Schooling for deaf children in mainstream schools in Burkina Faso

Burkina Faso / Niger Programme
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Acknowledgments

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Introduction

In developed countries as well as in developing ones, the issue of schooling children with special educational needs is the subject of much debate.

**Children with special educational needs**

The notion comes from the English *children with special educational needs* and may vary from one country to another. However, there is always the commonality that these children need "special education", but that mainstream education does not necessarily have to shut them out. Special education concerns a very diverse pupil population, for example, children with physical, sensory or intellectual disabilities, children with severe learning or adaptation difficulties, gifted children, ill children, children in a difficult family or social situation, minors in prison, and traveller children.  

Source: « European Agency for Development in Special Needs »

For a long time, the only answer to the problem posed by children and adolescents with disabilities was their placement in specialized institutions. In many countries, systems based solely on private education centres and schools "responsible" for the socio-educational management of children with disabilities have proved to be inadequate. These children are often isolated and without any real contact with society.

While international frameworks emphasize the right to quality education for all children, the idea that specialized institutions are the only solution for the education of children with disabilities has become less convincing. Today, governments and policy makers have to recognize the need to offer systems that accommodate all children regardless of their educational needs. Schooling options can be quite dissimilar, with some countries favouring the coexistence of two systems (specialised system and conventional system), and others preferring to emphasize the inclusion of all children in the same educational system. Some countries have opted for an in-between approach, with the creation of integrated classes in mainstream schools.

In Burkina Faso where the educational system is faced with various basic difficulties, it may seem conjectural to consider the education of children with disabilities in the same school environment and learning conditions as for all other children.

However, Handicap International, which has been working with its partners in the field of inclusive education (IE) in Burkina Faso for over ten years¹, opted in 2005 for an innovative approach. In order to provide a quality system that is tailored to the realities of the country and which meets the educational needs of pupils with severe disabilities,

¹ View the satellite document "Education for children with disabilities in Burkina Faso: an example of an inclusive education approach", Handicap International, July 2011  
(http://www.hiproweb.org/uploads/tx_hidrtdocs/DSExp02EIBF_light.pdf)
the organization has developed a system for the inclusion of deaf children in mainstream schools, in collaboration with the Ministry of Basic Education and Literacy (MEBA).

Five years on, the experience needs to be shared, even if it is still in a pilot phase. The lessons learned from this experience must be made available to the stakeholders directly involved, but also to any other stakeholders interested in this model of education. For the stakeholders working on the design and analysis of national education plans, we hope this document will help identify strategies to take a step towards an inclusive education system, so that every child has access to quality education.

This document aims to introduce the model of education, its functioning and different stages on the one hand, and present the results of the experience on the other hand. The third part offers recommendations to improve existing and future inclusive practices.

This document complements the satellite document\(^2\) on Handicap International's 10 years of experience in the field of inclusive education in Burkina Faso.

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**Methodology**

The first step was a review of all documents available on the Burkina Faso-Niger programme relating to the experience of transitory inclusive education classes (CTIS).

The second step was to propose a draft document to the Department of Technical Resources and to the Inclusive Education sector.

The third step was to take into account the comments of those involved in the reviewing and improvement of the project and to propose the final version.

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PART 1

The inclusion of deaf children in mainstream schools

I. History of the system

A) Observation that children with severe disabilities are not integrated into the school system

B) Considering inclusive education solutions to address the present situation of inequality

II. Implementation: Step by Step

A) Consultation followed by the analysis of possible scenarios to accommodate transitory inclusive education classes (CTIS)

B) Renovation and equipping the classrooms

C) Preparing the teachers

D) Providing educational materials to the classes

E) Lobbying education authorities

F) Sensitizing parents of deaf children on the education

G. Visiting families to address the obstacles to the enrolment of deaf and hearing impaired children

H) Providing continuing professional training for CEB and SPEI teachers and supervisors in charge of CTIS

I) Supporting teachers in the classroom

J) Continuing the sensitization of all parents
The experience of transitory inclusive education classes for deaf children takes place in the broader context of actions by Handicap International and its partners since 1998 to promote inclusive education in Burkina Faso. The interventions aim to promote the rights of children with disabilities to appropriate and quality education through the provision of better educational services, using an inclusive approach.

Many activities were conducted throughout the various phases of the projects, in terms of capacity building for partners and education professionals, and also in terms of sensitization, advocacy, and the development of inclusion systems.

Reminder of the educational context of Burkina Faso: the Constitution in force stipulates that all citizens have a right to education. It makes basic education a national priority and schooling compulsory for children aged 6 to 16 without any discrimination based on gender, social origin, race or religion (Act No. 013-2007/AN adopted July 30, 2007).

In recent years, some national associations such as the Centre for integrated education and training for deaf and hearing persons (CEFISE)\(^3\), the National Union of associations for the promotion of blind and partially sighted persons (UN ABPAM)\(^4\), the International Foundation Tierno and Mariam (FITIMA)\(^5\) and the Association of parents and friends of children with encephalopathy (APEG)\(^6\) have been working on the integration of children with severe disabilities in mainstream schools, either within their own schools or in partner mainstream schools. In the present case, the integration process is preceded by a transition of at least two years in a special class of the organisation. The pupils receive

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\(^3\) Founded in 1988, CEFISE is an association in Burkina Faso that owns schools, an audiology unit and a speech therapy unit and contributes to the educational development of hearing impaired people. Thanks to its long experience in the supervision of children and youth with disabilities, CEFISE has set itself the ambition to provide education for these children alongside hearing children and to integrate them into the socio-economic fabric. For more information, [http://www.cefise.org/fr](http://www.cefise.org/fr).

\(^4\) The main mission UN ABPAM is to contribute to the social and professional integration of visually impaired people. As a federation, it works to strengthen the organisational capacity of its 60 member organizations, participate in networks and frameworks, and conduct advocacy actions. It is developing an education and training system, and contributes to the integration or reintegration of visually impaired people.

\(^5\) FITIMA is an NGO founded in 2003 in Burkina Faso, which aims to help children and adolescents with mobility impairments (coupled with cognitive impairment or not), including neuromuscular conditions, through comprehensive care (medical, paramedical, nutritional, social and educational care). For more information: [http://www.fitima.org](http://www.fitima.org).

\(^6\) APEE, which was founded in 1988, is an association of parents, friends and supporters of intellectually impaired children and children with multiple disabilities. For more information, [http://www.apee.bf](http://www.apee.bf).
a special preparation (learning Sign Language or Braille, for example) prior to their enrolment within the organisation or outside once mainstreaming has been made possible. Then, they receive outside support (from a specialist teacher from the association) for a few hours a week; the specialist monitors them and helps them in their school work if necessary.

Handicap International remains one of the few international partners supporting the inclusion of children with disabilities in schools.

This section discusses the origins and step by step operation of the pilot system introduced in 2004.

I. History of the system

A) Observation that children with severe disabilities are not integrated into the school system

In 2004, the identification of children with disabilities conducted in the school district of Tanghin-Dassouri reported 77 deaf children aged 6 to 16. Sixty of them underwent a medical examination; 39, who were old enough for the first year of primary school (CP1), were declared deaf or hearing impaired. These children could not be enrolled individually in mainstream schools because of the lack of sufficient human and material resources for their schooling.

In the 2004-2005 school year, 61 children with physical, light sensory disabilities or a debilitating illness (such as sickle cell anaemia, for example) were referred and enrolled in first year classes in the district. Their schooling required small adjustments in the school system. Actions were implemented to:

- provide basic training to teachers to help them take care of all children in the class regardless of their difference;
- place some of the pupils in the right place in the classroom to enable them to hear or see the teacher;
- ensure physical accessibility through various adaptations;
- raise the age of schooling.

In cases of severe disability (deafness, blindness, multiple disabilities), the small adjustments in the system were no longer sufficient. When faced with a child with severe disabilities, the teacher is often helpless. Which method of communication should be adopted with a deaf child? What relevant teaching methods can be used for such a child if the teacher has not received specific training?

For these reasons, 41% of all the children examined in 2004 still didn’t have the possibility to be enrolled in mainstream schools\(^7\) because of their severe intellectual or sensory disabilities. Therefore, many children were still awaiting educational solutions. These children had no opportunity to join specialized institutions because these institutions were too far from

\(^7\) Monthly IE newsletter, No. 4, January 2005.
their homes and too costly; they were therefore forced to remain outside any form of education system. Faced with this situation, we had to consider the introduction of innovative processes to enable mainstream schooling for children whose disability required specific management. Handicap International therefore decided to reflect on collective integration strategies in consultation with specialist associations and the Ministry of Basic Education and Literacy (MEBA).

B) Considering inclusive education solutions to address the present situation of inequality

During the first half of 2005, Handicap International and MEBA officials considered alternative education solutions for children who did not have access to specialized institutions, since such institutions do not exist in Tanghin Dassouri. Inspiration was drawn from the French school integration "model", which was to be tailored to the context of Burkina Faso.

The concept of inclusive education classes (CLIS): an integrated classroom within the school

The CLIS\(^8\), as developed in many Francophone countries, allows the schooling of a group of children with the same type of disability in a mainstream primary school. The pupils participate in the day-to-day activities of the school; full or partial individual integrations are favoured in the other classes when possible. All the teachers of the school are involved in the design of the system, not just the teachers of the CLIS. For a CLIS to be put in place in a school, a minimum of support and availability is required from all the education stakeholders involved.

\*\*\* Circular Letter No. 2009-087 (from the French Ministry of Education) \*\*\*

The integrated education class (CLIS) is part of the school, and its planning is included in the overall school planning. Its mission is to welcome, in specific elementary schools, (or exceptionally in kindergartens) pupils with disabilities and enable them to follow all or part of the ordinary school curriculum.

Difference from the French system: the transitory aspect

Based on the organization of the CLIS, the system developed in Tanghin Dassouri provides for the transition of pupils from the CTIS to a regular classroom at a given point of their schooling. The transitory aspect is important, hence the name transitory inclusive education class (CTIS). Transitory classes are seen as a necessary pedagogical

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\(^8\) Circular No. 2009-087 of 17/07/2009 Official Gazette No. 31 of 27/08/2009
support for some children with disabilities to enable them to gain access to mainstream education.

"Handicap International does not create new or additional systems or services for children with disabilities, but works within the existing system supporting national and local services to provide the necessary support to children with disabilities" (from Handicap International's position paper for Inclusive Education).

Thus, three CTIS opened in December 2005 for deaf children in three public schools in the district; the schools were chosen based on the geographical distribution of the children to be enrolled. The schools of Tanghin, Ouansoa and Application "A" were identified. The teachers of these three classes were volunteers.

**Organization and functioning of the system**

The diagrams below represent the model as it was designed (Figure 1), and the administrative organization of the system with the various levels involved at MEBA (Figure 2). Handicap International provides financial support to MEBA as well as the technical support necessary for the implementation of the system. It also provides financial support to CEFISE and to the Federation of schools for the deaf and hard of hearing (FES-BF); these two associations were identified to work with the directorate for the promotion of Inclusive Education (SPEI)\(^9\), the basic education district (CEB) and the schools by offering their expertise in the field of the educational management of hearing impairment.

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\(^9\) SPEI is under the supervision of the Department for the Development of Basic Education (DDEB) at MEBA.
Figure 1 - THE MODEL DEVELOPED

Mainstream school

<table>
<thead>
<tr>
<th>Class composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher receives initial training in sign language; the class consists of deaf children only.</td>
</tr>
<tr>
<td>Two teachers: the lead teacher is the CTIS teacher; they receive additional training. The second teacher is the teacher of CE1 (third year of primary school, following two preparatory years); they receive initial training in sign language and support the lead teacher. In class: mixed group of hearing pupils and hearing impaired pupils.</td>
</tr>
<tr>
<td>Same composition as above. The second teacher is the teacher of CE1. They are trained in Sign Language.</td>
</tr>
<tr>
<td>Same composition as above. The second teacher is the teacher of CE2. They receive basic training in Sign Language.</td>
</tr>
<tr>
<td>Same composition as above. The second teacher is the teacher of CE3. They receive basic training in Sign Language.</td>
</tr>
</tbody>
</table>

Primary school

CTIS Year 1

CTIS Year 1 and 2

CTIS Year 2

Mainstream CE1 class (third year of primary school, following two preparatory years)

Mainstream CE2 class (fourth year of primary school)

Mainstream CM1 class (fifth year of primary school)

Mainstream CM2 class (sixth year of primary school)

CE 1 and 2 = lower primary
CM 1 and 2 = upper primary
Figure 2 - Administrative organization

Ministry of Basic Education and Literacy (MEBA)

Central structures

DGEB
Role of coordinating education activities

DDEB
Supervisory role in the development of the system

SPEI
Monitoring role in the implementation of the system

Decentralised structures

DPEBA - Support and guidance
Support for the implementation of the system

CEB
Implementation of the system, supervision and monitoring of teachers with the support of the associations

Application 'A' CTIS
Ouansoa CTIS
Tanghin CTIS
II. Implementation: Step by Step

A) Consultation followed by the analysis of possible arrangements to accommodate transitory inclusive education classes (CTIS)

The breakdown by type of impairment (data gathered during the general consultations at the beginning of the project in 2004) showed that children with sensory impairments represented 33% of all children consulted. Among them, children with hearing impairments were the largest group. The decision to open a CTIS was then evaluated based on the number of children residing in the area or nearby, and taking into consideration the distance between the school and place of residence of these children (at most 3 to 4 km). The availability of a location to accommodate the class was the second criterion in the selection of the school, because neither the MEBA nor Handicap International had the financial resources for the construction of new buildings. At the end of this process, three schools in three villages were selected to host the CTIS: the Application "A" school located in the centre of Tanghin Dassouri with 12 pupils, the Tanghin school in the West with 6 pupils, and the Ouansoa school in the North with 14 pupils.

B) Renovation and equipping the classrooms

In the three targeted schools, the places available were unused houses for teachers. Before considering the reception of pupils in these future classes, they had to be renovated and furnished with desks for pupils and teachers and a blackboard in each class. It should be noted that the CTIS are old houses located in the school yard, but set back from the other classrooms. This reinforces the "special" nature of these classes in the school.

C) Preparing the teachers

Teacher training, delivered in several sessions, allowed the acquisition of the skills necessary to support pupils in a CTIS. The initial training consisted of learning the basics of Sign Language. Then, continuing professional training allowed teachers to update their knowledge and skills to better meet the needs of their pupils. Thus, during the additional training or refresher training, they had the opportunity to deepen their knowledge of Sign Language and learn about speech therapy and audiology. At the beginning, 32 teachers were introduced to Sign Language and teaching deaf children. The training was provided by CEFISE and FES-BF. Three of the most motivated teachers were then selected for a six weeks' on-the-job training at CEFISE.
D) **Providing educational materials to the classes**

To encourage the education of deaf children and to equip them for learning, the three CTIS were provided with materials for both teachers and pupils. Thus, notebooks, erasers, coloured pencils and chalk were supplied.

![Children and their teacher receiving school supplies (Ouansoa School)](image)

E) **Lobbying education authorities**

The advocacy for the education of children with disabilities under the project was aimed at preparing authorities to welcome the new CTIS model of education. The classes were inaugurated by the Minister of Basic Education in person during the International Day of Persons with Disabilities on 3rd December 2005.

F) **Sensitizing parents of deaf children on education**

In rural areas, many parents have not had the chance to go to school or attend literacy programmes. For these illiterate parents, enrolling their children at school is not always obvious, and the usefulness of schooling is often widely questioned. So, how can they consider educating their deaf children since they have probably never heard about educational options for themselves? Yet, the support of parents is essential to the success of the experience. Meetings were therefore held with parents of deaf children enrolled in the CTIS, members of associations of parents, teachers and school principals, officials from SPEI, supervisors from CEB, private education centres for children with disabilities, and Handicap International staff to address some concerns. The meetings also helped parents understand hearing impairment and its causes, and highlighted their role in their children's success in school.

All these steps were a precondition for making the environment conducive for the enrolment of deaf pupils in the pilot schools of Tanghin Dassouri. However, these measures alone were not sufficient to ensure the inclusion of these pupils. Subsequently, other actions were implemented throughout the experience in order to make the mainstreaming aspect of the system as efficient as possible.
G. Visiting families to address the obstacles to the enrolment of deaf and hearing impaired children

During the follow-up of the schooling of the children enrolled in the CTIS, it was noted that some of them were missing school. Handicap International decided to look into the reasons why these pupils missed classes by visiting families to improve their understanding of the children’s individual situation and identify the needs of the families in order to overcome the difficulties related to their schooling.

This activity was conducted in phases, which are presented in the table below:
<table>
<thead>
<tr>
<th>Phase 1: Contact with the local social action services offices</th>
<th>Stakeholders involved: Handicap International (project manager), CEB (educational supervisors), deconcentrated service of the Social Action Ministry (department head + worker in charge of childhood, disability and HIV/AIDS)</th>
<th>Methodology: Handicap International is the direct contact with social action services and with CEB to explain the process; the names of absent children and the names of their parents are communicated to the social worker of Tanghin Dassouri; Handicap International develops an interview guide (see below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 2: First visit of social workers to the families</td>
<td>Stakeholders involved: Decentralised service of the Social Action Ministry, Provincial Directorate (worker)</td>
<td>Activity: Visit all families to inform them of the upcoming activity; set visit dates with each family</td>
</tr>
<tr>
<td>Phase 3: Meeting with the families of enrolled deaf and hearing impaired children who do not come to the CTIS</td>
<td>Stakeholders involved: Decentralised service of the Social Action Ministry, Provincial Directorate (worker), Handicap International (Project Manager)</td>
<td>Activities implemented: meeting each family (at least one parent with the child) following the visit schedule; exchanges about the child and the obstacles to schooling using the interview guide that was developed. Reminder of the existence of CTIS and their objective; sensitization on disability and education</td>
</tr>
<tr>
<td>Phase 4: Debriefing</td>
<td>Stakeholders involved: Handicap International, Provincial Social Action Directorate, and CEB. Same people as in Phase 1</td>
<td>Activities implemented: meeting at the Provincial Social Action Directorate and at CEB with stakeholders to present the results of the discussions with the parents, the actions to be taken, and to discuss the sharing of responsibilities between CEB and social action services</td>
</tr>
</tbody>
</table>
The interview with families

[Before planning home visits, think about the time and place best suited for each activity. Keep in mind that parents will have to interrupt their usual occupation to participate in the interview; consider a duration of 60 to 90 minutes maximum per interview.

Phase 1: Introduction
Greetings. Stakeholders introduce themselves. Reminder of the context and objectives of the visit. Thank the parent for their availability.

Phase 2: Collection of information
The facilitator asks for specific information on the situation of the family to understand the barriers related to the schooling of the child visited. Use preferably a semi-structured interview to get detailed answers.

For example:
Family Information
Possible questions:
- How many people live in the family?
- What are the resources of the family / What is your professional status?

Disability information
Origin of the impairment: disease, accident, etc.

Then, ask more specific questions on education:
- In your opinion, what are the obstacles to education in general?
- Are you keeping you child at home through choice?
- What are the main reasons for choosing to keep your child out of school?
- Do you want to send your child to school? If so, why you are you not at present?
- In your opinion, what could be done to support your child to go to school?

Phase 3: Discussions about proposed solutions.
During these exchanges, interviewers deliver messages about disability and education (including the right to education) and the importance of parent involvement in the education of the child.

Phase 4: Summary
Summarize the discussions and highlight the proposals that were made.
Overview of the results of discussions with parents of deaf and hearing impaired children through four cases

Case 1 - Ouéguelga village
A grandmother who looks after her granddaughter, Sonia, was met. Sonia is hearing impaired and can say a few words. It appears that the fear of enrolling Sonia in a CTIS is the lack of knowledge on the purpose and functioning of the system. The grandmother raises concerns over schooling her granddaughter for fear she becomes completely deaf and unable to speak. It turns out that the family has not been invited to information meetings for the parents of children to be enrolled in the CTIS. The other siblings are in school, and the youngest ones attend kindergarten in the village. The grandmother knows the importance of school; this is fertile ground to advocate for the enrollment of Sonia in a CTIS. The grandmother is reassured, and the concerns and obstacles to sending Sonia to the Application "A" school (CTIS) are cleared. The grandmother pledges to send the girl to school.

Case 2 - Ouéguelga village
The meeting is with the mother of Abdou Fatail. The child can hear but has a severe intellectual impairment. He is fatherless. He was enrolled in the school of his village the years before and went to Application "A" school when the CTIS opened. Faced with the child's disability, the teacher felt helpless and expelled him from the school. In the same neighbourhood, there is another disabled boy. Seni often wanders about Tanghin Dassouri, so the social workers know him. He was assigned to a tutor (the 2nd wife of his father), because his mother has deserted the marital home and his father is in Ivory Coast. He can hear but can hardly speak.
Case 3 - Bazoulé village
The interview was done in the presence of the whole family; the father’s name is Etienne; his son Norbert became deaf as a result of meningitis, and he can hardly speak. He has a daughter who is in the first year at school in Tanghin Dassouri and goes to school by bike. The distance between the place of residence and the Application "A" school is 7 km, and the lack of means of transport (two bicycles for a family of ten people) does not allow Norbert to go to school. There is no resistance on the part of the parents to send Norbert to school.

Norbert and his father

Case 4 - Tanghin village
The interview was with the mother, Awa, in the presence of her son Sayouba. Sayouba has a stammer he has no hearing impairment and may well be enrolled in the schools located near his home. The child stays at home because the mother, for lack of information, believes that a child who has a stammer cannot go to school. The other two children of the family are in CP2 and CM1 (2nd and 5th year of primary school).

Sayouba (right) and his mother
Situation analysis and actions proposed

Generally speaking, and from the cases presented, we find that:
- the diagnosis of the type of impairment too often proves to be incorrect,
- families are not reluctant to send their children to school,
- the attitude of the teacher can be a factor of exclusion,
- family poverty can lead to the non-enrolment or dropping out of the child,
- awareness raising does not reach all parents
- the options for schooling can sometimes be difficult.

The actions proposed include the following:

- Case 1 (Sonia) does not have particular difficulties. The discussions with the grandmother, who takes care of the child, helped to provide her with reassuring information. However, it remains to be seen if her commitment to send the girl to school is real.

- In Case 2 (Abdou), arrangements could be made by Handicap International and its partners for a consultation by a specialist, which would provide accurate data on the type and severity of the impairment of the child. This information could help better identify the educational needs of Abdou. Seni’s situation: there is a need for social action services to conduct a social survey of the family, get in touch with the parent in charge of the child, and have a better understanding of the reasons why this child is marginalized.

- In Case 3 (Sayouba), it is essential to meet the CEB, which may facilitate the enrolment of the child in the school of the village. The child has no birth certificate, but this problem could be solved by contacting the town hall.

- Finally, in Case 4 (Norbert), the parents are poor and cannot afford to buy a bicycle for the child to go to school. In order to remove obstacles to schooling, it could be possible to put in place a small budget (from the remainder of another activity, for example) to support the purchase of the bicycle.

Following this work, social action services and CEB have been met to review the results of the interviews. Both parties have taken note of the proposed actions, and the actions will be monitored to ensure the proper consideration of proposals that have been made.

Situation of these children at the end of 2009 - what were the benefits of home visits?

- Sonia has resumed school after the meeting with the team. The grandmother has therefore fulfilled her commitment and ensures the education of her granddaughter.

- Thanks to the involvement of the school district, Sayouba has been enrolled in his local village school. The teacher has been sensitized about the impairment of the child.
Norbert has received a bicycle from CEB and the Directorate for the promotion of inclusive education (SPEI), which is Handicap International's direct partner in the implementation of the project; Norbert can now go to school like the other children in the CTIS.

Neither Abdou nor Seni has received special assistance. Social action services have not followed up Seni’s case, and the project has not been able to ensure Abdou gets medico-social care.

H) Providing continuing professional training for CEB and SPEI teachers and supervisors in charge of CTIS

The initial training received by teachers before the opening of the CTIS was not enough to give them all the knowledge needed to manage their classes. Most of the activities under the implementation of the pilot system were to provide teachers with regular theoretical and practical refresher training sessions. The objective was to strengthen their skills in terms of Sign Language learning and in terms of teaching methods for deaf and hearing impaired children. Hearing loss often leads to language disorder, and the training programme includes speech therapy and audiology modules to make it more comprehensive and ensure quality teaching. In addition to Sign Language, the participants have also acquired general knowledge in these two areas aforementioned. Continuing education is essential due to the changing nature of Sign Language, and also because the official curricula always contains new words that need to be signed. A total of eight complementary training sessions were provided by CEFISE and FES-BF over an average period of two weeks for the teachers participating in the pilot project. The teachers were divided into groups by levels: beginners (recently recruited teachers) and advanced (those who started in 2005).

I) Supporting teachers in the classroom

In addition to the training sessions, outreach educational support was given to CTIS teachers and teachers of inclusive classes. The educational supervisors of CEFISE and CEB, in collaboration with an institutional partner (the ministry, via SPEI) conduct regular classroom visits (at least one visit per quarter). The objective is to identify the needs in terms of training and support for the successful continuation of the inclusion activities.

General objective of the monitoring: support teachers in the psycho-educational management of deaf children in CTIS and inclusive classrooms.

Specific objectives:
- Make corrections in the signing of certain words,
- Record the difficulties of teachers regarding pedagogy and materials
- Provide/propose solutions to various problems related to teaching specific lessons,
- Record teachers' expectations for future monitoring activities.
The identification of the support needs of teachers led to the organization of refresher training at CEFISE in Sign Language, speech therapy and relaxation techniques for the hands.

The monitoring visits are also an opportunity to provide teachers with the educational and psychological skills they need to ensure an effective educational inclusion of deaf and hearing impaired children.

**Example of a monitoring programme**

First, it is necessary to plan the visits carefully. The planning has to be prepared in collaboration with officers at SPEI, at the visited CEB, and with the association in charge of conducting the monitoring visits. The planning is then submitted to Handicap International.

The planning of the visits is presented below:
<table>
<thead>
<tr>
<th>Visit date</th>
<th>Number of monitoring sessions</th>
<th>Team responsible for the monitoring</th>
<th>Class visited</th>
<th>Teacher met</th>
<th>Subject discussed</th>
<th>Visit organised by</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDMYYYY</td>
<td>2</td>
<td>SPEI: name CEB: name Association: name</td>
<td>CEI inclusive classroom - Application &quot;A&quot; School</td>
<td>Teacher 1: name ; teacher 2: name</td>
<td>Writing</td>
<td>Handicap International Logistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CTIS - Application &quot;A&quot; School</td>
<td>Teacher 1: name ; teacher 2: name</td>
<td>Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDMYYYY</td>
<td>1</td>
<td>SPEI: name CEB: name Association: name</td>
<td>Application &quot;A&quot; School</td>
<td>all teachers</td>
<td>Facilitation based on the GAP (Educational Action Group) model : summary of the monitoring, exchange and experience sharing</td>
<td>Handicap International Logistics</td>
</tr>
</tbody>
</table>
J) Continuing the sensitization of all parents

Meetings with all parents were held in the presence of educational stakeholders and partners to better prepare the permanent integration of deaf children in schools. Without the commitment and support of parents, the inclusive education activities cannot have the desired effect. The meetings are held in the schools, at the beginning and end of the school year and during the opening of the CTIS.

Many parents of children without disabilities are concerned about the arrival of deaf children in the schools. This is evidenced by the issues raised repeatedly at parents' meetings: "Will the level of the class be lowered? Will there be more violence in the school? Will our children be influenced by these children who are not like them?"

It was therefore necessary to reassure parents about the context in which the experience was taking place, review the legal aspects, and leave the floor to the educational stakeholders. These meetings are an opportunity to take stock of the integration process and discuss the difficulties that the children may face.

Note that these events sometimes required the presence of other partners such as social workers, health workers, the town hall, and the Provincial Directorate of Basic Education and Literacy (DPEBA).
PART 2

Results and tools developed

I. Results
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We have just seen how the system has been put in place. Let us now have a look at the results of the approach for the beneficiaries, i.e. the children, teachers and parents in the areas where it was put in place, over the two phases. Then, we shall present some of the tools developed for the monitoring in the classrooms.

I. Results

The first phase (2005-2006) involved 32 pupils with hearing impairments who, during their first two school years (CP1 and CP2), were taught Sign Language in the CTIS of the Tanghin, Application "A" and Ouansoa.

The second phase that started in 2007 allowed the testing of the transitory aspect of the education of children in CE1 and CE2 inclusive classrooms. At the same time, CTIS were re-opened in the Ouansoa and Application "A" schools, but this time with three years devoted to teaching the CP1 and CP2 curricula. In Tanghin, the resignation of the teacher trained in the management of CTIS prevented the enrolment of new pupils in the school.
A total of 52 deaf and hearing impaired children directly benefited from the system put in place.

A) Overview of the progress regarding the number of pupils

<table>
<thead>
<tr>
<th>School year</th>
<th>School / class</th>
<th>Total number of pupils in the class</th>
<th>Hearing-impaired pupils in the class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>G  B  T</td>
<td>G  B  T</td>
</tr>
<tr>
<td>2005/2006</td>
<td>CTIS Application &quot;A&quot; - CP1 level</td>
<td>-  -  -</td>
<td>NC  NC  12</td>
</tr>
<tr>
<td>2005/2006</td>
<td>CTIS Ouansoa - CP1 level</td>
<td>-  -  -</td>
<td>NC  NC  14</td>
</tr>
<tr>
<td>2005/2006</td>
<td>CTIS Tanghin - CP1 level</td>
<td>-  -  -</td>
<td>NC  NC  6</td>
</tr>
<tr>
<td>2006/2007</td>
<td>CTIS Application &quot;A&quot; - CP1 - CP2 level</td>
<td>-  -  -</td>
<td>NC  NC  10</td>
</tr>
<tr>
<td>Year</td>
<td>Course</td>
<td>Level</td>
<td>Students</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>2007/2008</td>
<td>CTIS Ouansoa</td>
<td>CP1 - CP2</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>CTIS Tanghin</td>
<td>CP1 - CP2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>CTIS Application &quot;A&quot;</td>
<td>CP2</td>
<td>10</td>
</tr>
<tr>
<td>2008/2009</td>
<td>CTIS Ouansoa</td>
<td>CP2</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Application &quot;A&quot;</td>
<td>CE1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Boulsin</td>
<td>CE1</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>CTIS Application &quot;A&quot;</td>
<td>CP1</td>
<td>9</td>
</tr>
<tr>
<td>2009/2010</td>
<td>CTIS Ouansoa</td>
<td>CP1 - CP2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Application &quot;A&quot;</td>
<td>CE2</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Boulsin</td>
<td>CE2</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>CTIS Application &quot;A&quot;</td>
<td>CP1 - CP2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>CTIS Ouansoa</td>
<td>CP1 - CP2</td>
<td>6</td>
</tr>
</tbody>
</table>
**Comments**

The table shows a decrease in the number of deaf children enrolled between the first two years of schooling (4 children). The reasons are that the parents of two pupils moved house, and two other pupils left because of their age (they were 14 years old when they were enrolled in CP1). In the third year of the pilot, there were two schools left due to the resignation of one CTIS teacher. At the time, it was difficult to find a new teacher to take over the class, and the children had to move to other classes within the school.

In the 4th year of implementation of the system, pupils from CTIS joined CE1 inclusive classrooms in the Application "A" and Boulsin schools. Since the Ouansoa school only had three year group classes in total, it was necessary to identify a nearby school to enable the pupils and their teacher to move to CE1. That is why the Boulsin school, which is about 1 km from Ouansoa, comes in from the 4th year.

---

The Boulsin inclusive classroom: a team of two teachers, 80 pupils, including 12 hearing-impaired pupils (7 girls).

That same year, the Ouansoa and Application "A" CTIS welcomed new pupils with hearing impairments. New teachers were provided by MEBA and trained by CEFISE before joining the CTIS. No solution was found to "restart" the CTIS of Tanghin.

In the 5th year, there was an increase in the size of the CTIS at Application "A". A child previously enrolled in Ouagadougou at the School for hearing-impaired pupils joined the classroom. However, three children stopped attending due to the relocation of their families.

**B) Regarding social integration**

The evaluations conducted in 2007\(^{10}\) and 2009\(^{11}\) with the teachers, principals and parents shows that the mainstreaming of children was satisfactory in all the schools. They are not excluded or segregated by other children and they play together.

All teachers speak of situations where children of CTIS play and interact spontaneously with other children (playing football and other games in the schoolyard). Non-disabled pupils sometimes come to see them or play with them in their classrooms. Some activities are undertaken together, such as gardening or the upkeep of the school.

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**Story**

"At Ouansoa, the goalkeeper of the football team is a hearing-impaired child of the CTIS", a teacher at the Ouansoa School.

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\(^{10}\) Evaluation by the Steering Committee, July 10, 2007.

\(^{11}\) Study Report on the CTIS system, I.C.I, January 2009.
communicate with hearing-impaired pupils. A teacher noted the interest and attention of
other pupils when a deaf pupil was signing.
Although the teachers of the CTIS are sometimes the butt of jokes (they are sometimes
called “the deaf-mutes”), they are supported by their colleagues in solving the problems
they encounter in class.

In one school, three colleagues came to see how the CTIS functioned and requested an
introduction to Sign Language.

However, despite the mutual interest and efforts for communication, the fact that the
other pupils and teachers do not know Sign Language hinders interactions and real
mutual understanding. As we have previously pointed out, the lack of suitable facilities
has led the project to transform unused teacher housing into classrooms. These
buildings are some distance from the other classes, which enhances the atypical nature
of the CTIS.

C) Regarding learning
As regards the academic achievements, the results are more mixed. According to the
assessments made at the different phases of the project, the level of the children in
CTIS varied from school to school, and from one subject to another. While all teachers
have received the same support, the most committed and motivated ones have visibly
provided better teaching and their pupils therefore have better results.

The late opening of the CTIS in the middle of the school year (in January 2007 and
January 2009), the learning of a new language (Sign Language) and the need to learn
new concepts and tools for writing, calculation and reading have led school heads to
keep the pupils of the CTIS for three years in pre-primary instead of the normal two
years in mainstream schools as per the Burkina Faso education system. Pupils in the
CTIS had an additional year to strengthen their knowledge of Sign Language, consolidate
their knowledge and prepare them appropriately for mainstream schooling.
The academic performance of pupils in the inclusive classes themselves are very
encouraging.
Example of marks obtained by hearing and hearing-impaired pupils during the first end-of-term test of 2008-2009 at the Boulsin School¹² CE1 Class.

<table>
<thead>
<tr>
<th>Mark (out of 10)</th>
<th>Hearing-impaired pupils</th>
<th>Hearing pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
<td>Pupil A</td>
<td>Pupil B</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Grammar</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Drawing</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Observation</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Language Write</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Geography</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Conjugation</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Handwriting</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Dictation</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Half marks</td>
<td>9</td>
<td>7</td>
</tr>
</tbody>
</table>

The table suggests that hearing-impaired children progress at the same rate as other pupils in the class. There have been no real differences between the educational level of hearing-impaired and hearing children in the inclusive classroom. Pupil C, the one with more difficulties, is a child with multiple disabilities; he is hearing impaired, he is not articulate, and presents malformation of the hands.

Story

"The child really learns. He writes very well and he is even becoming articulate. I'm really happy. I never thought he could change that much one day. I would be lying to you if I said I wasn’t happy", a mother declares.

The pupils are also satisfied with the education provided. The comments below collected from hearing and hearing-impaired pupils show that satisfaction.

- A boy from Application "A" in Tanghin Dassouri: "There is no problem between us. We get along well and study together."

- A hearing-impaired boy from the Boulsin School: "I'm happy to be in the same class with hearing pupils. We play together in the school yard."

• A hearing-impaired girl from the Boulsin School: "The teacher takes good care of us like other hearing pupils."

• A hearing pupil from the Application "A" school of Tanghin Dassouri: "Hearing-impaired pupils pass their tests; sometimes they do even better than hearing pupils."

D) Parents take the floor
During the meetings, the following was said during the exchanges between parents of hearing and hearing-impaired pupils:

• A parent of a deaf pupil from the Boulsin School: "School has stimulated my child. He is no longer violent with his friends."

• A parent of a hearing pupil from the Boulsin School: "Sometimes a hearing impaired pupil helps my child, who is hearing, to do his homework. It's a good thing."

• A parent of a deaf child from Application "A" school in Tanghin Dassouri: "My child has changed his behaviour thanks to the school. He likes going to school. He knows the schooldays, and prepares himself accordingly to go to school."

• A parent of a hearing child from Application "A" school in Tanghin Dassouri: "Pupils with hearing disabilities show their friends who do not go to school how to behave: it's a good thing."

E) Motivation, a determining factor in the success of the CTIS
Laurent Songzabré is the head teacher of the CE2 inclusive class of Boulsin and has been involved with the CTIS pilot for 5 years. He is working hard to provide quality education for all children in his class.

"Before the sensitization and involvement of MEBA and Handicap International in Tanghin Dassouri, I was prejudiced because I did not know anything about deaf children; for me, they could not be like other children and could not learn since they were deaf. As a teacher, I was curious to learn about teaching deaf children. Since they were being given a chance in education, why would I deny them that chance? That's why I volunteered to be part of the experience alongside the other partners (...). When we left Ouansoo for the Boulsin school, it took time to adapt. The children of the CTIS were in an environment that was foreign to them, they were out of their comfort zones. The deaf and hearing children did not know each other (...). The challenge in teaching deaf children is that certain abstract concepts such as subtraction, multiplication, and carrying over from the tens column are difficult for them to understand. You have to adapt the words, make the concepts more concrete. They are more comfortable with observation lessons, which are concrete (...). Signing requires a lot of concentration, there must be a correspondence between what is said and the translation into Sign Language. Fortunately, in inclusive classrooms, we work as a team. There is an additional teacher who corrects pupils' homework; he also learns Sign Language. This alleviates my work a little bit. I do not receive any particular allowance, I am a teacher
just like the others teachers (...). Today, I have no regrets. There are hearing-impaired children who do well, there are hearing pupils who have difficulties, so you cannot generalize. All children play together in the school yard (...). Motivation is crucial for a teacher. Joining this type of pilot project requires a significant commitment in terms of lesson planning and classroom management. It is an enriching experience that allows you to reflect on your own job, and to develop educational skills that benefit the entire class."

This strongly committed teacher says that he sometimes has misgivings. "When I face certain learning difficulties or certain behaviours that are difficult to understand, I realise that my skills for the job are limited, and sometimes I question my choice."

Photo: Laurent Songzabré

II. Tools developed as part of the teacher monitoring

A) Overview of the monitoring in the classrooms

The monitoring of the teacher in the classroom is like an observation lesson for the visiting monitoring team (CEB, SPEI, CEFISE). The lesson lasts about 30 minutes, enough for the supervisors to address the important aspects about the management of the class and the teaching methods used by the teacher. A report sheet has been designed for this purpose.
Example of a report sheet used by the monitoring team in an inclusive CE1 class\textsuperscript{13}

Class and name of the teacher monitored:

Subject: Oral \textit{Language}

\textbf{Notion: use of as and like}

<table>
<thead>
<tr>
<th>Satisfactory points</th>
<th>Areas for improvement</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Methodology used in general.</td>
<td>- Practical exercise not written on the board in advance.</td>
<td>- Write the exercise on the board beforehand. Use a curtain to hide the exercises and reveal them in due time.</td>
</tr>
<tr>
<td>- Questions asked to hearing pupils, satisfactory participation.</td>
<td>- Confusion of the concepts of the day with other words.</td>
<td>- Use coloured chalk to highlight notions.</td>
</tr>
<tr>
<td>- Loud voice.</td>
<td>- Word &quot;like&quot; wrongly signed.</td>
<td>- Number the sentences to be completed with the new notions and ask pupils to match the number of the sentence with the right notion or answer.</td>
</tr>
<tr>
<td>- Text written on the blackboard.</td>
<td>- Evaluation of the exercise not done.</td>
<td>- Avoid the confusion of signs.</td>
</tr>
<tr>
<td>- Practical phase well conducted to facilitate the acquisition of concepts for the</td>
<td>- Pupils at the back find it difficult to read some of the</td>
<td>- Always evaluate to have an idea of pupils' performance and progress.</td>
</tr>
<tr>
<td>hearing-impaired.</td>
<td></td>
<td>- Use large text to allow easy reading for some.</td>
</tr>
<tr>
<td>- Correction of the practical exercises of hearing and hearing-impaired pupils.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\textsuperscript{13} Monitoring report on the CTIS and inclusive classrooms, MEBA, March 2009.
- Hearing pupils acting as "tutors" sign the words.

- Some of the (child) tutors are overzealous and distract the learners.

- Not enough total communication.

- Clock not working.

- Encourage collaboration among pupils (tutoring), while ensuring that the tutor behaves well towards the tutored.

- Always combine speech and signs.

- Use good batteries; time reading and time management are very important, especially for the hearing-impaired.

The comments of the monitoring team on the "performance" of the teacher are attached to the monitoring form, and deal with the following aspects:

- attitude of the teacher (motivation, commitment)
- preparation work of the teacher,
- class management (collaboration, mentoring, participation, etc.).

Other advice can be provided to the teacher on:

- the spatial arrangement of pupils' desks: arrange the desks so that deaf children can see all other pupils,
- the use of materials: vary as much as possible the teaching materials used, for example use books with pictures to give a concrete illustration of the topic.

During each visit, before leaving the teacher, it is important to collect information on the class visited (class size, difficulties encountered by pupils) to ensure that all the children enrolled continue their education, and that actions are taken to address issues related to their integration. It is also important to encourage the teacher and thank him for all the efforts for the smooth running of the class.
B) The educational activities group - a useful framework for exchange

Besides the individual visits to teachers in their classrooms, regular meetings are held. They enable continuing education and exchanges on success stories and challenges.

All teachers in inclusive classrooms and CTIS meet on a quarterly basis with representatives of CEB, CEFISE and SPEI in one of the schools participating in the pilot. The purpose of these meetings is to allow teachers to express their opinions and feelings about their experiences in the inclusive classrooms and CTIS. The facilitation method used should allow them to share successful educational and organizational techniques for class management. Success stories can help other teachers deal with certain difficulties. These meetings function like the GAPs (educational action groups), which are frameworks for dialogue and sharing for all teachers in Burkina Faso.

The meeting is held on a quarterly basis and can take different forms. For example a teacher in a classroom situation with their pupils whilst the other teachers and the supervision staff evaluate that teacher’s performance.

CTIS of Ouansoa
The teacher manages his class. He encourages his pupils with pieces of chalk, he repeats some of the lessons for better assimilation, and he always tries to make the lessons as concrete as possible.

The teacher signs the name of each child, and each pupil knows his name and can sign the names of their classmates. To achieve this, he requested the help of the teacher of the inclusive CE1 classroom of Boulsin, a neighbouring school. This is a good example of educational partnership, so congratulations to him.

The teacher writes down the signs studied at a corner of the blackboard and associates them with images. He explains that it is important to keep track of the concepts presented in the form of drawings either on the board or on a brown paper if available. This helps memory (memorization), and strengthens the learning (review). This practice is well appreciated by the other participants of the meeting.

The supervision team suggests the use of pictures presenting the topics and daily life scenes such as family and the environment, in addition to the drawings by the teacher and the pupils.
C) Dealing with the integration problems of some children

Although the results of the pilot system are satisfactory, some situations make the social and educational inclusion of deaf children difficult.

For example, a teacher was obliged to move the pupils of his CTIS from Ouansoa to Boulsin because a CE1 class was not available. This resulted in adjustment difficulties for some of the children, sometimes causing them to become withdrawn. The pupils had not been adequately prepared for this change and felt disoriented and estranged. Some of them refused to participate in the class, and the teacher had to develop new strategies:

These strategies included:

- Encouraging cooperation between hearing children and deaf children in small work groups; this ultimately led to better communication between them and reinforced mutual respect;
- Encouraging hearing pupils to learn a few signs; this was perceived positively by hearing-impaired children.
PART 3

Courses of action for the development of future interventions

I. Summary of the strengths and weaknesses of the system

II. Recommendations

A) Complementarity of the actions

B) Flexibility of the education system

C) Strong involvement of the State

D) Strengthening of the achievements

E) Teacher training
The system for the mainstreaming of hearing-impaired children is still at the experimental phase. Several evaluations conducted over the five years of implementation have helped to highlight areas where improvements could be made. Nonetheless, there is a need for further reflection in order to arrive at a model that is most aligned to the constraints of the education system in Burkina Faso.

I. Summary of the strengths and weaknesses of the system

When looking at the summary of the strengths and weaknesses of the system, some recommendations can be considered for further action as regards the mainstreaming of children with hearing impairments.

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>In terms of training</td>
<td></td>
</tr>
<tr>
<td>- Training in Sign Language in specialized institutions</td>
<td>- Duration of training too short</td>
</tr>
<tr>
<td>- Existence of an initial and continuing training system for teachers and supervisors of CEB and SPEI</td>
<td>- High cost of specialized training</td>
</tr>
<tr>
<td>- Training content tailored to the needs of teachers</td>
<td>- No training for principals, although they have a role to play in the supervision of teachers</td>
</tr>
<tr>
<td>In terms of monitoring</td>
<td></td>
</tr>
<tr>
<td>- Quarterly monitoring by a team of trained supervisors (CEB and SPEI) and specialized supervisors (association)</td>
<td>- Visits by the monitoring teams ensured by Handicap International (the monitoring of teachers in the inclusive classrooms and the CTIS is essential to the success of the mainstreaming of deaf children), the monitoring requires important human and material resources, currently provided by Handicap International</td>
</tr>
<tr>
<td>- Meetings of teachers for exchange</td>
<td>- Inadequate planning of the visits, which sometimes results in the non-availability of supervisors</td>
</tr>
<tr>
<td>In terms of design</td>
<td>In terms of ownership</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>- Space available in the school grounds to house the CTIS</td>
<td>- Limits in the identification of schools (schools consisting of only 3 classes)</td>
</tr>
<tr>
<td>- Teaching staff from the civil service appointed on a voluntary basis</td>
<td>- Quite some distance from other classes</td>
</tr>
<tr>
<td>- Support from MEBA</td>
<td>- Financial support from Handicap International at all stages</td>
</tr>
<tr>
<td>- Support from specialized associations</td>
<td>- A multi-sectoral approach needs to be developed</td>
</tr>
<tr>
<td>- Transitory nature</td>
<td>- Few activities for parents</td>
</tr>
<tr>
<td></td>
<td>- Few activities for deaf and hearing children</td>
</tr>
<tr>
<td></td>
<td>- Disparity of ages between hearing pupils and deaf pupils</td>
</tr>
<tr>
<td></td>
<td>- No discussion on the financial contribution by the State from the onset</td>
</tr>
<tr>
<td></td>
<td>- Insufficient consultation with other international stakeholders for complementary actions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In terms of ownership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Availability of trained staff</td>
<td>- High turnover of teaching staff</td>
</tr>
<tr>
<td>- Institutional embedding</td>
<td>- MEBA's lack of mastery of the implementation strategy and lack of long-term vision of the needs of such a system (especially in terms of human resources)</td>
</tr>
<tr>
<td>- Involvement of local partners</td>
<td>- No specialized training cycle in the schools</td>
</tr>
<tr>
<td>- Good cooperation with specialized institutions</td>
<td></td>
</tr>
</tbody>
</table>
II. Recommendations

Given the above, we can make the following recommendations to consider strategies for the long-term extension of this model for inclusion within the mainstream system.

A) Complementarity of actions
The lessons learned emphasize the need for complementarity between the different stakeholders involved in the implementation of the system, and the need for synergy. For the mainstreaming of deaf children to be fully successful, a number of partnerships need to be established and maintained between the following stakeholders: teachers, education supervisors, disability specialists, specialist associations in the education of pupils with specific impairments, decentralised political structures, decentralised administrative structures (social action, health), central and local education authorities, parents, children with disabilities. For full success in the implementation of the CTIS and inclusive classrooms, the system must be developed taking into account the multi-sectoral dimension. Each stakeholder has an important role to play in ensuring that everything works smoothly: disability specialists for the diagnostics which will guide the educational management; specialized human resources in the type of impairment involved for training and supporting teachers in their work; educational authorities to help make the system more inclusive and accept the teaching adaptations that such a system requires; parents to encourage children in their schooling; and the children themselves who take part in the experience.

At the level of technical partnerships, it seems important to remember the need to work to strengthen cooperation among the international NGOs working on the issue of inclusive education in Burkina Faso. Indeed, it is not uncommon to see the involvement of several NGOs for the same target groups, the same partners, and sometimes at the same location. Each organisation has developed expertise in a given field: training, Community Based Rehabilitation, etc. Pooling these skills would enable the development of useful actions for all stakeholders. Regular exchanges already exist between Handicap International and Light for the World on the issue of the partnership with MEBA. A formalized partnership would make it possible to take into account several components within the same field. Sensorial Handicap Corporation is another NGO working in the field of disability; it is developing specialized teacher-training in schools in Burkina Faso. Collaboration could be established around monitoring and refresher training for teachers.

B) Flexibility of the education system
The design and testing of the system provided an opportunity to think things differently, question methods and habits, and sometimes challenge them. Innovation is enrichment for any school system that is prepared to adapt to the changes that such a system requires. It takes time and involves preparing all stakeholders directly and indirectly through advocacy and information. It is particularly important to remind those who are responsible for the education (of children) of what the existing national frameworks are. These frameworks, which are often poorly known and very little used, provide opportunities for the schooling of children with disabilities. For example, priority should be given to children with disabilities so that they can be enrolled in the schools closest
to their place of residence. Another example is the raising of the age limit for the enrolment of disabled children to 12 years. In addition, children with severe impairments may require a longer teaching time, or alternative learning methods. In this case, the reorganization of resources (using the time available differently, for instance) is necessary to facilitate the mainstreaming.

C) Strong involvement of the State

The system for the development and sustainability of the strategy in the long term requires the strong involvement of MEBA in validating the system to be used and for its integration into the educational system in Burkina Faso. Thus, for the sustainability of the action it is important that officials at the central level take part in the reflexion on the needs and resources needed in the six years of primary education (from CP1 to CM2) in terms of the training of teachers and educational supervisors, the recruitment and supervision of teachers, the identification of the educational and material needs of children and teachers, and possibly the construction of classrooms. All these requirements must then be prioritized and included into a multi-year action plan so that financial resources are made available for the State to assume the costs of the system, at least partially. The absence of a long-term vision leads to the lack of planning. Under its partnership with MEBA, Handicap International at this stage should ensure that discussions take place for the Ministry to take the system into consideration. The issues raised by vacant teaching posts, the choice of schools with just three class levels or the high turnover of trained teachers could be resolved with a stronger commitment at the central level.

D) Strengthening of the achievements

The evaluations and discussions with partners reveal a keen interest in extending the system to other types of disability and other areas. However, it seems preferable to consolidate the learning and ensure proper control mechanisms by those involved, before considering replicating the system. The experience is too recent and the system needs improvements to truly ensure the real mainstreaming of all children, regardless of the type of impairment.

E) Teacher training

In Burkina Faso, there is still no special education training for future teachers at the teacher training college (ENEP). As we have seen, the head teacher is just a generalist teacher who has accepted their role within this pilot action. The motivation of teachers is not sufficient to meet all the challenges of such an experience. A year of specialization at ENEP could allow MEBA to have a pool of specialist teachers for the inclusive classrooms.
Conclusion

The experience of the CTIS and inclusive classrooms in the school of Tanghin Dassouri is admired and has aroused the interest and curiosity of many of the education stakeholders at the national and regional levels. This innovative experience has opened the doors of the education system to children that had been so far kept outside the system because of the severity of their impairment.

The aim of the system to include deaf children schools was twofold: to educate children with severe impairments in their local primary schools, and to take into account the limited resources available. The results are positive in terms of social integration as well as an improved perception about children with hearing impairments. In the district of Tanghin Dassouri, educational stakeholders and parents of hearing-impaired children are now convinced of the ability of their children to attend school alongside children without disabilities and to succeed in mainstream schools. The transitory inclusion approach from collective education in CTIS to individualized teaching in inclusive classrooms shows encouraging results, despite some challenges.

Although the initial financial investment to establish the CTIS was significant, ultimately the overall costs are less than they would be if the children with hearing impairments were enrolment in a specialized institution. Besides, the partnerships with associations such as CEFISE and FES-BF facilitate the necessary interaction between special schools and mainstream schools in the implementation of inclusive activities.

Beyond the excitement generated by the ability of deaf children to read, write, count and communicate as easily as other pupils, a number of questions have been raised by this innovative experience in Burkina Faso.

This project was conducted in two phases. Improvements to the original model developed need to go on to achieve the quality objectives set and ensure the sustainability of the system.

This experience was an opportunity for officials from the Ministry of Education and all the stakeholders of the education system to re-think the existing system. Political will and the combined efforts of all stakeholders are essential for the development of this innovation.

This document is not intended to evaluate the system, but to document the context in which it was set up; it also presents the achievements through stories from the beneficiaries of the action. The recommendations proposed are ideas for the continuation of the actions of the system to bring about change in the education sector of Burkina Faso.
### Acronyms and Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AME</td>
<td>Association of educating mothers</td>
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<tr>
<td>APE</td>
<td>Parents’ association</td>
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<tr>
<td>APEE</td>
<td>Association of parents and friends of children with encephalopathy</td>
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<tr>
<td>CEB</td>
<td>Basic educational district</td>
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<tr>
<td>CEFISE</td>
<td>Centre for integrated education and training for deaf and hearing children</td>
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<tr>
<td>CPI</td>
<td>Itinerant teaching advisor</td>
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<td>CTIS</td>
<td>Transitory inclusive education classroom</td>
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<tr>
<td>DDEB</td>
<td>Directorate for the development of basic Education</td>
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<td>DGEB</td>
<td>General Directorate of Basic Education</td>
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<tr>
<td>DPEBA</td>
<td>Provincial Directorate of Basic Education and Literacy</td>
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<tr>
<td>DREBA</td>
<td>Regional Directorate of Basic Education and Literacy</td>
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<tr>
<td>ENEP</td>
<td>National institution for the training primary school teachers</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>FITIMA</td>
<td>International Foundation Thierno &amp; Mariam</td>
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<tr>
<td>GAP</td>
<td>Pedagogical action group</td>
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<tr>
<td>MEBA</td>
<td>Ministry of Basic Education and Literacy</td>
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<tr>
<td>PDDEB</td>
<td>Ten-Year Plan for the Development of Basic Education</td>
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<tr>
<td>REPEI</td>
<td>Network for the promotion of inclusive education</td>
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<tr>
<td>SHC</td>
<td>Sensorial Handicap Cooperation</td>
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<tr>
<td>SPEI</td>
<td>Directorate for the promotion of inclusive education</td>
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<td>EU</td>
<td>European Union</td>
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<tr>
<td>UN-ABPAM</td>
<td>National union of associations for the promotion of blind and visually impaired persons of Burkina Faso</td>
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Schooling for deaf children in mainstream schools in Burkina Faso

This paper presents the development of a unique system for the inclusion of hearing-impaired children in mainstream schools in Burkina Faso.

Firstly, this innovative model of education and its phases are presented.

Then, the results of the experience are set out.

Finally, recommendations are made to improve the existing system and plan future inclusion actions.