

“A Comparative Analysis of Reading Comprehension Performance of Children (09-12 years old) with Learning Difficulties in Inclusive Setting in Benin.” Case of three regions of Benin: Atlantique-Littoral, Zou-Collines and Borgou-Alibori

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Abstract: *Inclusive education is an approach which seeks to transform how education systems and other learning environments in order to respond to the diversity of learners. Children with disabilities become more regressions in their learning and leading a longer passage in school term to another. Despite the efforts made to facilitate the inclusion of children who are experiencing difficulties and learning school and certain changes in the situation, there is still a gap to be filled before talking about equity and accessibility that is not always easy. Only that some parents do not often report these children to school. There is no legal requirement to the decision to accommodate a child who has special educational needs. To facilitate the care of these children, the Government of Benin has developed in 2012 the policy of integration of children with special needs in pre-school and primary education.*

Key words: *Analysis, Comparative, Academic, Performance, Children, Difficulties, Inclusion*

I. INTRODUCTION

The Republic of Benin, is a country in West Africa, is part of the ECOWAS (Economic Community States of West Africa). He got independence in 1960 under the reign of Hubert Maga. Benin extends over 700 km, Niger River in the North to the Atlantic coast in the South and has as neighbors Togo to the West, Nigeria to the East, and Northern Niger and Burkina Faso. The fourth General Census of Population and housing (RGPH4), which was conducted from May 11 to May 31, 2013 to count 10 008 749 inhabitants in the area of 114 763 km², residents of both sexes of which 5 120 929 persons of the female sex, or 51.2% in 2013 compared with 51.5% in 2002 (INSAE 2013)¹. Its official language is the French. In Benin the education system focuses mainly on primary education, because the child has learning disabilities and school. It is a question of how to transform education systems and other learning environments in order to respond to the diversity of learners (UNESCO 2005)². That is why according to Alhassane Toure: The quality of teaching and learning is directly linked to the working and living conditions of the teachers. To improve the quality of education, it is necessary to improve the recruitment, training, social status and working conditions of the teachers. (Toure, 2012)³. As the administration of the Beninese educational system had varied the pace of political change in the country, we found some perfections at the level of primary education. Young children who have disabilities become more regressions in their learning and training a longer passage in duration from one stage to another. Despite the efforts made to facilitate the inclusion of children who have difficulty learning and certain changes in the situation, there are still a gap to be filled before talking about equity and accessibility that is not always easy. Pre-school and primary education usually play an important role in the socialization of children experiencing learning difficulties and school. It allows him to share experiences with kids his age, access to models of behavior and to be motivated to do much more learning than if it remains in his family or in exclusive contact with peers who also have disabilities (Baillargeon & Boulet, 1993; Martineau, 1999; Panitch & Institute rock,

¹The fourth General Census of Population and housing (RGPH4) (INSAE 2013).

²United Nations Educational, Scientific and Cultural Organization (UNESCO) 2005.

³ type study to identify the performance of 4000 students in the exact sciences about four natural's areas in guinea (Toure 2012).

1992, Terrisse & Nadeau, 1994)⁴. Only that some parents do not often report these children to school. There is no legal requirement to the decision to accommodate a child who has special needs. To facilitate the care of these children, the Government of Benin has developed in 2012 "policy of integration of the children with special needs in pre-school and primary education. The objectives of this policy are:

-Promote access and participation of children with special needs in pre-school and primary to allow these children to live and grow in being better integrated into their community and receive the education they need.

-Support pre-school and primary schools in their responsibility to integrate children with special needs and now a teaching and learning for all;

-Promote the participation of parents in the integration of their children in regular schools.

In order to encourage the inclusion of children who have difficulty learning and school and work toward true social integration, the Minister of labour, public service and of the Social Affairs of Benin (MTFPAS)⁵ proposes various measures, including a program of financial support to schools that serve these children. At the level of statistical practice, we will use the software SPSS 21 to allow us to make the comparison of the averages of those children who have difficulty learning and school.

SPSS 21 is a software or a powerful working tool in the comparison of statistical data. This analysis is very important to determine the average taking into account all staff. Its popularity in general, is due to the fact that it is robust enough to non-normality of the data (see Conover, Johnson & Johnson, 1981)⁶.

The analysis of variance is a good method that takes into account all the conditions compared to other methods. We will respect its procedure known as ANOVA analysis. In fact, this article highlights a comparative study of the averages of the children through their schools of origin in three regions of the Atlantique-Littoral Benin, Borgou-Alibori and Zou-Collines.

In addition, we will try to give some details about the reasons for the results, the national Government contribution and intervention active international organizations in Benin's education system. Finally, we will give a few remarks on the effectiveness of teacher practitioners.

The research questions

This study addresses the following questions:

. What is the statistical description of students with difficulties and learning school in the regions Atlantique-Littoral, Zou-Collines and Borgou-Alibori?

. What is the average of these students in these three regions?

. What were the impacts on the average of these students in these areas during national examinations?

Assumptions

H0: The performance of these students in the three regions Atlantique-Littoral, Zou-Collines and Borgou-Alibori is the same.

H1: The performance of these students in the three regions is not the same.

The Research method

This article presents a general survey based on the collection of the notes under the conduct of administrative officials, allowing the investigator to have a better idea of the cross-section on the average of students.

Population concerned.

The investigator seeks to highlight the performance of students in the three regions.

In this work, the population investigated is composed of students in primary education with learning disabilities and school during the period of national examinations, which we have selected 85 schools in the regions Atlantique- Littoral, the Zou-Collines and Borgou-Alibori

The sample and sampling technique:

A total of 420 students including the Atlantique Littoral 273 students, 137 students in the region of the zou-collines and 73 students in the regions of Borgou-Alibori. Using the method of random sampling, we took randomly 85 schools in the regions.

Instrument of data collection:

These children were collected, using the data collection (scores over local examinations) obtained from the Department of pre-school and primary education (MEMP 2016)⁷. These notes allow knowing the level of acquisition of these students each school year.

Administration of the instrument:

Thanks to my fellow teachers, school officials and foreign agencies that we could collect our data.

⁴Baillargeon&Boulet, 1993; Martineau, 1999; Panitch& Institute rock, 1992, Terrisse& Nadeau, 1994)

⁵Ministry of labour, public service and Social Affairs of Benin (MTFPAS)

⁶Conover, Johnson & Johnson, 1981

⁷Department of pre-school and primary education (MEMP 2016)

Method of analysis of the data:

This part shows the comparison of the averages obtained by these students in these three regions of Benin. We used a technique that is based on a remarkable approach and a way of descriptive design on this sample of 420 students.

The methodology is as follows:

First step: Selection and collection of averages obtained during national examinations

Second step: The distribution of notes between the three selected regions

Third step: Verification of returns was based on the types of tests

Normality of our medium-sized which are:

1. The Kolmogorov Smirnov test⁸.

2. The Shapiro-wilk test.

3 verification of the track of the box and the histogram

Fourth step: highlighted a description of averages

Fifth step: The test of homogeneity of variances

Step 6: Use the ANOVA test

Step seven: Test for multiple comparisons (Tukey and Tamhane).

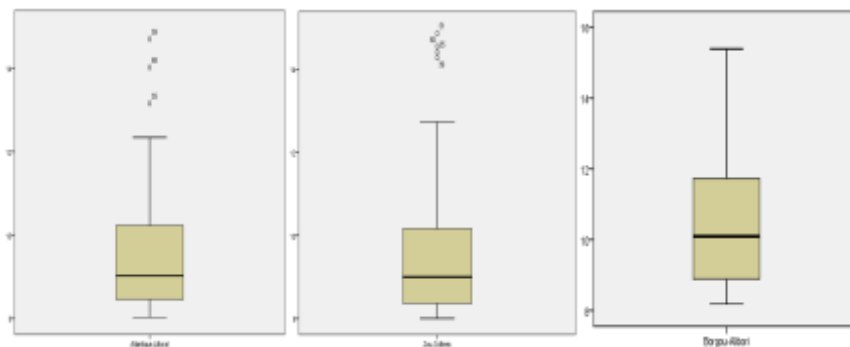
Eighth stage: Interpretation and conclusion.

Tableau 1 : Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Atlantique-Littoral	.157	73	.000	.854	73	.000
Zou-Collines	.164	73	.000	.824	73	.000
Borgou-Alibori	.110	73	.030	.926	73	.000

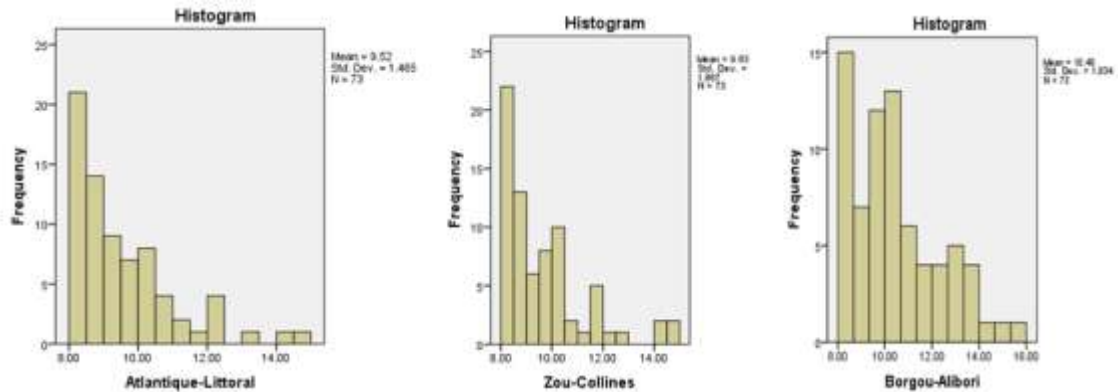
a. Lilliefors Significance Correction

This table shows that these data are asymmetric with a significant Kolmogorov-Smirnov value which is less than 0.05 (sig <0.05). In addition, with data that was lower in 2000, we applied the most appropriate test to these data types. The Shapiro-wilk test with p-values values, which is in the last column that allows us to conclude that our data is not normally distributed.



We find in the first box, there is an outlier and also in the second box. The general mode of the simple form of the crate tracing shows 5 sample statistics that are the bottom quartile, the minimum, the median, the top quartile and the maximum. In our representation, we note that all five parameters are not identical. We observe that the curve of the samples of 210, 137 and 73 points of the three natural regions is also asymmetric. The middle lines of the boxes are not respected and also we see that the mustaches are not identical.

⁸The Kolmogorov Smirnov Test: This is a very powerful test that allows checking the normality of distribution



These histograms show that the distribution is asymmetric with respect to the averages obtained by the students in the 3 natural regions during the national examinations.

Question: What is the statistical description of pupils who have at least a developmental delay in the Atlantic-Littoral, Zou-Collines and Borgou-Alibori regions compared to their averages?

Table 2: Description

The average of pupils								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Atlantique-Littoral	210	9.4171	1.34008	.09247	9.2348	9.5994	8.00	14.70
Zou-Collines	137	9.7172	1.46476	.12514	9.4697	9.9646	8.00	14.86
Borgou-Alibori	73	10.4836	1.83435	.21469	10.0556	10.9116	8.18	15.39
Total	420	9.7003	1.52236	.07428	9.5543	9.8463	8.00	15.39

This analysis is the comparison of the average of the students in the 3 natural regions of Benin, whose averages were the score of these students in the national examinations. The first table shows the descriptive statistics of the 3 regions, with 210, 137 and 73 marks of randomly selected students by region. The number was 420 in total, with the averages: 9.4171, 9.7172, and 10.4836. The confidence interval for the mean was estimated to be 95%.

Table 3: Test of Homogeneity of Variances

the average of the pupils			
Levene Statistic	df1	df2	Sig.
6.630	2	417	.001

Table 3 shows the homogeneity of the variance, the P value is equal to 0.001, less than 5% the alpha value. We are obliged to reject the equality of the variances so we can no longer use ANOVA.

Table 4: Multiple Comparisons

Dependent Variable: the average of the pupils							
	(I) name of region	(J) name of region	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Atlantique-Littoral	Zou-Collines	-.30009	.16218	.155	-.6816	.0814
		Borgou-Alibori	-1.06654*	.20065	.000	-1.5385	-.5946
	Zou-Collines	Atlantique-Littoral	.30009	.16218	.155	-.0814	.6816
		Borgou-Alibori	-.76645*	.21399	.001	-1.2698	-.2631
	Borgou-Alibori	Atlantique-Littoral	1.06654*	.20065	.000	.5946	1.5385
		Zou-Collines	.76645*	.21399	.001	.2631	1.2698
Scheffe	Atlantique-Littoral	Zou-Collines	-.30009	.16218	.182	-.6985	.0983
		Borgou-Alibori	-1.06654*	.20065	.000	-1.5594	-.5736
	Zou-Collines	Atlantique-Littoral	.30009	.16218	.182	-.0983	.6985
		Borgou-Alibori	-.76645*	.21399	.002	-1.2921	-.2408
	Borgou-Alibori	Atlantique-Littoral	1.06654*	.20065	.000	.5736	1.5594
		Zou-Collines	.76645*	.21399	.002	.2408	1.2921
Tamhane	Atlantique-Littoral	Zou-Collines	-.30009	.15560	.156	-.6739	.0738
		Borgou-Alibori	-1.06654*	.23376	.000	-1.6342	-.4989
	Zou-Collines	Atlantique-Littoral	.30009	.15560	.156	-.0738	.6739
		Borgou-Alibori	-.76645*	.24850	.008	-1.3681	-.1648
	Borgou-Alibori	Atlantique-Littoral	1.06654*	.23376	.000	.4989	1.6342
		Zou-Collines	.76645*	.24850	.008	.1648	1.3681

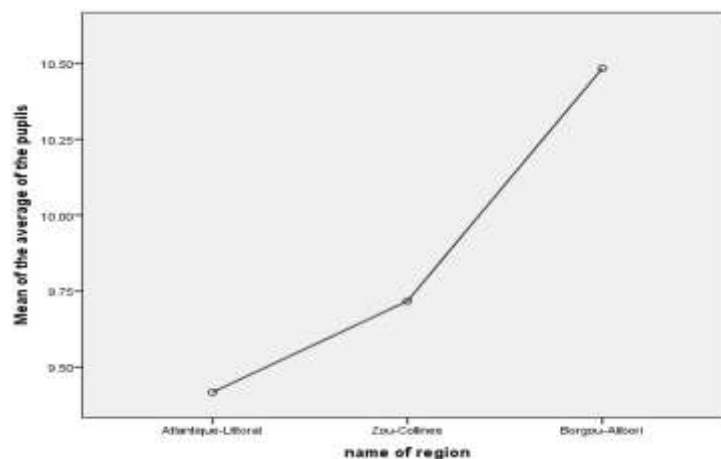
*. The mean difference is significant at the 0.05 level.

Table 4 deals with multiple comparisons (post hoc tests). According to Scheffe's analysis, the average student has a significant difference in the 3 regions, so the Tamhane test is not necessary.

Table 5: Average of pupils

	Name of région	N	Subset for alpha = 0.05	
			1	2
TukeyHSD ^{a,b}	Atlantique-Littoralal	210	9.4171	
	Zou-Collines	137	9.7172	
	Borgou-Alibori	73		10.4836
	Sig.		.268	1.000
Scheffe ^{a,b}	Atlantique-Littoral	210	9.4171	
	Zou-Collines	137	9.7172	
	Borgou-Alibori	73		10.4836
	Sig.		.302	1.000
Means for groups in homogeneous subsets are displayed.				
a. Uses Harmonic Mean Sample Size = 116.461.				
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.				

According to the post hoc analysis⁹, this table 5: explains the veracity of our results because the number of students is not in the 3 regions. The ratings for each region are really different. We also explain that with the graph of averages we will have a visual representation of the natural spaces and their linear relationship. Such a graph can help interpret the results.



Analysis of the situation

Balance the educational development of the child is also defended by the project "Inclusive Education and practice teaching in teaching primary and secondary." Summary report 2005 European Agency for the development of the education of people with special needs¹⁰ that: "what's good for pupils with special educational needs is also good for all students.

Based on our analysis, we try to provide evidence that will explain and justify the five core concerns and major problems facing Beninese educational system:

- 1 - The absence of control and demanding oversight of the Ministry of education to schools, students and their authorities
- 2 - Human resources development and capacity building of teachers
- 3 - The role and supervision of parents in teaching and education of a child
- 4 - The demographic constraints, and public resources that can be mobilized for the sector of education by 2020
- 5 - The lack of strict observance in the development of the use of school time.

⁹Post hoc tests: are planned for situations in which the investigator has already obtained a significant omnibus F-test with a factor that consists of three (3) or more means and additional exploration of the differences among means is required to give specific information we which means are significantly different from each other

¹⁰Summary report 2005 European Agency for the development of the education of people with special needs

1 - The absence of control and demanding oversight of the Ministry of education to schools, students and their authorities

According to my analysis, the poor performance of students in Benin results from a lack of training and qualification of teachers and the lack of teaching materials, especially in rural areas according to the inclusive education system. That explains the poor performance of learners in these parts of our current study.

But according to the report of the Organization for Cooperation and development (OECD) in French Journal of pedagogy year 1990 Volume 93 number 1 pp. 126-127 schools and quality: "there are too many school failures and the levels do not meet the requirements of technology and economy"¹¹. Therefore, today to investigate the conditions of profitability ". Programs of study: their design, implementation and evaluation; the essential role of the master, the times, management and administration; the rating, evaluation and follow-up; material resources and their relationship to quality.

To go in the same direction Daniel Dubois, inspector general honorary national education in the Direction of the evaluation and the prospective 142 rue du Bac - 75007 PARIS after a ' specific study on struggling students in reading at the entrance in the sixth (September 1997, page 10)¹²update: April 2007, says there are three major groups of students in difficulty in reading which differ quite significantly by the score in the national assessment which are:

-Students who accumulate delays acquisition in the basic areas of learning to read.

-students but who seem to have better acquired basic skills set implemented in the Act of reading, founded on skills that could be described as "high level".

This specific study marked by its results, an important step in the research on illiteracy, especially these twenty years, since the establishment of the Haby reform in September 1997. This reform calls without delay a suite for the accompaniment of learning tools are imagined and, later, to remediation. "The tests used for this study, he adds, "should allow teachers and educators of educational strategies to be implemented for each of the three types of students in difficulty. »

Zay, d. (2012) wonders if inclusive education is a response to school failure? Preface to Gabriel Laura. Coll. Education and training. Disability and education series. Paris: L'Harmattan, 280 p¹³.

2 - The development of human resources and the strengthening of the capacities of teachers.

If we agree that the school is the daughter of the company, it is therefore necessary to focus on the training of teachers to overcome the shortcomings of traditional teaching and the most effective teaching¹⁴ (Gertler, Paul J, 2011). Since 1984, liberalization has fostered the creation of private schools. But with the lack of qualified teachers and the poor training of teachers, the results became catastrophic. Based on our analysis, it is urgent to take head on the training of teachers is a critical need. The training of teachers must be coupled to the construction of new facilities and the renovation of existing facilities. Then, our regression analyses indicated that the level of the learners in the country is felt. To stop this regression, it is therefore necessary to train enough teachers while putting in line to accurately and effectively perform their functions. It's like giving seminars for teachers, also to increase the level of their education and also to provide regulatory reviews so they can improve their teaching skills. As in some countries, the training of teachers has become a very important area at the level of the education sector. And who is directly affected by the reforms that these countries have tried to implement, through the reflections we can isolate, measure and generalize a set of criteria to determine whether this teacher, measurement and training is important given the quality standards which have been identified. We can say the real reason for the failure of the learners in the three regions. Poverty is the main reason for their effectiveness. Finally, it is noted that any change in the practices of teacher training at the level of the territory must bring at least the support of school authorities. It will result in the evolution of all other areas across the country (Gertler, Paul J, 2011).

3 - The role and supervision of parents in teaching and education of a child.

Initially, many factors contribute to reducing school participation in rural areas. Demand side, children in rural areas may be less interested in school. First, the opportunity costs of attending school are often higher in rural areas. Second, parents in rural areas often have a lower level of education and may grant a value lower than the tuition. The lack of relevance of schooling can be strengthened by a rigid, often designed for a context (and sometimes cultural) agenda far removed from that of rural areas (Mulkeen, Aidan, 2005)¹⁵. Parents in rural areas illiteracy can lead to a decline in the success rate and also due to their social, human and religious life.

¹¹Report of the Organization for Cooperation and development (OECD) in French Journal of pedagogy year 1990 Volume 93 number 1 pp. 126-127.

¹²Daniel Dubois, specific study on struggling students in reading at the entrance in the sixth (September 1997, page 10.

¹³Zay, d. (2012), Preface to Gabriel Laura. Coll. Education and training. Disability and education series. Paris: L'Harmattan, 280 p.

¹⁴Gertler, Paul J, 2011.

¹⁵Mulkeen, Aidan, 2005.

Parents are able to play a very important role in the education of children with a positive return in terms of education. This is justified by the quote from Malandain (Claude). -Education and personality development, - Rouen: The University of Rouen, 1989, PUS - 186 p. - (No. 153)¹⁶. Published in the French Journal of pedagogy year 1990 volume 93 number 1 pp.119 - 122. Malandain poses the problem of academic difficulties of children not in terms of instrumental deficits or defects of learning, but from the perspective of the symptom, "Expression of suffering, result of miscalculations of the relationship of the child with its environment", failure in a conflictive dynamics of family relationships, identification links including. During the functional skills of learning disabled children, they facilitate the many targets that children should reach. They must participate in a part of education and training of their children. That's the success of children in various reviews. Savvy parents to quickly recognize the first signs of disability of their children. They can offer more news on the characteristics of the development of their children. By Dr. Muhammad Naeem Mohs in the first meetings with parents to discuss the results of the assessment and the results also help to develop the management plan for education. To implement the management plan / education, cooperation and participation of parents is very useful¹⁷ (Dr. Muhammad, 2011). Only parents can help teachers on a logical basis to teach children in order to have a good result.

4 - Demographic constraints, and public resources that can be mobilized for the sector of education by 2020

The Beninese population was about 8.8 million in 2010, up from 5.1 million in 1992, representing an increase of 72.3% over the last twenty years. The National Institute of statistics and economic analysis (INSAE) Beninese population to continue an ascent over the next ten years to reach 11.6 million by 2020¹⁸ representing an increase of 31.7% over the period 2000-2010. So a slight shortness of the growth rate which rose from 3.1 percent at the beginning of the years 2000 to 2.84% in 2010 and will be about 2.74 percent in 2020. (Contains updated phase 3 on page 17).

The missions of national and international organizations in the field of education are to design, create, and especially to support a system by Government policy both at pre-school and primary, secondary, vocational, technical, scientific research and higher education, civic education, documentation, and non-formal education. They also allow to provide and coordinate education and training of young people in the world to enable young people to participate in the socio-economic and cultural development in the world. United States of American Institute for Development (USAID), the French Cooperation and World Bank), the United Nations Fund for children (UNICEF), and the UN (UNDP) program also play a very important role in the accompaniment of the Beninese education system.

5 - The lack of strict observance in the development of the use of school time.

"There are significant moments where the personal factors of children reveal themselves in school work... intellectual activity must pass the service of the impulse to code". Malandain (Claude). -Education and personality development, - Rouen: PUS of the University of Rouen, 1989, - 186-p.-(N°153). Published in the French Journal of pedagogy year 1990 Volume 93 number 1 PP.119 - 122¹⁹

The improvement of the quality of the Beninese education only through strict adherence to the time of learning and the school calendar.

Moreover, the rolling strikes of teachers declined sharply the learning time. The device for social dialogue set up in departments has not remedied the situation. The following strategies will be developed in the short term:

The continuation of the high-level talks so that the law regulating the rights and responsibilities of unions to be adopted.

The strengthening of decentralization and deconcentration will also play an important role in the respect and the use of school time bringing the education Department of communities.

Respect for the sleep time in the daily life of learners.

At schoolboy, sleep is normally monophasic type, alternating, over 24 hours, a unique period of sleep followed by a unique period of sleep. This is normally to 4 years the need for a short NAP in the afternoon disappears. But in some children, the need can be felt up to 8 years, or even 10 years.

Monophasic rhythm, normal sleep of the child consists of successive cycles in the night, totaling on average 11 to 12 h for the big teenager. However, the individual variations are important. Some children need more or less sleep than others for the same activity of Eve.

Harmonious division of activities in the daily life of the child.

¹⁶Malandain (Claude). -Education and personality development, - Rouen: the University of Rouen, 1989, PUS - 186 p. - (No. 153).

¹⁷Dr. Muhammad, 2011

¹⁸CONTAINS (ten-year Development Plan of the sector of Education in Benin) updated phase 3 on page 17.

¹⁹Malandain (Claude). -Education and personality development, - Rouen: PUS of the University of Rouen, 1989, - 186-p.-(N°153).

To balance the day-to-day activities in the child, must be allowed a harmonious division between free activity and controlled activity, physical activity and mental activity. Controlled family activities concern the meal and the toilet. The time dedicated to one and the other must be reasonable. But most of the controlled activity is represented by school work.

As for free activities, they have a dual purpose: provide moments of relaxation after the school effort and allow gambling activities. Essential to the balance of the child. The content of the game varies with age; It is individual or social, but remains in all cases, the opportunity of a rebalance emotional, not to mention its significant contribution to cognitive development.

Remarks.

For good led to have dynamic schools, while many studies have been based on the effects. The physical factors to obtain satisfactory results are not yet within our reach²⁰ (Hanushek 2003 and Krueger 2003). The problem of education in Africa is related to the development of its privatization, to the Government of context of disqualification, which generated an unexpected process, see the disaster. Most importantly, regarding the developed or industrialized countries in problem solving methodologies are very simple while

The analysis of the claims and institutional arrangements at the level of training in the educational setting. "Teachers are essential players in promoting quality education, whether in schools or in more flexible community-based programs; They are lawyers and the catalysts for change. No education reform is likely to succeed without the active participation and involvement of teachers. "It is the perception of the world leaders who met in Dakar in 2000 to reassess the program of UNESCO 'education for all '. It is important to deal with the problems of teachers. The Scriptures by hand in the field of education, highlight the incentives of their standard of living which is lie to their meager salaries, based on this categorization, can be based, for example, in the case of Kenya, Ilias and Glewwe, Kremer 2003.

In the case of Brazil Spretsma and Waldenberg 2007; To the Israel, for the IndeLavy 2002, 2004; Kingdon and Teal'c 2007, Muralidharan and Sundararaman 2006. The case of Punjab, Barrs (2005), which can be similar more ethnographic highlighting the impact of effective decentralization to talk to teachers in order to read them on the quality of education that must be seen and this independently of the Statute and regulations; with that, the ideas are expressed for the realization of this goal of good quality are still very divided. We observed that most of the strikes caused by teachers, especially in the country, one of the first reasons was the problem of salary and then monitoring of the teacher especially on the audit of the effectiveness of the work of education (Banerjee and Duflo 2006, Duflo and Hanna 2005, Kremer and others (2005) in the case of the India)²¹. And above all, some researchs are based mainly on the role these moments of surveillance, supported by parents' students and communities local (Reinikka and Svensson 2004 for Uganda, Francken, Minten& al.2005 for Madagascar). Another way to search attempted to verify to really identify the effectiveness of general training and also the educational program of the Professor RivkinHanushek and Kain, 2005; For the United States, Aaronson, Barrow and Sander 2003, Angrist and Guryan 2004, Rockoff 2004; Clotfelter, Ladd, and Vigdor 2006; Hanushek and others. 2005. to view a portion of this writing, mainly on countries who develop the effect of teacher effectiveness (see Wößmann (2005) and Glewwe, Kremer (2006)). Other studies have recognized, as a factor of efficiency of standardized tests (Bishop and Wößmann 2004), education received by local communities and the private school choice (King, Orazem and Wohlgemuth 1999, Angrist and 2002 and Angrist, Bettinger and Kremer 2004 for the Colombia).

II. CONCLUSION

In this study, the analysis of variance showed a performance on the performance of these students having academic difficulties in the different regions. However, this method allows me to give satisfactory conclusions because the distribution was skewed. This isn't a surprise these results observed. It is possible to use other techniques. Nowadays, statistics is rested on the sample by comparing performance students during national examinations. The results were transparent with officials' establishment and national and international organizations that are committed to supporting Benin in the education of these children having problems at school.

²⁰Hanushek 2003 and Krueger 2003

²¹Banerjee and Duflo 2006, Duflo and Hanna 2005, Kremer and others (2005) in the case of the India.

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