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Legal Requirements for Strengthening Academic Training as a Mechanism for Enhancing Academic Performance in Algeria

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Abstract:

The introduction examines recent transformations in higher education that have led to modern models of academic instruction, emphasizing interactive approaches that enhance student engagement and develop both scientific and practical skills. Academic training is no longer confined to theoretical learning but now promotes independent thinking, autonomy, and structured knowledge. It is presented as a key tool for improving the quality of higher education and aligning university outputs with labour market needs. The study highlights the importance of legislative frameworks in strengthening academic training within Algerian universities. Although several legal and regulatory texts have been adopted, they remain insufficient and require further development to keep pace with contemporary changes. The research stresses the need for clear legal regulation of training programmes, alongside policies that support pedagogical innovation. It explores the extent of the Algerian legislator's contribution using a descriptive and analytical approach, and is structured around diagnosing academic training and analysing its components.

Keywords: Academic Training; Higher Education; Algerian Universities; Legislative Frameworks; Pedagogical Innovation.

1. Introduction:

Developments in the realm of higher education have led to the formation of modern models of academic instruction. These patterns extend beyond traditional means of imparting knowledge and towards adopting interactive approaches that improve the student's engagement in the educational process, while providing greater chances to acquire scientific and practical abilities.

Academic training is no longer confined to theoretical attainment; rather, it has come to include multiple mechanisms aimed at cultivating autonomous thinking, strengthening independence, and achieving cumulative knowledge in an organised and methodical manner, after previously having been grounded in rote instruction.

Academic training is a fundamental and effective tool for elevating the quality of higher education, given the possibilities it provides for preparing students and researchers and improving university outputs—particularly in light of the trend towards linking training to development needs and the labour market.

This study tries to highlight the importance of legislative requirements in entrenching academic training within the Algerian university. Although the Algerian legislature has governed the higher-education industry through a series of legislative and regulatory texts, these efforts still require growth and reinforcement in a way that coincides with the modern transformations experienced in this field.

This research aims to shed light on the importance of legally framing academic training by establishing clear rules that regulate its programmes and mechanisms and guarantee its quality and effectiveness, together with the need to accompany this with policies that support pedagogical innovation and contribute to building scientific competences capable of keeping pace with contemporary challenges.

Accordingly, we ask the following research question:

To what extent has the Algerian legislator contributed to developing academic training and fulfilling its objectives?

To meet the aims of the study, the descriptive and analytical technique was employed. This contributed to elucidating the essential dimensions of the topic by identifying the numerous legal conditions necessary for entrenching academic instruction, with reference to legislative and regulatory documents, as well as relevant doctrinal interpretations.

The topic is covered through two primary parts: the first covers diagnosing academic training, and the second discusses its components.

2. Diagnosis of academic training:

The meaning of academic training is determined by addressing its concept (1-1) and its various foundations (1-2).

2.1 Concept of academic training:

A – Definition:

Academic training is one of the fundamental educational activities and important pedagogical tools adopted by university institutions to develop students' competence, by providing them with applied skills, theoretical knowledge, and behaviours required to perform their tasks efficiently, and to achieve (or develop) educational and training objectives.[1]

It may also be understood as the set of purposeful and defined efforts undertaken by the university institution in order to provide the student with information and knowledge that can enable them to acquire skills in meeting study requirements—benefiting the student by raising their scholarly competence, and benefiting the institution by improving its educational outputs.[2]

B – Objectives:

Training aims to equip the student with a set of knowledge and skills that contribute to improving performance, by developing knowledge through exposure to the latest scientific

1- Aicha Chatata, Training in Business Organisations, Al-Yazouri Scientific Publishing & Distribution House, Amman, Jordan, 2019, p. 30.

2- Sadeddine Khalil Abdallah, Management of Training Centres, Nile Arabic Group, Egypt, 2007, p. 22.

developments—thereby helping to broaden horizons and to acquire scientific and theoretical foundations and specific skills that increase scholarly attainment.

It also develops skills through training programmes designed to improve performance and enable trainees to master various tasks and confront workplace problems, by clarifying the steps and nature of appropriate conduct in different situations; strengthening their sense of belonging and support for policies; eliminating certain undesirable habits; and cultivating a sense of the importance of excellence and distinction in performance.[3]

2.2 Foundations:

Training, as a general principle—being an integrated, continuous, planned administrative activity that seeks to acquire knowledge, develop and refine skills, and change attitudes and behaviour of the individual and the group, so as to make them more knowledgeable and more capable of performing required tasks efficiently, effectively, and creatively—requires a set of foundational bases.

These include establishing appropriate training units supported by specialists experienced in managing and organising training work; adopting a sound arrangement for identifying and analysing training needs; preparing training programs well.

This can be achieved by providing accurate and sufficient information and data; ensuring that trainees' qualifications and the nature of their work correspond to the programmes for which they are nominated; and providing competent trainers capable of preparing highly qualified cadres across different specializations.[4]

This is what the Algerian legislator affirmed by requiring training for the teacher themself, so that the academic purpose is assured …… thereby, as the administration must organise, on a permanent basis, continuous training for university hospital teacher-researchers, aiming to improve their level, develop their professional qualifications, and update their knowledge within their fields of activity.[5]

Academic training also requires the provision of appropriate training means for the approved programmes, in addition to entrenching an effective system for monitoring and evaluating training activity. This is to be achieved through the following:[6]

A – Developing the student's personal skills:

By developing their capacities, enriching their interaction, and creating a positive impact that strengthens their relationship with the lecturer; alongside good management of the placement

3- Issam Haydar, Training and Development, Syrian Virtual University, 2020, accessed 10 March 2026 at midday, via the website above, on: https://pedia.svuonline.org

4- Sadeddine Khalil Massaad Abdallah, Training and National Security, 1st ed., Nile Arabic Group, Cairo, Egypt, 2017, pp. 17–20.

5- Article 20 of Executive Decree No.08-129 concerning the basic statute of the university hospital teacher-researcher; Official Gazette of Algeria No.23, May 4th, 2008.

6- Patrick Parent, Accueillir un stagiaire, Professeur invité, Département de kinanthropologie, Université du Québec à Montréal (UQAM), consulté le 2026-03-18 à 10h00, via:
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in its various stages (planning and evaluation), and leveraging the lecturer's accumulated experience to improve the supervision of trainees.

B – Attending to the psychological aspect:

The lecturer, when receiving the trainee, must take into account the psychological and educational aspects, by selecting an appropriate scientific and practical model for transmitting knowledge and adapting it to the student's needs and specialisation, while setting realistic and fair expectations.

One must also display professional and ethical conduct, and manage relationships within the placement environment properly, maintaining calm and resolving disputes in a spirit of cooperation—thereby fostering a relationship based on mutual respect and shared responsibility in the training process.

C – Establishing a work plan:

By entrenching a pedagogical plan based on preparing a clear programme appropriate to the specialisation; activating effective classroom management; and adopting continuous planning and evaluation to develop trainees' skills.

This is complemented by technical elements focused on diversifying evaluation methods; ensuring continuity of follow-up and feedback; and relying on professional competence standards and a precise understanding of the student's level and the requirements of their assessment.

D – Consultative meetings:

The meeting is important before the beginning of the training stage. It provides an opportunity for the stage supervisors to meet participating students prior to commencement. The supervisor establishes initial contact with the participating student, and discusses the details of the training and the specificity of its requirements.

3. Components of academic training:

The scope of academic training is determined through activating field placements (2-1), supervision and follow-up (2-2) and (2-3), encouraging scientific clubs (2-4), and training in the professional milieu.

3.1 Field placement:

The Algerian legislator, by virtue of Executive Decree No. 13-306, affirmed the importance of field placements in the professional milieu, considering them an essential element of the training plan, inseparable from the pedagogical pathway, and …

Field placements are mandatory in the relevant specialization branches.[7] According to Article 02 of the same executive decree, their aims are as follows:

A – acquiring information about the country's economic and technical realities, or reinforcing this information;

B – enabling the student to integrate gradually within the framework of their future work;

7 - Executive Decree No.13-306 dated August 31st, 2013, organising field placements and placements in the professional milieu for the benefit of students; Official Gazette of Algeria No.45.

C – enabling the student to contribute to innovation and conceptual design work within the host institution.

As for the fields, streams, and specialisations for which higher-education and higher-training institutions provide placements, these are determined by a decision of the Minister of Higher Education and Scientific Research with respect to higher-education and research institutions.

These placements are scheduled during each academic year and are overseen by teacher-researchers appointed by the higher-education institution. Where necessary, technical cadres may be enlisted from among employees who can demonstrate a qualification level higher than that of the trainee, or proven professional experience.[8]

The modalities for organising and running placements, according to the annex to Executive Decree No.13-306, are set out through a set of essential elements, including: specifying the trainees' work programme and the intended objectives; specifying the axes or topics adopted; stating the identity of supervisors from among teacher-researchers or technical cadres and their ranks where appropriate; fixing the dates and locations of placements and their number; and determining the number of students concerned by participation.

3.2 Supervision and monitoring:

Pedagogical supervision and monitoring are evidenced through several fields, including:

A – First-year students in the first cycle:

This is a mission of continuous monitoring and support for the student with the aim of enabling integration into university life,[9] and facilitating access to information about the world of work.[10]

Paragraph (02) of the same decree defines the domains of student supervision across several key aspects: the informational and administrative aspect based on reception and guidance; the pedagogical aspect linked to support in learning and organising personal work; the methodological aspect through inculcating methods of academic work individually and collectively; the technical aspect consisting of guiding the student in using pedagogical tools; the psychological aspect through motivation and follow-up; and finally the professional aspect by helping the student prepare their professional project.

On the other hand, the supervising lecturer receives financial remuneration for their work and is subject to periodic evaluation by the field of training team and the head of department. For

8- Article 07 of the aforementioned Executive Decree No.13-306.

9- 35 universities and 13 university centers are tasked with ensuring supervision for first year students under a model contract, as set out in the decision dated 16 June 2010 defining modalities for assuming the supervision mission within higher education institutions.

10- Article 02 of Executive Decree No.09-03 dated January 3rd, 2009, clarifying the supervision mission and determining modalities for its implementation; Official Gazette of Algeria No.01, January 6th, 2009.

this purpose, the lecturer is required to submit a periodic report on their activities every three months, and the evaluation should take into account the degree of students' satisfaction.[11]

B – Doctoral students:

A doctoral student is any student duly registered in a higher-education institution for the purpose of obtaining the doctoral degree.[12] Article 08 of that decree affirmed the possibility for doctoral students who possess particular capacities in the field of research to undertake placements and participate in national or international scientific events.

A doctoral student may, during the preparation of their thesis, and after obtaining the opinion of the thesis supervisor, undertake a placement within a public or private administration or institution, within the framework of agreements between the higher education institution and the host structure, if the nature of their research requires it.

The student may participate in national or international scientific events if they submit a presentation related to the thesis topic that is accepted by the organising committee of the scientific event, after obtaining the supervisor's opinion and the approval of the institution's Scientific Council.

The student may participate in other national and international events after the approval of their employing body; the enrolling institution bears the costs of scientific events.

C – Training for foreign students:

Foreign students and trainees who receive scholarships from the Algerian government are admitted to national training institutions pursuant to a decision of a training committee,[13] provided they meet the following qualifications:

- holding qualifications and certificates that, under national regulations, enable them to pursue the training for which they apply;
- meeting the age requirement demanded of Algerian candidates registered in the same training cycle;
- undergoing, upon arrival in Algeria, a compulsory medical examination for admission, as well as periodic health examinations; for this purpose, and in order to ensure provision for this process, training institutes may resort to health structures on the basis of agreements.

The committee charged with training foreign students may, by way of exception, exempt certain candidates from certain conditions upon request from their country of origin. For reference, the committee is established within the Ministry of Foreign Affairs.

The committee is dedicated to training students and is composed of representatives of each of the following: Ministry of Foreign Affairs as chair; Ministry of Higher Education and Scientific

11- Executive Decree No.09-03 dated January 3rd, 2009, clarifying the supervision mission and determining modalities for its implementation; Official Gazette of Algeria No.01, January 6th, 2009.
12- Article 02 of Executive Decree No.10-231 dated October 2nd, 2010, containing the basic statute; Official Gazette of Algeria No.57, issued on October 2nd, 2010).
13- Decree No.86-61 dated March 25th, 1986, determining the conditions for admission, study, and support of foreign students and trainees, as amended and supplemented by Executive Decree No.10-137 dated May 13th, 2010; Official Gazette of Algeria No.32, May 16th, 2010.

Research as vice chair; Ministry of Finance; Ministry of the Interior and Local Communities; Ministry of National Education; Ministry of Vocational Education and Training; and other concerned ministerial departments if necessary.

Admission for training in Algeria is confirmed on the basis of a file which, among its contents, includes proof of the required scientific qualifications, together with two letters of recommendation issued by two lecturers of the same specialisation for post graduate candidates.

In order to facilitate training for foreign students, Article 08 bis of the aforementioned executive decree provided that students who do not master the language of instruction benefit from one year of intensive language training at language training institutes affiliated with the Ministry of Higher Education and Scientific Research.

Students benefit, during their training, from several services including catering, university transport, various cultural and sports activities, and social security.

3.3 Encouraging students' scientific clubs:

This support was affirmed through Decision No.44 dated January 13th, 2019, which defines the modalities for establishing scientific clubs, their organisation, and their operation within higher education institutions.

This is for a defined scientific or cultural purpose, by students who pursue higher training on a regular basis in higher education institutions, on the basis of a file containing: the minutes of the founding general assembly of the scientific club; the draft basic statute of the scientific club; the nominal list of founding members accompanied by their school certificates for the current academic year; and an honourable undertaking signed by the founding members committing to the purpose for which the club was established, respecting the institution's internal regulations, and not using the club premises for any purpose contrary to its objectives.[14]

3.4 Training in the professional milieu:

This is an element inseparable from the training plan and is mandatory in the specialisation branches for which it is organized.[15] Training in the professional milieu aims to achieve the following:

A – acquiring information about the country's economic and technical reality, and reinforcing it;
B – gradual integration of the student within the framework of their future work;
C – the student's contribution to improving the performance of the body that hosts them.

The list of relevant specialisation branches and the corresponding training periods is determined by a joint decision between the Minister of Higher Education and the Minister of Finance in respect of higher education institutions, and by a joint ministerial decision between the

14- Decision No.44 dated January 13th, 2019 determining the modalities for creating scientific clubs and organizing and running them within higher education institutions.
15- Decree No.88-90 dated May 3rd, 1988, organizing students' training in the professional milieu, as amended and supplemented by Executive Decree No.05-178 dated May 17th, 2005; Official Gazette of Algeria No.35, May 18th, 2005.

Minister of Higher Education, the Minister of Finance, and the relevant supervising minister in respect of higher training institutions.

4. Conclusion:

It is clear from the foregoing that training constitutes an essential tool for developing human resources and improving their performance within institutions. It is based on an organised, planned effort aimed at developing skills, knowledge, and professional capacities of individuals in a manner consistent with modern work requirements and contemporary performance standards. Through this role, training contributes to raising the level of efficiency and effectiveness at both the individual and organisational levels, which makes it a pivotal element in achieving institutional objectives and improving performance.

The distinction between training and education also highlights the complementarity between them. Education constitutes the broad cognitive framework that contributes to expanding a person's horizons and developing knowledge over the long term, whereas training focuses on the applied aspect related to developing practical capacities in a particular field of work over a shorter period.

On this basis, combining education and training ensures integrated preparation of the individual: beginning by providing theoretical knowledge related to the nature of work and its requirements, then strengthening this knowledge through practical practice that develops skills and qualifies the person to perform their tasks efficiently.

Accordingly, institutions' success in achieving high levels of performance is linked to the extent of their attention to developing integrated educational and training programmes capable of preparing qualified human cadres that keep pace with rapid developments in the work environment and contribute to achieving organisational objectives efficiently and effectively.

Among the study's proposals are the following:

- Strengthening scientific research and encouraging innovation in a manner that serves the quality of higher education;
- Supporting the advancement of academic competences through continuous qualification and training programmes;
- Updating the technological environment and developing the digital infrastructure of university institutions, to facilitate supporting e-learning;
- Reinforcing student support and guidance in order to build integrated academic and professional pathways, by involving them in preparing their fields of training.

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- Executive Decree No.10-231 (2 October 2010) containing the basic statute of the doctoral student; Official Gazette of Algeria No.57.
- Executive Decree No. 13-306 (31 August 2013) organising field placements and professional milieu placements for students; Official Gazette of Algeria No. 45.

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