

Educational Evaluation and Remediation in the Context of Competency-Based Approach

LAMRI Mohamed¹, Pr. BOULKAMH Mohamed²

¹PhD in Educational Sciences, Faculty of Psychology, Education Sciences, and Speech Therapy - Constantine 2, Laboratory: "Laboratory of Psychological and Educational Applications", Constantine 2 (Algeria).

²Educational Sciences, Faculty of Psychology, Education Sciences, and Speech Therapy –Constantine 2, Laboratory: Education, Training, Development, Constantine 2 (Algeria).

The Author's E-mail: mohamed.lamri@univ-constantine2.dz¹,
mohamed.boulkamh@univ-constantine2.dz²

Received: 19/07/2024

Published: 10/01/2025

Abstract:

The competency-based approach represents a modern educational methodology designed to cultivate self-confident learners who are not only capable of adapting to life's ever-changing dynamics but also proficient in solving problems effectively. This approach emphasizes the holistic development of the learner, fostering growth across all facets of the individual: physical, psychological, intellectual, and social, while simultaneously promoting core human values and a sense of individual responsibility. At its core, the competency-based approach advocates for a transformative educational process, positioning the learner as an active participant in both the acquisition and application of knowledge within real-life contexts. Central to this approach is educational evaluation, which prioritizes the assessment of practical competencies over traditional rote memorization. Moreover, educational remediation plays a crucial role in supporting learners who encounter academic difficulties, employing targeted strategies and methodologies that provide them with improved opportunities for success. Through these mechanisms, the competency-based approach ensures the delivery of comprehensive, sustainable learning outcomes.

Keywords: Educational Evaluation, Competencies, Educational Remediation.

Introduction

In response to the rapid and far-reaching changes occurring across global domains, educational systems are increasingly compelled to reevaluate their foundational principles and pedagogical approaches in order to align with the profound transformations shaping both the nature of work and life itself. In this context, the competency-based approach has surfaced as one of the foremost modern educational strategies, designed to equip learners with a diverse set of skills and comprehensive competencies necessary for navigating future challenges.

At its heart, this approach is built upon the principle of enabling learners to apply their acquired knowledge and skills to solve practical, real-world problems. This shift marks a decisive move from traditional quantitative education, which predominantly emphasizes memorization and rote learning, toward a more qualitative form of education that values the application of knowledge in dynamic and meaningful ways.

However, achieving these ambitious objectives necessitates the implementation of effective educational tools that can comprehensively support the learning process. One of the most vital tools within this framework is educational evaluation, which serves a central role in gauging the extent to which learners have successfully attained the targeted competencies, while simultaneously guiding the educational process toward continual performance improvement.

In the competency-based approach, educational evaluation transcends the traditional boundaries of merely measuring theoretical knowledge. It expands to include the assessment of learners' ability to apply their understanding in practical, real-life scenarios, thereby fostering the development of critical and creative thinking skills. On the other hand, educational remediation provides essential complementary support to enhance the effectiveness of this approach.

Remediation enables the addressing of individual learning differences, offering targeted interventions for students facing academic challenges. Through carefully crafted strategies, educational remediation seeks to dismantle barriers to competency achievement, thereby ensuring equitable educational opportunities for all students.

The symbiotic relationship between the competency-based approach, educational evaluation, and educational remediation reflects a holistic vision for education, one that is focused on building a sustainable, learner-centered educational system. This vision prioritizes the development of learners in all their dimensions, contributing to the creation of a knowledgeable, competent generation capable of making significant contributions to society.

1. Concept of Educational Evaluation

The concept of educational evaluation is extensive and has been the subject of considerable scholarly discussion, resulting in a variety of interpretations. Below are some key definitions:

A. Evaluation in Language

The term "evaluation" is derived from the Arabic verb "qawwam," which means to correct or rectify a deviation (Bakhouch Lamya, 2003, p. 112). The verb "qawwama" also conveys the notion of reinforcing authority (Mohammad Saleh Al-Bandaq, 1980, p. 12), which involves assessing or judging the value of something and addressing its flaws. For instance, when one says, "He evaluated the thing," it indicates that the object was assessed and assigned a value. Similarly, the expression "to straighten a branch of the tree" means to correct its position and make it straight (Rafida Omar Al-Hariri, 2007, p. 12).

In the Arabic context, "evaluation" encompasses the ideas of correction and alignment, with various connotations. Ibn Manzur defines it as the process of determining the value of something, which involves estimating or specifying its worth. Additionally, it refers to the act of indicating the value of something while rectifying its imperfections. A well-known quote attributed to Caliph Omar states, "Whoever among you sees a deviation, let them straighten it" (Ahmad Al-Farabi, 2006, p. 3).

The term "evaluation," originating from the verb "qawwam," signifies the act of assigning value to something and recognizing its worth. Since "value" originally refers to the price or worth of the evaluated object, it can also denote the capability or status of the subject. Consequently, evaluation is understood as the process of

determining the value of something, whether material or immaterial (Ibrahim Medkour, 1975, p. 175).

B. Conceptually

Educational evaluation is defined in several ways. One common definition is the assessment of students based on how closely they align with the levels and objectives they are expected to achieve in their intellectual, physical, social, emotional, and academic development (Samah Rafae Mohamed, 1976, p. 179).

According to Bloom, evaluation is described as the process of making judgments for a specific purpose regarding the value of ideas, works, solutions, methods, or materials. This process involves using levels, benchmarks, and standards to assess the adequacy, accuracy, and effectiveness of these elements, both quantitatively and qualitatively (Abdel Wahab Al-Kubaisi, 2007, p. 38).

From Bloom's definition, it is evident that evaluation is the process of making judgments based on information that guides decisions and assesses the value of various elements. Damardash Sarhan further defines it as "the process through which a judgment is made regarding the extent to which the educational process has achieved its objectives and goals, while working to identify any shortcomings as the process unfolds" (Ahmed Mohamed, 1999, p. 25).

Houlsan offers a similar perspective, defining evaluation as "the process of making judgments based on evidence related to achieving predefined conditions or reasonable goals" (Ahmed Al-Farabi, 2006, p. 13).

2. The Difference Between Evaluation and Assessment

- **Linguistically:**

The distinction between evaluation and assessment is both clear and significant. The term "evaluation" is derived from the Arabic verb "qayyama," which means to assign a specific value or amount to a subject based on a standardized measure. In contrast, "assessment" is a broader term that encompasses several meanings, including determining the value of something, as well as adjusting or correcting deviations. Within the educational context, assessment refers to determining the value of a student's achievements and addressing any weaknesses (Sami Mohamed Melhem, 2011, p. 36).

- **Conceptually:**

Dawni defines evaluation as "the process of assigning a value to something based on pre-established or predetermined levels," emphasizing that it is centered around value assignment. Groulund, on the other hand, views evaluation as a systematic process that measures the extent to which objectives have been achieved by students. According to this perspective, the value assigned is grounded in studied, systematic rules.

Stanley describes evaluation as "summary processes aimed at positioning, where the judgment of the value of something plays a significant role, such as giving grades to students and ranking them." Therefore, evaluation is fundamentally the judgment of value.

In contrast, assessment is often regarded as the more appropriate term, particularly within the realm of educational psychology, due to its broader scope compared to evaluation. Assessment involves not only assigning a value but also encompasses diagnostic, classificatory, preventive, and remedial processes, especially for students encountering academic challenges (Taysir Mofleh Kawafiha, 2005, p. 40).

The educational process involves delivering educational content and experiences to the learner, aiming to develop their knowledge, skills, and competencies, which are manifested in the learner's behavior. Consequently, periodic evaluation is necessary to assess the effectiveness of the educational delivery, identify changes, and address any issues. Ultimately, evaluation cannot be separated from assessment, as the evaluation reflects the value of the learner's progress and performance, marking differences in the intended outcomes based on evaluative judgment.

3. Foundations of Educational Evaluation:

There are several essential foundations that must be considered when planning and implementing the evaluation process to ensure the success of achieving its goals. The most prominent of these foundations are as follows:

- The evaluation should be aligned with the curriculum objectives, meaning it should be connected to what needs to be achieved.

- The evaluation should be comprehensive, covering all types and levels of educational objectives, as well as all elements of the educational process. It should not be limited to one aspect of growth, such as focusing only on the intellectual aspect while neglecting other areas of development.
- The methods and tools of evaluation should be varied to gather more information about the field being presented, and these methods and tools should be carefully designed and prepared.
- Evaluation should be a continuous process of estimating how well the educational program achieves its intended goals so that the learning process can be continuously adjusted.
- Evaluation should be a collaborative process, involving all stakeholders in the educational process, including teachers, educators, supervisors, and educational administrators.
- Evaluation should be both diagnostic and remedial, meaning it should identify strengths and weaknesses in performance processes and outcomes, with the goal of capitalizing on strengths and addressing weaknesses.
- Evaluation should consider the human aspect, meaning it should leave a positive impact on the student's mindset, ensuring that it is not perceived as a form of punishment or threat (Marwan Abou Hwajj, 2002, p. 23).

From the above, educational evaluation is a cornerstone of the educational process and an inseparable part of it.

4. Types of Educational Evaluation:

A. Diagnostic Evaluation:

Diagnostic evaluation is defined as a comprehensive and in-depth examination of facts, aimed at understanding an issue or identifying deficiencies, in order to form an informed opinion or decision based on this analysis. This type of evaluation occurs before, during, and after the learning process. The primary purpose of diagnostic evaluation is to collect information that educators can use to make informed educational decisions (Abdelhamid Mohamed Ali, 2009, p. 68).

According to the Ministry of National Education, diagnostic evaluation is employed to assess students' prior knowledge. It is typically conducted before the start of a new lesson, unit, or academic year, serving as the foundation for the subsequent teaching or training process. By identifying the starting point, diagnostic evaluation enables the achievement of the intended educational objectives. Failure to apply this type of evaluation can hinder the successful acquisition of new competencies (Ministry of National Education, 2003, p. 197).

Thus, it can be concluded that diagnostic evaluation is crucial for determining the learner's readiness and for guiding the educator in selecting the most effective teaching methods and educational tools. This approach ensures that the teaching process is built upon the learner's existing knowledge and abilities.

B. Continuous, Formative, or Constructive Evaluation

Formative evaluation is an ongoing evaluative process conducted by the teacher throughout the instructional period. It takes place during the formative or developmental phase of learning, with the aim of continuously improving the teaching and learning process itself (Mustafa Hussein Bahi, 2004, p. 1).

Formative evaluation provides feedback to both the teacher and the learner regarding the student's mistakes, progress, achievement levels, and the extent to which the educational objectives are being met. It is a crucial tool for monitoring ongoing learning and identifying areas for improvement in real-time.

Continuous evaluation addresses the teacher's fundamental question: "Have the students learned what I am teaching them?" Formative evaluation is implemented during the instructional process to assess and adjust teaching strategies as necessary (Abdelhamid Mohamed Ali, 2009, p. 68).

Therefore, continuous evaluation can be understood as a formative, constructive evaluation that runs parallel to the teaching process. Its goal is to uncover weaknesses in student performance, address these issues, and reinforce the strengths of the learner, ensuring the achievement of the desired competencies.

C. Summative Evaluation

Summative evaluation is conducted to assess the educational outcomes at the conclusion of a semester, academic year, or upon the completion of final exams for academic degrees, whether in general or higher education, or at the end of a particular teaching unit. This form of evaluation focuses on assessing the cumulative knowledge, skills, values, and habits that students are expected to acquire as a result of the instructional process (Abdelhamid Mohamed Ali, 2009, p. 68).

Summative evaluation is employed to measure overall competence after completing a lesson or a series of lessons. It allows for the assignment of grades and feedback to the student. This information is shared with parents and the school administration, who use it to make significant decisions regarding the student's academic future (Khairy Wanas, 2007, p. 204).

In conclusion, summative evaluation aims to determine whether the educational goals have been achieved. It informs administrative decisions such as student promotion, retention, or expulsion, based on the grades assigned following this evaluation. Summative evaluation ensures that each learner is appropriately placed according to their academic performance.

5. Objectives of Educational Evaluation:

Educational evaluation is distinguished by having two types of objectives: general objectives and specific objectives, as follows:

A. General Objectives:

- To determine the extent to which the set objectives have been achieved; this is the primary goal of evaluation.
- To assess the effectiveness of the educational system and its various departments, sections, and programs.
- To ensure the correctness of decisions made in times of intense work, without the support of research, knowledge, or experimentation.
- To ensure that the responsible bodies or institutions provide the necessary experiences to the learners.

- To collect information and statistics on the achievements and current situations to prepare reports for relevant stakeholders (Taysir Moflih Kawafiha, 2005, p. 46).

B. Specific Objectives:

- To assign grades to students and then evaluate these grades, i.e., to judge their adequacy for promotion or retention.
- To send reports to families regarding the student's progress.
- To diagnose the student's learning difficulties, i.e., identifying obstacles or challenges they may face.
- To assess the student's learning capacity through intelligence, ability, and aptitude tests (Sami Mohamed Melhem, 2011, p. 40).
To gain a clearer understanding of the situation, we examined the goals of educational evaluation as outlined by the Ministry of National Education. Upon reviewing these goals, we found that they were similar to those previously mentioned, with a few additions, such as:
- The selection or distribution of learners across different specializations and tracks.
- Providing counselors with information that helps guide and direct learners both professionally and educationally.
- Evaluating teachers by the administration and assessing the school as a whole to determine where improvements and developments are needed (Ministry of National Education, 2003, p. 176).

6. The Role of Evaluation in the Competency-Based Approach

Evaluation within the framework of competency-based pedagogy is considered an essential component of the teaching and learning process, integral to all its stages: prior to learning, during learning, and post-learning. This process is not limited to identifying mistakes, gaps, or challenges encountered by either the learner or the

teacher; rather, it forms part of the dynamic interactions that take place in the classroom, fostering a harmonious collaboration between the teacher and the student.

According to the Ministry of National Education (2003), educational evaluation in the competency-based approach focuses on three critical dimensions: the acquisition of knowledge, its application across various contexts, and the development of autonomy, initiative, creativity, and critical thinking skills.

7. Concept of Pedagogical Intervention

Pedagogical intervention is a targeted corrective action aimed at facilitating learning for students who, at a given point, require differentiated support to keep pace with their peers. These interventions are designed to align with the content of the standard curriculum delivered in the classroom. They are rooted in a clear diagnosis of the difficulties students face and the underlying causes of these challenges. Such interventions serve as extensions of prior activities, with the objective of modifying, stimulating, or addressing the difficulties that impede the learner's progress, ensuring that educational goals can still be achieved.

In essence, pedagogical intervention involves teaching the same content but using different methods. The learning objectives that have not yet been achieved remain unchanged, as the ultimate goal is for all students to reach the same academic standards. What varies are the approaches and conditions under which the content is taught, based on a deep understanding of each student's unique difficulties.

To ensure that all students reach a similar level of achievement, it is critical to introduce remedial activities promptly after any learning challenges arise. Consequently, pedagogical intervention is incorporated as a regularly scheduled weekly session in the official timetable. Continuous and timely use of these sessions ensures that instructional adjustments are made proactively, preventing the accumulation of gaps that would otherwise necessitate more intensive forms of intervention.

Pedagogical intervention primarily focuses on core subjects (Arabic, Mathematics, and French), due to their foundational and cross-disciplinary nature, which makes it

easier to implement support strategies in other areas as well (Ihsan Sanahi, 2015, p. 2).

8. Types of Pedagogical Intervention

Pedagogical intervention can be implemented at various stages of the learning process, with its application varying depending on the timing and depth of the issue being addressed. During the teacher's delivery of the learning segment, immediate intervention can address minor difficulties as they arise in real-time. Alternatively, intervention can occur prior to the learning activity, aimed at reinforcing necessary prior knowledge before embarking on a new lesson. After the learning segment, intervention may be required to address learning challenges that cannot be resolved within the lesson itself, due to time constraints or the complexity of the issue.

Generally, pedagogical intervention can be categorized into two types based on timing: deferred and immediate. Deferred intervention occurs outside the regular classroom hours, typically during special sessions designed to address more persistent or deeper learning issues. Immediate intervention, on the other hand, is integrated into the regular class time and deals with difficulties, errors, or situational obstacles that can be resolved promptly without requiring extensive remediation. Immediate interventions utilize various pedagogical methods and strategies to provide targeted support for students facing specific, identifiable challenges.

In contrast, deferred intervention addresses more significant learning gaps that demand a more thorough review of previously taught concepts and terms, often requiring the reconstruction of knowledge and the re-teaching of certain learning segments to ensure comprehensive understanding (Hamza Azzouz, 2019, p. 115).

Additionally, Karaza Moufida (2018, p. 30) adds that there are other types of interventions, which include:

- Intervention based on feedback , immediate correction of the student.
- Comparison of self-correction with corrections made by another party.
- Intervention based on repetition and additional work.

- Reviewing specific learning content.
- Completing additional exercises to reinforce and consolidate learning.
- Reviewing prior knowledge.
- Intervention using alternative learning strategies.
- Alternative pedagogical methods to establish solid foundations.
- Intervention by external parties, such as specialists in speech assessment, ophthalmologists, audiologists, or psychologists.

9. Those Concerned with Pedagogical Intervention Sessions:

- **Academically Delayed:**

These are students who are characterized by slow acquisition of concepts, knowledge, and skills. This may be due to the complexity or difficulty of the content itself, because of abstract teaching methods, frequent absences, or overcrowded classrooms.

- **Academically Struggling:**

These are students who encounter gaps and mistakes during the learning process when faced with various evaluation situations. This could be due to errors in the construction or application of acquired concepts or knowledge, a lack of knowledge, weak memory retention, or not having strategies for solving problem situations. In brief, those concerned with pedagogical intervention sessions are students whose performance, whether oral or written, as revealed by evaluations in their various forms, has not yet reached the required level of mastery in the three core languages.

The reasons for this may be:

- **Internal Factors Related to the Learner:**

- _ Psychological development level.
- _ Mastery of prior knowledge and skills related to subsequent instructions.

- _ Interest and motivation for learning.
- **External Factors Related to the Learner's Environment:**
 - _ The quality of the relationship between the student and their peers.
 - _ Teaching methods, classroom activities, and pedagogical tools used.
 - _ The students' way of interacting with each other, the classroom atmosphere, and the level of competition within the class (Mohamed Saleh Hathroubi, 2008, p. 339).

10. Types of Evaluation and Their Functions in Educational Intervention:

- **Evaluation and Pedagogical Intervention:**

Evaluation, in its various forms, is a key component of the educational process in new curricula. Not only does it clarify the level of mastery of targeted competencies, but it also reveals the learning difficulties faced by some students, especially in core learning subjects, which need to be addressed immediately to prevent the accumulation of delays and to avoid general academic setbacks.

To address this issue for students, teachers, and parents alike, the Ministry of National Education has allocated weekly sessions for intervention and correction to support students whose performance, as revealed by evaluations, has not yet reached the required level of mastery of the targeted competencies, despite previous interventions during regular sessions (Ministry of National Education, 2005, p. 49).

The types of evaluation are generally defined by the time of their implementation and their alignment with the didactic process. Their functions are likewise determined by this, and they follow this order:

- **Diagnostic Evaluation Function in Pedagogical Intervention:**

This is carried out at the start, before embarking on the new learning phase, to determine students' strengths and weaknesses, what they know and what they don't.

It helps teachers identify the starting point for teaching, whether in a new class or a new topic within the curriculum, or before preparing a remedial teaching program. It is also useful for selecting the appropriate method for reinforcement that aligns with the students' level to ensure the success of the learning process.

In other words, it examines the existence, strength, or weakness of prior knowledge and its ability to integrate with the new knowledge and skills to be introduced during the construction phase. Thus, it identifies the group of students who require pedagogical intervention.

- **Formative Evaluation Function in Pedagogical Intervention:**

This accompanies the construction phase, and its purpose is to provide feedback to the teacher based on students' responses. The teacher then decides whether to continue, re-explain the material in another way, or adjust the teaching methods and tools used. It also provides intensive practice to address the weaknesses revealed by this type of evaluation. Thus, formative evaluation is closely linked to the teaching process.

- **Final Evaluation Function in Pedagogical Intervention:**

This is carried out at the end of a learning activity, a term, a school year, or a phase of education to assess whether the final objectives have been achieved. Based on its results, we can identify indicators of success or failure and make judgments on the outcome. From this, we can determine which group of students requires deferred pedagogical intervention.

- **Follow-up Evaluation Function in Pedagogical Intervention:**

This occurs after the final evaluation, aiming to monitor the continued success factors in the curriculum, assessing their improvement or decline. It also checks the persistence or weakness of any remaining weaknesses. Thus, it becomes evident that a teacher's understanding of evaluation in all its forms guides their decision on which type of pedagogical intervention, immediate or deferred, to implement (Gaja, 2009, p. 50).

Conclusion:

The competency-based approach represents a modern and progressive vision of education, aiming to move beyond traditional methods by prioritizing the development of learners who are equipped to confidently tackle the challenges of the real world. However, the success of this approach hinges on the integration of key educational elements, such as educational evaluation and pedagogical intervention.

Educational evaluation plays a pivotal role in steering the teaching process toward achieving the targeted competencies. By assessing the learner's ability to apply knowledge and skills in real-life scenarios, it ensures that the educational goals are met. Pedagogical intervention, on the other hand, acts as a support mechanism to address academic challenges and cater to individual differences, ensuring equitable access to learning for all students.

The synergistic relationship between the competency-based approach, educational evaluation, and pedagogical intervention embodies a comprehensive educational philosophy, one that nurtures the holistic development of learners, preparing them to achieve both academic and social excellence in line with the demands of the modern world.

References:

Books:

- Ahmed Al-Farabi, Mousa Abdel Karim: *"Educational Activities and Knowledge"* (Dar Knouz Al-Ma'rifa), 1427 AH (2006).
- Ahmed Mohamed: *"Educational Measurement and Psychological Evaluation"* (Al-Maktaba Al-Jami'iyya Al-Haditha), Egypt, Taarafah Omar Al-Hariri, 1st edition, Dar Al-Fikr, Amman, Jordan, 2007.
- Samah Rafee' Mohamed: *"Teaching Philosophical Subjects in Secondary Education: Methods and Tools, and the Preparation of its Teachers"* (Madarat Al-Ma'arif, Egypt), 1976.
- Abdel Wahid Al-Kubaisi: *"Measurement and Evaluation: Innovations and Discussions"* (Dar Jarir), Amman, 2007.

- Mohamed Saleh: *"Evaluation Methods"* (Al-Hadi Publications), Dar Al-Afaq Al-Jadida, Beirut, 1980.
- Ibrahim Medkour (Design Review): *"Prepared by a Committee of Egyptian and Arab Specialists"* (Egyptian General Book Authority), 1975, UNESCO National Education and Science Culture.
- Marwan Abou Hwaij, Ibrahim Al-Khatib, Samir Abu Maghli: *"Measurement and Evaluation in Education and Psychology"* (International Scientific Publishing and Distribution, Amman), 1st edition, 2002.
- Abdelhamid Mohamed Ali, Mouna Korchi: *"Recent Trends in Psychological Measurement and Educational Evaluation"* (Taiba Publishing Foundation), Cairo, 1st edition, 2009.
- Khairy Wanas, Bousnouboura Abdelhamid: *"Education and Psychology: Teacher Training and Distance Learning"* (National Education Publishing House), Algeria, 2007.
- Mohamed Saleh Hathroubi: *"Pedagogical Guide for Primary Education Stage"* (Dar Al-Huda for Printing, Publishing, and Distribution), Ain Mellila, Algeria, 2012.
- Mustafa Hussein Bahi, Faten Zakariya Al-Nimr: *"Evaluation in the Field of Educational and Psychological Sciences: Principles, Theories, Applications"* (Hassan Wahba Sons Printing), 2004.
- Taysir Moflih Kawafiha: *"Measurement and Evaluation, and Methods of Measurement and Diagnosis in Education"* (Al-Masira Publishing and Distribution), Amman, Jordan, 2nd edition, 2005.
- Sami Mohamed Malhem: *"Measurement and Evaluation in Education and Psychology"* (Al-Masira Publishing and Distribution), Amman, 4th edition, 2009.
- Hassan Sanahi: *"Pedagogical Intervention"* (Primary Education Inspectorate, Kalma District, Algeria), 2015.

Theses:

- Keltoum Gaja: *"The Impact of Support Lessons on Academic Achievement in Spelling"* (Master's Thesis, Faculty of Psychology, Qasdi Merbah University, Ouargla, Algeria), 2009.
- Karaza Moufida: *"The Effectiveness of Pedagogical Intervention in Addressing Academic Delay Problems Among Third-Year Primary Students"* (Faculty of Social and Human Sciences, University of Arab Ben Mehidi, Oum El Bouaghi, Algeria), 2018.
- Bakhouch Lamiya: *"The Educational Relationship Between the Teacher and the Adolescent Student and its Impact on Academic Achievement"* (Master's Thesis, Department of Sociology, University of Constantine), 2003.
- Hamza Azouz: *"Learning Difficulties and Therapeutic Practices in Algerian Primary Schools"* (PhD Thesis), 2019.

Ministerial Publications:

- Ministry of National Education: *"Annual Book"* (2003), Educational Documentation Center, Algeria.