

Disabilities in Haitian schools



Preliminary results of a research project
in southern Haiti in the aftermath of
Hurricane Matthew

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Edited by
Rochambeau LAINY

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EDITED BY ROCHAMBEAU LAINY AND
TRANSLATED BY DAVID DÉZIL AND TABITHA
WILBUR

QUÉBEC AND PORT-AU-PRINCE : ÉDITIONS SCIENCE ET BIEN
COMMUN



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Disabilities in Haitian Schools. Preliminary results of an action-research project in the south of Haiti after Hurricane Matthew

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Acknowledgements

The texts presented in this volume are an analysis of the preliminary results of action-research conducted by Groupe d'Initiative pour l'Étude de la Cognition, du Langage, de l'Apprentissage et des Troubles (GIECLAT) in the southern region of Haiti. This scientific study was made possible thanks to the financial support of two American institutions: The National Academy of Sciences (NAS) and the United States Agency for International Development (USAID), through the Partnerships for Enhanced Engagement in Research (PEER). The partner institutions - GIECLAT, Commission for School Adaptation and Social Support (CASAS), Institut Universitaire de la Formation des Cadres AD and Langue, Société, Education (LangSE) - are grateful for the support. The contribution of Queens College of City University of New York, through the involvement of Professor Nathalis Wamba, is profoundly appreciated.

List of Abbreviations

AF1: first level (grade 1) of fundamental school in Haiti

AF2: second level (grade 2) of fundamental school in Haiti

AF3: third level (grade 3) of fundamental school in Haiti

CP: an abbreviation of preparatory course, ancient name of AF1

GIECLAT: *Groupe d'Initiative pour l'Étude de la Cognition, du Langage, de l'Apprentissage et des Troubles*

LangSE: *Langues, Société, Éducation*

INUFOCAD: *Institut universitaire de Formation des Cadres*

MENFP: *Ministère de l'Éducation Nationale et de la Formation Professionnelle*

UEH: *Université d'État d'Haiti*

UPGA: *Université publique de la Grand Anse*

Introduction: Context and Problem

ROCHAMBEAU LAINY

Following Hurricane Matthew (October 1-3, 2016), GIECLAT (Initiative Group for the Study of Cognition, Speech, Learning and Disorders) began a research project entitled *Students with disabilities and pedagogical practices of teachers in the Sud, Nippes and Grand'Anse departments*. This research project was conducted in partnership with a number of organizations including CASAS (Commission for School Adaptation and Social Support), INUFOCAD (University Institute for Executive Training) and LangSÉ (Language, Society, and Education). The project brought together dozens of students in Education Sciences and Psychology from the State University of Haiti, the Public University of Grand'Anse, and teacher-researchers, executives from the Ministry of National Education and a US partner professor-researcher from Queens College, City University of New York. The main objective of this research, which will end in March 2021, is to examine the socioeconomic conditions of children with learning disabilities and teachers' pedagogical practices.

This project began in May 2018. It involves students, parents, teachers, school principals, welfare professionals, territorial authorities, government officials and municipal agents. After twenty months of fieldwork, we would like to present a preliminary analysis of the data gathered to date.

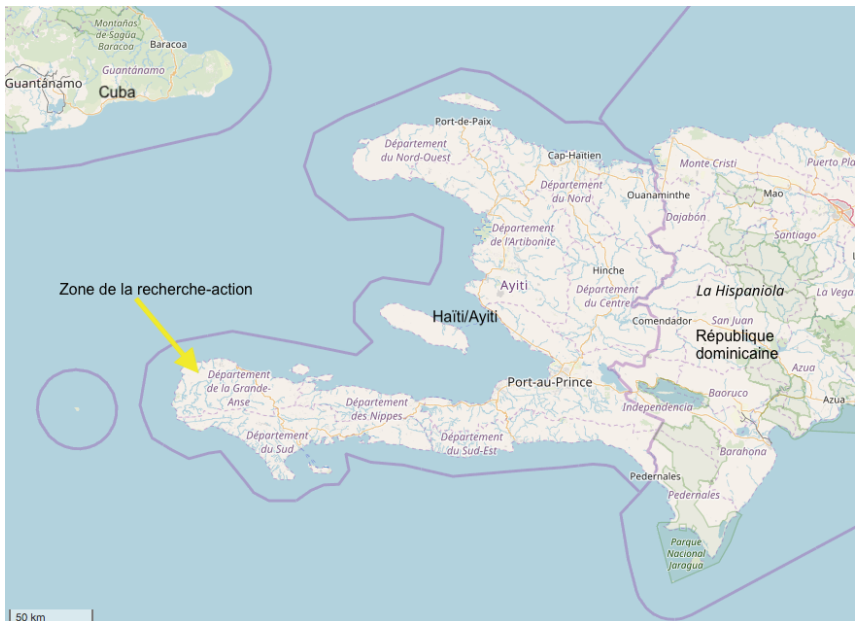
Signs of disability are of course treated in parallel with the psychosocial problems facing the school population in the Sud, Grand'Anse and Nippes regions, which have been amplified and aggravated by the natural disasters of October 2016. The terrible consequences of Hurricane Matthew thus serve as an opportunity for us to reflect on a wider issue than only exclusion from schools in Haiti.

GIECLAT has conceived this post-Matthew research project to observe and identify the signs and the impacts of disability at school. This involved analyzing the learning of students with fundamental disabilities as well as teachers' classroom practices. This approach was intended to inform the Ministry of National Education on the state of education for disabled

students and to provide credible data to national and international organizations to help improve the situations of students with disabilities, schools' environments as well as pedagogical practices in classrooms.

The research method used is mixed, combining quantitative and qualitative analysis. The research sample included 2,339 students with signs of disability, 272 teachers, 68 school principals, 100 parents and 20 NGO professionals, all of whom participated as respondents. Investigators included graduate students enrolled in psychology and educational science programs at the Grand'Anse Public University, and at the State University of Haiti and INUFOCAD.

The departments of Sud, Grand'Anse and Nippes were chosen as pilot study sites to examine the condition of the school population hit by Hurricane Matthew. Grand'Anse is particularly regarded as a priority area because it was severely devastated by the hurricane, and in response to a request for support expressed by Grand'Anse public university. Thirteen cities and four localities (Ravine Blanche, Guinaudé, Lopineau/Fond Cochon and Léon) of this department welcomed the investigators. Almost two thirds of the students from whom we collected data were also residents of the area.



Map of Ayiti, Open street map, license Open Database License (ODbL) v1.0.
<https://www.openstreetmap.org/search?query=Haïti#map=8/19.068/-73.430>

GIECLAT selected the sample group of its respondents (students and teachers, in particular) among the first three fundamental levels of primary education (first, second and third grades). Research activities were carried out by a team of five researchers and 82 student interns, three of whom are in the Sud, three in the Nippes and 76 in Grand'Anse.



Above is a photo illustrating the school environment. With her back turned toward the classroom, the teacher is not aware of students not paying attention. Some students seem withdrawn from the class. The physical environment (structures, seating arrangements, sunlight, etc.) reflects the situation in which teaching, and learning activities take place. This photo complied with the consent protocol co-signed by the GIECLAT and the person in charge of the school.

Basic views on disability

No modern society should accept a situation where one group of citizens is valued and the other undervalued because the latter has physical or mental challenges that prevent them from living fully or behaving appropriately. No child should be stigmatized or harmed because of his or her physical, psychological or mental conditions. The education system should be able to accommodate all children and provide appropriate environments suitable to

different academic backgrounds and levels. The school system should give a proper environment to any child irrespective of their needs. (Saunier and Toullec-Théry, 2017: 112).

This would be the ideal for Haitian children, but I am aware that this is not the reality. There is a tendency in Haiti to label and stigmatize children and youth with disabilities rather than helping them develop their potential, to “learn together with others to live together with them” (page #) (Charles, 2013; Joint, 2006; 2008; Fallon & Mazawi, 2014; Lainy, 2017; Lefèvre, 2018). Neither private nor public school systems welcome children with obvious disabilities. Education officials are aware of the existence of visible, severe impairments (blindness, deafness, mutism/autism, physical disability). But they tend to be oblivious to other types of disability. Can we explain this attitude?

Today it is a necessity and a requirement for parents, educators and state officials to advocate for flexible teaching and pedagogical practices that address the needs of all children and especially the needs of children with learning disabilities so that the gap between them and the other children can be narrowed. It is important for educational institutions to be adapted so that they can provide for the needs of each student. Although, as a tropical country, Haiti is periodically hit by appalling natural disasters causing human and material damage, its school system is not prepared to accommodate many children with physical and visible disabilities.

According to the ‘Office des Personnes Handicapées du Québec (OPHQ)¹ the definition of disability is “a condition resulting in a significant and persistent incapacity; the subject is faced with obstacles in performing everyday activities” (Page#). The term *handicap* often carries a negative connotation. It is associated with the stereotypical image of a person in a wheelchair or with a white cane. The terms “disability” and “handicapped persons” have gradually replaced pejoratively connoted terms like crippled, invalid, paralytic, mutilated, retarded or stupid. However, the reality is quite the opposite, given that the range of disability varies enormously, from the most visible to those that are sometimes difficult to identify.

1. <https://www.ophq.gouv.qc.ca/>, accessed on November 11, 2019.

Disability and impairments

Disability is real in Haitian schools. However, it is easy to confuse *disability* with *impairment*, since the two have some semantic overlap. This terminology will be used throughout the entire study.

Let's start with the idea that disability is caused by an impairment (motor, sensorimotor, mental, neurophysiological or neuropsychological) or any situation that makes a subject uncomfortable and unable to live or behave as society expects them to. Thus, based on an analysis of the salient points defined by many researchers describing physical or mental disability, Alain Giami (1994) concludes that "this term functions as a set of representations whose various aspects are emphasized and cherry-picked by the various categories of social actors working in the field that are designated as such" (p. 55). Sometimes disability involves notions of incapacity and deficiency, and sometimes social or medical problems. Marcel Calvez (1994: 62) does not contradict this assertion, as he notes that "the idea of disability refers to a social relationship that uses the physical or mental deficiency of the individual to establish his or her exclusion from ordinary social relations" (p. 62). As for impairment, even if it is closely related to disability, it specifically connotes insufficiency or lack of functioning of an organ, congenital malformation, trauma, amputations, diseases of the nervous system, failure, deficiencies, alterations of organs and body parts, etc., which are not necessarily related to disability.

At school, disabilities are often seen as a barrier to training and an argument for exclusion. Students with disabilities display behaviors that are difficult to manage. These students are sometimes forced to drop out. Impairments are defined as a situation that prevents someone from developing, from using all their potential, from engaging in any kind of learning by using all their physical, physiological and emotional potential.

Impairment, students with disabilities and social representation

Disability is sometimes linked to social choice. For example, one does not necessarily need to experience a deficiency to be disabled. In this case, daily experiences, political actions and social practices do not always converge towards inclusion and equity. At school, for example, students with

disabilities are seen as special cases and treated as individuals that should elicit pity and compassion. What are the implications of these kinds of approaches and judgements for their academic achievement and socialization? How can a classroom that includes such students be transformed into a place of natural sharing and integration for everyone? Hurricane Matthew devastated parts of southern Haiti and caused enormous losses in terms of material and human life. How did the trauma from the aftermath affect students and teachers there?

Outlines of the contributions

The data that will be presented and analyzed in this compilation of articles were collected using questionnaires and observations *in situ*. The goal is to present the progress of our work and to show that disability has a significant impact on the development of all students, even those who are not considered to have any disability.

With those definitions in mind, here is a brief introduction to the themes touched on by the researchers in their preliminary results. Some of the studies stress the representation of disability, others the school environment and structure. A third category examines specific disorders including severe and visible impairments.

The first chapter is a review of the literature on inclusive education. In this contribution, Nathalis Wamba relates how the laws concerning the protection of students with impairments have been ignored. Rochambeau Lainy's contribution considers language disorders and academic failure in students with disabilities. Samuel Regulus and Vionet Déméro show that the study of disability must be considered not only from a biomedical point of view but also from legal and psycho-pedagogical perspectives in order to encourage the full development of the child. Samuel Regulus takes the life story of Marco, a paralyzed child, as an illustration of the need to apply the principles of cognitive justice. Teaching must suit the context and address the culture of the student.

Nelson Sylvestre outlines the current state of the school environments in the Grand'Anse department. His contribution focuses on the structures of the school accommodations and teachers' pedagogical practices. He describes school infrastructures and the admission policy favored by

educators. Rochambeau Lainy analyzes data relating to the phenomenon of lateralization and handedness. His contribution introduces a work that will appear in 2020 in which he shows that being left- or right-handed is a normal and natural phenomenon of life, and that only cases of lateralization imposed by socio-cultural prejudices, educational preferences and traumatic contingencies are a handicap.

Pierre Edher Gédéon holds that good student performance in academic activities results from the use of effective learning strategies, especially when they involve the learner. Danielo Saint-Cyr analyzes student achievement in reading and spelling in relation to pedagogical practices in four schools in the department of Grand'Anse and the communes of Beaumont and Roseaux. Stéphanie Florvil studies dysphasia, as well as its manifestations and impact on speech and comprehension. She argues that when students are unable to speak and understand because of this language disorder, the cognitive process is affected. In his second contribution, Nelson Sylvestre presents an overview of the partnership between GIECLAT and the Université publique de la Grand'Anse. The support provided to students in education sciences at this institution is analyzed as one of the major impacts of this research. Louis-Pierre Janvier depicts how the GIECLAT project has enabled CASAS to remind educators of one of the fundamental concerns of the MENFP: that education must be inclusive.

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I. Students, learning disorders and inclusive education in Haiti: A review of the literature

NATHALIS WAMBA

Abstract/Rezime

Several studies have been conducted on disability and impairment, but the review of the literature shows that the inclusive education is almost nonexistent in Haiti. Some dominant schools with skilled teachers on special education have been in place while the number of children, with disabilities are increased. The Haitian constitution supports the idea that individuals with disabilities shall have the means to ensure their autonomy, education and independence. However, there are no policies and political structures in place to provide adequate education for all children, let alone those with disabilities. This article is presenting a literature review of the contributions made to inclusive education in order to understand the place of this practice in research.

Keywords: student, disability, deficiency, inclusion, education, law

Anpil travay rechèch fèt sou andikap ak tout kalte defisyans, men travay ki egziste yo moutre ke edikasyon enkliziv la pa preske egziste an Ayiti. Kèk lekòl elitis sèlman gen anseyan ki gen diplòm nan ledikasyon espesyal ke yo resevwa aletranje, pandan kantite timoun ki nan sityasyon andikap yo ap ogmante. Konstitisyon ak lwa ayisyen yo garanti dwa pou tout moun andikape e pwopoze mwayen pou asire otonomi, ledikasyon ak lendepondans yo. Men manke volonte politik ak mwayen pou bay tout timoun yon edikasyon adekwa, menm sila yo k gen defisyans. Atik sa a ap prezante yon revyè literati sou travay ki fèt sou ledikasyon enkliziv yo, yon fason pou nou konprann plas pratik sa nan rechèch la.

Mo kle : elev, andicap, defisyans, enklizyon edikasyon, lwa

Introduction

This review of literature is the outgrowth of a project undertaken in 2018 by the Groupe d'Initiative pour l'Étude de la Cognition du Langage, de l'Apprentissage et des Troubles (GIECLAT) and Langues, Société, Éducation

(LangSÉ) entitled “Students with disabilities and pedagogical practices of teachers in three regions of Haiti” funded by the United States Agency of International Development (USAID).

This literature review focuses on scholarship concerning students with disabilities and inclusive education produced from 2010 to 2020. Before we get there, however, let me familiarize the reader with the geographic location of Haiti. Haiti, officially the Republic of Haiti, is located on the island of Hispaniola, which it shares with the Dominican Republic. Hispaniola is situated in the Greater Archipelago of the Caribbean Sea. The country is located to the east of Cuba and Jamaica and south of the Bahamas and the Turks and Caicos Islands. To the southwest lies the Island of Navassa. The population of Haiti is estimated at 11.1 million people living on 27,750 square kilometers.

The years 2010 and 2016 will forever mark the memory of Haitians after an earthquake and a violent hurricane left visible and invisible scars on buildings, road infrastructures and people. The 7.0 magnitude earthquake left 300,000 people injured, 1.3 million people displaced, 97,2294 houses destroyed, and 188,383 houses damaged in the capital and in the southern region of the country. It is estimated that the earthquake affected over 1.5 million people and that the children and youth represented more than half of those impacted by the disaster (Dube, Moffat, Davidson, & Bartels, 2017).

In 2010 the population of Haiti was estimated at 8 million people. The proportion with disabilities was around 10%, approximately 800,000 people, according to national statistics. However, this number does not necessarily include people with invisible disabilities, such as patients with mental problems, schizophrenia or bipolar disorder, for example (Handicap International, 2010; Oriol, (n.d.).

Services for people with disabilities remain scarce. The mobility of individuals with disabilities is very constrained. Buildings, churches, schools and public transportation are not equipped to facilitate accessibility. Only about five percent of children with disabilities attended school before Matthew. Among the few services offered were braille reading, the use of a white cane and physical therapy (Phillips, 2011).

In the aftermath of Matthew there were close to 4000 estimated amputees (Dube, Moffat, Davidson, & Bartels, 2017). It is unknown how many people experienced psychological shock or post-traumatic disorders as a

result of the hurricane. These people are still part of the population and yet cannot be identified because the services are not readily available or simply because they remain invisible to those who provide those services. There are also the prevalent myths about disability that erect strong barriers to assistance for persons with disabilities who are called “cocobé” in Creole, implying they are worthless. This cultural response is an added liability preventing effective assistance to individuals with disabilities (Phillips, 2011).

The hurricane tragedy has focused scrutiny on government efforts to provide needed services to people, especially those with disabilities. The government response has been insufficient despite the 10 billion dollars received by the Haitian government over the past ten years. This study is an effort to understand the plight of children with disabilities in an effort to formulate recommendations that can guide the government in providing the necessary services to persons with disabilities, starting with education. It is the notion that education is a human right that has motivated the GIECLAT study.

In the following section I describe the method used for this review and the findings followed by a discussion.

Method

I used a variety of databases to search for literature on children with physical and mental disabilities and on inclusive education. The databases included LILACS (Latin American and Caribbean Center on Health Sciences Information) ProQuest Central, Google Scholar, Education Resources Information Center (ERIC) and the Research Dissertation database, as well as an NGO pre-selected database and UN and government agency websites. The keywords used included *learning disability*, *students*, *Haiti*, *inclusive education*, *special education* and *cocobai*. I also included phrases such as *student with learning disabilities*, *physically handicapped student*.

Education-related research in Haiti has examined an array of topics including early childhood education (Blazek, 2003), teachers (Dupoux, Wolman & Estrada, 2005), youth and schooling (Lunde, 2006, Institut Haitien de Formation en Science de l'Education [IHFOSED], 2007); the educational system (Wolff, 2008), inclusion and the quality of education (Février, 2013; Etienne, 2008), the family and education (Nicholas, Stepick, & Stepick, 2008),

teacher training and evaluation (Cherenfant, 2009), access to education (Demonbynes, Holland, & Leon, 2010), post-secondary and higher education (Interuniversity Institute for Research and Development (INURED), 2010), community participation and local capacity (Desir, 2011; DiAquoi, 2011), sociology of education (Allerdyce, 2011; Nelson 2015), professional development (Coupet, 2015), and reading (Degraff, 2017).

I was able to identify 126 articles using my keywords. I read the abstracts or summaries of these documents in attempt to identify those that were relevant to children with disabilities and inclusive education. I have classified these articles using the above-mentioned criteria. Some articles focus on more than one topic. A great deal of medical literature deals with the traumatic aspects of the earthquake. However, a major literature gap exists concerning inclusive education and children with disabilities. I found two dissertations and three articles with content on inclusive education and teachers' attitudes toward children with disabilities.

Findings

The literature review yielded a large number of articles describing the traumas resulting from Hurricane Matthew. My focus, however, was on students with learning and physical disabilities and inclusive education. I adopted the World Health Organization's definition of disability, which is "a contextual variable, dynamic over time and in relation to circumstances based on the individual and his or her environment" (Phillips, 2011). Learning disabilities are disorders that affect the brain's capacity to collect, process, accumulate, react to, and convey information.

Understanding disability

According to national statistics that need to be taken with a grain of salt, the population of individuals with disabilities was about 800,000 individuals of which roughly 200,000 were children (Phillips, 2011). A report by Haiti's Ministry of Social Affairs and Work confirms that only 3.5 percent of an estimated 120,000 children with disabilities in Port-au-Prince were accessing education. Since the lack of identification affects prevalence figures, it can be assumed that the percentage of school-aged children with

disabilities is even greater, either because they are not currently attending school or are struggling in regular classrooms without the appropriate services (Dupoux, Hammond, Ingalls, & Wolman, 2006). Only two schools in Port-au-Prince addressed their needs. It is also important to take into account that there are disabilities that were never counted prior to Matthew, including mental health issues, Down syndrome, visual or hearing impairment, muscular dystrophy, epilepsy, autism and cognitive disabilities.

It is difficult to be certain whether the inaccuracies in the statistics are the result of government neglect or lack of resources. However, it has to be mentioned that there is a cultural dimension that must be considered when addressing the needs of individuals with disabilities: "cocobai." This belief about disability presents a serious barrier to assistance to people with disabilities. It is a belief that leads to discrimination. In Haiti, disability is viewed as supernatural in origin. Phillips (2011) writes: "For example, children experiencing epileptic seizures can be presumed possessed, and crop failure can be blamed on children with disabilities. Many parents of children with disabilities either abandon them or hide them from public view for fear of reprisal and because they lack the rudimentary skills, education, community support and financial means to cope." (p. 3). This way of understanding disability challenges advocacy efforts on behalf of individuals with disability.

The hurricane caused massive destruction: an estimated 316,000 deaths, 300,000 people injured, 1.3 million people displaced, 97,294 houses destroyed, and 188,383 houses damaged in Port-au Prince and the southern part of Haiti. Estimates suggest that the earthquake affected over 1.5 million people, and children made up more than half of those impacted (Dube, Moffat, Davidson, & Bartels, 2017). These numbers likely rose due to poor sanitation conditions and a shortage of clean water which resulted in wound infections causing amputations. Not counted are also the people who experienced post-traumatic stress disorder, mental health challenges, depression, anxiety, blindness, and mental disabilities due to the psychological shock of the hurricane

In 2010 the government of Haiti completed the Action Plan for Reconstruction and National Development, a ten-year plan based on the post-disaster needs assessment which evaluate losses and damage. The focus of the plan was environmental sustainability and the rebuilding of infrastructure. Sections of the plan dealt with health, safety, education, employment and reconstruction. In the Consolidated Recommendations of

the Haitian of the Diaspora Forum, the authors made clear the inclusion of persons with disabilities in the school system. Phillips (2011) writes: “Thus, new approaches to developing and teaching the curriculum in Creole need to incorporate the learning needs of the disabled, utilizing large print text books, Braille, visuals and, when possible, technological aids. Access to education is directly related to social inclusion and employment to ensure that persons with disabilities can gain freedom from extreme poverty.” (p. 4).

The school system

The government of Haiti earlier recognized the importance of education as promulgated in its 1805 constitution explicitly noting “...education shall be free. Primary education shall be compulsory. State education shall be free at every level.” (Salomé, 1984). Despite this recognition, political instability, chronic poverty, social inequality and dire socioeconomic conditions have created a pyramidal educational system, with a small group of elite private schools at the top followed by the public schools and at the bottom the vast majority of private schools (Salmi, 2000). The educational system is geared toward the best and the wealthier students, ignoring the needs of most students with special needs (*Ministère de L'Éducation Nationale de la Jeunesse et des Sports*, 1998).

Haiti is in a unique situation in that the private sector is the major supplier of education services. The country has the second highest proportion of private school enrollment in the world. Today private education represents about 75% of primary school enrollment and 82% at the secondary level (Salmi, 2000). Two thirds of the private schools are religious schools. There are Catholic schools with long-standing reputations. Then come the mission schools. These include Baptist, Protestant and Pentecostal schools. A third group are the Presbyterian schools that are generally poorer and variable in quality. There is also a category of non-denominational schools composed of community schools and commercial schools. The community schools tend to be established and supported by Non-Governmental Organizations. This is a recent phenomenon. In practice, the commercial schools do not follow any form of governmental control. They are also known as *école borlettes*, named after the local lottery because the children attending these schools have the same chance of graduating as of winning the lottery (Salmi, 2000). In 1980, under the leadership of

the United States Agency for International Development in collaboration with Catholic and Protestant schools, the Haitian Private School Foundation (Fondation Haitienne d'Enseignement Privé FONHEP) was created.

Haiti does have a special education system in a very few expensive private schools under the administration of teachers with master's degrees in special education obtained mostly from universities in the United States. Public schools do not offer special education. It is fair to say that public education response to the needs of children with disabilities is in a state of transition. There is a recognition in the executive branch of government that low-performing students need extra help through identification and possibly special services. The Office of Special Education was set up in the two most populated provinces outside Port-au-Prince to pilot test an integration program in a few public schools. This initiative received startup funding from UNESCO, UNICEF, USAID and the World Bank. The challenges for this kind of endeavor is that those receiving the funds have to implement values imported from a different cultural context.

Dupoux et al. (2006) pointed out that

One of the structural problems is that low performing students are not routinely tested; thus, many students who would be classified in the high incidence categories (i.e., speech and language, intellectual disabilities, learning disabilities, emotional disorders) in a developed country are sent to regular classrooms in Haiti. However, while this may look as if regular classrooms are integrated it is not so by design but rather by default. Many teachers indicated that they would welcome a formalized process of testing to help them target those students who need specialized instruction. (p. 2)

It is also important to recognize that policymakers in developing countries in general tend to favor the mainstream model, arguing that the inclusive model designed to meet the needs of children with learning disabilities tends to be cost-prohibitive as opposed to additional services provided to low achievers (Baine, 1993; Mushoriwa, 2001) in a regular class. Addressing the needs of children with learning disabilities is essential since most countries recognize that education is a right. Mainstream education is not in good shape either. It is harmful to consider special education or inclusive education a luxury or a benefit that only industrialized nations can afford. Dupoux et al. (2006) write "To paraphrase the former Secretary of Education

for Haiti, an advocate for special education: When the main house is on fire, who cares about what becomes of the guest house? (Personal communication with E. Buteau, Haiti's former Secretary of Education, September 26, 2003)."

Teachers

The quality of education in Haiti is below international standards, notably in the working conditions of teachers. There is a lack of resources and professional development. Teachers have to deal with uncoordinated development of curriculum and instructional materials. They are paid poorly with devastating consequences for students' achievement. Salmi (2000) reports the results of a French language test administered to a representative sample of 1200 public and private school teachers. The French language test was designed by the Ministry of Education in collaboration with a small group of French specialists. One third of the primary school teachers did not know how to rank words alphabetically; eighty percent of the teachers could not use the passive form in French. Only 41 of the 1200 were able to perform basic arithmetic operations from the Grade 4 program.

Private school teachers tend to be less qualified than public school teachers. One third of public school teachers are graduates of teacher training colleges whereas only 19% of private school teachers have equivalent qualifications. In 1991 FONHEP administered a diagnostic test to a sample of 2000 teachers from poor private schools. The test revealed that the large majority did not have the academic level of a Grade 5 student (Ministère de L'Éducation National et de la Jeunesse et des Sports, 1995, p. 36)

Teacher attitudes toward students with learning disabilities

It is important to know that in Haiti there is no policy at the national or the provincial level concerning the inclusion or integration of students with special needs in mainstream classrooms. There is no requirement for teachers either to hold an advanced academic degree nor to take courses dealing with special education. In this context, teachers' attitudes toward

children with learning disabilities is key (Vramidis, Bayliss, & Burden, 2000). As discussed by Cook & Gerber (1999), Larrivee and Cook (1979) the cooperation and the commitment of those directly involved in implementing mainstreaming policies are essential. I found two research papers published by Dupoux et al. (2006) examining teachers' attitudes toward students with disabilities in Haiti. One paper was published in 2005 comparing teachers' attitudes toward integration of students with disabilities in Haiti and in the United States and the other published in 2006 exploring urban and rural teachers' attitudes toward students with disabilities in Haiti.

Teachers' backgrounds, the nature of the disabilities they encounter, the school environment, the resources and administrative support all influence the attitudes of teachers toward students with disabilities.

Teacher backgrounds

Generally speaking, teachers tend to resist including in their classes children who have intellectual, behavioral and emotional problems, due to lack of training and prior experience with this population (Leyser & Tappendorf 2001). Teachers feel that they are not equipped to deal with these children. However, some researchers have indicated that levels of teacher education may have an impact on their acceptance of or resistance to children with disabilities. They found that the higher the level of education, the greater likelihood they would accept children with disabilities. Other researchers have contradicted this finding, suggesting the reverse. Prior experience or practical training with population of students with disabilities tends to correlate with acceptance. A teacher with prior experience with this population of children was more likely to have a positive attitude toward integration. The gender of the teacher tends to be a factor. Research indicates that male teachers tend to hold more negative attitudes toward student integration/inclusion than female teachers (Dupoux *et al.*, 2006).

Nature of the disability

The nature of the disability is another factor that conditions teachers' attitudes toward the integration of children with disabilities. There are milder and more severe disabilities. As a rule, teachers tend to refuse

working with children who have severe disabilities, especially those with behavioral, emotional and intellectual problems. A couple of NGOs in Haiti provide services to children with disabilities but focus on those with physical disabilities.

School environment

Each school has a culture. School culture sets the tone of the environment and is likely to affect teachers' attitude vis-à-vis the children and especially those with disabilities. A teacher is likely to be less resistant to a child who has a disability if he or she sees colleagues working with the child. There are schools where leaders have made a commitment toward integration and encourage their teachers to follow suit. Such a commitment and positive attitudes can break down resistance that is fueled by the *cocobai* mentality (Dupoux *et al.*, 2005).

Students with disabilities

Most children with disabilities do not receive specialized education or social rehabilitation services and some, with more severe levels of disability, may reside in institutions (Jacobson, 2008). One major structural problem pertaining to low performing students is the fact that they are not tested. I am not a big believer in testing but if it can yield information to help a struggling student why not? Testing struggling students can determine the reasons for the struggle. Testing students in the US is almost routine and helps school identify students who need special help or have learning disabilities.

Recently, the Office of Special Education piloted the inclusion model in two classrooms in Port-au-Prince. Besides the Office of Special Education, the Special Education Center provides education, training and services to a limited number of students. Some NGOs have created schools for children with disabilities. However, their focus is physical disabilities. The Ministry of Social Affairs has a very limited budget allocated to services for individuals with disabilities. The result of this is that the majority of children with disabilities do not receive specialized education or social rehabilitation services (Jacobson, 2000)

In Haiti, the quality of education that children receive is directly related to where they live and the level of tuition their families can afford (Salmi, 2000).

There are no scholarship programs to alleviate the burden on poor families. There is the Fond de Parrainage, a private foundation that offers scholarships to needy children enrolled in eligible private schools. There are around 13,000 children receiving these scholarships per year, representing a mere 1.3% of students enrolled in private schools. There are also many religious schools that offer subsidized education to low-income children for whom it means the difference between no schooling at all and some kind of education.

Discussion

Haiti is at the beginning stage of developing an inclusive education system addressing the needs of students with learning disabilities. However, there is a serious cultural impediment that needs to be addressed so that more substantial progress can be achieved in developing an inclusionary education system. A disability in Haiti is something mysterious and dangerous. It is interpreted as a curse from supernatural spirits (*lwa*) who tend to have a great influence on the world of human beings. God in this theology punishes those who do not obey his will. A child born with a disability reflects God's punishment of a family member, the parents most likely, who did not obey him. This thinking is at the origin of the way people with disabilities are treated in Haiti. Most Haitians are afraid of people with disabilities and treat them as if afflicted with contagious diseases. Touching a person with disability is felt to be dangerous if the disability is caused by a spell, as the spell is likely to be transferred. A person with disability who jumps into a pool can instantly clear the pool. Parents make sure that an individual with a disability does not hang out with their children, and parents who have a child with a disability make efforts not to expose their disabled child to public ridicule (Jacobson, 2008).

It is my contention that this interpretation of disability lies at the core of the neglect experienced by people with disabilities. Some researchers have talked about the myth of disability perpetuated in Haitian society while others e.g., Arbeiter and Harley (2002), have concluded that Haitian people

do not understand what disability is. This argument needs to be refuted because Haitians have a sophisticated understanding of disability. Indeed, the drawback for this form of understanding is that it marginalizes people with disabilities and further acts as a barrier to advocacy efforts to include and accommodate people with disabilities. All around the world people with disabilities are treated differently, which is why laws prohibiting discrimination against people with disabilities exist. There is a need for an interpretation of disability that is more inclusive. This is one reason efforts to include this population remain stagnant in Haiti.

The Haitian constitution supports the idea that individuals with disabilities shall have the means to ensure their autonomy, education and independence. This is good on paper but there are no policies to provide adequate education to all children, let alone those with disabilities, or any law requiring specific services to be provided. Although there exist a number of ministries and departments addressing the needs of individuals with disabilities, there is no comprehensive strategy for support and inclusion for people with disabilities (Jacobson, 2008).

Limitations

I set out to study the educational conditions of children with disabilities by looking at studies of inclusive education in Haiti. I found a great deal of research literature focused on health outcomes and health-related issues especially in the aftermath of Hurricane Matthew. I discovered that inclusive education is truly nonexistent in Haiti except in few elite schools where it has been tried and where teachers had special education degrees that they received from abroad. However, what emerged in the few articles that I read was that teachers' attitudes toward children with learning disabilities and policymakers' recognition of the importance to address the needs of children with disabilities are that that special education is a luxury and should not take precedence over mainstream education. Suffice to say that inclusive education – special education – is in transition in Haiti.

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2. Prolegomena of the Study of Language Disorders and Failing Students with Disabilities

ROCHAMBEAU LAINY

Abstract/Rezime

This article is a prelude to a more a more extensive study that will be published in December 2020 on the theme of school failure and language disorders. It invites the Haitian educational public to consider the impact of language disorders on the intellectual growth and psychological development of children. The analyzed findings support a position linking the deficiencies of the Haitian school system to the psychological and intellectual weakening of its students. They are extracted from a database that GIECLAT has been collecting in three departments of Haiti, in partnership with CASAS, Laboratoire LangSÉ and INUFOCAD.

Keywords: language disorder, school failure, disability, student, pedagogical practice

Atik sa a bay yon apèsi sou yon etid pi pouse k ap pibliye an desanm 2020 sou tèm : *Echèk eskolè ak troub langaj* yo. Li envite aktè edikatif ayisyen yo pou yo mezire konsekans ak enpak troub langaj yo sou pwogrè entelektyèl ak devlopman sikolojik timoun yo. Menmsi kèk lòt faktè ka koze echèk eskolè kay elèv yo, done ki deja analize yo prezante sistèm eskolè ayisyen an tankou yon sistèm k ap diminye kapasite entelektyèl ak sikolojik kay timoun yo. Agiman sa a chita sou kèk done ke GIECLAT kolekte nan twa depatman nan peyi Dayiti avèk kolaborasyon CASAS, laboratwa LangSE ak INUFOCAD.

Mo-ke: twoub langaj, echèk eskolè, sistèm edikatif, bilengwis, pratik pedagojik, anseyan, elèv.

Introduction

Whenever we talk about poor academic performance, deviant psycho-social behaviour, and the risky and uncertain future of students, we are talking about matters of academic failure.

This has been expressed in newspapers and by education specialists (see Bentolila & Gani, 1981; Jolicoeur, 2008; Ménard-Trouillot, 2013; Berrouët-Oriol et al., 2011; Botondo, 2016). This is also evident in the results obtained

by students in official exams, in Haitian schools that struggling to respond to socio-cultural changes in order to achieve educational and socialization objectives.

School failure results from difficult socio-economic, personal and psychological contexts involving mismatches between supply and demand, the gap between parents' incomes and the demand for learning support. It is caused by rejection, exclusion, self-exclusion, late enrollment of children who are out of step with school, clumsiness and unsuitable teaching methods. This phenomenon is linked to a context of intellectual concerns and results in a failing school that is unable to help put in place the common base of knowledge and skills. It is the result of an education system that stigmatizes, traumatizes and generates deviant, passive and revolting behaviors, the corollary of poor results.

These facts are indicators of extra-cognitive causes of school failure and do not exclude problems related to the learning of reading, writing and mathematics, which give rise to behavioural problems and inadequate prerequisites that are caused by the teaching of unsuitable content. The intellectual level leading to dissatisfaction and uncertainty deserves to be analysed. Such an analysis should be able to show how anomalies and deficiencies in the learning of written language and mathematics, resulting from pedagogical factors, language policy and environmental problems, are also at the root of school failure.

Methodological points

One hundred and five (105) students enrolled in four (4) schools located in two (2) communes of Grand'Anse department (Beaumont and Roseaux) are selected during a field survey. These students that were observed for seven (7) months, five (5) days per month, showed warning signs associated with serious problems in reading, writing and arithmetic. We administered several tests, including a battery of tests to monitor language skills and performance (ERTL6), tests to screen for reading, writing and spelling problems (*L'alouette-R* et la *BALE*) and tests to identify dyscalculia, which are difficulties in mathematics, numerical comprehension and visuo-spatial orientation (*Le ZAREKI-R*, written by Von en 2005).

The students who were selected are in the first cycle of basic school (1st – 3rd year). They are between 7 and 15 years old. To gain access to the site of investigation, we co-signed an ethics document and a consent protocol with school officials and teachers. A guide with guidance was also written to check for non-neurological problems that could interfere with language and math learning, thereby causing academic failure.

Starting from the idea that reading, writing and mathematics disorders can result from the operating conditions of the classroom and the pupils' socio-familial environment, it is appropriate to present the teachers' pedagogical practices, uncontrolled school bilingualism, stigmatization and trauma as the causes of the problems comparable to the disorders we identified during the investigation.

Findings

Following the observations made, tests and trials administered, we are hereby presenting our results in terms of pedagogical practices, bilingualism in the school context, language disorders and environmental problems.

Pedagogical practices

Students are not always able to use their sensory-motor, cognitive and mental assets to learn. When this happens, it is the responsibility of teachers, parents and support staff to play their part by providing effective devices and necessary guidance. The most painful and disappointing situation for a student is when he or she is faced with problems of learning and integration for which few understandings and opportunities are available and offered.

Our student samples do not appear to suffer from neuro-anatomical deficits that can paralyze the process of learning written language and mathematics. Yet the results obtained are discouraging. After 4 years of schooling for some, and 5 years for others, preliminary elements in reading and writing, such as knowledge and recognition of syllable and word spelling and sound-graphic correspondence, have not yet been mastered. They do not seem to pass the preparatory stage for writing and grapho-phonemic correspondence that are determined by sensory-motor activities and adaptive supports. Contrary to what Le Roux wrote, the school does not

seem to help them in this respect. The author points out that: *“What is clear is that the child must develop motor and perceptual skills sufficiently to be able to learn to write and that kindergarten education should put in place pedagogical situations that foster this development”* (2003: 81).

Teachers seem to ignore the place of language in the cognitive development of students since they indulge in discourses and practices that do not help, but instead stigmatize. They adopt discourses and practices that are not aimed at making students learn by themselves and for themselves, at rallying human and material resources around for the benefit of the class group. Instead, they engage in teaching practices that motivate rivalries between “good students” and “bad students”. They are sometimes overwhelmed by the fact that their students are having difficulties and that they teach in classes deemed “difficult”. In their classes, few places are given to improvisation and the development of automatisms, whereas the improvised nature of any activity aimed at speaking and personally engaging the subject could be used to organise the oral, without underestimating the writing exercises involving each student in a task of recognition and appropriation of the signs of language.

Bilingualism and linguistic barrier in the school system

These students come from sociolinguistic backgrounds characterized by the predominance of Creole and only encounter French at school. They have no real means of using it outside the classroom. Yet Creole is the language in which they express their emotions, develop their thoughts, define themselves as subjects, reflect and interact. This language shares, in a disproportionate way, the pedagogical space with French, a language that generally exists in textbooks, ministerial instructions and educational references. The two languages, Creole and French, are present in the school setting and form the basis of a bilingualism that does not really help children in their learning.

French is being imposed on these Creole-speaking children, while at the same time there is a desire to introduce Creole as a language of instruction, without any real linguistic and educational planning to support students and teachers in the teaching/learning process.

In these schools, French is often used to penalize and disapprove. A teacher insulted a student and made fun of his speech because the student spoke Creole, even though the same teacher only uses that language (Creole) when explaining a lesson in his classroom. Students do not have good role models. They are asked to speak a language or use it to learn, while at the same time it is used as a weapon and an argument for mockery, stigmatization and labelling, apart from linguistic, psycholinguistic and psychopedagogical considerations.

The issues of correspondence, equivalence and assimilation are noted. These students whose socialization had begun in Creole had difficulty recognizing structured graphic signs in French during the reading and writing process. The coexistence of French and Creole is not used to their advantage. This reality is the result of linguistic and cognitive problems, not to mention factors combining unsuitable pedagogical approaches, didactic systems and educational policies. Bilingualism per se is not compromising, but as it is used in the schools observed, students find it difficult to benefit from it. Educational actors have not rounded the corners to allow students to use both languages as an asset and an opportunity. As Sanson noted, *harmonious bilingualism is an undeniable asset for other spheres of child development. The main pitfall to be avoided is to consider bilingualism as the cause of any speech and language disorder or delay* (2010: 52).

Stigma and trauma

The students are traumatized. Several factors explain the reasons for their trauma: complicated family histories, disruptive socio-psychological environment, communication constraints, repressive verbalization, school situations marked by discrimination and stigmatization, humiliating treatment and corporal punishment. The majority of them have memories of the terrible events of Hurricane Matthew in October 2016, misfortunes resulting from unfortunate circumstances and precarious school conditions.

An AF1 student enrolled in *École nationale Christ Roi* located in the commune of d'Anse d'Hainault¹, became stuttered after witnessing a scene in which an individual threatened to kill his father with a machete. This student is traumatized by the violent socio-familial environment and presents enormous difficulties in his learning activities. The cases of over-aged students in overcrowded classes with age gaps of 5, 7 and 8 years, and the psychosocial context of schools marked by precariousness and dissatisfaction, are also traumatic.

The access and conditions of accommodation are problematic. Some buildings still bear the marks of the devastation caused by Hurricane Matthew in October 2016, despite support and some psychological educational programs. Many students are aggressive, impulsive, uncooperative and disruptive. Some have severe impairments (trisomy 21, psychotic...) and developmental delays that have not received appropriate follow-up and care. Trauma is also caused by behaviors such as mockery, conflict, hyperactivity, aggressiveness, excessive language, arguments, fights and provocations.

Problems related to learning of language and mathematics

These students who are stigmatized, traumatized, weakened and educated under the conditions described above do not perform well in language and mathematics. The majority of them do not master the basic rules of mathematics: numbering and calculation, reading and writing numbers (confusion between 25 and 52, 10 and 01, 6 and 9, 77 and 707, 69 and 99, decimal and decimal-free numbers, - and signs, etc.). They have difficulty distinguishing numbers and numerals, retaining addition and multiplication tables, performing simple operations and decoding clues such as problems with spatial and temporal orientation, identifying geometric figures and symbols.

They confuse phonemes of neighboring or close sounds e/e/ai/er/ez, phonemes and syllables a/to, an/en/am/em, make irregular additions, omit phonemes and syllables when reading and writing, and read falsely and

1. Source : données de l'enquête collectées dans le département de la Grand'Anse, janvier de 2019.

abusively. Their reading is hesitant, choppy and incomprehensible. They are unable to match sounds and letters, read and segment words of 3-4 syllables. When writing, they repeatedly confuse French words and Creole words with similar sounds such as bateau/bato, oiseau/wazo, demain/demen, écolier/ekolye, pain-pin/pen, travail/travay, chemin/chemen; letters and syllables such as p/b, m/n, u/i, é/e, eur/è, un/en, en /an, etc. The articulation of vowels and rounded syllables in French often seems a painful operation, especially when they sound close to the vowels and syllables of Creole words.

These identified signs illustrate difficulties in reading, writing and mathematics. The situation of these students leaves much to be desired. Behavioral problems, poor numeracy skills, and an ineffective language system are among the results of these problems.

Conclusion

Many children are being penalized by the conditions of their accommodation, teaching and learning. Although the family and socioeconomic problems are damaging, the poor academic performance of these students is not due solely to their family background and precarious socio-economic conditions but also to educational and pedagogical problems leading to language and behavioral disorders. The case of the students with disabilities continues to worsen as long as educational actors (teachers, school principals and government officials) underestimate the place of language in human intellectual development and psychological fulfillment. Far from reassuring these destabilized students, this school system, characterized by uncontrolled bilingualism, undifferentiated pedagogy, psychological and environmental problems, only increases the obstacles that students try to overcome every day. This produces poor performance and behaviors that are difficult to manage.

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3. Students with Disabilities and Childhood Protection: Analysis of Data Collected in Grand'Anse

SAMUEL RÉGULUS ET VIJONET DEMERO

Abstract/Rezime

At-risk children benefit from some forms of protection established by the *Institut du Bien-Être Social et de Recherches* (IBESR) and its partners. However, the data that are analyzed and available demonstrate that public policies on child protection do not serve students with disabilities. The policies in place do not enforce children's right to education. Disability is viewed from a biomedical point of view in terms of the health of the child, while ignoring legal and psycho-pedagogical factors associated to the child's full development. This study examines the types of protection offered to students with disabilities in 22 schools located in the Grand'Anse department

Keywords: students, disability, protection, childhood, school, rights, Grand'Anse

Timoun ki nan prekarite yo jwen kèk fòm pwoteksyon bò kote Enstiti byennèt sosyal ak rechèch (IBESR) ak patnè li yo. Men done ki disponib sou teren yo montre ke politik ki aplike nan zafè pwoteksyon timoun, pa bay ase rezilta pou kategori elèv ki nan sityasyon andikap. Sistèm eskolè ayisyen an pa toujou respekte dwa edikasyon timoun sa yo nan nivo sikopedagoji. Yo konsidere fenomèn andikap la nan dimansyon byomedikal sèlman, etan yo inyore dimansyon jiridik ak sikopedagojik pwoblèm nan, alòske eleman sa yo nesesè pou timoun yo ka grandi nan tout sans yo. Nan atik sa a, n ap eksplòre kesyon pwoteksyon timoun yo bò kote elèv ki nan sityasyon andikap nan 22 lekòl ki nan depatman Grandans.

Mo-klè: elèv, anseyan, andikap, pwoteksyon, dwa, Grandans

Introduction

Child protection is at the center of public debate and has become a concern in recent decades. It is on the agenda of many, including civil society actors, researchers (Garel, 2003; Grevot, 2010; Gilbert, 2011; Lainy, 2017) and educators. Hurricane Matthew, which ravaged the far Grand Sud of Haiti, caused natural and human damages. The human casualties characterized

by loss of life, physical and moral injuries led to physical and mental impairments throughout the region. This natural disaster motivated the researchers' interest for the study.

The international agreement reached between the States on children's rights, which was ratified and enacted by the Haitian government on 20 November 1994 requires the protection of the best interests of the child in all spheres of life. Furthermore, the Convention on the Rights of Persons with Disabilities emphasized the principle of non-discrimination of children with disabilities (Toubon & Avenard, 2017). This international convention proposed inclusion as a measure to protect the child's right to education. It sought to produce a model of inclusive education in which all students would reach their full learning potential (Ebersold, Plaisance & Zander, 2016). This makes school principals and teachers the advocates for the rights of the students for whom they are responsible.

The education model of inclusion promotes pedagogical practices that enable each learner to feel valued, confident and safe so that the "disabilities" attached to stigma are addressed in order to think and activate their capacities (The Captain, 2016). Through this article on "child protection in the department of Grand'Anse", we will examine a segment of the protection of students with disabilities and analyze teachers' pedagogical practices.

The data analyzed in this article were extracted from 22 schools out of a total of 89 schools that participated in the research project that GIECLAT implemented since May 2018. These 22 schools are located in the communes of Marfranc, Les Irois, Abricots, Dame-Marie, Moron, Roseaux, Jérémie, Beaumont, Pestel, Chambellan and Corail. The main collection data techniques included *in situ* observations, interviews, meetings, visits, questionnaires and psychological tests.

Conceptual accuracy: disability, disadvantage, incapacity and impairment

Several scholars suggest that disability should be approached in terms of disadvantage linked to the situation in which the child is evolving (Fougeyrollas, 1993; Ebersold, 2002; Garel, 2003a). This is due to the fact that the learner is unable to fulfill the expected academic and social roles. For example, upon completion of his or her studies, a learner may find himself

or herself unable to access employment or leisure activities. Disability is seen in terms of incapacity (Mormiche, 2003; Heran & Gastal, 2010). It is characterized by the reduction of the learner's ability to perform a task within the limits considered normal. For example, a child is unable to move around without a wheelchair. Disability is ultimately treated in terms of impairment (Giami, 1994; Stiker, 2009). It is characterized by a physical or motor impairment caused by the loss of physiological function, i.e., of the nervous system, muscles or skeleton. In this perspective, we consider intellectual or psychic impairment, sensory impairment (hearing or visual), visceral or metabolic impairment, and language impairment (aphasia, written or oral language disorder, voice and speech disorders).

Disability may be intellectual or psychological, physical, multiple disabilities, sensory, behavioral (Garel, 2003b). Therefore, institutions specialized in medico-education, medical, medico-social and educational are safe spaces to address each type of disability.

Students with disabilities and childhood protection in Haiti

As prescribed by the Haitian Constitution of 1987, child protection is the responsibility of the government. Child protection falls within the category of effective public policy which refers to any action aimed at addressing the problems encountered by minors in their family life. Grevot (2010) identifies three categories of children to be cared for in this process. The first category includes children whose biological parents are unable to provide for their care, specifically their education. This is due to socio-economic problems, a lack of knowledge of the child's needs or a combination of environmental, psychological and emotional factors preventing them from paying sufficient attention to their children. The second category is children living in environments where physical, psychological, and/or sexual abuse occurs. This category includes children in domestic service, children placed in institutions (orphanages or children's homes) and over-age children. The third category is that of children sometimes referred to as street children and sometimes as children in conflict with the law.

It is noted that for several decades, most actions concerning these three categories of children in Haiti have been carried out by the Institut du Bien-être Social et de Recherches (IBESR), with the support and technical assistance of the United Nations Children's Fund (UNICEF) and certain non-

governmental organizations (NGOs) such as LUMOS, Bethany Global, Terre des Hommes, World Vision (to name a few). However, there is one category of these children that tend to be neglected by the IBESR and its partners. These are students with learning disorders that lead to repetition and over-ageing.

Learning disorders are defined as a dysfunction in the ability to acquire knowledge. They reflect a certain difficulty of the student to systematically process the information to be learned, i.e., absorption, storage and retrieval. This cognitive deficit has a negative effect on the way the learner perceives, receives, understands and expresses information (Auclair, 2006). Learning disabilities constitute a major anomaly for the students, especially when they have not been taken into account in teaching practices.

Learning disorders result from neurophysiological complications, social and environmental factors. They create a discrepancy between the potential level of the learner and his or her academic performance. They also include impairments in terms of difficulties in concentration or attention, language development, and the processing of visual and auditory information. Students with mental, intellectual, or physical disabilities are at risk of experiencing behavioral and learning difficulties in the classroom. The treatment of these disorders requires both an educational management that promotes educational inclusion based on personalized pedagogy, behavioral and psychological therapy (Tursz & Vaivre-Douret, 1999; Berger & Ferrant, 2003).

It has been observed that children with disabilities are at a greater risk of abuse and/or neglect than children without disabilities (Sullivan & Knutson, 2000). A child with a disability is likely to be mistreated than a child without a disability (Sullivan & Knutson, 2000). A child with a disability has difficulty recognizing himself or herself and being recognized as a pupil or a student by his or her colleagues from whom she or he can learn (Scelles & Dayan, 2015). It is also important to emphasize the child's struggle to express his thoughts, words and images and concerns because of his or her impairments and disabilities.

Actors involved in child protection in Haiti: brief diachronic approach

Several NGOs have been working in Haiti to provide a mechanism to address the problems of children at-risk since 1968. These organizations can be classified into two groups. The first group includes NGOs working with socially and economically deprived children. This sector was established way

before the creation of IBESR in 1983. These NGOs are known to have made a significant contribution to the problem of child protection and development through international sponsorship programmes. This group includes: Compassion International, World Vision, Plan International, etc. The second group is made of organizations working with IBESR as the central authority on child protection e.g., UNICEF, Terre des Hommes de Lausanne, Handicap International and Bethany Christian Services Global (BCSG). These institutions work in partnership with IBESR setting up a foster care system for children.

Various institutions support IBESR in the fight against child domesticity. These include: Aba Sistèm Restavèk (ASR), World Orphans, TIMKATEK, Fondation Maurice Sixto, Restavèk Freedom, Free the Slaves, Beyond Borders, Church World Service, etc. Others have introduced a new approach to child protection. This involves strengthening the economic capacity of families to take care of their children. These organizations are supporting IBESR in its efforts to strengthen the economic capacity of vulnerable families. These organizations include: Catholic Relief Services (CRS), Bethany Christian Services Global (BCSG), etc. Additionally, there are those involved in family reunification of children in institutions, children in prison and street children. This is the case for institutions such as: AVSI, Fondation Zanmi Timoun and Foyer Lescal.

There is also a category of institutions that give priority to the education of children with physical or mental disabilities. These institutions offer therapeutic services to children with learning difficulties. This is the case for : Centre St François (Ile à Vache), Danita's Children Home (Ouanaminthe), Melissa of Hope (Cité Soleil), Centre Monfort (Croix-des-Bouquets), Centre de Simulation et de Nutrition (Carrefour), Centre Sainte Helene (Kenshoff) of the Little Brothers and Sisters Hospital, Maison des Enfants Handicapés (Delmas), La Petite Béquille (Delmas), Mercy and Sharing (Arcahaie), My Life Speaks (Léogane), HIS Home for Children (Delmas), New Life for Children and Notre Maison (Sarthe), Maison d'Espoir (Port-de-Paix), Children of the Promise (Cap-Haïtien), Saint-Vincent and Centre d'Education Spéciale (Port-au-Prince).

It is also observed that students with disabilities in the formal basic school system are neglected by the above-mentioned institutions. The accommodation provided to the students in the Grand'Anse school system challenges teachers and school principals to reflect on the strategies that

need to be implemented to guide their teaching/learning toward full inclusion. Some observers and researchers in psychology and sciences of education, including GIECLAT, support this idea.

Preliminary findings of the fieldwork

On-site observation and interviews showed that the 22 schools involved in the research practice full inclusion that is mixed students with various abilities. These public and non-public schools located in the communes and communal sections of Grand'Anse nevertheless have structures that are not quite suitable for students with disabilities. Two thousand two hundred and forty-six (2 246) students from the first to the third year of primary education were observed. The purpose of this observation was to identify disability signs among students. Of 2 246 students observed, 490 showed signs of impairment. Table 01 below shows the different schools that participated in the study, as well as the number and percentage of students showing signs of disability.

Table 01: Distribution of visited schools based on number of students enrolled, students observed, and impairments identified. Data collected in selected schools

Schools	Number of students	Students observed	Students with an impairment	Percentage of observed students with impairment
École Nationale des Gommiers	90	83	53	63.85%
École Maranatha de Marfranc	100	76	10	13.15%
École Fondation Antoine de Dame-Marie	144	123	8	6.50%
École Nationale de Léon	138	107	53	49.53%
École CREP Tête Negresse	93	85	15	17.64%
École Adventiste de Beaumont	89	81	11	13.58%
École Notre-Dame de Lourdes de Tozia	59	39	29	74.35%
École Institution Mixte Joseph C. Bernard	154	134	17	12.68%
École Nationale Dumarsais Estimé	104	98	13	13.26%
École Mixte Saint-Joseph	176	176	11	6.25%
École Nationale Derisma Saint-Louis	118	97	20	20.61%
École Mixte Manitane de Dame-Marie	95	85	2	2.35%
École Notre-Dame de Lourdes	49	45	17	37.78%
École Mixte Herdem de Marfranc	50	32	10	31.25%
École Nationale Nouvelle de Marfranc	88	88	16	18.18%

Disabilities in Haitian Schools

École Fondamentale d'Application de Dame-Marie	111	95	13	13.68%
École Nationale Nouvelle de Chambellan	233	179	33	18.43%
École Nationale d'Astier de Corail	113	75	25	33.33%
Institution Évangélique Emmanuel	60	60	20	33.33%
École Mixte Eben-Ezer de Les Irois	175	169	53	31.36%
École Nationale de St-Victor	77	44	27	61.36%
École Nationale Saint-Jean Bosco de Corail	188	13	34	12.36%
TOTAL	2329	1720	490	22.00%

This table shows that the public schools of Gommiers and St-Victor have a rate of students with disabilities equal to or greater than 64%. It is important to note that these schools are mostly public educational institutions. In contrast to the Mixte Maritane de Dame-Marie, Mixte St. Joseph and Fondation Antoine de Dame-Marie schools, which have far fewer than 7% of their pupils with disabilities. These schools are classified in the non-public category.

The observations also show us that in many schools, teaching practices are not at all adapted to the individual characteristics of the students. This problem is also related to the level of professional training of teachers. The physical environment of these schools' leaves something to be desired. One can mention the absence of a sanitary block, cafeteria, playground and teaching materials in the classrooms. Other problems are related to the individual characteristics of the learner, such as the distance travelled to school, the status of the child in the family, the socio-economic situation of the family and the learner's deficiencies.

The observation *in situ* allowed us to identify several types of disabilities, which are classified into five categories: learning disabilities (dyslexia, dysgraphia and dyscalculia, dysorthographia, dysphasia, etc.), behavioral or conduct disorders (attention deficit, hyperactivity, impulsivity, etc.), mental disorders (depression, bipolar affective disorder, psychosis, dementia, autism, intellectual disability, etc.), language disorders (aphasia, dysphasia, dysarthria, stuttering, oral apraxia, dyslexia, dysphonia, etc.) and physical disabilities (motor, visual, psychic, auditory, etc.). It is important to note that not all schools recorded the same type of disability, but for each field of observation a major type of disability was identified. Table 02 below presents the most recurrent types of disability identified among the 490 students attending the 22 selected schools.

Table 02: Distribution of schools according to the type (s) of impairment. Data collected in Grand Anse schools

School names	Type of impairment frequently identified
École Nationale des Gommiers	Learning disorders Troubles (dyslexia, dysorthographie)
École Maranatha de Marfranc	Learning disorders (dyslexia, dysgraphie and dyscalculie)
École Fondation Antoine de Dame Marie	Learning disorders (dyslexia, dysgraphie and dyscalculie), physical impairment and mental disorders
École Nationale de Léon	Learning disorders Troubles (dyslexia, dysorthographie)
École CREP Tête Negresse	Learning disorders (dyslexia) and behavior disorders (hyperactivité)
École Adventiste de Beaumont	Learning disorders (dysgraphie)
École Notre Dame de Lourdes de Tozia	Behavior disorders (attention deficit, hyperactivité)
École Institution Mixte Joseph C. Bernard	Learning disorders (dyslexia, dysgraphie and dyscalculie)
École Nationale Dumarsais Estimé	Learning disorders (dyslexia, dysgraphie and dyscalculie), physical impairment (auditive)
École Mixte Saint-Joseph	Learning disorders (dyslexia, dysgraphie and dyscalculie), sensory impairment (visual)
École Nationale Dérisma Saint-Louis	Learning disorders (dyslexia), behavior disorders (attention deficit), physical disorder (auditive)
École Mixte Manitan de Dame-Marie	Learning disorders (dyslexia, dysgraphie and dyscalculie), sensory impairment (visual)
École Notre Dame de Lourdes	Learning disorders (dysgraphie) and language disorders (aphasia)
École Mixte Herdem de Marfranc	Learning disorders (dyslexia, dysgraphie, dyscalculie and dysorthographie)
École Nationale Nouvelle de Marfranc	Learning disorders (dyslexia, dysgraphie and dyscalculie)
École EFA de Dame-Marie	Learning disorders (dyslexia, dysgraphie and dyscalculie) and language disorders (aphasia)
École Nationale de St-Victor d'Abriots	Learning disorders (dyslexia) and behavior disorders (hyperactivité)

School names	Type of impairment frequently identified
École Nationale nouvelle de chambellan	Learning disorders (dyslexia, dysgraphia and dysorthographie)
École Nationale d'Astier de Corail	Learning disorders (dyslexia, dyscalculia and dysorthographie) and physical impairment (laterality)
Institution Évangélique Emmanuel de Corail	Learning disorders (dyslexia and dysorthographie)
École Mixte Eben-Ezer de Les Irois	Learning disorders (dyslexia and dysorthographie)
École Nationale Saint-Jean Bosco de Corail	Learning disorders (dyscalculia, dysgraphia and dysorthographie)

This table shows that learning disorders are present in 21 out of 22 schools, i.e. 95.45% of the schools under study, compared to 4, i.e. 18.18% with behavioral problems. These learning disorders are manifested by traits such as dyslexia, dysgraphia, dysorthographie, dyscalculia, dyspraxia and some comprehension difficulties. It is important to note that the problem of dyslexia has been identified in 17 out of 21 or 80.95% of schools with learning disabilities. Hyperactivity is also the most recurrent behavioral or conduct problem. Then come traits such as attention deficit and impulsivity.

These data reveal the need for further research on the issue of learners with disabilities in schools. Teachers must take into account students' individual characteristics in order to promote their safety and autonomy and mobilize the psychological factors conducive to their participation and facilitate understanding of instructions and advice (Garel, 2003b). The protection of students with disabilities in educational establishments depends to a large extent on the way in which the issue of didactic and pedagogical adaptation is approached (Déméro, 2017). In general, teachers are not equipped to deal effectively with diverse groups of students.

Conclusion

So far, public policies on child protection are not achieving satisfactory results with learners with disabilities. Despite the efforts of the Government and civil society to address the problem of education, the specific protection needs of this category of students are in practice not being addressed. While

children at risk benefit from some forms of protection implemented by IBESR and partner NGOs in terms of foster care, family preservation and reunification, these forms of protection do not always respect their right to education with regard to the psycho-pedagogical measures that should be adopted and taken by the public education system. Disability, as understood in this research, cannot be considered solely from a biomedical point of view in terms of the health of the child (Gilbert, 2011), but from a legal and psycho-pedagogical point of view. Moreover, it must be understood today as a complex process involving interactions between the child and his or her physical and social environment.

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4. Students with Disabilities: Education access and implications for cognitive justice

SAMUEL RÉGULUS

Abstract/Rezime

This paper discusses preliminary results on the data collected (from 2018 to 2019). Marco's story illustrates an emotional reality and establishes a relation between cognitive justice and disability in the school system. The analysis also allows us to conclude that children with disabilities as well as their parents are victims of grave symbolic violence and stigma. It shows that if necessary, measures are not taken, this unfair situation will strengthen social injustice and increase the gap between privileged children and underprivileged children, regardless of their social profile.

Keywords: cognitive justice, inclusive education, equitable learning, disability, stigma

Kontribisyon sa a ofri yon premye refleksyon sou enfòmasyon ki deja ranmase nan peryòd 2018-2019, nan kad rechèch GIECLAT ap mennen sou elèv ki nan sitiwayon andikap nan Grandans, Nip ak Sid d Ayiti. Atik sa a itilize istwa Marco, ki se yon jèn k ap viv ak yon andikap depi li tou piti. Li mete aksan sou pwoblèm lenjistis konyitif, lenjistis sosyal ak eskizyon nan zafè lekòl. Analiz yo pèmèt nou di – timoun k ap viv ak andikap yo ansanm ak paran yo, viktim vyolans senbolik ak estigmatizasyon ki grav anpil. Si pa gen bon jan entèvansyon ki fèt, sitiwayon lenjistis konyitif ki obsève yo ap ranfòse lenjistis sosyal yo epi elaji gwo twou ki deja ekziste nan mitan timoun zafè bon ak timoun zafè pa bon yo ; nan mitan timoun lavil ak timoun andeyò ; nan mitan elèv ki parèt nòmal ak sila yo ki gen bezwen espesyal yo.

Mo-klè: jistis konyitif, lenjistis sosyal, edikasyon enklizif, aprantisaj ekkitab, andikap

Introduction

Cognitive justice is based on the understanding that there exists a plurality of knowledge and the right of these different forms of knowledge to coexist in dialogue outside any hegemonic framework of dependence. It was coined by the Indian scholar Shiv Visvanathan in 1997 to question the absolute dominance of modern science and to propose the search for alternative paradigms, particularly those derived from indigenous forms of knowledge

(Makoelle, 2014). It is articulated around a paradigm that seeks to reconstruct the conceptual systems governing models of humanity and different ways of being, while acknowledging and respecting the knowledge system of each individual and each community.

In education, cognitive justice is concerned with the lack of knowledge about the backgrounds and cultures of individual learners, which constitutes an alienating process that deprives children of their rights and disadvantages them epistemologically (Odora Hoppers, 2015). It therefore advocates the availability of educational infrastructure and resources that can facilitate learners' development individually and collectively so that they can be sufficiently equipped to meet both specific and general needs, in both local and global contexts. Without discrimination and exclusion, learning must be an emancipatory process in which local knowledge systems are recognized and integrated into the teaching and learning process in order to make the learning outcomes of the environment interact with external data.

In Haiti, the school system seems to be entirely oblivious, even in theory, to the notions of cognitive justice, inclusive education, school inclusion, equitable learning and critical pedagogy. In its modes of operation, it seems that this educational system does not much care that it tends to replicate the cultural and social injustices that plague Haitian society. Thus, double, triple or thousand-speed education, the commodification of education, the predominance of private interests, exorbitant school fees, unschooled children, over-aged students, an oppressed and minoritized mother tongue, inadequate school infrastructure and materials; all of these have become common terms to characterize the educational situation in Haiti. A high illiteracy rate reinforces the structures of social exclusion and an unequal society ultimately results.

If the Haitian education system discriminates against children without disabilities based on their social origins, what happens to children with disabilities? Given that social justice is not possible without cognitive justice and that access to quality education as a human right must be equitable, non-discriminatory, GIECLAT (Groupe d'Initiative pour l'Étude de la Cognition, du Langage, de l'Apprentissage et des Troubles) is carrying out a research project entitled "Students with Disabilities and Teachers' Pedagogical Practices in Schools in Grand'Anse, Nippes and Sud d'Haiti", three departments that were victims of the Hurricane Matthew disasters of 2016.

While GIECLAT advocates for inclusive education in Haiti, the information already collected reinforces its conviction about the crucial need for such an education. Its analysis should thus inform public policies on the issues where children with disabilities are victims of serious symbolic violence and stigmatization. Marco's story reported in the following passage is enlightening on the state of this situation.

Marco and his mother Marie Lourde, the fighter

Marco¹ was born in an urban setting on the southern peninsula of Haiti. He is 24 years old and lives with his mother, Marie Lourde, 52 years old. He has suffered from cerebral palsy since a few days after his birth. He is currently in grade 8 and is waiting for the necessary means to learn computer science, a profession that he appears to be able to practice despite his disability.

The details of the story

Marco was born without a disability. The firstborn in the family, he was loved by everyone. He was a happy child and the special pet of Carole, his aunt, Marie Lourde's younger sister. But 22 days later, after a fever due to malaria, his limbs contracted, and serious motor and sensory problems appeared. The health center and the General Hospital of Les Cayes sent him to a center that specializes in cerebral palsy in Port-au-Prince. According to the diagnoses and recommendations of the doctors, Marco had to go to this center three times a week. Marie Lourde agreed to follow the medical recommendations by going back and forth three times a week between her home in the south and the center in Port-au-Prince, located in the west. After a month of round trips, Marie Lourde decided to stay with her god-sister in Port-au-Prince to avoid the long and frequent journeys by public transport between the southern and western departments.

Marco did not find a specialized center in the south. This is not surprising, considering that in 2001, for example, Haiti had about 2,500 doctors, 88% of whom practiced in the western department of the country,

1. All these names (Marco, Marie Lourdes et Carole) are pseudonyms given to the participants to protect their identity.

specifically in Port-au-Prince (Pierre *et al.*, 2010). After two years of attending the center in Port-au-Prince, Marie Lourde decided to return home and continued caring for Marco herself until he could walk on his own. He still could not walk when he was six years old.

What support did Marie Lourdes receive? When a child has fallen ill, public morality dictates that parents and relatives should take care of the child and act to provide the care and support the child needs. In Marco's case, however, although his father originally lived with his mother, Marie Lourde, once Marco became paralyzed his father abandoned the family. "He never helped me although he was my spouse and father of Marco. We never received any visits from him while he was in the hospital. When he was informed about the child's disability, he said that there is no *cocobé* in his family of origin," recalls Marie Lourde.

In the Haitian imagination, the term *cocobé* refers to people with disabilities or those who are stigmatized for one reason or another. They are considered cursed by God or an evil spirit, and often become subjects of shame for the family. As a result, they are ostracized, denied access to school and even church. They are hidden. They are ignored and despised. Their names are not mentioned. They are not counted. Sometimes they are completely abandoned by their families.

Once the child became impaired, Carole, his aunt who had adored him, moved away from her older sister. "My sister was one of the first people who left me alone with the sick child. She shut us out. She told me if she had a disabled child like Marco, she would have paid a doctor to give him a lethal injection," continued Marie Lourde. A close neighbour told her that Marco should not live. According to this neighbour, Marie should not continue to feed him and must abandon him somewhere. She was told to throw him away. Because of these threatening attitudes, Marie Lourde decided to no longer leave the child alone: "*tout kote m pase, m pase avè l*" which means "wherever I go, I go with him". In fact, she was afraid that her child would be killed with impunity, as is often the case for people with disabilities.

Social representations unfavorable to Marco

Despite Marco's shabby treatment and rejection, Marie-Lourde did not let herself be discouraged. When she had to send her second son to school, she also took the opportunity to send Marco to school for the first time at the age of nine. As the headmistress of this school was already open-minded about children with disabilities, she promised to assist him as much as possible, as adapted teaching materials are very much in short supply. Marie-Lourde took advantage of this openness as a rare and excellent opportunity. In spite of the lack of understanding of others, she wanted her son to go to school, to learn a profession in order to become economically independent. Marie-Lourde organized to take Marco to school every day.

Marie-Lourde did not give up in the face of the contemptuous looks of those close to her, but she also has to confront the hurtful behavior and words of the children and adults she knows and the insults of those she meets along the way. The children heckle Marco: "gade w kokobe! Look at the handicapped person," they often repeat when they see him. For the adults, they like to say, "Look how this lady has nothing better to do. How can a person keep this thing and agree to pay for his schooling! Actually, it's not your fault, you wretch! The school that accepts this handicapped person is worse than you," Marie-Lourde recounted.

In spite of the social representations unfavourable to the emancipation of people with disabilities, Marie-Lourde is proud to have done her best to give her child the necessary care and support. Marco has been able to regain some of his faculties such as being able to walk and talk. Thanks to the support of Marie's second spouse, in 2002, he even went to Cuba to improve his condition. Another point of satisfaction for Marie-Lourde is the fact that her child, despite his disability, is able to attend school. Today, he is preparing to take the 9th-grade exams.

Marie-Lourde did not get this help without a hitch. The difficulties and frustrations were enormous and persistent. It has repeatedly been said that Marco's situation is due to the actions of the devil. When he couldn't walk, some people told the mother that the child was the victim of a *krapo ak koulèv poud* (magic powder composed with the substances of toad/amphibian and snake) and that she would have to see a *vodou* priest to solve the problem. This is an intense psychological pressure, especially since

Marie-Lourde has another explanation which opposes her to her immediate environment. For her, it is the lack of access to quality medical care that needs to be questioned.

Elsewhere, medical treatments for the prevention of fetal abnormalities exist, but in Haiti, these methods are rare. The resources that are available, if any exist, are not accessible to the poor. « *an Ayiti, ou konn ak tranche w al lopital, w ap soufri, mis lan ap griyen dan l sou ou. Li pa jan m mete pitosen nan sewòm nan pou provoke akouchman an. Men, lè yo kite timoun nan soufri nan pasaj konsa, il gen tout chans pou li fèt ak yon andikap* ».

For Marie-Lourde, many cases of disability could be avoided in Haiti if a quality health system were accessible to everyone. Disability resulting from infection, prenatal illnesses, difficult delivery or congenital diseases occurring a few months after birth; all of these could be avoided. According to the Cerebral Palsy Foundation (Dauvergne, 2007), the condition stems from a cerebral impairment during the perinatal period.

The causes of this pathology are multiple and often result from a chain of events occurring before, during, or after birth. These events include complications of a neonatal stroke, infection or illness during pregnancy (such as rubella, toxoplasmosis or the side effects of certain drugs) or events during the first few months of the child's life (such as meningitis, but also the consequences of trauma due to abuse). According to Dr. Lionel Carmant, one in ten children in Haiti suffers from cerebral palsy, compared to one in a hundred worldwide².

Marie-Lourde's view of the factors determining disability is consistent with the "social model of disability". That is, while impairment is a physiological condition, disability is largely socially constructed through exclusionary policies and practices. For proponents of this model, once the attitudinal, architectural and socio-economic barriers are removed, most people with so-called disabilities will be included in the fabric of social, economic and political life (Oliver, 1996). Marie-Lourde's way of explaining her child's disability questions both the magico-religious model of disability

2. Radio Télévision Caraïbes, (sd), "Dr Lionel Carmant et sa lutte contre la "malkadi" en Haïti", RTVC (en ligne), URL : https://rtvc.radiotelevisioncaraibes.com/en/diaspora/dr_lionel_carmant_et_sa_lutte_contre_la_malkadi_en_ha_ti, consulté le 25 juillet 2019.

and the “medical model of disability.” According to this model, which associates disability with impairment, healing and anomaly, disability is essentially physiological.

Following the pain she has experienced, Marie-Lourde defines herself as an activist fighting for the respect of the rights of people with disabilities, She notes that although the schools in the south today accept a child with a disability, the appropriate school infrastructure, teaching materials, and qualified human resources are almost nonexistent. Support institutions are also scarce and lacking qualified staff, and they operate without any guarantee in terms of sources of funding. Therefore, schools remain the main setting which provides moral support to persons with disabilities. Their material and financial support is extremely limited.

Marco has been wanting to learn computers for over 5 years. I went to a vocational school with him for an evaluation of his computer skills. I was told that he can learn it. Unfortunately, I don't have the means to afford this school's tuition and to buy him a computer, and what's worse is that there are no support structures in place to address the problem, complains Marie-Lourde.

With regard to the problem of appropriate materials mentioned by Marie-Lourde, the analysis of the questionnaires already administered in the framework of this research indicates that out of 92 teachers questioned about their working conditions, 59% consider that the “lack of appropriate accommodations and materials” is one of the challenges they have to face in the exercise of their profession. 50% think that it is more appropriate to speak of “lack of appropriate accommodations and materials” as the greatest contributor to the struggles of disabled children in schools, while 63% identify student adaptation as a difficulty to be overcome.

Distribution of teachers according to the challenges faced in relation to heterogeneity in classroom or school. Source: Field survey and followup, GIECLAT, as part of the study, January – June 2019

Challenge	YES		NO	
	Number	Percentage (%)	Number	Percentage (%)
<i>Lack of resources and adaptive materials</i>	54	59	38	41
<i>Absence of resources and adaptive materials</i>	46	50	45	49
<i>Problems with learning adaptation</i>	58	63	34	37

This table is indicative of a conception of schooling which sees students as those who need to adapt to school and not the other way around. This conception of the school is contrary to the foundation of inclusive education, which states that the school must adapt to the difficulties and special needs of each child. Useful pedagogy in this regard is a flexible pedagogy designed to make the child comfortable within the framework of equitable and natural learning. When 63% of teachers question the adaptation of pupils without questioning their own teaching practices, and when 50 to 59% consider that deficiencies in terms of appropriate accommodations and materials are a hindrance to the success of the class, it is easy to understand that we have an education system that is unfavourable and discriminatory towards children with disabilities. The various observations show that children and young people with disabilities do not receive the individual support they need and remain largely on the margins of mainstream schools (Felder, 2019). If the necessary measures are not taken, this situation of cognitive injustice will reproduce and maintain the mechanisms of social injustice to continue to exclude people with disabilities.

To sum up, the “participation” of persons with disabilities will be effective when the objective preconditions exist. There should be an equitable distribution of resources, where the priority is given to the special needs of children and young people with disabilities. Their voices must be heard. In addition, preconditions of intersubjectivity of cultural models of interpretation and evaluation deserve to be integrated into the educational system to strengthen both respect and social esteem. “It is not enough to allocate resources to children and young people with disabilities. It is

necessary to examine and act on representations of society” (Felder, 2019: 5), because poor recognition means social subordination, i.e., an inability to participate as a peer in social life (Fraser, 2001).

Through this contribution, we hope that the country’s political and administrative decision-makers will recognize the merit of this research project and be attentive to the conclusions and recommendations that will result from it for the renewal of the education system and the application of cognitive justice through equitable learning. Equitable learning involves a process of reducing or even eliminating the learning gap between urban and rural learners, between the advantaged and disadvantaged, between ordinary learners and those with special needs in terms of educational resources. My hope is that schools in Haiti will no longer be a vector of social and economic exclusion.

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5. Physical Learning Environment and Teaching Practices: The Case of Grand'Anse Schools

NELSON SYLVESTRE

Abstract/Résumé

Those involved in school planning tend to prioritize physical infrastructure ahead of pedagogical environment. Both environments have to be managed in order to contribute productively to the learning and success of students. Students learn better when the school is accessible, safe, hygienic, relatively comfortable and cognitively stimulating. This article focuses on the first aspect of an extensive study, which applies various methods such as observations of students with disability in schools in Grand'Anse region in the academic year 2018-2019. Based on the data already collected and analyzed, we found that the schools were promoting pedagogical environments that do not take into account learners' personal experience. On the contrary, these schools constitute the real handicaps to the personal development of these children.

Keywords: educational environment, physical environment, learning, school, pedagogical practices

Aktè edikatif yo akòde enpòtans ak anviwonman enfrastriktirèl yo, pou yo ka oganize espas pedagogik yo. Tout eleman dwe ajanse nan sans pou yo fasilite aprantisaj ak ogmante konpetans elèv yo. Elèv yo ka aprann pi byen lè lekòl la aksesib, lè li pa enkyetan, lè li pwòp, konfòtab, timoun yo vin anvi aprann tout bon. Atik sa a se yon avangou sou yon refleksyon apwofondi k ap soti fen ane 2020. Daprè enfòmasyon ki deja ramase nan Depatman Grandans, nou ka afime pwen sa a : anviwonman pedagogik lekòl yo pa apwopriye pou yon veritab eksperyans aprantisaj, yo plis koze andikap olye yo ede timoun yo aprann kousadwa.

Mo-kle : anviwonman aprantisaj, anviwonman fizik aprantisaj, klima eskolè, pratik pedagogik.

Introduction

Traditional educational concerns in Haiti generally focus on issues of reproducing inequalities, dropping out, adaptation, access and quality, language of instruction and inter-individual exchange, disorders, teaching materials, pedagogical practices and school performance. These issues are often addressed in two ways: the subject's cognitive and intellectual activity, on one hand, and the social and cultural dimension, on the other (Bourgeois,

2011). In this article, we will address the acquisition of skills by students with disabilities in relation to the physical learning environment of primary schools located in the Grand'Anse department of Haiti¹.

This contribution is in line with the general issue raised by the GIECLAT project on “Students with disabilities and teachers’ pedagogical practices in the departments of Sud, Nippes and Grand'Anse.” This paper intends to initiate a more in-depth reflection on the relationship between the school environment (buildings, classrooms, courses, and other facilities) and the teaching/learning process in the Grand'Anse department. The scientific work initiated here is scheduled for December 2020.

The aim of this article is to explain more accurately some of the negative impacts of the school environment on pedagogical practices, and conversely, how these influences the school environment. The idea is to use the results to build on the observations made on students with disabilities in Grand'Anse schools during the 2018-2019 school year. These negative effects are reciprocal and cause – so to speak – disability mainly in students participating in this study. Before doing so, it is necessary to clarify the notion of physical learning environment.

Conceptualizing the physical environment of learning

Physical learning environment is a concept referring to the space, equipment and tools used in schools. Therefore, it refers to the physical structures of the school environment. For Lehtinen (1997), this concept would embrace a much more complex structure which includes teaching materials, information sources and events outside the school, where students can participate directly and virtually in the learning process. In an operative term, Hutchinson (2003) suggests that the designers of the educational environment should consider the following parameters: classroom, room temperature, seating comfort, background noise, visual distractions, tutorials, seminars, conferences. They are all environmental factors that can affect learners’ concentration and motivation. Some are under the control of

1. I am thankful for Samuel Regulus’ revision and suggestions about this article.

the teacher, some are not. In this sense, the design of an appropriate and accommodating physical learning environment should address the following points:

- the size and temperature of the room;
- the environment of the room to be considered (location, noise, visual distractions inside or outside);
- the seating arrangement and other accommodations;
- the equipment;
- the location of the classroom in relation to the playground, the first aid dispensary, the dining hall, the library, the sports fields, etc.

The Organization for Economic Co-operation and Development (OECD 2006) conceives the educational environment as a physical space that supports diverse curricula and learning pedagogies, including current technologies, and encourages social participation by providing its occupants with a healthy, comfortable, safe, quiet and stimulating environment. United Nations Educational, Scientific and Cultural Organization experts (2018) argue that school planners should not neglect the physical environment when designing the learning environment (physical spaces, learners, peers and teachers) because students learn best when the school is accessible, safe, hygienic, relatively comfortable and cognitively stimulating. Therefore, to ensure a positive effect on learning, a quality school environment requires attention to aspects such as location, building materials, classroom size, furniture, lighting, temperature, ventilation, noise level, sanitation, air quality and the integration of ancillary equipment. Everything must be arranged to contribute effectively to the acquisition and strengthening of learners' scientific competence (Ibid.).

As Mabilon-Bonfils (2018) reflects on the physical environment and well-being at school, he proposes to link architectural choices to the issues of the school space. According to her, in order to consider the well-being in the school space, school health must be concretized in a system of co-construction of knowledge. Thus, it is absolutely necessary to avoid erecting schools in environments that are harmful to health, such as the construction of school buildings on recognized toxic sites, for example.

Another aspect to be taken into account in the educational environment (also referred to as the pedagogical environment) is known as the 'school climate'. This notion refers in particular to "the feelings of security and

justice that prevails in the establishment, the quality of interpersonal relationships, mutual support, collaboration and participation of students in their environment. This notion has been considered to be an important factor in the study of school drop-out” (Poulin, 2015: 3). Also, Hutchinson (2003) states that a teacher must aim to provide an environment in which students feel safe to experiment, express their concerns, identify their lack of knowledge and push their limits. She believes that safety can be compromised by humiliation, harassment, and the threat of forced disclosure of personal information. Therefore, a positive learning experience requires respect for students and their needs. The absence of threats to personal integrity and self-esteem is essential. Praise, and encouragement to participate can all lead to a sense of well-being and to a rewarding and enjoyable sense of reaching beyond one’s limits.

All the elements considered and articulated here lead us to think with Lippman (2010) that the responsive design approach to architecture is based on a set of pedagogical principles that describe the interactions between the student and his or her environment. Based on these principles, which establish the link between the social and physical components of the instructional environment, the designers are called upon to create an environment that is more appropriate and suitable to the specific needs of students in an inclusive perspective.

School environment as main factor for teaching/learning

A key word that characterizes the environment of public and non-public schools in Grand’Anse is adaptation or adequacy of the buildings and the accommodation structures. This keyword is curiously absent in these schools considering their physical and location aspects. The observations made highlight the following elements:

- no enclosure of school grounds;
- schoolyard enclosure (when it is the case) not secured;
- presence of public markets or cock fighting arenas nearby that operate during school hours;
- insalubrity of school premises, inside and outside;
- classrooms sometimes too large, sometimes too small. Their

geographical and architectural layouts are not always conducive to teaching and learning;

- location of school buildings close to dangerous gullies in rainy periods;
- multiple uses of rooms or halls at the same time, or two classes being taught at different levels in the same space. This causes a permanent state of chaos;
- school buildings constructed too far from where students, teachers, administrators and parents live.

The following photo shows obvious signs of neglect in which students and teachers are working in a school of Grand'Anse Department. The image presents an outdoor school environment that suggests the reverse of the ideal 21st-century school. If even gifted students would have difficulty learning and concentrating in such a setting, how about those with disabilities?



Photo taken in May 2019 by a member of the research team during a school visit in the city of Jérémie.

It is known that school infrastructure plays an important role in the teaching/learning process and promotes the normal operation of a school. The weaker the school infrastructure, the more negatively it affects the operation of the school and the learning experience of students. The better the school building, the less it adversely affects the overall functioning of the school, including the work of teachers and student learning.

Regarding the location of schools, various experts (UNESCO, 2018) state that schools should be located no more than three kilometres from students' homes, and less for younger children. This improves access and attendance. Therefore, the location should be chosen with health and safety considerations in mind. These experts also recommend that there should be a fence or other appropriate demarcation to protect children and keep them within the school compound to ensure that children are not exposed to the dangers of accidents and weather. The quality of the materials to be used should also not be neglected. Structures must be solid and durable. Special vigilance is imperative in areas exposed to natural disasters. However, many of the schools observed are far from embodying the ideals of this physical learning environment model.

Based on the principle that an environment is made up of all the conditions, primarily physical (adaptation and adequacy of the facilities, regular and gradual adjustments to them), chemical (prevention of environmental toxins and vulnerabilities) and even cultural (special attention to harmful habits), it must be recognized that this important factor in teaching/learning (school environment) is generally lacking and has only adverse effects (Lippman, 2010; Mabilon-Bonfils, 2018) on education in the schools observed in Grand'Anse. In what sense does such a school environment hinder the pedagogical practices identified in these schools?

Educational environment disrupted

The educational environment of the school is an unavoidable fact. It encompasses all the aspects that are essential to the mutual success of the people who attend it. When it is well designed:

- students are presented with an effective teaching regime, rather than harsh discipline leading to maladjustment;

- teachers rejoice in the effective learning of students and witness their own contribution to the beneficial transformation of society;
- school and state authorities as well as school administrators can legitimately claim that they have carried out their responsibilities appropriately;
- parents carry out their duties and contribute to the instruction of men and women who will be productive into the future.

However, it is painful to observe the opposite throughout the school samples collected from the data of the département de la Grand'Anse, as noted in the following:

- a lack of supervision for students, even less for those with disabilities;
- vulnerability of students with disabilities;
- limited access to adequate materials;
- teachers with a low level of training and poor ability to instruct;
- a lack of educational policy and integration strategy.

In the educational environment of the Grand'Anse schools, students learn by adapting to a setting that combines contradictions, difficulties, imbalances, discrimination, stigmatization, in a word, handicap, much like that of the more general human society around it.

Pedagogical practices: the need for educational change

Teachers often mention that students do not want to focus on their disability because of the risk of stigmatization and backlash. It is important to change how we look at those with disabilities.

It is indeed important to practice a pedagogy that is suitable for the needs, rhythms and aptitudes of the students in their learning process. The pedagogical practices of teachers and principals are not designed to take into account the individuality of the students. They are neither special pedagogical practices for some nor completely individualized approaches for others. Adaptation of specific teaching methods in each discipline is needed to guarantee access to knowledge. This implies designing a suitable and appropriate environment for the personal and intellectual development of students.

Conclusion

Learning environments must be conceived to serve the learning activities that will take place in them. Whether designing a new building or rethinking the use of an existing facility, this process begins with gathering information from key users (students, teachers, parents, administrators) and conducting an assessment of the occupancy of the facilities, with particular attention to the constraints and benefits associated with the physical environment (Lippman, 2010).

The GIECLAT project intends, in its second phase, to identify the problems of students with disabilities in order to understand them better and to outline the key issues. The observations made so far in the case of Grand'Anse enable us to suggest certain remedial actions:

- provide ongoing training on classroom management, inclusive education, and educational governance;
- harmonize the curriculum in order to evolve pedagogical practices which facilitate teaching and learning;
- define and apply school infrastructure prototypes that respect the principles of inclusive education.

This is the beginning of an analytical reflection on an educational factor that is indispensable in today's world.

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6. Left-Handed or Right-Handed: Reading, Writing Performances and Support System

ROCHAMBEAU LAINY

Abstract/Rezime

This text is the preamble of a larger study that will be published in December 2020. The research focuses on disabilities in school, particularly laterality, reading performance, writing, and support systems in schools. The data analyzed in this chapter were collected from 33 students in grades AF2 and AF3, enrolled at College Emmanuel Kant of the city of Cayes. Student ages ranged from 8 to 13 years.

Keywords: disability, left-handedness, functional asymmetry, performance, reading, writing and support system

Etid sa a se yon lòsyè nan yon refleksyon ki pi elabore k ap pibliye an desanm 2020 sou zafè elèv ki gen andikap. Nan kontribisyon sa a, nou konmanse etidye fenomèn lateralite, randman nan lekti ak ekriti, ak politik akonpayman nan lekòl yo. Done nou analyze nan atik sa a soti nan kolèj Emmanuel Kant ki nan vil Okay. Nou te obsève 33 elèv AF2 ak AF3, ki gen laj 8-13 zan.

Mo-kle : andikap, lateralite, asimetri fonksyonèl, randman, lekti, ekriti, politik akonpayman

Introduction

Hemispheric dominance, or laterality, exists when one side of the body exerts a functional predominance over another (Rivière, 2000; Fagard, 2012). It is the most obvious evidence of the mechanism of the predominant cerebral hemisphere. Since it is a phenomenon involving hands, feet, eyes and ears, and affects higher cognitive functions, it seems useful and necessary to study its impact on children's reading and writing performance.

Researchers accept the hypothesis that there is a functional asymmetry in the exercise of these organs. This asymmetry is dictated and imposed by neurobiological predispositions (Hecaen, 1973; Habib, 2009). Negative judgements are often made against left-handed people, considering them

to have a disability due to this preference. Being naturally left-handed is associated with mental degeneration or an anatomical anomaly (Bertrand, 2001; 2011; Renault, 2016).

The ease with which a child naturally uses the right hand is symbolically perceived as an asset since the left hand seems, according to tradition and prejudice, to be negative, clumsy and unproductive. It is widely misunderstood that functional asymmetry does not only come from neurophysiology. What is dictated and predefined by hemispheric brain predispositions is sometimes modified under the influence of negative judgements, socio-cultural influences, educational choices and pressures, educational preferences and traumatic contingencies. What happens when the functional asymmetry of the body is aggravated by these actions in a way that interferes with an already lateralized neurophysiological function? Being left-handed or right-handed is a normal and natural anatomical phenomenon that only sociocultural judgements and preferences cause to be perceived as disability. What does the Haitian school offer in such circumstances?

We suspect that many major linguistic disorders, such as dyslexia and dysgraphia, which impair cognitive development and complicate the learning process in Haitian children, are often the result of a process of imposed lateralisation or undiagnosed laterality caused by failures in the educational system. Being left-handed is not in itself a problem, but the judgement and treatment inflicted on the left-handed child are very often the cause of disabilities that prevent learning and development.

Objectives and methodological elements

The study on forcible switching in lateralization and performance in reading and writing follows the theoretical framework proposed by socioconstructivism (Vygotski, 1934; Darnon, 2000) which emphasizes socio-cognitive conflict and interaction in language enrichment and knowledge acquisition, as well as Stanislas Dehaene (2007)'s principle of "neuronal recycling". Under the "neuronal recycling" theory, reading is presented as an act involving visual and cognitive perception. The eyes are the organs

through which the brain recognises stimuli (graphic signs) and participates in the organisation of the grapho-phonological correspondence system (Dehaene, 2007).

Our investigation examined students with cross dominance, a category that was known to be stigmatized, harassed and even physically abused. The study examined the tasks to be completed, the performance gaps in the exercise of the lateralized parts of the body (the hand and the eye), the teaching materials, and the pedagogical means implemented. All of these components will be used to demonstrate that students' performance in reading and writing do not stem from the fact that the students are left- or right-handed but from the educational system and the conditions in which they learn.

Data collection tools

Two tests were administered: motor laterality (hand use) and sensory laterality (eye use) over a five-month period. The Edinburgh Handedness Inventory¹ and other simple laterality tests were used to determine which of the two hands the child uses to write, draw, throw an object, eat, comb his hair, greet someone and so on. Usage laterality and graphic laterality were checked for differences in performance between the hands. Hand tests are made in relation to the functioning of the eye, to check for possible conflict between the eye and the hand. Emphasis was also placed on visual predominance to identify the directing or dominant eye. The manual and visual tests are followed by writing and reading tests in order to verify language skills and to study the consequences of the phenomena observed on the cognitive development of the subjects. We used the *L'Alouette-R* and *BALE* (*Batterie Analytique du Langage Écrit*)² tests to assess reading and writing skills.

1. The Edinburgh Handedness Inventory is a test that examines the movements of the right and left hand, through performance of ten tasks.
2. *L'Alouette-R* is a reading test written by Pierre Lefavrais in 1965. The first edition was published in 2005. This test is intended for children of ages 6 to 166 and of CP to Grade 12. The objective is to evaluate the speed and time of reading, as well as the errors. *BALE* (*Batterie Analytique du Langage Écrit*) is written by M. Jacquier-Roux, G. Pouget, S. Valdois and M. Zorman. This book was published in 2010. It has five lists of ten words.

The examination of visual and manual preference enabled us to test two strategies: tracking the eyes from a point through a five-centimeter hole in a sheet of paper and using a pen right in front of the subject with a background. Manual gestures such as opening a water bottle, sharpening a pencil and unbuttoning a shirt were also observed, in addition to monitoring the psychological state of the students.

It was useful and necessary to verify whether the subjects of this survey population (left- and right-handed) had a visual preference opposite to their manual preference and to what extent cross-dominance affects the functioning of language, as we focused on the linguistic alterations caused by the pedagogical structures in place, educational preferences, traumatic contingencies and the socio-cultural context.

Data and interpretation

Laterality and functional dominance

- The 33 students observed in AF2 and AF3 included 15 females and 18 males.
- Seventeen, or 51.5%, are cross-dominant, characterized by the predominance of the right hand and the left eye ;
- Eleven, or 33.3%, are manually and visually dominant only on the right, while five, or 15.1%, are manually and visually dominant only on the left.

Pedagogical practices

Disorders of written language affect students' intellectual progress and psychological development. They derive from the weakness of an educational system characterized by uncontrolled school bilingualism, inflexible teaching/learning systems, undiagnosed language problems and undifferentiated pedagogy.

The teachers that were observed in the study consider their class as a homogeneous entity. They are unaware of even the simplest methods to detect visual disturbances and visual predominance in children. Problems of cross-dominance are unknown to them as well. They are not familiar

with educational terminology and don't seem to be aware of the impact of language on children's cognitive development and psychological well-being. They have no resources for assisting a child with reading and writing problems.

In this case, a gap is noted between the age at which written language learning begins and the language skills the child already has. This discrepancy can be explained by the fact that young Creole-speaking students who have no oral experience of the French language are asked to perform linguistic and cognitive tasks in a language they don't know. Children whose socialization happens in Creole are introduced to French without any attention to the necessary transition from auditory to visual representations in that language.

Performance in writing

Writing is *a priori* a motor activity, involving gestures and movements generated by cognitive and neurophysiological functions. It underlies reading.

After examining the notebooks of sampled students in AF2 and AF3 and observing them in reading situations, we administered a short writing test. Below are the two texts that were read to the students:

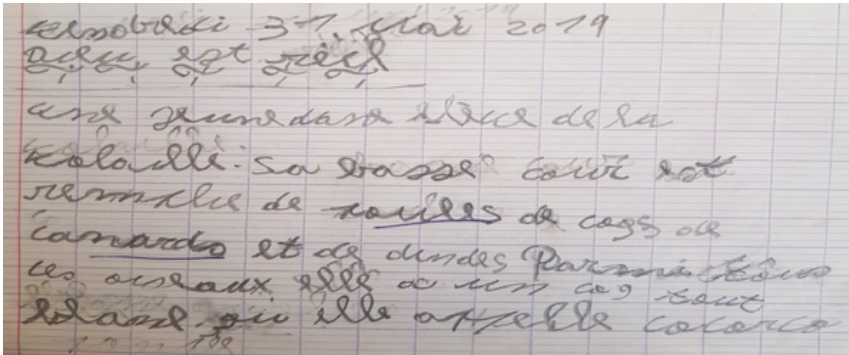
Text 1: AF2

Une jeune dame élève de la volaille. Sa basse-cour est remplie de poules, de coqs, de canards et de dindes. Parmi tous ces oiseaux, elle a un coq tout blanc qu'elle appelle "cocorico". Text taken from the reading training manual, AF2. 33 words

Text: AF3

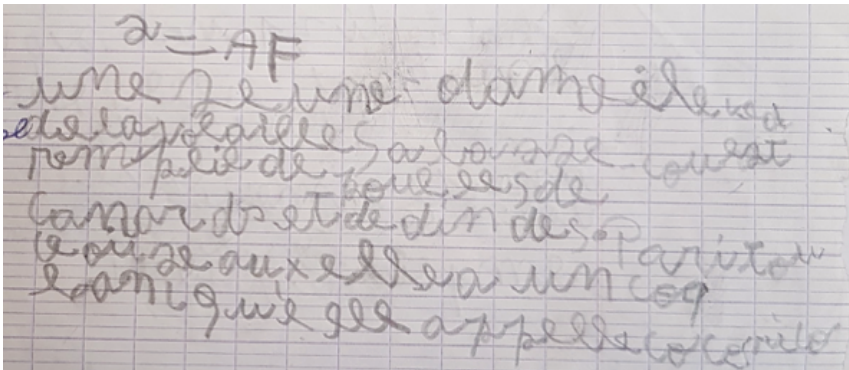
Le vent soulève la poussière du sol. Celle-ci peut contenir des microbes ou tout autre élément nocif. En toussant ou en éternuant, nous envoyons dans l'air des microbes capables de contaminer les personnes qui sont près de nous. Lorsque l'air est chargé de toxiques, on dit qu'il est pollué. L'air pollué est dangereux pour la santé. Text taken from the reading training manual, AF3.

Here are two examples of their handwriting:



le mardi 3-7 mai 2019
elle est
une jeune dame élève de la
maternelle. sa grosse écriture est
remplie de raies de casses de
canards et de dunes. Parmi ces
les oiseaux elle a un air de
l'air qui elle appelle cocorico

Text written by a left-handed student at AF2 level, collected on 29 May 2019, Collège Emmanuel Kant.



2-6 AF
une jeune dame élève de la
maternelle. sa grosse écriture est
remplie de raies de casses de
canards et de dunes. Parmi ces
les oiseaux elle a un air de
l'air qui elle appelle cocorico

Text written by a right-handed student at AF2 level, collected on 4 June 2019, Collège Emmanuel Kant.

The majority of students have troubles with written language that appears to come from difficulties with the transition from the oral to the visual experience. Writing is blocked by poor grapho-motor coordination, reflecting problems of movement, lack of automatism, lack of understanding of time, space and language. The students seem frustrated about their perceptual, orthographic and graphophonological difficulties. We also noticed cases of poorly formed and crashing letters, variation in the height of phonemes and coordination problems. This writing is uneven, illegible and

incomprehensible. The copying exercises submitted to the AF2 students in the sample show that learning to write did not seem to begin at the age of 4-5 years.

The problem of time and speed can also be observed in AF3 students. When copying a short text of 56 items, many errors are observed, reflecting transcription problems. These students produce erroneous and incomprehensible writing. The graphophonological correspondences that are now considered useful at this stage of learning to write are difficult to establish. However, when it comes to exercises in Creole, some of their problems disappear, since they have experience of auditory representation in this language. Graphic disorders and clumsiness in the way words are written are caused by factors ranging from body posture to more or less severe abnormalities.

Performance in reading

After they had copied down these two short texts, we asked each student to read his or her work. This language activity requires decoding of grapheme-phoneme correspondences which includes perception, recognition and processing of written signs, part of a project of deconstruction-reconstruction, co-construction and partial or global understanding of signs, which revealed further problems. Writing problems also imply reading problems. This seems normal and obvious to us given that the act of reading implies the act of writing in the sense that writing underlies reading.

We noted confusion of phonemes of close and distant sound, poor pronunciation, problems of recognition and discrimination, irregular reading of syllables and words. The majority of the students invented fake words and misread even the words they should know. We also noted a lack of attention, characterized by wandering eyes, a recurrence of writing and reading errors, poor acuity and difficulties in coordinating hand movements with visual perception.

The words made up by the children in attempting to read and the difficulties in converting written words into the sound of language seem to be the results of a failure to grasp the connection. The graphic test revealed the weaknesses in writing, which reveals the students' inability to

overcome certain obstacles. Their reading difficulties suggest the presence of visual impairments affecting both their written language and cognitive development.

Psychological and personal impacts

Difficulties in reading and writing have a negative impact on each child individually as well as on the class as a whole. The consequences are emotional with an impact on their psychological state. The setbacks are felt as a personal failure and have repercussions on the overall school record. As these students face stigmatization and trauma, they tend to drop out. Many of those who stay are more inclined to engage in activities that would relieve them from reading and writing. They give in to restlessness, disruption, mockery and distraction.

The majority of them are slow, confused, anxious, impulsive and tense. They are aggressive and uninterested in activities involving the cognitive system. Their reading deficiencies are often transformed into omissions and specious additions. Negativity is a source of withdrawal, and lack of motivation and self-esteem.

Conclusion

Whether the subject is right-handed cross-dominant with the left eye, or left-handed cross-dominant with the right eye, whether he is right-handed or left-handed with corresponding laterality, it seems useful to consider, in addition to so-called internal neurological factors, socio-cognitive impacts to explain the roots of production and correspondence problems affecting the reading and writing process. It is often attributed to the phenomenon of cross laterality that certain reading and writing deficiencies are found, especially when the functional predominances are provoked and dictated by neurological predispositions. Educational, socio-cultural, family and environmental considerations show that the situation is more complex than we imagine.

Left-handed and right-handed people are normally placed within the same category. Thus, contrary to popular judgements, laterality in itself is not a source of problems, it does not alter the natural intellectual functioning

of the subjects. Nor is it the cause of psychological and cognitive disorders since it is a natural and normal phenomenon. If a hasty and simplistic judgement considers the two examples of text written above by two left-handed and right-handed students AF2 and AF3 as direct consequences of this phenomenon, we propose to look elsewhere for plausible explanations for such shortcomings. Since these students' speech and cognitive problems are undiagnosed, the clashes and deficits that they experience in reading and writing are the results of the limitations and failures of the school policy applied by the Haitian education system.

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7. Learning Strategies: Useful Resources in Cognitive Processes

PIERRE EDHER GEDEON

Abstract/Rezime

Learning strategies are tools that learners use to acquire, integrate and remember the knowledge being taught. In addition to the teaching practices applied in almost all the schools visited, the strategies used by students with disabilities are observed in order to assess their cognitive processing. This contribution provides us an opportunity to share some of the preliminary results obtained. results that had been obtained.

Keywords: disability, pedagogical practice, student, learning strategy, teacher

Yon estrateji aprantisaj se yon mwayen yon elèv itilize pou li kapab aprann, memorize ak enteryorize sa yo anseye li. Aprè nou fin konstate pratik pedagojik yo aplike nan tout lekòl nou obsève yo, nou te gade estrateji elèv ki nan sitiasyon andikap yo devlope pou yo aprann, nan objektif pou nou evalye pwosisyon konyitif yo. Kontribisyon sa a pèmèt nou pataje rezilta pwovizwa nou jwenn sou pwoblematik sa a. Nou ranmase enfòmasyon nou analize nan atik sa a nan lekòl *Notre Dame de Lourdes* (ENDL) ki nan vil Jeremi, nan klas Zzyèm ane. Li konsène 17 elèv, soti nan laj 6 zan rive 9 van.

Mo-Kle : andikap, pratik pedagojik, elèv, estrateji aprantisaj, anseyan

Introduction

The Haitian education system constitutes a barrier for students who do not find their place in it. Generally speaking, those who do not work at the same pace as others are often excluded or harshly judged. They are excluded because they are not able to apply ready-made formulas like the others and are judged without discernment, often because of the application of overly general teaching practices that penalize them. What remedy can be offered to these students?

Some theoretical indicators

Strategies refer to a set of observable and unobservable actions or means (behaviors, thoughts, techniques, tactics) employed by an individual with a particular intention, and which are adjusted according to the variables of a situation. They are useful for students' academic success and are carried out in different ways (Cartier, 1997).

Strategies are often specific to the reality of the person who is using them. A first idea is that they are used in a natural and authentic context, i.e., within the usual courses and by carrying out real activities. This principle related to the contextualization of learning approach is noted in the work of Tardif (1992) and Weinstein (1994). These researchers recommend teaching general strategies (such as learning strategies) in the context of acquiring specific knowledge (such as that which belongs to the field being studied). A second idea is that the teacher should encourage students to reflect on the strategies they use spontaneously (Bazin & Girerd, 1997). The third idea is that students should be explicitly taught learning strategies that they do not know or use, but that may be effective in context. Thus, Weinstein and Hume (1998) propose the use of three teaching methods: Direct instruction, which consists of telling which strategy to apply and how to use it; cognitive and metacognitive modelling, which aims to make explicit the reasoning that accompanies the planning and execution of a task, to highlight the importance of controlling the execution of the task and to communicate attitudes (Hensler, 1999); and guided practice with feedback, which proposes discussion of the characteristics as well as possible and impossible applications of the strategy to increase, if necessary, a repertoire of strategies (Boulet, Savoie-Zajc and Chevrier, 1996). Good learning strategies are necessarily useful for the development of cognition. Legendre (1993) defines cognition as "a sequence of the following processes: 1) information gathering; 2) storage; 3) interpretation; and 4) understanding. Generally speaking, cognition refers to a set of activities related to acquisition and organization of knowledge" (1993). This idea is in line with Costermans' idea that the acquisition and organization of knowledge models behavior (Costermans, 2000).

Objective and methodological points

This study focuses on learning strategies in the context of the stimulation of cognitive processes and the importance that should be given to the student's involvement during this learning process. Researchers such as Weinstein (1994) have shown that students who are successful in class are those who use effective learning strategies to successfully complete the different activities proposed to them (Cartier, Debeurme, & Viau, 1997). The fact that students demonstrate autonomy in their learning is another reason. They know and make good use of learning strategies that enable them to acquire knowledge and develop skills; when the students construct them themselves, they are useful for lifelong learning.

Students with cognitive disorders, a group who are poorly regarded, stigmatized, and even diminished in their person according to what the teachers say, form the sample of our investigation. We also take into account the performance required to demonstrate executive functions, the didactic apparatus, and the teaching methods.

Tools and data collection

As part of the research conducted in the departments of Grand'Anse, Nippes and Sud entitled "Students with disabilities and teaching practices of teachers in the departments of Sud, Nippes and Grand'Anse", these tests were designed to identify students with disabilities and monitor the frequency of the signs noticed by the research department. These tests also helped identify disorders in students enrolled in the first cycle of basic education, particularly those in AF2.

Intelligence tests showing disorders related to understanding and processing information are also administered.

The BREV (batterie rapide d'évaluation des fonctions cognitives) is a clinical tool used by health professionals to conduct neuropsychological examinations in children aged 4 to 9 years to identify students with cognition-related disorders. However, it is not an intelligence test. This test has two objectives: 1. to identify children suspected of a deficit in cognitive functions; 2. to determine the profile of this deficit in order to direct the child to a competent professional who will confirm whether the initial

diagnosis is correct. It also makes it possible to refine the diagnosis of a child with a learning difficulty, a child with a neurological disorder at high risk of cognitive consequences, in particular epilepsy, on a systematic basis as part of screening in children from the age of 4 years. This battery of tests allows an evaluation of each of the cognitive functions thanks to its 18 separately validated subtests: Oral language (reception and production), non-verbal functions (seriation, graphics, visual discrimination, visuo-spatial reasoning, executive functions), attention, verbal and visuo-spatial memory, main learning (reading, spelling, calculation).

All this has been done in order to determine whether the subjects of the population being investigated present cognitive disorders, with a concern for the difficulties related to information processing caused by a non-adaptive pedagogical system, and the environmental context.

The data and its interpretation

Cognitive disorders

Of the 17 students observed, ten were from Grade 2A and seven from Grade 2B. They were all female.

- Five, or 29%, had a cognitive problem related to comprehension;
- Six, or 35% presented a cognitive disorder related to attention;
- Four, or 24%, had a cognitive impairment related to memory;
- Two or 12% had a cognitive disorder related to language.

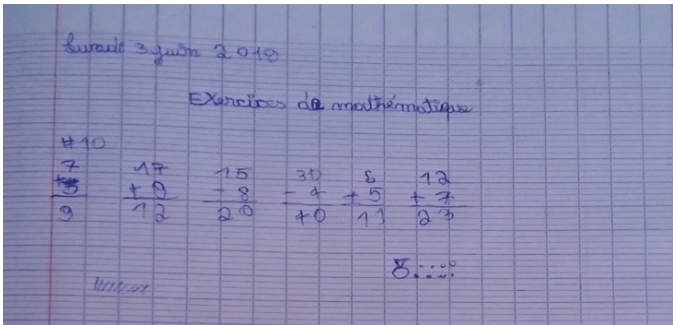
Pedagogical practices

The intellectual progress and psychological development of these students is hindered because of the cognitive disorders detected. Cognitive disorders affect memory, reasoning, language, motor skills, attention and executive functions. They are mainly linked to the weakness of an education system characterized by an inflexible teaching/learning system and a rigid style

of teaching. The teachers that were observed consider their classes as a homogeneous entity. This implies that individualized support has not been applied.

Some children do not know the basic concepts of mathematics, confusing cardinal and ordinal numbers. They are unable to make the connection between the symbol and the quantity. It is therefore difficult for them to compare two values (and even to understand that one number can be greater than another), to evaluate small quantities, to master the numerical system, i.e., to understand and use positional numbering, with the place of units, tens, hundreds, or to calculate even very simple operations. It is clear that mastering counting requires knowledge of the numerical system, the ability to point to each element and only one, as the count progresses, and to understand the notion of quantity and the cardinality of the number: if I count up to 5 by counting the tokens, it means that there are 5 tokens.

Executive functions (language, memory, perception, attention, etc.) are higher functions whose roles are to administer, supervise and control the other functions. They are also responsible for difficulties in mathematics.



Example of an AF2 student's homework (ENDL/Jérémie).

The majority of teachers participating in the study are unaware of the simplest steps to screen for disorders and to consider an inclusive method in order not to discriminate against the student. They are unaware of the importance of learning strategies that emphasize participation in children's cognitive development and psychological well-being. They lack the means to help a child with cognitive problems.

Categories of knowledge

When it comes to the areas of cognitive, socio-affective and psychomotor, cognitive psychology considers that there are basically three main categories of knowledge:

Declarative knowledge which essentially corresponds to theoretical knowledge such as knowledge of facts, rules, laws, principles. For example, knowledge of each part of the human body.

Procedural knowledge corresponds to active understanding, the steps to carry out an action. In pedagogy, this knowledge is described as know-how, it is knowledge of action, dynamic knowledge: drawing something, taking dictation.

The objectives related to the development of procedural knowledge require that the student be continually placed in a context of performing real-life tasks (Bazin & Girerd, 1997). The teacher then becomes much more of a mediator between the knowledge to be acquired and the student than a direct transmitter of information as in the transmission model.

Conditional knowledge refers to knowing about when and why. When and in what context is it appropriate to use this or that strategy, this or that approach, to take this action or another? Why is it appropriate to use this strategy, this approach, to take this action? These questions relate to conditional knowledge.

In the school setting, conditional knowledge is the most neglected category of knowledge. Example of conditional knowledge:

- 1- distinguish a square from a rectangle
- 2- know the position of a number in a numbering table.

In this active process of knowledge construction, memory plays a central role.

Individual and psychological impacts

Many children with mathematical difficulties experience a psychological blockage caused by anxiety and feelings of incompetence. They do not have any disorders that could explain dyscalculia, but they are still struggling with

failure in this area. These children feel that they “suck at math”, they panic when they have to find an approach, understand a reasoning or a notion. They learn to apply and copy without understanding.

The cognitive problems observed and identified in the study have a detrimental impact on each individual learner and on the class as a whole. The emotions released in relation to real-life situations affect their psychological and mental state. The academic performance of these students pays the price. It is understandable why the disorders are experienced as a personal failure.

Stigmatized and sometimes traumatized, these students drop out and show themselves more capable of carrying out activities where they feel more comfortable; they give in to restlessness, disruption, mockery and distractions. They become aggressive and show a real lack of interest in activities involving the cognitive system.

Conclusion

A learning strategy in a school context is a metacognitive or cognitive action used in a learning situation, oriented towards the goal of carrying out a task to perform knowledge operations according to specific objectives.

We hope that this contribution has provided answers to the issue related to the use of learning strategies. On the one hand, we have stressed that the acquisition of learning strategies is an important factor because it makes it possible not only to learn in a school context, but also throughout life. On the other hand, teachers who want to help students must teach them not only the knowledge and skills of their field of study, but also strategies that enable them to learn. By doing so, they increase their students' learning power and help them to become learners for life.

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8. Performance in Reading and Spelling of 30 Students with Disabilities: Preliminary Analyses

DANIELO SAINT-CYR

Abstract/Rezime

When students are positively and effectively influenced in a learning environment, good results are achieved. These students develop, thrive, and succeed, even if they have problems related to physical or mental disabilities. Their accommodations determine their success and allow them to progress. This article analyzes teacher practices in relation to reading and spelling performance of a group of 30 students in AF2 and AF3, enrolled in four schools in Beaumont and Roseaux. The aim of this article is to show the impacts of teacher practices and the school setting. The cases were extracted from a database collected as part of the project that GIECLAT is carrying out on disability in schools.

Keywords: disorder, reading, orthography, pedagogical practice, student, teacher

Lè yon elèv ap aprann nan yon anviwonman ak yon bon kontèks, elèv sa a toujou pwogrese, epanwi ak reyisi menmsi li ta gen pwoblèm defisyans fizik oswa mantal. Pwogrè ak reyisit yon elèv gen pou l wè ak kondisyon li ap evolye ak sa yo ba li. Atik sa a analize degre responsabilite pratik anseyan yo genyen sou randman lekti ak òtograf yon group elèv ki nan klas AF2 ak AF3, nan 4 lekòl nan komin Beaumont ak Roseaux. Enfomasyon sa yo soti nan baz done pwojè GIECLAT ap reyalize sou kesyon andikap nan lekòl yo.

Mo-ke : twoub, lekti, òtograf, pratik pedagojik, elèv, anseyan.

Introduction

Many children who are visibly unaffected by apparent deficits such as motor, sensory, relationship or developmental disorders, or intellectual disabilities, have difficulty grasping, constructing and then exercising certain major human and cognitive functions (Crunelle, 2008). Among other things, these difficulties manifest through major obstacles in mastering the oral and written language (Le Capitaine, 2016). Given the causal relationship between

these obstacles, failure and dropping out of school, the difficulties resulting from these deficiencies concern everyone, whatever their impact on the child: parent, caregiver, educator, teacher, psychologist and researcher¹.

The study of specific learning difficulties remains very important from a social, therapeutic and scientific point of view. According to Vereecken (2010), investigating these difficulties goes beyond practical problems and provides valuable insights into the major problems of mental life. Reading and spelling touch on all aspects of learning and life, thus are fundamental for learners, and require the commitment of teachers through their different pedagogical approaches aimed at mobilizing, raising awareness and stimulating the involvement and level of understanding of the various subjects. In this sense, this article aims to examine the reading and spelling performance of students in relation to teachers' pedagogical practices through data collected from four schools in the communes of Beaumont and Roseaux, in the department of Grand'Anse d'Haïti.

Method

Observation was used as a tool to identify students with signs of impairment. We then used two tests to confirm our initial observations. The first was the evaluation grid of the L'Alouette-R, a reading test developed by Pierre Lefavrais². This test is calibrated on children from six to 16 years old and from grades 1 to 12. Its purpose is to give an indication of reading speed. An indicator takes into account both the reading time and the number of errors. A qualitative analysis of the types of errors provides additional information that helps to determine the dominant reading strategy and thus to better guide rehabilitation.

The second tool is the BALE (Batterie Analytique du Langage Écrit) which was developed by M. Jacquier-Roux, C. Lequette, G. Pouget, S. Valdois and M. Zorman and published in 2010. The BALE word dictation test, consisting of five lists of ten words, is an exercise done by the student with the aim of identifying possible spelling errors.

1. I thank Professor Samuel Regulus profoundly for his help and for providing significant feedback. His suggestions and remarks were crucially useful.
2. The first edition of the test was published in 1965. A revised version was published in 2005.

The population selected for this work was sorted by direct observation in four public schools in the Grand'Anse department after obtaining the consent of the principals and teachers concerned. We selected students aged six to 15 years old suspected of having a disability related to reading and spelling problems. These were students at the basic level, mainly those in grades two and three. As an investigator, our work was done in relation to a consent and ethics protocol which we co-signed with GIECLAT.

Theoretical framework

This study of pedagogical practices and performance in reading and spelling follows the socio-constructivist learning theory developed by Vygotski (1934/1962), whose strengths and theoretical impacts are highlighted in this paragraph. This theory sets out the positive impact of student-student and student-teacher interactions on the learning process. Interactions between students produce in them (especially those with disabilities) the ability to understand and construct knowledge, by solving socio-cognitive problems. Through dialogue, a collaborative spirit, mutual aid, cooperation between students with a willing and well-applied teacher, the elements of impaired cognitive ability can be disaggregated. Lavoie and Levesque (2007) talk about the principle of teacher mediation, interacting with the student to accompany him/her in learning. This is a strong point of the socio-constructivist approach, treating existing tendencies as an important element of student academic achievement. Small classes yield better results than a large class size.

Reading disorders

Of the 30 students observed and tested, 23, or 77%, had a serious reading disorder, while seven, or 23%, had a moderate reading disorder. The Alouette-R (*o-u-e-i-a* and *le-la-les-un-dans-des-do-ti-pu-mi*) test is administered for a period of three minutes to each student. Well before giving the text to be read to students, they were allowed to identify the vowels alone, and the vowels and consonants making up the syllables, and then they read the 15 vowels and syllables below the text itself. The hypothesis is that a student who is not able to read at least 14 out of the 15

vowels and consonants proposed properly is also unable to read the text and is therefore considered to have great difficulty reading. For example, of the 17 students in the 2nd grade of AF taking the test, only three read seven out of the 15 vowels and consonants that form the basic syllables. The syllables (a kind of fundamental phonetic unit between the phoneme and the word) that they could not read are: *mi, dans, un, des, ti, pu, do*, while the 14 students in 2nd grade could only read four out of the 15 units, and those that they could not read were: *u - le - la - les - un - dans - des - do - ti - pu - mi*.

Of the 13 students in grade 3 AF who took the test, seven were able to read eight of the 15 vowels and syllables. These are: *les - un - dans - des - do - ti - pu - mi*. The other six students did not do any better than those nine. Therefore, we find that none of the students managed to read correctly the vowels and syllables considered as prerequisites for reading the test text. In addition to this, in administering the Alouette-R test, we found that the students had difficulty with the rhythm and speed of reading. Problems of inattention (distraction), shyness (hand in mouth, eyes up, down, everywhere), memory problems (after reading a word, if it appears again, the word is read differently), problems understanding instructions (behavioral problems), etc. were noted.

Most of the teachers participating in the research were not concerned about the warning signs of dyslexia, and incapable of offering a thorough diagnosis and management plan. There are two reasons for this:

- the pedagogical practices applied do not take into account the needs of students in such a way as to identify those with a disability. Research shows that pedagogical practices have a major influence on the development of skills and knowledge among students in order to lead them to success in their learning. However, if these practices are flawed and do not take into account all students, they may contribute to further aggravating the shortcomings and disorders of students. We demonstrated above the risk incurred by students because of teaching practices that are not adapted to the realities of the classroom and those of individual students. This situation makes it necessary to renovate in this area. Thus, opting for the socio-constructivist approach (Vygotski, 1934/1962) as a pedagogical practice with suitable teachers would make a major contribution to student development and language learning, since this approach favours collaboration, cooperation and co-

construction of knowledge for the resolution of socio-cognitive conflicts. Through this approach, the isolated student will be noticed and integrated in one way or another;

- the large number of students, especially in an atmosphere unfavourable to unqualified teachers. Students in small classes (up to eight pupils) make more progress than those in larger classes. The observations we made were in overcrowded classes, student performance can only stay at that level while overcrowded classrooms persist.

Spelling disorders

All the 30 students (2nd AF and 3rd AF) experienced spelling problems when administered the Alouette-R test. Twenty-four, or 80%, had very serious difficulties in written language, while six, or 20%, had serious difficulties in this area.

In addition to the Alouette-R test, which allowed us to collect the above-mentioned data, we also administered the BALE (Batterie Analytique du Langage Écrit) in order to better understand the students' grasp of spelling. After the test, we saw that all students in 2nd grade and 13 in 3rd grade had spelling difficulties. Of the 17 in 2nd grade, 15 had serious difficulties and two had moderate difficulties, and of the 13 in 3rd grade, nine had serious difficulties and four had moderate difficulties.

The data presented and analyzed show that all the students concerned have some cognitive deficit leading to spelling and reading difficulties. The writing of these students is illegible and incomprehensible. This observation gave us an idea of the teachers' teaching practices. The students did not get the help and assistance they needed in class. In addition, there are problems with reading materials and language shortcomings.

Example of dictated words using BALE for students AF2 et de AF3

Un ballon

Gros ("un gros ballon")

Le jeudi

Trois (“J’ai trois stylos”)

Six (“Il y en a six.”)

Un feu

Hier

Douze (“Elle a douze ans.”)

Le lundi

Une nuit

Examples from students taking the BALE test

The two images above give a sense of the spelling and writing deficiency of these students. Their handwriting is illegible and incomprehensible, the words are misspelled and letters are formed with broken lines.

The students have difficulty reading and spelling. Solving these problems in the school environment can only be effective when social interaction and support measures are implemented (Laroui, 2014).

Pedagogical practices

Concerning impairments in general and the issue of learning difficulties in reading and spelling in particular, school leaders, including teachers, should adopt more flexible teaching styles capable of being adapted to different student needs in order to help students confronted with this type of problem. It is evident that the style of instruction used by teachers is the major element needed to fulfill the needs of students, but it can also aggravate the disorder if the teaching/learning process contains weaknesses. Unspecialized and unqualified teachers are faced with two categories of students – children with and without disabilities – in a setting of bilingualism that is not easy for the students. Teachers must adopt a pedagogical style that favours the development of all students in the emotional, intellectual and moral dimensions.

Conclusion

Disability as a physical, sensorimotor, psychological or mental disadvantage is emphasized by the lack of necessary means and the attitudes of others. In fact, as we have seen, misrepresentations, discrimination and prejudice are obstacles to the integration of students with disabilities in the current educational context. Difficulties arise from poor pedagogical interventions, and unfavorable accommodation structures which further weaken learning disabilities. For example, unqualified and non-specialized teachers are unable to teach well because no effective planning system has been put in place.

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9. Dysphasia in Schools: Signs, Production and Comprehension Disorders

STÉPHANIE FLORVIL

Abstract/Rezimè

This study is being done as part of a research project that GIECLAT is conducting in partnership with the Ministry of Education via CASAS, the LangSÉ laboratory and INUFOCAD. As indicated in the title, the study focuses on the issue of dysphasia at school. We discuss some production and comprehension disorders, via their manifestations, in a school context, particularly in schools in the southern department. The data were collected in four schools located in the southern department.

Keywords: dysphasia, handicap, pedagogical practice, teacher, student, educational system

Etid sa a fèt nan kad yon rechèch GIECLAT ap mennen nan yon patenarya avèk CASAS, laboratwa LangSE ak INUFOCAD. Jan sa endike nan tit la, objè etid sa a gen pou l wè ak fenomèn disfazi nan lekòl. N ap prezante ki jan difikilte pou konprann ak pwodui manifeste kay timoun ki nan sitiyasyon disfazik nan lekòl, espesyalman nan depatman Sid Dayiti. Done yo kolekte nan 4 lekòl ki se lekòl nasyonal chadonyè, lekòl presbiteral chadonyè, EFACAP ak lekòl evangelique mixte tabernacle de Port-a-Piment. Etid sa a konsène 123 elèv ki nan laj 6-15 zan.

Mo-klè : Disfazi, andikap, pratik pedagojik, anseyan, elèv, sistèm edikatif.

Introduction

Dysphasia is defined as a fairly significant delay in the use or understanding of verbal or written language (Clark and Kahmi, 2016). It is a neurodevelopmental disorder affecting verbal expression and can affect several areas of a child's life. It is an abnormality whose degree of severity varies from time to time. Some authors consider this anomaly to be a significant deficit in the production and/or understanding of language, without the diagnosis of a general cognitive deficit, sensorimotor deficits or a general lack of exposure to language (Léonard, 1998; Verhoeven and van Balkom, 2004). Others refer to dysphasia as a cluster of persistent disorders with different subtypes because of the many differences in the clinical

profiles of dysphasic children (DSMIV-TR, APA, 2003; Albaret and Castelnaud, 2009). Dysphasia is in principle a speech disorder that results from neurological dysfunction, particularly affecting verbal communication and language comprehension in a child. The majority of those afflicted are boys. This disorder can affect or manifest as at different levels of language: form, content and meaning.

In response to this question, our hypothesis is as follows: when students are unable to speak and understand because of this language anomaly, it interferes with their cognitive processes and affects their progress at school.

Objectives and methodological points

We adopt the theoretical framework of Mazeau's dynamic approach, according to which dysphasia, in addition to being an early-onset structural deficit, interferes with the child's overall developmental process (Mazeau, 2005; Witko & Mollat, 2009).

Young students were chosen because of their difficulties in producing and understanding speech in a learning context to try to test the hypothesis. We focused on the way they read certain words, additions, omissions, and the interpretation of various images, not to mention the impact on their behavior.

Data collection tools

We collected data over a five-month period and our main tool was testing. Two tests were administered: first, a reading and writing test to assess the language skills of the students targeted in the production, and second, a test from Elisabeth Schweitzer's book (2012: 28) to test listening comprehension.

To carry out the first test, a sequence of words was chosen from the students' respective reading books. They were asked to read and write these words. These words were chosen because of their phonetic similarity. As for the second test, it provided an opportunity to evaluate the level of sign recognition from the image. A sequence of images in a table divided into four parts was proposed. The students were asked to describe what they saw and explain the sequence of what is happening through these images. Given that these students live in an environment where domestic animals are common,

we chose images of animals and agricultural workers to confirm whether there is a problem with the comprehension and production of oral messages among this audience.

Data and interpretation

Sample Identification of Dysphasia

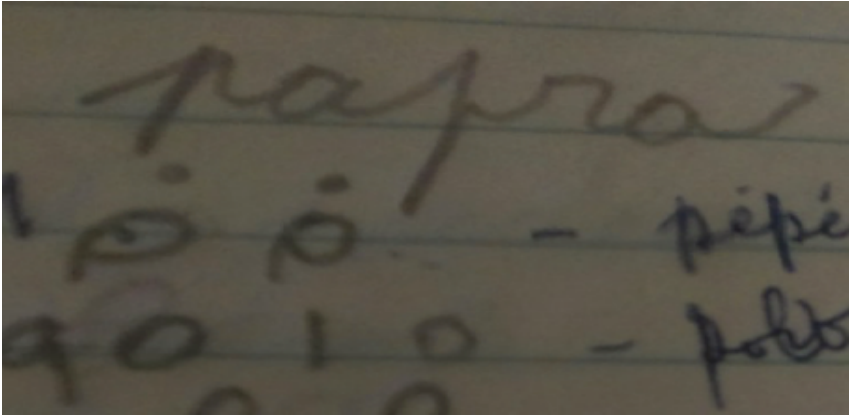
Of the 123 students who were observed in AF1, AF2, AF3, 81 were male and 23 female.

- 73, or 59.34%, had a production disorder;
- 17, or 13.7%, had a production and comprehension disorder, observed at the time of image recognition;
- 33, or 26.82%, had other disorders.

Production disorders

These students had major difficulties. While reading, there were motor errors in the use of several phonemes. In some cases, phonemes are omitted in reading. Structural phonological errors such as additions, confusions, omissions, replacements, and repetitions were common. Errors in the construction, use, representation and organization of syllables in oral and written language, poor reproduction and formation of sounds and words were observed.

Although dysphasia primarily affects oral language, it influences reading aloud significantly due to the interdependence of reading and writing in the school setting (Schweitzer, 2012). We proposed a writing activity where students would write the words read to them, and obtained the example illustrated in the picture below:

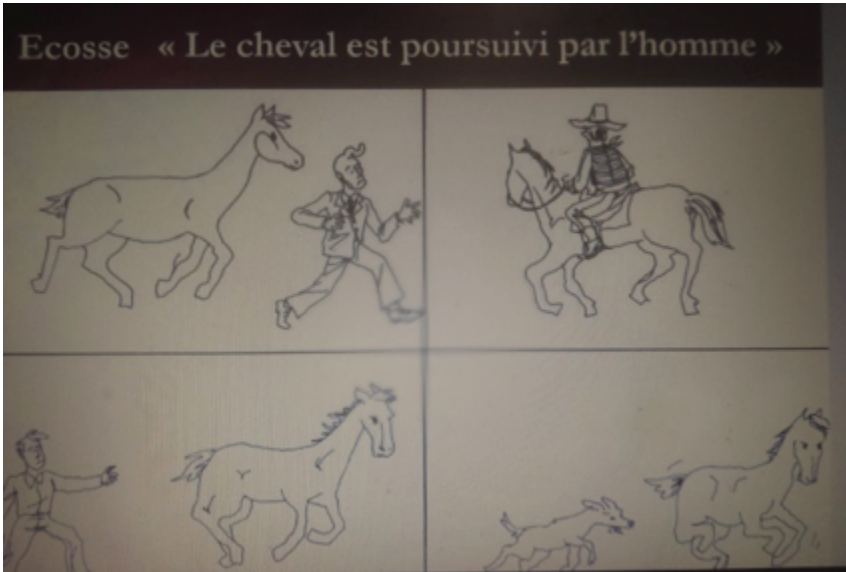


papa, pépé, polo : Writing extraction produced by an AF1 student enrolled at Presbyteral School of Chardonnières. This activity is based on their reading book "Youpi, je sais lire, 1re année", March 15, 2019.

Comprehension disorders

The comprehension disorder is mainly characterized by a misinterpretation of the narrative, the correspondence of grapho-phonological signs or the recognition of images. During the test, students were unable to identify animals that apparently exist in their surroundings and to describe what was happening because they did not understand.

Below is a table and an extract of some misinterpretations reflecting the cases of misunderstanding mentioned:



This image is extracted from a book written by Elizabeth Schweitzer (2012 : 28). It was used as a test document.

The setting suggested by this image seemed familiar to the various students in our sample; however, very few of them managed to name the elements of the content. The majority of the students were unable to establish a relationship between the image and the language needed to describe the sequence of events. This test allowed us to identify the problems of expression and reception that these students suffer.

Psychological and personal impacts

Students with these language handicaps are subject to serious personal and collective problems. The difficulties encountered on the academic level seem to affect not only their cognition but also their social situation through behavioral problems. Cognitively, they have problems that block their learning momentum and attention; and psychologically and personally, there is a lack of self-confidence. When we observe them in the classroom, especially during lectures, we notice that they move around a lot, and get

lost in their thoughts. They don't participate in the exercises when the teacher asks the class to do so. When they are addressed personally, they are surprised and disturbed.

These students also have memory problems. They often fail to learn even basic sounds of letters, and if they do, they soon forget them.

In terms of interpersonal activity, some of them always stay apart. They do not speak to others and remain closed in on themselves. Others are very mischievous and aggressive. They bicker and argue all the time.

Conclusion

Whether dysphasic students have neurological disorders or not, it is important to consider how to help them learn and thrive. Very often, those who face this disorder are seen as stupid. However, paying attention to their needs and providing them with a specialized and adaptive structure may allow them to attain average learning levels and progress. Dysphasia in itself does not block a student's access to knowledge. It is above all the lack of care and adaptive teaching strategies that causes problems. Thus, the students being observed in our investigation were in difficulty not because they suffer from this anomaly, but because their teachers do not seem to be fully aware of the problem they face. The methods applied by their teachers are very often inappropriate. The students are in this case without effective help and recourse capable of allowing them to live school life without any complexes.

In light of the above findings, it is necessary for school officials to adjust system and infrastructure to the specific needs of each student, and to help teachers put in place appropriate pedagogical mechanisms to teach and support all children.

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10. Two fruitful spin-offs of the project

Students from the Université publique de la Grande-anse initiated to inclusive education

NELSON SYLVESTRE

Initially intended for eight students from the State University of Haiti and INUFOCAD, the GIECLAT project eventually served the cause of the Public University of Grand'Anse. A group of students in Education Sciences from this university joined the research team as trainees and investigators.

Since the integration of student trainees from the Université publique de la Grand'Anse (UPGA) in this research, several activities have been carried out and convincing results have been obtained. Indeed, as is always the case in any research process, many factors deemed relevant have been introduced to better channel the anticipated positive impacts. Among these, it is important to mention the following:

- Hosting of approximately 75 student interns for UPGA;
- allocating a reasonable number of students to both urban and rural locations (13 “communes” and two localities: Léon and Fond Cochon);
- a large number of sampled schools in urban and non-urban areas;
- training and awareness raising of many students;
- introduction of the field of inclusive education, previously ignored in the Faculty's training curriculum.

These introduced factors have certainly changed the course of activities, making it difficult for the GIECLAT researchers, but these positive forays were well worth making. For a truly significant impact is being achieved, serving as a positive outreach and raising community awareness of educational exclusion by presenting the advantages of inclusive education to educational actors, official employees and local authorities.

In this report, two major and complementary impacts are presented that should lead the coordinating team to replicate the approach adopted in this phase of the project: 1) consideration of schools that are often excluded in the “education policy” and 2) involvement of the UPGA university structure in the domain of “students with disabilities”.

These two impacts highlight the importance of carrying out research on themes related to the concrete problems that the population in Haiti faces on a daily basis. The problems of the school environment are dealt with within a framework of exchange and collaboration that involves the ministerial authorities of national education and the local authorities.

Grand’Anse schools and research impacts

Sixty schools from the 15 sampled areas (13 “communes” and two localities) were observed and surveyed in this phase of the project. This systematic exploration made it possible to identify all the learning difficulties among the students as well as those related to the ability of most teachers or classroom teachers to transmit knowledge properly. The governance of these schools (the principals and the rest of the school administrations in place) does not at all facilitate the possibility of doing something in terms of the effectiveness and efficiency of the educational process. Thus, in any case, ongoing research is becoming the leitmotif for dealing with these cases of school children with disabilities and launching the debate on the problem of school exclusion in Haiti.

The impacts are as follows:

- The staff of the schools involved have clearly shown an interest in the theme by responding each time to the requests of researchers, associate researchers and support institutions. They agreed to collaborate with student trainees in their observation and exchange visits.
- The training given to teachers and principals in the schools surveyed on the need to promote the field of inclusive education has been welcomed as a useful support. These teachers and principals were unaware that many of their students had disabilities until they received the invitation to participate in the research.
- The knowledge obtained provoked discussions and debates. Teachers

and school principals became convinced of the importance of applying the strategies presented. They were convinced that the transmission of knowledge to students will have to be done differently, so that cases identified as “students with disabilities” can be dealt with immediately. This has, at times, helped to reduce recurring conflicts between principals, teachers, and parents whenever the time came to assess teachers’ performance and student’s achievement in the classroom.

- The issue of inclusive education is now present in these schools’ settings. Caring for those who would be in a situation of disability after the observation and analysis of the indices usually retained became a priority in these educational institutions although concrete actions to address the needs of students and teachers are still slow in coming due to economic and socio-political circumstances.

Along these lines, the illustrative documents on student disability have easily prompted teachers and principals to reshape their thoughts and ways of dealing with students with psychotraumatic disorders. Euphemisms such as “*elèv la sòt*”, “*elèv la nil*”, “*kote sa w pa ka konprann nan enbesil, idyo*”, etc., begin to be considered vulgar, inappropriate, and unacceptable in the school learning environment. Stereotypes and prejudices on the part of educational officials are thus challenged so that better educational results are on the horizon. The Project has produced these impacts as a way towards a less unequal education system in the near future.

These positive impacts are not seen only in the schools that have benefited from this support. The Université publique de la Grand’Anse and its academics (professors, supervisors, students and administrators), who greatly supported the process, benefited greatly from it for the reasons outlined below.

UPGA, the project and its impacts

The participation of UPGA students in the activities implemented in this phase of the project proved to be a major asset for them. Indeed, the obligation to carry out their internship in educational institutions became possible and the University itself was able to make the most of the deadline set for this purpose. Given that the creation of this university was something

of an experiment, the graduation of these students with a diploma was neither assured nor guaranteed. The GIECLAT project changed that. Here are some of the positive consequences obtained:

- The participation of the 82 students as interns inaugurated the discovery of a new field of knowledge in the educational sciences. Inclusive education, highlighting the mechanisms for teaching and caring for students with disabilities, was well taken into consideration.
- The training and coaching sessions on observation, collection and analysis guides held for them were very innovative. They constitute a complementary year of specialization for these students. The amount of knowledge accumulated by these students suggests that it was time for the project to reach the University level.



This photo was taken on December 10, 2018 by a researcher in the project. Source: GIECLAT.

- The multiple field visits of the student trainees increased their motivation and interest for inclusive education. These trainees were so

motivated that they decided to use the theme to research and write their own bachelor thesis. Out of 120 theses produced by an entire class in education sciences, 70% of them deal with the issues related to students with disabilities. Following the oral defense sessions held in August 2019, the trainees of the project, now graduates in Educational Sciences, received generally high marks.

- The researchers associated with the project were student mentors. Like UPGA teachers, they were invited as members of the jury to defend the students' theses. This is a major impact of the project, since these graduates will be called upon to transmit to the students of the Grand'Anse schools the knowledge and experiences they have developed.
- One of the objectives for which the Université publique de la Grand'Anse was established in the region was to provide it with a training and research structure. The result is now beginning to come to fruition, as the data collected in this phase of the research shows that graduate students on disability are an important nucleus for the schools. On this basis, the contribution of the project to UPGA (trainer of new managers for schools) is an invaluable public service that should be appreciated and replicated.

All in all, if the effect of an action has yet to produce an effect, that effect (when the benefit is social) is quite a positive impact. May the current phase of this research bring more to the educational community, in terms of interest and insight!

II. CASAS, Inclusive Education and the GIECLAT Project in Grand Sud

LOUIS-PIERRE JANVIER

Introduction

Over the past years, one of the major concerns of the Ministry of National Education and Vocational Training (now MENFP) has been to promote inclusive education in schools. This concern is justified by the establishment of a legal framework through a set of strategic planning documents and the Haitian State's adherence to a host of international conventions and documents. A new conception of education through a new mission for schools is thus being defined.

The legal framework recalling the inalienable right to education of all children in the country exists in the 1987 Constitution¹, the laws and international conventions ratified by Haiti. It stipulates that equity must prevail in the provision of educational services to Haitians of all ages. Thus, Article 32.8 of the 1987 Constitution guarantees people with abilities different from others (disabled and gifted) the support necessary for growth and emancipation, particularly in the area of education. On integration, article 41 of the Act of May 2012 requires the State to ensure the physical accessibility of public and private schools for persons with one or more disabilities².

The Convention on the Rights of Persons with Disabilities ratified by Haiti in 2009 reaffirms the right to education for persons with disabilities. The emphasis is placed on these prescriptions "with a view to ensuring the exercise of this right without discrimination and on the basis of equal opportunity". States Parties shall ensure that the education system guarantees inclusion in schools and provides educational opportunities throughout the life of the individual. On the basis of such equality, persons with disabilities should have equal access to inclusive and free education of

1. Haitian Constitution of 1987 and its amended version of 2011, Port-au-Prince, Haiti.
2. Loi portant sur l'Intégration des Personnes handicapées de mars 2012, pp. 18.

good quality. The Incheon Declaration of May 2015, building on the legacy of Jomtien and Dakar³, sets out a new vision of education for the next 15 years, the essence of which is to transform lives through education, through a single holistic vision that includes everyone.

Legal provisions are adopted, and both collective and individualized support measures are set out to make the school environment conducive to intellectual progress and socialization, in accordance with the needs and expectations of children and parents.

Given that Haiti has been a country marked by exclusion since its genesis, it seems necessary to orient the school towards reducing disparities and welcoming children beyond differences of origin, socio-economic conditions, family circumstances and neurophysiological reality, with a view to mitigating the impact of the discrimination underlying the caricatures and prejudices linked to gender, language, disability, colour, socio-economic status, geographical background, religion and education.

The humanist vision of education and development based on human rights, dignity, social justice and inclusion appears to be shared. As reaffirmed in the Incheon Declaration, education is described as a public good, a fundamental human right and a prerequisite for the exercise of other rights. Inclusion, gender equality and equity are emphasized in order to combat all forms of prejudice, exclusion and marginalization, through educational policies that take into account disadvantaged persons, in particular those with disabilities.

The approach that tends to incriminate pupils on the pretext that they have problems of adaptation and integration, a kind of behavioural gap that penalizes the overall and institutional functioning of the school, deserves to be analyzed in the light of the actual educational policy applied and the mechanism put in place to boost the process of socialization and inclusion. In this perspective, through its project entitled “Pupils with disabilities and teachers’ pedagogical practices in the South”, GIECLAT has provided an opportunity to discover what the MENFP’s concerns in the area of inclusive education translate into the pedagogical reality of teachers and the school reception structure put in place.

3. Education 2030, Incheon Declaration (South Korea), *Towards Inclusive and Equitable Quality Education* May 2015: World Education Forum 2015 in Incheon, 19-22 May 2015.

As a GIECLAT partner in this research, CASAS took advantage of this opportunity to test certain hypotheses, through the observation of classroom practices, the identification of general and specific needs, and the state of the school population. This enabled it to take stock of the issue, and to update and adjust its inclusive education plan in the light of field data.

Legal provisions and reality

Despite the legal and conventional provisions that project a school focused on inclusion, equity and accessibility, many children are victims of a system that generates inequalities and injustices. The context is not favourable for children from precarious and modest social backgrounds. The recurring cleavages: high schools/colleges, secular schools/congregational schools, morning schools/evening schools, one-eyed schools/hotel schools, rural schools/urban schools, poor schools/rich schools, boys/girls, Creole/French, only reinforce the challenges. Some children repeat grades and others drop out. Repetition and dropout rates are increasing dramatically because the supports are derisory.

According to a 2011 school census⁴, out of a total of 2,033,232 pupils in the 1st and 2nd cycles of the Fundamental, 14.56%, or 296,039 pupils repeat their classes. The early dropout rate, whether temporary or permanent, is as high as the repetition rate, not counting the thousands of children who have never attended school.

Preliminary data collected

As observation sites, eight schools, two in the South and six in Les Nippes, have been assigned to the CASAS coordinator. Thanks to the principals and teachers, students with signs similar to disability were observed in situ, for one week per month, 7 hours a day. This was an opportunity to observe the schools and their actors, with regard to the above-mentioned divisions such as Creole/French cohabitation, male/female sex, students

4. Bulletin d'Information du Ministère de l'Education Nationale et de la Formation Professionnelle no. 80 de mars 2012, pp. 12.

with disabilities/normal students, students in a precarious socio-economic situation, teachers familiar with inclusive education reference frameworks/ teachers unaware of the basic concepts of the teaching/learning process.

The preliminary data collected showed that a very high percentage of teaching and administrative staff, 80%, have only a narrow vision of the concept of disability. A pupil with a disability is one who has severe impairments that affect vision, speech production, hearing and the normal exercise of an organ of the body. Many of them were not even aware of the existence of CASAS, national legal frameworks and international conventions on inclusion. It was thus understood that they were not always aware of the mission of the MENFP and the need to have a school that adapts to the physical, psychological and neurophysiological conditions of children, instead of stigmatizing students who do not adapt to school.

During the collection activities, using survey instruments (questionnaires, observation and interview guides), site visits, meetings and seminars, we presented the realistic and achievable foundations of inclusive education and recalled the mission of CASAS in relation to the fundamental concerns of the MENFP. These discussions involved principals, administrative staff and teachers. The impacts of these actions carried out, on the sidelines and during the implementation of the GIECLAT project, seem beneficial, since the awareness-raising and explanation sessions have led actors to eagerly adhere to the project, by requesting training seminars on disability in schools and the issue of inclusive education.

Physical infrastructure of schools and environment

It was very alarming. While section 41 of the Act on the Physical Accessibility of School Buildings[5] specifies what must be respected, the data showed that the school buildings in the project schools violate the standards governing the construction and layout of school space. This arrangement, which would have previously indicated the inclusion and reception of all children, is proving to be highly problematic. There are no ramps or facilities to enable children with reduced mobility to access classrooms and toilets; there are no comforts or devices to enable pupils with any kind of disability to develop psychologically and to make use of their neurobiological and cognitive potential for learning.

What happens to children and young people with sensorimotor disabilities?

A very low presence of pupils with disabilities is revealed by the observations and testimonies collected. Despite the physical and sensory traumas recorded after the passage of Hurricane Matthew, it has been shown that schools have very few children with severe deficiencies affecting the sense organs and mental structure. Can it be concluded that there are no such children of school age in these environments? Far from it! It seems that they are kept away from school, because some officials have admitted, at our insistence, that their institutions do not receive these students, especially blind ones, for lack of means and methods to help them in their learning. The families have therefore kept the children with disabilities at home because of the lack of a reception structure, fear of stigmatization and the refusal of the school directors to accept them as full-fledged students.

Textbooks in 1st, 2nd and 3rd grades

There is a cruel lack of reading and writing manuals in these schools. In a Grade 1 classroom in a national school, out of a total of 58 students, only 10 were able to participate in reading activities. Even though some of them follow in pairs, at the teacher's request, it was found that a high percentage of students do not participate in the exercises and create a deleterious climate in the classroom.

Apart from the chalk and chalkboard, the teacher of these basic reading and writing classes has no other materials and teaching aids to help the children pass the lessons successfully and develop a taste for written language.

Screening for Students with Difficulties

According to the current education dictionary, an exceptional pupil is a pupil who, in the absence of physical or intellectual sensory impairments, experiences significant problems in learning or functioning in the school environment (Legendre, 2000, p. 482). Thus, depending on the context, a student may have adjustment difficulties, academic difficulties, and learning difficulties.

A student with learning difficulties is a student who has a significant learning delay.

Reading and writing problems

In the 1st grade classes, observations have shown that many students are unable to read and have difficulty distinguishing between the vowel associations ve and be. This problem influences behaviour, but it is too early to conclude that it is a cognitive problem. The deprivation of textbooks by the majority of students may be one of the causes of the lack of interest in reading and the observed deficits.

In grades 2 and 3, observations have also shown that a significant number of students have problems in reading. At the time of reading, these students are unable to pronounce the words finished in ouille. For example, frog is pronounced frog, even though the teacher has taken care to write the word on the blackboard. Even after several repetitions, the students cannot pronounce it correctly.

In a class in a national school, 18 out of 50 students have problems with reading. Many of them have difficulty performing the motor operation that leads them to form the letters of the alphabet and the basic syllables of the language. Horizontal lines are broken, excessive additions make the writing almost illegible and incomprehensible. In grades 2 and 3, many students are unable to write their names.

Behavioural problems

Students with behavioural difficulties sometimes have learning difficulties. These difficulties are related to psychosocial problems and are sometimes a consequence of intellectual deficits that are probably related to the reading and writing difficulties mentioned above. Faced with this situation, the teaching and administrative staff seem tired.

Situations similar to cases of dyscalculia have also been identified. Many students are unable to compare and use addition and subtraction rules to perform basic operations such as calculating sums and differences.

In this process we observed a class whose situation seems somewhat symptomatic of the problems already mentioned. This grade 2 class has 51 students, 34 of whom are boys and 17 girls. After administering a test and tests, we found that 31 students have problems in writing, 9 are hyperactive,

continually assaulting other classmates, 15 are still anxious, anxious and distressed, 22 have problems in mathematics, and a situation similar to Asperger's syndrome in writing.

Class management

Classroom management aimed at achieving meaningful learning of teaching content is extremely difficult. The observations made in these classes, during these reading and writing activities, justify the need to consider each pupil in his or her own world and pace of learning. Errors and approximations made by pupils are normal and understandable, but they become a problem when there is no individualized accompaniment. Some pupils drop out and drop out of school, others repeat the same class several times and generate cases of over-ageing.

Other situations assimilated to cases of Asperger's syndrome are observed at a national school and at the Lalane and Pascal School. A pupil is good at calligraphy, syllables and phonemes, but struggles to prove her abilities in learning other subjects.

Some students excel in geography or mathematics, but are unable to cope in other subjects. Such phenomena could be detrimental to these students if schools and teachers persist in the type of approach that emphasizes summative assessment and denies the merit of individualized assessment.

Learning and Health

A little bit everywhere where observations are made, we find moth heads (tet pyas). The health component is extremely important in inclusion, as a sick student may have impaired learning. Moreover, ringworm or "pyas" is a contagious disease. In addition, there is the phenomenon of absenteeism. Absences are repeated. Some school officials feel that parents do not play the game, since they do not help children to come to school. Other observed causes of absenteeism are related to economic problems. Some parents do not have money (10 gourdes) to pay for transport or to buy their children a pate or a drink. There are also children in domestic service who are prevented from attending school because of their duties at home.

Conclusion

Currently being implemented, the GIECLAT project on disability, which will end in March 2021, is collecting data that the MENFP via CASAS is using to better address the issue of inclusive education. It provides information on the somewhat narrow understanding of disability by proposing a more or less global understanding of the phenomenon. In the Departments of the Grand Sud (Sud, Nippes and Grand'Anse), educational personnel and partners interested in caring for persons with disabilities are invited to consider a set of facts relating to the field of disability. The approach is thus credible on three levels:

1. it calls on those in charge of education (public and private actors) to consider the fact that very few children with disabilities are accepted by schools;
2. it offers CASAS the opportunity to relaunch the initiative throughout the South, one of the MENFP's fundamental concerns in terms of education and inclusion;
3. it contributes to increasing the critical mass of specialists in the phenomenon by accepting, at the request of the Université publique de la Grand'Anse, to integrate more than fifty students in education sciences as trainees. Added to the students from the Faculty of Ethnology already involved in this research, the students from the Université publique de la Grand'Anse could become real resources and partners for the MENFP in the region.

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12. Overview

THE RESEARCH TEAM

Data resulting from the activities of this research project have been stored and analyzed. The information already collected gives an idea of the overall situation of the schools in these three departments and the conditions in which children with disabilities attend school. A high rate of students with disabilities related to motor, mental, cognitive and sensory-motor impairments were identified. Such a reality further motivates the research team to pursue the investigation in order to understand and find explanations as to why impairments are so frequent in some cases and are hidden in others, and what should be done to help suffering students. Whether these are visible impairments, more or less identifiable signs, as well as factors that alter the expected development of children, there are many indications that the problems are enormous. The cases listed in the chapters above are evidence of this. Because of the appalling events of October 2016 which affected the education sector materially, environmentally and in terms of loss and human casualties, the application of a fairer educational policy that is more realistic and compensatory has become a necessity.

Teachers, school principals and ministry officials have been made aware that disability is not necessarily a miserable fate, and that a child in this situation can have a fulfilling school and social life if accommodations are made available. Since disability manifests itself in a variety of forms, effective learning strategies must be used to meet children's needs. Therefore, those who are unable to develop at the expected pace in learning could be treated more thoughtfully, through diagnosis and actions aimed at providing information on the causes of their problems and the support their cases need.

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