

The question of school failure in the Republic of Congo

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ABSTRACT: *School failure, for these fragile young children, is particularly overwhelming and very difficult to avoid by its own forces. These learners are therefore condemned, as sometimes fragile adults, or also placed in situations with no way out, to defend themselves from failure by ways not really adapted, but not strictly pathological either, because they will preserve the essence of their selves, to preserve their personality , avoiding depressive or psychotic collapses. It is these median pathways between serious pathology and realistic adaptation that constitute the mechanisms of defense of the self in the face of failure, as against other types of difficulties. This chapter summarizes a selection of quantitative data on equity in education and also serves as an introduction to the following chapters on policy. After analyzing the historical expansion of education and its effects on equity, noting gains and more disappointing data on other fronts, it looks at the evolution of inequalities throughout the school cycle, the different phases of education and the situation of vulnerable groups, especially students who have left the school system. It examines the close links between the causes of school failure and its consequences, equality of opportunity and inclusion, as it is often the poor who have the worst results. Inequalities can also be perpetuated by the characteristics of the education system.*

KEYWORDS: *Question of school, education, failure, management, Republic of Congo*

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I. INTRODUCTION

As in other African states, but more dramatically, school failure is a massive and recurring problem in the Congo and has significant financial, economic and social implications. In Brazzaville, school failure has become a social phenomenon. It is more and more common and some consider it as a symptom of curse or bewitchment that is causing divisions and suicide attempts. Most of the time, the delay of the academic success of a child implies the inferiority of his level of academic acquisition compared to the level of the average objectives of education for his age. In this situation, the child performs some psychological work, through which he will overcome the consequences of failure and understand the difference in his status from that of others. Only then can he accept or manage them. . Perhaps it would be a question of revising the identity and the professional satisfaction, the cooperation of reports with the knowledge, the apprenticeship, the relation between the educational staff and the families. [1]

This phenomenon affects learners at the personal, family and social level. We must, however, avoid enclosing these children in their gaps. But it would be desirable to provide them with adequate assistance. The fight against academic failure begins by trying to understand the causes. The explanations offered by the literature evoke not only the social background of the pupils but also the role of the school institution and its actors. Alongside these considerations, there is the consideration of students in their individuality, the recognition and management of their heterogeneity. These are not only biological or cognitive (modes of thought, modes of learning), but also emotional (motivation, construction of the individual). The success of the child does not only mobilize basic cognitive skills; it also depends on many external factors. The rhythm of each is related to cosmic, biological and psychological cycles such as : ecological constraints, constraints of the family or social environment, lack of sleep, relationship difficulties, social problems within the family, insecurity at school ... Some children in difficulty combine these different handicaps ; in these conditions they are less attentive and less efficient. We have realized that school failure has, without a doubt, repercussions on the psycho-emotional balance of the person who suffers it. The causes of learning difficulties are manifold : students speak the language poorly, underprivileged students who receive no support at home, students with mental retardation, students with emotional or psychological problems, with poor esteem himself and a lack of self-confidence, students with disabilities or illnesses, students with behavioral disorders. The pupil must not remain alone in the face of the school difficulty which has multiple causes and which leads to the loss of confidence and self-esteem. Whatever its primary cause, school failure inflicts on the individual who experiences it a narcissistic injury, a serious, conscious or unconscious attack, of the narcissistic investment of his self-esteem, an injury against which the person develops mechanisms. On pain of serious collapse of his personality. Through the induced defensive mechanisms, anyone faced with failure reacts one way or another, to

try to defend against this failure. This psychologically defensive reaction, as Dr. Jacques Lecomte, a French psychologist, and one of the leading French-speaking experts in positive psychology, puts into play, involves a variety of processes that fall under what Anna Freud called the "defense mechanisms". of me. [2] Defensive mechanisms located on the borders of consciousness and unconsciousness, as well as on the confines of adaptive behavior and neurotic behavior. In the face of failure, the only truly adaptive conduct would be to do what is necessary to recover to the extent that it is possible, or otherwise to avoid failure, again, under similar circumstances.

This article aims to study the main reasons behind school failure.

II. FAILURE AND SUCCESS

Before examining the causes and consequences of school failure, which affect the schooling of the youth of Congo and imposes the need to circumscribe briefly the semantic content of the items failure and success.

2.1. School failure

School failure is an open fracture, a break in the learning dynamic. When a student is stuck in class, he regresses. His failures multiply at the intellectual level, he feels late compared to his class-group, he despairs, is discouraged to make even the slightest effort. At this moment, since he does not have good results, the young man fails. School failure raises questions because many young people in school have a loser approach; what drives them to resign? This question requires deep reflection and, in our opinion, lies in the fact that this phenomenon, if possible, is to be definitively excluded from our schools. [3] School failure is when a child fails to learn or learns with more difficulty than other children of his age, if he or she cannot integrate into a school community because of behavioral or relationship disorders. However, maladjustment to learning difficulties leads the right child to academic failure.

2.2. The success

Academic success is defined as a success in training, the fact that a student remains in the circuit despite the difficulties and that he has completed his schooling with a diploma of end of cycle. This can be obtained in a general training cycle such as BEPEC, BAC ... or at the end of a professional career such as CEFEN (certificate of completion of the normal school), etc.

Like failure at school, success is favored, first and foremost, by the mental dispositions of the student, that is, a student who has no learning disabilities. These are then fueled by family and social factors and the unavoidable contributions of the educational structure of which teachers are the main drivers or columns of learning. [4]

III. THE DIFFERENT TYPES OF STUDENTS AT RISK OF SCHOOL FAILURE

Young people with learning problems are students who, in the classroom, have personal, social or family difficulties, as any teacher sees it. " Students with learning disabilities do not have problems due to insufficient intelligence quotient, disability, or external factors ... The origin of these disorders is related to some form of dysfunction of the system central nervous system. " [5] The difficulty of school results in insufficient results and, by reaction, is often accompanied by difficult behaviors: passivity, inactivity or agitation, aggressiveness, even violence ... Our research focuses on some of them.

3.1. Quiet students

These are students who do not have behavioral problems. They comply with the requirements of the establishment, they show a good will of success, do not cause any problem to the trainers. Generally, they come from unfavorable backgrounds. They go to exams but because of poor results, they fail. [6]

3.2. Hyperactive students

Attention-Deficit / Hyperactivity Disorder Syndrome is clinically tested to highly describe the diffuse and problematic aspects that concern either the behavioral aspect or the cognitive aspect with heavy repercussions on school learning. It is the most recent diagnostic label used to describe children with problems, impulsivity. [7]

These are students who have a low capacity for visual attention, they are continuously agitated, do not seek to explore places but they visit, they do not perceive the environment in its diversity and the cohesion of the elements, they do not have time to stop. Generally, they give immediate answers, induced by a superficial or global perception. They can not adjust to each other's behavior and do not agree with their emotional state. These students do not have the time to prepare for the action and therefore to anticipate. In a nutshell, it is a group of students with aggressive reactions that prevent them from supporting their attention in school and social actions. [8]

3.3. Students locked in on themselves

Self-contained students have such low visual attention that it is impossible for them to develop reasoning from an integrated knowledge of messages. Their problem is the organization in time. Dreamer, passivity, silence. These pupils perceive the message, but when they have to act they do not take into account all the information. They do not respond and act without any logic. They have a partial auditory and visual attention, limited to what they live in the immediate future.[9]

3.4 . The dreamy and contemplative students

Dreamy or contemplative students have evasive eyes especially during lessons. Whether with the teacher or with other children, these dreamy children cannot get into the bath of an activity : immersed in their dream, they do not seem able to prepare an action and realize it. They are often distracted and have difficulty concentrating on their learning. Everything suggests that these children have not managed to structure themselves, whether in their body language, in their interactions or in their temporal organization. They live out of space and time. [10]

3.5. Agressifs Students

Aggression is not to be confused with violence. It is a force which can be positive and, sometimes, changes many things. Aggressive students are responsible for bullying. Their aggression, which may be verbal and / or physical, is apparent to both students and teachers. These aggressive students have a disjointed temporal organization with no apparent structure. They provide answers unrelated to the expectations of the teacher or their teacher. For them, the activities follow one another incoherently. They have difficulties to organize themselves in their thought, their relational and temporal system. They are the most destructive. They have no reference in their family life and in their school life. They are difficult pupils to control; they bend with difficulty to the rules, are very close to breaking them ; they use intimidation and threat ; they strike and push others ; they destroy property and equipment ; they disturb others with nothing ; they easily get angry ; they express their opposition and resist indirectly ; they resist without knowing too much if it is deliberate ; they oppose and persist in a subtle way.[11]

3.6. Students refusal school

School refusal is defined as a major difficulty in going to school in children and adolescents, associated with emotional distress, most often anxiety and sadness. These children may be from socio-culturally disadvantaged families, showing more or less overt hostility to school, or on the contrary, failing to meet excessive parental demands.

In this case, the child voluntarily opposes all school achievements. It sometimes appears as a witness of the parents' more or less obvious hostility to the school. In young children, the opposition is active, noisy with sulking attitudes or behavioral problems (anger, instability ...). He then appears as erased, dreamer, "in the moon". This opposition can be marked by truancy. So we can really talk about disinterest or disinvestment in adolescence. At this age, school learning begins to integrate into an internal motivation; it is no longer just to please parents. This lack of interest is characterized by a decline in school performance, by disgust with everything that concerns the school, its uselessness, the resulting boredom. It may be accompanied by significant school absenteeism and may, in some cases, lead to the cessation of schooling. It can testify to a deeper problem such as a depressive syndrome or a disturbance of the family environment (marital discord, bereavement, unemployment ...).[12]

3.7. Early or gifted students

The precocious child, or the gifted child , has higher intellectual abilities than the average child of his age. In other words, the child presents a heterogeneous development of affective, psychomotor and intellectual aspects. It also introduces a shift in the relationship between the child and those around him.[13]

Early or gifted students are said to be " gifted " or intellectually precocious children, or high potential children, but some of them experience academic failure. They have an intellectual level assessed on psychometric tests with a quotient greater than or equal to 130, with a higher prevalence of boys than of girls, whatever the socio-economic level. They quickly understand the lessons, their curiosity the facts labeled as proud. They encounter contradictions with their peers and teachers. Very quickly, they are rejected, downgraded. So frustrated, they shut themselves up without understanding the meaning of what they are going through. A child is said to be precocious when he has a superior intelligence. They are children who have a very rich vocabulary from an early age. They learn to read very early, often alone and are interested in topics that are surprising in terms of their age. The gifted child has a memory with immense capacities. He is able to remember anything he has seen, heard or experienced. In class, he absorbs knowledge. But it is often a trap because it does not work of elaboration, of appropriation of the knowledge. He does not need it. This allows him to be a good, if

not an excellent student. [14] Early students may face the problem of school failure. They like to learn, to discover, to create ... In the classroom, conflicts break out quickly with the teachers who find them insolent in their way of challenging them about what they said, about their way of doing things, about their knowledge ... And then fall the punishments ... that these children find unfair and do not understand. [15] They get bored; lose their curiosity and desire to learn. Teachers are rarely prepared to meet with children early and do not know how to proceed with them. Gifted children have lost the love of learning, experience a failure they are struggling to understand and develop a very negative image of them. This problem is to be considered. They are children more prone to depression.

2.8. Language difficulties

Language difficulty is the source of school failure for many students in our nation. Although French is the official language, Congo has two other national languages from several ethnic groups. It is true that , today , the official language is more spoken in families than before. This does not solve the difficulty for some students, although the level in French remains unacceptable. The situation is more painful for students from disadvantaged backgrounds. In classrooms, when teachers' strategies and explanations come up against linguistic incomprehension, the transmission of knowledge becomes difficult.

Often, students who speak another language at home have poorer school results and their parents are not able to help with homework or better understand teachers' instructions. [16] They are individuals with normal cognitive abilities but limited language skills. Learning disabilities are manifested in either the understanding or the use of the language. [17]

IV. DIFFICULTIES AT THE SOURCES OF SCHOOL FAILURE

In our case, we will discuss the difficulties of personal, family, social, variables related to the school institution and finally , the share of responsibility of the government. Such a series of factors causing school failure, as they interact with each other and are responsible for the child's difficulties in school age. Although the help you give to the student is welcome , it is better to try to understand the problem according to the personal history of the student, which is always a singular story. This , in our opinion , should be the starting point for student follow-up.

4.1. Personal causes or learning disabilities

The personal causes of academic failure are manifold and need to be known to trainers. As we shall see, dyscalculia, dyslexia and dysorthography, dysphasia, dyspraxia are part of the learning disorders that sometimes seriously disturb the child during his schooling and even beyond in many cases. Beside these disorders , we also add the fact that the student can be gifted and , in our context , there is also the difficulty of the language.

4.1.1. Dyslexia or reading disorder

By definition, according to Poulet, " dyslexia is a specific disorder of written language, a persistent disorder of automatic word recognition in a person of normal intellectual efficiency. There are difficulties acquiring reading with a reading delay of at least 18 months. " [18] At the beginning of the school cycle, all children are carefully taught to write and read what they write. To achieve this goal, the curriculum provides the reading discipline that extends along the elementary school. In college, reading sessions do not exist. However, teachers in each discipline give students the opportunity to read certain texts aloud and make corrections to help them improve their pronunciation skills. Among the students, many of them present an anomaly for the practice of this exercise. This is called dyslexia. It is the specific disorder of learning, and is the most widespread, probably the most insidious for the development of cognitive potential of students. The school and our culture, in fact, consider the acquisition of reading-writing skills as a fundamental condition for the evolution of the training process. [19] In the end, it is a learning disability of neurobiological origin that reaches reading comprehension in a person with : a so-called regular schooling, a normal or higher intelligence, an environment conducive to the development of reading.

It is a manifestation of a set of lasting difficulties in learning to read and spell in a child or adult that manifests itself in the disruption of fundamental cognitive skills. [20] Reading is not acquired naturally as language, it is the result of learning. This is the first complex learning presented to the child. It must understand the meaning of codified signs and integrate them. Different mental and sensory-motor functions must be operational, so that the child understands reading and becomes able to master the mechanisms. Nevertheless, a certain number of intelligent pupils without sensory deficits have great difficulty learning to read. These students persist in inverting syllables, distorting words or sentences, and their reading difficulties often extend to spelling.

Students affected by the dyslexic disorder manifest the following symptoms that manifest themselves visibly. In the first place, there are difficulties in using memory efficiently in the short and medium term, the difficulty in processing information at a certain speed, the difficulties of organization; they lack confidence in themselves, understand with difficulty what is written, express their ideas with difficulty, quickly reach their fatigue threshold, have difficulty phonological, visual difficulties, coordination difficulties, difficulty using strategies cognitive, difficulties in the development of automaticity. [21]

4.1.2. Dyscalculia or difficulty with numbers

In our colleges, many students struggle with numbers. This is dyscalculia, a specific disorder in mathematics due to a dysfunction in the field of logic, number construction and number operations in children who do not have an intellectual deficit. This disorder is manifested by a failure in learning the first elements of calculation. It implies a mismatch in the manipulation and combination of figures. It is associated with difficulties of spatial organization, in addition for example, the child does not know where to start. Students who persevere in the calculations, once they arrive in high school, they choose the scientific series, while the less talented more indulge in the literary series. By definition: "The dyscalculia is a persistent and specific learning disability and the number of calculations (difficulty performing simple operations that can be confused with each other) and to understand what a number (include the link between the symbol and the quantity). [22] "This disorder is manifested in the inability to understand the basic concepts of operations, lack of understanding of baths and signs in mathematics, inability to learn multiplication tables [23]. Children with dyscalculia present various difficulties in the acquisition of numbers, calculations and operations. It s also have difficulty ed memory, difficulties with the passage of tens. These are children with difficulties counted ge and counting, when counting and frequent use of fingers or other objects to count, the problem s in read and write numbers, difficulty remembering multiplication tables, the difficulty grasp and use mathematical terms, difficulty in understanding mathematical problem statements, difficulty managing money, loss of vision-spatial orientation, problems in geometry. [24]

4.1.3. Dysgraphic pupils

The difficulties, which appear in every child at the beginning of writing, persist abnormally in the dysgraphic; he develops important efforts causing tension and fatigue. [25] Dysgraphia is an anomaly of the cursive movement, of the conduct of the line, which results in difficulties of coordination, irregularities of spacings between the letters and the words, malformations and discordances of all sorts, often related to a faulty trait quality. It is a writing disorder, independent of any neurological or intellectual deficit. The graphical difficulties that appear are often due to an exaggerated muscular contraction, linked to disturbances of emotional origin. Chicken Isabelle thinks "she is a deviant of the quality of writing." [26] The writing is bent, does not respect the lines and becomes illegible. These disorders occur independently of the ability to read and are not related to a psychological disorder. This Written Speech Disorder is often encountered in association with Reading Disorder or Computational Disorder. It is sometimes found in older children or adults, and its long-term prognosis is poorly understood. [27]

Dysgraphia is essentially characterized by: the speed of writing; the pressure that the person exerts on the sheet of paper; the tendency to macro or micrograph; the interruption of the gesture; the lack of respect for discrepancies between the letters; detachments between letters; the distance between the words. [28]

4.1.4. Dysorthography

The dysgraphia is a persistent disorder of the acquisition and mastery of spelling. It mainly affects the learning and automation of the phenomenon grapheme correspondence as well as the ability to visually represent the spelling of words. This learning disability frequently leads to omissions, inversions, and substitutions of letters and / or syllables in written words. In general, spelling disorders are often more severe, but especially persist longer than reading difficulties. Nevertheless, a child may be affected by a specific spelling disorder without any reading disability. Thus, dysorthography is characterized by inversions of letters or syllables. It is also manifested by auditory or visual confusions, by omissions, by segmentation errors, by the inversion of letters or syllables within words, by the difficulty of respecting the entity of words. The same symptoms are also verified, by the grammatical spelling, often very weak, by the spelling of the same word which varies from one place to another, by irregular and clumsy calligraphy, by the disruption of learning and automation of correspondence, by correspondence phonics and / or ability to represent visually, by spelling words, by the difficulty in applying spelling and grammatical rules. [29]

4.1.5. Dyspraxia

It is defined as a major disturbance of the body diagram and spatial representation, without objective neurological damage. It results in a clumsy gesture, a failure to learn reading and calculation, and emotional

disorders whose severity is variable. It is often difficult to dissociate from severe motor impairment and manifests itself in physical difficulties.[30] People with these disorders are limited and have difficulty in: lacing their shoes, buttoning, writing. They are impatient, have inadequate postures and are unfamiliar with their own bodies, have difficulties in orientation in new spaces, have problems of time awareness with difficulties in respect of schedules. They often forget hypersensitivity to physical contact and have problems even to dress properly. They have problems doing physical activities, and even taking the pen and writing. They get tired easily and show a high awareness of the dangers; they display immature behaviors. Developmental dyspraxia has a major impact on school learning.

Graphics : There are disturbances in the maturation of the gesture and in the organization and spatial structuring. For example, the child will not be able to orient himself on a sheet.

Writing : The writing is not automatic and the result is rough. In detail, the dyspraxic child writes the letters with unequal thickness and stumbles on the oblique letters (N, X, W ...) most often.

Arithmetic : Spatial dyscalculia will be observed in the counting, laying and resolution of the operations to be performed on the leaf, or the passage from the leaf to the board.

Geometry : The directions and spatial relations will not be respected. Reading a text will be slow.

Reading : Hesitant and slow, the dyspraxic child has a tendency to confuse the similar letters (b, d, p, q, n, u) and fails to cut the words into syllables.

Understanding of the instructions in writing : The child does not know how to look for the relevant information because of an impossibility to represent the structure of the text.

Spelling : Difficulties of spelling are related to the disorder of the copy. Indeed, the child will make copy errors including passing from the table to his notebook.

Learning Lessons Read : Difficult because of lack of benchmarks and line breaks.

In learning lessons read : Spatial disorganization, lack of landmarks, line breaks.

Singing and mime: The gestures cannot be reproduced and the child will not be able to follow the rhythm of a song correctly.[31]

Physical Education: Difficulty learning new games, keeping pace with other students, and targeting a target.

These disorders are disabling and cause a delay in school learning and a loss of self-esteem. These difficulties, being poorly identified by teachers, cause rejection among other children. It is important to detect dyspraxia as quickly as possible.[32]

4.1.6. Dysphasia or language disorder

Dysphasia is a structural, primary and lasting disorder of learning and development of oral language.[33] The dysphasia can be more or less severe and occur in various forms: words indistinct, disorders of syntax, expressions by single words, speech more or less built, lack of vocabulary, partial understanding of spoken language ...[34] It can also be defined as a specific deficit of language characterized by serious problems of comprehension or spoken expression. It is caused by early brain damage that causes hearing loss, mental retardation or an emotional disorder. There are also different types of dysphasia ranging from mild transient dysphasia to persistent severe dysphasia. General symptoms of this learning difficulty can be associated with each of them.

V. CONCLUSION

At the end of this reflection, it should be noted that the issue of school failure is massive not only in Brazzaville but also in the whole territory. Apart from family, social and structural factors, it can be illuminated from the meaning that the student constructs in his relationship to educators. Out-of-school youth pose problems for their families and society. The early termination of studies leads to a number of more or less complicated situations that they try to solve according to strategies that vary from one context to another. The first problem is that this situation is experienced by all as a failure. For most Congolese, school remains an essential way for social and professional success; girls and boys learn this truth from an early age and do not lose sight of it, despite appearances of casualness or irresponsibility they often display.

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