

TORINO PROCESS SYSTEM MONITORING REPORT: ALGERIA (2024 update)



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ACKNOWLEDGEMENTS

This 2024 Torino Process monitoring update was prepared by the European Training Foundation (ETF) using the most recent internationally comparable data from the ETF database of key indicators on education, skills, and employment (KIESE), with a cut-off date of August 2024. While this 2024 edition builds upon the foundation of the 2023 report, it was prepared without additional input or involvement from national authorities, experts, or stakeholders in Algeria.

The 2023 edition of the monitoring report for Algeria was carried out in partnership with national authorities, experts, and stakeholders in Algeria. The European Training Foundation (ETF) wishes to thank the Ministère de la Formation et de l'Eenseignement Professionnels (MFEP) of Algeria and all national stakeholders for their invaluable contribution and the provision of the accurate and extensive information in support of this monitoring exercise.

The ETF extends its gratitude to the national authorities and all other contributors to the 2023 report for their foundational input and collaboration, which continues to support the Torino Process monitoring. The 2024 report was prepared by a team led by Mihaylo Milovanovitch, Senior Human Capital Development Expert and Coordinator for System Change and Lifelong Learning at the ETF, under the general supervision of Hugues Moussy, Head of the Human Capital Development Intelligence Unit, ETF.

Disclaimer

This version of the report is preliminary. While it encapsulates the collaborative efforts and inputs from various counterparts at various stages, it awaits final verification by the participating country. Therefore, the report is released as “work in progress” which may be subject to refinement and subsequent endorsement in the future.

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. In addition, the monitoring tracks how well policies and systems deliver to specific groups of learners: learners by age, female learners, young and adult learners at risk, and learners with a migrant background.
- **Scope of the 2024 update:** This monitoring report relies primarily on system performance indices derived from combining individual indicators from the ETF KIESE database. In 2023, the first year of the biennial monitoring cycle of the Torino Process, the data for calculating the SPIs included both KIESE indicators and self-assessments from countries to fill gaps where KIESE indicators were missing. In the second year of the cycle, 2024 – which is in focus of this report – only quantitative data from the KIESE database was collected and used to calculate the SPIs, without additional qualitative input from country self-assessments. Consequently, this monitoring report is intended as a selective, targeted update to the 2023 edition rather than a new, standalone report.
- **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. Compared to 2023, the data indicate that other ETF partner countries have, on average, made more progress in providing access to adult education than Algeria. Conversely, Algeria's results have improved in comparison in domains that monitor first-time access to formal learning, access to higher levels of education, and support for learners toward progression and graduation.
- **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. The data also indicate that, since 2023, the challenge of maintaining a standard of quality in adult skills and competences, as well as with the employment outcomes for learners, may have become more pronounced across ETF partner countries on average, giving Algeria a stronger position in these areas, in relative terms.
- **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. Compared to 2023, the performance of Algeria in delivering excellence and fostering innovation has improved in relative terms since 2023, especially in certain domains that measure openness to innovation.

- **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. Overall, the most significant shifts in relative performance between 2023 and 2024 in the area of system management were influenced by developments in the international context rather than changes in national SPI values for Algeria.
- **Quality and reliability of monitoring evidence:** The monitoring results of Algeria considerably less comparable internationally than those of other countries in the Torino Process sample, though some improvement occurred between 2023 and 2024. The monitoring results of Algeria are at significant risk of bias, as only about 32% of the monitoring results are based on quantitative evidence. Algeria also tends to self-assess the performance of its VET and lifelong learning systems much more positively than other countries in the Torino Process monitoring, on average.

1. INTRODUCTION

1.1 Focus of monitoring and scope of reporting

This ETF report summarises the results of monitoring VET system performance in Algeria for 2024 in the context of the Torino Process initiative.¹ It updates the previous edition of the monitoring report, which covered the period up to 2023.

To allow for tracking country progress over time, this new edition retains the themes selected for monitoring and reporting in 2023. As in 2023, it discusses the performance of the education and training system in Algeria, particularly VET, in providing opportunities for lifelong learning which are accessible, of good quality, and well-managed (Chapter 2). The report also assesses the equity of these opportunities for learners of different backgrounds, genders, origins, and ages (Chapter 3).

The focus of monitoring in 2024 remains on the contribution of initial and continuing VET (IVET and CVET) to the learning activities of youth and adults 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.

"Performance," in this context, refers to the extent to which the VET system delivers on a targeted selection of commitments to learners and other stakeholders in support of lifelong learning (LLL). The term "VET system" encompasses the network of institutions, people, policies, practices, resources, and methodologies in a country and the way they are organised to provide individuals of any age with the practical skills, knowledge, and competencies needed for specific occupations, trades, or professions.²

As in 2023, 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. The dimensions are described at the beginning of Section 2.1 of this report.

To bring these dimensions of VET performance closer to real-world contexts, they were further broken down into **30 specific policy and system outcomes**. Here, 'outcomes' refer both to the commitments made by the education system—pledges to achieve specific results for defined groups of learners and stakeholders—and to the measurable results that demonstrate how successfully these commitments have been met in each country. For instance, an outcome such as "access to initial VET" indicates the presence of a commitment to provide access, and it also identifies an area of measurement of system performance in fulfilling this commitment. The 30 outcomes are described at

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 For a full overview of the Torino Process system performance monitoring framework and its conceptual underpinnings, see <https://bit.ly/47YGA6l>.

the beginning of the corresponding section and subsections in this report (Section 2.2, Subsections 2.2.1 to 2.2.4).

At the final step of disaggregation in the Torino Process monitoring framework, the 30 outcomes are broken down into specific, measurable targets (**monitoring targets**) that reflect how the 30 outcomes apply to the different groups of learners they are intended to serve. These groups include youth and adults, female learners, socio-economically disadvantaged youth, adults at risk of exclusion (long-term unemployed, adults with low or no education, economically inactive adults), and first-generation migrants. In 2023 and 2024 the Torino Process monitoring framework tracks a total of 82 monitoring targets: 30 core targets that reflect the outcomes irrespective of who the learners are (outcomes for the general learner population, so to speak), and 52 additional targets focused on specific groups of learners. A selection of results related to these additional, learner-specific targets is discussed in Section 2.3 of this monitoring report.

1.2 Monitoring metrics

In the context of Torino Process monitoring, performance is measured through a system performance index (SPI). The index is available for each of the monitoring targets in the Torino Process framework. The SPIs can range from 0 to 100, where 100 indicates maximum or best performance.

These SPIs are aggregate metrics which combine multiple administrative or big data indicators to provide a more comprehensive and realistic picture of what policies and systems are delivering across countries. Although such synthetic indices are more fragile and unstable than individual data points, they are necessary, as many of the outcomes in the Torino Process monitoring are complex and multifaceted and therefore cannot be fully captured by a single indicator. The diversity of learners within countries also limits how effective a single indicator can be in representing performance across various populations or settings.

To address this, the ETF monitoring combines conceptually coherent sets of indicators from its database of key indicators on education, skills, and employment (KIESE) to create the SPIs.³ This approach produces one index for each of the 82 outcomes monitored through the Torino Process.

The SPIs are intuitive and user-friendly way of presenting system performance even in areas that are otherwise difficult to monitor with traditional administrative measures. The single score they provide simplifies the interpretation of the otherwise complex data and is easier to use for planning and decision-making purposes. Therefore, in 2024, these indices, along with the KIESE data used for their calculation, continue to serve as key information source for the updated monitoring reports of all countries participating in the Torino Process.

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 score⁴ 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

³ The full list of KIESE indicators and the selection of indicators used as proxies in constructing the Torino Process SPIs can be found at <https://bit.ly/4exAkFQ>.

⁴ “International average” refers to the average for countries participating in the Torino Process.

questionnaire. Links to the full dataset for Algeria and to the Torino Process monitoring framework and methodology can be found in the third and final section of this document.

1.3 Scope of update in 2024

As in 2023, this monitoring report relies primarily on system performance indices derived from combining individual indicators from the ETF KIESE database. In 2023, the first year of the biennial monitoring cycle of the Torino Process, the data for calculating the SPIs included both KIESE indicators and self-assessments from countries to fill gaps where KIESE indicators for certain monitoring targets were missing.

In the second year of the cycle, 2024 – which is in focus of this report – only quantitative data from the KIESE database was collected and used to calculate the SPIs, without additional qualitative input from country self-assessments. This lighter approach was adopted to reduce the reporting burden on countries by removing the need to provide detailed questionnaire responses every year. In addition, to maintain consistency in the types of data used to calculate system performance indices across years, the 2024 update of monitoring results included only those SPIs for which quantitative data was available in both 2023 and 2024.

Since the 2024 update of performance indicators relies solely on internationally comparable KIESE data, without supplementary qualitative inputs from countries, SPI values for which such data was not available for Algeria in 2024, or for which it was not available consistently in both years, have remained unchanged from 2023. In some instances, this also means that some sections of the report may have remained the same as in 2023.

Where that happens, it does not necessarily indicate a lack of progress or stagnation; it may simply reflect the absence of new internationally comparable data beyond what was collected in 2023, or that data is available for only one of the two reference years (2023 or 2024). This may also result in fewer noticeable shifts in the landscape of system performance in 2024 as reflected by the SPIs. Consequently, this monitoring report is intended as a selective, targeted update to the 2023 edition rather than a new, standalone report.

Considering that each SPI refers to a specific monitoring target which tracks policy and system performance across a wide range of learner groups and areas in education and training, any change in the SPIs indicates a corresponding shift in performance in support of learners in those areas. Therefore, the proportion of monitoring targets with updated SPI values in a country shows, on average, how much the performance of education and training in that country has changed from one year to the next.

How many of the 82 system performance indices available for Algeria have shifted between 2023 and 2024? In other words, what was the scale of changes in policy and system performance in the country over that period? Table 1 shows the total number of monitoring targets with validated SPI changes by country participating in the Torino Process monitoring, as well as the percentage of all monitoring targets in the framework that have changed between 2023 and 2024.

TABLE 1. AVERAGE SCALE OF CHANGE IN POLICY AND SYSTEM PERFORMANCE, ALGERIA AND ETF PARTNER COUNTRIES (2023-2024)

Country	Monitoring targets with validated change (total number)	Monitoring targets with validated change (share of all targets)
DZA	1	1.2%

ALB	24	29.27%
ARM	12	14.63%
AZE	12	14.63%
BIH	33	40.24%
EGY	28	34.15%
GEO	32	39.02%
JOR	32	39.02%
KAZ	27	32.93%
KGZ	12	14.63%
LBN	11	13.41%
MAR	31	37.8%
MDA	15	18.29%
MKD	33	40.24%
MNE	33	40.24%
PSE	10	12.2%
SRB	43	52.44%
TUN	21	25.61%
TUR	46	56.1%
UKR	30	36.59%
XXK	25	30.49%

Source: Torino Process database

System performance in Algeria has seen fewer shifts since 2023 compared to other countries in the Torino Process monitoring. Only 1 of the 82 monitoring targets recorded an SPI change between 2023 and 2024, in the domain of innovation, which will be discussed later.

This limited change reflects the rule that SPIs are updated only when data is available for both years. However, of the KIESE indicators used for calculating the SPI, some have newly available 2024 data in the domain of adult education. While they cannot be used for the calculation of SPIs in 2024 due to the absence of 2023 data as a reference, these indicators still provide insight into potential developments in adult education. This will be revisited in the next sections too.

This places Algeria at the lowest end of the spectrum of change, similar to Kosovo, and to a lesser extent Palestine, which had a change in performance of relatively low intensity as well. However, it is important to note that, since the table includes only targets with validated, data-driven changes, it likely presents a much more conservative estimate of overall shifts in system performance in Algeria since 2023 than may actually be occurring.

1.4 Comparability and reliability of monitoring data in Algeria

In addition to messages about system performance, the Torino Process 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. In 2023, this mix of KIESE and self-assessment data led to the creation of three supplementary indices to help interpret the robustness of country results: an index of their international comparability, an index for

the risk of bias in the results, and a self-assessment index which tracks the degree to which countries tend to be self-critical.

The international comparability index tracks the proportion of internationally comparable KIESE indicators available for calculating the system performance indices of each country. The higher the share of indicators available, the more internationally comparable the monitoring results. The risk of bias index, on the other hand, measures how many of the 82 SPIs per country are based on quantitative data versus self-assessment responses; a greater reliance on self-assessments increases the risk of bias. Finally, the self-assessment index reflects whether a country tends to be self-critical in reporting its policy and system performance through the self-assessment questionnaire.

In 2024, two of these indices remain unchanged, but still relevant: the risk of bias index and the self-assessment index, both of which are carried over from 2023. The risk of bias index remains relevant because it reflects the proportion of SPIs based on quantitative data versus self-assessment responses. This mix, which was established in 2023, continues to define the data composition of the 2024 results, as no new self-assessment evidence was collected from countries and thus, the proportion of SPIs which in 2023 relied on self-assessment responses by countries has remained the same for all of them.

The self-assessment index remains unchanged as well. Its relevance stems from the fact that it provides insights into how countries tend to report within the self-assessed portion of the results. Since no new self-assessment responses were collected in 2024, this index still continues to reflect tendencies toward positive or critical self-reporting within the self-assessed data from 2023.

The monitoring results of Algeria are at significant risk of bias, 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 in 2023, Algeria also tends to self-assess the performance of its VET and lifelong learning systems much more positively than other countries in the Torino Process monitoring, on average.

FIGURE 1. AVAILABILITY OF INTERNATIONALLY COMPARABLE DATA FOR SYSTEM PERFORMANCE MONITORING, ALGERIA AND ETF PARTNER COUNTRIES (2023-2024)



Source: Torino Process database

The international comparability of the data used for monitoring is the only reliability metric that has changed since 2023. The position of Algeria on this metric has improved somewhat, from 12.78% in 2023 to 14.1% in 2024 (Figure 1). Despite improvement, however, in the group of countries covered by the Torino Process monitoring in 2024, Algeria ranks in the lowest quartile in terms of the international comparability of its monitoring results. This positions the country well below the international average of 43.18%.

If the risk of bias in the monitoring results depends on the availability of internationally comparable evidence, and if Algeria has more of this data in 2024 than in 2023, why has this not improved the reliability of monitoring results regarding risk of bias?

As already noted, to maintain consistency in the types of data used to calculate system performance indices across years, the 2024 update of monitoring results included only those SPIs for which quantitative data was available in both 2023 and 2024. Consequently, the mix of SPIs by data type (quantitative or self-assessment) in 2024 remained the same as in 2023. Since the number of SPIs based on self-assessment responses in Algeria in 2024 remained the same as in 2023, the risk of bias remains the same as well. Furthermore, a simple increase in the volume of internationally comparable data would not necessarily reduce this bias risk for a country, even if this methodological limitation were set aside, as additional data may only enrich SPIs already based on quantitative evidence in 2023.

The results so far do not necessarily indicate that Algeria lacks data at the national level. However, they do suggest a significant shortage of information that meets international standards.

2. MONITORING RESULTS: ALGERIA

2.1 Policy and system performance in 2024: 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. 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 2.

TABLE 2. DIMENSIONS OF POLICY AND SYSTEM PERFORMANCE MONITORING THROUGH THE TORINO PROCESS

Code	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	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.

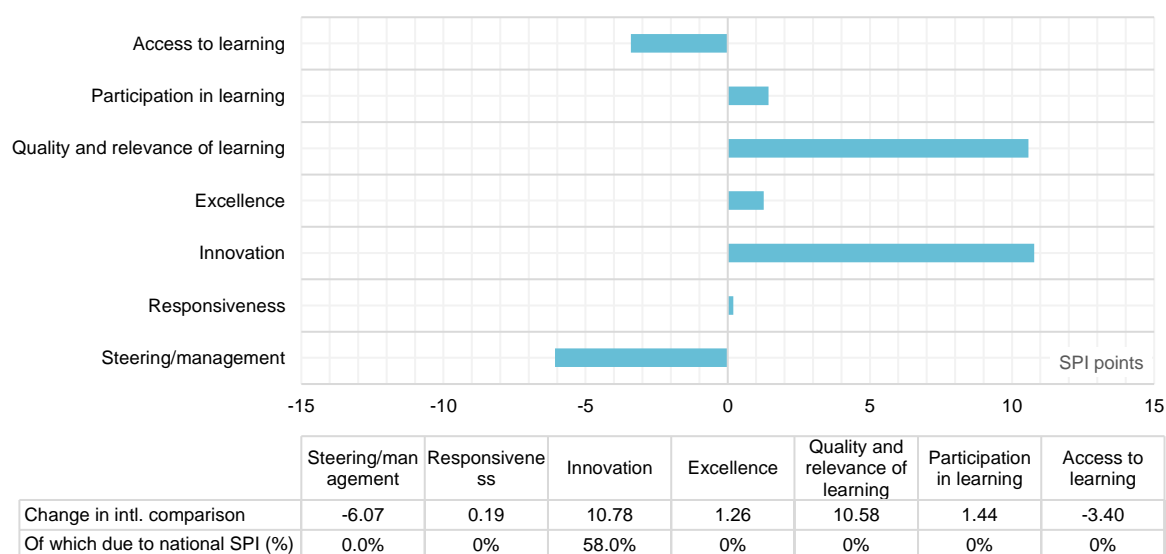
This chapter of the monitoring report presents the performance of the VET system in Algeria across the eight dimensions of Torino Process monitoring, and the evolution of that performance since 2023. Since data is currently available for only two years (2023 and 2024), it is too early to determine whether a consistent pattern or direction of change – a trend – exists over time, both in Algeria and in other countries participating in the Torino Process monitoring.

One way to address this temporary limitation is to track the relative standing of the country against the international average instead of looking at the national data in isolation. This approach allows for a more meaningful assessment of progress by placing the national monitoring results within a broader context, to show not only if performance in a given domain of monitoring is improving or declining, but also how that compares to developments elsewhere.

Looking at relative changes in performance, specifically the difference between national and international monitoring results, can be a useful proxy for the evolution of policy and system performance in a country even when a limited number of data points, or data points which lack update, restrict the ability to establish longer term performance trends. The approach also draws attention to the changing average performance of countries, which allows for a discussion of the broader context and how shifts in the average might reflect trends or challenges shared by countries participating in the monitoring.

Figure 2a provides a snapshot of how the performance of VET in Algeria has evolved in the eight dimensions of monitoring since 2023, viewed through the lens of the average level of performance of other countries participating in the Torino Process. It presents the SPI point changes for each area – how much the results have diverged or converged relative to the international average since 2023 in each category – and it also distinguishes whether these changes stem from a shift in national SPIs and/or shifts in the broader landscape of cross-country performance. Keeping track of this information is important to avoid the appearance of progress or decline in cases where there is no change in national performance but only an evolution in the international context.

FIGURE 2a. CHANGE IN SYSTEM PERFORMANCE BY MONITORING DIMENSION: ALGERIA AND INTERNATIONAL AVERAGE (2023-2024)



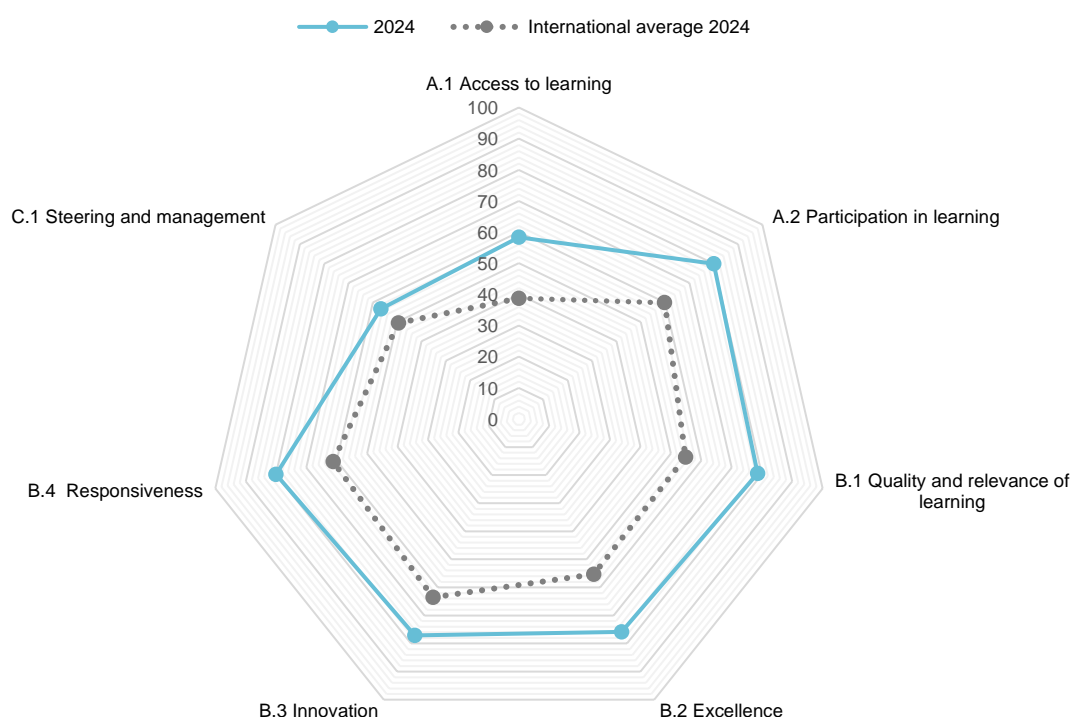
Source: Torino Process database

The data indicate that the largest score point changes were positive, primarily in the dimension of Innovation, driven mainly by improvements in system performance at the national level. A similarly positive shift is evident in the dimensions of quality and relevance and participation in learning. Although Algeria has no new results for 2024, the country's relative position improved by more than 10 SPI points due to an overall decline in the international average. In contrast, relative performance in the domains of steering and management and access to learning has declined by 6.07% and 3.4%, respectively, due to positive developments in other countries in the Torino Process sample, which have raised the international average.

Overall, the VET system in Algeria is generally aligned with the average performance of other countries in the Torino Process sample. VET appears more accessible and attractive for both youth and adults compared to other countries on average (Dimension A.1, SPI of 58). Once enrolled, learners are more likely to progress and graduate successfully, and they are able to navigate through and switch between different programmes when necessary (Dimension A.2, SPI of 80).

Additionally, learners benefit from education and training that surpasses the average in quality and relevance, equipping them with essential skills and key competences relevant to employment, alongside adequate career guidance (Dimension B.1, SPI of 79). System-wide policies and measures promoting high-quality practices in teaching, content design, and governance further enhance the overall learning experience (Dimension B.2, SPI of 76).

FIGURE 2b. INDEX OF SYSTEM PERFORMANCE BY MONITORING DIMENSION, ALGERIA AND INTERNATIONAL AVERAGE (2024)



Theoretical⁵ index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

The monitoring data suggest that Algeria's VET system places a priority on fostering innovative practices at the system level. Performance in this domain improved in 2024, reaching an SPI of 77, which is above the average for other countries in the Torino Process sample (Dimension B.3). The curriculum is responsive to forward-looking themes, such as sustainability, climate change awareness, and digitalisation, and aligns closely with developments in the labour market (Dimension B.4, SPI of 80).

As in many other countries, the evidence further indicates that steering and management of VET is a domain of average performance, with scope for improvement in areas such as informed decision-making, participatory governance, and quality assurance (Dimension C.1, SPI of 57).

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).

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 in Table 3.

TABLE 3. 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.

⁵ 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.

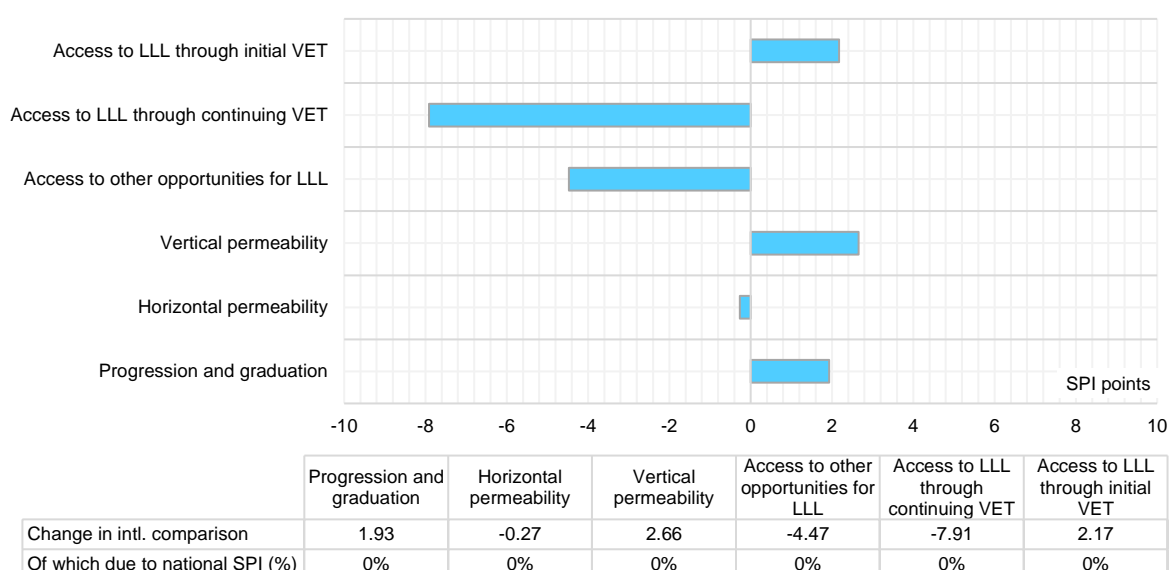
A.1.2	Access and attractiveness: continuing VET	This outcome captures the degree to which continuing VET is an attractive choice in comparison with other skills development alternatives, as well as whether that choice is accessible to various target groups
A.1.3	Access to other opportunities for LLL	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

Figure 3a provides a snapshot of how the relative performance of VET in Algeria has changed since 2023 in comparison to the international average in delivering access and participation to learners.

The data indicate a decline in Algeria's relative performance in two domains that track the availability of opportunities for adult education—specifically, Access to CVET (Outcome A.1.2) and access to other opportunities for lifelong learning (Outcome A.1.3). Since these changes are not due to shifts in national system performance, the declines suggest that other countries in the Torino Process sample have, on average, made advancements in these areas since 2023.

Conversely, Algeria's results have improved in international comparison in domains that monitor first-time access to formal learning (A.1.1), access to higher levels of education (A.2.1), and support for learners toward progression and graduation (A.2.3). However, as there has been no national change in results in these domains, the data suggest that, on average, ETF countries may be experiencing greater challenges than in 2023 with the capacity of their education and training systems to provide access, facilitate upward mobility, and support young learners in completing their programmes..

FIGURE 3a. ACCESS AND PARTICIPATION - CHANGE IN SYSTEM PERFORMANCE, ALGERIA AND INTERNATIONAL AVERAGE (2023-2024)



Source: ETF Torino Process database

According to information from national authorities, Algeria's VET system effectively meets the educational and vocational needs of its population, offering adaptable and diverse training methods aligned with socio-economic demands. While there are areas for further development, the system demonstrates strong foundations.

The VET system provides broad accessibility to continuing VET and relative flexibility in horizontal learning pathways, facilitating transitions between different educational and vocational tracks. The accessibility of initial VET programmes has been increasing, with enrolment rising 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).

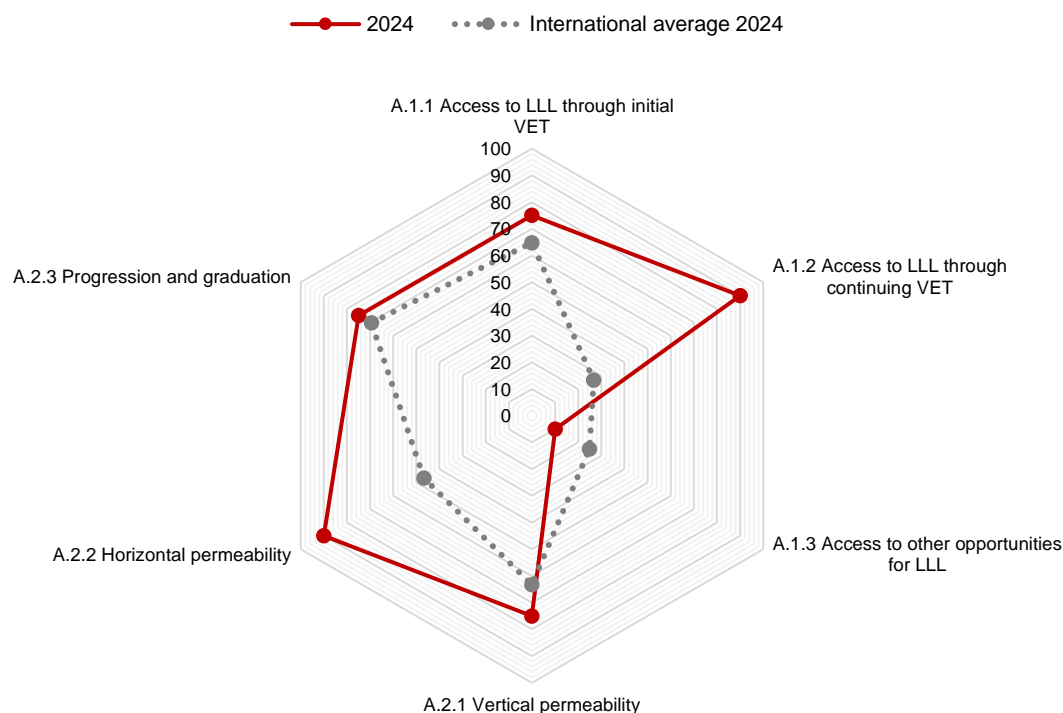
New data from the latest round of the UNESCO GRALE survey, relevant for the calculation of SPIs in 2024 but not usable for Algeria due to the absence of 2023 reference data, provide additional insight into system performance in the domain of access and participation, in particular horizontal mobility of learners. For example, one of the indicators used for the calculation of Torino Process SPIs in the domain of horizontal permeability (Outcome A.2.2 - Indicator 24) tracks progress in establishing institutional recognition of non-formal and informal learning. This is based on responses to a question about whether the country has advanced in adult learning and education since 2018, specifically regarding improvements in recognising, validating, and accrediting learning that occurs outside formal educational settings.

In 2023, Algeria reported limited progress in this area, which indicates that its framework was largely based on policies predating 2009. By the current round of monitoring, however, the score rose to 3, reflecting "a great deal" of progress and a stronger commitment to supporting adults in gaining recognition for skills and knowledge acquired through informal or non-formal learning experiences.

Continuing VET (CVET) also enjoys a strong reputation among adult learners in Algeria, setting it apart from many other countries where CVET may not be as well embraced or available (Outcome A.1.2, SPI of 90). According to official sources, the success of CVET is supported by a diverse range of training methods, including face-to-face, apprenticeship, and distance learning.

However, while VET offers considerable strengths, the availability and appeal of lifelong learning opportunities for adult learners beyond VET remain limited. Engagement with broader lifelong learning, such as programmes linked to active labour market policies (ALMPs), is notably lower (Outcome A.1.3), highlighting a key area for improvement.

FIGURE 3b. ACCESS AND PARTICIPATION IN OPPORTUNITIES FOR LLL: INDEX OF SYSTEM PERFORMANCE, ALGERIA AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

The VET environment in Algeria is considered highly effective in terms of vertical permeability, as reflected by an SPI score of 75 for Outcome A.2.1. However, this score represents a different objective than in many other contexts, where vertical permeability typically indicates ease of transition to further education. In Algeria's case, the high score reflects an emphasis on preparing graduates for direct entry into the workforce rather than advancing them to higher educational levels.

This approach contrasts with the more common interpretation of vertical permeability, where higher scores suggest easier transitions to further education. In Algeria, the relatively high SPI score instead aligns with the local and national socio-economic realities, particularly in sectors like traditional crafts, construction, public works, and mechanical engineering. Thus, the SPI score of Algeria in this domain should not be interpreted as it would be for countries where VET may also serve as a pathway to higher 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 already in 2023. 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 4.

TABLE 4. 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

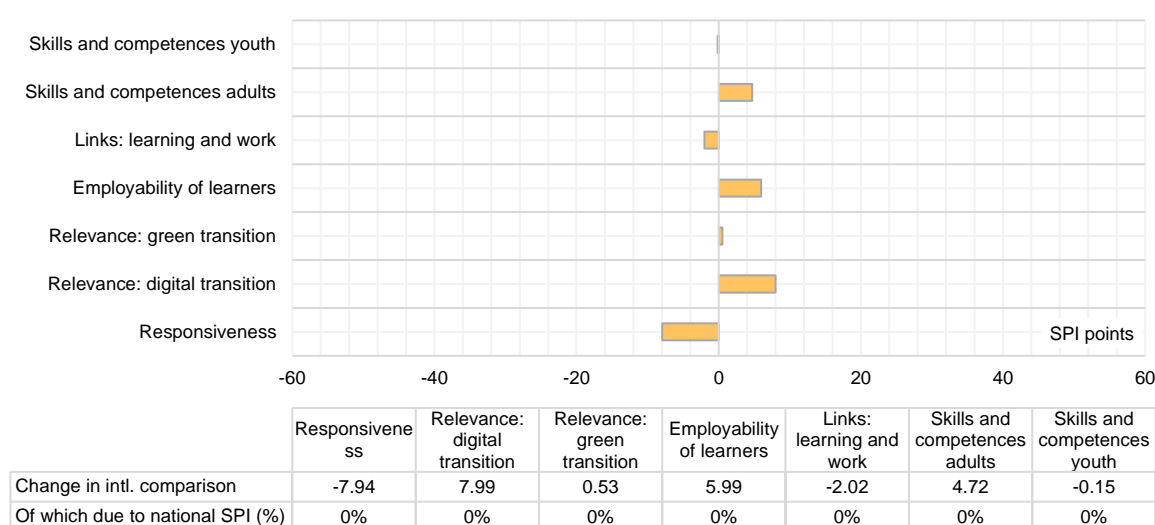
Figure 4a provides a snapshot of how the relative performance of VET in Algeria has changed since 2023 in comparison to the international average in delivering quality and relevance to learners. The data suggest that, while the international context for quality and relevance has seen shifts across a range of outcomes, Algeria’s results have remained stable between 2023 and 2024.

The data also indicate that during this period, the challenge of maintaining standards in adult skills and competences, as well as in employment outcomes for learners, may have become more

pronounced across ETF partner countries on average, giving Algeria a relatively stronger position in these areas. Additionally, the capacity and commitment to address the digital transition through VET programmes and curricula have declined in most countries in the Torino Process sample.

However, beyond foundational skills, other countries appear to be becoming more agile in adapting their education systems to evolving needs, as reflected in Algeria's lower relative score in responsiveness since 2023. There has also been a slight decline in Algeria's relative position in the domains of skills and competences for youth and in linking learning with work. In 2024, the alignment between education and the labour market has also become somewhat stronger than in Algeria.

FIGURE 4A. QUALITY AND RELEVANCE - CHANGE IN SYSTEM PERFORMANCE, ALGERIA AND INTERNATIONAL AVERAGE (2023-2024)



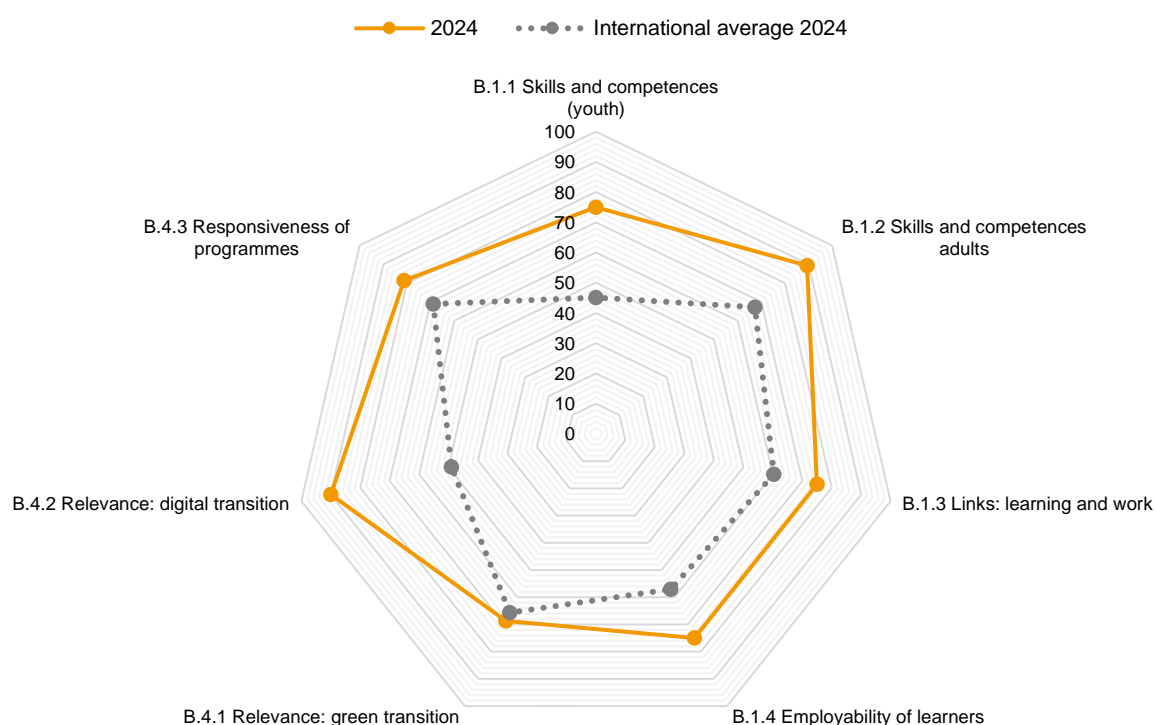
In 2023, national authorities in Algeria reported of practical relevance of IVET and CVET programmes, which is due to robust links between learning and the world of work, as suggested by the self-assessment results in this domain of monitoring (Outcome B.1.3, SPI of 75). This is further corroborated 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 4b. QUALITY AND RELEVANCE OF LLL: INDEX OF SYSTEM PERFORMANCE, ALGERIA AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

In 2024, the Torino Process monitoring framework keeps a focus on 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. At the same time, 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, in 2023 it reported of progress 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 remains high despite a decline in international comparison since 2023 (Outcome B.4.3, SPI of 81). 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 5.

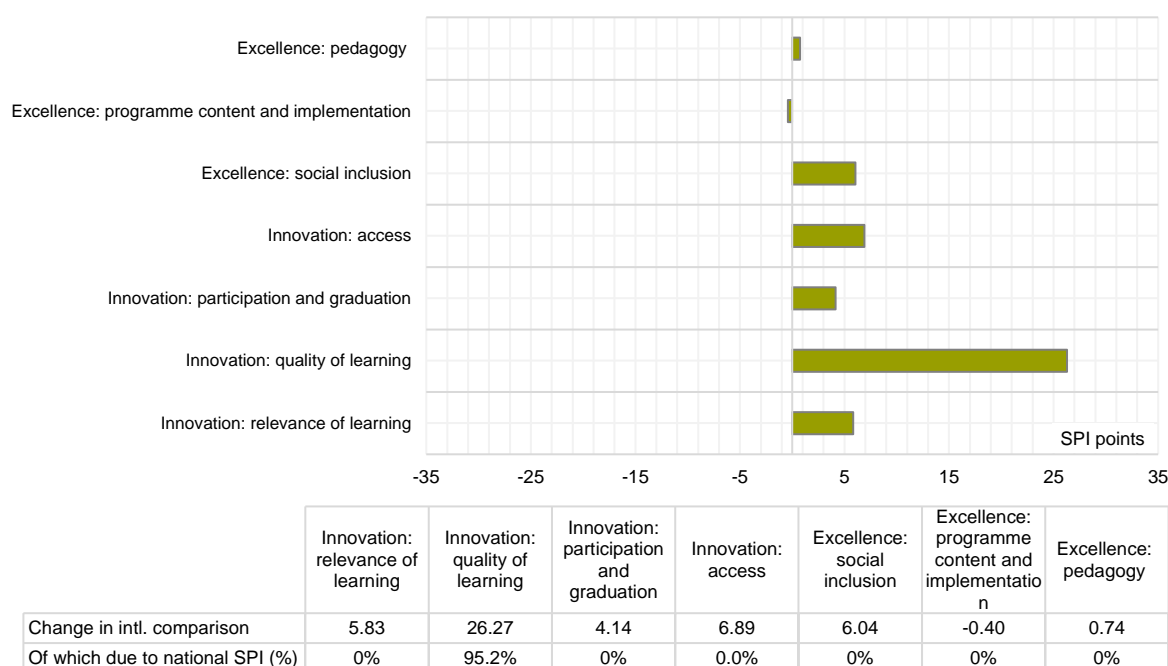
TABLE 5. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA B (2): EXCELLENCE AND INNOVATION

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

The Torino Process defines excellence as the presence of system-wide policies and measures that promote the highest quality practices and outcomes across key areas of VET policy and delivery, including pedagogy and professional development, programme content and implementation, governance and provider management, and social inclusion and equity. Innovation, on the other hand, reflects the adaptability, creativity, and forward-thinking approach in VET in responding to evolving labour market and learner needs.

Figure 5a provides a snapshot of how the relative performance of VET in Algeria has changed since 2023 in comparison to the international average in prioritising excellence and openness to innovation in selected key domains.

FIGURE 5a. EXCELLENCE AND INNOVATION - CHANGE IN SYSTEM PERFORMANCE, ALGERIA AND INTERNATIONAL AVERAGE (2023-2024)



Source: ETF Torino Process database

The performance of Algeria in delivering excellence and fostering innovation has improved in relative terms since 2023, especially in certain domains that measure openness to innovation (Figure 5a). The most notable changes are in support for access to learning and quality of learning, with increases of 6.89 and 26.27 SPI points, respectively. This improvement in quality of learning is primarily driven by positive changes in Algeria's national system performance in this area, while the increase in access reflects broader international trends. Relative performance also improved in other domains where the monitoring tracks innovation, such as support for participation, graduation, and relevance of learning, though these smaller changes are influenced by international trends rather than specific advancements within Algeria.

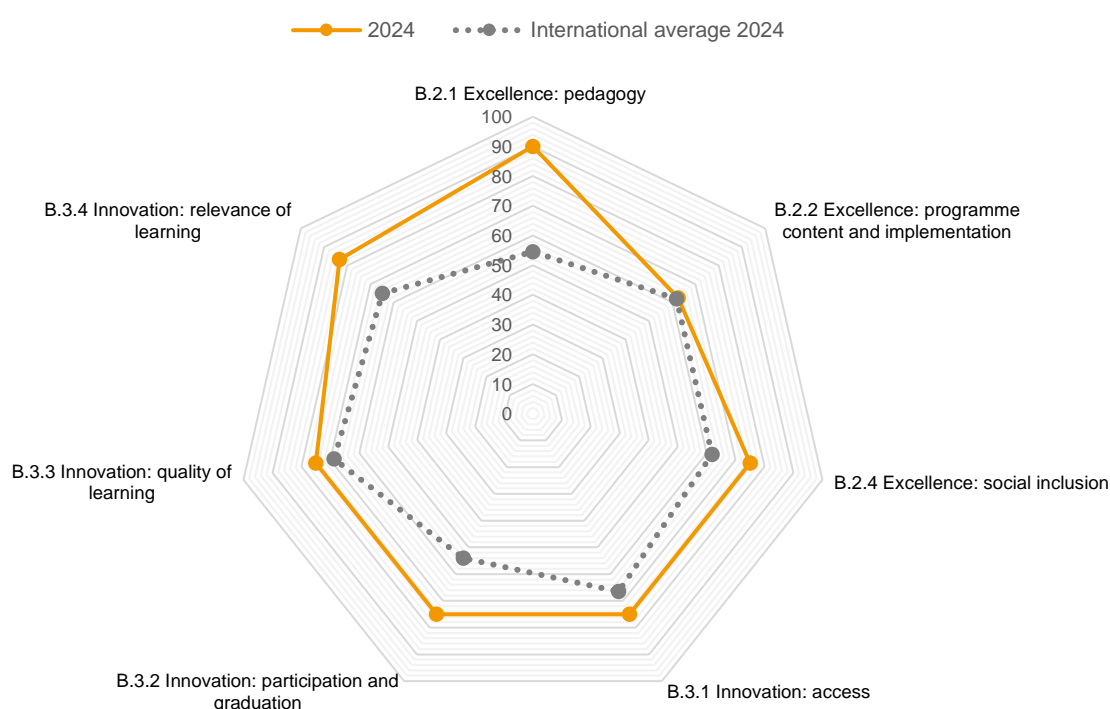
The data in Figure 5a also show shifts in all domains related to excellence, though these are entirely due to changes in the international context, not specific improvements or setbacks within Algeria's VET system. The most significant change in the excellence domains is in the area of support for social inclusion, where the average performance of ETF partner countries has declined between 2023 and 2024. While this average decline may conceal progress in individual countries, it suggests that many countries are encountering challenges in maintaining or advancing high-quality, inclusive practices in their VET systems.

In the specific area of pedagogy and professional development (Outcome B.2.1), in 2023 Algeria reported 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 clusters and partnerships with leading companies in various fields, enhancing the content and delivery of VET programmes.

The VET system also shows 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 from 2023, these include the development of training programmes for people with physical disabilities, ensuring accessibility and prioritising the needs of vulnerable learners. The VET system also includes specialised training and apprenticeship centres, furthering the agenda of social inclusion.

FIGURE 5b. EXCELLENCE AND INNOVATION: INDEX OF SYSTEM PERFORMANCE, ALGERIA AND INTERNATIONAL AVERAGE (2024)



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.

As to innovation, national authorities describe VET as open to new approaches in extending learning opportunities to youth and adults (Outcome B.3.1, SPI of 75) and to novel solutions for supporting learner participation and graduation (Outcome B.3.2, SPI of 75). In 2024, performance in support of innovation for enhancing learning quality improved significantly, rising from an SPI of 50 in 2023 to an SPI of 75. This improvement is largely attributed to progress reported since 2018 in areas such as developing quality criteria for curricula and learning resources and integrating ICT into teaching and learning processes.⁶

The VET system also strives to integrate innovative practices that help align programmes with labour market demands and prepare learners for the current job market (Outcome B.3.4, SPI of 83). Examples from 2023 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. According to new international evidence collected for the 2024 update of Torino Process monitoring, there was a positive impact especially on adult education in areas such as participation of adult learners in social, civic, and political activities; social trust; social integration/inclusion; and diversity tolerance.⁷

According to information provided in 2023, 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 6.

⁶ SPI Indicator 79, year of reference: 2020. Source: UNESCO GRALE.

⁷ SPI Indicator 81, year of reference: 2020. Source: UNESCO GRALE.

TABLE 6. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING
AREA C: SYSTEM ORGANISATION

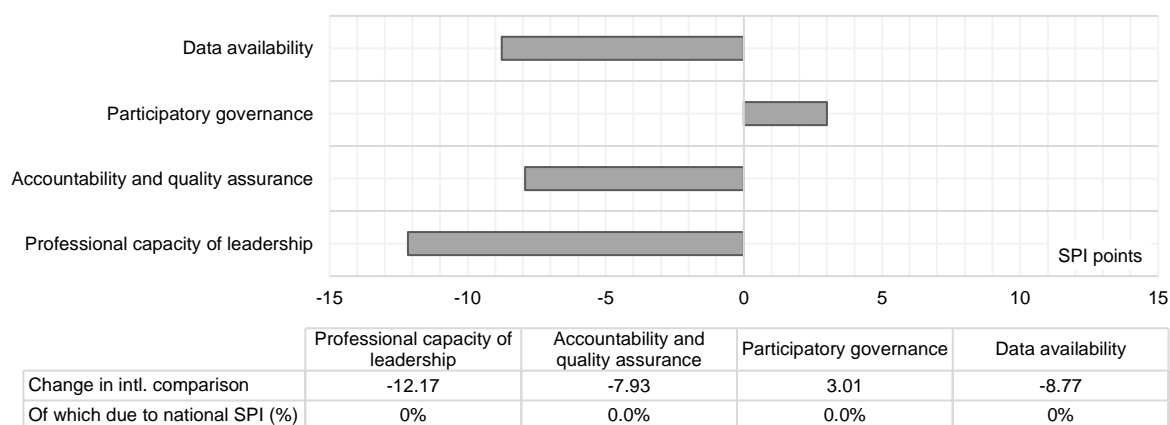
Code	Deliverable (outcome)	Description
C.1.1	Data availability and use	This outcome refers to the availability of administrative and big data as covered by Level 1 of the monitoring framework, participation in large scale international assessments, as well as technical capacity to generate/manage evidence 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

The introductory section of this report noted that the intensity of change in VET system performance in Algeria between 2023 and 2024 is relatively limited (Table 1). Shifts are observed across several areas, including system organisation (Figure 6a).

The data in Figure 6a show that, within this area, the most significant shifts in relative performance between 2023 and 2024 are influenced by developments in the international context rather than changes in national SPI values for Algeria. For example, in domains such as participatory governance, there has been a positive shift of 3.01 points in international comparison, while accountability and quality assurance saw a decline of 7.93 points, and professional capacity of leadership experienced a larger decline of 12.17 points. None of these changes are due to shifts in Algeria's national performance.

Data availability is another area with declining results in international comparison, marked by a decrease of 8.77 points. This relative decline is due to more rapid improvements in data availability in other countries in the Torino Process sample, where internationally comparable data was, on average, more readily available in 2024 than in Algeria (see also Figure 1).

FIGURE 6a. SYSTEM MANAGEMENT AND ORGANISATION - CHANGE IN SYSTEM PERFORMANCE, ALGERIA AND INTERNATIONAL AVERAGE (2023-2024)

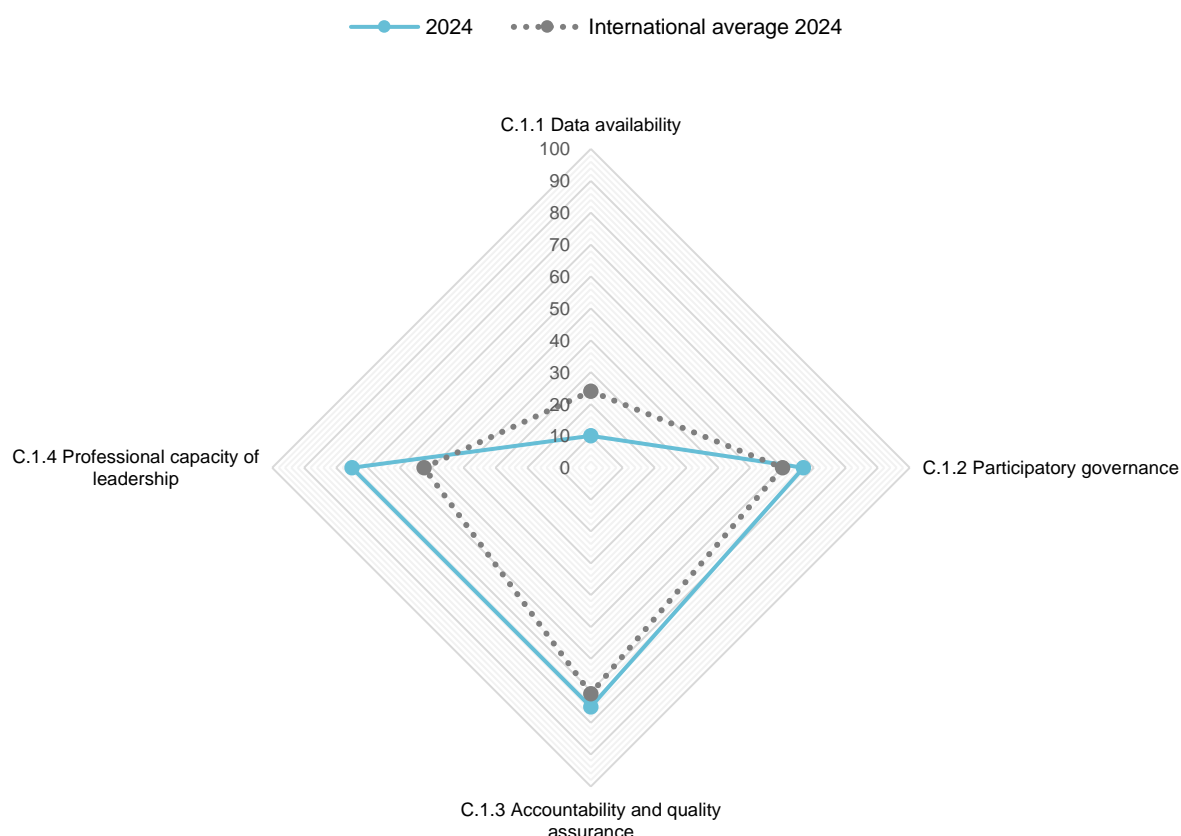


Source: ETF Torino Process database

The lack of change between 2023 and 2024 does not mean that the VET system does not have domains of strong performance in the area of management and organisation of the system. Despite a decline in international comparison in 2024, 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.

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, remains less visible. Like most countries in the Torino Process, Algeria faces challenges in this domain, suggesting a need for more accessible reporting mechanisms.

FIGURE 6b. SYSTEM MANAGEMENT AND ORGANISATION: INDEX OF SYSTEM PERFORMANCE, ALGERIA AND INTERNATIONAL AVERAGE (2024)



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

Source: [Torino Process monitoring database](#)

The professional capacity of staff in leadership positions in the VET system (Outcome C.1.4) is reported as commendable, and despite a sharp decline in international comparison, it is still above the average for other countries participating in the Torino Process. Like in other countries in the Torino Process, this result is based on a self-assessment score. The high SPI score 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). In 2024, the performance score in this domain of monitoring is higher than the international average, more so than in 2023, 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.

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 2024 update, the Torino Process monitoring continues to track not only 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 – access and participation, and quality and relevance – for the following key selection of learner groups: youth and adults, female learners, socioeconomically disadvantaged youth, adults at risk of exclusion, and first-generation migrants.

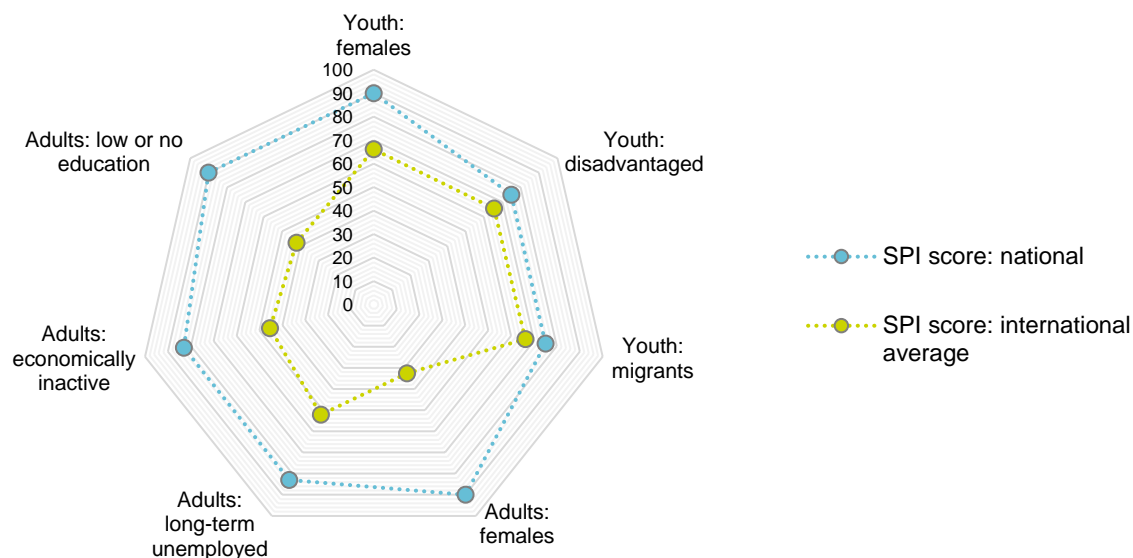
2.3.1 Access and participation

Overall results

The data presented in Figure 7 provide an overview of system performance in 2024 in support of access to learning opportunities for various vulnerable populations in Algeria and internationally.

The figure suggests that access to learning for young learners of strategic interest (female learners, socioeconomically disadvantaged youth, and first-generation migrants) is an area of stable performance, with an SPI of 75 in 2024 for all groups—the same as the previous year and higher than the average international performance for young learners at risk (SPI of 65). Internationally, system performance in support of access to educational opportunities for young learners at risk, including female learners, has declined by 2.17 SPI points since 2023 and remains lower than in Algeria.

FIGURE 7. SYSTEM PERFORMANCE IN SUPPORT OF ACCESS FOR SPECIFIC GROUPS OF LEARNERS, ALGERIA AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

For adult learners in these priority categories, Figure 7 reveals a more nuanced picture. The SPI scores, which are unchanged from 2023, vary significantly among different groups, indicating gaps in system performance that may depend on gender, educational background, and socioeconomic status. For instance, access to learning for adult females shows particularly high results in Algeria (SPI of 90), considerably higher than the average for other countries participating in the Torino Process (SPI of 33).

In contrast, adults at risk due to long-term unemployment (SPI of 83) and economically inactive adults (SPI of 83) also have stronger access to learning compared to their peers in other countries (international averages of 52 and 45, respectively), as do adults with low or no education (SPI of 90 vs. international average of 42). National authorities also report strong performance in support of adults with a migrant background in this domain of monitoring, although no specific SPI score is available for this group.

Table 7 shows the evolution of monitoring results between 2023 and 2024 for Algeria and the international average, broken down by broad age group (youth and adults), gender, and socioeconomic background of learners.

The data indicate a decline in the international benchmark for system performance regarding access across all groups of youth learners, with an overall drop of 2.17 points. In Algeria, however, the SPI scores for youth groups of strategic interest (female youth, socioeconomically disadvantaged youth, and youth migrants) have remained stable since 2023, with relatively high access levels compared to the international average.

For adult learners, the data show a more nuanced picture. The SPI scores for adults in Algeria have remained unchanged between 2023 and 2024, with adult females maintaining a high SPI of 90. This contrasts with a gradual improvement in the international average for adult females, which rose by 0.73 points to 33. Other groups of adults in Algeria, such as those who are long-term unemployed, economically inactive, or with low or no education, also show stable SPI scores, while internationally,

access for these groups has increased. The most notable increases in the international averages are for adults with low or no education (+4.91) and economically inactive adults (+2.00), reflecting a growing focus on supporting these groups in other countries.

TABLE 7. ACCESS - CHANGE IN SYSTEM PERFORMANCE, SPECIFIC GROUPS OF LEARNERS, ALGERIA AND INTERNATIONAL AVERAGE (2023 – 2024)

Population of learners	SPI score: national	Change from 2023 to 2024: national	SPI score: international average	Change from 2023 to 2024: international average
Youth: females	90	0	66	-1.04
Youth: disadvantaged	75	0	66	-0.29
Youth: migrants	75	0	66	-0.91
Youth: average	75	0	65	-2.17
Adults: females	90	0	33	0.73
Adults: long-term unemployed	83	0	52	0.15
Adults: economically inactive	83	0	45	2.00
Adults: low or no education	90	0	42	4.91
Adults: migrants	m	0	54	1.00
Adults: average	50	0	26	6.19

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

Source: Torino Process monitoring database

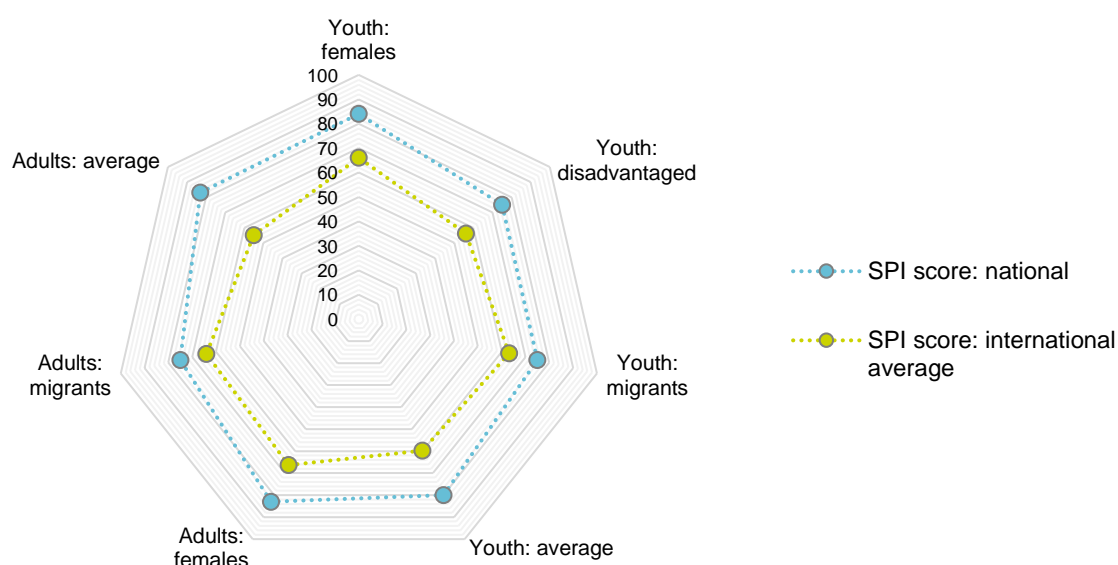
Several of the SPIs in the Torino Process monitoring framework are dedicated to assessing the effectiveness of policies and systems in fostering the progression and graduation of learners. The focus is on whether enrolled learners—particularly those at risk—receive the support needed to progress and achieve their educational goals.

The data on VET system performance in Algeria regarding participation and graduation shows a more balanced picture across different learner groups compared to the domain of access (Figure 8). In 2023, national authorities reported results which remain above the international average also in 2024. For example, the SPI for youth learners in Algeria is notably high, with an average score of 80 compared to the international average of 60. This includes particularly strong performance for female youth (SPI of 84 vs. an international average of 66) and relatively strong support for disadvantaged youth and youth migrants (both with SPI scores of 75, above the respective international averages of 56 and 63).

Among adult learners, Algeria also outperforms the international average for 2024, with an overall SPI of 83 compared to the international average of 55. This includes strong support for female adults (SPI of 83 vs. an international average of 66) and adults with a migrant background (SPI of 75 vs. an international average of 64).

This pattern of self-reported relative strength holds even though, in 2024, the international averages for youth and adults have changed in this domain across all groups of learners of special interest (Table 8). For youth, system performance in support of the successful participation of female learners (SPI of 84), socioeconomically disadvantaged youth (SPI of 75), and learners with a migrant background (SPI of 75) remains strong compared to the international averages of 66, 56, and 63, respectively. Notably, while the SPI scores for youth groups in Algeria have remained stable from 2023 to 2024, the international average for youth as a whole declined by 1.44 points.

FIGURE 8. SYSTEM PERFORMANCE IN SUPPORT OF PARTICIPATION OF SPECIFIC GROUPS OF LEARNERS, ALGERIA AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

TABLE 8. PARTICIPATION - CHANGE IN SYSTEM PERFORMANCE, SPECIFIC GROUPS OF LEARNERS, ALGERIA AND INTERNATIONAL AVERAGE (2023 – 2024)

Population of learners	SPI score: national	Change from 2023 to 2024: national	SPI score: international average	Change from 2023 to 2024: international average
Youth: females	84	0	66	1.24
Youth: disadvantaged	75	0	56	0.84
Youth: migrants	75	0	63	0.89
Youth: average	80	0	60	-1.44

Adults: females	83	0	66	0.39
Adults: migrants	75	0	64	-0.35
Adults: average	83	0	55	-1.19

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

Source: Torino Process monitoring database

For adult learners, Algeria's SPI scores also show no change from 2023 to 2024, with adult females maintaining a high SPI of 83 compared to the international average of 66, which increased slightly by 0.39 points. For adults with a migrant background, Algeria's SPI score is 75, while the international average is slightly lower at 64, with a minor decline of 0.35 points. Overall, the international average for adults in this domain declined by 1.19 points, possibly indicating that some countries in the Torino Process sample are facing challenges in retaining adult participants in education.

Female learners

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.

Disadvantaged learners: youth

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. 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.

Learners at risk: adults

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.

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 specialties, thus increasing their chances of entering the professional market.

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.

Learners by country of origin

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.

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.

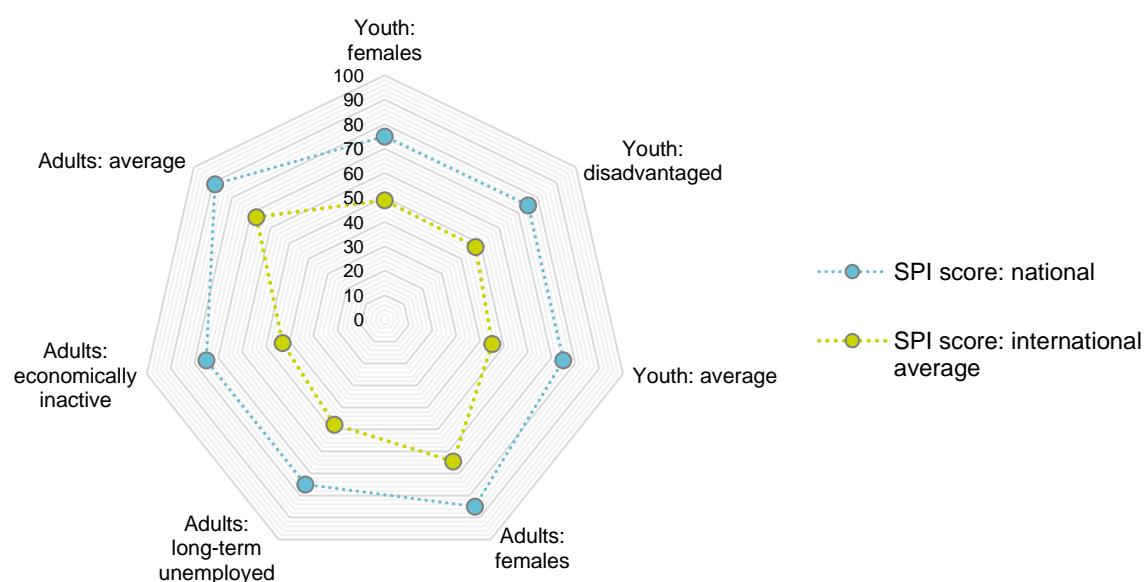
2.3.2 Quality and relevance

Overall results

The success of VET in Algeria in delivering foundational skills and competences varies across learner groups, depending to a large extent on their socio-economic background. For some learners, such as youth, it exceeds the average performance of other countries in the Torino Process; for others, particularly adults, it falls well behind (Figure 9).

System performance is above average for all young learners in the categories covered in this section, except for youth at a socioeconomic disadvantage. Female and migrant youth who have opted for VET both have steady prospects of receiving foundational skills and competences, at a level comparable to those of youth in general. In contrast, the SPI results suggest that disadvantaged youth in VET continue to experience significant challenges in terms of quality and relevance of learning.

FIGURE 9. SYSTEM PERFORMANCE IN SUPPORT OF QUALITY AND RELEVANCE FOR SPECIFIC GROUPS OF LEARNERS, ALGERIA AND INTERNATIONAL AVERAGE (2024)



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

Source: Torino Process monitoring database

The success of VET in Algeria in delivering foundational skills and competences varies across learner groups, and performance depends significantly on their socio-economic background. System performance exceeds the average of other countries in the Torino Process for both youth and adults groups, with particularly high scores for adults compared to the international average (Figure 9).

Young female learners and disadvantaged youth in VET show solid prospects of receiving foundational skills and competences, each with an SPI score of 75, well above the international averages of 49 and 48, respectively.

For adults, Algeria demonstrates even stronger performance relative to international averages, with an overall SPI score of 89 compared to the international average of 67. System performance in support of adult female learners is particularly high (SPI of 85 vs. an international average of 64), just like the results for adults at risk, including the long-term unemployed and economically inactive adults, which are well above the international averages of 48 and 43, respectively, as well. Overall, these results – as reported by national authorities in 2023 – suggest that VET in Algeria performs well in delivering quality and relevant skills to all learners, with no reported disadvantage based on gender, socioeconomic background, or other learner characteristics. This performance remains strong in international comparison also in 2024, despite the evolving international context.

The analysis of changes from 2023 to 2024 reveals a shifting international landscape that reframes Algeria's national performance relative to other countries (Table 9), even though Algeria's scores remained constant across all groups during this period.

System performance in support of quality learning for young females (national SPI of 75 compared to an international average of 49, with a -6.54-point decline internationally) and adults overall (national SPI of 89 vs. international average of 67, with a -4.72-point decline internationally) now appears stronger in relative terms due to notable declines in international averages for these groups. Although Algeria's outcomes for these groups remain unchanged from 2023 to 2024, they are now closer to or exceed the declining international benchmarks.

TABLE 9. QUALITY AND RELEVANCE - CHANGE IN SYSTEM PERFORMANCE, SPECIFIC GROUPS OF LEARNERS, ALGERIA AND INTERNATIONAL AVERAGE (2023 – 2024)

Population of learners	SPI score: national	Change from 2023 to 2024: national	SPI score: international average	Change from 2023 to 2024: international average
Youth: females	75	0	49	-6.54
Youth: disadvantaged	75	0	48	-1.24
Youth: migrants	m	0	63	2.29
Youth: average	75	0	45	0.15
Adults: females	85	0	64	-1.37
Adults: long-term unemployed	75	0	48	1.94
Adults: economically inactive	75	0	43	0.40
Adults: migrants	m	0	51	-0.78

Adults: average	89	0	67	-4.72
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Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

For long-term unemployed adults (national SPI of 75 vs. international average of 48, with a 1.94-point increase internationally), Algeria's relative position is also somewhat stronger despite the international improvement. Similarly, for disadvantaged youth (national SPI of 75 vs. international average of 48, with a -1.24-point decline internationally), the position of Algeria has improved slightly in relative terms due to the decline in the international average. In contrast, for economically inactive adults (national SPI of 75 vs. international average of 43, with a 0.40-point increase internationally), Algeria's static score now appears weaker by comparison as other countries make gradual progress, on average.

Female learners

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.

Disadvantaged learners: youth

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.

Learners at risk: adults

The quality of education and training in terms of basic skills and key competences provided (Dimension B.1) is consistent across all groups of adults at risk. Performance in support of quality and relevance is somewhat lower than for the average adult learner, but it is still considerably higher than in other countries participating in the Torino Process, on average.

3. SUPPLEMENTARY SOURCES AND INFORMATION

3.1 Links to background information and data

The full collection of quantitative indicators collected for Algeria for this 2024 round of monitoring can be found here:

<https://docs.google.com/spreadsheets/d/1vFrMHbxIM4FIIG5s9ak0TMZXwJZelqmp/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>.⁸

3.2 Definitions, terminological clarifications, methodological limitations

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.

⁸ The Torino Process monitoring reports and data will be released gradually in the period January-February 2024 in the order in which countries submit their evidence and the reports are being finalised with them.