

Appraisal of Algerian educational indicators towards social programs
“An analytical study during the period (2000-2010)”

تقييم السياسات الاجتماعية من خلال المؤشرات التعليمية في الجزائر "دراسة تحليلية للفترة (2000-2010)"

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Abstract:

Through an extensive theoretical presentation of both social policies and educational indicators, in addition to a detailed examination of educational indicators in Algeria from 2000 to 2010 using the method of ready-made data analysis, this study seeks to determine the relationship between educational indicators and social policy. The correlation between cost and value is eventually determined by the use of data through statistical records and official reports produced by economic, governmental, and educational entities in Algeria, alongside this method of evaluation through social indicators. For successful social policies and an effective educational system, it is necessary to understand the link between resource consumption and indicator outcomes from 2000 to 2010.

Keywords: Social Policy; Education Indicators; Development of educational indicators.

ملخص:

تهدف هذه الدراسة إلى التعرف على العلاقة بين المؤشرات التعليمية والسياسة الاجتماعية من خلال عرض نظري شامل لكل من السياسات الاجتماعية والمؤشرات التعليمية، وتحليل المؤشرات التعليمية في الجزائر من سنة 2000 إلى سنة 2010 باستخدام طريقة تحليل البيانات الجاهزة وهي: تتمثل في استخدام البيانات التي توفرها السجلات الإحصائية والتقارير الرسمية الصادرة عن المؤسسات الاقتصادية، الحكومية والتعليمية في الجزائر، وهذا النهج من التقييم من خلال المؤشرات الاجتماعية يؤدي في النهاية إلى تحديد العلاقة بين التكلفة والعائد، ومعرفة العلاقة بين استخدام الموارد ونتائج المؤشرات من سنة 2000 إلى غاية سنة 2010 لتطوير السياسات الاجتماعية ونظام التعليم للوصول لتحقيق تنمية شاملة ومستدامة.

الكلمات المفتاحية: سياسة اجتماعية، مؤشرات تعليمية، تطور المؤشرات التعليمية.

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Introduction:

Modern government is based on a social contract between citizens and the state in which rights and duties are agreed to by all to further the common interest. Citizens lend their support to a government through taxes and efforts to a country's good; in return, governments acquire legitimacy by protecting the people's rights and through public policies that benefit all. However, policy making is often captured by powerful groups and elites, making government policies biased and unaccountable to the majority of citizens. With half the world's population living below the two-dollar-a-day poverty line, ineffective social policies can be the spark for state breakdown. Lack of opportunity, authoritarian rule, gross inequity, exclusion and deprivation-all increase the likelihood of a state's de-legitimization and withdrawal of its citizens support, leading to social disintegration, conflict, and violence. Social policy is an instrument applied by governments to regulate and supplement market institutions and social structures. Social policy is often defined as social services such as education, health, employment, and social security. However, social policy is also about redistribution, protection and social justice. Social policy is about bringing people into the centre of policy-making, not by providing residual welfare, but by mainstreaming their needs and voice across sectors, generating stability and social cohesion. Social policy is also instrumental in that governments use it pragmatically to secure the political support of citizens, and to promote positive economic outcomes by enhancing human capital and productive employment. Social policies can also create a virtuous circle linking human capital and productive employment. Social policies can also create a virtuous circle linking human and economic development that, in the long run, will benefit everybody by boosting domestic demand and creating stable cohesive societies, (Ortiz, 2007, p. 107). Therefore, the following problem arises: **How do educational indicators evaluate social Policy?**

I- In order to answer this problem, the following sub-questions were raised:

- What is the concept of social policies and education system?
- What is the assessment of education indicators in Algeria from the period (2000- 2010)?
- What is the Relationship between educational indicators and social Policy?

I-2- The aim and plan of the study:

This study aims to know the relationship between educational indicators and social policy through a comprehensive theoretical presentation of each of social policies, educational indicators and an analysis of educational indicators in Algeria from 2000 to 2010, using the ready-made data analysis method, which is represented in the use of data provided by statistical records. And the official reports issued by economic, governmental and educational institutions in Algeria, and this approach of evaluation through social indicators ultimately leads to determining the relationship between cost and return, and knowing the relationship between the use of resources and the results of indicators from 2000 to 2010 to develop social policies and the education system to reach comprehensive and sustainable development. According to the following main axes:

- The first axis: the theoretical framework and previous studies.
- The second axis: The analytical study of the indicators of the Algerian educational system from (2000- 2010).
- The third axis: The Relationship of social Policy to education.

The first axis: the theoretical framework and previous studies.

- Previous research and studies:

1. A study entitled social policy, edited by Isabel Ortiz, in United Nations department for economic and social affairs (UNDESA), New York, June 2007, copyright United Nations DESA. This study provided comprehensive and complete theoretical evidence on social policies, starting from social diagnosis, financing and implementing social policies, ensuring participation and political sustainability, speed matters: long-term policies and short-term high impact, eliminating fees and promoting universal free primary education and importance of secondary and tertiary education. Global and regional social policies and it is a wonderful and valuable study and dimensions.(Ortiz, 2007).

2. A study entitled education policy, process, themes and impact, edited by Les Bell and Howard Stevenson, first published 2006 by Routledge. This study talked about policy and education, investigating the sites of policy development, educational policy and human capital education policy, citizenship and social justice accountability, autonomy and choice, and the impact of educational policy, examples are also provided reconciling equity and economy: a case-study of educational action zones in England.(Les.Bell, 2006).

3. A study entitled an introduction to the policy process: theories, concepts, and models of public policy making. Edited by Thomas A.Birkland fourth edition published 2016 by Routledge. This study dealt with introducing the policy process, policies and policy types, decision making and policy analysis, elements of the policy making system, official actors and their roles in public policy, policy design and policy tools, down to policy implementation, failure and learning.(Birkland, 2016).

4. A study entitled welfare states: construction, deconstruction, reconstruction. Edited by Stephan Leibfried and Steffen Mau, and published by Massachusetts,U.S.A, 2008.This study provided valuable insights about state building and welfare state formation, and what drives welfare state development ?welfare state regimes and typologies and how the welfare state goes international, and I benefited greatly from the way he presented the topic.(Mau, 2008).

- What do we mean by social policy?

Policy can be taken to refer to the principles that govern action directed towards given ends.

The concept denotes action about means as well as ends it, therefore, implies changes: changing situations, systems, practices, behaviour and here we should notice that the concept of policy is only meaningful if we apply these changes (society, a group, or an organization).

Policy is used here in an action-oriented and problem-oriented sense.

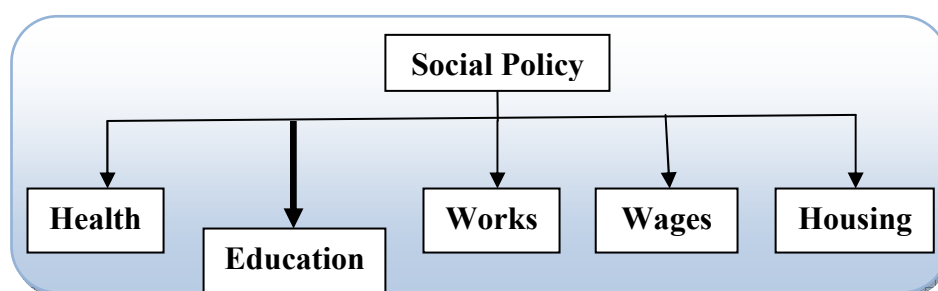
The collective « we » is used to refer to the actions of government in expressing the « general will » the greatest semantic difficulty arises, inevitably, with the word « social », (Richard.M.Titmuss, 1974, pp. 138,139).

The « social turn » is a combination of shifts in ideas and policies that has reasserted social issues in development.

Social policy is at crossroads, in between palliative interventions targeted at the most vulnerable, and bolder transformative policies. », (Ban.Ki.Moon, 2016, pp. 35,36).

Social policy has many areas and units like: health, education, works, wages, housing...etc), and what interests us most in this study is social policy and the field of education and the following figure shows that.

Figure n°1: Subunits and areas of social policy.



- Prepared By the Researcher.

Education is a process that begins at birth and continues until the end of life. The early stage of life is very crucial since this period affects the following process. However; we are not able to totally control the early stage because children remain under the care of their families until they begin attending school. Even if children study in school, many factors such as friends in and out of the school affect their educational process.

The educational system focuses on children from pre-school until graduate education. Educational gains mainly shift from public to individual gains as they attend a higher level of school each year, which is why education is compulsory in the first 10 or 12 years for children. Otherwise, greater and more costly social problems would occur if we could not educate them to be good citizens:

1. Durkheim (1956): states that « education is the influence exercised by adult generations on those that are not yet ready for social life », in other words, the primary objective of education is to help children develop intellectual skills and improve their physical capabilities. Additionally, they should be motivated at school to acquire the moral values that are demanded by political society, because society may suffer some social problems and pay more to fix them if we do not help children achieve these objectives.

2. Dewey (1897): believes that education functions properly when there is a relationship between the individual and the environment, and that the purpose of education is to live for today, not to prepare students for future living. Thus firstly, moral training should be offered and schools should serve « as a form of community ». Additionally, education is not a part of life and it should be regarded as « a continuing reconstruction of experience ». If children gain experiences at school, then they may be able to learn about real life and become prepared for the future. Therefore, « what kind of experiences will they gain? », and « how should we help them acquire these experiences? » are the questions that should be answered. Specialists study curricula in terms of grades and subjects in order to help children develop the expected behaviors to have a better society.

3. Moore (2010): Explains: education in relation to the commitment by society to have a desirable type of individual and the expected values. Thus children may have some expected characteristics,

attitudes, knowledge and skills that society would like to see. The author states that an educated man should have the desired intellectual abilities and at the same time should be very sensitive about moral matters, mathematical efficiencies and have a scientific vision and a historical and geographical perspective. When we look at society, it seems that the educational system has not been successful in training the expected educated man.

4. Russell (1926): explains that: education should provide children with a guide to allow them to develop their capabilities and skills. An education system should offer children, be they boys or girls, the opportunity to receive the highest level of education.

5. Durkheim (1956): underlines that the focus and primary function of education is to prepare children for their roles as workers and members of a larger society and identifies the purpose of education as the shaping of the social being.(Hasan.Arslan, 2018, pp. 1,2,3.).

Education is closely linked to virtually all dimensions of human-development, economic and social. An educated, technically skilled workforce is critical for long-term economic growth. Expanding girls 'education has positive effects on fertility, infant mortality, and nutrition and enrolment rates of the next generation.

Education is also a key factor in improving governance, as education empowers people, allowing them to develop critical thinking and life skills. Education comprises:

- Early child development (ECD) to ensure the balanced psycho motive development of the child through basic nutrition, preventive health, and educational programs.
- Primary education.
- Secondary education.
- Higher education.
- Vocational and technical education and training (TVET).
- Non-formal education and adult programs.
- Special education for persons with intellectual or psycho-social disabilities.(Ortiz, 2007, p. 46)

II-The second axis: The analytical study of the indicators of the Algerian educational system from (2000- 2010):

We will conduct a statistical study based on the descriptive analytical method, where we will analyze the various physical and human educational indicators such as (structures like: schools, secondary schools, restaurants, libraries...etc.), and human resources like (pupils and students, teachers, and professors, scientific research and the extent of the state's contribution to finance the national education and education higher sectors and all this during for the period (2000-2010).

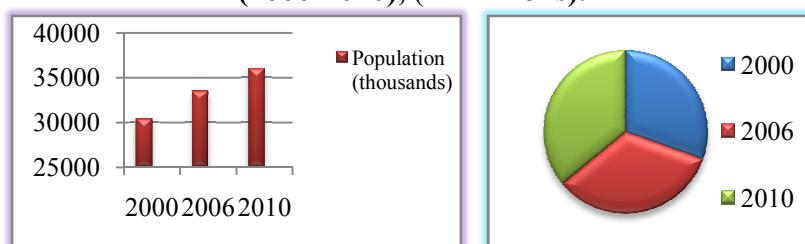
Table n°1: Evolution of the total resident population and natural increase for the period (2000-2010), (in millions).

Years	2000	2006	2010
Population (millions)	30386	33481	35978
Natural increase (in millions)	434	595	731
T.A.N. (in %)	1,43	1,78	2,03

Source: Algerian Demography-2000-n° 326, P01.

Algerian Demography-2010-n^o 575, P01.

Figure n^o2: Evolution of the total resident population and natural increase for the period (2000-2010), (in millions).



Prepared by the researcher based on the data of the above table n^o 1.

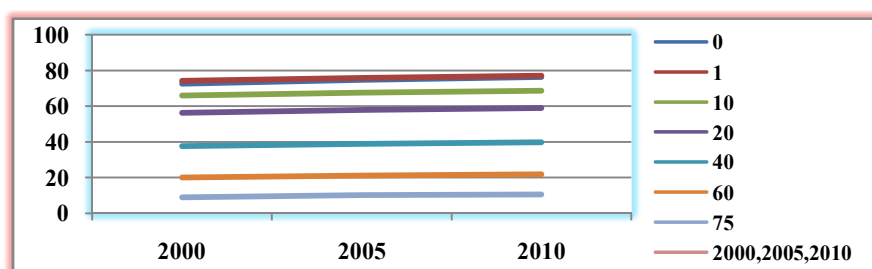
According to data on Algerian Demography-2000-n^o 326, the demographic scenario in the year 2000 is primarily defined by the ongoing fall in live births and an apparent increase in marriages. On January 1, 2001, it was anticipated that there were approximately 30.6 million people inhabiting Algeria. This population grew by 434,408, which corresponds to a natural increase rate of 1,43% in 2000 as compared with 1,46% in 1999. The nation's total resident population was predicted to reach 36.0 million as of July 1, 2010, and natural growth just crossed the 2% limit, a level that was last reached in the latter half of the nineties. The increase is estimated to touch 731,000 more people in totality. As examined to the population during the country's independent years, which was estimated to be greater than ten million until it became due to the country's increasing social and economic conditions after independence, approximately 30 million in the year 2000.

Table n^o2: Evolution of Life Expectancies at Specific Ages (In Years) for the period (2000-2010), (in years).

Age \ The years	2000	2005	2010	Age \ The years	2000	2005	2010
0	72,5	74,6	76,3	40	37,6	38,9	39,8
1	74,2	75,9	77,1	60	20,0	21,2	21,9
10	65,9	67,5	68,6	75	9,0	10,2	10,6
20	56,3	57,8	58,9				

Source: Algerian Demography-2010-n^o 575, P 06.

Figure n^o3: Evolution of Life Expectancies at Specific Ages (In Years) for the period (2000-2010), (in years).



Prepared by the researcher based on the data of the above table n^o 2.

Through the table above demonstrates how life expectancy grew and improved according to various ages during 2000 and 2010. For instance, the proportion grew by 3.8% in the postmenopausal age group between 2000 and 2010. For a variety of reasons, including the advancement of health care and the beginning of restoring the political, social, and economic stability of the country, this possessed a positive impact on the population in Algeria. The rate of improvement and increase at an average age of 20 years reached 2.6% in the period (2000-2010), while at the age of 60 years and over, the rate of increase in life expectancy ranged between 1, 6% and 1, 9% in this period (2000-2010).

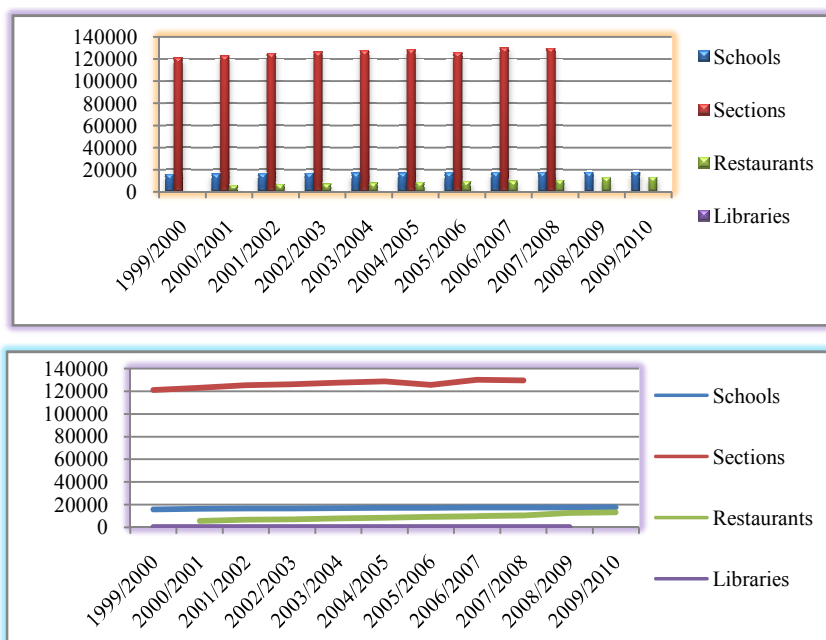
Table n°3: The Development in the Primary Phase Facilities for the period (2000-2010).

The Years	Schools	Sections	Restaurants	Libraries
2000/1999	15729	121015	n.a	292
2001/2000	16186	122867	5608	285
2002/2001	16482	125137	6665	276
2003/2002	16714	126125	7082	267
2004/2003	16899	127473	7950	256
2005/2004	17041	128549	8422	245
2006/2005	17163	125567	9254	235
2007/2006	17357	130047	9802	226
2008/2007	17429	129618	10364	185
2009/2008	17552	n.a	12784	187
2010/2009	17730	n.a	13289	n.a

Source: Ministry Of National Education in Algeria.

n.a: not available.

Figure n°4: The Development in the Primary Phase Facilities for the period (2000-2010).



Prepared by the researcher based on the data of the above table n° 3.

There was significant growth of the school, departments, school canteens, and studying libraries. From 15729 school years (1999–2000) to 17730 school years (2009–2010), or more than 2000 schools, primary schools increased. There were additionally more departments and

classrooms. From 121015 sections yearly in 1999–2000 to 129618 sections annual in 2007–2008, a roughly 9000 section increase. The period included an enormous boost in school nutrition, leading to the number to rise considerably from the year's limit of 13289, from 5608 sections in 2000–2001. 7681 restaurants, or more than 57%, were operational from 2009 to 2010.

When referring to school libraries, they dropped from being estimated at 292 in the years 1999–2000 to 187 in the years 2008–2009 for a variety of reasons, including:

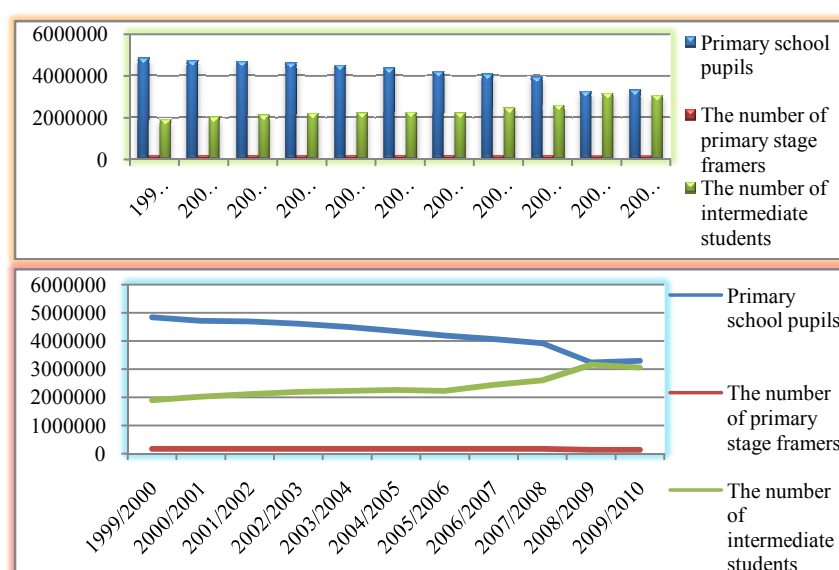
- Technological advancement, which was reflected in television programs and educational channels.
- The accessibility of laptops and PCs.
- The ability to easily oversee numerous forms of social communication via remote training, which released new potential for the future like paperless and digital libraries.

Table n°4: Evolution of the number of pupils and teachers in primary education for the period (2000-2010).

The years	Primary school pupils	The number of primary stage framers	The number of intermediate students
2000/1999	4843313	170562	1895751
2001/2000	4720950	169559	2015370
2002/2001	4691870	170039	2116087
2003/2002	4612574	167529	2186338
2004/2003	4507703	170031	2221795
2005/2004	4361744	171471	2256232
2006/2005	4196580	171402	2221328
2007/2006	4078954	170207	2443177
2008/2007	3931874	168962	2595748
2009/2008	3247258	142332	3158117
2010/2009	3309212	143397	3052953

Source: Ministry Of National Education in Algeria.

Figure n°5: Evolution of the number of pupils and teachers in primary education for the period (2000-2010).



Prepared by the researcher based on the data of the above table n° 4.

From 4.843.313 pupils throughout the span of time (1999-2000) through 3.309.212 learners in the period (2009-2010), the number of elementary school pupils increased. Births and population increase during this time may be responsible for this diminution. Furthermore, to the decrease in middle school pupils and primary school enrollment during this time, there is also a fall in the number of middle school instructors. In elementary education, there were approximately 170.562 supervisors in the years 1999–2000. Through the years 2009–2010, there were 143.397.

The number of learners enrolled in intermediate education increased significantly, rising from 1.895.751 in the year (1999-2000) to 3.052.953 in the year (2009-2010), an increase of almost 1.157.202 pupils, which is an enormous growth.

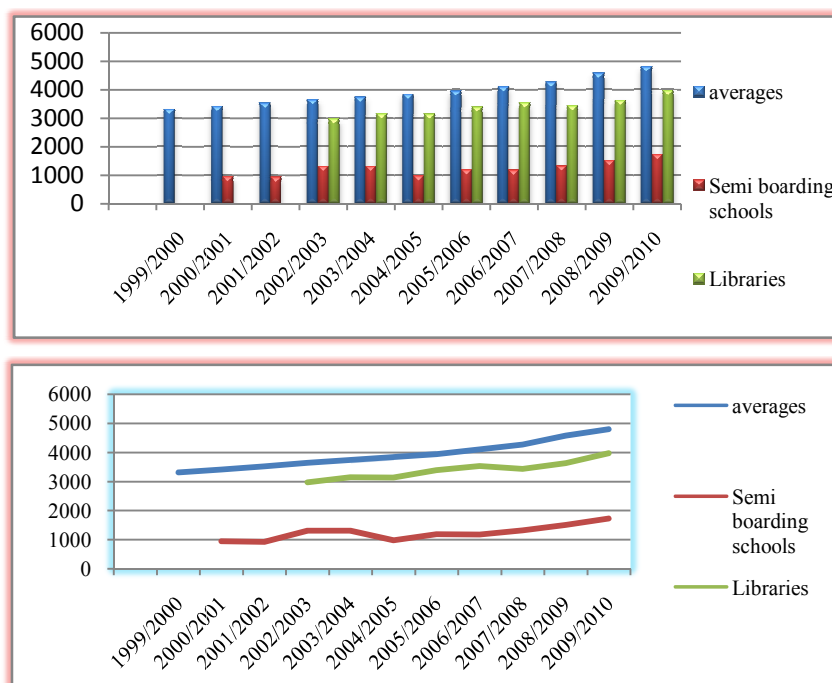
Table n°5: The development of intermediate education facilities for the period (2000-2010).

The years	averages	Semi boarding schools	libraries
2000/1999	3315	n.a	n.a
2001/2000	3414	949	n.a
2002/2001	3526	924	n.a
2003/2002	3650	1307	2972
2004/2003	3740	1306	3149
2005/2004	3844	978	3139
2006/2005	3947	1191	3389
2007/2006	4104	1172	3534
2008/2007	4272	1324	3432
2009/2008	4579	1513	3632
2010/2009	4801	1728	3977

Source: Ministry Of National Education in Algeria.

n.a: not available.

Figure n°6: The development of intermediate education facilities for the period (2000-2010).



Prepared by the researcher based on the data of the above table n° 5.

Almost 1500 additional primary or middle schools have been established between 1999–2000 and 2009–2010, bringing the total number of intermediate schools from 3315 to 4801. From 949 semi-boarding schools in (2000-2001) to 1728 semi-boarding schools in (2009-2010), the number of semi-boarding schools similarly is an excellent contribution, one that provides value, and one that the Algerian government can be proud of since it supported girls' education and gender equality by giving them access to housing, meals, and overnight stays. Between 2002 and 2003, there were 2972 years of intermediate libraries; between 2009 and 2010, there were 3977 automated years. For learners at this time, it is a vital and considerable boost.

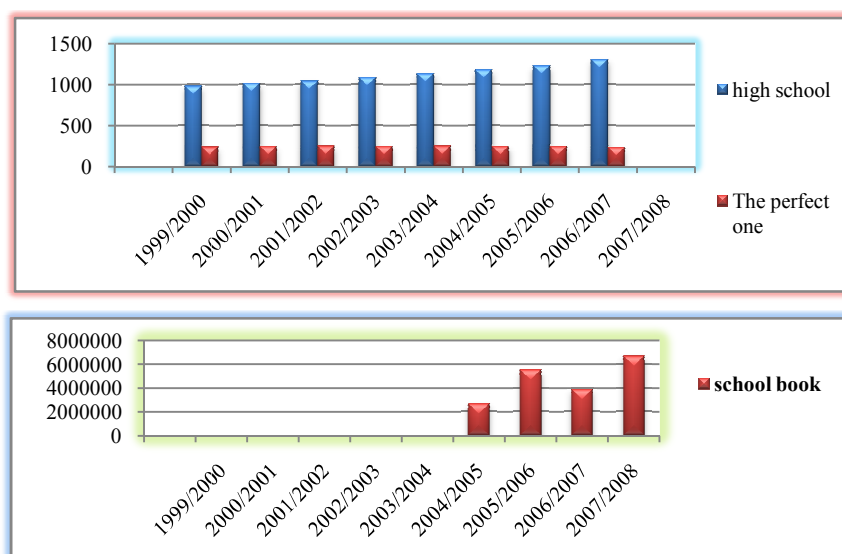
Table n°6: The development of secondary education facilities for the period (2000-2010).

The years	High school	The perfect one	School book
2000/1999	981	237	n.a
2001/2000	1013	246	n.a
2002/2001	1040	249	n.a
2003/2002	1084	246	n.a
2004/2003	1133	248	n.a
2005/2004	1179	244	2697759
2006/2005	1229	244	5540385
2007/2006	1304	234	3915528
2008/2007	n.a	n.a	6713590

Source: Ministry Of National Education in Algeria.

n.a: not available.

Figure n°7: The development of secondary education facilities for the period (2000-2010).



Prepared by the researcher based on the data of the above table n° 6.

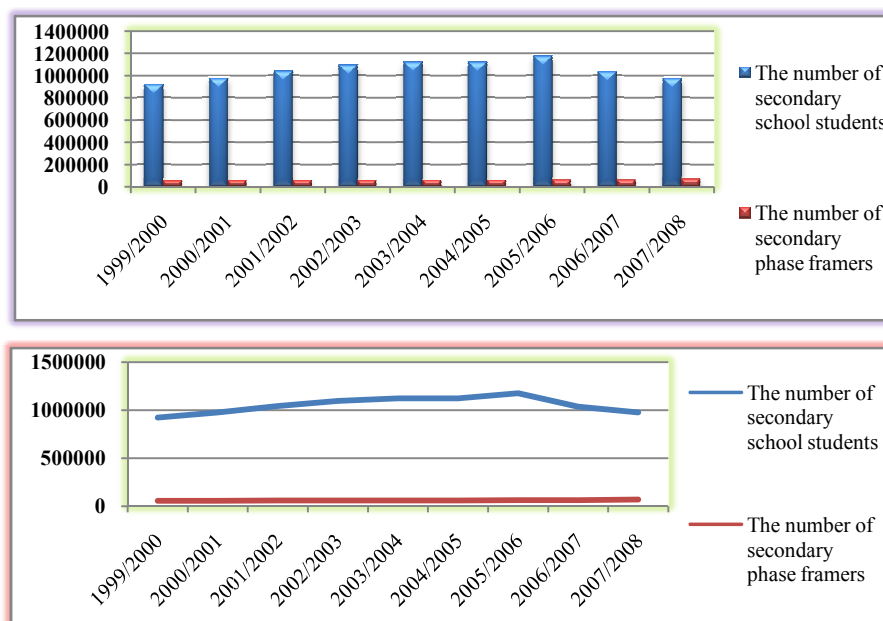
As for secondary schools, they have experienced a notable rise as well. In the years 1999–2000, it was projected that there were 981 secondary schools; by 2006–2007, there were 1304 secondary schools. They migrated from 237 high schools over the year (1999-2000), despite higher schools seeing a minor rise. Regarding the course book, it also saw a rise when it was estimated at: 2697759 year books (2004-2005) to reach 6713590 year books (2007-2008), which is a large increase. It was estimated at 249 high school years (2001-2002) and declined somewhat to reach 234 high school years (2006-2007).

Table n°7: Evolution of the number of students and teachers of secondary education for the period (2000-2010).

The years	The number of secondary school students	The number of secondary phase framers
2000/1999	921959	54761
2001/2000	975862	55588
2002/2001	1041047	57274
2003/2002	1095730	57747
2004/2003	1122395	59177
2005/2004	1123123	60185
2006/2005	1175731	62330
2007/2006	1035863	62642
2008/2007	974748	69459

Source: Ministry Of National Education in Algeria.

Figure n°8: Evolution of the number of students and teachers of secondary education for the period (2000-2010).



Prepared by the researcher based on the data of the above table n° 7.

In the year (2005-2006), which is the greatest number throughout the time of our survey, there were 1.175.731 secondary school pupils, up from 921.959 students in (1999-2000). Moreover, a supervisory year (1999–2000) was added to achieve 69459 professor years (2007–2008). It is a worthwhile boost that displays the state's commitment for this sector.

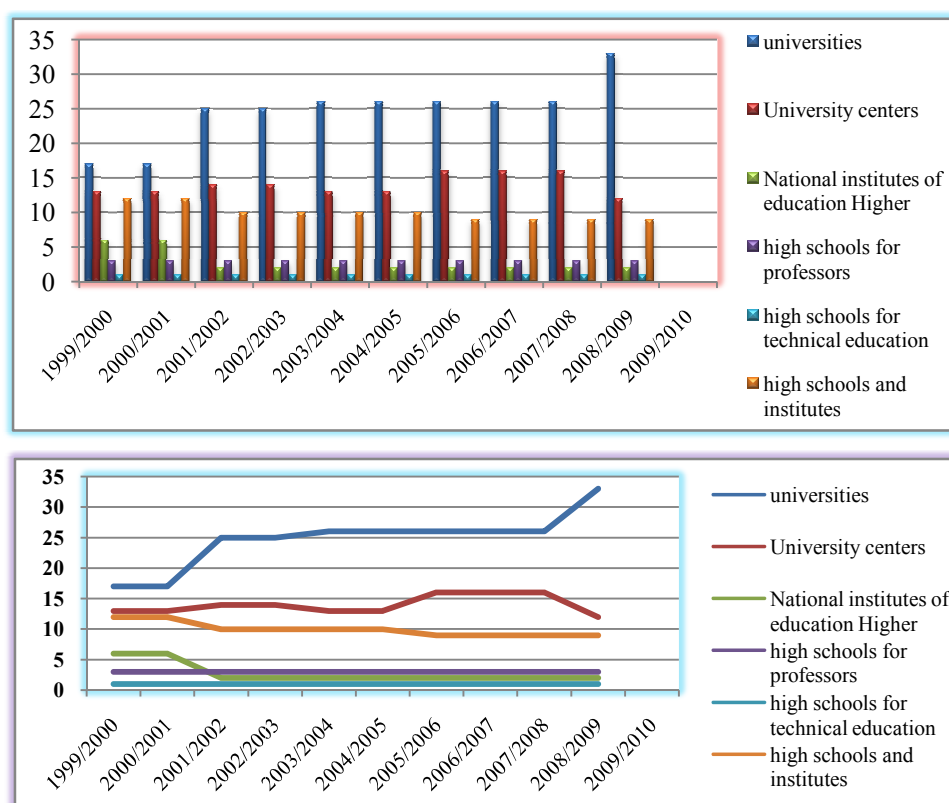
Table n°8: The development of basic facilities of the ministry of higher education and scientific research for the period (2000-2010).

The years	universities	University centers	National institutes for higher education	High schools for professors	High schools for technical education	High school and institutes
2000/1999	17	13	6	3	1	12
2001/2000	17	13	6	3	1	12
2002/2001	25	14	2	3	1	10
2003/2002	25	14	2	3	1	10
2004/2003	26	13	2	3	1	10
2005/2004	26	13	2	3	1	10
2006/2005	26	16	2	3	1	9
2007/2006	26	16	2	3	1	9
2008/2007	26	16	2	3	1	9
2009/2008	33	12	2	3	1	9
2010/2009	n.a	n.a	n.a	n.a	n.a	n.a

Source: Ministry Of Higher Education and Scientific Research in Algeria.

n.a: not available.

Figure n°9: The development of basic facilities of the ministry of higher education and scientific research for the period (2000-2010).



Prepared by the researcher based on the data of the above table n° 8.

From 17 universities in the year (1999-2000) to 26 universities in the period (2007-2008) to 33 universities in the year (2008-2009), the number of national universities increased. Due to the elevation of several university centers to the level of universities, the number of university centres also expanded from 13 in the years 1999–2000 to 16 in the years (2007–2008) and then decreased to 12 during (2008–2009).

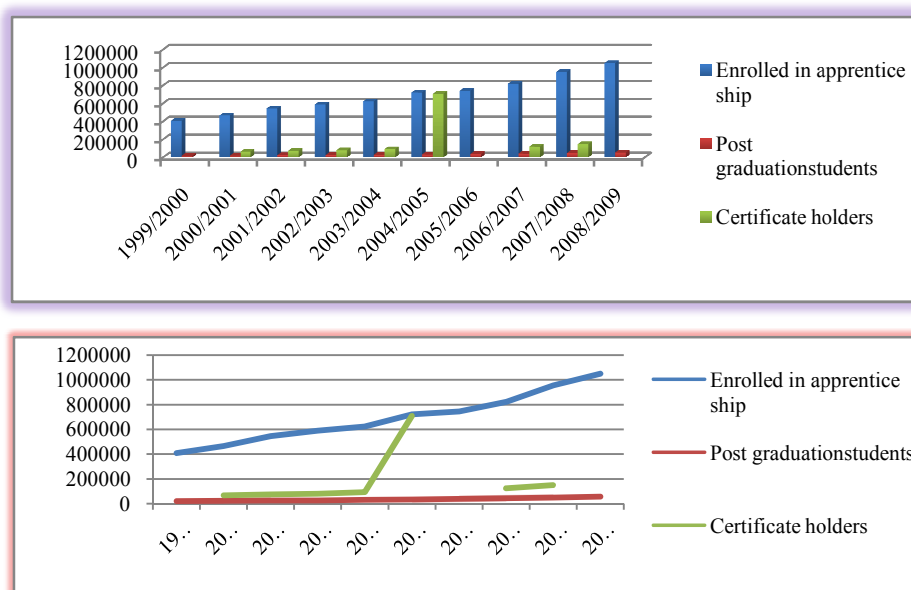
Furthermore, the number of secondary schools and institutes decreased from 12 institutes in the year (1999-2000) to 9 institutes in the period (2009-2010). The number of higher national educational institutes was estimated at 6 institutes in the year (1999-2000) and diminished to two institutes in the year (2008-2010).

Table n°9: The development in the numbers of students for the stage of graduation and post-graduation for the period (2000-2010).

The years	Enrolled in apprentice ship	Post graduation students	Certificateholders
2000/1999	407995	20846	n.a
2001/2000	466084	22533	65192
2002/2001	543869	26060	72737
2003/2002	589993	26279	77972
2004/2003	622980	30221	91828
2005/2004	721833	33630	707515
2006/2005	743054	37787	n.a
2007/2006	820664	43458	121905
2008/2007	952067	48764	146889
2009/2008	1048899	54924	n.a

Source: Ministry Of Higher Education and Scientific Research in Algeria.
n.a: not available.

Figure n°10: The development in the numbers of students for the stage of graduation and post-graduation for the period (2000-2010).



Prepared by the researcher based on the data of the above table n° 9.

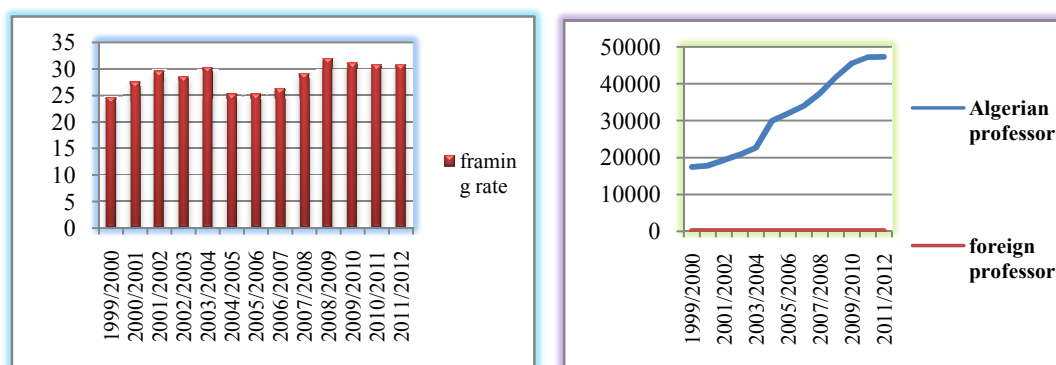
Considering the number of learners engaged in the apprenticeship, it was around 407,995 in the year 1999–2000 and increased to 1048,899 in the period 2008–2009. During the entire period (1999-2009), the number of post-graduate students increased from 20.846 students per year to 54.924 students per year, representing an increase of more than 34.000 students. Similarly, the number of degree holders increased from 65.192 students per year (2000-2001) to 146.889 students per year (2007-2008), a grow of more than twice that amount.

Table n°10: The development of the supervision rate at the level of the ministry of higher education for the period (2000-2010).

The years	Algerian professors	Foreign professors	Framing rate
2000/1999	17387	76	24,56
2001/2000	17704	67	27,49
2002/2001	19208	64	29,55
2003/2002	20705	61	28,48
2004/2003	22589	68	30,26
2005/2004	29851	68	25,18
2006/2005	31859	68	25,21
2007/2006	33941	68	26,28
2008/2007	37359	68	29,10
2009/2008	41793	68	31,97
2009/2010	45460	68	31,07
2010/2011	47153	68	30,73
2011/2012	47235	68	30,77

Source: Ministry Of Higher Education and Scientific Research in Algeria.

Figure n°11: The development of the supervision rate at the level of the ministry of higher education for the period (2000-2010).



Prepared by the researcher based on the data of the above table n° 10.

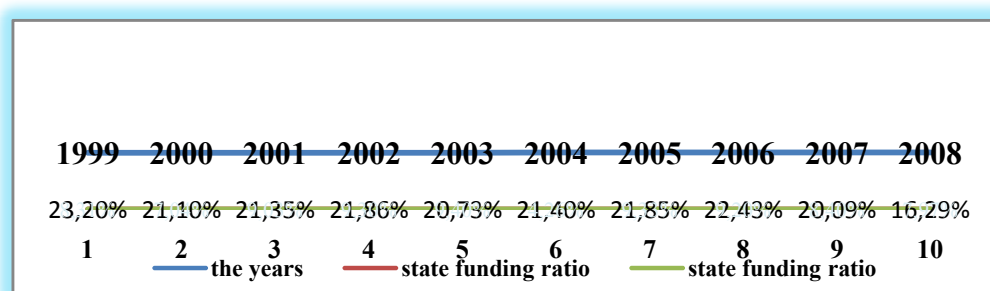
- The overall number of Algerian lecturers boosted to 47.235 in the years (2011–2012) owing to the absence of foreign lecturers, whom evolved into 68 foreign professors in the period (2011–2012), and the supervising rate increased from 24.56% while (1999–2000) to 30.77% in the years (2011–2012), an increase of nearly 06%. In the year (1999–2000), a total of 17.387 Algerian lecturers, in contrast to 76 foreign lecturers.
- **Financing the national education sector and higher education :**

Table n°11: The extent of the state’s contribution to finance the national education and education higher sectors for the period (2000-2010) / Unit: billion DZD.

The years	National education expenditures	State funding ratio	Higher education expenses	State funding ratio
1999	149,23	23,2%	46,35	8,31%
2000	158,17	21,1%	48,57	7,04%
2001	172,26	21,35%	65,63	9,03%
2002	195,73	21,86%	79,69	9,3%
2003	205,52	20,73%	88,14	9,4%
2004	228,74	21,4%	99,22	4,26%
2005	261,96	21,85%	110,52	9,33%
2006	370,16	22,43%	151,98	9,2%
2007	356,55	20,09%	151,45	8,4%
2008	388,75	16,29%	193,15	7,97%

Source: Depending on the data contained in the draft state budget (from 1999 to 2008).

Figure n°12: The extent of the state’s contribution to finance the national education and education higher sectors for the period (2000-2010) / Unit: billion DZD.



Prepared by the researcher based on the data of the above table n° 11.

The amount spent on national education rose as well, rising from 149.23 billion Algerian dinars in 1999 to 261.96 billion in 2005 and continuing to rise until they reach 388.75 billion in 2008. The state's contribution saw a minor reduction from 23.2% in 1999 to 16.29% in 2008, with the state's contribution. The cost of higher education in Algeria increased significantly over this time, from 46.35 billion Algerian dinars in 1999 to almost 100 billion in 2004, and finally reaching 193.15 billion in 2015. This represents a sustained and strong growth for the higher education market in Algeria.

The state's contribution to higher education fluctuated from 8.31% in 1999 to 9.33% in 2005 and then to 7.97% in 2008, showing phases of growth and an occasional or graduate studies.

The third axis: The Relationship of social Policy to education:

In the current era of knowledge and technological advancement, education has evolved into a tool for progress and renaissance. As a result, the Algerian government invests heavily in education and places a high priority on reducing ignorance, illiteracy, and poverty by granting the poor with credentials to enter the labor market. Education is also seen in numerous studies to have numerous advantages, including increased productivity, increased investment, and a reduction in poverty. It relates to life expectancy, lowers fertility (and increases the use of contraceptive methods), and emphasizes the value of human capital in the economy and in education. It has an impact on life

expectancy, lowers fertility (and promotes the use of contraceptive methods), and highlights the significance of human capital in economic rivalry; education is a fundamental predictor of productivity. According to the notion of human capital, we discover:

- Investment theory: education raises productivity as it is a profitable and sustainable investment for future generations.
- Marginal productivity theory: where the employer maximizes his profit in determining the demand for the job.
- Job offer theory: where the worker maximizes his earning from his investment in human capital and the choice of work or leisure hours. Education stimulates the use of technology at work, and this in turn increases economic growth and sustainable development in general. That is why the Algerian state was and still attaches the utmost importance to the educational system.

Conclusion:

Social Policy is a tool in the hands of the government to improve social conditions, including education. And it should be a preventive Policy and not just a curative Policy against future dangers and changes to develop its human and material capital. The Algerian educational system, according to the aforementioned numerical data and indicators, has achieved significant results in the quantitative increase in the structures, the number of teachers and students of different stages and disciplines since independence to the present day.

Recommendations and suggestions:

- ✓ Developing and generalizing education and eliminating class and social inequality.
- ✓ Enabling everyone, especially the poor and rural areas, to Access school and university for free and acquire the required knowledge.
- ✓ Education reform by reforming its curricula and programs.
- ✓ Linking economic production with equity and equal education opportunities.
- ✓ Creating a balance between the Labor market, the training and education market, while intensifying scientific exchanges and agreements with developed countries. At the end, education is the most effective preventive means to address societal issues and problems, especially those related to the future of societies.

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