

ALGERIA

EDUCATION, TRAINING AND EMPLOYMENT DEVELOPMENTS 2020

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KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT (SEPTEMBER 2019–AUGUST 2020)

In 2019, Algeria experienced massive socio-political turmoil, which resulted in the resignation of President Bouteflika, in April, followed by elections to choose a new president, in December. Within the new government, the Ministers of Vocational Education and Training and of Labour were among those to be replaced, while new ministries were created. In February 2020, the new Action Plan (*'Plan d'Actions'*) was launched, which envisaged the modernisation of the vocational education and training (VET) system through the development of apprenticeships, training and distance learning, the creation of centres of excellence in key economic sectors and the development of the professional baccalaureate (*'baccalauréat professionnel'*).

From March 2020, Algeria, like countries all over the world, had to deal with the Covid-19 pandemic. The Algerian government responded to the crisis by adopting a series of economic measures to support business activity, protect employment and limit the damage to the country's public and external accounts. However, the restrictive measures that had to be simultaneously introduced had a serious impact on all fronts, including education, training and employment, and activities set out in the new Action Plan had to be put on hold. All educational establishments were closed to the end of the 2019/2020 academic year and end-of-year secondary-school assessments were postponed to the autumn. Schooling was partly conducted on a remote basis and efforts were made to enable general education students to follow courses via TV and the internet (YouTube). Moreover, the National Office for Distance Education and Training (ONEFD), in cooperation with the Ministry of National Education, provided secondary-school students in the baccalaureate (BAC) and middle-school certificate (*brevet d'enseignement moyen – BEM*) cycles with a list of websites and electronic platforms, to enable them to access tutoring courses online. However, limited availability of computers or smartphones to some students, poor internet connections and power cuts, especially in the most deprived areas, remain critical issues.

The quality of the VET system is being developed through specific measures, including an improved work-based learning (WBL) offer. The EU supports this through the AFEQ project (*Programme d'appui à l'adéquation formation–emploi–qualifications*).

In terms of employment, despite some improvements, participation in the labour market remained low. In 2020, the dire economic situation caused by the pandemic led to a hiring freeze in most parts of the public sector. It also stalled efforts to find a solution to the high youth unemployment rate – a long-standing structural problem in Algeria that particularly affects women and the higher educated.

1. KEY DEMOGRAPHIC AND ECONOMIC CHARACTERISTICS

With 43 million inhabitants in 2019, 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 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 relative size of youth population² is 22%. The youth dependency ratio is increasing and reached 48.6 in 2019, while the old-age dependency ratio is low, at 10.4, though this has also been increasing steadily in recent years³.

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 extent 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 affect the socioeconomic development of the country, particularly in urban areas⁴, increasing the pressure on the labour market and exacerbating the general living conditions. However, overall emigration remains low compared with the situation in other countries in the region (it was estimated to involve around 4.3% of the population in 2017), with EU countries as the primary destinations⁵.

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.

In 2019, the share of gross domestic product (GDP) by sector continued the pattern of previous years, with the expanding services sector reaching 45.9%, industry 37.4% and agriculture 12%. In 2020, the Algerian government, with the intention of diversifying economic sectors, identified modernisation of industry and agriculture as the main priority for investment. Tourism, handicrafts and ICT (information and communication technologies) were also recognised as priority sectors.

GDP growth in 2019, at just 0.8%, was lower than in 2018 (1.4%) and significantly lower than the growth of previous years (stable, at around 3.7%). The necessary measures implemented to slow the spread of Covid-19, together with lower global demand, had a significant impact on economic activity. In 2020, the real GDP of Algeria is projected to change by -5.5%, while the projected inflation-rate (average consumer prices) change is 3.5%⁶.

The unfavourable business climate beset by difficulties in accessing finance, the complex regulatory environment and time-consuming procedures for setting up businesses are all holding the private

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

² This is the ratio of the youth population (aged 15–24) to the working-age population, usually aged 15–64 (74)/15+.

³ https://www.indexmundi.com/algeria/demographics_profile.html

⁴ <https://www.iom.int/countries/algeria>

⁵ https://publications.jrc.ec.europa.eu/repository/bitstream/JRC117907/mp_algeria_2019_online.pdf

⁶ <https://www.imf.org/en/Countries/DZA>

sector back. The issue of bureaucratic procedures, at least, is addressed in the government's new Action Plan, in which the intention to streamline and simplify them is clearly stated. Algeria moved up a few places in the World Bank's 'Doing Business' ranking⁷, 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 92nd out of 140 economies⁸ – a few places lower than in previous years.

Within the country, particular attention is paid to promoting the business environment and strengthening small and medium-sized enterprises (SMEs). In 2017, Algeria passed 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 lead institution for ensuring coherence between the different actors currently operating in this field. Issues to be addressed include the development of a comprehensive strategy for SMEs and increased involvement of the private sector in different areas of SME development. The new Action Plan aims to boost SMEs in all sectors and emphasises support for those SMEs experiencing difficulties. Facilitating access to international markets remains challenging, as does improving coordination and dialogue between the different groups involved in developing SMEs and fostering entrepreneurship⁹.

In March, the Algerian authorities made a request for membership to the European Bank for Reconstruction and Development (EBRD), with a view to becoming a recipient of EBRD finance and advisory services. In July, the Bank's Board of Governors agreed to the first stage in this process. Algeria will have to meet some pre-membership requirements before the membership process concludes. If Algeria does become an EBRD recipient country, the Bank will seek opportunities to support private-sector competitiveness, promote sustainable supplies of energy and enhance the quality and efficiency of public services in the country¹⁰.

Because of the Covid-19 pandemic, Algeria has seen a significant and brutal decline in the prices of hydrocarbons, the main source of the country's external income. According to forecasts by the African Development Bank (AfDB), Algeria's real GDP will contract by between 4.4% and 5.4%. According to the same projections, the potential loss of tax and non-tax revenues, linked to the fall in oil exports, will result in a double-digit budget deficit – up to 17% of GDP, in the most pessimistic scenario. The Algerian state has also adopted a series of economic measures to support business activity, protect employment and limit the damage to the country's public and external accounts. These measures include the deferral of tax declarations and payments. Social measures have also been put in place, including the payment of an allowance of 10,000 dinars to 2.2 million impoverished families as part of solidarity operations during the month of Ramadan. In light of the pandemic, the African Development Bank¹¹ forecasts that the current account deficit will worsen by between 6.3 and 8.4 percentage points compared with the initial forecasts, with GDP reaching 20% in the worst-case scenario. The general economic slowdown also means the country will suffer as a result of the drop in remittances from the Algerian diaspora.

⁷ <http://www.doingbusiness.org/en/rankings?incomeGroup=high-income>

⁸ <http://reports.weforum.org/global-competitiveness-report-2018/country-economy-profiles/#economy=DZA>

⁹ Organisation for Economic Co-operation and Development, European Commission and ETF, *SME and entrepreneurship development in the Mediterranean Middle East and North Africa*, 2018.

¹⁰ <https://www.ebrd.com/news/2020/ebrd-approves-membership-of-algeria.html>

¹¹ <https://www.elwatan.com/edition/economie/revision-des-perspectives-economiques-africaines-en-2020-le-pib-de-lalgerie-devrait-se-contracter-de-44-selon-la-bad-09-07-2020>

2. EDUCATION AND TRAINING

2.1 Trends and challenges

In Algeria, 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)¹². 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%¹³.

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.

2.2 Education and training policy and institutional setting

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*)¹⁴. 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 system¹⁵.

While objectives and specific measures are clearly aimed at guaranteeing continuous improvement of the training offer in line with labour-market demands, follow-up mechanisms need to be put into place

¹² UNICEF, Rapport National sur les Enfants non scolarisés, All In School project, 2014.

¹³ <http://uis.unesco.org/country/DZ>

¹⁴ <http://www.ilo.org/dyn/natlex/docs/ELECTRONIC/107073/131665/F557543066/DZA-107073.pdf>

¹⁵ <https://www.mfep.gov.dz/fr/conseil-de-partenariat/>

and operation. These should include a set of tools for monitoring and evaluating progress. In this respect, in 2019, Algeria took part for the first time in the Torino Process, a participatory analysis of VET policies led by the ETF. Consequently, this analysis has been integrated into an ongoing country-led assessment of VET policies and progress in VET reform (the VET action plan).

The National Education Act provides a framework for education and training provision. In the school system, programmes, methods and schedules are centralised, whereas the management of institutions and staff is decentralised. VET is regulated by the law of 2008¹⁶. VET standard working procedures include: i) residential training (*formation résidentielle*), 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 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.

The Law on Apprenticeships (2018) has been 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 apprenticeships¹⁷. Mechanisms to track VET graduates would facilitate analysis of the efficiency and quality of the system. The EU AFEQ project has a component dedicated to boosting apprenticeships in Algeria by improving the quality of the training offered.

In February 2020, the newly elected government produced an Action Plan ("*Plan d'actions*")¹⁸, with the objective of modernising, among other things, the VET system. The priorities listed in the document include:

- improving the quality of VET and strengthening technical, scientific and technological training and education,
- establishing centres of excellence in the priority economic sectors,
- developing apprenticeship training and distance learning,
- strengthening mechanisms for intersectoral collaboration to improve employability of jobseekers through an 'à la carte' training and learning policy,
- promoting and developing continuing vocational training to improve employability and the competitiveness of enterprises,
- developing and implementing annual and multi-annual training programmes to support upgrading and retraining of staff in the vocational training sector,

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

¹⁷ <https://oxfordbusinessgroup.com/overview/knuckling-down-overhaul-teaching-methods-and-increased-funding-raise-standard-learning-all-schooling>

¹⁸ <http://www.premier-ministre.gov.dz/ressources/front/files/pdf/plans-d-actions/plan-d-action-du-gouvernement-2020-fr.pdf>

- modernising and digitalising the management of activities in VET, including by developing a system for internal and external statistical data,
- improving working conditions by providing, among other things, new equipment in VET schools and centres.

The Action Plan also envisages the development of the '*baccalauréat professionnel*', for which an official inter-ministerial commission has been appointed to prepare the terms of its application. Previous attempts were made, in 2002 and 2005, to introduce the vocational baccalaureate, but because they were not backed up by law, ultimately they failed. Moreover, the goal of achieving a middle school-to-secondary school transition rate of between 30% and 40% of students was not reached, despite the adoption of new regulations in September 2017¹⁹.

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 helping enterprises promote and develop CVET and of ensuring a link between enterprises 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.

3. LABOUR MARKET AND EMPLOYMENT

3.1 Trends and challenges

Despite some improvements, labour market participation remained low, at 42.2%, in 2019, particularly among women. Activity rates for both men and women have fluctuated in recent years: the activity rate of women increased slightly in 2019, from 16.4% in 2018 to 17.3%, while the activity rate of men decreased, from 66.8% in 2015 to 66.7% in 2018 and then back up again slightly, to 66.8%, in 2019. The employment rate increased among both men and women – from 60.2% in 2015 to 60.7% in 2019 and from 13.6% in 2015 to 13.8% in 2019, respectively. The overall employment rate has been quite stable over the past four years, increasing slightly from 37.1% in 2015 to 37.4% in 2019.

The unemployment rate stood at 11.4% in 2019. Female unemployment was 20.4%, much higher than the rate for men, which was 9.1%. 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 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

¹⁹ <https://www.mfep.gov.dz/fr/baccalaureat-professionnel/>

2019)²⁰. 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, meaning people prefer to compete for better jobs (typically in the public sector).

Youth unemployment in 2019 was very high (26.9% in total – 23.6% for men and 45.1% for women). The proportion of young people (aged 15–24) not in employment, education or training (NEETs) also remained high, although there was a decrease from 28.3% in 2018 to 26.2% in 2019. The NEET rates in 2019 were 20.4% for men and 32.1% for women (down from 35.8% in 2018).

Employment by sector has remained fairly stable over the years, with the majority of workers absorbed by the services sector (61.6%) in 2019, followed by industry (29.7%) and agriculture (9.6%). Employment in the public sector is still significant, at around 37%; this is particularly the case among 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 32.4% in 2019.

3.2 Employment policy and institutional setting

The National Employment Policy (2010–2014) was backed up in September 2015 by the Governmental Plan for Employment. Its main axes include: the fight against unemployment; improved employment relations and social dialogue; the fight against bureaucracy, the simplification of procedures; an information and communication investment programme; and human resources and training. Lack of regular analysis makes it difficult to assess the degree to which the National Employment Policy is being implemented. 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).

²⁰ Office National des Statistiques (ONS).

In Algeria, there are three forms of active labour market policy (ALMP): support for business creation or self-employment, placement through fixed-term contract jobs and improvement of the employability of the unemployed through training/retraining and assistance with jobseeking.²¹

The ALMP provided by agencies in Algeria can generally be divided into two groups, according to the type of programme managed:²²

- 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 use 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. Employers must report on all job vacancies and they are penalised for failing to do so.

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 DAIP²³ addresses first-time jobseekers and includes three types of contract: 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 – CFI*) for young people with no qualifications. Employers are incentivised to provide specific training courses to encourage young people to avail of one of these contracts. 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 for the purpose of anticipating skills needs, 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

²¹ Adair, P. and Souag, A., 'Okun's law, informal employment and the impact of labour market policies in Algeria since 1997', 2018 – <https://hal-upec-upem.archives-ouvertes.fr/hal-01683932>.

²² *idem*.

²³ Regulated by Law 90.11.

evaluation mechanisms (information is available on the number of placements, but there is no evaluation of their impact). Further to the government's decision to cut public expenditure, the financing for the DAIP was frozen at the beginning of 2019. The economic dip also stalled efforts to find a solution to the high youth unemployment rate – a long-standing structural problem in Algeria that particularly affects women and the higher educated. In 2020, the dire economic situation resulted in a hiring freeze in most parts of the public sector, which caused frustration for a large segment of the youth population.

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 for a period of three years. This project, which is co-funded by the European Union (€10 million) and the Algerian government (€1 million), aims 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 within universities, covering applied research, entrepreneurship and gender mainstreaming.

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ALGERIA: STATISTICAL ANNEX

Annex includes annual data from 2010, 2015, 2018 and 2019 or the last available year.

	Indicator	2010	2015	2018	2019	
1	Total Population (,000) *	35,977.5	39,728.0	42,228.4	43,053.1	
2	Relative size of youth population (age group 15–24 and age in the denomination 15–64, %) (1) (4)	30.9	25.5	22.6	22.0	
3	GDP growth rate (%)	3.6	3.7	1.4	0.8	
4	GDP by sector (%)	Agriculture added value	8.5	11.6	12.0	12.0
		Industry added value	50.5	35.7	39.6	37.4
		Services added value	38.2	47.4	44.0	45.9
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 (%) ⁽¹⁾	M.D.	M.D.	81.4	M.D.	
8	Educational attainment of adult population (aged 25–64 or 15+) (%) ⁽²⁾⁽³⁾	Low	72.4	68.2	M.D.	M.D.
		Medium	17.9	19.3	M.D.	M.D.
		High	9.8	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.

	Indicator	2010	2015	2018	2019	
15	Activity rate (aged 15+) (%)	Total	41.7	41.8	41.7	42.2
		Male	68.9	66.8	66.7	66.8
		Female	14.2	16.4	16.4	17.3
16	Inactivity rate (aged 15+) (%) ⁽⁴⁾	Total	58.3	58.2	58.3	57.8
		Male	31.1	33.2	33.3	33.2
		Female	85.8	83.6	83.6	82.7
17	Employment rate (aged 15+) (%)	Total	37.6	37.1	36.8	37.4
		Male	63.3	60.2	60.1	60.7
		Female	11.5	13.6	13.2	13.8
18	Employment rate by educational attainment (% aged 15+) ⁽⁵⁾	Low	42.7	38.9	M.D.	M.D.
		Medium	40.4	37.4	37.6	38.3
		High	39.6	46.1	42.5	43.9
19	Employment by sector (%)	Agriculture	11.7	8.7	9.7	9.6
		Industry	33.1	29.8	29.2	29.7
		Services	55.2	61.6	61.1	61.6
20	Incidence of self-employment (%)	33.7	30.2	32.7	32.4	
21	Incidence of vulnerable employment (%)	M.D.	M.D.	M.D.	M.D.	
22	Unemployment rate (aged 15+) (%) ⁽⁶⁾	Total	10.0	11.2	11.7	11.4
		Male	8.1	9.9	9.9	9.1
		Female	19.1	16.6	19.4	20.4
23	Unemployment rate by educational attainment (aged 15+) (%) ^{(6) (5)}	Low	7.6	7.7	7.1	6.8
		Medium	8.9	10.1	11.0	10.6
		High	20.3	14.1	17.8	17.4
24	Long-term unemployment rate (aged 15+) (%) ⁽⁶⁾	6.4	8.1	6.7	M.D.	
25	Youth unemployment rate (aged 15–24) (%) ⁽⁷⁾	Total	21.5	29.9	29.1	26.9
		Male	18.6	26.7	24.6	23.6
		Female	37.4	45.3	51.3	45.1
26	Proportion of people aged 15–24 not in employment, education or training (NEETs) (%) ⁽⁸⁾	Total	25.3	21.2	28.3	26.2
		Male	11.3	10.8	21.3	20.4
		Female	40.0	32.1	35.8	32.1

Last update: End of August 2020

Sources:

Indicator 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26 – Algerian Office of National Statistics (ONS)

Indicator 8 – EUROSTAT

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

Indicators 14 – OECD

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

Notes:

* The values shown are mid-year estimates.

(1) Estimations.

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

(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.

(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.

(7) Age range 16–24.

(8) 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 the population aged 15 years and over who can both read and write a short simple statement on his/her 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 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 lasting under two 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) by sex (%)	Participants in 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 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 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

	Description	Definition
		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. 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 considered: 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 are 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.
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 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

	Description	Definition
		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 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 are 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.

LIST OF ACRONYMS

ADS	Social Development Agency
AfDB	African Development Bank
AFEQ	Programme d'appui à l'adéquation formation–emploi–qualifications
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	Brevet d'enseignement moyen (middle-school certificate)
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
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
ONEFD	Office National de l'Enseignement et de la Formation à Distance (National Office for Distance Education and Training)

PISA	Programme for International Student Assessment
SME	Small and medium-sized enterprise
VET	Vocational education and training
WBL	Work-based learning

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