



European Training Foundation

ALGERIA

**EDUCATION, TRAINING AND EMPLOYMENT
DEVELOPMENTS 2019**



The contents of this paper are the sole responsibility of the ETF and do not necessarily reflect the views of the EU institutions.

© European Training Foundation

Reproduction is authorised provided the source is acknowledged.

KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT (SEPTEMBER 2018–AUGUST 2019)

Algeria has experienced political unrest since February 2019, with regular but peaceful demonstrations taking place throughout the country and involving large numbers of people. These demonstrations were a response to the announcement by President Abdelaziz Bouteflika that he intended to run for a fifth term in the presidential elections planned for April 2019. Protesters were asking for fundamental structural political, social and economic change. The reasons for the protests were linked to the dissatisfaction with political decisions that had brought about the progressive worsening of socioeconomic conditions, high unemployment rates, especially among young people, and the limited prospects for growth and job opportunities. The public expressed dissatisfaction with the political powers, asking for the immediate departure of the political parties in power. Following the resignation of the president, in July 2019 a new date for presidential elections was fixed, but it is currently on hold pending a new electoral law. It is not possible to predict how long the instability will last, and a temporary government has been formed. The sociopolitical instability is coupled with ongoing economic and financial problems, which would worsen the country's prospects should they last in the medium to long term.

In September 2019 the government discussed the financial law for 2020, reconfirming – among others – the objective to pursue economic diversification. Efforts in this respect have not yet resulted in any significant progress. The plan for rationalising public expenditure will continue in 2020.

The education and training sector is striving to address the high demand for education. Enrolment rates in primary education are reaching almost 96%, but dropout rates remain high, especially from lower to upper secondary education. The vocational education and training (VET) system is developing its quality through specific measures, including a more qualitative offer of work-based learning (WBL). For this action, the EU provides support through the AFEQ project (*Programme d'appui à l'adéquation formation–emploi–qualifications*).

Specific measures to address unemployment, derived from the National Employment Policy, were suspended at the beginning of 2019 as a result of the state budget cuts. An integrated plan to fight unemployment and inactivity in order to promote inclusion should be reviewed, taking into account the evaluation of the impact of existing measures and mechanisms that target skills development and the creation of job opportunities.

1. KEY DEMOGRAPHIC AND ECONOMIC CHARACTERISTICS

With 42.5 million inhabitants in 2018, Algeria is the most populous country in the Maghreb. Demographic projections indicate that the population will continue to grow steadily and will increase by 10 million over the next 25 years¹. The population is unevenly spread throughout the country, with the vast majority of people living in the north along the Mediterranean coast. The country has a young population, with 21% aged 15–24. The youth dependency ratio is increasing and reached 43.8 in 2018, while the old-age dependency ratio is low, at 9, though this has also been increasing steadily over recent years².

With regard to migration flows, in recent years Algeria has experienced an influx of irregular migrants, particularly from neighbouring countries, as well as refugees, although to a lesser than neighbouring countries. Moreover, young unemployed or inactive people, who are suffering from the limited work opportunities available in remote and rural areas, are pushed to internal or external migration. Internal and external migratory flows impact on the socioeconomic development of the country, particularly in urban areas³, increasing the pressure on the labour market and worsening overall living conditions. However, overall emigration remains low compared with the situation in other countries in the region (it was estimated to affect around 4.5% of the population in 2015), with EU countries as the first destinations⁴.

Algeria is an upper middle-income country. The country's economy is dominated by the state and is heavily reliant on hydrocarbons. It is also characterised by low competitiveness and productivity. In 2017 the share of gross domestic product (GDP) by sector continued the pattern of previous years, with the expanding service sector reaching 45.6%, industry 37.2% and agriculture 12.3%. In 2017 the government identified agriculture, industry, tourism and handicrafts as priority sectors and investment will be focused on the development of these sectors. Special focus is also given to fostering the business environment and strengthening small and medium-sized enterprises (SMEs).

In 2018 Algeria recorded a modest increase in GDP growth (2.1%) compared with the figure for 2017 (1.6%), although it could not maintain the level of economic growth of the previous three years (stable at around 3.7%). Overall economic activity slowed, with a downturn in the non-hydrocarbon sector in 2018, falling from 3.4% to 2.9% in 2019. Inflation increased from 5.6% in 2017 to 7.4% in 2018 and is estimated at 7.6% in 2019⁵. The 2018 fiscal and current account deficits remain significant⁶. The government has put in place a number of austerity measures to counteract the fall in oil prices, such as cuts in expenditure (mostly investment) and increased tax revenues (including by increasing taxes on petrol, electricity and car registration). In addition, some cuts to subsidies have been introduced and the monetary authorities have allowed for the depreciation of the Algerian dinar (DZD). The

¹ <https://www.populationpyramid.net/algeria/2050/>

² https://www.indexmundi.com/algeria/demographics_profile.html

³ <https://www.iom.int/countries/algeria>

⁴ https://ec.europa.eu/knowledge4policy/sites/know4pol/files/mp_algeria_3.2_a4_2.pdf

⁵ International Monetary Fund (IMF), country staff reports:

<https://www.imf.org/en/Publications/CR/Issues/2018/06/13/Algeria-2018-Article-IV-Consultation-Press-Release-Staff-Report-and-Statement-by-the-45986>

⁶ IMF press release on mission to Algeria, March 2018: <https://www.imf.org/en/News/Articles/2018/03/12/pr1882-imf-staff-completes-2018-article-iv-visit-to-algeria>

authorities are also introducing cuts to social spending, in particular through new pension legislation that increases the pensionable age and introduces some more restrictive conditions for retirement⁷. Projections indicate that 2019 will register a slight slowdown, with GDP growth below 2%. The progressive lowering of the oil price is expected to impact negatively on the fiscal deficit and the account deficit⁸.

Algeria's economy continues to be dominated by the state. State-owned enterprises operate in all sectors of the economy, in particular in the oil and financial sectors. 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. An unfavourable business climate, marked by difficult access to finance, a complex regulatory environment and time-consuming procedures for setting up businesses, holds back the private sector. Algeria moved up a few places in the World Bank's Doing Business Ranking⁹ from 166th out of 190 countries in 2018 to 157th in 2019. In the World Economic Forum's Global Competitiveness 2018–2019 report, Algeria ranks 92th out of 140 economies¹⁰, a few places lower than in previous years.

In 2017 Algeria approved a law that establishes specific support mechanisms for SMEs in terms of industrial development (SME Law 1702 of 2017). The law specifies that the Agency for the Development of SMEs (ANDPME) is the leading institution for ensuring coherence between the different actors currently active in this field. Areas for improvement also include the development of a comprehensive strategy for SMEs and increased involvement of the private sector in different areas of SME development. Facilitating access to international markets remains a critical area for improvement, together with stronger coordination and dialogue between different groups involved in SME development and fostering entrepreneurship¹¹.

Regional instability continues to be a major concern both for the Algerian authorities and for investors. The security measures along the border with Libya have recently been stepped up. Trade integration is proceeding very slowly and negotiations to join the World Trade Organisation have not made much progress. To boost the economy, the government is seeking to further develop its hydrocarbon resources and has also explicitly embraced private sector development by opening research centres and launching major transport and housing projects. The government has also identified a number of economic sectors as priorities for development and growth, including the tourism sector.

2. EDUCATION AND TRAINING

2.1 Trends and challenges

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 2012 to 12.5% in 2015. Extensive efforts in previous decades have led to considerable developments

⁷ Law 83-12 of 30 November 2016, effective as of 1 January 2017.

⁸ World Bank Group, Algeria Economic Outlook, April 2019: <http://pubdocs.worldbank.org/en/351201553672386312/Algeria-MEU-April-2019-Eng.pdf>

⁹ <http://www.doingbusiness.org/en/rankings?incomeGroup=high-income>

¹⁰ <http://reports.weforum.org/global-competitiveness-report-2018/country-economy-profiles/#economy=DZA>

¹¹ Organisation for Economic Co-operation and Development, European Commission, ETF, SME and Entrepreneurship, Development in the Mediterranean Middle East and North Africa, 2018.

in education and training results. Literacy and educational attainment levels are improving. The net enrolment rate in primary education reached 97.55% in 2016 and the primary-to-secondary transition rate in 2015 was high, at 98.92%. In 2018 the gross enrolment ratio in tertiary education was high, at 51.37% (64.42% for women and 38.83% for men) and has been increasing over the years¹².

The public school system is split into three levels: primary, which lasts for five years, followed by four years of lower secondary, and three 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 and in the final year of lower secondary (18.9% in 2012)¹³. Some of these students never return to school, some are reintegrated into general education, and some find placements in VET (initial or continuing). As the dropout rate at an early age is rather high, it is recommended that this phenomenon be analysed over time to identify the root causes and develop counteracting measures.

Overall, VET enrolment has doubled since the beginning of the 2000s. Despite the increase in enrolment, 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 priorities for the government.

While a number of reforms have been undertaken to improve the quality of the education system¹⁴, these have not yet translated into quality outcomes. Algeria participated in the Programme for International Student Assessment (PISA) tests for the first time in 2015. The data showed substantial under-achievement in science (70.8%), mathematics (81%) and reading (79%).

2.2 Education and training policy and institutional setting

Government policy in the domain of national education¹⁵ aims to ensure equitable access to education and its qualitative development. The actions are clustered around three major axes: pedagogic overhaul, good governance, and professionalising educational personnel through training. The National Education Act sets up a framework for education and training provision. The school system is characterised by the centralisation of programmes, methods and schedules. However, the management of institutions and staff is decentralised.

VET is regulated by the law of 2008¹⁶. VET modalities 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 enterprises; 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 for

¹² <http://uis.unesco.org/country/DZ>

¹³ UNICEF, Rapport National sur les Enfants non scolarisés, All In School project, 2014.

¹⁴ See Government Plan for VET: <http://www.premier-ministre.gov.dz/ressources/front/files/pdf/politiques/formationprofessionnelle.pdf>.

¹⁵ Politique Gouvernementale dans le domaine de l'Education Nationale et Politique gouvernementale dans le domaine de la Formation et de l'Enseignement professionnels: <http://www.premier-ministre.gov.dz/ressources/front/files/pdf/politiques/education.pdf>

¹⁶ Law No. 08-07 of 23 February 2008 on VET – Loi d'orientation sur la formation et l'enseignement professionnels.

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 housewives.

The government aims to improve the image, quality, efficiency and effectiveness of VET in Algeria. The main priorities for VET development are established in the Government Action Plan of September 2017 and in the detailed action plan for VET. This plan addresses the whole system and has 23 measures, including improved career guidance, professional development of teachers, continuing training, quality assurance, WBL, VET for disadvantaged groups, social partnership and distance learning¹⁷. It also sets out the objective of enlarging the network and the training infrastructure with new centres of excellence, in partnership with enterprises. At present the VET system includes 129 institutes and 798 centres spread across the country. Although legislation provides for the option of private education, most VET is provided free of charge by the state.

The recent Law on Apprenticeships (2018) represents an important step towards meeting the goal of promoting apprenticeship training. The objective of the Ministry of VET is to progressively increase the percentage of students in apprenticeships¹⁸. Mechanisms to track VET graduates should be put in place in order to better analyse the efficiency and quality of the system. The EU AFEQ project has a component dedicated to boosting apprenticeships in Algeria through improved quality of the training offered.

The education sector 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. Members of the Partnership Council (*Conseil de Partenariat*) were appointed in the second half of 2018 on the basis of a new composition and a renewed mandate, with the aim of giving new dynamism to this body, which has not yet been able to fulfil its mandate and has been mostly inactive.

While objectives and specific measures are clearly aimed at continuous improvement of the training offer in response to labour market demands, mechanisms for follow-up need to be put in place and become operational. These should include a set of tools for monitoring and evaluating progress. The Partnership Council should also become a real platform for dialogue between all actors concerned and should foster dialogue between skills demand and supply. In 2019, for the first time, Algeria is taking part in the Torino Process, a participatory analysis of VET policies led by the ETF. This could be an opportunity to integrate this analysis into an ongoing country-led assessment of VET policies and progress in VET reform (the VET action plan).

Continuing training remains limited, although funds are made available through a dedicated tax paid by enterprises. Two bodies are in charge of continuing VET (CVET): FNAC (*Fonds National de Développement de l'Apprentissage et de la Formation Continue*), which ensures the reimbursement of in-company training costs for those enterprises paying the tax and complying with the reimbursement conditions; and ONDEFOC (*Office National de Développement et de Promotion de la Formation Continue*), which is in charge of assisting enterprises to promote and develop CVET and of ensuring a

¹⁷ <http://www.premier-ministre.gov.dz/ressources/front/files/pdf/politiques/formation-professionnelle.pdf>

¹⁸ <https://oxfordbusinessgroup.com/overview/knuckling-down-overhaul-teaching-methods-and-increased-funding-raise-standard-learning-all-schooling>

link between enterprises and public and private organisations. The absence of accessible data on the extent of coverage and activities of these two bodies, as well as the absence of evaluation mechanisms, makes it difficult to assess the effectiveness of CVET provision.

Adult education is not structured and is not 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.

3. LABOUR MARKET AND EMPLOYMENT

3.1 Trends and challenges

Despite some improvements, labour market participation remains low, at 41.7% in 2018, and is particularly low for women. Both the female and male activity rates have fluctuated in recent years. The female activity rate increased slightly from 16.6% in 2013 to 17.0% in 2017, but decreased to 16.4% in 2018. The male activity rate decrease from 69.5% in 2013 to 66.3% in 2017, and increased slightly to 66.7% in 2018. The employment rates show a decrease in employment for both men and women. The total employment rate decreased from 39.0% in 2013 to 36.8% in 2018, particularly affecting men (from 63.7% in 2013 to 60.1% in 2018). The female employment rate decreased from 13.9% in 2013 to 13.2% in 2018.

The unemployment rate stood at 11.7% in 2018. Female unemployment was 19.4%, much higher than the rate for men, 9.9%. Unemployment varies across the country, with significantly higher rates in the southern provinces and urban areas. Individuals with higher levels of education are particularly affected by unemployment: in 2017, 17.8% of those people with a high level of education were unemployed, compared with 7.9% of those with a low level of education. As previously mentioned, unemployment is higher among women, particularly those with a higher level of education (25.3% in 2018)¹⁹. High unemployment rates among better-educated workers is 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, rather than choosing to compete for better jobs (typically in the public sector).

Youth unemployment is very high (29.1% in total, with 24.6% for men and 51.3% for women in 2018). The proportion of young people (aged 15–24) not in employment, education or training (NEETs) also remains high, although there was a slight decrease from 33.1% in 2017 to 28.3% in 2018; the NEET rates in 2018 were 21.3% for men and 35.8% for women (down from 49.8% in 2017).

Employment by sector has remained fairly stable over the years, with the majority of workers absorbed by the service sector (61.1%) in 2018, followed by industry (29.2%) and agriculture (9.7%). Employment in the public sector is still significant, at around 37%, particularly for women, for whom the rate is around 57%. The fact that the state has been the main employer for many years has not favoured self-initiative (such as entrepreneurship) and has made employment in the private sector less attractive. Self-employment has been increasing slightly, reaching 32.7% in 2018.

¹⁹ Office National des Statistiques (ONS).

3.2 Employment policy and institutional setting

The National Employment Policy (2010–2014) was reinforced in September 2015 by the Governmental Plan for Employment²⁰. Its main axes include the fight against unemployment, improved employment relations and social dialogue, the fight against bureaucracy, the simplification of procedures, information and communication investment programme, and human resources and training. Lack of regular analysis makes it difficult to assess the progress of the implementation of the National Employment Policy. Data on vacancies, jobseekers and placements are regularly collected and published; however, no evaluation of the impact of employability support measures has been published.

Over the years, within the framework of the National Employment Policy, Algeria has developed specific employment measures that are implemented by five agencies under the control of two key ministries, the Ministry of Employment, Labour and Social Security (MoELSS) and the Ministry of National Solidarity (MoNS), which focuses on actions relating to poverty reduction. Other ministries are also involved, though to a lesser extent, including the Ministry of Agriculture, the Ministry of SMEs and Handicrafts, and the Ministry of Industry. The ANDPME and the National Agency of Investment Development (ANDI) also have a role to play.

The MoELSS is responsible for the actions of the National Employment Agency (ANEM), the National Agency for Supporting Youth Employment (ANSEJ) and the National Unemployment Insurance Fund (CNAC). The MoNS is responsible for the Social Development Agency (ADS) and the National Agency for Management of Micro-credit (ANGEM).

Active labour market programmes (ALMPs) provided by the agencies can be divided into two groups:

- services to ease social tensions by providing immediate temporary work contracts or internship experiences: ANEM (job intermediation, youth employment programmes involving internships or work contracts for educated young people) and ADS (public works programmes for poor and unskilled people in disadvantaged regions);
- services to support entrepreneurship and micro-enterprises by providing business advice, training, credits, tax exemptions and business monitoring: ANSEJ (targeting young people aged 19–35, particularly those with higher education), CNAC (targeting unemployed adults aged 35–50) and ANGEM (providing micro-credits to poor people to promote self-employment, working at home, small businesses and crafts).

The core mission of the ANEM is to provide job intermediation services. The agency continues to modernise and improve its functions. Efforts have been particularly focused on capacity building for staff, digitalisation of some intermediation services (through an improved website and specific matching software) and improvement of internal communication through the development and operationalisation of an agency intranet. Alongside the ANEM, private agencies are accredited by the government to operate in the field of job placements, while intermediation remains the key function of the ANEM. There is compulsory reporting by employers on all job vacancies, subject to penalties if this is not done.

²⁰ <http://www.premier-ministre.gov.dz/ressources/front/files/pdf/politiques/emploi.pdf>

In addition to its core mission, the ANEM has been involved in managing youth employment programmes within the framework of the National Employment Policy, part of the DAIP (*Dispositif d'Aide à l'Insertion Professionnelle*). The DAIP²¹ addresses first-time jobseekers and includes three types of contracts: i) contract for placement of higher education graduates (*Contrat d'Insertion des Diplômés – CID*); ii) contract for professional placement (*Contrat d'Insertion Professionnelle – CIP*) for young people with secondary school education; and iii) training-placement contract (*Contrat de Formation-Insertion – CIF*) for young people with no qualifications. Incentives are envisaged for young people using one of these contracts to provide specific training courses. The ANEM also manages the CTA (*Contrat de travail aidé*), which is a subsidised employment contract integrated into the DAIP that provides a monthly contribution from the state to cover the salary of the employee. The aim is to encourage recruitment of jobseekers with no employment experience. The ANEM mandate also includes labour market analysis relating to skills needs anticipation, though this function is limited, mainly owing to a lack of capacity.

Specific resources and measures to increase youth access to employment (including tax exemptions, hiring subsidies, government-backed credit guarantees for start-ups and micro-credit for poor households) have been in place since 2010. However, these initiatives are putting pressure on the state budget and their impact is difficult to measure owing to limited information and a lack of evaluation mechanisms (information is available on the number of placements, but the evaluation of the impact is not carried out). Further to the government's decision to cut public expenditure, at the beginning of 2019 the financing for the DAIP was frozen. In the current economic and financial context and in view of longer-term sustainability, a rationalisation of the different bodies' roles and responsibilities and of the distribution of financial resources is recommended. This should be preceded by a thorough analysis of the impact of the measures that are in place to inform decisions on the continuation and improvement of the current ALMPs and social measures.

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 through a combined approach addressing 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 – is being implemented. It addresses the specific measures in place (active labour market policies); the quality of WBL; and a more varied offer of services and programmes within universities, covering applied research, entrepreneurship and gender mainstreaming.

²¹ Regulated by Law 90.11.

ALGERIA: STATISTICAL ANNEX

Annex includes annual data from 2013, 2017 and 2018 or the last available year.

	Indicator	2013	2017	2018	
1	Total Population (,000) *	38,297	41,697	42,578	
2	Relative size of youth population (age group 15-24, %)* ⁽¹⁾	27.5	23.8	21.0	
3	GDP growth rate (%)	2.8	1.6	2.1	
4	GDP by sector (%)	Agriculture added value	9.9	12.3	M.D.
		Industry added value	44.3	37.2	M.D.
		Services added value	41.2	45.6	M.D.
5	Public expenditure on education (as % of GDP)	M.D.	M.D.	M.D.	
6	Public expenditure on education (as % of total public expenditure)	M.D.	M.D.	M.D.	
7	Adult literacy (%)	M.D.	M.D.	M.D.	
8	Educational attainment of adult population (aged 25-64 or 15+) (%) ⁽²⁾⁽³⁾	Low	72.4 (2012)	68.2 (2015)	M.D.
		Medium	17.9 (2012)	19.3 (2015)	M.D.
		High	9.8 (2012)	12.5 (2015)	M.D.
9	Early leavers from education and training (aged 18-24) (%)	Total	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	M.D.
10	Gross enrolment rates in upper secondary education (ISCED level 3) (%)	62.6 (2011)	M.D.	M.D.	
11	Share of VET students in upper secondary education (ISCED level 3) (%)	9.7 (2011)	M.D.	M.D.	
12	Tertiary education attainment (aged 30-34) (%)	M.D.	M.D.	M.D.	
13	Participation in training/lifelong learning (aged 25-64) (%)	Total	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	M.D.
14	Low achievement in reading, mathematics and science – PISA (%)	Reading	N.A.	79.0	N.A.
		Mathematics	N.A.	81.0	N.A.
		Science	N.A.	70.8	N.A.

	Indicator	2013	2017	2018	
15	Activity rate (aged 15+) (%)	Total	43.2	41.8	41.7
		Male	69.5	66.3	66.7
		Female	16.6	17.0	16.4
16	Inactivity rate (aged 15+) (%) ⁽⁴⁾	Total	56.8	58.2	58.3
		Male	30.5	33.7	33.3
		Female	83.4	83.0	83.6
17	Employment rate (aged 15+) (%)	Total	39.0	36.9	36.8
		Male	63.7	60.0	60.1
		Female	13.9	13.5	13.2
18	Employment rate by educational attainment (% aged 15+) ⁽⁵⁾	Low	41.7	38.2	M.D.
		Medium	38.1	37.0	37.6
		High	49.1	41.3	42.5
19	Employment by sector (%)	Agriculture	10.6	10.1	9.7
		Industry	29.6	30.8	29.2
		Services	59.8	59.1	61.1
20	Incidence of self-employment (%)	31.0	31.7	32.7	
21	Incidence of vulnerable employment (%)	M.D.	M.D.	M.D.	
22	Unemployment rate (aged 15+) (%)	Total	10.0 (2010)	11.7	11.7
		Male	8.1 (2010)	9.4	9.9
		Female	19.1 (2010)	20.7	19.4
23	Unemployment rate by educational attainment (aged 15+) (%)	Low	6.7	7.9	M.D.
		Medium	9.7	11.3	M.D.
		High	14.0	17.8	M.D.
24	Long-term unemployment rate (aged 15+) (%)	6.4 (2010)	7.0	6.7	
25	Youth unemployment rate (aged 15-24) (%) ⁽⁶⁾	Total	24.8	28.3	29.1
		Male	21.6	24.8	24.6
		Female	39.7	45.7	51.3
26	Proportion of people aged 15–24 not in employment, education or training (NEETs) (%) ⁽⁷⁾	Total	21.5	33.1	28.3
		Male	8.8	21.8	21.3

Indicator	2013	2017	2018
Female	34.6	49.8	35.8

Last update:

Sources:

Indicator 1, 2, 15, 16, 17, 18, 19, 20, 22, - ONS, Algeria

Indicator 8, – EUROSTAT

Indicators 10, 11 – UNESCO, Institute for Statistics

Indicators 14 – OECD

Indicators 3, 4 – The World Bank, World Development Indicators database

Indicators _nowhere 5, 6, 7, 9, 12, 13, 21,

Notes:

* Population at 1st July

(1) Estimations.

(2) Definition differs;

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

(4) ETF calculations on ONS

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

(6) Age range 16-24

(7) Definition differs - youth neither in employment nor in school

Legend:

N.A. = Not Applicable

M.D. = Missing Data

ANNEX: INDICATORS' DEFINITIONS

	Description	Definition
1	Total population (000)	The total population is estimated as the number of persons 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 U.S. dollars. 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 population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life. 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 with respect to the highest educational programme successfully completed which is typically certified by a recognized qualification. Recognized intermediate qualifications are classified at a lower level than the programme itself.
9	Early leavers from education and training (age group 18-24) (%)	Early leaving from education and training is defined as the percentage of the population aged 18–24 with at most lower secondary education who were not in further education or training during the four weeks preceding the survey. Lower secondary education refers to ISCED 1997 levels 0-2 and 3C short (i.e. programmes with duration less than 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 education), 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) by sex (%)	Lifelong learning refers to persons aged 25–64 who stated that they received education or training in the four weeks preceding the survey (numerator). The denominator consists of 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 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 persons. The inactive population consists of all persons 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 persons who are classified as neither employed nor unemployed.
17	Employment rate (aged 15+) (%)	The employment rate is calculated by dividing the number of employed persons by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were

	Description	Definition
		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. Employed persons are all persons 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. Educational levels refer to the highest educational level successfully completed. Three levels are consider: Low (ISCED level 0-2), Medium (ISCED level 3-4) and High (ISCED 1997 level 5–6, and ISCED 2011 level 5–8)
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) which is 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.
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.
22	Unemployment rate (aged 15+) (%)	The unemployment rate represents unemployed persons as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed persons 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 two weeks following the reference week); are actively seeking work, i.e. had taken specific steps in the four-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, three months).
23	Unemployment rate by educational attainment (aged 15+) (%)	The unemployment rate represents unemployed persons as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed persons 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 two weeks following the reference week); are actively seeking work (had taken specific steps in the four-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, three months)). Educational levels refer to the highest educational level successfully completed. Three levels are consider: 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 unemployed persons since 12 months or more in the total active population, expressed as a percentage. The duration of unemployment is

	Description	Definition
		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 persons aged 15–24 by the total population of the same age group.
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. unemployed or inactive according to the ILO definition); and second, they have not received any education or training in the four weeks preceding the survey. Data 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.

TABLE OF ABBREVIATIONS

ADS	Social Development Agency
AFEQ	Programme d'appui à l'adéquation formation–emploi–qualifications
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
CID	Contrat d'Insertion des Diplômés
CIF	Contrat de Formation-Insertion
CIP	Contrat d'Insertion Professionnelle
CNAC	National Unemployment Insurance Fund
CTA	Contrat de travail aide
CVET	Continuing vocational education and training
DAIP	Dispositif d'Aide à l'Insertion Professionnelle
DZD	Algerian dinar (currency)
FNAC	Fonds National de Développement de l'Apprentissage et de la Formation Continue
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	Office National de Développement et de Promotion de la Formation Continue
PISA	Programme for International Student Assessment
SME	Small and medium-sized enterprise
VET	Vocational education and training
WBL	Work-based learning

FOR FURTHER INFORMATION ABOUT
OUR ACTIVITIES PLEASE CONTACT:
COMMUNICATION DEPARTMENT
EUROPEAN TRAINING FOUNDATION
VIALE SETTIMIO SEVERO 65
I - 10133 TORINO
E: INFO@ETF.EUROPA.EU
T: +39 011 6302222
F: +39 011 6302200
WWW.ETF.EUROPA.EU