

## Integration of disabled children in Algerian educational institutions according to the joint ministerial decision of 2014 - Realities and challenges - Wilaya of Ouargla as an example.

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### Abstract:

The objective of this study is to highlight the reality of integrating disabled children according to the joint ministerial decision - between the Ministry of National Education and the Ministry of National Solidarity, Family, and Women's Issues - dated 11 Jumada al-Awwal of the year 1435 corresponding to March 13, 2014. This decision defines the modalities of opening special classes for disabled children within public educational establishments under the jurisdiction of the National Education sector, as well as the challenges and difficulties encountered in the field during integration. The importance of this study lies in obtaining a realistic assessment of the field and data to assist integration project managers in identifying priorities and developing and adopting educational policies in the planning of any future project concerning the category of disabled children, as well as to renew practices in the field and adapt them to the characteristics of this category, addressing their concerns. This study was conducted at the Directorate of Social Action and Solidarity of the Ouargla Province. Researchers used a descriptive methodology and employed interviews as a data collection tool. The study sample included educational staff.

The study concluded that the reality of integrating disabled individuals according to the joint ministerial decision still requires further efforts to achieve the desired aspirations and hopes, and it requires special attention. It was also found that there are numerous material, human, and pedagogical challenges that hinder the integration process.

**Keywords:** Integration / Disabled Children / Joint Ministerial Decision of 2014.

### ملخص الدراسة:

هدفت الدراسة إلى الكشف عن واقع دمج الأطفال ذوي الاحتياجات الخاصة، حسب القرار الوزاري المشترك- بين وزارة التربية الوطنية ووزارة التضامن الوطني والأسرة وقضايا المرأة - المؤرخ في 11 جمادى الأولى عام 1435 الموافق 13 مارس سنة 2014، الذي يحدد كليات فتح اقسام خاصة للأطفال المعوقين ضمن مؤسسات التربية والتعليم العمومية التابعة لقطاع التربية الوطنية، وكذا التحديات والصعوبات الميدانية التي تواجه الدمج، و تكمن أهمية هذه الدراسة في الوصول إلى تقييم واقعي ميداني ومعطيات تساعد القائمين على مشروعات الدمج في تحديد الأولويات، ورسم وتبني السياسات التربوية في برمجة أي مشروع مستقبلي يهتم بفئة ذوي الاحتياجات الخاصة، والتجديد في الممارسات الميدانية وجعلها تتماشى وتتناسب مع خصائص هذه الفئة، والتكفل بانشغالاتها، وقد أجريت هذه الدراسة على مستوى مديرية النشاط الاجتماعي والتضامن بولاية ورقلة، وطبق الباحثان المنهج الوصفي، واستخدما أداة المقابلة في جمع البيانات، وشملت عينة الدراسة الطاقم البيداغوجي.

وخلصت الدراسة إلى أن واقع دمج ذوي الاحتياجات الخاصة حسب القرار الوزاري المشترك مازال في حاجة إلى مزيد من الجهود للوصول إلى التطلعات والأمال، ويحتاج إلى مزيد من العناية والاهتمام، وأن هناك عديد التحديات والصعوبات المادية والبشرية والبيداغوجية التي تواجه العملية.

### الكلمات المفتاحية:

الدمج / الأطفال ذوي الاحتياجات الخاصة / القرار الوزاري المشترك سنة 2014.

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## I- Introduction:

Following independence and due to the significant social repercussions left by colonization, Algeria began to focus on social issues in general, particularly on the category of disabled individuals. In 1984, a Ministry of Social Protection was established, tasked with protecting and promoting the rights of disabled persons, as well as working towards their full and effective participation in national life. This category achieved its main legislative advances after a long struggle, with the adoption of Law No. 02/09 of 08/05/2002 on the protection and promotion of disabled persons, which embodied the content of the Declaration adopted by the United Nations General Assembly on 19/12/1975 on the protection of disabled persons. Algeria also ratified the International Convention on the Rights of Persons with Disabilities on 31/05/2007.

The concept of integration is a social and moral concept, stemming from the human rights movement in opposition to the policy of classifying and isolating individuals due to their disability, regardless of their race, social status, gender, or qualifications. The longer disabled students spend in regular classes from a young age, the higher their educational and professional levels increase with their experience. Study results show that students with mild to moderate disabilities can achieve higher levels of success and educational outcomes within the framework of general education. (kilani, 2004 p 19)

Therefore, the integration of disabled students into regular schools is considered one of the most important indicators of the growing trend within various societies to defend the rights of disabled persons by providing them with a decent life in their environment and offering them programs and services similar to those of regular students. (elnadjar, eldjouidi, 2014, p45)

The integration of disabled persons into regular schools has attracted great interest from researchers and stakeholders worldwide, at various levels, based on the fundamental principle that democracy presupposes that all individuals within any society are equal in rights and duties. (elkirouti, 2009, p61)

The category of disabled persons in Algerian society has become an important group in terms of numbers, abilities, and qualifications. Since no one is immune to disability, regardless of its nature, social, and even individual responsibility, calls on all officials and citizens to give this category the importance it deserves and to work on developing laws and regulations guaranteeing its rights.

Laws, regulations, and decisions aimed at giving greater attention to this category and granting it a dignified place and status have multiplied, including the joint ministerial decision dated 11 Jumada al-Awwal of the year 1435 corresponding to March 13, 2014, which defines the modalities for opening special classes for disabled children within public educational establishments under the jurisdiction of the National Education sector, between the Ministry of National Solidarity, Family, and Women's Issues on the one hand, and the Ministry of National Education on the other. This illustrates the importance Algeria places on the integration of disabled persons into public educational institutions, especially those with hearing and visual impairments, and the greater Touggourt region (which fell under the jurisdiction of the Ouargla Province) was a pioneer in implementing this decision. Since the 2014/2015 school year, despite the enrollment of some disabled students in public institutions, classes have been opened for hearing and visually impaired children, as well as for children with mild intellectual disabilities who could not be accommodated in regular classes in some primary schools, in accordance with Circular No. 132 of September 17, 2014, issued by the Directorate of Social Action and Solidarity of the Ouargla Province at the time.

In this context, the present study is an attempt to research the theme of the integration of disabled persons into educational institutions in the Ouargla Province, aiming to define the reality of the integration process and the challenges it faces, through two main questions that have led to secondary questions:

The two main questions addressed in the study are as follows:

1. What is the reality of integrating disabled children according to the joint ministerial decision?

2. What are the difficulties and challenges encountered in the integration process?

### **II- The importance of the study:**

The theoretical significance of this study lies in highlighting the reality and challenges of integrating disabled children into Algerian educational institutions in accordance with the joint ministerial decision of 2014. From a practical standpoint, the results of this study should enhance the understanding of stakeholders and specialists in integration issues. It will also help assess the reality and challenges to aid project promoters in determining priorities and finding solutions contributing to the success of integration and creating appropriate conditions for disabled children.

### **II- The objectives of the Study:**

The objectives of the study are as follows:

- To address the study questions.
- To Understand the reality of integrating disabled children in educational institutions according to the joint ministerial decision of 2014 and the challenges encountered in this process.
- To propose scientific and practical recommendations that can contribute to improving integration conditions.

### **III-Literature review:**

- Bayoud and Bouazza's study (2017) aimed to identify problems and obstacles to the integration of disabled persons into educational institutions in Algeria - a field study on special classes in some primary schools in Ouargla as a model. The study sample consisted of members of the specialized committee of the province, and the methodology used was case study, employing interviews. The main conclusions of the study indicate that teachers in special classes are not specialized, and disabled students are not allowed to share their recess time and schoolyard with their regular peers. Additionally, pedagogical supervision instability was observed, along with teacher recruitment based on work contracts and their lack of access to training processes.

- Communication by Maryem Cherrit and Boushol Leila (2017) at the first international forum at Shahid Hama Lakhder University in El Oued, on November 13 and 14, with the theme "Disabled Persons in Algeria between Reality and Aspirations." Their communication title was "Issues of Disabled Persons in Regular Schools - A Field Study from the Perspective of Teachers in the El Oued 01 Region as a Model." The study aimed to highlight the problems and difficulties faced by disabled children in schools, focusing on the educational and psychological domains to evaluate their impact on the lives of disabled or learning-disabled individuals. The sample included 118 teachers, and the study concluded that disabled individuals in regular schools primarily suffer from psychological issues leading to a lack of understanding and learning, resulting in further educational difficulties due to the accumulation of multiple problems.

- Nargess Zakri and Nour El Houda Ben Amar's study (2018) titled "Attitudes of Primary School Teachers towards the Educational Integration Policy of Mildly Mentally Disabled Children - A Field Study in Some Primary Schools in M'sila Province." It was conducted in six (06) primary schools during the 2018/2019 school year, with the study sample consisting of 60 teachers. The methodology used was descriptive with an exploratory approach, and a questionnaire developed by the researchers was applied to measure attitudes toward the academic integration policy of mildly mentally disabled children. The results showed positive attitudes among primary school teachers towards the educational integration policy of mildly mentally disabled children.

- Hanouna and Kantawi's study (2020) aimed to understand the attitudes of primary school directors and teachers towards the integration of disabled persons into regular primary schools in Ouargla.

The study sample comprised 134 directors and teachers, and the study used a questionnaire consisting of 34 items distributed across three dimensions (social, academic, psychological). The study results showed that the attitudes of directors and teachers towards the idea of integrating disabled persons into regular primary schools were generally positive. Among the main recommendations of the study is the recruitment of specialized teachers and their training, as well as the provision of educational resources.

- Hanouna and Shihra's study (2021) aimed to reveal the reality of school bullying experienced by integrated disabled students in special classes from the perspective of primary school directors in the provinces of Ouargla and Touggourt. The study sample consisted of 29 school directors who had opened special classes, and data were collected through direct interviews. The study concluded that the phenomenon of bullying within this category is rare, and if it exists, it usually occurs during recess in the form of teasing about physical appearance. Among the study's recommendations are providing special **equipment and permanent teachers, involving this category in extracurricular activities, and** conducting awareness campaigns about the integration process.

#### **IV-Procedural Definition of Study Variables:**

The reality of integrating disabled children is assessed through interviews with educational personnel from the Ministry of Social Action and Solidarity. These interviews are based on questions derived from the joint ministerial decision of 2014.

#### **V-Theoretical Background:**

##### **1- Children with Special Needs:**

Kamal Abdel Hamid Zaytoun (2003) defines children with special needs as "those who have particular circumstances and a special level different from ordinary individuals, either surpassing or falling below them, with the aim of helping them develop their personality in a healthy, integrated, balanced manner, leading to self-affirmation and aiding in their adaptation to the society in which they live." (Zaytoun, 2003, p.5)

Layla Karam El-Din (2006) defines them as "individuals who deviate significantly from the average in their mental, educational, social, emotional, or physical abilities, resulting in specific needs for services and care to enable them to realize their full potential." (Ghalem, 2008, p.47)

The researchers of this study define children with special needs as those who are hearing or visually impaired, as well as those with mild mental disabilities who cannot be accommodated in regular classes but are integrated into special classes in regular primary schools, in accordance with the joint ministerial decision dated 11 Jumada al-Awwal 1435 AH corresponding to March 13, 2014.

##### **2-Integration:**

Integration is defined as "the participation of students with special needs in the general educational process, with these students considered integrated if they have the opportunity to spend any moment of the school day with non-disabled students." (Al-Khatib, 2004, p.35) and also defined as "the policy of integrating children with special needs into regular schools and classrooms with their non-disabled peers, providing special education services and support services, and preparing them to work in society alongside ordinary individuals." (Butros, 2009, p.30)

Halan and Kaufman (2003) define it as "the temporary or permanent placement of non-ordinary children with ordinary children in the regular classroom of the regular school, which offers better opportunities for academic and social interaction." (Al-Rusan, 2013, p.29)

The researchers define integration as "the establishment and accommodation of children with special needs, such as the hearing impaired, visually impaired, as well as children with mild mental disabilities, who cannot be accommodated in regular classes, into special classes within regular schools, in accordance with the joint ministerial decision of the year 2014."

#### **- Review of the Content of the Joint Ministerial Decision of 2014:**

##### **1- Opening and Organization of Special Classes:**

This includes articles 6, 5, 4, 3, and 2 of the decision, which stipulate the following:

- These special classes are opened by a joint decision between the director of social affairs and solidarity and the director of education of the province, and are also closed in the same manner.
- These classes accommodate hearing impaired, visually impaired children, as well as children with mild mental disabilities (depending on the nature and degree of disability) who cannot be accommodated in regular classes, following approval from the psychopedagogical council of the specialized institution under the national solidarity sector or the specialized provincial commission.
- The number of students in the special class is set from a minimum of eight (08) to a maximum of twelve (12) students for hearing or visually impaired students, and from a minimum of six (06) to a maximum of ten (10) students for children with mild mental disabilities. These classes accommodate sensory impaired students of the same educational level and, if necessary, of two successive educational levels within the same school cycle.

## **2- Classrooms and Equipment:**

In this context, articles 7 and 8 of the decision stipulate the following:

- The education sector provides appropriate pedagogical classrooms equipped with necessary means similar to those in regular classes, under the responsibility of the national solidarity sector to accommodate special classes, and the national solidarity sector ensures the provision of educational resources and specialized equipment.

## **3- Educational Programs and Monitoring:**

This is mentioned in articles 9 and 10 of the decision as follows:

- Official educational programs of the Ministry of Education are implemented at the level of these classes, which accommodate hearing and visually impaired students, according to methods, means, and techniques adapted to the nature of the disability. Special education programs of the solidarity sector are implemented at the level of classes accommodating children with mild mental disabilities.
- The services of the directorate of social affairs and solidarity of the province ensure pedagogical monitoring of students in coordination with the education directorate.

## **4 - Students' Rights:**

Article 11 of the decision stipulates the following:

- Disabled students enrolled in special classes enjoy the same rights as regular students in accordance with the prevailing legislation and regulations.
- Students residing in isolated and remote areas from their schools benefit from school transportation and meals, and hearing or visually impaired students residing in isolated and remote areas may benefit from accommodation in the dormitories of public educational institutions. As for students with mild mental disabilities, they may benefit from accommodation as needed at nearby institutions under the national solidarity sector.

## **5- Pedagogical Supervision and Training:**

Articles 12, 13, and 14 of the decision concern pedagogical supervision and training for this category as follows:

- Special classes are supervised by teachers and special education teachers as well as qualified specialized employees under the national solidarity sector. These employees are subject to the internal regulations of the public educational institution hosting the special classes, and they undergo training organized by the national education sector and are required to participate in it.

## **6- Provincial Specialized Committee:**

Articles 15, 16, 17, and 18 of the decision stipulate the following:

### **6-1 The Committee and its Functions:**

According to Article 15 of the decision, a specialized provincial commission called the "Specialized Committee" is established and is responsible for:

- Directing disabled children to special or regular classes and ensuring their pedagogical follow-up.
- Monitoring special classes and supporting the activities of the assigned supervisors.
- Continuous evaluation of student outcomes in these classes.

### **6-2 Composition of the Committee:**

In accordance with Articles 16 and 17 of the decision, the specialized provincial commission is chaired by the director of social affairs and solidarity of the province and includes:

- \* A representative from the education directorate
- \* A counselor in orientation and school and professional counseling
- \* A technical and pedagogical inspector
- \* A special education teacher
- \* A clinical psychologist
- \* A special education teacher
- \* A specialized educator
- \* A speech therapist
- \* An educational psychologist
- \* A social worker

The committee may call upon any person who can assist it in its missions.

Committee members are appointed by order of the director of social affairs and solidarity upon proposal from the authorities to which they are attached for a term of three (03) years, renewable. In case of vacancy of a member, they are replaced in the same manner until the end of the term.

### **3-6 – Committee Meetings:**

According to Articles 18 and 19 of the decision:

- The specialized committee meets once every three (03) months in an ordinary session convened by the chairperson, and may also convene in an extraordinary session at the request of two-thirds (2/3) of its members. Its internal regulations determine the rules of organization and operation.
- The opinions and proposals of the committee are recorded in minutes signed by the chairperson and entered in a numbered register endorsed by the director of social affairs and solidarity of the province.
- The committee prepares an annual report assessing its activities and proposing measures to improve the human and material conditions for the proper functioning of special classes. This report is sent to the Ministry of National Solidarity and the Ministry of National Education.

### **- Reading of the Content of Joint Circular No. 01 of 2019:**

Circular No. 01 dated 03 Muharram 1441 corresponding to September 03, 2019, recalls the provisions and arrangements concerning the schooling and training of children with special needs. Here are the main points in addition to what is mentioned in the joint ministerial decision of 2014.

#### **1- Provisions Regarding Enrollment and Orientation:**

Parents of children with special needs must approach the services of the directorate of social affairs and solidarity to enroll their children in educational institutions or specialized institutions as appropriate. The directorate of social affairs and solidarity reviews these files at the level of the specialized committee or the psychopedagogical council to determine the type of appropriate support for the orientation of children (specialized institutions, special classes, regular classes).

#### **2- Provisions Regarding the Opening of Special Classes:**

Based on the results of the evaluation of the registrations of lists of children with disabilities, the Directorate of Social Affairs and Solidarity coordinates with the Directorate of Education to designate the educational institution where the special class will be opened. This decision is made by a joint decree specifying the hosting institution, the type of disability, and the school level of the class. The disabilities addressed in special classes include sensory impairments (visual, auditory) and mild mental disabilities, including Down syndrome, and mild autism spectrum disorders. The director of the hosting institution of the special class must record this information in the database of the national education sector.

#### **3- Recruitment of Special Class Supervisors:**

The Directorate of Social Affairs and Solidarity is responsible for supervising the recruitment process for vacant positions for the year 2019 to supervise special classes. This process is reinforced by the use of available temporary recruitment devices.

#### **4- Provisions Regarding Accompaniment:**

When a child's situation requires accompaniment by a school life companion upon recommendation of the treating physician, their guardian submits a request for the provision of a companion to the Directorate of Social Affairs and Solidarity, accompanied by a medical record. After studying the request and upon the advice of the psychopedagogical council or the specialized committee, the companion is appointed, and the Directorate of Education is requested to issue an authorization for access to the institution where the concerned student is enrolled. The school life companion has the following missions:

- Accompanying the student upon entry into the school and the classroom, assisting them in organizing their work and performing educational tasks (writing, note-taking, drawing, simplifying questions, explaining, participating in group activities, etc.).
- Accompanying the student during physical education and sports activities, breaks, as well as during cultural, sports, recreational activities, and exploratory outings, and intervening in case of urgent needs for the student concerned.

The school life companion plays an essential role in the student's learning and interaction path and in their integration into the school environment. They can also serve as a link between the student and their family regarding educational, relational, and educational aspects.

#### **5- Provisions Regarding Pedagogical Evaluation and School Exams:**

Special classes are subject to the same procedures in force at the Ministry of National Education regarding evaluation in school exams for sensory impaired students. Considering the situation of students with special needs, the director of social affairs and solidarity is responsible for:

- Establishing lists of candidates for school exams and monitoring their registration.
- Providing pedagogical and technical aids to facilitate the conduct of exams and allow appropriate adaptations to periodic tests based on the disability.
- Considering the disability when orienting individuals with special needs towards one of the two common branches in the first year of secondary school and in the second-year streams.
- Allowing visually impaired students to write their responses in braille or have them written by a designated person.

- Disabled individuals may benefit from an exceptional measure consisting of accepting the registration of sensory (blind, deaf-mute) or mentally (Down syndrome) disabled students or those with mild autism spectrum disorders who have not passed the end-of-primary-cycle exam or the intermediate school certificate and their promotion to the next level if they obtain an overall average equal to or higher than 5/10 for fifth-year primary students and equal to or higher than 10/20 for fourth-year intermediate students.

Arrangements Regarding Education Support:

All stakeholders must ensure that students with special needs benefit from the following measures:

- Scholarships, provided aids (school supplies), meals, school transportation, healthcare, awareness of the risks of diseases and social problems in the school environment, accommodation in specialized institutions under the national solidarity sector.

#### **Practical Part:**

School Year	2014/2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023
<b>Number of Schools</b>									
Primary	8	10	10	14	14	14	17	20	22
middle	/	1	1	1	2	2	2	3	7
Secondary	/	/	/	/	/	1	1	1	1
<b>Number of Students</b>									
Primary	57	67	67	91	98	98	124	139	139
Middle	/	3	3	3	7	7	7	20	49
Secondary	/	/	/	/	/	3	3	3	4
<b>Number of classes</b>									
Primary	Auditory	5	5	5	7	8	8	9	10
	Mental	3	5	5	7	7	7	10	12
Middle	Auditory	/	1	1	1	1	1	1	2
	Mental	/	/	/	/	/	/	1	1
Secondary	Auditory	/	/	/	/	/	1	1	/
	Mental	/	/	/	/	/	/	/	/
<b>Number of Specialized Teacher</b>									
Primary	14	18	18	22	23	23	27	27	40
middle+ Secondary	/	4	4	4	8	8	9	9	19

### Methodological Procedures:

#### 1- Research Methodology:

Due to the nature of the topic addressed, the researchers chose an exploratory descriptive approach to conduct this study because of its relevance.

#### II- Research Community:

The research community is represented by the educational staff of the Directorate of Social Affairs and Solidarity of the Wilaya of Ouargla.

#### III- Study Tools:

The researchers chose the interview tool to collect data due to its relevance to the objective of this study, which was conducted in August and September 2022. The interview questions are derived from the joint ministerial decree of 2014 and were presented to a group of specialized teachers.

Presentation, Analysis, and Discussion of Results:

1- Situation of Integration of Individuals with Special Needs Regarding the situation, the responses of the study sample to the secondary questions were as follows:

##### 1.1- Statistics:

Table number (01) illustrates the statistics according to the school years.

Here are the statistics according to the school years:

Through the collected statistics, it appears that the number of students and classes is continuously increasing. Indeed, during the 2014/2015 school year, when special sections were opened, the number of students was 57 and the number of supervisors was 14 in primary education. This increase continued until the 2022/2023 school year, where the number of students rose to 139 and the number of supervisors to 40 in primary education. As for secondary education, there were 49 students in secondary school and 4 in the secondary level, with 19 teachers supervising between the two levels.

##### 1/2- Institutions and classrooms (their functions, equipment, pedagogical means...):

The allocation of educational institutions is done in agreement between the education directorate of the province and the directorate of social and solidarity activities, depending on the availability

of classrooms and their suitability for the students' needs. According to the study sample, these institutions are functional, equipped, and have heating and air conditioning. However, specific pedagogical means for students with specific needs are available in low proportion, although there are initiatives from some charitable associations and parent-teacher associations to provide specific equipment and games. Studies (Hanouna, Kantawi, 2020) and (Hanouna, Shihra, 2021) have emphasized the lack of specialized educational equipment and specific pedagogical means, recommending their provision.

### **1/3 - Pedagogical supervision (recruitment):**

Regarding the recruitment of teachers, the sample confirmed that since the 2014/2015 school year, the supervision process has been entrusted to teachers employed under employment contracts, as indicated by the study (Bioud, Bouazza, 2018). In the 2018/2019 school year, a competition was opened for the recruitment of specialized teachers, and some contractual teachers were integrated. Finally, total supervision by permanent employees was ensured.

### **1/4 - Training of supervising teachers:**

The members of the sample confirmed that the training process for pedagogical staff takes place in two ways: either they participate in all training sessions organized at the school district level with the education sector inspectors, or at the school level among teachers. In addition, they receive regular specialized training at the national training centers for employees in handicap establishments present in the provinces of Constantine, Algiers, Tipaza, and in annex to the province of Biskra.

### **1/5- Services (transport, food, allocation, textbooks...):**

Transportation of students is the responsibility of the parents, and in one municipality, a volunteer undertakes to do so in agreement with their parents. As for food, students benefit, like other ordinary students, from meals in primary schools, while meals are absent at the middle and secondary levels. Regarding the use of textbooks, the process is managed by the directorate of social and solidarity activities, which is responsible for obtaining them and distributing them to the beneficiaries. As for the school allowance (5000 DA), registration and the constitution of the file are done at the level of the directorate of social and solidarity activities, which ensures the follow-up of the process and transfers the allowance to the parent's current account.

### **1/6- School hours and discipline:**

The hours for special primary sections are from 8:00 am to 1:00 pm, as these sections come from remote areas and there is no available transportation. The hours for the middle and secondary levels are the same as those of the school establishments, in the morning and afternoon. Most absences are recorded in the afternoon due to distance and lack of transportation, despite urgent requests made to local authorities by parents.

### **1/7- Relations with the institution (students, parents...):**

The relationships within the institution among all stakeholders are good. There is an association of parents of handicapped children that coordinates and consults with the institution's stakeholders and participates in educational council meetings. As for the relationships between ordinary students and those in special sections, they are normal with some cases of harassment towards handicapped children, usually in the form of teasing about their appearance. However, this can be overcome, and this corresponds to the conclusions of the study by (Hanouna, Shihra, 2021).

## **IV- Challenges and Difficulties:**

Among the main challenges and difficulties raised by the sample members, the following are found:

- Lack of training for science teachers adapted to the needs of children with special needs.
- Non-adaptation of the curriculum to the specific needs of children with special needs.

- Inability of students enrolled in special sections to use laboratories and workshops, as well as a lack of scientific equipment in sufficient quantity and quality.
- Absence of transportation for children with special needs despite long distances, resulting in many absences, especially in the afternoon.
- Lack of pedagogical supervision for middle and secondary levels, forcing teachers to travel between establishments despite long distances and to teach both levels simultaneously.
- Negative attitudes of some primary school principals towards the existence of special sections in their establishments, and their refusal to provide resources and textbooks on the pretext that these sections do not benefit from municipal subsidy for group management.

#### **V- Evaluation of the integration process:**

According to the opinion of the educational team, the experience of integrating children with special needs according to the joint ministerial decision of 2014 is relatively successful, although difficulties persist every year. Some students manage to access middle and secondary levels, while others are fully integrated into regular classes after a decision by the specialized committee. Some are also directed towards vocational training. The sample members emphasized that no targeted child was accommodated in this process, but also noted that the integration of this category still requires efforts to achieve goals and aspirations, and requires more attention and care.

#### **VI- Proposals and Recommendations:**

Based on the study's conclusions, researchers have made several recommendations, including:

- Strengthening training sessions for specialized teachers and addressing concerns of science teachers for middle and secondary levels.
- Adapting curricula, especially for middle and secondary levels, to the capacities and needs of children with special needs.
- Ensuring transportation for children living in remote areas to school establishments by local authorities and associations.
- Resolving administrative and financial issues of special sections (lists, digitization of students, municipal subsidy for primary school group management, etc.).
- Providing and generalizing specialized scientific equipment in all school establishments hosting special sections.
- Creating additional teaching positions in middle and secondary education to reduce frequent teacher travel and lighten their workload.
- Encouraging and valuing scientific studies aimed at supporting people with special needs and developing specific educational and pedagogical projects for them.

#### **VII- Conclusion:**

According to the opinion of the educational team, the experience of integrating children with special needs according to the joint ministerial decision of 2014 is relatively successful, although difficulties persist every year. Some students manage to access middle and secondary levels, while others are fully integrated into regular classes after a decision by the specialized committee. Some are also directed towards vocational training. The sample members emphasized that no targeted child was accommodated in this process, but also noted that the integration of this category still requires efforts to achieve goals and aspirations, and requires more attention and care.

- Proposals and Recommendations:

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