

Restructuring Cameroon's Educational System: The Value of Inclusive Education for Children with Visual Impairment

Authors : Samanta Tiague, Igor Michel Gachig

Abstract : The practice of inclusive education within general education classrooms is becoming more prevalent in Cameroon. In this context, quality Education is an important driver of the development agenda in this era of global sustainable development. This requires that the Cameroon's educational system be strategically restructured to provide every citizen with the needed quality education for sustainable development. This study thus examined the need for the restructuring of the Cameroon educational system towards inclusive education as a target of the Sustainable Development Goal #4 (Ensure Quality Education), from a critical disability theory perspective. Special focus was on the education of children with visual impairment in the early childhood classroom. This study is suggesting a model design of responsive and contextual inclusive education policies, and the provision of quality human, material and financial educational resources to support the improvement of curriculums and inclusive instructional strategies. This paper is therefore designed as a basic starting point for early childhood educators with limited to no experience in working with students having visual impairments. Ultimately, this work represents a contribution to early childhood educators toward understanding visual impairment challenges and innovative practices to approach accessibility in a meaningful way to students in Cameroon. This is important to achieve quality education due to the peculiar nature of the educational needs of children with visual impairment, toward attainment of the global sustainable development agenda.

Keywords : early childhood educators, inclusive education, sustainable development, visual impairment

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