



Algerian University Outputs And The Phenomenon Of Unemployment: What Is The Relationship?

Khelifa mahadjoubi Fethia Phd. Student University of Djillali Liabes, Sidi Bel-Abbes, Laboratory of Social Studies and Research in (Algeria). fethia.khelifa-mahadjoubi@univ-sba.dz

Dr. Slimani Slimane University of Djillali Liabes, Sidi Bel-Abbes, Laboratory of Social Studies and Research in (Algeria). slimanisociologue@gmail.com

Dr. Seddiki Abdennour University of Djillali Liabes, Sidi Bel-Abbes, Laboratory of Social Studies and Research in (Algeria). abdennour.seddiki@univ-sba.dz

Received: 05/02/2024

Accepted: 10/08/2024

Published: 07/09/2024

Abstract:

The Algerian university, with its various material and non-material elements, contributes to the adoption of a set of objective and non-objective policies in the training of the student to enjoy the various competencies that qualify him to take a job position, and in light of market requirements and the economic system policy adopted by the Algerian state and in light of the dynamism that appeared in the field of job diversity, However, unemployment in Algeria is still a challenge that hinders national development, and the outputs of the Algerian university are still not continuous in an effective way to achieve the goals set, which leads to a lack of coordination between the outputs of the university and the labour market in Algeria.

Accordingly, we will try to study this issue with a theoretical analytical study based on observation and induction, and to achieve this, we pose the question What is the role of the university in training students according to the requirements of the labour market?

Keywords: Student, Unemployment, Higher Education, University, Employment.

Introduction:

Work is considered important in an individual's life as a means of satisfying material and moral needs. Through work, a person feels a sense of security and stability. Failure to obtain a job makes an individual vulnerable to unemployment, a phenomenon that has been and continues to be devastating for young people. As a result, a considerable amount of energy is wasted by a group that forms the backbone of the State, the core of its life, its foundation and its preparation for the future. The seriousness of this phenomenon is exacerbated by the fact that it affects the category of university graduates, where statistics show an increase in the number of job seekers with higher degrees who wish to secure a

position, as is required by the laws governing employment in any society, whether developing or advanced.

However, the constant increase in the number of university graduates, on the one hand, and the market's demand for experience, on the other, have prevented their integration into the world of work, as they have only theoretical knowledge, which has caused them difficulties in finding suitable employment that meets their basic needs. As a result, they have not been able to prove themselves psychologically and socially and have been deprived of the honour of participating in the achievement of comprehensive social development.

In the same context, higher education is considered one of the most important sectors that play a crucial role in the development and progress of society, and the most important factor in the success of development, as it is considered a strategic resource for meeting economic needs, through the formation of students and equipping them with the necessary skills, practical, scientific and technical, according to economic requirements. The University, with its formative and qualifying, scientific and practical functions, is considered to contribute effectively to the reduction of the phenomenon of unemployment, which is one of the problems plaguing the countries of the world, whether developed or underdeveloped, and which urgently requires the study of the phenomenon, the attempt to identify its causes and the serious consideration of its disastrous consequences for the individual and society.

Based on these concerns and orientations, we want to define the focus of our research by asking the following question: What are the main measures taken by the university today to help graduates and how do they work to eliminate the phenomenon of unemployment?

In the same framework, the objectives of this topic and its importance will be referred to by identifying the reasons that prevent the student from developing his practical and applied skills according to his scientific specialisation, as well as studying the effectiveness of the Algerian university in reducing the phenomenon of unemployment among students, and also focusing on the extent to which the outputs of the university are compatible with the current economic requirements, and clarifying the importance of the issue in order to highlight the effectiveness of higher education in developing the skills of students according to economic prospects, as well as seeking to show the relationship between the student's acquisitions and the extent of their compatibility with the labour market, and clarifying the extent of the state's involvement in eliminating the phenomenon of unemployment by relying on higher education and ensuring the quality of training dedicated to this group.

We have observed many studies related to the research topic that dealt with the phenomenon of unemployment and university graduates, including a study by the researcher: Bel'arbi Asma, entitled: The reality of the integration policy for Algerian university graduates, where the researcher in this study focused on the essence of the

pg. 260 Khelifa mahadjoubi Fethia Algerian University Outputs And The Phenomenon Of Unemployment: What Is The Relationship?

question: the extent to which the support system for professional integration can alleviate the severity of unemployment of university graduates and achieve their professional integration.

The study was based on the hypothesis that the VDI is an effective tool to reduce the unemployment of university graduates and to achieve their professional integration. The focus was on the graduates who benefited more than others from the VDI, as well as the diagnosis of the professional reality of the graduates who were employed during the period between (2008-2012), according to the national policy of the Algerian state, and the way in which the graduate adapts to the job position given to him (whether through his personal competence, his colleagues or his direct supervisor?).

The descriptive-analytical approach was used, along with the survey instrument, the scientific interview, and others. The results of the field study showed that graduate unemployment affects graduates of literary, human and social sciences more than others.

As for the researcher Jean Vincens' study on the qualifications of managers in France, the study population represented the category of technical, administrative and commercial managers, as well as engineers and technical managers working in marketing. The researcher also noted the increase in this type of job, which was the target of initial training at levels 1 and 2.

On the basis of statistical data, the researcher compared the generations according to the age index in relation to the level of qualification in the trade sector and then tried to provide possible explanations.

The researcher defined the period of the study as 1982-2021, which resulted in the development and variation of the level and type of qualification, comparing the qualification of the baccalaureate + 3 years degree, which was increasing more than the other generation. It was also noted that the percentage of managers for the generation (1966-1967) aged 35 in 1982 was 47%, while for the generation (1966-1967) aged 35 in 1982 it was 77%, and in 2001 the percentage was between 35% and 55%.

He also pointed out the need to add the ability to adapt to changes that may affect the content of the job, a concept that leads to the discussion of what is called "competence monitoring". (Belaarbi, 2014).

First: The conceptual introduction to the study:

1-Definition of the concepts of the study: This study involves a number of main concepts that are abstract social phenomena. We try to uncover the various aspects of the objective relationships between them by using field data and facts collected from the geographical area of our study. These concepts are presented below:

1.1 The concept of the student:

- The terminological definition: The term “student” in Algerian legislation refers to anyone who has joined an institution of higher education: universities, institutes or secondary schools.

According to Rabah Turki, students are an elite group of young men and women who are distinguished by their intelligence and scientific knowledge. (Turki, 1990, p. 30). The student is considered as one of the essential and active elements in the educational process throughout the university education, as he is the majority in the university institutions. (Ghanem, 2008, p. 13)

1.2 The concept of university:

The word “university” is derived from the word “Universitas”, which means the union or gathering that includes the most influential families in the political field in society to exercise power. (Munir, 2002, p. 9).

- The linguistic definition: The feminine of “university”, it is the name given to the cultural institution that includes institutes of higher education in its most important branches such as philosophy, medicine, law, engineering and literature. (Al-Munjid, 1986, p. 101)

- The terminological definition: All types of studies or training directed towards research, which are carried out after the secondary stage at the level of a university or other educational institution recognised as a higher education institution by the official authorities of the state. (Bouaisha, 2000, p. 10)

There are those who know it as a productive institution that works to enrich knowledge, develop technologies and prepare skills, benefiting from human scientific accumulation in various scientific, administrative and technical fields. Others define it as the educational institution that provides its students, who have obtained a general secondary education or its equivalent, with a theoretical, cognitive and cultural education, essentially humanistic in ideology, accompanied by vocational training, with the aim of producing them as productive individuals in public life. (Al-Baradei, 2002, p. 290)

1.3 The concept of unemployment:

- Terminological definition: Unemployment is defined as an individual of working age, mentally and physically capable and willing to work, who is looking for a job but does not find it, resulting in his idleness despite his need for the wage he would receive if job opportunities were available. (Khalaf, 2009, p. 292)

1.4 The concept of the unemployed graduate:

- Terminological definition: It is defined as unemployment that affects individuals who have obtained university degrees and then found themselves in a state of unemployment for reasons beyond their control, as they have declared that they are seeking work through various available means and opportunities. (Qasimi, 2011, p. 37)

- Operational definition: The unemployed university graduate is any person who has obtained a higher university degree and has completed his studies in order to move from academic life to working life according to the degree that qualifies him, but he does not obtain this job for certain reasons, or he may practice a certain job but it does not provide him with complete satisfaction and does not meet his requirements.

1.5 Concept of function:

- Linguistic definition: What is estimated of work, food, livelihood or the like, at a particular time, and it comes with the meaning of a particular service. (Anis, 2004, p. 1042)

- Terminological definition: A unit of work consisting of several activities combined in content and form, which can be carried out by one or more employees. (Al-Tuwaijri, 1993, p. 185)

Second: The procedural aspect of study:

The student in the Algerian university: The Algerian university student possesses a number of characteristics and qualifications that allow him to be educated in the context of higher education and scientific research. This can be explained by the following elements:

- Quality of higher education: The university professor is the mainstay of the educational system, as he is the manager and transmitter of educational and pedagogical experience to the members of society. He is a leader and a father to his students, contributing to the acquisition of educational experiences related to the information curriculum, which is based on experience, intellectual and professional activity that develops creativity and experience. Therefore, the work of the university professor is based on

- Providing students with information and developing their personalities.
- Preparing and evaluating students through classroom and extra-curricular activities.
- Serving the department in which they work.
- Carrying out scientific, pedagogical and psychological research and activating the process of counselling, each according to his specialisation, in the service of the University.
- At the service of the environment in which he lives.

2.3.3 University administration:

The most important requirement in university education is the existence of a university administration with clear characteristics, which combines administrative efficiency and continuously developing academic talent. The university administration must have a clear vision of the requirements of university education and the directions of its development,

according to the importance of the required activities, especially in the scientific departments. (Ali Abdel Rahim, 2014, pp. 27-28)

1.3.4 Academic requirements:

University education cannot continue and develop if the necessary requirements are not met, either at the level of teaching or at the level of scientific research. Academic requirements include

- Modern libraries and scientific publications.
- Classrooms and conference rooms.
- Scientific equipment and visual aids.
- Scientific laboratories and technical workshops.
- Financial resources and incentives to publish and apply research.
- Health and leisure facilities.

1.3.5 The educational system:

This is the framework that encompasses all elements of the previous educational process and all its components, from goals and objectives to systems, students, faculty and various personnel in the academic institution, as well as the functional relationships that link these components and the interaction, cooperation and integration between them to achieve the predetermined goals and objectives. The characteristics of the educational system include

- An independent entity with boundaries that distinguish it from the surrounding environment.
- This entity influences and is influenced by the environment as it receives its inputs from the surrounding environment and provides it with trained personnel and services.
- Its elements are interactive, integrated and interdependent, linked by functional relationships.
- It is characterised by flexibility, as it is in constant dialogue and interaction with the environment. (Ali Abdel Rahim, 2014, pp. 27-28)

Therefore, we can say that this system consists of the following elements:

- **Inputs:** This refers to the human and material capabilities necessary for the system to function, and the inputs can be symbolic, human, or material.
- **Activities:** This refers to the mechanism by which inputs are transformed into outputs, and includes everything that happens within the system in terms of management, planning, coordination and decision making, as well as the various interactions between

individuals, between individuals and the system, and between the internal and external environment.

- **Outputs:** These are the variables that have been affected by the system and are the product of the various processes within the system that transform inputs into outputs. Outputs can also be seen as the goal of the system's operation.

- **Feedback:** This refers to the comparison between the results obtained and the objective standards, and represents the control of the system through which deviations and discrepancies between the results obtained and the pre-set standards can be corrected. (Ali Abdel-Rahim, 2014, pp. 27-28)

2.3.6 Elements of university curriculum:

The university curriculum consists of main elements that are integrated with each other, and one is related to the other. These elements are:

Educational goals: These define the purposes and directions of teacher education and govern its plans and curricula, and guide its movements and efforts to meet the hopes and aspirations of society for the coming generation. They are derived from the philosophy of education.

Curriculum experiences: These are a set of information, knowledge, facts, concepts, generalisations, values, attitudes and skills that collectively represent the cognitive, affective and skill-based aspects of learning. They also include the intended objectives, content, teaching methods, accompanying activities, assessment methods and procedures, and feedback mechanisms. It is assumed that the experiences should be authentic and achieve the objectives related to the problems of the society, the tendencies and problems of the students, and should be balanced between breadth and comprehensiveness, capable of evaluation, and characterised by continuity and integration across the grades of the stage. (Al-Bahri, 2013, pp. 297-298).

Every educational system has elements that work to achieve the goals it has set according to the needs of the local community.

Providing the inputs with knowledge and information based on different means, techniques and mechanisms is intended to achieve the stimulation to bring about scientific and practical changes.

The importance of university education: The importance of higher education is emphasised in order to achieve quality in the training of the student in accordance with the requirements of the market in order to reduce his/her unemployment. Therefore, they can be identified as follows:

- The objectives serve as a guide for the professor in the preparation of scientific lessons.

- They inform the student of the expected goal, which helps and facilitates the teaching and learning process.
- They help the teacher to identify the elements of the lesson so that he/she can move more effectively from one element to another during the teaching process.
- The ideas can be used as criteria for choosing the best teaching methods.
- The objectives help to achieve the appropriate pedagogical means.
- They guide the teacher to the optimal method for the evaluation process.
- They guide the teacher to the appropriate content and present it in an easy and quick way.
- Teaching objectives are used to evaluate the teaching process.
- Teaching objectives help to achieve the general objectives of the curriculum.
- Teaching objectives are one of the best means of communication with those involved in the educational process at the university.

2.2.4 The importance of higher education in Algeria:

The mission of higher education is defined in several main areas: education, research and development, and public service. Many writers and educators go further in describing the role of higher education, which can be summarised as follows:

- Education: This means providing learners with educational programmes in various disciplines to prepare and qualify them for life, so that they are able to adapt to the living and working environment and contribute to the development of their communities and humanity as a whole. This mission is at the forefront of higher education's priorities, as its contribution to preparing and equipping future generations for work and participation in overall development is a fundamental element of society's progress and advancement.
- Research and development: Research and development is one of the main functions of higher education, especially at the postgraduate level, and is a fundamental factor in improving and enhancing internal and external efficiency, in addition to being a main tributary of economic and social development and increasing its rates. (Mirizik. pp.118-119).

Community Service: Service to the community is one of the fundamental functions of universities and higher education institutions. Therefore, the role of higher education does not stop at teaching, research and development, but extends to serving the needs of the community through its units, centres, facilities and laboratories, which provide their expertise and contributions to all units and institutions. This is achieved through the advice, research and solutions they provide to the problems faced by the various institutions of society. The pioneering role of higher education in this framework is to

provide its services to the community through universities and other institutions that serve as beacons of enlightenment and thought for society, given the thinkers, creators and researchers they possess. Therefore, higher education contributes to the enlightenment of society by addressing the problems and challenges it faces, proposing appropriate solutions to solve them, and confronting alien phenomena that affect its values and beliefs.

The importance of higher education in serving the community and achieving social development is manifested in the work of educating and training students according to the needs of society, which requires quality in education, i.e. achieving quality in the different specialisations that the university offers to students.

2. Quality in the training of students: In order to achieve quality in the training of students at the Algerian university, in accordance with the requirements of the market, in order to reduce the phenomenon of unemployment, it is necessary to focus on the following points:

2.1 Quality of content: The content assigned to the education and training of the university student is a necessary matter that must be taken into account in his/her teaching according to his/her scientific specialisation. Here are some elements that should be focused on:

2.2 Quality of the university environment:

It refers to everything related to the educational process within the university campus, which is represented in the interaction between the university administration, the academic staff and the students to provide the appropriate academic programmes and educational environment within the university campus. It is the environment that surrounds, influences and is influenced by students. It consists of human and physical components. The human components are represented by the academic, administrative and social aspects, while the material components are represented by the service aspect, such as lecture halls, art studios, libraries, computer labs and university facilities, courtyards and gardens. It refers to the opportunities and facilities available to students within the university campus.

By identifying the university environment and determining its standards, we can focus on the fact that its quality is related to the quality of its constituent elements, according to the theories of education for the prevailing environment in the learning process, which plays a role in clarifying the nature of knowledge. As is well known, the Algerian university studies different specialisations that differ in the nature and type of environment that would achieve quality.

2.3 The importance of the university environment:

The university environment in which the student and the teacher reside plays a key role in the growth and development of both, or vice versa. The stronger and better the components of the university environment, the greater the opportunities for creativity, excellence and productivity. Each element of the university environment plays an important role in this mission. The stronger, more understanding, and more capable the university administration is in managing and facilitating things excellently, the more it contributes to the advancement of both students and teachers. Likewise, the more the teacher himself is given opportunities for growth, development, support, incentives, rewards and assistance in all material and moral aspects, the greater the chance for creativity, excellence and development and, in turn, the greater the excellence of his students. Similarly, the more the students have values, principles and academic and ethical commitment, the more they are capable of production, progress and distinction. In addition, the academic programmes, the more they have a high intellectual level, values, purposefulness and a strong connection to the specialisation for which they are developed, the more they contribute to graduating deeply rooted and capable cadres in all aspects of that specialisation, and able to deal with crises or problems that students or faculty may face in their lives. In addition, the supporting environment, which consists of the (material components), the more it is available in the required standards and specifications, the more it helps the learning process, such as lecture halls equipped with technology that contributes to facilitating the content of the educational material, in addition to the availability of libraries, laboratories, clubs, health facilities, a clean environment, green spaces and dining areas. All this helps to facilitate and develop the teaching and learning process (Al-Hawali, 2009, p. 123).

2.3 Elements and Components of the University Environment:

2.3.1 University Administration: It is the top of the university hierarchy and is responsible for carrying out everything related to the functions of the university, under the supervision of a specific body, which may be a board of trustees or the board of directors of the university's owner. It is characterised by efficiency, effectiveness and the ability to adapt to fulfil its role in reform and development and to establish good working relationships with the supporting and funding agencies (Al-Khatib, 2006, p.).

2.3.2 The Teaching Staff: University faculty members are considered one of the most important inputs of university education, if not the most important, and the elements of quality and sufficiency of university education depend on the quality of its faculty members. The success of educational systems in general depends on the availability of quality teachers, as the teacher of teachers is considered a determinant of the quality of those who perform this task. Therefore, the preparation, level and conditions of the teaching staff in educational institutions are issues that need to be addressed if these institutions are to be effective and successful.

2.3.3 Students: One of the basic responsibilities of the University is to provide students with a variety of educational opportunities so that they can understand the society in which they live, acquire technical and academic competence in the professional field they have chosen, achieve appropriate standards of academic behaviour, and explore the professional and cultural tendencies of students and guide and direct them professionally. One of the fundamental responsibilities of the University is also to provide students with an appropriate educational environment that will help them to develop in a comprehensive and progressive manner and to adapt to their community. This university environment plays a fundamental role in developing students' creativity, discovering their talents and preparing them to become the scientists of the future.

3. Unemployment in Algerian society: The Algerian State has recently sought to adopt a series of policies to reduce the phenomenon of unemployment among various groups in general and among university graduates in particular, in accordance with the provisions of international laws and regulations and the requirements of today's market. It has become necessary to achieve quality in the field of higher education in order to graduate competences that can achieve development in various areas of society. Therefore, these elements will be focused on as follows:

2.1 Types of unemployment: There are a number of types of unemployment in society, which appear according to the development of the fields and structures of society, including:

2.1.1 Frictional unemployment: This is the unemployment that occurs due to the continuous movement of workers between different regions and occupations as a result of changes in the national economy. Qualified unemployed workers have the opportunity to join available job opportunities. It occurs as a result of the lack of complete information for all job seekers and employers and varies according to the time spent by job seekers.

It can occur when a worker moves from one geographical region or area to another, or when, for example, a housewife decides to enter the labour market after completing the period of raising and caring for her children. This unemployment explains the persistent unemployment of some workers despite the availability of suitable job opportunities, such as young people, school and university graduates, etc.

The reasons that lead to the emergence of this type of unemployment can be identified as follows

- Lack of the necessary skills and experience to carry out the available work.
- The difficulty of functional adaptation due to the division of labour and precise specialisation.
- The constant change in the business environment and in the different occupations, which requires the acquisition of diverse and constantly renewed skills. (Gharbi 2002.65)

2.1.2 Structural unemployment:

This type of unemployment is partial, i.e. it is limited to a specific production or industrial sector and does not represent a general state of unemployment in the economy. This type of unemployment can be widespread and spread over several regions within a country. Structural unemployment arises as a result of the economic changes that occur from time to time in the structure of the economy, such as the discovery of new resources or more efficient means of production, the emergence of new goods that replace old ones (Economic and Social Council, 2001, 24).

Structural unemployment is defined as unemployment resulting from the difference and mismatch between the structure of the allocation of labour and the structure of demand for labour. It is associated with the replacement of the human element by the machine, which results in the redundancy of a large number of workers. It also occurs due to changes in the labour force, such as the entry of large numbers of adolescents and young people into the labour market (Economic and Social Council, 2007, p. 39).

The advanced industrialised countries have experienced a new type of structural unemployment due to the effects of the new global system, the pace of which has been accelerated by the activities of multinational corporations, which have relocated many of their industries to developing countries because of the higher profit rates in the latter. This transition has deprived many workers employed in these countries of their jobs, leading to long-term structural unemployment (Conseil national, 2006, p. 37).

3.1.2 Cyclical or seasonal unemployment:

This type of unemployment arises as a result of stagnation in the labour sector and the inadequacy of overall demand for labour. It can also be caused by fluctuations in the economic cycle. Its appearance is explained by the inability of total demand to absorb or purchase the available production, leading to the emergence of recessionary gaps in the economy affected by the phenomenon.

Seasonal unemployment is equal to the difference between the actual number of workers and their expected number at the available level of production. If seasonal unemployment is zero, this means that the number of vacancies during the period is equal to the number of unemployed. (Conseil national, 2006, p. 35)

Seasonal unemployment is also considered to be compulsory, as in this case the unemployed are willing to work at the prevailing wage, but have not found a job.

The level of employment and utilisation fluctuates with the fluctuations of economic or seasonal cycles between contraction and expansion - employment increases during the expansion period and decreases during the recession period, and this is what is meant by cyclical unemployment.

2. Other classifications of unemployment:

pg. 270 **Khelifa mahadjoubi Fethia**

Algerian University Outputs And The

Phenomenon Of Unemployment: What Is The Relationship?

In addition to the types of unemployment identified, researchers in the field of macroeconomics add other classifications of unemployment, which can be explained as follows:

2.1 Voluntary unemployment, compulsory unemployment: Voluntary unemployment is the case when a person leaves his job voluntarily for certain reasons, while compulsory unemployment is the case when the worker is forced to leave his job, i.e. against his will, although he is willing and able to work at the prevailing wage rate. Forced unemployment can be structural or frictional.

2.2 Covert and overt unemployment: Covert unemployment occurs when the number of workers exceeds the real demand for labour, i.e. there is a surplus of labour which produces almost nothing, since if it were withdrawn from the workplace, the volume of production would not decrease. Open unemployment, on the other hand, means that there are a number of people who are able and willing to work at a given wage level, but who cannot find work and are therefore completely unemployed. Open unemployment can be frictional or cyclical (Economic and Social Council, 2005, p. 119).

Seasonal unemployment and poverty-related unemployment require certain sectors of the economy to employ large numbers of workers during certain seasons, such as agriculture, tourism and construction. At the end of the season, activity in these sectors ceases and workers in these sectors are laid off, which is called seasonal unemployment. This type of unemployment is very similar to cyclical unemployment, the only difference being that seasonal unemployment is short term.

As for poverty-related unemployment, it is that which results from a distortion in development and is particularly prevalent in countries under economic pressure.

Natural unemployment includes both structural and frictional unemployment, and at full employment the demand for labour is equal to its supply, i.e. the number of job seekers is equal to the number of available or vacant jobs. Those who are in a state of structural or frictional unemployment need time to find suitable employment.

Accordingly, the natural rate of unemployment prevails only when there is full employment. When the economy deviates from full employment, the prevailing unemployment rate is higher or lower than the natural rate of unemployment. In other words, when the economy is in a state of prosperity, the prevailing unemployment rate is lower than the natural rate of unemployment, whereas in a state of recession, the prevailing unemployment rate is higher than the natural rate of unemployment.

7.2 The evolution of unemployment in Algerian society:

Unemployment rates in Algeria have changed according to various conditions related to the national economy on the one hand and the policies pursued by governments on the other. In the post-independence period, Algeria experienced widespread structural

unemployment due to the unskilled nature of the labour force. With the onset of rural-urban migration, the unemployment problem worsened significantly, with lasting effects on the labour market. The following table illustrates the evolution of unemployment rates in Algeria.

From the table: The evolution of unemployment rates in Algeria over the period 1966-2014.

Years	Employment Rate	Years	Employment Rate	Years	Employment Rate
1966	32.9	1992	23.8	2004	17.7
1977	22	1993	23.15	2005	15.3
1982	16.3	1994	24.36	2006	12.3
1983	13.1	1995	28.1	2007	12.4
1984	8.7	1996	27.99	2008	11.3
1985	9.7	1997	26.41	2009	10.2
1986	15.55	1998	28.2	2010	10
1987	21.4	1999	29.29	2011	10
1988	19.95	2000	28.89	2012	11
1989	18.5	2001	27.3	2013	9.8
1990	19.7	2002	25.51	2014	9.5
1991	21.1	2003	23.72		

Source: National Institute of Statistics data

From the previous table, we can see that the unemployment rate in Algeria has been unstable, following several economic and political stages that Algeria has gone through since independence. (Jeddai, 2016, p. 170)

8. Causes of unemployment among university graduates:

The causes related to the characteristics of education are represented in the mismatch between the results of education and the needs of the local labour market, where we find a decline and limited level of skills and abilities of graduates that do not meet the needs of the local market, especially in the private sector. This is due to the limited financial capacity of these institutions or the lack of funds that, if available, would help educational institutions to implement training programmes for university graduates during their

studies or after graduation. In addition to the weak coordination relations between these institutions and international and even Arab educational institutions in order to exchange different experiences and knowledge that would provide a greater opportunity for students to learn and train. These reasons can be explained by the following points (Randa, 2016, p. 90):

1. The rapid and unplanned expansion of higher education.
2. The low degree of matching between the outputs of higher education and the needs of the labour market in terms of quantity and quality.
3. The reliance of higher education on imprecise methods of student selection and on traditional methods of teaching, training and assessment.
4. The lack of reliance of higher education planners on a clear vision of the future needs of the labour market for human resources.
5. The weakness of academic and vocational guidance and counselling programmes in higher education.
6. The general tendency towards academic education and the reluctance to move towards vocational education, where there is a tendency in the number of those engaged in academic education and humanities colleges, especially the colleges of literature, social sciences and political sciences.
7. The random distribution of university graduates in channels that are not related to their specialisations or what they have studied, which is contrary to the so-called policy of putting the right person in the right place, as they say, which is the result of misunderstanding or poor planning, or the lack of work aids or the lack of projects that employ them.

9. Mechanisms for reducing unemployment among university graduates:

There is no doubt that the domestic market in Algeria is linked to the foreign market, and therefore we observe that the domestic market experiences several shocks and crises in the event of global economic crises. On this basis, foreign direct investment is one of the most important sources for mitigating the severity of unemployment. For Algeria, “recourse to foreign direct investment is advantageous because it promotes the transfer of advanced technology, which creates export opportunities and contributes to reducing the balance of payments deficit through the use of available material and human resources”. FDI also affects the use of new areas in production, management and marketing, as well as the creation of backward and forward linkages with various productive and service sectors of the economy, and all of this results in the achievement of economic progress and stability for the host country, despite some negative effects that appear in practice. (Zagdar, 2004, p. 166)

For this to happen, Algeria must provide all the facilities for foreigners to invest in Algeria. Investment in Algeria brings in foreign capital and employs the unemployed, and foreign direct investment in Algeria also brings experience, successful business models and modern means of industrialisation and economic production. From another point of view, however, we see that many foreign companies have left the country due to the lack of a favourable investment climate.

The objective must be to create employment opportunities by stimulating and attracting investment, and the main pillars must be worked on to provide permanent employment opportunities, after temporary employment has become the basis of economic policy for many reasons, which can be mentioned as follows:

- Small and medium-sized enterprises must be widely spread and expanded.
- Family activities must be valued and encouraged in the form of small businesses.
- The need to revive investment, the engine of growth and creator of jobs.
- Promoting partnership, foreign investment and its promotion. (Hakimi, 2023, p.32).

There is no way for Algeria to achieve economic recovery except by adopting an economic policy that supports, motivates and cares for employment, because with work all aspirations are realised and with employment sustainable development is achieved. This requires the creation of a positive partnership between the public and private sectors, making the latter the real engine of the country's development. The role of the state is not to take over everything, but to provide guidance, control, facilitate services and support the movement of the economic market. It is the private sector that absorbs Algeria's skilled labour force and, through its organisation, rationalisation and guidance, creates a competitive and strong local and global market.

10. Conclusion:

To reduce the problem of unemployment in Algeria, a comprehensive, scientifically and methodologically sound public reform must be created by specialists and experienced individuals with a clear purpose. This requires the existence of a conducive political climate that encourages work and is attentive to the national workforce graduating from our university institutions.

There should also be a transparent economic environment based on economic institutions that interact with each other to build the economy and compete with foreign companies. One of the most important points to be implemented is the establishment of a partnership between the public and private sectors to employ skilled labour, because the era of globalisation is the era of establishing a partnership between the public and private sectors.

None of us can deny the presence of thousands of Algerian researchers abroad, for no other reason than that they have not found work in the country, and they have expressed in the programmes of many foreign and national media, as well as in specialised reports on migration, that if the general climate in the homeland is appropriate, they will return and invest their energies in our country and not in capitalist foreign countries, material and selfish, because the Algerian person remains a stranger in the lands of others, even if he works there all his life.

Some of the proposals that we consider to be highly appropriate and hope will be taken into consideration are: the need to provide jobs for university graduates after they graduate.

The need to provide university graduates with jobs after they graduate, the need to rehabilitate and train the unemployed in accordance with the needs of the labour market, and the need to provide students with scientific expertise before they graduate, through practical training that helps them prepare for work and also gain professional experience, and the need to work on developing their mental abilities and skills. Therefore, higher education should not be education for education's sake, but within a comprehensive development framework, so that it is in line with the country's needs and plans for the labour force.

The main recommendations:

- The need to provide graduates with jobs after graduation.
- Provide them with job opportunities to establish their identity.
- To rehabilitate and train the unemployed according to the needs of the labour market.
- To keep them hopeful and continue their search for employment.
- To develop their mental skills and potential.

List of Sources and References:

1. -Abdel Jawad Moustafa Khalaf, (2009), Sociology of Population, 1st edition, Amman: Dar Al-Maseera for Publishing, Distribution and Printing.
2. -Nasser Qasimi, (2011), Glossary of Organisational Sociology and Labour Terms, Algeria: Office of University Publications, Ben Aknoun.
3. -Morsi Mohammad Mounir, (2002), Modern Trends in Contemporary University Education, Cairo: The World of Books.
4. - (1986), The Munjid in Language and Media, 21st edition, Beirut, Lebanon: Dar Al-Mashreq.
5. -Bouasha Mohammad (2000), The Crisis of Higher Education in Algeria and the Arab World, Beirut: Dar Al-Jibel.

6. -Al-Baradei Wafa Mohammad, (2002), The Role of the University in Confronting Intellectual Extremism, Alexandria: University Knowledge House.
7. -Mohammad Hassan Ghanem, (2008), Contemporary Youth and Their Crisis, Cairo: The Arab Book House.
8. -Rabeh Turki, (1990), Principles of Education and Teaching, 1st edition, Algeria: Office of University Publications.
9. -Mohammad bin Abdullah Al-Bari', (1993), Mohammad bin Ibrahim Al-Twijri, Dictionary of Administrative Terms, 1st edition, Riyadh: Al-Obeikan Library.
10. -Ibrahim Anis et al, (2004), The Intermediate Dictionary, 4th edition, Cairo: The International Shurooq Library.
11. -Suhailah Muhsin Kadhim Al-Fatlawi, Behaviour Modification in Teaching, 1st edition, Jordan: Dar Al-Shurooq for Publishing and Distribution, 2005.
12. -The Economic and Social Council, (2002), Facing Globalisation is a Necessity for Weak Countries, Algeria.
13. -The Economic and Social Council, (2005), The Economic and Social Situation, for the first half of 2004, Algeria.
14. -The Economic and Social Council, (2007), The Economic and Social Situation, for the first half of 2006, Algeria.
15. -Touhami Ibrahim, et al. (2004), Globalisation and the Informal Economy, Algeria: Laboratory of Man and the City, Mentouri University, Constantine.
16. -Gherbi Ali, (2002), Globalisation of Poverty, Study Day entitled: Contemporary Challenges, Algeria: University of Constantine.
17. -Mahmoud, Yasser Mohamed Gadallah, (2006), Globalisation and Poverty in Egypt, International Forum: Globalisation Issues and Their Impact on Developing Countries, The Egyptian Association for Political Economy, Statistics and Legislation, Cairo.
18. -Mousa Jedidia, (2016), An analytical study of the evolution of unemployment in Algeria, Algeria: Martyrs University Hamma Lakhdar, El Oued.
19. -Chaoui Randa, (2015-2016), The reality of employment contracts for university graduates, Master's thesis, Faculty of Humanities and Social Sciences, Department of Sociology, Algeria: Mohamed Lamine Debaghine Sétif University 02.
20. -Belaarbi Asma, (2013-2014), The Reality of the Integration Policy for Algerian University Graduates, to obtain a Master's degree in Sociology, specialisation in Sociology of Organisation, Algeria: University of Mohamed Khider Biskra.
21. -Al-Hawli, Elian. (2009). Evaluating the quality of the university environment from the perspective of graduates of the Islamic University of Gaza, Al-Quds Open University Journal for Research and Studies, Issue 17,1.
22. -Al-Khatib, Ahmad. (2006). University Administration, The World of Books, Irbid, Jordan.
23. -Bouhafis Hakimi, (20/01/2023), Employment and Unemployment in Algeria: Between the Challenge of Reform and Future Prospects, accessed at:
24. <https://ketabonline.com/ar/books/105045/read?part=1&page=2&index=3394603>

25. -National Economic and Social Council in collaboration with the United Nations Development Programme, National Report on Human Development, Algiers, 2006.