING RESULTS: ALGERIA

## 2.1 Policy and system performance in 2023: overall results

The Torino Process monitoring draws on multiple, often disparate, information sources and data. To facilitate a quick, efficient, and focused communication of key messages despite the diversity of information collected, the reporting of monitoring results aggregates the evidence in ways which facilitate a quick overview of system performance without sacrificing too much detail.

The eight monitoring dimensions mentioned in the previous section are the top layer of reporting in this respect.[6] They capture VET system performance in various domains, the selection of which is aligned with national and international country commitments and reform and development priorities concerning learning. These eight dimensions are described in Table 1.

The monitoring results for Algeria depict a VET system that is generally aligned with the performance of other countries in the Torino Process sample, on average, with particular strengths in promoting successful participation in learning and graduation, quality and relevance of skills, and a solid degree of responsiveness to external needs and developments. There are also areas in which there is room for improvement, such as enhancing access to learning and further bolstering the steering and management of the system to increase quality and efficiency.

In more specific terms, the VET system in Algeria appears more accessible and attractive for both youth and adults than VET in other countries on average (Dimension A.1, SPI of 58). Once enrolled in a VET programme, learners are also more likely to progress and graduate successfully and have the capability to navigate through, and switch between, different programmes (Dimension A.2, SPI of 80).

Learners can also expect education and training of quality and relevance that surpasses that offered by other countries on average, enabling them to acquire basic skills and key competences that are pertinent to employment, along with adequate career guidance (Dimension B.1, SPI of 79). The presence of system-wide policies and measures promoting high-quality practices in teaching and training, content design, and governance, further enhance the overall learning experience (Dimension B.2, SPI of 76).

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[6] The monitoring report for Algeria does not contain data for Dimension C.2 (Resourcing) as data for this dimension was not available at the time of preparation of the report.

## TABLE 1. DIMENSIONS OF POLICY AND SYSTEM PERFORMANCE MONITORING THROUGH THE TORINO PROCESS

| No. | Dimension | Description |
|---|---|---|
| A.1 | Access to learning | This dimension captures the degree to which initial VET (IVET), continuing VET (CVET), and other adult learning opportunities to which VET could contribute, are accessible and attractive for learners irrespective of who they are and why they wish to engage in learning. |
| A.2 | Participation in learning | This dimension captures the likelihood of VET learners to survive and thrive in the education and training system by looking at its vertical and horizontal permeability, that is whether learners can switch between general and vocational pathways and between formal and non-formal learning, as well as whether they complete their learning. |
| B.1 | Quality and relevance | This dimension captures the extent to which learners in IVET and CVET are provided with basic skills and key competences, whether their learning has exposure to, and is relevant for, employment, and also whether they are provided with adequate career guidance. |
| B.2 | Excellence | This dimension captures the presence of system-wide policies and measures to promote highest quality practices and results in teaching and training, content design and provision, governance and VET provider management, and equity and social inclusion. |
| B.3 | Innovation | This dimension captures the presence of innovative practices and priorities on system level in the areas of access to learning, support for successful completion of learning, and quality of learning and training outcomes. |
| B.4 | VET system responsiveness | This dimension captures the extent to which curricula for youth and adults consider themes of significance for sustainability, climate change awareness, and digitalisation, as well as whether the IVET and CVET systems are responsive to labour market needs, demographic changes, and socio-economic developments. |
| C.1 | Steering and management | This dimension captures the availability of evidence for informed decision-making, the degree to which governance of VET is participatory, the presence and transparency of quality assurance arrangements, the quality and capacity of staff in leadership positions, and the degree of internationalisation of IVET and CVET. |
| C.2 | Resourcing | This dimension captures the adequacy and efficiency of human and financial resources in IVET and CVET, and the extent to which the material base for learning and training is adequate, that is – conducive to effective teaching, training, and learning. |

The monitoring data suggest that the VET system prioritises innovative practices at the system level, particularly in the areas of support for successful completion of learning and quality of learning and training outcomes, although the SPI of 71 indicates this is around the international average (Dimension B.3). The curriculum is responsive to forward-looking themes such as sustainability, climate change awareness, and digitalisation, and aligns to a considerable degree with developments in the labour market (Dimension B.4, SPI of 80).

Like in many other countries, the evidence further shows that steering and management of VET is an area of mid-range performance, with room for improvement in areas concerning informed decision-making, participatory governance, and quality assurance (Dimension C.1, SPI of 57).

## FIGURE 2. INDEX OF SYSTEM PERFORMANCE BY MONITORING DIMENSION, ALGERIA AND INTERNATIONAL AVERAGE (2023)
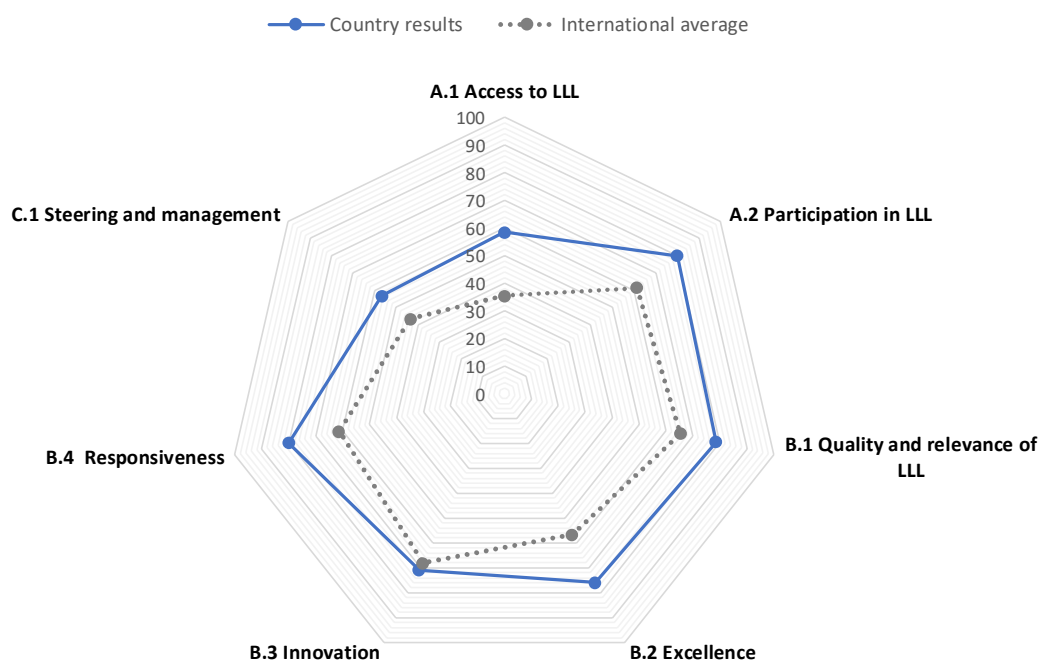


*Theoretical[7] index range: min/low performance=0, max/high performance=100*

Source: Torino Process monitoring database

## 2.2 Policy and system performance in specific areas of monitoring and against specific outcomes

VET performance in Algeria in the eight monitoring dimensions presented above is driven by 30 policy and system outcomes. It is through these outcomes that the IVET and CVET subsystems work to meet the needs and expectations of stakeholders, particularly of youth and adult learners. This section of the monitoring report presents findings about system performance on the level of these deliverables. To facilitate reading and the navigation of content, the section groups the presentation of the 30 outcomes by the three major areas of commitment to learners, which were introduced in the first section of this report: access to learning (Area A), quality of learning (Area B), and system organisation (Area C). Reporting in Area B, the largest by the number of outcomes, is divided into B (1) and B (2).

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[7] The Torino Process makes a distinction between theoretical (full) index range and index range used for reporting purposes. For reporting purposes, rare instances of extreme values on the low end (SPI < 10) and on the high end (SPI>90) of the index scale are truncated at the upper (10) and lower (90) decile end. This means that the reporting does not discriminate SPI values below 10 and above 90. The international average, on the other hand, is calculated using the full range of the index.

## 2.2.1 Area A. Opportunities for lifelong learning: access and participation

In Area A (Access and participation in opportunities for LLL), the Torino Process tracks the first two monitoring dimensions presented in Section 2.1 – access/attractiveness and participation, with six system outcomes (Table 2).

These outcomes include access to IVET, CVET, and other opportunities for lifelong learning, the vertical and horizontal permeability of the VET system, as well as the prospects of learners in IVET and CVET to graduate and - where relevant – progress to subsequent levels of education and training. The outcomes included under Area A are defined as follows:

### TABLE 2. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA A: ACCESS AND PARTICIPATION

| Code | Deliverable (outcome) | Description |
|---|---|---|
| A.1.1 | Access and attractiveness: initial VET | This outcome captures the degree to which initial VET is an attractive educational choice in comparison with other learning alternatives, and whether that choice is accessible to various target groups of learners. |
| A.1.2 | Access and attractiveness: continuing VET | This outcome captures the degree to which continuing VET is an attractive choice in comparison with other skills development alternatives, as well as whether that choice is accessible to various target groups |
| A.1.3 | Access to other opportunities for LLL | This outcome captures access to other opportunities for lifelong learning not covered by outcomes A.1.1 and A.1.2 and VET, such as active labour market policies (ALMPs) |
| A.2.1 | Flexible pathways: vertical permeability | This outcome strives to capture the vertical permeability of the education and training system vis-à-vis initial and continuing VET, understood as possibility for transition between consecutive tracks of education and training (general and vocational). |
| A.2.2 | Flexible pathways: horizontal permeability | This outcome strives to capture the horizontal permeability of the education and training system vis-à-vis initial and continuing VET, understood as the possibility for transition between parallel tracks of education and training (general and vocational), and between formal and non-formal learning settings |
| A.2.3 | Progression and graduation of learners | This outcome refers to the degree of success (graduation, progression) of learners in VET, for instance in comparison with other education and training alternatives |

According to information provided by national authorities, the VET system in Algeria is effective in meeting the educational and vocational needs of its population, with adaptable, diverse training methods, and alignment with socio-economic needs. Certainly, there are also areas requiring further development.

The VET system provides widespread accessibility to continuing VET and exhibits relative flexibility in horizontal learning pathways, facilitating transitions between different educational and vocational tracks. The accessibility of initial VET programmes is increasing, as evidenced in the rise from 512 355 learners in 2011 to 617 648 in 2021 according to national data. This growth, particularly in apprenticeship learning, underscores the appeal of VET as a viable pathway for young Algerians (Outcome A.1.1, SPI of 75).

Continuing VET (CVET) also enjoys a strong reputation among adult learners in the country, setting it apart from many other countries where CVET may not be as embraced or available (Outcome A.1.2, SPI of 90). According to official information, the diversification of training methods, including face-to-face, apprenticeship, and distance learning, contributes to this success.

Despite these strengths, the availability and appeal of broader lifelong learning opportunities for adult learners beyond VET are less pronounced. Engagement with other forms of lifelong learning, such as those offered through active labour market policies (ALMPs), is notably lower (Outcome A.1.3), highlighting an area needing attention.

The VET environment in Algeria is considered highly effective in terms of vertical permeability, as reflected in an SPI score of 75 for Outcome A.2.1. However, this score may not represent what it typically would in other country contexts as it is based on a rather different assumption that the primary objective of VET is to streamline graduates towards immediate employment rather than educational advancement to higher levels.

FIGURE 3. PROMOTING ACCESS AND PARTICIPATION IN OPPORTUNITIES FOR LLL - INDEX OF SYSTEM PERFORMANCE, ALGERIA AND INTERNATIONAL AVERAGE (2023)
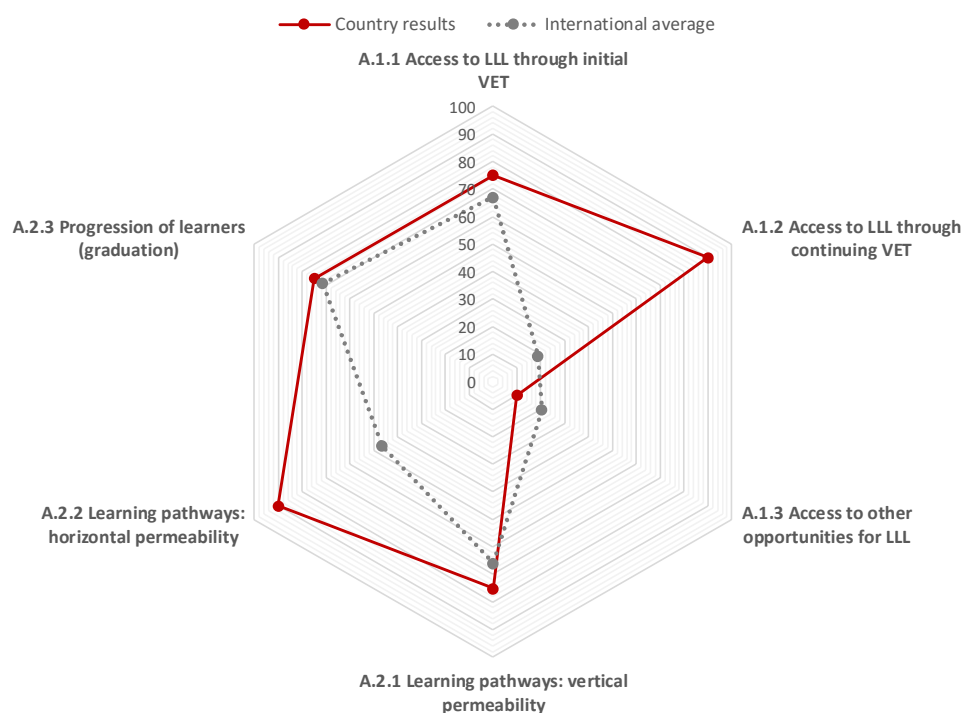


*Theoretical index range: min/low performance=0, max/high performance=100*

Source: Torino Process monitoring database

This contrasts with the more common interpretation of vertical permeability, where higher scores would typically indicate easier transition to further education. In this sense, the relatively high SPI score in this domain is indicative of the intended alignment of the VET system with local and national socio-economic realities, particularly in sectors like traditional crafts, construction, public works, and mechanical construction. In other words, the SPI score for vertical permeability in Algeria should not be interpreted as it would be for countries where VET may also serve as a stepping stone to higher levels of education.

The continuous updates of VET programmes in collaboration with economic and social partners, the introduction of new training pathways in emerging sectors, and the promotion of centres of excellence further enhance the effectiveness of the system, as reported by national authorities. The provision of scholarships and pre-employment grants to young trainees and apprentices for all training courses reflects a tangible commitment to supporting learners.

## 2.2.2 Area B (1). Lifelong learning outcomes: quality and relevance

In the first part of Area B (Quality and relevance of LLL outcomes), the Torino Process follows another two of the dimensions presented in Section 2.1, namely quality/relevance and responsiveness of VET, with a total of eight policy and system outcomes.

These outcomes cover the quality of learning of youth and adults in VET in terms of key skills and competences, the exposure of learners in VET to the world of work, the employability of graduates from IVET and CVET, the availability of career guidance for them, as well as the relevance of learning and training content in VET. Under relevance, the monitoring records the responsiveness of the VET programme offering to demographic, labour market, and socio-economic developments, as well as the inclusion in VET curricula of themes pertaining to the green and digital transition. The outcomes included under Area B (1) are defined in Table 3.

### TABLE 3. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA B (1): QUALITY AND RELEVANCE

| Code | Deliverable (outcome) | Description |
|---|---|---|
| B.1.1 | Key competences for LLL, quality of learning outcomes | This outcome captures the extent to which the education and training system succeeds in the provision of basic skills and key competences for learners in formal education (including IVET), as defined in regular international surveys and international assessments |
| B.1.2 | Adult skills and competences | This outcome captures the extent to which adults in working age dispose of basic skills and key competences, as captured by regular international surveys. |
| B.1.3 | Links between learning and the world of work | This outcome reflects the pragmatic relevance of IVET and CVET programmes through the lens of participation in work-based learning (WBL) and the share of programmes with outcomes/objectives that include a WBL component |
| B.1.4 | Employability of learners | This outcome refers to the labour market relevance of opportunities for LLL as captured through evidence of labour market outcomes of graduates from IVET, CVET, and other forms of LLL with a VET component |
| B.1.5 | Opportunities for career guidance | This outcome strives to capture the timely availability of up-to-date information about professions and education programmes, which information allows prospective and current students in VET to take informed decisions concerning their education and employment paths |
| B.4.1 | Relevance of learning content: green transition | This outcome captures the extent to which curricula for youth and adults consider themes of significance for sustainability and climate change awareness, including "green skills" for sustainable economies |
| B.4.2 | Relevance of learning content: digital transition | This outcome tracks the extent to which curricula for youth and adults incorporate themes concerning digitalisation, and the extent to which learners are provided with basic digital skills as a result |
| B.4.3 | Responsiveness of programme offering | This outcome captures the degree and speed of responsiveness of initial and continuing VET systems to the needs of the labour market and to other changes concerning demography and socio-economic developments |

National authorities in Algeria report of practical relevance of IVET and CVET programmes, which is due to robust links between learning and the world of work, as suggested by the self-assessment results in this domain of monitoring (Outcome B.1.3, SPI of 75). This is further corroborated by administrative data, which highlights the presence of over 20,058 trainers who undergo comprehensive pedagogical training, enhancing the quality of VET programmes. Additionally, these trainers receive advanced training and refresher courses on new technologies and methods, contributing to the development of learners' skills and competencies.

The differentiation and regulation of different types of work-based learning in a real work environment have been initiated, creating flexibility for the business sector to engage with VET and explore new partnership modalities. This is exemplified by the emphasis on apprenticeships, with a 2023 target of 70% of training provision through this modality. The integration of vocational training into economic enterprises and service organisations is seen as an example of Algeria's commitment to

enhancing learner employability. Indeed, system performance in terms of employability of VET graduates in Algeria is reported as relatively high as well (Outcome B.1.4, SPI of 75), indicating that learners can expect good preparation for their employment opportunities post-graduation.

Adults, in particular, are reported to be well-equipped in terms of skills and competences, more so than young learners in VET, which may be a reflection of the effectiveness of CVET programmes (Outcome B.1.2). It is noteworthy that Algeria's VET system prioritises the mastery of basic skills such as mathematics, which is integrated into all vocational training programmes. This focus on foundational skills supports and consolidates the skills acquired by learners during their compulsory schooling and guides them to technical specialisations based on their mathematical and physical abilities.

## FIGURE 4. SUPPORTING QUALITY AND RELEVANCE OF LLL - INDEX OF SYSTEM PERFORMANCE, ALGERIA AND INTERNATIONAL AVERAGE (2023)
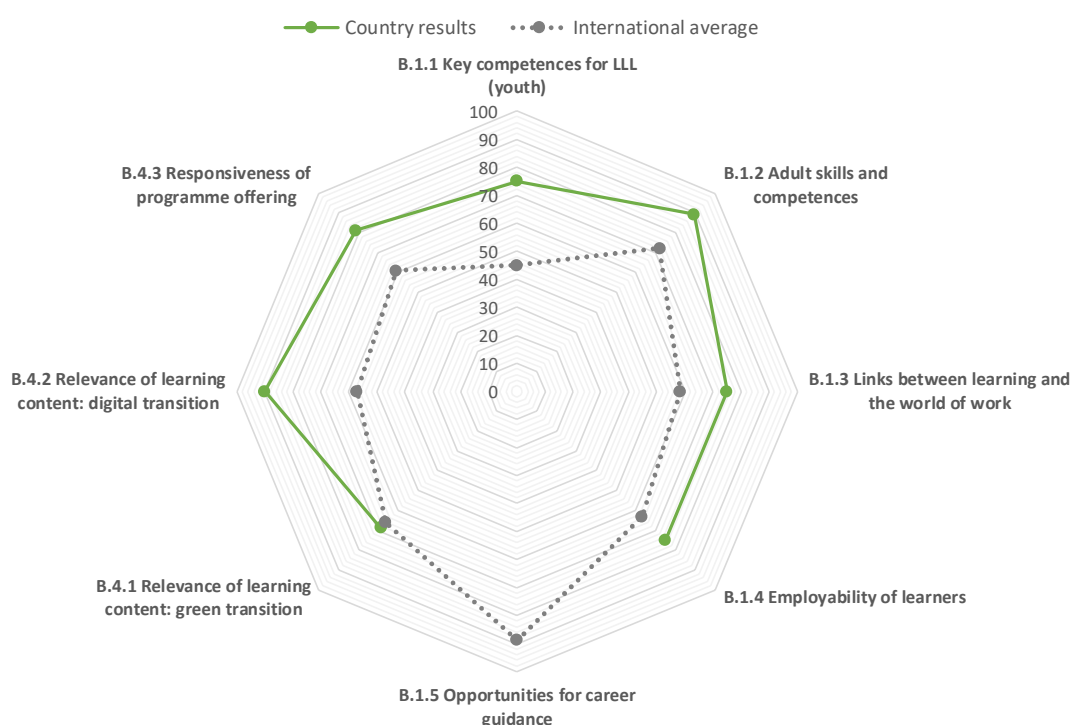


*Theoretical index range: min/low performance=0, max/high performance=100*

Source: Torino Process monitoring database

The Torino Process monitoring framework assesses the relevance of learning content not just in immediate terms but also from a long-term perspective. It scrutinizes the extent to which curricula integrate forward-thinking, emerging trends such as digital and green transitions. Concurrently, it evaluates how well curricula respond to more immediate needs, like those arising from the labour market.

In terms of curriculum relevance, Algeria has a somewhat weaker focus on the green transition (Outcome B.4.1, SPI of 69). However, it is making strides in this area with more than 500 specialisations structured in 23 vocational pathways, including nine related to renewable energy. The VET sector partners in implementing the energy transition in the country, offering a rich nomenclature of training courses and specialisations in renewable energy.

In contrast, the emphasis on digital transition (Outcome B.4.2, SPI of 90) is much stronger, reflecting an aspiration for a VET system highly attuned to the importance of digital skills. This is supported by the significant growth in digital specialisations and the integration of digital themes across all curricula. The responsiveness of VET to more imminent labour market needs is high (Outcome B.4.3, SPI of 81), indicating a VET system receptive to the evolving needs of the economy. Continuous updates of VET programmes of which authorities report, in collaboration with economic and social partners, and the introduction of new training pathways in emerging sectors, such as agreements with companies like FIAT for automotive training, underscore the priority attached to fostering the responsiveness of VET in Algeria to labour market needs.

## 2.2.3 Area B (2). Lifelong learning outcomes: excellence and innovation

In the second part of Area B (Excellence and innovation in support of lifelong learning), the Torino Process monitors two performance dimensions – excellence and innovation, which accommodate a total of eight system outcomes. These outcomes include excellence in pedagogy, learning content, governance, and inclusion into learning, as well as systemic innovation supporting access, participation, quality, and relevance of learning and training. The outcomes included under Area B (2) are defined in Table 4.[8]

### TABLE 4. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA B (2): EXCELLENCE AND INNOVATION

| Code | Deliverable (outcome) | Description |
|------|----------------------|-------------|
| B.2.1 | Excellence in pedagogy and professional development | This outcome captures the extent to which excellence in teaching and training is an acknowledged policy priority, as well as the extent to which its implementation is bearing fruit across the education and training system, including in the domain of professional development of teachers |
| B.2.2 | Excellence in programme content and implementation | This outcome captures the results of efforts to promote excellence in the content and implementation of VET programmes, with a specific focus on bringing them closer to the world of work (i.e. through work-based learning), on prioritising greening in curricula and teaching, as well as on promoting excellence in learning. |
| B.2.3 | Excellence in governance and provider management | This outcome captures the results of efforts to promote excellence in the domains of financing, leadership, and governance, as well as the extent to which these examples are systemic or not |
| B.2.4 | Excellence in social inclusion and equity | This outcome captures the results of efforts to promote excellence in the domain of equity and social inclusion in education and training, as well as the extent to which these examples are systemic or not |
| B.3.1 | Systemic innovation: access to opportunities for LLL | This outcome captures the presence of innovative practices and policy solutions in the domain of access to opportunities for lifelong learning. |
| B.3.2 | Systemic innovation: participation and graduation | This outcome captures the presence of innovative practices and policy solutions in the provision of support for participation in (and graduation from) opportunities for lifelong learning, and the extent to which they are systemic (or not) |
| B.3.3 | Systemic innovation: quality of learning and training outcomes | This outcome captures the presence of innovative practices and policy solutions for raising the quality of learning and training in terms of the knowledge, skills, and abilities acquired by learners |
| B.3.4 | Systemic innovation: relevance of learning and training | This outcome captures the presence of innovative practices and policy solutions for raising the labour market relevance of knowledge, skills, and abilities acquired by learners |

This report identifies excellence as the presence of system-wide policies and measures to promote high-quality practices and results in various domains of policy and system delivery. In the specific area of pedagogy and professional development (Outcome B.2.1), Algeria reports of strong system performance in promoting best practices (reported SPI of 90). This indicates a significant dedication to excellence through the development of skills and teaching methodologies that have a direct and positive impact on learner outcomes. National authorities highlight initiatives such as the creation of specialised

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[8] Outcome B.2.3 is not included in the reporting due to missing data.

clusters and partnerships with leading companies in various fields, enhancing the content and delivery of VET programmes.

The VET system also exhibits a firm commitment to excellence in support of social inclusion and equity (Outcome B.2.4, SPI of 75), which suggests that learners in need of support are a priority. This is evidenced by a range of initiatives. According to official information, these include the development of training programmes for people with physical disabilities, ensuring accessibility and prioritising the needs of vulnerable learners. The country's VET system also includes specialised training and apprenticeship centres, furthering the agenda of social inclusion.

FIGURE 5. EXCELLENCE AND INNOVATION FOR BETTER LLL - INDEX OF SYSTEM PERFORMANCE, ALGERIA AND INTERNATIONAL AVERAGE (2023)
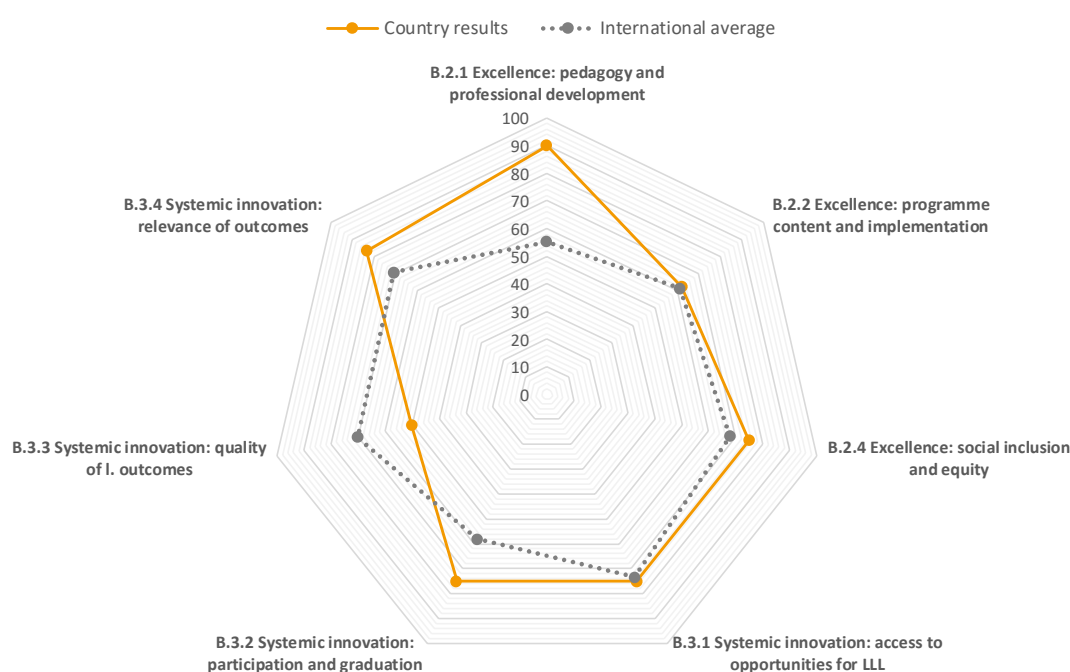


*Theoretical index range: min/low performance=0, max/high performance=100*

Source: Torino Process monitoring database

Other initiatives include the implementation of quality labels for traditional Algerian handicraft products and training programmes for project promoters in collaboration with the ANADE scheme. Additionally, the Directorate-General for Prison and Reintegration has been proactive in providing educational opportunities for inmates, a step towards more inclusive educational practices. In collaboration with the Ministry of Agriculture, Algeria's VET sector is actively involved in initiatives to improve rural livelihoods. This collaboration represents a comprehensive approach to vocational training, addressing the needs of diverse sectors and communities. Supporting these initiatives is Algeria's extensive social protection system.

System performance in the area of programme content and implementation (Outcome B.2.2) on the other hand, is not as high as in the other domains monitored under "excellence" (Outcome B.2.2, SPI

of 63). Although the results of Algeria regarding this outcome are on par with the above average performance of other countries, they also indicate that achieving exceptional quality is more challenging in some domains. National data indicates progress in this area through workplace prospecting initiatives by VET institutes and the creation of new training courses in line with emerging technologies. However, there is still a need for increased efforts to identify and promote best practices in aligning VET programmes with workplace demands, embedding sustainability into curricula, and maintaining high teaching standards.

Within the framework of the Torino Process, excellence and innovation are interpreted as distinct yet interrelated areas. Excellence is the pursuit of the highest quality practices and outcomes within mainstream VET policy and delivery, while innovation pertains to the adoption of pioneering practices and forward-looking policy solutions. In this respect, innovation is a measure of the VET system's adaptability and creative response to the evolving requirements of learners and labour markets.

National authorities describe VET as open to innovation in extending learning opportunities to youth and adults (Outcome B.3.1, SPI of 75) and to novel solutions in supporting the participation and graduation of learners, (Outcome B.3.2, SPI of 75). Conversely, receptiveness to innovation in support of better quality of learning outcomes is somewhat lower (Outcome B.3.3, SPI of 50).

This stands in contrast with the reported commitment to innovation in aligning VET with labour market demands (Outcome B.3.4, SPI of 83), which points to a VET system that strives to integrate innovative practices to prepare learners for the current job market. Examples include the development of ICT and telecommunications skills, as highlighted by partnerships with companies like Algérie Télécom and Huawei, and the establishment of pilot institutes, such as the one in the city of Bou Ismaïl, which demonstrate an innovative approach to integrating classroom teaching with apprenticeships and various learning methods.

Algeria's VET system incorporates a focus on automation and energy efficiency, collaborating with industry partners such as SCHNEIDER. This collaboration involves the introduction of new concepts and specialties, integrating socio-economic partners into the process. These efforts are part of a broader strategy to enhance VET delivery and content, addressing both current and future economic development requirements. Additionally, the VET sector has bilateral cooperation with Germany, leading to the creation of local telecentres, represents an innovative effort to extend training and information access to previously underserved groups.

### 2.2.4 Area C. System organisation

In Area C (System organisation), the monitoring framework accommodates the last two dimensions presented in Section 2.1 – steering/management and resourcing, in which the Torino Process tracks a total of eight system outcomes. These outcomes include the availability and use of data for informed decision-making, the involvement of stakeholders in VET policy, provider management, and resourcing, quality assurance and accountability, the internationalisation of VET providers, as well as the availability and use of human and financial resources in VET. The outcomes included under Area C are defined in Table 5.

In Algeria, the management and organisation of the VET system demonstrate strengths in several key areas. According to national authorities, one notable strength is in the domain of quality assurance (Outcome C.1.3, SPI of 75), where comprehensive mechanisms are in place to ensure the quality of education and training delivered to learners. This includes a joint assessment of acquired skills by apprenticeship supervisors and trainers, and the utilisation of pedagogical aids to support apprenticeship training.

## TABLE 5. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA C: SYSTEM ORGANISATION

| Code | Deliverable (outcome) | Description |
|------|----------------------|-------------|
| C.1.1 | Data availability and use | This outcome refers to the availability of administrative and big data as covered by Level 1 of the monitoring framework, participation in large scale international assessments, as well as technical capacity to generate/manage evidence to support monitoring and improvement |
| C.1.2 | Participatory governance | This outcome captures the degree of involvement of the private sector and other external stakeholders in consultations and decisions concerning opportunities for LLL through initial and continuing VET |
| C.1.3 | Public accountability and reliable quality assurance | This outcome tracks the extent to which reliable and trustworthy quality assurance (QA) mechanisms and accountability arrangements are in place which cover learners, teachers, and providers, as well as the extent to which the QA results are publicly available |
| C.1.4 | Professional capacity of staff in leadership positions | This outcome monitors the availability and professional capacity of qualified staff in leadership roles and in other key administrative roles on provider level |
| C.1.5 | Internationalisation | This outcome monitors the degree of internationalisation in IVET and CVET, such as internationalisation of QA arrangements, curricular content, qualifications (i.e. recognition of international credentials, awarding bodies being active beyond their country of origin, etc.) |
| C.2.1 | Adequate financial resource allocations and use | This outcome captures the adequacy of financial resources invested in IVET and CVET in terms of level of investment and allocation, as well as the degree of diversification of funding between public and private sources |
| C.2.2 | Adequate human resource allocation and use | This outcome captures the efficiency of human resource management in terms of availability of teachers and trainers, and the adequacy of their deployment and career management |
| C.2.3 | Adequate material base | This outcome captures the extent to which the material base for learning and training is adequate, including learning and training materials which are supportive of and promote effective teaching, training, and learning |

However, the translation of this strength into transparency and availability of information and data for stakeholders, particularly in the form of reports about the performance of providers and learners, is less evident. Like most countries in the Torino Process, Algeria faces challenges in this domain, suggesting a need for more accessible reporting mechanisms.

The professional capacity of staff in leadership positions within the VET system (Outcome C.1.4) is reported as commendable, with an SPI of 75. Like in other countries in the Torino Process, this result is based on a self-assessment score. Nevertheless, in Algeria it is significantly higher than the average for other countries, which suggests that national authorities are content with the level of development and empowerment of its school leaders – a stark contrast to perceptions in other countries, where the professional capacity of school leaders is seen as a domain in need of urgent attention. The National Institute for Vocational Training and Education in Algeria thereby plays a crucial role in training and developing the administrative, technical, and pedagogical bodies involved in vocational training and education.

The monitoring results also suggest that Algeria is rather confident in its approach to engaging stakeholders in the decision-making processes (Outcome C.1.2). The performance score in this domain of monitoring is higher than the international average, which implies that governance arrangements in VET in Algeria are more likely to be perceived as effective than VET governance in other countries in the Torino Process, on average. The role of the 'Tripartite' and the National Economic, Social and Environmental Council in the VET system exemplifies this engagement, involving representatives from various sectors in policy development and implementation.
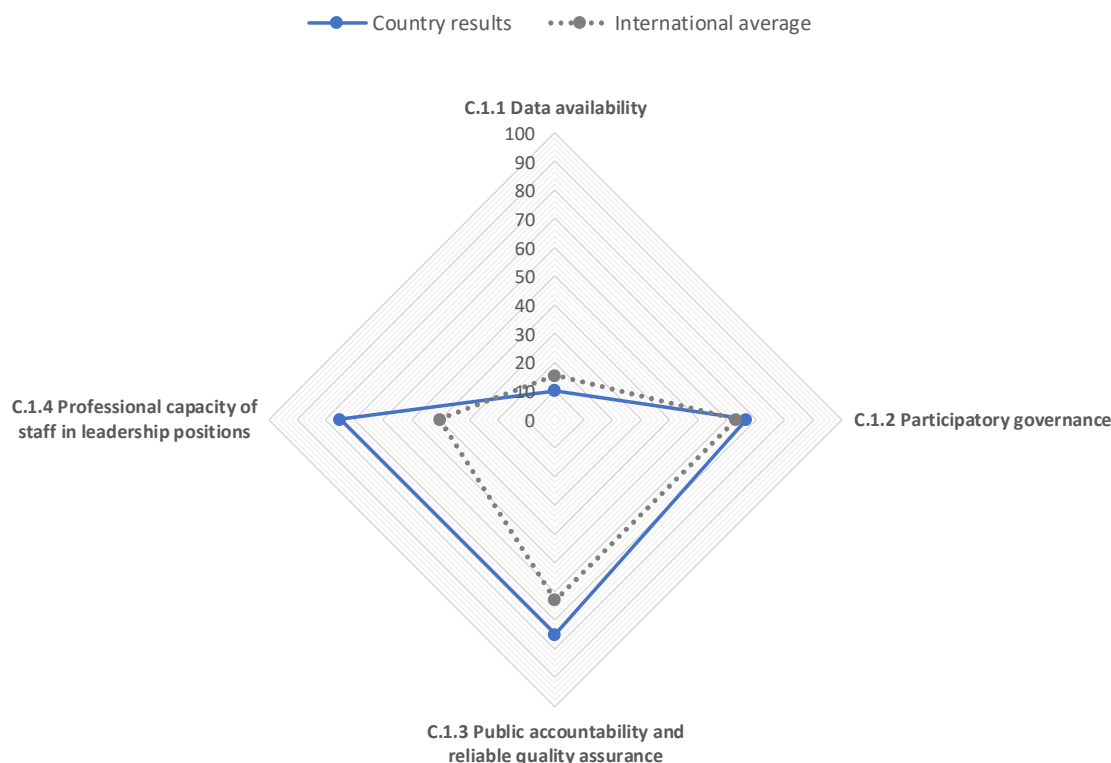
*Theoretical index range: min/low performance=0, max/high performance=100*

Source: Torino Process monitoring database

Additionally, the VET system's approach to student and trainer assessment, and the role of the inspection system in evaluating the educational, administrative, and financial performance of training establishments, contribute to the overall governance of the VET system. The presence of support and integration houses and the dissemination of reports on the activities of the Ministry of VET through its web portal further enhance the system's transparency and stakeholder engagement.

## 2.3 How did policies and systems benefit specific groups of learners?

In this round, the Torino Process monitoring looks not only into the deliverables of national VET policies and systems in general but also into the degree to which they address the needs and expectations of present and prospective lifelong learners. The monitoring framework traces how well and equitably system outcomes are distributed to these learners depending on their age and gender, and by features which can be influenced by policy, such as socio-economic disadvantage, labour market status, migration status and learning setting/pathway.

The next sections provide an overview of how the IVET and CVET subsystems in Algeria perform in a key selection of monitoring dimensions for the following key selection of learner groups: female

learners (Section 2.3.1), disadvantaged learners (Section 2.3.2), populations who are long term unemployed, economically inactive, and have a low level of educational attainment (Section 2.3.3), as well as by their country of origin (Section 2.3.4).

## 2.3.1 Female learners

This section describes findings about VET system performance regarding access, participation, quality and relevance, and innovation to the benefit of female youth and adult learners in VET in Algeria.

### FIGURE 7. SYSTEM PERFORMANCE IN SUPPORT OF FEMALE LEARNERS IN SELECTED MONITORING DIMENSIONS, ALGERIA (2023)
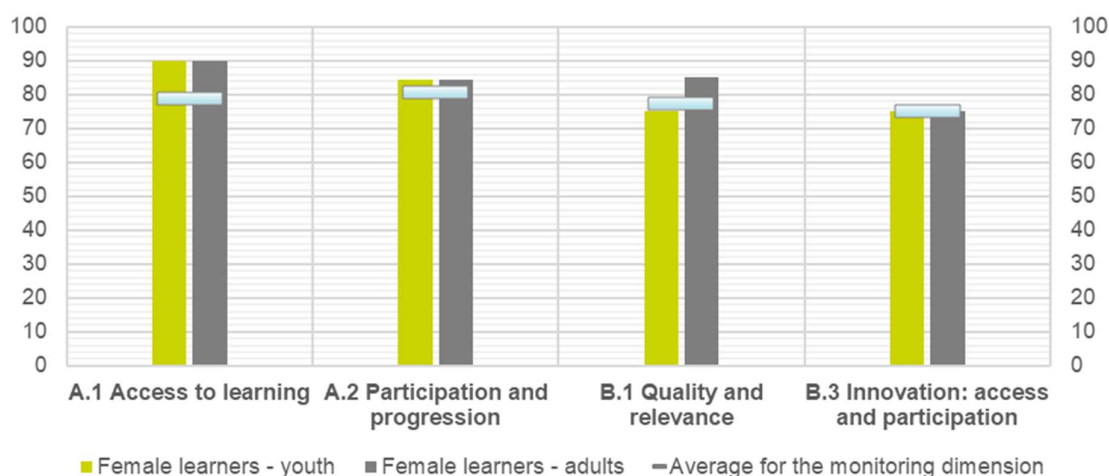


*Theoretical index range: min/low performance=0, max/high performance=100*

Source: Torino Process monitoring database

VET in Algeria is reported to be highly accessible and attractive to both young and adult female learners (Dimension A.1, SPI of 90 for both), indicating that the system is designed to be equitable for learners of all genders and ages. Female learners are also highly likely to progress and graduate from the programmes and courses they have enrolled in (Dimension A.2, SPI of 84 for both), demonstrating the effectiveness of VET in facilitating the advancement of learners irrespective of gender.

While gender has little influence on access to initial VET programmes, authorities report of an evolving trend in the attractiveness of different specialities for female learners. Historically, women have been directed towards certain specialities perceived as more suitable for them. However, in recent years, there has been a noticeable shift, with an increasing number of women showing interest in specialities traditionally dominated by males. Official information suggests that this change reflects a broader societal transformation and the impact of Algeria's commitment to gender equality and human rights conventions.

In the domain of CVET, gender considerations influence the orientation of women towards certain specialities, with a noted preference for fields like service management, textiles, hotel/restoration/tourism, ICT, administrative and management techniques, and crafts. However, national data suggest that the Algerian labour market is experiencing a revitalisation of the female workforce, with women increasingly taking up challenging and technical occupations.

Quality and relevance in delivering skills and competences to adult female learners are reported to be slightly higher than for youth in the VET system (Dimension B.1), although the system performance for both groups is high. This suggests an effective alignment of competencies with learner needs and employment opportunities across genders.

Innovation in the VET system is also evident in its approach to gender inclusivity. Despite good results in access and participation, the system is open to novel solutions and consistently seeks innovative policies and practices to support access and participation for all learner demographics, not just females (Dimension B.3).

## 2.3.2 Disadvantaged learners

This section describes how well the VET system caters for the needs of socioeconomically disadvantaged youth when it comes to access, participation, and quality/relevance of opportunities for lifelong learning through VET. The section also examines whether efforts to promote innovation in VET access and participation benefit this specific group of learners in Algeria.

### FIGURE 8. SYSTEM PERFORMANCE IN SUPPORT OF SOCIO-ECONOMICALLY DISADVANTAGED YOUTH IN SELECTED MONITORING DIMENSIONS, ALGERIA (2023)
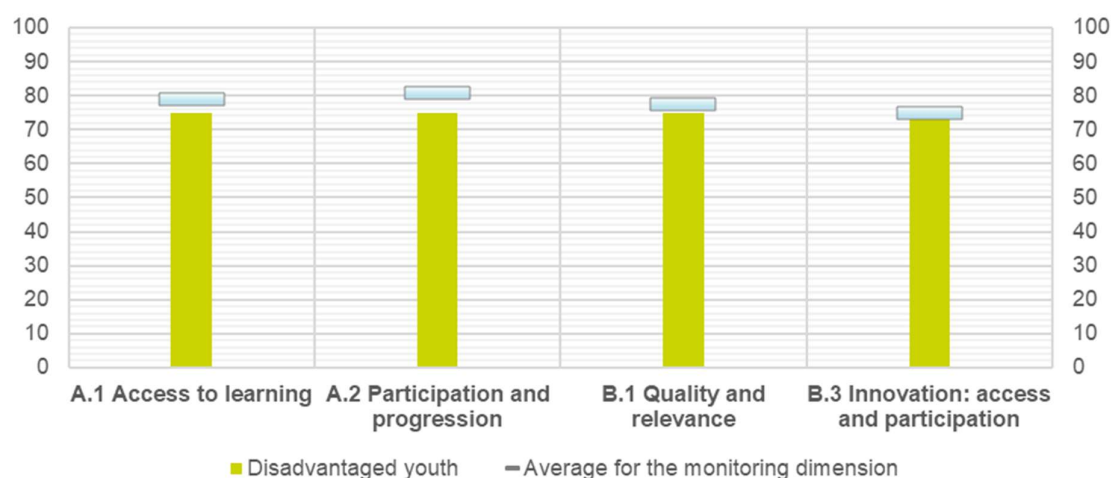


*Theoretical index range: min/low performance=0, max/high performance=100*

Source: Torino Process monitoring database

According to national authorities, youth from socio-economically disadvantaged backgrounds in Algeria have access to VET on par with other learner groups (Dimension A.1, SPI of 75). This access is facilitated by the presence of over 1,300 VET establishments throughout the country, which do not charge fees for registration, accommodation, or catering. Additionally, these learners benefit from social security insurance, grants, and pre-employment grants, which further support their participation in VET. Disadvantaged youth in Algeria are also just as likely to successfully participate and graduate as their peers (Dimension A.2, SPI of 75), indicating that despite socio-economic challenges, the VET system provides equitable opportunities for progression.

The quality and relevance of education offered by the VET system in Algeria to disadvantaged youth are comparable to that provided to the general VET participant population (Dimension B.1, SPI of 75). This is supported by efforts in the VET system to tailor training courses to the economic and social

specificities of each administrative region ('wilaya'), enhancing the chances of professional integration for young graduates. Specialised courses of which national authorities report, such as the Seawater desalination operation and Construction and maintenance of fishing boats in coastal towns, are examples of how the VET system aligns with local economic needs.

In terms of innovation, the Algerian VET system is open to novelties in support of access and participation for disadvantaged youth (Dimension B.3, SPI of 75). This includes the provision of detached sections in remote areas, offering a range of courses that are adapted to local environments and available through various modes including evening and distance learning, ensuring that even those in the most remote areas have access to VET. The fees for these courses are reported to be minimal, making them accessible to students from disadvantaged backgrounds.

The Algerian VET system also recognises the diverse educational pathways students may take. The official information provided in the course of monitoring underlines how the VET system accommodates those who may not have succeeded in traditional academic settings, including high-school and university graduates, by offering popular specialisations in VET. This approach reflects an understanding that vocational training is a valuable alternative for achieving professional career and financial independence. According to the National Office for Development and Promotion of Continuing Training (ONDEFOC), a significant percentage of graduates from training centres and establishments affiliated with the vocational training and education sector successfully integrate into the labour market, either through employment or by creating small or medium-sized enterprises.

## 2.3.3 Populations who are long-term unemployed, economically inactive, and have low educational attainment
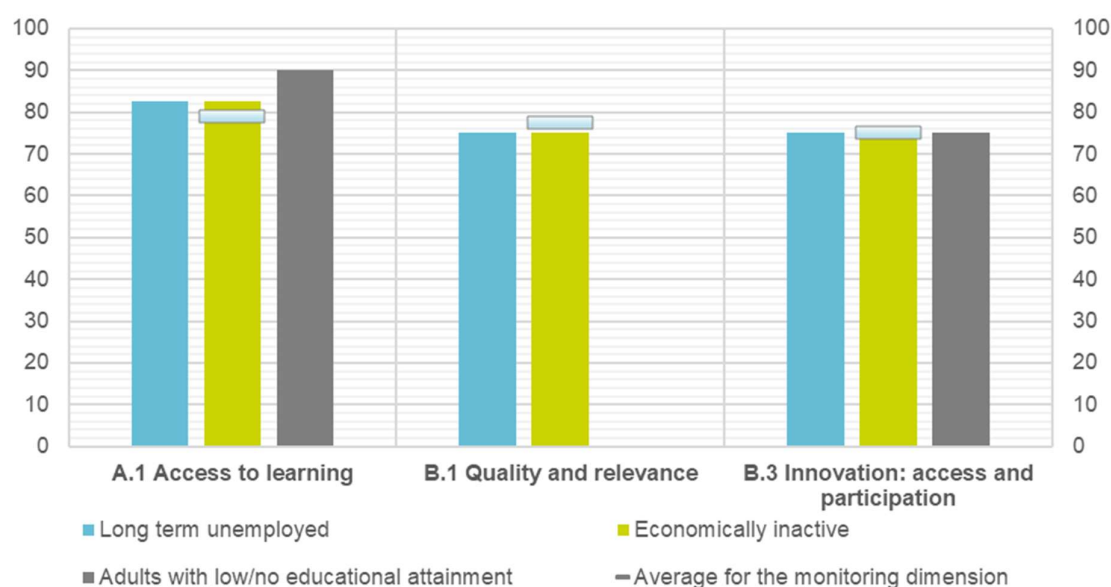
Section 2.3.3 presents findings about VET system performance from the perspective of three strategically important groups of adults: the long-term unemployed, the economically inactive adults, and those with low or no educational attainment.

VET programmes in Algeria are described as being open and accessible for both long-term unemployed adults and those who are economically inactive or have low level of educational attainment (Dimension A.1). National authorities interpret this as an indication of the capacity of VET to engage adults who are often at a disadvantage in the labour market, providing them with an efficient pathway to employment and upskilling opportunities.

The quality of education and training in terms of basic skills and key competences provided (Dimension B.1) is consistent across these groups as well, albeit performance is somewhat lower than for people in working age on average. In terms of innovation, officially information suggests uniform openness to innovation to the benefit of all groups of adult learners, including the long-term unemployed, the economically inactive, and adults with low or no educational attainment (Dimension B.3, SPI of 75).

Specific measures are in place to support these groups. For example, compulsory training for long-term unemployed individuals aged 19-40 is mandatory, particularly for those without qualifications, in specialties that meet local labour needs. This is coordinated at the 'wilaya' level, ensuring alignment with regional economic requirements. Additionally, the National Employment Agency collaborates with vocational training directorates to organise training programmes aimed at improving employability levels. This includes training beneficiaries of unemployment allowances in various specialities, thus increasing their chances of entering the professional market.

*Theoretical index range: min/low performance=0, max/high performance=100*

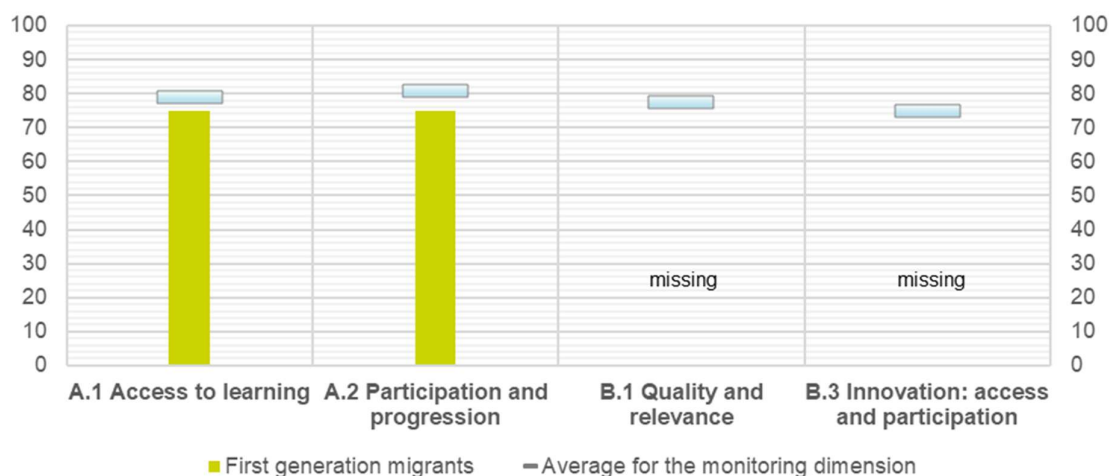Source: Torino Process monitoring database

The VET system also includes active reintegration measures for unemployed benefit claimants aged 30-55, such as job-search assistance, self-employment assistance, and training designed to acquire new qualifications. This holistic approach extends to providing training opportunities for people with low or no education, through partnerships such as the one with the national association IKRAA for literacy and competency training. Furthermore, the Algerian government has launched initiatives like jobseeker allowances and framework agreements with various ministries to develop continuing training activities. These efforts are complemented by non-formal learning opportunities offered in private and public settings, such as language learning in private schools and soft skills training.

## 2.3.4 Learners by country of origin

The final section with monitoring findings discusses performance in the domains of access, participation, quality and relevance, and innovation in Algeria for learners who are first-generation migrants.

In Algeria, first-generation migrants are granted access to vocational education within the broader educational framework, aligning with national and international commitments to equal treatment and non-discrimination as enshrined in the Constitution. The monitoring data suggests that these learners have access to initial and continuing vocational education and training opportunities at a level close to the national average (Dimension A.1, SPI of 75). This indicates that the VET system is accommodating and inclusive, regardless of a learner's country of origin.

FIGURE 10. SYSTEM PERFORMANCE IN SUPPORT OF FIRST-GENERATION MIGRANTS IN SELECTED MONITORING DIMENSIONS, ALGERIA (2023)



*Theoretical index range: min/low performance=0, max/high performance=100*

Source: Torino Process monitoring database

Once enrolled, first-generation migrants are likely to effectively navigate through the education and training system. Their participation and progression scores are reported to be on par with the national average (Dimension A.2, SPI of 75) – a sign of support for equitable advancement for migrants within VET pathways.

The inclusive approach of the Algerian VET system is further evidenced by the integration of migrant non-nationals, such as Syrian and Palestinian refugees, as well as sub-Saharan migrants. These groups have not only been able to attend schools but also benefit from health coverage and employment contracts. Furthermore, the Algerian government's scholarship programme extends training opportunities to trainees from 19 African and Arab countries.

# 3. SUPPLEMENTARY SOURCES AND INFORMATION

## 3.1 Links to background information and data

The system performance indices presented in this report were calculated based on a selection of international quantitative indicators for Algeria and the qualitative responses of stakeholders where such indicators were missing.

The full collection of quantitative indicators collected for Algeria for this 2023 round of monitoring can be found here:

https://docs.google.com/spreadsheets/d/1gdzrYIQlA8lizS-MUsANnkZbzERLhByj/edit?usp=sharing&ouid=110154518834912853011&rtpof=true&sd=true

The full collection of qualitative responses to the country-specific questionnaire for Algeria can be found here:

(English)
https://docs.google.com/document/d/1jZyTHqyHvWjcZLbdc_YshOdNoHByjD5S/edit?usp=sharing&ouid=110154518834912853011&rtpof=true&sd=true

(French)
https://docs.google.com/document/d/1j_UDPK1Bb7Fa8fvSPybT5nEBhEpnIoje/edit?usp=sharing&ouid=110154518834912853011&rtpof=true&sd=true

General information for the Torino Process as well as the reports and data of other participating countries, can be found here: https://www.etf.europa.eu/en/what-we-do/torino-process-policy-analysis-and-progress-monitoring.[9]

# 3.2 Definitions, terminological clarifications, methodological limitations

## 3.2.1 Definitions and terminological clarifications

This section provides an overview and definition of key terms in the Torino Process monitoring framework.

- **Youth:** Population in the official age of entrance and participation in initial VET programmes.
- **Adults:** Population of working age (15+ years of age) not enrolled in initial VET programmes.
- **Disadvantaged youth:** This refers to socio-economic disadvantage and describes youth with access to below-average levels of financial, social, cultural, and human capital resources.
- **Long-term unemployed:** Long-term unemployment refers to the number of people who are out of work and have been actively seeking employment for at least one year.
- **Inactive populations:** Adults of working age who are outside of the labour force, meaning that they are neither employed nor registered as unemployed (that is, seeking employment)
- **Lifelong learning:** any learning activity undertaken throughout life, to improve knowledge, skills/competences and/or qualifications for personal, social and/or professional reasons.
- **System performance:** describes the extent to which the VET system delivers against a targeted selection of national and international obligations (commitments) to learners and other stakeholders in support of learning through life (lifelong learning - LLL).
- **Initial VET:** Vocational education and training carried out in the formal system of initial education (usually upper or post-secondary) before entering working life.
- **Continuing VET:** Formal or non-formal vocational education and training carried out after initial VET and usually after the beginning of working life.
- **Adult education:** Adult education or learning may refer to any formal, non-formal, or informal learning activity, both general and vocational, undertaken by adults after leaving initial education and training.

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[9] The Torino Process monitoring reports and data will be released gradually in the period March-May 2023 in the order in which countries submit their evidence and the reports are being finalised with them.

### 3.2.2 Methodological limitations

The system performance indices developed in the framework of the Torino Process, are based on a rich methodological framework. This framework relies on various principles and theoretical underpinnings to ensure that the design, implementation, and evaluation of the indices is plausible in terms of theoretical foundations, technical reproducibility, and statistical fitness. The primary aim of these indices is to offer insights that can guide the monitoring of countries and inform their policy planning, not to promote their comparative ranking.

While various options were available during the different phases of the construction of the indices, the final choices represent a series of decisions which were deemed adequate and appropriate to promote reliability and avoid bias, in full awareness that by their very nature, indices like those require constant refinement. Therefore, the construction and calculation of the performance indices will remain an ongoing process to address the following limitations:

1. Refinement of aggregations and analysis: the current version of the indices represents a sub-set of the national systems under analysis. While these are sufficient for the formulation of initial findings, future cross-country analysis will include a larger number of countries with possible alternative (dis)aggregations i.e., at regional or development level, which may also affect the formulas using in the calculation of the indices as well as their values. The methodological framework of the Torino Process monitoring allows for such extensions and refinement without jeopardizing the validity of results which have been released already.

2. Choice of evidence: while the goal of this exercise is to monitor equally the different areas of interest, their dimensions and related outcomes, different countries may rely on a different, country-specific mix of qualitative and quantitative indicators from a predefined list for all countries. This also applies to the last available (reference) year for the quantitative indicators, which may vary between indicators and countries within a five-year limit.