

The Impact of Poverty on Children and Individuals with Special Needs in Algeria: Reality, Challenges, and Necessary Interventions

أثر الفقر على الأطفال وذوي الاحتياجات الخاصة في الجزائر: بين الواقع والتحديات والمتطلبات اللازمة لمواجهته.

BENZAID Rim*	BELAROUSSI CHERIFA
University of Tlemcen (Algeria)	University of Oran 2 (Algeria)
rim.benzaid@univ-tlemcen.dz	belaroussi.cherifa@univ-oran2.dz

Date of submission: 31/01/2026

Date of acceptance: 06/05/2026

Abstract

This study investigates the structural and social ramifications of multidimensional poverty on vulnerable populations in Algeria, particularly children and persons with disabilities, within a demographic context characterized by youth (45% under 25 years). Empirical evidence from the Multiple Indicator Cluster Survey (MICS 2019) reveals acute spatial disparities, where the national poverty rate of 14.6% conceals geographical inequalities reaching 3.64-fold between urban and rural areas. Deprivation manifests in 75% of households lacking basic amenities and 60% deprived of adequate sanitation services, alongside 43% of children experiencing educational exclusion and 350,000 children subjected to economic exploitation. Persons with disabilities face compounded marginalization, reflected in discrepancies between official and civil society estimates, with 80% of specialized institutions concentrated in major urban centers. The study proposes a comprehensive strategic framework encompassing N-MODA targeting systems, annual training of 5,000 specialized educators, mobile health units, and allocation of 25% of public budgets to social sectors. The research underscores the imperative of an integrated approach combining rights-based and developmental dimensions to achieve social equity and sustainable development.

Keywords: Multidimensional poverty; Vulnerable groups; Child labor; Persons with disabilities; Social protection; School dropout; Algeria.

المخلص:

تستقصي هذه الدراسة التداعيات البنوية والاجتماعية للفقر متعدد الأبعاد على الفئات الهشة في الجزائر، مع التركيز على الأطفال والأشخاص ذوي الإعاقة في سياق ديموغرافي يتسم بشبابية السكان (45% دون 25 عاماً). تكشف البيانات الإمبريقية المستمدة من مسح المؤشرات المتعددة

* Corresponding author: Rim BENZAID Email : rim.benzaid@univ-tlemcen.dz

العنقودية (MICS 2019) عن تفاوتات مكانية حادة، إذ تُحجب خلف المعدل الوطني للفقر (14.6%) فوارق جغرافية تصل إلى 3.64 ضعفاً بين المناطق الحضرية والريفية. يتجلى الحرمان في افتقار 75% من الأسر للتجهيزات الأساسية، وحرمان 60% من خدمات الإصحاح الملائمة، فضلاً عن تسرب 43% من الأطفال من المنظومة التعليمية واستغلال 350,000 طفل اقتصادياً. يواجه الأشخاص ذوو الإعاقة إقصاءً مضاعفاً يعكسه التباين بين التقديرات الرسمية والمدنية، مع تمركز 80% من المؤسسات المتخصصة في المدن الكبرى. تقترح الدراسة إطاراً استراتيجياً شاملاً يتضمن اعتماد نظام N-MODA للاستهداف، تأهيل 5,000 مربٍ سنوياً، إنشاء وحدات صحية متنقلة، وتخصيص 25% من الميزانية للقطاعات الاجتماعية. تؤكد الدراسة ضرورة المقاربة التكاملية التي تجمع بين البعدين الحقوقي والتنموي لتحقيق العدالة الاجتماعية.

الكلمات المفتاحية: الفقر متعدد الأبعاد؛ الفئات الهشة؛ عمالة الأطفال؛ ذوو الإعاقة؛ الحماية الاجتماعية؛ التسرب المدرسي؛ الجزائر.

Introduction

Poverty is a complex, multidimensional phenomenon that transcends the traditional concept based on financial income deficiency to encompass deprivation of fundamental rights and basic services (Sen, 1999). Its structural, psychological, and social impacts are exacerbated among vulnerable groups, specifically children and persons with disabilities, who constitute social segments suffering from compounded marginalization and systematic exclusion. In the contemporary Algerian context, demographic and statistical data indicate that 45% of the population is under 25 years of age, a high demographic proportion that carries enormous developmental opportunities, yet simultaneously makes these age segments most vulnerable to the consequences of multidimensional poverty encompassing education, health, housing, social protection, and political and cultural participation (National Statistics Office, 2020).

The importance of this study stems from the urgent need to understand the complex interactions between poverty and social vulnerability in a society experiencing profound economic and social transformations. This academic study aims to analyze the structural, social, and psychological ramifications of poverty on these sensitive groups, conduct a comprehensive critical review of current government policies and their implementation mechanisms, and present scientific approaches based on empirical evidence and contemporary social theories to enhance social justice and societal cohesion (United Nations Development Programme, 2020).

The Central Research Problem

In light of the contemporary social and economic transformations witnessed by Algeria, the phenomenon of multidimensional poverty emerges as one of the most important developmental challenges facing Algerian society, particularly in its compounded impact on the most vulnerable groups with the least capacity for resistance and adaptation. With 45% of Algerians under 25 years of age and multidimensional poverty rates rising to 14.6% nationally with stark geographical disparities reaching 3.64 times higher in rural areas (National Statistics Office & UNICEF, 2019), the fundamental problem raises the following questions:

Main Question: How does multidimensional poverty affect vulnerable groups in Algeria, specifically children and persons with disabilities, and to what extent are current government policies effective in addressing these impacts and achieving the desired social justice?

1. What are the actual dimensions of multidimensional poverty in Algeria and how are they distributed geographically and demographically?
2. How do poverty factors interact with vulnerability characteristics among children and persons with disabilities to produce compound forms of deprivation and exclusion?
3. To what extent do current public policies respond to the needs of these vulnerable groups, and what are the shortcomings in implementation?
4. What approaches and mechanisms are required to build a comprehensive and effective social protection system that ensures dignity and basic rights for all citizens?

1. The Reality of Poverty in Algeria and Its Statistical Indicators

1.1 Multidimensional Poverty: In-Depth Quantitative and Qualitative Analysis

The concept of multidimensional poverty, as developed by the United Nations Development Programme and academics such as Amartya Sen, transcends traditional measures based on the monetary poverty line to encompass interconnected deprivation indicators in multiple vital domains (Sen, 1999; United Nations Development Programme, 2020).

✓ **Basic Deprivation Indicators:** According to the Multiple Indicator Cluster Survey (MICS 2019) conducted by the National Statistics Office in cooperation with UNICEF, 75% of Algerian households suffer from deprivation in accessing basic equipment considered essential for dignified life in the modern era, such as television, refrigerators, mobile phones, and internet. These items are not considered luxuries but necessities for communication, information access, and distance learning. Conversely, 60% of households are deprived of safe and sanitary waste management services,

exposing them to serious health and environmental risks and reflecting failure in municipal and environmental policies (National Statistics Office & UNICEF, 2019).

✓ **Geographical and Developmental Disparities:** The data reveals stark spatial disparities, where multidimensional poverty rates reach 14.6% at the national level as an overall average, but rise dramatically to 3.64 times this rate in rural areas compared to urban areas, with the high plateaus recording the highest rates overall (National Statistics Office & UNICEF, 2019). This geographical disparity is not merely a statistic but reflects unbalanced developmental policies and chronic neglect of interior and rural areas, creating "two-speed Algeria" developmentally (World Bank, 2020).

✓ **Age and Gender Distribution of Deprivation:** Data shows that 43% of Algerian households have children aged 5-16 years who are not enrolled in school or have dropped out, and this high figure reflects an organic and close correlation between household poverty and educational deprivation, where poor families are forced to withdraw their children from education to compel them to work or due to inability to bear indirect education costs such as transportation, books, and clothing (National Statistics Office & UNICEF, 2019).

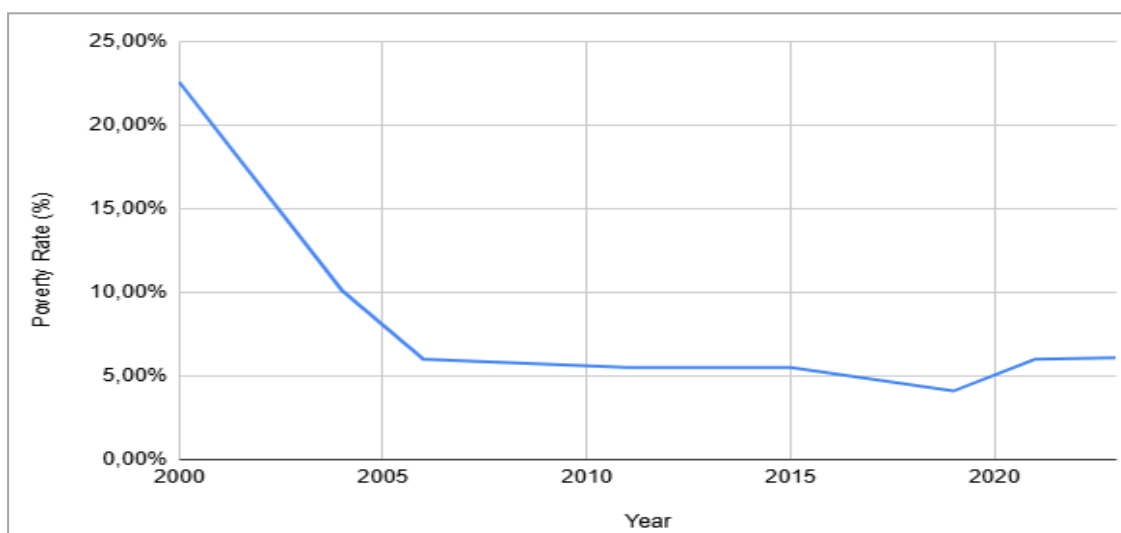
Table N°01 : Evolution of Poverty Rates at the National Poverty Line in Algeria (2000–2023)

Year	2000	2004	2006	2011	2015	2019	2021	2023
Poverty Rate (%)	22,6%	10,1%	6%	5,5%	5,5%	4,1%	6%	6,1%

Source : World Bank. (2025.). *Poverty headcount ratio at national poverty lines (% of population) – Algeria*. World Bank Open Data.

<https://data.worldbank.org/indicator/SI.POV.NAHC?locations=DZ>

Graph N° 01 : Evolution of Poverty Rates at the National Poverty Line in Algeria (2000–2023)



Prepared by the researchers based on Table No. 01

Based on the data from the Table 1 illustrates a significant macro-economic transition in Algeria's social landscape. The sharp decline in poverty from 22.6% (2000) to 5.5% (2011) signifies the success of post-crisis stabilization policies and massive public spending fueled by hydrocarbon revenues.

However, the recent upward trend observed between 2021 and 2023 (rising to 6.1%) indicates a high sensitivity to exogenous shocks, specifically the COVID-19 pandemic and global inflationary pressures. From an academic standpoint, this suggests that while "extreme poverty" has been largely mitigated, a significant portion of the population remains "near-poor," oscillating above the poverty line and remaining vulnerable to any erosion of purchasing power or currency devaluation.

1.2 Poverty and the Disability Gap: The Problem of Statistics and Reality

The issue of persons with disabilities is among the most complex files in the Algerian context, not only due to social and economic challenges but also due to the statistical ambiguity surrounding this category (World Health Organization, 2011).

✓ **Statistical Contradiction and Numerical Debate:** The Algerian League for Human Rights and non-governmental organizations working in this field estimate the number of persons with disabilities at approximately 4 million people, equivalent to 10% of the total population, a percentage consistent with global rates determined by the World Health Organization (Algerian League for Human Rights, 2019; World Health Organization, 2018). In contrast, official government data indicates only 2 million people, half the number estimated by specialized organizations (National Statistics Office, 2020). This fundamental contradiction is not merely a numerical disagreement but reflects deep problems in census and classification methodologies, and perhaps deliberate disregard to reduce the financial and social burdens resulting from recognizing the true number.

✓ **Compound Poverty and Double Deprivation:** The absence of comprehensive health coverage and the prohibitive costs of compensatory devices and technical aids, such as wheelchairs, crutches, hearing aids, and artificial limbs, exacerbate the severity of poverty and need among this vulnerable group (UNICEF, 2018). Families with members with disabilities face additional financial burdens beyond their capacity, pushing them into cycles of poverty and debt, and depriving the person with disability of minimum dignity and independence (World Health Organization, 2011).

2. Direct and Indirect Effects of Poverty on Vulnerable Groups

2.1 Children: The Cycle of Deprivation, Violence, and Exploitation

✓ Childhood poverty in Algeria represents a complex human and social tragedy, where economic, social, and psychological factors intertwine to produce multiple forms of suffering and deprivation (Brown, 2006).

✓ **Child Labor: Exploitation and Double Deprivation:** According to field reports by the Forum for Social and Economic Rights, approximately 350,000 children annually are forced to work under harsh and degrading conditions across Algerian territory, with this phenomenon concentrated at 52.1% in rural areas where poverty is more severe and oversight less effective (Forum for Social and Economic Rights, 2019). More critically, 28% of these working children are under fifteen years of age, meaning in a critical age requiring education and protection rather than work and exploitation. These children are deprived of education and normal childhood and are exposed to serious physical, psychological, and social risks that permanently affect their future (Forum for Social and Economic Rights, 2019).

✓ **School Dropout: Rupture with the Future:** Educational deprivation is linked to complex and interconnected factors requiring a holistic approach to understand and address (National Statistics Office & UNICEF, 2019):

- **Extreme Household Poverty:** Where 43% of Algerian households have children of school age (5-18 years) not enrolled in educational institutions or who have dropped out, this high figure reflects families' inability to bear direct and indirect education costs (National Statistics Office & UNICEF, 2019).
- **Gender Dimension and Gender Discrimination:** Statistics reveal that 56% of working children are females, indicating clear gender discrimination that deprives girls of education and pushes them into early work or forced marriage, perpetuating cycles of poverty and ignorance across generations (Forum for Social and Economic Rights, 2019).

✓ **Involvement in Crime and Delinquency:** The Algerian judicial police recorded a shocking figure of 34,000 minors involved in various crimes and cases during the period from 2014 to 2019 (National Statistics Office, 2020). Investigations indicate that the root causes of this involvement often stem from homelessness, lack of appropriate family care, and extreme poverty that drives children to seek illegal income sources. This painful reality reveals the failure of the social protection and educational system to contain these children and provide safe alternatives for them.

2.2 Persons with Disabilities: Between Institutional Exclusion and Societal Neglect

This group suffers from multiple and overlapping forms of marginalization and exclusion that make their suffering doubled and complex (World Health Organization, 2011).

✓ **Educational Exclusion and Deprivation of the Right to Learn:** Despite the existence of Law No. 02-09, which theoretically guarantees compulsory and free education for all children with disabilities (Government of Algeria, 2002), field practice shows a completely different reality. Specialized educational infrastructure suffers from severe shortages in human and material resources, where 149 psycho-pedagogical centers nationwide attempt to serve thousands of children with mental and psychological disabilities, while only 46 specialized institutions serve deaf and hearing-impaired children, a very small number compared to actual needs (UNICEF, 2018).

Table N°02 : Educational Inclusion of Children with Special Needs in Algeria (2013–2023)

Year	Number of Children Institutionally Supported	Details of Structures and Services
2013	16,000+	186 specialized centers + 25 new pedagogical centers
2018	37,000	Integrated into the general education system
2018	7,551	In 61 specialized institutions (residential care)
2022–2023	>30,000	In specialized institutions and special classes

Source : Ministry of National Solidarity

The findings in Table (5) indicate substantial, though uneven, progress in the educational inclusion of children with special needs in Algeria during the period 2013–2023. In 2013, more than 16,000 children were reported to be enrolled in specialized centers. By 2018, a notable policy shift is reflected in the integration of 37,000 children into mainstream education, suggesting a move toward greater inclusion. In the same year, 7,551 children were documented in residential specialized institutions. Between 2022 and 2023, the number of children in specialized institutions and special classes exceeded 30,000. Trend-wise, the increase from 16,000 children in 2013 to 37,000 in 2018 underscores a significant expansion in inclusive education. However, the reported figure for 2022–2023 (>30,000) appears lower than the combined placement total that might be inferred from 2018 when considering both mainstream integration and specialized residential settings. This discrepancy may be better explained by data disaggregation and reporting differences rather than a genuine decline in coverage. Critically, when these figures are compared with broader estimates suggesting that Algeria may have approximately 400,000–800,000 children living with disabilities (derived from the estimated total of around 4 million persons with disabilities and demographic distribution), the proportion receiving specialized or inclusive educational support remains limited—roughly 5–10%—leaving the majority without services. This pattern strongly implies that educational inclusion is not keeping pace

with need. For the purposes of the study, these findings highlight how poverty can constrain family decisions: households may be forced to choose between caring for a child with a disability at home without income and abandoning education altogether. Consequently, the low rates of educational inclusion point to the inadequate reach and effectiveness of poverty-alleviation policies in accessing and supporting the most vulnerable children.

- ✓ **Health and Treatment Challenges:** The acute shortage of specialized medical centers and the high costs of medical treatment and rehabilitation exacerbate the complexity of primary disabilities and the emergence of secondary disabilities and additional health complications, especially in interior and rural areas that completely lack these specialized services (World Health Organization, 2018). Families are forced to travel long distances and pay prohibitive costs to obtain basic treatment, placing them in cycles of poverty and debt.
- ✓ **Social Stigma and Cultural Isolation:** The lack of community awareness and inclusive education, in addition to traditional misconceptions about disability, contributes to deepening the social and cultural isolation of persons with disabilities and their families (Algerian League for Human Rights, 2019). This stigma significantly limits their opportunities for natural economic and social integration and deprives them of effective participation in public life, perpetuating the cycle of exclusion and marginalization (World Health Organization, 2011).

Table N° 03:Total Number of Registered Persons with Special Needs in Algeria
(2008–2023)

Year	Total Registered
2008	280,000
2013	>1,600,000
2021	1,118,908
2021	>1,500,000
2022–2023	2.5% of population
Comprehensive estimates	≈4,000,000

Source: Rahim, J. (2022, March). *Statistics on persons with special needs in Algeria*. Radio Algérie. <https://news.radioalgerie.dz/ar/node/6219>

El Bilad News. (2022, March). *More than 1.5 million persons with special needs in Algeria*. <https://bladi-info.dz>

The data reveal a striking gap between official registrations and independent estimates. Official figures indicate that, in 2021, the number of registered persons with disabilities ranged between 1.12 and 1.5 million, whereas independent estimates suggest a figure of approximately 4 million—around 10% of the total population. Examining trends over time further underscores the persistence and variability of this discrepancy: in 2008, the figure stood at 280,000 (noting that this measure was limited to motor disabilities and therefore reflects an incomplete census); in 2013, it rose to more than 1.6 million (approximately 4% of the population); and in 2021, it again returned to the officially recorded range of 1.12–1.5 million. Subsequently, documented evidence for 2022–2023 points to a prevalence of roughly 2.5% of the population. Critically, the wide divergence between the officially registered total (up to 1.5 million) and the independent estimate (around 4 million) indicates systematic under-registration of persons with disabilities, with serious policy implications: if nearly 2.5 million people with disabilities are not officially recognized, they are effectively excluded from social assistance programs, specialized education services, and employment quota mechanisms. For the purposes of this study, children with special needs are likely to constitute the most under-registered subgroup, given the lack of diagnosis in rural areas and the effects of social stigma, which can render them invisible to poverty-alleviation interventions.

3. Government Policies and Structural Challenges

3.1 Legal and Institutional Framework: Between Text and Implementation

✓ Current Laws and Implementation Problems:

Law No. 02-09 issued in 2002 constitutes the basic legal framework that theoretically guarantees the rights of persons with disabilities in education, vocational rehabilitation, and social integration (Government of Algeria, 2002). It was reinforced by the new Law No. 25-01 issued in 2025, which grants monthly financial allocations and discounts on public transportation and social housing prices (Government of Algeria, 2025). However, the fundamental problem lies in the large gap between relatively advanced legal texts and backward field reality, where local administrations lack the resources and expertise necessary to effectively implement these laws (Algerian League for Human Rights, 2019).

✓ Infrastructure and Geographical Distribution:

Approximately 400 specialized educational and rehabilitation institutions are spread across the national territory, including 23 schools for the blind and visually impaired, 149 psycho-pedagogical centers for children with mental disabilities and autism, and 46 institutions for the deaf and hearing impaired (UNICEF, 2018). These figures,

although apparently acceptable, conceal stark geographical disparities and service deficiencies.

3.2 Implementation, Financing, and Management Gaps

✓ **Missing Decentralization and Geographical Justice:** Approximately 80% of specialized centers and quality services are concentrated in the three major cities (Algiers, Oran, Constantine), creating severe geographical inequality and significantly limiting access to these basic services for residents of rural areas and small cities (Algerian League for Human Rights, 2019). This excessive concentration forces families to relocate or travel repeatedly, doubling financial and psychological burdens on them.

✓ **Weak Financing and Private Sector Absence:** Most specialized institutions depend entirely on limited government support and financing, with almost complete absence of private sector or civil society participation in financing and managing these institutions (World Bank, 2020). This excessive dependence on the state makes these institutions vulnerable to general budget fluctuations and changing government policy priorities.

✓ **Statistical Problem and Lack of Accurate Data:** The absence of a unified, accurate, and comprehensive database on persons with disabilities, their geographical distribution, types of disabilities, and actual needs is considered a fundamental obstacle to scientific planning and efficient and equitable resource distribution (National Statistics Office & UNICEF, 2019). This information deficit hinders the development of targeted and effective policies.

4. Strategic Recommendations and Future requirements

4.1 Strengthening the Comprehensive Social Protection System

✓ **Improving Targeting Mechanisms for the Poor and Vulnerable Groups:** According to in-depth analysis of MICS 2019 survey data, current social support programs show large exclusion errors reaching 30% of actual beneficiaries and inclusion errors for non-beneficiaries (National Statistics Office & UNICEF, 2019), necessitating the adoption of precise and advanced scientific methodologies such as the N-MODA (New Multidimensional Poverty Assessment) project, which relies on artificial intelligence techniques and big data analysis to identify true beneficiaries with greater accuracy (World Bank, 2020).

✓ **Economic and Social Youth Empowerment:** With a high percentage of employment in the informal sector ranging between 55-60% of the total workforce (National Statistics Office, 2020), it is necessary to establish special social security programs specifically targeted at this category, with provision of vocational training, microfinance, and entrepreneurship programs that enable them to transition to the formal sector and benefit from social protection (United Nations Development Programme, 2020).

4.2 Radical Reform of the Education and Health System

✓ Real and Effective Integration of Persons with Disabilities:

- Develop adapted and specialized educational curricula that consider individual differences and different types of disabilities, utilizing the latest pedagogical methods and assistive technologies (UNICEF, 2018).
- Establish an ambitious program to train 5,000 specialized teachers and educators annually in special pedagogy and inclusive education methods, ensuring continuity of training and knowledge updating (World Health Organization, 2018).

✓ Toward Comprehensive and Accessible Healthcare for All:

- Establish a network of mobile medical units specialized in physiotherapy and occupational rehabilitation to serve remote and rural areas lacking fixed centers (World Health Organization, 2011).
- Develop a direct financial support system with simplified procedures for purchasing compensatory devices and technical aids, ensuring maintenance and continuous updating of these devices (UNICEF, 2018).

4.3 Implementation, Monitoring, and Evaluation Mechanisms

✓ **Enhancing Transparency and Accountability:** Establish an independent and specialized national observatory to collect, analyze, and publish accurate and updated data on poverty and disability conditions and the effectiveness of public policies, involving civil society and academics in monitoring and evaluation processes (World Bank, 2020).

✓ **International Partnerships and Technical Cooperation:** Deepen strategic cooperation with specialized international organizations such as UNICEF, World Health Organization, and the World Bank to implement the 2030 Sustainable Development Goals, especially Goal 1 (eradicating poverty in all its forms) and Goal 4 (ensuring quality, equitable, and inclusive education) (United Nations Development Programme, 2020), benefiting from successful international experiences and adapting them to local specificities.

✓ **Community Campaigns and Comprehensive Awareness:** Develop diverse and innovative awareness programs through various media (radio, television, internet, social media) to combat social stigma associated with disability and poverty, promote a culture of solidarity and social inclusion (Algerian League for Human Rights, 2019), involving influential personalities and positive role models in these campaigns.

Conclusion

The study demonstrates that multidimensional poverty in Algeria represents a complex structural problem that particularly affects the most vulnerable groups, such as children

and persons with disabilities (Sen, 1999; National Statistics Office & UNICEF, 2019). The figures from the MICS 2019 survey reflect genuine suffering, where political, social, and cultural factors intersect, threatening social cohesion and development.

The empirical evidence reveals several critical findings:

First, there exists a profound geographical inequality in poverty distribution, with rural areas experiencing poverty rates 3.64 times higher than urban centers, creating a developmental divide that perpetuates cycles of deprivation (National Statistics Office & UNICEF, 2019). This spatial concentration of poverty correlates directly with limited access to essential services, quality education, and healthcare facilities.

Second, the study identifies a significant implementation gap between progressive legislative frameworks (Law 02-09 and Law 25-01) and actual field realities (Government of Algeria, 2002; Government of Algeria, 2025). While Algeria possesses relatively advanced legal protections for vulnerable groups, the translation of these legal guarantees into tangible outcomes remains severely inadequate due to insufficient resources, weak institutional capacity, and lack of effective monitoring mechanisms (Algerian League for Human Rights, 2019).

Third, the phenomenon of child labor represents a critical manifestation of poverty's intergenerational transmission, with 350,000 children forced into work annually, 28% of whom are under fifteen years old (Forum for Social and Economic Rights, 2019). This not only violates children's fundamental rights but also perpetuates poverty by depriving them of educational opportunities essential for socioeconomic mobility (Brown, 2006).

Fourth, persons with disabilities face compounded marginalization stemming from both poverty and social stigma (World Health Organization, 2011). The statistical discrepancy between official estimates (2 million) and civil society estimates (4 million) reflects systemic under-recognition of this population (Algerian League for Human Rights, 2019; National Statistics Office, 2020), while the concentration of 80% of specialized services in three major cities exemplifies severe geographical inequity in service provision (UNICEF, 2018).

Fifth, the absence of comprehensive, accurate data on vulnerable populations constitutes a fundamental obstacle to evidence-based policymaking and efficient resource allocation (National Statistics Office & UNICEF, 2019; World Bank, 2020), highlighting the urgent need for robust information systems and regular monitoring mechanisms.

Policy and Legislative Recommendations

The study proposes comprehensive reform of the legal framework through updating laws related to children's rights and persons with disabilities, and enacting a unified law for social protection. Key legislative reforms should include:

- Harmonization of legal definitions and classifications of disability across different governmental agencies to resolve statistical inconsistencies and ensure comprehensive coverage (World Health Organization, 2018).
- Establishment of enforceable rights-based provisions with clear accountability mechanisms for non-compliance at all administrative levels (United Nations Development Programme, 2020).
- Integration of child protection provisions across sectoral legislation, including labor laws, education regulations, and social security frameworks (Brown, 2006).
- Activation of accountability and oversight mechanisms to ensure effective law implementation, including establishment of independent monitoring bodies with investigative powers and civil society participation (Algerian League for Human Rights, 2019).
- Development of responsive legislative mechanisms that allow for periodic review and adaptation of policies based on empirical evidence and changing societal needs (World Bank, 2020).

Institutional and Administrative Recommendations

Institutional reforms should focus on:

- **Effective Decentralization:** Transfer of social affairs management authority to local levels with adequate financial resources and technical capacity, ensuring that decision-making occurs closer to affected communities and reflects local needs and contexts (United Nations Development Programme, 2020).
- **Establishment of Specialized Support Centers:** Creation of multidisciplinary centers for vulnerable groups in underserved regions, particularly rural areas and small cities, ensuring geographical equity in service provision (UNICEF, 2018).
- **Improvement of Targeting and Financing Mechanisms:** Implementation of the N-MODA system for precise beneficiary identification, utilizing data analytics and artificial intelligence to minimize exclusion and inclusion errors in social assistance programs (World Bank, 2020).
- **Creation of a National Social Solidarity Fund:** Establishment of a dedicated financing mechanism with diversified funding sources, including public allocations, private sector contributions, and international partnerships, ensuring sustainable and adequate resources for social protection programs.

- **Capacity Building Programs:** Systematic investment in training and professional development for social workers, educators, healthcare providers, and administrative personnel working with vulnerable populations (World Health Organization, 2018).

Developmental and Economic Recommendations

Economic and developmental strategies should encompass:

- **Budgetary Allocation:** Investment of 25% of the general budget in education, health, and social protection, representing a fundamental reorientation of national priorities toward human capital development and social equity (United Nations Development Programme, 2020).
- **Vocational Training Programs:** Development of comprehensive vocational training programs for persons with disabilities, incorporating modern technologies and market-responsive skills development, with guaranteed placement pathways to formal employment (UNICEF, 2018).
- **Social and Solidarity Economy Promotion:** Support for social enterprises and cooperatives that prioritize employment of vulnerable groups, providing tax incentives, technical assistance, and preferential access to public procurement (World Bank, 2020).
- **Universal Social Protection Floor:** Establishment of basic social protection guarantees for all citizens, including children's allowances, disability benefits, and old-age pensions, ensuring minimum income security and access to essential services (Sen, 1999).
- **Youth Employment Initiatives:** Creation of targeted programs for young people in the informal sector, facilitating their transition to formal employment through skills development, entrepreneurship support, and simplified formalization procedures (National Statistics Office, 2020).

Social and Cultural Recommendations

Social transformation requires:

- **Comprehensive Awareness Campaigns:** Implementation of sustained public awareness initiatives to combat social stigma associated with disability and poverty, utilizing multimedia platforms and engaging influential community leaders, religious figures, and celebrities as advocates (Algerian League for Human Rights, 2019).
- **Integration of Human Rights in Educational Curricula:** Incorporation of disability awareness, diversity appreciation, and social justice principles throughout the educational system, from primary to tertiary levels, fostering inclusive attitudes from early childhood (UNICEF, 2018).

- **Community Participation Enhancement:** Active involvement of affected populations in policy design, implementation, and evaluation, ensuring that interventions reflect lived experiences and actual needs rather than bureaucratic assumptions (Brown, 2006).
- **Civil Society Support:** Strengthening of non-governmental organizations working with vulnerable groups through institutional capacity building, funding mechanisms, and enabling regulatory frameworks that facilitate their operations while ensuring accountability (Algerian League for Human Rights, 2019).
- **Media Engagement:** Development of partnerships with media outlets to ensure responsible and dignified representation of persons with disabilities and impoverished communities, moving beyond charity narratives toward rights-based frameworks (World Health Organization, 2011).

International and Regional Recommendations

Global and regional cooperation should include:

- **International Cooperation Strengthening:** Enhancement of partnerships with specialized organizations such as UNICEF, WHO, and the World Bank, facilitating knowledge transfer, technical assistance, and financial support for social protection initiatives (United Nations Development Programme, 2020).
- **Learning from Successful Experiences:** Systematic study and adaptation of effective interventions from countries with similar developmental contexts, particularly in North Africa and the Middle East, ensuring cultural appropriateness and contextual relevance (World Bank, 2020).
- **Regional Cooperation Development:** Establishment of a Maghreb network for social protection, facilitating regional dialogue, experience sharing, and coordinated approaches to common challenges affecting vulnerable populations across borders.
- **Joint Research and Development Programs:** Activation of collaborative research initiatives in social development, generating evidence on effective interventions and innovative approaches tailored to regional contexts (United Nations Development Programme, 2020).
- **South-South Cooperation:** Engagement with successful developing country models, particularly in Latin America and Asia, that have achieved significant progress in poverty reduction and social inclusion despite resource constraints (World Bank, 2020).

Implementation Framework and Priorities

Successful implementation of these recommendations requires:

- **Strong Political Will:** Sustained commitment from the highest levels of government, transcending electoral cycles and political transitions, with poverty reduction and social inclusion established as national priorities (Sen, 1999).

- **Multi-Sectoral Coordination:** Establishment of effective coordination mechanisms across ministries, agencies, and governmental levels, breaking down silos and ensuring integrated approaches to complex social problems (United Nations Development Programme, 2020).
- **Transparency and Accountability:** Public reporting on progress indicators, budgetary allocations, and program outcomes, with independent evaluation and civil society oversight ensuring integrity and effectiveness (World Bank, 2020).
- **Phased Implementation:** Strategic sequencing of interventions based on urgency, feasibility, and potential impact, with quick wins in critical areas building momentum for longer-term structural reforms.
- **Resource Mobilization:** Diversification of funding sources combining domestic resource mobilization through progressive taxation and expenditure reallocation with international partnerships and innovative financing mechanisms (United Nations Development Programme, 2020).

References

5. Algerian League for Human Rights (2019). Annual report on the situation of persons with disabilities in Algeria. Algiers: LADDH Publications.
6. Brown, G. (2006). Social protection and poverty reduction: Evidence from developing countries. *Journal of Development Studies*, 42(3), 456-478.
7. Forum for Social and Economic Rights (2019). Child labor in Algeria: Dimensions and challenges. Algiers: Forum Publications.
8. Government of Algeria (2002). Law No. 02-09 on the protection and promotion of persons with disabilities. *Official Gazette of the Algerian Republic*, No. 15.
9. Government of Algeria (2025). Law No. 25-01 on financial allocations and social support for persons with disabilities. *Official Gazette of the Algerian Republic*, No. 8.
10. National Statistics Office & UNICEF (2019). Multiple Indicator Cluster Survey (MICS) 2019: Algeria country report. Algiers: ONS-UNICEF Joint Publication.
11. National Statistics Office (2020). Demographic and social statistics yearbook. Algiers: ONS Publications.
12. Sen, A. (1999). *Development as freedom*. New York: Oxford University Press.
13. UNICEF (2018). Children with disabilities in Algeria: Situation analysis and policy recommendations. Algiers: UNICEF Algeria Country Office.
14. United Nations Development Programme (2020). *Human development report 2020: The next frontier - human development and the Anthropocene*. New York: UNDP.
15. World Bank (2020). *Poverty and shared prosperity 2020: Reversals of fortune*. Washington, DC: World Bank Publications.
16. World Health Organization (2011). *World report on disability*. Geneva: WHO Press.
17. World Health Organization (2018). *Disability and health: Global estimates and regional variations*. Geneva: WHO Publications.