

KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT

2025

ALGERIA

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ABOUT THIS PAPER

Each year, the European Training Foundation (ETF) monitors developments in education, skills and employment in its partner countries to support informed decision-making by identifying trends, opportunities and challenges. The results are reported by country, across countries and by selected theme.

This document is the 2025 country-level report (country fiche) for Algeria. Like all ETF monitoring, it draws on multiple sources of evidence and is the culmination of a year-long process of data collection, analysis and consultations. One key source of evidence is the ETF KIESE database, which provides internationally comparable indicators on areas such as country demographics, the economy, education and employment. The indicators are sourced mainly from international repositories, including UNESCO, the World Bank, the OECD, Eurostat and the ILO, while some come directly from partner countries: for instance, from their labour force surveys¹.

Another source of evidence is the Torino Process, a flagship monitoring initiative of the ETF that compiles system performance indicators (SPIs) based on KIESE data and expert surveys. The SPIs combine selected KIESE indicators to track policy and system performance in education and Vocational Education and Training (VET) in key areas such as access, quality and system management. Where KIESE data are missing, SPIs rely on expert surveys to fill these gaps and contextualise the findings during analysis. ‘Performance’ in this context refers to the extent to which policies and systems deliver results in these areas². In 2025, the ETF compiled SPIs for a total of 32 areas and sub-areas of performance, including for groups of learners such as youth and adults, males and females, socio-economically disadvantaged young people and adults with a low level of education or no education.

ETF country missions complement these data sources by engaging with key policy stakeholders, gathering qualitative insights on policy developments, recently enacted legislation and major reform measures. Finally, where necessary, the ETF draws on third-party publications and analytical work to fill gaps in available evidence or to clarify developments that are not fully captured in the ETF monitoring evidence.

The country fiche begins with Chapter 1 – a country profile that describes the demographic and socio-economic conditions in the country. Chapter 2 presents recent policies in education and training, together with the structure of the education system, including adult learning. Chapter 3 provides an overview of employment and labour market policies and introduces the main strategies, institutions and programmes. Chapter 4, which is the final chapter, presents the results of policies and arrangements in education and training.

¹ The full selection of KIESE indicators for 2025 can be found here: <https://bit.ly/4j6taZW>.

² The subset of KIESE indicators used for the calculation of the Torino Process SPIs in 2025 can be found here: <https://bit.ly/433OR8j>. The full list of questions used in the 2025 round of Torino Process system performance monitoring can be found here: <https://bit.ly/3YUlbXE>. For a full overview of the Torino Process system performance monitoring framework, see <https://bit.ly/47YGA6l>. The methodology for the calculation of the SPIs can be found here: <https://bit.ly/3XJq101>.

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KEY TAKEAWAYS

- **Country profile and developments:** Algeria's population reached 46.2 million in 2023 and continues to grow steadily (1.5 % annually), with a moderate youth share and a manageable dependency ratio. Migration has little demographic impact. Economically, growth was solid in 2023 (4.1 %) before easing to 3.3 % in 2024, as declines in hydrocarbon output were offset by expansion in other sectors and higher public spending. Inflation dropped from 9.3 % in 2023 to about 4 % due to improved food supply and subsidies. Despite upper-middle-income status, monetary poverty remains significant, though multidimensional poverty is low and inequality relatively moderate. Recent political changes, including a new Prime Minister and new ministers in vocational training and employment, along with a reinforced focus on renewable energy, may influence future education, training and employment policies.
- **Developments in education and training:** Algeria's education and training system is anchored in the 2008 Education Directive Law, which guarantees compulsory schooling from 6 to 16, complemented by recent measures such as expanded English instruction and a national digitalisation roadmap. In VET, reforms build on Laws 08-07 and 18-10, with the 2024 *Assises nationales* defining priorities including labour-market-aligned curricula, stronger work-based learning, entrepreneurship, digital transformation, improved quality standards and a forthcoming Professional Baccalaureate. Governance remains centralised: the Ministry of National Education oversees schools, while the VET Ministry manages vocational lycées, apprenticeships and private-provider accreditation. New initiatives include legally established centres of excellence (2025), expanded digital platforms and strengthened career guidance linking education, VET and employment. Adult learning remains fragmented despite ONDEFOC's mandate. Donor-supported programmes (EU, ILO, GIZ) reinforce skills development, especially in tourism, digitalisation and the green economy.
- **Employment and labour market developments:** Algeria's labour market remains shaped by a state-led strategy centred on the 2008 Action Plan for Employment and the Fight Against Unemployment, which promotes investment, skills alignment, youth employability and entrepreneurship. Public agencies – ANEM, ADS, ANSEJ and CNAC – play key roles in job placement, subsidised integration contracts and micro-enterprise support. Despite ongoing reforms, challenges persist: youth unemployment, low female labour force participation and high inactivity rates continue to affect labour market performance. Active labour market programmes such as the CFE, CID, CIP and CFI remain heavily youth oriented, though women are under-represented. Recent efforts include modernising ANEM through digital platforms and personalised counselling. International partners support reforms, including the EU-ILO Youth NEETs Southern Mediterranean programme, while the AfDB's cooperation focuses on competitiveness and inclusion.
- **Trends in access, retention, completion:** access to basic education in Algeria remains high, with 96.9 % enrolment in lower secondary, though participation drops in upper secondary, where enrolment has fallen to 80.2 %, and VET enrolment remains very low (1.9 %). Tertiary participation is expanding but still lags behind international averages. Data gaps on attainment, learning outcomes and adult learning limit system monitoring. In VET, access is supported by extensive infrastructure and diversified pathways, yet gender disparities persist, with women's participation concentrated in a few sectors despite recent gains in ICT and petroleum training. Adults benefit from flexible CVET options, though provision remains uneven. Completion rates in IVET are comparatively strong due to modular pathways, apprenticeships and learner support measures, with apprenticeships seeing the highest completion rates. However, sectoral gaps and barriers for women and rural learners continue to affect equitable progression and outcomes.
- **Quality and relevance of learning:** evidence from expert surveys indicates that Algeria's VET system provides strong foundational learning, with SPI scores of 75 for both boys and girls, outperforming regional averages. Contributing factors include mandatory pedagogical training for

trainers, continuous professional development and curricula integrating general and technical competences across all IVET specialities. The forthcoming Professional Baccalaureate (Bac Pro) is expected to strengthen alignment with labour-market needs through combined academic, technical and work-based learning. Adult learners, particularly women, also show strong foundational skills performance, supported by literacy campaigns and flexible CVET opportunities. However, outcome data remain limited due to the absence of standardised assessments. Labour market alignment shows mixed results: employment is highest among learners with medium-level qualifications, while tertiary graduates face weak outcomes and women experience consistently low employment across all education levels, signalling persistent structural barriers.

- **System management and organisation:** Algeria's VET system benefits from strong public financing, with high international performance (SPI 75) and sustained investment in digitalisation, equipment modernisation and the creation of Centres of Excellence. Funding remains predominantly public, though diversification efforts using mechanisms such as the apprenticeship tax and private-sector expansion remain limited. Human-resource capacity is improving through national strategies, digitalised workforce planning, relocation incentives and emerging performance-based bonuses, yet shortages persist in remote areas and in high-demand technical fields. INFEP supports professional development for trainers and managers, though retention challenges remain. Data and decision-making capacity is still weak (SPI 40), with gaps in learning outcomes, employability indicators and limited data integration across MFEP, ONFE, ANEM and ONS. Quality assurance focuses mainly on compliance rather than outcomes, and transparency remains limited. Governance is centralised but gradually shifting towards increased institutional autonomy. International cooperation is strong (SPI 75), with active participation in bilateral partnerships, ETF processes and selected Erasmus+ and mobility projects (for higher education), though scale and systemic integration remain modest.

1. COUNTRY PROFILE

Table 1.1 Demographic and socio-economic context: key indicators, Algeria

Indicator	Value	Year	Source
Total population (in thousands)	46 164.2	2023	UN DESA, World Bank
Relative size of youth population (%)	21.7	2023	UN DESA
Population growth rate (%)	1.5	2023	World Bank, UN DESA
Dependency ratio	58.8	2023	World Bank, UN DESA
Immigrant stock as % of total population	0.6	2024	UN DESA
Emigrant stock as % of total population	3.8	2024	UN DESA
GDP growth rate (%)	4.1	2023	World Bank
GDP per capita (PPP)	16 824.5	2023	World Bank
Migrant remittance inflows (USD mil.) as % of GDP	0.8	2023	World Bank
Inflation rate (%)	9.3	2023	IMF
Poverty headcount ratio (USD 8.30/day)	41.8	2011	World Bank
Gini coefficient (income inequality)	27.6	2011	World Bank
Human development index (HDI)	0.763	2023	UNDP, World Bank

Source: ETF KIESE database

1.1 Demography

Demographics in Algeria point towards sustained population growth and ongoing demand for education, vocational training and employment opportunities. In 2023, the population of the country stood at approximately 46.2 million, which makes it one of the largest countries by population in North Africa. Around one in five Algerians (21.7 %) is younger than 25, which is a moderate share of youth by international standards. Overall, as shown in Table 1.1, the population is growing steadily, at an annual rate of about 1.5 %.

The current dependency ratio is approximately 58.8 dependants per 100 working-age adults. Although this ratio does not measure actual economic dependency, it provides a useful indication of how many individuals – primarily children and older adults – are likely to rely economically on others due to their age. Algeria's ratio is not unusually high in demographic terms, which suggests that the economic and social pressure placed on households remains broadly manageable.

Migration has only a minor impact on the demographic profile of Algeria. Immigrants represent just 0.6 % of the population as of 2024, which means that population growth is almost entirely determined by the difference between births and deaths. Meanwhile, approximately 3.8 % of Algerians live abroad – a proportion not large enough to significantly influence domestic demographic patterns.

1.2 Economy

In 2023, Algeria's economy grew by a solid 4.1 % (Table 1.1). GDP per capita, adjusted for purchasing power, stood at around USD 16 825 in the same year. This placed Algeria firmly within the upper-middle-income category, though still significantly below living standards in more advanced economies.

According to World Bank data, in 2024, economic growth slowed slightly to about 3.3 %. Despite a decline in oil and gas production, which negatively affected overall growth, other sectors of the economy expanded, compensating for these losses. Increased public spending helped to boost consumption, investment, services and industrial activities (World Bank, 2025).

Remittance flows continued to play a minor role in Algeria's economy and accounted for only 0.8 % of GDP in 2023. This means the country was not significantly dependent on external financial transfers to support overall economic stability. Inflation reached 9.3 % in 2023 (Table 1.1) before easing significantly to about 4.0 %, driven mainly by falling food prices, better domestic agricultural production, stable import costs and government policies like expanded subsidies and import relaxations (World Bank, 2025).

1.3 Income and living standards

In 2011, Algeria was classified as an upper-middle-income country based on its average national income. Despite this classification, a substantial share of Algerians (41.8 %) lived below the poverty line typically used for upper-middle-income countries (USD 8.30 per day, 2017 PPP). In other words, the share of the population in Algeria living below the poverty threshold was surprisingly high given the level of Algeria's national income.

World Bank estimates indicate that poverty in Algeria (at the USD 8.30/day line) declined modestly after 2011. Although no new household surveys are available, economic modelling suggests poverty fell to around the mid-30 % range by the late 2010s (World Bank, n.d.). The COVID-19 pandemic and related economic downturn in 2020 caused a temporary increase in how widespread poverty is in the country. Data from Algeria's National Statistics Office indicate that the number of people below the poverty line increased from about 1.3 million in 2018–2019 to around 1.9 million in 2021 (Statista, 2024).

Meanwhile, multidimensional poverty, which measures broader factors like health, education and living conditions, remained low at only around 1.4 % in 2019 (UNDP, 2024). This means that in Algeria, the prevalence of monetary poverty at the USD 8.30/day line is more about prevalence of economic vulnerability than of severe deprivation of basic needs.

Income distribution in Algeria was comparatively equal in 2011 (Gini coefficient of 27.6). This figure, based on the last official household expenditure survey conducted by Algeria's National Statistics Office (ONS) and the World Bank more than a decade ago, marked a historically low level of inequality for the country and revealed Algeria to be one of the most equal nations in North Africa at the time (CEIC, 2011). Modelled estimates after 2011 suggest that Algeria's income inequality remained relatively low at about 28 in 2015 (IMF, 2021). However, more recent World Bank projections indicate that inequality may have moderately increased since then, reaching an estimated Gini coefficient of 31.5 in 2017 (Lahoud, 2024). These post-2011 figures are model-based estimates, but even with this possible rise, income inequality in Algeria remains below international averages, and was still lower than levels typically observed in advanced OECD economies.

In terms of broader measures of development, Algeria achieved a Human Development Index (HDI) of 0.763 in 2023, which places it in the high human development category despite higher levels of poverty (Table 1.1).

1.4 Recent developments

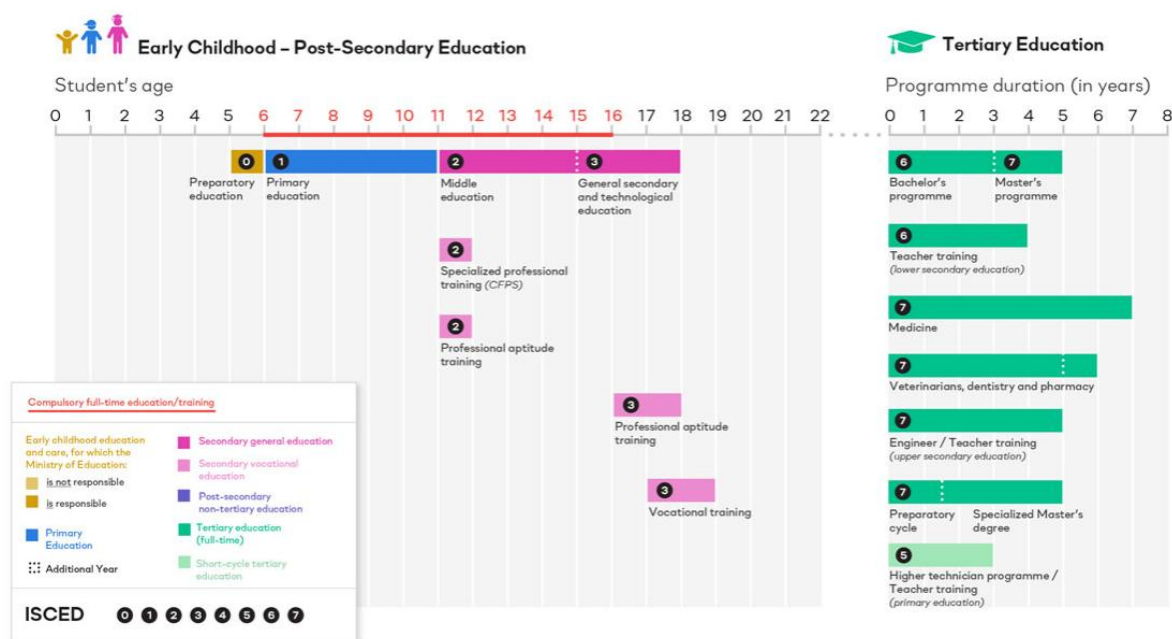
Following the re-election of President Tebboune in September 2024, Yacine El-Mahdi Oualid was appointed Minister of Vocational Training and Education in November 2024, and sectoral priorities were identified in December 2024 (through the general assembly *Assises*). However, on 14 September 2025, Sifi Ghrieb was appointed Prime Minister with a mandate to form a new government. In the ensuing ministerial reshuffle, Yacine El-Mahdi Oualid was replaced as Minister for Vocational Education by Nacima Arhab, and Fayçal Bentaleb continues as Minister of Labour, Employment and Social Security. Moreover, the creation of a separate ministerial post for Energy and Renewable Energy indicates reinforced attention in that sector.

2. EDUCATION AND TRAINING: POLICIES AND DEVELOPMENTS

2.1 Structure and levels of education, including VET

This section provides a brief description of how the education system is organised across different levels, including pre-primary, primary, secondary (distinguishing between general and vocational tracks), tertiary and adult learning. It uses the UNESCO ISCED classification and is based on monitoring information collected through the Torino Process expert survey³.

Figure 2.1 Structure of the education system: Algeria (2025)



Source: UNESCO Institute for Statistics. (2021). Using ISCED diagrams to compare education systems. UNESCO.

Formal education

The formal education system in Algeria is predominantly state-funded, mandatory at foundational levels and – according to official information – places growing emphasis on equitable access, gender parity and labour market responsiveness.

ISCED 0 – Early Childhood Education (3–5 years)

Early childhood education (*Éducation préscolaire*) caters to children aged 3–5. Attendance is optional but strongly encouraged, particularly at age 5, to ensure readiness for primary school. Although predominantly managed by public kindergartens supervised by the Ministry of National Education, private providers and community-based institutions also offer these services.

ISCED 1 – Primary Education (6–11 years)

Primary education (*Enseignement primaire*) begins at age 6 and lasts for five years. It is compulsory and provided at no cost. The primary curriculum emphasises fundamental literacy, numeracy,

³ The full questionnaire can be found here: <https://bit.ly/418jfwC>. In this document, the survey may be referred to interchangeably as the 'monitoring survey', 'expert survey' or 'Torino Process monitoring survey'.

introductory science and civic education. Students completing this stage obtain a *Certificat de Fin d'Enseignement Primaire*, required for progression into lower secondary education.

ISCED 2 – Lower Secondary Education (12–15 years)

Lower secondary education (*Enseignement moyen*) extends over four years for students aged 12–15. This compulsory phase offers a comprehensive curriculum designed to broaden learners' knowledge and skills. Upon completing this stage, learners sit for the national *Brevet d'Enseignement Moyen* (BEM), which determines their eligibility for progression into upper secondary education.

ISCED 3 – Upper Secondary Education (16–18 years)

Upper secondary education (*Enseignement secondaire*) spans three years, providing two main pathways: a general academic route and a vocational or technical track. Admission depends on results from the BEM examination. The general academic track culminates in the *Baccalauréat de l'Enseignement Secondaire* (BAC), required for university entry. The VET track, provided by technical lycées and vocational training centres (CFPA), combines academic coursework with practical training, leading to professional qualifications such as the *Baccalauréat Technique* or the *Certificat de Formation Professionnelle*.

ISCED 4 – Post-Secondary Non-Tertiary Education

Post-secondary non-tertiary education offers short-cycle technical programmes designed for advanced vocational skills development or preparation for further studies. These programmes, typically lasting 1–2 years, focus on specialised fields such as healthcare, engineering technologies, agriculture and management, and are administered by institutes under the Ministry of Vocational Training and other sector-specific ministries.

ISCED 5–8 – Tertiary Education or Higher Education

Higher education institutions comprise universities, specialised university centres, national institutes and *grandes écoles*. Access is competitive, based on candidates' BAC results, subject-specific criteria and available capacity.

Tertiary education in Algeria follows the three-tiered LMD system (*Licence–Master–Doctorat*), harmonised with the Bologna Process. The programmes offered include Bachelor's degrees (*Licence*, ISCED 6), typically three years; Master's degrees (ISCED 7) of two additional years; and Doctoral studies (*Doctorat*, ISCED 8), typically lasting 3–5 years following a Master's degree.

Transition and Graduation

Learners advance through education levels based on performance in national examinations and continuous assessment. Vocational programmes frequently integrate practical work-based learning and lead to recognised qualifications within the National Qualifications Framework. Graduates from vocational tracks can enter the labour market directly or pursue further tertiary-level studies in vocationally oriented institutes.

Adult learning

In Algeria, adult learning outside of tertiary education spans post-secondary, non-tertiary education (ISCED 4), professional development and non-formal education programmes.

ISCED 4 programmes are offered primarily through the VET system, including specialised vocational training institutes (INSFPs), and are accessible to adults who wish to upskill, retrain or obtain a certification to improve their employment prospects. These programmes include technical diplomas and qualifications that serve as both terminal credentials and bridges to further education or employment.

Adult education pathways leading to school-level certificates are made available by the National Office for Distance Education and Training (ONEFD). Adults who left school early can resume their studies to

obtain qualifications such as the BEM (*Brevet d'Enseignement Moyen*) or the BAC (*Baccalauréat*), thereby enhancing their access to employment or further training.

Professional development is also promoted through in-company training schemes, especially in large public and private enterprises. Bigger companies like SONATRACH and Algérienne des Eaux implement structured continuing vocational training (CVT) programmes covering adaptation, promotion, retraining and upskilling.

A major avenue for adult learning comes from training in the context of Active Labour Market Policies (ALMPs) coordinated by the National Employment Agency (ANEM) and the National Entrepreneurship Support and Development Agency (NESDA). These include short-cycle training, entrepreneurship development, digital skills training and work-based learning aimed at unemployed youth, women and low-skilled adults. Programmes such as the Professional Integration Programme (PIP) and the Youth Employment Support Programme (PSEJ) are central to this effort.

Lastly, non-formal education is delivered through adult education centres, local community associations and NGOs, with a focus on basic literacy, women's empowerment and job-readiness.

2.2 Strategy and legal framework

General education

Law no. 08-04 of 23 January 2008 – *Education Directive Law* – remains the main legal reference for Education. It defines compulsory education in Algeria (Article 12: education between 6 and 16 years of age; extension for children with disabilities) and it represents the baseline for legal issues. However, additional legal tools (such as decrees) have complemented and adjusted the education system; for instance, the definition of legal/financial support measure – *allocation scolaire* of DZD 5 000 – (Official Journal 29 June 2025, No. 40), the decisions to expand the English time allocation in the curricula for basic and higher education and the government digitalisation roadmap (High Commission for Digitalisation, 2024). They all represent operational changes driven by ministerial decisions, circulars and implementation plans, and some were piloted or rolled out in 2024–2025.

Vocational education

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. The legal strategic backbones are still governed by Law 08-07 (23 February 2008), which remains the primary orientation law for VET and allows the central government to coordinate VET through decentralised administrations at *wilaya* (province) level, and Law 18-10 (10 June 2018), which updates and consolidates the rules on apprenticeships and remains the main instrument governing them. However, in December 2024, the at-that-time newly appointed Minister organised a national consultative forum to consolidate debate, gather expertise and set directions for reforms. These consultations and general assembly, so-called *Assises nationales sur la réforme de la formation professionnelle*, have identified eight areas for development and have produced recommendations to:

1. develop a roadmap aligned with labour market needs (by prioritising adaptability of curricula and programmes to match evolving skills demands);
2. improve employability of graduates and pedagogical engineering (i.e. ensure better orientation towards work placements, internships, apprenticeships);
3. foster entrepreneurship and job creation (i.e. use VET for creating jobs, especially among young people, with the support of private training providers and continuous education);
4. boost digital transformation (accelerate the digital transformation of the VET sector by adopting digital tools and e-services and reducing paper processes);

5. produce a legal and regulatory framework (by reforming the system to make it more flexible, improve its governance and encourage the private sector to participate in professional training);
6. improve quality standards (i.e. establishing and enforcing quality norms for training institutions);
7. introduce a *Baccalauréat Professionnel* (to assure that students obtaining a *BAC Professionnel* have recognised credentials for both employment and higher education);
8. strengthen public-private collaboration and promote continuing education (i.e. to encourage robust cooperation between public and private training institutions so as to optimise resources and training offerings and provide continuous training programmes so professionals can update their skills according to labour market demands).

The new Minister appointed in September has so far aligned with these priorities and continues to develop them. However, there are no recent updates regarding the development of an action plan for implementing these strategic orientations.

2.3 Main actors and governance

National level

The Ministry of National Education is the central authority in general education. It oversees primary and secondary education and operates through regional directorates (*directions de l'éducation*) that implement policies at *wilaya* level. These directorates ensure compliance with national curricula and standards (Ministère de l'Éducation). Other supporting bodies include inspectorates, which monitor teaching quality, evaluate performance and ensure curriculum compliance. Additionally, national agencies, which are specialised bodies, oversee specific programmes such as digital education initiatives and literacy campaigns.

The Ministry of VET (MFEP – Ministère de la Formation et Enseignement Professionnels) is the main national authority for VET. It also governs public vocational lycées and apprenticeship programmes. Regional authorities coordinate local placements and partnerships with employers. Private VET providers operate under the Ministry of VET accreditation and oversight, with funding mechanisms like the National Fund for the development of apprenticeships and continuing training (FNAC) supporting training initiatives (ETF, 2020).

Adult education in Algeria lacks a unified governance structure. The Ministry of VET offers some programmes, while others are provided by private entities and NGOs. Regional authorities play a role in implementing adult education initiatives, but coordination and oversight are limited, leading to challenges in effectiveness and accessibility.

International level: donors

The Jil-Siyaha project, launched in April 2022, is a European Union-funded cooperation initiative implemented in partnership with the Algerian Ministry of Tourism and Handicrafts. With a total duration of 42 months (2022–2025), the programme aims to enhance the inclusion and employability of young people aged 18 to 35 in the tourism sector and its related value chains across four pilot *wilayas* (Djanet, Sétif, Timimoun and Tlemcen). The programme continues to strengthen local ecosystems by supporting start-ups, handicrafts and cooperatives, contributing to more inclusive and sustainable tourism development in Algeria, and also by reinforcing operator training and student learning in the sector (Jilsiyaha.com).

Funded by the European Union, the ILO SOLIFEM regional 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. The EU's Erasmus+ programme has also been active in Algeria, and although participation in Erasmus+ projects is still relatively low, interest is rising and various projects are currently being funded in higher education. Some of these projects involve

Algerian higher education institutions collaborating with European partners, focusing on areas like digital education and training ([Projects in Algeria – National Erasmus+ Office Algeria](#)).

The German Agency for International Cooperation (GIZ) is implementing a project focused on enhancing the employability of graduates from vocational training institutions and universities in Algeria. The sectors in which the project operates are energy efficiency, renewable energies and information technology ([Improvement of employability for graduates of vocational training institutions | GIZ](#)).

2.4 Policies and developments

Overview

In terms of VET, the main priorities were identified through the national consultative forum (*Les Assises nationales sur la réforme de la formation professionnelle*). Despite the new VET Minister appointed in September 2025, Ms Nacima Arhab, those eight priority areas for development identified are confirmed.

The concept of centre of excellence (*pôles d'excellence*) has found its legal definition through the Décret exécutif no. 25-045 of 12 February 2025, which has launched the identification of selected centres of excellence, geographically distributed in different regions and economic sectors.

Following some years of preparation, the Professional Baccalaureate (Bac Pro) has been progressing but not yet implemented. It aims at creating a three-year, vocation-oriented upper-secondary pathway that is equivalent in level to the academic baccalaureate, but focused on skilled trades and further technical studies. Initially, the Bac Pro is being planned in selected technical and industrial sectors, with priority given to fields such as mechanical engineering, electrical installation and ICT maintenance, reflecting labour market demand for skilled technicians. The programme aims to provide graduates with both immediate employability and pathways to higher technical studies.

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 (ETF, 2025: 'Qualification data needs to support recognition of non-EU country vocational qualifications'). In 2018, the vocational education and training sector established a mechanism related to the validation of skills acquired through experience (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. 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;
- identifying 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'). Nevertheless, in 2023, measures were taken to promote 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 not widely used in Algeria, with a low participation rate among workers and adults in this process.

Work-based learning

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, although the rates are higher than in other countries in the region. 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 (ETF, 2025: 'WBL in Algeria – an assessment per EU quality standards'). The impact of the 2018 Law on Apprenticeships (Law 18-10) is evident, with an increase of almost 10 % in 2019 for this type of training. Growth weakened because of COVID-19 the following year but quickly resumed in 2021. In fact, 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 %.

Career guidance

Career guidance remains unevenly distributed, with stronger presence in urban *wilayas* and limited coverage in the south. Moreover, counsellors often operate with limited resources and outdated labour market information systems, constraining their ability to support evidence-based decision making. However, career guidance has increasingly become a bridge between general education and vocational training in Algeria. In several *wilayas*, local education authorities have organised thematic events such as the *Semaine nationale de l'information et des portes ouvertes sur l'orientation scolaire et professionnelle* (CAPDZ, 2025).

Algeria has risen to the challenge of developing a multidimensional national system to support career development, drawing on public policies in favour of employment. This includes mechanisms such as the Training-Employment Contract (CFE) established by the National Employment Agency (ANEM), Graduate Integration Contracts (CID), Professional Integration Contracts (CIP), Training/Integration Contracts (CFI) and many other forms of contract that facilitate the integration of young people into the labour market.

In the area of entrepreneurship – the second pillar of the national policy on professional integration and career guidance – the State has encouraged business creation since 2023 by strengthening the role of Entrepreneurship Development Centres (CDE), which are located within universities, as well as university incubators, in order to support project holders in their training and guide them in the development of their investment projects.

These interface structures are responsible for training university project holders, whether students or graduates, and ensuring that they are supported in bringing their business projects to fruition. The State has also established various forms of collaboration between these actors and the National Agency for Entrepreneurship Support and Development (NESDA), as well as ANEM, in order to firstly finance these young enterprises and secondly equip them with the necessary human resource skills.

In addition, various inter-ministerial cooperation initiatives have been developed to successfully implement this complementary and ambitious national policy (ETF, 2025: 'Revue du système d'orientation professionnelle Algérie').

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 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 2021, the Action Plan prepared by the government indicated the improvement of VET as a priority (Government Action Plan 2021, page 60).

Centres of excellence

In 2025, Algeria officially established a legal framework for the creation of *pôles d'excellence* (centres of excellence) within its vocational education and training (VET) system, marking an important milestone in the country's human capital development strategy. Through the Décret exécutif no. 25-045 of 12 February 2025 (OJ, 2025), the legal status of centres of excellence (CoVEs) has been defined. This decree also identifies criteria (infrastructure, enterprise partnerships, innovation capacity) and the process for ministerial accreditation. The new legislation defines these centres as specialised hubs designed to provide high-quality, practice-oriented training aligned with strategic economic sectors and regional priorities. They are intended to strengthen the link between training institutions, enterprises and innovation ecosystems, and to serve as models of modernised governance, equipment and pedagogy within the broader VET landscape.

Following this legal definition, several *pôles d'excellence* have been identified across different *wilayas*, reflecting Algeria's commitment to regional balance and sectoral diversification. In Sétif, a centre focuses on digital technologies such as artificial intelligence, cybersecurity and cloud computing; in Ouargla, a major centre of excellence for petroleum activities is being developed, offering advanced training in industrial maintenance, well operations and refining. Other regions are preparing similar hubs in agri-food, renewable energy and tourism, each designed to respond to local economic needs while aligning with national development goals.

These *pôles d'excellence* are emerging as key instruments in Algeria's reform of vocational education, aiming to enhance the attractiveness, quality and employability outcomes of the system. By integrating cutting-edge technologies, fostering enterprise partnerships and offering continuous upskilling opportunities, they embody a new generation of VET institutions that bridge education and industry.

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 the President of the Republic commitment no. 25 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. 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, Algeria ranks 91st (out of 154 countries) in the ranking of mobile connections to the internet, including internet speed. 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 actions facilitating the adaptation of the educational structure.

The Ministry of Vocational Education and Training has launched a series of digital platforms, such as *Mihnati* (My Profession), *Maharati* (My Skills) and *Tassyir* (Management), to facilitate access to training, support pedagogical innovation and improve administrative efficiency (ETF, 2024):

'Cartographie sur les parties prenantes, les politiques et les pratiques en matière d'éducation numérique en Algérie').

Most recently, the High Commission for Digitalisation (a supreme entity placed under the Presidency of the Republic supervision by virtue of Presidential decree no. 23-314 of 6 September 2023) has launched the National Strategy for Digital Transformation in Algeria. This initiative targets the training of 500 000 ICT specialists and a 40 % reduction in brain drain by 2030. The plan supports the country's effort to diversify its hydrocarbon-dependent economy by developing a local talent base in digital technologies (2024, [National Strategy for Digital Transformation in Algeria](#)). These initiatives reflect Algeria's commitment to modernising its VET governance and improving employability through digitalisation.

In line with this strategy and the *Assises nationales sur la réforme de la formation professionnelle*, an electronic registration system now facilitates learner enrolment, while a shared data system linking the Ministries of Labour and Vocational Training aims to better match training supply with labour market demand.

Green transition

In 2025, an initiative has been identified as a potential beginning to systematise green professions via regulatory measures. For instance, the National Centre for Cleaner Production Technologies has initiated work on a national code of environmental professions, aimed at structuring training and employment around green jobs (Algeria Invest, 2025a). Moreover, according to a recent report, the Ministry of Vocational Education and Training has defined priority branches including environment and renewable energies, which signals institutional commitment (Algeria Invest, 2025b).

Algeria identifies the need to integrate the private sector more into national policy development, with a particular focus on both modernising training and better integrating stakeholders (research, industry, education) to support industrial innovation and technology transfer. Algeria is targeting the creation of 30 000–70 000 jobs in integrated waste management. Moreover, Algeria's NDC (Nationally Determined Contribution) proposes plans to have specific training offers for women to support female entrepreneurship in the technical and non-technical fields of mitigation and to incorporate gender and climate governance in university and private training curricula in order to support SMEs in specific sectors, including tourism and ICT (ETF, 2026: Empowering the fair transition in EU neighbourhood and Central Asia).

Adult learning

Continuing training remains limited, although funds are 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 this body 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.

3. LABOUR MARKET AND EMPLOYMENT: POLICIES AND DEVELOPMENTS

3.1 Strategy and legal framework

The national employment policy strategy is implemented through 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; and (5) supporting job-creating investments and developing entrepreneurship (Prime Minister 2021, Economic Recovery Plan 2020–2024).

3.2 Main actors and governance

National level

In order to promote employment, the State has put in place a number of mechanisms, implemented through National Agencies to respond to labour market demand and for business creation (ANEM, ADS, ANSEJ, CNAC). 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. National interventions are done directly through the measures below.

- The National Employment Agency (ANEM): Law No. 04-19 on Worker Placement and Employment Control entrusted the placement of jobseekers to ANEM and to approved private placement organisations (OPAPs) under its supervision.
- 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.
- 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. Another example is the CNAC (National Unemployment Insurance Fund), which has been responsible for supporting the creation of micro-enterprises by the unemployed aged between 35 and 50, including through the provision of loans, since 2004.

International level: donors

The main donors active in the area of employment in Algeria in 2025 relevant to vocational education and training and human capital development are laid out below.

The European Union:

1. The Regional Youth NEETs Southern Mediterranean programme funded by the EU and implemented by ILO, which also includes Algeria. This regional programme (2024–26) aims to support young people who are in neither education nor employment/training (NEETs) by making public policies and Employment Services more responsive. It has an employability dimension, including green and digital economic pathways.

2. The P3A (*programme d'appui à l'accord d'association*), through a grant for the capacity building of labour market institutions in Algeria, launched in June 2025 to strengthen Algerian labour market institutions (public employment service, data, capacity) – EuropeAid/184514/DD/ACT/DZ.

The African Development Bank (AfDB):

In 2025, the AfDB has been deepening its cooperation with Algeria to accelerate socio-economic transformation. Although the focus is broader than employment alone, the strategic pillars include value addition, industrial competitiveness and social & regional inclusion, which have an impact on employment (AfDB, 2025).

3.3 Policies and developments

Overview

Employment and the labour market in Algeria remain strongly shaped by a state-led model that combines public employment programmes, active labour market measures and a gradual policy willingness to achieve diversification of economic sectors and skills development related to the labour market. The government has strengthened reforms in vocational education and work-based learning (WBL) in recent years, updating VET frameworks, promoting apprenticeships and internships and formalising cooperation between schools, the National Employment Agency (ANEM) and employers to improve labour market entry (ETF, 2025). Policies to support labour market inclusion target youth, women and vulnerable groups through a mixture of subsidies and public programmes that support entry level salaries or offer temporary help for first-job entrants. However, structural challenges persist: youth unemployment and high inactivity among young women remain concerns, and women's labour force participation and political representation are low relative to regional benchmarks (UNESCO, 2022).

3.4 Active labour market programmes

Algeria operates a set of active labour market programmes instruments targeted at training, subsidised placement contracts, micro-enterprise support and wage-support schemes (e.g. CFE – *Contrat Formation-Emploi*, CID – *Contrat d'Insertion des Diplômés* and all those mentioned in the previous chapter). Available data confirm that active labour market programmes are heavily oriented towards youth and that women remain under-represented compared with men.

Female unemployment and labour force inactivity are considerably higher than for men, trends which shape active labour market programmes design and targeting; for example, traineeship and wage-support offers targeted at recent graduates and young jobseekers (WB, 2025).

In the past few years, at the general level, Algeria has 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. 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 jobseekers' access 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.

4. KEY INDICATORS: EDUCATION, SKILLS, EMPLOYMENT

4.1 Headline indicators

Education and VET

Monitoring a complex education and training system typically starts with three straightforward questions: who takes part, what do they achieve and what supports the process?

The first question explores the extent to which learners engage in education or training. It is addressed by indicators grouped under Participation and access in Table 4.1: net enrolment rates at lower and upper secondary levels, the share of students in upper-secondary VET, the gross enrolment ratio in tertiary education and adult participation rates in lifelong learning. The second question – what learners achieve – examines key education outcomes, such as learner progression and the skills or qualifications they obtain. These are reflected in the indicators under Attainment, completion and outcomes: the share of adults with tertiary qualifications, the rate of early leavers from education and training and the percentage of 15-year-olds underachieving in mathematics. The third question considers the financial, physical and informational resources that sustain the education process, reflected by the indicators under Resources and data: public expenditure on education as a share of GDP, the adequacy of infrastructure and the availability of internationally comparable data.

Table 4.1 Headline indicators: education and VET (Algeria, EU average) (2022–2024)

Participation and access	2022	2023	2024	EU (1)	Source
Total net enrolment rate % (lower secondary)	M.D.	95.8	96.9	98.1	UIS UNESCO
Total net enrolment rate % (upper secondary)	M.D.	85.5	80.2	93.6	UIS UNESCO
Students in VET as a % of total upper secondary students	M.D.	M.D.	1.9	48.8	UIS UNESCO
Gross enrolment ratio (tertiary)	53.4	55.5	M.D.	79.7	UIS UNESCO
Participation in training/lifelong learning in the previous 4 weeks (% aged 25–64)	M.D.	M.D.	M.D.	13.3	LFS
Attainment, completion and outcomes	2022	2023	2024	EU (1)	Source
Educational attainment of total population: % with ISCED 5–8	M.D.	M.D.	M.D.	30.2	LFS
Early leavers from education and training (% aged 18–24)	M.D.	M.D.	M.D.	9.3	LFS
Underachievers in maths (% aged 15)	M.D.	N/A	N/A	31.1	PISA OECD
Resources and data	2022	2023	2024	EU (1)	Source
Public expenditure on education (as % of GDP)	4.7	5.6	M.D.	4.7	UIS UNESCO
Inadequate or poor-quality physical infrastructure (2)	M.D.	N/A	N/A	27.9	PISA OECD
Availability of internationally comparable data on education	N/A	12.8	14.1	N/A	TRP (3)

Notes: 1. EU average, latest available year. PISA data: OECD average. 2. Percentage of students in schools whose headteacher reported that the school's capacity to provide instruction is hindered at least to some extent by inadequate or poor-quality physical infrastructure. 3. ETF Torino Process (TRP).

Source: ETF KIESE database

The analysis of headline indicators on education in Algeria is limited by substantial gaps in data coverage, particularly for adult learning, educational attainment and student outcomes (Table 4.1). Although the availability of internationally comparable data has improved slightly (from 12.8 to 14.1 points), the collection of, and reporting on, internationally comparable data remain systematically weak.

To the extent data is available, it shows that enrolment at lower secondary level in 2024 was high (96.9 %), close to the EU average (98.1 %), and that it has increased since the year before. At upper secondary level, enrolment has decreased from 85.5 % to 80.2 % between 2023 and 2024, which suggests that there may be difficulties with student retention or transitions between levels of education. Participation in VET at upper secondary level is low in comparison to the EU average and accounts for only 1.9 % of students (48.8 % in the EU).

Enrolment in tertiary education programmes is slowly expanding but remains well below the EU average (55.5 % compared to 79.7 %). Internationally comparable data on adult participation in education and training are not available. Data on tertiary attainment, early school leaving and student performance (e.g. PISA assessments) are not available for the reporting period either, which prevents a reliable evaluation of educational outcomes, progression to higher education levels or early disengagement from schooling.

Financial resources allocated to education have increased from 4.7 % to 5.6 % of GDP, which is well above the average for the EU (4.7 %) and suggests that the sector of education is being prioritised in public expenditure decisions. However, despite increased funding, challenges remain regarding infrastructure, student retention, curricular diversification and the availability of reliable data, as will be discussed in the next sections.

Employment and demand for skills

The set of labour market indicators follows the same question-and-answer logic applied to education and training, but from the perspective of employment. The indicators are organised into two complementary groups. The first group, Employment and labour market outcomes (Table 4.2), addresses how effectively the labour market absorbs people. It consists of the overall employment rate (aged 15+), youth employment rate (aged 15–24), employment rate of recent graduates (aged 20–34, ISCED 3–8), unemployment rate of the overall population (aged 15+), youth unemployment rate (aged 15–24) and the NEET rate (aged 15–29). The second group, Demand for skills (Table 4.2), looks at the types of jobs and skills that the economy generates. It consists of employment by broad economic sector (agriculture, industry, services), the incidence of vulnerable employment and educational mismatch.

Table 4.2 Headline indicators: employment (Algeria, EU average) (2022–2024)

Employment and labour market outcomes	2022	2023	2024	EU (1)	Source
Employment rate (% aged 15+ or similar age group)	37.4	M.D.	M.D.	54.7	LFS (2)
Employment rate (% aged 15–24 or similar age group)	17.7	M.D.	M.D.	35.0	LFS (2)
Employment rate % of recent graduates aged 20–34 (ISCED 3–8)	M.D.	M.D.	M.D.	82.4	LFS
Unemployment rate (% aged 15+ or similar age group)	11.4	M.D.	M.D.	5.9	LFS (3)
Unemployment rate (% aged 15–24 or similar age group)	26.9	M.D.	M.D.	14.9	LFS (4)
NEET rate (% aged 15–29 or similar age group)	26.2	M.D.	M.D.	11.0	LFS (5)

Demand for skills	2022	2023	2024	EU (1)	Source
Employment by broad economic sectors (%): agriculture	M.D.	M.D.	M.D.	3.3	LFS
Employment by broad economic sectors (%): industry	M.D.	M.D.	M.D.	24.1	LFS
Employment by broad economic sectors (%): service	M.D.	M.D.	M.D.	72.1	LFS
Incidence of vulnerable employment (%)	27.4	27.5	M.D.	10.0	ILOSTAT modelled estimates
Employment by 'educational mismatch': % matched	M.D.	M.D.	M.D.	M.D.	ILOSTAT

Notes: 1. EU average, latest available year. 2. Data refer to 2019. 3. Data refer to 2019, age group 15–59. 4. Data refer to 2019, age group 16–24. 5. Data refer to 2019, age group 15–24.
Source: ETF KIESE database

In Algeria, there are gaps in the availability of internationally comparable indicators on employment. For the reference period of this monitoring round (2022–2024), data are missing for two out of three years for essential metrics such as employment rates and the match between the qualifications of workers and the skills required in their jobs. Additionally, some indicators, including employment distribution by economic sector and the employment rate of recent graduates, are unavailable for the entire period. Although Table 4.2 is intended as a concise snapshot rather than as a basis for detailed labour market analysis, the absence of such indicators leaves significant gaps regarding basic features of the labour market in Algeria.

In 2022, fewer than two in five working-age adults in Algeria were employed – the employment-to-population ratio for those aged 15 and over was 37.4 %, well below the EU average of 54.7 % (Table 4.2). Meanwhile, Algeria's unemployment rate reached 11.4 %, nearly twice the EU rate of 5.9 %. Together, these figures indicate that the Algerian labour market struggles to create enough jobs for its workforce.

Modelled estimates put Algeria's labour force participation rate at roughly 42 % in 2022 (ILO, 2025c). This figure is well below the average for EU countries and suggests that Algeria's low levels of employment likely result from a combination of fewer people actively seeking work and an insufficient number of jobs being created. However, without national data on labour market participation or more detailed survey evidence, it is difficult to determine whether this low participation reflects discouragement among jobseekers or a broader pattern of economic inactivity, especially among women and youth.

However, preliminary national data suggest that Algeria's overall unemployment rate may have decreased to around 9.7 % since 2022. Even if confirmed, this improvement would not substantially alter the assessment of the labour market as having limited job-creating capacity (ONS, 2024).

Employment outcomes for youth remain especially weak. In 2022, fewer than one in five young people (aged 15–24) were employed (17.7 %), only half the EU average of 35.0 %. Youth unemployment stood at 26.9 %, significantly higher than the EU rate of 14.9 %. Additionally, around one in four young Algerians (26.2 %) were not in employment, education or training (NEET), more than double the EU average (11.0 %). This high NEET rate signals substantial disengagement among youth from both formal education and the job market and highlights the presence of serious challenges in integrating young people into the labour market.

Modelled estimates from the ILO confirm that these adverse conditions for young people have persisted beyond 2022. Youth employment rates stagnated at around 16.0 % and youth unemployment slightly increased to approximately 31.3 % by 2023 (ILO, 2025a; ILO, 2025b).

Job quality also remains a key concern. Roughly one in four jobs (27.4 % in 2022 and 27.5 % in 2023) were classified as vulnerable employment, meaning either self-employed or unpaid family work. This proportion is nearly three times higher than in the EU (10.0 %) and points to widespread insecurity in employment conditions. While detailed data on job types and contractual status are not available to fully measure informality, the high share of vulnerable employment clearly points to substantial concerns regarding job security, stability and working conditions in the labour market of Algeria.

4.2 System performance indicators

As noted in the introduction to this report, 'performance' in the context of ETF monitoring describes the extent to which VET systems deliver on their commitments to learners and stakeholders in support of lifelong learning. These commitments typically cover three key areas: ensuring broad and equitable access to opportunities for education and training; delivering high-quality and relevant education; and maintaining effective and efficient organisation and management of the education system, including adequate resourcing.

To systematically measure performance, the ETF uses SPIs, which summarise the extent to which education and training systems fulfil each of their commitments. Each SPI is presented on a scale from 0 to 100, with higher scores indicating stronger performance.

Both the headline indicators in Section 4.1 and the SPIs presented in this section are guided by the same core questions: Who takes part? What do they achieve? How do education and training systems support them? The main difference between these two sets of data lies in how these questions are answered. Headline indicators answer the questions with single, standalone measures drawn directly from international data sources. The SPIs, on the other hand, are evaluative, composite measures. They are designed explicitly to assess how well VET systems fulfil broader policy commitments that cannot be adequately captured through individual statistics

Access and participation

This section presents system performance in VET and adult learning against two specific policy outcomes: support for equitable access and participation for young people and adults, and support for young people in initial VET (IVET) to successfully complete their programmes.

The scope of SPIs tracking access differs according to the target group of learners. For youth, the SPI assesses access specifically to IVET, while for adults it captures access to continuing VET (CVET) and other adult learning opportunities, such as those provided through active labour market policies (ALMPs). A separate SPI measures how effectively young learners in IVET are supported in progressing through their programmes and achieving graduation.

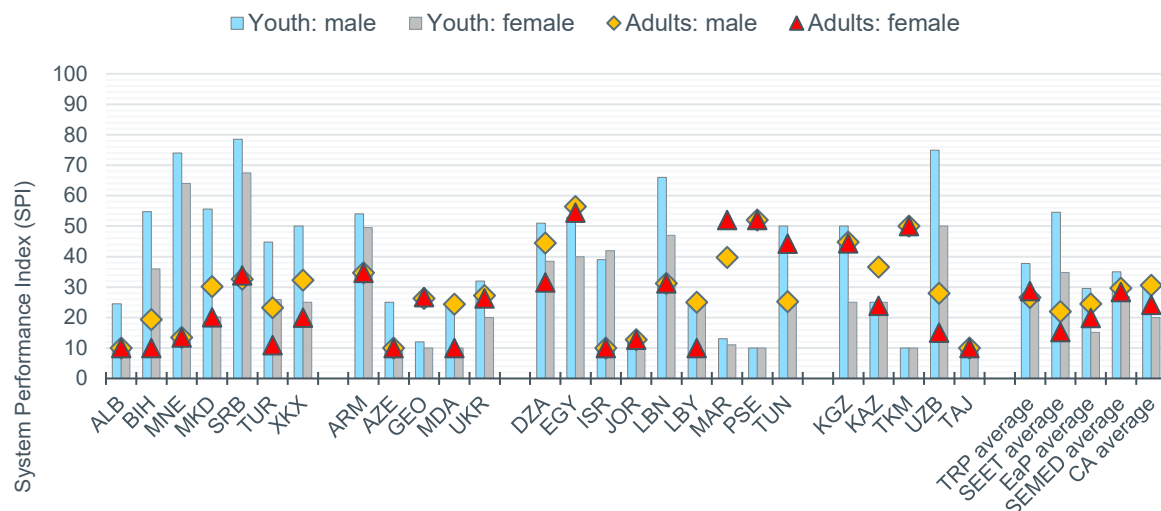
In both cases, performance depends on the policies and measures the country is implementing. They provide the opportunities, incentives and guidance needed to encourage participation and successful completion. The SPI results therefore reflect how effectively these policies deliver on their intended objectives.

Access by age and gender

The system performance data for Algeria suggest that boys benefit from more favourable conditions for enrolling in initial VET than their peers in other countries, on average (SPI of 51 for Algeria, 38 for the Torino Process sample, 35 for SEMED). Conditions for girls are less advantageous compared to boys (SPI of 39) but remain stronger than in many other countries (28 for the monitoring sample). Averages, however, mask wide sectoral differences. According to the Torino Process survey, female participation ranges from 84 % in textiles and fashion to only 8 % in electrical, electronics and energy. The monitoring survey notes that Algeria has recently raised female participation in ICT (50 %) and petroleum industries (30 %), showing both evolving perceptions and the impact of policies.

Accessibility is supported by substantial infrastructure: over 1 400 IVET centres nationwide and about 450 accredited private institutions in 2025 (up from 330 in 2021). Supportive measures such as stipends (around DZD 6 000 for trainees and DZD 8 000 for apprentices) increased slightly in 2024, providing modest financial incentives, though still below the national minimum wage (DZD 20 000). Despite these measures, cultural and systemic preferences for general education keep VET enrolment low (about 9.7 % of upper-secondary students).

Figure 4.1 Access to learning opportunities by country, age and gender of learners – system performance index, ETF partner countries and international average (2025)



Note: Theoretical index range: min/low performance=0, max/high performance=100⁴.

Source: ETF KIESE and Torino Process databases

Adults in Algeria are also more likely to participate in learning than their peers elsewhere. System performance in support of male participation (SPI of 45) exceeds both the TRP (27) and SEMED (30) averages, while support for women (SPI of 32) remains weaker than for men but still above international averages (29 for both TRP and SEMED). The expert survey points to the importance of flexible CVET provision, including evening classes (with 47 % female participation), distance learning and short-term courses, especially for women balancing family and study.

Active Labour Market Policies (ALMPs) further extend learning opportunities. Between 2022 and 2024, NESDA and ANGEM supported about 95 000 new business projects. In 2023, more than 320 000 individuals joined vocational or labour-market integration programmes, 38 % of them women – significant progress, though still below parity.

Gender gaps remain a consistent feature of VET access. The difference between male and female SPI results is 13 points across IVET, CVET and other non-tertiary learning. This points to systemic rather than age-specific barriers, reinforced by societal expectations, mobility constraints and limited childcare. Apprenticeships illustrate the gap most clearly, with women accounting for about 31 % of participants.

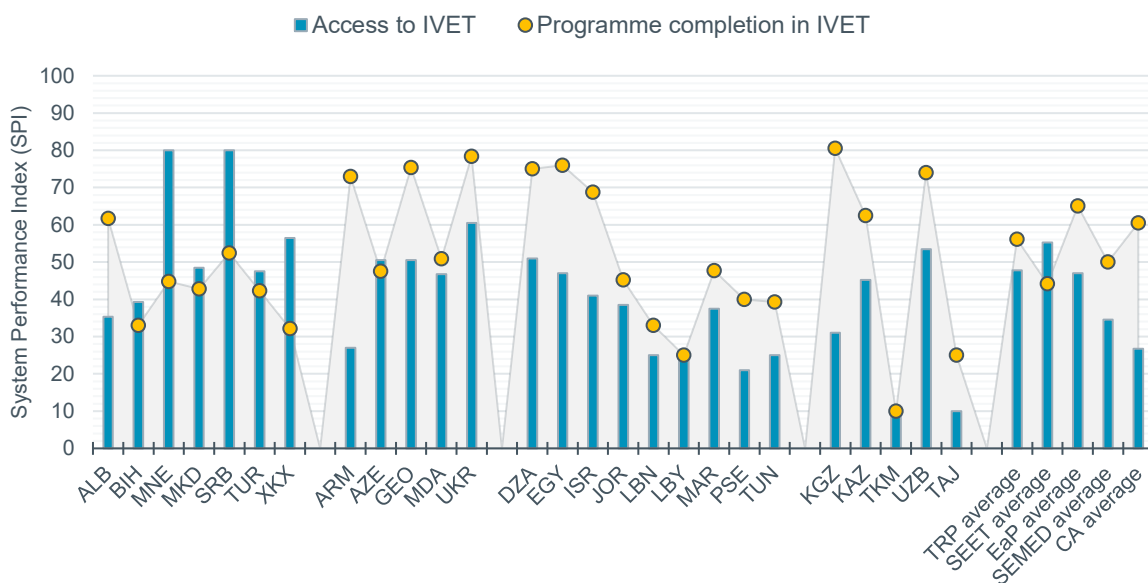
Another finding is that conditions for young people entering VET are somewhat better than for adults returning to learning. The SPI scores for youth are, on average, 7 points higher than those for adults, suggesting that policies for young entrants are more comprehensive or better implemented. Despite the presence of diverse CVET providers – ONDEFOC, CNEPD and public institutions – adult-oriented provision remains weaker. Policies could be strengthened by expanding modular and flexible offers, including recognition of prior learning and skills gained at work.

⁴ 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.

Retention and programme completion

According to the results of the expert survey, young people who enrol in initial VET programmes in Algeria are more likely to complete them than their peers in many other countries in the Torino Process monitoring sample. The index of system performance in this domain is 75, well above the Torino Process average of 56 and the SEMED regional average of 50 (Figure 4.2).

Figure 4.2 Access and programme completion in IVET – system performance index, ETF partner countries and international average



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

Source: ETF KIESE and Torino Process databases

This strong result can be explained, in part, by the diversity and flexibility of IVET provision, which includes full-time residential courses, apprenticeship-based training and dual-learning arrangements delivered through a large network of vocational training centres (CFPAs), specialised institutes and sectoral facilities. These formats allow learners to choose pathways suited to their circumstances, which may increase completion. Flexibility has improved further in recent years with modular curricula, recognition of prior learning, bridging options to further education and evening and part-time courses.

Alongside these structural features, targeted support measures have been introduced to facilitate retention. In 2024–2025, over 215 000 new learners took part in orientation sessions to align choices with their interests and skills. Guidance counsellors were available in about 80 % of centres, mainly in urban areas. Stipends supported more than 183 000 full-time trainees, while pre-salaries helped about 402 000 apprentices, making apprenticeship the most common route. Accommodation and meals were provided to some 82 000 learners, particularly in southern and rural *wilayas* such as Tamanrasset, El Oued and Naâma. Around 15 000 learners benefited from psychosocial support units in 120 centres.

Retention is further strengthened by new follow-up tools. Digital attendance systems now cover about 360 centres (30 % of the network), reducing unexcused absences by 20 % and increasing module completion by 10 % in 2024. MFEP data also point to a 7 % decline in dropout rates between 2021 and 2025, especially among female and rural learners.

Completion rates nonetheless vary. In technical trades such as mechanics, electricity and plumbing, they reach 75–85 %, compared to 60–70 % in services and agriculture. Apprenticeship and dual programmes achieve around 85 %, above the overall average of 70–75 %. These modalities, regulated by Law 18-10 (2018), devote more than half their training time to real work experience, which appears to sustain motivation.

Although not shown in Figure 4.2, the monitoring results indicate that overall completion rates do not differ significantly between male and female learners. However, when disaggregated by field, differences are evident. In 2023–2024, women accounted for about 42 % of IVET enrolments. In female-dominated sectors such as administration, textiles and accounting, their completion rates were 78–85 %, slightly above those of men. In male-dominated areas such as mechanics, electronics and construction, female completion was at 60–65 %, compared to 75–85 % among men. These contrasts reflect persistent stereotypes and workplace barriers in certain fields of vocational education.

Quality and relevance of learning outcomes

In this section, the SPIs capture the quality of the provision of basic skills and key competences to learners in IVET, as well as the degree to which adults possess foundational skills. These results are complemented by selected KIESE indicators, which track the relevance of learning outcomes by examining employment rates of individuals aged 15 and older, disaggregated by educational attainment in ETF partner countries.

ETF monitoring keeps quality and relevance separate because, although they often reinforce each other, they do not always coincide. Learners with strong foundational skills may still struggle to find suitable employment, while individuals might secure jobs without acquiring a comprehensive skillset. By tracking these aspects separately, the reporting hopes to identify both the intrinsic benefits of education and how effectively it aligns with the needs of the labour market.

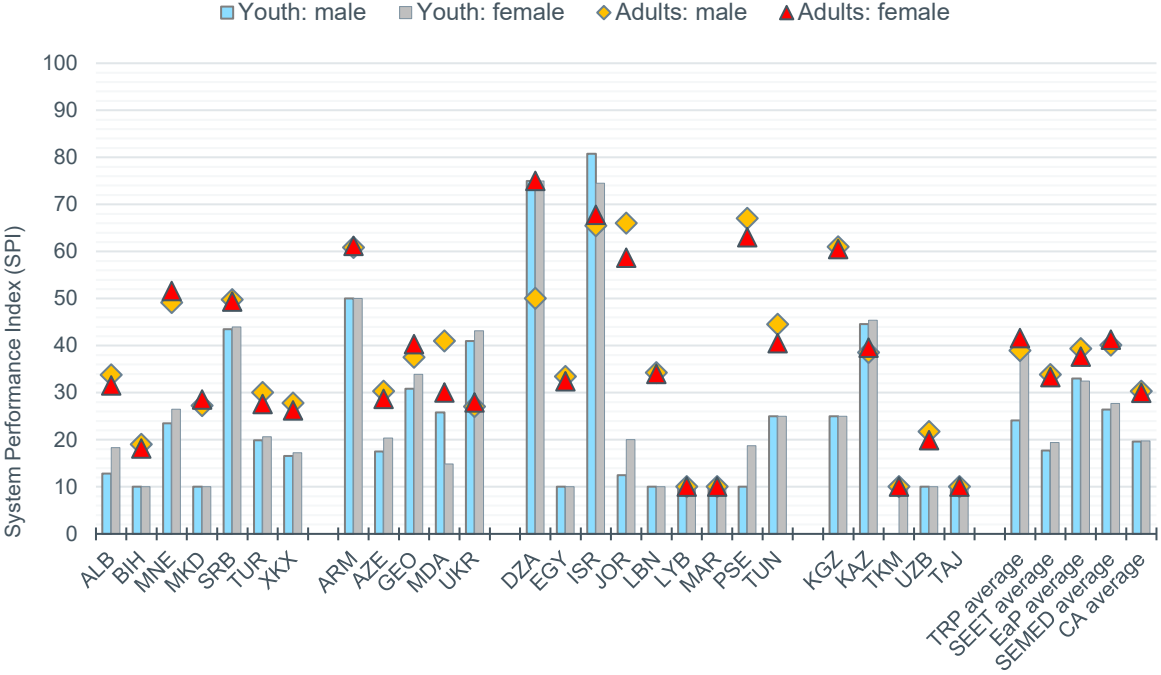
Quality of learning by age and gender

According to the expert survey, VET in Algeria is effective in creating the conditions necessary for learners in IVET to acquire foundational skills and competences, and in delivering these with equal effectiveness to male and female learners. With an SPI of 75 for both boys and girls, system performance in this domain is reported as being higher than the SEMED regional and Torino Process averages (Figure 4.2).

Several factors likely contribute to this result. Teaching staff are required to undergo pedagogical training for one year and engage in continuous professional development through local centres and six Regional Institutes for Trainer Training (IRFF). The VET curriculum builds on lower-secondary education and includes general subjects such as mathematics, communication, citizenship and environmental awareness across all 165 initial training specialities.

A major policy development is the Professional Baccalaureate (Bac Pro), due to launch in September 2025. This three-year diploma will combine general education, technical training and work-based placements, and will be introduced in 14 vocational high schools across 13 provinces, initially covering sectors such as energy, agro-industry, electronics, mechanics and agriculture.

Figure 4.3 Quality of skills and competences by country, age and gender of learners – system performance index, ETF partner countries and international average (2025)



Note: Theoretical index range: min/low performance=0, max/high performance=100
 Source: ETF KIESE and Torino Process databases

For adults, the results indicate that women are more likely than men to possess the foundational skills needed for work and daily life (SPI of 75 for women, compared to 50 for men, Figure 4.2). This points to adult men as a group for whom opportunities to acquire or strengthen such skills could be improved. The stronger result for women aligns with long-standing literacy campaigns, which since 2008 have reached over 3.6 million adults, and with targeted programmes such as IKRAA–MFEP, ONDEFOC and CNEPD that combine literacy, vocational training and flexible distance learning. Initiatives like Digital Skills for Women and entrepreneurship modules have further supported the acquisition of transversal competences.

The findings should be used with caution, as they are not corroborated by direct measurement of learner outcomes. Algeria does not yet conduct systematic assessments of literacy, numeracy or digital competences in VET. While expert surveys indicate effectiveness, these conclusions remain to be confirmed through outcome data. Gender-disaggregated information on learning achievements beyond enrolments is also limited, making it difficult to target interventions to close competence gaps.

Relevance and labour market outcomes

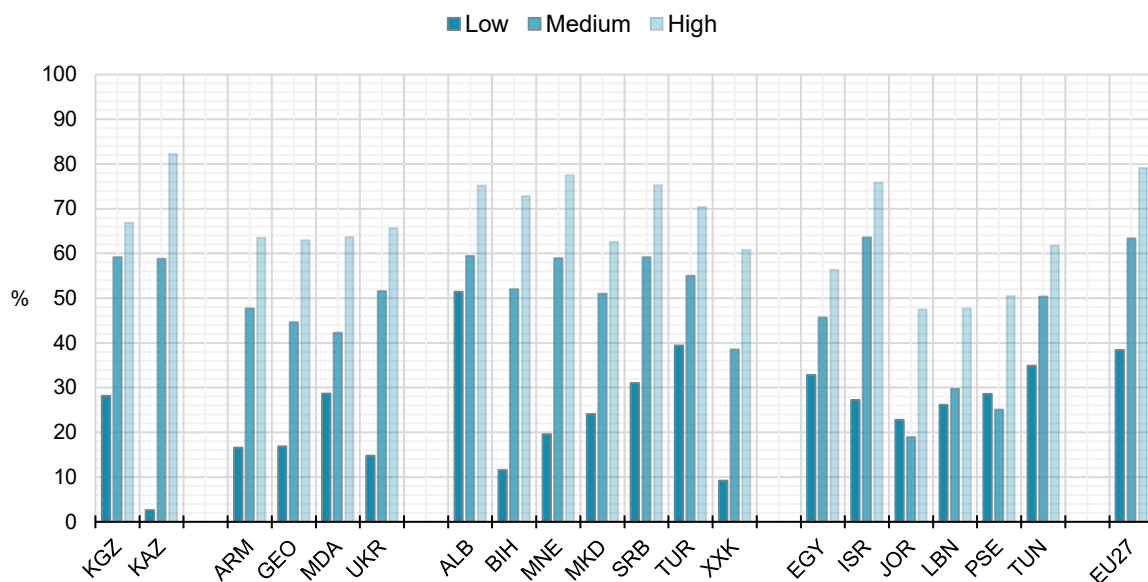
This section uses employment data to gauge how effectively education and training meet labour market needs.

Across ETF partner countries, employment outcomes vary sharply by education level. On average, employment is at 24.6 % for adults with low attainment, 48.0 % for those with medium and 65.2 % for the highly educated – a gap of about 41 percentage points between the lowest and highest groups. At every level, however, employment remains roughly 14 percentage points below the EU-27 average (Figure 4.4). Regional differences are clear: in Central Asia, the high–low gap is widest, while in the Eastern Partnership and in Southeast Europe and Turkey, employment levels are lower than in the EU-27 despite variation between countries. In SEMED, with the exception of Israel, employment rates remain low even for tertiary graduates, pointing to structural labour market obstacles.

Figure 4.4 includes all ETF partner countries with sufficiently recent, internationally comparable data. Algeria is not shown because no updated data are available beyond 2017. Nevertheless, the Torino

Process monitoring survey provides insights into employment patterns by education level. Unlike most countries, Algeria records the highest employment among individuals with medium-level qualifications (ISCED 3–4), at about 50–55 %. Adults with low education (ISCED 0–2) have much lower rates, around 20–21 %, while tertiary graduates (ISCED 5–8) reach only about 40 % or less.

Figure 4.4 Employment rate (age 15+) by educational attainment, ETF partner countries (2024)



Source: ETF KIESE database

Employment rates also differ strongly by gender. At all education levels, the employment rate of women is far below that of men. In 2020, employment among women aged 15+ was around 12 %, compared to roughly 60 % among men. Even women with higher education face poor prospects of finding work, indicating significant gender-specific barriers.

Nevertheless, Algeria shares one challenge with all ETF countries: employment rates are below the EU-27 benchmark at every level of educational attainment. In the EU, employment rises steadily with the level of qualifications attained: 55–60 % for low-qualified adults, 75 % for medium and 85 % for those with tertiary education.

System management and organisation

In the final section on policy and system performance, the focus shifts to the organisation and management of the education and training system, with particular attention to VET.

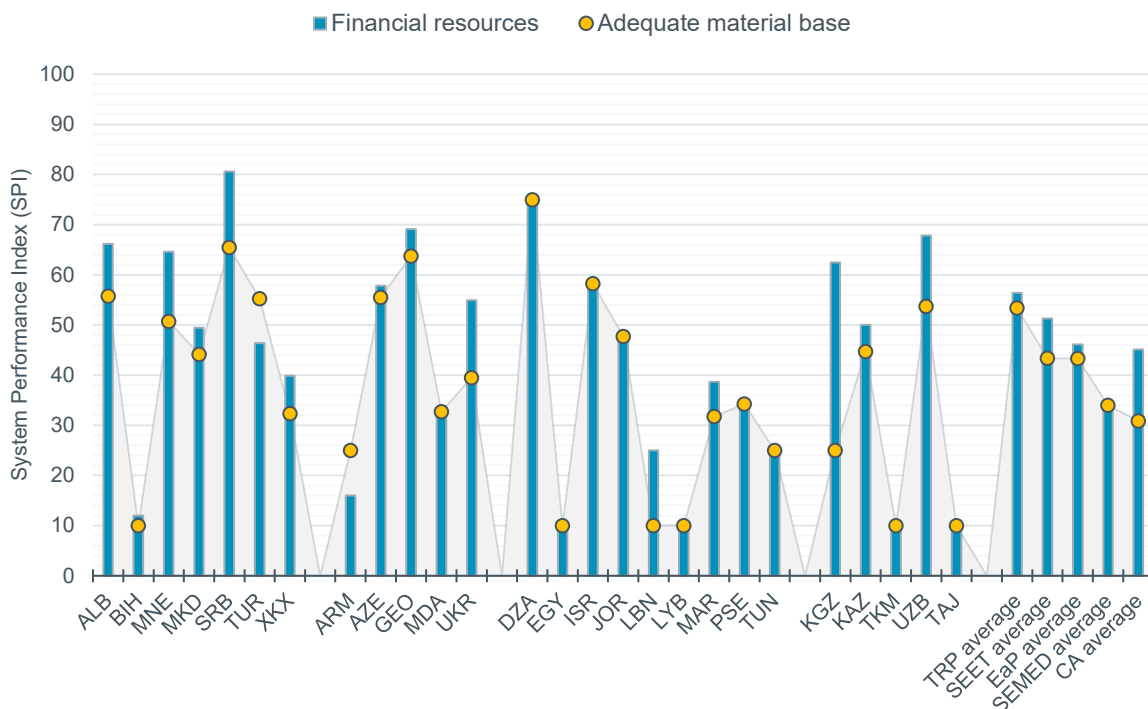
The analysis presents data on system performance in the form of SPIs in three areas: effective allocation and use of financial resources in VET; allocation, use and professional capacity of human resources, including leadership skills and professional competence of school management and staff; and system steering and management, which includes data, quality assurance, school leadership and the internationalisation of VET.

Financial resources in VET and lifelong learning

Financing of VET is among the domains in which Algeria achieves its strongest results internationally (SPI of 75, Figure 4.4). Public funding remains dominant, with central government expenditure amounting to about 32 % of GDP in 2023. The 2024–2025 budget cycle saw increased allocations aligned with presidential priorities on youth employment, equitable access and digital transformation. Investments targeted digitalisation of management and teaching processes, modernisation of equipment and infrastructure in specialised institutes and training centres, and the creation of excellence hubs in sectors such as ICT, renewable energy and industrial maintenance.

Recognising the limitations of heavy reliance on public financing, Algeria is seeking to diversify funding by attracting private-sector investment. According to the expert survey, progress has been limited but measurable. The apprenticeship tax (*taxe d'apprentissage*), set at about 1 % of enterprise payroll, contributes directly to training costs in the public provider network, including work-based learning schemes. Private provision remains modest, accounting for less than 15 % of national VET enrolment in 2025. The number of authorised private training centres reached just over 950 in 2024, compared to more than 1 300 public institutions. Most private providers offer short, service-oriented programmes such as languages, ICT and fashion, with very limited participation in technical fields; in 2023, fewer than 5 % of apprentices in mechanical or construction trades were privately trained.

Figure 4.5 Allocation and use of financial resources in education and training – index of system performance, ETF partner countries and international average (2024)



Note: Theoretical index range: min/low performance=0, max/high performance=100
Source: ETF KIESE and Torino Process databases

Barriers to stronger private-sector involvement include lengthy licensing procedures, rigid curriculum approvals, restrictions on tuition fee levels and the absence of tax incentives or subsidies for infrastructure. Quality assurance rules also place burdens on private institutions, which receive little support for capacity building. Donors remain an important source of revenue: in 2025, combined public and donor funding accounted for about 85–90 % of total VET financing, private contributions for 10–12 % and households for less than 3 %.

A significant share of resources is directed to infrastructure development, another domain of strong performance (SPI of 75, Figure 4.4), alongside salaries, pedagogical resources and modernisation initiatives. The National Establishment for Technical and Pedagogical Equipment (ENEFEPE), a public body under MFEP supervision, equips more than 1 300 institutions with modern equipment, provides training to staff and supports emerging sectors. Recent investments include the construction and renovation of training centres and Centres of Excellence, some in partnership with Algérie Télécom. These centres feature specialised laboratories, ICT infrastructure, internet connectivity and smart classrooms, mostly in urban areas. Rural and remote regions continue to face gaps.

To improve financial management, Algeria has introduced monitoring mechanisms such as performance-based indicators, digital budget tracking, audits and training for administrators to ensure compliance, transparency and accountability. MFEP has also begun delegating budget management

and training planning to VET centre directors to increase institutional autonomy. However, autonomy remains partial, performance-based budgeting is still limited and regional disparities in resource allocation persist.

Human resources: allocation, use, professional capacity

Algeria has introduced several practical steps to improve the management and availability of human resources in its VET system, which is also reflected in a relatively high SPI score of 69 in this domain of monitoring, higher than the average for the SEMED region and the Torino Process monitoring sample. According to the monitoring survey, national strategies for education and training now explicitly include planning, professional development and retention of qualified staff.

However, the availability of skilled trainers across vocational and technical areas depends heavily on the location of schools. In remote and underserved regions, recruitment is complicated by logistical constraints and limited incentives for trainers to enter the profession and stay in it. Retaining teachers in fields such as ICT, telecommunications and industrial maintenance is also difficult in urban areas, as the private sector frequently offers better pay and conditions.

In an attempt to address the problem, MFEP introduced a centralised planning approach, which is supported by digital tools that track staffing requirements and placements in real time. In addition, there is housing support, relocation incentives and recently a pilot of performance-based bonuses in selected VET institutions as well. These bonuses depend directly on measurable outcomes, including training completion rates, graduate employment levels and employer feedback. According to the monitoring survey, early results suggest this approach has improved motivation among trainers and administrators to stay in the profession.

Career progression for VET teachers and trainers is based mainly on tenure and compliance with evaluation and training requirements. Professional development of trainers is supported primarily by the National Institute for Training and Professional Teaching (INFEP), which provides initial teacher training as well as continuous professional training in key areas, including curriculum development, digital tools, entrepreneurship education and environmental skills. INFEP also collaborates regularly with international partners to offer specialised training for experienced instructors, inspectors and training managers.

System steering and management

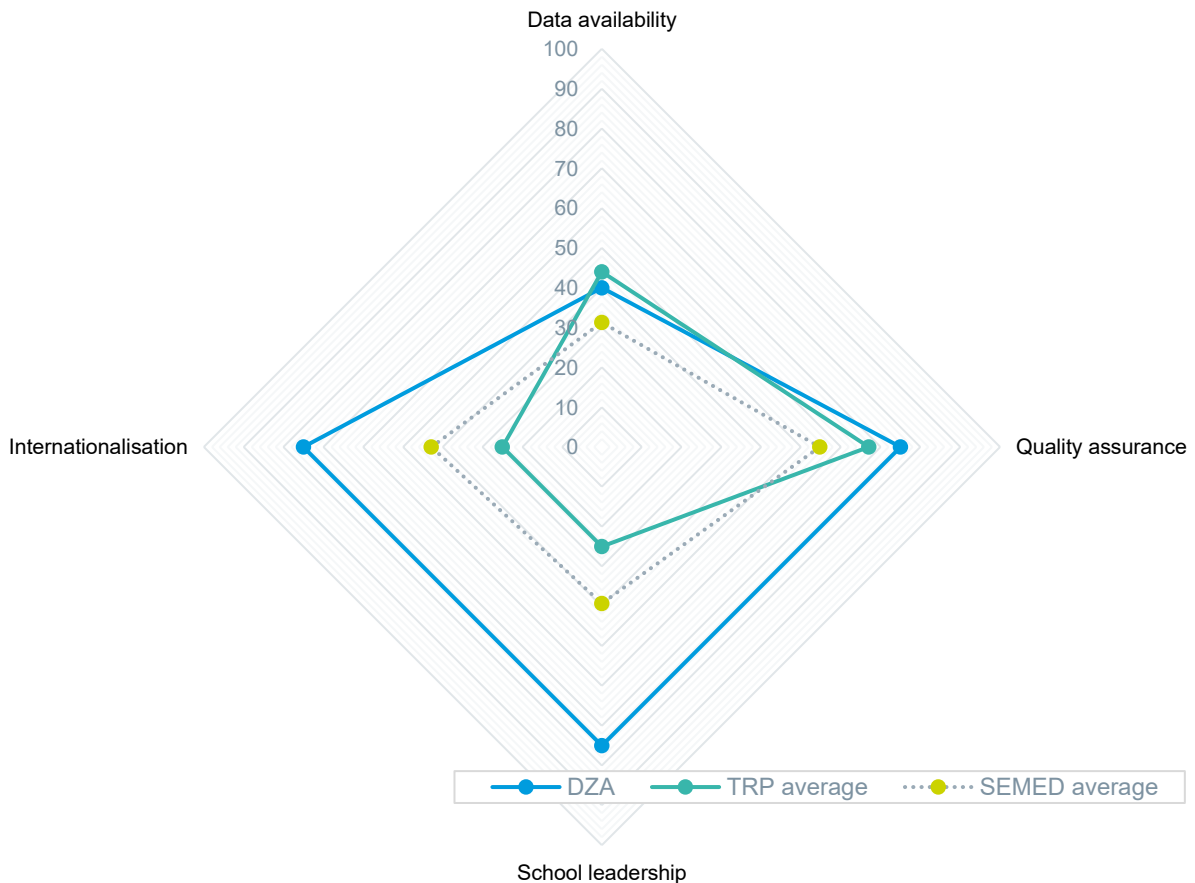
Despite a number of constructive initiatives, the monitoring results in the area of data, monitoring and capacity for informed decision-making in VET in Algeria are below average (SPI of 40, Figure 4.6). A central digital platform managed by MFEP collects administrative data on enrolment, graduation and employment status, while since 2023 the National Observatory for Training and Employment (ONFE) has supported better integration between education and labour market information. Graduate tracer studies and sectoral surveys in areas such as agriculture, ICT and renewable energy also contribute to the evidence base.

Nevertheless, there are weaknesses which help explain the lower score. Data on learning outcomes, employer satisfaction and long-term employability are scarce, and where available they are rarely disaggregated by gender, region or socioeconomic background. Algeria does not participate in international assessments such as PISA or TIMSS, which limits opportunities to benchmark and improve data capacity. Internally, data sharing between MFEP, ONFE, ANEM and ONS remains fragmented and regional capacity to use evidence is uneven. Coordination with international organisations is also unsystematic.

These limitations also affect quality assurance, where performance is stronger (SPI of 75) but still relies mainly on compliance checks. The national inspectorate conducts regular centre-level inspections of teaching practices, administration and curricular standards. Final certification exams are centrally managed with industry participation, while trainer evaluation continues to depend largely on administrative inspections without systematic learner feedback, peer review or performance-based recertification. Quality assurance therefore remains input-focused rather than outcome-oriented and Algeria does not apply a framework aligned with EQAVET. Transparency is also limited: MFEP

publishes activity reports and enrolment statistics, but outcome indicators such as graduate employment, employer satisfaction and learner feedback are not regularly reported, and inspection results are not made public.

Figure 4.6 System steering and management – index of system performance, selected dimensions, ETF partner countries and Torino Process average (2024)



Note: Theoretical index range: min/low performance=0, max/high performance=100
 Source: ETF KIESE and Torino Process databases

On the other hand, the professional capacity of school leaders is being assessed as above average. Directors and deputy directors must meet strict qualification requirements, and since 2025, their recruitment is managed through a digital platform that applies competency-based selection. INFEP provides initial and continuous training covering management, planning, budgeting and digital tools. Since 2022, new managers have been required to complete certified leadership training and participate in annual performance reviews. Even so, the professional capacity of VET leaders remains uneven, which affects how institutions adapt curricula to local labour market needs, manage budgets and develop business partnerships.

Internationalisation is also an area with strong results (SPI of 75). Algeria participates in bilateral agreements, institutional partnerships and multilateral initiatives, and contributes to the Torino Process of the ETF. Agreements with European, African and Asian countries promote qualification recognition and joint training. Mobility schemes exist with Germany, Turkey, Tunisia and China, and some institutions participate in Erasmus+ projects focused on green skills and digital competencies. These activities, however, remain small in scale and concentrated in selected centres. Alignment with international qualification frameworks is still incomplete, though pilots supported by the ETF and UNESCO are testing modular, outcomes-based training units to improve transparency and portability.

ABBREVIATIONS

ADS	Social Development Agency
AFEZ	Self-employment support programme
ALMPs	Active Labour Market Policies
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 Pro	Professional Bacculaureate
BAD	African Development Bank
BEM	Intermediate Education Qualification
CAPDZ	Centre Algérien de la Presse
CDI	<i>Centres de Développement de l'Entrepreneuriat</i> (Entrepreneurship Development Centres)
CFI	Employment integration contracts
CFPA	<i>Centres de Formation Professionnelle et de l'Apprentissage</i> (vocational training centres)
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
CNEPD	<i>Centre National d'Enseignement Professionnel à Distance</i> (distance vocational training provider)
CoVE	Centres of Vocational Excellence (<i>pôles d'excellence</i>)
CTA	Employment support contracts

CVET	Continuing vocational education and training
DAIP	Support system for professional integration
ENEFEF	National Establishment for Technical and Pedagogical Equipment (Établissement National d'Équipement et de Formation de l'Enseignement Professionnel)
EU	European Union
EQAVET	European Quality Assurance in Vocational Education and Training
EUROSTAT	Statistical Office of the European Union
FNAC	National Development Fund for Apprenticeships and Continuing Vocational Training
FT	On-the-job training
GDP	Gross domestic product
HDI	Human Development Index
ICT	Information and Communication Technologies
ILO	International Labour Organisation
IMF	International Monetary Fund
IRFF	Regional Institutes for Trainer Training
ISCED	International Standard Classification of Education
LFS	Labour Force Survey
LMD	<i>Licence-Master-Doctorat</i>
MFEP	Ministry of Vocational Education and Training
MoL	Ministry of Labour
MSN	Ministry of National Solidarity
MTESS	Ministry of Labour, Employment and Social Security
NDC	Nationally Determined Contribution
NEET	Not in employment, education or training
NESDA	National Agency for Entrepreneurship Support and Development

NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
OJ	Official Journal
ONDEFOC	National Office for the Development and Promotion of Continuing Education
ONEFD	National Office for Distance Education and Training
ONFE	National Observatory for Training and Employment (Observatoire National de la Formation et de l'Emploi)
PAMT	Labour market policy
PIP	Professional Integration Programme
PISAQ	International programme for the monitoring of students' achievements
PSEJ	Youth Employment Support Programme (<i>Programme de Soutien à l'Emploi des Jeunes</i>)
SMES	Small and medium-sized enterprises
SNTN	National Strategy for Digital Transformation in Algeria (<i>Stratégie Nationale de Transformation Numérique</i>)
SPI	System Performance Indicator
TRP	Torino Process
UIS	UNESCO Institute for Statistics
UN	United Nations
UN DESA	United Nations Department of Economic and Social Affairs
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational Education and Training

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