

Algerian Apdated Education In Legislative Texts (Theoretical Analytical Study)

التعليم المكيف في الجزائر ضمن النصوص التشريعية (دراسة تحليلية نظرية)

Received: 30/04/2025

Accepted: 28/06/2025

Published: 30/07/2025

Selma BOUCHAREB ^{*1}

Univeristy of 20 August 1955 in Skikda (Algeria)

Email : sbouchareb881@gmail.com

Nadia DECHECHE ²

University of 08 may 1945 in Guelma (Algeria)

Email : prof.decheche@gmail.com



Journal of research and human studies
Issue 19 N°01 year 2025 p.p. 886-899
ISSN : 1112-8151 EISSN : 2588-2317

Abstract :

The education system has faced and continues to face many problems in its region, such as school dropout, school failure, which has affected the pupil and his relatives in particular and the educational family in general. It has also affected his integration within his school room, where he suffers from educational difficulties and his inability to conform to his school surroundings, making him vulnerable to repetition and repetition and unable to comply with instructions and understand academic subjects. Adapted education is one of the educational methods that helps it to prevail over educational difficulties, integrate into regular lecture rooms and practice education in a systematic manner. Through this article, we are able to analyse the most vital ministerial circulars that have arrived here in the form of legislative texts that explain the nature of adapted education and reveal its reality between perspective and implementation.

Keywords: Adapted education , Educational difficulties , Educational system.

المخلص :

يواجه النظام التعليمي في الجزائر العديد من المشاكل التربوية نذكر منها على سبيل المثال التسرب وال فشل المدرسين كما يعاني أيضا من بعض الصعوبات التعليمية التي أثرت على رصيد التلميذ التربوي وكذا الأسرة التربوية ككل، وهذا ما أدى إلى خلق صعوبات عديدة منها عدم قدرة التلميذ على الاندماج داخل الفصل الدراسي وكذا عجزه عن التكيف مع بيئته المدرسية وهذا ما جعله عرضة للتكرار والعجز الذي جسده عدم الامتثال للتعليمات الموجهة إليه وفهم المواد الدراسية وعدم تمكنه من دمج المكتسبات القبلية وتوظيفها في مختلف المواقف التعليمية ومن بين الحلول التربوية المقترحة من طرف المسؤولين عن القطاع التربوي التعليم المكيف الذي يعتبر إحدى الطرق التعليمية التي تساعد التلميذ في التغلب على الصعوبات التعليمية والاندماج في الفصول الدراسية العادية وتحسين المستوى التعليمي وتنمية قدراته ومهاراته، لذا كان للتعليم المكيف وتطوير آلياته شأن لا يستهان به في المنشورات الوزارية التي جاءت على شكل نصوص تشريعية تشرح طبيعة التعليم المكيف وتكشف عن واقعه بين التصور والتنفيذ.

الكلمات المفتاحية: التعليم المكيف ، الصعوبات التعليمية ، النظام التعليمي.

1. Introduction.

In Algeria, over 10% of students have a disability or special educational need. This shows how important it is to have an inclusive education system. The laws about education in Algeria have changed a lot. They now focus on giving equal chances and making schools accessible for all.

2. Historical Evolution of Educational Legislation in Algeria.

The history of education laws in Algeria goes back to its colonial days. After gaining independence, the country worked hard to change its education system. This section looks at the main changes that have shaped education laws in Algeria today.

2.1 Colonial Period Impact on Education.

During French rule, education in Algeria was mainly for the French settlers. The native Algerians faced many barriers and inequalities. The rights of people with disabilities were ignored, and there were no policies for their education needs.

2.2 Post-Independence Educational Reforms.

After Algeria gained freedom in 1962, the government started making big changes in education. They wanted to make sure everyone could go to school. This was especially important for those who had been left behind.

These changes helped create a fairer education system. It was a big step towards a better future for all.

3. Modern Legislative Framework Development.

Over time, Algeria's education laws have kept changing. The government has made new laws to protect the rights of people with disabilities. They also work to make sure education meets the needs of all students.

This ongoing effort has made the education system more inclusive. It shows Algeria's commitment to making education accessible to everyone.

4. Algerian adapted education in legislative texts.

The Algerian education system has changed a lot over time. It now focuses more on inclusive and adapted education. This change is shown in the country's laws, which guide how schools support students with special needs.

The Law on the Protection and Promotion of Persons with Disabilities was passed in 2002. It makes sure schools are accessible and teaching methods are adapted. This law helps students with disabilities to be included and supported.

The Law on the Orientation of the National Education System was updated in 2008. It shows the country's dedication to Algerian adapted education in legislative texts. It stresses the need for individual support and a curriculum that fits all learners' needs.

There are also many decrees and rules that help students with special needs. These include how to check what students need, setting up support services, and training teachers. This helps teachers meet the different learning needs of their students.

In summary, Algerian laws show a strong commitment to making education accessible and inclusive for all. By improving the legal framework, the government wants to make education fair and open for everyone.

5. Constitutional Rights and Educational Access.

The Algerian Constitution makes sure everyone gets to go to school, including those with disabilities. This is a key part of the country's laws. It helps make sure everyone has a chance to learn and be included in education.

5.1 Fundamental Rights to Education.

Article 33 of the Algerian Constitution says "the right to education is guaranteed." This means everyone, no matter their situation or abilities, has the

right to learn. The Constitution also says the state must provide good schools and facilities for everyone.

5.2 Legal Protection Mechanisms.

Algeria has laws to protect the rights of people with disabilities in school. The Law on the Protection of Persons with Disabilities, from 2002, sets out how to include them in education.

6. Inclusive Education Policies.

The Algerian government has made rules to make schools fair and open for all students.

These rules make sure lessons and materials fit the needs of all students, including those with special needs.

They also work to remove any obstacles, physical or mental, that might stop students with disabilities from learning fully.

Algeria is dedicated to the rights of persons with disabilities and educational equality. This is shown in its laws and constitution. It shows a strong commitment to inclusive education.

7. Current Legislative Framework for Special Education.

In Algeria, the rules for special education have changed a lot in recent years. The country wants to make sure everyone gets a fair chance to learn. Laws and decisions help make education better for those with special needs.

The Loi d'orientation sur l'éducation nationale (Law on National Education) from 2008 is key. It says education must be adapted for all. This means students with disabilities get the help they need to learn.

The Décret exécutif n° 02-273 (Executive Decree No. 02-273) from 2002 also plays a big role. It explains how schools for special needs students work. It talks about what these schools do and how they help students.

Algerian Aputed Education In Legislative Texts (Theoretical Analytical Study)

Legislation	Key Provisions
Loi d'orientation sur l'éducation nationale (2008).	Mandates the provision of adapted education for students with special needs.
Décret exécutif n° 02-273 (2002).	Outlines the organisation and functioning of specialised educational institutions.
Décret exécutif n° 07-186 (2007).	Establishes the National Council for the Integration of Persons with Disabilities.

The Décret exécutif n° 07-186 (Executive Decree No. 07-186) from 2007 is also important. It set up the National Council for the Integration of Persons with Disabilities. This council helps make sure people with special needs are included in society, including in education.

These laws show Algeria is serious about helping students with special needs. The government and schools are working hard to make sure these students succeed.

8. Implementation of Inclusive Education Policies.

In Algeria, the push for inclusive education has led to big steps. These steps include making policies and practices more supportive. The main focus is on helping teachers and making sure students with special needs get the help they need.

9. Teacher Training Programs.

Teacher training is a big part of the plan. These programs teach teachers how to help students with different needs in regular classrooms. Teachers learn about new teaching methods, technology, and how to tailor learning for each student.

9.1 Resource Allocation Strategies.

The Algerian government has also worked on getting the right resources for التعليم الشامل. They provide special learning materials, tools, and make schools more accessible. This helps make sure all students can take part in learning.

9.2 Assessment Methods.

- Assessing students is key in inclusive education. Teachers learn how to use different ways to check on students' progress and needs.
- These include tests, portfolios, and adaptive tests. They help understand each student's abilities and challenges.
- This information helps make plans for each student and guides how to help them succeed.

The Algerian government is serious about making education inclusive. They focus on training teachers, getting the right resources, and how to assess students. Their goal is to make sure every student can do their best and succeed.

10. Accessibility standards in educational institutions.

Ensuring (accessibility) in Algerian schools is key for inclusive learning. Algeria has set clear standards to help students with disabilities. This ensures they have the same chance to learn as others.

One important rule is to make schools easy to use. This means :

- Building layouts that are easy to get around, with wide paths and doors
- Classrooms with furniture that can be changed and tools to help learning
- Clear signs and maps for students who can't see or hear well.

Algerian law also says schools must have special tools and resources. For example:

- ❖ Braille books and software that reads out text for the blind
- ❖ Tools to help students who are hard of hearing, like amplifiers and sign language
- ❖ Rooms for students with special needs, like those with autism or ADHD

The Ministry of Education checks that schools follow these rules. This makes sure all students can learn together, no matter their needs.

Algerian Apdated Education In Legislative Texts
(Theoretical Analytical Study)

Accessibility Requirement	Example Implementation
Barrier-free building design.	Wide corridors, automatic doors, ramps and elevators.
Assistive technology integration.	Screen readers, Braille displays, speech-to-text software.
Sensory-friendly learning spaces.	Quiet rooms, weighted blankets, calming lighting.

By following these rules, Algerian schools aim to make a place where every student can do well. They want all students to be able to learn and take part, no matter their abilities.

11. Support Systems for Students with Special Needs.

In Algeria, the law makes sure students with special needs get the help they need. This focus on diversity and inclusion is clear in the laws and rules.

11.1 Individual Education Plans.

At the heart of this support are Individual Education Plans (IEPs). These plans are made with students, their families, and teachers. They set out learning goals, help, and ways to meet each student's *احتياجات خاصة* (special needs).

12. Assistive Technology Integration.

The Algerian education system uses assistive technologies to help students. This includes special software, digital tools, and hardware. It helps students with special needs to learn better and overcome challenges.

12.1 Therapeutic Services.

The laws also cover therapeutic services in schools. This approach helps with physical, emotional, and social needs. It helps students with special needs to do well in school.

The Algerian government is dedicated to helping all students. It wants every student, no matter their special needs, to succeed and be part of the learning process.

13. Parental Rights and Responsibilities.

In adapted education, parents' rights and duties are key. The Algerian laws see families as crucial for students with special needs to succeed.

Parents of children with disabilities have legal rights. They can help make their child's education plan. They can also choose the best school and appeal if needed.

- Parental involvement in educational decision-making.
- The right to select the most appropriate educational setting.
- The ability to challenge decisions that negatively impact their child's education.

Parents also have duties. They must work with teachers and support their child's learning. They help get the right resources and teach their child to be independent.

Parental Rights	Parental Responsibilities
Participation in educational planning.	Collaboration with educators.
Choice of educational institution.	Active engagement in child's learning.
Right to appeal decisions.	Advocacy for educational resources.

It's important to balance parents' rights and duties. This ensures educational equality and rights of persons with disabilities for students with special needs. By working together, families help create a supportive learning environment for everyone.

Teacher Qualifications and Professional Development

In Algeria, the education sector has strict rules for teachers, especially in adapted education. This shows the government's commitment to quality education for all students. It ensures students with special needs get the best support.

13.1 Certification Requirements.

To teach in Algeria, teachers need to meet strict rules. They must have a relevant degree, complete a state-approved training, and pass a competitive exam. Teachers in adapted education might need extra certifications, like special education or inclusive teaching.

14. Ongoing Training Programs.

Mandatory professional development courses: Teachers in Algeria must take regular training. This keeps their skills sharp.

Collaborative learning opportunities: Teachers are encouraged to learn from each other. They share ideas and strategies at workshops and conferences.

Access to specialist resources: Teachers get many resources to help them. This includes teaching materials, assistive technologies, and expert advice for students with special needs.

The Algerian government invests in teacher development. This shows its dedication to quality education for all. It ensures every student, no matter their ability or background, gets the support they need.

14.1 Funding Mechanisms and Resource Allocation.

In Algeria, the rules for funding and resource allocation for adapted education are key. They help ensure all students get a fair chance to learn. The education policy shows the government's promise to offer *تسهيلات معقولة* (reasonable accommodations) and the needed resources for inclusive education.

The process of setting the budget for adapted education is a team effort. The Ministry of Education, the Ministry of Finance, and local schools work together. They use money from the national education budget. This money is then shared based on the needs of each area and the number of students needing help.

- **Diversified Funding Sources:** Besides government money, adapted education in Algeria also gets help from international groups, private companies, and charities.
- **Equitable Distribution Mechanisms:** Laws make sure resources are shared fairly. This depends on how many students need help, the technology they need, and the staff and buildings required.
- **Monitoring and Accountability:** Regular checks are done to make sure the money is being used well and reaching the right people.

Funding Source	Allocation Criteria	Monitoring Mechanisms
Government Budget.	Number of students with special needs, required accommodations, and infrastructure needs.	Regular audits, evaluations, and performance reviews.
International Organisations.	Alignment with national priorities and targeted support for underserved regions.	Collaborative monitoring and reporting with funding partners.
Private Sector Contributions.	Corporate social responsibility initiatives and partnerships with educational institutions.	Transparent accounting and impact assessments.

Algeria keeps a strong legal framework and uses a variety of funding methods. This shows their dedication to the education policy and giving reasonable accommodations to students with special needs.

15. Monitoring and Evaluation Systems

In Algeria, a detailed system is in place to check how well adapted education programmes work. It makes sure these programmes are of high quality. This is to support educational equality and follow the legislative framework for inclusive education.

15.1 Quality Assurance Measures

The Algerian education system has put in place several steps to keep standards high. These include:

- Regular checks and audits of schools to see if they meet accessibility and inclusive standards.
- Reviews of teaching methods, curriculum, and resources to find ways to get better.
- Programmes for teachers to improve their skills in helping students with special needs.

15.2 Performance Indicators

To see if adapted education is working, the Algerian government has set some key indicators. These are:

- How many students with special needs are in regular schools?
- How well students with special needs do in school?
- How happy parents and students are with inclusive education?
- How easy it is for students to get the help they need in schools?

The information from these systems helps make better decisions. It guides how to improve the legislative framework and educational equality in Algeria.

16. International Cooperation and Best Practices

The Algerian government has worked hard to make its education laws match international standards. It has teamed up with global groups to bring in the best

ways to teach all students. This ensures everyone gets a good education, no matter their needs or abilities.

Algeria has worked closely with UNESCO, getting help and advice on inclusive education. This partnership has helped Algeria learn and use global ideas on diversity and inclusion. It shows Algeria's strong commitment to making education welcoming for all.

Algeria also takes part in international meetings to share and learn from others. It talks about its own education successes and learns from other countries. This helps keep Algerian education laws up to date, meeting the changing needs of all students.

17. CONCLUSION

The Algerian adapted education policies have faced many challenges. One big issue is that inclusive education isn't applied the same everywhere. Some schools find it hard to include students with disabilities in regular classes. Also, teachers often lack the training to teach students with special needs. This makes it tough to give them the right education and support.

There's also a problem with money and resources for schools. This makes it hard for students with different needs to get the same chance to learn. It's important to make sure schools follow the rules better. To fix these problems, we need to improve teacher training. We should teach them how to teach all students well. We also need to make sure schools have the right tools and money for students with special needs. And by doing these things, we can make education better for everyone in Algeria. This will help all students get a fair chance to learn and grow.

7. Bibliography List :

Boussena, M., Tiliouine, H. (2015) Children's rights in Algeria: History, achievements and research evidence *Global Studies of Childhood* 5, 132-145.

Berhanu, G. (2014) Special Education Today in Sweden ☆ ☆Some sections (paragraphs) of this chapter have been adapted from the author's own texts (Berhanu, 2008, 2009, 2011). 28

Harit Abboud. Nargis Hamdi. (2009). Educational communication. 1. Amman Jordan. Wael Publishing and Distribution House.

Gharib Mokhtar (2014). The reality of adapted education in Algeria. *Journal of Social Studies and Research*. Vol. 2. Number 06. 115-130.

Balarabi Fawzia. 2015. The reality of Algeria's adapted education. A graduate note for a master's degree. University of Tlemcen.