KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT

ALGERIA

2024

1.   KEY POLITICAL, DEMOGRAPHIC, ECONOMIC AND SOCIAL CHARACTERISTICS

Political developments

The re-election of President Abdelmadjid Tebboune marked the year 2024. The presidential elections in Algeria took place on 7 September 2024. These elections were characterised by low participation and controversies over their legitimacy. The Constitutional Court announced that 11.2 million out of 24.3 million registered voters cast their ballots, stating that there were 1.7 million votes cancelled, and thus a total of 9.4 million votes cast[1]. However, the turnout, finally set at 23.3 %, shows the disinterest of part of the population in these elections. The two opposition candidates, Abdelaali Hassani Cherif and Youcef Aouchiche, represented an Islamist party and the Front des Forces Socialistes (FFS) respectively.

At programme level, several candidates, including Tebboune, focused on the inclusion of young people and support for economic and entrepreneurial initiatives. The adoption of measures to support young people, including easier access to housing and increased unemployment benefits, testifies to the importance of this demographic group, which has been a catalyst for change since the Hirak movement in 2019. In addition, the election campaign addressed regional security concerns, particularly in connection with instability in the Sahel, as well as economic diversification issues to reduce dependence on oil revenues[2].

Since the beginning of the conflict between Russia and Ukraine, Algeria has been playing an increasingly important role as a gas supplier to Europe in particular, as well as to other countries. Rising hydrocarbon prices contributed to the recovery of the Algerian economy after the pandemic shock. Bilateral agreements have been concluded with some EU Member States.

The European Union (EU) remains Algeria's main trading partner, receiving around two thirds of its exports, mainly in the form of energy products such as oil and gas, which is slowing down economic diversification. In terms of imports, Algeria imports most goods from the EU.

Demographics

With over 45.6 million inhabitants in 2023, Algeria still remains the most populous country in the Maghreb. Demographic projections indicate that the population will grow steadily, increasing by 14 million people from now to 2050 (Population Pyramids of the World – Age, 2024[3]). The population is unevenly distributed throughout the territory, with the vast majority of people living in the north along the Mediterranean coast. The share of young people in the country increased slightly from 21.6 % in 2022 to 21.9 % in 2023. Nevertheless, this slight increase is part of a gradual decline over the last eight years, which saw this percentage gradually fall from 24.8 % in 2015 to 21.9 % in 2023.

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

Key economic developments

As the largest African country and the third-largest Arab economy, Algeria was reclassified to the category of upper middle-income countries by the World Bank in July 2024. Over the past two decades, Algeria has made progress in the area of economic and human development by investing in

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[1] Election of Abdelmadjid Tebboune in Algeria: a revised score of 84 % – Jeune Afrique.
[2] https://worldpolicyhub.com/algerias-accelerated-presidential-elections-candidates-campaigns-and-challenges/
[3] Population Pyramids of the World from 1950 to 2100, Algeria – https://www.populationpyramid.net/algeria/2050/.

infrastructure projects and implementing redistributive social policies that have contributed to reducing poverty and significantly improving human development indicators[4].

In 2023, Algeria experienced solid growth, with real gross domestic product (GDP) rising to 4.1 %, up from 3.6 % in 2022. Non-hydrocarbon growth reached 3.7 %, supported by a pick-up in public investment, leading to an increase in imports. Private consumption remained vigorous, led by higher public sector wages. Gross value added by sector (%) increased in agriculture from 10.6 % in 2022 to 13.2 % in 2024, as well as in services, up 2.3 percentage points from 42.8 % in 2022 to 45.1 % in 2023. For agriculture, this improvement is probably due to the support of several national agricultural development plans and programmes, including the Agricultural Development Plan 2020–2024. By contrast, the industrial sector has seen a decline, from 43.1 % in 2022 to 38.0 % in 2023.

Inflation, at 9.3 % in 2023, slowed down to 5 % year on year in early 2024, thanks to lower food prices, a strong dinar and cheaper imports. Reserves, however, continued to grow, with imports falling by 16.1 at the end of 2023.

The main challenge for the Algerian economy remains its high dependence on hydrocarbon revenues and public spending. Between 2019 and 2023, the hydrocarbon sector accounted for 14 % of GDP, 86 % of exports and 47 % of budget revenues. Algeria aspires to diversify its economy to vary the country's sources of revenues and improve employment prospects, particularly for young people, given the country's demographic profile[5].

In the 2024 Draft Finance Act, the ten new wilayas in the South will receive payment appropriations estimated at DZD 172.8 billion, while the overall commitment authorisation amounts to DZD 228.1 billion. In this project, 55 % of the funds will be allocated to investment expenditure, i.e. DZD 124.6 billion in commitment authorisations and DZD 69.1 billion in payment appropriations, mainly for the education, housing, public works, agriculture and health sectors. By 2023, these ten wilayas had received a total budget of DZD 35.8 billion in commitment authorisations (including DZD 35 billion for the new programme) and DZD 26.5 billion in payment appropriations (including DZD 13 billion for the current programme)[6].

Key social issues

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

In terms of human development, Algeria has made progress in recent years. According to the 2021-2022 report of the United Nations Development Programme (UNDP), the country's human development index has improved. Algeria is placed 91st among the 191 countries assessed. The multidimensional poverty rate[7] decreased from 2.1 % in 2013 to 1.4 % in 2019, although the unemployment rate is still relatively high. It stood at 11.6 % in 2022. The government introduced an unemployment benefit programme in 2021, increasing the monthly amount to DZD 15 000, i.e. approximately EUR 103[8]. This initiative aims to provide financial support to young people in difficulty and enable them to specialise in fields where there is a strong demand for labour, thereby improving their employment prospects. The unemployment benefit programme includes a training component, designed to improve young people's skills and increase their chances of professional integration.

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[4] Algeria Overview (World Bank).
[5] Algeria Overview (World Bank).
[6] LF 2024: The Minister for Finance replies to questions from members of the Council of the Nation.
[7] The Multidimensional Poverty Index (MPI)[1] is a statistical index assessing poverty in the developing countries, created by a department of the University of Oxford in 2010 and used by the United Nations Development Programme (UNDP) for its Human Development Report in October 2010.
[8] Algeria - Dialogue Note 2023-2027 and Country Portfolio Performance Review 2023 | African Development Bank.

2. EDUCATION AND TRAINING

2.1 Trends and challenges

Education strategy and legal framework governing education

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

- adapt education and training to the needs of priority economic sectors;

- establish channels of excellence in construction, agriculture, industry, trade and ICT;

- strengthen cross-sectoral consultation mechanisms to improve the employability of jobseekers, through a tailored training and apprenticeship policy;

- promote and develop continuing vocational training to improve the employability of workers and the competitiveness of enterprises (Action Plan 2021, page 47).

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

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

- level 1, for the Specialised Vocational Training Certificate (CFPS);

- level 2, for the Certificate of Professional Competence (CAP);

- level 3, for the Certificate of Professional Mastery (CMP);

- level 4, for the Technician's Certificate (BT);

- level 5, for the Higher Technician's Certificate (BTS).

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

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

- face-to-face training, which takes place in establishments (CFPA, institutions) or in external sites (youth centres, etc.);

- training through apprenticeship is a method of training aimed at acquiring initial professional certification, by alternating training from vocational education centres with training from professionals, businesses, crafts persons, or the public sector;

- distance training, provided by joining periodic groupings of trainees;

- evening training aimed in particular at workers wishing to train or upskill in order to improve their socio-professional situation, and characterised by flexible working hours.

Education expenditure

The data available on education focus on the share of public spending on education in public spending as a whole. The latter indicator increased slightly from 13.1 % in 2022 to 13.3 % in 2023. Moreover,

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[9] Government Action Plan for the Implementation of the Programme of the President of the Republic, 2021 (Action Plan 2021).

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this percentage has fluctuated in recent years, from 15.2 % in 2015 to 16.1 % in 2021, which may be a sign of a slight economic recovery following the COVID-19 pandemic, to reach 13.3 % in 2023.

Two indicators were published in 2021 by the Ministry of Vocational Education and Training: (1) the capital budget shows a significant fluctuation and decrease in recent years, especially after COVID-19; (2) the operating budget has increased significantly since 2010[10].

U= DZD Millions

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

Access, participation and early school leaving

For the year 2023, the only data available is the net enrolment rate in secondary education (ISCED level 2-3), which is 97.2 % for lower secondary education and 83.4 % for upper secondary education.

Other data available date back to 2021, when the number of trainees reached 751 858 trainees, compared with 618 772 in 2020, an increase of 21.51 %. This increase affected all types of training and the various schemes:

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

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[10] 'Statistical Yearbook 2021', Ministry of Vocational Education and Training.
[11] Algeria National Report: Transforming Education Summit, New York, 19 September 2022, p. 13.
https://transformingeducationsummit.sdg4education2030.org/system/files/2022-09/ALGÉRIE_NC%20report.pdf

Legend: FACE-TO-FACE · LEARNING · EVENING DIPLOMA COURSES · DISTANCE COURSES
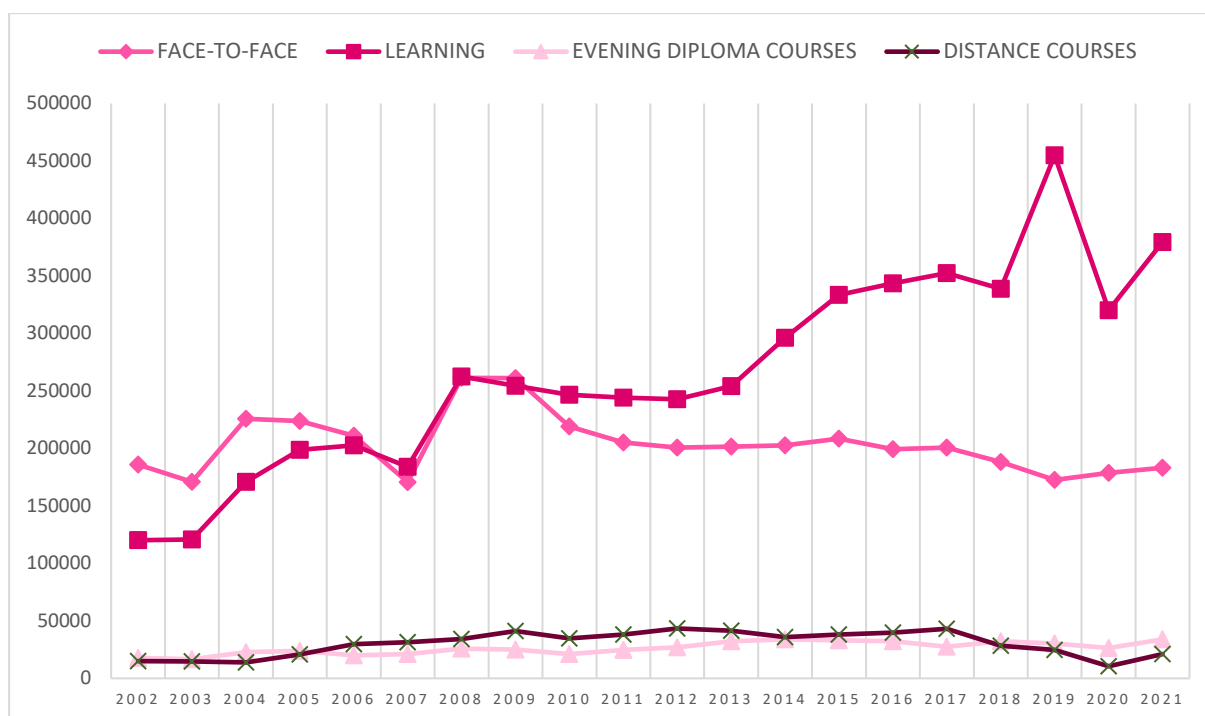
In terms of registration and early school leaving, in 2021, the training most in demand remains apprenticeship training, but evening training has the lowest dropout rate and has therefore a more solid continuation compared to other forms of training. In 2021, the following figures were recorded: Enrolled in face-to-face courses 183 039, apprenticeships 379 503 and evening diploma courses 33 891. Drop-out rate for face-to-face courses 15.2 %, apprenticeships 16.2 % and evening diploma courses 10.3 %.

PISA results

The most recent results of the Programme for International Student Assessment (PISA) for Algeria date back to 2015, when the country ranked 69th out of 70 countries in terms of academic achievement of 15-year-old students in science, reading and mathematics. The same position was held for scientific beliefs, student engagement and motivation, and equity in education (OECD, 2015).

Since 2015, Algeria no longer participates in PISA tests.

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

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

Despite the progress made over the last 10 years, the improvement in the educational attainment of the population has not yielded better results in the labour market. This perceived 'mismatch' between labour supply and demand has been one of the main drivers of unemployment and creates a paradox, where higher education graduates do not lead to better employability outcomes. This is particularly true for women, who have a higher level of education than men, but are unable to translate this into better results on the labour market (ETF, Youth transition in SEMED, 2021)[12].

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[12] ETF, 2021, 'Youth in transition in the Southern and Eastern Mediterranean', Youth in transition in the Southern and Eastern Mediterranean: Identifying profiles and characteristics to tap into young people's potential | ETF

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2.2 Initial VET and adult learning

Strategic and legal framework for initial VET and adult learning

The strategic and legal framework for vocational education and training (VET) in Algeria is based on a series of reforms and legislative texts designed to promote continuing training and skills enhancement, particularly in the context of the national economy. Law No 08-07 of 2008 governs the organisation and development of VET. This legislation allows the central government to coordinate VET through decentralised administrations at wilayas level. In the school system, programmes, methods and schedules are centralised, while the management of institutions and staff is decentralised. VET comprises the following standard operating procedures: i) residential training, mainly taking place in VET institutes and centres, ii) apprenticeship training through cooperation between training centres and companies, iii) distance learning, mainly by correspondence, with periodic face-to-face training sessions, and iv) evening classes, aimed particularly at workers wishing to continue their training or specialise for professional development purposes. The VET sector also offers short-term training (for young people who need to retrain to enter the labour market), training for vulnerable groups (young people at risk, detainees and former prisoners), as well as training programmes specifically tailored to women living in rural areas and women at home.

Continuing training remains limited, although funds have been made available through a special tax levied on companies. One body is responsible for continuing vocational education and training (CVET): the National Office for the Development and Promotion of Continuing Education (*Office National de Développement et de Promotion de la Formation Continue* – ONDEFOC), which is responsible for helping companies to promote and develop CVET and for ensuring a link with companies and public and private organisations. In the absence of accessible data on the scope and activities of these two bodies and a lack of an evaluation mechanism, it is difficult to assess the effectiveness of the provision of CVET. Adult education is not structured and is not under the responsibility of a single authority. Some courses for adults are offered by the Ministry of Vocational Education and Training, and others by private providers, including private associations.

VET governance and financing arrangements

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

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

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

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

For 2024, the Finance Act provides for an overall budget for public spending estimated at DZD 15 292.47 billion, with a significant allocation to government investment expenditure and social sectors. The Ministry of National Education benefits from a budget increase of DZD 1 477 billion[13]. This support aims to improve the training of young people and adults, in particular through the expansion of retraining programmes and the digitalisation of training. The 2024 Finance Act aims to streamline public investments and to prioritise mature projects that are expected to start or continue during the year of registration. In addition, this act focuses on a more strategic management of public resources, with increased funding for VET to encourage diversification of the economy and support the employability of young people.

Qualifications, validation and recognition

In Algeria, the recognition, validation and certification of skills, particularly through *Validation des Acquis de l'Expérience* (VAE), play a key role in vocational training and skills development policy. The vocational education and training sector has established a new mechanism relating to the validation of skills acquired through experience by circular no 01 of 4 April 2018. This scheme is aimed at workers and adults who have acquired professional skills in a specific field but do not have a diploma or certificate of official training validating these skills[14].

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

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

According to the latest information, this observatory is not yet operational, which explains the lack of structured and synthetic information on labour market needs. The lack of data on the performance of the VET system, including addressing economic needs, one of its main objectives, is also worrying (ETF, 2020 'VET Quality Assurance in Algeria'[15]).

Nevertheless, in 2023, measures were taken to promote the VAE, with increased collaboration between universities and vocational training institutions to raise awareness and facilitate access to it. However, despite these efforts, the recognition of skills through VAE is still little used in Algeria, with a low participation rate among workers and adults in this process.

Quality and quality assurance

In Algeria, quality assurance is mainly seen as a tool to ensure that training establishments comply with the applicable legislation and regulations, whether through an administrative and pedagogical inspection of public centres or through the accreditation of private centres. Quality assurance is a priority of the Ministry of Vocational Education and Training. A dedicated working group led by the National Institute for Vocational Education and Training (*Institut national de formation et enseignement professionnels* – INFEP) has also been set up. The overall assessment of the system is the

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[13] https://www.mf.gov.dz/index.php/fr/activites-2/1488-conseil-de-la-nation-m-faid-presente-le-texte-de-la-loi-de-finances-2024-devant-la-commission-specialisee

[14] https://www.mfep.gov.dz/fr/formation/types-de-formation/formation-continue-2/validation-des-competences-acquises-par-lexperience/

[15] ETF, 2020 Quality assurance in vocational education and training in Algeria.

responsibility of the National Assembly (which has a specialised VET commission), the Court of Auditors and the Inspectorate General of Finance, in addition to the Inspectorate General of the Ministry of Vocational Education and Training.

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

Work-based learning arrangements

The Law on Apprenticeships (2018) was an important development in the effort to promote apprenticeship training. The objective of the Ministry of VET is to gradually increase the percentage of students enrolled in apprenticeship programmes. The overall objective is to increase this percentage and to further increase the number of these opportunities. Partnerships with the private sector will be a central element in aligning learning programmes with the business and labour demands of the economy. The government's action plan for 2021 mentions the development of apprenticeship training, although no information has been provided regarding its implementation. Monitoring mechanisms for VET graduates would facilitate the analysis of the effectiveness and quality of the system.

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

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

Digital education and skills

As a result of the health crisis linked to the COVID-19 pandemic and its repercussions, Algeria has put in place a concrete policy to promote the success of digital transformation. This initiative is in line with commitment no 25 made by the President of the Republic, Abdelmadjid Tebboune, for the year 2022, relating to '*the achievement of a digital transformation to improve connectivity, generalise the use of ICTs, particularly in public service administrations, and improve governance of the economic sector*'[16].

However, despite the observed development of information and communication technologies, several problems persist. The low speed of the internet connection, particularly in rural areas, is a major handicap to widespread access to digital education in general, and to vocational education and training in particular. According to the Speedtest Global Index[17], Algeria ranks 121st (out of 142 countries) in the ranking of mobile connections to the internet. For the infrastructure dimension, it is essential to note that, despite its revolutionary aspect of access to education for all, the use of digital technology can also have the opposite effect if basic infrastructure and means are not sufficiently developed to ensure access to online education for all.

The digital transformation therefore plays a strategic role in establishing a new mode of governance based on an inclusive and job-creating policy, through the implementation of various means of action facilitating the adaptation of the educational structure.

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[16] Article published in La Patrie News, update: 7.6.2022. The 54 commitments of President Tebboune: The achievements of the Government of Aimene Benabderrahmane. https://lapatrienews.dz/les-54-engagements-du-president-tebboune-les-realisations-du-gouvernement-aimene-benabderrahmane/
[17] Speedtest Global Index – Internet Speed around the world – Speedtest Global Index

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The vocational education and training sector in Algeria has given priority to the digitalisation of the sector and the Ministry of Vocational Education and Training has triggered the digitalisation of the sector since 2020. In this regard, the Ministry launched the digital platform 'Mihnati' (my profession) dedicated to training applicants. This platform is a pre-registration tool for access to vocational training offering training opportunities in the sector. Another digital platform 'Maharati' (my skills) dedicated to those responsible for the pedagogical management of training institutions has also been set up. A third platform, 'Tassyir' (management), was launched in 2023 and is dedicated to the administrative and educational management aspects of training establishments. It will serve as a bridge between these institutions and the central government services. This platform aims to unify administrative and educational work, speed up the pace of these achievements, and ensure continuous and instantaneous monitoring of all activities under this platform at local and central level[18].

In 2023, according to data provided by the Ministry of VET, the sector was strengthened by the entry into service of 13 training structures, including five national institutes specialising in vocational training and eight vocational training centres with a total reception capacity of 4 000 training places and 1 080 beds in institutes and centres with boarding schools.

The MFP also has a registration process for the Cisco Academies that can be carried out in a number of ways: in person at the premises of the national institutes specialising in vocational training (*Instituts Nationaux Spécialisés de la Formation Professionnelle* – INSFP), as well as online. These academies include the Institut de Formation Professionnelle de Birkhadem, which consists of the Teaching Engineering Structure and the Centre for Instructor Training and Digital Programme Upgrade.

Statistics on education and training

The latest statistics available date back to 2021, when the number of trainees reached 751 858, compared with 618 772 in 2020, an increase of 21.51 % (ILOSTAT estimates). This increase affected all types of training and the various schemes:

- face-to-face training at a rate of 2.49 %, from 178 598 to 183 039 trainees;
- apprenticeship training at a rate of 18.54 %, from 320 161 in 2020 to 397 503 apprentices in 2021;
- evening training at a rate of 73.80 %, from 67 122 to 116 660 trainees (i.e. 28.59 % in graduate training and 103.03 % in qualification training);
- distance learning by 24.65 %, from 170 020 in 2020 to 212 215 trainees in 2021[19].

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[18] Mapping of stakeholders, policies and practices in digital education in Algeria | ETF
[19] '2021 Statistical Yearbook', Ministry of Vocational Education and Training.

3.   LABOUR MARKET AND EMPLOYMENT

3.1   Trends and challenges

Labour market characteristics

The labour market in Algeria has several specific characteristics:

- a relatively large active population, which means that a considerable percentage of the population is of working age;

- a dominant public sector, which plays a major role in the country's economy and employment. Many jobs are directly linked to government, and state-owned enterprises and public services;

- a high unemployment rate, especially among young people, and also employment opportunities which vary considerably from one region to another in Algeria. Urban regions, including the capital Algiers, generally offer more employment opportunities than rural areas;

- significant gender inequalities in the labour market. Women are often under-represented in leadership positions and are significantly minority in the labour market;

- skills misalignment, addressing challenges related to the matching of skills of the labour force with the needs of the labour market;

- a part of employment in Algeria is in the informal sector, characterised by a lack of formal contracts and social protection.

The management of the labour market in Algeria is based on two main entities: the National Employment Agency (*Agence Nationale de l'Emploi* – ANEM) and the Authorised Private Placement Bodies (*Organismes Privés Agréés de Placement* – OPAP), which have been introduced since 2004.

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

- monitoring the labour market: ANEM is responsible for monitoring and understanding developments in the national employment and labour market. It establishes an information system to collect accurate and reliable data on these areas. The agency also performs analyses and prepares expert reports relating to employment and the labour force;

- studies and investigations: ANEM conducts studies and surveys to better understand the needs of the labour market and to carry out its tasks effectively;

- tool development: the Agency is working on the standardisation and development of tools and instruments that facilitate labour market monitoring;

- matching supply and demand: one of the key functions of ANEM is to match labour supply and demand. It does this by providing reception, information, guidance and placement services to jobseekers;

- seeking and collecting job offers: ANEM seeks and gathers job offers from employers, both in the public or private sectors;

- matching vacancies and job applications: the Agency organises the correspondence between vacancies and job applications at national, regional and local level;

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

It is important to note that all jobseekers, whatever their age or level of qualification, are entitled to benefit from the placement services offered by ANEM. These services include guidance, counselling, job search support and placement with employing organisations, whether public or private. Thus, ANEM plays a crucial role in the management of the labour market in Algeria[20].

Labour market and employment statistics

Labour market statistics are very limited due to the lack of a recent *labour force survey* in Algeria since 2019.

The unemployment rate was estimated at 12.7 % in total and 30.8 % among young people (aged 15 to 24) in 2023[21]. It should be noted that the latest statistics available, dated from 2019, had an overall unemployment rate of 26.9 % among young people (aged 15 to 24), with an almost double rate for women, i.e. 45.1 % compared to 23.6 % for men.

In addition, the employment rate, compared to 2019, is 3.9 % in total, with a large disparity between men and women: 60.7 % for the former, compared to only 13.8 % for the latter. Data from 2020 confirms disproportionately high rates of inactivity among women compared to men in Algeria. Indeed, this rate is 58.4 % for men, compared to 92.2 % for women. These figures reveal the country's overall lag in terms of female labour force participation and highlight the need for policies to support female employment, in order to facilitate women's integration into the labour market and to reduce gender disparities[22].

Data on the employment rate by sector[23], dating from 2022, show stability over the past four years in the industrial sector, at around 30.9 %. Similarly, the percentage of the labour force employed in agriculture has remained relatively stable (around 10 %). The services sector employs the majority of the labour force, with an employment rate that was stable at around 59.4 % in 2019, slightly falling to 59.1 % and then to 59 % in 2020 and 2021, during COVID-19, and returning to 59.4 % in 2022. This reflects the importance of the services sector as a job provider.

The incidence of vulnerable employment remained relatively stable, from 27.3 % in 2019 to 27.1 % in 2022, reflecting a focus on employment security and working conditions. Vulnerable employment generally includes informal or precarious work, and this reduction is probably also linked to public initiatives introduced during the COVID-19 period, to support also target groups of the population.

3.2   Employment policy and institutional frameworks

Strategy and legal framework for employment policy

The national employment policy strategy is based on the Action Plan for the promotion of employment and the fight against unemployment adopted by the Council of Government on 1 April 2008. It adopts an inclusive and comprehensive approach that encourages productive investment, based on a number of principles: (1) combating unemployment through an economic approach; (2) adapting training and profiles to employment needs; (3) promoting a skilled labour force in the short and medium term; (4) strengthening the promotion of youth employment and improving the permanence rate; (5) supporting job-creating investments and developing entrepreneurship (Prime Minister 2021, Economic Recovery Plan 2020-2024[24]).

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[20] National employment policy (mtess.gov.dz).
[21] Algeria Overview (World Bank).
[22] ETF_SEMED_regional_for publication_final.pdf.
[23] This indicator provides information on the relative importance of different economic activities in terms of employment. The data are presented by major economic activities (agriculture/industry/services) based on the International Standard Industrial Classification of all Economic Activities (ISIC). In Europe, the NACE classification is consistent with the ISIC.
[24] Activity Report of the Government to implement the programme of the President of the Republic from 1 January to 31 May 2021 bilan-activité-du-gouvernement-20-06-2021-en.pdf (premierministre.gov.dz) and Prime Minister, 2021, Economic Recovery Plan 2020-2024, Volumes 1 and 2 Pland-action-du-gouvernement-pour-la-mise-en-oeuvre-du-programme-du-president-de-la-republique-2021-fr.pdf.

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

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

- the National Employment Agency (ANEM): the Law No 04-19 on Worker Placement and Employment Control entrusted the placement of jobseekers to ANEM and, under its control, in approved private placement organisations (OPAPs);

- a system for promoting paid employment, the DAIP (Support System for Professional Integration): a measure aimed at young people under the age of 35, to facilitate the professional integration of young first-time jobseekers; and

- business start-up support measures, such as the scheme managed by the National Agency for Supporting Youth Employment (ANSEJ) for young influencers, which focuses on the creation of new micro-enterprises in all sectors of activity, with the exception of commercial activity; or the CNAC (National Unemployment Insurance Fund). Since 2004, the CNAC has been responsible for supporting the creation of micro-enterprises by the unemployed aged between 35 and 50, including through the provision of loans. This reinforces the CNAC's first two missions, which consist of training and compensating the unemployed. In addition, an agreement within the framework of support for the creation of SMEs by unemployed persons aged 35 to 50 was drawn up between the CNAC, the vocational training sector and the Ministry of Agriculture, in order to support the validation of professional knowledge and know-how for the benefit of unemployed persons who declare that they have qualifications or skills in the planned activity but cannot prove this (diplomas, certificates, etc.).

Initiatives to boost employment

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

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

- simplify business start-up procedures by reducing the number of formalities and administrative costs;

- simplify other business start-up procedures (craftsmen card, liberal professions, self-employed status, etc.);

- increase the number of businesses created per 1 000 inhabitants;

- digitalise business creation processes.

In Algeria, initiatives were implemented in 2023 to stimulate employment and strengthen the integration of young people. The government is committed to its programme to regularise integration contracts, aiming to integrate beneficiaries of the support system for professional integration into permanent jobs. This operation, which affects thousands of young graduates, was due to be completed by the end of 2023, facilitating access to stable positions for young Algerians who have gained experience through these integration systems[25].

For the time being, no information has been provided on the follow-up to the progress made in the government's action plan for 2021 and the initiatives launched in 2023.

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[25] https://www.algerie-eco.com/2023/05/25/emploi-loperation-dintegration-des-diplomes-achevee-avant-fin-2023/

Initiatives to increase the capacity of the public employment services

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

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

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

These initiatives are part of a broader drive to reduce unemployment and promote Algerians' vocational integration into the labour market. They reflect the government's commitment to strengthening public employment services, recognising their essential role in managing the country's labour market[26].

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

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[26] Official website of National Employment Agency (ANEM) and of the Ministry of Labour, Employment and Social Security (mtess.gov.dz).

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STATISTICAL ANNEX – ALGERIA

This annex presents the annual data for 2010, 2015, 2019, 2020 and 2021 or for the last year available.

	Indicator		2015	2019	2020	2021	2022	2023
1	Total population (thousands)[1]		39 543.2	42 705.4	43 451.7	44 178.0	44 903.2	45 606.5
2	Relative size of young population (age group 15-24 and denominator age 15-64, %)[1] C		24.8	22.0	21.7	21.5	21.6	21.9
3	GDP growth rate (%)		3.2	0.9	-5.0	3.8	3.6	4.1
4	Gross value added by sector (%)	Agriculture	10.5	11.5	12.8	11.2	10.6	13.2
		Industry	32.8	33.6	30.0	36.3	43.1	38.0
		Services	52.1	50.5	52.8	48.5	42.8	45.1
5	Public expenditure on education (as % of GDP)		8.0	6.0	7.0	6.3	M.D.	M.D.
6	Public expenditure on education (as % of total public expenditure)		15.2	14.5	16.5	16.1	13.1	13.3
7	Adult literacy (%)[1][5]		M.D.	81.4	M.D.	M.D.	M.D.	M.D.
8	Educational attainment of total population (aged 15+) (%)	Low[2]	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
		Medium[3]	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
		High[4]	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
9	Early leavers from education and training (aged 18-24) (%)	Total	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
		Men	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
		Women	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
10	Total NET enrolment rate in secondary education (ISCED level 2-3) (%)	Lower secondary	M.D.	M.D.	M.D.	M.D.	M.D.	97.2
		Upper secondary	M.D.	M.D.	M.D.	M.D.	M.D.	83.4
11	Share of VET students in upper secondary education (ISCED level 3) (%)		M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
12	Low achievement in reading, mathematics and science – PISA (%)	Reading	79.0	n/a	n/a	n/a	n/a	n/a
		Mathematics	81.0	n/a	n/a	n/a	n/a	n/a
		Sciences	70.8	n/a	n/a	n/a	n/a	n/a
13		Total	41.8	42.2	M.D.	M.D.	M.D.	M.D.

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	Indicator		2015	2019	2020	2021	2022	2023
	Activity rate (15+) (%)[5]	Men	66.8	66.8	M.D.	M.D.	M.D.	M.D.
		Women	16.4	17.3	M.D.	M.D.	M.D.	M.D.
14	Inactivity rate (15+) (%) [6] c	Total	58.2	57.8	M.D.	M.D.	M.D.	M.D.
		Men	33.2	33.2	M.D.	M.D.	M.D.	M.D.
		Women	83.6	82.7	M.D.	M.D.	M.D.	M.D.
15	Employment rate (15+) (%)[6]	Total	37.1	37.4	M.D.	M.D.	M.D.	M.D.
		Men	60.2	60.7	M.D.	M.D.	M.D.	M.D.
		Women	13.6	13.8	M.D.	M.D.	M.D.	M.D.
16	Employment rate by educational attainment (15+) (%)	Low[2]	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
		Medium[3]	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
		High[4]	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
17	Employment by sector (%)[1] c	Agriculture	8.8	9.8	10.0	10.0	9.7	M.D.
		Industry	31.2	30.8	30.8	30.9	30.9	M.D.
		Services	59.9	59.4	59.1	59.0	59.4	M.D.
18	Incidence of self-employment (%)[6]		30.2	32.4	M.D.	M.D.	M.D.	M.D.
19	Incidence of vulnerable employment (%)[1] c		26.9	26.6	27.3	27.2	27.1	M.D.
20	Unemployment rate (15+) (%)	Total	11.2	M.D.	M.D.	M.D.	M.D.	M.D.
		Men	9.9	M.D.	M.D.	M.D.	M.D.	M.D.
		Women	16.6	M.D.	M.D.	M.D.	M.D.	M.D.
21	Unemployment rate by educational attainment (15+) (%)	Low[2]	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
		Medium[3]	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
		High[4]	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
22	Unemployment rate (15-24 years) (%)[6,7]	Total	21.5	26.9	M.D.	M.D.	M.D.	M.D.
		Men	18.6	23.6	M.D.	M.D.	M.D.	M.D.
		Women	37.4	45.1	M.D.	M.D.	M.D.	M.D.
23	Proportion of people aged 15-24 not in employment, education or training (NEETs) (%)[6,8]	Total	21.2	26.2	M.D.	M.D.	M.D.	M.D.
		Men	10.8	20.4	M.D.	M.D.	M.D.	M.D.
		Women	32.1	32.1	M.D.	M.D.	M.D.	M.D.
		Total	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.

	Indicator		2015	2019	2020	2021	2022	2023
	Proportion of people aged 15-29 not in employment, education or training (NEETs) (%)	Men	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
		Women	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
24	Participation in training/lifelong learning (25 to 64 years) (%)	Total	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
		Men	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
		Women	M.D.	M.D.	M.D.	M.D.	M.D.	M.D.
25	Human development index		0.736	0.742	0.730	0.740	0.745	M.D.

Last updated: 26.9.2024

Sources:

Indicators 1, 2, 3, 4, 5, 6, 7: World Bank, World Development Indicators (WDI) database
Indicators 7, 11: UNESCO Institute for Statistics
Indicators 8, 23 (2010, 2015): ILOSTAT (LFS - Household Employment Survey)
Indicators 13, 14, 15 (2010-2019), 16, 17, 18 (2010-2019), 20 (2010-2019), 21, 22 (2010-2019), 23 (2019): Algerian National Statistical Office (ONS, Employment and unemployment)
Indicators 13 (2020-2022), 14 (2020-2022), 15 (2020-2022), 17 (2020-2021), 18 (2020-2021), 19, 20 (2020-2022), 22 (2020-2022), 23 (2020-2022): ILO modelled estimates
Indicator 12 – Results of the OECD PISA 2018 assessment (Volume I), Annex B1
Indicator 21 (2010, 2015) – Eurostat
Indicator 25 – UNDP

Comments

[1] Estimate
[2] The definition differs – young people are neither employed nor in education
[3] Applies to 2018
[4] Applies to 2017
[5] Low = Basic (ILOSTAT) + Less than basic (ILOSTAT), Medium (ILOSTAT), High (ILOSTAT)
[6] In 2010: 4th quarter; 2015: September
[7] Low (ISCED 0-1) corresponds to 'primary' in the national classification; low (ISCED 2) corresponds to 'medium' in the national classification; medium (ISCED 3-4) corresponds to 'secondary' in the national classification; high (ISCED 5 and above) corresponds to 'higher' in the national classification
[8] In 2020-2021: Age group: over 15
[9] In 2020-2022: Age group: 15 to 24

Legend:
C = ETF calculations.
n/a = not applicable
M.D. = missing data

ANNEX: DEFINITIONS OF INDICATORS

	Description	Definition
1	Total population (in thousands)	The total population is the estimated number of usual residents in a given country on 1st January of a given year. Where no information is available on the usually resident population, countries may report legal or registered residents.
2	Relative size of the young population (age group 15-24) (%)	This is the ratio of the young population (aged 15 to 24) to the working-age population, generally aged 15 to 64 (or 15 to 74 or 15 and over).
3	GDP growth rate (%)	Annual growth rate as a percentage of GDP at market prices in constant local currency. Aggregates are based on constant 2010 US dollars. GDP is the sum of gross value added by all resident producers in the economy plus product taxes and less any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.
4	Gross value added by sector (%)	Share of value added from agriculture, industry and services. Agriculture corresponds to divisions 1-5 of the International Standard Industrial Classification of All Economic Activities (ISIC) and includes forestry, hunting and fishing, as well as crops and animal production. Value added is the net production of a sector after adding up all outputs and subtracting intermediate inputs. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources. The origin of value added is determined by the International Standard Industrial Classification (ISIC), revision 3 or 4. Industry corresponds to tabulation categories C-F (revision 3) or tabulation categories B-F (revision 4) of the International Standard Industrial Classification (ISIC), and includes mining and quarrying (including petroleum production), manufacturing, construction and utilities (electricity, gas and water). Services correspond to ISIC divisions 50 to 99 and include value added in wholesale and retail trade (including hotels and restaurants), transport, and governmental, financial, professional and personal services such as education, healthcare and real estate services. They also include imputed banking service charges, import duties and any statistical anomalies found by the national compilers, as well as anomalies resulting from rescheduling.
5	Public spending on education (% of GDP)	Public spending on education expressed as a percentage of GDP. In general, the public sector finances education either by directly supporting the current or capital expenditure of educational establishments, or by supporting students and their families through grants or public loans, as well as by awarding subsidies to private companies or non-profit organisations for educational activities (transfer to private households and companies). Both types of transactions are included in total public spending on education. In general, the public sector finances education either by directly supporting the current or capital expenditure of educational establishments, or by supporting students and their families through grants or public loans, as well as by awarding subsidies to private companies or non-profit organisations for educational activities (transfer to private households and companies). Both types of transactions are included in total public spending on education.
6	Public spending on education (% of total public spending)	Public spending on education expressed as a percentage of total public spending. In general, the public sector finances education either by directly covering the current and capital expenditure of educational establishments, by supporting students and their families through public grants and loans, or by transferring public subsidies for educational activities to private companies or non-profit organisations (transfer to private households and companies). Together,

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	Description	Definition
		these two types of transactions constitute the total public expenditure on education.
7	Adult literacy (%)	Adult literacy is the percentage of the population aged 15 or more who can read, write and understand a short, simple sentence about their daily lives. In general, literacy also encompasses 'numeracy', i.e. the ability to make simple arithmetic calculations.
8	Level of education of the total population (over 15 years old) (%)	Educational attainment refers to the highest level of education attained by individuals, expressed as a percentage of all persons in this age group. This indicator is most often measured on the basis of the highest educational programme successfully completed and generally validated by a recognised qualification. Recognised intermediate qualifications are classified at a lower level than the programme itself.
9	Early leavers from education and training (aged 18 to 24) (%)	This indicator is defined as the percentage of the population aged 18 to 24 with no more than lower secondary education and no education or training in the four weeks preceding the survey. Lower secondary education corresponds to ISCED 1997 levels 0-2 and 3c short (i.e. programmes with a duration of less than two years) for data up to 2013 and ISCED 2011 levels 0-2 for data from 2014 onwards.
10	Net enrolment rates in secondary education (ISCED level 2-3) (%)	This indicator covers the enrolment in a given level of education of children/young people belonging to the official age group corresponding to the given level of education.
11	Share of VET students in upper secondary education (ISCED level 3) (%)	The total number of students enrolled in vocational training programmes at a given level of education (in this case, upper secondary education), expressed as a percentage of the total number of students enrolled in all (vocational and general) programmes at that level.
12	Poor results in reading, mathematics and science – PISA (%)	These are 15-year-olds whose results are below level 2 on the PISA scale of skills in reading, mathematics and science.
13	Activity rate (15 years +) (%)	The activity rate for a given age group is calculated by dividing the active population by the population of that age group. The active population (also called 'labour force') is defined as the sum of the employed and the unemployed. The inactive population includes persons who are classified as not in employment or as unemployed.
14	Inactivity rate (15 years +) (%)	The inactivity/non-integration rate in the active population of a given age group is calculated by dividing the inactive population by the population of that age group. The inactive population includes persons who are classified as not in employment or as unemployed.
15	Employment rate (15 years +) (%)	The employment rate is calculated by dividing the number of persons in employment by the total population of the same age group. Persons in employment are defined as all persons who, during the reference period, worked for pay or profit for at least one hour, or who were temporarily absent from such work. If a different age group is used, this must be specified.
16	Employment rate by level of education (15 years +) (%)	The employment rate is calculated by dividing the number of persons in employment by the total population of the same age group. Persons in employment are defined as all persons who, during the reference period, worked for pay or profit for at least one hour, or who were temporarily absent from such work. If a different age group is used, this should be specified. Levels of education refer to the highest educational attainment level successfully completed. Three levels are considered: low (ISCED levels 0-2), medium (ISCED levels 3-4) and high (ISCED 1997 levels 5-6 and ISCED 2011 levels 5-8).

	Description	Definition
17	Employment by sector (%)	This indicator provides information on the relative importance of different economic activities in terms of employment. The data are presented by major economic activities (i.e. agriculture/industry/services) based on the International Standard Industrial Classification of all Economic Activities (ISIC). In Europe, the NACE classification is consistent with the ISIC.
18	Incidence of self-employment (%)	The incidence of self-employment is expressed by self-employed workers (i.e. employers + own-account workers + contributing family workers) as a proportion of total employed workers.
19	Incidence of vulnerable employment (%)	The incidence of vulnerable employment is expressed by own-account workers and contributing family workers as a percentage of the total number of employed persons.
20	Unemployment rate (16-59 years) (%)	The unemployment rate represents the number of unemployed as a percentage of the active population. The active population is the total number of people in employment and unemployed. The unemployed are persons aged 15 to 64, 16 to 59 or over 15 who were without work during the reference week, who are currently available for work (i.e. are available for paid employment or self-employment within two weeks following the reference week), who are actively seeking work, i.e. who had taken specific steps to find paid employment or self-employment during a four-week period ending at the end of the reference week, or who had found work and will start working within a period of up to three months.
21	Unemployment rate by educational attainment (age group 16-59) (%)	The unemployment rate represents the number of unemployed as a percentage of the active population. The active population is the total number of people in employment and unemployed. The unemployed are persons aged 15 to 64, 16 to 59 or over 15 who were without work during the reference week, who are currently available for work (i.e. are available for paid employment or self-employment within two weeks following the reference week), who are actively seeking work (who had taken specific steps to find paid employment or self-employment during a four-week period ending at the end of the reference week), or who had found work and will start working within a period of up to three months. Levels of education refer to the highest educational attainment level successfully completed. Three levels are considered: low (ISCED levels 0-2), medium (ISCED levels 3-4) and high (ISCED 1997 levels 5-6 and ISCED 2011 levels 5-8).
22	Unemployment rate (16-24 years) (%)	The unemployment rate represents the number of unemployed as a percentage of the active population. The active population is the total number of people in employment and unemployed. The unemployed are persons aged 16 to 24 who were without work during the reference week, who are currently available for work (i.e. are available for paid employment or self-employment within two weeks following the reference week), who are actively seeking work, i.e. who had taken specific steps to find paid employment or self-employment during a four-week period ending at the end of the reference week, or who had found work and will start working within a period of up to three months.
23	Share of people aged 15 to 24 not in education, employment or training (NEETs) (%)	The indicator provides information on young people aged 15 to 24 who meet the following two conditions: firstly, they are not employed (i.e. they are unemployed or inactive according to the ILO definition), and secondly, they have not received any education or training in the four weeks preceding the survey. The data is expressed as a percentage of the total population of the same age group and the same gender, excluding young people who did not answer the question on their participation in education and training.
24	Participation in lifelong learning (15 years +) (%)	Participants in lifelong learning are defined as people aged 25 to 64 who responded that they had attended education or training in the four weeks preceding the survey (numerator). The denominator is the total population of the same age group, excluding non-responses to the question on participation in education and training. The information collected concerns all forms of

	Description	Definition
		education or training, whether or not they are relevant to the respondent's current or future job. If a different reference period is used, this should be specified.
25	Human development index	The index is a synthetic measure of average outcomes in key dimensions of human development: a long and healthy life, being well informed and having a decent standard of living.

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MAIN DONOR PROJECTS IN EDUCATION, TRAINING AND EMPLOYMENT

The European Union (EU) has supported Algeria's efforts to promote employment through various funded programmes, such as the Programme for adequacy, training, employment and qualification (*Adéquation-Formation-Emploi-Qualification* – AFEQ), completed in September 2021, the Programme to support the higher education and scientific research sector policy (*Programme d'appui à la politique sectorielle de l'enseignement supérieur et de la recherche scientifique* – PAPS/ESRS) and the Programme to support industrial diversification and improve the business climate (*Programme d'appui à la diversification industrielle et à l'amélioration du climat des affaires* – PADICA). These initiatives are aimed at: (i) encouraging partnerships between the public and private sectors to reduce skills gaps; (ii) supporting local socio-economic development in north-western Algeria; (iii) responding to the labour needs of local economic sectors; (iv) strengthening institutional capacities; (v) supporting the Algerian government's actions in its youth policy and the efforts of civil society; and (vi) creating exchange networks between Algerian and European academic institutions to foster a dynamic regional partnership.

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

In 2023, the United Nations Development Programme (UNDP) launched a project to support the government's national youth empowerment plan. This project aims to create a favourable ecosystem enabling young people to develop their skills, express their ideas, get involved in projects and initiatives, and play an active role in social life[27].

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[27] UNDP Algeria 2023 brochure – final version.pdf.

ABBREVIATIONS

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

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

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