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The Effect of Continuous Training for Public Employees on the Quality of Public Service: A Case Study of El Oued University Teachers

Dissertation Submitted in Partial Fulfilment of the Requirements for Master's Degree in Administrative Law

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Dedication

This dissertation is dedicated to:

My parents, for their endless support.

To my wife and children, for their encouragement and patience.

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This dissertation represents a truly enlightening journey in my scientific research. It would never have been achieved without the invaluable guidance and enthusiastic encouragement of my supervisor, **Dr. Salah DJABER**.

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Nevertheless, in all of the above efforts to accomplish this research, any errors or omissions are solely my own.

Abstract

The effectiveness of public institutions, especially those operating in the higher education sector, depends heavily on the efficiency and resilience of their staff in a time of profound global change. This study explores the impact of continuous training for public sector employees on improving the quality of public service, with a focus on the case study of El Oued University teachers. The main objective is to assess the impact of continuous training programmes on improving performance within higher education institutions. To achieve this, the study examines the basics of effective training, digitisation, pedagogical accompaniment cell, English language teaching and Abroad-Level Improvement Programmes. It also investigates their role in supporting academic excellence and strengthening distinguished academic achievement, thus developing the scientific and pedagogical performance of the university as a whole. This research seeks to bridge the knowledge gap regarding the impact of continuous and structured training programmes on the provision of quality public service in higher education. The research employed a descriptive and analytical method, collecting data through structured questionnaires, a review of official regulations and records from the University's General Secretariat, and secondary sources like scholarly references, articles and books. This triangulation ensured the findings were reliable and comprehensive. The findings reveal that continuous training significantly contributes to improving the overall quality of the public service as well as the university's scientific and pedagogical effectiveness, reflected in more efficient teaching, distinguished scientific production, and enhanced institutional standing at both the national and international levels. In conclusion, continuous training represents a strategic lever to maintain innovation and ensure quality in the provision of public service at El Oued University. The study's findings support the need for comprehensive, evidence-based strategies to institutionalise and expand training initiatives within Algeria's higher education system.

Keywords: Continuous Training, El Oued University, Higher Education, Public Service Quality, Teacher Professional Development.

List of Abbreviations and Acronyms

AI	Artificial Intelligence
Art.	Article
CBHE	Capacity Building in Higher Education
COVID	Coronavirus Disease
ERASMUS	European Region Action Scheme for the Mobility of University Students
ESAGOV	Enseignement Supérieur Algérien à l'Heure de La Gouvernance Universitaire
ICT	Information and Communication Technology
ICTP-CIMPA	International Centre for Theoretical Physics- Centre International de Mathématique Pures et Appliquées
Inc.	Incorporated
n.d	No date
PNR	Programme National de Recherche
PRFU	Projet de Recherche et de Formation Universitaire
PRIMA	Partnership for Research and Innovation in the Mediterranean Area
THE	Times Higher Education
TNA	Training Needs Analysis
UI GreenMetric	University of Indonesia Green Metric Ranking
UniRank	University Ranking

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General Introduction

Background of the Study

In light of the rapid changes occurring worldwide, the public service is in constant need of continuous development and improvement to keep pace with these changes. The success of public institutions depends primarily on the efficiency of their employees, which makes continuous training a pivotal factor in raising the level of their performance. The continuous training of public employees, including university teachers, is an essential pillar for ensuring the regular and effective functioning of public utilities. El Oued University, like other university institutions, pays special attention to this aspect, which allows us to examine the impact of continuous training on improving the quality of public service, with a focus on the role of the university teacher.

Statement of the Problem

Improving public service in the higher education sector requires highly skilled and competent staff. Despite its recognised importance, continuous training in Algeria still faces significant challenges. These include ensuring the quality and effectiveness of such programmes. At El Oued University, as in many other institutions, continuous training initiatives are available but often lack proper evaluation, effective integration of digital tools, and alignment with international standards. Additionally, the effects of support structures, such as the pedagogical accompaniment cell, and initiatives like English language training on teachers' performance and the overall quality of higher education remain underexplored. This situation raises critical questions about the adequacy of existing training policies, the mechanisms for their implementation, and their contribution to maintaining an efficient and high-quality public service.

Research Questions and Research Hypotheses

Given the challenges identified, and to bridge the gap between the theoretical importance of continuous training and its practical implementation within Algerian higher education, several research questions have been formulated:

- How does the continuous training of university teachers contribute to improving the performance of the public service in the higher education sector?
- Which fundamental principles must be adopted to ensure effective continuous training?
- How do Abroad-Level Improvement initiatives and residential training enhance the quality of continuous training?
- What role does the pedagogical accompaniment cell play in this regard?

- How can training in the English language and digital skills support the professional development of teachers at El Oued University, contributing to the overall improvement of higher education?

Based on the problem statement and the research questions, the following hypotheses are proposed:

- Continuous training for university teachers has a significant positive impact on improving public service performance in the higher education sector.
- The effectiveness of continuous training depends on the adoption of well-defined principles and structural mechanisms that ensure its quality and sustainability.
- The integration of Abroad-Level Improvement and residential training substantially enhances the quality, accessibility, and outcomes of continuous training programmes.
- The pedagogical accompaniment cell plays a crucial role in supporting, monitoring, and guiding continuous training initiatives at the university.
- English language training and digital skills enhancement are key factors in developing teachers' professional competencies and improving the overall quality of higher education at El Oued University

Aims of the Study

The main aims of this study are to:

- Examine the impact of continuous training on improving the performance of public employees in the higher education sector.
- Evaluate the policies and initiatives related to continuous training at El Oued University, such as English language training and the role of the pedagogical accompaniment cell.
- Analyse the role of digitisation in improving the quality of continuous training.
- Propose mechanisms to promote continuous training and sustain its effectiveness in public service.

Significance of the Study

This research is critical for understanding the rationale for the study. It is useful for academics and researchers interested in the topic of Teachers' Training. The importance of this research lies in the fact that it addresses a vital topic that directly affects the quality of higher education, as one of the basic public facilities. It also contributes to shedding light on policies related to the training of university teachers, and identifying ways to enhance them to improve job performance and ensure the continuity of service with high quality.

Moreover, the research highlights the increasing role of digitisation in developing the skills of public servants, and provides a practical model for analysing continuous training at El Oued University.

Research Methodology

The current study is qualitative in nature. The study adopted a descriptive and analytical approach, using triangulation of sources and methods to enhance both reliability and validity. Primary data were gathered through structured questionnaires administered to the heads of committees and operational units across the university, capturing institutional perspectives on training-related activities. Additionally, a documentary review was conducted during a field visit to the University's General Secretariat, specifically within the Office of Organisation. This involved examining official regulations, resolutions, orders, decisions, and records related to training programmes. Furthermore, secondary data were obtained from scholarly references, academic books, and official reports available on the university's website, which provide a broader contextual framework and strengthen the analysis.

Structure of the Study

The present study is organised into two main chapters, each addressing a distinct yet complementary aspect of the research topic. The first chapter focuses on the conceptual and legal framework for the continuous training of public employees. It begins by establishing a conceptual foundation by defining key terms such as public employee, training, and quality. Additionally, it examines different types of training and emphasises the importance of continuous training in enhancing the efficiency of public employees and the effective functioning of public utilities. The chapter also deals with the legal aspects of continuous training, highlighting its connection to public service law, relevant administrative and legal principles, and the national legislative framework governing training in Algeria. Furthermore, it discusses the specific role of continuous training in the higher education sector, concentrating on its legal framework, various forms, and the urgent need for training university teachers in the era of artificial intelligence. The second chapter shifts to the practical and applied dimension, analysing the role of continuous training in improving the quality of public service within the higher education sector, particularly at El Oued University. It examines the strategies implemented at the university, the contributions of the pedagogical accompaniment cell, and the increasing importance of training in the English language. Additionally, it investigates the impact of Abroad-Level Improvement and Residential Training Programmes for university teachers, considering institutional policies, implementation mechanisms, and associated

outcomes and challenges. Finally, this chapter addresses the role of digitisation in enhancing continuous training, discussing digital policies, orders, decisions, and practical applications aimed at improving teachers' performance. The study concludes with a general conclusion that synthesises the findings and highlights prospects for continuous training in public service.

CHAPTER ONE:

Conceptual & Legal Framework for the Continuous Training of Public Employees

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Introduction

Training and professional development have become increasingly important within administrative studies and research. This significance arises from the crucial role of public service in organising state activities and its involvement in various economic and social sectors. The public service is viewed as an essential tool for the success of public policies, contributing to societal progress and modernisation. The purpose of this chapter is to explore the concept of training as a vital tool for improving public service. It defines training, identifies its various types, emphasises its importance, and establishes both its legal and conceptual frameworks.

1.1 Continuous Training and Its Importance in the Public Service

In modern public administration, continuous training has become a fundamental element for strengthening human capital and ensuring the effective operation of public services. The rapid pace of technological, administrative, and societal changes requires that employees continually update their knowledge and skills to adapt to new challenges and responsibilities. As a result, training is not just an auxiliary activity; it is a strategic investment in human resources that enhances individual performance, promotes organisational efficiency, and improves the quality of services provided to citizens. This section discusses the definition of training, its main types, the roles of continuous training in improving employee performance, and its significance in ensuring the regular functioning of public utilities, particularly in the context of Algerian legislation.

1.1.1 Defining Public Service, Public Employee, Training, and Quality: An Integrated Perspective

To understand the foundations of continuous training in the public service, it is important to clarify the key concepts involved in this study. The terms "public service", "public employee", "training", and "quality" are closely linked. Public service refers to the functions that the administration undertakes to serve citizens, while the public employee is the individual responsible for providing these services and is therefore required to receive training. Training serves as a strategic tool for skill development, whereas quality represents the expected outcomes in terms of efficiency and service delivery. By examining the definitions of these concepts and their relationships, a solid conceptual framework for analysing the role of continuous training in enhancing public service performance can be established.

a. Definition of Public Service

It is any activity that seeks to **serve the public interest** and falls within the responsibility of the state and its institutions. This includes various forms such as administrative, economic,

educational, and media-related activities, among others. The General Administration is tasked with ensuring and monitoring the **public interest through its interventions**. (Chikh & Belghit, 2021, p. 321)

In Article 6 of Executive Decree No.88-131 of July 4, 1988, the legislature emphasised the importance of the relationship between the administration and the citizen. It stated that the administration should **adapt its tasks and structures to meet the needs of citizens and deliver high-quality service**. The legislator has implemented several mechanisms to **enhance service efficiency**, including the continuous improvement of service.

The "Lexique des Termes Juridiques" dictionary confirms that the term "public service" refers to any **activity aimed at meeting the public interest needs**. Therefore, such services must be provided and monitored by the administration, as no other party can ensure their quality or the continuous satisfaction of these needs. (Guinchard, Debard, & Avout, 2014)

b. Definition of the Public Employee

According to Article 4 of Ordinance No.06-03 of July 15, 2006, concerning the General Statute of the Civil Service, an employee is defined as **any agent appointed to a permanent public position, confirmed within the administrative hierarchy**.

Therefore, a public employee is an individual **who is appointed to a permanent position subordinate to one of the administrative services of the state or other public law entities**. Some positions require certain academic qualifications for appointment, while others require specific training and skills.

The Algerian legislator recognised "training" as an **employee's right** to perform his/her duties effectively. Article 38 of the above ordinance affirms that employees **have the right to training and level improvement throughout their professional life**.

b- Definition of Training

Training is defined as a **planned activity designed to bring about positive changes in trainees regarding their attitudes, knowledge, performance, skills, and behaviours, ultimately enhancing their performance**. This process aims to equip trainees with the necessary **experience and skills** to improve their **job performance, prepare them for higher positions**, or enhance their abilities to address challenges within the organisation in which they work. (Abu Al Nasr, 2008, pp.56-57)

Moreover, training is considered a fundamental aspect of human resources management, as it benefits the individual, the institution, and the community. According to Djeddi (2020, p.127), training plays a crucial role in enhancing individual performance and **improving work methods**. Its primary aim is to help employees acquire **new skills and abilities** while also developing their

behaviour and attitudes to adapt to changes in work practices and advancements in their respective fields.

c- Definition of Quality

According to the Cambridge dictionary, the adjective "**quality**" means "**of high standard**" or "very good". As a noun, it refers to: " the degree of excellence of something, often a high degree of it".

Quality is defined as **the set of advantages and characteristics of a product or service that meets the needs of consumers**. The **quality of a service is reflected in how well it fulfils the needs and desires of the service recipients, aiming to achieve customer expectations in that area**. The primary criterion for assessing the level of quality is to compare the delivered service with the expected standard. The closer the service level is to, or the more it exceeds, the customer's expectations, the higher the quality. Conversely, if the service falls short of these expectations, it is considered to lack quality. To measure quality, several dimensions must be available, including the speed and accuracy of service delivery, absence of errors, courteous treatment of recipients by the service provider, and the clarity and responsiveness of procedures during the service process. (Djeddi, 2020, pp.129-130)

Numerous factors positively influence the employees' performance and the quality of services delivered, among which **continuous training** is a significant contributor. It enhances job performance and improves the quality of public service. As an ongoing process, it is a vital component in developing organisations that can effectively address various challenges.

One of the key principles to ensure high-quality public service is "**the principle of Merit**", which is essential for increasing the employees' performance and the quality of service. This principle is primarily reflected in the processes of **selection, competition, and promotion**. This principle is a key concept in human resources management that emphasises hiring, promoting, and retaining individuals based on their ability to perform job duties. It prioritises qualifications over non-job-related factors such as political affiliation, race, or gender. (PeopleHum Technologies Inc., n.d)

According to WebHR (2024), performance management is a key component of merit system principles. It involves assessing and evaluating employees' performance to determine their contributions and potential for growth within the organisation. Performance management under merit principles includes:

1. Regular Performance Appraisals: Organisations conduct regular performance appraisals to assess employees' skills, competencies, and achievements.
2. Objective Feedback: Feedback provided to employees is objective and based on predefined criteria and standards.

3. Professional Development: Merit-based performance management promotes professional development, assisting employees in enhancing their skills and qualifications.
4. Reward and Recognition: High-performing employees are recognised and rewarded for their contributions, which motivates others to strive for excellence.

1.1.2 Types of Training

Djeddi (2020, p.131) defined training as consisting of two main types:

1- Basic Training

This type serves as the foundation for preparing employees to effectively carry out their duties and responsibilities. It contributes to creating a productive work environment, allowing employees to perform their job tasks competently. Basic training equips employees with the necessary technical skills for their roles and is often conducted through universities, institutes, and training schools. Graduates of these programmes receive theoretical knowledge and educational experiences that enable them to take on job-related responsibilities confidently.

2- Continuous or Ongoing Training

This type encompasses actions that keep individuals prepared and ready to perform both their current and future roles within their organisations. Continuous training is essential for enhancing public administration and is a crucial strategy for improving and upgrading the skills of human resources. This development is an ongoing process, and new employees require orientation programmes that help them understand their roles, enhance their skills, and develop professional behaviour. Additionally, constant changes in administrative practices and technology require individuals to adapt, which can only be accomplished through continuous training that helps them acquire the competencies and skills needed to meet new challenges.

The Algerian legislator outlined different types of training in Executive Decree No. 20-194 of July 25, 2020, specifically within articles 7 to 13 of its second chapter titled "Types of training and level improvement". The decree distinguishes between training and level improvement, and states that training is divided into the following types:

1. **Specialised Training:** This refers to any training included in the special statutes for directly preparing individuals for a specific rank or for promotion to a higher rank, as well as for integration into a particular rank. The goal is to equip trainees with the theoretical and practical knowledge necessary to exercise the functions associated with the rank to which they are to be assigned.

2. **Preparatory Training:** This type of training is designed for positions specified in the special statutes before an appointment to a novice or higher-level specialised position. It aims to enable

trainees and employees to acquire additional knowledge that will allow them to perform the tasks related to their position or the higher position they aspire to fill.

In terms of level improvement, it encompasses three types:

1. **Training or specialisation Studies:** This type aims to enable public agents and employees to acquire new qualifications through a specific specialisation, thereby enhancing and/ or updating their initial training.
2. **Preparatory Training for Professional Competitions, Examinations, and Tests:** It aims to enable public employees and agents to prepare for the examinations associated with these professional competitions and tests.
3. **Renewal of Knowledge, Seminars, or all other Forms of Level Improvement:** The objective of this training is to refresh, renew, or improve the qualifications of public employees and agents, or to adapt their skills to meet new requirements of their position.

Additionally, there are two types of training processes based on who conducts them and where they are conducted:

1. Internal Training

This is supervised by the institution itself, usually on its campus. In this case, the institution forms specific bodies, either at the central or sub-levels, to manage training.

2. External Training

This type is supervised by an external institution or organisation in coordination with the original institution. The aim is to provide high-quality training for employees in specific fields, often through individual or group training agreements. The latter configuration is generally regarded as superior because training is monitored by an outside institution, ensuring high standards both in content, execution, and control.

1.1.3 Continuous Training as a Cornerstone for Public Employees' Performance

It is impossible to imagine adapting a worker or employee to their job and the changes that come with it without continuous training. The time required for an individual to undergo basic training is insufficient to fully develop their functional abilities. Therefore, continuous training is necessary throughout their professional career. In this context, employees must become competency providers, meaning they should share knowledge and qualifications that help others overcome challenges. Trainees need to engage their intelligence and motivation in activities that contribute to their experience, rather than solely focusing on the work itself. (Djeddi, 2022, p 128)

Djeddi also confirmed that training is crucial when it is aligned with the needs of the institution, its individuals, and the relationships among staff, groups, and administration. For the institution, effective training not only enhances the knowledge and skills necessary for

employees to perform the required tasks effectively but also improves the overall institutional and social climate. It encourages individuals to consider the institution's goals as their own and fosters a commitment to presenting a positive image of the institution while promoting honesty, trust, and openness. Good training also facilitates the development of relationships between staff and their subordinates, enabling all parts of the institution to comprehend and implement effective institutional policies. It clarifies the meaning of responsibilities towards the institution, helps eliminate harmful behaviours, assists in conflict management, and handling various pressures. For individuals, training contributes to personal growth, enabling them to make informed decisions and solve problems effectively. It also enhances job satisfaction and eliminates work pressure. This is what has been elaborated on when discussing the significance of training. (Djeddi, 2022, pp.132-133)

1.1.4 The Importance of Continuous Training in Achieving the Regular Functioning of Public Utilities

The legislator emphasised the importance of training for public employees. In Article 2 of Executive Decree No. 20-194, it states that each public institution and administration is required to organise various training and development programmes to:

- Improve the qualifications of employees and public agents, preparing them for professional advancement and new responsibilities.
- Enhance the efficiency and performance of services, thereby improving the quality of public services.

To ensure these goals are achieved, the legislator underscored the necessity for these courses to be incorporated into the training and development policies established by the High Council for Public Service. Guerrouf (2022, p. 144) confirmed that continuous training contributes to several key benefits:

- boosting employee morale;
- providing employees with greater opportunities for promotion;
- enhancing overall work experience;
- increasing employees' confidence in their knowledge and information;
- improving and upgrading employees' skills;
- enhancing the performance of the organisation;
- fostering trust between the administration and the citizens.

The Algerian legislator, through Articles 36 to 40 of Executive Decree No.20-194, has emphasised a set of rights granted to employees who benefit from training or level improvement. These rights include:

- **Obtaining a Certificate of Training or Level Improvement:** Employees or agents who successfully complete a medium or long-term training programme will receive a certificate
- **Receiving a Participation Certificate:** Employees who attend short-term level improvement programmes will receive a certificate of participation.
- **Opportunity for Appointment or Promotion:** Employees may be eligible for an appointment or promotion in rank or a higher position, based on the type of training to be pursued.
- **Retraining Benefits:** In case of unsuccessful training, employees may benefit from retraining or a portion of it, along with a potential appointment at a lower rank or exclusion from the candidate list.
- **Mandate during Training:** Employees will be granted a mandate during their training period
- **Access to Social Protection:** Employees pursuing training outside of working hours will have access to social protection.
- **Additional Grades:** Employees may receive additional grades, with a maximum of three,
- **Reduced Seniority Requirement:** There will be a reduction in the seniority requirement for promotion to higher ranks
- **Consideration for Appointment:** Training will be taken into account when considering appointments to positions that align with the training received.

1.2 Legal Foundations for Continuous Training in the Public Service Sector

This section (1.2) shifts focus from the conceptual importance of continuous training, discussed in the previous section (1.1), to the legal and institutional foundations that support its implementation in Algeria. It examines the legislative framework, including the General Statute of the Civil Service, the relevant decrees and orders, to illustrate how the right to training is formally recognised, regulated, and put into practice within the public service. This analysis highlights the intrinsic connection between the theoretical value of continuous training and the binding legal provisions that ensure its effective application.

1.2.1 Legal Texts and Administrative Principles Associated with Continuous Training

The Algerian legislator, like many others, has recognised the importance of training and has assigned specific texts to it or included it in other legal frameworks. This emphasis stems from the crucial role that training plays, as stated above, particularly within state institutions and public service bodies.

The constitutional legislator in Algeria affirmed in Article 66 of the 2020 Constitutional Amendment that work is both a right and a duty, and then, in the subsequent articles up to Article 69, addressed trade union rights, but it did not refer to training as a constitutional right. (Executive decree No.20-442, 2020). Instead, it was mentioned solely in the Public Service Law, as it has already been outlined above in the articles that addressed it, where it is considered a prerequisite for recruitment, promotion, and qualification.

The following texts highlight the significance of training and continuous training in the employee's professional life:

■ **Ordinance No. 06-03 on the General Statute of the Civil Service**

The Algerian legislator considers training as one of the rights of employees. The following two articles describe how employees can obtain this right:

- **Article 38:** An employee has the right to **training**, improvement, and promotion in rank during his professional life.
- **Article 43:** Employees shall devote all their professional activity to the tasks assigned to them. They cannot engage in a profitable activity in a private setting of any kind. However, staff members are permitted to carry out **training**, teaching, or research functions as a secondary activity under conditions and in accordance with the procedures determined by the organisation.

The Algerian legislator has devoted a specific chapter in this statute, namely Chapter Five, which stipulates the following:

- **Article 104:** The administration shall organise training and improvement courses permanently in order to ensure the improvement of the employee's qualification, professional promotion, and qualification for new tasks.
- **Article 105:** The conditions for enrollment in training and skill enhancement, as well as the methods and duration of its organisation, along with the rights and responsibilities of the employee, will be determined by the organisation.

According to this ordinance, the legislator emphasises that training and level improvement are recognised as rights for public employees. They are essential for them to continuously update their knowledge, ideas, and information related to their professions. In this context, the administration is responsible for organising various programmes to uphold these rights, in accordance with the conditions and terms outlined in a specific regulation.

■ **Executive Decree No. 20-194 of July 25, 2020, concerning the training of employees, public agents, and their level improvement in public institutions and administrations.**

Because of the importance of training for public employees, the Algerian legislator specified a text for this purpose. In this executive decree, the text highlights the importance of training, types, rules, procedures, effects, and how the institutions can maintain it and benefit from.

In this decree, the legislator obliges each institution to organise courses to train their employees and agents for the purpose of improving their level and/or qualifications.

■ **Executive Decree No.02-491 of February 5, 2003, concerning the training and level improvement of public agents and employees in public institutions and administrations.**

The decree outlines a comprehensive framework for training and level improvement of public employees and agents within state institutions and administrations. Its primary goals are to enhance staff qualifications, prepare employees for promotions or new responsibilities, and improve the overall performance and efficiency of the public service. The legislator distinguishes in this decree between several types of training:

- Specialised Training for recruitment, promotion, or integration into a rank,
- Preparatory Training for specific positions,
- Level Improvement programmes such as specialisation studies, preparatory courses for professional examinations, and knowledge renewal seminars.

Access to these training programmes depends on national training policy guidelines, sectoral needs, available financial resources, and pedagogical capacity. In essence, the decree promotes continuous training and professional development as a means to modernise and enhance the quality of service.

1.2.2 The Relationship of Continuous Training to the Public Service Law

One of the characteristics that distinguishes the law of public service in Algeria is its specific description and organisation of public positions. Consequently, these positions can only be filled by individuals who meet the required qualifications. One of these qualifications is obtaining an appropriate academic degree (Al-Mahdawi, 2002, p.50). As previously stated, the principle of merit is a prerequisite for securing a job. The appropriate level and type of qualification are defined in the Basic Laws governing various corps and grades, as confirmed by the Algerian legislator in Article 75 of Ordinance 06-03.

Training is a right for the employees, as enshrined in the Public Service Law. The institution or organisation is required to provide this training for them, so they can effectively perform their duties (Article 38 of Law 06-03). The same law also mandates that the administration must ensure the provision of continuous training courses aimed at improving the

level and qualification of employees permanently for promotion or preparation for new roles (Article 104).

It is difficult to imagine an employee holding a public office without proper qualifications. The more committed management is to providing qualified employees, the more effectively it can achieve its objectives. Recognising this, the Algerian legislator has reinforced this goal in the Public Service Law. Basic training is a prerequisite for obtaining the necessary qualifications, and employees have the right to training to develop their skills and enhance their performance as described before.

1.2.3 The Legal Status of the Public Employee within the Framework of Training and Level Improvement

As outlined in Moghaddam (2013, p.285) and Guerrouf (2022, pp.149-151), public employees have a defined set of rights and duties within the framework of training and level improvement. These are explained as follows:

■ Rights of Public Employees in the Scope of Training and Level Improvement

In the context of training and level improvement, public employees have a set of rights and privileges stipulated in Articles 38, 39, and 40, including:

- A public employee who completes a continuous training or level improvement course lasting six months may retain their position during the secondment. They will continue to receive their salary and any allowances associated with their rank from their original administration. However, this does not include the productivity grant and any payment for the actual performance of the administrative duties.
- A public employee who completes an off-duty level improvement course is entitled to social protection related to work-related accidents and occupational diseases.

It should be noted that employees who successfully pass the level improvement course will receive the following privileges:

- In relation to the long-term level improvement course, a public employee can benefit from an additional increase of up to three grades throughout their career. This also includes a reduction in the required seniority for promotion to a higher rank.
- For the intermediate-term level improvement course, public employees can enjoy a shortened seniority period for promotion to a higher rank. This is based on passing a professional exam or test, or achieving promotion within the same grade during the duration of the course.

- Lastly, the short-term level improvement course contributes to grading and appointments for positions that align with the objectives of the course.

■ **Duties of the Public Employee in the Scope of Training and Level Improvement**

In the area of training and level improvement, public employees are required to perform several duties outlined in Articles 41, 42, and 43, namely:

- A public employee is required to adhere to the internal regulations of the training institution during their training and improvement activities.
- A public employee who has completed a training and improvement course must serve actively in a public administration for a period equal to three times the duration of the course. This service requirement must be fulfilled within a maximum period of seven years.
- Any employee or public agent who has participated in a training or improvement course must cover all expenses related to the training if they voluntarily interrupt the course, fail to assume their appointed position within one month of being notified of the appointment decision without a valid justification, or resign before the end of the specified period mentioned above.

1.3 The Role of Continuous Training in Improving the Quality of Public Service in the Higher Education Sector

The concept of continuous training involves a range of theoretical and practical activities that are formally established at the system level. It requires the participation of educators to enhance their psycho-pedagogical, methodological, and specialised knowledge. This ongoing learning process is essential for developing optimal socio-professional skills and attitudes that meet the standards of quality education. (Mîslițchi, 2020, p.68)

Duță asserted that the aim of university teachers' continuous training is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Continuous training of the university teacher is one of the recent issues in the current context of certain proposals and educational policies. (2012, p 1004)

Teaching staff must always stay up to date to be the first to introduce new developments. According to

Mîslițchi (2020, p.66), this requirement is determined by several factors, including:

- The economic and social development of the country, as a whole and in territorial profile, according to which the university prepares the new contingents of qualified staff, specialists, and human resources in general,

- The changes that take place in the world of work and in the world of professions, with significant implications in the content of university curricula and therefore in teacher training,
- New acquisitions in the field of sciences and human knowledge,
- The advances recorded in the sciences of education and learning theories,
- Increasing society's demands on schools and universities.

The concept of quality usually refers to mastery, precision, and good performance. In the context of education, quality signifies academic excellence achieved by higher education institutions. This is accomplished by ensuring the continuity and rigour in their outputs in accordance with the institution's goals. Thus, quality encompasses not only a set of standards and methods adhered to within the educational institution, but also a way of thinking and lifestyle that requires mobilising the energies of all community members. It also ensures recognition among educational institutions at the regional and international levels.

Achieving quality in educational institutions requires the effective use of the nation's material and human resources, as well as creative talents. This involves engaging all stakeholders and sharing the responsibility for education, its development and the assurance of its quality control.

Ensuring quality in higher education is a continuous process of evaluating the higher education and training system. This system serves as a regulatory mechanism based on accountability, development, and the provision of information and judgments through an agreed-upon process and logically established standards. It aims to create an integrated framework that enables institutions to review and develop their curricula and programmes, while promoting continuous improvement and providing better services. At the same time, it fosters the development of educational, administrative, and professional skills, offering staff the opportunity to develop their personal potential, and enhancing the quality of services provided to the community. (Chikh & Belghit, 2021, pp. 317-318)

1.3.1 Legal Framework for Continuous Training in Higher Education

The Algerian legislature has established a strong arsenal of legal texts to support continuous training in the higher education sector. This initiative aims to enhance the qualifications of the university personnel, particularly university teachers. In the following paragraphs, the study seeks to gather and present a set of texts to provide a clear understanding of the legal foundations that underpin the training process.

■ Presidential Decree No. 03-309 of September 11, 2003, on the organisation and management of training and Abroad-Level Improvement

In **Chapter Four**, the legislator addressed the content of **Residential Training** and the conditions for benefiting from it, which shall be carried out under the supervision of the Ministry of Higher Education. Furthermore, in **Chapter Five**, the decree stipulates the **Abroad-Level Improvement Programmes** at the level of higher education institutions, detailing their content and emphasising that such programmes must aim to enable teachers to master new technologies, acquire and update knowledge, and thereby contribute to the development of teaching and scientific research.

■ **Presidential Decree No. 14-196 of July 6, 2014, on the Organisation and Management of Training and Abroad-Level Improvement**

The decree expanded the group of beneficiaries to include not only higher education teachers and scientific researchers, but also doctoral students and employees of public administrations who meet the eligibility conditions. This applies to both **Residential Training** (lasting more than 6 months) or **Abroad-Level Improvement Training** (lasting 6 months or less) as outlined in Article 4. The conditions for eligibility are detailed in articles 7, 8, and 10 of this decree. A distinctive feature of this decree is that it requires the registration of these programmes within the sectoral plan of the relevant department (Article 3). The objectives of residential training are confined to addressing the national potential for higher education and training, as well as the needs of various sectors regarding staffing and requirements to support scientific and technological development (Article 2) in accordance with the guidelines determined by the Regulation.

For **Abroad-Level Improvement Training**, the aim is to acquire advanced scientific and technological skills, gain knowledge and techniques necessary for innovation, update knowledge in the context of continuous training, qualify for the use of new devices, or participate in scientific and technical forums or meetings for the development of the relevant institution or department (Article 33).

To facilitate these two programmes, two committees shall be established: a national committee for organisation and a committee of experts within each ministry to select candidates for residence training abroad (Articles 5 and 6).

It is important to note that the decree emphasises the conditions for benefiting from and managing financial support related to training. The training must yield results and demonstrate a return to the concerned department or organisation upon completion. If the trainee- be it a student, teacher, researcher, administrator, or other staff – fails to comply with the conditions and obligations, they will be required to repay the training expenses.

■ **Executive Decree No. 24-103 of March 7, 2024, which includes the basic law for Research Faculty members**

According to Article 4 of this decree, the legislator affirmed that the university teacher fulfils the mission of public service through teaching and research. This responsibility imposes upon him/her a set of duties, mainly taking into account a profound and updated training.

The Legislator specified later in this decree, namely in article 22, that each institution is required to establish continuous training programmes for the benefit of university teachers.

"Article 22: The Administration shall permanently organise continuous training for the benefit of research professors, aimed at improving their level, developing their professional qualifications and updating their knowledge in their respective fields of activity.... "

■ Order No.03 of January 23, 2023, establishing the conditions and modalities for the organisation of continuous training in higher education institutions

This order aims to establish the conditions and modalities for organising continuous training (or lifelong training) within the institutions (Article 1). Continuous training can be conducted in person, remotely, or blended. (Article 6) It may be organised in the form of internships in laboratories or pedagogical workshops for institutions of higher education, as well as public or private organisations (Article 7).

A committee known as the Continuous Training Committee (Article 8) shall be established at the level of each university institution. This committee is responsible for preparing and promoting the general policy of the institution with regard to continuous training, ensuring compliance with the regulations governing, monitoring the execution of all related procedures, preparing necessary pedagogical and administrative documents, and proposing appropriate programmes in coordination with the institution's bodies and its social and economic partners. (Article 10)

The order also stipulated the formation of the committee and its members (Article 9) and details the procedures for conducting continuous training processes. A key aspect of this order is the emphasis on identifying training needs before initiating any training activity (articles 11-13).

■ Order No.144 of December 29, 2024, concerning the organisation of pedagogical support for newly recruited research professors

In this order, the ministry established a new pedagogical accompaniment cell responsible for pedagogical support covering five axes: The work framework, Pedagogy and teaching methods, the use of ICT in teaching and scientific field, scientific research and publication, and finally, foreign language. The training is an obligation; each newly recruited faculty member must take part in these areas. It shall be approved with a certificate to confirm that the teacher fulfilled it successfully.

■ Order No. 145 of December 29, 2024, establishing the National Committee for the Implementation, Monitoring, and Evaluation of Distance Learning in Higher Education Institutions, and for the development of ICT use in education and research

Through this order, the Ministry of Higher Education and Scientific Research established the National Committee for the Establishment of Distance Education in Higher Education Institutions, its Follow-up and Evaluation, as well as the Development of the Use of Modern Information and Communication Technologies in the Pedagogical and Research Fields.

The committee is responsible for following up on and evaluating the establishment of distance education in higher education institutions, particularly in terms of field diagnosis of the potential of these institutions in the field of distance education, including equipment, digital infrastructure, and human resources.

Additionally, it is also responsible for identifying the requirements to ensure the effective operation of distance education, especially in terms of technical equipment and digital infrastructure. It aims to develop a strategy for distance higher education that aligns with sectoral efforts to promote the creation of remote or hybrid training options, facilitating continuous distance learning and lifelong education. Furthermore, the committee will prepare a multi-year action plan that includes measurable indicators for the implementation of distance education, adhering to the principles of gradual development and prioritisation.

1.3.2 Types of Continuous Training in Higher Education

In her study "Continuous Professional Training – A Priority for Teaching Staff," researcher Mıslıçhi highlighted two essential components of teacher training. The first component involves **renewing and enhancing professional practices** by updating the knowledge acquired during initial training. The second involves **professional reorientation**, which includes gaining new skills and potentially validating diplomas. The interplay between these components fosters the ongoing development of educators in the complex landscape of advanced training. This approach addresses both personal and organisational needs, ultimately promoting the autonomy of educators. (2020, p.68)

In the Algerian context, continuous training in higher education can be divided into the following types, as stipulated in the order No.03: Continuous training or lifelong training is an activity of learning at any time in life, which allows individuals to improve their competencies at the personal, social, and/or professional level. Continuous training can be ensured in different forms and modes of education:

- **Certifying Continuous Training:** It leads to the acquisition of a higher education certificate, is directed at employees, individuals who have dropped out of their studies

and wish to re-enter the workforce, as well as professionals seeking to enhance and develop their competencies. (Article 3)

- **Qualifying Continuous Training:** It leads to a certificate aimed at transformation and control in a particular field. Continuous training is directed at individuals who have dropped out of their studies and wish to obtain employment, or at professionals seeking to improve or enhance their competencies. Continuous training can also be private, which allows integration into professional life or on demand, adapted to the request of public or private bodies. (Article 4).
- **Continuous Training in the Form of Short Courses:** It leads to the acquisition of certificates that allow the improvement, development and deepening of learners' knowledge. These trainings are guaranteed in different forms: private lessons, meetings, workshops, and training days. (Article 5)

Trainings that are related to the English language, digitisation, and the accompaniment cell can be categorized as examples of the last two types of training. Each institution plans to implement a continuous training programme as a part of its internal training policy to enhance the skills and knowledge of its staff. Consequently, we can classify other types of training based on the subject matter:

As part of continuous training programmes designed to enhance the competencies of university teachers and improve their performance, the Ministry of Higher Education issued Order No. 05 of February 12, 2023. This order establishes university committees tasked with overseeing and monitoring the implementation of the training programme for teachers, researchers, and doctoral students in the English language across higher education institutions (Article 1 and Article 2). These university committees will consist of "university officials and research teachers who specialise in the English language. Their primary responsibility is to provide pedagogical support, which will help teachers and doctoral students acquire the necessary knowledge and skills in the art and method of teaching in English during a "training period that lasts no longer than one year" (Article 3). The order also determined the composition of each committee (Article 4), the methods of their operation (Article 5), and the supervisory body overseeing them. (Article 6).

1.3.3 The Requirement of University Teachers' Training in the AI Era

Salas (2012) emphasised that decisions regarding what to train, how to train, and how to implement and evaluate training should be guided by the best information available from science. Developing and maintaining a skilled and well-trained workforce can provide

organisations with a sustainable competitive advantage. Therefore, effectively managing the acquisition and training of human capital is a crucial key to organisational success. (pp.74-75)

Training University teachers in today's world must focus on addressing two key questions: What Matters before Training? And What Matters during Training?

A. What Matters Before Training?

The first step in any training development initiative should be a Training Needs Analysis (TNA). This involves conducting a thorough diagnosis of what needs to be trained, who will be trained, and the organisational context in which the training will occur. The outcomes of this step include: (a) clear expected learning outcomes, (b) guidance for training design and delivery, (c) ideas for training evaluation, and (d) insights into the organisational factors that may facilitate or hinder training effectiveness. (Salas, 2012, p. 80).

B. What Matters During Training?

The design of the training should be informed by the results of the TNA and the principles derived from the science of learning. During this phase, the developer focuses on selecting the appropriate instructional strategies, organising content, and creating training materials that meet the specific learning objectives, taking into account the characteristics of the trainees and their work environment. (Salas, 2012, p. 84)

Conclusion

The discussion above makes it clear that continuous training is not just an auxiliary activity within public administration; it is a fundamental component for **ensuring efficiency, adaptability, and sustainability in public service**. By defining and linking the key concepts of public employee, training, and quality, the study established that training constitutes a strategic tool for enhancing human capital and achieving organisational effectiveness. Additionally, an examination of the Algerian legal framework demonstrates that training is legally recognised as both a right and a duty, supported by a series of legislative and executive texts that regulate its organisation, types, and effects on professional development.

The theoretical exploration further highlights that continuous training is essential for bridging the gap between the evolving demands of modern administration and the competencies of public employees. This ongoing training improves individual performance, fosters institutional efficiency, and promotes trust between the administration and citizens. Importantly, within the higher education sector, training emerges as a vital mechanism to equip university

teachers with updated knowledge, methodological skills, and professional behaviours necessary to meet the challenges posed by scientific, technological, and societal transformation.

This theoretical and legal foundation offers the necessary framework for advancing towards a more applied investigation. Therefore, the next chapter focuses specifically on "The Role of Continuous Training in Improving the Quality of Public Service at El Oued University." It examines how these theoretical principles are translated into practice, evaluates the extent to which continuous training programmes are implemented, and analyses their impact on the quality of public service delivery within the academic context of the university.

CHAPTER TWO:

The Role of Continuous Training in Improving the Quality of Public Service at El Oued University

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Introduction

El Oued University is not an exception among universities; it is similar to other national universities that strive to establish a reputation for themselves both at the national and international levels. The university is actively engaged in continuous training efforts to meet national needs, as outlined in various decrees, orders, and decisions, through the dedicated efforts of its administration. The range and variety of training activities at El Oued University are determined by the numerous programmes, which have been detailed in the first chapter. The university is committed to reviewing these programmes and assessing the efforts of various cells and committees, whether they are centrally appointed or function at the faculty level. The study aims to evaluate their activities, measure their commitment, and understand their outcomes, specifically how they contribute to enhancing the quality of public service provided by university teachers. In the following chapter, the research aims to clarify the applications used by the administration of El Oued University regarding continuous training. It also aims to define the current situation and prospects of this topic, and subsequently propose some solutions to address the challenges and shortcomings identified:

2.1 Data Collection

The data collection process utilised a triangulation of sources and methods to ensure the reliability and validity of the findings. Primary data were obtained through structured questionnaires administered to the heads of committees and operational units across the university, capturing their perspectives on training-related activities. Additionally, a documentary review was conducted during a field visit to the University's General Secretariat, specifically within the Office of Organisation, where official regulations, resolutions, decisions, and records related to training programmes were examined. Furthermore, secondary data were collected from scholarly references, academic books, and official reports published on the university's website, which provided a broader contextual framework.

In this section, following the above tools, the researcher aims to collect data on the initiatives undertaken by the university administration to assess the current state of continuous training and its applications at the institution.

2.1.1 Continuous Training Cell at El Oued University

El Oued University, like other universities in Algeria, is a public institution for higher education and scientific research. It operates under the supervision of the Ministry of Higher Education and Scientific Research. The university, officially accredited in 2012 by Executive

Decree No.12-243 of June 4, 2012, is dedicated to higher education, scientific research, and technological development, as stated on the university's website. Additionally, it undertakes various tasks aimed at fostering the economic, social, and cultural development of the country. This includes promoting the acquisition of knowledge and science at both local and international levels, as well as participating in the ongoing training of various state structures and institutions.

Efforts were made to obtain further clarification from the committee; however, since no clear response was received, the present study relies solely on documentary sources. According to the Ministerial Order No.03 of January 23, 2023, which outlines the conditions and modalities for organising continuous training in higher education institutions, El Oued University is committed to achieving excellence across its various programmes. To facilitate this, the university has established a local committee, in accordance with Decision No. 44/2023 of May 03, 2023, to follow up on all processes related to continuous training programmes. This committee comprises a total of 12 members, in addition to the head.

Article 3 of this decision specifies that the committee shall collaborate with the pedagogical, scientific, and administrative bodies to:

- Prepare and strengthen the university's general policy regarding continuous training.
- Ensure compliance with the rules governing the organisation of continuous training activities at the university level.
- Monitor the proper execution of all procedures related to continuous training and prepare the necessary materials.
- Propose required programmes in coordination with all social and economic partners.

2.1.2 Pedagogical Accompaniment Cell at El Oued University

Based on Order No.932 of July 28, 2016, the establishment of a pedagogical support cell at each university institution is required for newly recruited research teachers. El Oued University has created its own cell, which aims to enhance pedagogical effectiveness through a training programme focused on developing the professional skills and competencies needed for teaching.

The Rector appointed Dr. M. B. as the coordinator for this cell through Decision No. 197/2016, dated September 1, 2016. He began forming his team and developing a programme based on the guidelines outlined in the previously mentioned order No. 932. This initiative aims to help new teachers integrate into their roles while adhering to the ethical standards expected of university faculty.

In its report submitted to the university's Scientific Council, it was noted that the training team consists of experienced teachers from the university who have expertise in the specified

areas. The Supervision and Follow-up Team includes members from the Pedagogical Accompaniment Cell, the Remote Training Committee, and the Personnel Sub-Directorate.

At the beginning of this year, specifically on January 22, 2025, the university administration established the Pedagogical Vigilance Cell, which is responsible for accompanying teachers, as per Decision No. 04. The Cell consists of 6 members, including the head, and aims to support newly recruited teachers.

According to the responses collected from a questionnaire distributed to the coordinator of the Pedagogical Accompaniment Cell at El Oued University, it was reported that 500 newly recruited teachers have undergone training since the cell. Was established. This training was based on developing teaching and scientific research skills according to a well-defined programme.

Regarding the programme and its implementation, the Cell has presented a detailed programme and has begun immediate execution. The main components of the programme are derived from the outline of the Ministerial programme titled "Pedagogical Training for New Teachers", which comprises approximately 43 pages. The National Committee has defined the structure of the programmes and their respective units, focusing on the following key areas:

- Bibliographic research techniques and preparation of documents suited for the teaching process.
- Techniques for written expression and guidelines for preparation of the scientific report.
- Methods and means of education, along with media and communication technologies.
- Objective and policies of higher education.
- Ethics in university education.
- Pedagogical vigilance.
- Pedagogy and educational psychology in training materials.
- Digital tools.
- English language learning.
- The moral and professional responsibility of the university educators.
- Techniques for activating teaching and supervision teams.
- Guidelines for student projects.
- Development of training, education, and environmental programmes.
- Methods of preparing high-quality training programmes.

Based on the guidelines provided above, the university cell outlined the following programme areas for the 2024 academic year. Given their significance and connections to the

main objectives of the study, the researcher is going to list these areas below. Teachers will receive training in the following topics:

1. Objective and Policy of Higher Education

- Understanding the Role of the research professor.
- Understanding the pedagogical and scientific tasks of the researcher.

2. Ethics in University Education

- Pedagogical Vigilance.
- Understanding the basic principles of the Sector Charter and Ethics.
- Understanding the rights and duties of the teachers.
- Dealing with pedagogical follow-up techniques.

3. Media and Communication Technologies Digital Tools

- Become familiar with working in the ever-changing digital environment.
- Knowledge and understanding of the responsibilities and rules of using digitisation.
- Search for information through automated media tools.

4. Pedagogy and Pedagogical Psychology in Training – Student Training

- Distinguish between the logic of teaching and knowledge transmission and the logic of learning and knowledge acquisition.
- Identify the role of both the teacher and the student in the mechanisms of acquiring knowledge.
- Identify some of the modern teaching methods that are active.
- Identify the characteristics and needs of students and how to motivate them.

5. Bibliographic research techniques and the preparation of documents suitable for the formative track

- Discover all the necessary steps to identify and find documents relevant to a specific topic.
- Discovering bibliographic research methods.
- Discover how to choose sources of information.
- Discover how to identify and find the required documents.

6. Portfolio and Internships

- Understand the importance, objectives and content of the portfolio
- Understand the objectives of the internships in the student training path.
- Knowing how to frame, follow up and evaluate internships

7. Methods and means of education, media and communication techniques

- Learn the basics of using information and communication technology.

- Understand the importance of distance learning as a means of progress and in increasing the efficiency of the use of resources
- The use of information and communication technology in education and scientific research.
- Adopting Information and Communication Technology in Pedagogical Work and Scientific Research
- Adapting information and communication technology to learning situations to exchange knowledge and make the student an interactive and effective element in developing their skills.

8. English language

- Ability to present scientific work in English
- Develop presentation preparation skills in English

9. The Moral and Professional Responsibility of the University

- Knowing the duties and obligations that teachers must be subject to in the practice of their profession
- Joining the University's Ethics Authorities

10. Techniques for activating training and supervision teams

- Recognise the importance of the process of accompanying students.
- Learn to supervise student work
- Accompanying students in research teams and projects

11. Roadmap for Student Projects

- University Incubator Promoting innovation
- Considering the student as a mature partner and responsible for his training.
- Promoting entrepreneurial thought.

12. Education and Training Programmes, and Environment

- Training programme: Understanding the meaning of the course profile
- Understand the role of learning modules in the programme.
- Understand the role of credit in the programme.

13. Methods and Techniques of Preparing Good Quality Training Programmes

- Understand the meaning of quality assurance.
- Learn about the principles of programming by objectives.
- Identifying the procedures for designing a quality reference in higher education
- Being able to conduct a self-assessment
- Learn how to create competency assessment networks

14. University Administration Practice

- The nature and specificity of the university administration
- Learn Management Functions
- Identify the skills required to practice university administration.

15. Evaluation and Preparation of Competency Networks

- Learn about the different assessment tools
- Understanding the general rules of knowledge control
- Understand the rules of business progress.
- Understand the work and function of the pedagogical committees.
- Identify the characteristics of the achievement test

16. The Role and Tasks of Research

- The acquisition of scientific research in terms of its diversity, to better respond to scientific, technological, economic and social disciplines.
- Understanding the nature of scientific research

17. External Relations

- Understanding the results and prospects of cooperation between the university and its scientific and socio-economic environment

18. Education, Training, and Human Relations

- The Importance of Human Relations in the University Environment

19. University Visibility

- Recognising the growing importance of the university's visibility through its website
- Understand the importance of competition regarding the university's ranking in the rankings

The Training programme, mentioned above, which was designed for newly recruited teachers at El Oued University, adopts a comprehensive and multifaceted approach to university life. It covers not only the essential pedagogical and scientific responsibilities of academic staff, but also the ethical, digital, psychological, administrative, and research aspects that characterise the role of a modern university teacher. By addressing topics such as ethics, pedagogy, bibliographic research, ICT integration, English proficiency, quality assurance, student supervision, and external relations, the programme highlights all the critical components necessary for a successful academic career.

However, the programme also identifies specific challenges. It highlights the need to balance teaching and research responsibilities, adapt to ongoing digital transformation, engage students as active partners in their own education, and strengthen the international visibility of

the institution. The primary deficiencies are found in language proficiency, digital fluency, innovation management, and effectively implementing quality assurance principles in daily practice.

To address these gaps, the university must ensure continued professional development, foster a culture of continuous self-assessment, and strengthen connections between training, research, and socio-economic needs. By tackling these challenges, the university can solidify its role as a centre of knowledge production, ethical practices, and social innovation, while preparing its teachers to thrive in an increasingly competitive and globalised academic environment

2.1.3 Abroad-Level Improvement and Residential Training at El Oued University

In line with the organisational structure of universities in Algeria, the university administration has established a vice rectorate responsible for international cooperation and relations. This is represented by a vice deanship or deputy directorate at the faculty or school levels within the university. These offices, both at the central and local levels, oversee the implementation of the Abroad-Level Improvement and Residential Training Programmes for teachers and students. They also assess the impact of these programmes on the beneficiaries themselves and the university as a whole, in accordance with the relevant regulations. Furthermore, these bodies work to leverage international programmes, thereby enhancing the effectiveness of both teachers and students.

The university also established several **units** dedicated to internationalisation, including cells, committees, and an office (either central or at the local level). These units provide teachers with various training opportunities in this area. According to the responses collected from a questionnaire distributed to the Deputy Rector of Foreign Relations, the process of abroad-level improvement and residential training at El Oued University is not arbitrary; it is organised within a precise legal framework. The primary legal framework regulating this process is Ministerial Order No. 255 of February 25, 2024, which outlines the selection criteria for admission to the Short-Term Mobility programmes abroad. This order, in turn, is based on higher legal texts, the most important of which is Presidential Decree No. 14-196 of July 6, 2014, which is considered the general framework regulating and managing the Abroad-Level Improvement process. In addition, there are several decrees and orders that form the general regulatory context, such as those related to the powers of the Minister of Higher Education, the System of Studies and Training, and University Qualification, which are referred to in the preamble to Resolution 255.

Therefore, the process is not random, but is subject to specific legal and regulatory provisions that ensure its transparency and proper governance.

2.1.4 English Language Committee at El Oued University

To promote the use of English in the university environment, and in response to correspondences dated September 28, November 5, and November 28, 2022 (references No. 1433/1651/1797) regarding efforts to enhance English language instruction, El Oued University has established a follow-up committee. This committee is specifically tasked with overseeing in-person training for teachers in the English language and coordinating with the Centre of Intensive Language Learning. It consists of 11 members and is headed by the director of the centre.

After receiving the Ministry Order No. 05, about the establishment of English language committees, El Oued University created its own. Decision No. 32/2023 of February 19, 2023, Establishing a University Committee for the Supervision and Monitoring of the Implementation of Training programmes for Teachers and Doctoral Students in the English Language at El Oued University.

The training commonly covers topics such as academic communication, scientific terminology, publishing, research reading skills, and teaching courses in English, including applied activities and an evaluation outcome. Based on a report prepared by the committee responsible for following up on the initiative, the university's actions in this context can be summarized as follows (2023):

- Increased teachers' awareness of the importance of improving their English language skills.
- Formed a qualified committee to manage the training process from start to end.
- Opened registration and encouraged teachers to enrol.
- Established a placement test to assess teachers' current levels and identify their needs.

The committee proposed that this training should involve three main contributors:

- The Department of English Language, representing the Faculty of Arts and Languages.
- The Centre for Intensive Language Teaching.
- The Continuous Formation Centre of El Oued.

Regarding the training content, following the results of the placement tests, the committee decided to start with the 5th edition of *New Headway* as the primary textbook. Additionally, *Headway Academic Skills, which focuses on developing the specific skills required for academic studies and explores strategies for success in academic learning. Furthermore, the

committee adopted another series, *Professional English in Use*, allowing each faculty member to choose a book that best aligns with their speciality.

To further enhance English proficiency among university teachers, the committee implemented additional measures, such as:

- Encouraging independent group work and individual efforts to improve English skills. Promoting the use of English on teachers' social media platforms.
- Considering the establishment of a “Teachers' Club for English” that would host periodic activities.
- Remaining open to suggestions and proposals from fellow teachers

According to the questionnaire responses reported by the committee coordinator, the training programme currently serves more than 514 trainees, from both newly recruited and experienced teachers, with a team of 8 trainers. The coordinator also highlighted several challenges facing this training initiative. These include the lack of applicable legal texts mandating teacher training in this language, the absence of applied legal texts with an obligation to train teachers in this language, inadequate funding of the programme, inconsistent organisation among universities, and difficulties in documenting and integrating training results administratively. To improve the legal framework surrounding this training, the coordinator suggested that linking this initiative to promotion conditions could be beneficial, while also ensuring safeguards and fairness in its implementation.

2.1.5 Digitisation Practices at El Oued University

On December 6, 2022, El Oued University established the Training Committee in Digitisation and Distance Education, named "the Distance Education Committee", as outlined in Decision No. 06. This committee, which includes 12 members in addition to the head, is tasked with overseeing distance education initiatives. Its primary responsibilities involve:

- Conducting a field-based assessment of the university's capabilities in distance education and proposing the necessary organisational tools to enhance these capabilities.
- Developing a training plan that outlines the phases, years, and specific areas for training teachers in distance education.
- Monitoring the process of creating digital pedagogical courses and materials.
- Organising scientific events and thematic meetings on distance education.

Recognising the importance of distance education for the university's growth, visibility, and improvement of its scientific and pedagogical performance, the university expanded its initiatives through the establishment of a new cell, as per Decision No. 02 dated January 22,

2025. The cell's activities now also encompass the advancement of information and communication technologies within the educational and research environments. Its expanding responsibilities include:

- Proposing pedagogical strategies for education and higher training.
- Implementing a pedagogical support programme and effectively communicating it to relevant instructors, ensuring that training is successfully conducted.
- Selecting and supporting the constituents involved.

According to the responses collected from a questionnaire distributed to the head of the cell, 820 teachers have been trained as part of the committee and the cell's initiatives. Additionally, they have provided follow-up support to 46 newly recruited teachers from the latest group. Approximately 82% of the total university teachers are now trained in information and communication technology and pedagogical practices. The committee is also responsible for supervising the remote teaching of horizontal units.

To enhance the monitoring of the training programme and implement the training plan for digitisation and distance education, the cell has established subcommittees within each faculty. These subcommittees are working together to engage teachers in the field effectively. Several training components of their programme, particularly Digital tools, e-learning platforms, and blended learning programmes, significantly influence the effectiveness of continuous training at the university.

As part of its strategy to support newly recruited faculty, El Oued University concluded the Digital Week activities for newly recruited faculty on September 17, 2025. This event marked an important milestone in the continuous training programme for the class of 2024, which lasted for seven months and was conducted under the supervision of the University of Constantine using distance learning technology. The programme included a series of practical and scientific workshops focused on employing digital learning technologies and adapting them to modern pedagogical needs. This allowed new faculty to acquire innovative tools in university teaching.

For its part, El Oued University provided oversight and support for the participating faculty through a specialised team, which facilitated the training and follow-up of 48 new faculty. This reflects the university's commitment to ensuring the success of the programme and standardising the training methods. The initiative aims to integrate new faculty into their academic environment through qualitative training that aligns with technological and pedagogical advancements. This initiative falls within the framework of the national objectives of the Ministry of Higher Education and Scientific Research, which seeks to modernise teaching methods and enhance faculty competencies. The ultimate goal is to improve the quality of higher education and achieve standards of academic excellence. (El Oued University, 2025)

2.2 Data Analysis and Results

The following section is dedicated to analysing the data collected during the research process. This analysis aims to convert raw data into meaningful insights that directly address the research questions and hypotheses. This analysis serves as the foundation for the subsequent interpretation and discussion, ensuring that the conclusions drawn are firmly grounded in practical evidence.

2.2.1 Continuous Training and the Quality of Teaching

An observer at El Oued University notes a significant increase in student enrolment this year, with the total exceeding 25,000. This growth is accompanied by a wide variety of disciplines, fields of study, and departments. In recent years, the university has welcomed groups of international students from countries such as Malaysia, Uzbekistan, Turkey, and Slovakia as part of cooperation agreements and the ERASMUS programme. Moreover, the training provided to teachers in digitisation and the use of various technologies and English has enhanced their ability to provide quality programmes. This improvement is reflected in the success of students enrolled in doctoral projects at both national and international universities.

Based on the available data regarding the continuous training programmes implemented at El Oued University, it is clear that these initiatives are a crucial step toward improving the quality of teaching. They have provided teachers with renewed opportunities to acquire new knowledge and skills in the fields of pedagogy, digitisation, and modern evaluation methods. As a result, many teachers have diversified their teaching methods and enhanced their interaction with students, especially through online lessons and the use of technology in the classrooms. This has contributed to improving the educational evaluation process and increasing the appeal of the lessons. (El Oued University, 2025)

The success of these programmes depends on two main factors: their regularity and their alignment with the needs of teachers, as well as their continuity over time. It is essential to establish accurate follow-up and evaluation mechanisms that measure the real impact of these programmes on teachers' productivity and student outcomes. Therefore, continuous training is a crucial tool for enhancing the quality of teaching, provided that it is supported by adequate resources, intensive programmes, regulations, and ongoing institutional support.

2.2.2 Continuous Training and the Quality of Research

In discussing the results of the continuous training that teachers at El Oued University have received due to the strategic plan implemented by the university in accordance with ministerial legislation, several key areas stand out. These areas include training for scientific research within

the pedagogical support cell for new teachers, teaching English, and digitisation. It can be stated that the university has made significant progress in these fields, which can be categorised as follows. In recent years, El Oued University has developed a qualified group of lecturers and professors capable of establishing doctoral projects. Furthermore, there has been a notable increase in the number of doctoral projects from 2020 to 2025, as illustrated in the following table

Table 2.1: Number of PHD Projects in El Oued University

Academic Year	2021/2020	2022/2021	2023/2022	2024/2023	2025/2024
Number of Projects	19	29	12	0	06

Source: Deputy- Rectorate of Scientific Research

Despite the variation in the number of projects, this reflects the control over research priorities and a commitment to national higher education policies. The focus is on specific areas that contribute to accelerating the national economy and enhancing the university's role in advancing these efforts. Although there are disparities in project numbers, there has been a significant increase in the number of doctoral students. The high registration and graduation rates confirm that the university is dedicated to the effectiveness of public education. It has become a space for developing capable researchers who can directly contribute to knowledge production both locally and internationally.

Table 2.2: Number of PhD Students in El Oued University

Number of PhD Students	LMD	Doctorate in Sciences	Number of Doctoral Students (Out of Deadlines)	Total Number
468	439	29	147	615
Number of PhD Graduates since 2017	599	113		712

Source: Deputy- Rectorate of Scientific Research

In the context of scientific research, it has been observed that continuous training contributed to the establishment of a new team interested in various research projects, both national and international. The University has seen a significant increase in PRFU projects (Projects of Research and University Training), which can be attributed to the university's ability to attract several researchers capable of developing research initiatives. Most of these projects aim to enhance the university's role in supporting local and national development, particularly in the field of national interest.

Table 2.3: Research Projects at El Oued University

Year Type of the Project	2020	2021	2022	2023
PRFU	28	25	60	95
PNR	3			
ERASMUS	1			
PRIMA	1			

Source: Deputy- Rectorate of Scientific Research

El Oued University takes pride in the achievements of its faculty members, some of whom are distinguished not only nationally but also internationally. On October 4, 2023, Professor ATTIA Abdelouhab was honoured with the prestigious 2% Award for the Most Distinguished Scientist from Stanford University. Remarkably, he received this recognition for the second time on September 19, 2025, joined by fellow faculty members LAOUINI Salah Eddine and Bouafia Abdelrahmanen, who also received this prize. Additionally, Dr ZELACI Hassan has been awarded the MAURICE AUDIN International Prize in Mathematics and has recently secured the ICTP-CIMPA 2026 scholarship. These accomplishments reflect the university's commitment to training and research, further strengthening its standing both nationally and globally. Moreover, the University has seen a notable increase in the number of scientific articles published in indexed journals, with over 1,246 articles published alone. This growth significantly enhances the university's research reputation and position on national and global stages.

In sum, the continuous training at El Oued University highlights the institution's commitment to aligning with national higher education policies while promoting innovation and international competitiveness. Although there have been fluctuations in the number of projects, the consistent growth in the number of doctoral students, the expansion of both national and international research projects, and the international recognition of its faculty demonstrate the university's role as a dynamic centre for knowledge production. These achievements emphasise its contribution not only to local and national development but also to the global scientific community.

2.2.3 Continuous Training and National & International Relations

El Oued University has taken advantage of numerous opportunities through international mobility programmes, particularly the ERASMUS programmes. Several teachers and students have participated in this mobility initiative, as well as the Capacity Building in Higher Education (CBHE) programmes for European countries. During these opportunities, faculty members

received practical training in their fields of specialisation or training in international relations, artificial intelligence and so on.

One of the basic roles of internationalisation is the development of the university presence between worldwide universities. It can be achieved, in addition to the international projects, through international agreements, participation in scientific conferences and seminars. The University can exchange teachers, through which it can benefit from expertise exchanges. This environment, as prescribed by the university's strategic plan, needs different continuous training about international project implementation and how it can be successful.

Training programmes abroad have seen a noticeable increase in the number of beneficiaries, particularly in the aftermath of the COVID pandemic. This rise has also contributed to a growth in the number of international publications, as confirmed by the Deputy Rector of Foreign Relations.

Table 2.4: Number of Beneficiaries of the Abroad-Level Improvement Programmes

Year	2020	2021	2022	2023	2024	2025
Number of Beneficiaries	//	177	394	465	450	450

Source: University Deputy Rectorate for Foreign Relations.

Level improvement programmes provide significant benefits for enhancing the academic performance of teachers and doctoral students. These programmes foster openness to international cooperation networks, which in turn improve the quality of publications and elevate the status of the university. This explains the noteworthy increase in the number of participants benefiting from these programmes.

The Deputy Rector of Foreign Relations confirmed that many faculty members from El Oued University have benefited from various types of training abroad, and they have published in international journals (Scopus, Web of Science). They have also established several co-framing agreements for PhD programmes (Cotutelle). Additionally, the university is focused on curriculum development and the initiation of teaching in English. It can be estimated that more than 30% of the beneficiaries achieve tangible and documented outputs (publication, project, ...) within a year following their return.

2.2.4 Continuous Training and Institutional Performance

El Oued University has made significant progress recently, bolstered by an administrative and scientific staff that recognises the importance of international rankings and the need for global engagement. The university has also established numerous international agreements with prominent universities and international research institutions. Through the ERASMUS Projects,

particularly ESAGOV, the university has launched a new initiative with other universities named "The Project of the Institution", which serves as a pathway to academic excellence.

A. International Rankings

The remarkable progress of El Oued University in international rankings reflects not only its institutional commitment to academic excellence but also the significant impact of continuous teacher training and development. By actively monitoring programmes aimed at improving teaching quality, updating knowledge, and ensuring consistency among academic staff, the university has cultivated an environment that encourages innovation, global mobility, and scientific productivity. This solid foundation has allowed El Oued University to achieve first place nationally in Times Higher Education (THE) Impact Rankings and in the UI GreenMetric University rankings, second place in Webometrics, and third place in both the UniRank classification and the Arab University Rankings. These achievements, along with international recognitions awarded to its distinguished academic staff, highlight how sustained investment in the professional growth of faculty members leads to improved educational standards, increased research output, and greater global recognition. Ultimately, this positions the university as a model of excellence and sustainability in higher education.

B. The Project of the Institution

Based on the outputs of the ESAGOV project, El Oued University, along with its affiliated institutions, adopted a national initiative called "The Project of the Institution". This initiative outlines a strategic plan for a period of 5 years, from 2023 to 2027, entitled: "El Oued University – The Challenge for Excellence". The plan comprises 36 pages and includes a defined vision and an integrated strategic framework for the university's development over this period. It establishes a timeline for implementing its objectives, organised into phases: Short-term, medium-term, and long-term. (See Appendices)

The project encompasses several components aimed at identifying the institution's strengths and weaknesses, developing strategies for improvement, and addressing the existing shortcomings. A key focus of the plan is training, which is essential for the university to thrive in its work environment. The desired academic climate should promote openness, dynamism, and productivity. The outline also highlights two critical areas that align with the research's themes. While the university has qualified pedagogical, scientific, and administrative staff, the plan indicates a lack of regular training programmes that meet contemporary needs. When such programmes do exist, they tend to be few and inconsistent, failing to align with what is necessary for effective development. (The Project of the Institution, 2023, pp.12-13)

One of the key points mentioned in the plan is that the university faces challenges due to the limitations of modern technology used in education and training. These limitations hinder the

ability of all staff members to fully participate in training programmes related to digitisation and distance education. Additionally, the plan highlights a concerning student-teacher ratio, with 32 students assigned to each teacher. This situation places additional demands on faculty members and requires further training in managing large classes. Despite these challenges, the total number of faculty members is expected to exceed 1,115 permanent university teachers by 2025, not including temporary instructors.

The strategic plan of "The Project of the Institution" has clearly identified the challenges the university is facing, particularly in the area of faculty training. Despite the efforts of both the university and the Ministry of Higher Education, some faculty members remain shortsighted, viewing their university roles as limited solely to teaching. This narrow focus can lead to a lack of critical thinking and hinder professional development. In response, the project leaders have developed a comprehensive training calendar that goes beyond just training newly recruited faculty; it is designed to include all university faculty. The goal is to enhance the quality of higher education in accordance with international standards. The implementation plan includes pedagogical accompaniment programmes for all faculty members over a period of 36 months (3 years). Additionally, there is an emphasis on expanding training in digitisation and distance education for all faculty members with a 24-month (Two-year) timeframe. This initiative has begun to show results, as previously mentioned.

C. Academic Expansion

El Oued University has made significant strides in institutional development and has gained a distinguished reputation in public service. Since its inception as an annexe in 1995 and subsequently receiving university accreditation in 2012, the institution has expanded academically, with the number of faculties reaching 8 in various disciplines and fields. In addition, the Higher School of Agriculture was established in 2021, and the Medical Annexe was opened in 2023. Later, El Oued University received the accreditation of the Annexe of the Higher School of Teachers in 2025.

This growth reflects the high efficiency of its scientific, pedagogical, and administrative staff, enabling the university to achieve this status in a relatively short time compared to other national universities. Recent statistics indicate that El Oued University has 1,118 teachers and 24,778 students. This development underscores the importance of continuous training to ensure the university continues to provide valuable contributions to education, research, and knowledge.

2.3 Discussion and Findings

This section presents the results of the research and offers a detailed discussion of its implications. The findings are analysed in relation to the study's objectives and compared with

previous work in the field. By doing so, the discussion not only validates the outcomes but also places them within a broader academic context.

Continuous training in the various fields discussed in the first chapter and at the beginning of this chapter has contributed to the improvement of academic performance among the teachers at El Oued University. This training has enhanced both their scientific and educational competencies. Evidence of this is seen in the increase in scientific output aimed at supporting local and national development. A diverse range of projects related to the socio-economic environment has emerged, impacting both local and national levels. This development has fostered a strong desire among all university staff to elevate the institution's standing, as reflected in prestigious international rankings and awards. Overall, this reinforces the role of the university faculty as a crucial factor in serving the community and disseminating knowledge.

Continuous Training within the framework of Abroad-Level Improvement Programmes, aimed at enhancing educational standards, is central to the higher education reform policy. The Ministry's current initiatives, including the promotion of digitisation, teaching in English, upgrading universities, supporting innovation, and fostering startups, are all directly aligned with this programme. The programme clearly contributes to the principle of efficiency, as it seeks, as mentioned earlier, to achieve optimal outcomes such as international publications, patents, partnerships, and competencies by optimising available public resources. This approach ensures a return on public investment in the higher education sector.

To achieve this, the Ministry and, therefore, El Oued University have implemented evaluation mechanisms to assess the effectiveness of their training programmes. These mechanisms include direct evaluations through internship reports and presentations (Articles 13, 14, and 15). While the administrative benefits are indirect, they are still highly effective. Although completing an internship does not directly add points to the promotion system, the outcomes of the internship do have an impact. For instance, to be promoted to the rank of Associate Professor or Professor, one must have international publications in high-ranking journals and international participation. Abroad-Level Improvement Programme is the most effective way to achieve these requirements. Thus, it is an essential accelerator and facilitator for promotion by helping to achieve the necessary results. These results are documented in the faculty members' record and are taken into account during evaluation.

As a conclusion to this analysis, these results collectively demonstrate how continuous training enhances the performance of university teachers in various areas, including teaching, research, and doctoral supervision, and highlights their active role in development. El Oued University, with all its structures and staff, has also proven that continuous training, if it is linked to institutional will, commitment to legal texts, and the effective implementation and follow-up

of these texts, can make a qualitative leap in the performance of the university faculty. The data presented above and the achievements referred to in the body of this research in the last five years, whether in the field of scientific research, training abroad, international rankings or the project of the institution, confirm that the university has become a leading model in combining the promotion of human competencies with the enhancement of academic quality and community service.

2.4 Recommendations

Based on the findings discussed before, this study presents several recommendations designed to improve professional practice, inform future research agendas, and support the development of evidence-based policies.

It is recommended to establish a dedicated centre for continuous training, which should include both newly recruited and experienced teachers. The goal of this centre is to integrate essential topics such as digitisation, English language skills, and pedagogical and scientific support. The centre's primary responsibility will be to organise and monitor the training programme, as well as provide regular reports to the administration. Additionally, there is a need to create practical environments within faculties or departments by establishing clubs and conducting periodic training workshops. These initiatives should encourage the use of the English language, with a focus on both conversational skills and academic writing.

Another recommendation is to increase and diversify the awards available to teachers involved in scientific research. At the same time, fostering a competitive environment can drive efficiency and enhance the quality of research output. It is also crucial to involve various national institutions in the training process and practical training, especially in specialisations that require it. Society benefits more from skilled practitioners than from pure theorists. Additionally, coordinating research projects collectively and enhancing teamwork will facilitate the sharing of experiences and unify efforts. Individuals are influenced by their environment, and collaborative work can serve as a valuable form of training.

There is a need to actively engage laboratories and various research projects in continuous training, as these can serve as incubators for different developmental initiatives, including teachers and doctoral students. Enhancing effective collaboration among university faculty, economic institutions, and cultural and social organisations will help improve the understanding of the components and requirements of training programmes. While this research highlights the performance of teachers and institutions, future studies should explore how continuous training indirectly affects students' learning outcomes and the satisfaction of those receiving the services.

To maximise the positive impact of the Abroad-Level Improvement Programme, several actions are proposed. First, the focus should be on group internships by encouraging small

research teams to collaborate on specific projects rather than working in isolation. This collaborative approach will enhance overall effectiveness. Additionally, directing internships towards institutional partnerships is essential. This can be achieved by promoting internships that align with partnership agreements between the university and foreign universities, which will help ensure sustainability and strengthen institutional relationships.

Another important step is to create a database to track outputs. Developing a university-wide digital system to monitor the outcomes of each internship, including publications, projects, and patents, will also allow for accurate assessment of the return on investment and help identify success stories.

The university has to implement self-assessment mechanisms and establish benchmarking practices with other institutions; this can be achieved through the Quality Cell practices. It should organise training on the methodology of scientific publication in accordance with international standards to equip faculty with the necessary skills. Additionally, a system of motivation and rewards should be developed, linked to participation in and achievements from the training. A comprehensive database of faculty members and their areas of expertise needs to be created to monitor the impact of these initiatives. Moreover, the university should establish pedagogical innovation centres and practical training laboratories.

It is beneficial to organise workshops for knowledge transfer by having returnees conduct hands-on sessions for their colleagues and doctoral students, instead of just giving presentations. This approach will more effectively facilitate the transfer of practical skills. Additionally, offering post-internship support through small budgets for innovative projects that arise after their return will help these initiatives get off the ground.

Conclusion

This chapter has demonstrated that El Oued University approaches continuous training through a structured framework that is grounded in ministerial legislation, institutional decrees, and local initiatives. By establishing specialised committees and cells focused on pedagogy, digitisation, English language proficiency, and international cooperation, the university has shown its commitment to enhancing the professional skills of its faculty. The collected data confirm that these initiatives have started to improve teaching quality, research capacity, and institutional performance. However, challenges related to language proficiency, digital integration, and quality assurance persist. Overall, continuous training at El Oued University is not only a response to national regulations but also a strategic decision aimed at improving competitiveness, visibility, and contribution to public service.

General Conclusion

General Conclusion

This research has investigated the effect (s) of continuous training on improving the quality of public service, with a specific emphasis on university teachers at El Oued University. The study begins by analysing the broader context of higher education reforms in Algeria. It demonstrates that this training is not merely an administrative requirement; rather, it is a strategic necessity for enhancing teaching, research, and institutional performance.

The results confirm the first hypothesis, indicating that continuous training has a positive and significant effect on public service performance. Training programmes focused on pedagogy, digital skills, and English proficiency have enabled teachers to diversify their teaching methods, adopt innovative practices, and engage more effectively with students. Similarly, research productivity has improved, as evidenced by the increase in doctoral projects, PRFU, and international recognition of faculty members. The incorporation of Abroad-Level Improvement Programmes has further solidified these gains by expanding global networks and enhancing the university's visibility on the world stage.

This study highlights the crucial role of structural mechanisms, like the Pedagogical Accompaniment Cell and the Digitisation and Distance Education Committee. These entities have validated the second and fourth hypotheses. However, challenges persist, particularly in maintaining regular evaluation, aligning training with international standards, and addressing ongoing deficiencies in language proficiency, digital fluency, and innovation management.

To strengthen the legal framework for continuous training, it is essential to adhere to several key principles in accordance with national legislation and institutional practice. Continuous training should be founded on the principles of legality, equal access, and alignment with institutional needs. Additionally, the training should also respond to the demands of innovative teaching methods, digitisation, and research advancement. Moreover, for continuous training to be effective and to strengthen the quality of public service, it is crucial to ensure that it is guided by principles of quality assurance, systematic evaluation and sustainability.

In this regard, it is crucial to affirm that El Oued University has fully adhered to and implemented the national legal framework governing continuous training. The university has met the requirements of legal texts related to pedagogical training, professional development, and quality assurance. This compliance is evident through the establishment of various regulatory structures, such as the Pedagogical Accompaniment Cell, the Digitisation and Distance Education Committee, ...The university administration has ensured that its continuous training programmes are legally sound and aligned with national standards, reinforcing its legitimacy as a model of good practice.

At the institutional level, continuous training has significantly improved the national and international rankings of El Oued University, positioning it among the leading universities in Algeria. These achievements highlight the university's commitment to academic excellence and sustainability. However, the research identifies some limitations, including the inconsistent implementation of programmes across faculties, a lack of specialised studies on the topic at El Oued University in both Arabic and other languages, and the absence of a dedicated entity responsible for following up on all programmes.

To ensure the effectiveness of continuous training at Algerian universities, and particularly at El Oued University, it is recommended to establish a dedicated "Centre for Pedagogical and Scientific Support". This centre would be responsible for organising and following up on continuous training for both newly recruited and experienced faculty members. The primary goal of this centre is to integrate important topics such as digitisation, English language proficiency, pedagogy, and scientific research, as well as any other subjects that would benefit faculty members in their teaching and research activities.

Based on these findings, the study concludes that continuous training is an essential cornerstone for sustainable and competitive improvement in higher education. To ensure its effectiveness, future legislation should prioritise a systematic evaluation, the adoption of innovative systems, and the strengthening of international partnerships and mobility programmes.

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Appendices

Appendix A: Questionnaire Model

<h2 style="text-align: center;">A Questionnaire Addressed to University Bodies Responsible for the Training Process</h2>
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Full Name Title

Introduction:

As part of preparing my graduation dissertation for a master's degree in administrative law, titled: "**The Effect of Continuous Training for Public Employees on the Quality of Public Service: A Case Study of El Oued University Teachers**", I aim to investigate how continuous training programme contribute to enhancing the performance of university faculty as participants in public service, both from legal and pedagogical perspectives. This research will focus on gathering accurate and reliable field data. Your valuable participation will significantly enrich the practical aspect of the research and help provide realistic and applicable recommendations.

Thank you for your fruitful cooperation.

Questions:

First Theme: The Legal and Institutional Framework for Continuous Training

Q1: What is the legal or regulatory framework on which the is based? In monitoring the effectiveness of continuous training programmes for public employees? Are there structured texts for the process?

Q2: What role In proposing or evaluating continuous training programmes within the university?

Q3: To what extent is the university committed to the implementation of legal and regulatory texts related to continuous training (e.g., decrees or ministerial orders)?

Full commitment Partial commitment No clear commitment I don't know

Second Theme: Evaluation of Continuous Training Programmes

Q4: How do you evaluate the level of continuous training provided to teachers at the university?

Weak Medium Good Excellent

If the answer is weak or medium, please state the reasons:

Q5: What are the most important types of training that university teachers have benefited from recently? (More than one option can be chosen)

Teaching of English Training in Digitisation and Distance Education Pedagogical and didactic training Training in Scientific Research and Academic Publishing Abroad Level Improvement Programmes Other (please specify)

Q6: Are the training needs determined based on prior assessments & studies?

Yes No I don't know

If yes or no, please clarify:

Q7: To what extent are teachers involved in the establishment of the training content or the proposal of its programmes?

Big Moderate Weak I don't know.

If the answer is weak or moderate, please state the reasons:

Third Theme: The Impact of Continuous Training on University Performance

Q8: In your opinion, has continuous training contributed to improving the quality of university services provided by teachers (teaching, supervision, scientific research)?

Yes Partly No It is not possible to determine accurately

Please state the reasons:

Q9: Have you noticed an improvement in academic performance indicators as a result of the training (e.g., internal evaluation reports, student opinions, training outcomes)?

Yes Partially No Hasn't been evaluated yet

Q10: Has continuous training contributed to improving the skills of university teachers in dealing with digitisation and modern education platforms?

Yes Partially No I don't know.

Q11: Do you think that continuous training contributes to strengthening the principles of university governance and the quality of the public service?

Yes No To Some Extent I don't know

Q12: Do you notice a relationship between continuous training and improving the level of scientific research published in the name of the university (numerically or qualitatively)?

Yes No Partially It can't be determined

Q13: Is there a periodic follow-up or evaluation of the extent to which teachers benefit from continuous training on the ground?

Yes No Partially.

If yes, how is it done?

Q14: Do you see the possibility of expanding the work of to include all university teachers (new and old)?

If yes, how is it done?

Fourth Theme: Challenges and Recommendations

Q15: What are the most prominent challenges facing continuous training programmes at the university?

Q16: What are your recommendations for activating the impact of training on the quality of public service at the university?

Q17: Have you found any examples of teachers who have benefited from the programmes and were able to employ their outputs in their university tasks (publishing, training, teaching, participating in forums...)?

If yes, what is the approximate number?

Q18: In your opinion, what are the best practical solutions to enhance the role of continuous training locally and internationally?

<p>3 الجريدة الرسمية للجمهورية الجزائرية / العدد 46</p>	<p>20 جمادى الثانية عام 1427 هـ 16 يوليو سنة 2006 م</p>
<h2 style="background-color: #cccccc; padding: 10px;">أوامر</h2>	
<p>- وبمقتضى القانون رقم 90 - 14 المؤرخ في 9 ذي القعدة عام 1410 الموافق 2 يونيو سنة 1990 والمتعلق بكيفيات ممارسة الحق النقابي، المعدل والمتمم.</p> <p>- وبمقتضى الأمر رقم 97 - 03 المؤرخ في 2 رمضان عام 1417 الموافق 11 يناير سنة 1997 الذي يحدد المدة القانونية للعمل.</p> <p>- وبمقتضى القانون رقم 99 - 07 المؤرخ في 19 ذي الحجة عام 1419 الموافق 5 أبريل سنة 1999 والمتعلق بالجهاد والشهيد.</p> <p>- وبعد الاستماع إلى مجلس الوزراء.</p>	<p>أمر رقم 06-03 مؤرخ في 19 جمادى الثانية عام 1427 الموافق 15 يوليو سنة 2006، يتضمن القانون الأساسي العام للوظيفة العمومية.</p> <p>إن رئيس الجمهورية،</p> <p>- بناء على الدستور، لا سيما المواد 51 و122 و 26 و124 منه.</p> <p>- وبمقتضى الأمر رقم 74 - 103 المؤرخ في أول ذي القعدة عام 1394 الموافق 15 نوفمبر سنة 1974 والمتضمن قانون الخدمة الوطنية، المعدل والمتمم.</p> <p>- وبمقتضى الأمر رقم 76 - 111 المؤرخ في 17 ذي الحجة عام 1396 الموافق 9 ديسمبر سنة 1976 والمتضمن مهام الاحتياط وتنظيمه.</p> <p>- وبمقتضى القانون رقم 78 - 12 المؤرخ في أول رمضان عام 1398 الموافق 5 غشت سنة 1978 والمتعلق بالقانون الأساسي العام للعامل، لاسيما المواد من 180 إلى 186 منه.</p>
<p>يصدر الأمر الآتي نصه :</p>	
<p>الباب الأول أحكام عامة</p>	
<p>المادة الأولى : يتضمن هذا الأمر، القانون الأساسي العام للوظيفة العمومية.</p> <p>يحدد هذا الأمر القواعد القانونية الأساسية المطبقة على الموظفين والضمانات الأساسية الممنوحة لهم في إطار تادية مهامهم في خدمة الدولة.</p>	<p>- وبمقتضى القانون رقم 83 - 11 المؤرخ في 21 رمضان عام 1403 الموافق 2 يوليو سنة 1983 والمتعلق بالتأمينات الاجتماعية، المعدل والمتمم.</p> <p>- وبمقتضى القانون رقم 83 - 12 المؤرخ في 21 رمضان عام 1403 الموافق 2 يوليو سنة 1983 والمتعلق بالتقاعد، المعدل والمتمم.</p>
<p>الفصل الأول مجال التطبيق</p>	
<p>المادة 2 : يطبق هذا القانون الأساسي على الموظفين الذين يمارسون نشاطهم في المؤسسات والإدارات العمومية.</p>	<p>- وبمقتضى القانون رقم 83 - 13 المؤرخ في 21 رمضان عام 1403 الموافق 2 يوليو سنة 1983 والمتعلق بحوادث العمل والأمراض المهنية، المعدل والمتمم.</p>
<p>يقصد بالمؤسسات والإدارات العمومية، المؤسسات العمومية، والإدارات المركزية في الدولة والمصالح غير المركزية التابعة لها والجماعات الإقليمية والمؤسسات العمومية ذات الطابع الإداري، والمؤسسات العمومية ذات الطابع العلمي والثقافي والمهني والمؤسسات العمومية ذات الطابع العلمي والتكنولوجي وكل مؤسسة عمومية يمكن أن يخضع مستخدموها لأحكام هذا القانون الأساسي.</p>	<p>- وبمقتضى القانون رقم 88 - 07 المؤرخ في 7 جمادى الثانية عام 1408 الموافق 26 يناير سنة 1988 والمتعلق بالوقاية الصحية والأمن وطب العمل.</p> <p>- وبمقتضى القانون رقم 90 - 02 المؤرخ في 10 رجب عام 1410 الموافق 6 فبراير سنة 1990 والمتعلق بالوقاية من النزاعات الجماعية في العمل وتسويتها وممارسة حق الإضراب، المعدل والمتمم.</p>
<p>لا يخضع لأحكام هذا الأمر القضاة والمستخدمون العسكريون والمدنيون للدفاع الوطني ومستخدمو البرلمان.</p>	<p>- وبمقتضى القانون رقم 90 - 11 المؤرخ في 26 رمضان عام 1410 الموافق 21 أبريل سنة 1990 والمتعلق بعلاقات العمل، المعدل والمتمم، لاسيما المادة 3 منه.</p>

مراسيم تنظيمية

مرسوم تنفيذي رقم 194-20 مؤرخ في 4 ذي الحجة عام 1441 الموافق 25 يوليو سنة 2020، يتعلق بتكوين الموظفين والأعوان العموميين وتحسين مستواهم في المؤسسات والإدارات العمومية.

إنّ الوزير الأول،

- بناء على الدستور، لا سيما المادتان 4-99 و 4-143 (الفقرة 2) منه،

- وبمقتضى القانون رقم 83-13 المؤرخ في 21 رمضان عام 1403 الموافق 2 يوليو سنة 1983 والمتعلق بحوادث العمل والأمراض المهنية، لا سيما المادة 7 منه،

- وبمقتضى الأمر رقم 06-03 المؤرخ في 19 جمادى الثانية عام 1427 الموافق 15 يوليو سنة 2006 والمتضمن القانون الأساسي العام للوظيفة العمومية، لا سيما المادتان 105 و 111 منه،

- وبمقتضى المرسوم رقم 66-145 المؤرخ في 12 صفر عام 1386 الموافق 2 يونيو سنة 1966 والمتعلق بتحرير ونشر بعض القرارات ذات الطابع التنظيمي أو الفردي التي تهم وضعية الموظفين، المعدل والمتمم،

- وبمقتضى المرسوم الرئاسي رقم 07-308 المؤرخ في 17 رمضان عام 1428 الموافق 29 سبتمبر سنة 2007 الذي يحدد كفاءات توظيف الأعوان المتعاقدين وحقوقهم واجباتهم والعناصر المشكّلة لرواتبهم والقواعد المتعلقة بتسييرهم وكذا النظام التأديبي المطبق عليهم، لا سيما المادة 15 منه،

- وبمقتضى المرسوم الرئاسي رقم 14-196 المؤرخ في 8 رمضان عام 1435 الموافق 6 يوليو سنة 2014 والمتضمن تنظيم التكوين وتحسين المستوى في الخارج وتسييرهما،

- وبمقتضى المرسوم الرئاسي رقم 19-370 المؤرخ في أول جمادى الأولى عام 1441 الموافق 28 ديسمبر سنة 2019 والمتضمن تعيين الوزير الأول،

- وبمقتضى المرسوم الرئاسي رقم 20-163 المؤرخ في أول ذي القعدة عام 1441 الموافق 23 يونيو سنة 2020 والمتضمن تعيين أعضاء الحكومة، المعدل والمتمم،

- وبمقتضى المرسوم التنفيذي رقم 90-99 المؤرخ في أول رمضان عام 1410 الموافق 27 مارس سنة 1990 والمتعلق بسلطة التعيين والتسيير الإداري بالنسبة للموظفين وأعوان الإدارة المركزية والولايات والبلديات والمؤسسات العمومية ذات الطابع الإداري،

- وبمقتضى المرسوم التنفيذي رقم 96-92 المؤرخ في 14 شوال عام 1416 الموافق 3 مارس سنة 1996 والمتعلق بتكوين الموظفين وتحسين مستواهم وتجديد معلوماتهم، المعدل والمتمم،

- وبمقتضى المرسوم التنفيذي رقم 12-194 المؤرخ في 3 جمادى الثانية عام 1433 الموافق 25 أبريل سنة 2012 الذي يحدد كفاءات تنظيم المسابقات والامتحانات والفحوص المهنية في المؤسسات والإدارات العمومية وإجرائها،

- وبمقتضى المرسوم التنفيذي رقم 14-193 المؤرخ في 5 رمضان عام 1435 الموافق 3 يوليو سنة 2014 الذي يحدد صلاحيات المدير العام للوظيفة العمومية والإصلاح الإداري،

- وبمقتضى المرسوم التنفيذي رقم 17-319 المؤرخ في 13 صفر عام 1439 الموافق 2 نوفمبر سنة 2017 الذي يحدد تشكيلة المجلس الأعلى للوظيفة العمومية وتنظيمه وسيره،

- وبمقتضى المرسوم التنفيذي رقم 17-322 المؤرخ في 13 صفر عام 1439 الموافق 2 نوفمبر سنة 2017 الذي يحدد الأحكام المطبقة على المترشحين في المؤسسات والإدارات العمومية،

يرسم ما يأتي :

المادة الأولى : تطبيقا لأحكام المادتين 105 و 111 من الأمر رقم 06-03 المؤرخ في 19 جمادى الثانية عام 1427 الموافق 15 يوليو سنة 2006 والمذكور أعلاه، يهدف هذا المرسوم إلى تحديد القواعد العامة المتعلقة بتكوين الموظفين والأعوان العموميين وتحسين مستواهم في المؤسسات والإدارات العمومية.

يبقى التكوين وتحسين المستوى المنظمين في الخارج خاضعين لأحكام المرسوم الرئاسي رقم 14-196 المؤرخ في 8 رمضان عام 1435 الموافق 6 يوليو سنة 2014 والمذكور أعلاه.

Executive Decree No.20-194 of July 25, 2020, concerning the training of employees, public agents and their level improvement in public institutions and administrations

"المادة 77 : تطبيقاً لأحكام المادة 3 من المرسوم الرئاسي رقم 307-07 المؤرخ في 17 رمضان عام 1428 الموافق 29 سبتمبر سنة 2007، المعدل والمذكور أعلاه، تحدد الزيادة الاستدلالية للمناصب العليا المطابقة لأسلاك الأساتذة الباحثين الاستشفائيين الجامعيين، طبقاً للجدول الآتي :

الزيادة الاستدلالية		المناصب العليا
الرقم الاستدلالي	المستوى	
795	14	رئيس مصلحة استشفائية جامعية
585	12	رئيس وحدة استشفائية جامعية
495	11	مسؤول المتابعة البيداغوجية على مستوى المصلحة الاستشفائية الجامعية

- وبمقتضى القانون رقم 05-99 المؤرخ في 18 ذي الحجة عام 1419 الموافق 4 إبريل سنة 1999 والمتضمن القانون التوجيهي للتعليم العالي، المعدل والمتمم،

- وبمقتضى الأمر رقم 05-03 المؤرخ في 19 جمادى الأولى عام 1424 الموافق 19 يوليو سنة 2003 والمتعلق بحقوق المؤلف والحقوق المجاورة،

- وبمقتضى الأمر رقم 07-03 المؤرخ في 19 جمادى الأولى عام 1424 الموافق 19 يوليو سنة 2003 والمتعلق ببراءات الاختراع،

- وبمقتضى الأمر رقم 03-06 المؤرخ في 19 جمادى الثانية عام 1427 الموافق 15 يوليو سنة 2006 والمتضمن القانون الأساسي العام للوظيفة العمومية، المتمم،

- وبمقتضى القانون رقم 21-15 المؤرخ في 18 ربيع الأول عام 1437 الموافق 30 ديسمبر سنة 2015 والمتضمن القانون التوجيهي حول البحث العلمي والتطوير التكنولوجي، المعدل،

- وبمقتضى المرسوم الرئاسي رقم 304-07 المؤرخ في 17 رمضان عام 1428 الموافق 29 سبتمبر سنة 2007 الذي يحدد الشبكة الاستدلالية لمرتبات الموظفين ونظام دفع رواتبهم، المعدل والمتمم،

- وبمقتضى المرسوم الرئاسي رقم 307-07 المؤرخ في 17 رمضان عام 1428 الموافق 29 سبتمبر سنة 2007 الذي يحدد كفاءات منح الزيادة الاستدلالية لشاغلي المناصب العليا في المؤسسات والإدارات العمومية، المعدل،

- وبمقتضى المرسوم الرئاسي رقم 14-196 المؤرخ في 8 رمضان عام 1435 الموافق 6 يوليو سنة 2014 والمتضمن تنظيم التكوين وتحسين المستوى في الخارج وتسييرهما،

- وبمقتضى المرسوم الرئاسي رقم 404-23 المؤرخ في 27 ربيع الثاني عام 1445 الموافق 11 نوفمبر سنة 2023 والمتضمن تعيين الوزير الأول،

المادة 15 : يستفيد من درجة أستاذ استشفائي جامعي مميّز كلقب فخري، بعد أخذ رأي اللجنة الوطنية للتميز في العلوم الطبية، الأساتذة الاستشفائيون الجامعيون المحالون على التقاعد قبل تاريخ سريان هذا المرسوم، الذين استوفوا وهم في حالة نشاط، الشروط المحددة في المادة 61 من المرسوم التنفيذي رقم 129-08 المؤرخ في 27 ربيع الثاني عام 1429 الموافق 3 مايو سنة 2008 والمتضمن القانون الأساسي الخاص بالأستاذ الباحث الاستشفائي الجامعي.

المادة 16 : تسري أحكام هذا المرسوم ابتداء من أول جانفي سنة 2024.

المادة 17 : ينشر هذا المرسوم في الجريدة الرسمية للجمهورية الجزائرية الديمقراطية الشعبية.

حزب بالجزائر في 26 شعبان عام 1445 الموافق 7 مارس سنة 2024.

محمد النذير العرابوي

—————*—————

مرسوم تنفيذي رقم 103-24 مؤرخ في 26 شعبان عام 1445 الموافق 7 مارس سنة 2024، يعدل ويتمم المرسوم التنفيذي رقم 130-08 المؤرخ في 27 ربيع الثاني عام 1429 الموافق 3 مايو سنة 2008 والمتضمن القانون الأساسي الخاص بالأستاذ الباحث.

إنّ الوزير الأول،

- بناء على تقرير وزير التعليم العالي والبحث العلمي،

- وبناء على الدستور، لا سيما المادتين 112-5 و 141 (الفقرة 2) منه،

Executive Decree No. 24-103 of March 7, 2024, which includes the basic law for Research Faculty members.

الجمهورية الجزائرية الديمقراطية الشعبية

قرار رقم 0003 مؤرخ في 23 جانفي 2023

يحدد شروط وكيفيات تنظيم التكوين المتواصل في مؤسسات التعليم العالي

إن وزير التعليم العالي والبحث العلمي،

- بمقتضى القانون رقم 99-05 المؤرخ في 18 ذي الحجة عام 1419 الموافق 4 أبريل سنة 1999 والمتضمن القانون التوجيهي للتعليم العالي، المعدل والمتمم،
- وبمقتضى المرسوم الرئاسي رقم 22-305 المؤرخ في 11 صفر عام 1444 الموافق 8 سبتمبر سنة 2022 والمتضمن تعيين أعضاء الحكومة،
- وبمقتضى المرسوم التنفيذي رقم 03-279 المؤرخ في 24 جمادى الثانية عام 1424 الموافق 23 غشت سنة 2003 الذي يحدد مهام الجامعة والقواعد الخاصة بتنظيمها وسيرها، المعدل والمتمم،
- وبمقتضى المرسوم التنفيذي رقم 05-299 المؤرخ في 11 رجب عام 1426 الموافق 16 غشت سنة 2005 الذي يحدد مهام المركز الجامعي والقواعد الخاصة بتنظيمه وسيره،
- وبمقتضى المرسوم التنفيذي رقم 13-77 المؤرخ في 18 ربيع الأول عام 1434 الموافق 30 يناير سنة 2013 الذي يحدد صلاحيات وزير التعليم العالي والبحث العلمي،
- وبمقتضى المرسوم التنفيذي رقم 16-176 المؤرخ في 9 رمضان عام 1437 الموافق 14 يونيو سنة 2016 الذي يحدد القانون الأساسي النموذجي للمدرسة العليا،
- وبمقتضى المرسوم التنفيذي رقم 18-95 المؤرخ في أول رجب عام 1439 الموافق 19 مارس سنة 2018 الذي يحدد شروط وكيفيات الاعتراف بشهادات التعليم العالي الأجنبية،
- وبمقتضى المرسوم التنفيذي رقم 18-263 المؤرخ في 8 صفر عام 1440 الموافق 17 أكتوبر سنة 2018 الذي يحدد شروط منح الوصاية البيداغوجية لمؤسسات التكوين العالي التابعة لدوائر وزارية أخرى وكيفيات ممارستها،
- وبمقتضى المرسوم التنفيذي رقم 22-208 المؤرخ في 5 ذي القعدة عام 1443 الموافق 5 جوان سنة 2022 الذي يحدد نظام الدراسات والتكوين للحصول على شهادات التعليم العالي،

Order No.03 of January 23, 2023, establishing the conditions and modalities for the organisation of continuous training in higher education institutions.

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

قرار رقم 144 مؤرخ في 29 ديسمبر 2024

يعدل ويتمم القرار رقم 932 المؤرخ في 28 جويلية 2016

والمتضمن كليات تنظيم المرافقة البيداغوجية لفائدة الأستاذ الباحث حديث التوظيف

إن وزير التعليم العالي والبحث العلمي؛

- بمقتضى المرسوم الرئاسي رقم 23-416 المؤرخ في 12 جمادى الأولى عام 1445 الموافق 26 نوفمبر سنة 2023، والمتضمن القانون الأساسي النموذجي للمدرسة الوطنية العليا التابعة للقطب التكنولوجي لمدينة سيدي عبد الله، ولاية الجزائر، المعدل،
- بمقتضى المرسوم الرئاسي رقم 24-374 المؤرخ في 16 جمادى الأولى عام 1446 الموافق 18 نوفمبر سنة 2024، والمتضمن تعيين أعضاء الحكومة،
- وبمقتضى المرسوم التنفيذي رقم 13-77 المؤرخ في 18 ربيع الأول عام 1434 الموافق 30 يناير سنة 2013، الذي يحدد صلاحيات وزير التعليم العالي والبحث العلمي،
- بمقتضى المرسوم التنفيذي رقم 03-279 المؤرخ في 24 جمادى الثانية عام 1424 الموافق 23 غشت سنة 2003، الذي يحدد مهام الجامعة والقواعد الخاصة بتنظيمها وسيرها، المعدل والمتمم،
- وبمقتضى المرسوم التنفيذي رقم 05-299 المؤرخ في 11 رجب عام 1426 الموافق 16 غشت سنة 2005، الذي يحدد مهام المركز الجامعي والقواعد الخاصة بتنظيمه وسيره،
- بمقتضى المرسوم التنفيذي رقم 90-149 مؤرخ في 02 ذي القعدة 1410 الموافق 16 مايو سنة 1990، والمتضمن إنشاء جامعة التكوين المتواصل وتنظيمها وعملها،
- وبمقتضى المرسوم التنفيذي رقم 08-130 المؤرخ في 27 ربيع الثاني عام 1429 الموافق 3 مايو سنة 2008، والمتضمن القانون الأساسي الخاص بالأستاذ الباحث، المعدل والمتمم،
- وبمقتضى المرسوم التنفيذي رقم 22-208 المؤرخ في 5 ذي القعدة عام 1443 الموافق 5 جوان سنة 2022، الذي يحدد نظام الدراسات والتكوين للحصول على شهادات التعليم العالي،
- وبمقتضى المرسوم التنفيذي رقم 16-176 المؤرخ في 9 رمضان عام 1437 الموافق 14 يونيو سنة 2016، الذي يحدد القانون الأساسي النموذجي للمدرسة العليا،
- وبمقتضى القرار رقم 932 المؤرخ في 28 جويلية 2016، والمتضمن كليات تنظيم المرافقة البيداغوجية لفائدة الأستاذ الباحث حديث التوظيف؛



يُقَرَّر ما يأتي:

المادة الأولى: تعدل ويتمم المادة 4 من القرار رقم 932 المؤرخ في 28 جويلية 2016، المذكور أعلاه، ونحَرَّر كما يأتي:

Order No.144 of December 29, 2024, concerning the organisation of pedagogical support for newly recruited research professors.

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

29 ديسمبر 2024

قرار رقم 145 مؤرخ في

يتضمن إنشاء اللجنة الوطنية لإرساء التعليم عن بُعد في مؤسسات التعليم العالي، ومتابعته وتقييمه، وكذا تطوير استعمال تكنولوجيات الإعلام والاتصال الحديثة في المجالين البيداغوجي والبحثي

إن وزير التعليم العالي والبحث العلمي؛

- بمقتضى المرسوم الرئاسي رقم 23-416 المؤرخ في 12 جمادى الأولى عام 1445 الموافق 26 نوفمبر سنة 2023، والمتضمن القانون الأساسي النموذجي للمدرسة الوطنية العليا التابعة للقطب التكنولوجي لمدينة سيدي عبد الله، ولاية الجزائر،
- ومقتضى المرسوم الرئاسي رقم 24-374 المؤرخ في 16 جمادى الأولى عام 1446 الموافق 18 نوفمبر سنة 2024، والمتضمن تعيين أعضاء الحكومة،
- ومقتضى المرسوم رقم 84-213 مؤرخ في 24 ذي القعدة عام 1404 الموافق 18 غشت سنة 1984، والمتعلق بتنظيم جامعة قسنطينة¹ وسيرها، المعدل والمنتم،
- ومقتضى المرسوم رقم 85-56 مؤرخ في 24 جمادى الأولى عام 1405 الموافق 16 مارس سنة 1985، والمتضمن إنشاء مركز للبحث في الإعلام العلمي والتقني، المعدل والمنتم،
- ومقتضى المرسوم التنفيذي رقم 90-149 مؤرخ في 02 ذي القعدة 1410 الموافق 16 مايو سنة 1990، والمتضمن إنشاء جامعة التكوين المتواصل، وتنظيمها وعملها،
- ومقتضى المرسوم التنفيذي رقم 03-279 المؤرخ في 24 جمادى الثانية عام 1424 الموافق 23 غشت سنة 2003، الذي يحدد مهام الجامعة والقواعد الخاصة بتنظيمها وسيرها، المعدل والمنتم،
- ومقتضى المرسوم التنفيذي رقم 05-299 المؤرخ في 11 رجب عام 1426 الموافق 16 غشت سنة 2005، الذي يحدد مهام المركز الجامعي والقواعد الخاصة بتنظيمه وسيره،
- ومقتضى المرسوم التنفيذي رقم 13-77 المؤرخ في 18 ربيع الأول عام 1434 الموافق 30 يناير سنة 2013، الذي يحدد صلاحيات وزير التعليم العالي والبحث العلمي،
- ومقتضى المرسوم التنفيذي رقم 16-176 المؤرخ في 9 رمضان عام 1437 الموافق 14 يونيو سنة 2016، الذي يحدد القانون الأساسي النموذجي للمدرسة العليا،
- ومقتضى المرسوم التنفيذي رقم 22-208 المؤرخ في 5 ذي القعدة عام 1443 الموافق 5 جوان سنة 2022، الذي يحدد نظام الدراسات والتكوين للحصول على شهادات التعليم العالي،
- ومقتضى القرار رقم 932 المؤرخ في 28 جويلية 2016، والمتضمن كليات تنظيم المرافقة البيداغوجية لفائدة الأساتذة الباحثين حديث التوظيف، المعدل والمنتم،
- ومقتضى القرار رقم 1636 المؤرخ في 29 أكتوبر 2016، والمتضمن إنشاء اللجنة الوطنية لتوجيه ومراقبة تنفيذ برنامج الدعم البيداغوجي لفائدة الأساتذة الباحثين،
- ومقتضى القرار رقم 1242 المؤرخ في 22 سبتمبر 2022، والمتضمن إنشاء اللجنة القطاعية لإرساء التعليم عن بُعد في مؤسسات التعليم العالي ومتابعته، المعدل والمنتم؛



Order No. 145 of December 29, 2024, establishing the National Committee for the Implementation, Monitoring, and Evaluation of Distance Learning in Higher Education Institutions, and for the development of ICT use in education and research.

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

قرار رقم 144 مؤرخ في 29 ديسمبر 2024

يعدل ويتمم القرار رقم 932 المؤرخ في 28 جويلية 2016

والمتضمن كليات تنظيم المرافقة البيداغوجية لفائدة الأستاذ الباحث حديث التوظيف

إن وزير التعليم العالي والبحث العلمي؛

- بمقتضى المرسوم الرئاسي رقم 23-416 المؤرخ في 12 جمادى الأولى عام 1445 الموافق 26 نوفمبر سنة 2023، والمتضمن القانون الأساسي النموذجي للمدرسة الوطنية العليا التابعة للقطب التكنولوجي لمدينة سيدي عبد الله، ولاية الجزائر، المعدل،
- بمقتضى المرسوم الرئاسي رقم 24-374 المؤرخ في 16 جمادى الأولى عام 1446 الموافق 18 نوفمبر سنة 2024، والمتضمن تعيين أعضاء الحكومة،
- وبمقتضى المرسوم التنفيذي رقم 13-77 المؤرخ في 18 ربيع الأول عام 1434 الموافق 30 يناير سنة 2013، الذي يحدد صلاحيات وزير التعليم العالي والبحث العلمي،
- بمقتضى المرسوم التنفيذي رقم 03-279 المؤرخ في 24 جمادى الثانية عام 1424 الموافق 23 غشت سنة 2003، الذي يحدد مهام الجامعة والقواعد الخاصة بتنظيمها وسيرها، المعدل والمتمم،
- وبمقتضى المرسوم التنفيذي رقم 05-299 المؤرخ في 11 رجب عام 1426 الموافق 16 غشت سنة 2005، الذي يحدد مهام المركز الجامعي والقواعد الخاصة بتنظيمه وسيره،
- بمقتضى المرسوم التنفيذي رقم 90-149 مؤرخ في 02 ذي القعدة 1410 الموافق 16 مايو سنة 1990، والمتضمن إنشاء جامعة التكوين المتواصل وتنظيمها وعملها،
- وبمقتضى المرسوم التنفيذي رقم 08-130 المؤرخ في 27 ربيع الثاني عام 1429 الموافق 3 مايو سنة 2008، والمتضمن القانون الأساسي الخاص بالأستاذ الباحث، المعدل والمتمم،
- وبمقتضى المرسوم التنفيذي رقم 22-208 المؤرخ في 5 ذي القعدة عام 1443 الموافق 5 جوان سنة 2022، الذي يحدد نظام الدراسات والتكوين للحصول على شهادات التعليم العالي،
- وبمقتضى المرسوم التنفيذي رقم 16-176 المؤرخ في 9 رمضان عام 1437 الموافق 14 يونيو سنة 2016، الذي يحدد القانون الأساسي النموذجي للمدرسة العليا،
- وبمقتضى القرار رقم 932 المؤرخ في 28 جويلية 2016، والمتضمن كليات تنظيم المرافقة البيداغوجية لفائدة الأستاذ الباحث حديث التوظيف؛



يُقَرَّر ما يأتي:

المادة الأولى: تعدل ويتمم المادة 4 من القرار رقم 932 المؤرخ في 28 جويلية 2016، المذكور أعلاه، ونحَرَّر كما يأتي:

Order No.144 of December 29, 2024, concerning the organisation of pedagogical support for newly recruited research professors.

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

قرار رقم 932 مؤرخ في 28 سبتمبر 2016
يحدد كليات تنظيم المرافقة البيداغوجية لفائدة الأساتذة الباحثين حديث التوظيف

- إن وزير التعليم العالي و البحث العلمي،
- بمقتضى المرسوم الرئاسي رقم 15 - 125 المؤرخ في 25 رجب عام 1436 الموافق 17 مايو سنة 2015، والمتضمن تعيين أعضاء الحكومة، المعدل،
 - وبمقتضى المرسوم التنفيذي رقم 08 - 130 مؤرخ في 27 ربيع الثاني عام 1429 الموافق 3 مايو سنة 2008، والمتضمن القانون الأساسي الخاص بالأساتذة الباحثين،
 - وبمقتضى المرسوم التنفيذي رقم 13 - 77 المؤرخ في 18 ربيع الأول عام 1434 الموافق 30 يناير سنة 2013، الذي يحدد صلاحيات وزير التعليم العالي والبحث العلمي.

يقرر ما يأتي:

- المادة الأولى:** تنظم على مستوى كل مؤسسات التعليم العالي مرافقة بيداغوجية لفائدة الأساتذة الباحثين حديث التوظيف.
- المادة 2:** تهدف المرافقة البيداغوجية الى تمكين الأساتذة الباحثين حديث التوظيف خلال فترة التربص من اكتساب معارف ومهارات في فن التدريس الجامعي.
- المادة 3:** تنشأ لدى كل مؤسسات التعليم العالي، خلية تكلف بوضع ومتابعة برنامج المرافقة البيداغوجية لفائدة الأساتذة الباحثين تماشيا ومبادئ اليقظة البيداغوجية ، وبهذا الصدد تكلف لاسيما بما يأتي:
- اقتراح الإستراتيجيات البيداغوجية للتعليم والتكوين العالي،
 - وضع حيز التنفيذ برنامج المرافقة البيداغوجية، وتبليغه للأساتذة المعنيين،
 - انتقاء الأساتذة المتدخلين في التكوين ،
 - تقييم مشاركة الأساتذة المعنيين بالتكوين .
- المادة 4:** يتضمن برنامج المرافقة البيداغوجية ، تنظيم دورات وحصص تدريبية ، تشمل لا سيما:
- تدريس مبادئ التشريع الجامعي،
 - مدخل للتعليمية والبيداغوجيا ،
 - علم النفس والنفسية التربوية ،
 - كليات تصميم الدروس وإعدادها والاتصال البيداغوجي.

Order No.932 of July 28, 2016, defining the modalities of the pedagogical cell establishment at each university institution

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قرار رقم 144 مؤرخ في 29 ديسمبر 2024

يعدل ويتمم القرار رقم 932 المؤرخ في 28 جويلية 2016

والمتضمن كليات تنظيم المرافقة البيداغوجية لفائدة الأستاذ الباحث حديث التوظيف

إن وزير التعليم العالي والبحث العلمي؛

- بمقتضى المرسوم الرئاسي رقم 23-416 المؤرخ في 12 جمادى الأولى عام 1445 الموافق 26 نوفمبر سنة 2023، والمتضمن القانون الأساسي النموذجي للمدرسة الوطنية العليا التابعة للقطب التكنولوجي لمدينة سيدي عبد الله، ولاية الجزائر، المعدل،
- بمقتضى المرسوم الرئاسي رقم 24-374 المؤرخ في 16 جمادى الأولى عام 1446 الموافق 18 نوفمبر سنة 2024، والمتضمن تعيين أعضاء الحكومة،
- وبمقتضى المرسوم التنفيذي رقم 13-77 المؤرخ في 18 ربيع الأول عام 1434 الموافق 30 يناير سنة 2013، الذي يحدد صلاحيات وزير التعليم العالي والبحث العلمي،
- بمقتضى المرسوم التنفيذي رقم 03-279 المؤرخ في 24 جمادى الثانية عام 1424 الموافق 23 غشت سنة 2003، الذي يحدد مهام الجامعة والقواعد الخاصة بتنظيمها وسيرها، المعدل والمتمم،
- وبمقتضى المرسوم التنفيذي رقم 05-299 المؤرخ في 11 رجب عام 1426 الموافق 16 غشت سنة 2005، الذي يحدد مهام المركز الجامعي والقواعد الخاصة بتنظيمه وسيره،
- بمقتضى المرسوم التنفيذي رقم 90-149 مؤرخ في 02 ذي القعدة 1410 الموافق 16 مايو سنة 1990، والمتضمن إنشاء جامعة التكوين المتواصل وتنظيمها وعملها،
- وبمقتضى المرسوم التنفيذي رقم 08-130 المؤرخ في 27 ربيع الثاني عام 1429 الموافق 3 مايو سنة 2008، والمتضمن القانون الأساسي الخاص بالأستاذ الباحث، المعدل والمتمم،
- وبمقتضى المرسوم التنفيذي رقم 22-208 المؤرخ في 5 ذي القعدة عام 1443 الموافق 5 جوان سنة 2022، الذي يحدد نظام الدراسات والتكوين للحصول على شهادات التعليم العالي،
- وبمقتضى المرسوم التنفيذي رقم 16-176 المؤرخ في 9 رمضان عام 1437 الموافق 14 يونيو سنة 2016، الذي يحدد القانون الأساسي النموذجي للمدرسة العليا،
- وبمقتضى القرار رقم 932 المؤرخ في 28 جويلية 2016، والمتضمن كليات تنظيم المرافقة البيداغوجية لفائدة الأستاذ الباحث حديث التوظيف؛



يُقَرَّر ما يأتي:

المادة الأولى: تعدل ويتمم المادة 4 من القرار رقم 932 المؤرخ في 28 جويلية 2016، المذكور أعلاه، ونحَرَّر كما يأتي:

Order No.144 of December 29, 2024, concerning the organisation of pedagogical support for newly recruited research professors.

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

29 ديسمبر 2024

قرار رقم 145 مؤرخ في

يتضمن إنشاء اللجنة الوطنية لإرساء التعليم عن بُعد في مؤسسات التعليم العالي، ومتابعته وتقييمه، وكذا تطوير استعمال تكنولوجيات الإعلام والاتصال الحديثة في المجالين البيداغوجي والبحثي

إن وزير التعليم العالي والبحث العلمي؛

- بمقتضى المرسوم الرئاسي رقم 23-416 المؤرخ في 12 جمادى الأولى عام 1445 الموافق 26 نوفمبر سنة 2023، والمتضمن القانون الأساسي النموذجي للمدرسة الوطنية العليا التابعة للقطب التكنولوجي لمدينة سيدي عبد الله، ولاية الجزائر،
- ومقتضى المرسوم الرئاسي رقم 24-374 المؤرخ في 16 جمادى الأولى عام 1446 الموافق 18 نوفمبر سنة 2024، والمتضمن تعيين أعضاء الحكومة،
- ومقتضى المرسوم رقم 84-213 مؤرخ في 24 ذي القعدة عام 1404 الموافق 18 غشت سنة 1984، والمتعلق بتنظيم جامعة قسنطينة¹ وسيرها، المعدل والمنتم،
- ومقتضى المرسوم رقم 85-56 مؤرخ في 24 جمادى الأولى عام 1405 الموافق 16 مارس سنة 1985، والمتضمن إنشاء مركز للبحث في الإعلام العلمي والتقني، المعدل والمنتم،
- ومقتضى المرسوم التنفيذي رقم 90-149 مؤرخ في 02 ذي القعدة 1410 الموافق 16 مايو سنة 1990، والمتضمن إنشاء جامعة التكوين المتواصل، وتنظيمها وعملها،
- ومقتضى المرسوم التنفيذي رقم 03-279 المؤرخ في 24 جمادى الثانية عام 1424 الموافق 23 غشت سنة 2003، الذي يحدد مهام الجامعة والقواعد الخاصة بتنظيمها وسيرها، المعدل والمنتم،
- ومقتضى المرسوم التنفيذي رقم 05-299 المؤرخ في 11 رجب عام 1426 الموافق 16 غشت سنة 2005، الذي يحدد مهام المركز الجامعي والقواعد الخاصة بتنظيمه وسيره،
- ومقتضى المرسوم التنفيذي رقم 13-77 المؤرخ في 18 ربيع الأول عام 1434 الموافق 30 يناير سنة 2013، الذي يحدد صلاحيات وزير التعليم العالي والبحث العلمي،
- ومقتضى المرسوم التنفيذي رقم 16-176 المؤرخ في 9 رمضان عام 1437 الموافق 14 يونيو سنة 2016، الذي يحدد القانون الأساسي النموذجي للمدرسة العليا،
- ومقتضى المرسوم التنفيذي رقم 22-208 المؤرخ في 5 ذي القعدة عام 1443 الموافق 5 جوان سنة 2022، الذي يحدد نظام الدراسات والتكوين للحصول على شهادات التعليم العالي،
- ومقتضى القرار رقم 932 المؤرخ في 28 جويلية 2016، والمتضمن كليات تنظيم المرافقة البيداغوجية لفائدة الأساتذة الباحث حديث التوظيف، المعدل والمنتم،
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Order No. 145 of December 29, 2024, establishing the National Committee for the Implementation, Monitoring, and Evaluation of Distance Learning in Higher Education Institutions, and for the development of ICT use in education and research.

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

قرار رقم 144 مؤرخ في 29 ديسمبر 2024

يعدل ويتمم القرار رقم 932 المؤرخ في 28 جويلية 2016

والمتضمن كليات تنظيم المرافقة البيداغوجية لفائدة الأستاذ الباحث حديث التوظيف

إن وزير التعليم العالي والبحث العلمي؛

- بمقتضى المرسوم الرئاسي رقم 23-416 المؤرخ في 12 جمادى الأولى عام 1445 الموافق 26 نوفمبر سنة 2023، والمتضمن القانون الأساسي النموذجي للمدرسة الوطنية العليا التابعة للقطب التكنولوجي لمدينة سيدي عبد الله، ولاية الجزائر، المعدل،
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- بمقتضى المرسوم التنفيذي رقم 03-279 المؤرخ في 24 جمادى الثانية عام 1424 الموافق 23 غشت سنة 2003، الذي يحدد مهام الجامعة والقواعد الخاصة بتنظيمها وسيرها، المعدل والمتمم،
- وبمقتضى المرسوم التنفيذي رقم 05-299 المؤرخ في 11 رجب عام 1426 الموافق 16 غشت سنة 2005، الذي يحدد مهام المركز الجامعي والقواعد الخاصة بتنظيمه وسيره،
- بمقتضى المرسوم التنفيذي رقم 90-149 مؤرخ في 02 ذي القعدة 1410 الموافق 16 مايو سنة 1990، والمتضمن إنشاء جامعة التكوين المتواصل وتنظيمها وعملها،
- وبمقتضى المرسوم التنفيذي رقم 08-130 المؤرخ في 27 ربيع الثاني عام 1429 الموافق 3 مايو سنة 2008، والمتضمن القانون الأساسي الخاص بالأستاذ الباحث، المعدل والمتمم،
- وبمقتضى المرسوم التنفيذي رقم 22-208 المؤرخ في 5 ذي القعدة عام 1443 الموافق 5 جوان سنة 2022، الذي يحدد نظام الدراسات والتكوين للحصول على شهادات التعليم العالي،
- وبمقتضى المرسوم التنفيذي رقم 16-176 المؤرخ في 9 رمضان عام 1437 الموافق 14 يونيو سنة 2016، الذي يحدد القانون الأساسي النموذجي للمدرسة العليا،
- وبمقتضى القرار رقم 932 المؤرخ في 28 جويلية 2016، والمتضمن كليات تنظيم المرافقة البيداغوجية لفائدة الأستاذ الباحث حديث التوظيف؛



يُقَرَّر ما يأتي:

المادة الأولى: تعدل ويتمم المادة 4 من القرار رقم 932 المؤرخ في 28 جويلية 2016، المذكور أعلاه، ونحَرَّر كما يأتي:

Order No.144 of December 29, 2024, concerning the organisation of pedagogical support for newly recruited research professors.

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

قرار رقم 0005 مؤرخ في 12 فبراير 2023 يتضمن إنشاء لجان جامعية للإشراف ومتابعة تنفيذ برنامج تكوين الأساتذة الباحثين وطلبة الدكتوراه في اللغة الإنجليزية على مستوى مؤسسات التعليم العالي

إن وزير التعليم العالي والبحث العلمي،

- بمقتضى المرسوم الرئاسي رقم 22-305 المؤرخ في 11 صفر عام 1444 الموافق 8 سبتمبر سنة 2022 والمتضمن تعيين أعضاء الحكومة،
- وبمقتضى المرسوم التنفيذي رقم 03-279 المؤرخ في 24 جمادى الثانية عام 1424 الموافق 23 غشت سنة 2003 الذي يحدد مهام الجامعة والقواعد الخاصة بتنظيمها وسيرها، المعدل والمتمم،
- وبمقتضى المرسوم التنفيذي رقم 05-299 المؤرخ في 11 رجب عام 1426 الموافق 16 غشت سنة 2005، الذي يحدد مهام المركز الجامعي والقواعد الخاصة بتنظيمه وسيره،
- وبمقتضى المرسوم التنفيذي رقم 08-130 المؤرخ في 27 ربيع الثاني عام 1429 الموافق 3 مايو سنة 2008 والمتضمن القانون الأساسي الخاص بالأستاذ الباحث،
- وبمقتضى المرسوم التنفيذي رقم 10-231 المؤرخ في 23 شوال عام 1431 الموافق 2 أكتوبر سنة 2010، والمتضمن القانون الأساسي لطلبة الدكتوراه،
- وبمقتضى المرسوم التنفيذي رقم 13-77 المؤرخ في 18 ربيع الأول عام 1434 الموافق 30 يناير سنة 2013، الذي يحدد صلاحيات وزير التعليم العالي والبحث العلمي،
- وبمقتضى المرسوم التنفيذي رقم 16-176 المؤرخ في 9 رمضان عام 1437 الموافق 14 يونيو سنة 2016 الذي يحدد القانون الأساسي النموذجي للمدرسة العليا،

يقرر ما يأتي:

Order No. 05 of February 12, 2023, establishes university committees to supervise and monitor the execution of university teachers and PhD students' training in the English language



19 فبراير 2023

مقرر رقم: 32/ 2023

متضمن إنشاء لجنة جامعية للإشراف ومتابعة تنفيذ برنامج تكوين الأساتذة الباحثين وطلبة الدكتوراه في اللغة الإنجليزية على مستوى جامعة الوادي

إن السيد/مدير جامعة الشهيد حمه لخضر بالوادي

- بمقتضى الأمر رقم: 03/06 المؤرخ في: 19 جمادى الثانية عام 1427 الموافق لـ 15 يوليو 2006 المتضمن المانون الأساسي العام للتوظيف العمومية .
- وبمقتضى المرسوم التنفيذي رقم 15 / 161 المؤرخ في 05 رمضان عام 1436 الموافق لـ 22 يونيو 2015 يعدل ويتمم المرسوم التنفيذي رقم 12-243 المؤرخ في 14 رجب عام 1433 الموافق 04 يونيو 2012، يتضمن إنشاء جامعة الوادي .
- بمقتضى المرسوم الرئاسي المؤرخ في 31 ماي 2016 المتضمن تعيين السيد: عمر فرحاتي بصفته مدير جامعة الوادي .
- وبمقتضى المرسوم التنفيذي رقم 06 / 343 المؤرخ في 04 رمضان عام 1427 الموافق لـ 27 سبتمبر 2006، يعدل ويتمم المرسوم التنفيذي رقم 03/ 279 المؤرخ في 24 جمادى الثانية عام 1424 الموافق 23 غشت 2003، والذي يحدد مهام الجامعة والقواعد الخاصة بتنظيمها وسيرها .
- بناء على القرار رقم : 0005 المؤرخ في 12 فبراير 2023 يتضمن إنشاء لجان جامعية للإشراف ومتابعة تنفيذ تكوين الأساتذة الباحثين وطلبة الدكتوراه في اللغة الإنجليزية على مستوى مؤسسات التعليم العالي .

يقرر:

المادة الأولى: تنشأ لجنة جامعية للإشراف ومتابعة تنفيذ برنامج تكوين الأساتذة الباحثين وطلبة الدكتوراه في اللغة الإنجليزية على مستوى جامعة الوادي .

المادة الثانية: تشكل اللجنة من السادة الآتية أسمائهم :

الرقم	الاسم واللقب	الصفة
01	أد بشر مناعي (نائب مدير الجامعة المكلف بالطورين الأول والثاني والتكوين المتواصل والشهادات وكذا التكوين العالي في التدرج)	رئيساً
02	أد فارس أسعادي (مسؤول خلية ضمان الجودة)	عضواً
03	أ. بلقاسم صحراوي (رئيس قسم اللغة الإنجليزية)	عضواً
04	د عمار مصطفىاوي (مسؤول مركز التعليم المكثف للغات)	عضواً
05	أ. نصر دحدة (أستاذ في اللغة الإنجليزية)	عضواً
06	د. محمد شوشاني عبيدي (أستاذ في اللغة الإنجليزية)	عضواً

Decision No. 32 of February 19, 2023, establishes the local committee to supervise and monitor the execution of university teachers and PhD students' training in the English language

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Ministère de l'Enseignement Supérieure et de la Recherche Scientifique
جامعة الشهيد حمه لخضر- الوادي
Université Echahid hamma Lakhdar-El Oued



مقرر رقم: 02. بتاريخ: 22/01/2025

يتضمن إنشاء خلية التعليم عن بعد وتطوير تكنولوجيات الإعلام و الاتصال في الوسط البيداغوجي والبحثي

إن مدير جامعة الشهيد حمه لخضر- الوادي:

- بمقتضى القانون رقم 99-05 المؤرخ في 18 ذي الحجة عام 1419 الموافق ل04 ابريل 1999 . والمتضمن القانون التوجيهي للتعليم العالي ، المعدل والمتمم .
- بمقتضى الأمر رقم 03-06 المؤرخ في 15 جويلية 2006 المتضمن القانون الأساسي العام للتوظيف العمومية
- وبمقتضى المرسوم التنفيذي رقم 03-279 المؤرخ في 24 جمادى الثانية عام 1424 الموافق ل 23 غشت سنة 2003 . والمحدد لمهام الجامعة . والقواعد الخاصة بتنظيمها وسيورها . المعدل والمتمم .
- وبمقتضى المرسوم التنفيذي رقم 04-180 المؤرخ في 05 جمادى الأولى عام 1425 الموافق ل23 يونيو سنة 2004 . والمحدد لصلاحيات مجلس آداب وأخلاقيات المهنة الجامعية وسيورها .
- وبمقتضى المرسوم التنفيذي رقم 15-161 المؤرخ في 22 جوان 2015 الذي يعدل ويتم المرسوم التنفيذي رقم 12-243 المؤرخ في 04 جوان 2012 المتضمن إنشاء جامعة الوادي المعدل والمتمم .
- وبمقتضى المرسوم الرئاسي المؤرخ في 31 ماي 2016 . المتضمن تعيين الأستاذ الدكتور فرحاتي عمر مديرا لجامعة الوادي .
- وبمقتضى المرسوم التنفيذي رقم 08-130 المؤرخ في 27 ربيع الثاني عام 1429 الموافق 03 ماي 2008 المتضمن القانون الأساسي الخاص بالأستاذ الباحث المعدل والمتمم .
- وبمقتضى المرسوم التنفيذي رقم 22-208 المؤرخ في 05 ذي القعدة عام 1443 الموافق 05 جوان 2022 الذي يحدد نظام الدراسات والتكوين للحصول على شهادات التعليم العالي
- وبمقتضى القرار رقم 144 المؤرخ في 29 ديسمبر 2024 المعدل والمتمم للقرار 932 المؤرخ في 28 جويلية 2016 المتضمن كيفية تنظيم المرافقة البيداغوجية لفائدة الأستاذ الباحث حيث التوظيف

يقدمه سائلي:

المادة الأولى: تنشأ لدى جامعة الوادي خلية التعليم عن بعد وتطوير تكنولوجيات الإعلام والاتصال في الوسط البيداغوجي والبحثي المكونة من السادة الآتية أسمائهم:

01	بشير مناعي	نائب مدير الجامعة للتكوين العالي في الطورين الأول والثاني والتكوين المتواصل والشهادات وكذا التكوين العالي في التدرج	رئيسا
02	فارس اسعادي	مسؤول خلية ضمان الجودة	عضوا
03	حفناوي العائز	أستاذ باحث	عضوا
04	تجاني محني	أستاذ باحث	عضوا
05	شعيب لبييض	أستاذ باحث	عضوا
06	سارة شيبات	أستاذ باحث	عضوا
07	سميحة جديدي	أستاذ باحث	عضوا
08	محمد الصالح جعلاب	منسق اللجنة المكلفة بمتابعة تنفيذ القرار	عضوا
09	طارق صماري	منسق اللجنة المكلفة بمتابعة التكوين عن بعد عبر منصة DUAL	عضوا

المادة الثانية: تكلف الخلية للقيام بالمهام التالية:

- اقتراح الاستراتيجيات البيداغوجية للتعليم والتكوين العالي
- وضع حيز التنفيذ برنامج المرافقة البيداغوجية وتبليغه للأساتذة المعنيين
- انتقاء الأساتذة المتدخلين في التكوين
- تقييم مشاركة الأساتذة المعنيين بالتكوين

المادة الثالثة: يكلف كل من رئيس الخلية وأعضاء الخلية بتنفيذ محتوى هذا القرار

مقرر رقم: 02. بتاريخ: 22/01/2025
عمر فرحاتي

Decision No. 02 of January 22, 2025, establishes the local committee of Digitisation

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مقرر رقم: 04... بتاريخ: 22/01/2025...
يتضمن إنشاء خلية اليقظة البيداغوجية ومرافقة الاساتذة

إن مدير جامعة الشهيد حمه لخضر-الوادي:

- بمقتضى القانون رقم 99 - 05 المؤرخ في 18 ذي الحجة عام 1419 الموافق لـ 04 ابريل 1999. والمتضمن القانون التوجيهي للتعليم العالي. المعدل والمتمم.
- بمقتضى الامر رقم 03-06 المؤرخ في 15 جويلية 2006 المتضمن القانون الأساسي للوظيفة العمومية
- وبمقتضى المرسوم التنفيذي رقم 279-03 المؤرخ في 24 جمادى الثانية عام 1424 الموافق لـ 23 غشت سنة 2003. والمحدد لمهام الجامعة. والفواعد الخاصة بتنظيمها وسيورها. المعدل والمتمم.
- وبمقتضى المرسوم التنفيذي رقم 180-04 المؤرخ في 05 جمادى الأولى عام 1425 الموافق لـ 23 يونيو سنة 2004. والمحدد لصلاحيات مجلس آداب وأخلاقيات الهيئة الجامعية وسيورها.
- وبمقتضى المرسوم التنفيذي رقم 161-15 المؤرخ في 22 جوان 2015 الذي يعدل ويتمم المرسوم التنفيذي رقم 243-12 المؤرخ في 04 جوان 2012 المتضمن إنشاء جامعة الوادي المعدل والمتمم.
- وبمقتضى المرسوم الرئاسي المؤرخ في 31 ماي 2016. المتضمن تعيين الأستاذ الدكتور فرحاتي عمر مديرا لجامعة الوادي.
- وبمقتضى المرسوم التنفيذي رقم 130-08 المؤرخ في 27 ربيع الثاني عام 1429 الموافق 03 ماي 2008 المتضمن القانون الأساسي العاص بالأستاذ الباحث المعدل والمتمم.
- وبمقتضى المرسوم التنفيذي رقم 208-22 المؤرخ في 05 ذي القعدة عام 1443 الموافق 05 جوان 2022 الذي يحدد نظام الدراسات والتكوين للحصول على شهادات التعليم العالي.
- وبمقتضى القرار رقم 145 المؤرخ في 29 ديسمبر 2024 المتضمن اشاء اللجنة الوطنية لإرساء التعليم عن بعد في مؤسسات التعليم العالي ومتابعته وتقييمه وكذا تطوير استعمال تكنولوجيات الاعلام والاتصال الحديثة في المجالين البيداغوجي والبحثي.

بقرار مالي:

المادة الأولى: يعدل المقرر رقم 2024/76 المؤرخ في 22 افريل 2024 المتضمن إنشاء خلية المرافقة البيداغوجية لفائدة الأستاذ الباحث حديث التوظيف

المادة الثانية: تنشأ لدى جامعة الوادي خلية اليقظة البيداغوجية ومرافقة الاساتذة

المادة الثالثة: تتشكل الخلية من السادة الآتية أسماؤهم:

رئيسا	أستاذ باحث	01	منصور بويكر
عضوا	نائب مدير الجامعة للتكوين العالي في الطورين الأول والثاني والتكوين المتواصل والشهادات وكذا التكوين العالي في التدرج	02	بشير مناعي
عضوا	مسؤول خلية ضمان الجودة	03	فارس اسعادي
عضوا	أستاذ باحث	04	علي غمري
عضوا	أستاذ باحث	05	محمد العربي بوش
عضوا	أستاذ باحث	06	منير ميلودي

المادة الرابعة: يكلف كل من نائب مدير الجامعة للتكوين العالي في الطورين الأول والثاني والتكوين المتواصل والشهادات وكذا التكوين العالي في التدرج وأعضاء الخلية والأمين العام للجامعة بتنفيذ محتوى هذا المقرر كل في حدود اختصاصه.

Decision No.04 of January 22, 2025, establishes the local committee of Pedagogical Vigilance



وزارة التعليم العالي والبحث العلمي

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH SCIENTIFIQUE



جامعة الشهيد
"حمه لخضر"
بالوادي

مشروع المؤسسة

المخطط الاستراتيجي 2023 - 2027

جامعة الوادي... التحدي من أجل التميز



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ملخص

تعتمد فعالية المؤسسات العمومية، وخاصة منها العاملة في قطاع التعليم العالي، بشكل كبير على كفاءة موظفيها ومرونتهم، في وقت يشهد تغيرات هائلة في جميع أنحاء العالم. تسعى هذه الدراسة إلى استكشاف تأثير التكوين المستمر لموظفي القطاع العمومي على تحسين جودة الخدمة العمومية، مع التركيز على دراسة حالة أساتذة جامعة الوادي. ويتمثل الهدف الرئيس في تقييم تأثير برامج التكوين المستمر على تحسين الأداء داخل مؤسسات التعليم العالي عموماً. ولبلوغ ذلك، تتناول الدراسة أساسيات التكوين الفعال، ودور كل من الرقمنة وخطية المرافقة البيداغوجية، وأهمية تدريس اللغة الإنجليزية وبرامج تحسين المستوى بالخارج في دعم التميز الأكاديمي وتعزيز التحصيل العلمي المميز، وبذلك تطوير الأداء العلمي والبيداغوجي للجامعة. استخدمت الدراسة المنهج الوصفي والتحليلي للموضوع، مع جمع البيانات من خلال استبيانات منظمة قُدمت لهياكل الجامعة المشرفة على عملية التكوين المستمر، ومراجعة النصوص والسجلات الرسمية من الأمانة العامة للجامعة، والمصادر الثانوية مثل المراجع العلمية والمقالات والكتب. وذلك حتى يضمن هذا التلخيص المنهجي موثوقية النتائج وشمولها. تظهر النتائج أن التكوين المستمر يسهم بشكل كبير في تحسين جودة الخدمة العمومية بشكل عام والفعالية العلمية والبيداغوجية للجامعة، والتي تظهر في كفاءة التدريس والإنتاج العلمي المتميز ولمكانة الجامعة على المستويين الوطني والدولي. وخلاصة القول، يعد التكوين المستمر رافعة استراتيجية للحفاظ على الابتكار وضمان الجودة في تقديم الخدمة العمومية بجامعة الوادي. تدعم نتائج الدراسة ضرورة وضع استراتيجيات شاملة قائمة على أسس تجريبية لإضفاء الطابع المؤسسي على مبادرات التكوين وتنميتها في نظام التعليم العالي في الجزائر.

الكلمات المفتاحية: التكوين المستمر؛ جامعة الوادي؛ التعليم العالي؛ جودة الخدمة العمومية، تطوير الأداء المهني للأستاذ الجامعي.