

ALGERIA

**EDUCATION, TRAINING AND EMPLOYMENT
DEVELOPMENTS 2021**

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KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT

The objective of this document is to provide an annual update on the key issues and progress made in education, training and employment in Algeria. Due to the Covid pandemic, the relevant data could not be collected at national level, so most of the data comes from international sources (organisations). Algeria started 2020 with a renewed political impetus, following the elections that had brought a new president to power in December 2019. Thus, the aim of the Action Plan ('Plan d'Action') launched in February 2020 was to modernise several fields, including the vocational education and training (VET) system. However, the pandemic that has spread all around the world since March 2020 has put many of the objectives in the Action Plan on 'stand by'. In June 2021, parliamentary elections were held but saw one of the lowest turnouts ever.

In terms of health, the situation started to stabilise little by little from January 2021 onwards with the launch of the vaccination campaign, although the spread of new variants of COVID-19 could limit the effectiveness of the vaccine.

The economy has been suffering greatly since 2020 due to the measures introduced to contain the pandemic and a significant fall in hydrocarbon production, which is the main source of the country's external income. This has contributed to a major deterioration in the deficit as the GDP growth rate in 2020 fell to -5.5.

During the Covid pandemic, providing continuity of education has been challenging, particularly for vocational training schools: few capacity-building activities to enable the switch to distance and online learning have been provided to teachers and students, and the poor internet coverage in some regions has exacerbated issues of social exclusion. The situation has improved in 2021 and there have been some digitalisation initiatives in VET, which shows that there is a willingness to be further committed to this. Nonetheless a number of issues are still to be solved.

In terms of employment, the pandemic has made the overall situation worse. This has been reflected in terms of a lower employment rate, which went from 37.4% in 2019 to 35.1 % in 2020.

In conclusion, the main challenges Algeria has had to face during this past year were consequences of the Covid pandemic. The VET system was not ready to switch into online mode and work-based learning activities have paid the highest price as they could not be implemented. The vaccination campaign has contributed to the gradual recovery of the health situation, but the impact of certain initiatives launched to contain the economic and job losses remains to be seen.

1. KEY DEMOGRAPHIC AND ECONOMIC CHARACTERISTICS

▪ Political developments and the health situation

Parliamentary elections were held in Algeria on 12 June 2021 to elect all 407 members of the People's National Assembly. Initially expected to be held in 2022, the elections took place earlier due to a constitutional amendment propagated by a referendum in November 2020. The election saw the lowest turnout for any legislative election in Algerian history, with only around 23% of the eligible population participating. The governing National Liberation Front won a large number of seats, although both this party and the coalition partner Democratic National Rally also saw heavy losses. The nationalist Future Front, the Islamist Movement of Society for Peace, the new National Construction Movement and independent candidates all made large gains at their expense, while there were minor changes in the seats won by other parties. A total of 136 seats were won by candidates under the age of 40, 35 were won by women, and 274 were won by those with a tertiary education (Algeria Press Service (APS), 2021).

Regarding the health situation, Covid is estimated to have had an impact of around 5 000 deaths (JHU, 2021), and until mid-2021 some lockdown measures remained in place. The vaccination campaign started with modest vaccine deliveries in January and has continued throughout the year. The spread of new Covid variants could limit the effectiveness of the vaccination campaign and delay the global and domestic economic recovery. Moreover, at least 65 people died in summer forest fires in the mountainous Kabylie region, some of the worst fires in the country's history (BBC, 2021).

A slow pace of economic recovery is expected for 2021 and 2022, amid large uncertainties as to the duration of the health and economic crises.

▪ Demographics

With almost 44 million inhabitants in 2020, Algeria is the most populous country in the Maghreb. Demographic projections indicate that the population will continue to grow steadily, increasing by 10 million over the next 25 years (Population Pyramids of the World, 2019). The population is unevenly spread throughout the country, with the vast majority of people living in the north, along the Mediterranean coast. The relative size of the youth population in the country has slightly decreased, from 22% in 2019 to 21.4% in 2020. Nonetheless, this decrease is part of a gradual shrinkage over the last 10 years, which has seen this percentage fall by almost a third, from 30.9% in 2010 to 21.4% in 2020. Algeria remains a country of transit and destination for refugees and asylum-seekers of 41 nationalities, both in urban areas and in the five Sahrawi refugee camps near Tindouf. The COVID-19 pandemic and related border closures significantly affected refugees and those seeking asylum in Algeria, who had limited access to territory, diminished livelihood opportunities and heightened protection risks (UNHCR, 2020).

▪ Economic developments

Algeria is an upper middle-income country. Its economy is dominated by the state and is heavily reliant on hydrocarbons. It is also characterised by low competitiveness and productivity. In recent

years, the Algerian government has halted the privatisation of state-owned industries and imposed restrictions on imports and foreign involvement in its economy.

The Algerian economy contracted sharply in 2020 due to measures to contain the pandemic and a significant fall in hydrocarbon production, which contributed to a major deterioration of the deficit. This is also reflected in the contraction of the GDP growth rate by -5.5% in 2020. To support the recovery, authorities have announced a longstanding economic reform effort to transition to a private sector-led economic model, to reduce severe macroeconomic imbalances and to protect the livelihoods of Algerians. The transition to a private sector-led growth model is proving challenging, with private firms remaining small, with low productivity, largely informal and confronted with significant difficulties such as a high regulatory burden, limited access to credit, a labour market skills gap and the omnipresence of state-owned enterprises. Amid the COVID-19 pandemic and concurrent crash in oil demand and prices, the Algerian economy is facing significant stress. The impact of lockdown measures has been broad-based, with the services and construction sectors, as well as sectors which are labour-intensive and concentrated in the informal segment, being particularly affected. Algeria's borders have been closed for a year, and trade flows have declined sharply. Meanwhile, the abrupt fall in oil prices in February 2020 and decline in hydrocarbon exports have taken a heavy toll on fiscal and external revenues. Due to volume and price effects, exports fell by 37% in 2020, despite a moderate exchange rate depreciation (WB, 2021). The government adopted the Socioeconomic Recovery Plan in 2020 (PPM, 2021), which lays out a structural reform agenda to foster the transition towards a sustainable, private-led growth model. While numerous reforms have been announced, there is uncertainty surrounding their implementation.

The spread of new variants of COVID-19 could limit the effectiveness of the vaccination campaign and delay the global and domestic economic recovery, thereby leading to depressed external demand for international travel and Algerian exports. A volatile economic environment and recovered oil prices, and insufficient progress in implementing economic reforms to foster private-sector activity would therefore hinder recovery.

2. EDUCATION AND TRAINING

2.1 Trends and challenges

- **Education expenditure, access, participation and early leaving**

Algeria is considered to have achieved universal primary education, with a 97.2% primary net enrolment rate in 2019, and has lifted higher education (tertiary) enrolment rates to 66.1%. According to the World Bank Group's 2020 Human Capital Index (HCI), which provides a pre-pandemic baseline on the health and education of children, despite working towards an improvement, Algeria's HCI value remained relatively unchanged at 0.53 between 2010 and 2020 (WB, 2020). While higher than average for lower middle-income countries, this is below the given average for the World Bank's Middle East and North Africa region.

In Algeria, the state school system is split into three levels: primary, which lasts for 5 years, followed by 4 years of lower secondary and 3 optional years of upper secondary. Basic education, defined as primary and lower secondary school, is mandatory for all Algerians. A substantial share of students leave school after their compulsory lower secondary education or in the final year of lower secondary school. Some of these students never return to school, some are reintegrated into general education and some find placements in VET (initial or continuing). Algeria has a relatively low-skilled labour force: according to the most recent available data (2015), 68.2% of the adult population has a low level of education, 19.3% a medium level and 12.5% a high level. The share of the population with a higher level of education has been increasing, from 9.8% in 2010 to 12.5% in 2015. Extensive efforts in previous decades have led to considerable positive developments in education and training. Literacy and educational attainment levels are improving: according to the most recent data available (2018), the adult literacy rate is 81.4%, the net enrolment rate in primary education is 97.64%, while the primary-to-secondary transition rate in 2018 is 98.7%. Overall, VET enrolment has doubled since the beginning of the 2000s. Despite this, VET still suffers from a poor image within society and is considered a second choice for dropouts from the education system. No pathways exist between general education and VET or between VET and higher education. Raising the quality of VET and improving its links with the labour market are therefore priorities for the government.

- **PISA results**

The Programme for International Student Assessment (PISA) is a worldwide study by the Organisation for Economic Co-operation and Development (OECD) in member and non-member nations, intended to evaluate educational systems by measuring 15-year-old pupils' scholastic performance in mathematics, science and reading. The most recent results for Algeria are dated 2015 and Algeria was positioned in 69th position out of 70 countries in its performance in science, reading and mathematics. The same position was held in terms of students' science beliefs, engagement and motivation as well as equity in education (OECD, 2015).

- **Young people not in employment, education nor training (NEETs)**

The country is characterised by having a significant share of young people in the population, meaning a large inflow of youth seeking to enter the labour market. The share of young people in the total active population, aged 15-64, is 21.6% (in 2020). The proportion of people aged 15-24 not in

employment, education or training (NEETs) was 26.2% (in 2019), with a significant gender gap (20.4% men and 32.1% women).

Despite the progress that has been made in the past 10 years, the improved education level of the population has not translated into better labour market outcomes. This perceived ‘mismatch’ between the supply of and demand for labour has been a central driver behind unemployment and creates a paradox, where higher rates of academic education do not lead to higher employability outcomes. This holds especially true for women, who have a higher level of educational attainment than men, but fail to translate this into better labour market outcomes. In fact, the unemployment rate of women with a tertiary education in 2019 was 24% (ETF, Youth transition in SEMED, 2021).

The government has put measures in place to guide young people towards vocational training, which is generally looked down on as an option (Musette, 2013). Over the last 15 years, substantial funds were directed towards encouraging young people to create their own businesses by facilitating their access to credit. However, this mechanism failed to provide support for young entrepreneurs after the creation of their business, and hence they faced a number of obstacles, such as the absence of technical and/or managerial skills related to the company's field of business, and a lack of market information and marketing skills, as well as an inability to deal with bureaucracy (Omrane, 2016).

- **Education during the COVID-19 pandemic**

In terms of COVID-19, in Algeria strict lockdown curfews combined with restrictions on movement between provinces have helped to control the spread of the virus. Providing continuity of education, particularly for vocational training school, has been challenging: little training for switching to distance and online learning have been given, and poor internet coverage in some regions exacerbates issues of social exclusion. From April 2020, the provision of distance learning began covering all grades, mainly through television and a dedicated platform for students in their last year to prepare them for final exams. Schools were closed until October, with final exams either cancelled or moved to September. Distance learning provision for general students was provided via television and YouTube, but for vocational students there was virtually nothing. Dual education has stopped as it is done via apprenticeships in companies, all of which closed during the crisis. Both the teachers union, Satef, and the parents’ association have raised concerns over inclusion and equality of provision through online and digital solutions (ETF, Coping with Covid-19, 2020).

2.2 VET policy and institutional setting

- **Strategic and legal framework for VET and adult learning**

VET is regulated by the 2008 law (Law No 08-07). The organisation and development of VET and its delivery, coordination and regulation fall under the control of central government, represented by the decentralised administrations at the level of the executive of each wilayah. In the school system, programmes, methods and schedules are centralised, whereas the management of institutions and staff is decentralised. VET standard working procedures include: i) residential training (formation residentielle), which takes place mainly in institutes and VET centres; ii) apprenticeship training, which is delivered through cooperation between training centres and companies; iii) distance learning, which takes place mainly through correspondence courses, with periodic face-to-face training sessions; and iv) evening courses, which are aimed mainly at workers who wish to continue their training or specialise for career development purposes. The VET sector also offers training opportunities in the form of short-term courses (for young people who need retraining to enter the labour market), training

for vulnerable groups (young people at risk, prisoners and former prisoners), as well as specific training courses for women in rural areas and for housewives.

Continuing training remains limited, although funds are made available through a dedicated tax paid by companies. Two bodies are in charge of continuing VET (CVET): the FNAC (Fonds National de Développement de l'Apprentissage et de la Formation Continue), which ensures reimbursement of in-company training costs for companies that pay the tax and comply with the reimbursement conditions; and ONDEFOC (Office National de Développement et de Promotion de la Formation Continue), which is in charge of helping companies promote and develop CVET and ensuring a link between companies and public and private organisations. The absence of accessible data on the extent of the coverage and activities of these two bodies, as well as the lack of evaluation mechanisms, make it difficult to assess the effectiveness of CVET provision. Adult education is not structured and is not under the responsibility of one single authority. Some courses for adults are offered by the Ministry of VET (see above – training for rural women, housewives, those who are illiterate, etc.) and private providers, including private associations.

▪ **VET governance and financing arrangements**

The education sector in Algeria is governed by three ministries: the Ministry of National Education, the Ministry of Higher Education and Research, and the Ministry of VET. Inter-ministerial cooperation appears limited, as does coordination with the private sector. Some significant steps have been taken in this respect, including the signing of several agreements between the Ministry of VET and the business sector, to reinforce closer cooperation. This has been also formalised by the modification of the mandate and composition of the VET Partnership Council (*Conseil de Partenariat de la Formation et de l'Enseignement Professionnels*) (JO, 2018). Its main objectives are the following: to contribute, through opinions and recommendations, to the national strategy for vocational training and education; to contribute to the development of the national map of vocational training and education; to ensure the training offer is aligned to the needs of the labour market; and to ensure regular and permanent dialogue and consultation between all the players and partners of the vocational training and education system (MFEP).

▪ **Quality and quality assurance**

As mentioned in the ETF publication on quality assurance, in Algeria this is mainly regarded as a tool to ensure that training institutions are complying with legislation and regulations, whether undertaken by means of an administrative and pedagogical inspection in public centres or accreditation for private centres. Quality assurance is one of the Ministry of Vocational Education and Training's priorities. A dedicated working group, led by the INFEP, has also been set up. The overall assessment of the system falls to the National Assembly (which has a committee that specialises in VET), the Court of Auditors and the Inspectorate General of Finance, in addition to the Inspectorate General of the Ministry of Vocational Education and Training.

The Framework Law on Vocational Education and Training, adopted in 2008, provides for the establishment of an Observatory for Vocational Education and Training. The Observatory is responsible for assessing quantitative and qualitative needs in relation to qualifications, and performs the following tasks:

- establishing an efficient information system on VET and the labour market at national and regional levels;
- identifying, as a policy instrument for the development of VET, training and qualification needs;

■ providing a tool to aid decision-making and assessment and improvement of VET systems. That observatory is not yet operational, which explains the lack of structured and summarised information on labour market needs. A lack of data on the performance of the VET system – in particular in terms of responding to economic needs, one of its main objectives – is also a concern. (ETF, 2021 'Quality Assurance in VET in Algeria')

In terms of improving training quality, 2020 saw the establishment of the INFEP Scientific Council, on 29 April 2021. Economic operators and specialised researchers took part in developing study and research activities (<http://www.premier-ministre.gov.dz>).

■ **Work-based learning arrangements**

The Law on Apprenticeships (2018) was an important development in the effort to promote apprenticeship training. The objective of the Ministry of VET is progressively to increase the percentage of students in apprenticeships. In February 2017, it was reported that 58.6% of students registered for vocational training had requested apprenticeships. The overall goal is to raise this percentage and to increase the number of these opportunities even further. Partnerships with the private sector will be a central part of aligning apprenticeship programmes with the business and labour demands of the economy. In 2017, to meet rising tourism needs, a collaborative agreement was signed between the MFEP and the Ministry of Tourism for more training partnerships in the sector. These would include new apprenticeships in a range of segments, including cooking, services, human resources and engineering (Oxford Business Group, Algeria 2017). In February 2020, the newly elected government produced an Action Plan (Plan d'Actions, 2020), with the objective of modernising, among other things, the VET system. Among the priorities listed in the document, the development of apprenticeship training appears, but there is no information related to implementation yet. Mechanisms to track VET graduates would facilitate analysis of the efficiency and quality of the system. The EU AFEQ (Appui Formation-Emploi-Qualification) project had a component dedicated to boosting apprenticeships in Algeria by improving the quality of the training offered.

■ **Digital education and skills**

As regards the modernisation and digitalisation of the sector's activities, in the past year, VET programmes focused on the following actions:

- use and enrichment of the online registration and orientation platform MIHNATI and publication of textbooks and curricula in the virtual library within MIHNATI, accessible to all institutions to download;
- strengthening and broadening the use of the new 'TAKWINI' platform dedicated to the training and development of trainers in the sector, and implementing a new platform for the electronic management of documents ('GED' system);
- setting up a computer application to monitor applications for approval to create private vocational training establishments and their management;
- updating the sector's geographical information system (GIS) with recent figures, photos and video sequences;
- reinforcing skills and international certifications through the Strengthening skills and international certifications through Cisco academies by introducing new training and certifications Get-connected, entrepreneurship and Cyber Security;
- creating a specialised institute in Sidi Abdellah introducing innovative technical and scientific specialities.

(Bilan d'activités du Gouvernement, May 2021)

- **Donor support for education and VET for young people and adults**

In addition to national programmes, the European Union (EU) has supported Algeria's efforts to promote employment. EU-funded programmes, such as AFEQ (Adequacy of Training-Employment-Qualifications [*Adéquation-Formation-Emploi-Qualification*]), which was finalised in September 2021, the Support Programme for the Higher Education and Research Sector Policy (PAPS/ESRS) and the Economic Diversification and Business Climate (PADICA) aimed to (i) foster partnerships between the public and the private sector to mitigate the problems of skills mismatch; (ii) support the local socio-economic development of North-West Algeria; (iii) meet the labour needs of local economic sectors; (iv) promote institutional capacity building; (v) uphold the Algerian government's actions in its youth policy, as well as the efforts of civil society; and (vi) establish exchange networks between Algerian and European academic institutions to allow for a dynamic regional partnership.

The ILO, in cooperation with the Foreign and Commonwealth Office of the United Kingdom, introduced the TAWDIF project 'From university to the labour market' in Algeria, which was implemented in 2016 with the creation of job search clubs for young graduates in partnership with ANEM. The clubs offer intensive two-week cycles aimed at improving job search skills, including actively contacting employers and maximising the chances of obtaining an interview (ILO, 2018).

In addition, the French Cooperation Agency (Agence française de coopération), the World Bank, the African Development Bank, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and other international actors also support reforms in employment, higher education and training. Moreover, bilateral cooperation in VET has been set up with South Korea, China, the UK, the Netherlands and Mauritania (Bilan d'activités du Gouvernement, May 2021).

3. LABOUR MARKET AND EMPLOYMENT

3.1 Trends and challenges

- **Labour market and employment challenges in general**

Despite some improvements, in 2019 labour market participation remained low, at 42.2%. This was particularly the case among women. Activity rates for both men and women have fluctuated in recent years but it is still difficult to quantify the impact of the pandemic on the entire labour market, formal and informal.

In 2020, statistical data collection on the labour market could not be implemented due to the pandemic and all the related problems. Therefore the country has not been in a position to gather more data recently.

- **Employment and unemployment**

The total employment rate decreased from 37.4% in 2019 to 35.1% in 2020, which is likely to be related to the pandemic.

National policies targeting young people are mainly focused on youth employment, which is a top priority for the Algerian government. Active labour market policies (ALMPs) have emerged in Algeria in three forms: support for business creation or self-employment; insertion in the labour market with fixed-term contracts jobs; and improving the employability of the unemployed through training/retraining and help with jobseeking (Adair and Souag, 2018).

The total unemployment rate increased from 11.4% in 2019 to 12.8% in 2020. Unemployment varies across the country, with significantly higher rates in the southern provinces and urban areas. For all other unemployment data, information is available up to 2019 (pre-Covid): individuals with higher levels of education were particularly affected by unemployment in 2019; 17.4% of people with a high level of education were unemployed, compared with 6.8% of those with a low level of education. As previously mentioned, unemployment is higher among women, particularly those with a higher level of education (20.4% in 2019). High unemployment rates among better-educated workers are partially caused by a lack of private-sector jobs and an unwillingness to accept private-sector employment, which is often perceived to be of lower quality.

According to the Employment Survey ONS 2019, unemployment for those with a higher education stands at 18%, while the figure is 13.5% for those with a vocational education.

- **Statistical data collection and labour market information**

Statistics from the National Employment Agency, which is responsible for managing the labour market, reveal that on average three quarters of job applications are not successful and that a quarter of job vacancies do not find the right candidates. There is therefore a job vacancy potential there to be exploited in the fight against unemployment. In 2019, this potential exceeded 100 000 vacancies. The number of unemployed people not finding a job matching their profile exceeds 1.2 million, which represents 78% of the total number of applications. The statistics of the agency are similar year after year: they show unfilled job vacancies and an unused stock of jobseekers who are waiting for something that might match their qualifications. It should be noted that the State has put in place a set

of measures for companies, to reduce the cost of labour. Employers may be able to benefit from reductions in social security contributions based on certain criteria (Prime Minister 2021, Plan de Relance Economique 2020-2024).

- **Poverty**

According to Statista, the number of people living in poverty in Algeria has been at its highest over the last 4 years, standing at 1.9 million in 2021, which represented an increase of 200 000 poor people compared to 2020. In contrast, both 2019 and 2018 recorded 1.3 million cases of poverty. The fact that more people have been living below the poverty line in the last 2 years is probably due to the coronavirus pandemic (Statista, 2021).

3.2 Employment policy and institutional setting

- **Strategy and legal framework in the employment policy field**

The national employment policy strategy is based on the action plan for promotion of employment and the fight against unemployment adopted by the Council of Government of 1 April 2008. It takes an inclusive and comprehensive approach that encourages productive investment, based on different principles: 1) fighting unemployment through an economic approach; 2) adapting training courses and profiles to employment needs; 3) promoting a skilled workforce in the short and medium term; 4) strengthening the promotion of youth employment and improving the permanence rate; 5) support for job-generating investment and the development of entrepreneurship (Prime Minister 2021, Plan de Relance Economique 2020-2024).

In order to fight unemployment and promote employment, the state has set up a number of mechanisms to meet labour market demand (ANEM, ADS) and for business creation (ANSEJ, CNAC, and ANGEM). These different agencies depend on three ministries: The Ministry of Labour, Employment and Social Security (MTESS), the Ministry of National Solidarity, Family and the Status of Women, and the Ministry Delegate to the Prime Minister responsible for Micro-Enterprises.

The sector responsible for labour, employment and social security intervenes directly through:

- the National Employment Agency (ANEM): Law 04-19 on the job placement of workers and employment control entrusted the placement of job applicants to the ANEM and, under its supervision, in approved private placement organisations (OPAPs);

- a system to promote salaried employment, DAIP (Support System for Professional Integration): a measure intended for young people under 35, to facilitate the professional integration of young first-time jobseekers; and

- a measure to help business creation, the CNAC (National Unemployment Insurance Fund): since 2004, the CNAC has been entrusted with supporting the creation of micro-enterprises by unemployed people aged 35 to 50, including by granting loans. This strengthens the CNAC's first two missions, which consist of training and providing unemployment benefits. In addition, an agreement falling under the umbrella of support for SME creation by unemployed people aged 35 to 50 has been established between the CNAC, the vocational training sector and the Ministry of Agriculture, in order to support the validation of professional knowledge and know-how for the benefit of unemployed people who claim to have qualifications or expertise in the planned activity but cannot prove it (diplomas, certificates, etc.).

▪ Initiatives to boost employment

As indicated by the ILO in the 'COVID-19 country policy responses' for Algeria, a number of initiatives were taken in 2020 to support businesses, jobs and incomes, namely:

- extending the deadline for filing tax returns and paying duties and taxes;
- supporting measures for employers, allowing them to pay their social security contributions at all CNAS agencies throughout the country, rather than having to attend the specific agency to which they are affiliated.
- for 'chifa' card holders, a de facto extension of the validity of cards that expired on 31 March 2020, allowing entitled persons uninterrupted access to the coverage of expenses by a social security organisation;
- simplifying the use of the online services of the various organisations under the Ministry of Labour, Employment and Social Security. (ILO, 2021)

Moreover, according to the 'Bilan des activités du gouvernement 2020', at the end of the employment support schemes, 213 366 beneficiaries of the DAIS scheme were recorded, with a financial impact of beneficiaries of the DAIS scheme, with a financial impact of 753 MDAs; and 10 344 microcredits granted by the National Agency for the Management of Microcredit (ANGEM) for potential employment for around 39 000 positions ('Bilan d'activités du Gouvernement', May 2021).

▪ Donor support to the employment policy field

The EU is supporting efforts to enhance the quality of services and policies in favour of employability and social inclusion, particularly for young people, by strengthening the capacities of current stakeholders and institutions. It is doing so via a combined approach that addresses both national and local levels. The AFEQ project – which aims to foster partnership between the public and private sectors for improved matching of skills and demand – was initiated in September 2017 and concluded in September 2021. This project, which is co-funded by the European Union and the Algerian Government, aimed to address the specific measures in place (active labour market policies); improve the quality of work-based learning; and provide a more varied offer of services and programmes at universities, covering applied research, entrepreneurship and gender mainstreaming.

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ALGERIA: STATISTICAL ANNEX

This annex includes annual data from 2010, 2015, 2019 and 2020 (or the latest available year).

	Indicator	2010	2015	2019	2020	
1	Total population (000s) ¹	35 977.5	39 728.0	43 053.1	43 851.0	
2	Relative size of youth population (age group 15-24 and age in the denomination 15-64, %) ^{e (2)}	30.9	25.4	22.0	21.6	
3	GDP growth rate (%)	3.6	3.7	0.8	-5.5	
4	GDP by sector (%)	Agriculture added value	8.5	11.6	12.4	14.2
		Industry added value	50.5	35.7	37.4	34.2
		Services added value	39.2	48.5	46.2	47.8
5	Public expenditure on education (as % of GDP)	M.D.	M.D.	M.D.	M.D.	
6	Public expenditure on education (as % of total public expenditure)	M.D.	M.D.	M.D.	M.D.	
7	Adult literacy (%) ^e	M.D.	M.D.	81.4 (2018)	M.D.	
8	Educational attainment of adult population (aged 25-64 or 15+) (%) ⁽³⁾⁽⁴⁾	Low	72.4 (2012)	68.2	M.D.	M.D.
		Medium	17.9 (2012)	19.3	M.D.	M.D.
		High	9.8 (2012)	12.5	M.D.	M.D.
9	Early leavers from education and training (aged 18-24) (%)	Total	M.D.	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	M.D.	M.D.
10	Gross enrolment rates in upper secondary education (ISCED level 3) (%)	59.3	M.D.	M.D.	M.D.	
11	Share of VET students in upper secondary education (ISCED level 3) (%)	10.3	M.D.	M.D.	M.D.	
12	Tertiary education attainment (aged 30-34) (%)	M.D.	M.D.	M.D.	M.D.	
13	Participation in training/lifelong learning (aged 25-64) (%)	Total	M.D.	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	M.D.	M.D.
14	Low achievement in reading, mathematics and science – PISA (%)	Reading	N.A.	79.0	N.A.	N.A.
		Mathematics	N.A.	81.0	N.A.	N.A.
		Science	N.A.	70.8	N.A.	N.A.
15	Activity rate (aged 15+) (%)	Total	41.7	41.8	42.2	M.D.
		Male	68.9	66.8	66.8	M.D.
		Female	14.2	16.4	17.3	M.D.
16	Inactivity rate (aged 15+) (%) ⁽⁴⁾	Total	58.3	58.2	57.8	M.D.
		Male	31.1	33.2	33.2	M.D.
		Female	85.8	83.6	82.7	M.D.
17	Employment rate (aged 15+) (%)	Total	37.6	37.1	37.4	35.1 ^e
		Male	63.3	60.2	60.7	M.D.

		Female	11.5	13.6	13.8	M.D.
18	Employment rate by educational attainment (% aged 15+) ⁽⁵⁾	Low	42.7	38.9	M.D.	M.D.
		Medium	40.4	37.4	38.3	M.D.
		High	39.6	46.1	43.9	M.D.
19	Employment by sector (%)	Agriculture	11.7	8.7	9.6	M.D.
		Industry	33.1	29.8	29.7	M.D.
		Services	55.2	61.6	61.6 ²	M.D.
20	Incidence of self-employment (%)		33.7	30.2	32.4	M.D.
21	Incidence of vulnerable employment (%)		M.D.	M.D.	M.D.	M.D.
22	Unemployment rate (aged 15+) (%) ⁽⁶⁾	Total	10.0	11.2	11.4	12.8 ^e
		Male	8.1	9.9	9.1	M.D.
		Female	19.1	16.6	20.4	M.D.
23	Unemployment rate by educational attainment (aged 15+) (%) ^{(6) (5)}	Low	7.6	7.7	6.8	M.D.
		Medium	8.9	10.1	10.6	M.D.
		High	20.3	14.1	17.4	M.D.
24	Long-term unemployment rate (aged 15+) (%) ⁽⁶⁾		6.4	8.1	M.D.	M.D.
25	Youth unemployment rate (aged 15–24) (%) ⁽⁷⁾	Total	21.5	29.9	26.9	M.D.
		Male	18.6	26.7	23.6	M.D.
		Female	37.4	45.3	45.1	M.D.
26	Proportion of people aged 15-24 not in employment, education or training (NEETs) (%) ⁽⁸⁾	Total	25.3	21.2	26.2	M.D.
		Male	11.3	10.8	20.4	M.D.
		Female	40.0	32.1	32.1	M.D.

Last update: September 2021

Sources:

Indicators 15, 16, 17 (2010, 2015 and 2019), 18, 19, 20, 22 (2010, 2015 and 2019), 23, 24, 25 and 26 – Algerian Office of National Statistics (ONS)

Indicator 8 – EUROSTAT

Indicators 7, 10 and 11 – UNESCO, Institute for Statistics

Indicator 14 – OECD

Indicators 1, 2, 3 and 4 – The World Bank, World Development Indicators database

Indicators 17 (2020) and 22 (2020) – ILO modelled estimates

Notes:

(1) The values shown are mid-year estimates.

(2) ETF calculations.

(3) Low refers to ISCED level 0-2 and includes no-schooling; Medium refers to ISCED level 3-4; and High refers to ISCED level 5 or above.

(4) Definition differs (the indicator refers to adult population aged 25+).

(5) Low (ISCED 0-1) corresponds to *Primaire* in the national classification; Medium (ISCED 3-4) corresponds to *Secondaire* in the national classification; High (ISCED 5+) corresponds to *Supérieur* in the national classification.

(6) Age range 16-59 for the years 2010-2019 and age 15+ for the year 2020.

(7) Age range 16-24.

(8) Definition differs – youth neither in employment nor in school.

Legend:

N.A. = Not applicable

M.D. = Missing data

e = estimations

ANNEX: DEFINITIONS OF INDICATORS

	Description	Definition
1	Total population ('000)	The total population is estimated as the number of people having their usual residence in a country on 1 January of the respective year. When information on the usually resident population is not available, countries may report legal or registered residents.
2	Relative size of youth population (age group 15-24) (%)	This is the ratio of the youth population (aged 15-24) to the working-age population, usually aged 15-64 (74)/15+.
3	GDP growth rate (%)	Annual percentage growth rate of GDP at market prices based on constant local currency. Aggregates are based on constant 2010 USD. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.
4	GDP by sector (%)	The share of value added from agriculture, industry and services. Agriculture corresponds to ISIC divisions 1-5 and includes forestry, hunting and fishing, as well as cultivation of crops and livestock production. Value added is the net output of a sector after adding up all outputs and subtracting intermediate inputs. It is calculated without making deductions for depreciation of fabricated assets or depletion and degradation of natural resources. The origin of value added is determined by the International Standard Industrial Classification (ISIC), revision 3 or 4.
5	Public expenditure on education (as % of GDP)	Public expenditure on education expressed as a percentage of GDP. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
6	Public expenditure on education (as % of total public expenditure)	Public expenditure on education expressed as a percentage of total public expenditure. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
7	Adult literacy (%)	Adult literacy is the percentage of the population aged 15 years and over who can both read and write a short simple statement on their everyday life and understand it. Generally, 'literacy' also encompasses 'numeracy' – the ability to make simple arithmetic calculations.

	Description	Definition
8	Educational attainment of adult population (25-64 or aged 15+) (%)	Educational attainment refers to the highest educational level achieved by individuals expressed as a percentage of all persons in that age group. This is usually measured in terms of the highest educational programme successfully completed, which is typically certified by a recognised qualification. Recognised intermediate qualifications are classified at a lower level than the programme itself.
9	Early leavers from education and training (age group 18-24) (%)	Early leavers from education and training are defined as the percentage of the population aged 18-24 with at most a lower secondary education who were not in further education or training during the 4 weeks preceding the survey. Lower secondary education refers to ISCED 1997 levels 0-2 and 3C short (i.e. programmes lasting under 2 years) for data up to 2013 and to ISCED 2011 levels 0-2 for data from 2014 onwards.
10	Gross enrolment rates in upper secondary education (ISCED level 3) (%)	Number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.
11	Share of VET students in upper secondary education (ISCED level 3) (%)	Total number of students enrolled in vocational programmes at a given level of education (in this case, upper secondary), expressed as a percentage of the total number of students enrolled in all programmes (vocational and general) at that level.
12	Tertiary education attainment (aged 30-34) (%)	Tertiary attainment is calculated as the percentage of the population aged 30-34 who have successfully completed tertiary studies (e.g. university, higher technical institution). Educational attainment refers to ISCED 1997 level 5-6 up to 2013 and ISCED 2011 level 5-8 from 2014 onwards.
13	Participation in training/lifelong learning (age group 25-64) (%)	Participants in lifelong learning refers to persons aged 25-64 who stated that they received education or training in the 4 weeks preceding the survey (numerator). The denominator is the total population of the same age group, excluding those who did not answer the question on participation in education and training. The information collected relates to all education or training, whether or not it is relevant to the respondent's current or possible future job. If a different reference period is used, this should be indicated.
14	Low achievement in reading, maths and science – PISA (%)	Low achievers are the 15-year-olds who are failing to reach level 2 on the PISA scale for reading, mathematics and science.
15	Activity rate (aged 15+) (%)	The activity rate is calculated by dividing the active population by the population of the same age group. The active population (also called 'labour force') is defined as the sum of employed and unemployed people. The inactive population consists of all people who are classified as neither employed nor unemployed.
16	Inactivity rate (aged 15+) (%)	The inactivity/out-of-the-labour-force rate is calculated by dividing the inactive population by the population of the same age group. The inactive population consists of all people who are classified as neither employed nor unemployed.
17	Employment rate (aged 15+) (%)	The employment rate is calculated by dividing the number of employed people by the population of the same age group. Employed people are all people who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated.
18	Employment rate by educational attainment (% aged 15+)	The employment rate is calculated by dividing the number of employed persons by the population of the same age group.

	Description	Definition
		<p>Employed persons are all persons who worked at least 1 hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated.</p> <p>Educational levels refer to the highest educational level successfully completed. Three levels are considered: Low (ISCED level 0-2), Medium (ISCED level 3-4) and High (ISCED 1997 level 5-6, and ISCED 2011 level 5-8).</p>
19	Employment by sector (%)	This indicator provides information on the relative importance of different economic activities with regard to employment. Data is presented by broad branches of economic activity (i.e. agriculture/industry/services) based on the International Standard Industrial Classification of All Economic Activities (ISIC). In Europe, the NACE classification is consistent with ISIC.
20	Incidence of self-employment (%)	The incidence of self-employment is expressed by the self-employed (i.e. employers + own-account workers + contributing family workers) as a proportion of the total employed population.
21	Incidence of vulnerable employment (%)	The incidence of vulnerable employment is expressed by the own-account workers and contributing family workers as a proportion of the total employed population.
22	Unemployment rate (aged 15+) (%)	The unemployment rate represents unemployed people as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed people comprise those aged 15-64 or 15+ who were without work during the reference week, are currently available for work (were available for paid employment or self-employment before the end of the 2 weeks following the reference week); are actively seeking work, i.e. had taken specific steps in the 4-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, 3 months).
23	Unemployment rate by educational attainment (aged 15+) (%)	The unemployment rate represents unemployed people as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed people comprise those aged 15-64 or 15+ who were without work during the reference week, are currently available for work (were available for paid employment or self-employment before the end of the 2 weeks following the reference week), are actively seeking work (had taken specific steps in the 4-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, 3 months)). Educational levels refer to the highest educational level successfully completed. Three levels are considered: Low (ISCED level 0-2), Medium (ISCED level 3-4) and High (ISCED 1997 level 5-6, and ISCED 2011 level 5-8)
24	Long-term unemployment rate (aged 15+) (%)	The long-term unemployment rate is the share of people in the total active population who have been unemployed for 12 months or more, expressed as a percentage. The duration of unemployment is defined as the duration of a search for a job or as the period of time since the last job was held (if this period is shorter than the duration of the search for a job).
25	Youth unemployment rate (aged 15-24) (%)	The youth unemployment ratio is calculated by dividing the number of unemployed people aged 15-24 by the total population of the same age group.

	Description	Definition
26	Proportion of people aged 15-24 not in employment, education or training (NEETs) (%)	The indicator provides information on young people aged 15-24 who meet the following two conditions: first, they are not employed (i.e. are unemployed or inactive according to the ILO definition); and second, they have not received any education or training in the 4 weeks preceding the survey. The indicator is expressed as a percentage of the total population of the same age group and gender, excluding the respondents who have not answered the question on participation in education and training.

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LIST OF ABBREVIATIONS

ADS	Social Development Agency
AfDB	African Development Bank
AFEQ	<i>Programme d'appui à l'adéquation formation–emploi–qualifications</i>
ALMP	Active labour market policies
ANDI	National Agency of Investment Development
ANDPME	Agency for the Development of SMEs
ANEM	National Employment Agency
ANGEM	National Agency for Management of Micro-credit
ANSEJ	National Agency for Supporting Youth Employment
BAC	Baccalaureate
BEM	<i>Brevet d'enseignement moyen</i> (middle-school certificate)
CID	<i>Contrat d'Insertion des Diplômés</i>
CIF	<i>Contrat de Formation-Insertion</i>
CIP	<i>Contrat d'Insertion Professionnelle</i>
CNAC	National Unemployment Insurance Fund
CTA	<i>Contrat de travail aide</i>
CVET	Continuing vocational education and training
DAIP	<i>Dispositif d'Aide à l'Insertion Professionnelle</i>
FNAC	<i>Fonds National de Développement de l'Apprentissage et de la Formation Continue</i>
GDP	Gross domestic product
ISIC	International Standard Industrial Classification
MoELSS	Ministry of Employment, Labour and Social Security
MoNS	Ministry of National Solidarity
NEET	Not in employment, education or training
ONDEFOC	<i>Office National de Développement et de Promotion de la Formation Continue</i>
ONEFD	<i>Office National de l'Enseignement et de la Formation à Distance</i> (National Office for Distance Education and Training)
ALGERIA	20
PISA	Programme for International Student Assessment

SMEs Small and medium-sized enterprises

VET Vocational education and training

WBL Work-based learning

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