
Schooling pupils with disabilities in France and Cameroon: a comparative analysis

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Abstract

The right to education and academic success of all are the concerns of all time regardless of the contexts (UNESCO, 2008). Unfortunately, despite the solemn affirmations and commitments to education for all and inclusive education, the question of the effectiveness of including all-out pupils with disabilities remains a relatively unexplored topic. Inclusive education implies a paradigm shift in which the conditions for success are based on the ability of the school to adapt to the diversity of the public it hosts (Plaisance, Belmont, Verrillon et al., 2007; Dyson, Millward et al., 1999).

Some researchers (Armstrong, 2001; Ainscow, 2003) showed that if educational policies are formulated around the differences of pupils, they favor inclusion; such policies in addition to their voluntary nature, should provide mechanisms to the effective management of pupils at school.

Therefore, one can question the quality of systems set up in France and Cameroon to host and assist students with disabilities.

From the multidimensional evaluation model of the quality of school systems (Tremblay, 2012), quantitative data were collected by questionnaires from 133 teachers in France and Cameroon. The ANOVA test is used for the comparison of means between the two countries. The results show points of similarities and significant differences that will be presented and discussed.

Keywords: inclusion, disability, education policy, international comparison, France, Cameroon

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