



People's Democratic Republic of Algeria
Ministry of Higher Education and
Scientific Research
- Mohamed Khedar University - Biskra
Faculty of Economic, Commercial and
Management Sciences
Department of Management Sciences



The topic

Higher education promotion strategy in Algeria within the sustainable development goals program a descriptive and analytical study
A case study on mohamed khider university - BISKRA -

A thesis submitted as part of the requirements for obtaining a master's degree in the Department of Management Sciences

Section OF Strategic Management

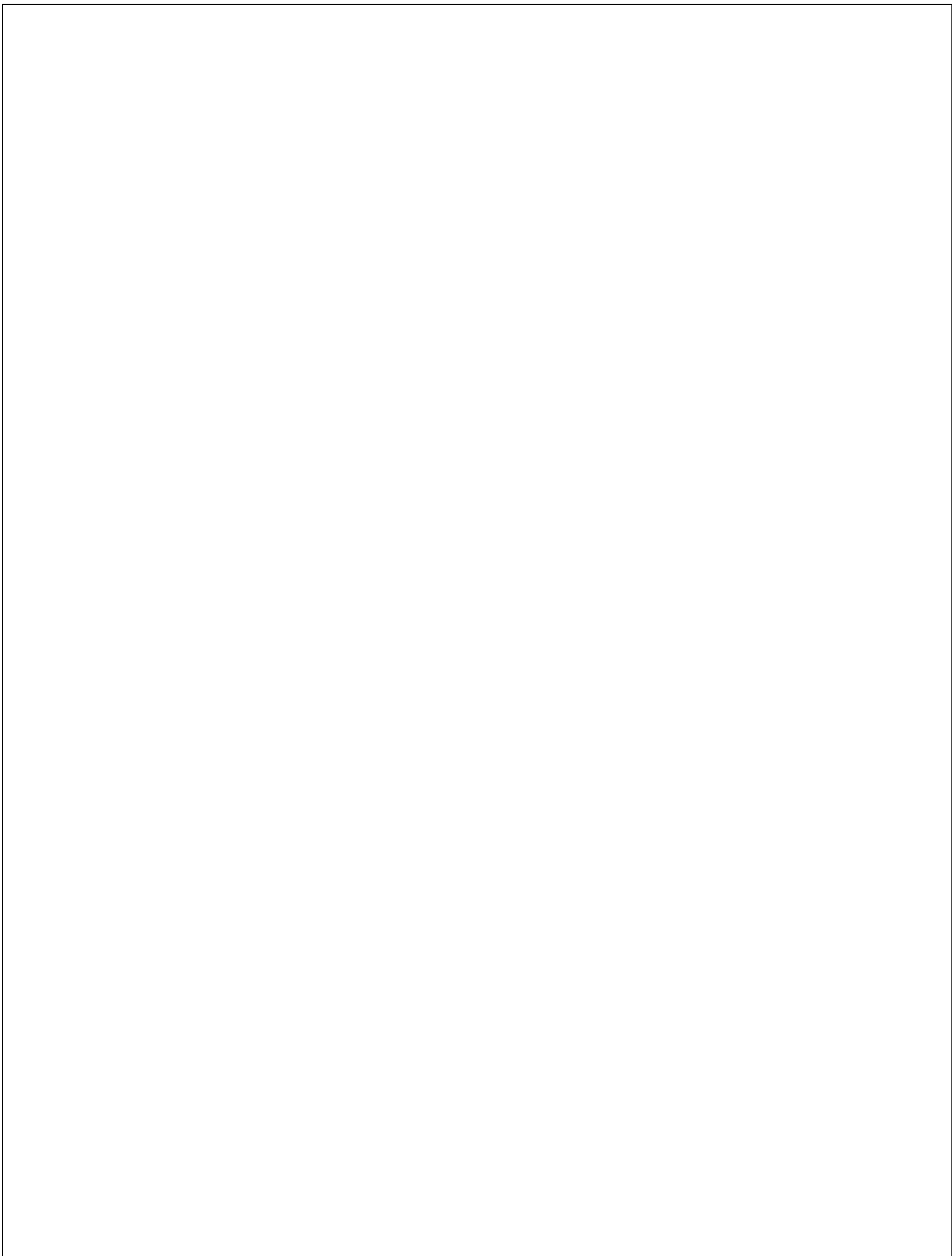
Supervised By :
Abdessami Rouina

Submitted by :
Houhou Nermine

Members of the Jury :

University		Rank	Memebers of the jury
Biskra	president	- Cherroun Reguia
Biskra	supervisor	- Abdessami Rouina
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Academic Year: 2022/2023





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Dedication

To whom words cannot fulfill their right, nor numbers can count their bounty, to my heaven, my mother, may God have mercy on her, who was the reason for my arrival here, may God grant her the highest paradise.

To the most precious thing I have and the dearest thing I have in existence is my dear father and my support in life, may God protect him and take care of him and reward him for all that is good.

To my dearest brothers

To my second family, “Rahmani,” from the oldest member, “my grandfather,” to the youngest member of them, may God protect them

To my loved ones and my friends

To those whom God favored with knowledge, and enlightened us the path of learning, our honorable teachers.

NERMINE

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First and foremost, praises and thanks to ALLAH, the Almighty, for his sprays of blessings throughout my research work to complete it successfully.

We extend our sincere thanks, praise and sincere appreciation to Prof. Dr. "Abdessami rouina" for supervising this work and accompanying us with his wise guidance and valuable opinions throughout the stages of completing this work. He had the greatest impact on getting the job done.

We extend our thanks and gratitude to the members of the discussion committee, each in his name, for accepting the discussion and evaluation of this modest work.

We also extend our sincere thanks to everyone who extended a helping hand and contributed with us in the difficulties we faced, even with the medical word, which motivated us to complete this work.

Abstract:

This study aimed to know the role of the university in achieving the fourth goal of sustainable development 2030, using the indicators and goals for implementing the quality of education issued by the United Nations.

In order to achieve this goal, the student conducted a field study at Mohamed Kheidar University in Biskra / Algeria, in order to evaluate the goals and indicators of the fourth goal of sustainable development 2030, using the appropriate descriptive and analytical approach for this study.

The student concluded that the goals and indicators of the fourth goal of sustainable development are not formally applied, so that the University of Mohamed Khider Biskra does not actually participate in the program of sustainable development goals 2030, but rather applies the indicators of the fourth goal unintentionally. The student recommended the mandatory integration of the United Nations Sustainable Development Goals for the year 2030 in the University of Biskra and the rest of the country's universities as a necessity to develop education and ensure its quality in order to raise universities to the global level.

Key words : higher education, fourth goal of sustainable development 2030, fourth goal Indicators.

المخلص :

هدفت هذه الدراسة إلى معرفة دور الجامعة في تحقيق الهدف الرابع للتنمية المستدامة ٢٠٣٠، باستخدام مؤشرات وغايات تنفيذ جودة التعليم الصادر من طرف الأمم المتحدة.

ومن أجل تحقيق هذا الهدف قامت الطالبة بدراسة ميدانية على جامعة محمد خيضر ببسكرة / الجزائر، وذلك من أجل تقييم غايات ومؤشرات الهدف الرابع للتنمية المستدامة ٢٠٣٠ باستخدام المنهج الوصفي التحليلي المناسب لهذه الدراسة.

حيث توصلت الطالبة إلى أن غايات ومؤشرات الهدف الرابع للتنمية المستدامة غير مطبقة بشكل رسمي، بحيث جامعة محمد خيضر ببسكرة لا تشارك فعلياً في برنامج أهداف التنمية المستدامة 2030، بل تطبق مؤشرات الهدف الرابع عن غير قصد. وأوصت الطالبة على إلزامية دمج أهداف الأمم المتحدة للتنمية المستدامة لعام 2030 في جامعة بسكرة وبقية جامعات الدولة كضرورة لتطوير التعليم وضمان جودته من أجل الارتقاء بالجامعات إلى المستوى العالمي.

الكلمات المفتاحية : التعليم العالي، الهدف الرابع للتنمية المستدامة 2030، مؤشرات الهدف الرابع.

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**The general framework of
the study**

Introduction

Strategic management is the process of analyzing the external and internal environment of the organization, developing strategies that help the organization achieve its specific goals, developing action plans and managing their implementation, monitoring and evaluation. The organization is to survive and achieve more success and prosperity in the long term, and here lies the relationship between strategic management and sustainable development so that it plays an important and effective role in achieving the sustainable development goals represented in the fourth goal, and this is to ensure the survival of the university institution and improve the quality of its outputs in a strategic way.

Sustainable development stems from the concept of meeting human needs through social and economic progress on the one hand. on the other hand, the preservation of natural resources, the environment and the ocean. Sustainable progress depends on continued progress economic, social and cultural without compromising the natural and ecological balance. This is what calls for more attention the role assigned to human resources. The role of human resources especially in the economic field is evident when resisting scarcity, through the use of limited material capabilities, identifying alternatives and choosing the best means achieving most of the set goals. From this perspective, we find that the role of organizations and guardians starts from the necessity providing healthy, educated and qualified human resources.

Education is an essential foundation for building any state. Accordingly, the issue of education in general, and education for sustainable development in general is especially important. It is one of the goals set out in the draft Unite Nations document for the year 2030 due to the role of what education plays in the formation of future generations, at a time when the acquisition of good knowledge and high-quality skills has become powerful driving the economy of any country in light of technological developments and the digital age.

And one of the most important educational institutions is the university or higher education as a result of its interest in all economic and social aspects, and through what we saw in the University of Mohamed Khider Biskra in terms of a lack of preparing a strategy or a future plan to promote the quality of education within the goals of sustainable development and the lack of interest of the departments of the faculties of the University of Biskra with management according to The requirements of sustainable development to produce a competent human element as the most important productive factor in moving the wheel of economic activity, such as the managing contractor and the executing worker on the other hand.

Problem

This subject raises a number of problems that can be summarized in the following main question:

How can higher education at Mohamed Khider university of Biskra be promoted within the sustainable development goals?

In order to understand this problem, we formulated the following sub-questions :

1. What are the indicators of sustainable higher education?
2. Does Muhamed Khider University apply the indicators of the goal of higher education for sustainable development 2030?
3. What are the obstacles that may face Mohamed Khider University in applying the indicators of higher education for SD2030 ?

Hypothesis

Based on the study problem and its sub-questions, the following hypotheses were formulated:

1. The first hypothesis:

Mohamed Khider University doesn't apply the indicators of higher education for the SD2030.

2. The second hypothesis:

Mohamed Khider University faces major obstacles in the application of higher education indicators for sustainable development.

3. The third hypothesis:

Mohamed Khider University doesn't implement the fourth goal within the 2030 SDGs program.

Reasons for choosing the subject of study

- Desire to learn the subject of sustainable development at the university.
- Area of specialization is strategic management.
- The student's tendency to study the university's role in achieving quality education.

Objectives of the study

- Discourbing the goals of the fourth goal of sustainable development 2030.
- The evaluation of Mohamed Khider University in Biskra's contribution to achieving the fourth goal of sustainable development 2030 involves assessing its efforts in developing a strategy for fostering effective positive interaction among different development sectors, universities, and economic institutions. The university plays a vital role in bridging the gap between university graduates and the labor market's requirements, thereby promoting harmonization. By analyzing its impact on these areas, we can gauge the

university's effectiveness in supporting sustainable development goals and fostering a dynamic and responsive workforce.

- Identifying the obstacles that prevent the weaving of fruitful and meaningful ties between Mohamed Khider University and the sectors different development and propose strategies to overcome these obstacles.

Importance of study

The seventeen goals of sustainable development for the year 2030 are of great importance at the global level, through institutions setting a set of agendas, future plans and strategies to ensure adherence to positive practices of sustainability, Algeria, like other countries, attaches great importance to this in various sectors, especially in higher education institutions.

Epistemology and methodology

Each research is based on a view of the phenomenon under study, it uses a specific methodology and proposes results that explain, understand or construct a fact. Therefore, the epistemological framework of any research is very important to make the results reached credible. Until today, the theorists in the field of management sciences agreed that there are three conflicting epistemological foundations or approaches, that is, it is not possible to adopt all of them together or two of them in the same study, despite the presence of a few researchers who oppose this idea. These three foundations are:

- Experimental entrance.
- Interpretive entrance.
- Building entrance.

Proceeding from the rule that the goal of each research is to reach the truth either by explaining it, understanding it, or constructing it, which is proportional in order to the three epistemological approaches that we saw previously, it was clear that the subject of my research is not related to building the truth, which excludes the third approach. However, I oscillated a lot between explaining or understanding the truth, which puts me in front of the positive or explanatory approaches. However, after looking and scrutinizing the nature of the knowledge to be produced, I had to understand the relationship between the research subject (objet) and the researcher (sujet). The proponents of the empirical basis assert that there is independence between these two elements, which supports most of their hypotheses, while the proponents of the explanatory basis see the existence of a correlation between these two elements, given that the truth cannot be independent of the mind and spirit of those who search for it. Hence, my doubts about the epistemological basis to be followed have disappeared. The subject of my research is related to the strategy of promoting the fourth goal of sustainable development. Therefore, I cannot separate the subject of research and the researcher, which directs me directly to adopting the explanatory basis

in order to understand the truth. Here, the topic of research crystallizes, embodied in the study of how higher education can be promoted at the University of Mohamed Kheidar Biskra within the goals of sustainable development.

The contribution made by each research in general may be theoretical, experimental or methodological, and there are two methods of research:

- Exploration.
- Experience: (test).

The latter is based on starting from theoretical topics and subjecting them to experiment in order to reach the explanation of the truth, while the exploration intends to discover or deepen knowledge with the aim of searching for an explanation or understanding of the truth, which is more appropriate to the subject of our research. The exploration is based on induction to move from results to causes.

As for the research approach adopted in order to collect secondary data and analyze it within the qualitative approach, as it is the most appropriate approach to the exploratory research method that does not depend much on the data presented in the form of numbers, it is more flexible compared to the quantitative approach.

As for the primary data collection, it was mainly based on the interview, with semi-directed questions. As for the secondary data, it was relied on:

- Internal data : embodied in laws and instructions, written rules and procedures, as well as the archives of the State Directorate of State Property.
- External data : various references in Arabic, French and English, notes and publications.

Also, research in the field of management sciences may be related to research on the content (contenu) or the process (processus), the first being fixed and the second moving. The topic of my research is related to the study of the content, not with the aim of description, but with the aim of understanding the causal links of its elements or variables, to show that the general characteristics of a phenomenon are no less important than the elements that make up the phenomenon itself. Which is what I relied on in my study.

The limits of the study

Human limitations: This study was limited to the higher education quality cell officer, the head of the Scientific Research Cell, the External Relations Cell, the head of the Media and Communication, the head of the Foreign Students Office, the director Department of the blind.

Spatial boundaries: University of Mohamed Khider - Biskra –

Time limits: Academic year 2022-2023, (february, march, april, 2023)

Previous Studies:

Study : شريف سارة، دور الجامعة في تحقيق الهدف الرابع للتنمية المستدامة 2030، أطروحة لنيل شهادة ماستر اكايمي، جامعة المسيلة، الجزائر، 2021.

This study aims to evaluate the contribution of Mohamed Boudiaf University in M'sila to achieving the fourth goal of sustainable development and to define its goals, In order to achieve this, the descriptive analytical approach was relied upon.

This study concluded a set of results, the most important of which are:

- The contribution of the University of Mohamed Boudiaf in M'sila to achieving the goals of the fourth goal of sustainable development to achieve quality education.
- M'sila University is among the first universities to integrate distance education into the Moodle platform within all of its faculties, compared to the rest of the country's universities, and this is in line with the 2030 Sustainable Development Goals.

Study : زهرة عباس، حوكمة الجامعات واثرها على جودة مخرجات التعليم العالي لتحقيق التنمية المستدامة، أطروحة لنيل شهادة دكتوراه، جامعة سطيف، الجزائر، 2020.

This study aims to identify the impact of applying the principles of university governance on the quality of higher education outputs to achieve sustainable development and research ways to develop Algerian university governance in order to contribute positively to achieving sustainable development. to collect data.

This study concluded a set of results, the most important of which are:

- It was found that the degree of practicing the principles of governance in the faculties under study was medium, with statistically significant differences in the level of their application due to the university variable.
- It was found that the degree of impact of university governance principles on the quality of higher education outputs was positive and strong.
- The quality of the university's outputs plays the overall mediating role between university governance and sustainable development.

Study : ملاس حسبية والعمرى وفاء، التخطيط الاستراتيجي للتعليم العالي بالجزائر ودوره في الاستجابة لمتطلبات التنمية المستدامة، جامعة الطارف، الجزائر، 2018.

This study aims to highlight the importance of strategic planning and its role in advancing the higher education sector in Algeria, in response to the requirements of sustainable development on the one hand, and keeping pace with the changes that occur in all areas of life, whether at the local or global level, on the other hand.

This study concluded a set of results, the most important of which are:

- University institutions still focus on performing the function of educating students, without paying attention to the quality of outputs, their relevance to market needs, and their responsiveness to the requirements of sustainable development, in addition to the shortcomings in directing scientific research to serve these goals.

Differences between previous studies and the current study:

Through the student's review of previous studies, it is clear that all studies dealt only with the role of the university in achieving the requirements of sustainable development in terms of strengthening its goals and obstacles, in addition to dealing with the role of governance in promoting this development through a number of questionnaires. The university, its adoption of indicators for international university rankings, its sufficiency with the goals of the fourth goal of sustainable development, and it has not been exposed to a real measurement of the quality of education through the application of indicators of the United Nations goals for sustainable development 2030. This is what the researcher will do as a step that differs from these studies by knowing the extent to which the university achieves the indicators of the fourth goal in order to promote the quality of education for sustainable development for the year 2030. Where the student evaluated the University of Mohamed Khider's practice of the indicators of the fourth goal of SD for the year 2030.

Study difficulties

The principle of our topic requires conducting a case study through a comprehensive survey of the data of the Ministry of Higher Education and on all Algerian universities and measuring on the basis of whether the Algerian university applies the fourth goal within the goals of sustainable development or not, or on a sample of them, but due to the difficulty and impossibility of that, we focused only on the University of Mohamed Khider Biskra.

Study's Structure

This study includes 3 chapters. The first two chapters will deal with the theoretical framework, while the third chapter will deal with the applied framework for this study. In the first chapter, we will discuss Sustainable development conceptual framework, which we have divided into two sub chapters, in the first sub chapter we discussed about historical stages of the development of the concept and concept of sustainable development, and the second sub chapter was about education and sustainable development . as for the second chapter We divided it into four sub chapters, in the first sub chapter we dealt with goals of higher education for sustainable development, while in the second sub chapter we dealt with foundations of higher education for sustainable development, and in the third sub chapter we discussed about challenges facing universities for sustainable development, and the fourth sub chapter was on the fourth goal (Quality of Higher Education) for sustainable development, while we devoted

the third chapter to the applied aspect of studying the case of Mohamed Khider University in Biskra, where this chapter was divided into three sub chapters, We will discuss in the first sub chapter presenting Mohamed Khider Biskra, the second sub chapter will deal with the Tools and method used in the study, and in the third chapter we discussed about the results and discussion of the study.

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Chapter One:
Sustainable development
conceptual framework

Preamble

Sustainable development is one of the most prominent concepts that has a significant impact on various systems, including educational systems and universities, in most countries. This is due to the fact that this concept enshrines the idea of preserving resources and developing services provided to society, in an effort to achieve integrated development that ensures a balance between human, natural, financial and environmental resources. And achieving justice and equality for all present and future generations to have access to quality education. Sustainable development has created a new trend in education, which is education for sustainable development, which emphasizes the need to reorient education curricula towards sustainable development.

In this chapter, we will discuss the following sub-chapters :

Sub Chapter One : Historical stages of the development of the concept and concept of sustainable development.

Sub Chapter Two : Education and sustainable development

Sub Chapter One: Historical stages of the development of the concept and concept of sustainable development.

I. historical stages of the development of the concept of SD

In the 18th century economic theorists such as Adam Smith pointed out issues of development, in the 19th century Karl Marx and classical economists Malthus, Ricardo and Mill also argued about certain elements of sustainable development, while later neoclassical economic theory emphasized the importance of pure air and water and renewable resources as well as the need of government intervention in the case of externalities and public goods. (Tomislav, 2018, p. 70). Where the term sustainable development appeared for the first time in (1987) in the report of the Supreme Committee for Environment and Development, whose main aim was to define strategies and measures to reduce the impact of environmental degradation, cut pollution and support sustainable and sound development, and despite the relative newness of the idea of sustainable development, it is possible to say It has a history derived from a set of ideas contained in some economic writings, and the concept of sustainable development has historical origins that passed through some stages, including:

The first stage: In this stage, the study of the contradiction generated by the accumulation of wealth took place, as well as the need to include the social cost of the project's activity in its economic accounts.

The second stage: focuses on the most important environmental corruption and wasteful use of natural resources.

The third stage: This stage is one of the stages of sustainable development that receives the attention of international institutions and interested organizations.

The fourth stage: It is concerned with the rapprochement between the problems of growth and the environment, because a corrupt environment constitutes an obstacle to the possibilities of sustainable development. It was as follows: (سارة، 2021، صفحة 3)

- ❖ When the Club of Rome coined the term 'The Global Problématique', for the environmental crisis of the early 1970s it was intended to capture the connections and dynamic interactions between the various aspects of the problem those linkages and knock-on effects that reverberate throughout the world. (Delyse springett, p. 1)
- ❖ In 1972 first UN and UNEP world conference on the human environment at stockholm, sweden: under the slogan Only One Earth, a declaration and action plan for environmental conservation was published.
- ❖ In 1975 UNESCO conference on education about the environment at Belgrade, Yugoslavia: setting up a globale environment educational framework, a statement known as the Belgrade charter.

- ❖ In 1981 the first UN conference on least developed countries Paris, France: A report with guidelines and measures for helping the underdeveloped countries.
- ❖ In 1987 WCED report Our Common Future or Brundtland report was published: A report with the fundamental principles of the concept of sustainable development.
- ❖ In 1992 United Nations Conference on environment and Development (Earth Summit or Rio Conference), Rio de Janeiro, Brazil: In the Rio Declaration and Agenda 21 Action Plan principles of sustainable development were established and the framework for the future tasks as well.
- ❖ In 1997 Kyoto Climate Change Conference at Kyoto, Japan: The Kyoto Protocol was signed between countries to reduce CO₂ and other greenhouse gas emissions, with commencement in 2005.
- ❖ In 2002 The World Summit on Sustainable Development, Johannesburg, South Africa: Report with the results achieved during the time from the Rio Conference, which reaffirmed the previous obligations and set the guidelines for implementation of the concept in the future.
- ❖ In 2015 UN Sustainable Development Summit 2015, New York, SAD: The UN 2030 Agenda for Sustainable Development was published, setting up 17 Millennium Development Goals which should be achieved by 2030. (Tomislav, p. 72)

II. The concept of sustainable development

Several definitions have been provided for the concept of sustainable development, including the following:

For Iman Baybars (2016 (احمد) , "sustainable means redirecting resources and first fulfilling basic human needs such as learning to read and write. The first interest is to invest in human capital "(صفحة 171).

The President of Norway, Gro Harlem Brundtland (2021) was the first to use the term sustainable development. The famous "Brundtland" report in 1987 defined sustainable development as follows: "Development that meets the needs of the present without jeopardizing the ability of future generations to meet their needs" (p. 6).

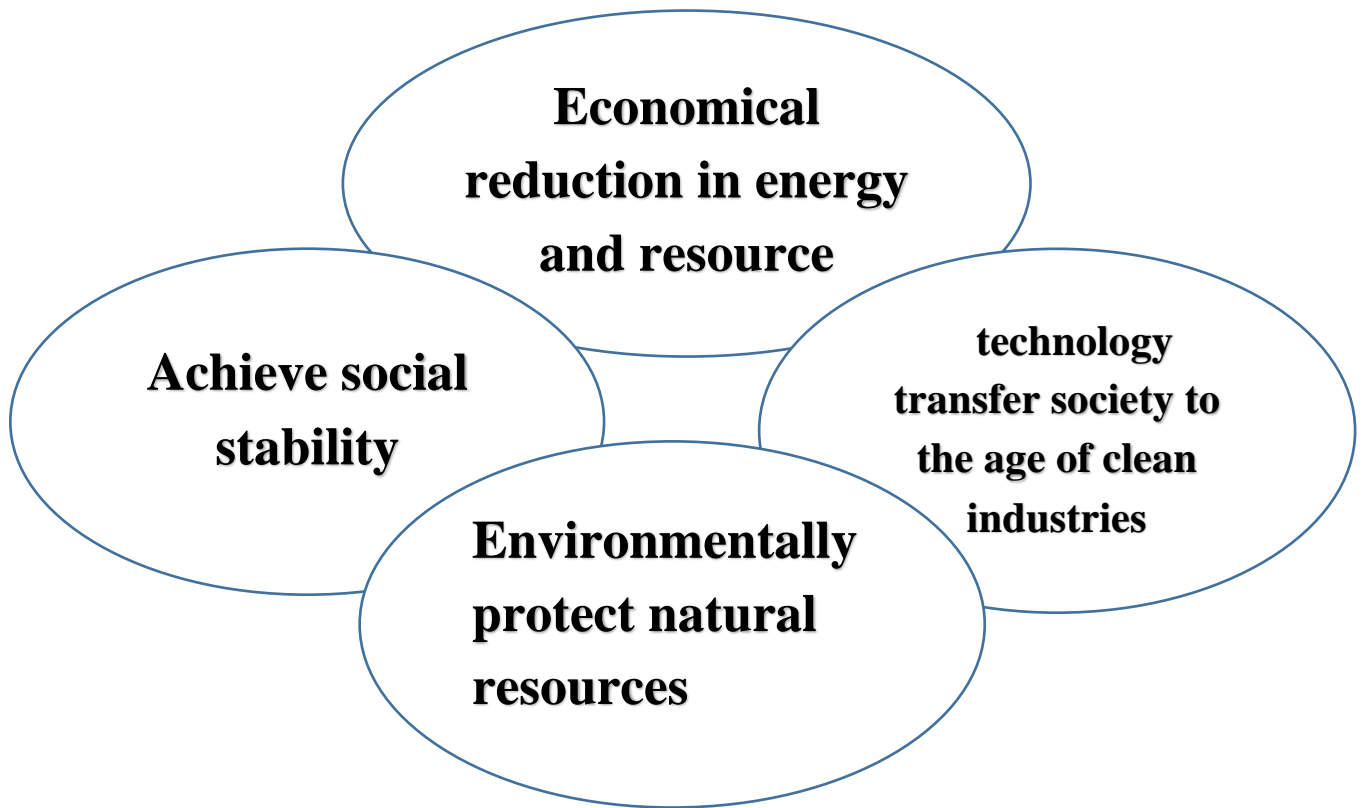
Hamad Abdullah Wafa (2021 (عائشة) defines it as a set of policies and procedures that are taken to move society to a better position, using appropriate technology for the environment, to achieve a balance between building natural resources and destroying them, in light of a local and global policy to maintain this balance (p. 61).

On the occasion of the Earth Conference held in 1992 in the Brazilian city of Rio de Janeiro, many countries of the world agreed to define sustainable development as (2016 (صاطوري): development that reconciles environmental, economic and social development, so that a viable circle is established between these three poles, effective from the economic point of view, just from the social point of view, and enabling Environmentally, it is development that respects natural resources and ecosystems,

supports life on earth, and guarantees economic terms without neglecting the social goal, which is manifested in combating poverty, unemployment, inequality, and the search for justice (صفحة 300).

In light of these definitions, it can be said that sustainable development seeks to improve the quality of human life, but not at the expense of the environment. In its general sense, it does not deviate from being a process of rationally exploiting natural resources so it doesn't exceed the rates of nature's renewal, especially in the case of non-renewable resources. This exploitation should be in specific ways and methods.

Figure No. 01 : The concept of sustainable development according to the World Resources Institute



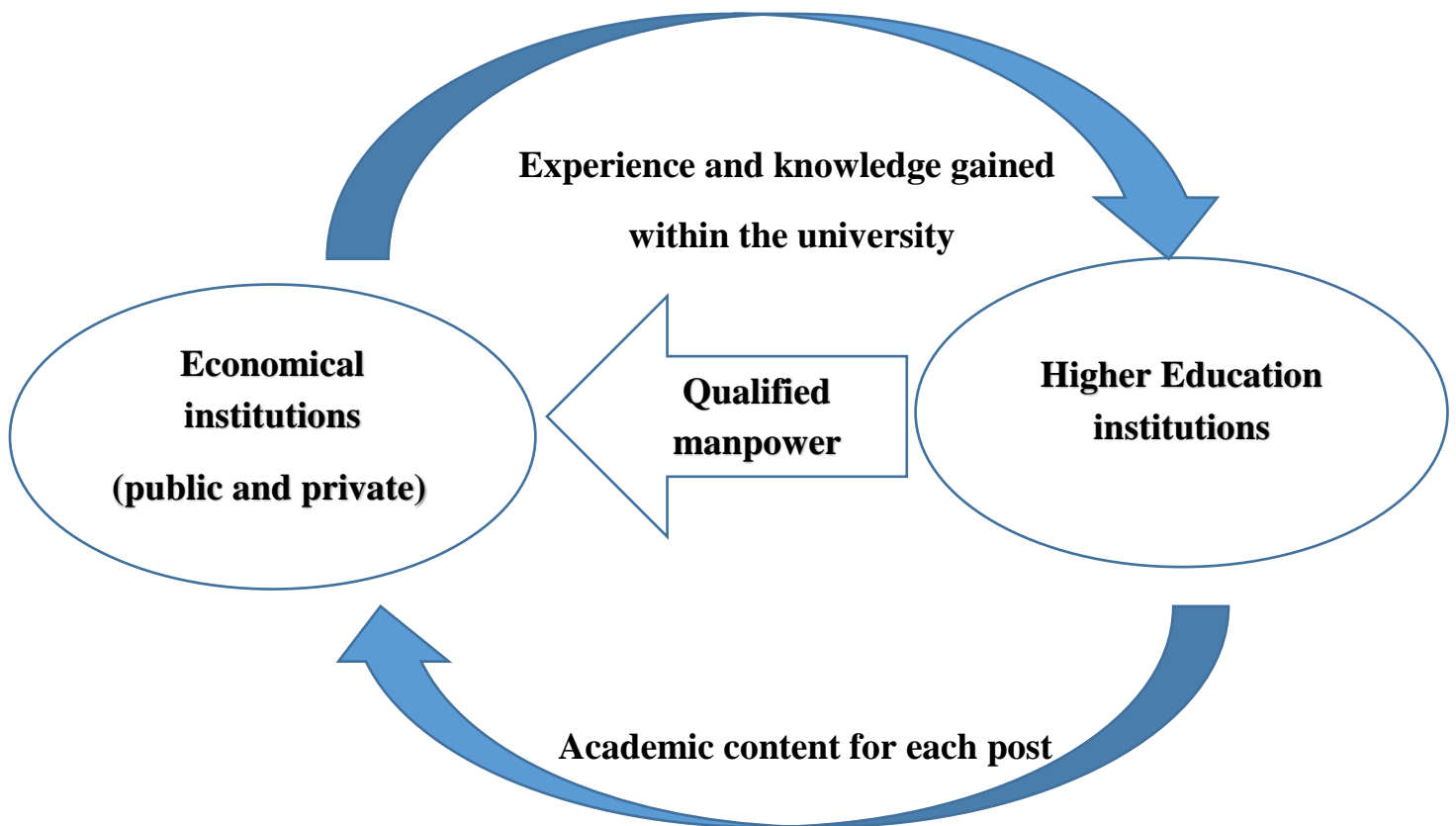
Source: أحمد جابر بدران، التنمية الاقتصادية والتنمية المستدامة، الطبعة 7، مركز الدراسات الفقيهية والاقتصادية، مصر، 2014، ص86.

III. The dimensions of sustainable development

Sustainable development has three basic dimensions related to the economic and social aspects, In addition there is another important fourth dimension which is the institutional dimension, as follows:

- ❖ **Economic dimension:** Sustainability means the continuity and maximization of economic well-being for the longest possible period of time by providing the elements of human well-being with the best quality, such as: food, housing, transportation, clothing, health and education. (طري، 2019، صفحة 131)

Figure No.02 : the relation between higher education programs and economic dimation of sustainable development



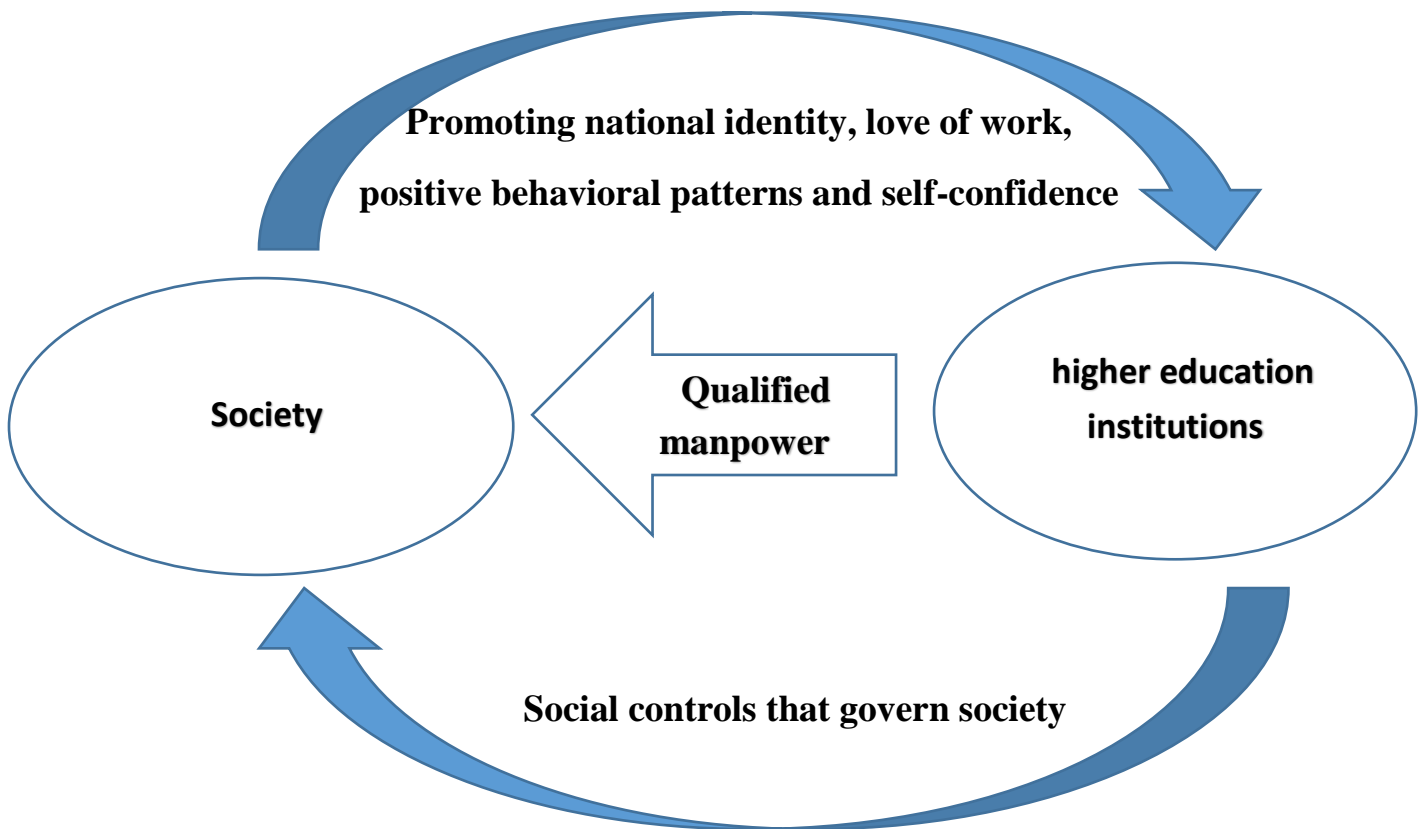
Source : مداحي محمد ووادي عز الدين وشرمات الطاهر، تفعيل برامج التعليم العالي لتحقيق تنمية مستدامة في الجزائر، مجلة التنمية والاستشراف للبحوث والدراسات، المجلد 02، العدد 02، الجزائر، 2017، ص111.

- ❖ **Environmental dimension:** The environmental dimension of sustainable development focuses on observing environmental limits, so that each ecosystem has certain limits that cannot be crossed from consumption and depletion. If these limits are exceeded, it leads to the deterioration of the

ecosystem. On this basis, limits must be set, or consumption, population growth, pollution, poor production patterns, water depletion, deforestation, and soil erosion.

- ❖ **Social dimension:** The social dimension of sustainable development focuses on the fact that the human being constitutes the essence of development and its ultimate goal through paying attention to social justice, combating poverty, providing social services to all those in need, in addition to ensuring democracy through the participation of people in decision-making with full transparency.

Figure No.03 : the relation between higher education programs and social dimension of sustainable development

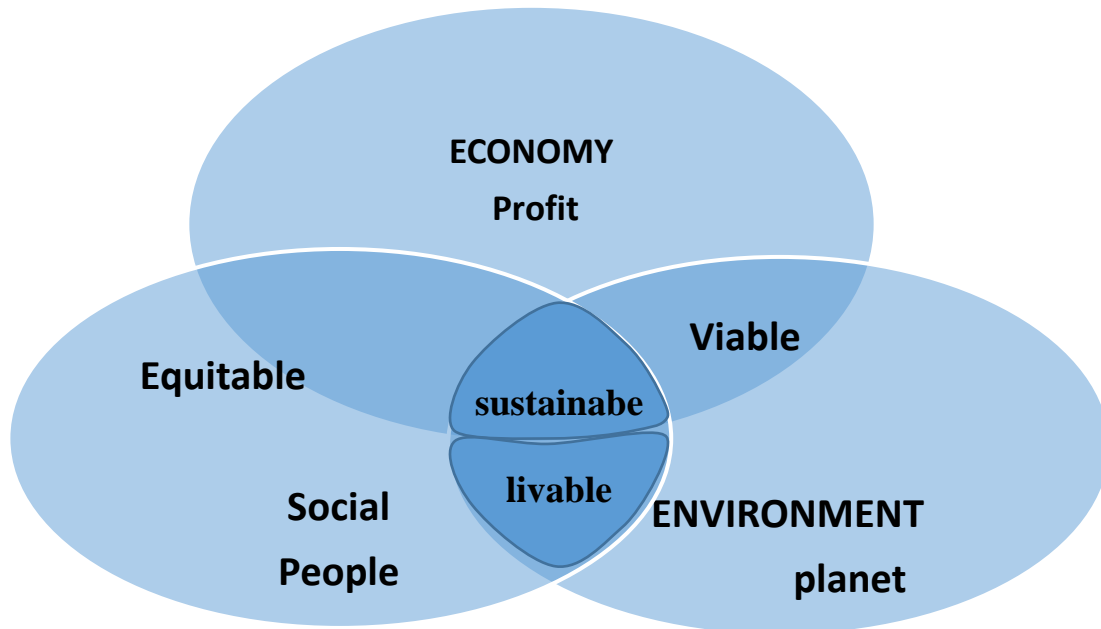


Source : مداحي محمد ووادي عز الدين وشرمات الطاهر, previous reference, p112.

- ❖ **The institutional dimension:** It is represented in the departments and institutions that are able to implement the strategies of the sustainable development plan through sustainable programs applied by qualified individuals and institutions and through it they draw and implement their social, economic and environmental development policies. All of them depend on the

success of their institutions and departments in performing their functions and tasks. (صاطوري, p. 302)

Figure No. 04 : The 3 Ps: Profit/ People/ Planet



Source : Khaled Hamrouni, développement durable et PME, Ouargla, 2017, p11.

IV. Characteristics of sustainable development

Sustainable development is characterized by a number of characteristics that can be summarized as follows:

- It is development in which the time dimension is the basis, as it is necessarily long-term development, which depends on estimating the capabilities of the present, and it is planned for the longest future period of time during which variables can be predicted. (طري, p. 128)
- It is a development that takes into account the upcoming needs in the natural resources of the vital field of the planet.
- It is a development that puts meeting the needs of individuals in the first place, as its priorities are to meet the basic and necessary needs of food, clothing, education, health services, and everything related to improving the material and social quality of human life.
- It is a development that takes into account the preservation of the biosphere in the natural environment, whether its basic elements and compounds such as air and water, or the vital processes in the biosphere such as gases, for example. Therefore, it is a development that requires not depleting the natural resource base in the biosphere, and also requires preserving the minor and major periodic

processes. in the biosphere, through which resources and elements are transported and purified to ensure the continuation of life.

- It is an integrated development based on coordination between the disadvantages of resource use, investment trends and technological choice, and makes them all work in harmony within the ecosystem in a way that preserves them and achieves the desired continuous development. (صاطوري, p. 300/301)

Sub Chapter 02: Education and sustainable development

I. The relationship between education and sustainable development

Circularization is one of the mechanisms for achieving sustainable development with its three dimensions: the environmental dimension, the economic dimension, and the social dimension. It is also one of the goals of the 2030 Agenda for Sustainable Development, which was adopted by world leaders in September 2015 at a historic UN summit. (محمود، 2018، صفحة 222)

The most commonly invoked conceptualization of education and development is that they are in a causal relationship, that the former brings about the latter, and the more we invest in the former, the more of the latter we get. Three variants of this approach are outlined below:

Education and economic growth. The instrumental justification for education is that it acts as a motor for economic activity and prosperity, both at individual and national levels. Central to this position is human capital theory, which asserts that investment in education enhances the productivity of workers, and therefore leads to increased economic returns in the form of salary, and greater growth at the macro-level. The human capital theory has had a central place in the economics of education ever since. The theory has also adapted itself in light of the increasing importance of innovation to the economy with clear relevance for higher education. In the context of the knowledge economy education has taken on far greater importance than in the industrial age, as a means of training knowledge workers, as well as generating innovation and enterprise.

Education and basic needs. A second range of arguments are those that focus on the basic needs of the population. These arguments have been particularly prominent in international development, given the critical levels of poverty and deprivation in many contexts. The distinction from the human capital drivers is that they do not focus solely on enhanced work opportunities and salaries, but on improvement in living standards through direct impact on health, nutrition and other areas of wellbeing. The main substantiation here is that literacy and other basic knowledge and skills allow populations access to essential information and increase their ability to take up public service opportunities, such as use of health clinics and schools.

Citizenship and political participation. The third class of reasons may in some instances be compatible with human capital theory, but in many respects challenges its normative underpinnings. In recent years, global citizen education has become increasingly prominent, in part due to the globalization, and in part to the cosmopolitan commitments of proponents. This wave has been reflected in the SDGs in which global citizenship education is one of the three priorities of the UN Secretary General's Global Education First initiative (along with putting every child into school and improving the quality of learning). (Ansgar Belke, 2020, pp. 2-3).

II. Education and its role in achieving sustainable development

Education for sustainable development promotes research and provides information needed to solve sustainable developmental problems arising out of human-made decisions. Education as an investment in human resources plays an important role among the factors, which contribute to sustainable development. Let us read about them now:

- **ESD promotes and encourages sustainable society**

Quality education is an important key and tool for achieving a more sustainable society. This was vociferously emphasised at the UN World Summit in Johannesburg in 2002, where the reorientation of current education systems was outlined as the key to SD. It may be noted that education for SD promotes the development of the knowledge, skills, values and actions required to create a sustainable society, which ensures environmental protection and conservation, promotes social equity and encourages economic well-being. Traditionally, India has been a sustainable society. In order to promote the value of sustainable development in education.

- **ESD aims to develop knowledge about environment**

College, school and university closures have kept most of the students worldwide out of educational institutions. Online education facilities are not accessible to those who are without technological gadgets like computers, laptops and tablets. A majority of students are managing online teaching on their mobiles but most affected have been the abject poor and resourceless. The pressure on families is intense. Jobs are being lost and incomes are down. Climate change and environmental degradation are happening much faster than expected. The consequences are being felt around the world. The wildfires in America, Australia, Europe and Siberia have broken records for their ferocity. In 2020, flooding in South Asia has forced more than 25 million people to abandon their homes. The point is that the ESD aims to broaden knowledge and behaviour of people about the human-made problems. The aim of ESD is to enable people to make decisions and carry out actions, without compromising the earth's resources.

- **The ESD outlines integration of principles and practices of sustainable development**

To promote ESD, the UN Decade of Education for SD, 2005-2014 (DESD) was adopted by the UN General Assembly with the United Nations Educational, Scientific and Cultural Organisation (UNESCO) designated as the lead agency for promotion throughout the decade. The decade pursues a global vision “of a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and positive societal transformation.” Education enables us to understand ourselves and others. It attempts to strengthen our links with the wider natural and social environment. This understanding serves as a durable basis for building respect. Along with a sense of justice, responsibility, exploration and dialogue, ESD aims to enable us to adopt behaviours and practices, which will lead us to live a full life, without being deprived of basic human needs and demands.

- **ESD focuses on environmental themes and concerns**

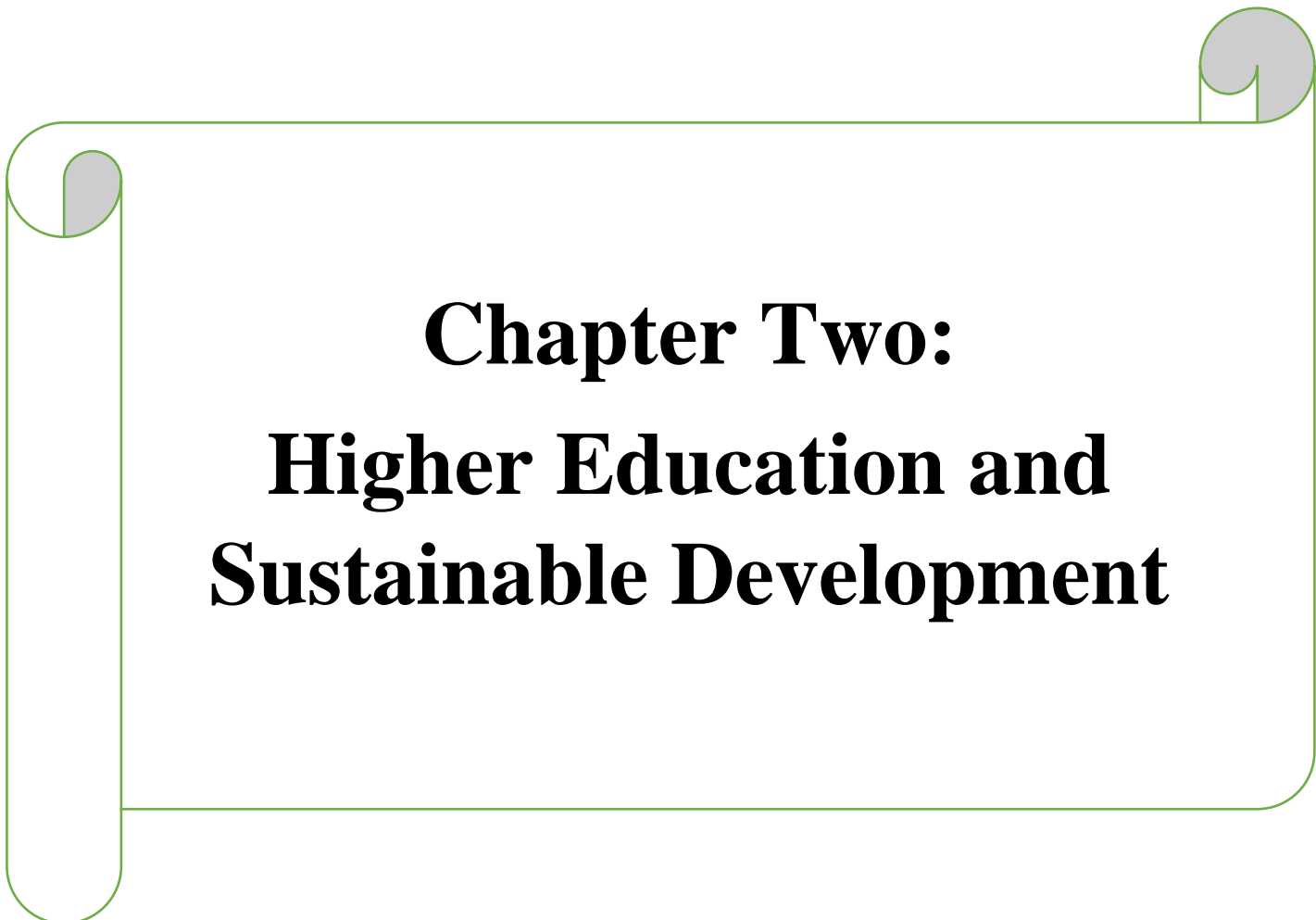
The focus of ESD is on curriculum to be prescribed for elementary, secondary and higher education. The curriculum is mostly interdisciplinary in nature allowing an institutional approach in policy-making. The ESD shares the values and principles that underpin sustainable development. It, in fact, promotes critical thinking, problem-solving and action-orientation, all of which develop confidence facing challenges related to sustainable development. It permits learners to participate in decision-making related to the design and content of educational programmes. (Sapru, pp. 154-155)

III. Education for sustainable development

ESD is a key element of quality education and a crucial enabler for sustainable development. The Global Action Programme (GAP) on ESD is the follow-up programme to the UN Decade of ESD (2005/14) that seeks to generate and scale-up ESD and to accelerate progress towards sustainable development. "education for sustainable development" (2023) ،

Education for sustainable development is an education that enables learners to acquire the necessary techniques, skills, values, and knowledge to ensure sustainable development, an education that makes it possible for everyone to benefit from its various levels, regardless of the social context, an education that prepares citizens who bear their responsibilities, and encourages them to democracy in a way that enables all Individuals and groups to enjoy all their rights in addition to carrying out all their duties, an education that includes lifelong education in its perspective, an education that guarantees the development of every person in a balanced way.

Education for sustainable development seeks to achieve the principles of sustainable development, whether social, economic or environmental. In general, education for sustainable development can be defined as that education that seeks to build knowledge determinants of sustainable development. (لباد، غير معروف، صفحة 107)

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**Chapter Two:
Higher Education and
Sustainable Development**

Preamble

Institutions of higher education play a leading role in the development and progress of nations, and the core of the sustainable development process, given that they are primarily responsible for preparing human competencies as a basic and effective resource in achieving this. Therefore, the role of universities is evident in including sustainable development in their curricula and programs and making it among their priorities in their mission, through their orientation towards sustainable higher education, which contributes to providing graduates who respect the principles of sustainability and who represent the current and future generations.

In this chapter, we will discuss the following sub-chapters :

Sub-Chapter One: Goals of higher education for sustainable development

Sub Chapter Two: Foundations of higher education for sustainable development

Sub Chapter Three : Challenges facing universities for sustainable development

Sub Chapter Four : The Fourth goal (Quality of Higher Education) for sustainable development.

Sub Chapter One: Goals of higher education for sustainable development

The success of all sustainable development plans in all its social, economic and environmental dimensions depends on the extent to which higher education and scientific research provide future visions to achieve development goals. Preparing and training competencies, building capacities and contributing to the preparation of specialists in various fields, and increasing scientific knowledge to achieve sustainable development plans. (وحيدة، 2021، صفحة 205)

The objectives of the International Training Program on Education for Sustainable Development in Higher Education are defined as follows: (alicia borges mansson, 2015, pp. 18-19)

Short-term objectives of the ITP :

- To deepen understanding of the environmental, socio-cultural and economic dimensions of sustainable development;
- To enhance the teaching, learning, research, community involvement and management of higher education institutions with regard to ESD.
- To build and strengthen networks in the field of ESD in higher education.

Long-term objectives of the ITP:

- Contribute to poverty reduction and sustainable development;
- Contribute to capacity development and change processes in participants' institutions and home countries.
- Contribute to strengthening of methods, processes and monitoring to enable relevant quality education.
- Contribute to increasing the awareness of the importance of effective ESD in the higher education sector.
- Contribute to improved institutional infrastructure for ESD.
- Contribute to the enhancement and sustainability of networks in the field of higher education.

Sub Chapter Two: Foundations of higher education for sustainable development

Institutions of higher education, including universities, are required to focus on more research related to environmental, economic and social problems, and they are required to graduate individuals capable of leading change processes towards a more sustainable future. For this type of education to be effective, it must:

- Focuses on empowering learning experiences that foster sustainable behavior in universities, workplaces, families and communities.
- Promotes cooperation and partnerships between those belonging to the education sector and other stakeholders. The involvement of the private sector and industry will help to cope with rapid technological development,

changing working conditions, and strengthen education activities closely related to society.

- It allows an understanding of environmental problems at the global, regional, national and local levels by clarifying them according to the life cycle and focusing on the economic and social impacts, rather than being content with the environmental impact and dealing with the natural surroundings while at the same time the surroundings that have been modified by humans.
- Use a broad range of participatory instructional methods designed in a learner-appropriate way that focus on processes and solutions. In addition to traditional methods, the range of these methods should include, among other things: discussions, mapping to clarify concepts and perceptions, philosophical inquiry, value illustration, simulation, modeling, representation and games , ICT surveys, and case studies.
- It should be supported by appropriate teaching materials from publications related to methodology, educational sciences and teaching, textbooks, visual aids, handouts, case studies, good practices and electronic audio-visual aids. (عباس، 2020/2019، الصفحات 132-133)

In addition to the following pillars:

- Developing higher education and its curricula in the light of the principles of sustainable development of society (environmental, economic, social and cultural).
- Developing scientific and applied research and linking research with the reality of work, in a way that enhances the development of aspects
- economic to the community.
- Encouraging community participation: towards the values of justice, equity and community equality.
- Enhancing environmental responsibility: studying environmental problems, climate change, and how to preserve and sustainably use natural resources.
- Social and cultural empowerment, and the promotion of cultural diversity and the historical legacy of society.

Universities that work to confirm the concepts of sustainable development through their offered curricula, research, and prepare students who are qualified to become citizens who form a healthy, environmentally, socially and economically just society are sustainable universities. (حسن، 2016، صفحة 3)

Sub Chapter Three : Challenges facing universities for sustainable development

University institutions in developing countries have generally realized that education in its traditional form is no longer able to fulfill its developmental role in qualifying human capital to cover market needs, or in establishing knowledge capital and creating a better future for a sustainable society, and this is due to the fact that these institutions were not prepared. Sufficient to bring about sustainable

development, being conservative institutions and impervious to quality systems. These challenges can be summarized as follows :

- The increasing demand for university training, and the unprecedented growth in the number of students due to demographic changes, high population densities, immigration rates, and others.
- The deterioration of the social conditions of university professors, which prompts many of them to travel to work in other countries, or to move between several universities for the purpose of teaching, which affected their research activities, their relations with their students, and their contribution to achieving the requirements of sustainability.
- Relying on traditional teaching and learning methods in university teaching based on indoctrination, which does not open the way for creativity and innovation.
- The lack of experience in the training process among some of the components, and the lack of supervising professors, most of whom hold the rank of assistant professor, in addition to the low level of academic advising and student interaction within an integrated and balanced university environment.
- Low government support and shrinking financial resources for universities, in addition to the limited support provided to research projects, weak scientific production, especially the two applications, and the scarcity of multi- or interdisciplinary research teams.
- The rule of centralization and bureaucracy in the administration of universities and weak institutional performance, in addition to the scarcity of qualified human resources to activate quality assurance with the weak efficiency of some administrators and academic leaders. The rule of centralization and bureaucracy in the administration of universities and weak institutional performance, in addition to the scarcity of qualified human resources to activate quality assurance with the weak efficiency of some administrators and academic leaders.)mellas hassiba الصفحات ،2018 ، (6-5
- Limiting universities' activity to the educational aspect and academic research has created a big gap "between their mission of community service and their uninvested knowledge capacity, which impedes a basic aspect of their available economic resources in achieving additional and diverse financing sources that contribute to covering the financial deficit and achieving profitable investment returns for the university on the one hand, and on the other hand On the other hand, developing economic and social development projects as an essential part of her university mission.
- Inadequate educational programs to the needs and requirements of the labor market: This is due to the weakness of the relationship between the

university and the private sector and the weakness of the culture and the infrastructure. (سارة، صفحة 17)

Sub Chapter Four : The Fourth goal (Quality of Higher Education) for sustainable development.

I. Higher education quality targets and indicators for sustainable development

4.3- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. (United nations, p. 12)

4.3.1- Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex. (development, p. 6)

4.4- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. (United nations, p. 12)

4.4.1- Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill. (development, p. 6)

4.5- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. (United nations, p. 13)

4.5.1- Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated. (development, p. 6)

4.7- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. (Nation, p. 14)

4.7.1- Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.

4.a- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

4.a.1- Proportion of schools offering basic services, by type of service.

4.b- By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.

4.b.1- Volume of official development assistance flows for scholarships by sector and type of study.

4.c- By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

4.c.1- Proportion of teachers with the minimum required qualifications, by education level. (development, p. 6)

II. The relation between the fourth goal and the other SDGs

The following table shows the relationship between the fourth goal and the rest of the 17 goals of sustainable development :

Table 1. The relation between the fourth goal and the other SDGs

Goals	Relation	Goals	Relation
01	Education is important to lift people out of poverty	10	<i>Access to and use of education helps reduce inequality on both the social and economic levels</i>
02	Helping people move towards more sustainable farming methods and understanding nutrition issues	11	Education provides individuals with the skills to participate in making and maintaining cities more sustainable, and to enhance their resilience to disasters and resilience
03	Education contributes to improving public health on several levels, including premature mortality, reproductive health, disease prevalence, healthy lifestyles and well-being.	12	Education influences production patterns (eg: the circular economy) and expands consumer awareness about sustainably produced goods and the need to avoid waste

05	Education for women and girls is essential to acquiring basic literacy skills, improving participatory skills and abilities, and improving life opportunities.	13	Education is key to public understanding of, adaptation to, and mitigation of climate change impacts, particularly at the local level
06	Increased skills and ability to use natural resources more sustainably and potentially promote public health	14	Education is important in raising awareness of the marine environment and building a proactive consensus regarding the wise and sustainable use of marine resources
07	Education programmes, especially non-formal, can contribute to energy conservation and the promotion of renewable energy sources	15	Education and training increase skills and capacity to support sustainable livelihoods and conserve natural resources and biodiversity, especially in threatened environments.
08	There is a direct link between levels of education, economic dynamism, entrepreneurship, labor market skills, and more	16	Social education is vital to the functioning and ensuring of participatory, inclusive and just societies, and to the promotion of social cohesion
09	Education is essential to developing the skills needed to build more resilient infrastructure and more sustainable manufacturing	17	Lifelong learning builds the capacity to understand and promote sustainable development policies and practices.

Source: ا.د. عماد، التعليم من أجل التنمية المستدامة التحديات والفرص والدروس المستفادة، الشبكة العربية للبيئة والتنمية "رائد"، ش 9، 10، 11، د.ت.

That is why there are many links linking education to sustainable development, especially since university education is very important, not only in the lives of individuals, but also affects their families, communities and workplaces. environment, more able to adapt to the effects of climate change, more productive and income-generating, more likely than others to live healthy and sound, participate in political life, and the ability to exercise greater control over their lives in addition to the many benefits of educating girls and women and intergenerat

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Chapter Three: Case Study

Preamble

After we have touched on the theoretical part of this study, in this chapter we will drop the theoretical aspect on the field of study of the University of Mohamed Kheidar in Biskra in achieving the fourth goal of sustainable development for the year 2030

In this context, we will deal with this chapter through the following topics:

Sub Chapter One : Presenting Mohamad Khider Biskra.

Sub Chapter Two : Tools and method used in the study

Sub-chapter three : The results and discussion of the study

Sub Chapter One : Presenting Mohamed Khider Biskra

In this topic, the University of Mohamed Khider-Biskra is addressed, and its faculties are identified, and the departments contained in these faculties, in addition to the tasks and objectives of the university.

I. About Mohamed Khider University – Biskra.

Mohamed Khider University is considered one of the most powerful Algerian universities. It is 2 km away from the city center. and located in the southeast of Al-Alia, bordered to the north by Shatma Road, to the south by the university residence for girls, to the west by Sidi Oqba Road, and to the east it is bordered by the road opposite the Al-Alia sports complex. The university also includes two large university poles, the first is located in the municipality of Al-Hajib (College of Exact Sciences, Nature and Life), and the second is located in the municipality of Shatma and includes the College of Humanities and Social Sciences, the College of Law and Political Science and the Institute of Physical Education.

Mohamed Khider University - Biskra was established in 1984. It is a public institution of a scientific, cultural and professional nature, endowed with moral personality and financial independence.

The university consists of a body (a board of directors and a scientific council), the presidency of the university, faculties, institutes, and sometimes annexes. It also includes common administrative and technical interests.

II. The emergence and development of Mohamed Khider University

The University of Mohamed Khider - Biskra passed through three phases, as follows:

The first stage: the institutes stage, 1984-1992

The national institutes enjoyed administrative, pedagogical and financial autonomy, and a central body was responsible for coordinating between them.

- National Institute of Irrigation (Decree No. 254-84 of August 18, 1984)
- National Institute of Architecture (Decree No. 253-84 of 05-08-1984)
- National Electrotechnical Institute (Decree No. 169-86 of August 18, 1986)

The second stage: the university center stage (1992-1998)

These institutes turned into a university center by virtue of Decree No. 295-92, on 07/07/1992. Since 1992, other institutes have been opened:

- Institute of Exact Sciences.
- Institute of Economic Sciences.

- Arabic Literature Institute.
- Civil Engineering Institute.
- Electronic Institute.
- Institute of Sociology.

The third stage: the university stage (1998 - to the present day)

With the issuance of Decree No. 219-98 of 07/07/1998, the university center was transformed into a university comprising three faculties, and then on 08/24/2004 the issuance of Executive Decree No. 255-98 of 07/07/1998, which includes the establishment of the University of Biskra, amended so that The university now consists of 6 colleges:

- Faculty of sciences and technology.
- Faculty of Humanities.
- Faculty of Law and Political Science.
- Faculty of Economic Sciences and Management.
- College of Literature.
- College of Exact Sciences.

Then came Executive Decree No. 90-90 of 02/17/2009, which amends and completes Executive Decree No. 98-219 of 07/07/1998. A new institute was added, represented in:

- Institute of Science and Technology of Physical and Sports Activities.

The Executive Decree also amended Article 4 of Executive Decree No. 219-98, so that in addition to the General Secretariat and the Central Library, the university's directorate now includes four deputy directorates assigned, respectively, to the following fields:

- Vice Rectorate for Higher Education in Graduation, Continuous Training and Certificates, as well as Higher Education in Graduation.
- Vice Rectorate for higher education in post-graduation, university qualification and scientific research.
- Vice Rectorate for External Relations, Cooperation, Animation, Communication and Scientific Demonstrations.
- Vice Rectorate of the University for Development, Foresight and Guidance.

The University of Mohamed Khider-Biskra also includes university services, as the university services sector is currently available on:

- 11 university residencies: 05 residencies for females and 06 residencies for males.
- Number of university transport buses: 150 buses.

- Number of university restaurants: 11 restaurants, A central restaurant with a capacity of 800 seats and serving more than 2,400 meals per day.
- Total resident students: 15,350 residents.

Equipment operations :

As for the acquisition of scientific equipment, the following operations were recorded:

- Receive electron microscope (MEB).
- Equipping the architecture laboratory.
- Equipping biology laboratories.
- Supplying electronic, technical and mechanical electricity laboratories

There are also common interests between these colleges and the institute, represented in:

Systems Center, automated media networks, communication, tele-education and distance education.

- Audiovisual Education Centre.
- Technology lobby.
- Quality Assurance Cell.
- Career Path Center.
- Entrepreneurship House.

III. Missions and objectives of the University of Mohamed Khider-Biskra

➤ Missions of the University of Mohamed Khider-Biskra.

Within the framework of the tasks of the public facility for higher education, the University of Mohamed Khider - Biskra - undertakes the following tasks:

1. In the field of higher education:

- Formation of the necessary frameworks for economic, social and cultural development.
- Teach students research methods and upgrade training by research and research methods.
- Contribute to the production and dissemination of science and knowledge in its collection and development.
- Participate in continuous training.

2. In the field of scientific research and technological development:

- Promotion and dissemination of national culture.
- Participation in supporting national scientific capacities.
- Participation within the international scientific and cultural community, exchanging and enriching knowledge.

➤ **Objectives of the university of Mohamed Khider-Biskra.**

Mohamed Khider University - Biskra relies on the pedagogical and scientific competence of its professors and the support of its employees and workers to form a student group that can reconcile and succeed in social and professional integration in the local community. The university's dynamism continues continuously in response to the following objectives:

- Ensure a qualitative pedagogical formation.
- Diversity in formative disciplines in response to national and local requirements.
- Giving new impetus and qualitative movement to scientific research to contribute to the development of all economic sectors
- and social.

Source : <https://univ-biskra.dz/index.php/ar/>.

Sub Chapter Two: Tools and method used in the study

I. Methodology

After defining the research problem and defining the objectives of the study in the theoretical part, as well as addressing all of the above theoretically, we tried through the field study to highlight the application of all of the above on the ground, that is, to answer the problem that states how can higher education at university of Mohamed Khider be promoted within the sustainable development goals. Where the analytical descriptive approach was relied upon as the appropriate approach for the subject of the study, and the focus was on Mohamed khider biskra as a case study.

II. Information gathering tools

After developing the theoretical framework for the subject of the study based on previous articles and studies and various sites, some other tools were relied upon for the purpose of collecting primary data about the institution under study, namely: **the interview.**

For scientific integrity, the questionnaire was prepared based on education indicators within the 2030 Sustainable Development Goals Program.

Sub Chapter Three : The results and discussion of the study

I. Field data analysis

Through it, we will develop the questions that will be relied upon in conducting the interview, as well as asking and analyzing the respondent's answers:

1. Indicators of the fourth goal of the 2030 Sustainable Development Program

Table 2. Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex.

Education type	women number	Men number	Number of women under than 25yo	Number of men under than 25yo	Number of women more than 25yo	No. of men more than 25yo
Formal Education	17793	10610	14400	7214	2273	4516
Number of students	28403					
Pourcentage	62.64	37.35	50.69	25.39	8.0026	15.90
Informal Education	452	670	298	400	154	270
Number of Students	1122					
Pourcentage	40.28	59.71	26.55	35.65	13.72	24.06

We see that the participation pourcentage of youth women in the formal education is **51%**, while the participation pourcentage of youth men in the fomal education is **25%**.

As for, the participation pourcentage of adults women in the formal education is **8%**, and the participation pourcentage of adults men in the formal education is **16%**.

Also, the participation pourcentage of youth women in the informal education is **27%**, while the participation pourcentage of youth men in the informal education is **36%**.

Whilst the participation pourcentage of adults women in the Informal education is **14%**, and the participation pourcentage of adults men in the informal education is **24%**.

- **Propotion of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.**

We were not able to obtain specific and accurate percentages and statistics regarding this indicator at the University of Biskra, considering that it is difficult to accurately and credibly count all college students on the basis of their technological skills and information, while the University of Biskra was able to establish the house of Entrepreneurship, which received the participation of many students from all Specializations, as well as the formation and supervision of professors under the supervision of a group of professors from the Faculty of Management in order to

acquire entrepreneurial skills and be able to conduct free business and special projects and give them opportunities to implement their ideas and projects on the ground, where the House of Entrepreneurship at the University of Biskra developed 54 new ideas and produced 233 trained and comprehensive students with the basics of entrepreneurship, as well as educating 1197 students..

- **Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.**

There are no differences between females and males in terms of education or access to information, so that the University of Biskra applies the principle of gender equality in education, while for people with special needs, there are an estimated 20 disabled people with different disabilities and 6 blind students. It is appropriate to study on the basis of their needs by providing designated corridors and places for study, especially for the blind, as the University of Biskra provides them with a private library inside the central library equipped with all means for education and viewing through special panels for the blind. As for those affected by conflicts, we find that it receives immigrant foreign students and provides them with accommodation A separate allocation from the residence of local students, the provision of high scholarships compared to the local scholarships, the provision of security and stability, quality education, and the rejection of racism.

- **What is the proportion of youth and adults who achieve at least a fixed level of proficiency in functional skills related to reading and writing foreign languages, by sex?**

It is completely 100%, considering that there is no student graduating or studying at the University of Biskra who is going to work and does not have a minimum level of proficiency in functional skills related to reading, writing and foreign languages.

Through the respondent's answer, we find that all students of the University of Biskra are competent in functional skills, which is unreasonable, as there are students with a lower level than students, and there are teaching assistants, meaning that there is no parity among all students academically.

- **To what extent is global citizenship education and education for sustainable development, including gender equality and human rights, mainstreamed in national education policies, curricula, teacher training and student assessment?**

The University of Biskra has carried out many researches by a number of its professors, with the aim of supporting educational knowledge to achieve the goals of sustainable development 2030. This work aims to enable all students to acquire the knowledge and skills necessary to support sustainability. These efforts include

promoting education to achieve sustainable development, emphasizing sustainable lifestyles, human rights and gender equality, as well as spreading a culture of peace, inciting non-violence, promoting global citizenship, appreciating cultural diversity, and appreciating the contribution of culture in sustainable development.

So that she held forums on sustainable development and invited professors from other universities around her, as well as holding awareness days, as well as introducing sustainable development goals in the curricula of some disciplines at the university, but it did not reach the required level of generalization, as it did not include student evaluation and teacher training on these basics

- **What is the percentage of facilities on campus that take into account people with disabilities and gender differences, and what is the level of the existing university facilities in creating an effective, safe, violence-free and inclusive educational environment for all?.**

The percentage of facilities on campus that take into account people with disabilities, gender differences, and a safe environment free of violence and inclusive for all is 100%.

We conclude that the University of Biskra provides its students on campus with all means for all groups of society so that people with disabilities are taken into account by establishing special corridors in all colleges, departments and facilities of the university and special centers for education for people with special needs, as well as respecting gender differences so that there are completely separate residences for both bodies through The establishment of a private residence for females with all its facilities, including restaurants, etc., and a special residence for males equipped with its facilities as well, in addition to the presence of places designated for each gender separately, in addition to that it is very keen on the safety of its educational staff and students in a safe environment free of violence by providing security in every college and facility.

- **Volume of official development assistance flows for scholarships by sector and type of study.**

Unfortunately, we were unable to obtain data on this indicator from the heads of university cells.

The financial and budgetary matters of the university are among the secret matters in it, which can only be obtained by the dean of the university and the financial director.

- **Proportion of teachers with the minimum required qualifications, by education level.**

The percentage of teachers who have the minimum required qualifications according to the educational level is 0%.

Through the respondent's answer, we conclude that there is no professor who possesses the minimum level of qualifications, that is, they are chosen carefully and accurately on the basis of high educational qualifications, which are currently represented in a doctorate and professorship, and previously in a Master's degree.

2. International Higher Education Indicators

2.1 THE University Rankings :

- What is the percentage of academic employees who have a Ph.D?

The percentage of academic employees who hold a PhD is estimated at 87%.

Through the respondent's answer, we find that there is a large percentage of professors with competence and skill for a suitable educational job at Mohamed Khider University.

Mohamed Khider University have the highest level of qualifications required from the educational level.

Table 3. the Percentage of students from Master to PhD?

Master Students	4914
Ph.D Students	162
Total	5076
The total number of students	28403
Pourcentage	17.87%

We found that it was relatively small compared to the number of students who graduated with a Master's degree, and the reason for this is likely to be due to the difficulty of this level, the high quality of its education and the quality of students' evaluation on it, also the difficulty of passing the doctoral exam and the identification of a very small number of successful students on the basis of rank and not average.

- How much is search income?

Like the previous indicator, this data is unfortunately not available.

As we said, because financial matters are secret, they are not disclosed to the public.

- How productive is the search?

The research productivity of the University of Biskra is represented in 3962 scientific research.

It is considered a good productivity for scientific research, so that most of the professors in all faculties have research and articles in multiple and different magazines, and the Muhammad Kheidar community encourages the development of research by providing all means and carrying out scholarships for doctoral students and professors abroad for research.

Table 4. Ratio of international students to locals?

International students	100
Total of students	28403
pourcentage	0.35%

0.35% represents a very small percentage compared to the total number of students at the University of Biskra, so that we conclude from this result that the University of Biskra doesn't encourage the recruitment of international students, and this is evidence that it doesn't provide official development assistance to provide scholarships to African and developing countries, as well as to provide scholarships to foreign countries.

Table 5. What is the percentage of international employees?

International employees	1
Total of employees	1417
pourcentage	0.07%

The reason behind this ratio could be multifactorial. One of these reasons is that the government or University of Biskra have policies that encourage the use of local teachers, either by providing training or qualification opportunities for local teachers, or by reducing employment opportunities for foreign teachers.

In addition, the reason could be that Mohamed Khider University has strict requirements for obtaining a work visa for foreign teachers, which can lead to a reduction in the number of foreign teachers employed.

Finally, the reason may be that educational institutions cannot afford the cost of hiring foreign teachers who may require higher salaries or additional expenses such as housing and health insurance, making it difficult to hire more foreign teachers.

In the end, this does not benefit the University of Biskra, as there is no exchange of experiences and information to be gained by foreign employees and taken into account in order to correct some of the shortcomings, whether in the curricula or in the method of evaluating students.

- **What is the level of international cooperation?**

The external relations of the University of Biskra are divided into two categories: international agreements and cooperation programs.

International agreements: consist of short-term internships and six-month residency programs. In 2019, the University of Biskra provided residency programs for 35 PhD students.

The cooperation programs: involve the mobility of outstanding students and the participation of professors in international cooperation programs. In 2019, 53 students and professors were involved in these programs.

The University of Biskra has also signed 35 valid international agreements so far.

We can understand that the University of Biskra attaches great importance to international cooperation in the field of higher education. These external relations are represented in international agreements and international cooperation programs, as it is keen to build strong and sustainable international partnerships in order to enhance the quality of education and provide learning opportunities for students and academics in various fields. This is represented in the signing of many international agreements and the implementation of international cooperation programs in various academic fields.

- **How much is the income of the industry?**

This indicator is not available because it relates to the financial affairs of the university.

2.2. Academic world ranking of universities ARWU

- **How many graduates have won Nobel Prizes and Field Medals?**

There are 2 graduates have field medals, and 0 nobel prizes.

Field medals are typically awarded in recognition of outstanding achievements or contributions in a particular field, such as academia, research, or sports.

This number is considered small compared to the number of graduate students of the University of Biskra and the number of faculties and majors in it, as well as compared to the agreed students participating in the international cooperation program, so that it is reasonable to have a significant number of field medals without taking into account the Nobel Prizes.

- **How many employees have received Nobel Prizes and Field Medals?**

There are 4 employees who have received field medals, and 0 Nobel prizes.

The fact that four employees have received field medals suggests that they have made significant contributions in their respective fields of work or study. It may also reflect positively on the university as a whole, as it suggests that the Mohamed Khider University is home to talented and accomplished individuals compared to other universities.

- **How many papers are published in the journal Nature and Science?**

Neither article has been published in the journal Nature and Science.

There may be several reasons that may lead to non-publication of articles by Muhammad Khider University in this journal, such as not conducting scientific research that meets the standards of the journal, or not sending the research for publication appropriately, or not obtaining sufficient funding to support the research, or Lack of experience in publishing scientific research in the journal.

Chapter summary

Through the second chapter, we concluded that the University of Biskra has applied some of the indicators of the fourth goal within the 17 goals of sustainable development 203 SDG, issued by the United Nations in 2015, and some of them have not been applied or not deepened in their generalization and adoption.

While some international indicators of higher education have been applied and used, including THE indicators, which the University of Biskra is participating in and classified within, ARWU indicators have also been applied, so that these indicators are in line with the global strategy for sustainable development and ensuring the quality of higher education.



Conclusion

Conclusion

The subject of the study dealt with the role of the University of Mohamed Khider Biskra in achieving the fourth goal of sustainable development 2030, embodied in that practical reality by evaluating the practices of the University of Mohamed Khider in this field, and for that we have addressed this issue by combining theoretical study and field study. We reached the following conclusions and recommendations:

Results:

In light of the theoretical and scientific analyzes of the goals and indicators of the fourth goal of sustainable development 2030, which were conducted at the University of Mohamed Khider Biskra in March 2023, the following results were reached:

- Sustainable development is one of the most important means used by countries to achieve a qualitative leap in various social fields and to develop society.
- The University of Mohamed Khider Biskra has ensured equal opportunities for all females and males to have access to technical, vocational and higher education of good quality and at an affordable cost.
- The interest of the University of Biskra in entrepreneurship by providing opportunities to educate and train students and teachers, as well as leaving room for students to express their entrepreneurial ideas and apply them on the ground.
- There is no interest in developing ICT skills for Biskra University students and focusing on them only in some specializations and other specializations that are not familiar with this indicator, which means that it is not inclusive for all.
- The University of Mohamed Khider Biskra has ensured equal opportunities for all females and males with special needs, including the disabled and the blind, to obtain technical and vocational education and quality and affordable higher education by providing all means.
- The University of Mohamed Khider Biskra respects all foreign students of different nationalities and religions and applies the principle of equal opportunity to them, as well as providing them with all means of comfort and accessible education.
- The University of Mohamed Khider Biskra was familiar with the concept of global citizenship, human rights and education for sustainable development in its curricula only, while it did not generalize it in student assessment and teacher training.
- The University of Biskra provides an effective and safe environment free of violence and inclusive of all, and takes into account people with disabilities and gender differences in terms of university facilities.
- The University of Mohamed Kheidar Biskra does not participate in financial matters and its budgets, as well as aid amounts and research and industry income, which makes it difficult for the researcher to study indicators related

to financial matters and compare them in order to know whether the University of Biskra applies these indicators or not.

- Biskra University has an elite group of professors who hold high academic and professional ranks, with at least a Master's degree for the senior professors. Among these elites, the world-renowned researcher Habiba Belkacem emerged, who used to teach at Biskra University.
- The University of Biskra applies the global THE indicators, so that the University of Mohamed Khider participates in this classification and tries to improve the quality of research, the teaching staff, and students who obtain a Ph.D degree in order to take good ranks in this international classification.
- The University of Mohamed Khider Biskra encourages international cooperation programs and international agreements, so that it has made 35 cooperation so far with different foreign universities in terms of doing internships or bringing foreign students.
- Although the University of Biskra is not participating or classified in the ARWU international classification, it applies most of its indicators, except for what is related to publication in the Journal of Science and Nature due to the difficulty of its criteria.

In addition, among the achievements of the University of Biskra locally, The University of Biskra occupied a privileged position among Algerian universities in the "TRANSPARENT RANKING" classification in terms of the number of citations in Google Scholar according to the latest version of the Spanish website "Webometrics" in the fifteenth edition of January 2023, as the University of Biskra ranked fifth at the national level with 54,123 citations from Among 39 Algerian universities, this is the result of the efforts of the university administration, its professors, students and researchers to improve its ranking at the national, regional and international levels.

It should be noted that the "TRANSPARENT RANKING" rating is based on the number of citations in Google Scholar.

Through the results reached in this study, we get that the University of Mohamed Kheidar Biskra does not actually participate in the 2030 Sustainable Development Goals program, but rather applies the indicators of the fourth goal unintentionally, so that there are some imbalances and differences between the results obtained and the truth, and this enters into the nature of the data and statistics obtained on her.

Recommendations

Based on the findings of the study, the researcher recommends the following:

- The necessity of integrating the United Nations Sustainable Development Goals for the year 2030 in the University of Biskra and the rest of the country's universities as an imperative to develop education and ensure its quality in order to upgrade universities to the global level.

- Seeking to influence decision makers at the ministry level by making it mandatory to achieve the sustainable development goals 2030 for the University of Biskra and the rest of the country's universities.
- Enhancing the awareness of the teaching staff and students at the University of Biskra and other universities of the importance of achieving the goals of sustainable development 2030, to increasing and intensifying training courses and introductory workshops. This is done in order to ensure the quality of education and improve the university's awareness of the importance of achieving the 2030 Sustainable Development Goals.
- Developing programs aimed at following up university graduates and their level of integration into the labor market.
- The need to adopt a method of periodic training for university students on how to professional integration.
- Carrying out university research and studies on this topic, so that there is great negligence about the United Nations Program for the Sustainable Development Goals 2030 to the extent that there is one research among the entire Algerian universities that talks about the same topic that we touched on.

Study prospects

In view of the importance of the university's role in achieving quality education, we suggest preparing future studies and opening the way for other studies as follows:

1. The concept of education for sustainable development (ESD), whole-institution approach as a key strategy to scale up education for sustainable development, and pedagogy for developing sustainability competencies.
2. The relevance of inclusive and equitable quality education and lifelong learning opportunities for all (formal, non-formal and informal learning, including the use of ICT) and at all levels for improving education quality and sustainable development.
3. University governance as a mechanism for controlling the behavior of the practice of sustainability.
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APPENDICES

Appendix A.

République Algérienne Démocratique et Populaire
Ministère de l'Enseignement Supérieur et de la
Recherche Scientifique
Université Mohamed KHIDHER -Biskra
Faculté des Sciences Economiques, Commerciales et
des Sciences de Gestion
Département des Sciences de Gestion



الجمهورية الجزائرية الديمقراطية الشعبية
 وزارة التعليم العالي و البحث العلمي
 جامعة محمد خيضر بسكرة
 كلية العلوم الاقتصادية و التجارية و علوم التسيير
 قسم علوم التسيير

تصريح شرفي

خاص بالالتزام بقواعد النزاهة العلمية لانجاز بحث

(ملحق القرارالقرار 1082 المؤرخ في 27 ديسمبر 2020)

أنا الممضي أدناه،: نرمين حوحو

الصفة: طالب

الحامل لبطاقة التعريف الوطنية رقم: 119990230057310008 الصادرة بتاريخ: 2022/09/11

المسجل بكلية: كلية العلوم الاقتصادية والتجارية وعلوم التسيير قسم: علوم التسيير
 والمكلف بإنجاز: مذكرة ماستر

17 تحت عنوان: استراتيجية ترقية التعليم في الجزائر ضمن برنامج اهداف التنمية المستدامة (دراسة وصفية تحليلية. dg 2030)

أصرح بشرفي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في انجاز البحث وفق ما ينصه القرار رقم 1082 المؤرخ في 27 ديسمبر 2020 المحدد للقواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها.

التاريخ: 2022/06/06
 إمضاء المعني بالأمر

Appendix B.

الإحصائيات على مستوى جامعة التكوين المتواصل

عدد الطلبة	الجنس		التخصص
	اناث	ذكور	
50	27	23	السنة أولى ماستر تسيير عمومي
18	09	09	السنة الثانية ماستر تسيير عمومي
77	32	45	السنة أولى محاسبة
30	16	14	السنة الثانية ماستر محاسبة
181	80	101	السنة الأولى ماستر قانون أعمال
82	23	59	السنة الثانية ماستر قانون أعمال
84	30	54	السنة أولى ليسانس محاسبة
31	06	25	السنة ثانية ليسانس محاسبة
315	119	196	السنة أولى ليسانس حقوق
126	48	78	السنة الثانية ليسانس حقوق
44	17	27	السنة أولى ليسانس اعلام واتصال
84	45	39	السنة أولى ليسانس انجليزية
1122	452	670	المجموع