The existing African Transnational Research Team for Inclusive Education, invites new members in order to establish an African Organization for Inclusive Education (AOIE).
INTERNATIONAL SYMPOSIUM
Second Biennial International Inclusive Education Symposium in West and Central Africa

Organized by
The University of Buea
In Collaboration with the Teacher Task Force, Paris, UNESCO Regional office
& West and Central African Association of Special and Inclusive Education (WACAASIE)
6 to 10 April 2015
Cameroon

THEME: PERSPECTIVES OF INCLUSIVE EDUCATION IN WEST AND CENTRAL AFRICA WITH A MULTIDISCIPLINARY FOCUS: INCLUDING THE EXCLUDED

SCIENTIFIC CONTENT
The scientific content constitutes the following:
The Presidential address
Keynote Address
Lead presentation
Discussion panels
Individual presentations
Demonstration lesson
Poster sessions

APPRECIATION
We hereby acknowledge all those who have supported this conference financially and materially. In a special way, we acknowledge:
University of Buea
UNESCO Yaoundé Team,
The Secretariat of the International Task Force on Teachers for EFA, UNESCO Paris
West and Central African Association of Special Inclusive Education (WACAASIE)
The Ministry of Higher Education,
The Ministry of Basic Education,
ness for inclusive education? The hypothesis to be tested is; there is no significant relationship between training and readiness for inclusive education. Data would be collected using two instruments named Teachers' inclusive training scale and pre-service teachers' inclusive practice scale respectively. The reliability coefficient of the instruments are .87 and .71 respectively. The data collected would be analyzed using t-test and Analysis of Variance. Recommendation would be made based on findings.

Teachers' Attitude Towards Inclusive Education Ibadan South Local Government Area, Oyo State, Nigeria
Oluymesi Idowu MAJEBI
Adeyemi College of Education, Ondo, Nigeria
yemfoks@yahoo.com

Abstract
Children with special needs use to be isolated until recent innovation in the line of inclusion which incorporates these set of children into the typical classroom. In inclusive settings, all children regardless of their physical, intellectual, social and emotional status learn and interact in the same classroom. Teachers however play a major role in the effectiveness of inclusive education at any level. Hence, this study examined the attitude of teachers towards inclusive education in Ibadan South Local Government Area of Oyo State, Nigeria. Three research questions were raised to guide this study and two hypotheses formulated and tested at 0.05 level of significance. Two hundred preschool teachers participated in this study. Questionnaire on Teachers' Attitude Towards Inclusive Education was used to collect data. The data collected was analysed using frequency count, percentage, mean and standard deviation rating statistical techniques. Findings revealed that teachers have negative attitude towards inclusive education. The study recommended that training and retraining of teachers on strategies for effective classroom practices in an inclusive setting should be organised more often.

ACKNOWLEDGEMENT
Our sincere thanks go to all the members of the local organizing committee and our international partners for the support accorded towards the organization of the Second Biennial Inclusive Education Symposium in West and Central Africa, 2015.

Context
Equity and inclusion are two major concepts in the education arena which are making strong demands on quality of education and lifelong learning opportunities for all. The philosophy of the whole school arising from these concepts makes demands on teacher factor to address whole school practices. Inclusive Education addresses social justice by enhancing equal access and human rights through strengthening knowledge and ensuring the full participation of all persons with special needs and other forms of difficulties.

While some tangible progress has been made towards the Education for All (EFA) goals, countries which were furthest away from Universal Primary Education (UPE) have made insufficient progress towards achieving free and compulsory primary education by 2015. The most significant limitations are the lack of sufficient space, resources and teachers to address the learning needs of persons with special needs as well as those in difficulties and the most disadvantaged children. National capacity to collect and process data and information for informed policymaking and implementation is often weak. As the demand for quality teachers increases, disparities in teacher qualifications only worsened. Qualified teachers demand better working conditions and higher salaries. In the absence of these facilities better qualified teachers leave the school system or remain uncommitted. These forces strain the ability of teacher education and training institutions to produce and retain enough qualified teachers generally, but particularly school systems find it difficult to staff schools. This has led to failure to attract and retain qualified teachers.

International agenda also tends to overlook the national or local contexts; traditional, indigenous and cultural views of quality education, as well as the role and status of the educator or teacher. The nuances of culture, values and context lose meaning in over prescribed advocacy for school or educational effectiveness. This shows up in conceptual and empirical flaws in international research, where findings sometimes cite the obvious and the research itself is referenced, exclusive and non-participatory.

The University of Buea through the UNESCO Chair undertook studies in the area of inclusive education that have been very informative and have provided valuable orientations for new reflections. The research with Sight Savers (2012)
was on the situational analysis of policies, practices and barriers to inclusive education in primary education sector in Cameroon. Furthermore, the Task Force on Teachers for EFA Secretariat undertook studies to review and analyze existing policies and practices that have been in five African countries: Cameroon, Ivory Coast, Kenya, Nigeria and Togo. Those studies aimed to provide useful tools to constructively measure the impact of these policies and strategies, and enable governments and all stakeholders to enhance their capacity to achieve the EFA Goals by 2015. In 2013 a regional study on inclusive education was conducted. To ensure a synthetic analysis of the information and facilitate the exchange of experiences around the world, UNICEF has also conducted studies on teachers for marginalized children. Following these studies, the Task Force launched an online forum (2014) on the theme “Inclusion and Equity in Teacher Policies and Practices”. These empirical findings have now provided the basis for creating learning opportunities through Knowledge sharing. The objective of the symposium is presented below.

**Objective**

To achieve all of the above, there is an urgent need to educate and train teachers with an “inclusive profile”. The major characteristics of inclusive profile are that teachers must value all learners in the classroom, respect differences and enhance the learning environment. In doing these, they give to the children/students a sense of belonging, allowing them to develop their full potentials. In addition to these values, teachers require knowledge, skills and competences to teach, based on differentiated pedagogic principles that should enable them to reach out equity to all and assess in ways that give each learner a chance to succeed. This symposium therefore sets out to bring professionals to share knowledge on policy, and best pedagogic practices in inclusive education.

**The specific objectives are to:**

- Share the results of the “Transnational Study on Inclusive Education in Institutions in Africa”
- Share best practices on inclusive education;
- Examine Policy issues on inclusive education offerings
- Ensure clear understanding of inclusive education conceptually and practically in contradistinction to special needs education;
- Discuss knowledge and theories impacting inclusive practices
- Empower teachers with pedagogic skill for inclusive practices and specific techniques to manage pupils and students with specific disability.
- Examine strategies for intervention and rehabilitation

and focus group discussions were used as instruments for data collection. Noting the advantages of inclusive practices in the schools systems, an inclusive programme was proposed

**Equipping Regular Teachers for the Challenges of the Inclusive Classroom for Students with Hearing Loss**

OLUJIE, Chidi Topaz
Department of Special Education, Faculty of Education,
University of Ibadan, Ibadan, Nigeria

**Abstract**

Hearing Impairment is an hidden disability which has put the sufferers at a significant disadvantage socially and academically. Though, there has been a clarion call for inclusive education for all individuals with special needs in schools but inclusive education itself has its own challenges coupled with inclusion of the students with hearing impairment in such classroom. Studies have shown that educating children with hearing impairment is a tasking activities for special teachers not to mention those regular teachers who are not trained for such tasks. Therefore, the study will examine the influences of in-service special education orientation for regular teachers so as to guard them with all the necessary skills needed to face the challenges of inclusive classroom for students with hearing loss. The study will suggest ways by which such recommend ways of strengthening teachers’ competencies, build network for teachers to strengthen partnership between parents and school for inclusive education.

**Keywords:** Hearing Impairment, Inclusive education, Teachers

**Training as A Correlate of Pre-Service Teachers” Readiness For Inclusive Education**

Ayanwue Chikodi Joy

**Abstract**

This study would examine the relationship between training and pre-service teachers readiness for inclusive education. The descriptive research method would be used in this study and a total of 100 final year undergraduate students from early childhood and care departments would be used as study sample. The research question to be answered is; what is the degree of relationship between training and readi-
Abstract
This poster presentation aims at illustrating the fact that an inclusive teacher/educator is full of knowledge, talents and skills that make him/her versatile in his or her approaches in addressing the various needs of the multitude of individuals he/she interacts with. He/she practically demonstrates the act of differentiation abilities with the diverse persons with exceptionalities in the society. The posters also aim at addressing the issue of scarce or lack of adequate human and material resources to foster the effective implementation of inclusive practices in Cameroon by making use of an alternative model/approach. This contemporary model known as Inclusive Special Education Teacher Training Empowerment Programme aims at revamping and revitalizing the quality of teacher education and training in Cameroon. This innovative training concept qualifies teachers as holistic as it equips them with the necessary knowledge and skills to effectively address the needs of the diverse classroom population.

Relevance of Teacher Educator Profile; Implications for Inclusive Educational Practices
Ambei Ruhama Faizefu
University of Buea
PhD Student

Abstract
The study seeks to find out why special and general education teachers in Cameroon still face challenges in providing educational services to all types of learners. It is therefore assumed that, if the attitudes, beliefs, knowledge and teaching methods of teacher educators are examined, there will be some great moves towards inclusive practices in Cameroon regular schools. The researcher's main objective was to find out the influence of the teacher educator profile on inclusive practices in regular schools of Fako Division of the South West Region of Cameroon. The scope of the study embodies all learner irrespective of age, sex, disability/disadvantage and "normal" learners. The research methodology used was qualitative, Interview guides

Justification of Conference Theme
The theme looks at inclusive education from diverse perspectives necessitating practices that are oriented through different disciplines, to ensure that the critical concerns related to equity, equality and quality are well approached. The issues of respect for human rights and social justices demands of education to widen its knowledge base for better action and practice. Current education practices reproduce situations that violate rights of pupils and students, depriving them of reaching their full potentials. In sharing the rich experiences that this symposium will offer, education practices need to take their cues from the demand perspective, where needs will guide education offerings in terms of its policy and pedagogic practices, to avoid school exclusion and failure. This meeting will orient on the education and training of all education stakeholders on issues related to inclusive education. The sub themes below though not exhaustive open a new line of dialogue and debate on the management of inclusive education practices in the African continent in an era when school education has a vital role to address issues of human rights and social justice.

Sub Themes:

Section A: Country Status to Share Best Practices
Inclusive Education in any named country: The Journey so far
Transnational Research: Round Table Discussions on Key Findings by the Lead Researchers of the Five African Countries (Cameroon, Ivory Coast, Kenya, Togo and Nigeria).

Round table discussion on Implementation and Monitoring of Inclusive Education Practices in Africa.

Research in Inclusive Education & NGO Support
This sub-theme sets out to create a platform whereby experiences of inclusive practices in different countries can be shared. Sharing key findings from transnational research is aimed at informing on the level of African institutions, preparedness in policy, pedagogic practices and overall perceptions and attitudes about inclusive education. It also tries to show case the existence of a transnational team so as to encourage other countries to join. The whole idea is to create an African Organization for Special Needs and Inclusive Education.

Section B: Administrative, Legal and Policy Issues
Policy orientations in Inclusive Education: problems and perspectives
Administrative strategies involved in running Inclusive Schools

Round Table Discussions with key Stakeholders holders on Critical Issues in Policy for Inclusive Education: Policy development, implementation & monitoring.
From the transnational research and other such context findings highlighted critical flaws in policy development and its implementation strategies. Generally in all the countries, policy statements were not clear on the concept of inclusive education and how they can offer direction to educators and teachers for effective inclusive practices. The lack of strong policy therefore, already informs on countries unpreparedness for inclusive education. The discussions in this section will help open doors to inform on how an inclusive policy should orient the management, teaching, curriculum, assessment, teacher education and building the capacity of pedagogic inspectors on inclusive pedagogic practices.

Section C: Knowledge, Theories and Practices
The Epistemology for inclusive education
Assessment issues in Inclusive Education
Learning and the emotional dimension in inclusive Education at all levels of education
Participation of different categories of special needs students in higher education: the challenges
Instructional procedures in Inclusive Education
Theory on inclusive education pedagogy
Demonstration of Inclusive Education best practices with regular and children with special needs in attendance.

With a clear epistemology of inclusive education, pedagogic practices will be derived from the understanding that disability emerges from a different developmental path and should not be based on a deficit hypothesis. Inclusive education is about managing diversity. It is evident that without sound theoretical basis on which pedagogical practices can be identified in relation to learners’ diversity, transformations may never take place in teaching and learning at any level of the education system. Assessment in inclusive education needs to change to ensure equity so that each child/student can have some success story. More strategies and resources need to be put in place to encourage learners to participate actively in their education because of increased knowledge about child development, changing political and economic trends including attitudes.

Section D: Teacher Education & Research
Preparing teachers for Inclusive Education
Accordingly, reflections on teacher education and classroom activities underscore the need for teachers to respond most of the time to prescriptions with no attention to equity, quality interactions and learning outcomes. Teacher education programmes to an extent, only provide teachers with survival skills to handle and cope analyzed using the Statistical Package for the Social Sciences (SPSS) program. The inferential statistics used were student t-test and ANOVA (Analysis of Variance) with a level of significance fixed at 0.05. The major findings of the study were as follows: 1) The students with disabilities (visual, hearing and physically disable students) perceive their school learning environment in Cameroon differently. 2) The physical learning environment is perceived by students with disabilities to be less conducive or comfortable for learning, while the social environment is perceived as more accommodating. 3) The rating of the various learning environments in terms of where improvement is needed in descending order of magnitude is: physical, pedagogic, administrative and social environments. From the findings, it was recommended that all the educational stakeholders at the local and national levels as well as policy makers need to cooperate to ensure effective implementation of existing laws on education of students with disabilities in Cameroon. This would encourage the evolution from integration to inclusion of students with disabilities in regular schools. Curriculum design and implementation in Cameroon should become more creative and innovative in order to be adapted to the learning needs of disable learners.

Keywords: School Learning Environment, Disabilities, Integration, Inclusion.

An Investigation into the Schooling Situation of Hearing Impaired Students in Cameroon.
Enoh Acharie Ayuk Grace
University of Buea
Faculty of Education
Department of Psychology (Special Needs Education)

Abstract
The study sought to investigate on the schooling situation of hearing impaired students at two special units and two integrated school setting of Bamenda and Buea in Cameroon. Relevant literature will be made. It will be a qualitative research project with interview and observation as the instrument of collecting data. Interview will be conducted in Buea and Bamenda Cameroon with three groups of about 80 participants. (31 children with hearing impaired, 23 teachers, and 26 parents). All the interviews will be transcribed and analyzed with a computer program. Theoretical framework will be made in areas of parent participating, curriculum methods and instruments used in the classroom quality of teachers, and cultural beliefs. The interview and observation results will be analyzed by categorizing the information observed. Descriptive statistics will be presented using frequencies and proportion.
Attitude and Concerns of Pre-Service Counsellors Towards Counselling Students With Disabilities: Implication for Inclusive Education.

Chikodi Anyanwu
(Chikodianyanwu@Gmail.Com)

Abstract
This study would examine the attitudes and concerns of pre-service counselors towards counseling persons with disabilities. It would explore the concerns and attitudes of the study population towards identifying and responding to needs of students with disabilities in the regular school setting. It will look at how comfortable the respondents are in using strategies that would make students with disabilities feel welcomed and accepted in their respective schools. Qualitative research method would be used. Twenty final year students from the department of Guidance and Counselling would make up the sample for the study. Focus group discussion would be used to gather information using four content questions as a guide. The result would be presented and discussed using four themes in line with the context questions. Recommendations would be made based on findings.

THEME D: PREPARING TEACHERS FOR INCLUSIVE EDUCATION, WHAT IT TAKES?

Students with Disabilities and their Perception of the Secondary School Learning Environment in Cameroon
Nkengoa Prisca (M.Ed)
Department of Curriculum Studies and Teaching, Faculty of Education, University of Buea
nkengpris@yahoo.com

Abstract
The purpose for this investigation was to identify the way students with disabilities (visual, hearing and physical) perceive various aspects of their learning environment at the secondary education level in Cameroon. The methodology of the study was a survey based on a population of 80,000 students with disabilities found in three regions of Cameroon namely: Southwest, Northwest and Centre. From that population, a sample of 472 was drawn using purposive and random sampling procedures. Data were collected by a mixed method, using a questionnaire and the interview and with classroom routines and rituals. Teaching is about decision making on issues of values, identification, selection, monitoring and managing of complex and extensive information and activities. How do we educate teachers to be able to stimulate motivation, not compelling learning & stimulating comprehension of key concepts? Specific teaching function employs a series of competencies at both higher-level including complex cognitive processes which have been verified systematically for effective teaching. On the whole, education is a practical activity, which sets out to describe processes of learning by which knowledge and understanding are gained. Education is a location. The processes of communication of knowledge and organisation of learning take place within an educational context that has cultural implications. Education is educative in so far as it recognises its concern for both process and location. How are student teachers educated to teach any of the disciplines as a process rather than as a body of knowledge that can give each child a chance to learn effectively?

Section E: Intervention & Rehabilitation Strategies
This section is expected to discuss different strategies for intervention rehabilitation of persons with special needs so that they can live a fruitful and meaningful life.

Featuring: Key notes, lead paper presentations, individual presentations, poster session, training session for teachers on some basic inclusive pedagogic strategies, traditional dances and visits to some schools.

Expected Results
- Competence in assessment of national policy on inclusive education and its impact;
- Good knowledge of inclusive education; its nature, culture and required pedagogic skills;
- Clear knowledge of the differences between special education and inclusive education;
- Understand the challenges faced by special needs students in higher education;
- Identification of the factors which affect the development of inclusive education;
- Development and deepening of national, regional and international partnerships that strengthen the network and its influence/impact on inclusive education systems;
- Increased institutional capacity in applied education research and advocacy in inclusive education;
- Increased awareness for the types of knowledge, competences and skills required for inclusive practices for teacher professional development;
- Identification of strategies to increase quality participation of special needs students in higher education;
Greater visibility and demand for national and transnational research and use of findings by partners in policy-making and in programme development and implementation; Development of a policy brief on Inclusion and Equity in Teacher Policies and Practices; Preparation and dissemination of the general report of the symposium; Publication of the proceedings.

Objectives and Structure of the Conference

Aware that the bulk of the published psychological research has been from collaborative work, this symposium includes a capacity enhancement format from both emic and etic perspectives. In order to give young scholars a feel of these perspectives, the symposium is a blend of international symposia, talks and posters, regional contributions, and capacity building workshop components. In brief, the scientific program includes a pre-conference for young scholars and graduate students, training workshops, an opening ceremony, a presidential address, invited keynote addresses, a roundtable conference, symposia and poster sessions. Most scientific events are discussion oriented. A roundtable of targeted senior voices from emic and etic positions by scholars from the south and north re-echoed the critique of the key facets of cross-cultural research in psychology tailored to cross-fertilise perspectives and upgrade skills, give insights to junior scholars, and advance African cross-cultural research efforts in particular and international psychology in particular.

Given that English-speaking and French-speaking African scholars seldom meet in the same scientific forum, we were the most innovative component of this 2nd symposium as the participation of the French-speaking community, alongside their English-speaking peers. Accordingly, we foresee parallel French language sessions with the conventional English language sessions. Finally, the conference is organized to culminate in a groundbreaking publication on

SCIENTIFIC PROGRAM

VENUE: DOROTHY LUMUNGA NJEUMA, AMPHI 750

TUESDAY 7th April 2015

7:30-9:00: Symposium Registration
9:00-9:50: Opening Ceremony (Each Speaker Takes 5 minutes)
Opening Prayer by University Chaplain

M. Mojisola OLAKOJO
Department of Special Education
University of Ibadan
Nigeria

Abstract

Education is a means through which social inclusion can be achieved. Hence, to mitigate the negative effects of segregation and discrimination, inclusive education becomes a necessity. This study focuses on the teachers’ attitudinal change as the precursor to effectiveness of inclusive education programme for students with special needs in Ibadan. It points out basic issues that worth consideration of teachers such as misconception about person with special needs, acceptance and support of persons with special needs within the school setting. The study also stresses that students with special needs can successfully benefit from inclusion in an inclusive classroom setting. The paper also discusses the inclusive education programme and implications of the teachers’ attitudinal change of inclusive education and how crucial it is that teachers ensure inclusive practice for all children in their classroom. The study generates data by using structured questionnaire on the attitude of teachers to the inclusive education programme of students with special needs.

Attitude of Trainee Counsellors Towards Inclusive Education in Nigeria; Implication For Counsellors Preparation.

By
Egbule Elizabeth Osita
(Ositaegbule@yahoo.com)
Department Of Guidance and Counselling
Delta State University
Abraka Nigeria

Abstract

This study will investigation the effect of gender on the general attitude of trainee counselors towards inclusive education and their perception of counselor preparation for inclusive education. A total of 150 participants from Delta State University will be used as sample for this study. A questionnaire developed by the researcher will be used as an instrument for data collection. This questionnaire has four sections that will solicit information on respondents’ demographic variables, perception about counselors’ preparation and attitude to inclusive education. A descriptive statistical tool will be used for data analysis. Recommendations would be made based on the findings of the study.
Abstract

Inclusive education is a necessity and obligation for countries that are signatories to its implementation after the Salamanca conference (UNESCO, 1994) for education for all and previous other conferences. Including children within an inclusive classroom does not define inclusion, as inclusion requires much more. One of the considerations to be taken note of is the instructional procedures to be employed with in the inclusive classroom. In Cameroon for instance, inclusive education is beginning to gain its grounds, but the need for developing an instructional model is very pertinent that will enable teachers reach the individual needs of their diverse learners. The inclusive approach of including children with special needs in the regular classrooms challenges teachers, schools and administrators. Hence, there is a great need for this innovative procedure of handling diverse learners in a regular classroom.

Key words: inclusive education, instructional procedures, diverse learners education.

Teachers’ Attitudinal Change: A Precursor to Effectiveness of Inclusive Education in Ibadan Metropolis

“Preparing Teachers for Inclusive Education”

Gabriel O Ogunsola

Department of Special Education, University of Ibadan

IbadanNigeria

and

National Anthem
Welcome Address by the Local Organizing Chair
Dean Faculty of Education
Presidential Address
University of Buea Choir
UNESCO Regional Representative
The Mayor of Buea Municipality
University of Buea Choir
Speech by the Vice Chancellor
Opening of the Symposium by MINESUP or Representative
Drama Sketch by SPE Students followed by a Song

9:50 -10:15: Keynote Address by Professor Dev Kafle (25 minutes)
10:15 -10:25: General Discussion on Including the Excluded: A review of strategies (10 minutes)
10:25-11:00: Cultural Display, Group Photograph/Coffee break (35 minutes)

Chair: Professor Tambo Leke
Rapporteurs: Ngeh Emmanuel Amambua

THEME A: COUNTRY STATUS TO SHARE BEST PRACTICES (11:00 – 13:00)


11:10 – 12:00: Transnational Research on African Institutional Preparedness
Presentations and discussions on key findings: Overall Research and comparative status Individual Country report; (10 minutes per speaker)

Cameroon: Tchombe,
Ivy Coast Azoh,
Kenya, Kochung,
Nigeria, Ihenacho & Nwazouke,
Togo, Amivi/Edith

12:00- 12:10: A Lebanese Model: The Inclusion of Students with Special Needs in “Al-Mabarrat Schools.” (KHALIFE Mariam & Ms. Ismail Shaza, Lebanon).

12:10-12:20: Attitude of Teachers and Education Administrators towards Inclusive Education in Lagos State
Nigeria (Dr. Nwazuoke Grace Ugonma, Nigeria)

12:20 -12:30: Critical Issues for Further Reflections (Flip Chart Notes –Dr Shey)
Identifying Best Practices & Barriers
Emerging issues for policy orientations in Inclusive Education
Chair: Professor Fonkeng
Rapporteurs: Emmanuel Ndzetar
Melem Linda Fungwi

12:30-13:00: Research & Publication in Inclusive Education & NGO Support
(10 minutes per topic)
Defining the Horizons of Inclusive Practice. (Prof. Nwazuoke & Dr. Grace Nwazuoke, Nigeria)
Inclusive education as a multidisciplinary field and the role of NGOs in multi-agency services (Dr. Ndame Thomas, Cameroon)
Inclusive Education and the Challenges of Publishing In Indigenous Languages In Nigeria (Dr CA Akengbe, Nigeria)
Chair Professor: Professor Kolo
Rapporteurs: Evelyn Lukong

13:30-14:30: Lunch Break

THEME B: ADMINISTRATIVE, LEGAL AND POLICY ISSUES (14:30-15:35)
14:50-15:05: Policy Orientations in Inclusive Education: problems and perspectives (Dr. Titanji Peter, Cameroon)
15:05-15:20: Cameroon In The Face Of Challenges And Prospects In Inclusive Education: Where Do We Go From Here? (Dr Shey Patrick & Ms. Yaro Loveline).
15:20-15:35: Realizing The Educational Rights Of Children With Disabilities: An Overview Of Inclusive Education In Cameroon (Dr Lynn Cockburn, Goli Hasheimi, Christian Noumi, Allison Ritchie, and Evelyn Lukong)
Q & A
Chair Professor Ihenacho John
Rapporteurs : Nghe Emmanuel Amambua

15:35-15:45: Coffee break
15:45-16:45 Policy Brief with Experts Directed by Ms Aminatou
Panel List

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**Adolescents Social Interaction with Secondary Caregivers in Urban Areas:**

**Emotional Instability**

Irine Bih Ngwa

**Bamenda University of Science and Technology**

Bamenda -Cameroon.

**Email:** i.ngwa@yahoo.com

**Abstract**

This study intends to examine the quality of social interaction that exists between adolescents and secondary caregivers and the manifestations of emotional problems in secondary schools in urban areas in Cameroon. It will examine how adolescents perceive their social interaction with secondary caregivers and the effects it has on their feelings and behavior. Adolescence may be a particularly crucial period for forming relations. Early social relationships are important for the development of healthy emotional behaviors of humans and when these occur, it can be sustained by primary caregivers. But it has been realized that many adolescents experience the loss of primary caregivers when they attain the age of entering school. This may be because the primary caregivers may be living in a rural area where there are no secondary schools or are incapable of providing adequate financial support for the child’s education. Leaving the primary caregiver to the secondary caregivers, who are faced with their own needs, may seriously jeopardize adolescent social interaction patterns and this may lead to emotional instability. Therefore, this study will find out how the perception held by adolescents concerning the quality of care and love of the secondary caregivers differs from the experiences they hold about their primary caregivers can lead to emotional breakdown. How the perception held by adolescents concerning the quality of comfort and responsiveness and also the perception of the quality of material presence of the secondary caregivers differs from the experiences they hold about their primary caregivers can lead to emotional breakdown. The descriptive survey design will be used in this study. The purposive randomized sampling of adolescents who move from living with primary caregivers to live with secondary caregivers will be done to determine the participants of the study. The S P S S packet will be used to analyze results. At the end, recommendations will be made.

**Instructional Procedures for All Students in an Inclusive Setting**

**Keywords:** Assessment procedures, candidates with visual impairments, inclusiveness, Cameroon GCE Board and WAEC

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**Adolescents Social Interaction with Secondary Caregivers in Urban Areas:**

**Emotional Instability**

Irine Bih Ngwa

**Bamenda University of Science and Technology**

Bamenda -Cameroon.

**Email:** i.ngwa@yahoo.com

**Abstract**

This study intends to examine the quality of social interaction that exists between adolescents and secondary caregivers and the manifestations of emotional problems in secondary schools in urban areas in Cameroon. It will examine how adolescents perceive their social interaction with secondary caregivers and the effects it has on their feelings and behavior. Adolescence may be a particularly crucial period for forming relations. Early social relationships are important for the development of healthy emotional behaviors of humans and when these occur, it can be sustained by primary caregivers. But it has been realized that many adolescents experience the loss of primary caregivers when they attain the age of entering school. This may be because the primary caregivers may be living in a rural area where there are no secondary schools or are incapable of providing adequate financial support for the child’s education. Leaving the primary caregiver to the secondary caregivers, who are faced with their own needs, may seriously jeopardize adolescent social interaction patterns and this may lead to emotional instability. Therefore, this study will find out how the perception held by adolescents concerning the quality of care and love of the secondary caregivers differs from the experiences they hold about their primary caregivers can lead to emotional breakdown. How the perception held by adolescents concerning the quality of comfort and responsiveness and also the perception of the quality of material presence of the secondary caregivers differs from the experiences they hold about their primary caregivers can lead to emotional breakdown. The descriptive survey design will be used in this study. The purposive randomized sampling of adolescents who move from living with primary caregivers to live with secondary caregivers will be done to determine the participants of the study. The S P S S packet will be used to analyze results. At the end, recommendations will be made.

**Instructional Procedures for All Students in an Inclusive Setting**

**Keywords:** Assessment procedures, candidates with visual impairments, inclusiveness, Cameroon GCE Board and WAEC
Abstract
Children with special needs in inclusion setting have varying learning needs and challenges. Audiology however, offers services to meet the needs of those with speech and hearing difficulties. Research has revealed that most children with special needs have some level of hearing loss ranging from mild to severe. This for instance can be in form of accumulated wax in the ear resulting in hearing loss. Audiological interventions involve the use of various equipments and materials to assist individuals with hearing loss in the diagnosis and rehabilitation of hearing loss and its effects thereby helping them to adapt in an inclusive setting. These equipments range from otoscope for the visual examination of the ear canal and eardrum, the diagnostic audiometer for assessing and estimating hearing levels, to the rehabilitative equipments such as hearing aid for sound amplification. This paper therefore brings to the fore the need for audiological services in enhancing speech development and adjustment of children with special needs in inclusion setting.

A Comparative Study of Assessment Procedures for Candidates with Visual Impairments by the Cameroon GCE Board and West African Examination Council (WAEC)
Charly Ringnyu Nyugap

Abstract
The study seeks to compare the procedures use to assess candidates with visual impairments by the Cameroon GCE Board, with those used by the West African Examination Council (WAEC). It will be guided by seven research questions and seven hypotheses coined from the different procedures employ by the examination bodies in evaluating candidates. The comparative research design shall be adopted for the study. The instrument for data collection shall be a researcher developed questionnaire from literature on the best practices in assessment procedures for candidates with visual impairments. Data shall be collected from a randomly sampled population of examiners from the two examination bodies and candidates with visual impairments. Data shall be analyzed using descriptive and inferential statistics – mean and standard deviation to answer research questions and z-test or t-test statistics to test hypotheses. The acceptable mean is 2.5 while the rejected means is 2.4. The decision as to how inclusive of candidates with visual impairments the assessment procedures of both institutions are; shall be determined by the variances of the acceptable or rejected means. The hypotheses shall be tested at a 0.05 level of significant.
11:00 – 11:10: Barriers to inclusive Practices: The impact of curriculum, teachers’ perception and classroom infrastructure (Dr. Maureen Ebanga Tanyi & Sone Florence, Cameroon)

11:10 – 11:20: Affective issues in inclusive practices (Rev Dr Yuh)

11:30–11:40: Chair Professor Dev Kafle

11:40–11:50: 10 minutes Q & A

Chair Professor Dev Kafle

Rapporteurs Mary Moyosore Taiwo/ John Teneng Awa

11:30–12:00: Coffee break

12:00–12:30: Round Table Discussions with key Stakeholders on the participation of different categories of special needs students in higher education: the challenges Students with and without Disabilities, Proprietors, Administrators & Lecturers should participate to inform policy. (Moderator: Prof Ibrahim Kolo, Nigeria (Support Team Prof FJ Azoh Ivory Coast, Dr Nsagha Marie Therese)

12:30–13:15: Demonstration of Inclusive Education best practices with regular and children with special needs in attendance. (Prof Kochung & Prof Nwazuoke) To be organized by Dr Shey

13:15–13:30: Q&A

Chair: Professor Nsamenang

Rapporteurs: Melen/Nalovah

13:30–14:00: Lunch break

THEME D: PREPARING TEACHERS FOR INCLUSIVE EDUCATION, WHAT IT TAKES? (14:30-15:00)

14:30–14:50: Supporting teachers and schools in becoming more inclusive (Deane Michèle & Amivi (UK&Togo)

14:50–15:00: Teachers’ Academic Disciplines and Disposition Towards Inclusive Education In Cameroon Public Secondary Schools (Dr. Endeley Margaret, Cameroon)

Q &A

Chair: Professor FJ Azoh

Rapporteurs: Kamwe Fogang Julienne Carrol / Drusilla

Pre-school teachers and the researcher will administer the screening procedure to 250 children from some selected pre-schools in the South West Region of Cameroon. Both descriptive and inferential statistical techniques will be used to refine items and the correlation analysis will be used to indicate whether the subscale of the screening procedure will positively correlate to the domain they are supposed to measure. At the end of the study, recommendations will be made to various stakeholders concerned and suggestions for further research will be pointed out.

Understanding Inclusive Education From a Social Constructivist Psychological Perspective

Lambert Wirdze

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Abstract

The concept of inclusive education has issues emerging from psychological theories which have often been ignored. This article posits a paradigm shift to look at inclusive education from psychological perspective with focus on socio-cultural and ecological theoretical frameworks of Vygotsky (1978) and Dasen (2003) respectively. In the first section, we focused on the socio-cultural theory of Vygotsky to highlight important issues about disability in relation to inclusive education. The emerging issues included: 1) disabilities as a social construct; 2) positive differentiation; 3) the dynamic nature of disabilities; 4) higher psychological compensation; 5) zone of proximal development; 6) qualitative difference in development. In the second section, psychological barriers to inclusion have been highlighted based on the integrated theoretical framework of Dasen. The barriers are related to both disabilities and exceptionalities. Focus is made on the child’s microsystem, mesosystem and macrosystem. This work is an imperative tool to change in societal perception of children with disabilities and exceptionalities and enhances the goals of inclusive education.

Key Words: Inclusive Education, Social Constructivism

Provision of Audiological Services in Inclusion Setting

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visual impairment and evaluate the extent to which these procedures may be barriers to this category of candidates in comparison to best global practices. The survey research design shall be used. An X number of candidates with visual impairment who have written the GCE Examinations shall be purposively sampled. A questionnaire and an interview schedule shall be developed and used for data collection. Percentages shall be used for summarizing the background characteristics of the subjects while qualitative analysis (establishing emerging themes) will be used for reporting results of the interview. The findings are expected to indicate that GCE examination procedures conform to global best practices or pose barriers to candidates with visual impairment. Based on the findings, the study will recommend the maintaining, strengthening or a radical review of these procedures.

Screening Procedure and Identification for Support of Pre-School Children with Mild Developmental Disabilities in Cameroon
Melem Linda Fangwi PhD Student
Department of EPY (Special Education)
Faculty of Education
University of Buea

Abstract
Early and accurate identification of children who are likely to experience difficulties in school learning is important for effective provision of early intervention. When children at risk of mild handicapping conditions are identified during the young age the more hopeful is the prognosis for amelioration. It has been proven that there are always a certain proportion of children with special needs who require support as soon as they start school. In order for appropriate support to be given these children needs to be identified. Procedures and practices in assessment of preschool children with special needs particularly those with mild conditions have been given no attention in Cameroon. The lack of screening instrument for the identification of preschool children with mild disabilities has led to an increase in the number of children with severe difficulties in our primary schools as an African adage says “the giant you failed to kill today will rise up stronger to destroy you tomorrow”. The lack of screening procedure for preschool children in Cameroon therefore forms the objective of this study which is to develop a screening procedure for mild developmental disabilities in pre-school children. Items will be develop to screen five theoretical components (cognition, language, motor, self help and socio-emotional) which is believed constitute the specific areas in mild developmental disabilities.
Rapporteur, John Teneng Awa

13:30-14:00: Harmonising all reports in preparation for closing (Resolutions/ Communiqué)
General Rapporteurs & Team

14:00-15:00pm Lunch break

15:00 – 16:00pm: Plenary: Reporting and Adoption of Resolution/ Announcements
Chair: Professor Nwazouke (President, WAACASIE – West and Central African Association of Special Education and Inclusive Education)

16:00pm: Formal Closing – Opening – The Twining/Traditional Dance

Friday 10/04/2015: Departure

John Teneng Awa - Ph.D Student
Department of EPY (Special Education)
Faculty of Education
University of Buea

Abstract
Although examining bodies aspire to administer examinations that are accessible to the widest group of students, there are often characteristics of examination procedures that make it difficult for certain groups of students to demonstrate their true levels of knowledge and skills. The study is designed to find out the procedures adopted in the Cameroon GCE Examinations for the assessment of students with visual and conversational skills, (b) maintaining the acquired skills over time, and (c) generalizing the skills over different stimuli, people and settings. This was done using a multiple baseline design across four children and within each child across the two modeling conditions and targeted behaviour tasks. Firstly, the experimenter monitored children’s baseline performances on two similar tasks selected per behaviour to ensure tasks comparability. Secondly, each child was instructionally trained on two similar tasks. One task was taught using the in-vivo condition while the other was taught using the video condition. In the IM condition the targeted child for a specific behaviour was observed through live demonstrations of the selected task from an adult model whereas in the VM condition the child will watch video demonstrations of the same model performing the similar task. After the observations and for each modeling condition, the experimenter was measured: the magnitude and speed of acquisition of each skill, the maintenance of the skill over a three week period after criterion must have reached and generalization. Data analysis will be performed by using visual analysis (graphs), descriptive statistics (mean performances, number of sessions needed for acquisition criterion-acquisition speed) and inferential statistics. Significant differences between interventions were tested using inferential statistics (C statistic). Results were drawn for each skill by outlining the modeling condition which produce a higher increase and quicker acquisition, promotes higher maintenance and broader generalization. Social validity measures will be collected to determine the modeling condition that produces more socially appropriate behaviours. Results were discussed in terms of “modeling effectiveness” literature and the results implications in the creation of effective educational programs to enhance CWA’s social skills in special and inclusive educational settings.
Abstract
This paper argues that the absence of moral and religious education from the curriculum of schools in Cameroon is due to the secular nature of the educational system and such absence has led to the weak moral health of the country. With the main objective of laying bare the sheer absence, and the consequences thereof, of moral and ethical flavour in the contemporary Cameroonian education sphere arising from the wholesale adoption of secularism, the paper traces the historical development of education in Cameroon from the advent of colonialism to the eventual take-over of educational control by the indigenous government. The paper reaches a crescendo with the assertion that the foundation of holistic education is impossible in the absence of moral and religious elements, where the ‘whole person’ exercises habits that enable him/her acquire knowledge, good thinking, the desire of a good heart, and the willingness to do good. While the adequate use of oral traditional knowledge and cultural values is an imperative, the paper proposes that one must avoid ethical relativism that radically denies the objectivity of moral values and since the human intellect is incapable of attaining absolute reality, one must rely on the light of revelation when reason has failed. It concludes that holistic education should be an urgent task for education in Cameroon.

Key words: Cameroon, holistic education, values, secular, religio

THEME C: KNOWLEDGE, THEORIES AND PRACTICES
Differential Effectiveness of in-Vivo and Video Modeling Strategies in Enhancing Social Skills of Children with Autism in Cameroon
Ngeh Emmanuel Amambua
Student, PhD- SPE

Abstract
Children with autism (CWA) experience significant social deficits which greatly affects their development and family living conditions. Effective interventions are required to enhance social skills in these children. Based on this the purpose of this study was to determine whether video modeling (VM) and in-vivo modeling (IM) strategies significantly differ in: (a) promoting CWA’s acquisition of greeting, play
### THEME B: ADMINISTRATIVE, LEGAL AND POLICY ISSUES

**Effects of Energizers on Attention Sustenance Among Children with Hyperkinetic Behaviour in Inclusive Settings.**

**Njeatih nee Drusilla I. Buriya G.B.T.T.C.** Post graduate student, Special Needs Education, Faculty of Education, University of Buea, Cameroon  
[ndrusila@yahoo.com](mailto:ndrusila@yahoo.com)

**Abstract**

The goal of achieving quality inclusive education in Cameroon would remain elusive as long as the concept of inclusion is not linked to serious discussions in the areas of curricular modification, pedagogy and effective participation of all children in the learning experiences provided in the classrooms. This presentation is based on the use of energizers to sustain the attention of learners with hyperkinetic behaviour. Hyperkinetic behaviour is manifested in children through inattention, hyperactivity, and impulsivity. These children have a great difficulty in learning because they are unable to focus on tasks that need sustained attention. They are easily distracted, are restless and exercise a lot of impatience. Teachers of this century therefore have to build their capability in various domains, be hard working, resourceful, dynamic and effective in order to accommodate all the diverse learners in their classrooms. Literature was reviewed and a purposive sample of 27 pupils and 12 teachers worked with. Data was collected using observation checklist and questionnaires and computed using percentages. The findings revealed that energizers are brief activities that the teacher uses in class to keep the learners awake, alive, alert, enthusiastic to learn, relax their minds and provide an opportunity for them to interact with each other. Therefore, they have a great role to play in the attention sustenance of learners with hyperkinetic behaviour. Based on this, the study made recommendations to the following stake holders: the Ministries of Education, Pedagogic Inspectors and Curriculum Planners, and parents to ensure better performance of such learners.

### The Basis of Holistic Education in Cameroon Schools

**Lavngwa Moses Seemndze**

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**POSTER MODERATORS & DISCUSSION CHAIR**

**NUMBER of POSTERS 29**

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the physically challenged. This could be as a result of the fact that Nigerian publishers are faced with challenges bordering on trained personnel, access to capital and availability of market for the published learning materials for the physically challenged. These factors make it difficult for Nigerian publishers who might have the passion for the physically challenged to actualize their publishing plans. The fact that publishing in Nigeria is profit-driven necessitates the consideration of possibilities of profit-making in any publishing endeavour. Hence serious considerations are needed in the decision to publish for the all-inclusive education. This study therefore aims at assessing trained personnel, access to capital and availability of market as factors affecting the publication of learning materials for students with special needs in Nigeria in order to recommend ways to overcome the inherent challenges for the actualization of the dream of all-inclusive education in Nigeria.

Educational Information Service Provision in Nigeria Libraries: Bridging the Gap for Students with Special Needs in Inclusive Education Settings
Evelyn Nkechi Emeahara
Senior Librarian, Department of Library, Archival and Information Studies, Faculty of Education University of Ibadan, Nigeria

Abstract
Educational information service provision in the various types of libraries that exist in Nigeria appear to have primary catered for the educational information needs of regular users of educational information who do not qualify as groups with special educational information needs. This has created a wide gap in the provision of vital and timely educational information to persons with special needs for their educational advancement. In explaining this phenomenon, the paper focuses on persons with hearing, visual and mobility impairments in the Nigerian educational sector. The paper notes attempts that have been made by government and same non-governmental organizations to close up the ever widening gap which the lack of information service provision has created among this vulnerable group of people. This paper examines the various types of information formats that can be generated and utilized by the various types of libraries in culturally acceptable ways. It also highlights efforts already in practice in some libraries in Nigeria. The paper also discusses stakeholder participation in ensuring that these classes of people are not included from educational facilities such as libraries and information centers that could be accessible to them. Finally, the challenges universal benchmarks in educational information service provision as well as the strategies role of libraries in providing educational information service to the vulnerable people groups in Nige-
SYMPOSIUM ONE
THEME A: COUNTRY STATUS TO SHARE BEST PRACTICES

Including the Excluded: A Review of Challenges and Strategies for Mainstreaming
Girl-Child in Primary Schools. A Case of Kenya
Professor Edwards Joash Kochung
Consultant in Special Needs Education and Dean, School of Education, Maseno
University Kenya
kochunge@gmail.com

Abstract
Girls with disabilities are likely to be further excluded than boys in accessing education in a mainstream setting due to gender bias, particularly in developing countries where education for persons with disabilities is not given a priority. The Kenya government regards education as a basic human right and strives to provide education to all its citizens including those with disabilities. In order to do this the government has enacted various laws and policy documents that emphasize equal opportunity and access to education for all. Various learners with disabilities have been enrolled to learn in the same environment with their non-disabled peers and this has given more learners with disabilities opportunities not just to access education but also to access education within their home community. However, a study carried out in 2014 in three schools where girls who are blind are mainstreamed with their sighted peers, although indicated that there are more benefits in a mainstreamed school than a special school, the same study further demonstrated that, girls who are blind face more challenges than boys who are blind in mainstream schools. The purpose of this study was to examine specific challenges faced by girls in the mainstream schools. Participants in this study were 20 girls who are blind and are learning together with those who are sighted. They were in grades 9 to 12 and ranged in age from 14 to 20 years (M = 17). The result indicated that with all the benefits of being included with their peers, they still faced numerous challenges which made them to feel excluded specifically as girls. These challenges included; lack of self-defence, Drama is one of the most effective methods of teaching at different levels of learning. Drama therapy, in the form of role play, facilitates inclusive teaching and enables learners with special educational needs participate positively with other learners in a non-exclusive environment. Drama also builds in SEN students, self-esteem, assertiveness, acceptance, improves communication and social skills and increase positive peer interactions both in class and in other learning spaces. This paper will focus on ways and means of using drama and theatre techniques to address the worries of SEN students in Cameroon who have often been discriminated upon, abandoned and neglected in inclusive learning environments. Drama will therefore provide an opportunity for SEN students to be mainstreamed for drama and theatre lessons and exercises with the aid of physical therapy, role play, song, mime and dance to build the learner positively and not to focus on his disability. The paper will also explore ways at using drama to enable learners solve specific problems, help each other and make them useful members in their community. Findings will culminate in the effective use of drama workshops, proposals geared towards a curriculum that integrates drama and theatre as vital components of inclusive education with a view at exposing teacher-trainers, teachers-in-training and teachers at the different levels of learning. Such training will expose them to people with disabilities, and to enable them learn new methods of inclusive teaching based on the resources and pedagogical tools that meet, more especially, the needs of the disabled.

POSTER SESSION
THEME A: COUNTRY STATUS TO SHARE BEST PRACTICES

Trained Personnel, Access to Fund and Availability of Market as Factors affecting the Publication of Learning Materials for Students with Speech Needs in Nigeria
Osarobu Emmanuel Igudia
Department of Library, and Information Studies, University of Ibadan, Ibadan, Nigeria

Abstract
Ojeniyi (2002) has observed that Nigeria has the largest commercial publishing in Africa, which has been corroborated by Ike (2004) when he describes Nigerian book publishing industry as vibrant, with perhaps, the largest publishing companies in Africa. There are over 1000 books publishing firms in Nigeria (both registered and unregistered), which further places Nigeria at numerous publishing companies in Nigeria can boast of specializing in the publication of educational materials for
Use of Assistive Devices for Effective Teaching of Children with Learning Disabilities in an Inclusive Setting
Prof. MARK M. LERE
Department of Special Education & Rehabilitation Sciences Faculty of Education University of Jos.
mark.lere@yahoo.com

Abstract
Assistive technology device is any item, piece of equipment or product system whether commercially acquired, improvised or modified or modified that is used to increase, maintain or improve to functional capabilities of a child with special needs. The relevance of such devices cannot be underestimated. Generally, the learning disabled, hearing impaired, visual impaired, physically impaired, mentally retarded, autistic as well as the gifted get motivated when they are provided with such devices to manipulate in course of teaching /learning processes. 2015 is the target year United Member Nations are expected to fully implement inclusive education in their respective countries. This paper discusses the concept, nature and relevance of assistive devices for effective teaching/learning. The types of assistive devices and how they are used are analysed, in addition, the roles of government, Ministries of Education, philanthropic organizations and individuals in the support towards effective implementation of inclusive education for special needs children in general and those with intellectual disabilities in particular stressed. The paper concludes with some far-reaching recommendations for effective implementation.

A Lebanese Model: The Inclusion of Students with Special Needs in “Al-Mabarrat Schools.”
Khalife Mariam & Ms. Shaza Ismail

Abstract
This presentation provides an overview for status of inclusive education in Lebanon, and where it stands with respect to the six objectives of education for all. Then it will introduce inclusive education at the 16 Al-Mabarrat schools and 6 vocational training centers that includes learners who are at risk of marginalization, exclusion, or underachievement especially the orphans. The focus will be on procedures of how inclusive education is implemented for students with special needs. The process starts with formal and informal assessment approaches to determine present performance level in order to design the Individualized Education Program for each student. Procedures include adaptations in curriculum phases of input, process, and output/outcome. An important feature of inclusive education is ongoing teacher training to emphasize lifelong learning, the role of both regular and special educators through the Co-teaching Model, and ascertain the role of teachers as active facilitators, and mentors for learning. Further work is still needed to train teachers to become reflective practitioners to promote inclusive education. As well we are main players in the national decision making process in collaboration with the Ministry of Education. Several measures are undertaken on the belief, policy, and practice lev-

Drama Therapy as a Victor of Inclusive Education in Cameroon.
Taku Victor Jong
Lecturer, Performing and Visual Arts Unit Faculty of Arts, University of Buea, Cameroon

Abstract
physical and sexual abuse, nature of physical structures such as school toilets, bias-ness from teachers and peers. Exclusion from class participation by teachers was an area of concern for the girls. This paper suggests that as we move towards inclusion, there is need to consider specific needs of girls with disabilities so that they are not further excluded.
Key words: girls, blindness, exclusion, mainstream, challenges

Transnational Research on African Institutional Preparedness

Presentations and discussions on key findings: Overall Research and Comparative Status Individual Country report;
Cameroon, Tchombe,
Ivory Coast, Azoh,
Kenya Kochung,
Nigeria, Ihenacho & Nwazouke,
Togo, Amivi

Use of Assistive Devices for Effective Teaching of Children with Learning Disabilities in an Inclusive Setting
Prof. MARK M. LERE
Department of Special Education & Rehabilitation Sciences Faculty of Education University of Jos.
mark.lere@yahoo.com

Abstract
Assistive technology device is any item, piece of equipment or product system whether commercially acquired, improvised or modified or modified that is used to increase, maintain or improve to functional capabilities of a child with special needs. The relevance of such devices cannot be underestimated. Generally, the learning disabled, hearing impaired, visual impaired, physically impaired, mentally retarded, autistic as well as the gifted get motivated when they are provided with such devices to manipulate in course of teaching /learning processes. 2015 is the target year United Member Nations are expected to fully implement inclusive education in their respective countries. This paper discusses the concept, nature and relevance of assistive devices for effective teaching/learning. The types of assistive devices and how they are used are analysed, in addition, the roles of government, Ministries of Education, philanthropic organizations and individuals in the support towards effective implementation of inclusive education for special needs children in general and those with intellectual disabilities in particular stressed. The paper concludes with some far-reaching recommendations for effective implementation.
els to promote inclusion of students with special needs within the classroom setting, and not only the school setting.

**Attitude Of Teachers And Education Administrators Towards Inclusive Education In Lagos State, Nigeria**
Nwazuoke Grace Ugonma Ph.D
Institute Of Education, University Of Ibadan, Nigeria

**Abstract**
Inclusive Education (IE), a product of UNESCO inspired education-reforms, represents an attempt to allow children with special needs (CWSN) access to regular neighbourhood schools. Teachers and Administrators have critical role to play in running the programme and also in implementing inclusive education curriculum. As in every new project/programme, stakeholders are bound to develop attitude towards the programme. Attitudes generally influence responses to any given object or programme. This study was therefore designed to measure the attitude of teachers and administrators in education who are major stakeholders in the inclusive education project in Nigeria. The study covered all existing inclusive education schools in Lagos State, Nigeria. The results showed that teachers attitude was positive while administrators attitude towards inclusive education was negative. It was therefore recommended that sensitization workshops be mounted to draw the attention of stakeholders to the benefits of inclusion. Capacity building workshops for inclusive education personnel were also recommended.

Keywords: Inclusive Education, Children With Special Needs, Neighbourhood Schools.

**Research & Publication in Inclusive Education & NGO Support**

**Defining the Horizons of Inclusive Practice.**
Nwazuoke Ikechukwu Ph.d & Nwazuoke Grace Ph.d
University of Ibadan, Ibadan, Nigeria.
ikenwazuoke@yahoo.com

**Abstract**
Two key issues in inclusive education practice are access and equity. This educated in mainstream school tells us of his experience and feelings. It is no secret that one of the key agents of change towards inclusive education is the teacher, but teachers need training and support to cater for all the children in their care. We will therefore look at some training and support resources that already exist to support teachers and how they could be developed further.

**Teachers’ Academic Disciplines and Disposition towards Inclusive Education in Cameroon Public Secondary Schools**
Endeley Margaret Nalova, PhD
Department of Curriculum Studies and Teaching
Faculty of Education, University of Buea, Cameroon.

**Abstract**
The study aimed at finding out if teachers differ in their disposition towards inclusive education according to academic disciplines. This is important in identifying pedagogic barriers to students with special needs/disabilities in certain academic disciplines. The study incorporated the descriptive survey design and participants for the study consisted of 443 public secondary school teachers from 15 schools in four regions of Cameroon. The study made use of probability and non-probability sampling techniques. A closed ended questionnaire containing 38 items to be rated on a five-point scale, was used to collect data and was validated at an index of 0.86. Data were analysed using descriptive and inferential statistics. Findings revealed that there is a significant relationship between teachers’ academic disciplines and their disposition towards inclusive education, with science teachers being the least positive. Implications and recommendations are discussed.

**SYMPOSIUM FIVE**
**THEME E: INTERVENTION AND REHABILITATION STRATEGIES**

**From Theoretical Inclusive Education Models to Practical Inclusive Classroom Laboratories/Rehabilitation Workshop Centers in Nigeria**
Ihenacho Izuka John PhD
Professor of Special Needs Education and Rehabilitation Sciences
University of Jos, Jos, Nigeria

**Abstract**
Fieldwork experiences and surveys of researches, internship experimentations, philosophies, types and methodologist, it has become clear that time has come for us to quit from theories and get down to practices/practical. Africans tend to learn more on theory than putting in place the necessary machineries, structures and infrastruc-
infrastructure be put up and also teachers’ programme and training be revised to enhance the pedagogic skills that may include handing individual differences in inclusive classrooms.

Key Words: dispositions, inclusion, exclusion, curriculum, infrastructure and teacher perception.

SYMPOSIUM FOUR

THEME D: PREPARING TEACHERS FOR INCLUSIVE EDUCATION, WHAT IT TAKES?

Supporting teachers and schools in becoming more inclusive
Deane Michèle Komlan Amivi-Cra
Direction des Formations (DF), Lomé, Togo. TESSA-Togo
michele.deane@open.ac.uk

Abstract
The International Charter of Children’s Rights clearly states that “States Parties recognize the right of the child to education” (Article 28) and that “States Parties shall respect and ensure the rights set … in the … Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.” (Article 2) The Millennium Development Goals set a way stage goal towards what the charter recommends in terms of education, that of “achiev(ing) universal primary education”(Goal 2). We are now in 2015 and the fact and, despite undeniable progress, figures are here: in Sub Saharan Africa: 30 millions of children of primary school age are still out of school (UNESCO, 2013); One third of them would be disabled (Rieser, 2009); Fewer than 10% of disabled children attend school (Sightsavers, 2011, p. 2). It is our duty to provide the means for all children, including disabled children to access education, not only to achieve the “Education for All” goal, but much more than this, to respect their fundamental right to education and to fulfilling their full potential. We need to give the provision them need in their local mainstream school. Research work undertaken under the auspices of the EFA taskforce in 5 Sub Saharan countries provide a survey of the situation concerning Inclusive Education in these countries and clear indications of how we may start to offer a much more inclusive approach to education in local mainstream schools. Our presentation will therefore briefly analyse the results of this research for one of the countries, Togo, and draw out the areas we need to address the challenge of inclusive education. We will report what a profoundly deaf young man who was mostly means that inclusion could only be said to have taken place if all children in an inclusive learning environment have equitable access to teaching-learning and social conditions. Existing literature tends to consider inclusion mainly from the perspective of placement. In this paper, the authors look at necessary conditions that drive authentic inclusive education practice. These include but not limited to Disability friendly environment, use of support personnel, respect for intellectual diversity, engagement of teachers and other ancillary staff who possess qualities that drive inclusive practice, modification of the regular curriculum, availability and appropriate use of assistive technologies. The authors therefore conclude that best practices in inclusive education are a far cry from the current situation in West and Central Africa.

Inclusive Education as a Multidisciplinary Field and the Role of NGOs in Multi-agency Services
Dr. Ndame Thomas
Lecturer, Faculty of Education, University of Buea, Cameroon
ndame@yahoo.com

Abstract:
This paper illuminates the multidisciplinary characteristics of the field of inclusive education and the role of Non-Governmental Organisations (NGOs) in multi-agency services. Generally, the field of inclusive education is globally contested and controversial because of its varying forms in response to individual, institutional or societal needs. Unlike other scientific disciplines, inclusive education does not have any central governing philosophy to drive and orientate its multifaceted aspects. Therefore, it embarks on a range of issues involving different sectors within the society. At the micro system level, it focuses on issues of wellbeing(health, psychology and social welfare), protection and entitlements (law and human rights), learning and development (education and training) and prospective employability (socio-economic empowerment) of student diversity with different categories of special educational needs arising from disabilities, difficulties, disadvantages and abilities (SEN/DDDA) in institutional settings (educational system). At the macro system level, it is oriented towards acceptance of persons with SEN/DDDA in business organisations, communities and societies (national systems). Discourses on inclusive theory, policy, research and practice usually circumnavigate these issues. Due to the multidisciplinary characteristics of the field of inclusive
education, a high degree of professionalism, autonomy and accountability are required in the administrative strategies used in running inclusive institutions. Thus, this paper highlights the cooperative and coordinating role of NGOs in multi-agency services to facilitate the inclusion of persons with SEN/DDDA in institutional and societal settings.

Key words: multidisciplinary, wellbeing, protection and entitlement, learning, SEN/DDDA, professionalism and multi-agency services.

Inclusive Education and the Challenges of Publishing in Indigenous Languages in Nigeria
Dr. Akangbe C. A.
Department of Library, Archival and Information Studies
University of Ibadan
akangbeclem@gmail.com

Abstract
Inclusive education is a desired approach for strengthening the capacity of education. It addresses the needs of all learners and facilitates access to teaching and learning materials out of which book is principal. Books are basic to schooling which makes publishing vital to education. The National Policy on Education (2004) makes provision for employing indigenous languages for teaching at the primary level of education which is a boost to inclusive education. It is however disheartening that many indigenous languages all over the world are endangered, including Nigeria. Due to the ‘unpopular’ nature of the languages and the decreasing number of speakers and users by the day, committing indigenous languages to writing and publishing is faced with stifling challenges. Preliminary investigations show that generally, there is dearth of indigenous languages publishers, and logically, there are fewer for inclusive education. The few who do, grapple with series of challenges. It is this compound annihilation of indigenous languages and the resultant challenges to publishing for inclusive education that this paper discusses. Structured into six parts, the study examines the concepts of inclusive education and indigenous languages, the Nigeria publishing system and the physically challenged, the Nigerian local languages and the challenges of publishing for the physically challenged, technical and production challenges, marketability of publications in local languages for the physically challenged, and remedies for the challenges.

Pedagogic Barriers to Inclusive Classrooms: The impact of curriculum, teachers’ perception and classroom infrastructure (Maureen Ebanga Tanyi & Sone Florence, Cameroon)

Abstract
Educational exclusion still prevails in Africa, particularly in Cameroon where (in spite the much concern from the international organizations) certain groups of children are vulnerable. These include disadvantage children (physically impaired and socio-economic and cultural disadvantaged), who are excluded from education. In 2008, Cameroon Ministry of Social Affairs revealed that 435 street children in Yaounde and Douala do not go to school. The international Bureau of Education report in 2008 attests that only 10% of children with disabilities go to school in Cameroon. The World Bank in 2012 also revealed that 294,813 children of school age were not enrolled in schools in Cameroon. From the above, this study sought to examine if curriculum, infrastructure and teachers’ perception may influence school exclusion. Three hypotheses were formulated based on the three variables: curriculum (syllabus), infrastructures and teachers’ perception. 150 primary school personnel from 12 primary schools in Yaounde, Mfoundi Division of the Centre Region of Cameroon were involved in this survey. A questionnaire was used for data collection. Both descriptive and inferential statistics were used to analyse the data. The results showed that there was no significant impact of curriculum and teachers’ perception on inclusive practices but there was a significant impact of infrastructure on inclusive practices. From the results, we recommend that good quality and relevant
Abstract:
Neonatal Hearing Screening (NHS) is the preferred procedure for early identification of hearing loss in children. Early detection of hearing loss in infants and children, followed by appropriate early intervention are crucial to successful educational inclusion of children in mainstream education. The mode of administration of the LittlEARS Auditory Questionnaire (LEAQ) in Ghana, where a Universal Newborn Hearing Screening (UNHS) has not been implemented and yet, about 31% of adults have never been to school was investigated. The effect of administration mode was investigated by collecting data from N=152 respondents. Descriptive statistics were used to describe demographic statistics and baseline characteristics such as age and gender. Quantitative data were presented as mean (M) and standard deviation (SDEV), and quantitative data such as respondents and locations for LittlEARS® Auditory Questionnaire data were reported as absolute and relative frequencies (May-Mederake et al., 2010). Statistical analysis included a one-way ANOVA to test mean group differences based on mode of questionnaire administration and level of education of the respondents. All the data that were analyzed with SPSS IBM version 20 and statistical significance was set to p<0.05. The results show that it does not make any difference in terms of LittlEARS® Auditory Questionnaire scores whether the questionnaire was administered via interview or by self-administration. Results of the study support the position that LEAQ is an appropriate screening tool for children living in developing countries where adult illiteracy rates are high.

Self Concept and Gender as Correlates of Science Achievement of Nigerian Primary School Pupils in an Inclusive Setting
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Abstract
This study focuses on self concept and gender as correlates of science achievement of primary school pupils in basic science and technology in an inclusive school in Jos, Nigeria. The population of the study will comprise 100 Primary Six pupils in an inclusive public school. Twenty-four of the children are special needs children

Policy Orientations in Inclusive Education: Problems and Perspectives
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Dr. Titanji Peter Fon

Abstract
Policy Orientations in Inclusive Education: problems and perspectives Efforts to create and sustain more inclusive educational environments must be based on a clear distinction between the concepts of education and schooling. Attention must be paid to the variety of the other settings from which children acquire learning because they can reinforce or erode what happens in schools and perpetuate inequality of opportunity to quality education. This will require among other things that we avoid paying too much attention to schools and not enough to the lives of children when they are not in school; paying greater attention to factors not traditionally directly linked to efforts to the provision of more inclusive and enabling educational environments to all children (poverty, health care, nutrition etc.). Additionally, policies and practices need to be based on what happens in every classroom in order to ensure that the factory model is not the most dominant; recognize the increasing diversity that characterizes the student population and society in general and greater commitment to build and nurture understanding and respect for diversity as a strength rather than a weakness; pay more attention to the fiscal needs of schools because socio-economic background factors significantly shape a child’s construction of life in classrooms and schools and his/her dreams of a better future.

Cameroon in the Face of Challenges and Prospects in Inclusive Education: Where do we go from here?
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Abstract
Inclusive education stands for improvement of schools in all dimensions to address the educational needs of all children. Legislations to send children with disabilities to mainstream schools in Cameroon were first made in 1983, and again in 1990 by the National Assembly and a Presidential Degree respectively. Despite this, the change has been slow, with segregation in special schools dominating the scene until recently. There is no need of reinforcing the fact that teacher education remains a very weak link with respect to equipping teachers to be prepared for an inclusive classroom environment. The teacher education diplomas and degrees offer “Education of children with special needs” as an optional subject, in order to prepare teachers to identify and diagnose disability. However it gives them a holistic perspective with respect to dealing with diversity or challenge negative attitudes. The challenges and prospects in Cameroon are elucidated in the present paper.

**Key words: Inclusive Education, challenges, prospects and Cameroon**

**Realizing the Educational Rights of Children with Disabilities:**
**An Overview of Inclusive Education in Cameroon**
(Dr Lynn Cockburn, Goli Hashemi, Christian Noumi, Allison Ritchie, and Evelyn Lukong)

**Abstract:**
This article reviews what is known about the state of disability inclusive education in Cameroon from policy and research perspectives. A human rights approach was used to review published and grey literature, particularly using the framework of the Convention of the Right of the Child and the Convention on the Rights of Persons with Disabilities. Focus was placed on what is known about educational experiences of children living with disabilities, governmental policy and legislation, institutions incorporating inclusive education, and research being conducted on inclusive education. Key recommendations are provided for human rights based movement towards inclusive education within the Cameroon context. Conclusions drawn from this review emphasize the need for more discourse, scholarship, and research examining inclusive education.

**SYMPOSIUM THREE**
**THEME C: KNOWLEDGE, THEORIES AND PRACTICES**

**Exploring the Utility Value of Gifted/Talented Persons with Disabilities as Champions for Promoting Inclusive Education: A Model of Gifted Education**-

**Developing Hearing Screening Tools for Infants and Children in Ghana-Mode of Administration of LittleARS Auditory Questionnaire (LEAQ).**

(Yaw Nyadu Offei)
requires transformative theoretical, conceptual and value frameworks to enrich practices, quality participation and learning. This paper is informed by theories of social constructivism and humanism, where collaboration, cooperation and sense of belonging and respect are considered important to teaching. Any classroom activities of value draw from learners’ cognitive and communicative competences and self-concept. Practice is also based on knowledge of situated cognition and the implications of multiple intelligences. From a value perspective, issues of emotions, moral, motivation and interpersonal relations are necessary for pedagogical practices. These views suggest that inclusive education needs to be built on deep sense of community, where respect and responsibility prevail. Situated learning is important as a general theory of knowledge acquisition that focuses on cultural context for relevance and important for inclusive education. Inclusive education can succeed, if these antecedents are considered and employed in designing a new transformative model for teacher education, to develop inclusive pedagogic skills and attitudes in teachers that are built on sound values and theories.

Key Concept: Inclusive education, Theoretical, Conceptual and Value frameworks, Transformative Teaching and Learning and Pedagogy

Assessment of Inclusive Education in Nigeria: A Juxtaposition with the United States’ Practice

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Abstract
There is at the moment in Nigeria, no official ‘inclusion’ in her education practice, particularly for the people living with disabilities. The theory and practice of education in Nigeria are the products of colonial experience or the one in the contemporary sense, adopted from the systems of other developing nations. This study assesses the situation in connection with the practice of inclusive education in Nigeria and United States, using historical research method and relying heavily on both the primary and secondary sources of data. With the character of education in Nigeria today, the

Driven Inclusive Special Needs Education

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Abstract
The paper explores the idea of Gifted/Talented Persons with Disabilities as leaders and champions of Inclusive Education in its various ramifications. Inclusive Special Needs Education is expounded upon as an all embracing incorporation of regular and special education practices for ensuring the functional education, training and provision of appropriate services for persons with disabilities and those experiencing exceptional learning and living conditions in their respective family, community and school environments. On the other hand, gifted/talented persons with disabilities or special needs are described as persons who in addition to their exceptional intellectual and talent potentials and abilities experience handicapping situations owing to one form or the other of impairments in accomplishing their life endeavours. The identification of such dual-labeled (gifted/talented with disability) persons who have been able to overcome their handicaps to be oriented for services in Inclusive Special Needs Education Programme is proposed as capable of facilitating functional Inclusive Education in a model that is operationalizable in homes, communities and regular or integrated and exclusive special need school settings in developing countries. A Functional Gifted Persons-Driven Inclusive Special Needs Education Model is proposed for possible adaptation in African Communities where Inclusive Education is proposed or in practice.

Theoretical and value antecedents for inclusive education and its practices

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Abstract
Inclusive education has as main goal, to offer quality equity education for all without any form of discrimination. Respect for diversity is critical for inclusive education. Accordingly, learning requires social interaction, taking into consideration the diversity of learning needs, abilities and physical characteristics. Learning expectations therefore must be addressed to all and so pedagogical practices and assessment must be distributed equitably to all. As an on-going process, inclusive education