A *first-time PISA participant, Algeria scored poorly in all three subjects.*

- Student performance is below the MENA average and nearly 4 years of schooling\(^1\) below the OECD average.
- For all three subjects, over two thirds of the students do not meet the basic proficiency level, which places them at risk of exclusion.

**What may be driving poor performance?**

- **Socioeconomic background:** There are differences equivalent to nearly one year of schooling between the performance of students at the top and low income quintiles.
- **School type:** Student performance in private schools is roughly two years of schooling ahead of their public school counterparts\(^2\).
- **Preschool:** The performance of students who completed more than one year of preschool is half a year of schooling ahead of those with no preschool education.
- **Gender Gap:** Girls outperform boys in Science and Reading, with a particularly wide gap in Reading, equivalent to one year of schooling.
- **School & Classroom:** Algeria’s Sense of Belonging Index\(^2\) is substantially below the MENA and OECD averages. The performance of students in the top quintile of this index is roughly one year of schooling ahead of those in the bottom quintile.
- **Teachers:** Teacher-Directed Instruction\(^2\) is associated with better student performance (18 points difference in Science scores between the top and bottom quintiles in this Index).

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\(^1\) 30 points in PISA scale = 1 year of schooling
Note: Unless specified, student performance in the Takeaways Section refers to Science scores.
Middle East & North Africa

ALGERIA
PISA 2015

SCHOOL PROFILE & PRESCHOOL

≈ 1 year of schooling

<table>
<thead>
<tr>
<th>Science</th>
<th>Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than one year of preschool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One year or less of preschool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No preschool</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EQUITY PROFILE

≈ 1 year of schooling

<table>
<thead>
<tr>
<th>Science</th>
<th>Top 20% ESCS</th>
<th>Bottom 20% ESCS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
</tr>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
</tr>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
</tr>
</tbody>
</table>

Reading Science

ESCS Economic, Social and Cultural Status

SCHOOL, CLASSROOM & TEACHER

ALGERIA

≈ 1 year of schooling

Disciplinary Climate

Top 20%
Bottom 20%

Teacher Directed Instruction

Top 20%
Bottom 20%

Sense of Belonging

Top 20%
Bottom 20%

BENCHMARKING AGAINST MENA & OECD

Note: Numbers indicate percentiles.

Key to Indices:
Disciplinary Climate Index measures the extent of classroom disruptions due to noise, disorder and other factors. Teacher Directed Instruction Index measures the quality of instruction, including how often the teacher explains scientific ideas, demonstrates ideas, discusses students' questions, and promotes classroom discussions. Sense of Belonging Index measures the extent to which students feel they belong to their school, make friends easily at school, etc. All indices are constructed using student responses. Top and Bottom 20% indicate percentiles in the corresponding indices.
ALGERIA
PISA 2015

PISA PERFORMANCE & GDP PER CAPITA

WB EDUCATION ENGAGEMENT

ANALYTICAL:

- Reimbursable Advisory Services for Fiscal Coordination Program (including the Education Sector)

ABOUT PISA

PISA: Program for International Student Assessment

PISA is the OECD’s benchmarking tool to assess achievement and application of key knowledge and skills of 15-year-olds. PISA tests proficiency in mathematics, reading, science, and problem-solving. It was launched in 2000 and is conducted every three years, with a focus on one of the subjects in each round. In 2015, the focus is on Science. The test was taken by representative samples from 72 countries, including nearly 540,000 students. Six MENA countries participated in this PISA round: Algeria, Jordan, Lebanon, Qatar, Tunisia and the United Arab Emirates.

Note: In 2015, the OECD introduced several improvements to the design, administration, and scaling of PISA. For the most part, these changes did not affect the comparability of the 2015 results with those for previous assessments. For further information and implications for analyses of PISA data, please consult the PISA 2015 international report. Source: OECD, 2016. PISA 2015 Results (Volume 1): Excellence and Equity in Education. Paris: OECD.