



The Policy of Training Newly Recruited University Teachers within the Framework of Higher Education Reform in Algeria: An Analytical Study

Meghrabi Nassima

University of Blida 2 Lounici Ali (Algeria)

n.meghrabi@univ-blida2.dz

Received: 28/01/2026

Accepted: 22/03/2026

Published: 15/04/2026

Abstract:

This research paper examines the training policy for newly recruited university teachers in Algeria within the context of higher education reforms, particularly following the adoption of the LMD system and the accompanying orientation toward improving training quality and aligning universities with development requirements. The study aims to analyze the effectiveness of the training programs adopted for the pedagogical and methodological preparation of newly recruited university teachers, as well as their consistency with contemporary higher education standards.

The paper adopts a critical analytical approach to regulatory texts and official programs, while taking into account the practical realities within university institutions. It demonstrates that the current training policy is primarily based on short-term, mandatory pedagogical courses focusing on teaching techniques, lesson preparation, and assessment. However, these programs suffer from limited practical depth and weak follow-up, as well as insufficient continuous evaluation of newly recruited teachers' teaching performance.

Furthermore, the study reveals a gap between the declared objectives of reform—namely improving quality, developing competencies, and modernizing pedagogical practices—and actual practice. This gap is attributed to several factors, including insufficient supervision, the absence of structured continuous training, and the weak integration of educational technology. The paper emphasizes that current training remains closer to a formal requirement than to a mechanism for building sustainable professional competencies.

The study concludes that the success of higher education reform in Algeria depends on restructuring the training policy for newly recruited teachers based on a competency-based approach, supported by continuous training, periodic evaluation, and pedagogical accompaniment, along with greater openness to international experiences and the activation of quality assurance mechanisms within universities.

Keywords: Training Policy; Newly Recruited University Teacher; Reform; Higher Education; Algeria.



Introduction:

The higher education sector in Algeria has witnessed, over recent decades, a series of structural and pedagogical reforms, most notably the adoption of the LMD system, which aims to improve the quality of university training and enhance graduates' employability in the labor market. Within the context of these transformations, the importance of the human factor has become increasingly evident, particularly the university teacher, who represents the primary actor in implementing reform objectives and ensuring the quality of education.

The newly recruited university teacher constitutes a cornerstone of this system, as they transition directly from academic training to teaching and research duties without possessing sufficient pedagogical and technical skills. This situation highlights the need to establish a comprehensive and effective training policy that goes beyond cognitive aspects to include the development of teaching competencies, the ability to use educational technologies, and skills in evaluation and follow-up. However, despite its reform-oriented objectives, the training policy for newly recruited teachers in Algeria continues to face several challenges related to its effectiveness and its alignment with the realities of the university environment. Accordingly, the following research question is raised: **To what extent does the training policy for newly recruited university teachers respond to the aspirations of higher education reform in Algeria?**

Research Hypotheses: To address the research problem, the following hypotheses are proposed:

1. The training policy for newly recruited university teachers in Algeria lacks a clear and coherent vision aligned with the objectives of higher education reform.
2. Weak evaluation mechanisms of training outcomes negatively affect its effectiveness and the overall quality of university performance.
3. Developing a more comprehensive and institutionalized training policy would contribute to improving the quality of higher education and scientific research.

Research Objectives:

1. To analyze the training policy for newly recruited university teachers in Algeria in light of higher education reforms.
2. To evaluate the extent to which training programs align with the actual needs of newly recruited university teachers.
3. To diagnose the strengths and weaknesses of training policy programs.
4. To propose alternative mechanisms to enhance the effectiveness of training policy within the context of university reform.



Research Methodology:

Given the nature of the research topic, a descriptive-analytical approach is adopted in order to clarify the key concepts and analyze the training programs designed for newly recruited university teachers in relation to their actual training needs.

Structure of the Study: The study is divided into three main axes as follows:

1. Training policy and higher education reform (general framework).
2. Analysis of the training policy for newly recruited university teachers.
3. Evaluation of the training policy for newly recruited university teachers and its responsiveness to the aspirations of higher education reform in Algeria.

Axis One: Training Policy and Higher Education Reform (General Framework)

Training policy represents a fundamental component of higher education reform, as it contributes to improving the quality of academic performance and enhancing institutional efficiency. It reflects the strategic orientation of the university toward developing human competencies in line with contemporary challenges.

1. Definition of Training: The term “training” corresponds to the same meaning as “training,” as it is expressed in English by the term *Training*. In French, it is referred to as *Formation*, which denotes the process of structured preparation.¹ The word *Formation* has Latin origins, derived from *Formare* or *Forma*, meaning to give a specific shape or form to a person or an object.² It is worth noting that various legal and regulatory texts in Algeria use the term *Formation* rather than *Training*.

– **Linguistically:** Linguistically, training refers to the composition or structuring of something by assembling its parts. It also denotes bringing something into existence. Moreover, it implies shaping, understood as the process of creating a continuous sequence of changes and

¹ - Abd al-Qadir Ajjout, *A Guide to Effective Management of Employee Training in Public Institutions and Administrations* (Constantine: Alpha for Documentation, Publishing and Distribution, 2022), p. 29.

² - Hamza al-Ajjal, *University Professors' Attitudes toward the Effectiveness of Training Programs in Library Specializations in Preparing for Professional Life: A Field Study on Library Departments in Eastern Algeria*, unpublished PhD thesis (Larbi Tebessi University, Tebessa, Faculty of Humanities and Social Sciences, 2020/2021), p. 110.



modifications according to a specific approach or system, with the aim of transforming an initial state into a predetermined expected state.³

- **Terminologically:** Training has attracted the attention of numerous scholars in the fields of management and human resource development due to its effective role in the development process. This explains the multiplicity and diversity of definitions associated with it, although they generally converge on a common objective: the development of skills and the improvement of performance.

According to Flippo, training is defined as “the process through which employees are provided with the knowledge and skills necessary to perform a specific job” .⁴ It has also been defined as “a process of positive modification with specific orientations that addresses individual behavior from a professional and functional perspective, aiming at acquiring the knowledge, experience, and information required, as well as the appropriate attitudes and behavioral patterns necessary to improve performance efficiency and increase productivity” .⁵

Training is further defined as “a process of refining and developing skills within a cognitive, methodological, and scientific framework” .⁶ Based on these definitions, training can be understood as an organized activity conducted through successive stages, aimed at bringing about change in individuals’ skills in accordance with job requirements.

2. Definition of Training Policy: Training policy refers to the set of plans, programs, and procedures adopted by the state, including pedagogical resources and equipment—designed within a specific framework to align with labor market needs over a defined period—as well as the mobilization of material and human resources dedicated to training in general, including vocational training, education, and higher education.⁷

³ - Ahmed Jalloul, “Some Problems of University Training in Algeria: Solutions and Proposals,” *Journal of Academic and Social Studies and Research*, no. 23 (2017), p. 17.

⁴ - Ibrahim Ben Brika, “Work and Human Resource Development,” *Economic Alternative Journal*, no. 05 (n.d.), p. 253.

⁵ - Hamdi Reda Hashem, *Administrative Training and Qualification* (Amman: Dar al-Rayah for Publishing and Distribution, 2nd ed., 2019), p. 91.

⁶ - Abd al-Karim Ahmed Jamil, *Training and Human Resource Development* (Amman: al-Janadriyah for Publishing and Distribution, 2016), p. 12.

⁷ - Mahmoud Samaili, *Training Policies in Algeria*, available at:

https://cte.univ-setif2.dz/moodle/pluginfile.php/342698/mod_resource/content/3/%D8%A7%D9%84%D9%85%D8%AD



Second: Reform

Reform represents a central concept in understanding the transformation of higher education systems, as it reflects continuous efforts to improve performance and adapt to changing societal needs. It also provides a theoretical and practical framework for analyzing the development of educational policies and practices:

1. Definition of Reform: Clarifying the concept of reform is essential for understanding the transformations affecting educational systems, as it provides a conceptual foundation for analyzing change and improvement processes. It also helps distinguish between its linguistic and technical meanings within academic discourse:

– **Linguistically:** In most linguistic dictionaries, the root of the term “reform” is derived from verbs meaning to rectify or improve, indicating the transformation of a state of corruption into one of correctness. It is also used to denote suitability or appropriateness. In general, reform is understood as the opposite of corruption.⁸

Most dictionaries agree that the equivalent of reform in French is *Réforme*, which means reshaping or giving a new form to something, while in English, *Reform* refers to improving conditions or introducing change in a positive direction; as a verb, it denotes changing something in order to make it better.⁹

– **Terminologically:** Reform is defined as the process of correcting deficiencies or removing corruption, as in reconciling between individuals by eliminating conflict and discord.¹⁰ It is also defined as “reshaping, improving, modifying, replacing, and removing what is no longer suitable for use”¹¹.

<https://ceapress.org/wp-content/uploads/2024/07/Reform-Concepts.pdf>

⁸ - Arabi Muslim Baba, “An Attempt to Theorize the Concept of Political Reform,” *Journal of Politics and Law Notebooks*, no. 9 (June 2013), p. 236.

⁹ - Arabi Muslim Baba, *Ibid.*, p. 236.

¹⁰ - al-Durar al-Saniyyah, October 26, 2024, available at: <https://dorar.net/alakhlaq/118/%D8%A3%D9%88%D9%84%D8%A7-%D9%85%D8%B9%D9%86%D9%89-%D8%A7%D9%84%D8%A5%D8%B5%D9%84%D8%A7%D8%AD-%D9%84%D8%BA%D8%A9-%D9%88%D8%A7%D8%B5%D8%B7%D9%84%D8%A7%D8%AD%D8%A7>

¹¹ - Mohamed Barish, *The Concept of Reform: Toward a Reconsideration of the Term* (Cairo: Dar al-Alouka for Publishing and Distribution, 2006), p. 14.



Furthermore, reform is understood as “a concept that reflects the desire to replace an existing social condition with a better one, and to achieve social arrangements that provide individuals with a life consistent with their material and moral needs. The need for reform arises from society’s awareness of the inability of existing institutions to ensure a decent standard of living”¹².

Based on these definitions, reform can be understood as a set of changes aimed at improving existing conditions and addressing current problems in order to achieve comprehensive and sustainable improvement. This is accomplished through modifying policies and laws, reforming institutions, improving administrative processes, and transforming social orientations and cultural patterns.

2. Definition of Higher Education Reform: Higher education reform is defined as “the processes and measures aimed at transforming an educational system from a traditional state into one characterized by the comprehensive features of modernity, including curricula, technologies, methods, and contemporary practices. This transformation ensures its connection with economic, social, and cultural sectors in a manner that responds to the cognitive and technological transformations experienced by contemporary societies”.¹³

More broadly, higher education reform can be defined as a set of procedures, strategies, and efforts directed toward improving the quality of education and scientific research. This includes the development of institutional structures, capacities, and human resources, as well as the enhancement of training curricula and programs.

Axis Two: Analysis of the Training Policy for Newly Recruited University Teachers

In light of the reforms undertaken in the higher education sector, the recommendations of the National Conference on the evaluation of the LMD system, held in January 2016, were followed by the issuance of Ministerial Decision No. 932 dated July 28, 2016. This decision defined the modalities for organizing pedagogical accompaniment for newly recruited probationary teachers. It is considered the first of its kind within the sector and mandates that all

¹² - Kamal Fattah and Mohamed Haddad, “Political Reforms and Political Stability: A Study of Concept, Foundations, and Consolidation Mechanisms,” *Journal of Constitutional Law and Political Institutions*, no. 1 (2021), p. 212.

¹³ - Leila Zerqan, “Contemporary Higher Education Reform (LMD) and the Problems of the Algerian University: A Field Study at Ferhat Abbas University, Setif,” *Journal of Arts and Social Sciences*, no. 16 (n.d.), p. 194.



probationary teachers undergo training programs throughout their first year of employment prior to their official confirmation.¹⁴

Most Algerian universities have emphasized the importance of this training to ensure the proper integration of newly appointed teacher-researchers into the academic environment and to provide opportunities for continuous professional development. This contributes to enhancing their effective participation in improving the competitive quality of educational outcomes within universities and related institutions.¹⁵

The general framework of the training policy for newly recruited university teachers can be summarized as follows:

First: Pedagogical Accompaniment

1. Definition of Pedagogical Accompaniment: Pedagogical accompaniment is part of the broader strategy for reforming the higher education sector, aiming to support teachers in developing their scientific and professional competencies and in building intellectual capital upon which the university relies.¹⁶ According to various regulatory texts and ministerial directives, pedagogical accompaniment for newly recruited university teachers constitutes a continuous training period that runs concurrently with their pedagogical and research duties.

This training is organized into sessions, with a total duration of approximately 130 hours. During this period, newly recruited teachers receive instruction in various fields related to their training needs, accompanied by periodic evaluations of their academic performance. The objective is to equip them with both cognitive and practical competencies.¹⁷

2. Axes of Pedagogical Accompaniment: According to Ministerial Decision No. 932 issued by the Ministry of Higher Education and Scientific Research on July 28, 2016, which defines the modalities for organizing pedagogical accompaniment for newly recruited teacher-researchers,

¹⁴ - Saliha Ghallab, "Training of Newly Recruited Teachers in the Context of Improving the Quality of Higher Education in Algerian Universities: A Field Study on a Sample of New Teachers at the Universities of Guelma and Souk Ahras," *Al-Maidan Journal*, vol. 02, no. 02 (2019), p. 106.

¹⁵ - Abdelaziz Boubendira, "An Evaluative Study of the Training Process of Newly Recruited University Teachers," *Abhath Journal*, vol. 07, no. 01 (2022), p. 109.

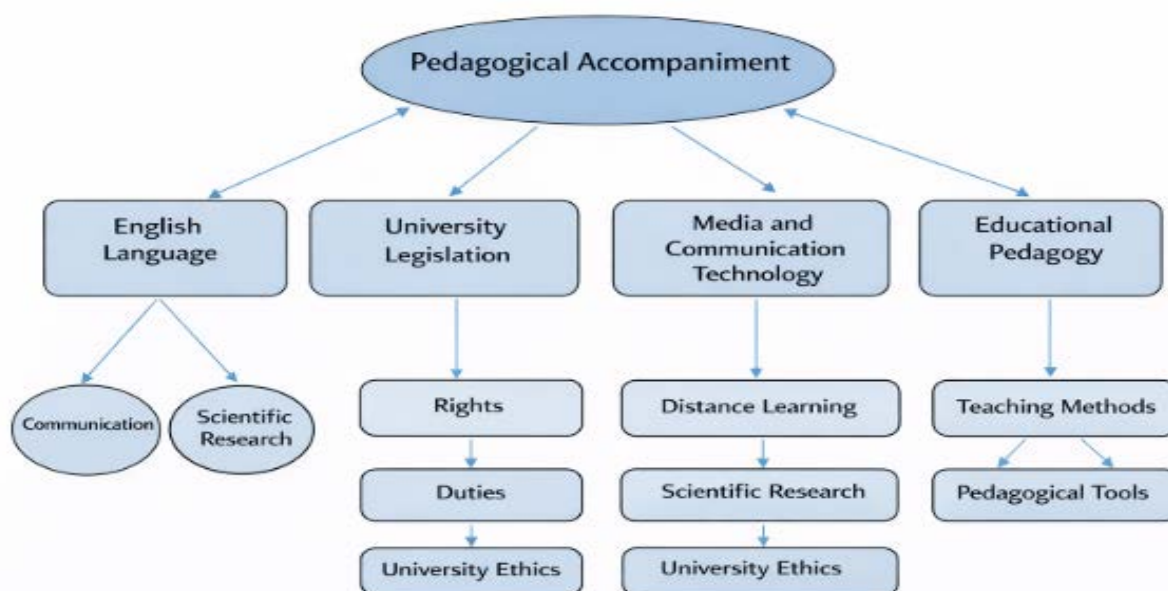
¹⁶ - Ahmed Belhani, *Training on Information and Communication Technologies and Pedagogical Practices for Newly Recruited University Teachers: Accompaniment Guide* (Constantine: Distance Education Center, 2023), p. 04.

¹⁷ - Fadwa Boukardim, "Pedagogical Accompaniment for Newly Recruited University Teachers: Objectives and Procedures—An Analytical Reading of Legislative and Legal Texts," *Journal of Studies in the Psychology of Deviance*, vol. 07, no. 03 (2022), p. 695.



pedagogical accompaniment is structured around a set of key axes, which can be summarized as illustrated in the figure below:

Figure No. 01: Illustrates the Main Axes of Pedagogical Accompaniment for Newly Recruited University Teachers



Source: Abdelkader Ben Bouzid and Dalila Badran, “The Reality of Pedagogical Accompaniment for Newly Recruited University Teachers in Algerian Universities,” *Sociology Journal*, Issue 01 (2024), p. 48.

It is evident from the figure above that pedagogical accompaniment is divided into four main axes:¹⁸

- **Didactics and Pedagogy:** This axis enables newly recruited university teachers to acquire knowledge of essential teaching methods and techniques that enhance their ability to perform their duties professionally and to develop a solid teaching culture.
- **Information and Communication Technologies (ICT):** This component contributes to equipping newly recruited teachers with scientific and digital competencies, including modern organizational culture, thereby facilitating their adaptation and integration into the digital academic environment. Training is delivered through workshops that support research, practice, and communication within and beyond the university context.

¹⁸ - Abdelkader Ben Bouzid and Dalila Badran, “The Reality of Pedagogical Accompaniment for Newly Recruited Teachers in Algerian Universities,” *Sociology Journal*, no. 01 (2024), pp. 48–49.



- **Principles of University Legislation:** This axis allows newly recruited teachers to become familiar with their rights and duties, as well as with the ethical standards and general principles governing Algerian universities, including research ethics and the professional values expected of academic staff.
- **English Language Training:** Within the framework of higher education reform, the Ministry has adopted English language training as a key component. Universities received ministerial directives requiring the training of 100% of teachers in science and technology fields and 80% in social sciences and humanities, with a minimum required proficiency level of B2 or C1.

English language training is provided through three main modes:

- **Intensive Language Teaching Centers (CEIL):** These centers, where available, offer high-level language training. One of their primary objectives is to improve pronunciation and communication skills. Training is organized in two annual sessions, each lasting six months, with placement tests conducted prior to enrollment.
- **Ministerial Distance Learning Platform (MESRS):** This digital platform is dedicated to remote English language training for university teachers. It was made available to institutions lacking language centers starting from September 1, 2022, and has targeted approximately 30,000 university teachers.
- **Bachelor's Degree in English:** Introduced in the 2022–2023 academic year under Ministerial Circular No. 1433 (September 28, 2022), this program enables university teachers to obtain a Bachelor's degree in English, initially to teach transversal modules, with the possibility of extending it to other subjects.

Furthermore, Instruction No. 821, issued at the beginning of the 2023–2024 academic year, mandated remote English language training for newly recruited teachers through the national digital platform, particularly targeting newly recruited PhD holders appointed under exceptional presidential measures.

Newly recruited university teachers are subject to two main training modes within the framework of pedagogical accompaniment:

- **Face-to-Face Training (University Level):** This mode involves the implementation of structured training programs designed by training coordinators, requiring mandatory attendance for all newly recruited teachers across disciplines. The total duration is 130 hours, delivered by experienced and specialized trainers according to ministerial guidelines adapted by each university.
- **Distance Training (Constantine Platform):** The distance training mode for newly recruited university teachers is implemented in response to the pedagogical accompaniment program launched by the Ministry (Ministerial Decision No. 932 issued on July 28, 2016), under the



supervision of Mentouri Brothers University Constantine 1. This program is managed by a specialized team in the field, headed by Professor Ahmed Belhani, through the national platform available at: www.telum.umc.edu.dz, which was later updated to the following link: <https://pedatic.umc.edu.dz/course/index.php?categoryid=15>

This training program, entitled “*Information and Communication Technologies and Pedagogical Practices for Newly Recruited University Teachers*,” aims to develop competencies in educational technology among future teacher-researchers. It does so by providing them with appropriate methodologies that enable the integration of information and communication technologies into their pedagogical practices, in addition to equipping them with university-level pedagogical tools that support the delivery of high-quality hybrid teaching in line with the requirements of higher education in the digital age.¹⁹

Figure No. 02: Image Illustrating the Interface of the Distance Learning Platform for Newly Recruited University Teachers



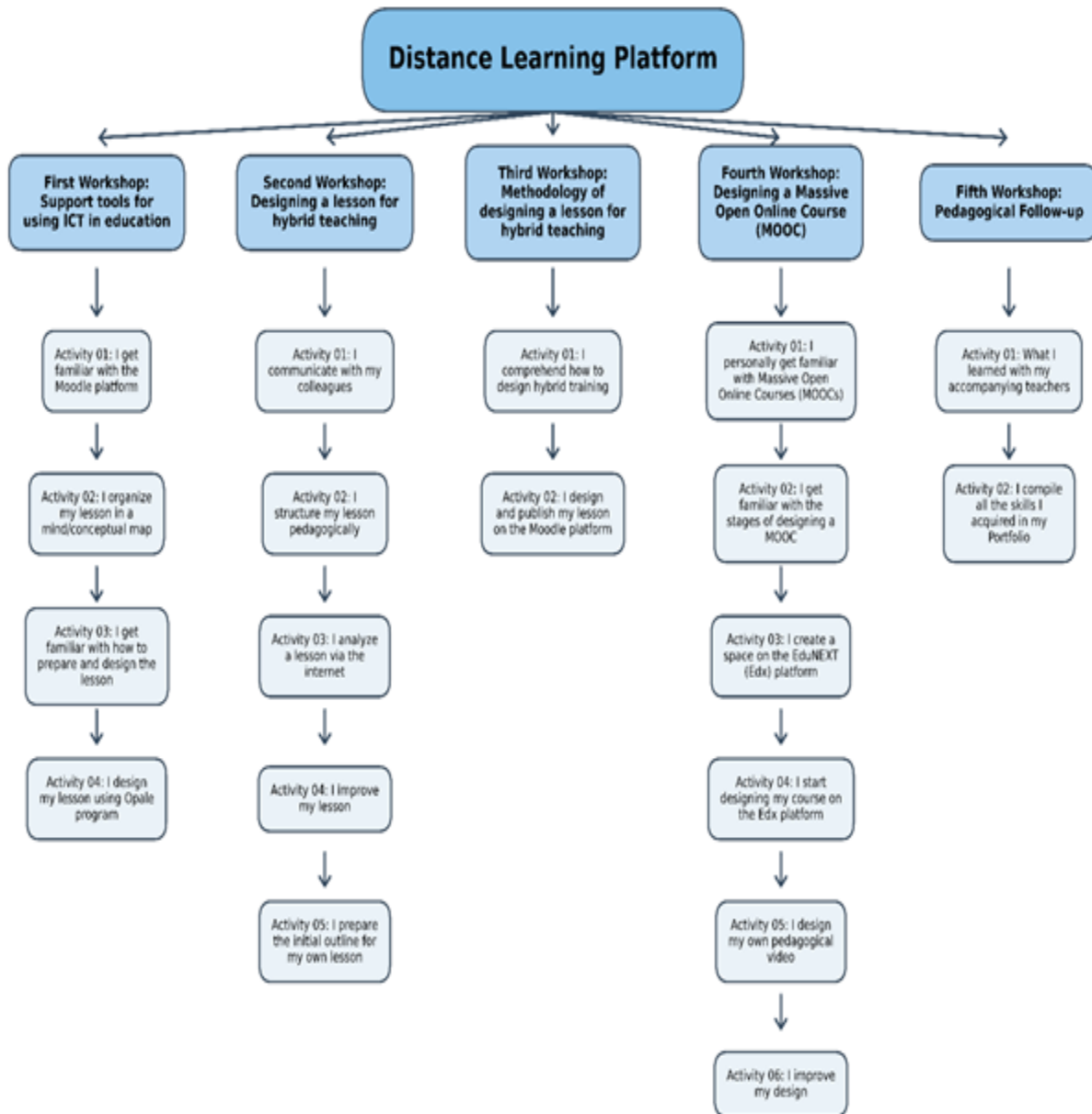
Source: Ahmed Belhani, *Training on Information and Communication Technologies and Pedagogical Practices for Newly Recruited University Teachers: Accompaniment Guide* (Constantine: Distance Education Center, 2023), p. 07.

The distance training platform includes four (04) workshops, each comprising a set of activities and applications that contribute to equipping teachers with various competencies in the field of distance education. These workshops can be summarized as illustrated in Figure No. (03) below.

¹⁹ - Ahmed Belhani, Op. cit., p. 07, p. 07.



Figure No. 03: Illustrates the Workshops and Activities of the Distance Learning Platform



Source: Prepared by the researcher, based on the *Accompaniment Guide* (2023).

Second: Training Needs of University Teachers

Understanding training needs constitutes a fundamental step in developing effective training policies, as it helps identify the gaps between current competencies and job requirements. It also provides a basis for designing targeted programs that enhance teachers' professional performance and educational quality:



- 1. Definition of Training Needs:** Training needs refer to the gap-actual or potential-between an individual's qualifications and capabilities and the requirements of their current or future job. In other words, they represent the discrepancy between the existing situation and the desired one.²⁰
- 2. Definition of Training Needs for University Teachers:** Training needs for university teachers are defined as the set of changes required in the knowledge, skills, and attitudes of faculty members to enable them to perform their duties effectively and improve their professional performance, thereby contributing to enhancing the quality of education.²¹
- 3. Nature of Training Needs of University Teachers:** Training needs encompass several key areas:

Figure No. 04: Illustrates the Nature of the Training Needs of University Teachers



Source: Prepared by the researcher

It is evident from the figure above that the training needs of university teachers are divided into seven (07) main areas as follows:

²⁰ - Alti Safia, "Training Needs Related to Administrative Competencies of Department Heads from the Perspective of Faculty Members," *Al-Jami Journal*, vol. 4, no. 12 (2019), p. 214.

²¹ - Nabila Belid Shartil, "Training Needs of Faculty Members at the Faculty of Education, Misrata University," *Scientific Journal of the Faculty of Education*, no. 03 (2015), p. 53.



- **Self-Learning:** This area includes the need to develop awareness of the importance of self-directed learning, its methods, and its effective application, as well as the ability to design learning situations that encourage students to gather and present information independently.²²
- **Pedagogy and Teaching Skills:** This includes the use of teaching methods that foster independent thinking and problem-solving, course design and organization, defining learning objectives, time management, and effective communication with students.
- **Educational Technology and Instructional Media:** This area involves the use of e-learning systems and tools such as PowerPoint, data show systems, distance learning technologies, interactive boards, and internet resources in teaching.²³
- **Academic Evaluation:** This includes training in student assessment methods, designing effective achievement tests, course evaluation, and the assessment of teaching tools and techniques.²⁴
- **Supervision and Guidance:** This involves training in managing supervision sessions, organizing students' work, and applying methodological principles in academic supervision.
- **Scientific Research:** This area includes training in the use of foreign languages in research, organizing scientific events, participating in conferences, and publishing in international journals.
- **Administrative and Leadership Practices:** This includes training in managing academic departments, understanding administrative functions, participating effectively in committees and academic councils, and developing decision-making and crisis management skills.²⁵

Based on the above, training needs of university teachers are diverse and directly linked to the multiplicity of their roles and responsibilities. Therefore, it is essential to take all these dimensions into account when designing comprehensive and effective training policies.

²² - Dalila Maaracha, *Identifying the Teaching Needs of University Professors in Light of the Requirements of the LMD System*, unpublished PhD thesis (University of Setif 2, 2017/2018), p. 208.

²³ - Mohamed Bayoumi al-Fadali, "Training Needs of Faculty Members in Faculties of Education in Egypt," *Journal of the Faculty of Education*, vol. 2, no. 192 (December 2021), p. 303.

²⁴ - Dalila Maaracha, *Ibid.*, p. 206.

²⁵ - Samia Jabbari, *Training Programs for University Teachers and Their Responsiveness to Their Training Needs*, unpublished Master's thesis (University of Blida 2, 2023/2024), pp. 88–89



Axis Three: Evaluation of the Training Policy for Newly Recruited University Teachers and Its Responsiveness to the Aspirations of Higher Education Reform in Algeria

The training policy for newly recruited university teachers is considered one of the most significant reform-oriented policies that have affected the higher education and scientific research sector in Algeria since the implementation of the LMD system in 2004. The supervising ministry has adopted a set of training programs delivered through both face-to-face and distance modes, with the aim of enhancing teachers' competencies and improving their performance in line with job requirements, while ensuring outputs that correspond to the surrounding scientific, technological, and cognitive transformations. This policy can be evaluated as follows:

First: Evaluation of the Legislative and Regulatory Framework

A review of the decisions and regulations governing the training of newly recruited teachers reveals a clear intention on the part of the Ministry of Higher Education to structure the process. However, this framework is characterized by several shortcomings:

- The absence of a unified national vision that integrates programs and objectives within a centralized training plan.
- Variations in the implementation of directives across universities due to differences in resources and capacities.
- Limited practical applicability of regulatory frameworks, rendering many training provisions more formal than operational.

Accordingly, it can be argued that while a regulatory framework exists, it is not effectively implemented.

Second: Evaluation of Training Program Content

Available data indicate that the content of training programs faces several challenges:

- An excessive focus on administrative and procedural aspects.
- Weak emphasis on practical pedagogical content (teaching strategies, instructional techniques, student assessment, etc.).
- A near absence of training in research methodology and academic writing.
- Failure to incorporate 21st-century skills, such as digital education, classroom management, and scientific communication.

Thus, it can be concluded that the programs are insufficient and do not adequately respond to the needs of newly recruited university teachers.

Third: Evaluation of Training Implementation Methodology

The implementation of training programs suffers from several limitations:

- The absence of standardized criteria for selecting trainers.
- Limited effective use of university training centers, which often lack adequate human and material resources.



- Reliance on short-term, occasional training sessions rather than continuous, progressive programs.
- Weak coordination between faculties, central administration, and ministerial training centers.

Therefore, implementation appears inconsistent and irregular, revealing a gap between planning and actual practice.

Fourth: Evaluation of Monitoring and Assessment Mechanisms

The main weaknesses in this area include:

- The absence of clear indicators to measure the impact of training.
- The lack of periodic reports on the development of teachers' performance.
- The failure to involve newly recruited teachers in post-training evaluation surveys.
- The absence of post-training follow-up, which limits the effectiveness of acquired learning.

Consequently, evaluation mechanisms remain highly inadequate, preventing the policy from self-adjustment and continuous improvement.

Fifth: Evaluation of Impact on the Professional Performance of Newly Recruited Teachers

An analysis of the university context reveals that:

- Many newly recruited teachers enter classrooms for the first time without sufficient pedagogical training.
- They encounter difficulties in lesson preparation and classroom management.
- They struggle to adapt to the requirements of scientific research and academic publishing.
- They often rely on self-learning or informal guidance from experienced colleagues.

Therefore, the actual impact of training remains limited and does not sufficiently contribute to improving pedagogical and research quality.

Conclusion:

Based on the foregoing discussion, and following the analysis and evaluation of the training policy for newly recruited university teachers within the framework of higher education reform in Algeria, it can be concluded that this policy remains below the expected level. It is characterized by a lack of clarity, limited effectiveness, inconsistent implementation, and insufficient follow-up, all of which constrain its ability to support sector reform and improve the quality of university performance.

The main findings of the study can be summarized as follows:

1. The study revealed that the training policy in Algeria lacks a clear and institutionalized strategic framework at the national level. Practices vary significantly across universities in terms of program structure, duration, and organization, leading to considerable disparities in the competencies acquired after training.



2. The findings indicate that training programs for newly recruited teachers do not adequately respond to the requirements of higher education reform, particularly in relation to adopting modern pedagogical approaches, developing scientific research, and integrating educational technology. This limits their effectiveness in achieving reform objectives.
3. Available data suggest that most training programs focus more on administrative and procedural aspects than on practical pedagogical components, such as lesson design, active teaching strategies, and student assessment methods. In addition, there is a noticeable absence of structured programs aimed at strengthening research capabilities.
4. The results confirm that post-training follow-up is almost absent. There are no systematic mechanisms to assess the extent to which teachers benefit from training or to evaluate its impact on their pedagogical and research performance. As a result, training often becomes a formal activity with no measurable outcomes.
5. The study shows that training centers in some universities suffer from insufficient human and material resources, as well as a lack of specialized expertise. This limits their ability to provide advanced and continuously updated training and reduces their actual contribution to improving teachers' performance.
6. The findings indicate that newly recruited teachers lack regular pedagogical support from experienced colleagues, as well as continuous training that keeps pace with pedagogical and research developments. This creates a gap between professional requirements and the resources available to them at the beginning of their academic career.
7. The study concludes that the actual impact of training on the performance of newly recruited university teachers remains weak. This is due to the limited content of training programs, their lack of alignment with practical needs, and the insufficient institutional support accompanying them.

Based on the findings obtained, the following recommendations can be proposed:

1. Establish a comprehensive and institutionalized national strategy that standardizes training programs, objectives, and implementation mechanisms across all universities.
2. Ensure that training programs are directly linked to reform priorities, particularly modern pedagogical approaches, research development, and the integration of educational technology.
3. Redesign training programs to include practical components such as lesson planning, active teaching strategies, student assessment methods, and structured research training.
4. Develop clear indicators and systematic tools to assess training outcomes and measure their impact on teachers' pedagogical and research performance.
5. Provide training centers with adequate human, financial, and technological resources, and enhance their capacity to deliver high-quality and up-to-date training programs.



6. Implement ongoing professional development programs and establish mentorship systems that support newly recruited teachers throughout their academic careers.
7. Design training programs that are closely aligned with real teaching and research practices, supported by institutional follow-up to ensure the effective application of acquired skills.

References:

First: Books

1. Abd al-Qadir Ajjout, *A Guide to Effective Management of Employee Training in Public Institutions and Administrations* (Constantine: Alpha for Documentation, Publishing and Distribution, 2022), p. 29.
2. Hamdi Reda Hashem, *Administrative Training and Qualification* (Amman: Dar al-Rayah for Publishing and Distribution, 2nd ed., 2019), p. 91.
3. Abd al-Karim Ahmed Jamil, *Training and Human Resource Development* (Amman: al-Janadriyah for Publishing and Distribution, 2016), p. 12.
4. Mohamed Barish, *The Concept of Reform: Toward a Reconsideration of the Term* (Cairo: Dar al-Alouka for Publishing and Distribution, 2006), p. 14.
5. Ahmed Belhani, *Training on Information and Communication Technologies and Pedagogical Practices for Newly Recruited University Teachers: An Accompaniment Guide* (Constantine: Distance Education Center, 2023), p. 04.

Second: Theses and Dissertations

6. Hamza al-Ajjal, *University Professors' Attitudes toward the Effectiveness of Training Programs and Their Relationship to Some Variables*, unpublished PhD thesis (2020/2021), p. 110.
7. Dalila Maaracha, *Identifying the Teaching Needs of University Professors in Light of the Requirements of the LMD System*, unpublished PhD thesis (2017/2018), p. 208.
8. Samia Jabbari, *Training Programs for University Teachers and Their Responsiveness to Their Training Needs*, unpublished Master's thesis (2023/2024), pp. 88–89.

Third: Scientific Articles

9. Ahmed Jalloul, "Some Problems of University Training in Algeria," *Journal of Academic and Social Studies and Research*, no. 23 (2017), p. 17.
10. Ibrahim Ben Brika, "Work and Human Resource Development," *Economic Alternative Journal*, no. 05, p. 253.
11. Arabi Muslim Baba, "An Attempt to Theorize the Concept of Political Reform," *Journal of Politics and Law Notebooks*, no. 9 (2013), p. 236.
12. Kamal Fattah and Mohamed Haddad, "Political Reforms and Political Stability," *Journal of Constitutional Law and Political Institutions*, no. 1 (2021), p. 212.



13. Leila Zerqan, "Contemporary Higher Education Reform (LMD) and the Problems of the Algerian University," *Journal of Arts and Social Sciences*, no. 16, p. 194.
14. Saliha Ghallab, "Training of Newly Recruited Teachers and Its Role in Improving Pedagogical Performance," *Al-Maidan Journal*, vol. 02, no. 02 (2019), p. 106.
15. Abdelaziz Boubendira, "An Evaluative Study of the Training Process for University Teachers in Algeria," *Abhath Journal*, vol. 07, no. 01 (2022), p. 109.
16. Fadwa Boukardim, "Pedagogical Accompaniment for Newly Recruited University Teachers and Its Impact on Professional Integration," *Journal of Studies in the Psychology of Deviance*, vol. 07, no. 03 (2022), p. 695.
17. Abdelkader Ben Bouzid and Dalila Badran, "The Reality of Pedagogical Accompaniment for Newly Recruited University Teachers in Algeria," *Sociology Journal*, no. 01 (2024), pp. 48–49.
18. Alti Safia, "Training Needs Related to Administrative Competencies among University Staff," *Al-Jami Journal*, vol. 4, no. 12 (2019), p. 214.
19. Nabila Belid Shartil, "Training Needs of Faculty Members in Light of Contemporary Educational Changes," *Scientific Journal of the Faculty of Education*, no. 03 (2015), p. 53.
20. Mohamed Bayoumi al-Fadali, "Training Needs of Faculty Members in Faculties of Education in Egypt," *Journal of the Faculty of Education*, vol. 2, no. 192 (2021), p. 303.

Fourth: Online Sources

21. Mahmoud Samaili, Training Policies in Algeria, available at: https://cte.univ-setif2.dz/moodle/pluginfile.php/342698/mod_resource/content/3/%D8%A7%D9%84%D9%85%D8%AD%D8%A7%D8%B6%D8%B1%D8%A9%20%D8%A7%D9%84%D8%AB%D8%A7%D9%84%D8%AB%D8%A9%20%D8%A7%D9%84%D8%AA%D9%83%D9%88%D9%8A%D9%86.pdf
22. al-Durar al-Saniyyah, The Meaning of Reform Linguistically and Terminologically, October 26, 2024, available at: <https://dorar.net/alakhlaq/118/%D8%A3%D9%88%D9%84%D8%A7-%D9%85%D8%B9%D9%86%D9%89-%D8%A7%D9%84%D8%A5%D8%B5%D9%84%D8%A7%D8%AD-%D9%84%D8%BA%D8%A9-%D9%88%D8%A7%D8%B5%D8%B7%D9%84%D8%A7%D8%AD%D8%A7>