

The Right to Education of Students with Disabilities: About the Organization and School Performance of Pupils of Ordinary Primary Classes Included in Kinshasa, DR Congo

Mukenge Kabeya Dédé, Ngalamulume Dieudonné* and Kabeya Kadiebue Matthieu

Faculty of Psychology and Educational Sciences, University of Kinshasa, Democratic Republic of Congo

***Corresponding Author:** Ngalamulume Dieudonné, Faculty of Psychology and Educational Sciences, University of Kinshasa, Democratic Republic of Congo.

Received: October 28, 2019; **Published:** November 14, 2019

Abstract

Introduction: The context of the organization of the inclusive education system in the DR Congo poses problems related to the academic organization and performance of able-bodied and disabled students enrolled in the same inclusive education system in the City/Province of Kinshasa; and this has a sufficient impact on each other's human rights to health and education.

Objective: The main objective of this study is to determine the type of educational organization and performance of students in inclusive classes in order to guarantee the rights of students within the education system. We used the survey method based on questionnaire, direct observation (participant) and statistical techniques.

Methodology: We targeted a population of students and teachers from 95 schools in Kinshasa; from this population we extracted a probability and stratified sample composed of 104 teachers and 2728 students who participated in the survey.

Results: The results demonstrated the existence of inclusive schools in the City of Montreal, the absence of legal organizational guidelines and measures. Also, student achievement in these schools depends on the material, administrative and pedagogical organization of each school, particularly in terms of the supervision of strategies and students with special educational needs; the persistence of inequalities in academic performance between able-bodied and disabled students related to the health status of students and inappropriate management.

Conclusion: In conclusion, the inclusive school situation is a public health problem that requires urgent intervention by the Congolese State in order to meet the resolutions of Education For All, the Millennium Development Goals and the Salamanca Declaration on the protection of students with disabilities.

Keywords: *Inclusive Education System; Organization; Right Of Disability; Yield; Primary School*

Abbreviation

E.N.C: Non-Convention School; E.C.C: Catholic Convention School; E.C.P: Protestant Convention School; E.C.K: Kimbanguiste Convention School; E.P.A: Authorized Private School; E.P: Primary School; P.I.A: Individual Learning Plan; C.S: School Complex; G.S: School Group;

Citation: Ngalamulume Dieudonné, *et al.* "The Right to Education of Students with Disabilities: About the Organization and School Performance of Pupils of Ordinary Primary Classes Included in Kinshasa, DR Congo". *EC Psychology and Psychiatry* 8.12 (2019): 01-09.

O.R.L: Oto-Rhino-Laryngology; E.S.H: Students in Disability; E.S.H.A: Students in a Situation of Hearing Impairment; E.S.H.V: Students with Visual Impairment; E.P.T: Education for All; DRC: Democratic Republic of Congo; MDGs: Millennium Development Goals; Unicef: United Nations Child Protection Organization; UNESCO: United Nations Educational, Scientific and Cultural Organization; UN: United Nations

Background

In DR Congo, the provision of educational services has increased and diversified over the past three decades, both for ordinary and special education and for inclusive education. With regard to inclusive classes, currently, valid pupils (known as normal) and pupils with disabilities are enrolled together in a class in ordinary primary schools in the City of Kinshasa. This type of education provided in these classes, called inclusive education, is not officially organized in the DRC according to the National Education Framework Law [1] and the performance of all school activities by both sides remains the focus of educational action; notwithstanding the choice of EFA goals (2000), MDGs and the Salamanca Declaration Goals [2].

Some studies have focused on the conceptual analysis of such a global education. Unicef (2002), Unesco [3], Plaisance [4], Handicap International [5] and Tremblay [6]. They clarify the understanding of basic concepts in this field such as integration and inclusion, disability, special education and ordinary education, etc. by integrating them into the logic of the human right to education, P.T.E., differentiated pedagogy. On the other hand, other studies have focused on the organization of dual or inclusive education such as Scheerens [7], Booth and Ainscow [8], UN [9] and Ducharme [10]. They have put in place practical structures for effective or efficient inclusive or dual education and appropriate functioning and management. Still other studies have focused on academic performance in this inclusive classroom system: Projektgruppe (1989), Stevens and Slavin (1995), Babia Mukenge (2010). and Lutumba Kiakabama (2010). They deal with overall performance and differential performance in inclusive classes between able-bodied and disabled students, inclusive and non-inclusive classes, as well as external system performance through the social integration of its products into the labour market.

Objective of the Study

The main objective of this study is to determine the type of organization and academic performance of ordinary inclusive primary schools in the City of Kinshasa.

Methods and Subjects

We used the survey method supported by direct (participant) observation, documentary and questionnaire techniques for data collection; content analysis, descriptive and comparative statistical techniques for data processing and interpretation of results.

The data collection itself covered the period from September to December 2015, through 14 ordinary primary schools for pupils with disabilities in the City of Kinshasa (E.P.A. 1 Limete, E.P.10 Ngaba, E.P.3 Kingabwa, E.P. Saint Thomas, E.P.3. Lemba Nord, E.P. Carmen Sallés, E.P. 2 Saint Kizito, E.P.4.Livulu, E.P.3 Ngaba, E.P.9 Ngaba, E.P.7 Kisenso, C.S. Kikesa, G.S. Good start and G.S. Mididart). The finite population is 104 teachers and 2728 students from all 95 inclusive classes in the City of Kinshasa Province. Probabilistic sampling is stratified and weighted. The survey covered the material, administrative, pedagogical organisation and performance of able-bodied pupils and those living with disabilities in terms of school results at the end of the past year.

Results

The main results focus on academic organization and performance, whether global, differential or external, among disabled and able-bodied students in inclusive classes.

Concerning the organisation of primary schools with inclusive classes

Three types of organization were studied: material, administrative and pedagogical organization.

Material organization

- Individual and collective learning materials essential for teaching and learning are generally in small quantities and in poor condition;
- As a result, there is a lack of appropriate pedagogical and organisational materials for effective teaching-learning for students with disabilities;
- Moreover, the number of students in inclusive classes is excessive in public schools (E.N.C., E.C.C., E.C.C., E.C.P. and E.C.K.) While in E.P.A., classes are normally populated;
- During the recreation, we observed that the majority of able-bodied and disabled students in all these schools all play together and share toys and sometimes food.

Administrative organization

- In the public schools concerned, the traditional school record used is inappropriate for inclusive education. However, the P.P.A. use four types of records: the classic academic record, the medical record, the psychological record and the Individual Learning Plan (ILP) for all students.
- With regard to staff, one person is in charge of the management and teachers are distributed one per class, as is the case in the traditional system of ordinary public schools. However, in P.P.A., the usual management personnel are associated with specialized personnel according to the needs of students living with disabilities, such as psychomotor therapist, psychologist, orthopaedist, speech therapist, doctor, nurse, etc. Thus, there are at least two teachers per class, one main and one support teacher for students with disabilities.
- With regard to the number of teachers trained in inclusive education, only teachers in PAEs have received specialised training in inclusive education in addition to general teacher training (State Diploma). In other words, teachers in other management regimes, including public schools, have all received only general teacher training.
- Consequently, due to a lack of training in specialized didactics and psychology for HSEs and in differentiated pedagogy, teachers in public schools cannot properly train their students with disabilities in ordinary classes. On the other hand, the training received by teachers in the E.P.A. enables them to take care of students with disabilities in inclusive classes and to communicate well with the E.S.H.A. and those with visual disabilities, for example.

Pedagogical organization

The results of the pedagogical organization concern aspects related to the curriculum and timetable as well as teaching methods and techniques.

School program

Public schools use a national curriculum that is not adapted for inclusive classes. In other words, the same curriculum is used in mainstream schools for so-called able-bodied students.

However, the E.P.A. (private schools) have a redesigned curriculum for teaching and learning that is adapted to the inclusive classroom based on the Individualized Learning Programme (I.L.P.).

In the public sector, the content of programmes dedicated to children with hearing, visual and motor disabilities are the contents of the classic primary school that are used.

However, some rare program adaptations can be reported. For example, intellectually disabled children benefit from programmes of stimulation, psychomotor development, cognitive and sensory stimulation, language and manipulation for private schools and the replacement of certain activities not adapted to children with visual disabilities with appropriate activities. This is the case of replacing supervised activities and manual activities (2 hours per week) with specific activities related to visual disability (mobility, orientation.). The same practice is used for audiology, braille sessions.

Course schedules

Public schools use the schedules of non-reorganized classes (no extra time to deal with students with special educational needs) according to the categories of students in inclusive classes. All students follow the course according to a single schedule.

On the other hand, the E.P.A. apply the revised course schedules by providing time for children living with disabilities with support teachers after the group classes and/or common lessons.

Teaching methods and techniques

In the case study observation inclusive class, we found all teachers in public schools (E.N.C., E.C.C., E.C.P. and E.C.K.), in inclusive classes use the interrogative method, the participatory method, the dogmatic method and the pedagogy by objective are the different methods and techniques.

In addition, these methods and techniques used by public schools are all classical education for so-called able-bodied students. Therefore, there is an urgent need for training for the teachers concerned on the different methods and techniques to be used in ordinary classes for HSEs.

While teachers in PAEs, in addition to the methods used by teachers in other public management regimes, all use either differentiated pedagogy, the pictogram and the individual learning plan or individualized educational program, or sign language and Braille.

In conclusion, we can say that the organization of ordinary primary schools enrolling HSEs is generally inappropriate. It does not meet the requirements of inclusive education both materially and administratively and pedagogically, especially in public schools. This is not the case in accredited private schools where an effort to bring them closer to the inclusive education environment is noted.

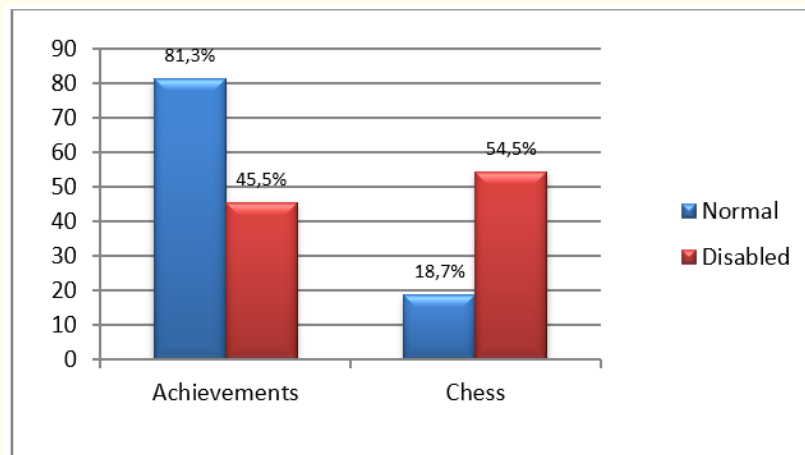
Concerning the academic performance of students

The study of student academic performance was the subject of a global analysis and a differential analysis.

On the global level

The overall results relate to the health status and type of disability of students in inclusive classes.

Concerning the overall results, by health status of students, the so-called able-bodied students achieved a better academic performance than those with disabilities, i.e. a success rate of 81.3% compared to 45.5%, according to histogram n°1 below. This may explain the important role played by different organic senses in academic learning at best in the acquisition of knowledge. Students therefore need to see, hear, touch, etc., while HSEs often lack one of these sense organs. Isn't it said that no knowledge goes through the intelligence without going through the senses?



Graph 1: Histogram of academic performance by student status.

On the differential level

Health status and testing Statistical RG and Student performance F		Student health status		E.S.H.		Total	Statistical test			Statistical decision
		Valid or Normal					$\chi^2 c$	DI	$\chi^2 t$	
		%	F	%						
E.N.C.	Success	450	78.5	14	31	464	50,153	1	3,84	Significant difference
	Failed	123	21.5	31	69					
	N	573	100	45	100					
E.C.C.	Success	1047	85.5	14	19	1061	203,819	1	3,84	Significant difference
	Failed	177	14.5	59	81					
	N	1224	100	73	100					
E.C.P.	Success	273	83.5	06	30	279	4,397	1	3,84	Significant difference
	Failed	54	16.5	14	70					
	N	327	100	20	100					
E.C.K.	Success	117	63.6	7	44	124	3,851	1	3,84	Significant difference
	Failed	67	36.4	9	56					
	N	184	100	16	100					
E.P.A.	Success	169	76	39	89	208	3,371	1	3,84	No significant difference
	Failed	53	24	5	11					
	N	222	100	44	100					
N	Success	2056	81	90	45	2146	140,311	1	3,84	Significant difference
	Failed	474	19	108	55					
	N	2530	100	198	100					

Table 1: Distribution of successes and failures by student health status according to school management regime.

By increasing the variable health status of students (able-bodied students and ESH) with the variable management regime (organizational system), we see in the table below that there is a statistically significant difference between the success of able-bodied students and that of the ESHs in public schools in each school management regime: E.N.C. ($t_{cal.} = 50,153 > 2 \text{ tab.} = 3,84$), E.C.C. ($t_{cal.} = 203,819 > 2 \text{ tab.} = 3,84$), E.C.P. ($t_{cal.} = 4,397 > 2 \text{ tab.} = 3,84$) and E.C.K. ($t_{cal.} = 3,87 > 2 \text{ tab.} = 3,84$). This has not been noticed in the Approved Private Schools ($t_{cal.} = 3.371 < 2 \text{ tab.} = 3.84$).

This means that there is a significant difference in achievement between able-bodied students and students with disabilities (ESH). These results reveal that this difference is significant only in public schools (E.N.C., E.C.C., E.C.P. and E.C.K.) and not in Approved Private Schools (E.P.A.).

Indeed, the success rate of so-called able-bodied or normal children is very high in all management regimes. It varies from 63.6% (E.C.K.) to 85.5% (E.C.C.). Moreover, these students with disabilities have a higher success rate in the Approved Private Schools (89%) while in the other management systems, they have obtained a very low success rate from 19% (E.N.C.) to 44% (E.C.K.), except the E.P.A., As a result, PEs seem to be the best organized to achieve better performance for all according to the health status of students (so-called able-bodied students have 76% of the achievements and HSEs (89%). These results support the thinking of Plaisance E [4] and Mukenge Kabeya [11] that student success or good academic performance depends on intrinsic values related to teachers, the type of school or school management regime attended and the health status of students.

Therefore, we can say that the moderator variable "management regime" has influenced the academic performance of able-bodied students and those living with disabilities in ordinary primary schools "attending ESH" especially between public schools (i.e. able-bodied students have achieved the best academic performance than those living with disabilities) and not for accredited private schools (there is no significant difference between the academic performance of able-bodied students and those living with disabilities). In addition, we say that the material and administrative pedagogical organization is dependent on the quantitative academic performance of able-bodied students and students with physical disabilities.

Discussion

The discussion of the results of our study focuses on the organization of inclusive classroom schools and the performance of students in inclusive classrooms. With regard to the results of the organization of inclusive schools, we can say that the organization of ordinary primary schools with inclusive classes is generally deficient. It does not meet the requirements of inclusive education in terms of material, administrative and pedagogical aspects. This deficiency is more significant in public schools than in accredited private schools where an effort to bring them closer to the inclusive education environment is noted.

In other words, the results of the organisation of inclusive classrooms confirm that public schools promote inequalities or differences between pupils with disabilities and those with disabilities. We found this when we analyzed their academic performance.

The development of inclusive education implies, on the one hand, the commitment of substantial resources in materials (infrastructure, furniture and buildings, assistants, etc.) and human resources, and on the other hand, calls for differentiated pedagogy. Each type of disability requires an appropriate pedagogical approach, completely different from traditional pedagogy. This is what is deficient in the organization of ordinary inclusive primary schools in the City of Kinshasa, in general and in public schools in particular.

The explanation for this situation of the organisation of inclusive schools exists; Scheerens [7], Plaisance [4], Trembley [6] and Handicap International [5] point out that in its narrower conception, inclusive education implies a series of administrative and pedagogical measures, taken with the aim of meeting the educational needs of all pupils within the inclusive classroom. In this regard, UNESCO [3] and Booth and Ainscow [8], UN [9], Ducharme [10] and Unicef (2007) stress that educational administration systems must change to allow inclusive education to develop. For example, combine the management of special education with that of formal education. In addition, this

situation can be explained by the widespread crisis in the D.R. Congo, the low budget allocated to the education sector in the D.R. Congo, and the Constitution of the D.R. Congo recognizes only two types of education: ordinary education and special education.

To avoid any discrimination as stipulated by the Constitution of the D.R. Congo in Article 45, paragraph 2, namely: "Everyone has the right of access to national educational institutions without discrimination as to place of origin, race, religion, sex, political or philosophical opinion, physical, mental or sensory condition according to ability" and the United Nations Charter in Article 26 of the Universal Declaration of Human Rights stipulates that "everyone has the right to education (Constitution of the DRC, 2006).

These results partly confirm the hypothesis of our study that the organization of inclusive classes in ordinary primary schools in Kinshasa does not meet the requirements and standards of inclusive classes. It would be that of classical (ordinary) education.

For overall classroom performance, able-bodied students would perform better in terms of achievement than those with disabilities; Regarding the differential analysis of performance according to the moderator variable, such as "school management regime" had a significant influence on the performance of able-bodied students and those with disabilities in inclusive classes in public schools and not for private schools. The management regime (moderator variable) has a significant influence on the performance of students in inclusive classes, the health status of students and the type of disability are affirmed in part. Some of the study's statements were fully confirmed and some others were partially confirmed. This shows that these inclusive schools do not have the same organizational base. This explains the effect of the high level of ignorance in inclusive education, the lack of an organic law on inclusive education and the lack of qualified personnel (teaching, administrative and technical) in this field. As such, the Global Monitoring Report on TPE (2005) points out that organizational deficiencies in schools are increasingly being denounced as a major cause of insufficient learning achievement, and good organization of inclusive classroom schools can lead students in inclusive classrooms to achieve better performance regardless of students' health status.

Our results corroborate Scheerens' [7] observations that the management of a school in general and a regular school with inclusive classes in particular, as in any other organization, is about allocating the resources at its disposal to maximize school performance. These resources combine to create an environment conducive to learning and academic achievement (success) for students in inclusive schools. The same author points out that student achievement levels vary from school to school and depend on the quality of management (organization), the degree of commitment of teaching staff to defining and pursuing educational objectives, the quality of teacher-student relations, the quality of administrative and pedagogical management of the principal and teachers, and the participation of the entire community in society. In order to improve the quality of teaching and academic performance in inclusive classes, whatever the management regime considered, a better organization is needed [12-15].

From these explanations and discussions, we retain the following points:

- At the theoretical level, this research has allowed us to have a better knowledge and understanding of inclusive education in the City/Province of Kinshasa. It led us to understand that student achievement in inclusive classes is not simply an intervention of educational partners or an accumulation of momentary or successive individual contributions. But, it is located in a multidisciplinary dimension, in a process of permanent consultation, it is a global management that requires the pooling of strength and skills of all partners involved in the system. This study indicated the role of the organization in the academic performance of students in mainstream inclusive primary schools.
- At the practical level, the study revealed that teachers and head teachers in inclusive schools are not sufficiently prepared for this type of inclusive education. The educational policy in the D.R. Congo with regard to inclusive education has some gaps that must be filled at all costs. The educational policy of the D.R. Congo must not deviate from the achievement of the Millennium Development Goals and the Education for All requirements.

Conclusion

Our study aimed to determine the academic organization and performance of students in ordinary inclusive primary schools in the City of Kinshasa. The study showed that the organization of ordinary primary schools with inclusive classes is generally deficient. It does not meet the requirements of inclusive education both materially and administratively and pedagogically, especially in public schools. In accredited private schools, an effort to bring them closer to the inclusive education environment is noted.

the school management or organizational regime as a moderating variable has affected the performance of students in inclusive classes according to health status (able-bodied students and students with disabilities). The statements made in our work were not fully supported by these results, as some were fully confirmed and others were partially confirmed due to the moderating variables related to management in a given environment.

Nevertheless, we can affirm that the poor organization and management of ordinary primary schools enrolling underqualified persons in HSE and the absence of ad hoc legislation also constitute a major handicap for the development of inclusive education in DR Congo, although the willingness to take care of students with disabilities in ordinary schools is obvious, the absence of the legal framework is lacking.

To be effective and efficient, inclusive education for normal and abnormal students will need to put in place organizational strategies for better internal performance in regular primary schools hosting HSEs, inclusive schools must give particular importance to initial or in-service training in inclusive staff education, the multidisciplinary team, and the presence of at least two teachers per class, one principal and the other supporting students with special educational needs. Regular management staff are associated with specialized staff according to the particular needs of students such as psychomotor therapist, clinical psychologist, orthopaedist, speech therapist, ENT doctors, clinical psychiatrist, ophthalmologist and physical doctor, nurses, an integrated curriculum, an individualized educational program, rescheduling of class schedules, classroom buildings, toilets, assessments.

Bibliography

1. D.R.C. Law-Cadren°14/004 of 11 February 2014 on national education Kinshasa: Official Gazette (2014).
2. Unesco. "Salamanca Declaration and Framework for Special Needs Education". Paris: Unesco (1994).
3. Unesco. "Understand and respond to the needs of children in inclusive classes". Paris: Unesco (2003).
4. Plaisance E. "Intégration ou inclusion". In nouvelle revue de l'adaptation et de la scolarisation n° 37, 1st Trimester (2012): 160.
5. Handicap International. Inclusive education. Lion Cedex: H.I (2013).
6. Tremblay P. "Inclusion scolaire: Dispositifs et pratiques pédagogiques". Brussels: De Boeck Education (2012).
7. Scheerens J. "Improving school effectiveness". Paris: Unesco, international institute for educational planning, sociology 6.2 (2000): 273-294.
8. Ainscow M., *et al.* "Guide to inclusive education: developing learning and participation in school". Translation by Robert Doré and Yves Dubuc. Montreal: Les Éditions de la collectivité (2005).
9. United Nations. "Convention on the Rights of Persons with Disabilities". New York: U.N (2006).
10. Ducharme D. "L'inclusion en classe ordinaire des élèves présentant une déficience intellectuelle". Québec: C.D.P.D.J (2007).

11. Mukenge Kabeya D. "Teaching pupils with mild and moderate mental disabilities in an inclusive classroom in Kinshasa's primary schools: strategy and tools". Unpublished research on inclusive education, Kinshasa: Handicap International (2012).
12. R.D.C. The Constitution of the D.R. Congo. Kinshasa: Official Journal (2011).
13. Unesco. "World Declaration on Education for All". Paris: Unesco (1990).
14. Unesco. "EFA Global Monitoring Report: Education for All, the Quality Imperative". Paris: Unesco (2005a).
15. Unicef. "Training manual for teachers in inclusive schools". Bamako: Unicef (2012).

Volume 8 Issue 12 December 2019

© All rights reserved by Ngalamulume Dieudonné, *et al.*