

## **Survey on Inclusive Educational Practices in the Primary Cycle**

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**ABSTRACT-** This article aimed to analyze the representations and inclusive practices of primary school teachers, in order to consider concrete ways to enrich didactic-pedagogical practices in the perspective of the effective implementation of inclusive education. In order to support students in difficult situations and frame the resources and obstacles of this "inclusive" mode of education, three questionnaires were made available online to 151 primary school teachers from the Taza provincial delegation. The results from our questionnaires show a significant lack of knowledge of the concept, the typology of disability, learning disabilities and the educational adaptations put in place in this direction in order to guarantee the integration of this category of student around the motto 'education for all'.

**Keywords:** Inclusive education, Educational practices, pupils with special needs, Representations, Didactic-pedagogical adaptations

### **1. INTRODUCTION**

The Higher Council for Education, Training and Scientific Research has put forward a comprehensive project around inclusive education according to the motto of "The education of people with disabilities: towards an inclusive, equitable and effective education", which project recommended creating an educational environment open to diversity and ensuring a varied educational offer according to needs, thanks to effective mechanisms, educational services and the

logistical means necessary to plan and support school support (1).

On the other hand, to fully play their role, teachers must inform themselves and base their knowledge around this paradigm of inclusion and benefit from a rich and varied program of training situations.

The aim of this article is to identify the resources and obstacles relating to the implementation of an inclusive education that meets the needs of students in difficult situations, from the point of view of representations, didactic methods and pedagogical practices. In this sense the advanced results allow us to deduce an inventory based on the motivations, abuses and commitments of primary teachers for the purpose of succeeding in this action of inclusion.

### **2. THEORETICAL FRAME**

Several definitions have been given of inclusive education, the most relevant of which is that of UNESCO, namely:

#### **2.1: inclusive education**

It is "an education based on the right of all to a quality education that meets basic educational needs, enriches the presence of learners and focuses on vulnerable groups, It tries to develop the full potential of each individual. The ultimate goal is therefore to end all forms of discrimination and promote social cohesion." (2) .and that of Handicap International as: "an education system which takes into

account, in the field of education and learning, the special needs of all children and adolescents in situations of marginalization and vulnerability, including children with disabilities. It aims to eliminate the marginalization of all and to improve the conditions of education for all. » (3)

The analysis of these definitions brings us back to the distinction between two major concepts; integration and inclusion, whose notion of integration finds its origin in the right to education as a generic term mainly used in the field of disability. This means in common language the adaptation of "different" individuals to a so-called normal system. On the other hand, the concept of inclusion highlights the place of "right" (4) of all people in society, regardless of their characteristics. In inclusion there is no group of people with or without disabilities, all people have common and individual needs.

From another perspective, teachers are called upon to distinguish between learning problems that are generally related to contextual parameters and learning disabilities or disabilities that are related to genetic or pathological dysfunction (5) .

#### Autism Spectrum Disorders

The World Health Organization defines autism as a developmental disorder that appears in the first years of a child's life and leads to dysfunction in social communication, an autistic child finds it difficult to respond to others or to perceive their feelings, that is, to have empathy for others. (1)

### **2.2: Disability related to learning:**

#### **2.2.1: Mental disability**

According to the World Health Organization: It is "A state of stunted mental growth or incomplete growth which is characterized particularly by an imbalance of abilities which arises during the growth cycle, and affects the general level of intelligence (1) .

#### **2.2.2: Hearing impairment**

Also called hearing impairment, these are auditory sensory disorders that prevent the auditory system from functioning or that reduce the individual's ability to hear different voices.

#### **2.2.3: Visual impairment**

Visual impairment are disorders associated with visual function, often related to the degree of visual acuity and the visual field. Different levels of visual impairment are often distinguished: intermediate visual impairment, acute and profound visual impairment, semi-absolute blindness and absolute blindness.

### **2.3: Learning disabilities**

Learning disabilities are due to a disability or delay in one or more basic mental processes related to the use of spoken or written language. We quote :

#### **2.3.1: Dyslexia**

It is the set of acute and permanent disorders relating to the learning of written language in children with normal intelligence.

#### **2.3.2: Dysorthography**

It is determined by disorders related to understanding or applying spelling rules in automatic or orthographic writing.

#### **2.3.3: Dysgraphia**

It is determined by disorders that appear as a marked slowing down of linear written production or the written formation of letters and written exercises.

#### **2.3.4: Dyscalculia**

It is linked to disorders of the ability to master the skills associated with mathematics.

#### **2.3.5: Dysphasia**

Any developmental disorder of speech and language in the reception, expression, exchange and transmission of information, or a disorder of formulation and composition.

#### **2.3.6: Dyspraxia**

Unspecified disorder characterized by a lack of control of sensory-motor movements and movements of the mouth, legs and hands: the lack of coordination of visual and kinetic movements at the behavioral level (2) .

#### **2.3.7: Hyperactivity with memory impairment and loss of concentration and attention**

This disorder is characterized by frequent behavioral impulse, lack of central perception of place, things and people, inability to listen to instructions and complete tasks, forgetfulness and breaking rules , as well as excessive and random motor activity (2).

## **3. METHODOLOGICAL FRAMEWORK**

The methodology recommended for this work is based on a provincial survey, in which we first questioned teachers about specific representations of inclusive education, and secondly identified the degree of confrontation of students with special needs in their professional curriculum. , and finally evaluate,

all the adaptations and decisions in relation to the pedagogical management of the inclusive class.

Our research context is represented by 15 primary schools, 5 of which are private schools (from the provincial delegation of Taza), with a mixed primary school teacher population of 151.

The questionnaire is created from the models proposed by the Google Forms tool, and distributed online by email and by WhatsApp for teachers (by the directors) between October 02 and December 05, 2020 in the WhatsApp groups created by the directors of the establishments. .

We note that on the average collection of responses only 76% of the questionnaires were validated (114 teachers out of 151). whose percentage of responses recorded in the private sector was 97% against the public sector of 59%.

#### 4. Results and discussion

Our survey was approached by means of three complementary questionnaires which were distributed to teachers at the same time in order to encourage spontaneous rethinking of the questions targeted:

The first questionnaire is intended for the evaluation of representations around inclusive education, it is broken down into two parts. The first allows us to diagnose the knowledge of primary school teachers (in our samples) on the concept of inclusion and the efforts made. to apprehend it or and operationalize it (table 1). The results of this survey are as follows:

**Table 1 : evaluation of representations around inclusive education**

	For	Against
Working with students with special needs	28%	72%
Able-bodied students work well with students with special needs	42%	58%
The inclusion of pupils with special needs leads to the lowering of the level of able-bodied pupils	12%	88%
The inclusion of students with special needs drives their development.	100%	0%
Pupils with special needs cannot learn like their able-bodied peers	84%	16%
The infrastructure and the material are decisive in the construction of the		

**knowledge of pupils with special needs 100% 0%**

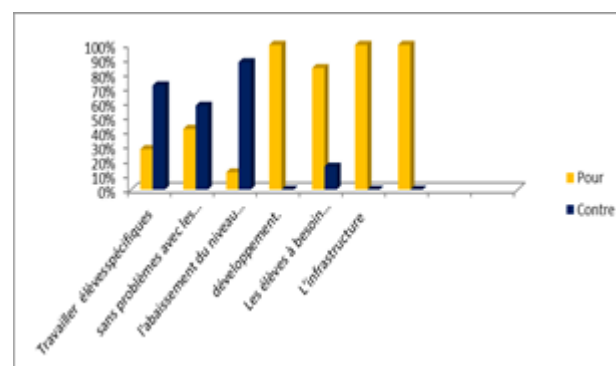
**The competence and experiences of the teacher (training) are essential for the development of students with special needs 100% 0%**

The analysis of the results mentioned in table 1 and diagram 1 shows that the concept of inclusive education is poorly understood by the majority of our research population (only 31% who know it), so with regard to practices and training we have identified a dozen (8%) teachers who have undergone training and have knowledge of teaching practices adapted for a population with specific needs.

**Table 2 : Representations of primary school teachers on inclusive education**

	Yes	No
Knowledge of the concept.	31%	69%
Knowledge of diagnostic means.	8%	92%
Knowledge of learning disabilities.	28%	72%
Take training in relation to inclusive education.	8%	92%
Reading inclusive education guides.	24%	76%
Reading a book (article) related to inclusive education.	8%	92%
Watch documentaries related to inclusive education.	4%	96%

**Diagram 1 : Evaluation of representations around inclusive education**

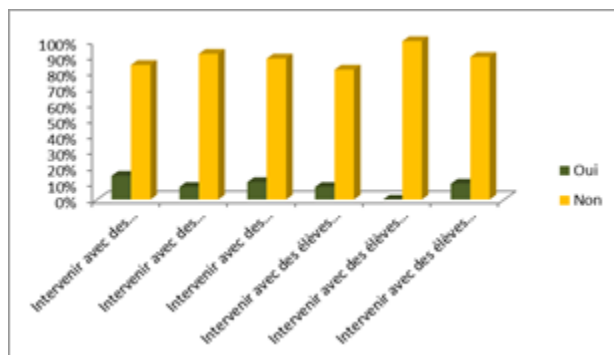


The second part of our first questionnaire focuses on the evaluation of the representations of primary school teachers around the concept of “inclusive education” and the capacities of pupils with special needs. Table 2 summarizes the results of this survey:

**Table3: Population confronted (state of disability and disorder).**

	For	Against
Working with students with special needs	28%	72%
Able-bodied students work well with students with special needs	42%	58%
The inclusion of pupils with special needs leads to the lowering of the level of able-bodied pupils	12%	88%
The inclusion of students with special needs drives their development.	100%	0%
Pupils with special needs cannot learn like their able-bodied peers	84%	16%
The infrastructure and the material are decisive in the construction of the knowledge of pupils with special needs	100%	0%
The competence and experiences of the teacher (training) are essential for the development of students with special needs	100%	0%

**Diagram 2 : Representations of primary school teachers on inclusive education**



The extraction of data from questionnaire 1 in mentioned in table 2 makes it possible to deduce that all 100% of our sample believes that the infrastructure and the material on the one hand and the socio-professional skills of the teachers on the other hand, are decisive elements in the construction of the knowledge and skills of pupils with special needs.

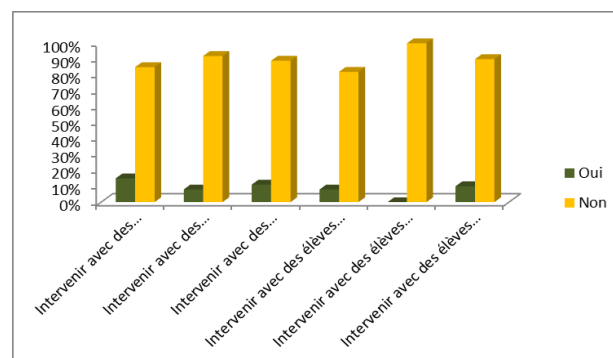
Thus, in the same perspective, the feedback from primary school teachers confirms the positive contribution of the inclusion of pupils with special needs in inclusive classes.

However, 58% of teachers believe that the inclusion process is not an easy enough action, as able-bodied students find it difficult to cooperate with those with special needs.

Questionnaire 2 was designed to identify the percentage of teachers who already had experience of working with students with special needs (table 3) .

The results of our second questionnaire (diagram 3) show the low percentage of intervention with students with physical, visual and mental disorders, and the same is true for dyslexic and dyscalculia students, but all the teachers in our sample confirm the lack of experience of teaching dysgraphic students.

**Diagram 3: percentage of pedagogical intervention with specific pupils (the state of handicap and disorder).**



On the other hand, the second part of the questionnaire two was exclusive for the teachers who intervened with pupils with special needs. With the aim of evaluating the nature of the pedagogical adaptations put in place. ( Table 4 ).

**Table 4 : Pedagogical adaptations implemented.**

	Always	Sometimes	Never
Adapt content	100%	0%	0%
Adapt teaching methods	100%	0%	0%

<b>Adapt the organization of the space</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>
<b>Use multiple languages</b>	<b>60%</b>	<b>40%</b>	<b>0%</b>
<b>Mobilize peer-to-peer learning</b>	<b>52%</b>	<b>48%</b>	<b>0%</b>
<b>Adaptation of assessment</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>
<b>Adaptation of course materials</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>
<b>Adaptation of the temporal (explanation-writing....)</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>
<b>Adapt work from home</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>

The results extracted from table 4 clearly show the different levels of adaptation mobilized by the teachers in order to help students learn and integrate in difficult situations. With this in mind, we confirm that the success of the inclusion process requires the mobilization of different resources in order to plan, manage and evaluate content consistent with the levels of attention, reflection, processing and memorization of this specific population of students. .

## 5. RECOMMENDATIONS

Inclusive education has as its starting point the recognition of students and the differences that exist between them. Thus the use of appropriate teaching methods requires above all the openness of the school to the experiences and opinions of all the actors in the educational field.

Our first recommendation focuses on the diagnosis, in which we invite all schools to rely on the opinions of specialists (neuro-paediatricians, speech therapists, psychomotor therapists) before classifying and categorizing students in difficult situations.

Second, teachers must appeal to the processes of inclusion and not confuse the cases of special pupils with academic failure by planning simple tutoring.

The third recommendation of our work will consist in studying the routes and missions of the new education frameworks (social support framework) and valuing their responsibility in the inclusion of pupils with special needs.

## CONCLUSION

The concept of inclusive education now appears to be different from that of specific education, in that the objective sought by the former aims to preserve the same structure of the class and the transformation of pedagogical and educational practices. While the action sought by the second is based on the creation of specific classes with a special curriculum.

The conclusions drawn from our survey support the idea that the implementation of inclusive education in the general education curriculum is a rather complex process.

In this sense, the inclusion of students with special needs requires the establishment of a three-dimensional structure of change based on: The transformation of the representations of all educational actors towards the concept of inclusion, the socio-professional training of the teaching staff based on the principles of inclusion and the openness of the school to external actors to ensure the means and infrastructure likely to plan an inclusive school project.

## REFERNECES

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