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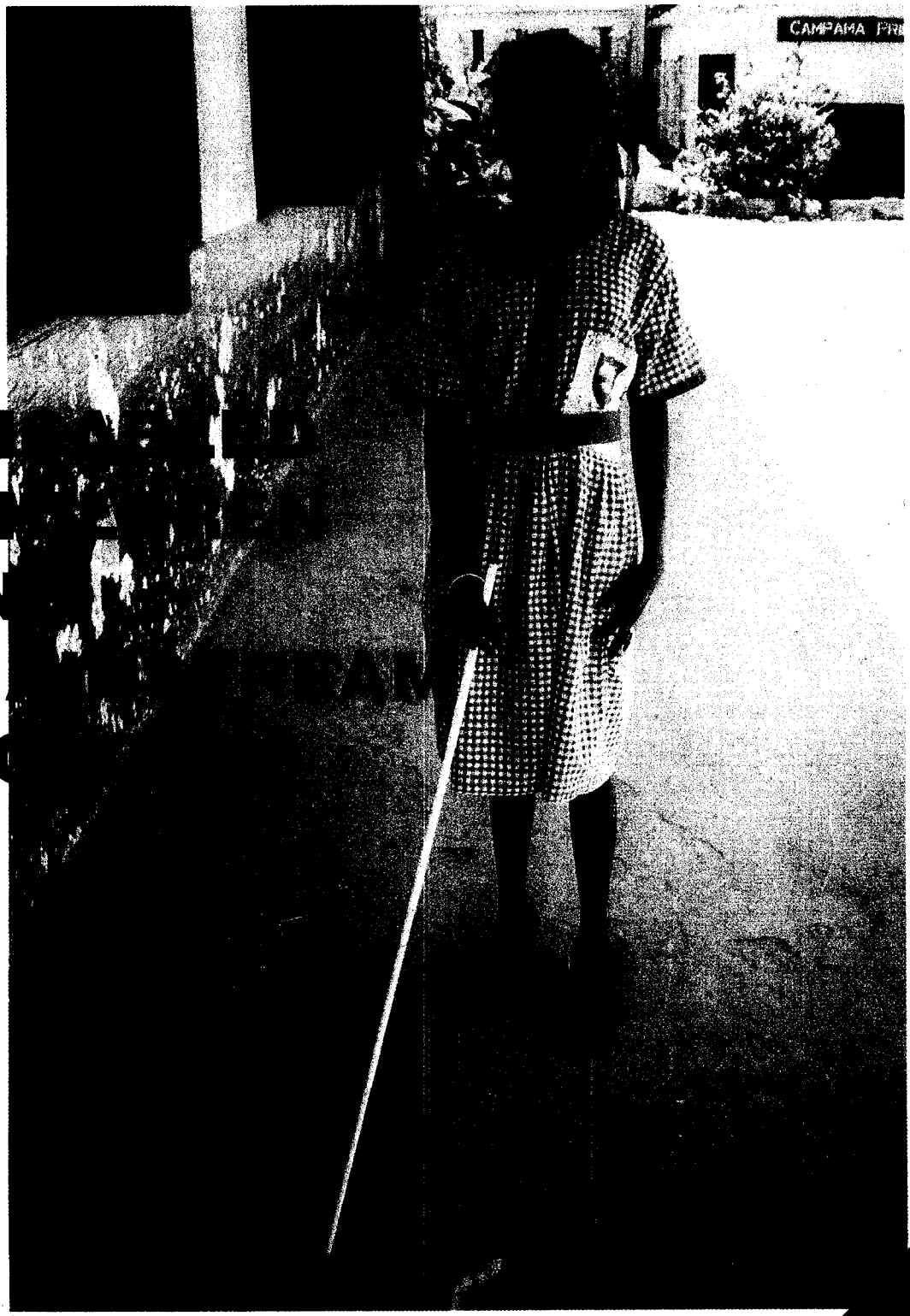

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UNICEF-GOVERNMENT OF THE GAMBIA

DISABLED CHILDREN IN MAINSTREAM SCHOOLS

UNICEF-GOVERNMENT OF THE GAMBIA

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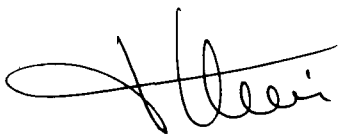
PREFACE

The survey on disabled children in the mainstream schools was introduced to assess the problems and constraints that beset both the disabled students and teachers in the learning and physical environments of the schools. Thus, in this report, capacity issues, criteria for the selection of teachers, drop-out rates, the coping strategies and the efficiency of the schools in terms of providing the acquisition of basic life and learning skills for disabled children have been assessed

We would like to thank the Netherlands Committee for UNICEF for providing the funds for this study. Our sincere appreciation also goes to Dr. Tom Fryers, the external consultant, who trained the supervisors and developed the simple tests for identifying the type and degree of disability among children in mainstream schools. Particular thanks go to the Directors of Central Statistics and Social Welfare Departments, Alieu Ndow and Michelle Mendy respectively and to all members of the Task Force.

On behalf of the UNICEF Banjul team, my particular thanks and appreciation also go to Mr. Youssouf Oomar who initiated all the process with the support of Cecilia Baldeh, Education Project Officer. She has been instrumental in ensuring that the study is completed and the report writing done on time. We also thank Thowai Zai, former WATSAN Project Officer and Yuki Doi, former Monitoring and Evaluation Officer, who worked conscientiously with the Task Force members both during the design and execution of the survey.

As baseline data, It is hoped that this report will serve as a good starting point for the Department of State for Education (DOSE), NGOs, disabled organisations, UNICEF and other interested members of civil society and development partners in the formulation of programmes for the future integration of children with special educational needs.



Maria Teresa Hevia
UNICEF Representative
The Gambia

May 23, 2000

ACKNOWLEDGEMENTS

This is the first report on disabled children in the mainstream schools. As a complement to the household disability report, it provides overall insights into the situation of disabled children in the mainstream schools, the current attempts at integration, the criteria for both admission of students and selection of teachers and the coping strategies available to both teachers and students alike.

For the data collection of this report, I would like to thank in particular, Dr. Tom Fryers for developing the survey instruments and training the supervisors and specialists on how to conduct tests and thus, identify disabilities among the children. My appreciation goes to Momodou Saho, Special Education Unit, DOSE for co-ordinating the survey and to all the specialists and supervisors involved in the data collection. These are: John Jatta, Karamo Keita, Alhaji Touray, Ramou Sanyang, Diminga Tamba, Lucy Sarfo, Dodou Loum, Alieu Bahoum, Ali Ceesay and Dembo Touray.

Finally, I would like to thank all the staff of the Central Statistics Department who were involved in the coding, data cleaning, processing, editing, analysis and report writing. It is hoped that the report will serve a useful purpose to policy makers when it comes to addressing capacity and related issues regarding disabled children and teachers in the mainstream schools.

Alieu S.M. Ndow

Director of Statistics

May 23, 2000

EXECUTIVE SUMMARY

1. This volume of the 1998 National disability survey, gives information on the type of disability among children in mainstream schools, their coping strategies and issues of normalisation. The data reveals that 25.7 per cent of the disabled children in the mainstream schools are partially sighted. Children with significant speaking problems constitute 12.3 per cent, significant mobility problems 8.9 per cent, hard of hearing 5.4 per cent and significant manipulation and fits problems 3.7 per cent each.

2. In general there are no sets of criteria for admission of disabled children in mainstream schools. Nationally, 89 per cent of the schools reported that there are no sets of criteria for the admission of disabled children in the mainstream schools. Admission is mostly based on the non-severity of the disability. However, 20 per cent of the schools emphasised a prior assessment or recommendation by a specialised school or institution. About 40 per cent of the schools reported that they do not admit blind and deaf children. The study also reveals that, there is lack of special facilities and services for the disabled children in the mainstream schools to enhance their educational environment.

3. There was virtually no socio-cultural or psychological barrier between disabled children and their normal classmates in mainstream schools. There is a general acceptance of persons with disabilities in Gambian schools. The behaviour of disabled children in class and school is extremely high, as 93 per cent of the head teachers interviewed said disabled children behaved well in both school and class. The head teachers rated disabled children's behaviour towards normal children at 94.7 per cent. Likewise their co-operation during work was also rated at 95.2 per cent. Teachers lack basic knowledge of how to operate technical aid or equipment in case the disabled children need help. Nationally, the data show only 35.5 per cent of the teachers have the knowledge of how to operate the technical aids or equipment.

4. It is worth mentioning that peer harassment and discrimination against disabled children in mainstream schools is not serious. For example, 36.5 and 53.8 per cent of the schools rated complaints of peer harassment and discrimination of disabled children as "never" and "rarely" respectively. By contrast, only 3.8 per cent of the schools reported that peer harassment and discrimination of disabled children do occur "frequently". About 6 per cent of the schools did not answer the question.

5. Nationally, the repetition rate for the disabled children in the mainstream schools is about 10 per cent. However, this repetition rate is high compared to the 4 per cent target repetition rate in the current education policy. It is noted that about 45.6 per cent of the school reported that the parents of the disabled children never visit the schools or classes to discuss the progress of the disabled children, 41.4 per cent reported that parents occasionally visit whilst only 10.9 per cent said parents regularly visit. About 2.1 per cent of the schools did not answer the question. In general, disabled male children tend to be visited more on either a regular or occasional basis by parents at the school/class than disabled female children. About 84.2 per cent of the disabled children arrive to school on time. Only 15.5 per cent of the disabled children usually arrive late.

6. Notwithstanding the lack of capacity for integrating disabled children in the mainstream schools. about 71.2 per cent of the head teachers rated the current efforts of

integration as a "success", whilst 17.3 per cent did not see it as a success. About 11.5 per cent did not answer the question. The head teachers also highly rated the attitude of teachers in integrated classes, 86.5 per cent for "good and caring", 9.6 per cent for "variable" and 3.8 per cent did not answer the question. It was also reported that the disabled children in the mainstream schools have the same access to the whole curriculum as the normal children. The head teachers also reported that disabled children in mainstream schools need extra time for proper and adequate learning whilst 6.1 per cent said no extra time and resources are needed.

7. On the question of academic performance of disabled children in the mainstream schools, 73.3 per cent of the head teachers reported that the academic performance of the disabled children compared to the normal children was good. Only 23.7 per cent reported that the disabled were not keeping up academically. The child-teacher communication was quite good, for example, disabled children's understanding of what their class teachers say was rated at 78.3 per cent, whereas the teachers understanding of what the disabled children say using normal speech was rated at 87.1 per cent. By contrast, for children not understanding what the teachers say and the teachers not understanding what the children say using normal speech, was each rated at 21.7 and 12. 9 per cent.

8. With regards to the school timetable for the disabled. About 65.4 per cent of the schools reported that they do not tailor their timetables to suit the disabled children compared to 30.8 per cent that do. However, further analysis show that the answer given to the follow-up question of how the timetables are tailored, reveal that the questions were not understood. Thus, no conclusive statements can be derived from the answers. The reasons for the non-flexibility of the timetables to accommodate the needs of the disabled children are lack of trained personnel as reported by 44.4 per cent of the schools followed by "minor cases of hearing and seeing disabilities", "no programme available" and "lack of resources" ranked 19.4, 11.1 and 2.8 per cent respectively. About 22.2 per cent of the schools did not answer the question. The schools also have criteria for selection of teachers to teach disabled children. About 36.5 per cent of the school reported that one of the criteria for selecting teachers to teach disabled children is "most qualified and experienced" whilst 15.4 per cent reported that one of the criteria is "more sympathetic and caring teachers". About 44.4 per cent of the schools did not answer the question.

9. According to the data, on average 22.7 per cent of the disabled children in the mainstream schools dropped out in the first five years. This drop-out rate compares favourably with the overall drop out rate for the last five years for all students irrespective of whether they are disabled or not. Disabled children who survived up to terminal class with satisfactory performance was estimated at around 29.2 per cent.

10. Finally, on the general assessment of the integrated approach by the head teachers, 69.1 per cent recommend "the integrated approach", 13.4 per cent recommend "resource centres", 9.4 per cent are in favour of "special units" and 9.0 per cent recommend" special schools" for the disabled.

CHAPTER 1: OVERVIEW AND METHODOLOGY OF THE SURVEY

Introduction

The primary school instruments and questionnaires were developed after the submission of the survey proposal for funding. This component was introduced to respond to the needs of separating the instruments for children in primary schools in order to obtain specific information within the mainstream school environment for future integration of disabled children with special educational needs. With the support of the consultant, the primary school instruments were finalised by introducing simple tests for identifying the type and degree of disability in primary schools.

Objectives

The main objective of this section of the National Disability Survey, 1998, was to examine the utilisation of mainstream primary schools by parents for the education of their disabled children. As such, issues of capacity and limitation of the primary schools in meeting the needs and demands for the disabled children are assessed. Capacity issues examined dealt with the integration and normalisation efforts within the primary school cycle. Efficiency of the schools in terms of registration, retention, acquisition of basic life and learning skills for disabled children and dropouts have also been examined for the ultimate development of an integrated education scheme.

1.1 Sampling Design

Based on information from a 1995/96 disability survey in primary schools, not nationally representative, conducted by the Special Education Unit of the Department of State for Education, 20 per cent (i.e.59 schools) out of the 258 schools nation wide was selected.

The country was divided into two parts: (i) The Western part, comprising of Banjul, Kanifing and Brikama Local Government Areas (LGAs). This part has nearly 50 per cent of the population and 88 primary schools or 34 per cent of all the schools, and; (ii) The rest of the country (i.e., North, South and East) with 170 primary schools. The Western part also has the highest enrolment, (70, 851 pupils or 56.9 per cent of the overall primary school enrolment of 124, 513). Thus, 17 schools were selected from the Western part with a 1995/96 total enrolment of 15, 685 pupils or 12.6 per cent of the overall enrolment. From the rest of the country, 42 schools were selected with a total enrolment of 10, 909 or 8.7 per cent (See appendix 1 for a list of the selected schools and their location). The survey covered 717 children from aged 5 to 19 years.

A two-stage systematic sampling was used. The first stage was to select from the Western part and the second stage from the rest of the country. To reduce travelling costs, most of the schools were selected from within the Enumeration Areas (EAs) for the Household Disability Survey.

1.2 Organisation of the Survey

The eight Specialists were assigned to do the 17 primary schools in the Western part while the three Field Supervisors from the Central Statistics Department were assigned for the 42 schools in the remaining part of the country.

Data collection was conducted using Forms D1 and D2 questionnaires to obtain information on various type and degrees of disability affecting children in primary schools. In order to determine the degrees and types of disability simple tests were conducted on the children. The supervisors and specialists were trained by the consultant to do these tests.

These test forms take into consideration acceptable standardisation, precision and consistency by applying the experiences and instruments from the UNICEF supported Zambian National Campaign to Reach Disabled Children (1981-4). They were developed over a long period under the guidance of Robert Serpell, Professor of Psychology at The University of Zambia, Lusaka, and were used for the Campaign which made contact with every disabled child in Zambia.

For comparability purposes, the WHO International Classification of Impairments, Disabilities, and Handicaps was adopted as a standard reference. The questionnaires are developed to measure disability and handicap to identify the population of concern. Measurement of impairment to obtain prevalence is avoided due to lack of resources and skills.

Type of disability defined:

- Difficulty in seeing	=>	Visual
- Difficulty in hearing or speaking	=>	Hearing & Speech
- Difficulty in moving(mobility/body movements)	=>	Physical
- Difficulty in hands or feet (manipulation/gripping, holding)	=>	Physical
- Difficulty in hands of feet (loss of feeling)	=>	Physical
- Show strange behaviour	=>	Mentally ill
- Has fits	=>	Epilepsy
- Difficulty in learning	=>	Learning difficulty

With the careful observation of the enumerators and interviews with the head master and teachers of the school, test forms were conducted for the possibly disabled children for screening. Form D2 was administered based on the result of the test when the child is identified as having disability. When the school enrols children with disability, Form D1 was administered by the head master.

CHAPTER 2: TYPE OF DISABILITY OF CHILDREN IN MAINSTREAM SCHOOL

In the mainstream schools survey, for the age 5-19 years, 25.7 percent of the disabled children were partially sighted followed by those having significant speaking problem (12.3 percent). Children having minor speaking problems (11.1 percent), significant physical mobility problems (8.9 percent), significant manipulation problems (3.7 percent), significant fits problem (3.7 percent) and minor physical mobility (2.8 percent).

Limitations due to severe, moderate and minor learning difficulties accounted for 1.7, 8.7 and 1.7 percent respectively. Other disability limitations are given in Table 2.1 below. These statistics are in conformity with the findings in the household report of the National Disability Survey, 1998.

Table 2.1: Percentage distribution of disabled children by age, sex and type of disability, National Disability Survey, 1998.

Type of disability	Age and sex									Gambia
	5-9			10-14			15-19			
	M	F	T	M	F	T	M	F	T	
Blind	0.0	0.0	0.0	0.3	0.0	0.2	0.0	0.0	0.0	0.1
Partially Sighted	22.7	22.4	22.6	23.7	35.0	27.6	25.4	18.2	23.5	25.7
Minor Seeing Problem	11.4	10.2	10.9	6.3	6.7	6.5	6.8	4.5	6.2	7.8
Deaf	0.8	0.0	0.4	0.7	0.6	0.6	0.0	0.0	0.0	0.5
Hard of Hearing	3.8	5.1	4.3	6.7	6.1	6.5	1.7	4.5	2.5	5.4
Minor Hearing Problem	1.5	1.0	1.3	1.0	2.5	1.5	0.0	0.0	0.0	1.3
Speaking Significant	15.2	10.2	13.0	14.7	9.8	13.0	5.1	9.1	6.2	12.3
Speaking Minor	7.6	9.2	8.3	15.3	9.2	13.2	10.2	0.0	7.4	11.1
Physical Mobility Significant	6.1	6.1	6.1	11.3	6.1	9.5	11.9	18.2	13.6	8.9
Physical Mobility Minor	3.8	2.0	3.0	2.3	2.5	2.4	5.1	4.5	4.9	2.8
Physical Manipulation Significant	3.8	4.1	3.9	2.7	4.3	3.2	6.8	4.5	6.2	3.7
Physical Manipulation Minor	0.8	1.0	0.9	1.0	0.6	0.9	0.0	0.0	0.0	0.8
Phy. Sig. Loss of Feeling in Hands/feet, Significant	0.8	1.0	0.9	0.7	0.6	0.6	1.7	0.0	1.2	0.8
Strange Behaviour, Significant	0.8	2.0	1.3	0.3	0.0	0.2	1.7	0.0	1.2	0.6
Strange Behaviour, Minor	3.0	3.1	3.0	0.7	1.2	0.9	1.7	0.0	1.2	1.6
Fits, Significant	2.3	2.0	2.2	2.0	5.5	3.2	10.2	13.6	11.1	3.7
Fits Minor	1.5	0.0	0.9	2.0	0.6	1.5	0.0	0.0	0.0	1.2
Learning Difficulties, Severe	0.0	0.0	0.0	1.3	3.1	1.9	1.7	13.6	4.9	1.7
Learning Difficulties, Moderate	10.6	17.3	13.5	6.0	4.9	5.6	8.5	4.5	7.4	8.1
Learning Difficulties, Minor	3.8	3.1	3.5	0.7	0.6	0.6	1.7	4.5	2.5	1.7
Other Significant	0.0	0.0	0.0	0.3	0.0	0.2	0.0	0.0	0.0	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Disabled children in mainstream schools

With respect to the age categories 5-9, 10-14 and 15-19 years, the pattern and level of disability follow almost the same distribution as at the national level. The problems of sight, speaking and

physical mobility are the most common limitations amongst disabled children. These findings deserve long-term strategies and actions for their amelioration and eradication if the disabled are to be effective actors and beneficiaries in national development.

CHAPTER 3: SCHOOL ENVIRONMENT FACTORS AND DISABLED CHILDREN

3.1 Criteria for Admission

In general there are no set criteria for admission of disabled children in mainstream schools. Admission is mostly based on non-severity of the disability, the conviction of the parents to the child's education and the head teachers' co-operation. At the national level, about 89 percent of the schools surveyed said there are no set criteria, however, 20 percent of such schools emphasised a prior assessment or recommendation by a specialised school or institution and the non-severity of the disability. About 40 percent of the responding institutions stated that they don't admit blind and deaf children.

3.2 School environment factors: Normalisation in mainstream schools.

Due to the high incidence of disability within the school going age of 14-18 years and the limited number of specialised educational institutions --- mainly in the urban areas --- children with disability are found in mainstream educational institutions. The Gambia Government is at present encouraging this development as a policy option in dealing with the above mentioned constraints. The promotion of such a policy option calls for normalisation of the school environment to ensure that disabled children benefit equally from the educational services offered for better integration later in life.

The study enquired bout normalisation in terms of physical environment, subjects and skills taught and other services offered. Table 3.2 below gives information on facilities and services by regional education area.

Table 3.2: Distribution of facilities and services for disabled students by type and regional education area, National Disability Survey, 1998

Facilities/services for disabled students	Regional Education Area						Total
	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	
Special Tables/Chairs	0	0	0	0	0	0	0
Financial assistance/sponsorship	0	0	0	0	0	0	0
Vocational Training	0	0	1	0	0	0	1
Technical aid/materials for deaf	0	0	0	0	0	0	0
Tech aids/material visual impaired	0	0	0	0	0	0	0
Tech aids/material for learning difficulty	0	0	0	0	0	0	0
Ramps for wheel chair users	0	1	0	0	0	0	1
Toilet latrines access for wheel chairs	0	0	0	0	0	0	0
Doors wide for wheel chairs	1	6	1	4	1	8	21
Counselling services	1	1	0	2	1	0	5
Disability assessment	1	0	0	0	2	0	3
Other	0	0	0	0	0	0	0
Total	3	8	2	6	4	8	31

The Table above indicates a total lack of special normalisation provisions for the disabled children as a strategy to enhance their educational attainment. In short, for the realisation of effective integration as an end objective, normalisation within the school environment should be given the required attention.

3.3a School timetable for the disabled

About 65.4 percent of the schools surveyed do not tailor their timetable to suit the disabled children, compared to the 30.8 percent that do and about 4 percent did not respond to the question. Of the schools that have special teaching provision for the disabled children the answers given as to how this is done illustrates that respondents did not understand the question asked or the issues at hand. For example, answers given were integrated (50 percent) equal rights on the timetable (5.6 percent) more support (11.1 percent) and extra lessons (11.1 percent). Thus, no conclusive statement can be derived from answers to the question asked (Table not shown).

3.3b Reasons for not tailoring time table to suit the disabled children

The reasons for the non-flexibility of the timetable to accommodate the needs of the disabled children include lack of trained personnel (44.4 percent), followed by minor cases of sights and hearing disability, "no programme available" and "lack of resources and facilities" rank 19.4, 11.1, and 2.8 percent respectively. The remaining 22.2 percent did not answer the question (Table not shown).

3.4 Criteria for selection of teachers to teach disabled children

At the school level the criteria "most qualified and experienced" followed by "more sympathetic and caring" are generally used to select teachers to teach disabled children. Table 3.4 shows that these criteria account for 36.5 and 15.4 percent respectively. Among the schools surveyed, about 44 percent of them did not answer the question on "what specific criteria is used in the choice or selection of teachers to handle disabled students in a particular class?"

Table 3.4: Percentage distribution of schools by regional education area and specific criteria for selection of teachers to handle disabled students in a particular class, National Disability Survey, 1998.

Regional education area	What specific criteria are used in the selection of teachers to handle disabled students in a particular class?				Total
	Most qualified/ experienced	More sympathetic / caring teachers	Special needs teacher	Not reported	
Region 1	25.0	25.0	25.0	25.0	100.0
Region 2	61.5	7.7	0.0	30.8	100.0
Region 3	8.3	16.7	0.0	75.0	100.0
Region 4	25.0	12.5	12.5	50.0	100.0
Region 5	16.7	33.3	0.0	50.0	100.0
Region 6	66.7	11.1	0.0	22.2	100.0
Total	36.5	15.4	3.8	44.2	100.0

3.5 Acquisition of life skills and opportunities for disabled students

Table 3.5 gives information on the capacities of schools in meeting the requirements for imparting basic life and learning skills to disabled children by type of provisions available. The list of provisions and the frequency of schools with such provisions show that the basic learning and life skills available in the mainstream schools exist for all type of children irrespective of the limitation of the disabled ones. These provisions are the ones with high frequencies of 30 and over observations. The low observations recorded for the other provisions reflect the low capacities for special provisions and facilities available for the pursuit of normalisation of the schools' physical environment for the proper and effective education of the disabled children. These statistics draw attention to the need to enhance capacities in mainstream schools if they are to cater for the disabled children.

Table 3.5: School with capacities for life skills, basic skills and facilities for the disabled, National Disability Survey, 1998

Acquisition of life skills and opportunities	Frequency of schools	per cent
Keep oneself clean	31	6.9
Speech training	13	2.9
Teaching other children positive attitudes towards the disabled	34	7.6
Modification of school buildings	10	2.2
Modification of school equipment and facilities	9	2.0
Assistance with and training in use of technical aids	2	0.4
Provide full access to the whole curriculum	32	7.2
Modification of the exam results	18	4.0
Participation in sports and recreation	35	7.9
Opportunities for vocational training	7	1.6
Assistance with job placements	7	1.6
Using toilets/latrines on their own	30	6.7
Preparation for proceeding to further education	30	6.7
Access to financial aid or sponsorship	30	6.7
Moving in and around the school	18	4.0
Playing like other children of same age	35	7.9
Reading and writing	35	7.9
Simple communication skills	31	6.9
How to express ones views	30	6.7
Formal sign language	2	0.4
Lip reading	6	1.3
Total	445*	100.0

*More than the number of schools covered due to multiple responses

3.6a Disabled students and complaints of peer harassment and discrimination

Peer harassment and discrimination against disabled children in mainstream educational institution is not serious as shown in Table 3.6(a). At the national level, only 3.8 percent of the responding institutions rated the occurrence of these practices "frequently", whilst 36.5 percent and 53.8 percent of the institutions rated "their occurrences as "never" and "rarely". About 6 percent of the head teachers of the educational institutions did not answer the question "How often do you receive complaints of harassment, teasing, bullying or discrimination from disabled

children?'' The variations of the phenomenon across educational regions are not much. These statistics are indications of the general acceptance of disabled persons in Gambian schools.

Table 3.6(a): Percentage distribution of schools by regional education area and complaints of harassment, teasing, bullying or discrimination from disabled students, National Disability Survey, 1998

Regional Education area	Complaints of harassment, teasing, bullying or discrimination from disabled students				Total
	Never	Rarely	Frequently	Not reported	
Region 1	50.0	50.0	0.0	0.0	100.0
Region 2	61.5	30.8	0.0	7.7	100.0
Region 3	16.7	66.7	0.0	16.7	100.0
Region 4	37.5	62.5	0.0	0.0	100.0
Region 5	16.7	83.3	0.0	0.0	100.0
Region 6	33.3	44.4	22.2	0.0	100.0
Total	36.5	53.8	3.8	5.8	100.0

3.6b Strategies adopted by staff, head and class teacher to deal with conflict, distress or frustration caused by normal students' harassment, teasing, bullying and discrimination of the disabled students

The methods used by the staff for helping disabled children to cope with negative attitudes of normal children include among others, advice and caution not to harm the disabled. Other options like the "punishment of culprit in the presence of the disabled victim" and caution/warning followed by punishment". The strategy employed on the disabled include "advice not to mind attitude of the normal children" and "encourage them to work together" (Table not shown).

3.7 Duration of disabled students in class

At the national level, the repetition rate for disabled children in mainstream education is about 10 percent. Table 3.7 below shows that for children who have been in a particular class for less than one year was 36.2 percent. For those who have been in the same class for two, three and over five years were 6.7, 1.6 and 1.4 percent respectively. These statistics imply a repetition rate of about 9.7 percent --- meaning a class to class transition rate of about 90 percent.

The above statistics show high wastage of resources, in terms of the inefficiency of the mainstream schools in catering for the disabled children. The repetition rate of 9.7 percent compares favourably with what has been observed over the years in the mainstream system as a whole, irrespective of disability. For example, in 1997/98 the repetition rates at grade one through six at the primary level were 16.8, 10.2, 10.4, 10.1, 9.1 and 6.8 percent (Education for All Assessment Report, 1999). Notwithstanding this, the 9.7 percent repetition rate is still high compared to the 4 percent target repetition rate in the current education policy.

Table 3.7: Percentage distribution of schools by regional education area and duration of disabled students in class, National Disability Survey, 1998.

Regional education area	Sex	How long has this student been in this class?						Total
		< 1 year	1 year	2 years	3 years	4 years	Over 5 years	
Region 1	Male	69.8	24.4	0.0	0.0	0.0	5.8	100.0
	Female	77.5	18.3	1.4	0.0	0.0	2.8	100.0
Region 2	Male	75.0	24.1	0.9	0.0	0.0	0.0	100.0
	Female	69.3	24.0	4.0	1.3	1.6	1.3	100.0
Region 3	Male	1.6	81.5	11.3	4.0	0.0	0.0	100.0
	Female	3.3	83.6	8.2	4.9	0.0	0.0	100.0
Region 4	Male	0.0	89.6	9.1	1.3	0.0	0.0	100.0
	Female	0.0	72.0	28.0	0.0	0.0	0.0	100.0
Region 5	Male	0.0	71.1	18.4	2.6	2.6	5.3	100.0
	Female	0.0	95.2	4.8	0.0	0.0	0.0	100.0
Region 6	Male	0.0	92.3	7.7	0.0	0.0	0.0	100.0
	Female	0.0	100.0	0.0	0.0	0.0	0.0	100.0
Total	Both sexes	36.2	53.8	6.7	1.6	0.4	1.4	100.0

3.8 Visits by parents of disabled students to discuss progress of children

According to Table 3.8 the head teachers' answers to the question. ''How often do parents visit school/class to discuss the progress of disabled child?'' were 45.6 percent for "never", 41.4 percent for occasionally, 10.9 percent for regularly and 2.1 percent of respondents did not answer the question. In generally, parents with male disabled children tend to pay more attention to their children than with female disabled children. This trend is depicted by the higher percentages reflected for males in categories "regular" and "occasionally" visits and their low observations in the category "never" visit. This is in conformity with the general observation of the greater importance attached to male children compared to female children; it is also a reflection of the general patrilineal system of Gambian society.

Table 3.8: Percentage distribution of schools by regional education area and how often parents of disabled students visit school/class to discuss the progress of the child, National Disability Survey, 1998.

Regional education area	Sex	How often do parents visit school/class to discuss progress of child?				Total
		Regularly	Occasionally	Never	Not reported	
Region 1	Male	19.5	48.3	29.9	2.3	100.0
	Female	13.5	48.6	33.8	4.1	100.0
Region 2	Male	11.4	50.0	36.0	2.6	100.0
	Female	9.3	54.7	34.7	1.3	100.0
Region 3	Male	6.5	33.9	58.1	1.6	100.0
	Female	6.6	27.9	65.6	0.0	100.0
Region 4	Male	3.9	28.6	64.9	2.6	100.0
	Female	12.0	20.0	64.0	4.0	100.0
Region 5	Male	15.4	56.4	28.2	0.0	100.0
	Female	9.1	27.3	59.1	4.5	100.0
Region 6	Male	30.8	38.5	30.8	0.0	100.0
	Female	50.0	0.0	50.0	0.0	100.0
Total	Both sexes	10.9	41.4	45.6	2.1	100.0

3.9 Type of support and encouragement to disabled children from peers, teachers and other staff

The most common support students render to their disabled classmates is "help solve assignments" followed by the loosely defined category of "help or assistance". The most significant support from 'other teachers' is mere encouragement of the disabled children. The head teachers' supports are mostly encouragement and motivation, followed by 'encourages the disabled to speak'. Auxiliary staff and other disabled children's support are minimal. As the Table 3.9 below shows lack of support is very common. Care should be taken in the interpretation of the above categories of support and encouragement because the answers overlap. For example, 'help solve assignments' and 'help or assistance'.

Table 3.9: Percentage distribution of schools by school staff and type of support, National Disability Survey, 1998.

Type of support	School personnel				
	Normal pupils	Other teachers	School head	Auxiliary staff	Other disabled pupils
Help or assistance	7.3	5.2	3.9	2.7	1.0
Encourage to speak	2.1	3.5	4.1	2.7	2.1
Friendly relationship	4.1	3.1	2.7	2.9	3.1
Help solve assignment	15.3	2.7	0.7	0.6	1.4
Exchange or discuss ideas during class	1.6	0.1	0.1	0.0	3.1
Advice	0.4	1.3	1.9	0.8	0.0
Social interaction	3.2	0.7	0.3	0.3	0.5
Individual teaching	0.0	1.0	0.1	0.0	0.0
Help pronounce words	1.4	0.8	0.3	0.3	0.3
Special protection	0.0	0.6	0.6	0.3	0.3
Help during fits attack	0.6	0.6	0.6	0.6	0.1
Extra school material	0.6	1.1	1.1	0.0	0.0
Treat them like normal pupils	1.4	1.7	1.7	1.7	1.3
Advice parents	0.0	0.4	0.7	0.0	0.0
Encouragement and motivation	5.0	7.0	7.8	5.2	1.4
Teach them how to read & write	0.0	0.8	0.1	0.0	0.0
Exempt from physical Actions.	0.0	0.3	0.3	0.3	0.0
Show concern and sympathy	6.3	5.8	0.9	1.2	0.1
Enrol at school	0.0	0.0	0.1	0.0	0.0
Others	1.1	1.5	0.6	0.1	0.7
Don't know	0.8	1.4	3.5	4.2	1.8
None	36.6	47.0	49.7	54.4	58.6
Not reported	12.2	13.4	18.2	21.7	24.2
Total	100.0	100.0	100.0	100.0	100.0

3.10 Arrival of disabled children in school on time

In general punctuality at school for disabled children is quite high. About 84.2 percent of children arrive in school on time and only 15.5 percent usually arrive late (see Table 3.10 below)

Table 3.10: Percentage distribution of disabled students by regional education area and whether child arrives in school on time regularly, National Disability Survey, 1998.

Regional education area	Does child arrive in school on time regularly?			Total
	Yes	No	Not reported	
Region 1	87.0	12.4	0.6	100.0
Region 2	84.7	15.3	0.0	100.0
Region 3	90.9	8.6	0.5	100.0
Region 4	67.0	33.0	0.0	100.0
Region 5	83.6	16.4	0.0	100.0
Region 6	86.7	13.3	0.0	100.0
Total	84.2	15.5	0.3	100.0

3.11 Academic performance of disabled children

Performance of disabled children compared to normal children is also reasonable despite limitations of disability. Of the head teachers interviewed, disabled children's performance at the national level were rated at about 73.3 percent in contrast to 26.6 percent rating of head teachers who answered "no" to the question "Does this child keep up with other children in class academically?" (Table not shown).

3.12 Child-teacher communication

The level of understanding between disabled children and their teachers is quite high. According to the data, (Table not shown), children's understanding of what the teachers say was rated at about 78.3 percent and teachers understanding of what the disabled children say using normal speech was rated at 87.1 percent. In contrast, children not understanding what the teachers say and teachers not understanding what children say using normal speech were only rated at 21.7 and 12.9 percent respectively.

3.13 Acceptance of disabled children by classmates

There is virtually no socio-cultural or psychological barrier between disabled children and their normal classmates in mainstream schools. As noted elsewhere in this report, there is a general acceptance of persons with disabilities in Gambian schools.

3.14 Disabled children's behaviour in class and school

Good behaviour of disabled children in class and school is extremely high because according to the survey 93.0 percent of head teachers answered "yes" to the question "Does the child behave well in class and school" (Table not shown).

3.15a Interaction with other children and behaviour and co-operation with others

Disabled children's behaviour towards normal children is excellent and is rated at 94.7 percent by reporting heads of schools surveyed. Likewise co-operation in work is also excellent and is rated at 95.2 percent at the national level.

3.15b Disciplinary measures on disabled children

Disciplinary measures taken against disabled children in mainstream schools include "advice and caution to the disabled" (40.4 percent). The other options are "deal with them separately with much attention" 5.8 percent, "send them out for a while" (1.9 percent), "light punishment" (7.7 percent), "assign child to task" (21.2 percent), "advice parent" (3.8 percent), "rules applied to all" 13.5 percent.

3.16 Participation and response in class

In terms of participation and response in class head teachers ranking range from 60.2 percent to 82.5 percent in Region 1 and to Region 4, translating to a national rating of 72.3 percent.

CHAPTER 4: COPING STRATEGIES OF DISABLED STUDENTS AND TEACHERS

4.1 Type of technical aids used by students

Table 4.1 gives percentage distribution of type of technical aid used by disabled children in main stream school by region. At the national level, for all schools surveyed, the use of braces accounted for 93.1 percent followed by eyeglasses (3.2 percent), crutches (1.5 percent), wheel chairs (1.3 percent) etc. The distribution of technical aid used shows that most disabled children in school are physically handicapped in terms of walking and have difficulty in seeing without the use of eyeglasses. The incredibly high proportion of braces as technical aid should merit attention. Further analysis will be done to ascertain whether the high proportion is a result of definitional problems.

Table 4.1: Percentage distribution of disabled students by regional education area and type of technical aid equipment used by the disabled child, National Disability Survey, 1998

Type of technical aid or equipment used in class	Regional education area						Total
	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	
Crutches	0.6	2.1	0.5	2.0	3.3	6.7	1.5
Wheel chair	0.6	2.6	0.0	0.0	3.3	6.7	1.3
Artificial limb	0.0	0.5	0.0	0.0	1.7	0.0	0.3
Hearing aid	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Eye glasses	8.1	2.6	1.1	1.0	1.7	6.7	3.2
Cane	0.0	0.5	0.0	0.0	0.0	0.0	0.1
Braille	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Tape recorders	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Type writers	0.0	0.0	0.0	0.0	0.0	0.0	0.0
No technical aid	0.0	0.5	0.0	0.0	0.0	0.0	0.1
Brace	89.4	92.1	98.4	96.1	88.3	80.0	93.1
Others	1.3	0.0	0.0	1.0	1.7	0.0	0.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

4.2 Teachers knowledge on how to operate technical aid or equipment

Teachers' basic knowledge of how to operate technical aid or equipment in case the disabled children need help is low at 38.5 percent, at the national level with marked variations across regional education areas. This is a limiting factor in terms of integrating disabled children in mainstream school, which has to be addressed (see Table 4.2 below).

Table 4.2: Percentage distribution of disabled students by regional education area and teachers knowledge of how to operate technical aid or equipment in case the child needs help, National Disability Survey, 1998.

Regional education area	Basic knowledge of how to operate aids/equipment?			Total
	Yes	No	Not reported	
Region 1	44.4	55.6	0.0	100.0
Region 2	33.3	66.7	0.0	100.0
Region 3	0.0	50.0	50.0	100.0
Region 4	50.0	50.0	0.0	100.0
Region 5	37.5	25.0	37.5	100.0
Region 6	66.7	33.3	0.0	100.0
Total	38.5	51.9	9.6	100.0

4.3 Provisions of services for teachers in the integrated setting

Provisions made for teachers to improve their skills in teaching disabled children include counselling services, training and orientation and supervision. Informal counselling services include exchange of ideas among teachers to improve teaching methods and highlighting the need for special attention to be given to the disabled children.

Orientation and training strategies are mostly in the form of school based workshops. Supervision takes the form of daily visits by the head teacher to classes with disabled children, monitoring the progress of disabled children and encouraging teachers to give support to such children. It is important to note that most of the schools never responded the question on the provisions of services for teachers in the integrated setting.

4.4 Perception on the integration from the view point of head teachers

Notwithstanding the lack of capacity for integrating disabled children in mainstream educational institutions, about 71.2 percent of head teachers rated the current integration efforts as "success" whilst about 17.3 percent did not. Only 11.5 percent did not answer the question (Table not shown).

Table 4.4 gives information on percentage distribution of schools by regional education area and reasons given by teachers for not supporting the integration of disabled children. Barring the non-response rate of 60.0 percent to the question, 20 percent gave "lack of trained personnel" as their reason, for the non-support of integration, 13.3 percent said "disabled students don't catch up easily" and 6.7 percent gave 'lack of resources and facilities" for not supporting integration.

Table 4.4: Percentage distribution of schools by regional education area for not supporting integration of disabled children, National Disability Survey, 1998.

Regional education area	Why do you think so?				Total
	Lack of trained personnel	Lack of resources/facilities	Disabled students don't catch up easily	Not reported	
Region 1	0.0	0.0	0.0	100.0	100.0
Region 2	50.0	25.0	0.0	25.0	100.0
Region 3	25.0	0.0	0.0	75.0	100.0
Region 4	0.0	0.0	100.0	0.0	100.0
Region 5	0.0	0.0	0.0	100.0	100.0
Region 6	0.0	0.0	50.0	50.0	100.0
Total	20.0	6.7	13.3	60.0	100.0

4.5 Teachers rating in the integrated classes from head teachers' viewpoint

Head teachers' rating of teachers' attitude in integrated classes were 86.5 percent for good and caring, 9.6 percent for "variable" and 3.8 percent did not answer the question (Table not shown).

4.6 Access of disabled children to the whole curriculum from class teachers' viewpoint

The disabled children in mainstream school have the same access to the whole curriculum as do normal children (see Table 4.6 below).

Table 4.6: Percentage distribution of disabled students by regional education area and whether the child has access to the whole of the curriculum, National Disability Survey, 1998.

Regional education area	Does child have access to the whole curriculum?			Total
	Yes	No	Not reported	
Region 1	99.4	0.6	0.0	100.0
Region 2	99.5	0.5	0.0	100.0
Region 3	97.3	0.5	2.2	100.0
Region 4	100.0	0.0	0.0	100.0
Region 5	100.0	0.0	0.0	100.0
Region 6	100.0	0.0	0.0	100.0
Total	99.0	0.4	0.6	100.0

4.7 Teaching time devoted to disabled children

In terms of demand for time by disabled children in mainstream schools 37.5 of the head teachers responded that such children need extra time for proper and adequate learning whilst 61.1 say no extra time and resource are needed. The variations in the level of responses across regional education areas are depicted in Table 4.7.

Table 4.7: Percentage distribution of disabled students by regional education area and whether the child occupies too much of teaching time, National Disability Survey, 1998

Regional education area	Does child have access to the whole curriculum?			Total
	Yes	No	Not reported	
Region 1	42.2	57.1	0.6	100.0
Region 2	48.7	50.3	1.1	100.0
Region 3	30.1	69.4	0.5	100.0
Region 4	30.1	68.9	1.0	100.0
Region 5	26.2	70.5	3.3	100.0
Region 6	53.3	46.7	0.0	100.0
Total	37.9	61.1	1.0	100.0

4.8 Effect of devoting too much teaching time to disabled children on the rest of the class

Among class teachers who stated that extra time is needed for disabled children explained that such extra time demands would result to 64 and 11.1 percent respectively for "minor effects" and "serious effects" on the rest of the class. About 21 percent of such teachers said that this need would have "no effect" on the class (Table not shown).

4.9 Class teachers' perception on the integration of disabled children

Teachers' capacity to cope with disabled children has a high rating of 82.7 percent. Progresses of children in integrated classes are also satisfactory – rating is at 80.4 percent at the national level (see Table 4.9 below).

Table 4.9: Percentage distribution of disabled students by regional education area and whether the teacher is coping adequately with the problem of integrating disabled children in his or her class? National Disability Survey, 1998

Regional education area	Are you coping adequately with the problem of integrating disabled children in your class?			Total
	Yes	No	Not reported	
Region 1	83.2	7.5	9.3	100.0
Region 2	87.8	3.2	9.0	100.0
Region 3	86.0	1.1	12.9	100.0
Region 4	61.2	31.1	7.8	100.0
Region 5	88.5	3.3	8.2	100.0
Region 6	93.3	6.7	0.0	100.0
Total	82.7	7.7	9.7	100.0

4.10 Drop-outs among disabled students in the last five years

According to the data for the last five years, on average, about 22.7 percent of disabled children in mainstream school drop out of the educational system. This drop out rate compares well with overall drop out rate for the last five years for all students irrespective of disability. From 1993/94 to 1997/98 the overall drop out rate ranged between 18.3 to 26.3 percent (EFA Report, 1999).

Disabled children in mainstream schools

4.11a Disabled students who graduated in the last five years

The graduation rate i.e. survival up to the terminal class with satisfactory performance was estimated at around 29.2 percent for disabled children.

4.11b Constraints and pressing needs of the schools

Out of the 57 schools the most pressing problems constraints and needs for disabled children in mainstream school in descending order of importance were lack of technical aid, games, financial assistance/scholarship access to physical facilities such as toilets/classrooms, teachers training, financial support etc. However, two schools did not respond to the question. These expressed need underscore the lack of preparation for integration of the disabled in mainstream schools.

4.12 General assessment of the integrated approach by the teachers

What is best for the child in terms of education/functional training? According to responding head masters, 69.1 percent of teachers say it is the "integrated approach", 13.4 percent recommend "resource centres", 9.4 percent are in favour of "special units", and 9.0 percent opted for special schools. Such policy opinions of head masters favoured integration despite the weakness and/ or limitations of mainstream mentioned in other parts of this report.

This is children's right issue that is central to future government policy on integration of the disabled not just in the area of education and training but the whole development spectrum of the disabled. As such, it deserves a national debate on its pros and cons.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

CONCLUSION

A major finding of the study suggests that there is a total lack of special facilities and services to enhance the educational environment of the disabled children in the mainstream schools. These lack of facilities and services range from untrained and specialised teachers, lack of ramps for easy access of the classrooms for the physically disabled and toilets to suit the needs of the disabled. As a result of the lack of untrained and specialised teachers, most of the schools do not have the capacity to tailor the timetables to suit the needs of the disabled children.

The analysis also reveal that 89 per cent of the schools reported that there are no set criteria for the admission of disabled children in the mainstream schools. Admission is mostly based on the non-severity of the disability. However, 20 per cent of the schools said that a prior assessment or recommendation by a specialised school or institution is required, while 40 per cent of schools reported that they do not admit blind and deaf children.

On the academic performance of the disabled children vis a vis the normal children, 73.3 per cent of the head teachers rated it as good. Similarly, communication in class between disabled children and teachers was also rated high. Nationally, however, the repetition for the disabled children in the mainstream schools is about 10 per cent. This rate is two-and-half times higher than the target repetition rate of 4 per cent in the current education policy.

Overall, about 46 per cent of the schools reported that the parents or guardians of the disabled children never visit the schools or classes to discuss the progress or otherwise of the disabled children. Only 11 per cent of the schools reported that parents regularly visit compared to 41.4 per cent that reported that parents occasionally visit. In terms of gender, disabled male children, in general, tend to be visited more on either a regular or occasional basis by parents at the school or class than disabled female children. These statistics are quite disturbing indeed. The question that comes to mind is, do the statistics reflect the fact that parents or guardians do not take keen interest in the education of their female disabled children?

Other findings suggest that teachers' basic knowledge of how to operate the technical aids or equipment in case the disabled children need help is low (about 39 per cent) at the national level. It was also found that, on average, 22.7 per cent of the disabled children in the mainstream schools dropped out in the last five years. However, this rate compares favourably with the overall drop-out rate for the last five years for all students irrespective of whether they are disabled or not.

Finally, notwithstanding the lack of capacity and facilities for integrating disabled children in the mainstream schools, 71.2 per cent of the head teachers rated the current efforts at integration as a success. Only 17.3 per cent did not see it as a success and 11.5 per cent failed to answer the question.

RECOMMENDATIONS

1. Government should encourage NGOs for inter-sectoral collaboration on special education and rehabilitation support service delivery system;
2. In collaboration with the Department of State for Education and the Gambia College, it is recommended that the Peace Corps help in training teachers on special education;
3. The Department of State for Education should help to set up youth clubs and movement for the support of the disabled in schools and the community at large; and
4. The Department of State for Education should encourage NGOs to give support to students in the mainstream schools with special education needs.

APPENDIX 1

SELECTED PRIMARY SCHOOLS IN BANJUL, KANIFING AND BRIKAMA LGAs

Name of School	Enrolment 1995/96
St. Joseph's	764
J.C.Faye	148
Old Jeshwang	816
Marina International	133
Serre Kunda	3, 679
Brufut	1, 362
Sinchu Baliya	2, 382
Gunjur	1, 507
Siffoe	679
Brikama	2, 136
Kembujeh	170
Faraba Banta	502
Sohm	414
Aragalenne	235
Kalaji	335
Kappa	270
Mayork	153
Total	**15, 685**

SELECTED SCHOOLS FROM THE REST OF THE COUNTRY BY DIVISION, DISTRICT, TOWN/VILLAGE AND ENROLMENT

Division	District	Village/Town	Enrolment 1995/96
LRD	Kiang West	Keneba	244
LRD	Kiang West	Manduar	193
LRD	Kiang Central	Jiroff	166
LRD	Kiang Central	Nema	257
LRD	Jarra West	Kani Kunda	524
LRD	Jarra West	Pakalinding	666
LRD	Jarra East	Nyawurulung	150
LRD	Jarra Central	Jappine*	390
NBD	Lower Nuimi	Bakindik	189
NBD	Lower Nuimi	Essau	1, 452
NBD	Lower Nuimi	Jinack Niji	200
NBD	Upper Nuimi	Prince & Chilla	168
NBD	Jokadou	Dasilami	193
NBD	Upper Nuimi	Bakalar	300
NBD	Lower Baddibu	Saba*	509
NBD	Central Baddibu	Njaba Kunda	224
NBD	Upper Baddibu	Illiassa*	278
NBD	Upper Baddibu	Kerr Ndongo	130
NBD	Upper Baddibu	No Kunda	242
NBD	Upper Baddibu	Kubandar & Tankanto	50
CRD (North)	Upper Saloum	Baati Ndarr	43
CRD (North)	Niani	Kataba Omar Ndow	133
CRD (North)	Niani	Kayai	195
CRD (North)	Niani	Madina Lamin Kante	373
CRD (North)	Sami	Kunting	168
CRD (North)	Sami	Tabanani	160
CRD (South)	Niamina West	Sofaniama	197
CRD (South)	Niamina East	Mamud Fana	135
CRD (South)	Fulladou West	Faraba	228
CRD (South)	Fulladou West	Jahaly Madina	545
CRD (South)	Fulladou West	Njoben	125
CRD (South)	Fulladou West	Sankuli Kunda	243
URD	Fulladou East	Bakadagi	304
URD	Fulladou East	Dingiri	133
URD	Fulladou East	Hella Kunda	205
URD	Fulladou East	Julangel	169
URD	Fulladou East	Sare Bojo Samba	351
URD	Kantora	Koina	158
URD	Wuli	Fode Kunda	232
URD	Wuli	Touba Woppa	194
URD	Sandu	Niankui	93
Total			**10, 909**

Note: * means not within the selected EAs of the household survey

APPENDIX: 2

INSTRUCTIONS ON TESTS TO BE CONDUCTED IN THE PRIMARY SCHOOL SURVEY

Test Forms: Test and Result Sheets for Screening Children with Disability

Screening of children with disability by type conducting simple tests. Scores will later, in the analysis, provide information on the degree of disability.

These test forms take into consideration acceptable standardisation, precision and consistency by applying the experiences and instruments from the UNICEF supported Zambian National Campaign to Reach Disabled Children (1981-4). They were developed over a long period under the guidance of Robert Serpell, Professor of Psychology at The University of Zambia, Lusaka, and were used for the Campaign which made contact with every disabled child in Zambia.

The tests have been adapted to varying degrees from the Zambian models according to the different circumstances of the Survey, but all except the test for hearing retain most of the features of the Zambian originals. Their characteristics vary accordingly to the type of disability examined. Some rely largely upon questioning and/or observing the child, using a strict hierarchy of functions, which mostly represent developmental levels. Some involve simple tests to be performed by the child. Inevitably, their precision and consistency also varies.

For economy, ease of use and ease of data entry, the test results are all to be entered on separate Results Sheets, one line per child, one sheet per Type of Disability (Physical; Hearing and Speech; Vision; Learning Disability and Fits.

The test forms comprise of 5 parts according to types of disability:

1. Physical Disabilities
   - Mobility
   - Manipulation
   - Body / trunk
2. Hearing Difficulty
3. Speaking (Speech) Difficulty
4. Seeing Difficulty
5. Learning Difficulty and Fits

Physical Disabilities

This encompasses moving around (reduced mobility), reaching, grasping and holding (problems of manipulation), and feeling (loss of sensation). The key comparative data will be A2, A3, B2, B3 and C1.

A1: Mobility Aids; this simply records any mechanical mobility aids used by the child. It is placed here because it informs the following questions.

A2/A3: This is a hierarchy of functions representing increasing levels of mobility; only one must be entered. The lower levels are unlikely to be met with in the mainstream primary schools, but they are left in for completeness. The first column (A2) represents the basic measure of mobility without using any aid, even if the child has one and normally uses it. This will measure the basic disability. The second column (A3) is intended to be exactly the same hierarchy of functions for a child using an aid (one which is regularly used) but, for a child using a wheelchair, the wording had to be changed for the higher levels, in an attempt to create an equivalent hierarchy. If the child has no aid, this column is left blank.

B1: There are no standard aids for manipulation equivalent to those for mobility and likely to be met with in Gambian Primary Schools, so I have asked for any aid to be named. Although this will require later coding, in practice we expect very few (if any) such aids to be found.

B2/B3: A similar hierarchy of functions is presented here; one only is to be entered in the first column (B2) without any aid, and the second column (B3) using any aid regularly used. If the child has no aid, this column is left blank.

C1: A hierarchy for deformities and disabilities of the trunk is less easily constructed and only a short one is justified. One level only is to be entered.

C2: Because of the relative rarity and variety of problems likely to be met with, the tester is asked to give a description, in a few words only, of the abnormality of the trunk in each child affected.

D1: Because of the possible interest in treatment and prevention, the medical diagnosis is asked for, if known.

D2: For similar reasons, the tester is asked to find out if any surgical correction has been experienced by the child in relation to his or her disability.

Hearing and Speech

This is the most problematic type of disability to test without technical equipment. The Zambian Campaign used three local musical instruments at different pitches, but after discussion with specialists in The Gambia this was deemed inappropriate on two grounds. First the equivalent instruments would not be easy to standardise and obtain, and second, (and more importantly) it was considered overwhelmingly important to focus on the range of hearing of normal human speech which is where hearing is most important for children in school. So it was decided to use three different levels of sound in the same pitch range, that of the human voice. The test was experimented with using our colleague Dodou Loum who is hard of hearing and the practical details determined. The end result asks testers to ensure a quiet room, explain the test carefully, stand three meters behind the child and test them with five numbers between 1-10 using in turn a very soft voice, a raised voice and a very raised voice. If there are three out of five correct responses at any level the louder test(s) are not done.

This is the least reliable of the tests because it is very difficult for all the testers to use the same levels of voice, although training together helps to produce more consistency. There is also a

problem that women's voices tend to be heard more easily than men's are. However, this should give an indication of children with a significant hearing problem. For children who do not understand English numbers, the test can be conducted in a local language, or, if necessary, using other words.

Three questions at the end of the test will help to assess the validity of results. They ask about the type of test used, the ambient sound level, and if there is evidence of any ear infection.

The Speech hierarchy (S1) works like the Physical Disability tests. S2 records whether there is evidence of any physical impairment affecting speech.

Seeing

This is the most standardised of the tests because it uses internationally recognised vision testing with a Snellen >E= chart. It is important that testers follow the instructions carefully, but the result should be standardised vision levels. Because the computation of the results is more complicated, we are asking testers only to enter on the results sheet the row scores direct from the chart. The computer will easily work out the vision levels with a simple algorithm.

The instructions for doing the test and calculating the vision level are not included in the test instruction sheet for this survey but are as follows; they will guide the computer algorithm.

1. Start at the top of the chart, and work down to the bottom, unless the child cannot see any of the Es on a row. Point to each E in turn and record the responses for each row, on the form.

2. Record on the form the number of WRONG responses made on each row, for each eye.

3. Repeat the test with the child covering the other eye. Give the child a rest between eyes.

LEFT EYE Number of Tick or Wrong Cross Responses			**RIGHT EYE Number of Tick or Wrong Cross**		
_____	____	Row 1	_____	____	If 0 wrong: /. If 1 wrong: x
_____	____	Row 2	_____	____	If 0 wrong: /. If 1 or 2 wrong: x
_____	____	Row 3	_____	____	If 0 or 1 wrong: /. If 2, 3 or 4 wrong: x
_____	____	Row 4	_____	____	If 0 or 1 wrong: /. If 2, 3 or 4 wrong: x
_____	____	Row 5	_____	____	If 0, 1 or 2 wrong: /. If 3 or more wrong:

_____ ____ Row 6 _____ ____ If 0, 1 or 2 wrong: /. If 3 or more wrong:
_____ ____ Row 7 _____ ____ If 0, 1 or 2 wrong: /. If 3 or more wrong:

Now write in here the **highest rows** with a tick: Left Eye ..... Right Eye.....

NOTE: Vision Record: Row 1=60/60 Row 2=36/60 Row 3=24/60
Row 4=18/60 Row 5= 12/60 Row 6=9/60 Row 7=6/60

Learning Disabilities and Fits

Learning disabilities are difficult to test in a precise way without sophisticated, standardised scales for Intelligence, Performance and Activities of Daily Living. However, the Zambian experience was good using a two-section test and it is offered here almost unchanged. The first section requires either questioning of the teacher and/or observation of what the child can do in a variety of activities of daily living covering basic functions and communications. The second section is a series of simple actions, which the child is asked to do. Each section gives a score, which indicates the likelihood of generalised learning disabilities.

The three questions about fits are intended to discriminate grand mal and petit mal attacks (L16) and to establish the frequency of attack (L17). The latter permits the answer A used to have fits but has not had one for more than one year because it is likely that such children will be identified in the school, but we do not wish to count them among the currently disabled. L18 tries to establish if the child is receiving any medication for epilepsy.

Form D2 : For Children identified as having Disability **(See appendix 3)**

For children identified as having disability in test forms/result sheets
Assess environment of the school for the child and degree of integration

Form D1: For Head Teachers **(See appendix 3)**

For head teachers to provide information on school environment for children with disability including degree of children's access to curriculum, offer of special services, and teachers capacity in handling children with disability.

APPENDIX 3: SURVEY QUESTIONNAIRES

For all Mainstream Schools **FORM D 1**

NATIONAL DISABILITY SURVEY
1998

Name of School.....	L.G.A .....
School Status.....	Village/Town.....
Head Teacher's Name.....	District.....
Respondent's Name and Title	Regional Education Area .....
Interviewer ..... Date.....	E. A. No: .....

FOR THE HEAD TEACHER OR THE DEPUTY

1. Number of **Qualified** teachers: 1. Males [.....] 2. Females [.....]
2. Number of **Unqualified** teachers: 1. Males [.....] 2. Females [.....]
3. Number of teachers with training in special needs education, if any[.....]
4. No of Classes [.....]
5. Total enrollment 1. Males [.....] 2. Females [.....]
6. Does the school have the following facilities/services for the disabled students? Yes/No

	Access to Services	Yes 1No 2
1	Special tables/chairs	
2	Technical aids/materials for the deaf and hard of hearing	
3	Technical aids/materials for the visually impaired	
4	Technical aids/materials for students with learning difficulties	
5	Ramps for wheelchair users	
6	Toilet / latrines with access for wheelchairs.	

		Yes 1No 2
7	Doors (wide enough to accommodate wheel chairs)	
8	Counselling services	
9	Assessment of disability?	
10	Financial assistance/ or sponsorship	
11	Vocational training	
12	Other (specify)	

7. Is the timetable tailored to suit the pupils/students with disabilities? Yes 1 No 2
8. If Yes, how.....
9. If No, why not? .....
10. How do you deal with disciplinary problems in school caused by disabled persons?

    .....
11. Are there any specific criteria for admission of disabled children into your school? Yes 1 No 2
12. If yes, what are these criteria? .....
13. What specific criteria do you use in the choice or selection of teachers to handle disabled students in a particular class?

    .....

    .....

14. Does the school curriculum provide for the acquisition of the following life skills and opportunities for disabled children?

No	Questions	Yes 1No 2
1	Keeping oneself clean? (Including washing, bathing, and cleaning teeth)	
2	Using the toilets/ latrine on his/her own?	
3	Moving in and around the school? (including walking, crouching, crawling or using trolley, wheel chair, cane etc.)	
4	Playing like other children of the same age?	
5	Reading and Writing skills	
6	Simple communication skills (gestures)?	
7	How to express one's views?	
8	Formal Sign language?	
9	Lip reading?	
10	Speech training?	
11	Teaching other students to adapt positive attitudes towards the disabled students	

		Yes 1No 2
12	Modification of school buildings	
13	Modification of school equipment and facilities	
14	Assistance with and training for use of technical disability aids and equipment	
15	Provides full access to the whole curriculum	
16	Modification of exam systems	
17	Participation in sports and recreation	
18	Opportunities for vocational training	
19	Assistance with job placement	
20	Preparation for proceeding to further education	
21	Access to financial aid or sponsorship	

15. What provisions do you make for teachers in an integrated setting in the following areas to ensure the appropriate education of the disabled students?

    1. counselling services.....
    2. training/orientation.....
    3. Supervision.....

16. For the past five years, how many disabled students graduated from the school? [No: .....] Don't know.....

17. How many disabled students dropped out and did not complete in the last five years? [No: .....] Don't know.....

18. As head of the school, would you say integration of the disabled was a success in your school? Yes 1 No 2

19. If not, why do you think so?.....

    .....

20. How do you rate your teachers' attitude in the integrated classes, despite the lack of specialised training?

    Caring/good 1 Variable 2 Does not care 3

21. How often do you receive complains of harrassment, teasing, bullying, or discrimination from disabled students?

    Never 1 Rarely 2 Frequently 3

22. How does the staff including the head and class teacher help the disabled students cope with conflict, distress or frustration caused by the normal students at school viz: harrassment teasing, bullying, isolation or discrimination?

    .....

    .....

23. What are the most pressing problems, constraints or needs for disabled children / students in your institution?

    .....

    .....

24. For each of the questions in this form answer **Y(yes)** or **N (no)** in the space provided

SR No	Full Name	Sex	Age	Level or Grade	Does this child difficulty **Seeing**? **1**	Does this child have difficulty **Hearing**? **2**	Does this child have difficulty **Speaking**? **3**	Does this child have difficulty **Moving around**? (Mobility) **4**	Does this child have difficulty in the arms and hands **Grasping and holding**? (Manipulation) **5**	Does this child have **loss of feelings** in the hands or feet? (Loss of feeling) **6**	Does this child show **Strange behaviour**? (Mental illness) **7**	Does this child have **Fits**? (Epilepsy) **8**	Does this child have difficulty **Learning**? Did he/she show any serious developmental delays **(Slow)** **9**	Does this chil have any **othe disabilities**? If you know what it is, plea describe the disability **10**
1														
2														
3														
4														
5														
6														
7														
8														
9														
0														
1														
2														
3														
4														
5														
6														
7														
8														
9														
0														

FORM D 2

For individual disabled children in Primary Schools

NATIONAL DISABILITY SURVEY, 1998

Name of Disabled Child:.....	Name of School. .....
Age..... Sex	Level.....
Nationality.....	Regional Education Area .....
Level/Grade	Head Teacher's Name: .....
Number of children in this class.....	

Interviewer:..... Date:.....

Signature.....
.....

Class Teacher's Name: ..... Sex: .....Qualification: PTC-Full Time 1 PTC- Upgrade 2
Other 3 None 4

Q1. Type of Disability

1	**Seeing** :	Blind 1	Partially sighted 2		Minor problem only	0
2	**Hearing:**	Deaf 1	Hard of hearing 2		Minor problem only	0
3	**Speaking** :	Significant problem 1			Minor problem only	0
4	**Physical**:	Significant Mobility problems 1			Minor problem only	0
5		Significant Manipulation problems 1			Minor problem only	0
6		Significant Loss of feeling in hands or feet 1			Minor problem only	0
7	**Strange behaviour (Mental illness);** Significant problem 1				Minor problem only	0
8	**Fits;** Significant problem 1				Minor problem only	0
9	**Learning difficulties**	Severe 1	Moderate 2		Minor problem only	0
10	**Other**	Significant problem 1			Minor problem only	0

SCHOOL ENVIRONMENT FACTORS (TO BE FILLED BY THE CLASS TEACHER FOR ALL DISABLED STUDENTS)

Q2. How long has this student been in this .....? 1. **Class** [.....Years] 2. **School** [.....Years

Q3. How often do parents of this disabled child visit the school/class to discuss the progress of the child?

1. Regularly 2. Occasionally 3. Never

Q4. What types of technical aid or equipment does this disabled child use in class? Multiple responses if appropriate.

1 Crutches	5 Eye-glasses	9 Type writers
2 Wheel chair	6 Cane	10 Others (specify).....
3 Artificial leg	7 Braille	11 No Technical Aids..
4 Hearing aid	8 Tape recorders	

Q5. Do you have basic knowledge of how to operate these aids/equipment in case the child needs your help?
1 Yes 2 No

Q6. Does the child have access to the whole of the curriculum: 1 Yes / No

Q7. If not, what parts of the curriculum are excluded and why .....

.....

Q8. What extra curricula activities does the school have?

No	Extra curricula activities like drama, music, sports, gardening etc?	Does disabled child participate? Yes/No	Is disabled encouraged to participate? Yes/No
1			
2			
3			
4			
5			

No	Questions	Yes 1 No 2	If No, what does the teacher do to enhance the child's learning
Q9	Does this child arrive in school on time regularly?		
Q10	Does this child keep up with other children in class academically?		
Q11	Does this child understand easily what the teacher say?		
Q12	Does the teacher understand easily what the child says using normal speech?		
Q13	Is this child accepted by classmates?		
Q14	Does this child play with other children?		
Q15	Does this child behave well in class/school?		
Q16	Does this child behave well towards other children?		

Q17	Does this child work with others cooperatively?		
Q18	Is the participation and response of the disabled child during lesson satisfactory?		

Q19. Is the child making satisfactory progress in an integrated setting? 1. Yes 2. No

Q20. If not, can you explain why?

Subject.	Constraints in the child Yes - 1 No - 2	Constraints in teacher Yes - 1 No - 2	Constraints in physical environment Yes - 1 No - 2	Other constraints. Yes - 1 No - 2

Q21. In your class what type of special teaching methods do you use? (If none write 'none')

.....

.....

Q22. Does the disabled child occupy too much of your teaching time? 1. Yes 2. No

Q23. To what extent does this affect the rest of the class?

1. No Effects 2. Minor Effects 3. Serious Effects

Q24. Are you coping adequately with the problem of integrating disabled children in your class?Yes - 1 (>26) No - 2

Q25. If not, can you explain why?

1. No Training
2. Class is Too Large
3. No supportive Materials or equipment
4. Child Needs Too Much Time
5. No support from colleagues
6. Others (Specify) .....

Q26. What type of support or encouragement does the disabled child receive from the following, if any?

	School Staff	Type of Support
1	Normal pupils	
2	Other Teachers	
3	School head	
4	Anxillary staff	
5	Other disabled pupils	

Q27. Which of the following options do you think would be best for this child?

1. **Integrated approach** · educate the disabled children among normal children within the same class and by the same teachers.
2. **Special unit** · educate the disabled children in normal school environment, but in separate setting, block or classroom conducted by children.
3. **Special school** · educate the disabled children in schools specialised in dealing with one type of disablity.
4. **Resource Centres** · to prepare children for integration; preparation and use of equipment and materials; training of resource persons to serve in institutions that cater for the integration of the disabled.