The Role of Sustainable Human Development in Reducing Unemployment: An Analytical Study of the Case of Algeria Compared to Similar Economies

دور التنمية البشرية المستدامة في التقليل من البطالة: دراسة تحليلية لحالة الجزائر بالمقارنة باقتصاديات دول شبيهة

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Abstract:
Sustainable development works on maximsing the net gains from economic development alongside ensuring the preservation of services and the quality of natural resources over time. It assumes the responsibility of achieving harmonization between three main pillars: people, resources, and the environment. Human resources are one of the pillars of sustainable development. Thus, caring for and developing them is an imperative and a responsibility that falls on the shoulders of any government that aims to achieve sustainable development.
In fact, achieving full employment of human resources requires higher levels of environmentally sustainable growth. Therefore, governments, including Algeria, are aware of the problem's magnitude and its importance and are working hard to reach full employment and community development.
Keywords: sustainable development; human resources; development; sustainable human development; unemployment.
JEL Classification Codes: O1.3; E63.

مستخلص

تستهدف التنمية المستدامة تعظيم المكاسب الصافية من التنمية الاقتصادية مع ضمان الحفاظ على جودة الموارد الطبيعية والحفاض عليها عبر الزمن. وتتعلق هذه المسؤولية في تحقيق التناغم بين ثلاثة ركائز رئيسية متمثلة في: الافراد، الموارد، والبيئة.

تعد الموارد البشرية إحدى ركائز التنمية المستدامة. وبالتالي، فإن الاهتمام بها وتطويرها يعد أمرًا ضروريًا ومسؤولية تقع على عاتق أي دولة تهدف إلى تحقيق التنمية المستدامة. وهو ما يتطلب تحقيق مستوى التشغيل الكامل للموارد البشرية مع الحفاض على مستويات أعلى من النمو المستدام بيئيًا.

من هنا يهدف هذا المقال الى تسليط الضوء على التنمية البشرية المستدامة في الجزائر بناء على مؤشرات الأمم المتحدة. ومحاولة تحليلها بناء على الواقع الاقتصادي.

وخلص المقال الى ان التنمية البشرية المستدامة في الجزائر عرفة تطور ملحوظا للمؤشرات الموضوعة من طرف الأمم المتحدة الا انه يبقى العديد من المؤشرات التي تحتاج التدقيق فيها لمعرفة حجم التنمية المستدامة ونوعيته وفق مؤشرات أخرى.

الكلمات المفتاحية: التنمية المستدامة؛ الموارد البشرية؛ التنمية؛ التنمية البشرية المستدامة؛ البطالة.

تصنيفات JEL: O1.3؛ E63

Introduction

Achieving economic growth is the most important endeavor aimed at by economic policies, as it allows reaching the level of full employment of the means of production. With the emergence of the concept of sustainable development, economic policies have become aimed at achieving sustainable economic development to ensure the preservation of the quality of natural resources and the continuity of their services.

The experiences of countries that have achieved high levels of growth have shown that the latter requires the availability of a large (material) capital accumulation. However, with the development of technologies and methods of production in the context of the decline of natural resources, the need for

human capital developed in line with these changes in a continuous manner. Hence, it became imperative that the state's macro-policy makers understand the reality of human resources and research how to develop them, and achieve the required and feasible accumulation of human capital, on a continuous basis to achieve the desired level of growth sufficient to eliminate unemployment. Despite its lack of natural resources, Malaysia is one of the newly independent Asian countries that has managed to achieve a boom in growth rates. This is thanks to the exploitation and development of the human capabilities it possesses, and its adoption of strategic plans aimed at achieving sustainable development.

1.1-Problematic:

Based on the aforementioned, the features of our research problem arise, which can be formulated in the following fundamental question:

What is the role of sustainable human development in supporting sustainable development and reducing unemployment, and what is its position within sustainable development plans?

To answer the above question, we decided to divide it into the following sub-questions:

-What is sustainable development and what is its relationship to sustainable human development?

-What are the efforts exerted by Algeria to achieve sustainable human development?

-What is the impact of human development on the level of unemployment in Algeria?

2.1- Hypotheses:

In order to answer the axes of the previous problem, we will proceed from the following hypotheses:

-Sustainable human development represents one of the foundations for sustainable development.

- The efforts made by Algeria in the field of sustainable human development are exemplified in those measures and procedures taken in the field of combating poverty, health, and education.

- Sustainable human development has an inverse relationship to the level of unemployment.

3.1- Study objectives:

The following study aims to shed light on the concept of human development and tries to link it with sustainable economic development plans, and find the relationship between full employment and sustainable human development. The study also aims to:

- Examine and evaluate the Algerian experience in the field of human development.
- Define the Malaysian state's experience in the field of sustainable human resource development and try to compare it with the Algerian experience and benefit from it.
- Present suggestions and recommendations that would lead to full employment in Algeria.

In order to answer this problematic and test the validity of the hypotheses, we divided this study into:

- The conceptual framework for sustainable development and sustainable human development;
- The Malaysian experience in human development;
- The reality of human development in Algeria.

2. The conceptual framework for sustainable development and sustainable human development

In the conceptual framework for sustainable development and sustainable human development we address both the definition of sustainable development, the essence of sustainable human development and its position in achieving full employment.

1.2. The definition of sustainable development:

The definition of sustainable development was mentioned in many books and events and from different parties, according to different international organizations, writers and researchers in various disciplines. The term sustainable development was first introduced in the 1987 "Our Common Future" report, known as the Gro Harlen Brundtland Report, after the Norwegian Prime Minister (Anne E. Egelston 2022, p, 83).

Sustainable development is defined as: “That activity that leads to the improvement of social welfare to the greatest possible extent, while

preserving the available natural resources through ensuring the reduction of the environmental damage and harm to the least possible degree" (Assen Slim, 2021, P, 60).

From the previous definitions, we note that sustainable development is based on the necessity of rationalizing the exploitation of available natural resources, leaving the space for future generations to meet their needs on the one hand, and meeting the basic needs of all parts of society in a manner that ensures the achievement of continuous social justice on the other. Hence, the essence of sustainable development is the human being in itself, which necessitated the inclusion of the concept of sustainability alongside the concept of the function of human resources, but with a holistic viewpoint under the name of sustainable human development.

2.2. The essence of sustainable human development:

The concept of human development is one of the most popular concepts of our time in view of the global trends towards enhancing the status of the human being and making it the center of any development process. Human development means the development of the human being as the real capital, by satisfying all his material and immaterial needs, and providing the conditions and societal atmosphere that allow him/her to enjoy his/ her rights as a human being (Jennifer Elliott,p, 19).

In 1996, the United Nations Development Program issued a report entitled "The Human Development Report". It defined sustainable human development as "The process of expanding the options available to all people by focusing the development process on men and women, especially the poor and vulnerable groups. This is by creating an enabling environment that enables everyone to enjoy a long, healthy and creative life, while not disrupting life opportunities for future generations and the natural systems that life depends on them". (Luc Mbong; 2021, p, 95)

Human development has been defined as "the development of people for the sake of people and by people" (سامي عبد الرزاق،2016، ص،32). The development of people means investing in human capabilities, whether in education, health or skills, in a way that enables them to work productively and creatively. Whereas development for the sake of people is intended to ensure a fair distribution of the fruits of economic growth. As for development by people, it is intended to give everyone the opportunity to

participate in it. Thus, human development is not limited to increasing wealth or income only, but also to the advancement of the cultural, social, health, and educational conditions of society. These points are the key the indicators adopted by the United Nations reports in measuring and determining the degree of human development in countries, and they are of two types:

- Key indicators: The main indicators of sustainable human development are those mentioned in the Human Development Index (HDI), and they are three: (Muhammad Kamel Al-Tabai Salim, 2021, p. 5)

- Longevity measured by life expectancy at birth;
- Educational attainment, which is measured by calculating the percentage of adults who read and write, and the rate of enrollment at different school levels;
- The standard of living measured in terms of real per capita GDP in US dollars.

- Sub-indicators: The sub-indicators for sustainable development are as follows:

- Measuring development related to gender: this indicator aims at studying the status of women.
- Indicators of human deprivation: These indicators are based on measuring the deprivation of capabilities resulting from the lack of opportunities, which in turn contain sub-indicators related to the health and civil status.

From the above, it can be said that the concept of human development is more comprehensive and general than the concept of "human resources management". The latter is concerned with maximizing the utilization of the individuals' energies who are working in specific institutions, while human development is concerned with developing the capabilities of society as a whole and making it respond to the requirements of sustainable development and technological developments occurring in various fields. Hence, we wonder about the role that sustainable human development plays in achieving full employment.

3.2. The position of human development in achieving full employment:

Supporters of microeconomic theory believed that partial equilibrium automatically leads to total equilibrium and thus achieving full employment without state intervention, believing that market forces alone are capable of achieving balance. However, with the advent of the economic crisis of 1929 and the emergence of the Keynesian theory of employment and full employment, it was found that achieving full employment cannot be achieved without the intervention of states (نورالدين جاب الله ، 2017، ص5).

With the developments in the methods of production, the labor market has become a well-developed workforce in line with the developments in the technological field. This has necessitated the state's assumption of the issue of developing human resources at the macro level in order to make them respond to the requirements of the labor market on the one hand, and to eliminate unemployment to achieve sustainable development on the other hand. In this regard, the International Labor Organization, when developing a strategy for developing work force and employment, provided a set of procedures and measures that would achieve full employment and its requirements, the most important of which are: (United Nations, UNDP, 2024)

- Determining levels of unemployment consistent with full employment;
- Laying out a map for investment and encouraging alleviation of unemployment in various regions in a balanced and fair manner, taking into account the economic feasibility of the projects;
- Encouraging and stimulating investment in labor-intensive activities by providing credit, insurance and tax facilities linked to providing remunerative job opportunities;
- Achieving flexibility in the labor market that allows the mobility of the workforce in the professional and geographical field by encouraging continuous training, as well as periodic and balanced treatment of wage levels.

3. The Malaysian experience in human development:

We chose a Malaysian state as a model in the field of human development because it is a newly independent country on the one hand and lacks natural resources on the other hand. However, it took a significant developmental leap from the 1970s to the present day. It succeeded in doubling the average per capita income ten times over twenty years from $ 350 in 1970 to $ 3500

in 1994, and then reached $ 10,000 in 2005, which allowed it to occupy the seventeenth place in the chain of international industrial progress. (علي أحمد درج،2019، ص. 173). In defining the major axes of human development, Ahmed Mahathir provides the following points:

- Adopting the strategic planning method as a means of economic and social development in which human resources occupy a fundamental place;
- Forming and developing training skills, by creating a cultural environment that establishes work values and ethics;
- Specialized training to nurture complex industries and jobs that increase added value;
- Developing and renewing educational curricula in a way that allows qualifying human resources and keeping them up to date with renewal, as well as learning foreign languages to facilitate communication with investors.

From the aforementioned points, it can be concluded that sustainable human development in Malaysia relied on a set of pillars, which we address as follows:

1.3. Eliminating poverty and social disparities:

In order to overcome its ethnic differences and eliminate social differences, Malaysia sought to achieve high levels of economic growth, since the latter necessarily leads to convergence and rise in income levels. This is by working to gradually transform its economy from one that depends on mining and agriculture, to one that depends on industrial industries, while working on developing the services and electronic industries sectors. Thus, it was able to achieve great developments in the field of manufacturing, especially the heavy ones, thus raising the average Malaysian income per capita to 11,072 dollars in 2020 (an increase of 11.6% compared to the year 2022) (United Nations Office for Human Development, Report, 2023). Poverty eradication policies have focused on the following points: (Jennifer Elliott,p, 224)

• Restructuring employment and increasing business and industrial development for the poor majority;
• Establishing a network with the Anti-Poverty Foundation and establishing links with relevant institutions;

• Encouraging Muslims in the country to direct zakat money toward the National Zakat Collection Fund in exchange for tax reductions for them;
• Providing programs to support the poor, such as the Development Program for the Poorest Families;
• Providing basic infrastructure facilities in remote and poor areas, such as telecommunications.
*One of the theorists of this experience - who remained a supervisor of the Malaysian experience for 20 years as Prime Minister
**- Influenced by the Japanese experience, in the words of its former Prime Minister Mahathir Mohamad, "Heading east."
As a result of these measures, we find that the World Bank classifies Indonesia in the category of high-middle income countries (حسين العلمي،2018، ص، 95). The poverty rate in it reached from 5.5% in 2021, after it represented 25.4% of the population in 1972, which is a decrease of about 3 times, to reach the zero level in 2019 according to the United Nations human development indicators.

2.3. Healthcare:

The Malaysian policy in the field of health is based on providing government support in an increasing and continuous manner, so we find that it allocates 3.9% of the national domestic product for the year 2021 (United Nations Office for Human Development, Report, 2023). to cover health expenditures. The government bears 98% of health care costs for all patients, without distinguishing between residents and non-residents. As for the quality of services, we find that Malaysian hospitals possess the ISO 9002 certificate, making them an international destination for treatment.
As a result of the efforts made by the Malaysian government, especially in the area of strengthening mobile clinics, we find that the percentage of health coverage has reached 80% of the total population. This is along with an increase in the average life expectancy to 76 years, in addition to a decrease in the probability of the number of deaths before the age of five to 6 deaths per 1000 births. (United Nations Office for Human Development, Report, 2023).

3.3 Focusing on the education sector:

After its independence from the British occupation, Malaysia began establishing an educational system that meets its needs of the workforce.

Therefore, 20% of the state's general budget has been allocated for this. Most of its policies in this regard are summarized in: (Katie Willis,p,221)

- The government's commitment to free basic education to give everyone the opportunity to learn, making the primary enrollment rate up to 98% of all adults of school age;
- Opening up to advanced educational systems and adopting various leading international curricula;
- Focusing six-years primary education on basic knowledge and national meanings;
- Taking care of establishing teacher-training institutes and industrial training.

Parallel to the aforementioned, Malaysia sent 50,000 students abroad (representing 50% of the total number of students at that time) to acquire various advanced sciences and return to exploit that competence in the country. This is with the assertion that the required sciences were focused on development and not on literary subjects.

4.3 Reducing the unemployment rate:

In order to reduce unemployment, Malaysia has adopted two basic policies. The first depends on the development of modern, labor-intensive industries, such as electronic industries, which have absorbed large numbers of workers. As for the second, it is a unique training policy as it relies on organizing training courses for the unemployed in exchange for receiving high salaries during this period, provided that they join the work positions that are provided to them later. In the event that they refuse to do so, the state will force them to compensate all training expenses previously paid to them, and thus this type of training becomes a means of forcing the unemployed to work.

By adopting the two policies mentioned above, Malaysia has made in the recent period important achievements in terms of eliminating unemployment rates, which were about 10% during the 2000s to reach less than 3.3% in 2019 (Report of the United Nations Office for Human Development 2023, p. 216). It is also worth noting that it has used foreign labor in some specialties, which made Malaysia one of the most attractive countries in Southeast Asia.

4. The reality of human development in Algeria and its prospects:

In this section, we try to address the most important policies pursued by Algeria within the framework of sustainable human development, focusing on three points. They are: poverty eradication policy, health policy, and education policy, depending on the data contained in the United Nations Office of Human Development Report for the year 2021, and those available at the National Bureau of Statistics, and the various ministries.

1.4 National strategies for poverty reduction in Algeria:

The means to fight poverty in Algeria revolve around the following social solidarity activities:

4.1.1 School Solidarity:

This process is represented in implementing school solidarity acts upon every school entry, in order to enable schoolchildren from poor families and residents of deprived areas to pursue their schooling in good conditions. A school allowance is granted to every needy child registered in one of the national education institutions, in addition to ensuring school transportation for children in remote areas by providing municipalities with transport buses, in addition to providing food within school. (بن زاير مبارك وبلقايد ثريا،2014، ص421)

2.1.4- Housing allowance:

To eliminate the housing crisis, Algeria has prepared several programs, including: the social housing programs, which are the assistance provided by the state to low-income families through the National Housing Fund, and the public rental population residency program aimed at families living in vulnerable housing. This is along with the strengthening of rural housing, for which the state allocated funds for the construction of new housing, and other sums for the expansion of rural housing. (بن زاير مبارك وبلقايد ثريا،2014، ص423)

3.1.4 Assistance directed at vulnerable groups:

This process consists in ensuring treatment and hospitalization and free access to medicines for elderly, chronically ill and disabled persons. (مراد ناصر،2016،ص375)

4.1.4- Social Network:

The social network is a support device aimed at specific groups of the population. That is through the lump-sum granted to people who cannot be

included in the labor market due to their age exceeding 60 years, or their deteriorating health, especially the disabled. As a result of the above, we find that the poverty rate in Algeria in 2018 reached a rate of .5.5%, according to the Sustainable Human Development Index. (United Nations Office for Human Development, Report, 2023, p. 257)

2.4-Health Care:

In the wake of independence, Algeria set up a national health program aimed at combating the most widespread communicable diseases among the population by issuing a series of political decisions, the most important of which are:

- The promulgation of Decree No. 56-56 of July 5, 1965, which makes peremptory compulsory and free vaccination.
- Adoption of free medicine (Presidential Order No. 81 -69 of December 47, 1981).
- Building hospitals, clinics and health centers across the country to provide health coverage to deprived areas.
- Increasing the percentage of spending on the health sector, reaching 4.43% in 2018, compared to 2017.

In order to illustrate the results of these policies, we present Table No. (1) presented below, which shows the development of the number of health structures in Algeria during the period 2019 to 2023.

Table No. (1) The evolution of the number of health structures in Algeria between 2013 and 2017

The year	2019	2020	2021	2022	2023
General hospital institutions	194	196	200	200	205
Hospital institutions	5	5	9	9	9
University hospital centers	14	14	15	15	15
University hospital institution	1	1	1	1	1
Specialized hospital institutions	68	71	75	75	77
Neighborhood public institutions	271	271	271	273	273
Multi-service clinics	1615	1637	1659	1684	1685
Therapy rooms	5634	5726	5762	5875	5909
Public maternity homes	412	416	415	416	416
Total	8146	8266	8332	8473	8513

Source: Prepared by the researcher based on information from the Ministry of Health and the National Bureau of Statistic (Ministry of Health and National Bureau of Statistics).

Table No. -1- presented above shows that the number of hospital structures has witnessed a remarkable development, as its number moved from 8146 in 2020 to 8513 in 2023, i.e. an increase of 4%. It is also noted that the most increased structures are the multi-service clinics (75 units) and therapy rooms (275 units). In our opinion, this increase is due to the increase in government expenditures on the health sector, as it moved during this period from 306925642 billion dinars in 2023 (Journal officiel no 68, 2024, p. 45) to 389073747 dinars in 2024. (Journal officiel, numéro 72, 2025, p. 43)

In terms of caring for patients whose cases are too complex to treat Algeria, their number reached 1282 patients in 2023 (institut national de sante publique, www.sante.dz, 2023)

Thanks to these policies and investments, we find that Algeria recorded a remarkable increase in the Hope of life indicator from 71.6 years in 2022 to 76.7 years in 2023 (Bureau du développement humain des Nations Unies, Rapport, 2023), in line with the decline in the infant mortality rate, which went from 47/1000 people to 22/1000 during the same year. ("فتيحة بلقاسم، 123 ص، 2024) In addition, the coverage rate increased from one doctor for every 578 citizens in 2019 to a doctor for every 545 citizens in 202023. (National Ofice of Statistics, Bulletin No. 46, Algeria in Figures, 2023, p. 25)

3.4 Education and training in Algeria:

Immediately after independence, Algeria found itself in front of a foreign educational system far from its reality in terms of goals, principles and contents. Thus, the state was required to introduce a set of reforms that resulted in three types of education: the education stage, higher education, and the vocational training stage (Conseil Supérieur de l'éducation,1998,p,10)

1.3.4 The education stage:

This stage of education is supervised by the Ministry of National Education and includes two stages:

- Compulsory education stage:

This stage lasts nine (9) years, divided between five (5) years in primary school, followed by four (4) years at the intermediate level. (Ministry of National Education, 1976, p. 86).

-Post-compulsory education stage:

It is the stage of secondary education and lasts for three (3) years, during which education revolves around education and technology that leads to the university or national higher schools in case of success.

In order to provide an idea of the development of the number of pupils in both stages, as well as the number of educational institutions, we present Table 2-1 provided below.

Table 2-1: The evolution of the number of students during the academic years 2018/2019 to 2022/2023.

The graph	2018	2019	2020	2021	2022	2023
Primary education	156737	164930	4081546	4231556	4373459	4513749
Intermediate education	145655	148836	2614393	2685827	2811648	2979737
Secondary education	1499740	1526779	1378860	1286586	1227055	1222673
Total	1802132	1840545	8074799	8203969	8412162	8716159

Source: ONS, bulletin, 871, 2024, p.21

Table 2-2: The evolution of the number of students during the academic years 208/2019 to 2022/2023.

The graph	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Primary schools	18143	18333	19037	18856	18770	18588
Middle schools	5159	5239	5512	5455	5419	5339
High schools	2043	2141	2252	2355	2392	2433
Total	25345	25713	26801	26666	26581	26360

Source: ONS, bulletin, 871, 2025, p.28

We notice from the two tables presented above that the number of pupils has moved from 1802132 in 2013 to 8716159 in 2018, which an increase of 3.8%. We also notice that the number of students in secondary education (post-compulsory education) decreased by 277067 students (ONS, bultein,871,2024,P,23). As for the number of educational institutions, it is evident from Table No. 2.2 that it moved from 25,345 institutions in 2018 to 26,360 institutions in 2023, which is an increase of 4%, where high schools occupied the largest percentage of the increase with 19%.

2.3.4 Higher education stage:

This stage is supervised by the Ministry of Higher Education and Scientific Research, a stage in which Algeria, like most countries of the world, adopted a system based on three stages (Bachelor, Master, PhD). In order to know the development of the number of students registered in the various stages of Algerian universities during the period between 2018 and 2023, we present Table No. 3 as follows:

Table No. (3): The evolution of the number of students during the university years from 2018/2019 to 2022/2023

The graph	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Undergraduates	1124434	119515	1165040	1315744	1356081	1447064
Postgraduates	67671	70734	76510	76961	76202	76921
Total	1192105	1190249	1241550	1392705	1432283	1523985

Source: prepared by the researcher from: National Bureau of Statistics, Algeria in numbers for the years 2017-2023. (National Ofice of Statistics).

We note from Table No. 3 above that the number of students registered for graduation increased between 2018 and 2023 from 1124434 students in 2018 to reach 1447064 students, an increase of 322,630 students, which represents 28% of the total. In parallel with the development of the number of students in Algeria, we find that the number of university institutions has also developed to reach 115 institutions in 2018. This is in addition to 20

research centers affiliated with the Ministry of Higher Education and Scientific Research, after it was 69 institutions in 2018 (الديوان الوطني للإحصاء، الجزائر بالأرقام، 2025 -2017، ص، 48).

As for the development of expenditures allocated to higher education, we note that it witnessed a remarkable development during the same period. It moved from 264582513 billion dinars, which represents 1.5% of the gross domestic product, to 310791629 billion dinars, which corresponds to 1.6% of the gross domestic product. As shown in Table 4:

Table (4): Evolution of the proportion of spending on the gross domestic product

The year	2019	2020	2021	2022	2023
Gross Domestic Product (GDP)	16647600000	17228600000	1.670E+10	17406700000	1890660000
Higher education budget	264582513	270742002	300333642	312145998	310791629
Spending percentage	1.589313252	1.571468384	1.79817892	1.793252012	1.643826119

Source: Prepared by the researcher based on the Finance Laws 2023, 2022, 2021, 2020, 2019.

3.3.4 Vocational Training:

In order to address the phenomenon of school dropout and to make the category of students who stops their educational path respond to the requirements of the labor market, Algeria has taken interest in another type of training under the supervision of the Ministry of Vocational Training and Education, and considered it a component of the educational system. This system also improves the qualifications of workers who are willing or forced to acquire new competencies in response to technological developments and new economic and social transformations.

In order to provide a clear picture of this sector, we present Table No. (5) , which shows the development of the structures of this sector as well as the number of trainees in it during the period between 2018 and 2023.

Table No. (5) The evolution of the number of trainees in the vocational training sector

The year	2018	2019	2020	2021	2022	2023
Residential training	201660	202731	208553	199388	200665	200701
Apprenticeship training	254093	296232	333599	343523	352392	340250
Evening classes training	32229	33796	33181	32291	27649	27702
Long-distance training	41409	35778	38221	39740	43156	44168
Total	529391	568537	613554	641942	623862	612821

Source: Prepared by the researcher based on office national des statuesques, l'algerie on chiffres , 2015-2025,p,31

It is noted from Table No. (5) presented above that training in this sector consists of four types of training, namely residential training, apprenticeship training, evening training, and long-distance training. It is also evident that the number of trained students experienced a remarkable development between 2018 and 2023, as the total number of trained students moved from 529,391 trainee to 612,821 trainee, i.e. a difference of 83,430 trainee, which is an increase of 15%. In order to know the structures that the state allocates for this number of co-educators, we present Table No. (6) as follows:

Table No. (6): Number of vocational training structures during the period 2018-2023

The graph	2018	2019	2020	2021	2022
Vocational training centers	756	861	794	815	815
Annexes	214	207	192	192	193
Institutes of vocational education	110	128	144	155	157
Annexes	12	11	6	6	6
Total structures	1092	1162	1136	1168	1171

Source : Prepared by the researcher based on office national des statuesques, l'Algerie on chiffres, 2018-2022, numero,46, 2020, p,31

It is clear from Table No. (6) presented above that there are two types of structures at the training level. The first type is the continuous training centers and their annexes, and the second type is the vocational education institutes and their annexes. It is also noted that the total of these structures reached 1,171 structures, up from 1092 in 2018, which is an increase of 176 structures.

4.4 - The policy of eliminating unemployment: With the aim of eliminating unemployment, Algeria has adopted many programs, including:

1.4.4 Youth Employment Program:

This program is represented in the temporary employment of unemployed youth in public benefit workshops that are run by local and administrative groups without requiring any qualification. This is in order to facilitate the process of their integration into professional life, in exchange for a wage equal to the guaranteed national wage, regardless of the qualification level. (بن شهرة مدني، 2018، ص، 123)

2.4.4 The youth vocational integration program:

This program mainly worked to motivate and encourage young people to create jobs for themselves through cooperatives for those between the ages of 16-27 years, with the aim of reaching the creation of 72,635 jobs. An amount of 3.14 billion DZD was allocated between 2018 and 2022 to finance this program. (مبروك ساحلي، 2023، ص، 382)

3.4.4 Pre-operating contracts:

This program is directed at young people with diplomas between the ages of 19 and 35, in which the state will pay the basic wages, while the employer bears the payment of bonuses. (الحبيب بن بايرو محمد عبد العزيز بن كاملة، 2022 ،ص،127) .

4.4.4 - Aid for professional integration:

This agency was approved by Executive Decree No. 08 -126 of April 2008, which is entrusted with the management and follow-up of the National Employment Agency in cooperation with the state directorates of employment. Through it, young people benefit from one-year work contracts that can be renewed once in the public institutions and

administration sector for holders of certificates and professional integration contracts. (الحبيب بن بايرو محمد عبد العزيز بن كاملة،ص،124)

Table No. (7): Average number of labour force according to educational level and certificate obtained

Educational level	Without an educational level	Primary level	Secondary level	University level
Percentage %	1.7	8.4	22.1	30
Degrees granted		Without a degree	vocational training	University degree.
Percentage %		45.7	26.4	27.9

Source: ons; opcité, p.5

We note from Table No. (7) that when classifying groups according to educational level, the percentage of those with university level represents the largest percentage of unemployed, while the group without an educational level represented the lowest percentage by 1.7%. As for when dividing the samples according to the obtained certificates, it becomes clear that holders of university degrees are the least likely to be unemployed, by 27.9% compared to 26.4% for the vocational training certificate category, and 45.7 for those without any certificate.

From the table, we conclude that reaching the university level or registering in vocational training centers is not sufficient on its own to obtain a job without having a certificate. Here the importance of human development emerges in that it contributes to the preparation of human capital that responds to the requirements of the labor market. With regard to the foreign labor force, we find that Algeria resorted to the help of foreign workers, as their number reached 134,000 workers in 2018. (Ministry of Labor, Employment and Social Security: www.mtess.gov.dz).

5. The conclusion:

Today humanity is faced with the necessity to follow the path of sustainable development that includes all aspects, whether environmental, social, economic, and even cultural and intellectual. Since human development is the main pillar of sustainable development, the United Nations must give sufficient importance and priority to it .This is mainly through the constant endeavor to eradicate poverty and change the unsustainable patterns of

production and consumption. Malaysia is among the most distinguished countries in this international ranking according to the Human Development Index, as it ranked 61 in the world according to the United Nations Human Development Report for the year 2018. As for Algeria, it ranked 82, which makes it among the most advanced countries in this field. Thanks to its policies in the field of poverty, health and education, which are at the same time the main indicators of human development.

1- Research findings:

This research reached the following points:

- Human development is considered as managing human resources at the macro level, and it is the responsibility of the state due to its impact on sustainable development.
- Despite the efforts Algeria has made in the field of human development, there are several deficiencies in the adopted plans. This is evident in the significant numbers of patients transferred for treatment abroad, indicating the lack of specializations and structures. In addition, the presence of a foreign workforce in Algeria amid the high unemployment rate indicates a lack of good training for the Algerian workforce.
- Increases in unemployment rates starting from the year 2017 to reach 12% in 2020, after it was stable around 10% before 2021.
- The trained workforce of university degrees is the least likely to be unemployed in Algeria.

2- Hypothesis testing:

In the first axis, we concluded that sustainable human development aims to develop human capital and bring it in line with the requirements of sustainable development. Hence, the first hypothesis is realized.

As for the second hypothesis, which states that the Algerian efforts in the field of sustainable development are limited to the fields that are included in the calculation of the international sustainable development index, is fulfilled, as it became clear to us in the third section that the measures taken by Algeria revolve around basic indicators of human development. While we find that the third hypothesis, which states that there is an inverse relationship between sustainable human development and the

unemployment rate in Algeria, is relatively unfulfilled, as it appears to us that the employment formula is temporary or for a non-remunerative wage, as is the case in the professional integration formula, for example. Therefore, it is temporary and depends mainly on public treasury resources, and thus it is not sustainable.

3- Recommendations and suggestions:

In order to build a sound plan for sustainable human development in Algeria, and in light of the findings of the research, we recommend the following points:

- Encouraging agricultural activities and small and medium enterprises related to the agricultural field.
- Organizing labor market information by preparing statistical data on a regular and continuous basis;
- Adopting decentralized national programs that take into account the youth groups and the specificities of the regions with qualifications.
- Encouraging partnerships between universities and owners of productive institutions with the aim of creating a workforce that responds to the requirements of the labor market.
- Allocating quotas for youth in agrarian reform projects and new urban communities;
- Developing specialized training methods and curricula in the field of rural crafts;
- Encouraging vocational training institutes and centers for technical education;
- Recycling the workforce in order to bring it in line with the requirements of the market economy, aspects of globalization and following up on international skill levels and innovations of training and education in ways and means;
- Activating e-commerce and working to limit its negative effects on traditional commerce.

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