

**WHOLE SCHOOL INCLUSION: A CASE STUDY OF TWO
SECONDARY SCHOOLS IN CAMEROON**

by

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DEDICATION

This work is dedicated to my beloved wife, Mirabel
and daughters, Nkeh and Lois.

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ABSTRACT

The study investigates a systematic organisation and management of whole school inclusive processes in two mainstream secondary schools in Cameroon. These schools are implementing the official action plan of Education for all (EFA) and inclusion of 1998 alongside other inclusive legal and policy frameworks in response to the needs of student diversity with focus on those with Special Educational Needs/Disabilities, Difficulties in learning, Disadvantages in background (SEN/DDD) and special abilities. Using a diverse range of participants namely a pedagogic inspector, head teachers, teachers, students and parents (N=23) with a multi-method approach to data collection through semi-structured interviews, document review, observation and analysis, the qualitative research enquiry has a number of findings.

On the one hand, it discovered that whole school inclusion is complex and incorporates a wide range of curricular (academic/linguistic) and extracurricular (social/intercultural) support services and benefits through grouped/individualised, in-/out-class and on/ off school ground activities (technology of inclusion) designed to equalise educational opportunities and to enhance the participation of all in learning. The results further indicated that whole school inclusion widens learning horizons and maximises possibilities for developing diverse potentials of student diversity. It also revealed that, in a subtractive bilingual education system with official/foreign language as media of instruction, the inclusion of students with SEN/DDD is more effective through bilingual special education services. This incorporates intercultural participation, curriculum/foreign language learning support and/or mother tongue-based mediated education to facilitate leaning, development and attainment.

On the other hand, its results indicated that the bulk of barriers to whole school inclusion arise from the gap between the officially centralised policy / planning and practical inclusive schooling. The barriers include: centralised and prescriptive nature of educational services; partial or non-implementation of legal and policy frameworks; insufficient provision and management of human resources including staff pre-/ in-service training programmes, didactic materials and financial resources; lack of effective coordination, professionalism and accountability in service delivery that underlie the inadequate organisation and management of whole school inclusion development. Thus, support services are more charity driven (integration) than human rights-oriented (inclusion).

The work suggested that in order to adequately accommodate students with SEN/DDD, the schools' organisational and management strategies need to be systematically reconceptualised, through a review of key issues: the macro system level support services; decentralisation of services; more autonomy with active cooperation between the schools and their stakeholders; restructuring of contextual factors like staff training programmes, curriculum and environment accessibility among others to improve all forms of support activities.

The study also contributes to the understanding of inclusion in a global context through its combination of special educational needs, disability, bilingual and intercultural dimensions. In this way, conceptualisation of inclusion in countries of the North which is frequently limited to the provision for children with disabilities/special educational needs and the issue of location are insufficient in their application to certain countries of the South, especially in postcolonial societies where the linguistic and cultural dimensions are emphasised.

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Abbreviations and key words

AnRepts-Annual Reports

BAC-Baccalaureat

BEPEC-Brevet d'Etudes du Premier Cycle

CBE-Compulsory bilingual education

CLDD-Culturally and linguistically diverse and disadvantaged

CSIE (UK)-Centre for Studies in Inclusive Education

Curr/Syll-Curriculum and Syllabus

Data/Children/ SEN/DDD-Data on children with SEN/DDD

EFA- Education for All

EFL- English as Foreign Language

ESL- English as Second Language

FL Foreign Language

FLE- Francais Langue Etrangere (French as Foreign Language)

FLS- Francais Langue Seconde (French as second Language)

GEP-Group Educational Plan

GCE O/L and A/L- General Certificate for Education Examination
(Ordinary/Advances levels)

Government– official, public, state

Government school-state maintained school

HTSA-Head teacher of School A

HTSB-Head teacher of School B

INSET-In Service Training

IE-Inclusive Education

IEP-Individual Education Plan

Int-Interviews

IntRules/Regs-Internal Rules and Regulations

LLS- Language learning support

LS-Learning support

MINAS-(Ministere des Affaires Sociales) Ministry of Social Affairs

MINESEC-(Ministere de l'Enseignement Secondaire) Ministry of Secondary
Education

MT-Mother tongue (First language-L1)
MTBE-Mother tongue-based education
NGO-Non Governmental Organisation
North-Industrialised Countries
OECD-Organisation for Economic Community and Development
Offleg/poldocs –official legal and policy documents
Obs-Observations
PI- Pedagogic Inspector
PTA-Parents and Teachers Association
SA-School A
SB-School B
SBC-School Bilingual Culture
SBE- Special Bilingual Education
Schgrds- School grounds
Schmemos-School memos
SEN/DDD-Special Educational Needs/Disabilities/Difficulties/Disadvantages
SocActs-Social activities
Soc/Intercult/acts-Social and intercultural activities
South-Developing Countries
SRegtrs-School registers
Staffmeets-Staff meetings
TimeTSched/Teachers-Teachers' time table schedule
UN- United Nations
UNDP-United Nation Development Programme
UNESCO-United Nation Educational, Scientific and Cultural Organisation
UNICEF-United Nation (International) Children's (Emergency) Fund
WHO-World Health organisation

Chapter 1: Introduction to the study

1.1 Introduction

This study is focused on the understanding and practice of inclusion in two mainstream secondary schools in Cameroon.

Inclusion is a broad concept internationally established in many fields. With relevance to the field of education, inclusion is concerned with provision of support services to learners with diverse categories of Special Educational Needs: Disabilities, Difficulties in learning and Disadvantages in backgrounds (SEN/DDD) (OECD, 1993, 2000, 2003) in mainstream school settings (CSIE, 2004). Inclusion, in education, is a process of enabling all children to learn and participate effectively within mainstream school systems (CSIE, 2006; DCDD, 2006).

At national action plan level, inclusion offers the best option for Education for All (EFA) in accordance with the international community advocacy of the Jomtien Declaration, the Salamanca Statement, the Millennium Development Goals (MDGs) and other international conventions (UNESCO, 1990, 1994, 2000, 2005; Skrtic, 1995). The principle of EFA is to provide access to education for all while that of inclusive education is for all children of the same community to learn together in one ordinary or mainstream school setting. However, most countries acknowledge that the EFA and inclusion action plans could be implemented in either segregated special schools, integrated (inclusionary) ordinary schools or in collaboration between both types of settings depending on the characteristics of the supported children with SEN/DDD. For close to a decade, inclusive literature indicates that a common move has been towards coordination of activities and cooperation between both types of school settings through exchange of expertise, staff and students (Baker, 2007; Norwich et al, 2007; Head & Pirrie, 2007). Such provisions, in line with the principles, policy and practice in special needs education of the Salamanca Statement (UNESCO, 1994), are purposely to promote equity and equality in educational opportunities through participation of all.

Within school plan level in both countries of the North (developed countries) and South (developing countries) (Peters, 2003), different challenges are experienced. In countries of the North, schools originally operating in traditional perspectives

innovate their systems by improving or restructuring their support services in order to accommodate diverse categories of children with SEN/DDD (Ainscow, 1991; Ball, 1994; Clark et al., 1995; Dyson et al., 1994). Similarly, in countries of the South (developing countries), the provision of special education services in ordinary schools under the plan of EFA has experienced developments although alongside multiple setbacks (Abosi, 2004; Eleweke and Rodda, 2000). Generally, inclusive education in the context of Education for All (EFA) presents management challenges because it requires effective planning through policy and legal frameworks to guide practice in a multi-sectorial (educational, health, legal and social welfare) approach to service provision. In addition, inclusive education may: be implemented at different levels of the education system and society; embrace different goals; be based on different motives; reflect different classifications of SEN and provide services in different contexts (Peters, 2003). These issues influence the nature of project design in innovative inclusive schooling.

In the Cameroonian education system, inclusion commonly referred to as “integration” is a concept understood and practised differently when compared to other countries of the world. The literature review indicates that it incorporates academic, social, bilingual, intercultural, gender and other dimensions (Tukov, 2008; CRI- Project Cameroon, 2008; Shey, 2003; Yuh & Shey, 2008; Nsamenang, 1999, 2008; Kamei, 2001; Tchombe, 1994; Woodhouse & Ndongko, 1992; Kouega, 2007, Jikong, 2003; Archimbe, 2006; Chuo and Walters, 2011). The uniqueness of the Cameroonian approach to inclusion is underpinned by multiple contextual factors like its: highly centralised education system, cultural and linguistic diversity, health and social challenges, level of economic growth, and socio-historical changes in the two co-habiting independent Francophone and Anglophone education subsystems inherited from former British and French colonial authorities (Ihims, 2003), that shape its different developmental stages. As a signatory of many international conventions on EFA and inclusive education, the state of Cameroon has initiated changes towards improving the national education system over the past two decades (Tamukong, 2004). The interplay between these multiple factors and emerging constraints influence the general organisation and management of inclusive school settings within the national education system. In line with the official approach, inclusive schooling

in the context of EFA targets educational and non-educational provisions for student diversity (MINESEC et al., 2004) including those with SEN/DDD.

1.2 Scope of study

This empirical study identifies and describes the main characteristics of a whole school system in the Cameroonian context, its strengths and areas for improvement in two mainstream schools implementing the government action plan of EFA and inclusion between 1998 when it came into force and 2010 when this enquiry was conducted.

1.3 Personal rationale for conducting the study

While in line with the school improvement project under the government 1998 plan of EFA, this enquiry is partly my personal reaction to certain issues arising from educational inputs, processes and outputs witnessed during my years of teaching experience as a secondary level instructor in some mainstream (bilingual) secondary schools and later on Assistant Lecturer at tertiary education level. During nearly a decade of working experience as a bilingual (English/French) language instructor teaching French language to Anglophone students (Compulsory Bilingual Education-CBE), I identified and noted multiple problems encountered by students with special needs and institutions' incompetence to meet such needs. I have been teaching French language on a variety of levels and grades in government bilingual (state maintained) institutions. At secondary level, I have been teaching in the junior secondary (first cycle, Forms 1-5) and senior secondary (Second Cycle, Lower and Upper sixth forms). At tertiary level, I have been giving lectures in bilingual education programme, Compulsory Functional French to Anglophone students for some years before getting involved in this enquiry.

What I have personally gathered over the years prior to this enquiry is that the CBE programme, that is, English as foreign language (EFL) to Francophones and French as foreign language (FFL) to Anglophones, underlie students' multiple learning difficulties. This additional language learning programme has been instrumental in

enhancing official bilingual and bicultural competence, skills, communication and inclusion of learners of the Anglophone and Francophone origin in mainstream bilingual schools and communities. Nevertheless, since the bilingual education programme was designed without any learning support initiative for many students with different categories of SEN/DDD, they experience barriers in the learning of English/French as Second and Foreign languages, general educational development, post school professional integration and development in the society. Such barriers were probably unanticipated by policy makers prior to launching the bilingual education policy in 1961 with emphasis on individual rather than state bilingualism (Fonlon, 1963, 1969). Besides the problems encountered by students at individual or group levels, there are also those of the accommodating institutions. They experience challenges arising at the level of inadequate organisation and management of the bilingual and bicultural education programmes alongside those of academic and social aspects of support services officially launched by the state through legal and policy frameworks to enhance mainstream school inclusion nationwide.

These problems, among others, underlie the causes of the high rate of learning difficulties, inaccessibility to curriculum and knowledge/information, educational underachievement, school drop outs, expulsions and withdrawals of learners with different categories of SEN/DDD from schooling and education. The experiences I have been having in my school and classroom settings, similar experiences as expressed by other colleagues, the uniqueness of the bicultural and bilingual dimensions of inclusion in the Cameroonian school context, among other factors, point to the necessity of an empirical study that would help schools meet the needs of such learners and also contribute to the gap in this area of the inclusive education literature.

Hence, the abovementioned problems encountered by students with SEN/DDD and the institutions I have been working with over the past years, striving to attain multiple inclusive goals, have challenged me, as an educator, to conduct this research.

1.4 General aims for the study

The general aims for the study are:

To understand how whole school inclusion is conceptualised and implemented in the Cameroonian school context;

To describe how mainstream schools accommodate and meet the needs of student diversity from within the community;

To know whether some schools are more inclusive than others and eventually seek ways of helping the investigated schools improve their inclusive education services in particular and the national education system at large.

1.5 Concepts related to the research topic

The main concepts related to the research topic that are examined in this section include: whole school inclusion; bilingual and bicultural education; inclusion, integration and special educational needs (SEN).

1.5.1 Whole school inclusion

In a whole school approach to inclusion, meeting the needs of student diversity especially those with SEN/DDD is the concern of the whole school, in contrast to the traditional approach to inclusion that involves only the minority of students with SEN, their classroom teachers and parents (OECD, 2000, 2003). Generally, all teachers, students (with and without SEN/DDD), parents and the entire community are sensitised and actively involved in the process of whole school inclusion. The internal and external school stakeholders collaborate and cooperate in the process and learn to appreciate the inclusive schooling initiative (UNESCO, 2000, 2005) that targets multiple benefits to student diversity, the underachievers and the overachievers alike. The needs of student diversity including those with SEN/DDD are widened to

maximise learning opportunities and to enhance effective participation in school activities, achievement and inclusion of all.

In Cameroon, government bilingual secondary schools (GBSS) and government bilingual high schools (GBHS) with students' age range 11-18 years and up to 24 years for the disabled, currently developing inclusive culture, have adopted the whole school system approach to planning and provision of support services in response to needs of student diversity. Such inclusive education services are guided by some legal and policy frameworks (2.6) all grouped under the government 1998 action plan of EFA and inclusion. Whole schools implement these legal and policy frameworks that guide different forms of support services delivered to learners with diverse categories of SEN/DDD. Article 7 of the 1998 School Law specifies that "the state shall guarantee equal opportunities for education to all without discrimination as to gender, political, philosophical or religious opinion, social, cultural, linguistic or geographical origin" (MINESEC et al., 2004).

1.5.2 Bilingual education

Bilingual education is the use of two languages namely mother tongue or first language (L1) and second language (L2) or foreign language (FL) as media of instruction and/or learning subjects. The relationship between second language learning and cognitive ability continue to divide opinion of scholars and influence the different types of bilingual education programmes tailored to suit the needs of individual /groups of learner(s) and societies around the world today. Generally, there are three main types of bilingual education services namely the subtractive or submersion model, the transition with early or late exit model and the additive or immersion model (Alidou et al., 2006).

Subtractive or submersion bilingual education model

This model is designed to move learners out of mother tongue (MT) into the official or dominant mainstream language as medium of instruction. Subtractive bilingual education policy or programme develops in the case of minority background children being forced to assimilate quickly into the mainstream culture with the suppression of mother tongue (Skutnabb-Kangas, 2000). For example, the submersion bilingual policy in the United States of America in which children with diverse heritage

(immigrants or indigenous) languages as L1 are forced to use English, L2 in mainstream schools in the USA (Lambert, 1964; Baker, 1996; Crawford, 1992; Ovando, 1990). In Africa and other parts of the world, this model, inherited from the colonial era, is designed to move learners out of Mother Tongue (MT) or L1 into the official/foreign language as medium of instruction (Alidou et al., 2006).

Transition (early or late exit) bilingual model

Like the subtractive model, the transition model targets a single language at the end of the school course. The learners may begin with the MT or L1 and then gradually progress to the official/foreign language or L2. Early exit may be after the first 1 to 3 years of learning while late exit may be after the 6th year which is the last school grade. In Africa, most Anglophone countries launched the transition model during the colonial era while some Francophone countries are now still at the experimental stage of this model of bilingual education (Alidou et al., 2006).

Additive or immersion bilingual education model

In this model, all or some of the academic subjects are taught in MT through out while the second language is taught as a subject. It may also be designed in a way that both L1 and L2 are used as dual media of instruction to the end of the school course. For example, the case of English as L1 speaking students entering French as L2 immersion or core French programmes in Canada, which could be early, mid or late immersion (Bournot-Trites & Tellowitz, 2002; Cummins, 1976, 1984, 1986, 1989).

Although these three main models of bilingual education programmes are now designed the world over to meet different learning needs of bilingual learners, there are other variants. For example, the bilingual special education programme in the USA is designed purposely for the culturally and linguistically diverse groups of learners (Baca & Valenzuela, 1994; Baca & Cervantes, 1998, Rodriguez, 2005) who have different categories of language learning needs arising from their disadvantaged backgrounds. In other development, due to the high multilingual nature of certain societies and education system, trilingual or multilingual education replaces bilingual education (Skutnabb-Kangas, 2000, 2001; Bamgbose, 1991, Baker 1996, 2001).

1.5.3 Cultural and bicultural education

Culture is defined as all characteristics common to a particular group of people that are learned and not given by nature, as explained within four major dimensions: patterns of thought-common way of thinking, factual beliefs, values, norms and emotional attitudes; patterns of behaviour-common ways of behaving, speaking, conducting trade and commerce; patterns of artefacts- ways of manufacturing, using materials, tools, media and the like; imprints of nature-long lasting imprint such as roads, human habitations (Kroeber & Kluckohn, 1952). In educational domain, culture is viewed as a representation of meanings, values given to products, symbols and processes that a group of people (school stakeholders) share and cherish (Andrade, 1984; Erickson, 1986). Consequently culture plays an important role in students' learning styles and understanding of meanings (Cusher et al., 1992) in a given school, classroom or learning context.

Cultural education or enculturation is cultural reproduction, that is, the transmission of existing cultural values and norms from generation to generation. It is the mechanism by which continuity of cultural experience is sustained across time. This results in social reproduction or the process of transferring aspects of society (such as class or social structure) from generation to generation (Bourdieu & Passeron, 1990; Sullivan, 2001) both formally and informally.

In a bicultural society, cultural education, as an agent of cultural reproduction, helps to create a link between original class membership (minority or underestimated mother tongue culture) and ultimate class membership (mainstream/ dominant culture) (Bourdieu & Passeron, 1990) through cultural mediation education (Feuerstein, 1980; Berhanu, 2005). Such learning experiences focused on bicultural reproduction underlie different stages of enculturation like acculturation or assimilation and integration (Berhanu, 2006) that occur simultaneously.

However, in multicultural societies and school settings encompassing different learners' mother tongue cultures and mainstream school culture(s) or official/foreign culture(s) like post colonial societies, for example, the cultural mediation education programmes sometimes encounter many challenges in meeting learning needs of

student diversity (UNESCO, 1997; Alidou et al., 2006; Orekan, 2011, Harrow et al., 2011).

1.5.4 Bilingual and cultural/bicultural education as dimensions of inclusion

Language and culture are interwoven in educational services to enhance learners' competency and academic development. Language is an intrinsic component of culture and it is a medium through which other aspects of culture, including the content of formal education are expressed and transmitted (Brantlinger & Guskin, 1985; Sugai, 1987).

In many societies the world over, bilingual/bicultural education programmes are designed to enhance learners' variety of knowledge and skills acquisition like bilingual competence (Lambert & Tucker, 1972; Streeter, 2000; Krashen, 1982; Pflepsen, 2011), cultural mediation abilities (Tharp, 1994; Feuerstein, 1980) and intercultural communication skills (Allwood, 1985). Such inclusive education programmes liaise formal and informal support activities in schools and communities. As aspects of cultural reproduction and processes of enculturation with human rights orientation, these dimensions of educational services have become instrumental for school, community, national, regional and global inclusion (UNESCO, 2009).

In mainstream schools, bilingual/bicultural inclusion targets children with SEN/DDD, especially those from socially, culturally and linguistically diverse and disadvantaged backgrounds (Baca & De Valenzuela, 1994; Baca & Cervantes, 1998; Rodriguez, 2005; Bernstein, 1989; Cummins, 1984) who may be under-/over-represented in bilingual special education services.

Bilingual and bicultural education in Cameroon

The official bilingual and bicultural education programme in Cameroon is politically and philosophically underpinned by the framework of national unity for all citizens regardless of their linguistic and cultural backgrounds. Historically, it was launched after independence in 1960 and Federation in 1961 between the former French Speaking "Cameroun" and English speaking Cameroon (Fonlon, 1961, 1969) to govern all areas of national life including the school sector. Thus, the bilingual and

bicultural aspects of educational services are officially designed to enhance school, community and national inclusion. Since Cameroon is a multilingual and multicultural society (2.2), in addition to English/French used as official/ foreign languages of wider communication and media of instruction, the learning and development of some national languages and cultures have also been integrated into the education sector, although with limited practical emphasis. In this regard, the Cameroon Literacy Education and Development Project (CLED), created in 1995 within the institution framework of the National Association of the Cameroon Language Committee, are in charge of multilingual education and literacy. CLED, the National Research Project for Language Education in Cameroon (Projet des Recherches pour l'Enseignement des Langues au Cameroun-PROPELCA) and the Summer Institute of Linguistics (SIL-Yaounde), have developed a model for teaching a mother tongue plus first and second official language (French and English). The outcome of this initiative is that some 12 national languages are being taught in the school system (UNESCO, 1997). However, only few religious and local community institutions have now launched the transition model of bilingual education with initial use of some mother tongues, L1 as medium of instruction in the first 3-4 years of learning before progressing to the use of French and English, official/foreign languages, L2 as media of instruction in primary schools. For example, the Kom Experimental Mother Tongue Education Project in the North West Region of Cameroon (Chuo et al. 2011) is one of such pioneer educational projects.

Besides private initiative of transitional bilingual education services launched by some religious and local community authorities, generally, the official bilingual/bicultural education programme is more of the subtractive model (1.5.2) within the Anglophone and Francophone education subsystems. In each case, the programme is predominantly enhanced by the use of ex-colonial official/foreign languages (English and French) L2 without the use of any mother tongue (MT) or (L1) as medium of instruction at the primary, secondary and tertiary levels of the national education system (UNESCO, 1997; Alidou et a., 2006).

Historically, after independence in 1960 and federation in 1961, the former English (Anglophone) and French (Francophone) speaking states of Cameroon merged their administrative, political, social and economic services. However, each of the two

states has maintained its education system till date which is officially recognised as subsystems (2.5.2, diagrams 2.3a and 2.3b) under the national education system. At official level, given the experiences of many past linguistic conflicts that have enflamed societies around the world and the difficult situation of imposing one ethnic language for official use in the young multilingual state of Cameroon, French and English were provisionally adapted by the government as official languages of equal status in all areas of national life. In this regard, the official bilingual/bicultural education policy was passed in 1961 to enhance bilingual (mother tongues-French/mother tongues-English) and bicultural (ethnic cultures-French/Ethnic cultures-English) integration of various children from different ethno-cultural and ethno-linguistic backgrounds into schools, communities and the society (Constitution, 1996; Fonlon, 1963, 1969; Jikong 2003).

At the level of organisation of inclusive bilingual schooling, each of the former Anglophone and Francophone states has maintained its colonially inherited education system which later became distinct subsystems under the new national education system. In order to implement the official policy and disseminate the philosophy of bilingual and bicultural inclusion, bilingual (mainstream) primary and secondary schools are being established nationwide, designed to co-locate the Anglophone and the Francophone traditional subsystems in one mainstream school setting. Each of these independent school units operates under its distinct education subsystem composed of curriculum, curricular activities, methods of evaluation, duration of course, certification and an independent administering examination board namely the Cameroon General Certificate of Education Examination (CGCE) Board and “Office de BEPC et Baccalaureat” respectively. Bilingual inclusion into mainstream secondary school setting is organised with uniqueness in each of the school units while certain aspects of educational services are shared. As already presented in section 1.5.1, diversity in such a mainstream secondary setting include: Anglophone, Francophone, male, female, able, disabled students, those from culturally, socially, socio-economically, linguistically diverse and disadvantaged backgrounds among other differences of age range 11-18 years for ordinary students and up to 24 years for students with special needs (MINESEC et al, 1990, 2004).

1.5.5 Inclusion and integration

Inclusion

Inclusion has become the dominant concept within national and international perspectives. School inclusion is defined as a process of re-organising mainstream schools towards change that is, improving or restructuring traditional regular schools in order to accommodate diversity of learner population including those with SEN. It is built on: recognising the right of learners to education in their neighbourhood; increasing the learning and participation of all learners; minimising all forms of exclusion; developing the curricula, cultures, policies and practices in schools so that they reflect and respond to the needs of diversity of learners in their locality while supporting staff (UNESCO, 1994; CSIE, 1996; OECD, 2003; Ainscow, 1991; Sebba & Ainscow, 1996; Booth and Black-Hawkins, 2005). However, this definition of the concept is highly contested by other scholars as revealed in section 3.2 on inclusive education from an international perspective.

Integration

Integration is a process and in the US, it is characterised by diversity in practice for children with disabilities to be educated in the least restrictive environment (Public Law 94-142, 1975). It historically dates back to the “Education for All Handicapped Children Act”, Public Law 94-142 passed by the American Congress in 1975 and the UK Warnock Report (1978) followed by the 1981 English Education Act which committed both countries to launch integration programmes for children with SEN in ordinary schools. In the integration services, learners were grouped according to the severity of their disabilities: some benefited full integration into classrooms while others partial integration through special units, special classes or rescue rooms (Public law, 1975; Warnock Report, 1978; Booth & Potts, 1983).

Generally, integration is the placement of learners with SEN/DDD in ordinary or mainstream schools with little or no support while hoping they would progressively adapt to the school system. In contrast, inclusion is when the school adapts its system to the needs of learner diversity (Bayliss 1995; Emanuelsson, 1998; Booth & Potts, 1983). The concepts of integration as opposed to segregation and inclusion to exclusion have become some of the key issues of controversial discourses in the field

of special education as explained in section 3.2. Although one of the terms is dominant or both are often used indiscriminately in many societies the world over, it was not until after the Salamanca declaration (UNESCO, 1994) that the present semantic difference in relation to practice was established.

In Cameroon, prior to government ratification of many international conventions on inclusive education and the launching of the EFA and inclusion action plan in schools in 1998, the dominant concept that underpins the framework of school equity and national unity is bilingual and bicultural “integration” policy which was launched in 1961 after the federation between the former British (Southern or West) Cameroon and French Cameroon (La Republique du Cameroun). However, recent developments in national and international perspectives to promote inclusion under the UNESCO plan of Education For All (EFA) have brought changes in bilingual (mainstream) school practices. Nevertheless “integration and inclusion”, as two terms representing one concept, are still used interchangeably in theory and practice in the Cameroonian system due to the influence of the “Francophonie” community that prefers the former and the “Commonwealth” community that are now familiar with the latter.

1.5.6 Special Educational Needs/Disabilities /Difficulties /Disadvantages (SEN/DDD)

The term “special” means additional or exceptional but different from general, ordinary and regular or mainstream (Norwich, 2002). However, there is a difference between “special education” or “specialised educational services” delivered in separate institutional settings like school of the deaf, blind among others and “special educational needs-SEN” which implies learning and other support services delivered as means to accommodate learners with diversity of needs in ordinary or mainstream schools (Booth, 1999; Norwich, 2002). Most national education systems, as laid down by the education law and policy, make necessary provision for special educational needs.

Although the categorisation of SEN is not universally harmonised, most national education systems draw on popular international frames (WHO, 2001, 2002; OECD,

2000, 2003) among others. However, the International Standard Classification of Education (ISCED-97) has been adopted by the Organisation for Economic Cooperation and Development (OECD) member and some non-member countries. According to this approach designed for support and intervention services, the concept of SEN extends beyond those who may be included in handicapped categories to cover those who are failing in school for a wide variety of other reasons that are known but likely to impede a child's optimal progress. The ISCED-97 tripartite or cross-country categorization of such special needs includes:

Category A: students whose disabilities (mental, physical or sensory) have a clear biological cause or organic dysfunction origin (Disabilities);

Category B: students who are experiencing difficulties in learning for no particular reason (Difficulties);

Category C: students who have difficulties arising from disadvantaged backgrounds (socially, socio-economically, socio-linguistically, socio-culturally, regionally, among others) (Disadvantages).

This frame of cross-country categorisation of SEN in terms of disabilities, difficulties and disadvantages (DDD) yields the broad range of (SEN/DDD), widely used in diagnosing special and additional needs of student diversity and in organising inclusive education services in many countries of the North and South (OECD, 2000, 2003).

In Cameroon, the concept of special education officially known as “education for the handicapped” refers to educational and social welfare services for people with only one category of special needs (disabilities) like the blind, deaf, physically disabled, among others placed in specialised institutions or rehabilitation centres (MINAS, 1977, 1983, 2005). In mainstream schools, the concept of “special educational needs- (SEN)” is multifaceted although not clearly defined by the official action plan of EFA and inclusion of 1998 (MINESEC et al., 2004). The schools' practical categorisation of SEN is in terms of diverse educationally relevant functional impairments like slow learners, repeaters, student with behavioural problems, among others and those with special abilities like fast or gifted learners (4.5.2 and 4.5.3). Thus, due to the disharmony between the official and school approaches to the issue of identification and categorisation of SEN, this study has used the elaborate SEN/DDD frame to

explicate the various difficulties and needs of student diversity in the investigated mainstream schools in line with the whole school system approach to inclusion.

1.6 Theoretical frameworks guiding this enquiry

The study is fundamentally underpinned by the social or human rights model of disability which is generally applied to explicate the phenomenon of inclusion of people with disabilities in community and society contexts. Since it is empirical study on whole school inclusion, in addition to the social model, there are also the organisational and the ecological models which are used to explicate the phenomenon of inclusive schooling process.

1.6.1 Social model

The social or human rights model of disability (UPAIS, 1976; British Council of Disabled People, 1981; Disabled Peoples' International, 1981; Oliver, 1990, 1996; Clapton & Fitzgerald, 1997) makes an important distinction between the terms of impairment and disability:

- Impairment-Lacking part or all of a limb or having a defective limb, organ or mechanism of the body (including psychological mechanisms);
- Disability-The restriction caused by the organisation of society which does not take into account individuals with physical or psychological impairments (UPAIS, 1976).

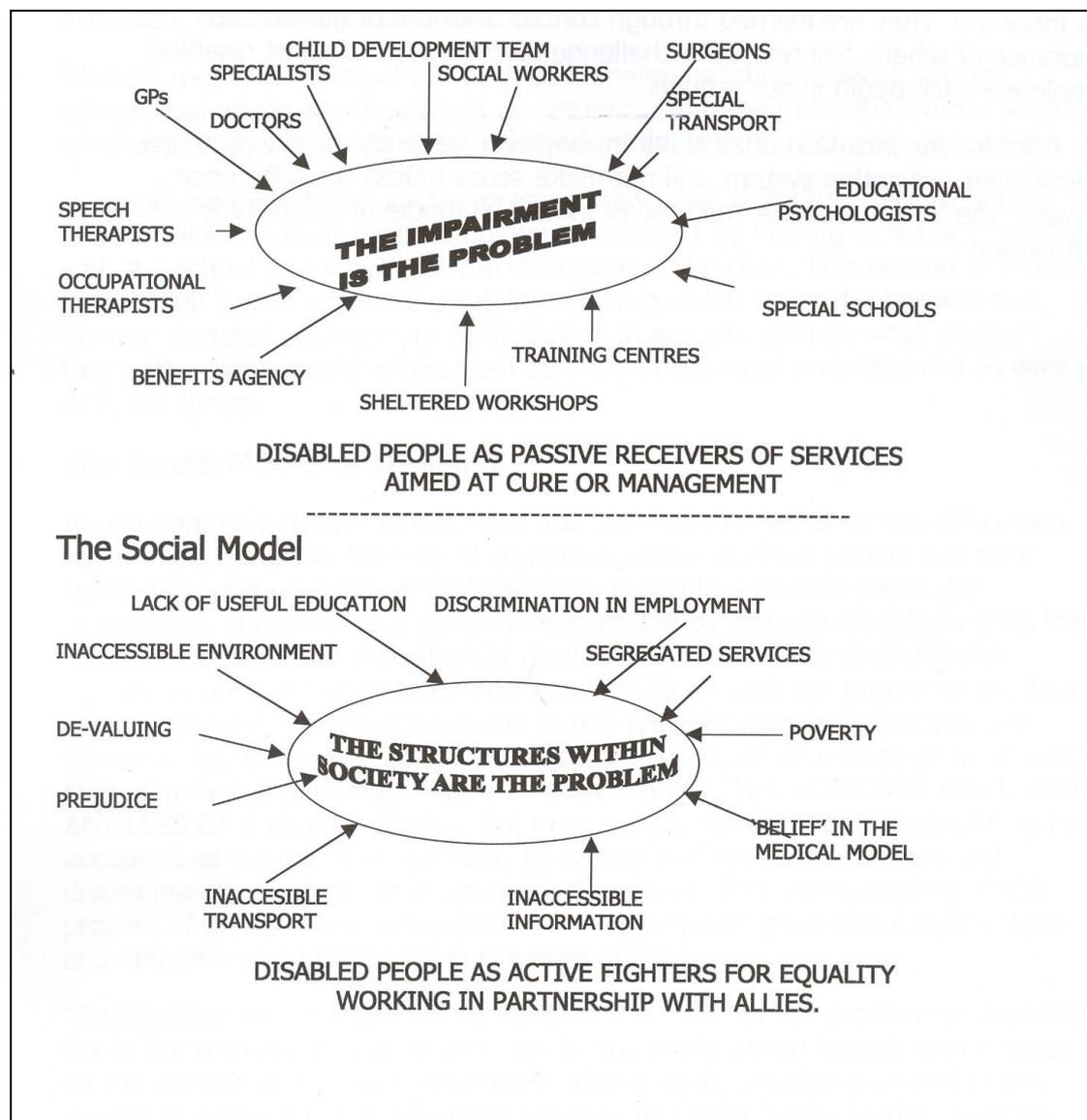
This distinction is embedded in social constructionism (a philosophical foundation of the social model) which states that these terms differ in that impairment exists in the real physical world and disability is a social construct that exists in the realm beyond language within a complex organisation of shared meanings, discourses and limitations imposed by the environment at a particular time and place. In this regard, the social model is a concept which recognises that some individuals have physical or psychological impairments or differences which can affect their abilities to function in the society. However, the social model suggests that individuals with these impairments are not disabled by these impairments rather by the barriers that exist in society or the structures of the society which do not take into accounts their needs. In other words, unlike the medical model that considers individual impairment as the problem, the social model considers the society and its disabling structures of barriers

as the problem to inclusion, diagram 1.1. These barriers can be divided into three categories:

- Environmental-including inaccessible buildings and services
- Economical- unequal opportunities to people with impairment in education and employment
- Cultural- negative shared attitudes towards the disabled by the non-disabled

(British Council of Disabled People, 1981; Swain et al., 1993).

Diagram 1.1. The medical or individual model of disability (impairments) and the social model of disability (disabling societal structures) that underpin factors of social inclusion.



Source: British Council of Disabled People (1981) and Disabled People International (1981)

In the school context, the disabling factors or barriers to school inclusion entail:

- Environmentally inaccessible school grounds, classrooms and services.
- Economical organisation of inflexible policies, curriculum, standard practices and procedures.
- Cultural attitudes of stereotyping, discrimination and prejudice.

Thus, in order to facilitate school inclusion of learners who experience any of these categories of barriers, schools and their stakeholders improve or restructure the facilitators (curriculum, teaching methods, facilities and support services) while removing or reducing the barriers (Cooper, 2006).

1.6.1.1 Organisational Model

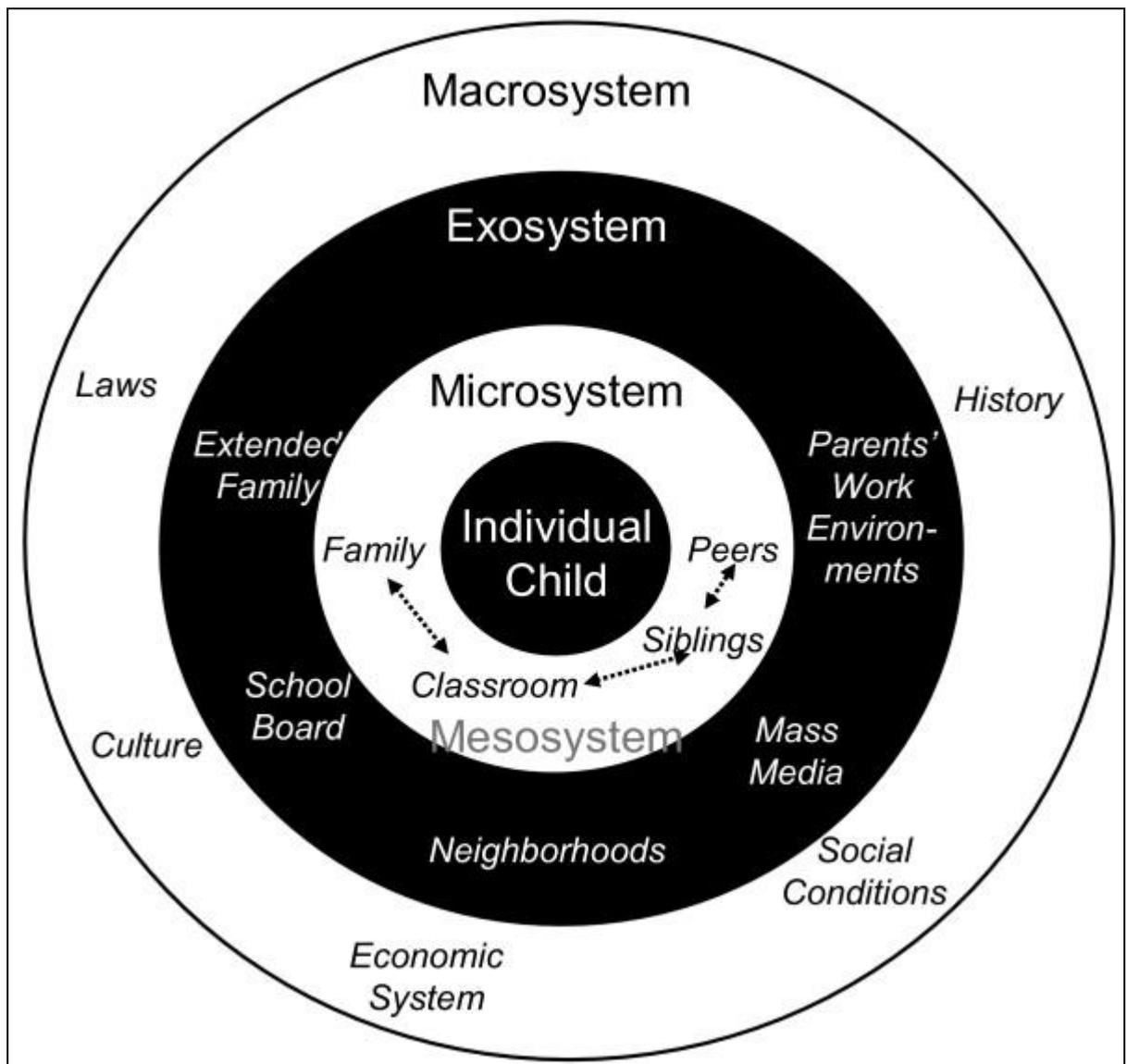
Within the organisational approach, inclusion in school setting is about organisation and management of the internal support structures and services (like adaptation of the curriculum and environment, child centred pedagogy, staff training, and involvement of stakeholders like teachers, non-disabled peers and parents among others) to meet the needs of student diversity including those with SEN/DDD (Sebba and Ainscow, 1996; Ainscow, 1991; Clark et al., 1997). This organisational model takes into consideration the strengths and weaknesses of both the learners with SEN/DDD and the accommodating school as basis to improve or restructure school inclusive support services (Ainscow, 1991; Sebba and Ainscow, 1996).

1.6.1.2 Ecological Model

In the ecological model, focus is on the inclusive school, as a micro-system setting whose interaction and interrelatedness with the other subsystem settings within the eco-system cooperate to support children with SEN/DDD in their learning and educational development process. The setting levels include: the meso-system represented by parents, extended family members and close friends; exo-system composed of external network of stakeholders within the community; and the macro system embodied by the entire societal culture, laws, social welfare conditions, economic system, policies, national education philosophy, among others, that guide schools in their inclusive practice. These various system level settings liaise and

cooperate with schools in their inclusive education process, diagram 1.2 (Bronfenbrenner, 1979, 1989).

Diagram 1.2 Bronfenbrenner's Ecological Model describing the set of nested environmental influences on support services to the development of a child with SEN/DDD.



Source: Berk (2000)

Application of the combined models in whole school inclusion project

The ecological model explicates the cooperative interaction between the schools, as micro-system settings and their partners of the other subsystems within the ecosystem in supporting children with SEN/DDD in their learning and development process. The organisational model explicates the organisation and management of the investigated schools' internal support services to student diversity. The social model is applied to explicate the rights-based characteristics of the educational services to students with SEN/DDD. At the level of discussion (6.3), these frameworks are applied to illuminate the findings on whole school inclusion of student diversity in the two investigated secondary schools.

1.7 Structure of the study

The thesis has eight chapters. This chapter has provided a general introduction to key concepts related to the research topic and theoretical paradigms used to explicate practical inclusion in the investigated schools. Such an approach is to elicit the understanding of those concepts in general and their implication for this empirical study in particular.

Chapter 2 outlines a range of issues related to the concepts of disability and inclusion in the Cameroonian context. It gives a national overview of the circumstances of and provisions for persons with disabilities in general which also influences inclusive schooling for diversity of learners in mainstream schools.

Chapter 3 is a literature review examining inclusive schooling literature in historical and universal perspectives, some previous empirical studies in secondary inclusive contexts in countries of the north (developed countries) and south (developing countries) prior to focusing this study in the area of gap in inclusive education literature. It also includes the statement of problem, aims of the study and research questions.

Chapter 4 is centred on the methodology, that is, philosophical foundation that underpins this qualitative research study, design, procedure, instruments used in data collection, schedules for the data collected and method of verification are discussed.

Chapter 5 is concerned with different stages of data management, analysis and interpretation, and presentation of findings.

Chapter 6 is about discussion of the results obtained from both schools under investigation, using them to answer the research questions while presenting them.

Chapter 7 is the conclusion of the whole work. It covers issues on the implication of findings for future practice and recommendations to improve inclusive education practices.

Chapter: 2 Society and Background

2.1 Introduction

This chapter gives an overview on issues of special needs and inclusion in the Cameroonian system. It examines a range of societal forces like cultural, social, socio-historical developments, political and educational factors that influence and characterise the national inclusive education system. This background information is indispensable for understanding the organisation and management of the national inclusive support services for people with special needs in the society in general and students with SEN/DDD in mainstream schools in particular. Such an overview facilitates the understanding of what goes on in the investigated schools.

2.2 Cultural background

Cameroon is a multicultural and multilingual society with 18.475.692 inhabitants, 8 major ethnic groups, and 24 major languages with 300 sub language varieties. French and English which are issues of colonial heritage from France and Britain respectively have been adapted as official languages in many areas of national life. Naturally, the Anglophones constitute approximately 20% while Francophones 80% of the national population. As a secular state with freedom of worship, Cameroon has diverse religious groups: indigenous religion worshippers constitute 40%, Christians 40% and Muslims 20% of the total national population (MINESEC, 2007; UNESCO, 2008). Cameroon is also home to many emigrants and refugees from countries in conflicts in Africa and around the world. In this multicultural society, diverse ethno-cultural beliefs, practices and superstitions are reflected in the perception and attitudes of community members towards people with special needs, especially those with physical, mental and sensory disabilities (section 2.4), which influence their inclusion in schools and community life.

Hence, in the national education system and school settings, the abovementioned factors underlie the negative attitudes of some community members embodied by parents, teachers and the non-disabled children towards children with SEN/DDD in schools. Nevertheless, previous findings in some schools indicate that many members of staff often manifest positive attitudes towards learners with SEN (Tukov, 2008). In addition, the state has made legal provisions and formulated policies (section 2.6) to

fight against discrimination and to promote inclusion of people with special needs in schools and other areas of national life.

2.3 Social context

In Cameroon, social problems stem from the nature of inadequate organisation of the social security system and economic situation of the society. Generally, the social security system guided by the social welfare law of 1994 and 1997 does not cover all vulnerable citizens like the unemployed, the disabled, the sick, children, the old and people with various types of social problems.

The lack of a sustainable national social support scheme for all families, especially those with low income and people in need of special support, remain the major barriers to social inclusion in school and community. In addition, despite the legal provision of free education in Cameroon for children with severe disabilities, all parents including those of non-disabled children, still have to bear the cost of uniforms, school needs and fees for school administrative charges levied on all students. Coupled with the rising cost of living, such a responsibility is unaffordable by many parents and guardians of low income backgrounds (UNESCO, 2001; UNICEF, 2007; CRI-Project Cameroon, 2008). Due to these problems, the literacy rate in Cameroon is just 67.9% (MINESEC, 2007; UNESCO, 2007) lower than some countries in Africa.

With relevance to the social dimension of inclusion in schools, these factors reflect in schools' categorisation of the increasing number of students with SEN/DDD, with rising number of those from socially disadvantaged backgrounds. Although the state has made legal provisions in the constitution of 1996, labour code of 1992 and ratified international conventions on the rights of the child, protection and welfare of the child and child labour with the International Labour Organisation (ILO) (Constitution, 1996; Labour Code, 1992; MINAS, 2005, 2007; ILO, 1999), since the legal specifications are hardly implemented in full, these social problems still persist and inhibit learning and academic development of such categories of learners.

2.4 Overview of national organisation of inclusive support services

As outlined in the Constitution of 1996, the Disability Law No. 83/013 of July 21, 1983 and other legal provisions, the state provides protection and support in health, social welfare and educational services to people with different categories of special needs: those from disadvantaged minority ethnic groups; vulnerable women, men, elderly people and children; people at risk of developing or already with disabilities. However, emphasis is placed on those with severe disabilities who are given official priority although few private organisations also support people with different categories of difficulties and those from disadvantaged backgrounds. In addition, the Decree No. 77/495 of July 7 December 1977 outlines the official categorisation of disabilities in Cameroon, table 2.1 and makes provision for the creation of private social welfare services and specialised institutions like orphanages, private Rehabilitation centres, socio-professional/vocational training centres, day centres, respite care homes, among others (Constitution, 1996; MINAS, 1977, 1990, 2005) to support people with special needs. Thus, the state shares the responsibilities with partners of the private sectors. According to legal specifications, in order to qualify for state support, people with disabilities are identified through certificate of disability issued by a competent medical practitioner. Some private organisations also have their formalities and use their code of practice and assessment frame to detect the special needs of such categories of people.

Table 2.1: Official categorisation of special needs (in terms of disabilities only)

| Sensory Disabilities | Physical and Motor Disabilities | Mental Disabilities | Social Disabilities |
|---|---|---|--|
| <ul style="list-style-type: none"> • visual impairment • hearing impairment • speech and language problems | <ul style="list-style-type: none"> • physical disabilities • motor disability | <ul style="list-style-type: none"> • intellectual disabilities • behavioural and emotional problems | <ul style="list-style-type: none"> • stigmatising diseases related (leprosy) • elderly state • gender • race |

Source: (MINAS, 1977, 2005)

The public support providers include the Ministries of Public Health (MINSANTE), Women's Empowerment and the Family (MINPROFF), Social Affairs (MINAS) and the Ministries of Basic, Secondary and Higher Education (MINEBAS, MINESEC, and MINESUP). Private support providers include several bodies as indicated in table 2.2. The support services range from social, health, medical and educational services to material, financial, physical, logistic assistance among others. Some support providers set conditions to be fulfilled by people with SEN/DDD in order to qualify for their support services.

Table 2.2: General network of special support providers in Cameroon

| S T A T E | P | R | I | V | A | T E |
|--|---|-------------------------------------|--|--|--|--|
| MINSANTE MINPROFF MINAS MINEBAS MINESEC MINESUP | NGOs and common initiative groups | Religious charity foundations | Community social support Networks- ethnic, tribal, friendly or quarter development associations | Family relations- nucleus and extended | Independent support providers- sympathetic benevolent gesture or a hand of friendship | National and internatio nal organisati ons or companies assisting Support Providers |

Source: (MINAS, 1977, 2005; Epede, 2006; CRI-Project Cameroon, 2008; Nsameng, 1999)

Besides support provisions, as means to promote their active participation in community and working life, people with special needs have created many Disabled People's Organisations which enable them to fight for their legal rights, entitlements and against all categories of social marginalisation and discrimination. The Act No.99/014 governs organisations for persons with disabilities and NGOs that engaged the civil society in the area of civil rights and freedom. It is backed by Decree No.90/1549 of November 1990 that created the National Committee on Human Rights and Freedom in Cameroon (MINAS, 2008; MINJUSTICE, 2007).

The abovementioned organisation of the national support system influences school inclusion. The state has put in place legal frameworks and texts of application governing exchange programmes for experts, staff and students between community based rehabilitation centres or specialised institutions and mainstream schools to facilitate the inclusion of children with SEN/DDD in line with the disability law of 1983 and the 1998 action plan of EFA and inclusion. Despite many barriers

encountered, some effort is deployed by the state and certain private organisations to support children with SEN/DDD in mainstream schools (2.6).

2.5 Overview of the national education system

This section of the chapter presents the historical developments of the education sector in Cameroon, an overview of the general education services, the structure and organisation of special and inclusive education system, circumstances of children with SEN/DDD and their inclusion in schools.

2.5.1 Historical development in national education (General and special)

An overview of the historical development of the national education system comprises three main stages namely the traditional informal education system, western formal education system inherited from missionary bodies and colonial authorities and the postcolonial education system after independence in 1960. In the process of developing, both ordinary and special education systems have followed similar trends that underpin the characteristics of the contemporary national inclusive education system.

Cameroon traditional informal education system before 1844

Before 1844 when Western education started in Cameroon, there had been a general traditional education system that dated back to the pre-historic era of the early man. This was the era of informal education when, through cultural norms, values and beliefs, parents raised and trained children in conformity with the socio-cultural practices as evident in daily indoor and outdoor activities and routines. Thus, in Cameroon, Nigeria, South Africa or anywhere else in Africa, educational anthropology reveals that before the coming of western colonial education, traditional education flourished. The goals for traditional education were to develop knowledge, skills, active participation in economic activities and honesty. Traditional education represented a time when the family roles included: reproduction, child care, socialisation, economic support, collective responsibility and cultural continuity (Mbua, 2002; Fafunwa, 1975; Obiakor, 1998). This informal education is still complementary to the modern formal education system. It enables students to liaise

what is learned formally in schools with what is acquired and learned informally at home and in the community (Mbua, 2002) to develop in different areas of life.

During this period, “special education services” were also delivered to children with disabilities and learning difficulties who were catered, raised and taught within family circles how to speak their local dialects, to interact socially with people especially in the process of producing and selling handicraft articles among other activities (Yuh & Shey 2008). In some parts of Cameroon, children with mild to moderate disabilities were initiated and participated actively in many cultural rites and community activities while those with severe needs were often left indoors under the protection and care of family members (Ndamo 2006).

Western education system (1844-1960)

In late 19th and early 20th centuries, Cameroon witnessed the coming of religious bodies (Christian missionaries in the South and Muslims in the North) followed by colonial powers that resulted in reshaping the societal culturally-driven traditional education system with the western education system. With the arrival of colonial powers namely the Germans (1884-1916) later replaced after World War I by the English (1916-1960) in West Cameroon and the French (1916-1960) in East Cameroon, Christian missionary bodies like the Baptists, Roman Catholics, Protestants or Basel/ Presbyterians continued to run their own schools alongside the few ones created by the colonial administrations (Ihims, 2003). However, each of these school authorities had different interests, aims and goals that shaped the curriculum content and teaching methods. On the one hand, religious agencies were targeting evangelisation and biblical literacy (knowledge in reading and understanding of Biblical text and Christian literature) and Koranic literacy to possibly improve the lifestyle of the indigenous population. On the other hand, colonial administrators were training persons who could serve their private and public interests rather than the indigenes themselves (Ihims, 2003; Tchombe, 2005).

The arrival of Western Christian missionaries and European colonial powers changed the education of children with disabilities. Missionaries enrolled all children in the same schools regardless of their physical or mental characteristics, while giving special consideration to those with disabilities and learning difficulties in classrooms.

However, due to the increase in enrolment and the heavy burden to meet the complex needs of such categories of learners in ordinary school settings, many special schools were eventually constructed before independence in 1960 (Ihims, 2003; Yuh & Shey 2008).

Whatever were the various original aims of pre-independent education providers in Africa in general and Cameroon in particular, one of the advantages is that by independence in 1960, primary, secondary and tertiary education systems were already firmly institutionalized throughout the country.

Post colonial Education system (1960-)

The postcolonial education system in Cameroon is drawn on the English and French education systems in England and France respectively but philosophically underpinned in national socio-cultural perspective. This underlies the origin of the two co-existing education subsystems in Cameroon (section 1.5.4). However, besides general developments in each of these independent education subsystems, the official policy of bilingualism and biculturalism continue to promote inclusion in mainstream schools, communities and the entire society.

The post-colonial era has also witnessed a great change in the history of special/inclusive education provision in Cameroon. From 1960 onward, the missionary bodies that had outlived the colonial administrations in Cameroon continue to collaborate with the Cameroon government in educational, social and material support of the vulnerable. These collaborative initiatives have been instrumental in facilitating the academic and social inclusion of diverse students with SEN/DDD in schools, communities and society (Yuh & Shey, 2008; Ihims, 2003; Ndame, 2006).

2.5.2 Overview of the ordinary education system

From the organisational point of view, according to the Cameroon Constitution of 1996 and the Presidential Ordinance No.095/041 of 7 March, 1995 on the organisation of the Ministry of National Education, the Cameroon Education system is under the direct responsibility of three main ministries that reflect the main educational levels in both public and private sectors: the Ministry of Basic Education, Ministry of Secondary Education and the Ministry of Higher Education (MINEDUC, 1997). The school laws of 1998 and 2004 give a new orientation to the Cameroon education system striving for EFA and transmitted in many objectives (MINESEC, 2007; UNESCO, 2007).

The co-habiting French and English speaking education sub systems in Cameroon have undergone many reforms after independence in 1960 and federation in 1961. The Cameroonian education system is complex. Besides its duality of the English and French speaking sub-systems, it is organised in bands, levels and types. On the one hand, there are state maintained ordinary, mainstream and specialised institutions. On the other hand, there are similar type of institutions owned by private agencies like lay private bodies and religious foundations. Despite the diversity, supervision and control for quality and standard in educational input, processes and output within all state and private institutions are carried out by the state through its regional and divisional delegations. As a highly centralised education system, power to make decisions emanates only from the central body of the education ministries while the regional, divisional and school authorities, left with limited autonomy, merely execute the duties assigned to them in accordance with the official texts of application of the 1998 school law. Thus, the state prescribes teaching methods, school textbooks, curriculum, school annual calendar, evaluation, organisation of official exams and certification with the examination boards. In addition, private schools receive state grants which are given following an established formula which takes into accounts the total number of students on roll, academic level and professional training of staff and the school's attainment and ranking on the national league table. The English education sub-system is predominantly located in the two Anglophone regions and some urban areas of the other regions while the French sub-system is the majority in the eight Francophone regions and some urban areas in the other regions. Both

education subsystems co-exist and develop alongside each other with bilingual (mainstream) institutions being a confluence of both (Amin and Awung, 2005).

Diagrams 2.3a and 2.3b illustrate the independent Francophone subsystem and the Anglophone subsystem that constitute the national education system.

Diagram 2.3a: Francophone education subsystem

Structurally, the figures illustrate the various ordinary basic (nursery and primary), secondary, tertiary and professional orientation levels within the subsystem of the national education system.

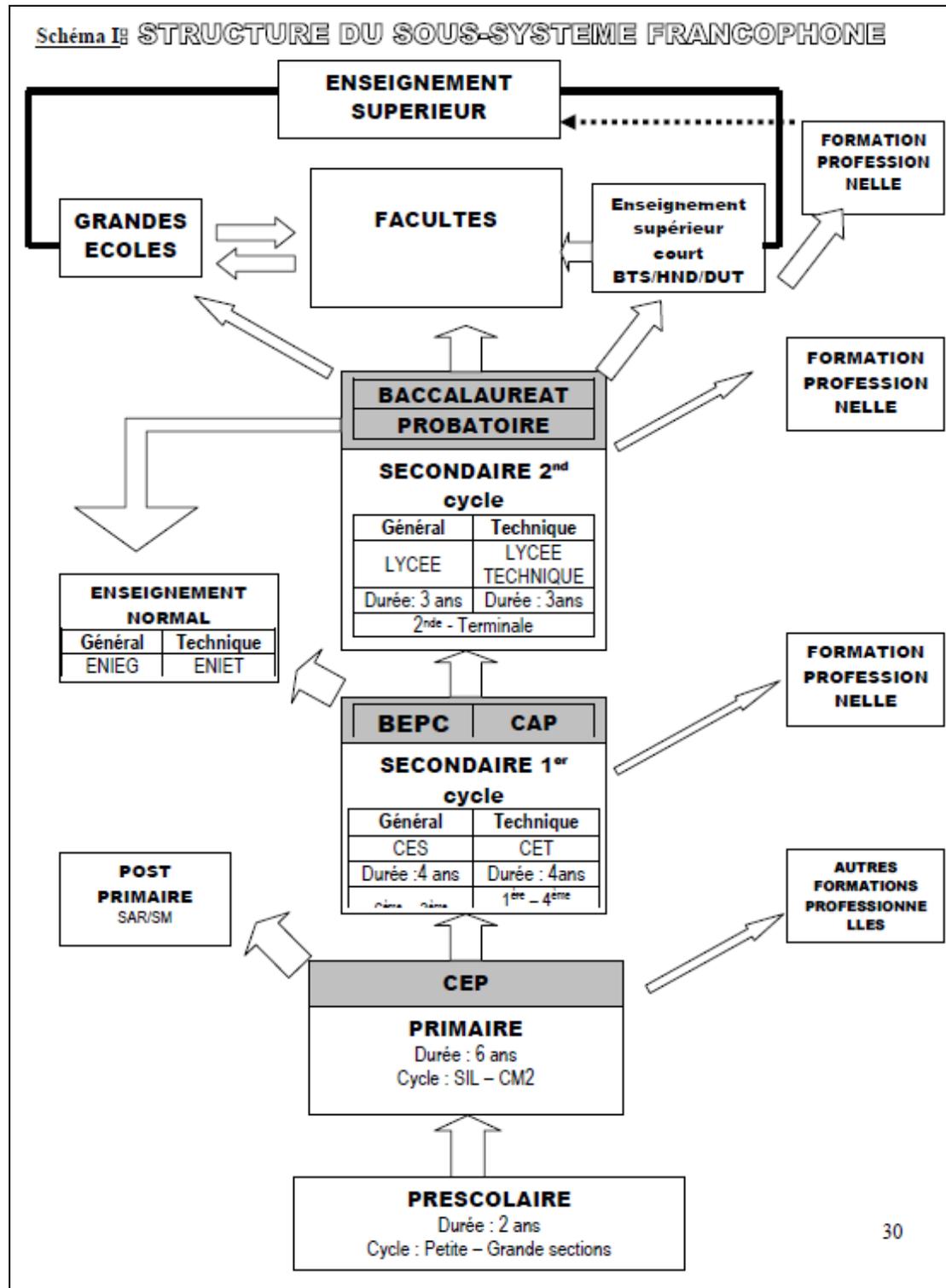
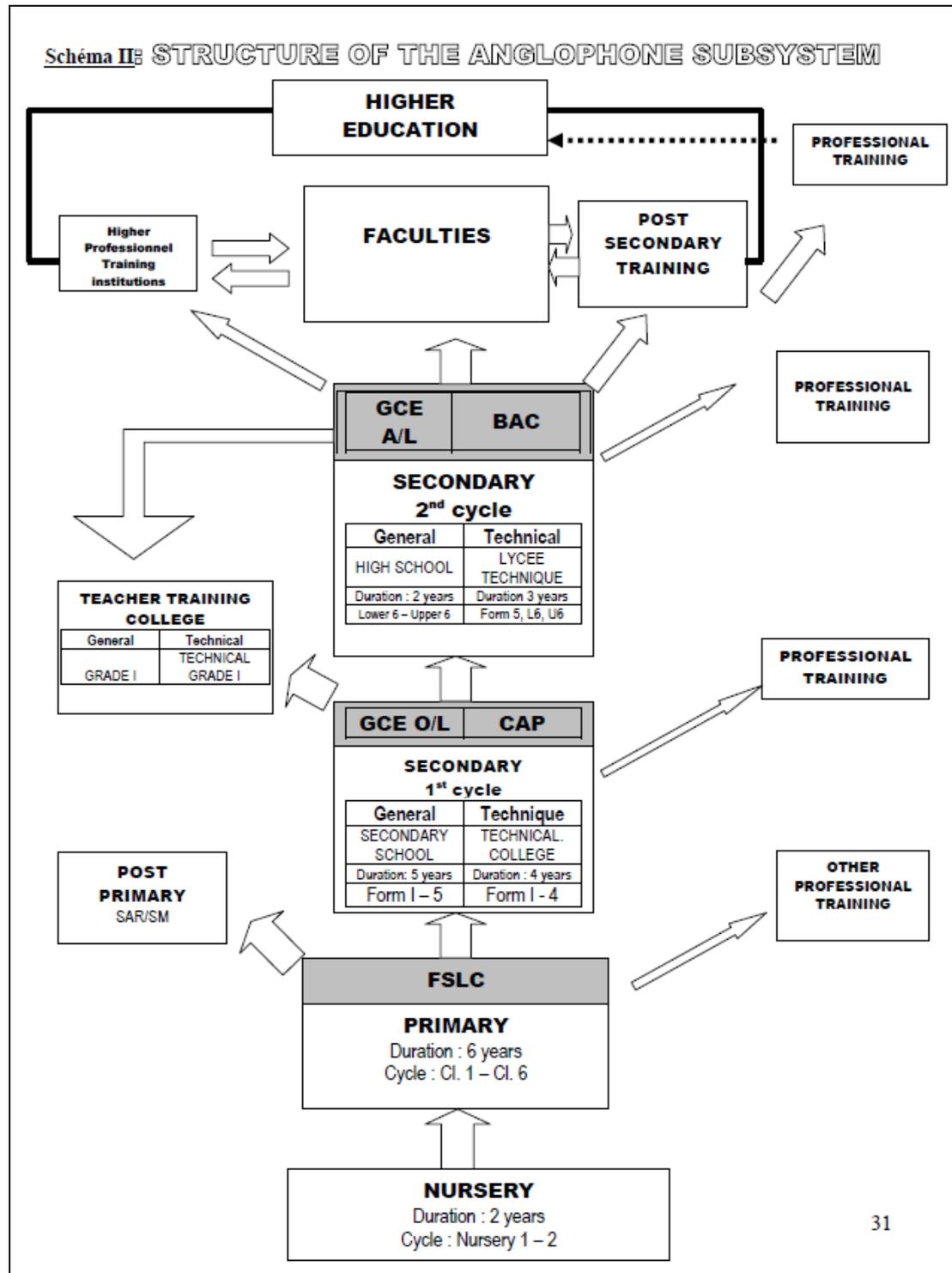


Diagram 2.3b: Anglophone education sub-system

Structurally, this diagram illustrates the various ordinary basic (nursery and primary), secondary, tertiary and professional orientation levels within the subsystem of the national education system.



Source: (MINEBAS, MINESEC, MINESUP, MINEFOP, 2004)

Table 2.4: Overview of the national education enrolment for the 2007/2008 academic year according to different educational levels in the ordinary education system.

| School level | Age Years | Duration Years | Enrolment |
|-----------------------------------|----------------------|---------------------------|------------------|
| Nursery or Preschool | 3-5 | 2 | 1,064,000 |
| Primary school | 6-11 | 6-7 | 3,000,781 |
| Secondary school | 12-18 | 6-7 | 1,197,500 |
| Tertiary and further education | 19+ | Course duration varies | 1,773,058 |
| Total | | | 7,035,339 |

Source: (MINESEC et al, 2007; UNESCO, 2008).

2.5.3 Structure and organisation of the special and inclusive education system

Like the ordinary education system, the special education system also has its own English speaking and the French speaking sub-systems. The overall organisation of the Cameroonian education system is still widely divided between the ordinary and special education systems, despite the official laws and inclusive policy initiatives enacted to guide inclusive schooling practice (section 2.6). Thus, specialised institutions, their learners and staff function separately from their counterparts in ordinary and mainstream institutions. Such a complex education system requires adequate planning and organisation as envisaged by the state action plan of EFA and inclusion of 1998.

Generally, specialised educational services are delivered at preschool, primary school and post primary vocational training institution levels. Meanwhile, according to legal provisions, special education services (support services) are supposed to be delivered in ordinary and mainstream institutions at secondary and higher education levels designed with inclusive orientation for all. Besides that, all specialised institutions run by private or public bodies are entirely under the supervision and control of the

Ministry of Social Affairs (MINAS) while all ordinary and mainstream institutions with inclusive orientation are under MINAS in collaboration with the basic, secondary and higher education ministries (MINEBAS, MINESEC and MINESUP).

There are many types of specialised institutions (section 2.4) dispersed all over the country with a variety of specialised services: to teach core subjects that enable learners to acquire basic literacy and numeracy knowledge and daily life skills; to manage healthcare homes, livelihood oriented and vocational training skills and to offer multi-agency services for learners with severe and complex needs. In some institutions, learners are also trained to acquire academic knowledge and to develop other skills that reflect their gender role and future responsibilities in family and community activities (MINAS, 1977; CRI-Project Cameroon, 2008).

The government plan of EFA empowers parents to decide on the type of school in which to place their children with SEN/DDD. However, the actual access into specialised institutions and care for learners with severe and complex special needs is determined by certain factors: medical certificate of disability which embodies health information; screening and assessment procedure of students by some specialised institutions to determine their special needs before placement. According to legal provisions, ordinary and mainstream schools accept all students including those with SEN/DDD. However, the certificate of disability is required for special protection and social support which entails exemption from fee payment and certain types of difficult extra-curricular activities. Generally, inclusive education services delivered to such categories of learners in bilingual mainstream schools are multidimensional as already explained in sections 1.5.1 and 1.5.2 under whole school inclusion and bilingual education services respectively.

2.5.4 Circumstances of children with SEN/DDD and school inclusion

In Cameroon, no official census for children with SEN/DDD, especially disabilities has ever been conducted in schools. Besides that, there is the issue of mismatch between the official detection and categorisation of special needs in terms of psycho-medical model of disabilities (mental, physical and sensory impairments) and schools' categorisation in terms of pedagogical/social model approach or educationally functional impairment (slow, attention deficit, stubborn learners, among others)

(sections 2.4 , 4.5.2 and 4.5.3). In addition to the problem of official/ school disharmony in categorisation of SEN, due to the lack of accurate data, for the moment, the WHO estimate of 10% of the total school (or national) population with disabilities (SEN/DDD) is applied in table 2.5. Thus, there are estimated number of 726, 400 disabled students in education with 626,400 of school age (5-18 years or above).

Table 2.5: Data on the estimated 2007/2008 disability population in the national Education system in Cameroon.

| Type of school | Estimated age(years) | Total enrolment (ADD YEAR) | Estimated population with disability 10% |
|---|-----------------------------|-----------------------------------|---|
| Nursery | 3-5 | 1,064,000 | 106,400 |
| Primary | 6-11 | 3,000,781 | 300,000 |
| Secondary | 12-18 | 1,197,500 | 120,000 |
| Tertiary | 19 + | 1,073,058 | 100,000 |
| Total estimated number of disabled learners in education | | | 726,400 |

Source: (MINESEC et al, 2007, MINAS, 2007; UNESCO, 2008; WHO, 2001).

Generally, the population of children with special needs is unevenly distributed in special, ordinary and mainstream institutions managed by public and private bodies throughout nationwide. While many are placed in basic education level (nursery and primary) that offers possibilities between specialised, ordinary and mainstream schooling options, at secondary and tertiary education levels, all educational services

are generally designed with inclusive orientation (MINESEC et al., 2007, MINAS, 2007; UNESCO, 2008).

2.6 Inclusive Policy, Legislation and practice

In Cameroon, there is no official special educational needs (SEN) law and policy per se to guide special education services in mainstream, ordinary, special and professional schools. However, in response to the needs of student diversity including those with SEN/DDD, there are different legal frameworks and their texts of application grouped under the official action plan of EFA and inclusion of 1998 to guide inclusive schooling practice. The plan of action functions like general guidelines to ensure that all children of compulsory basic education age (5-11) and secondary education age (12-18 or 24 for those with disabilities) receive educational services whether in special, ordinary or mainstream schools. It also functions in collaboration with other legal provisions as inclusive education guideline to ensure that the students with SEN/DDD transferred to or placed in mainstream primary and secondary schools actually learn together with their peers (MINESEC, 1998; MINESEC et al. 2004).

2.6.1 Education for all and inclusion action plan

The official EFA and inclusion action plan of 1998 and the 2004 micro-economic plan were launched to coordinate and enforce school support provision to student diversity. This action plan operates in accordance with the school guidelines law of 1998, disability law of 1983, the bilingual/bicultural education policy of 1961, 2003 and subsequent legal documents like ordinances, circulars and decrees (MINESEC, 1998; MINESEC et al., 2004). Each of these legal frameworks, in line with the international inclusive education conventions (UNESCO, 1990, 1994, 2000, 2005) guide support provision for children with SEN/DDD in ordinary and mainstream schools within the national education system. As illustrated in table 2.6, in mainstream schools, the confluence of these legal provisions are designed to deliver multiple academic, social, bilingual and bicultural inclusive support services to student diversity in the national education system.

Table 2.6: Inclusive education policy and legal frameworks in Cameroon

Whole school inclusion (EFA and inclusion)

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • Academic inclusion | <ul style="list-style-type: none"> • Bilingual/bicultural inclusion | <ul style="list-style-type: none"> • Social inclusion |
| <ul style="list-style-type: none"> • School Guidelines Law 1998 • Anglophone subsystem/ Francophone subsystem | <ul style="list-style-type: none"> • Bilingual/bicultural policy 1961, 2003 • Bilingual subsystem/ bicultural subsystem | <ul style="list-style-type: none"> • Disability law 1983 • Social subsystem |

Source: (MINESEC, 1998; MINESEC et al, 2004)

School guidelines law (General Education policy)

The School Guidelines Law No.98/004 of April 14, 1998 makes provision for basic literacy and numeracy skills to be acquired by all citizens either in French or English. Its philosophy aims at training responsible citizens who should contribute in their individual and national developments in different areas of life. It has distinct strategies and specifications governing the French speaking school sub-system and the English speaking school sub-system. The law is backed by the Finance Act No.2000/08 which enforces compulsory free primary education for all citizens. It is in line with the government's plan to provide education for all as enshrined in the preamble of the national constitution of 1996 which outlines that: (a) The state shall guarantee the child's rights to education; (b) Primary education shall be compulsory; (c) The organisation and supervision of education at all levels shall be bounden duty of the state (Cameroon Constitution, 1996, Preamble -18, subsections a, b, & c). Thus, the state gives grants to all private institutions and conducts regular supervision and control to ensure that quality education is provided to all citizens. In this respect, many other legal provisions came into force governing the general organisation of

secondary and tertiary institutions and their roles in enhancing individual student development and nation building.

Disability law

The disability law No. 83/013 of July 21, 1983 and its text of application No.90/1516 of November 26, 1990 alongside many other legal provisions were promulgated to protect and provide social, health, educational and financial support to disabled people. This is purposely to facilitate the integration of disabled children in schools and adults in community and working life. On the whole, according this law, parents have important roles to play in deciding the schooling and learning support opportunities for their children with special educational needs. The first five parts of the law outline that inclusive schooling for such categories of students is available in three main options through: integration into ordinary schools with recruited specialised staff, pedagogic adjustments and didactic materials adaptable to special learners' needs; placement in special classes and schools as a temporary solution to their special needs problems and preparation for eventual integration into regular class and school; specialised class and institution only where the child receives both educational services and medical care. Chapter 11, section 4 -6 of the law states that such children are also entitled to: age waiver; repeating a class; coaching by a private tutor (learning or teaching support teacher) and financial expense borne by the state. The legal provision also underscores the necessity for incorporating vocational training to special education services as practical inclusion for learners with disabilities. Both the government action plan of EFA of 1998 and the first part of the Disability Law of 1983 emphasise that "disabled children and adolescents shall be educated in normal schools and special educational establishments" (MINAS, 1990).

At secondary level, in order to ensure strict implementation of the 1983 law by all education authorities, the Ministry of National Education issued a circular No.86/1/658/MINEDUC/CTZ of January 13, 1986 to all public and private secondary schools to facilitate the enrolment and inclusion of all children with special needs. This was followed by another joint Circular No. 283/07/LC/MINESEC/MINAS of 14 August, 2007 relating to: identification of disabled children and children born of needy disabled parents in government colleges and high schools; promoting their participation in official examinations and removing barriers to practical difficulties

that disabled students may encounter during official examinations. It also underlines that the divisional delegates for secondary education and their counterparts of MINAS should include: settling students in halls on the ground floor or close to the black board; using sign language interpreters; braille transcription of examination questions and allocating special halls for students with specific categories of disabilities. All these legal provisions are to support students with SEN/DDD in ordinary and mainstream schools to enhance their learning and achievement (MINAS, 1990; MINESEC & MINAS, 2007).

2.6.2 Inclusive policy and legislation on bilingual and bicultural education

The national bilingual/bicultural policy and legal framework embodied by laws, ordinances, decrees and circulars guide and promote the practice of official bilingualism/ biculturalism in all schools. The official bilingualism and biculturalism are concepts of postcolonial heritage that historically date back to independent period in 1960 and federation in 1961. The official bilingualism (English/French) initiative was launched to safeguard the political, economic, social and educational areas of national life as enshrined in the constitution of 1996. In this regard, Part 1, Article 1, Section 3 of the 1996 constitution stipulates that: “The official languages of the Republic of Cameroon shall be English and French, both languages having the same status. The state shall guarantee the promotion of bilingualism through out the country” (Constitution, 1996). The policy emphasises individual bilingualism, its usefulness in educational context and general communication (Constitution, 1996; Fonlon, 1963, 1969).

Within the education sector, the official policy is implemented as compulsory bilingual education (CBE) programmes in all ordinary and mainstream primary, secondary, tertiary and professional education institutions. They were designed to enhance bilingual (mother tongue-English/ mother tongue-French)/bicultural (ethnic-French /ethnic-English cultures) inclusion of children from diverse linguistic and cultural backgrounds (section 1.5.2) in mainstream schools. In order to promote bilingualism and biculturalism through teaching and learning in schools and communities, different specialities of bilingual(English/French) education courses like bilingual degrees, bilingual teacher education and translation/ interpretation

programmes are run at higher education level. In addition, a ministerial decision No.1230/B1/1464/MINEDUC/CAB of June 12, 2003 was promulgated, creating the Bilingualism Watchdog Committee in the then Ministry of National Education with the responsibility of observing, verifying and supervising practical bilingualism in the central and external services of the Ministry. It was envisaged that through the implementation of the decision, all secondary school leavers should be able to acquire enough bilingual (English and French) language and communication knowledge and skills that will enable them to pursue tertiary level education in both languages (Kouega, 2003; MINEDUC, 2003).

2.6.3 Circumstances for change

Most of the previous sections in this chapter indicate that prior to 1998 when the government action plan of EFA and inclusion was launched; cultural, social, economic and political factors negatively influenced inclusive schooling for children with SEN/DDD. Culturally, traditional beliefs and attitudes towards persons with SEN/DDD, especially with disability, were exclusionary. Socially and economically, the low income condition of some families and health condition of children were hardly considered to affect children's learning and achievement in school. Politically, the policy and legal frameworks enacted to guide different academic, social, bilingual and bicultural dimensions of school inclusion were implemented in a compartmentalised and partial manner. In addition, the lack of a central mechanism for children services to coordinate the multidisciplinary approach to inclusive schooling fails to meet the special needs of student diversity in mainstream schools. All these barriers inhibited support organisation and provision in mainstream schools within the national education system (UN, 2001; UNESCO, 2001; Michailakis, 1997).

Due to these barriers to school inclusion of children with SEN/DDD, the state of Cameroon had to revisit her inclusive education services in the late 1990's for effective changes. The government action plan of EFA and inclusion of 1998 makes educational provision for all children of school going age with the possibility to learn together in the same institutions in the neighbourhood. Such provisions include: enabling legislation; texts of application of the laws; resource (human, material and financial) provision and mobilisation, organising and improving of schools which are the state's top agenda in the national education development project. These changes

are enshrined in the national constitution of 1996 and the School Guidelines law No.98/004 of 1998. They make provisions for structural and administrative reforms to improve school management and developments with emphasis on inclusive education services. At policy management level, section (33) of the school law outlines stages of decentralisation in the school system for effective management of schools. It also semi-autonomously empowers local education authorities and schools to create their Local School Boards which are to oversee and support schools in their general and inclusive development projects (MINESEC et al., 2005, Constitution, 1996; MINESEC, 1998).

2.7 Resources

Human resources (special education staff training)

In the 1998 school law, the state recognises teacher education as its major priority. Consequently the bulk of expenditure in the basic and secondary education ministries is spent on teacher training and salaries. Although the education budget usually takes 16-22% of the total annual state expenditure, the largest share in ministerial budget allocations, the fund is always insufficient. Consequently, in order to rescue the situation and reduce the cost of teacher training, the law No.76/12 of July 28, 1976 was enacted to govern the fast track teacher training programmes, its objectives, the target population and areas of priority. The law is supported by decree No.76/201 of May 28, 1979 on the organisation and functioning of centres for fast track professional teacher training. The targeted areas include bilingual education, guidance counselling and different specialities in the ordinary education system.

Due to persisting economic crisis over the last decades, changes in prizes of goods in the world market and inadequate management of domestic economy have affected the issue of school staff training, recruitment, salaries scales and incentives. Despite these setbacks, on the whole, resourcing and training in the general education system is relatively better planned and organised than in the special education system (Yuh & Shey, 2008, Cri- Project Cameroon, 2008; Ebontane, 2009).

Within the special education system, there are very few qualified experts like school psychologists, special educators among others in varying specialism and resource staff recruited in specialised schools only. Few of these were formerly trained abroad so the bulk of staff members in specialised institutions remain untrained and teach like volunteers. However, due to expansion in the education sector, there have been recent moves towards initial training and professional development of special education staff in state and private institutions. Thus, the contemporary educational landscape in Cameroon is fast changing towards inclusion. Some higher institutions like the School of Education, University of Buea and the Department of Linguistics, University of Yaoundé I and other private institutions in Bamenda and Yaoundé run different specialised courses and programmes in pre-/in-service training of special education staff and teachers. However, the bulk of these are recruited mostly in the private education sector and precisely in independent schools (CRI-Project Cameroon, 2008; Ndamé, 2006; Yuh and Shey, 2008).

Besides these SEN initiatives of some higher education and private institutions, at official level, the state is still to launch community based rehabilitation services to oversee and support exchange programmes between ordinary schools, special schools and families of children with SEN. Thus, there is still the necessity for SEN capacity building for pre- /in- service training of ordinary and specialist staff in mainstream schools in Cameroon. This is probably because, at official level, the state of Cameroon focuses its inclusive education services more on the bilingual (linguistic) and cultural dimensions in which human (staff pre-/in-service training), material and financial resources are invested than academic and social dimensions. However, in order to balance the provision of inclusive education services in the national education system, teacher education programme and school support should be effectively oriented towards all the key dimensions in response to the needs of student diversity, especially those with SEN/DDD.

Financial and material resources

Since independence in 1960, the national education ministerial budget is used for the operating cost in public schools and 80% of some cost in non-public schools in Cameroon. This shows high priority that the Cameroon government accords to education as evidenced in the state increased spending in basic and secondary

education (Amin & Awung, 2005, Tamukong, 2004). In Cameroon, the resource-based model of funding formula is used by the state to allocate funds to various schools (Boyle, 1996 in Amin & Awung, 2005). Government schools have a fixed annual budget allocated by the Ministry of Education. Private schools receive state subventions depending upon the size, level of education and performance as evident in their ranking on annual academic league table. Besides that, each school is engaged in fund raising activities like registration fees and parent-teachers association fees levied on parents and the like, to complement the state subvention (MINESEC et al., 2004). Generally, material and financial support for inclusive school development projects come from stakeholders of the public and private sectors (CRI-Project Cameroon, 2008; Ndame, 2006; Yuh and Shey, 2008).

2.8 Summary

This chapter provides an overview of the societal background in which the investigated schools are situated. It examines the influence of cultural, social, political and educational factors on the organisation and provision of support services by public and private partners to people with special needs in communities and children with SEN/DDD in inclusive schools. The weaknesses in the organisation and management of integrated education services in the national education system prior to 1998 have pushed the state to conceive a more reliable and effective approach to delivering school support services. Through the government action plan of EFA and inclusion of 1998, there are changes (section 2.6.3) geared towards re-organising and improving the education system with the aim to accommodate student diversity including those with SEN/DDD in mainstream school settings. The purpose of this study is to investigate how such inclusive education services are conceptualised and implemented in two secondary schools.

Chapter 3: Literature review on inclusion

3.1 Introduction

This chapter reviews the literature on inclusive education in different perspectives. Firstly, it explains diverse aspects of developments in the field of inclusive education from international perspective whose fundamental principles underpin most national systems the world over, then it explicates the highly contested nature of inclusion. Secondly, it presents previous findings within international development perspectives, as evident in some national provisions, which have created impact in the field of inclusive education in general. Thirdly, it outlines and analyses previous empirical findings on secondary level practical academic, social, bilingual and cultural dimensions of inclusion in Cameroon and Africa, countries of the South and North. Finally, it examines the limitation of some previous empirical studies and how this enquiry is going to fill the gap in inclusive education literature as contribution in the field.

3.2 Inclusive education from international perspective

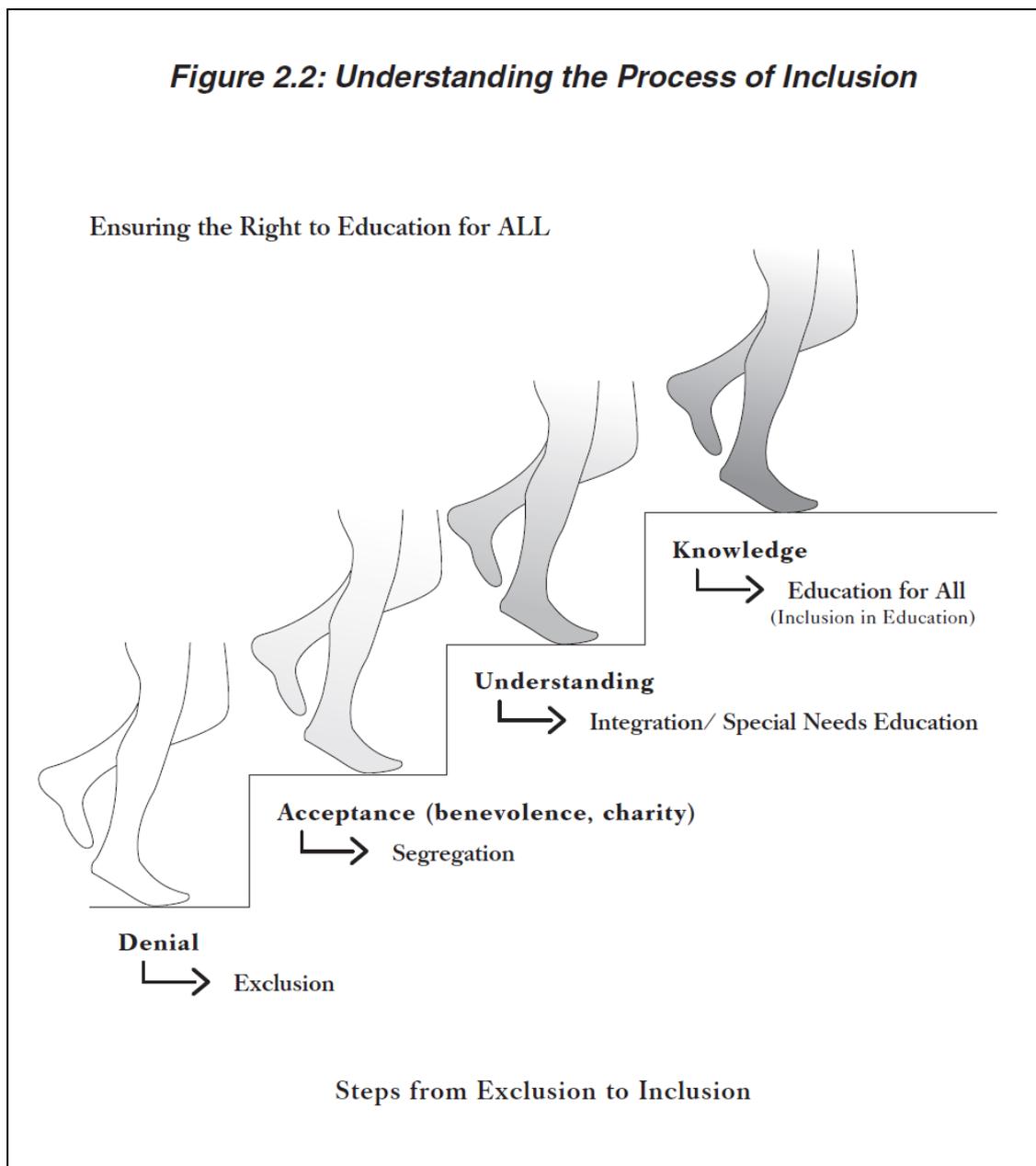
The general development of “inclusive education” within international perspective is complex, diversified and full of controversies. The conceptual and practical guidelines designed by the international community originate from the influences of pioneer national practices like that of the UK and USA in the late 1970’s and early 1980’s as already explained in section 1.5.5 on the concept of inclusion. A range of international conventions under the UN and UNESCO since 1948 have aimed to promote inclusion within universal perspective. All these international efforts converged towards a fundamental rights framework for inclusion. Thus, most national inclusive education systems and school organisations function in line with the UNESCO (1994) framework for action on Special Needs Education which specifies that:

‘...schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, and children from disadvantaged or marginalised areas or groups’ (UNESCO, 1994).

In this regard, a school system is said to be progressing inclusively when it: welcomes diversity; benefits all learners; accepts children in schools who may feel excluded;

provides equal access to education and makes specific provisions for certain categories of children without excluding them. The UNESCO (2005) report provides a road map of the key stages of international development over the last two decades, in social and academic support provision for vulnerable learners in ordinary schools. The developmental process from school exclusion to inclusion ensures the fundamental rights to education for all.

Diagram 3.1 Development towards EFA and inclusion



Source: UNESCO, 2005

As illustrated in diagram 3.1, the process “from exclusion to inclusion” denotes development stages towards “education for all and inclusion in education” (UNESCO, 2005; Miles and Singal, 2010) which have become the guiding principles for national governments’ policies, educational systems and school practices the world over. Among some of the advantages of such educational services include cost-effectiveness resources and cost-efficiency performance, according to the UNESCO’s EFA Global Monitoring Report of 2002 sponsored by the World Bank (Peters, 2003).

Inclusive education as a highly contested field

In its process of development, the field of inclusive education is universally contested and marked by many controversial discourses over space and time. From an historical perspective, special education services in the 20th century were dominated by the discourse of exclusion of the disabled in all areas of societal life while the 21st century has embraced a struggle of the disabled towards their inclusion (Oliver 1996) in school and social contexts. On the one hand, the push in favour of human rights-based provisions and entitlements, in rejection of charity-driven support services, illustrate the contemporary struggle by the disabled people themselves (Armstrong et al., 2000) and for children with SEN/DDD in school settings. On the other hand, the current universal trends reveal that the march towards full inclusion for students with SEN/DDD in mainstream schools is still an illusion (Kauffman and Hallahan, 1995), given the fact that support services hardly meet the needs of all learners. The issues arising from controversial discourses in inclusive education are evident in policy and law, conceptual terminology, theory, research and practice.

In policy and legal frameworks, controversial issues are raised through the gap between the national and international advocacy for full inclusion of all students and the continuum of segregated practice oriented towards SEN provision in special schools, special classes or mainstream school and classroom placement (Hornby et al, 2000; DfE, 1994a; Madden and Slavin, 1983). Contrary to such approach to support provision, Booth (1994) criticises the UK first Code of Practice (DfES, 1994) as oriented towards the continuum of SEN provision in lieu of adapting the philosophy of inclusive education for all in line with the Salamanca Declaration 1994 (Booth, 1994).

Inclusive Education is also marked by confusion in terminological differences between major concepts (inclusion, integration, mainstreaming, exclusion, segregation, among others) whose semantic implications and understandings influence practice (1.5.5). They are sometimes used indiscriminately in different societies to imply non-segregated settings that promote participation of all students (Booth, 1992). For example, the term “inclusion” in the UK, USA and many English speaking countries is equivalent to “integration” in France, Quebec-Canada and many French speaking countries across the world (Thomazet, 2009). Meanwhile the concept of “integration” in the UK and USA denotes school support practices that date back to late 1970’s and early 1980’s which denote the early stages of the contemporary concept of inclusion. Consequently, the discourse on conceptual terminology of inclusive education still differs in many writings and publications from different societal and specialist backgrounds.

Theoretical evolution in special education has witnessed a variety of controversial but complementary trends that guide inclusive education practice. After three decades of a series of conflicts and critiques in the process of developing theories of special education, three dominant theoretical models namely the psycho-medical, sociological and organisational models have emerged. The psycho-medical approach (Burt 1937; Schonell, 1942; Fulcher, 1989; Coles, 1987) emphasises the recognition of the child’s special needs arising from impairment which must then be met through special support services. The sociological model (Tomlinson, 1982; Baton, 1988) acknowledges the technocratic approach to educational provision for diverse categories of learners with SEN. The organisational model (Ainscow, 1991; Clark, Dyson, Millward and Skidmore, 1997) advocates educational provision for every child, the disabled and non-disabled in the same ordinary school setting/classroom and a child’s educational failure is the responsibility of both the child and the school. While the first two models require the child to adapt to the school system, the last one advocates the school adaptation to the child’s needs. However, despite controversies in terms of their weaknesses and strengths, practical experiences reveal that a combination of two or all of them is often necessary for adequate support provision (Ferrel, 2003), especially in a whole school approach to inclusion.

As far as controversies in research is concerned, on the one hand, research is believed to inform and support good practice of special education services for children with SEN in mainstream schools (Bennett & Cass, 1989; Hegarty et al, 1982). On the other hand, most research studies are considered unable to support practice due to controversial results. For example, some studies conducted with children with SEN in mainstream schools indicate that there are no clear differences between segregated and integrated placement in terms of academic achievement and some aspects of social adjustments (Zigler & Hodapp, 1986; Chapman, 1988). This controversy illustrates the fact that research may or may not help to support inclusive school practice. (N.B- See examiners' remarks to do corrections on segregation/integration)

At the level of practice, controversial changes in societal values and beliefs in the UK, for example, have led to the increase in the education of many children with SEN in ordinary education contexts (Swan, 1985; 1991) but with divergent influences. While some parents and professionals are calling for more adequate inclusionary education services, others are warning against the adoption of single inclusionary model that limits the options available (Katsyannis et al., 1995). Meanwhile other studies reveal inadequate integration because of limited support teaching for students with SEN (HMI, 1989; Stakes & Hornby, 1996). In addition, conflicts between the values of academic progress and achievement on the one hand and those of the inclusive education process on the other (Avramidis et al, 2000; Benjamin, 2002) constitute some of the major controversies in practical provisions to students with SEN in ordinary or mainstream schools.

Thus, it is internationally understood that inclusive education is highly contested as indicated in the above mentioned areas that explicate some controversial discourses in the developing field. The discussed issues underscore the fact that the field of special education itself does not have any centrally governing philosophy to drive and orientate its multifaceted aspects. Unlike most independent fields of study, the controversies highlight its dependency on other fields like general education, psychology, law, sociology, medicine among others, all which generate controversies.

3.2.1 Inclusive Education in Africa and Cameroon

In Africa and other countries of the South, inclusive education is driven by factors like political, economic, cultural and social conditions that influence its dynamics and developments throughout its input, process and output stages. Service provision is always centred on contextual factors at the level of individual, family, community, organisation and government. Every effort to improve practice is geared towards the promotion of human rights, decentralisation, partnership for change, and integrated teacher training (Peters, 2003; Hegarty, 1998; O'Toole, 1994; Abosi, 2004). Like other countries of the South, most African countries have adopted the community based rehabilitation programmes which are widely used to facilitate ordinary school and community inclusion of people with disabilities (O'Toole, 1991; Helander, 1993; Khatleli & Mariaga, 1995).

Developments in inclusive education, like in other fields in African countries, have been slow over the past five decades dating back to independence period in the 1960's. However, during the last two decades, in conformity with international commitment and after their ratification of many international conventions on human rights-based social and educational services, most African countries are determined to review their national education systems. Hence, 2000-2009 was declared the decade for disabled persons by the African Union with support from the UN. The objectives of the African decade include: poverty alleviation and reduction through economic support and education; advocacy and lobbying for policies and legislation; an awareness raising on disability issues and human rights in Africa (UN, 2000; Peters, 2003). Generally many African countries have shown a theoretical interest in terms of formulating national policies in special education, which suggests there is development towards the equalisation of educational opportunities for all children (Abosi, 2004). Nevertheless, the dreams of most disabled people in the areas of educational provision, employment and support services are yet to be fully realised (Abosi, 2004; Abosi & Ozoji, 1985). According to the literature review on African countries, the commonly identified technical setbacks in the inclusive education system include: lack of a common assessment frame for (early) identification of special needs; effective planning of intervention or support provision in response to the needs of diversity; putting policy into practice; development of data collection,

statistics and projection; funding; availability of instructional resources; attitude change; equal opportunities and independence; early childhood education; adult education and teachers training (Abosi, 2004; Abosi & Ozoji, 1985; Eleweke & Rodda, 2000; Desta, 1995; Muthukrishna, 2000).

Inclusion in secondary education level is still a big challenge in the African system. Although the African Human Development Department of the World Bank has been funding the Secondary Education in Africa Initiatives, it clearly outlines the fact that African countries must deal with the issues of financing, quality relevance of teaching and learning, curriculum and assessment, science and technology education, teacher training and management, and equity and access (World Bank, 2010). On the whole, a child with SEN/DDD encounters a number of problems in the current educational settings in Africa where the philosophy of education professes “equal education for all children”. This means that every child is given equal chance to develop his or her potentials as much as possible but it turns out that the philosophy is contradictory between what is said and what is practised (Abosi, 2004). For most African countries, the practice on the ground does not recognise “slow learners” or learners with special needs within the school system. For example, the curriculum and scheme of work to guide teachers are designed in such a way that all children are considered the same as above average in intelligence (Abosi, 2004; 2007). It is commonly assumed that students with SEN accepted in mainstream schools, would eventually cope on their own in the long run. This view considers integration or inclusion more like a state rather than a process.

Because of these multiple setbacks, the area of inclusive education is still underdeveloped in research, theory, policy and practice in Africa like in some countries of the South. The categorisation of special needs is limited to severe and complex disabilities, that is, the physically, mentally and sensory impaired whose educational provisions are limited to the acquisition of basic literacy, communication and life skills at primary level and vocational training at post primary level in special schools and community based rehabilitation centres. Consequently, the bulk of students with mild and moderate SEN/DDD in ordinary and mainstream schools still attend classes unscreened and their special needs unmet. This situation partly accounts for the high rate of school underachievement, failures, drop outs or expulsions and

why many children in rural and disadvantaged urban areas do not have access to schooling (UNESCO, 2000; Eleweke, 2000; Peters, 2003). Besides that, the inclusive education literature indicates that the empirical studies already carried out in African countries are predominantly on primary level (Eleweke, 2000; Kiyimba, 1997; Peters, 2003) with very few studies on secondary and tertiary levels as indicated in the subsequent paragraphs of empirical studies under this section. Consequently, much is still to be done in line with the Jontiem and Salamanca declarations (UNESCO, 1990, 1994) that advocates a broader approach to inclusion of student diversity in the same school context.

In Cameroon, most previous studies were conducted at primary and post-primary education levels on academic, social and livelihood skills development dimensions of inclusion (Shey, 2003; CRI- Project Cameroon, 2008; Ebontane, 2009). Some of the studies focused on the historical development of inclusive education services for people with special needs. The results illuminate issue of socio-cultural influences like attitudes, beliefs and views that act like barriers or facilitators to inclusion in informal and formal education settings (Yuh & Shey, 2008).

Certain studies have focused on the general organisation and management of ordinary public schools striving for education for all and the Millennium Development Goals (MDGs) by 2015. They were carried out in line with the government 1998 legal and policy frameworks to improve the national education system. These works indicate that in order for an educational system in general and schools in a particular to function effectively, decentralisation, desegregation, school autonomy among other key factors should be prioritised (Tamukong, 2004; Amin and Awung, 2005).

In some studies centred on school and community support services, findings indicate that: the roles of educational institutions and attitudes of support providers are indispensable in inclusion; there is the necessity of inclusive education policy to guide practical inclusion schooling (Shey, 2003; CRI- Project Cameroon, 2008; Ebontane, 2009). In a similar work, the key role of the private sector like Non-Governmental Organisations, religious charity foundations and private lay bodies, is outlined in the support provision of resources (human, material and financial) for academic and social inclusion of children with disabilities in schools (Nsamenang, 1999, 2008).

Two studies have focused on gender inclusion, that is, how women are involved in science oriented careers and female students in science school subjects. The findings highlight the vital role of women and their contribution in science subjects and science education, and the schooling of girl child as means of female integration in gender discriminatory communities (Woodhouse & Ndongko, 1992; Tchombe, 1994).

In his study on school inclusion of some Baka children in a socially disadvantaged locality in East Cameroon, Kamei (2001) discovered that education creates opportunity for socialisation and individual development for children from the socially secluded ethno-cultural community. The results indicate that school socialisation influences learning, achievement and facilitates inclusion.

The study of Tukov, (2008) was conducted in two ordinary secondary schools in Buea, Cameroon, and focused on the role of teachers and parents in the support of children with special needs. Findings in this study indicate that: teachers' views on the understanding of inclusive education vary, while some were familiar with the concept others were not; due to the lack of teaching assistants, ordinary teachers have to slow the pace of teaching and spend more time in order to support students with special needs and teachers generally displayed positive attitudes towards inclusion and children with special needs.

Through a series of studies conducted by individuals and teams of researchers to verify the society's awareness of disabilities issues, familiarity with SEN and support services, it was discovered that: the public in general and ordinary school staff in particular are not yet well sensitised on issues of disability awareness, rehabilitation and inclusion of the disabled; the national social support system has not yet developed any central mechanism or network for the coordination and cooperation of multi-agency (health, social welfare and educational) support services between partners of the public and private sectors (Michailakis, 1997; Desk Research on Cameroon, 2004, CRI- Project Cameroon, 2008; UN, 2001, Ministerial Report to UNESCO, 2001). Nevertheless, there has been a gradual change since some private agencies and university institutions run special education courses (2.7). These organisations also enlighten parents and teachers on the concept and phenomenon of disability and its

consequences in terms of learning difficulties in children (Luma, 1999). Such initiatives culminated in the Cameroon government's hosting of the African Regional Conference on Inclusive Education in 2008 (MINEBAS & MINESEC, 2008).

In bilingual and bicultural education programmes designed for school and national integration, a series of studies have raised problems encountered by learners in the national school system through the use of English and French, official/ foreign languages as media of instruction and compulsory subjects of the school curriculum. In their enquiries within different levels of the education system, Jikong, (2003), Kouega, (2007), Archimbe (2006) have each examined the series of barriers arising from bilingual education services in Cameroon. It was discovered that the barriers limit students' access to learning, choice of professions and professional development because bilingual education, devoid of facilitating support services, is not fully entrenched in human right perspective throughout the national education system.

The evaluation report of Chuo and Walter (2011) describes the transitional bilingual model (Kom language/English language) in the North West Region of Cameroon. Findings of this study reveal that the use of Kom language as mother tongue (L1) in education before introduction of English, L2 as language of instruction, produced impressive results. Children on this school programme performed significantly better- 125% on average in multiple subjects, including Maths and English, than a control group of peers who attended schools where only English as L2 was the medium of instruction.

In conclusion, as already mentioned in the general introduction chapter of this study, inclusion in the Cameroonian education system transcends academic and social dimensions to incorporate the official bilingual and bicultural dimensions. The national inclusive education literature reviewed in this subsection has indicated that there are few studies already conducted on academic, social, bilingual and cultural dimensions of inclusion. However, none of these studies has been in-depth and none has been focused on all the four dimensions of inclusion in one school context. Consequently, the present empirical study in two secondary schools is an attempt to examine and describe these various forms of inclusion that characterise the whole school inclusive setting for student diversity in the national education system.

However, in order to appreciate the contribution of this study in inclusive education literature in general, it is worth reviewing previous studies on practical secondary level inclusion from international perspective.

3.3 Practice of secondary level inclusive education

Empirical studies on secondary level inclusive education, conducted to help improve or restructure school support services for student diversity, have produced different results in different societies the world over. According to the literature review in subsequent sections of this chapter, the debate raised in research findings is entrenched in different approaches to inclusive education practices: mainstream school placement and provision; comparison between general versus special school and classroom placement and provision; teacher training and practice; programme assessment and evaluation among others. The studies reveal practical activities focused on the academic and social dimensions of inclusion in countries of the South and North respectively, followed by those on the bilingual and cultural dimensions of inclusion in international perspective in general.

3.3.1 Practice of secondary level inclusion in the South

Practical academic and social dimensions of inclusion at secondary education level in countries of the South are highly diversified.

Academic and social inclusion

In collaboration with his colleagues, Porteus et al. (2000) carried out a study on social inclusion of learners from disadvantaged background in three junior secondary schools in South Africa. Findings of the study reveal that poverty, social, physical and psychological factors constitute aspects of barriers of children exclusion from schools. The study concluded that poverty should be addressed in order for inclusion to be achieved in South Africa.

In her work, Muuya (2002) in Kenya assesses head teachers management of special schools and special units in ordinary schools striving to enhance curriculum and participation for children with disabilities. In this study, it was discovered that the organisation of support services was influenced by multiple factors arising from the

effects of colonial legacy, traditional concepts and national policy. Due to the overwhelming negative influence of the traditional concepts of disabilities, despite the efforts deployed by the school authorities to implement the policy, there is limited possibility of effective inclusive support for people with disabilities in schools and the society.

Teacher Education

At the level of secondary SEN teacher training, both pre-service and in-service training enquiries have been conducted with different approaches and results in Zimbabwe (Chireshe, 2011); Ghana (Agbenyega, 2007), Botswana (Dart, 2006), Malaysia (Jelas, 2000) and India (Singal, 2008).

In his staff in-service training study, Chireshe (2001) used questionnaires to find out teachers' beliefs and views about inclusion and the extent they relate it to their professional activities. The results indicated that: the current curriculum does not meet the needs of children with Special Needs Education (SNE); inclusive education affects teaching methods; ordinary teachers are not yet equipped with the skills to manage children with special needs and that only specialist teachers should teach such categories of children in ordinary classrooms. The study concluded that Zimbabwe is not yet ready for inclusive education and that parents of children with disabilities resent inclusion.

The study of Agbenyega (2007) in Ghana was about teachers' concern and attitude in school and classroom inclusion. Using a sample of 100 respondents from a variety of backgrounds and experiences and a 20 item Attitude towards Inclusion in Africa Scale (ATIAS), the results from the analysis revealed four factors. They include: the behavioural issues, standard needs, resources issues and professional competency that influence the nature of inclusive education for children with disabilities.

The evaluation of special needs education awareness course at Molepolole College of Education Botswana was carried out by Dart (2006). With feedbacks from student teachers themselves on the initial training course, staff and students in the practising inclusive schools, the enquiry evaluated the level of progress of the inclusive staff training project. The findings, despite some setbacks, revealed that the course was

beneficial for its: broad base curriculum on SEN and inclusion; overall improvement of the education system; emphasis on reflexive training skills, school system and counselling; local principles of inclusion. Despite the shortage of trainer staff and other resources, the course was very promising.

The enquiry of Jelas (2000) was conducted in Malaysia with the aim to obtain information on the nature of professional relationship between teachers, teachers and parents and the perception of children with special needs in mainstream schools. The results indicated that in the process of practical inclusion of the children in mainstream settings, teachers maintained discrete role boundaries, while parents' views were more positive towards mutual social benefits, acceptance and fair treatment of the individual child. Discussion to improve service provision is based on special education reform and effective strategies to facilitate collaboration among teachers who work within the school setting to promote an inclusive environment.

In the study of Singal (2008) in India, the focus was on inclusive classroom activities and experiences of the professionals involved in the inclusive process. Findings suggest that the inclusive schooling initiative has provided access to diversity of children including those with disabilities who could have been denied admission into the mainstream school. It further reveals that although the children are accepted in this school, they are not yet participating fully in classroom activities because there are still aspects of exclusionary practices in the school. It raises the argument that inclusion is not only providing the stakeholders with human knowledge and skills, but also requires a change in the existing values, beliefs and attitudes to ensure full participation of children in the curriculum and culture of their school setting.

On the whole, inclusive education in countries of the South still experiences a variety of setbacks due to barriers arising from political, economic, health and social factors. As many researchers reveal (Abosi, 2004; Eleweke & Rodda, 2000; Hegarty, 1998; Lynch, 2001; O'Toole, 1994), most countries in the South, especially in Africa, have quickly embraced the universal philosophy of inclusion and the wind of change across the globe with such catch words like "Education for all" "inclusive education for all". They have enacted laws and formulated policies or plans of action which, in practice, are hardly or only partly implemented. Consequently much is still to be done by

policy makers, researchers, practitioners and other stakeholders in these countries to link theory to practice, if inclusive education is to materialise.

3.3.2 Practice of Secondary level inclusion in the North

On the whole, many research studies with emphasis on whole school, social and academic dimensions of inclusion have produced controversial results. While some studies (Avramidis, Bayliss & Burden 2002; Dukes & Dukes 2009; Dymond et al., 2007; Kinsella & Senior 2008; Lawson, 2001; Bhopal & Meyers, 2009) reveal positive outcomes, others (Clark, Dyson, Millward & Robson 1999) indicate negative results, yet other findings (Curcic, 2009) suggest both positive and negative outcomes of both dimensions of inclusion.

Whole school inclusion

An in-depth and holistic study of inclusive process in a secondary school in England was carried out by Avramidis, Bayliss and Burden (2002). The study revealed that participants were acculturated to the old integration model. Although the school practice embodied aspects of the whole school inclusion, there were some contradictions in the social dimensions of inclusion. The findings indicated that in order for inclusion to be successful, its implementation requires: restructuring of physical environment, resources, organisational changes and instructional adaptation as well as teachers professional development.

In their secondary school study with focus on supporting learners in learning and teachers' teaching in the UK, Avramidis (2001) and US, Dukes and Dukes (2009), discovered that inclusion works effectively in schools only when there are: teacher's positive attitudes towards inclusion; accommodation by modification of classroom-based materials, environment and development of specifications; support networks or subsystems, belief and vision; initial and ongoing professional development for teachers and standards for professional practice are developed and maintained.

Contrary to the discoveries of their abovementioned counterparts, Clark, Dyson, Millward and Robson (1999) conducted a whole school research into four English

secondary schools which rather put the phenomenon of inclusive education into question. Findings indicate that the inclusive education programme was partly a failure because of the inadequate support sub-systems, technology, procedure of the structure and practice put in place to meet the differentiated needs of learners. The failure also includes the use of existing inclusive principles and SEN provision approach that were inadequate to match needs of learners and schools. Consequently the authors call for a deconstruction and reconstruction of some theories of inclusion in order for them to effectively guide practice that meets the different challenges inclusive schools are called for.

In another development, whole school inclusion research study conducted by Curcic (2009) within international perspective, across the borders of 18 countries, four major themes emerged: concerns with students' outcome in inclusive settings; teachers' beliefs in disability in relation to inclusive practice; inclusive school philosophies and the intersection of inclusion and exclusion. In this study, it was discovered that although international policies, knowledge and understanding about inclusion and inclusive practices continue to advance through out the world, there are manifestations of provincialism and discrimination predominantly marked by ethnicity, socio-economic status and ability. Thus, inclusion is a reality for students in certain societies while in others it remains an aspiration for many.

These studies generally attempt to draw the attention of policymakers, practitioners, researchers and stakeholders and their roles to help schools uphold or improve the inclusive education services in response to the needs of student diversity in ordinary or mainstream school settings.

Academic inclusion

Similarly some comparative studies conducted on the academic aspect of inclusion in different programmes and settings display significant improvement in learners' performance and achievement (Hollway, 2002; Myklebust, 2007) while others show little or no difference in learners' progress or development towards the targeted educational goals (Hagan-Burke et al., 2008; Manset & Semmel, 1997).

The enquiry of Holloway (2002) in the UK discovered that students with learning disabilities achieve more academically in programmes that combine inclusive model with resource model as opposed to either models on its own (OFSTED, 2006).

The longitudinal study of Myklebust (2007) in Norway, measured how students with SEN attain vocational and academic competence. The argument focuses on two groups namely: whether it is conducive to place children with SEN in special or regular schools, and whether boys and girls benefit to the same degree when placed in specific type of classes. The results demonstrated that students receiving special support in regular classes obtain vocational and academic qualification to a greater degree than students in special classes in particular while girls benefit more from regular classes.

In contrast, other studies suggest neutral results with neither academic gain nor lost in inclusive and non-inclusive settings. A study carried out in the US by Fore, Hagan-Burke, Burke, Boon & Smith (2008) to examine classroom placement in comparative perspective, inclusive (ordinary school) versus non-inclusive (special school) settings, relative to students with learning disabilities in content area classroom, explains the situation. The findings revealed that no statistically significant evidence to indicate that students' academic achievement varied based on both settings. The enquiries of Manset & Semmel, (1997) also confirm the results. Consequently, these works explain the fact that placement of students with learning disabilities in inclusive (ordinary school) settings, despite all the necessary support provided, may not be a guarantee for academic success.

In the main, the diversified results of these comparative studies explicate the highly contested nature of the concept and phenomenon of inclusion in terms of inclusive activities, settings and time. These controversies continue to raise the discourse on whether adequate inclusive education programmes should remain unique to the special needs of a specific group of learners in a given school context and society or could be universally harmonised.

Social inclusion

Since the social aspect of inclusion is deemed indispensable and complementary to academic aspects in the process of full inclusive schooling, many research studies are focus in that area. Several researchers in the social dimension of inclusion (Avramidis and Wilde, 2009; Fitch & Hulin, 2008) have studied the same phenomenon but come out with different findings.

Avramidis & Wild (2009) focused their work in a school in England on the evaluation of social dimension of inclusion of children with SEN in seven mainstream schools. The work also considered educational practices that contribute to the increase in social interaction and developing friendship between children with SEN and their mainstream peers. In this study, it was discovered that children with SEN were reported to have lower perception of self concept to be less popular and to have fewer friends than their typically developing peers.

Unlike the previous study that examined the social interaction between students with disabilities, learning difficulties and teachers in school setting in general, the work of Fitch and Hulin (2008) concentrated on guided dialogue between students with and without disabilities through classroom activities in particular. The latter conducted in the US reveals how in a collaborative classroom context, mixed ability learning activities like dialogues, multiple choice quiz among others lead to children social and academic inclusion.

These studies indicate that the social dimension of inclusion has a vital role to play in all forms of student support activities in order to enhance their welfare, learning and attainment of general educational goals.

Foreign language learning and academic inclusion for children with SEN

For students with SEN/DDD who are learning in a system with specific foreign language learning requirement, some empirical studies have been carried out by the European Agency for the Development of SEN (2001-2005). The studies were carried out in some special and mainstream schools across Europe (England, Scotland and Germany) and revealed different findings:

- Firstly, they revealed that special needs arising from Modern Foreign Language education are categorised in a wide range of learning difficulties- Cognitive and Learning Difficulties, Communication and Interaction Difficulties, Behavioural and Social Difficulties; Sensory and Physical Difficulties and sub difficulties-phonological, auditory, visual and working memory, processing deficits, word retrieval, speed, morphological and syntactic processing difficulties.
- Secondly, it was discovered that individual learners have different intellectual profiles and learning styles, thus, the education systems strive to accommodate the various learners when teaching subjects across curriculum.
- Thirdly, the result acknowledged that in mixed ability classes comprising of student diversity, teachers should adopt the eclectic approach to teaching which is based on providing an active response to diverse foreign language learning styles of learners.
- Finally, the studies reveal that in order to attain such teaching goals, the predominant professional issue in second language teaching depends on negotiating and designing individualised language learning paths, the use of Information and Communication Technology (ICT) and multi-media for students with SEN and additional learning needs (European Commission, 2005).

Foreign language learning support is delivered with the aim to improve educational services and to promote equal access to education and social inclusion of students with SEN/DDD.

Teacher education

Because of the shortfall of most inclusive education programmes in schools, other studies were embarked on the improvement of teacher education (pre-service and in-service training) or teacher role to promote effective inclusive classroom teaching and learning, teacher positive attitudes and staff collaboration (Tangen, 2005; Paterson, 2008).

The study of Tangen (2005) in Norway was based on the development of inclusive education through teacher development programme with the knowledge that the organisation and management of special education services lies within pre-service case-based training and in-service professional development. The finding discloses that the acquisition of competence and skills by special teachers and ordinary teachers is indispensable, given the fact that they work collaboratively towards a common focus. Such training enables teachers to meet new requirements widely accepted in the course of inclusive education for all (EFA) (UNESCO, 1994, 2000). Other studies (Elliot, 1991; Carr & Kemmis 1986; Ainscow et al., 2003) reveal similar results.

Paterson's work (2008) in Australia explored the thinking of high school teachers about children with learning difficulties while in practical inclusive classroom activities. The in-flight thinking of teachers discloses knowledge of individuals that were not related to the categories of those with learning difficulties. The results of this work recall the necessity for education authorities to constantly revisit teacher education programme (both pre- service and in-service training) in order to adequately equip teachers for eventualities and challenges in the course of delivering inclusive services in schools. Similar findings of other studies also reveal the issues of child-centred pedagogic activities (UNESCO, 2005) and teacher-student interaction during teaching and learning process (Good, 2003; Weinstein and Mckown, 1998; Clark, 1997) in inclusive education practices.

This subsection has reviewed previous studies on whole school, academic and social inclusion, and foreign language learning support as part of academic and social inclusion and teacher inclusive education. Each of these aspects of inclusion has been investigated alone or in combination with another. On the whole, they have been very instrumental in practical inclusive education provision. However, other research studies on practical inclusion have revealed the indispensable role of the bilingual and intercultural dimensions on inclusion. Thus, they have been included in the literature review in this study, each with a short theoretical introduction.

3.3.3 Bilingual integration education from universal perspective

Theoretical works and practical projects on bilingual dimension of inclusion

With reference to the definition of the bilingual dimension of inclusion and its diverse subtractive, additive and transitional forms (see section 1.5.2), this subsection outlines some theoretical studies and practical studies on integrated bilingual education programmes in school settings and/ or society. Examples of theoretical works completed or in progress include:

- Some works with theoretical perspectives (Skutnabb-Kangas, 2000; Bamgbose, 1991; Baker, 1996, 2001; Cummins, 1976, 1979, 1991).
- English or French/national languages in Cameroon (Tadadjeu, 1981; Constable, 1977).
- English and Setswana in Botswana (Adeyemi, 2008; kamwendo & Mooko, 2006).
- English and heritage languages in USA (Kondo-Brown, 1999, 2000; Ovando, 2003).
- Mainstream Bilingual Education project for linguistic and cultural integration of citizens of the European Union countries-English, French, German and Spanish in some schools in the UK, France, Spain and Germany (Martin, 1999, Streeter, 2000; Beardsmore, 1993).
- French and English in Canada (Lambert & Tucker, 1972; Genesee, 1995, 1979, 1987).
- English and Malay in Singapore (Dixon, 2005).
- English and Swahili in Tanzania, French and Rwanda in Rwanda, French and Rundi in Burundi, French and Arabic in some North African countries (Gрегersen, 1977).

Besides the abovementioned works, different types of empirical studies have been carried out throughout the world.

Practical bilingual integration education from international perspective

The studies in this area include those on: additive (immersion) bilingual education; subtractive (submersion) bilingual education; transition bilingual education; second or foreign language education as a specific learning requirement for students with SEN/DDD in inclusive school settings and learning language to transfer skills in non-language domains in schools. Generally, some of the studies produce similar results while others lead to controversies indicating aspects of language/academic benefits or deficits of bilingual learners.

Additive bilingual education

The experimental and pioneer integrated bilingual education study of Lambert and Tucker (1972) was carried out on early French immersion programme in Montreal, Canada. The purpose of the project was to enable English speaking students (resident in the French region of Quebec, Canada) to acquire functional competence and skills in spoken and written French while maintaining their English language learning skills. In this study, it was discovered that in the first grade, the immersion students scored relatively lower than in their English literacy skills. However, by the end of the second grade, the disparity had disappeared when English language was fully introduced in the bilingual programme. The outcome indicated that their spoken English skills had not fallen behind the normal level during the programme.

The work of Marsh et al. (2000) in Hong Kong examined the difference between students who received instruction in Chinese only and those who learn in Chinese as their first language and English as second language in the same institution. Findings unveiled that the intensive instruction in the second language enhanced the development of literacy skills in the first language.

Similarly, the enquiry of Verhoeven (1994) investigated and compared the reading ability in Turkish as L1 and Dutch as L2 of some Turkish immigrant school children in the Netherlands. The results showed some positive transfer from the L1 literacy skills to L2.

Thus, from analytical point of view, these studies have all suggested the benefits of integrated bilingual education which enables learners to transfer their L2 or FL skills to L1. Such progress and achievement in learning is enhanced by additive bilingual education. In contrast, the subtractive bilingual education underlie the educational deficit of learners' L1 skills on L2 or vice-versa, other studies have focused on the effects of L2 learning on non-language domains.

Subtractive bilingual education

In a stock taking research conducted with the aim of improving the quality of education in countries of Sub Saharan Africa by a team of researchers under the “Association of the Development of Education in Africa” (ADEA, 2006), the central concern was on different aspects of language and language policy, bilingual education (mother tongue/ official or foreign language) and mother tongue-based education. The study revealed that the current language policy and education system with subtractive bilingualism that uses only official/foreign languages as media of instruction worked well and succeeded under the colonial system in developing the leadership needed and training the manpower required by the colonial powers. Findings suggest that in the post colonial period, the use of foreign languages like French, English, and Spanish among others as media of instruction has led to barriers to accessing knowledge, communication, learning and academic development of learners in African education systems.

A series of studies conducted by Smits et al. (2008) on 160 languages in 22 countries of the South, results indicated that children who had access to their mother tongue (L1) before L2 as medium of instruction were significantly more likely to enrol and attend school while a lack of education in L1 with focus only on L2 was the significant reason for children dropping out.

Contrary to the cognitive benefit of additive bilingual education, as revealed by the first part of this subsection, the outcome of subtractive bilingual education is cognitive deficit in communication, learning and achievement of some categories of students with SEN/DDD that experience difficulties in the process of learning or transferring the learning skills from one language to another . These problems may occur either due to their culturally and linguistically diverse and disadvantaged

background (which require L2 or FL learning support as additional needs) or because of their learning disabilities (cognitive and academic problems which require learning L2 or FL as specific language requirement).

Transitional bilingual education

As part of stocktaking research studies, Alidou et al. (2006) argued that the colonial vision of Africa should and can no longer be the vision of the new Africa. Secondly the concern was on the use of mother tongue (MT) or a familiar national language (NL) and the official/foreign language as a media of instruction throughout the national education systems. Findings indicated that the use of MT or NL as the medium of instruction throughout schooling improved the teaching and learning of the official/foreign languages as a subject of learning and would ultimately make it a better medium of specialized learning whenever appropriate. This study also indicated that the use of MT as a language of instruction and official/foreign language as subjects in the education system help to bring profound social change in terms of development and social progress. The outcome of these studies have influenced the African Academy of Languages and the African Union to “declare 2006 the year of the Mother Tongue” followed by many projects initiated to implement mother-tongue based education.

In addition, due to problems arising from the inadequate management of some early and late transit bilingual education programmes, some studies have reported positive and others negative outcomes in Nigeria (Orekan, 2011); Burkina Faso, Mali and Niger in Africa (UNESCO’s EFA Global Monitoring report, 2007) and other African countries (Alidou et al., 2006).

Second/Foreign Language learning and effects on non-language domains

The work of Swain and Lapkin (1982) in Canada, for example, was focused on the use of some standardised tests in Mathematic and sciences to compare the performance of bilingual programme students with that of monolingual English language programme students. Results indicated that both set of students’ performance were consistent.

In contrast, the study of Marsh et al. (2000) in Hong Kong on non-language domain showed different findings in the use of L1 and L2 as languages of instruction. It revealed the negative effects of instruction in English as L2 on student performance in non language subjects like Mathematics, History, Geography and Science. Researchers in this study argue that the programme is a failure in terms of providing academic benefits for the students in Hong Kong as compared to similar programmes in Canada which were very successful. .

These studies suggest that language learning may lead to benefit, deficits or neutral effect on a non-language domain depending upon the nature of the programme and whether there is adequate support or not.

In the above-reviewed bilingual education literature, the effect of second language learning, especially French in Canada on first language skills (English) has shown to be positive in nearly all the studies. However, despite certain discrepancies encountered in some of the studies carried out in Canada and elsewhere, the bulk of them support the prediction of immersion programmes underpinned by Cummins theory of “developmental interdependence hypothesis” which states that “the level of first language and second language competence of a student determines if he or she will experience cognitive deficits or benefits from schooling in the second language (Cummins, 1981, 1979, 1991). In accordance with this theoretical explication, the reviewed bilingual education literature indicates that cognitive benefits or abilities acquired in the learning of one language can be transferred in another language or non-language skills. This explains why bilingual education enhances learners’ access to knowledge, communication, learning and achievement which in turn facilitate their inclusion in a bilingual/multilingual school setting and community

This subsection reveals that learners with cognitive deficits in subtractive bilingual education are often over- or under represented in special education programmes with no adequate solution to their problems (Baca & De Valenzuela, 1994). The situation calls for a necessity to find out about the influences of mother tongue, ethnic culture and social factors on the educational aspects in the interface between special, bilingual and ordinary education in one school setting accommodating students with SEN/DDD.

3.3.4 Cultural/bicultural integration education from universal perspective

Following the definition of the concept of culture in section 1.5.3, practical cultural inclusion in the literature is focused on school inclusive culture development, cultural integration by group membership, cultural integration between school and community and cultural mediation between school and community systems.

School inclusive culture development

Generally, school cultural integration takes different dimensions. Some studies in this area have focused on cultural competence, that is, celebrating differences in a multicultural schools developing to enhance education for all. For example, the work of Carrington & Elkins (2002) and Kinsella & Senior (2008) are focused towards inclusive culture development in schools striving for education for all.

In their in-depth study in a secondary school in Australia, Carrington & Elkins (2002) underscore the usefulness of the organisational support from a number of support service levels in order to meet the needs of student diversity from diverse immigrant, native Aborigine and English cultural backgrounds in the investigated mainstream schools. Findings from the study indicated: a gap between policy and practice in the schools; that support to schools at policy level is primordial; that despite the gap between policy and practice, schools that developed inclusive culture for student diversity throughout their inclusive process succeed in translating policy into practice.

Kinsella and Senior (2008) used the organisational paradigm and systemic ecological approach to describe the process of inclusive culture development in some schools with children from diverse Irish and English cultural backgrounds in Ireland. The work reveals that in order to effectively support children with and without additional educational needs in mainstream schools, there is the necessity to set up different internal systems and structures in response to the needs of student diversity. It also suggests that the culture of such organisational management helps to promote inclusion and educational achievements in the context of education for all.

Cultural integration by group membership

A study on cultural integration was concerned with the feeling, experience and practice of belonging to a group, school or community. The study of Akande (1999) in South Africa was focused on the cultural and cross-cultural assessment of self-esteem among some youths towards the Twenty-first Century South Africa and their peers of other countries in Africa and across the world. Following the analysis of the responses to a standard Self-Description Questionnaires-1, findings were diverse. Firstly, it revealed the cultural and social needs of human beings to belong to a group and the feeling of self-esteem as aspects of inclusion which influence the learning process. Secondly, it reveals, through self-description by the Black youths, that young people are important, vital and active in nation-building. Finally, it suggests that cultural and racial issues require special attention through counselling and relationship to enhance youth development and integration.

Cultural integration between school and community

Other works, for example, Lawson (2001) and Welsh and Brassart (2002) attempt to create a network connecting school and community cultures through synergetic efforts, active participation and social support of all, in order to build one national cultural identity against the globalisation culture while acknowledging differences in diverse ethno-cultural backgrounds.

The cultural integration study of Lawson (2001) elicits some key features of citizenship education to enhance academic and social inclusion of learners in schools and communities in the UK. The cultural education programme is designed to construct citizenship, national identity and values which must be upheld against the imposing cultural and economic globalisation, according to Lawson, that threatens the cohesion of nation-states. The results of the study indicate that problems of cultural inequality are resolved through different means: equal, just and social participation of all learners in school and community cultural activities regardless of their cultural background; enhancement of diversified experiences; unity and collaboration between schools and communities; promotion of high academic achievement in schools due to the development of physical participation of students who acquire general knowledge and understanding in school and community life skills. The results also suggested a mutual understanding between all citizens regardless of age, gender,

ethnicity, race disability, cultural or social background and consequently a collective struggle against all forms of exclusion.

Similarly the work of Welsh & Brassart (2002) in England and France respectively is concerned with cultural and social inclusion of children with disabilities and those from disadvantaged backgrounds in schools. The results suggested that poverty, deprivation and social exclusion constitute factors of barriers to academic achievement for a high proportion of the student population in the investigated districts and schools in both countries. In addition, the results indicated that: due to the high competition and market context of the school system, only a small proportion of students from disadvantaged backgrounds have access to secondary education; for those accepted in schools, many are unable to participate fully and actively in the educational activities provided. Some structural solutions to the problems and a transactional policy model are provided to help remove the barriers to academic, cultural and social inclusion.

Cultural mediation between school and community systems

Some studies have been carried out on mainstream school cultural integration of students from minority culturally and linguistically diverse backgrounds often over-represented in SEN provision (Symeonido, 2009; Berhanu, 2006) each with a different approach and orientation.

Symeonido's (2009) work in Cyprus focuses on the impact of cultural integration education of disabled people in schools and communities from a historical perspective. The relationship between cultural disability, segregation, medicalisation and charity is examined and analysed. The study argued that in order to overcome the cultural inheritance deeply embedded towards non-inclusive practice of the disabled, there should be greater joint collaboration between the state, religious, society-run charity groups and schools to improve the integrated services. It also suggested the necessity to create specialised medical support centres incorporated with academic and vocational training in order to improve the condition of people and children with disabilities and to facilitate their integration. The work also reveals that although cultural reproduction is necessary in preserving values and norms, the culture of

exclusion of the disabled in the society must be changed to inclusion, in conformity with the international basic human rights advocacy.

In the work of Berhanu (2006), Black Jewish children of families returning from long exile in Ethiopia experience barriers to cultural integration in their new schools in Israel. Because of the cultural discordance between the two societal systems, the school integration which takes the form of acculturation and assimilation creates factors of barriers to their academic achievement and social inclusion. Results from the study indicated that discordance between the two cultures influences the teaching methods, learning styles, the socialization climate in the school, patterns of school work and the disadvantaged background of the Ethiopian children. The study also reveals that in order to achieve effective cultural integration of children from the minority backgrounds into a mainstream school setting, there should be “intercultural mediation” in the form of cultural, linguistic and other special support provision. Similarly another work has raised the effect of community culture as factor of disproportionality underlying special education services for children with immigrant backgrounds in European schools (Berhanu & Dyson, 2012).

Generally, with regard to the cultural dimension of inclusion, most of the studies have focused on different approaches to support services through programmes tailored in response to the needs of some categories of learners in schools. The challenges raised in the field of special education include additional provision to children with SEN/DDD, especially those from socio-economically, culturally and linguistically diverse and disadvantaged backgrounds to facilitate their adaptation to the mainstream school teaching/learning styles, socialization, understanding contextual meanings and academic development. However the studies also raise the issue of cultural identity and group membership which are vital aspects of inclusion.

3.4 Limitation of reviewed studies and proposed approach to inclusion

Through the range of empirical studies reviewed in this chapter, a variety of aspects, dimensions and areas have been examined in the field of inclusive education. The various international approaches to practical school inclusion according to the literature may be classified under different categories namely academic, social,

academic/social, bilingual, cultural, bilingual/cultural, social/cultural among other dimensions of inclusion.

The reviewed literature indicates that the academic and social aspects of inclusion have been studied extensively with many successful and unsuccessful programmes in response to the needs of diverse categories of learning difficulties examined. However, although few studies have attempted to connect the academic and social dimensions of inclusion to the bilingual and cultural dimensions within the same educational programme, there is limited or no effective liaison between the four dimensions in any of the investigated school contexts. On the whole, most studies on academic and social aspects of school support services are inclusion oriented (the school system adapts to learners' needs) while those of bilingual and cultural support services are integration oriented (students struggle to adapt to school system needs). The latter group of studies indicate that most students of the minority or marginalised linguistic and disadvantaged cultural backgrounds in such school settings often struggle on their own. Thus, those unable to adapt to the mainstream school language and culture that enhance learning and active participation in curriculum, easily become underachievers and eventually excluded.

In the area of bilingual education, on the one hand, the bulk of the studies are focused on subtractive bilingualism which suggests a deficit in linguistic integration through assimilation or acculturation of learners since some of the schools fail to introduce immigrant or indigenous languages in the national education system (Smits et al., 2008; Marsh et al., 2000; Alidou et al., 2006). Similarly, the heavy reliance on only (official/foreign) languages also known as international languages of wider communication (English, French, Spanish, Arabic and Portuguese) as the medium of instruction in schools instead of developing and using mother tongues (MT) in some countries in the South, especially Sub Saharan Africa (Alidou et al., 2006), is already an aspect of educational exclusion. Most of these studies suggest that subtractive bilingual education that undermines the use of mother tongue as a subject and medium of learning in mainstream school leads to linguistic and cultural underperformance, academic underachievement and exclusion of learners with special needs (Alidou et al., 2006; Smits et al., 2008; Chuo & Walter, 2011). However, no study has examined how the language factor, in terms of second and foreign

languages as media of instruction, influences the differences in individual/group learning styles, academic development and achievement.

On the other hand, many studies on additive bilingual education have been conducted that indicate the beneficial role of L2 or FL on L1 and non-language subjects in education in different countries of the North. Such studies are very limited in countries of the South, especially Sub Saharan Africa where mother tongues are not yet developed or raised to the status of official language and medium of instruction in schools. Generally, the discourse raised by the studies on subtractive and additive bilingual education is focused on students with L2 learning difficulties as additional needs arising from socially, linguistically diverse or socio-economically disadvantaged backgrounds (Alidou et al., 2006; Smits et al., 2008) and those of L2 learning difficulties arising from disabilities based on language and cognitive problems (European Commission, 2005). However, the majority of studies in the latter group are concerned more with student disabilities and social support services and less on the abilities in learning in a highly diversified inclusive school setting.

In the area of cultural education, the bulk of the reviewed studies are focused on cultural integration in school and community contexts. Many are concerned with the acquisition of mainstream cultural competence through mediation between the minority and majority cultures co-existing in the school context (Berhanu, 2005) or direct acculturation or cultural assimilation of students from the minority backgrounds into the dominant mainstream school and community culture (Welsh and Brassart, 2002). The differences in the minority and majority cultural systems as evident in conflicting values, norms, identities, attitudes and learning styles produce barriers in the process socialisation, learning and educational achievements for students with cultural disabilities originating from their minority culturally disadvantaged background (Berhanu, 2005, 2006; Lawson, 2001; Welsh and Brassart, 2002; Bhopal and Meyers, 2009). Thus, the studies have concentrated on cultural integration or assimilation rather than cultural inclusion of learners with relevance to their cultural rights and identity. Although some studies have attempted to address the issue of inclusive school culture (Carrington & Elkins (2002) and Kinsella & Senior (2008) and others have attempted to connect the cultural, social and academic aspects of inclusion (Berhanu, 2005), the bilingual aspect is not examined. Besides that, there

is no elaborate description on how these aspects of support services are practically managed through the stages of educational input, processes or outcome to enhance effective school inclusion.

Thus, in most of the reviewed studies, unlike the academic and social aspects of school services which are entrenched in human right perspective or inclusion, those on the bilingual and cultural dimensions are focused on integration. However, although few studies have attempted to investigate some of these dimensions of inclusion within the same educational programme, there are limited liaisons between them in any of the investigated school contexts. Consequently, as contribution to these gaps in inclusive education literature, the present study proposes another approach.

Proposed approach to inclusion

The principle of EFA is for all children to have the opportunity to learn while that of inclusive education is for all children to learn together in one mainstream school setting within their community (UNESCO, 1990, 1994). Although a combination of these principles were originally meant for basic education services, many countries are now extending their application to secondary education level. The principles of EFA and inclusion (UNESCO, 2005) underpin the whole school approach to educational services which takes into accounts student diversity, that is, individual and group needs (OECD, 2003). In this regard, following the explanation in section 2.6.3 on the circumstances for change towards school improvement in the Cameroonian education system, this study is focused on whole school inclusion.

Unlike the traditional approach to inclusive schooling which involves only the minority group of learners identified with SEN, their individual classroom teachers and parents as revealed by most studies in the reviewed literature, this whole school approach is focused on the inclusion of student diversity, especially those with SEN/DDD in two mainstream schools delivering multidimensional support services. Through the whole school approach, the concept and phenomenon of inclusion are examined, understood and managed within a wider perspective. All teachers, students (with and without SEN), the entire school, parents and the community are sensitised and actively involved in the process of school inclusion that operates in collaboration with other community support services (1.5.1 and 2.4).

Of the reviewed studies, besides the observation that the academic and social aspects of most mainstream school services are inclusion oriented and those of bilingual and cultural/bicultural are integration oriented, none of the studies has investigated these four major aspects of support services in one school setting. In this regard, the Cameroonian education system offers such a research opportunity because of its whole school approach to educational services tailored in response to the needs of student diversity including those with SEN/DDD. Its whole school approach to inclusion is widened to incorporate many dimensions of educational services (section 2.6) in order to enhance participation of all in learning and achievement in the same mainstream school settings. Any research focused on these four dimensions of support services may sound complex and too demanding. However, the orientation of this whole school approach is to elicit in-depth understanding of the meaning and practice of inclusion in relation to schools developing inclusive culture. The schools strive to identify and meet the needs arising from both student diversity and the schools themselves as learning and developing organisations. This school improvement project, in line with the Cameroon government action plan of EFA and inclusion of 1998, is designed to understand and explicate how mainstream schools conceptualise and implement their inclusive education services. Although the investigated mainstream schools also practise academic and social inclusion, the uniqueness of their cultural and bilingual dimensions of inclusion has much to offer in terms of contribution to the gap in this area of inclusive education literature.

The unique circumstance of the complex Cameroonian bilingual mainstream school system, co-locating Anglophone and Francophone education subsystems, each independent with its own educational programme: curriculum, methods of teaching, evaluation and certification, presents an interesting investigation site. These locational and physical inclusion settings strive to promote educational participation of all through specific organisation and management of support services. The dual approach to subtractive (submersion) bilingual education services which imposes the use of English and French (official/foreign) languages also raises the issue of mother tongue-based education deemed necessary for accessibility to Education for All (EFA) through effective communication, learning, knowledge acquisition and achievement.

Identifying and describing the multiple challenges encountered by student diversity in the process of learning and the strategies used by schools in the process of organising and managing inclusive support services constitute the object of this enquiry. As envisioned by the Cameroon government in response to the bilingual special education needs of student diversity in the mainstream school settings, some national laws have been enacted and their texts of application (policies) formulated to guide inclusive education services (2.6). The state mainstream school improvement project provides a reconstruction of bilingual special education interface, that is, a combination of ordinary, bilingual and special education services to student diversity in some mainstream school settings in order to attain the goals of EFA and inclusion. Thus, this investigation is based on how those multidimensional support services are organised and managed in the whole school settings within the Cameroonian school context tailored in response to the needs of the students with SEN/DDD.

3.5 Statement of problem

Although inclusion is internationally well established in many national education systems and school settings, it is still a contested phenomenon. Consequently, inclusion is generally tailored in response to the special needs of student diversity to enhance their learning and achievement with relevance to a given time and space of provision. In Cameroon, inclusive schooling is complex and influenced by multiple problems arising from the macro- and micro-systems of the national educational services. The centralised characteristics of the national education system underlie the nature of mainstream schools' internal organisation and management of support services for student diversity including those with SEN/DDD.

At the macro-system level, problems arising from political, cultural, social, health, educational and economic factors tend to inhibit the implementation of the 1998 official action plan of EFA and inclusion in mainstream schools. Politically, the policy and legal frameworks (2.6) enacted to guide inclusive school practice are neither fully implemented nor supported by adequate human, material and financial resources in schools. Consequently, only few students with severe disabilities benefit from partial social and educational support provision in the national education system (CRI-Project Cameroon, 2008). Besides that, there is no officially established

multidisciplinary (health, social welfare and educational) mechanism to support schools and their stakeholders in the process of inclusive education provision (UN, 2001). Hence, the bulk of children with diverse categories of mild, moderate and specific SEN/DDD in mainstream schools are, in my experience, rarely identified nor supported through the officially guided and legally established formal procedures. In addition, some societal negative attitudes due to cultural beliefs in disabilities (Yuh, & Shey, 2008), unawareness of SEN/disability issues (Michailakis, 1997; UN, 2001), lack of organised social support system, specialised health and educational services and unfavourable economic conditions influence the characteristics of special support services in schools and communities (section 2.4).

At micro-system level, inclusive schooling is focused on student diversity. Besides the crucial problem of code of practice and assessment frame for special needs identification and support provision to various students with special needs (CRI Project Cameroon, 2008, section 2.4), there is also the issue of language. The use of French and English (official and foreign languages also known as International Languages of Wider Communication) as media of instruction and compulsory subjects of the curriculum, in lieu of mother tongue, inhibit student opportunity and ability to learning and achievement in schools (Alidou et al., 2006). Although the compulsory bilingual (English/French) education programme has been instrumental in facilitating school, community and societal integration of some citizens over the past five decades (MINESEC, 2005), it has also been the primary cause of academic disappointment, professional frustration and institutional exclusion or withdrawal of many learners in the secondary and tertiary levels of the education sector (Jikong, 2003; Kouga, 2007), probably due to its organisation and management strategies which are not fundamentally entrenched in human right perspective. Such circumstances of subtractive bilingual education (Mother tongue-English/Mother tongue-French) raise the issue of the official and school provision of language learning, academic and other support services, in respond to the needs of student diversity experiencing different categories of SEN/DDD in mainstream schools within the national education system.

Practically, the mainstream secondary schools, created with the responsibility of providing education for all, experience many challenges (Tamukong, 2004). The

official legal and policy documents acknowledge the formal placement or transfer of some students with SEN/DDD from special schools into mainstream school without prior provision for sufficient support resources like inclusive staff, curriculum, adaptable didactic materials and fund by MINESEC/MINAS (Tukov, 2008; CRI Project Cameroon, 2008). The under-resourced nature of schools affects their organisation and management of support services and the expansion of inclusive infrastructure amid other school development projects. This has resulted in the large class size, high student /teacher ratio, among others (UN, 2001; UNESCO, 2008) which limit the schools' focus on problems of students with SEN/DDD. In addition, due to the highly centralised nature of the national education system, there is limited autonomy for individual teacher or school to take decisions (MINESEC et al., 1990, 2004) on individual/group needs of students with SEN/DDD. These problems underlie some of the factors influencing school support provision and account for the high rate of school underachievement, drop outs, failures and exclusion.

In response to these problems, this whole school study is designed to investigate and understand how support services for students with SEN/DDD are planned and organised in accordance with the government action plan of EFA and inclusion of 1998 in two mainstream secondary schools in Cameroon.

3.6 Research aims and questions

The overall aims are:

To capture the complex characteristics of whole school inclusion;

To understand how whole school approach to inclusion is conceptualised and implemented in a mainstream school context;

To understand how inclusive education services are organised and managed in schools that strive to meet the needs of student diversity

Research Questions:

The six major research questions of this study used in the two mainstream schools include:

How is inclusion understood and practised?

How are inclusive education services conceptualised and implemented?

How do the schools accommodate and plan for diversity?

What is the role of bilingual and cultural inclusion?

How are parents and community involved in school inclusion?

What are the problems and barriers to inclusion?

3.7 Summary

This chapter has navigated key aspects of inclusive literature review in different perspectives: from universal perspective; inclusive education in Africa and Cameroon; practice of secondary level academic, social, bilingual and cultural dimensions of inclusion in countries of the South and North. It should be acknowledged that the role of the international community under UNESCO, national governments, private organisations and major theoretical and practical works have all influenced the present state of the highly contested field of inclusion . Nevertheless there is always a gap in certain areas within the field which require further attention. This empirical study conducted in two mainstream secondary schools intends to contribute to a gap in bilingual and cultural dimensions of inclusive education literature. The next chapter gives a description of the methodology used in conducting the field enquiry.

Chapter 4: Methodology

4.1 Introduction to the study

This chapter presents the background information of the schools which are sites of investigation, the rationale, philosophical description, research design, sampling population, methods of data collection and analysis, methods of verification and ethical issues of the study.

4.2 Rationale for the study

In Cameroon, inclusive education provision in mainstream schools is complex as revealed by the official laws and texts of application (2.6) advocating support for student diversity. As outlined in the introductory chapters, the review of the national inclusive education literature and the statement of problem, the series of barriers arising from cultural, social, economic and political factors that influence mainstream school practice indicate that inclusive schooling for children with SEN/DDD and special abilities in Cameroon still faces many challenges. Besides that, since inclusive education goes beyond support services to enhance quality and standard of education, the re-organisation and management of mainstream schools in collaboration with stakeholders in the national education system has been top priority in the government agenda since 1998 when the education reform law and policy came into force.

The research is carried out in response to the abovementioned circumstances that underlie the challenges encountered by student diversity and inclusive schools throughout all stages of educational inputs, processes and outputs as well as to help uphold quality and standard of education within the national education system.

It is focused on understanding the organisation and management of inclusive education services in two mainstream secondary schools which have been implementing the state action plan of EFA and inclusive education initiative between 1998 when it came into force and 2010 when the study was conducted.

The empirical study is an evidence-based project designed to examine inclusive education services, to understand how the investigated schools identify and remove or reduce barriers to learning and educational achievement and overcome exclusion of children with SEN/DDD.

4.3 Qualitative research and philosophical approach

In this study, I have used a qualitative research approach. Although qualitative research studies may be rooted in different philosophical traditions, this study is driven by interpretivist/ constructivist assumptions (Mertens & McLaughlin, 2004). This implies that the meaning of the phenomenon under investigation is interpreted and understood as socially constructed by individuals in the given society (Lincoln and Guba, 1985). An interpretivist approach is focused on understanding the meaning events have for persons and contexts being studied. These are explicated through the ontological and epistemological orientations (Maykut & Morehouse, 1994).

4.3.1 Ontology

Ontology is the philosophical supposition that addresses the question: “what is the nature of reality?” In this qualitative research, reality is understood to be the result of a process of social construction. This implies that there is no one reality that is waiting to be “discovered” as a positivist orientation (Lincoln and Guba, 1985). Since the phenomenon of reality is perceived as the sum of multiple truths or social construction gathered from participants in a social world, the focus of this interpretive study is, therefore, to describe what is seen and heard in the investigated site that counts as evidence in the enquiry. In line with this philosophical assumption, what is presumed to be true in the investigated social world of this enquiry functions as diverse realities that form an interconnected whole. For example, a variety of responses collected to the first research question might indicate that the “concept of inclusion in the Cameroonian school context” is a socially constructed phenomenon that means different things to different interviewees at the same place and time. Thus, the phenomenon of inclusion may be defined, understood, practised and experienced in different ways by different participants, according to their role, for example, head

teachers, teachers, students, parents and administrators even within the same school context.

4.3.2 Epistemology

The epistemological assumption of qualitative research deals with the origin of knowledge, that is, it answers the question: “what is the relationship between the knower and the known?” Orientating this assumption towards the role values play in the course of constructing knowledge is crucial (Maykut & Morehouse, 1994). This implies that as a researcher, I have to study and elicit the full meaning of a phenomenon as depicted by participants through their words and actions in the social world under investigation without necessarily going against their cultural norms and values or those of the qualitative research tradition. In this qualitative study, since truth is social construction of multiple realities, this implies that knowledge construction is connected to the knower. Unlike quantitative research in which knowledge can be separated into parts examined individually and whereby the knower (researcher) can stand apart, in this qualitative research, knowledge is constructed in one whole and not totally separated from me as the knower. Thus, both myself as researcher and the research enquiry are inseparable. We are co-constituted in one world because I am the main instrument of data collection in the site. Hence, I do not only conduct live interviews with participants in the natural settings but I am also a participant-observer in many practical curricular and extra-curricular activities in the school inclusive process as well as analysing and reporting the enquiry. It is only through this inseparable relationship between me and my enquiry that knowledge about reality, that is, the phenomenon of whole school inclusion can be effectively constructed, interpreted and understood.

4.4 Methodological approach and Methods

4.4.1 Qualitative research design: Case study

This enquiry is a case study research design within the descriptive and interpretive approach. It is a snapshot of a case study in two natural settings according to the model of Yin (1993, 1994). I have chosen the case study research design strategy

because the research topic focuses on contemporary events which take place in real life situations where by natural settings are used as sites for the enquiry. Case study research is more appropriate for this enquiry because it is reliable in describing complex phenomena in real life settings (Yin 1994; Stake, 2000; Koppenhaver and Yoder, 1992). The multiple case study is descriptive and explanatory. It sets out to discover what actually goes on in each of the two secondary schools, gives a descriptive snap-shot view of the various forms of the phenomenon of inclusion under investigation and explicates the unique characteristics of the culturally driven inclusive practice in the schools.

4.4.2 Researcher's relationship with the study

As researcher of this qualitative enquiry in a natural setting, I was not only an instrument of data collection but also participant in most of the events during the entire field work on both sites. However, although a teacher in another institution, I was an “outsider” rather than “insider” in those schools in which the enquiry was conducted. I interacted not only with the recruited participants, selected members of staff, students, parents and the local pedagogic inspector who were the main participants, but also with other members of staff and students. Thus, I spent some time closer to the participants in both schools and communities studied in order to observe the inclusive schools' organisational settings, target population, their practical curricular and extra-curricular activities in order to have access to substantial data on the whole school inclusive process. However, although many colleagues could give me more information requested, many were still sceptical on sensitive issues like school policy, management strategies, role of education hierarchy, and the like, despite the initial guarantee of confidentiality and anonymity. Some of these constraints could have been overcome if I were an insider of the schools. Nevertheless, this did not hinder me from obtaining the substantial data desired.

In terms of power relationships between the recruited interviewees and myself, in accordance with the ethical rules of qualitative research, some precautions were taken before, during and after the interviews. Before the interviews, the participants were recruited through an agreement which covered confidentiality and anonymity. During the interviews, they had freedom of choice of time and venue of the exercise and freedom of expression of views while I merely directed the trend of interaction in line

with different aspects of the investigated phenomenon on the interview guide. After the interviews, they were presented the audio-taped or summarised versions of their views to confirm or modify where necessary before the systematic, rigorous and inductive analysis of the data was carried out. These stages were to ensure that any power relationship during the knowledge co-construction by myself, as the researcher, and those researched, the participants in their social world, had minimal impact on the research results.

4.5 Research design: practical case study

4.5.1 Criteria and rationale for case selection

The research project on inclusive education was carried out in two mainstream secondary bilingual schools in the South West Region of Cameroon. Through out this work, they are referred to as School A Case 1 and School B Case 2, each designed with inclusive orientation as described in section 1.5.1 of whole school system approach to inclusion.

The two schools have been selected because of many differences which enable me to analytically compare and contrast their inclusive orientations. Such a comparative procedure is to enable the study to obtain an in-depth knowledge of the investigated phenomenon and to draw more valid and reliable conclusion about the research as a whole.

Firstly, both schools are government institutions and their locations are catchment areas for a diversity of learner populations in an urban and, in a semi-rural setting. Secondly, they are highly committed to an inclusive ethos that guides their daily practical activities. School A is historically the cradle of national bilingualism and biculturalism, the key aspects of the nation's inclusive education system, while School B is currently one of the regional pilot centres for the national programme on "special bilingual education", that is, an advanced stage of practical bilingual and bicultural inclusive education. Thirdly, both institutions are close to and benefit from the expertise of the University of Buea whose faculty of education currently runs special education courses. Finally both schools are under the same Regional and

Divisional Delegation of Education which keeps them under constant monitor, control and inspection to ensure that they uphold the quality and standard of education within the national system.

The selection of state run institutions (bilingual mainstream schools) directly under the Ministry of Secondary Education (MINESEC) is more promising because they operate in line with the ongoing government EFA action and school improvement plan of 1998 alongside the Millennium Development Goals (MDGs) of 2005-2015 (MINESEC et al, 2004). The rationale behind the choice of these schools is not to impose the western oriented ideology and concepts on the characteristics of inclusive schools but rather to explore the situation and discover how the Cameroonian education system conceptually and operationally organises and structures its inclusive schooling to meet the needs of a diverse learner population.

The schools have been identified as inclusive because they accept all categories of learners in conformity with the school law which stipulates that the state shall guarantee equal opportunities for education to all without discrimination as to gender, political, philosophical or religious opinion, social, cultural, linguistic or geographical origin (MINEDUC, 1998). Besides that, their “Internal Rules and Regulations” make strong emphasis against discrimination which is usually responded with heavy punishment. Many inclusive structures have also been put in place and practical inclusion is encouraged and promoted in all school curricular and extra-curricular activities.

In general, the schools have a strong inclusive ethos and have been officially approved through inspection and control by the local, regional and national pedagogic inspectors as exemplary inclusive (bilingual) schools.

4.5.2 Description of Secondary School A (Case 1)

The first case is School A. Tables 4.1 and 4.2 indicate that the total number of students on roll was 2826 of the age range, 11 to 18 years and 24 years for students with SEN/DDD. There were 207 members of staff and 667 pupils with SEN/DDD. Table 4.2 further reveals that the bulk of SEN/DDD (about 25% of student

population) arises from: bilingual education (second/foreign language learning) problems due to the socio- linguistically/culturally disadvantaged background of learners; socio-economic problems due to the low income background of learners; mental or cognitive disability which underlie the speech, language and communication needs and other problems that influence learning difficulties.

Table 4.1: School A 2009/2010 academic year

| Student Enrolment Report | Total |
|--|--------------|
| No of Anglophone Students | 1884 |
| No. of Francophone students | 942 |
| Grand Total No. of students on roll | 2826 |
| No. of boys | 1326 |
| No. of girls | 1500 |
| Staff (Full Time) | 165 |
| Staff (Part Time) | 42 |
| Total No. of staff members | 207 |
| No. of Anglophones students with SEN/DDD | 447 |
| No of Francophone students with SEN/DDD | 220 |
| Total No. of students with SEN/DDD | 667 |
| Average class size | 64 |
| Average teacher student ratio | 1:42 |

Source: School A Annual school report, 2009/2010

Table. 4.2 Categories of students with SEN/DDD in School A

| Official (MINAS) categorisation of people/ children with SEN/DDD (in terms of disabilities) | School categorisation of students with SEN/DDD (in terms of difficulties in learning and disadvantages in background) | Total number of students |
|---|---|---------------------------------|
| Total number of students | on Roll: | 2826 |
| Total number of students | with SEN/DDD: | 667 |
| Social/ cultural disability | Second/Foreign language Learning difficulties (Compulsory Bilingual Education) | 201 |
| Mental/ social disability | Speech, language/communication problems | 50 |
| Mental/Social disability | Repeaters/ learners with academic warnings | 30 |
| Mental disability | Slow learners | 50 |
| Mental Ability | Fast learners | 40 |
| Mental/ Social disability | Stubborn learners (anti-social problems / disciplinary warnings) | 10 |
| Physical and/or motor disability | Handicapped students (physically disabled) | 8 |
| Sensory disability | Hearing problems | 2 |
| Sensory disability | Sight problems | 5 |
| Social disability | Socio-economic related problems (Disadvantaged background) | 250 |
| Social disability | Spiritual problems/ (Initiation into secret cults) | - |

| | | |
|---------------------------|--|----|
| Mental/ social disability | Dismissed/at risk students (School expulsion) | 15 |
| Social disability | Self withdrawn, drop out/ other reasons | 6 |

Source: MINAS, 1977, 2005; School A Annual Report 2009/2010, Disciplinary and other records, Results Report Books.

School A is geographically situated in Buea, in the English speaking zone and its sister institution in Yaoundé, in the French speaking zone of Cameroon. These institutions were the first two state secondary schools, formerly known as the federal grammar schools, to be created by the government of Cameroon in early 1970's with the aim of enhancing school and national (official) bilingualism and biculturalism and general academic development of young citizens. Since the concepts of bilingualism and biculturalism have become the fundamental frameworks for national unity, in order for them to have nationwide impact, many other bilingual institutions have been created in all the local administrative catchments areas over the past five decades.

Historically School A was created in 1963 at Man O' war Bay, Limbe (then Victoria) and was later on moved in 1969 to its present location, in Buea. This institution is commonly referred to as the "cradle of bilingualism in Cameroon" (Annual School Report 2009/2010) because of the early influential role it played together with its counterpart in Yaoundé, as pioneer inclusive bilingual institutions, in training bilingual citizens and disseminating bilingualism nationwide. Its location in an urban and central part of a town makes it easily accessible. The sole main entrance as well as the other secondary roads leading the school ground are paved and it is surrounded by a three and half metres high concrete fence in which some recalcitrant students still succeed in boring escape holes especially in the rear hidden angles of the large school enclosure.

Physically, except the flat assembly ground located at the main entrance, the whole topography of the school setting is uneven. The architecture of the main school blocks that were built without the disabled in mind remains practically inaccessible for those with mobility needs. Considerable human support is required for such students to

access the school environment and classrooms, especially in the third and fourth floor buildings which do not have lift facilities. Besides the accessibility problem for the few students with such needs which is usually resolved with the support of a relation, friend, classmate or even members of staff, the school has many facilities, as indicated in table 4.3, which are additionally supportive to all.

Table 4.3: Additional support facilities to all students and teachers

| |
|---|
| 1. Hygiene and sanitation facilities |
| 2 Blackboard renovation at the beginning of each academic year |
| 2 Free chalk, exercise books and teachers' manuals offered to teachers |
| 3 Some stationary given to administrative staff |
| 4 1 Library and 3 science laboratories |
| 5 1 Multimedia centre with 92 modern computers for teachers and students to carry out research |
| 6 Essential record of work books and registers for teachers |
| 7 Infirmary with drugs and some trained nurses to administer first aid, there are beds and cupboards and the school bus is used to transport patients with serious cases to the general hospital in town. |
| 8 Award of school bursary to some qualified students |
| 9 Three water points are available and in good condition |
| 10 Modern and pit toilets are available |
| 11 The campus is electrified, all classrooms have enough light and ventilation |
| 12 Of the 64 Classrooms available, 15 are provided by PTA and 49 by the state |
| 13 Administrative block for assembly and morning devotion |
| 14 Staff room and school canteen |
| 15 Home Economic Centre |
| 16 Discipline Office |
| 17 Guidance Counselling Office |
| 18 Staff quarters and kitchen |
| 19 Gymnasium among others |

Source: School A Annual school report 2009/2010

Established within the catchments area, this mainstream (bilingual) school is a co-location of the English and French media junior secondary and high school units.

Although each of the school units manages its separate curriculum, curricular activities and prepares its students for evaluation and certification, extra-curricular activities are delivered in collaboration to all students of the Anglophone and Francophone sub-systems. Through the activities of these two co-habiting units, the school creates several opportunities for socialisation, cultural exchange, intellectual interaction and academic development between students from both schools' subsystem units.

In terms of organisation and management, the school has administrative, counselling, disciplinary and other support structures, each with defined functions in coordinating activities for the wellbeing of students and staff as well as the smooth running of learning and teaching activities.

Besides regular attention paid to students with diverse categories of SEN including those with talented and gifted abilities, the school often features among the top institutions on the annual academic league table and it is also nationally reputed for the reason that most of its graduates are easily absorbed into the public and private sectors of the national economy. In the 2008/2009 academic year, the school leaving certificate exams results were very impressive, an achievement, just like in previous years, that both staff and students pride themselves of. The inspection and control results from the Regional and Divisional Pedagogic Inspectors as well as feedback from important visitors like local administrative authorities also confirm the high level of the inclusive orientation of the school.

4.5.3 Description of Secondary School B (Case 2)

The second case is School B. Table 4.4 indicates that the total enrolment is 1450 students of age range 11 to 18 years and a staff of 110 members. Table 4.5 shows that the total number of students with SEN/DDD is 378, that is, just over 25% of the total student population. The bulk of these students have bilingual education (second/foreign language learning) difficulties, socio-economic problems, cognitive problems and specific ability support needs. Like in School A, only students with severe physical and sensory (hearing and sight impaired) disabilities are officially considered to be in need of special support.

Table 4.4: School B 2009/2010 Academic year

| | |
|---|-------------|
| Student Enrolment Report | Total |
| Total No of Students | 1450 |
| Total No. of staff members | 110 |
| Age range of students 1 cycle | 12-18 years |
| Age range of students 2 nd cycle | 15-22 years |
| Average class size | 66 |
| Total No. of Anglophones with SEN/DDD | 234 |
| Total No. of Francophones with SEN/DDD | 144 |
| Total No. of students with SEN/DDD | 378 |
| Average class size | 58 |
| Teacher student ratio: | 1: 55 |

Source: School B Annual School Report, 2009/2010

Table 4.5. Categories of students with SEN/DDD in School B

| Official (MINAS) categorisation of people/ children with SEN/DDD (in terms of disabilities) | School categorisation of students with SEN/DDD (in terms of difficulties in learning and disadvantages in background) | Total number of students |
|--|---|---------------------------------|
| Total number of students | on Roll: | 1450 |
| Total number of students | with SEN/DDD: | 378 |
| Social/ cultural disability | Second/Foreign language learning difficulties (Compulsory Bilingual Education) | 110 |
| Mental/ social disability | Speech, language/communication/ social interaction problems | 25 |
| Mental/Social disability | Repeaters/ learners with academic warnings | 25 |
| Mental disability | Slow learners | 25 |
| Mental Ability | Fast learners/ Special Bilingual Education | 30 |
| Mental/ Social disability | Stubborn learners (anti-social problems / disciplinary warnings) | 13 |
| Physical and/or motor disability | Handicapped students (physically disabled) | 6 |
| Sensory disability | Hearing problems | 2 |
| Sensory disability | Sight problems | 4 |
| Social/ economic disability | Socio-economic related problems (Disadvantaged background) | 115 |

| | | |
|---------------------------|---|----|
| Social disability | Spiritual problems/ (Initiation into secret cults) | 3 |
| Mental/ social disability | Dismissed/ at risk students (School expulsion) | 15 |
| Social disability | Self withdrawn, drop out/ other reasons | 8 |

Source: MINAS, 1977, 2005; School B Annual School Report 2009/2010, Disciplinary and other records, Results Report Books.

This institution is geographically located in a semi-rural area of Muea. It attracts a diversified student population, for example: Francophone; Anglophone; disabled; disadvantaged; non disabled; the talented and gifted; those from the remote countryside; drop outs from different urban schools who want to try another opportunity in academic life. The reason is that the rural locality of Muea is fast growing as a commercial centre with a big market for both fresh country farm produce and modern industrially manufactured goods from other cities. Because of its cheap cost of living many people have been relocating from the urban part of Buea to Muea which is home to many primary schools, few private colleges, a newly opened Catholic University and the state University of Buea in the Molyko neighbourhood.

Historically, the secondary school was created by the Ministerial degree in 1991 and was later upgraded to a high school in 2006. Because of its impressive developmental projects and promising activities, it has been selected as the pilot centre for bilingualism in Fako Division in the South West Region of the country.

In terms of physical accessibility, the school is located few kilometres away from the busy Muea market, shopping centre and car park. From the main tarmac road, there are two secondary grade roads converging into one main entrance to the school. Although the roads are sometimes almost impassable due to over dust and over mud during certain periods of the year, the surrounding even landscape is often very attractive and the school is generally accessible to all including those with mobility needs. It is enclosed in a semi-permanently structured fence. Except parts of the administrative block and few classes which have slightly elevated foundations and

stairs that pose some problems, the whole school environment is flat and the entire school architecture is a one floor building. This makes the school grounds and classroom easily accessible to all learners including the few ones with mobility needs who easily bring their tricycles and crutches right into the classrooms.

At the level of organisation and management, School B is a bilingual school co-locating the English speaking medium and the French speaking medium junior secondary and high school units. It is designed to promote the official bilingualism and biculturalism as an instrument of school and national integration. Each of the school units manages its curriculum, pedagogic processes, evaluation and certification with the exception of extracurricular social and intercultural activities which are jointly run by both units for the entire student population. Because of its strategic location in Muea, School B has many feeder primary schools. Consequently, in accepting a wide diversity of learner population, much emphasis is placed on school integration, learning and achievement. Students, whose special educational needs cannot be met in ordinary classroom contexts, are encouraged to attend free evening classes occasionally organised by the staff for underachievers and final year students. Others are also encouraged to attend payable evening schools to complement learning in areas of their academic weaknesses. The school, therefore, creates learning and development opportunities for all categories of students with SEN/DDD. These commitments are reflected in the school's Internal Rules and Regulations and each annual school report.

In order to effectively manage its educational programmes and inclusive development project as outlined in the school Rules and Regulations, School B has set up some basic structures as illustrated in table 4.6, each with separate functions coordinated by the principal, vice principals and the administrative staff.

Table 4.6: Supportive structures for general and inclusive educational activities

| | |
|----|--|
| 1 | Hygiene and sanitation is promoted by the health and sanitation club |
| 2 | Departments that hold regular staff meetings to manage departmental issues |
| 3 | Pedagogic activities such as curriculum, syllabus, teaching/learning, staff development seminars/ workshops, general, HOD and administrative staff meetings monitoring educational activities |
| 4 | 1 Reading hall for students, 1 library and 2 laboratories |
| 5 | Counselling service to support staff and students on individual and group basis |
| 7 | Clubs for social and cultural activities: bilingual, Francophonie, Commonwealth, UNESCO, Arts, singing, dancing ballet/ majorette dance, traditional dance, drama/debate, recitation, bible, sports, science, health and environmental, Farmers, music |
| 8 | Disciplinary services to manage children with behavioural problems and anti-social attitudes |
| 9 | Disciplinary council (including student representatives) to deliberate on serious discipline matters |
| 10 | Internal council: to manage staff conflicts |
| 11 | Class council: to deliberate and take decisions on exams |
| 12 | 1 health centre to meet students first aid needs but serious cases are taken to the hospital |
| 13 | School management Board: made up of members staff, students, parents, community members, local administrators and stakeholder representatives to oversee the general management of school development projects |
| 14 | Parent/Teachers Association(PTA) provides human, financial and material support |
| 15 | Two toilets, two water supply points, 1 dining shed, 3 computer sets, 3 printers and 2 photocopying machines |
| 16 | Pedagogy: provision of some didactic materials to teachers and administrative staff. |
| 17 | Provision of scholarship to some students by the state and the local council Authorities |
| 18 | Special Bilingual classes in Form 1 and Form 3 |

Source: School B Annual School Report 2008/2010

This school has been officially approved as an exemplary model of inclusive institution by the Regional and Divisional Delegations for Education and it is subjected to regular state control and inspection. It has also been remarkable in its impressive performance in both school and official exams. Official reports from the pedagogic inspectors and feedbacks from private visitors confirm its inclusive endeavour, high academic standard and respect for human rights-driven culture. As a pilot centre for bilingualism in the sub-region, the school has been striving over the past years to uphold that status as it is often preferred to other schools by students in the area.

4.5.4 Participants

This study has used purposeful sampling. The advantage of such a sampling approach is focused on achieving a symbolic representation and diversity of the study population (Miles & Huberman, 1994; Lincoln and Guba, 1985) which helps to provide in-depth information on a qualitative interpretive study (Ritchie and Lewis, 2003) in order to observe the chosen case for a specific purpose. In the selection criteria for sampling, I focused on the socio-demographic characteristics of participants in the social world under investigation and their contribution that may best describe the phenomenon studied. Thus, such characteristics as participants' role, experience, competence, performance and training for inclusive education providers and categories of needs for inclusive service users were used to select a sample participants thus included: pedagogic inspectors, Head teacher, teachers, administrative staff, support staff, students with SEN/DDD and parents of these students are displayed in table 4.7a and 4.7 b.

Tables 4.7a and 4.7 b: Participants

Table 4.7a

| School A | | | | |
|--|------------------------------------|----------------------|---|------------|
| Inclusive service providers | Participants | Qualification | Working/ learning experience (Years) | No. |
| Pedagogic Inspector For Education(PIE) | Regional PIE Bilingualism | MA, PGDE | 29 | 1 |
| Administrative Staff | Principal (Head Teacher) | MA/PGDE | 28 | 1 |
| | Discipline Master | PGCE | 10 | 1 |
| Teaching staff | Bilingual(English/French)Teachers | PGDE/PGDE | 8 and 6 | 2 |
| | Ordinary (Maths)Teacher | PGCE | 3 | 1 |
| Support staff | Guidance Counsellors | PGDE/PGDE | 9 and 4 | 2 |
| Inclusive service users | | | | |
| Students with SEN/DDD | Student with cognitive Needs | Form 3 | 3 | 1 |
| | Student with Behavioural problems | Lower sixth | 6 | 1 |
| | | Upper sixth | 7 | 1 |
| | Student with Learning Difficulties | | | |
| Parents | Parent of child with disabilities | MA | 20 | 1 |
| Total | | | | 12 |

Table 4.7b

| | School B | | | |
|------------------------------------|--------------------------------------|----------------------|---|------------|
| Inclusive service providers | Participants | Qualification | Working/ learning experience (years) | No. |
| Administrative staff | Vice Principal (Deputy Head Teacher) | MA/PGDE | 10 | 1 |
| Teaching Staff | Bilingual(English/French) Teachers | PGDE/PGCE | 5 and 8 | 2 |
| | Ordinary (Biology)Teacher | MA/PGDE | 9 | 1 |
| | Ordinary (Geography) Teacher | PGCE | 2 | 1 |
| | | | | |
| Support staff | Guidance Counsellors | PGDE/PGDE | 9 and 3 | 2 |
| Inclusive service users | | | | |
| Students with SEN/DDD | Student with Mild Mobility Needs | Form 1 | 1 | 1 |
| | Student with Learning Difficulties | Form 5 | 5 | 1 |
| | Student with Cognitive Problems | Lower sixth | 6 | 1 |
| Parents | Parent of child with disabilities | BA | 5 | 1 |
| Total | | | | 11 |
| Grand total | | | | 23 |

Key: PIE- Pedagogic Inspector of Education; MA- Master of Arts; PGDE- Postgraduate Diploma in Education(DIPES II) and PGCE-Postgraduate Certificate in Education(DIPES I),(DIPES –Diplome des Professeurs d’Enseignement Secondaire premier et deuxieme grade) and BA-Bachelors of Arts in education and other fields.

4.6 Data collection Methods

In this study, three data collection methods were used: interviews, school document review and observation. Interviews were the main method used in primary data collection. All the participants in tables 4.7a and 4.7b were interviewed. Data collected through school document analysis and observations were for purpose of consistency. The guiding frames of the data collection methods were designed towards the six main research questions:

How is inclusion understood and practised?

How are inclusive education services conceptualised and implemented?

How do the schools accommodate and plan for diversity?

What is the role of bilingual and cultural inclusion?

How are parents and community involved in school inclusion?

What are the problems and barriers to inclusion?

There is a rationale for the choice of each of the three methods of data collection. The use of interviews enabled me to discover participants' understanding of the concept and the practice of the phenomenon of inclusion as compared to documentary evidence in each school studied. Observation was helpful in comparing what participants had said in interviews and the way they actually relate their professional knowledge to practical skills. The overall focus was to elicit school conceptualisation of inclusion.

4.6.1 Interviews

Interview frame

The guiding frame for the construction of the semi-structured interviews was drawn on the Effective School for All of Ainscow (1991), Sebba & Ainscow (1996), Index for inclusion of Booth & Black-Hawkins (2005) and the UNESCO's framework of Education for All (EFA) from exclusion to inclusion in the check list questions (UNESCO, 2005, p.23-33). These frameworks, based on academic and social dimensions of inclusion, are designed to examine how schools are developing from ordinary to inclusive perspective. In addition, the interview frame was complemented by what Fishman (1970, P.47-58), Huallachain (1970, p 179-194), Garcia (1997) and Baker (2001) had previously used on bilingual and cultural aspects of education which also constitute dimensions of inclusion. The combination of these four aspects namely academic, social, bilingual and cultural dimensions of inclusion, in line with what is targeted by the national education policy and laws reflect the unique inclusive system in the Cameroonian school and societal contexts. Drawn on these models, the interview guide (Appendix section IVA) was divided into six sections with respect to

the six research questions plus an introductory section related to the background information on each participant. The first section of the guide which dealt with understanding inclusion and school vision for inclusion had 7 items while each of the subsequent ones had 5 items. The second section asked participants how schools implement academic and social dimensions of inclusion, the third focused on the role of linguistic and cultural dimensions of inclusion, the fourth was about how the schools accommodate and plan for student diversity, the fifth section was concerned with the role of parents and other stakeholders in inclusion while the sixth section was about barriers and problems encountered in school inclusion.

Interview procedure

The interviews were administered at the venue and time most convenient for each of the participants in tables 4.7a and 4.7b, section 4.5.4. While some participants like the pedagogic inspector, Principal of School A and all the Guidance Counsellors were interviewed in their offices, other members of staff of both schools were interviewed in their staff rooms during long break time or their free periods. Student interviews were also administered in school during their free hours, break time or after school. The interviews of the school B principal and parents were administered in their respective homes. All the interviews were audio-taped. After each of the interviews, in order to clarify issues and to ensure that the findings reflected the views of the interviewees, I verified the data with each interviewee using two approaches. For those who had enough time, I replayed the interview immediately for them to listen and confirm their views, after which adjustments were made in certain parts of some interviews. In other cases a follow up interview was re-conducted later. All these helped to illuminate certain points that were not initially clarified. Such follow up interviews were conducted with two teachers, one parent and one student. Another reason for the second arrangement was that some teachers' interviews were interrupted by many phone calls, parents with other family commitments and, for a student interview, the noisy school environment. The length of the interviews was between 30 and 60 minutes for each participant. Although I managed to control the trend of conversation, interviewees had the freedom to respond with ease.

Despite these careful arrangements, many problems were encountered along the line. Two interviews, to be administered on the same day in the staff room in school B, had

to be rescheduled because of the noisy background during the long break. Another one was rescheduled in the same school when on the day it was originally planned for, the school was bereaved of its principal who had been protractedly sick for a year, so the vice principals had to assume all responsibilities while awaiting for official appointment of a new head teacher. For parent respondents, originally four were to be interviewed but after more than three attempts, it was not possible to get hold of all of them, so only two of the parents of children with SEN/DDD in those schools were interviewed. Because of lack of time, in school A, two teachers and two students sacrificed their after school periods for the interview, at the time that they were tired and ready to go home. A summary of the procedure of interviews administration and other methods of data collection is displayed in table 4.8, section 4.7.2.

Before administering the interviews, many members of staff were initially sceptical whether or not to participate in the research. After I had introduced the interview protocol and handed them a copy each, many found it interesting and relevant to the current challenges they face in school and classrooms realities. Consequently they became comfortable especially when they were not only encouraged but also informed about their invaluable contribution to the study. Although two participants later on opted to withdraw because of other commitments beyond their capabilities, they were many more ready to participate. According to the principal of School A, “Honestly speaking, initially I did not take you and your enquiry seriously but after having read the summary of the project and after our interaction in the interview, I have already learned much about inclusive education and I believe it will go a long way to help us improve our educational services” (Principal of School A, 2010). However, despite the willingness of many teachers to participate, it was not possible to accept those who felt beyond the category and quota requirement for recruitment. Since I used purposive sampling, only a limited and predetermined number of participants were recruited in each category of inclusive school service providers and service users.

4.6.2 School document analysis

The school document analysis guide (Appendix Section IV B) used in data collection was drawn on the framework of Ainscow (1991), Sebba & Ainscow (1996) and the UNESCO (2005) Education for All (EFA) and inclusion. An inventory of the various categories of collected data was made in my diary before proceeding to analysis alongside those of interviews and observation. The school document analysis, as a secondary data collection method, was carried out at different levels in order to retain information about the investigated schools, their students with SEN/DDD and the organisation and management of support services. After an authorisation letter from the school principals, gatekeepers to their institutions, instructing the administrative personnel to assist me in whatever documents I needed, I was given access to a variety of school documents. With the consent of the school authorities and parents, some of the important documents reviewed included the students' progress booklet, school performance in summative and formative evaluations, files of students with SEN/DDD, disciplinary records for students with disciplinary warnings and punishments, academic warnings, records of students at the risk of being excluded from schools or struggling for various reasons, the self-withdrawn students, curriculum materials, among others. The bulk of the information is recorded in their annual school reports.

I also went to the Regional Delegations of MINAS and MINESEC to access some useful official documents on disability archives and the organisation of the national special support system which were not available in the investigated schools. Although many documents were consulted, only the key ones with relevant information were exploited as indicated in table 4.8 section 4.7.2.

4.6.3 Observation

The frame for the observation guide (Appendix section IV C) was constructed on the academic and social dimensions of inclusion of Ainscow (1991), Sebba & Ainscow (1996) and UNESCO (2005, P.23-33) and on the bilingual and cultural dimensions of inclusion of Fishman (1970) Huallachain (1970) and Baker (2001). Observation, in this study, was carried out in many areas of school and classroom inclusion: academic (curriculum/learning support in-class/out-class) activities; bilingual (English/French language learning support in-class/out-class) education activities; extra-curricular

(social/cultural) activities in class and on/off school settings. As a passive participant, I was present and observing during the exercises but did not interact with participants in their activities. The observation period was for three months (12 weeks), between January and March 2010. I observed activities on school grounds and in classrooms for an average of two and half days a week but more during the youth week, between February 2 and 11 that marked the annual week of intensive extracurricular social/cultural inclusion activities in all schools nationwide. The youth week activities, as an annual tradition, were officially launched by the local administrative and education authorities for the region, accompanied by their colleagues, through a formal ceremony.

According to the time and days scheduled for each school, I would arrive at 7.30 a.m. when schools opened their doors for the start of daily activities and leave at 3.30 p.m. when they closed their doors. I also attended important school meetings which included: general staff meetings; departmental staff meetings and staff development seminars held in the school premises. On many school ground occasions, I observed students and staff in some activities like during the end of youth week evening ball, youth week daily activities, sports, dancing, singing, arts display, drama, sketches, wrestling, reciting among others. The off-school setting activities include school social party during youth week celebrations and cultural competition activities between schools in the region on youth day on the town square.

During these activities, I watched and listened while making field notes. Each of these events and activities that constituted aspects of inclusion were recorded in my diary and later on summarised in table 4.8. Data captured through observation and school document review were purposely for consistency and to authenticate issues of practical inclusion already mentioned in the interviews.

4.7 Research Procedure

4.7.1 Data collection time Span

The field work, which lasted for three months-between January and March 2010, took four main stages.

The first stage consisted of my first trip to the schools to create acquaintances with participants and school settings, beginning with the local education authority, the pedagogic inspector, the principals who were the gate keepers of their schools, then staff, students and parents. These steps were to enable me to have an overview of how the schools as organisations operate and to introduce myself and my project to colleagues as well as ethical issues regulating the research project. After a series of meetings with staff in staff rooms, offices, out of classes and other places on school grounds, recruitment of participants for the interviews was conducted alongside school documents analysis. In both schools, the counsellors were instrumental in enabling me to recruit students with SEN/DDD and their parents as interviewees.

The second stage was interview administration, according to the appointment time most convenient to each participant. They were conducted in offices, isolated areas in the staff rooms, empty classrooms and homes. Interview administration was closely followed by classroom observation in order to evaluate to what extent participants match what they said in interviews with what they do on school grounds and in classrooms. Besides that, the research period coincided with a series of events marking the annual National Youth Week celebration (Feb 3-Feb 10) which culminated with the official public holiday of 11 February, I had to observe many extra-curricular social and cultural activities on school grounds, in school halls and classrooms.

The third stage was review and confirmation of data collected by researcher and participants. The audio taped interviews were replayed to some participants for confirmation that it reflected what they really intended to say, otherwise some adjustments were made on the data. For those who did not have enough time to listen the replay of their interviews, transcribed and summarised version of their responses were read out aloud to them, during which some aspects of the interviews were modified.

The fourth stage consisted of data analysis away from the research sites and thesis writing.

4.7.2 Data collection summary

The guides used in the various methods of data collection are in section V of the appendix, while the summary is in table 4.8.

Table 4.8: A summary of methods and procedure of data collection

| Investigated schools | | |
|--|---|---|
| School A | Instruments used | School B |
| Annual school report 2009/2010 academic years School rules and regulations School registers School report booklet Time table schedule for teachers School memos/Minutes of staff meetings Notices on notice boards Data on children with SEN/DDD Among others | Document Analysis Official: Official legal/policy documents Official statistics on national school system Disability Archives Curriculum/syllabus | Annual school report 2009/2010 academic years School rules and regulations School registers School report booklet Time table schedule for teachers School memos/ minutes of staff meetings Notices on notice boards Data on children with SEN/DDD Among others |
| 1-Principal HT/SA- 60minutes-office 6 Teachers: Counsellor 1 T1SA- 52 minutes-office Counsellor 2 T2SA- 48 minutes-office Bilingual T1 T3SA- 55minutes-office Bilingual T.2 T4SA- 50minutes-office Discipline Master T5SA | Interviews 1-Regional Pedagogic Inspector in charge of bilingualism PII -60 minutes Office | 1-Principal HT/SB- 56minutes-home 6 teachers: Counsellor 1 T1SB- 55 minutes-office Counsellor 2 T2SB- 45 minutes-office Bilingual T1 T3SB- 50minutes-office Bilingual T.2 T4SB- 55minutes-office Biology T. T5SB - |

| | | |
|--|---|---|
| <p>-45minutes-staff room Biology T. T6SA- 54minutes- staff room</p> <p>Parent PSA 55minutes-home</p> <p>3 students with SEN/DDD Student1 S1SA- 30 mins- school grounds Student2 S2SA- 35 mins-School grounds Student3 S3SA- 33mins-School grounds</p> | | <p>48minutes-staff room Geography T. T6SB- 50mins- staff room</p> <p>Parent PSB- 55minutes-home</p> <p>3 students with SEN/DDD Student1 S1SB – 30 mins- school grounds Student2 S2SB – 35 mins-School grounds Student3 S3SB- 33mins-School grounds</p> |
| <p>Cultural activities- school ground -2 days (12 hours) Social activities 3days(10hrs)</p> <p>Ordinary classroom 4 days Geography 2 days(2 hours) Biology 2 days (2 hours)</p> <p>Bilingual classrooms 4 days Compulsory Bil. Education CBE 2 hours (Form 2 hr/ F C, 2 hour) Special Bil. Education-SBE 2 hours(Form 3 and Form 4 bilinguals) Student learning support</p> | <p>Observations (8)</p> <p>Visit to the nearest specialised institutions:</p> <p>Bulu Blind centre Bolifamba, Mile 16, Buea</p> <p>The Rehabilitation Centre, Buea</p> | <p>Cultural activities- school ground -2 days(12 hours) Social activities 3days (10hrs)</p> <p>Ordinary classroom 4 days Geography 2 days(2 hours) Biology 2 days (2 hours)</p> <p>Bilingual classrooms 4 days Compulsory Bil. Education- CBE 4 hours (Form 2 hrs/ F C, 2 hour) Special Bil. Education-SBE 2 hours(Form1 C bilingual) Student learning support activities 5 days(3 hours in</p> |

| | | |
|---|--|---|
| activities 5 days (3 hours in school and 2 hours out of school) 2 general staff meetings 3hours | | school and 2 hours out of school) 2 general staff meetings 3hours |
|---|--|---|

Source from Schools A+ B: Document analysis (2010); Interviews (2010) and Observations (2010).

4.8 Data Analysis

The data analysis stages include data management, data reduction process, identification of emerging themes and concepts, generation of propositions and statements of synthesis.

In this qualitative enquiry, I have used the inductive and interactive analytic approach which is common in the social sciences (Miles & Huberman, 1994). This rigorous and systematic approach to data analyses implies that, I, as the researcher, have tried to remain close to participants' feelings and actions whose meanings relate to the focus of the enquiry. Through its constant comparative method with different procedural details, the analytic technique leads to formulation of propositions and generation of theory, grounded theory (Glaser and Straus, 1967) for better explanation of the phenomenon under investigation. The conceptual frame of the grounded theory approach (Strauss, 1987; Strauss & Corbin, 1998) underpinned all the stages of data reduction processes (Appendix Section V). With the creation of an analytical frame in accordance with the guidelines of Strauss (1987, p.28), the analysis emerged directly from the raw data itself, thus, an outcome of the process of inductive way of thinking. By this approach, the enquiry attempts to depict reality from what I, as the researcher have observed, experientially discovered and heard from informants about the diverse patterns of the phenomenon of inclusion.

4.8.1 Procedure of Analysis of all the data

The data analysis approach used in this enquiry is partly manual and consists of three different levels of data reduction processes, according to the analytical guideline model of Miles and Huberman (1994, P.50-58) and based on the emerging conceptual

frame of the grounded theory (Strauss, 1987, P. 28; Strauss & Corbin, 1990, 1998). The analysis stages include: code assigning, code patterning and development of propositions or statements of synthesis of meanings that underlie findings. It is worth reviewing how each of these levels of data analysis was practically applied to the study.

After transcription of all interviews and typing of field notes from observation and documents reviewed, I did general coding of each data page, at the top right hand side while creating margins on the left and numbering each line to prepare the data text for analysis. I then proceeded to identifying the main units of analysis through open coding (Strauss, 1987, p.28) of the first three pages of the transcribed and typed data as illustrated in the appendix Section V1 A, B and C. After initial eliciting of the main codes or units relevant to the research questions, I established a conceptual coding frame, that is, a list of those codes with high frequencies (appendix Section V 1 D) according to the guidelines of Strauss (1987, p.28). The established coding frame or list was later on used as the base for analysing all interview texts and field notes at the first level of data reduction process.

First level of analysis (Code assigning) With the help of the established conceptual coding frame, this process consists of assigning codes to words, phrases, sentences, segments or chunks of data text relevant to a particular research question. This led to the identification of many codes which facilitated the task of retrieving, from different parts of the data texts and field notes, similar clusters or family of codes relating to the given research question. The codes are then regrouped on index category cards (Appendix Section V 1E).

Second level of analysis (code patterning) applies to the process of refining the emerging codes which are then classified in patterns of themes. The selecting and dropping of some themes implies that the new clusters consists of those most relevant to research question and whose relationship best translate the meanings of the phenomenon of inclusion accounted for by the enquiry (Appendix Section V 2).

Third level of analysis is the generation of propositions or statements of synthesis which are grounded in the themes, main themes and categories of themes that have emerged from the two previous levels of analysis. Through this means, I attempted to

formalise and systematise my thinking about the meanings emerging from the data and findings which are useful for the overall explanation of the study in relation to the investigated social world (Appendix Section V 3).

4.8.2 Overview of data management procedure

Table 4.9 is a summary of various stages of overall data management in the entire research process. After collection of data on both schools through multi-method of document analysis, interviews and observation, I proceeded to typing the field notes and transcribing the interviews. The various stages of data analysis incorporated the first level (code assigning), second level (code patterning) and third level (emerging themes-regrouped into clusters of similar themes and concepts to form categories of themes). From the inductively emerging categories of themes, statements of synthesis were generated (grounded theory) that represented the meaning of different aspects of findings of the enquiry. Detailed examples of the various stages of data analysis are displayed in the Appendix V1, 2, and 3.

Table 4.9: Stages of data management

| | | | | | | | | |
|-------------------|---------------------------|----------------|-----------------|--------|----------------------|---|-------------------------|----------|
| Document analysis | typed up notes/quotations | code assigning | code patterning | themes | Categories of themes | → | statements of synthesis | Findings |
| Interviews | Transcribed data | code assigning | code patterning | themes | | | | |
| Observations | typed up notes | code assigning | code patterning | themes | | | | |

4.9 Methods of verification

Methods of verification are necessary to ensure quality control of a study. To this end, there are a series of measures and possibilities to verify depending upon the tradition of the research approach. In this regard, common techniques, used in social science research (Mertens & McLaughlin, 2004; Denzin, 1978; Denzin & Lincoln, 2000; Cohen et al., 2007) that guarantees the rigorous nature of an enquiry, have been applied to this study. On the whole, given the fact that it is a qualitative research design, the traditional terminology in quantitative research used in describing

methods of verification are supplanted by those of qualitative research approach: credibility (validity); transferability (external validity); dependability (reliability); confirmability (objectivity) and authenticity (Mertens & McLaughlin, 2004). Thus, the qualitative research terminology is used in this enquiry in describing the various methods of verification.

4.9.1 Triangulation

A multi-method research design is considered to be one of the best techniques of validating an enquiry. As revealed in educational research literature (Denzin, 1978; Cohen et al, 2007; Lincoln and Guba 1985), triangulation or multi-method instrumentation includes checking different sources of information to confirm the consistency of evidence in the flow of data. In this work, I have used multi-method instrumentation. Interviews are the primary method while school document analysis and observation are secondary instruments used in data collection. However, data collected through school document review and observation help to complement or confirm interview data on school conceptualisation and implementation of inclusion, already raised in interviews by informants. Thus, the diversity of sources of information enabled me to check for data consistency which, in turn, furthers the credibility of the study.

4.9.2 Credibility (Validity) and transferability

Credibility is an important key to effective research. If a piece of research is invalid then it is worthless (Cohen et al, 2007). Thus, credibility is to ensure that the instruments used in an enquiry measure what they purport to measure. In this regard, many steps were taken to ensure that the enquiry, using a diversity of techniques, accurately identifies and describes the targeted phenomenon in the given social world. This includes school understanding of and vision for inclusion, school support to learners with SEN/DDD and school collaboration with stakeholders in managing inclusion. Through out the research process, every effort was deployed to maintain honesty and faithfulness in dealing with participants whose subjective responses, opinions, feelings, attitudes and experiences are interpreted to perceive the multiple realities of the phenomenon of inclusion. Since these participants constitute part of the world under investigation, according to Cohen et al., (2007), the validity or truthfulness about the reality investigated is a synthesis of their inter-subjective views.

These aspects address the issues of descriptive, interpretive, theoretical validity and generalisability (Cohen et al., 2007) of the study. At the level of descriptive validity, the work attempts to give accuracy of accounts of what really happened during the research process. By interpretive validity, my self and other participants have given meaning to situations, events while I remained faithful to individuals and groups researched. Through theoretical validity, me and those I researched, we have generated theoretical constructs during our interactions that have helped to build, describe and explicate the phenomenon under investigation. Meanwhile, generalisability is used to understand other situations, that is, what actually goes on firstly in each mainstream school, secondly in both schools and finally in other schools with a similar status in the national education system.

For transferability (external validity), according to Lincoln and Guba (1985), the concepts of time, place, context and culture have been influential in the way the results are generalisable if at all, to other situations. There was also the issue of temporal, spatial, contextual and cultural adaptation while designing the interview, document analysis and observation guides to suit the context of Cameroonian school system and classroom context. This was necessary since the frame for Effective Schools for All (Ainscow, 1991; Sebba & Ainscow, 1996 and UNESCO, 2005) was originally designed for school systems in the North prior to its general adaptation for Education for All (EFA) by UNESCO (1990, 1994, 2005). Although the Cameroon educational system is drawn on the model of England and France, its philosophical assumptions, policy and legal document guiding school practice are deeply entrenched in the Cameroonian and African cultural practices. Consequently, the adaptation of the research instruments was necessary for the credibility of research results and its generalisation. In addition to that, there is an in-depth description of the research sites, school and classroom interactions between teachers and students, my interaction with participants as researcher and the time spent in the field during the research process. Thus, the results of the enquiry may be transferable to other similar situations.

4.9.3 Dependability (Reliability)

According to Lincoln and Guba (1985), reliability implies that, through out the research, stability is observed over time. This explains the fact that, although changes

are expected to occur in enquiries driven by the constructivist paradigm, the research process must be tractable and publicly inspectable. It refers to consistency in the procedure used in carrying out the research or transparency in the research process that makes it easy for the reader to follow. It means that if another investigator decides to re-conduct the enquiry using same procedure, same results and conclusion will be attained. This can only be possible if the protocol and data base used by the initial researcher are available. In this study, I have included all details, from the beginning to the end of the enquiry, so the reader can follow the full data collection and analysis trail.

4.9.4 Confirmability (objectivity)

Lincoln and Guba (1985) explain that it is important to minimise the researcher's influence in the whole work, that is, the data and their interpretation should not be figments of the researcher's imagination. In order for the study to be confirmable, the qualitative data are tracked to its source and the logic that is used in interpreting it should be made explicit, especially in synthesising data to reach conclusion (Lincoln & Guba, 1985). According to Kelle (2005), a confirmability audit can be conducted in conjunction with dependability audit. In conformity with the illumination of these scholars, during the research process, my supervisors and peers had reviewed my field notes on school document analysis and observation, interview transcripts and given feedbacks in my analytical and interpretation stages in order to ensure that the conclusion is supported by appropriate data.

4.9.5 Peer Review

A peer review is an important criterion for checking credibility of enquiry (Lincoln and Guba, 1985). It is about checking with participants and constructions that develop as the result of data collected, analysed and reported. These checks take different forms as evident in the field where data was collected and in the laboratory (office) where it was analysed. In this study, while in the field, at the end of each interview session, it was replayed or the summarised version read out for the interviewee to confirm that what has been recorded reflects what they actually intended to say. Through this exercise, many respondents approved what they had said while many added more illuminating comments, especially in the last section of the interview guide provided for suggestions. In the office of analysis, the collected data, different

stages of analysis and drafts of research reports were shared with my supervisors and colleagues working in the same area of research interest. In this regard, the collaboration with these peers is sought throughout the research process to validate the study. I phoned the researched schools twice to clarify certain issues and to revalidate some school document analysis data already collected. It is understood that even after the research is completed, a copy of the report will have to be presented to major respondents in the investigated institutions for checks and approval before final publication.

4.10 Ethical issues

Prior to my departure for the research trip, I had to obtain ethical approval certificate from my host department and institution in the UK, according to their rules. Similarly prior to data collection process in the investigated schools, I was issued a letter by a local education authority in Cameroon (Appendix Section I A and B).

While in the field, following a series of previous contacts with the school authorities, my initial access to the sites was by gatekeepers, the principals, who introduced me to the members of staff of the schools investigated. In this regard, I had to first address the members of staff during which I presented the plan, nature, purpose and duration of my research project in the field. They were also given a detailed explanation about the usefulness of the study and its finding to their school, community and society. In addition to that I assured them that I would abide by their cultural rules, norms and values through out the interactive stages of the research process. I also assured the participants that I would maintain anonymity of their identities and confidentiality in all activities and would attain their informed consent. In conformity with the legal procedure and the school rules, I retained the informed consent of parents of the children with SEN/DDD and the children themselves before getting them involved in the research. Although I originally contacted many teachers, students and parents, in this respect, participation was by volunteering and a consent form (Appendix Section III) was signed between the researcher and participants as a guarantee. However, according to the terms of the agreement, participants could withdraw at any time of the study. Actually, only two of the originally recruited participants withdrew because of other commitments they had. They were immediately replaced by other volunteers since many were ready to participate in the research. The entire research procedure

was carried out in accordance with the ethical guidelines of the British Educational Research Association (BERA, 2004).

4.11 Summary

This chapter has presented the methodology of the study which include the: rationale for the study; philosophical description; type of research design; criteria for case selection; data collection methods; research procedures; data analysis stages; methods of verification and ethical issues. Each of these aspects of methodology gives an overview of the study and guidelines to empirical activities involved in the research process. It also presents the two secondary schools that constitute the cases, the multi-method (interview, school document analysis and observation) data collection process on whole school inclusion and the diverse categories of informants namely pedagogic inspector, principals, teachers, students and parents (N=23) who participated in the study. The next chapter is focused on the management and outcome of the collected data.

Chapter 5: Data analysis and interpretation

5.1 Introduction

This chapter is concerned with the presentation and interpretation of findings of the analysed data. Each emerging theme is examined in detail followed by a general summary of the findings and comparison in terms of commonalities and distinctions between the two investigated schools developing in inclusive orientation. Before proceeding to different sections of this chapter, it is worth reiterating the research aims and questions. The overall aims of the research are:

To capture the complex characteristics of whole school inclusion;

To understand how whole school approach to inclusion is conceptualised and implemented in a mainstream school context;

To understand how inclusive education services are organised and managed in schools that strive to meet the needs of student diversity.

Research Questions:

In conducting the research in two mainstream schools, six major questions were used.

They include:

How is inclusion understood and practised?

How are inclusive education services conceptualised and implemented?

How do the schools accommodate and plan for diversity?

What is the role of bilingual and cultural inclusion?

How are parents and community involved in school inclusion?

What are the problems and barriers to inclusion?

5.2 Presentation of themes and interpretation of findings on both schools

The presentation of findings is an outcome of the three stages of data analysis process: code assigning; code patterning and generation of statements of synthesis of meanings grounded in the emerging themes (Miles and Huberman, 1994; Strauss, 1987; Strauss & Corbin, 1998) in case study research (Yin, 1994). Detailed examples of the various

stages of analysis of the transcribed interview data, the typed school document and observation field notes are in section 4.8 and appendix v 1, 2 and 3) while the full frame of the emerging themes is in appendix section v 2. The thematic description and interpretation of findings of the study are displayed in this section that highlights the understanding and meaning of inclusion in the investigated whole school contexts. The emerging themes are presented in three categories namely conceptualising, implementing and barriers (to) school inclusion, each with subthemes that are used in answering the various research questions.

5.2.1 Conceptualising school inclusion

Findings of the case study research in both schools reveal that whole school inclusion is complex because it is conceptualised and implemented as multiple support services in response to the needs of student diversity with SEN/DDD. As revealed by the full thematic frame presented in Appendix Section V 2, the first emerging category of themes under conceptualising school inclusion include school understanding of inclusion, school vision for inclusion and technology of inclusion that provide answers to the research questions: “How is inclusion understood and practised?”, “How are inclusive education services conceptualised and implemented?” and “How do the school accommodate and plan for diversity?” respectively.

Theme 5. 2. 1.1 School understanding of inclusion

| | | |
|-----------------------------------|--------------------------------|---|
| School understanding of inclusion | Meaning | Equal education |
| | Reason | Feeling of belonging |
| | Bilingual/bicultural education | Inclusive bilingual/intercultural education |
| | Special education | Meeting handicapped students' needs |

The interpretation of data in this theme answers the question: “How is inclusion understood and practised?”. Findings from both schools suggest that the concept of inclusion is perceived and understood differently by participants (table 5.1, section 5.2.1). Interview data indicate that while some participants were not familiar with the concept through their occasional reservation and hesitation in responses, others understand the concept in terms of its “meaning”, “reason”, “bilingual education” or “special education”.

In terms of “meaning”, inclusion is considered as “*equal education, right and equal opportunities for all students*”, that is, accommodating “*those with disability and their peers with non-disability in the same class*” (PII/HTA/T3B).

Regarding “reason”, the purpose of inclusion is for a “*person feeling as belonging to the society*” or “*bringing two or more persons together*” (T1A/PA/HTB) which means social acceptance.

The “bilingual education” and “bicultural mediation education” services, as dimensions of inclusion in the Cameroonian context, signify: “*Francophone and Anglophone teachers and students working together*” (PII/T2B/PB) and the linguistically and culturally diverse background “*students interact to learn from each other*” (HTA/T2A/T3B). One of the interviewees gives a detailed description:

“Inclusion is focused on bilingual education and so resources are more focused on training of bilingual teachers, organisation of annual bilingual week activities, formation of bilingual club and its activities, encouragement to practice bilingualism on school grounds and classrooms where teachers are advised to always summarise their lessons in the second official language” (T1A).

Finally, inclusion is also considered as special education services delivered to “*handicapped students*” and the different categories of “*students with particular difficulties in special schools*” (HTA/PA/S3A/T5B).

These divergences in perception of the same phenomenon imply that people see inclusion differently and relate it to either their daily practical experiences or

expectations. The pedagogic inspector and the schools' administrative staffs, for example, understand inclusion more from a human right perspective or equal opportunity to all while the majority of teachers and students look at it from the point of view of bilingual and intercultural education activities that unite all teachers and students in one school setting (HTA/PII/TA2). This underscores the areas in which they have expertise and resources to support students and which also constitute the framework of both school and national unity. To parents, students and few members of staff, inclusion is about humanitarian support and welcoming attitudes that create a feeling of belonging to or acceptance of all in a group which is the school community (Interview: PSB/HTA/S3A/S2B/T5A). This is in line with their expectation of the social and academic support services to students with SEN/DDD in the two mainstream schools.

In addition, some participants attempt to differentiate “inclusion” from or associate it with “integration” while others remain reserved on the contested issue. Table 5.1 describes how participants in both schools understand and differentiate the concept of inclusion from integration and classify different aspects of inclusion. These findings indicate that the schools are more enculturated to the bilingual and intercultural dimensions of inclusion than the academic (special education support) and social (reason) dimensions of inclusion targeted by the official EFA and inclusion action plan in the mainstream schools.

Table 5.1: Participants' understanding of inclusion

| Respondents understanding of inclusion | Total number of interviewees | Meaning (right-based) | Reason (social) | Bilingual/bicultural Education | Special education (academic) | Inc | Int |
|--|------------------------------|-----------------------|-----------------|--------------------------------|------------------------------|-----|-----|
| Pedagogic Inspector | 1 | 1 | - | 1 | - | 1 | 1 |
| Head Teachers | 2 | 2 | | 2 | - | 2 | - |
| Guidance Counsellors | 4 | 2 | 2 | 2 | 3 | 2 | - |
| Ordinary/bilingual | 8 | | 2 | 8 | 2 | 2 | 6 |

| | | | | | | | |
|----------|----|---|---|----|------|----|----|
| Teachers | | | | | | | |
| Parents | 2 | - | 2 | 1 | 2 | 1 | 2 |
| Students | 6 | - | 2 | 4 | 2 R1 | 3 | 3 |
| Total | 23 | 5 | 8 | 18 | 9 | 11 | 12 |

Inc-inclusion, Int-integration, R-Reservation; Source: interview data

The table includes numbers of interviewees referring to each approach to understanding of the concept of inclusion.

These differences in participants' understanding of inclusion in the analysed interview data confirm those of school document and observation in the investigated schools (SA/SB/AnRept2009/2010; Offleg/Poldocs).

Theme 5.2.1. 2: School Vision for inclusion

| | | |
|-----------------------------|---------------------------------------|--|
| School Vision for Inclusion | Policy/planning | Inclusive education provision |
| | Multiple inclusive education benefits | Academic Social Bilingual Intercultural |
| | Inclusive education philosophy | Accommodating diversity values |
| | Available Resources | Human |
| | | Material |
| | | Financial |
| | Resource providers | Public partners |
| | | Private partners |

The way the investigated schools and their stakeholders understand the concept of inclusion, as seen in the previous theme, influences their vision for inclusion. This theme answers the research question: “How are inclusive education services conceptualised and implemented?”. Findings suggest that the schools’ vision for inclusion encompasses policy and planning, resource provision and management, philosophy, and the projected educational outcomes in the form of multiple benefits. Although these aspects are interwoven and function collaboratively to enhance inclusive school culture and provision, it is worth examining them separately.

Policy and planning

Findings on the schools’ vision for inclusion, at the level of policy and planning, entail official and school initiatives as indicated by interviews and school/ official document analysis. The official initiative planning include legal and policy texts namely the 1998 School guidance law, 1983 Disability law, 1961/2003 bilingual policy (section 2.6), grouped under the 1998 official plan of action of EFA and inclusion that guide inclusive education practice in both schools. It makes provisions for human, material and financial resources which translate the state’s commitments to support student diversity in schools (OffLeg/ Poldocs). The pedagogic Inspector’s interview confirms the official planning:

“I am going to talk about the special education programme, in this regard, we have put in place a series of things to help us carry them out. We are going to have a balance sheet at the end of the year to see whether the human and material resources available have been used” (PII).

The official planning influences the organisation and management of inclusive education services in both schools. It is highly centralised and controlled by the state through the Ministry of Secondary Education, the supporting Ministries of Social Welfare and Health and their regional and divisional delegations that work directly with schools. Although the power to decision making is limited to the central services of the Ministry, the regional and divisional delegations supervise schools to ensure that quality and standard education are maintained.

Due to the demanding task of the state to support many inclusive bilingual schools within the national education system, the investigated schools are officially under resourced. Consequently, both schools have to devise other means through the

creation of school/staff action plan to attain their inclusive education goals. Therefore, a combination of both the official and school/staff initiatives are used in planning for inclusive development projects in the schools. While the official EFA and inclusion planning initiative implemented in all state maintained schools is considered human rights-based, the school/staff planning which is complementary to the former, is charity-based (Offleg/poldocs; SA/SB/AnRepts2009/2010; Interviews/PII/HTA/HTB, section 2.6.1 ; section 2.6.2).

The school/staff plan of action enables schools to collaborate with their private stakeholders in planning for general school development projects and support provision to children with SEN/DDD who are ineligible for state support. At the beginning of each academic year, such planning include support by private partners (section 2.4), especially the PTA in recruiting part time teachers, building new classes, refurbishing the old ones, organising seminars and meetings for staff professional development among other inclusive activities in the schools' annual planning. In addition to that, both schools generally raise fund through different means like fee collection and extra levies imposed on certain services as means of generating resources for inclusion (SA/SB AnRepts2009/2010; Schmemos/minutes/staffmeets2009/2010; interviews/HTB/T2A; ObsSocActs/Schgrds).

Inclusive philosophy

Findings suggest that the inclusive philosophy is another key aspect of the schools' inclusive vision. In each of the schools, it is entrenched in the Internal Rules and Regulations in line with the national and international commitments to inclusion. Interview responses also suggest that every step is taken to ensure that there is no discrimination in both schools. Defaulters are immediately castigated, as a student confirms:

“In our school, no student is allowed to discriminate against another otherwise, he or she is penalised” (S3SA). The welcoming school culture is highlighted in its internal rules: “School A opens her doors to all students” and “No student should intimidate or discriminate against another; No student should disturb in class or school grounds; No refusal to do any punishment (SA/IntRules/Regs/P1).

In school B, a similar atmosphere prevails when a parent recalls societal and school cultural/moral obligation towards the disabled:

“Traditionally children with disabilities are protected in the society so any child or person that discriminates against them is punished even in school” (PSB).

In order to ensure that each school’s rules and regulations are strictly implemented, they are usually read out aloud during morning devotion to the entire student body at the beginning of every academic year and copies displayed in most strategic areas on the school ground and in classrooms. In addition to that, most classrooms have their own internal rules in the form of mission statement. The general emphasis is about penalising defaulters of discrimination and violence and respecting the individual rights of staff members and fellow students (SA/SB/Obs/Schgrds/Classrooms).

Generally, many teachers and students have been developing positive attitudes towards persons with SEN/DDD and those of different official linguistic and cultural backgrounds. A head teacher explains:

“Before, there used to be discrimination between the Anglophones, Anglos and Francophones, the frogs, but nowadays, there is no more discrimination between children of these linguistic groups in Cameroon” (HTB).

The schools’ inclusive ethos translates their commitment to accommodate student diversity.

Multiple inclusive benefits

Results from both cases indicate that, as a key aspect of school vision for inclusion, some multiple inclusive benefits are envisaged in the form of educational goals to be attained. The goals include: to remove barriers to learning and achievements in both schools striving to promote EFA and inclusion; to enable the schools to maintain their outstanding positions in the annual academic league table; and to support students with SEN/DDD towards their full learning potential indispensable for their individual and national developments (SA/SB AnRepts2009/2010; Data/children/SEN/DDD; TimeTabS/Teachers). The schools’ vision towards such educational outcomes embody multiple inclusive education benefits, as revealed by an interviewee,

“The impact of inclusive support is felt because organisations help in situations where most parents with disabled children could not have been able to educate their children and also encourages parents who had abandoned

their children in doors to take them to school where they are identified as those with special needs and supporting organisations come to help” (T3SA).

The multiple inclusive education benefits like academic, social, bilingual and intercultural support services identified in the investigated mainstream school settings are designed to equalise and maximise learning opportunities for all, with emphasis on those with different categories of SEN/DDD (SA/SB AnRepts2009/2010; Data/children/SEN/DDD).

Thus, findings on the schools’ vision for inclusion entail many aspects of policy/planning that set the ground work in explaining how inclusive education services are generally conceptualised in both schools with the help of external public and private support partners.

Theme 5.2.1.3 Technology of inclusion

| | | |
|--|------------|----------------------------------|
| Technology of inclusion (Whole school inclusive system) | Subsystems | Francophone (academic) subsystem |
| | | Anglophone (academic) subsystem |
| | | Bilingual subsystem |
| | | Social subsystem |
| | | Intercultural subsystem |
| | Structures | Guidance counselling unit |
| | | Bilingual/Intercultural unit |
| | | Disciplinary/general unit |
| | | Social/livelihood skills unit |
| | procedures | Official action plan |

| | | |
|--|--|--|
| | | of EFA/inclusion /human rights -based |
| | | School/staff action plan of inclusion/ charity-based |

Unlike the previous theme that underscored the collaboration between the schools and their public and private stakeholders in designing and executing inclusive education projects, this theme answers the research questions: “How do schools accommodate and plan for diversity?”. The response to this question is focused on the schools’ internal organisation and management of inclusive support services. Findings confirm that both schools use “technology of inclusion” referred to as the whole school inclusion approach (section 1.5.1) to meet the needs of student diversity with emphasis on those with SEN/DDD.

Technology of Inclusion is the technical mechanism of overall systematic organisational patterns of the inclusive support network composed of interactive subsystems, structures and procedures that enable whole school inclusion to materialise. The interactive features of the schools’ support services include: five subsystems, four structural units and two procedures in operationalising inclusive education services, illustrated in diagram 7.1, section 7.2..

Subsystems: school semi-autonomous settings that manage curricular and extra-curricular programmes. The Francophone sub-system provides general educational services and inclusive support in French language curriculum, curricular activities and French as first official and working language. Similarly, the Anglophone sub system is designed for the English speaking students. The bilingual subsystem manages the Compulsory Bilingual Education (CBE) programme, that is, curriculum and foreign language curricular support activities in English to students of the Francophone subsystem and French to students of the Anglophone subsystem. All the three sub systems are also responsible for the able students on the Special Bilingual Education

(SBE) programme which entails the alternative use of French/English as media of instruction by all Francophones and Anglophones placed on the programme after a formal assessment procedure. Unlike these three subsystems which manage curriculum and curricular support activities, the social and intercultural sub-systems provide a range of extra-curricular social and intercultural support activities respectively to students with diverse categories of needs on/off school ground, in/out-classroom settings (SA/SB/AnRepts2009/2010; Data/children/SEN/DDD; TimeTSched/Teachers; SRegtrs; Curr/Syll/Interviews/T1SA/HTB).

Structural support units: are designed to support the subsystems in their curricular and extra-curricular activities to enable them to attain the school's educational goals. The four structural support units include: the Guidance Counselling which provides out-class learning support to students, teaching support to staff, psychological and counselling services to all stakeholders including parents of children with SEN/DDD; the bilingual/intercultural unit that handles bilingual and intercultural inclusion activities; the disciplinary and general administration unit that caters for students with behavioural and anti-social problems and also liaise with external support bodies; and the Social and livelihood skills unit that provide various resource support, socialisation and livelihood skills development activities. Although each of these inclusive support services operates autonomously, they also collaborate and cooperate when and wherever needs arises to ensure that various support providers and users receive adequate attention necessary to maximise efficiency and attain the targeted goals of school inclusion.

Procedures: The manner in which support services are operationalized either through human rights or charity based. Both schools use a combination of these two procedures, that is, the officially imposed human rights-based and the school/staff charity-driven initiatives in planning (section 5.3.1.2), organising and managing support services to meet the needs of students with SEN/DDD (SA/SB/AnRepts2009/2010; Data/Children/ SEN/DDD; TimeTSched/Teachs; SRegtrs; Curr/Syll; Soc/Intercult/acts; interviews/T1SA/HTB).Such a systematic approach to the organisation and management of the schools' internal support services is indispensable in enhancing school inclusion for student diversity.

5.2.2 Implementing school inclusion

As revealed by findings, unlike the previous themes grouped under the thematic category of “conceptualising school inclusion”, those in this section fall under “implementing school inclusion” through practical academic, bilingual, social and intercultural support services in both schools. Part of the findings provides answers to the following research questions: “How is inclusive education (conceptualised and) implemented?” and “How do the schools accommodate (and plan for) diversity?” This section, therefore, consists of interpreting what goes on practically in the various sub systems of the two whole school settings that strive to promote participation of students with SEN/DDD according to the official action plan of EFA and inclusion.

5.2.2.1 Curricular (academic) inclusion

| | | |
|---------------------------------|---|---|
| Curricular (academic) inclusion | Learning support provision/ participation | Curricular activities |
| | Special needs identification | Differentiation |
| | curriculum access | Grouping and peer relationship |
| | teaching strategy adjustments | Assessment of learning |
| | Evaluation support | Motivational techniques |
| Anglophone subsystem | | Activity based learning/mixed ability role-play |
| Francophone subsystem | | |

Findings under this dimension of inclusion consists of two subsections namely learning support and participation which is student focused and curriculum and teaching which is teacher focused in both schools.

Learning support, Participation and placement

Learning support, participation and placement are concerned with how both schools get students with SEN/DDD involved in curricular and extracurricular activities on school grounds and in classrooms. Curricular (academic) inclusion encompasses different forms of support services provided in the French medium sub system and the English medium subsystem that operate independently with the aim to remove barriers to learning, raise educational standard and enhance achievement of such students.

At the level of ***“identification of SEN/DDD”***, since there is neither psychometric testing procedure nor formal educational assessment framework with an official code of practice, both schools use indirect assessment methods to identify different categories of SEN/DDD and additional needs of students commonly labelled as fast learners, slow learners, stubborn learners, among others (section 4.5.2 and 4.5.3). Firstly, the schools rely on students’ medical certificates of disability filed in their private records or on collaborative support partners as a teacher discloses:

“Like I said, we do not have any inclusive policy however we have parents who sometimes tell us the difficulties of their children, another partner is the Ministry of Health who provide us information about the health condition of a child, the social welfare also gives information about some children with special needs either because the child is orphan or has disability. These are all school partners in inclusive education services” (T2A).

Secondly, there is the scrutiny of student academic progress record from the previous school, grade prior to placement and performance in formative and summative evaluations. Thirdly, observation data in both schools indicated that some students who interact and participate passively, underperformed the required skills or remain isolated in classroom and school ground activities are considered in need of special support (SA/SB Obs/Cult/Soc.Extracurri/acts/Schgrds; Ord/Bil.educ/Curr/acts/classrooms). Fourthly, other modes of assessing children with SEN/DDD include: a check of their disciplinary records in case of repeated anti-social or behavioural problems; classroom teachers early detection through students’ underperformance, difficulties in learning or other abnormalities in the process of academic development and the reports of Guidance counsellors who attend to different categories of students and student/teachers problems

(SA/SB/AnRepts2009/2010; Data/children/SEN/DDD; Disability/archives; SReptBklets; SRegtrs; Discipli/Council/records). Once a student is identified with a particular type of SEN/DDD through any of the above means, s/he is supported by the school sub subsystem or unit responsible for such services. Sometimes a particular support may require collaborative services with another subsystem or unit within the schools or with external partners (interviews: HTA, T2B, S2A, S3B, and Observation).

With regard to “*participation*”, all students in both schools are involved in compulsory curricular (academic) support activities and optional extracurricular activities. The curricular support activities are delivered in the Anglophone, Francophone and Bilingual sub-systems through in-class (school classroom) or out-class (out of school classroom or evening school classes) learning support provision. The services are delivered on individual or group basis for students identified with SEN/DDD, table 5.2, section 5.2.2.2. In extracurricular support, all students are encouraged to participate in, at least, one optional socialisation, intercultural participation and livelihood skills development activities as a form of informal learning. Participation in these extracurricular support activities is done on individual or group basis, on or off school grounds, in-class and sometimes in the form of competition which culminate in incentives and prize award ceremonies, especially during the Youth Week and day celebrations(Obs/Soc/Intercult/acts/on/off/schgrds; SA/SB/ Studt/ Acad/ Bil/ Learn/ Suppt/acts/in-class/out-classrooms; SA/SB/AnRepts 2009/2010).

For “*placement*” in different curricular activities, findings do not indicate any aspect of separate placement of students with SEN/DDD because none of the investigated schools has an exchange programme for staff, students and sharing expertise with special schools nor is there any partial withdrawal programme in any of the schools. As whole school system, it is mixed-ability grouping with all students of the same grade, regardless of their differences, placed in the same classroom in which they participate in the same school activities with other peers. Thus, the bulk of learning support services are designed more for a Group Educational Plan (GEP) rather than Individualised Educational Plan (IEP) activities (Data/Children/SEN/DDD; Visit/SpecSchs Interviews:T3B/S2A/S3B; SA/SB/ObsStdLearn/Suppt/Acts).

All learning and learning support activities are organised differently according to their scales of importance. For example, weekly and daily time tables reveal that more hours are devoted to curricular academic/bilingual support activities while less time is dedicated to extra-curricular social/intercultural support activities. On the whole, student learning support, participation and placement, as indicated through practical academic, social, bilingual and intercultural dimensions of inclusion, are regrouped under curricular and extracurricular activities.

Whole school inclusive curriculum and teaching

Findings in both schools also suggest that there is no official curriculum adaptation by the Cameroon GCE and “Office de BAC” Exam Boards working in collaboration with the MINESEC authorities (NationalCurr/Syll; Offleg/poldocs). Hitherto, the MINESEC authorities make it clear that it is the responsibility of every classroom teacher to ensure that all students have access to the curriculum and are successful in their educational career. However, given the challenging and difficult working conditions of teachers, it requires professional competence, confidence and personal will to undertake the task of curriculum adaptation. As a teacher reveals,

“In my school, there is no official adaptation of the curriculum so most teachers adapt it in their classrooms as it suits them and there is no checking to see whether or not they do that” (T4SA).

Although the curriculum is flexible, it is not balanced and accessible to learners with SEN/DDD. Consequently the curriculum adaptation process lies within the discretion of each classroom teacher. Without any supervision and management of this key aspect of educational services by the MINESEC authorities and the official exam boards, while some teachers adapt the curriculum, others do not, on grounds that they are unskilled or unauthorised (interviews/T3A/T2B; SA/SB/Ord/Bil/ClassroomObs). However, In order to provide in-class learning support to students with SEN/DDD, most teachers who adapt the curriculum also implement the student centred pedagogic strategies. Observation data in certain classes reveal that some mainstream teachers deployed a lot of energy, sacrifice a considerable length of time and constantly adjusts teaching methods through differentiation, mixed grouping, role play, among others to accommodate students with SEN/DDD in classrooms (SA/SB/OrdClassroomsObs).

Thus, the different opportunities of learning support are designed to enable students with SEN/DDD to have access to curriculum and participation in curricular activities organised by the schools to attain their inclusive education goals.

5.2.2.2 Extracurricular social inclusion

| | | |
|--|------------------|---|
| Extracurricular social inclusion Social subsystem | Social inclusion | Diversity and Social participation |
| | | Human right-based social support/benefits |
| | | Charity-based social support/benefits |
| | | Environmental access |

Findings on the social support subsystem of the whole school system answers part of the question: “How do the schools accommodate (and plan for) diversity?”. According to the findings, the theme of social inclusion consists of the following sub themes: diversity and social participation; human rights-based social support/benefits; charity-based support/benefits and environmental access to school grounds and classrooms. This dimension of inclusion facilitates school accommodation of student diversity especially those with SEN/DDD.

Both schools, as explained in section 5.2.2.1, are welcoming and accept student diversity from within the community. In order to promote the social participation of all: the disabled, non-disabled, Francophone, Anglophone, boys, girls, fast learners, slow learners and the like, the schools have embarked on multiple social activities. Besides the support activities that promote daily social interaction on school grounds and halls, there are weekly club and sport competitions and annual youth weekly activities always culminating to evening parties in the community hall under the auspices of members of the local administrative authorities (SA/SB/Obs/Soc/Acts/Schgrds; Interviews/T5B/S1B/PB/HTA/T1A/T1A).These

socialisation activities enable students to make friends, exchange ideas with fellow club members during performances and competitions, play together during short breaks, discuss and make fun in halls, share even the little they have with each other in the dining hall, among others. These activities inculcate the spirit of social participation, socialisation and friendship which in turn promotes peer learning support among children with SEN/DDD and their non-disabled peers.

In addition, the schools work in collaboration with their private and public support partners in social support and benefit provision to students with SEN/DDD, as a teacher reveals:

“The Social Services offer some services to disabled children and orphans are also supported by some private organisations” (T1SA)

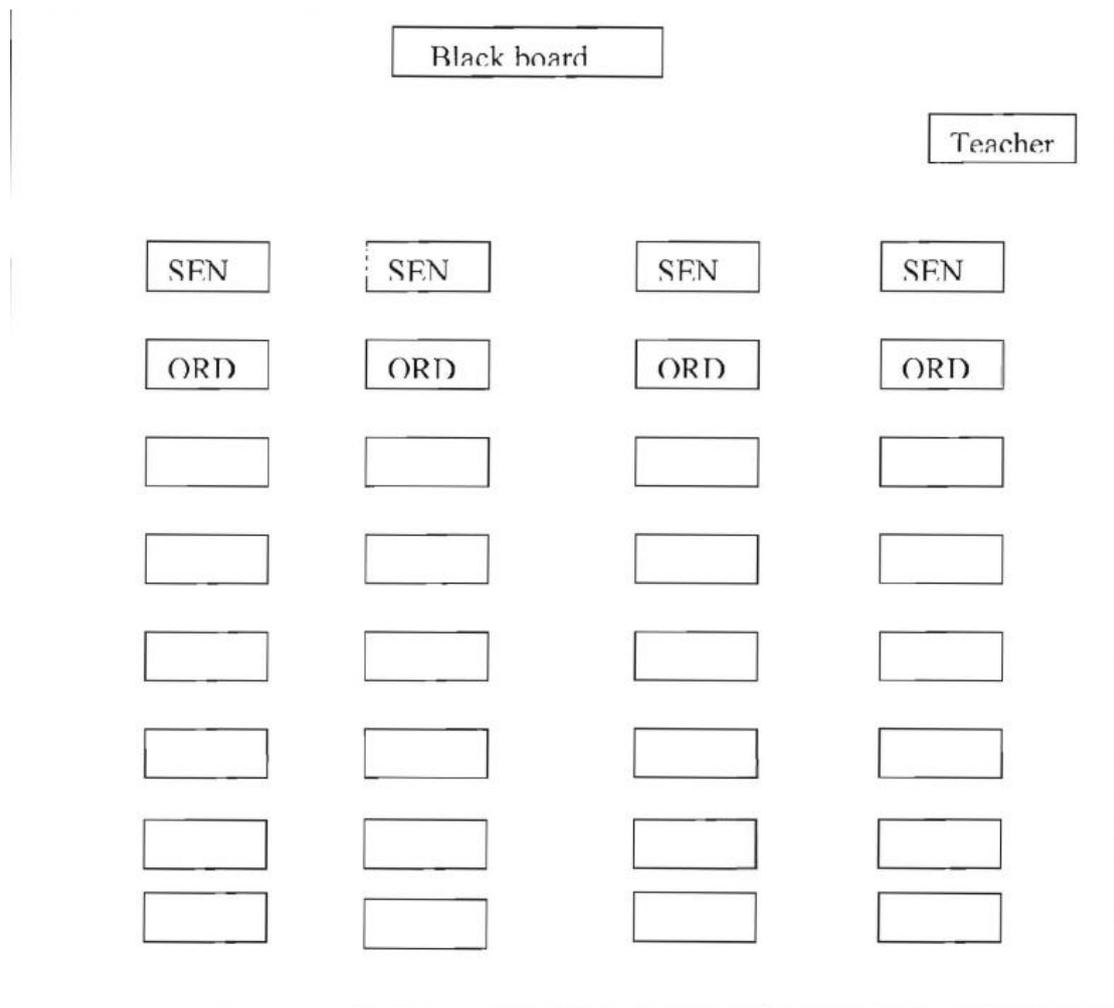
While some children with severe SEN/DDD are eligible to state partial support in the form of school fee exemption, others benefit from charity support provided by some private bodies in the form of health and social welfare services or resource donation (Disab.Archs; SA/SB/Data/Children/SEN/DDD; OffLegal/Poldocs).

With regard to environmental access, findings indicate that the schools’ grounds, buildings and classrooms have limited or no adapted facilities because they were originally designed and constructed with little or no disability awareness in mind. There is, therefore, the problem of physical accessibility for students with mobility needs to both schools but in different ways, as already described in sections 4.5.2, 4.5.3 and 5.2.2.2. Thus, to access School A grounds and classrooms, physical human support (usually peers, staff and relatives) is required by students with mobility needs while those with tricycles can seasonally access any part of the School B environment except in the rainy season when they have to snake between potholes.

In terms of classroom social inclusion, findings reveal that at the beginning of every academic year both schools often undertake the refurbishing of buildings, physical restructuring of their classrooms and reorganisation of sitting positions in classrooms, with enough space for wheeled chairs in school B. The classrooms have enough ventilation, lights and the blackboards are often renovated annually. Students with SEN/DDD like mild deafness or blindness are placed in front of the class under the surveillance and professional gaze of the classroom teachers as illustrated in table 5.2.

Most teachers often speak louder and make effort to write clearer on blackboards in classes accommodating students with SEN/DDD (SA/SB/AnRept2009/2010; SA/SB/Soc.acts/Schgrds/classrooms; interviews/PII/HTA/HTB/T5B). As an aspect of social inclusion of student diversity in both schools, students are not given any corporal punishment. Generally, culprits are asked to clean or sweep school ground or classroom, mow the lawn, remove cobwebs or pick a pin. Meanwhile students with SEN/DDD, especially those with severe disabilities are exempted from punishment. Sometimes disruptive students are asked to kneel down in front of the class, stand behind the class or sent out to the counselling or disciplinary support unit (SA/SB/Data/Children/SEN/DDD; interview: HTA). Such minor correctional measures are to re-orientate those who violate certain aspects of the Schools' Rules and Regulations and to facilitate their classroom inclusion.

Table 5.2 Classroom social inclusion



Whole school classroom inclusion: SEN-Learners with SEN/DDD
 ORD-Ordinary learners

The extra-curricular social subsystem and its activities are instrumental for peer support, social wellbeing, social participation, access to school grounds/classrooms among other conditions that enhance the learning and achievement of students with SEN/DDD in mainstream schools.

5.2.2.3 Curricular bilingual inclusion

| | | |
|--|--|---|
| Curricular bilingual inclusion Francophone sub system/ Anglophone sub system | Curricular bilingual learning activities | Compulsory bilingual education(CBE) |
| | | Special bilingual education (SBE)/able learners |
| | Extracurricular Bilingual learning Activities/School bilingual culture | classroom |
| | | School ground |
| | | Community |

Findings on this theme provide part of the answer to the research question, “What is the role of bilingual and cultural inclusion?”. They indicate that the bilingual subsystem of the whole school inclusion system operates in three forms namely the curricular activities like the compulsory bilingual education (CBE) and the special bilingual education–(SBE), and the extra-curricular activities of the school bilingual culture (SBC) in classroom, on school ground and in the community. Each of these forms of bilingual support services has a different role to play in facilitating learners’ acquisition of bilingual knowledge and skills. These bilingual support activities and the intercultural support services of the next section translate the schools’ implementation of the official programme of bilingualism and biculturalism aimed to promote school inclusion and national unity of all citizens.

Findings on both schools suggest that one form of curricular bilingual inclusion is delivered as CBE to all students with foreign language learning as additional needs. This includes compulsory English as foreign language (EFL) to all Francophones and

compulsory French as foreign language (FFL) to all Anglophones. In describing the usefulness of this form of educational services, a teacher illuminates:

“Bilingual education influences inclusion because they (English/French) are official and compulsory languages in all schools (T4A).

There are enabling factors arising from this bilingual dimension of inclusion because of the way the education programme is conceptualised and implemented. Firstly, knowledge, communication and social interaction skills acquired from the CBE programme are instrumental in the academic development of learners. Secondly, the CBE is a unifying factor for students and staff from both side of the official languages and cultures (French and English speaking communities) in the whole school setting. In addition, since both languages are of wider communication and also used as media of instruction, the inclusive bilingual education benefit derived from the CBE programme is useful at individual, national and international levels (Interviews/T4B/P1B/S3B/T2A/T5A). In this regard, many resources (human, material and financial) are being invested by the state towards the sustainability of the programme which enhances intellectual and professional development and facilitate the integration of many citizens in schools, communities and the society (Off leg/Poldocs; SA/SB/AnRept2009/2010; SA/SB/IntRules/Regs). A parent highlights the advantage of bilingualism in school and society:

“In fact, Cameroonians have attained about 50% bilingualism, that is, every Cameroonian can at least understand, if he or she cannot speak the second official language. So, it is easy to communicate with Francophone colleagues” (PSA).

Findings also reveal that another curricular bilingual inclusion route is the SBE programme delivered to able Francophone and Anglophone students (talented and gifted learners), selected through a formal evaluation exercise. This new school programme, still at experimental stage, is fundamentally a replica, with some modifications, of all curricular activities in the Francophone and Anglophone subsystems combined in one classroom context. Students accepted on this programme are drawn from both sub-systems, placed in one classroom using French and English alternatively as media of instruction. The aim of the programme is to enhance academic excellence for the able learners in all subjects across the curriculum and to train them as bilingual scholars who may complete the secondary school course through the English or French education certification or both. The educational

enrichment programme targets the development and training of prospective highly skilled bilingual academics and professionals for the national labour force and labour mobility in the competitive global economy. Consequently, only few students in certain classes are selected on the programme. In School A, for example, only a portion of Form 3 and form 4, and in School B, only a portion of Form1, were engaged in the SBE programme (Interviews/PII/S3/T4A; SA/SB/AnRepts2009/2010; SA/SB/Obs/bil.educ).

In addition, findings on the extracurricular bilingual support activities consist of diversified forms of school bilingual culture (SBC) or bilingualism promoted on school grounds, in classrooms and between the schools and communities. They include the use of bilingual (English/French) cultural artefacts: didactic materials especially official text books and staff; notices on notice boards within school grounds and in classrooms; official and school documents; spontaneous code switching in communication among teachers and students; clubs activities; multimedia resources and more weekly hours devoted in the learning of English/French. Students also occasionally go on internship to French and English speaking regions of the country to participate in community cultural youth group and network of cultural development activities (SA/SB/AnRepts2009/2010; Notices/noticeboards; OffLeg/poldocs/SA/SBdocs; SA/SB/Obs/Bil/Intercult.Acts/Schgrds/classrooms).

In order to develop and sustain the CBE, SBE and SBC forms of bilingual inclusion, both schools have devised means of language learning support (LLS) services facilitated by the bilingual subsystem which collaborates and cooperates with the Francophone subsystem, the Anglophone subsystem and the bilingual support unit. However, just like support in academic inclusion (section 5.3.2.1), the LLS and intervention services are available only during in-class or out-class curricular activities because there is no independent SEN/DDD curriculum and learning support unit to handle this area of educational services.

Generally the findings under this theme reveal that both schools' implementation of the various bilingual support services are in line with the official policy and plan of action on bilingualism and biculturalism in the national education system. The CBE, SBE, SBC and their in-class/out-class community network support activities are

designed to enhance students’ communication, learning, and achievement and to facilitate their bilingual (mother tongue/ English and mother tongue/French) inclusion in the investigated mainstream schools and communities.

5.2.2.4 Extracurricular intercultural inclusion

| | | |
|---|--|--|
| Extracurricular intercultural inclusion Cultural subsystem | Intercultural inclusion Official English culture Official French culture National ethnic cultures | Multicultural weekly activities |
| | | School biculturalism / national ethnic culture |
| | | National annual intercultural celebrations |

The interpretation of findings under this theme is part of the answer to the research question: “What is the role of bilingual and cultural inclusion?” posed at the beginning of the previous sub-section.

Findings suggest that the cultural dimension of inclusion is inscribed within the cultural subsystem of the whole school system. It is focused on cultural exchange in extracurricular support activities between the Cameroonian ethnic languages/cultures, English language/culture and French language/culture through different stages in the process of whole school inclusion. In this combination, the national and foreign cultural patterns of behaviours and patterns of thoughts interact in the given schools’ contexts resulting in what is referred to as “extracurricular support in intercultural participation” or “intercultural mediation education activities” for student diversity. In both schools, students and teachers from diverse ethno-cultural backgrounds strive to work in conformity with the official biculturalism inscribed in the schools’ cultural subsystem in order to get themselves integrated and function adequately in the whole school system.

Findings reveal that different patterns of the intercultural support activities tend to operate concurrently but in different combinations. Sometimes the national ethnic cultural support activities are delivered independently or simultaneously with the English and/or French cultural activities as intercultural dimension of school inclusion. This aspect of support services is implemented by involving students of different ethnic backgrounds in the schools' multicultural activities, as the pedagogic inspector discloses:

“We have what we call, co-curricular activities, that is, Wednesdays are devoted for cultural activities” (PII).

Such organised weekly activities include: wrestling, jokes and riddles, livelihood skills development, arts, clubs with bilingual, journalism, religious, drama, singing, dancing, health, environment, school choir issues, among others that embody aspects of the patterns of behaviour and patterns of thought of the English, French and diverse national ethnic cultures. These extracurricular activities, as facilitators, promote the socialisation and intercultural participation of students and staff in the whole school inclusive process. Consequently, the mainstream schools' inclusive culture assumes the status of “the standard culture” and practically accommodates the various community ethnic cultures and the official cultures represented by staff and students in the investigated schools. Besides the one hour weekly intercultural activities organised on Wednesdays, there are also annual weekly rehearsal festivities in commemoration of important national events namely the Youth Day on 11 February, National Day on 20 May and the International Day of Mother Tongue on 21 February every year. During the Youth Week of national bilingualism/ biculturalism (1-10 February every year), a series of the abovementioned intercultural activities are launched and intensified in the form of competition between individual and group of students, classes, subsystems and whole school systems (SA/SB/AnRepts2009/2010; Off/SA/SBdocs; SA/SB/Obs/Cult.Acts/Schgrds; Interviews/PII/HTB/T3B/T2A/S2A).

In order to promote students' physical presence and active participation in the intercultural inclusion activities, the best performing students and groups of students in the competitions receive trophies, prizes and incentives. The appreciation administered alongside support services makes intercultural mediation education interesting. It encourages all students, regardless of their ethnic background differences to participate in one or more of the diversified school intercultural

Human resource availability and staff initial training/development are important aspects of inclusive education services that falls under conceptualising (human resource planning) and implementing (staff development) inclusion. Thus, findings under this theme provide part of the answers to the question: “How are inclusive education services conceptualised and implemented?”.

Findings from the investigated whole school systems, targeting multiple support services, reveal that staff inclusive in-service training (INSET) is diversified with: emphasis on counselling consultancy and tips on school psychology to support teaching for academic inclusion; formal training in bilingual inclusion; enrolment on part time SEN course at the university by few staff members; tips on bicultural/intercultural inclusion; and tips on SEN to support social/academic inclusion of students with SEN/DDD (SA/SB/AnRepts2009/2010; Offlegl/poldocs; Interviews:HTA/T1A/T3A/T4B/PI).

These explanations suggest that whole school staff development consists of a variety of full time training activities and tips on certain dimensions of inclusion aimed at equipping the staff with knowledge and skills to manage children with SEN/DDD in the mainstream schools and classrooms. Some of the inclusive training tips include: counselling teaching support; pedagogic inspection remarks and recommendations; collaborative problem solving among teachers in the same speciality; knowledge exchange with colleagues in general staff meetings and professional association seminars; collaboration with school partners like parents, community members and multi-agency partners. The head teacher of School B summarises the issue:

“The delegation usually organises in-service training seminars for teachers in various subject areas but not in inclusive orientation. For children with visual or sight problems, teachers are advised to bring them in front of the class or speak louder when teaching for the benefit of all students. This is not done in the school. It is done during different subject training,” (HTB).

Findings from both schools suggest, as raised at the level of barriers to inclusion, section 5.3.3.1, that there is the necessity for whole school inclusive staff development, especially in SEN, disability awareness and intercultural support to

enhance whole school inclusion for students with SEN/DDD. As discovered in these schools, the problems of pre-/in-service training, organisation and management of special/inclusive education staff reflects to the general problem already raised in section 2.7 under society and background.

5.2.2.6 Stakeholder involvement

| | | |
|-------------------------|----------------------|---|
| Stakeholder involvement | Public stakeholder | Ministries MINESEC MINAS MINESANTE MINEFI |
| | Private stakeholders | Parents, Community members/ organisations, NGOs, Religious bodies and International bodies |

In both schools, findings indicate that stakeholders play an indispensable role, as support partners in the schools' inclusive process. In order to realise their inclusive mission, as organisations, the schools depend on the collaboration and support of their public and private stakeholders (section 2.4, table 2). This section answers the question, "How are parents and community involved in school inclusion?".

Findings suggest that although the schools are state maintained and rely more on the state for resources, private support providers like the PTA, private agencies and community members are also engaged in supporting the schools in their general and

inclusive education development projects. The public stakeholder, as the major school support provider, is represented by MINESEC and MINAS and their regional/divisional delegations that collaborate with the schools in providing human, material and financial resources and supervision to ensure that quality and standard of education are maintained. Generally, due to the huge responsibility of the state to provide resources to many schools nationwide, the resources it provides to the investigated schools is often insufficient. Consequently the schools have to seek further means of acquiring extra-resources through fund raising like extra charges on certain services and resource support from private stakeholders (Offleg/poldocs; SA/SBAnReport2009/2010). As one of such support providers, a parent has this to say:

“We, as parents and community, we participate in school projects. We contribute money to recruit part time teachers, build classrooms and make benches and other things which the school needs”, (PSB).

A teacher also explains:

“Parents and other partners play important role through the PTA to see that bilingualism is based in our school. Other partners are Alliance Franco-Camerounaise and a lot of support by the University of Buea that ensures that bilingualism is put in place and the Cambridge publishers are also a good partner to our school. During the year, we receive books and resources on bilingualism from ANUCAM, Alliance Franco-Camerounaise and Cambridge which we distribute freely to students. I have talked of the PTA that represents the community with their aids” (T3B).

Findings also reveal that, in return, parents and community members have also learned and benefited from the whole schools’ counselling services and the university on how to support their children with SEN/DDD and to secure the state partial social benefit/support resources. Through such a partnership, parents and community members have also created inter-social and inter-cultural support networks which enable families and friends with similar problems to meet and look for common solutions to their individual/group problems. These initiatives have fostered inclusion within and between the schools and their external stakeholders in the community.

5.2.3 Barriers to school inclusion

This section is concerned with barriers arising in both schools in the process of their development towards whole school inclusion. It provides an answer to the research question, “what are the problems and barriers to inclusion?”. Although both schools experience multiple barriers, this section highlights only the major ones arising at the conceptualising and implementing stages that inhibit whole school inclusive process, as targeted by the government action plan of EFA and inclusion of 1998.

| | | |
|---|-------------------------------------|---|
| 5.2.3.1 Barriers to conceptualising inclusion | to conceptualising school inclusion | Planning/policy |
| | | Philosophy, attitudes/values/ views |
| | | resources (human/ non-human) availability |
| 5.2.3.2 Barriers to implementing inclusion | to school inclusion | Implementing school inclusion SEN identification/ Support provision Procedure/coordination of services |

5.2.3.1 Barriers to conceptualising school inclusion

At the level of conceptualisation, the school vision for inclusion encompasses common barriers that create a gap between the officially prescribed policy / planning and school practice.

Findings on the mainstream schools’ vision for inclusion suggest that, although official legal/ policy documents advocate education for all, official planning does not make full provision like whole school ordinary/specialist staff training, budget allocation and adaptable teaching/learning resource facilities for students with different categories of SEN/DDD. Despite the official legal/policy provisions in support of people and children with special needs in communities and schools (2.4

and 2.6), findings in both schools reveal that there is lack of officially designed: initial census and knowledge-based data on student population with SEN/DDD; SEN code of practice; systematic assessment frame for screening and identification of SEN/DDD; elaborate procedures for support provision and documentation in different stages of follow ups of support services delivered to individual learner or group of learners with SEN/DDD. Besides that the legal provisions are hardly enforced in full. Consequently, only children with severe SEN/DDD, especially disabilities are considered eligible for the state partial social support of school fee exemption. Generally, it is officially conceptualised that the vast majority of students with mild and moderate SEN/DDD accepted in mainstream schools would eventually cope on their own with limited or no support services from the school or their local MINESEC/MINAS authorities (Interviews: T3A/PSB/PII/T3B/HTB/HTA; Offleg/Poldocs; Data/ Children/SEN/DDD; Disab. Arch; SA/SBAnRepts2009/2010). Thus, the overall organisational planning of inclusive education services in both schools is resources-based rather than needs-based.

Findings also suggest that the official policy and governance of the centralised national education system inhibit the inclusive education process. Thus, the officially prescribed and inflexible standardised approach to educational services through curriculum, didactic materials, methods of teaching and evaluation; limitation of autonomy to the investigated schools and their local partners of the regional and divisional delegations in decision making, frustrate the purpose of meeting unique individual and group needs of the different categories of students with SEN/DDD. Hence, such circumstances lead to the schools' inability to attain their goals of academic, social, bilingual and intercultural inclusion goals (Interviews/T3B/T2A; Offleg/poldocs; SA/SBAnRepts2009/2010).

With regard to inclusive philosophy, although both schools strive for human rights-based educational services, some members of staff, non-disabled students and parents continue to embody negative socio-cultural values, views and beliefs about children with SEN/DDD, especially those with impairments (section 2.2). Such negative attitudes result in discrimination and stigmatisation which limit the level of socialisation, social and intercultural participation of certain students with SEN/DDD in school activities. Consequently most school stakeholders presume that students

with physical and intellectual impairments should be placed in special rather than mainstream schools (Interviews/T2A/T3B/T2B/T4A). Others point out the problem of negative attitudes of some stakeholders towards the inclusion of learners with different official language and cultural backgrounds in one whole school setting. The pedagogic inspector explains:

“As far as we are concerned, there have been many challenges and difficulties to the extent that most parents do not want their children to attend certain bilingual schools because of the negative attitude towards the French speaking community, some parents say you and your French, you want to assimilate us.” (PII).

Similarly a student highlights the cultural conflict:

“As a student, though there is no general discrimination in the school but there is discrimination implemented by the teachers between the students like the Anglophones and Francophones. For example, when the Francophones dress poorly the teachers ignore but when an Anglophone dresses poorly, he or she is punished severely which looks like giving the Anglophones some neglect”, (S2B).

These findings indicate that although both schools and their head teachers have developed a welcoming and inclusive culture, unless whole school system practices are fully entrenched in human rights perspectives and the stakeholders well informed, the negative socio-cultural attitudes will continue to inhibit the process of inclusion in the whole school settings.

The abovementioned planning barriers that underlie the exclusion of many children with SEN/DDD in schools are coupled and partly aggravated with the lack of adequate human resources. Findings reveal that both schools lack qualified staffs and staff pre-/in-service training programmes in managing whole school inclusive education services, as an interviewee explains:

“The initial professional training has not equipped teachers to manage such categories of learners, they have been trained to consider all children the same and teach them the same but the outcome indicates problems. So there is a need to train teachers towards these needs of diverse categories of learners,” (T2A).

The problem of human resource organisation and management in the inclusive schools is liaised with that of the national education system in general. As mentioned in section 2.7 of human resources, there are many qualified special educators and ongoing SEN courses in many institutions in Cameroon but due to administrative bureaucracy and other constraints (5.2.2.5, 2.7), such resources are not adequately exploited by the national education system to support students with SEN/DDD in mainstream schools. In addition, despite certain specifications outlined in chapters 1 and 11 of the disability law of 1983, there is no implementation of exchange programme for peripatetic staff and students with disabilities between the investigated mainstream schools and some nearby specialised institutions like the School of the Blind and the Rehabilitation Centre. These problems of understaffing the inclusive schools coupled with those of the large class size and high rate of teacher student ratio of 1:55 (4.5.2 and 4.5.3) increase teachers' individual professional responsibilities and limits their level of surveillance and professional gaze on learners with SEN/DDD (Interviews/S2A/S3B/HTA/HTB/PA/ PSB/T2A;SA/SBObs/Schgrds/Classroom.Acts).

Thus, the inadequate official planning, in terms of policy and resource (human, material and financial) provision for the EFA and inclusion school project, negatively influence the investigated schools' planning and practice of inclusion for student diversity.

5.2.3.2 Barriers to implementing school inclusion

Barriers to implementing school inclusion arise in practical curricular and extracurricular support activities designed to enhance effective participation of all including students with SEN/DDD.

Findings suggest that most barriers arising in the implementation of the officially targeted dimensions of inclusive education services are evident at the level of organisation, management and coordination of support services. The key barriers to practical inclusion in both schools include the: lack of systematic assessment frame, lack of qualified whole school ordinary and specialist staff, limited accessibility to curriculum/school grounds and classrooms, non-adaptation of instructional resources and pedagogic strategies; large classroom size, high teacher student ratio among other

aspects, including the students' inadequate bio-psychosocial conditions presupposed to support effective learning and achievement in school.

In the academic and bilingual dimensions of inclusion, special needs identification is done through indirect assessment mode (5.2.2.1). The lack of planning and systematic assessment frame limits the possibility of identifying special needs, formulation of IEP/GEP and provision of adequate learning support to students with SEN/DDD. A head teacher explains:

Our curriculum is flexible and can accept suggestions but before any adaptation, it must be done with education inspectors, otherwise, the curriculum used by all schools in the country is the same, there is no room for private adaptation” (HTB).

The barriers arising from lack of systematic assessment of special needs, inaccessibility to curriculum/school grounds/classroom and participation in curricular activities negatively affects the process of schooling and academic development of students with SEN/DDD. Consequently, the inadequate organisation and management of support services in all subjects across the curriculum and languages, especially in CBE(FL)programme and in English/French languages(L2) used as media of instruction in the subtractive bilingual education settings, seem to underlie the causes of many forms of students' academic underachievement, self-withdrawal from school, absenteeism, dream career detours and school exclusion (SA/SBB/Obs.Bil/Classroom.Acts;Off leg/poldocs; Data/Students/SEN/DDD; Interviews/S2A/S3B/S2B/PA/PB).

Findings also indicate that most of the whole school staff of the bilingual, counselling and disciplinary support units are not trained with inclusive capacity-building initiative, thus, there is a problem of coordination of curricular and extracurricular inclusive education services. In addition, only few ordinary teachers delivering the charity-based in-class or out-class support services adapt the curriculum and curricular activities in response to the needs of students with SEN/DDD. Hence, the human rights-based educational support for these students, as advocated by the official legal and policy documents is not fully implemented. In this regard, since there are neither special peripatetic nor support teachers, the mainstream classroom teachers are always faced with the dilemma of either decelerating their teaching pace

to meet the needs of special learners or accelerating to cover the scheme of work and syllabus in line with the official calendar from MINESEC (SA/SB/Obs/Ord.Classrooms; Offleg/poldocs; Disab.Arch; Interviews/S2A/S1A/PB T3A/T1B/T5B).

In addition, there are also barriers arising from the socially and socio-economically disadvantaged origin of some learners. Within the school contexts, there are many children with different types of social and socio-economic problems. This includes those known as “ghost or clandestine students,” who, because of their families’ low socio-economic status are unable to afford school fees and basic school needs, especially textbooks, although willing to study. Most of them hang around the school grounds dressed in school uniform but often fall out with the school authorities and end up in police custody. There is also the absence of a general school meal for all. Despite some social amenities, like dining sheds for external students, a refectory for those in the dormitory in School A, many students still go almost the whole day in school without a meal. This situation forces many students to rush home before the closing time everyday, thereby affecting their state of wellbeing and learning in school. The issues of socially, socio-economically and educationally disadvantaged, school failure and expulsion of many learners in both schools arise partly from lack of full implementation of the official legal/policy frameworks that make provision for students with SEN/DDD in mainstream schools (SA/SB/Obs.Schgrds/Classrooms; Offleg/Poldocs).

Thus, barriers to inclusion encountered in both schools at the level of conceptualising and implementing support services influence the process of learning and development of children with diverse categories of SEN/DDD in the investigated mainstream schools.

5.3 Summary of findings

This section constitutes statements of synthesis generated from the major emerging themes and concepts already presented and interpreted in the previous sections of this chapter and discussed in detail in the next chapter. Examples of full descriptions and thematic codings that constitute the statements grounded in the meanings of inclusion as heard and seen in the field are in appendix section v 3.

Statements of synthesis generated from the emerging themes on multidimensional aspects of whole school inclusion

- Whole school inclusion is oriented towards multi-dimensional support services and involves a wide range of school stakeholders.
- School vision for inclusion is underpinned by culture, philosophy and planning for diversity that target multiple inclusive education benefits.
- Systematic organisational techniques are necessary for adequate planning and implementation of whole school inclusion.
- Curricular (academic) inclusion requires a wide range of adjustment strategies in learning and teaching-oriented activities.
- Social inclusion for student diversity requires social participation, social support and environmental adaptation.
- Bilingual dimension of school inclusion may facilitate or inhibit learning and achievement.
- Intercultural dimension of school inclusion complements learning and enriches academic enterprise.
- Staff inclusive training and development are necessary for successful realisation of school inclusion.
- The role of stakeholders is indispensable in realising inclusive schooling project.

- Redressing factors of barriers at the level of conceptualisation and implementation is necessary for improvement of inclusive school process.

5.4 Comparing findings on both schools

From comparative and contrastive point of views, this section draws aspects of commonalities and distinctions on the way both investigated schools plan, organise and manage their inclusive education services.

5.4.1 Commonalities across the two cases of the study

From a comparative point of view, findings in both cases have many aspects of commonalities. As partly outlined in section 4.5.1 that describes the criteria and rationale for case selection and the general results of the study, the similarities across the two cases may be summed up in different ways. Firstly, the case study research is conducted in sites which are state maintained secondary institutions, with the state prescribed and controlled form of inclusive schooling orientation (section 4.5.2 and 4.5.3). Secondly, the officially imposed approach to managing different levels of conceptualising and implementing school inclusion and barriers encountered in the inclusive schooling process, as indicated in the findings, are almost the same in both cases. Thirdly, they operate in a highly centralised education system whereby the Secondary Education Ministry officially directs the organisation and management of education services in all government institutions; with very limited autonomy for schools to manage their internal affairs (as indicated by the sub themes under barriers to inclusion in section 5.2.3). Generally, the meaning of events and actions seen, heard and observed as represented by the emerging categories of main, sub and clusters of themes/concepts that constitute the findings are similar in both cases with only slight distinctions (examples of thematic frame and coding system are in appendix section v 3). The overwhelming similarities in the meaning of the findings suggest that school inclusion, through curricular academic/bilingual and extracurricular social/bilingual activities, is officially imposed, supervised and monitored by the state and generally practised in the same manner in the investigated bilingual mainstream schools like others with similar status in the national education system.

5.4.2 Distinctions between the two cases

The distinction in the background information of each school and findings indicate some aspects of uniqueness exhibited by each of the investigated schools which make it either more inclusive or exclusive than the other. As embodied by thematic and conceptual meanings of the research findings, such dissimilarities are mostly indicated through the school/staff inclusive initiative: planning; resource mobilisation, organisation and management; environmental and curriculum adaptation and curricular and extracurricular support activities offered at the discretion and limited autonomy of each school/teacher in collaboration with their private stakeholders.

In planning for inclusive school culture, School A (table 4.3) seems to be relatively better equipped than School B (table 4.6) as revealed by the school background information on additional inclusive resources (4.5.2 and 4.5.3). This is probably because School A is relatively better established, more popular as the “former Federal Grammar School and the cradle of national bilingualism” and easily makes contacts with public, private, national and international organisations for support resources. It is also staffed with many qualified teachers who offer high quality education and support services for the diversified urban population of learners (SA/AnReport2009/2010). In contrast, despite its disadvantaged semi-rural location, School B is comparatively well organised in generating and mobilising resources. The rate of collaboration, exchange of knowledge, ideas and resources between the school and its rural community support providers is relatively higher than that of school A. This, in turn, has enabled the school to build a strong foundation in its internal planning and resource development to improve its curricular and extracurricular support activities as indicated in interviews and document reviews. For, example, a student reveals that,

“We have the PTA that helps the school and the local chief of this town gave the school land. They do help us financially and morally, for example, we now have a multi-media centre, Library, science Lab buildings provided by the state and PTA,” (S1B).

Such a planning strategy and organisation of support services which underlie the high educational outcomes has made the young institution very popular. Thus, it serves as

a meeting point for learners with mixed ability skills on the outskirts of the town of Buea and the surrounding countryside villages. It is also the regional pilot school for the national inclusive education programme of bilingualism and biculturalism (SBAnRept2009/2010).

At the level of inclusive philosophy (beliefs, views and culture), data indicate that each of the schools has its code of conducts and guidelines to practical support activities. In this regard, School A seems to have a detailed and more committed Internal Rules and Regulation policy document than School B. In the former's document, it is clearly underlined that "*School A... opens its doors to all students*" (SA/Int.Rules/Reg. p, 1). In School B, such stringent Rules and Regulation are also evident but with a minimum degree of flexibility during challenging situations. Thus, both schools have their inclusive ethos enshrined in their internal policy documents that govern their cultural practices. However, School A seems to be stricter because of the numerous challenges posed by its students of urban origin as compared to the easily managed ones of rural origin in School B.

In terms of management of inclusive infrastructural resources, School A which is larger also has more complex building blocks, larger staff force, more students on roll and students with SEN/DDD than School B (section 4.5.2 and 4.5.3 tables 4.1 and 4.4 respectively). The former being an urban school also has many modern equipment such as multi-media centre, gym hall and the like which are not fully exploited. In contrast, School B that has very limited number of such facilities makes better use of most of them than the former. For example, in the latter, the students' resources such as multimedia centre, temporary accommodation and reading hall, library among others are more adequately exploited than those of School A. This explains the fact that students in the rural area of School B take their studies seriously and make good use of facilities which are not within their reach after normal school hours, unlike their peers in School A in urban areas who may access such facilities anywhere else in the community (SA/SB/AnRept 2009/2010/Obs/Schgrd.Acts).

With regard to accessibility to school grounds and classrooms, although both schools are in the same municipality, the first striking contrast between them is their geo-strategic positions. While School A is located in the town centre, along a highway that

makes it easily accessible to the public, School B is located in the rural area, on the outskirts of the town, which makes it seasonally inaccessible to the public. For students with mobility needs, School A is inaccessible because of its uneven topography, coupled with classrooms in the four storey buildings that were constructed in the 1970's without the disabled in mind. In contrast, except during the rainy season when the unpaved road becomes muddy, the two decades old School B provides an easy access to all students with mobility needs because of its even school ground landscape and simple classroom architecture of one floor block buildings (sections 4.5.2 and 4.5.3; SA/SB/Obs/Schgrd). Thus, each of the schools has a problem of accessibility in different ways. In the accommodation of students with mobility needs, School B offers a better accessibility alternative. Nevertheless, data suggests that School A seems to be relatively more committed than School B in terms of general school setting restructuring for inclusive purpose such as enhancement of working environment like library and multi-media centre, maintaining well illuminated classrooms, frequent annual renovation of blackboards, among other aspects of planning at the beginning of each academic year (SA/SB/AnRept2009/2010; SA/SB/Obs/Schgrd).

In the course of implementing inclusive education services, both schools use the same procedures as prescribed by MINESEC/MINAS with slight differences in modes of learning support provision. In School A, for example, the bulk of learning support activities to students with SEN/DDD takes place out of the ordinary classrooms contexts, as the head teacher reveals:

“We encourage students to attend private classes in order to make up what they cannot cover in school”, (HTA).

In School B, it is mostly within classroom contexts that the bulk of learning support is provided, as some teachers explain:

“The school accepts all categories of students but at the level of provision, the task is at the level of teacher. So, in order to make slow learners succeed, the teacher must adjust and exercise a lot of patience. But normally it will retard the teaching process” (T4SB).

Besides this distinction with more emphasis on in-class/out-class learning support activities, findings suggest that School A pays less attention to in-class learning support provision because it focuses more on market oriented school programme in

the urban community. In contrast School B tends to equilibrate its in-class and out class learning support activities to facilitate the inclusion of the disabled and the educationally disadvantaged children with SEN/DDD in the rural community rather than merely striving for high attainment position in the national academic league table.

Other aspects of dissimilarities include class size, number of student on roll/students with SEN/DDD, personnel working conditions, volume of work and the overall management of the curricular and extra-curricular activities. Because of its small size and volume of work, School B relatively manages its academic and social dimensions of inclusion easier and better than School A. By contrast, the latter who has more qualified personnel, access to resources than the former, therefore, manages its bilingual and cultural aspects of inclusion better than the former.

In conclusion to this sub section, since both schools are state maintained in a highly centralised education system, they have both aspects of commonalities and distinction in the various stages of conceptualising and implementing whole school inclusion.

5.5 Summary

This chapter was focused on the description of the various stages used in analysing the data, presenting the emerging themes, displaying the summary of findings and their interpretation in a comparative perspective to establish the commonalities and distinctions of whole school inclusive process in the investigated mainstream schools. The next chapter is about discussion of the key issues in the entire study.

Chapter 6: Discussion

6.1 Introduction

This chapter is concerned with the discussion of the findings on whole school inclusion with reference to the aims of the study. The key aspects of findings are discussed in relation to the contextual meanings elicited from the enquiry in relation to the previous studies in the literature review through the theoretical explication of the social, ecological and the organisational models of inclusion. Other lenses in viewing the process of school inclusion as equity and educational change are used in this discussion chapter.

6.2 Whole school inclusive culture development

Over the past three decades, it has been the task of researchers, policy makers, practitioners and every national education system to provide EFA (the principle of enabling all children to have access to education) and inclusion (the principle of ensuring that all children from within the same community learn in one school setting) in line with the international conventions of UNESCO (1990, 1994, 2000, 2005). In such whole school system with inclusive culture orientation, meeting the needs of student diversity, with emphasis on those with SEN/DDD, is the concern of the entire school and its stakeholders rather than only individual classroom teachers and parents of the minority students with disabilities (OECD, 2000, 2003). In the investigated Schools A and B of this study, the whole school approach targets multiple inclusive (academic, social, bilingual and intercultural) education services to enhance the active participation of student diversity with emphasis on those with SEN/DDD. In their endeavour to maximise learning opportunities that enable students to develop their full potentials, there is active involvement of all school stakeholders with diverse forms of support roles (teachers, peer groups-with and without SEN/DDD, parents, the community and societal members) (section 1.5.1).

Whole school inclusion goes beyond the teaching/learning of traditional subjects (OECD, 2003) and classroom placement (Carrington & Elkins, 2002) to embark on educational innovation and school improvement on many levels to accommodate

student diversity (Skrtic et al., 1996). Thus, it is about celebrating differences in a way acceptable to all (Barton, 1997) and underpinned by an inclusive philosophy (Ballard, 1995). In addition to academic support which is the primary goal of school inclusion, the investigated schools incorporate aspects of the learners' wellbeing (psychological counselling), social benefit (school fee exemption support), intercultural communication skills, livelihood development training among other issues designed to enhance the process of learning through active participation of students with SEN/DDD. In this chapter, these aspects of whole school inclusive culture development are elaborated through different theoretical explanations in order to: understand the complexities of the inclusive schools; identify areas of strengths and possibilities of improving their support services to enhance learning and achievement of students with SEN/DDD.

6.3 Theoretical perspective

Although inclusive education is internationally well established, there is still the problem of well founded theories in special education (Clark et al., 1995; OECD, 1995; Skrtic, 1991; Westling, 2003) to explicate the phenomenon in schools and communities. Thus, theorists struggle these days to find ways to express and understand the processes of educational development of inclusive environments (DiGiorgio, 2009) especially in multicultural school settings (Obiakor, 2007). These various issues related to inclusive schooling process may be well understood through an elaborate or complex theoretical clarification. In this study, some theoretical explanations underpin the discussion on the schools' aim to improve service provision. Due to the complex nature of the whole school system of inclusion practised in the investigated schools, three theoretical approaches namely the ecological, organisational and social models, already presented in section 1.6, underpin the explication of the differently discovered forms of inclusion. The ecological model is applied in discussing findings on conceptualising school inclusion by the schools and their supporting stakeholders in the inclusive education process. In this approach, School is viewed as a micro-system setting cooperating and interacting with other settings within the ecosystem to attain its inclusive goals. The organisational model is used to explicate findings on implementing inclusion within the given school contexts in which the school is viewed as a whole system setting

with its subsystems organised to manage inclusive education services. The social model is applied to illuminate the issues of rights-based provisions and changes toward improvement within the inclusive education services in both schools.

6.3.1 Ecological development model

The concept of systems as holistic units of analysis and discussion in psychology was born in the 20th century to replace the reductionist approach of the 18th and 19th centuries, because of the latter's inability to describe complex phenomena such as human behaviors and development (Wachs, 2000).

The systems theory, as applied to this study, explicates the nature of linkages and interrelatedness between the various supporting systems of the ecosystem and the whole school system that promotes the inclusive development of students with SEN/DDD. The functioning of the whole is dependent on the interactions between all parts, that is, the whole is more than the sum of its parts (Bertalanffy, 1968; Odum, 1983). Thus, the investigated schools, as micro-system units of analysis and discussion, are linked to other system settings of the ecosystem. Since systems theory is complex, the human ecological model of Bronfenbrenner (1979, 1989) underpins the main frame of discussion. However, aspects of the dynamic system theory (Thelen, 1989, 2005) and general system theory (Bertalanffy, 1968) among others are also applied to elucidate certain issues.

Human ecology is the study of the general systems relation and interaction of people and their environments like school, family, community and society (Bertalanffy, 1968; Bernheimer et al., 1990; Gallimore et al, 1989; Weisner, 1984). According to Bronfenbrenner (1979), the ecology of human development involves the scientific study of the progressive, mutual accommodation between an active growing human being and the changing properties of the immediate settings in which the developing person lives, this process is affected by relationship between these settings and by the larger contexts in which these settings are embedded (Bronfenbrenner, 1979, P. 21). In this definition that theoretically underpins the discussion of the study, the focus is on the characteristics of the developing person, that is, students with SEN/DDD and the environmental influences on the developmental process with relevance to both the students and their schools.

Characteristics of the developing learners with SEN/DDD

In terms of the developing person characteristics, although the investigated whole school systems accept student diversity, the focus is on students with different categories of special needs. The school law, the state action plan of EFA and inclusion of 1998 and other legal frameworks (2.4 and 2.6) make provision for students with SEN/DDD in both mainstream schools. The School Guideline law No. 98/004 of 14 April of 1998, article 7 gives further clarifications: “the state shall guarantee equal opportunities to education for all without discrimination as to gender, political, philosophical or religious opinion, social, cultural, linguistic or geographical origin” (MINEDUB et al., 1990, 2004; MINAS, 1977, 1990, 2005). Thus, student diversity in both schools include girls, boys, Anglophones, Francophones, Muslims, Christians, traditional worshippers, disabled, non-disabled, slow learners, fast learners, able students among others with differential characteristics.

However, despite these legal specifications, official provision of special support relies on the medical model of disability in categorising special needs which targets only students with severe and complex disabilities. In addition to these minority students with disabilities, there are others whose learning difficulties and problems do not originate from disabilities as detected by the investigated schools (4.5.2 and 4.5.3 tables 4.2 and 4.5) through indirect methods of special needs assessment (5.2.2.1). Thus, the categorisation of SEN in the national education system raises a problem. Given the state of disharmony between the official frame of categorising special needs in terms of psycho-medical model of disability (physical, mental and sensory) and the schools’ frames limited to psycho-educational approach or educationally relevant functional impairments (fast, slow, stubborn learners and the like), both are unable to capture the various characteristics of student diversity in the investigated schools. Consequently, the International Standard Classification of Education (ISCED-97) frame of the OECD (2003) used by member and non-member countries, has been applied to this study. The ISCED-97 (OECD, 2003) tripartite SEN/DDD description model of Special Needs Education (Special Educational Needs) is

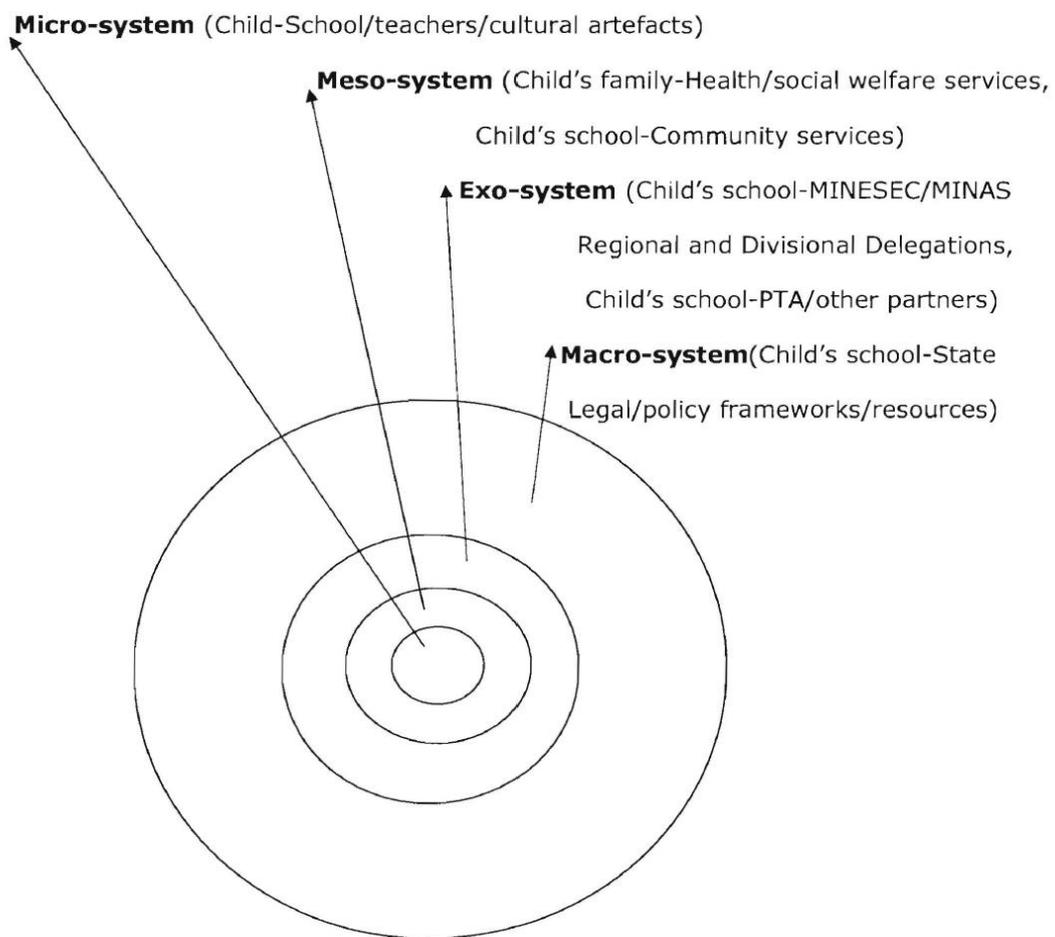
designed to detect diverse categories of special needs and to facilitate intervention and support services in mainstream schools.

With the application of the OECD (2003) frame of SEN/DDD, the official and school approaches of categorising special needs are merged in this study. Consequently, findings in both schools indicate that the diverse characteristics of students with SEN/DDD include those with: Disabilities-cognitive problems or intellectual disability, mobility needs, partially sighted/hearing needs; Difficulties in learning-different learning styles-slow, fast, audio, visual, kinaesthetic, among others; Disadvantaged-cultural, linguistic, social, socio-economic, gender background in education (SEN/DDD) (1.5.6). Since most of these special needs are not yet officially recognised by the MINESEC and MINAS Authorities for special support, many students with such difficulties are simply accommodated through integration in the mainstream school system. Of the different categories of SEN/DDD identified above, the vast majority of the students experience: learning difficulties that arise from cognitive problems or disabilities; (official/foreign) language learning difficulties due to the subtractive bilingual education problems that originate from their linguistically and culturally disadvantaged backgrounds; other special needs due to poverty and educational inequality that originate from the socio-economically disadvantaged background of students from low income families. In addition, few students experience gender differences with assigned identity roles and limited accessibility to some academic disciplines, for example, girls in some science subjects like Maths, Physics and Chemistry. Thus, the lack of a systematic educational assessment frame and code of practice underlie the problem of identification of the characteristics of students' special needs in terms of SEN/DDD and the barriers they encounter in learning, achievement and development in schools.

As already explained, the students have diversified categories of SEN/DDD ranging between mild, moderate and severe needs. Despite their state of special needs in some areas of studies, they exhibit different abilities in other areas, as developing entities, to progressively interact with different settings and create bilateral impacts within the ecosystem. One of the key principles in inclusive education is to exploit areas of the learners' strengths and use them as facilitators to enhance their development through interactions. Hence, the developing person is viewed not merely as a tabula rasa on

which the environment makes its impact, but as a growing dynamic entity that progressively moves into and restructures the milieu in which s/he resides (Bronfenbrenner, 1979). Diagram 6.1 indicate different levels of environmental support for the developing learners with SEN/DDD.

Diagram 6.1 Ecological model describing the set of nested environmental influences of the investigated whole school system and the ecosystem on support services to the developing children with SEN/DDD.



Whole school inclusion: ecological development of children with SEN/DDD

Influence of the ecosystem

The environment exerts its influence, requiring a process of mutual accommodation. The interaction between person and environment is viewed as bidirectional, which is characterised by reciprocity (Bronfenbrenner, 1979, P. 22). From the functional point of view of the hierarchically organized ecosystem, the various micro-, meso-, exo- and macro system settings are interrelated and interact with each other to influence the development of students with SEN/DDD in learning and achievement in both schools, Diagram 6.1. According to findings on the schools' vision for inclusion, enhancement of special learners' ecological development through support services is child-centered, school based and family, community and society oriented. This implies that the schools as micro-system settings and their stakeholders of the meso-, exo-, and macro-system settings of the ecosystem collaborate through support services to facilitate such learners' accommodation and development in school and community. However, in the course of these sub system settings' interactions, certain underlying facilitators and barriers within the ecosystem create bilateral influential impacts on the schools and the developing children.

As facilitators, the various subsystem settings of the ecosystem support the two schools and their students with SEN/DDD in their inclusive development process in different ways.

Micro-system

This is defined as a pattern of activities, roles and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics (Bronfenbrenner, 1979, p. 22). Some previous studies suggest the role of this subsystem of the ecosystem in supporting children with disabilities, difficulties in learning or disadvantaged background in ordinary or mainstream schools (Tukov, 2008; Woodhouse and Ndongko, 1992; Tchombe, 1994; Chuo and Walter, 2011). In this study, findings suggest that the schools' planning and vision for inclusion underscore the use of education programmes that promote supportive interactions in the immediate school settings between the school (learners' peer groups, teachers) and family members (parents, carers, extended relation and siblings) on the one hand and the children with SEN/DDD on the other hand. The latter is supported in curricular

(academic and bilingual) and extra-curricular (social and intercultural) activities on school grounds, in classrooms and off school grounds. Thus, the children with SEN/DDD are at the centre of all activities within the micro-system setting. In order to facilitate their process of learning and ecological development in the officially targeted academic, social, bilingual and bicultural dimensions of inclusion, the schools' support activities are grounded in socio-cultural perspective with emphasis on children learning and playing together while cooperating with one another and socializing with the cultural artifacts of their society. This systemic setting and organization enable the students to function within the zone of proximal development (ZPD) where their learning opportunities are maximized through interactions with people (staff, peer groups parents and others), objects (bilingual/bicultural and intercultural artifacts on school grounds and in classrooms), and symbols (letters and numbers for diverse literacy and numeracy skills development activities) (Vygotsky, 1934, 1978). Such support planning and vision for inclusion highlights the difference between what the learners can do on their own at different stages of development and where they require support to attain their educational goals. The socio-culturally based inclusive education services, with multiple in-classes / out class support, are delivered on individual and group basis in a variety of approaches to enhance the learners' stages in ecological development.

Meso-system

The meso-system comprises the interrelationship among two or more settings in which the developing person actually participates (such as for a child, the relationship among home, school and neighborhood, peer group) (Bronfenbrenner, 1979). Some previous studies suggest how this subsystem setting supports the inclusion of children in school, family and community life (Ndam, 2006; Epede, 2006). In this study, findings indicate that there is involvement of two or more micro-system settings in which the children with SEN/DDD are directly involved and which cooperate with the schools to support them in their ecological development. The investigated school settings, according to the Dynamic Systems Theory (Thelen, 1989, 2005) and the General Systems Theory (Bertalanffy, 1968), are composed of elements and individuals with physical proximity to one another (Thelen, 1989, 2005; Bertalanffy, 1968). In this regard, the family/health services, family/ social welfare services in the

community and the school/community partnership services cooperate and collaborate to support the children. Through the schools' interactions with these micro-system settings that support the children directly in different aspects of their biopsychosocial conditions (Engel, 1977, 1980) or their state of wellbeing, the schools are able to obtain adequate information about the children's health condition (disabilities), social and socio-economic status(background related-learning problems), socio-linguistic and ethno-cultural origin (disadvantages) which enables them to understand the problems underlying their learning difficulties and special needs. Thus, the schools' collaborative interactions with the family, health, and social welfare and community partners help to identify and meet the special needs of students with SEN/DDD in different aspects of curricular/extracurricular and formal/informal support services.

Exo-system

This refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect or affected by, what happens in the setting containing the developing person (Bronfenbrenner, 1979). Some previous studies within the national inclusive literature highlight the key role of this subsystem setting of the ecosystem in supporting the inclusive initiative of children with different categories of SEN/DDD (Nsamenang, 1999; CRI-Project Cameroon, 2008). In this study, the investigated schools and their partners of different micro-system settings or services collaborate to support children with SEN/DDD without the children's practical involvement in the activities. Such collaborative activities in the form of networks include: the inter-professional bodies of the MINESEC and MINAS services under the regional, divisional and local delegation authorities that supervise and control inclusive education services in the mainstream schools; the PTA, School Management Board and independent agencies of some national and international organizations like ANUCAM, Cambridge Publishers, British Council, American Cultural Center, Alliance Franco-Camerounaise, local NGOs, religious and lay charity foundations, that cooperate with the schools in different ways to promote the inclusive teaching/ learning process and the ecological development of children with SEN/DDD and additional needs. These public and private resource and expertise providers collaborate with the schools to support the implementation of the official plan of EFA and inclusion, designed to enhance the ecological development of students with SEN/DDD and additional needs in the schools and community.

Macro-system

The macro-system refers to the consistencies in the form and content of lower other systems (micro- meso- and exo-) that exist or could exist, at the level of the subculture as a whole, along with any belief systems or ideology underlying such consistencies (Bronfenbrenner, 1979). Some previous studies in international inclusive literature suggest that the role of the macro system level, through policy, laws and other contextual factors, influences the inclusion of children with SEN in some micro system settings (schools) in particular and the national education system in general (Kinsella & Senior 2008; Kinsella & Drudy, 2009). In this study, findings reveal that this superordinate system setting (MINESEC/MINAS central services representing the state) regulates and influences all support activities in the abovementioned subordinate system settings of the ecosystem. Within the macro-system support level, the school guidelines law, the EFA and inclusion action plan of 1998, the disability law of 1983 and the bilingual policy of 1961 and 2003 regulate the academic, social, bilingual and bicultural ecological development activities of student diversity, including those with SEN/DDD in the investigated micro-system settings (schools) like other schools within the national education system (section 2.6). Through their rights-based specifications and equalization of educational opportunities for all, these macro-system legal/policy frameworks enable schools to fight against cultural, social, gender, economic, disability among others forms of discrimination to facilitate the accommodation of student diversity of age range(11-18 or 24 for the disabled) in secondary schools.

Findings also indicate that the macro-system is the main provider of resources like qualified staff, teaching and learning materials and inclusive education budget in the schools and pre-/in-service teacher education programs. It acknowledges and appreciates the inclusive resource provisions to schools' by their support partners of the private sectors. It also collaborates with some independent bodies like the Cameroon GCE Board, the "Office de Baccalaurate" and other international partners. However, in order to sustain the quality and standard of education for all, the national education system is centralized with prescribed curriculum, didactic materials; teaching methods and procedures of evaluation in all schools nationwide. The

educational services are under the strict control and supervision of its delegated authorities of the subordinate subsystem settings. Through the overall interactive and cooperative support activities between the various settings of the ecosystem, the schools, as micro system settings successfully support some students to promote their academic, social, bilingual and intercultural development in line with the official EFA and inclusion plan of 1998.

As barriers, findings also reveal that due to certain aspects of inadequate planning, organization and practical interactions between the various systems settings of the ecosystem, their influence sometimes lead to school segregation and exclusion of many students including those with SEN/DDD. This is in line with the understanding that factors of inclusion and those of exclusion (Lloyd, 2008; Booth, 1999; Goodchild & Williams, 1994) operate in parallel in schools supporting students with special needs in their developmental process.

Thus, at the micro-system setting level, some previous studies suggest that school exclusion is due to inadequate organization and provision for student diversity with different categories of special support needs (Jikong, 2003; Tchombe, 1994; Tukov, 2008; Clark et al., 1999; Curic, 2009; Welsh & Brassart, 2001; Booth, 1999). In this study, findings suggest that the schools' lack of : adequate resources (human, materials and financial); effective planning for diversity; full implementation of the legal and policy frameworks; adequate adaptation of curriculum, environment and curricular activities; among other barriers, underlie its ineffective interaction and cooperation with the meso-, exo- and macro-system setting partners and services within the ecosystem. All these result in inadequate assessment of special needs/ unsystematic support provision which eventually lead to underachievement and academic, social, cultural or linguistic exclusion of many students with diverse needs, especially those with SEN/DDD from within the investigated schools.

Generally, judging the functioning of the ecosystem from the general systems theory of Bertalanffy (1968), it is obvious that in a highly centralized system, one element plays the key role as the central component on which all other elements depend. It

coordinates all the actions of the system to keep it going, in conformity with its stabilized central attractors, to attain its goals. Once the central element fails due to internal or external forces or perturbations, the system uses its self stabilization ability to compensate and regain its equilibrium. If the perturbation is too strong for any compensation, the system has to proceed to self-reorganization. In this regard, it might incorporate external auxiliary support to attain its goals (Bertalanffy, 1968).

Thus, in this study, the macro-system level assumes such functions with some merits and demerits as already explained above. However, certain influences of some macro system level barriers like inadequate planning for diversity, inappropriate provision of inclusive resources, partial enforcement of the legal/policy frameworks and the centralized nature of services in the national education system underlie the negative outcome of inclusive education at the micro-system settings(schools) nationwide, including the investigated ones. In the state's (macro system) attempt to overcome the situation, the decentralization and desegregation action plan of EFA and inclusion of 1998 was launched as a means of reorganizing the national education system through power sharing and semi-autonomy of schools and their stakeholders. This has also failed partly because the plan of action has not been fully implemented and partly because there is the necessity for the macro system setting to collaborate with other professional bodies of the health, social welfare and education sectors and research-based activities in higher education institutions. All these have failed to support schools effectively in their inclusive education services to students with SEN/DDD in the national education system including the investigated ones.

Thus, the application of the ecological model has been applied to discuss the characteristics of the developing children with SEN/DDD and the interactive supporting influence of the ecosystem on the developmental process of the children and their schools.

6.3.2 Organisational model

Unlike the ecological model which explicates how school as a micro system setting functions and interact with other system settings within the hierarchically organised ecosystem to support children with SEN/DDD, the organisational model explicates how a school operates as a whole system with its internal support subsystems and

structures that collaborate and cooperate in managing the various dimensions of inclusive education services in response to the special needs of student diversity.

Within the organisational model, inclusive schooling is about organisation and management of the internal support structures and services like curriculum and environmental adaptation, child centred pedagogy, staff training, and involvement of stakeholders like teachers, non-disabled students and parents among others who cooperate with schools in meeting the needs of student diversity including those with SEN/DDD (Sebba and Ainscow, 1996; Ainscow, 1991; Clark et al., 1997). This organisational model takes into consideration the strengths and weaknesses of both the learners with SEN/DDD and the accommodating school as basis to improve or restructure school inclusive support services (Ainscow, 1991; Sebba and Ainscow, 1996).

Discussion, under this model, is focused on the organisation and management strategies of the whole school system changing from non-inclusive to inclusive perspective. Findings in this study suggest that the technology of inclusion used in each of the whole school system consists of 5 subsystems, 4 structures, and 2 procedures operationalised to deliver the officially targeted academic, social, bilingual and intercultural support services to students with SEN/DDD. Generally, each of these internal support units has unique functions but also cooperates with others in delivering inclusive education services in the whole school setting as elaborated under presentation and interpretation of findings in section 5.2 and illustrated in diagram 7.1 in section 7.2). The technology of inclusion used in the whole school system gives a holistic image of how the schools' support services are systematically organised and managed.

In this regards, findings based on organisational components of the schools like inclusive philosophy, commitment to change, planning for diversity and procedure of operationalisation are discussed. Some previous studies focused on the general structural organisation, functioning and development of inclusive school culture had also come out with similar findings (Booth & Black-Hawkins, 2005; Ainscow, 1996; Carrington, 1999; Dyson, 1992). In this study, the whole schools' philosophy is underpinned in inclusive culture development as evident in both schools' Internal

Rules and Regulations and documents that emphasise their commitment to accept all students and to fight against all forms of discrimination, in accordance with the official plan of EFA and inclusion of 1998. Such inclusive values provide a foundation to inclusive education practices (Carrington, 1999; Salisbury et al., 1993) as all teachers are made to understand and to accommodate student diversity in their classrooms, while students with SEN/DDD develop confidence in their peers and staff. In addition, through whole school planning for diversity, the support services tackle the problem of student wellbeing (health and social welfare condition) alongside other activities that enhance their active participation in learning and development.

The whole schools' internal organisation and management display a commitment to reflection and dedication to change from non-inclusive to inclusive perspective. Although this issue is elaborated more at the level of specific aspects of educational change, the head teachers, some members of staff and students are fully committed to promote change although in different perspectives. Other previous studies reveal how changes in attitudes and other practices underlie positive factors of school inclusion (Avramidis, 2001; Dukes & Dukes 2009; Avramidis, Bayliss, & Burden 2002; Dymond et al 2007; Kinsella & Senior, 2008; Lawson, 2008; Bhopal & Meyers, 2009). In this enquiry, the positive changes are reflected in staff and students' attitudes towards their peers with different linguistic and cultural background, disability, ability, gender and other differences. In terms of linguistic and cultural background, for example, the taunting of Francophones as "Frogs" and Anglophones as "Anglos" has stopped. Many learners with severe disabilities who could have been accepted only in specialised school settings are henceforth accommodated in the mainstream school settings. The able students are supported and placed on an educational enrichment programme, the SBE while female students who were formerly denied access to certain science subjects like Physics and Maths are now accepted to offer them. The commitment towards educational change (Fullan, 1992) in attitudes, curriculum and environment as elaborated in section 6.5 also covers many aspects of inclusive education organisation and management in both schools.

As key components of inclusive education organisation, the schools target multiple inclusive education benefits in which all the support systems and structures are

involved. Their modes of planning and teaching for diversity constitute part of the whole school innovative organisational programme. Similarly, schools in some previous studies emphasised the usefulness of inclusive education benefits especially its academic aspect of removing barriers to educational achievement (Avramidis, 2001; Halloway, 2002; Carlberg & Kavale, 1980; Frederickson et al., 2004). Ainscow (1991) points out that school systems in different parts of the world have so far been unsuccessful in teaching all children (Ainscow, 1991). Consequently in order to remove barriers to inclusion and promote educational development of all learners; schools have to devise new means to improve their management techniques. In this regard, findings on the organisational innovation in the investigated schools consist of: providing access to school curriculum and environment; indirect educational assessment procedures; curricular (academic/bilingual) and extracurricular (social/intercultural) support activities; formal/informal learning support on/off school ground and in/out-classroom contexts. It also entails staff counselling support in teaching, collaborative problem solving and staff in-service training tips on whole school inclusion. These innovative procedures enable the schools to attain their multiple inclusive education goals for student diversity.

Despite these elaborate organisational strategies to improve support services to students with SEN/DDD, the schools experience many setbacks. Like other previous studies (Clark et al., 1999; Curic, 2000) this one puts into question the schools' technology of inclusion which is necessary but inadequately organised and equipped to support whole school inclusion. Results in the study reveal that the schools' lack of systematic educational assessment procedure makes it difficult to precisely identify the special needs of students with SEN/DDD. In addition, despite the variety of curricular and extra-curricular support activities delivered in both schools, they are not systematically organised to match specific individual or group needs of learners. The bulk of the curricular and extracurricular support services are simply generalised to all learners without adequate focus on individual needs. Results from both schools also suggest that the organisation and management of the whole schools' support resources (specialist support staff and materials), Curriculum/ environment and the coordination of inter-professional services between the various subsystems and structures are inadequate (5.2.3). Consequently this creates barriers to the whole school inclusive education process for children with SEN/DDD. Besides that, the lack

of specialist staff or visiting staff like audiologists, speech and language therapists, and school psychologists, SEN Coordinators or peripatetic teachers for the minority special students transferred from special schools poses problems of services provision. In addition, the lack of ordinary staff pre-/in-service training programmes in aspects of whole school inclusion like SEN and disability awareness, in-depth knowledge and skills in bilingual and intercultural support, all undermine the implementation of the official action plan of EFA and inclusion in the mainstream schools. There is also the problem of effectively supervised cooperation, between the investigated mainstream schools and specialist schools like the rehabilitation centres and higher institutions, which frustrate the purpose of whole school inclusion of such categories of learners. Thus, the accommodation of students with SEN/DDD in both schools takes a predominantly integrationist rather than inclusionist approach.

The above discussion reveals that while the investigated whole schools are structurally organised according to the technology of inclusion used, they are functionally disorganised due to lack of adequate human, material and financial resources to meet the needs of student diversity. Thus, much is still to be done in the organisational and management strategies of both schools in order to improve the bilingual/intercultural dimensions and restructure the academic/social dimensions of their inclusive education services.

6.3.3 Social model of disability

The above discussion on the organisation and management of the whole school systems, according to the technology of inclusion, reveals that the human rights-based and the charity-based procedures are used by both schools in delivering support services to children with SEN/DDD. Thus, the schools' accommodation of such categories of learners is through a combination of integrationist and inclusionist approaches in different dimensions of educational support services.

In the UN Declaration of Human Rights, Article 13 and its subsections underscore the necessity of access to education as the basic aspect of human rights, “ the right of every one to education” (UN, 1948) both the disabled and non-disabled alike. This section is about the application of the social model or human rights model of disability (Clapton & Fitzard, 1977) to the whole school system provision for student

diversity, especially those with SEN/DDD. Generally, the social model makes an important distinction between the terms of “impairment” which is individual organic dysfunction and “disability” which is restriction and non-adaptation of societal infrastructures in response to the needs of individuals with physical or psychological impairments (UPAIS, 1976) illustrated in diagram 1.1 section 1.6.1. According to this approach to inclusion, there is a paradigm shift from the individual or medical model of disability, considered as personal tragedy that requires treatment and charity-driven support, to the social model of disability which is human rights-based social support. In this regard, the society is responsible for the rights-based environmental, economic and cultural inclusion of people with special needs (UPAIS, 1976; British Council of Disabled People, 1981; Oliver, 1990; Clapton & Fitzgerald, 1997).

In school context, rights-based provision is inclusive education services which consist of removing or reducing disabling factors or barriers to learning and educational achievement of children with SEN/DDD. Such factors include: environmentally inaccessible school grounds and classroom; economical organisation of inflexible policies, curriculum, standard practices and procedures; and cultural attitudes of stereotyping, discrimination and prejudice. In order to change the situation, the schools and their stakeholders attempt to restructure school settings and improve support services to replace the barriers by facilitators through adjustment of teaching methods, provision of facilities among others (Cooper, 2006).

Findings in this study suggest that the procedure of educational services for children with SEN/DDD in both schools is a combination of human rights-based and charity-driven perspectives. Thus, the discussion also follows that trend with emphasis on human rights entitlement which underlies the discourse of inclusion.

Findings on the schools’ understanding of inclusion reveal that some members of staff and students are familiar with the concept of inclusion while others are not. Thus, many of the schools’ stakeholders generally referred to inclusion as “integration of handicapped children” in mainstream schools. However, others understand inclusion in terms of schools accommodating student diversity from different social, linguistic and cultural background according to the official bilingual and bicultural integration education programme, with Francophones and Anglophones children studying, each

in their own subsystem, within one mainstream school setting. The schools' unfamiliarity with the concept and phenomenon of inclusion is partly because the official action plan of EFA and inclusion of 1998 is not fully implemented in the mainstream schools. Thus, inclusion is still conceptualised and implemented with a combination of human rights-based and charity-based support services in the schools. This underscores the fact that support services are not fully in line with the learners' social and cultural rights as advocated by the international community, Article 27 of the UN Declaration of Human Rights (UN, 1948) and cultural inclusion (UNESCO, 2009).

Results also suggest that the school environments and classrooms are partially accessible. For example, School A has a paved road accessible to the general public but its uneven topography and four storey buildings without lifts makes it inaccessible to students with mobility needs. In contrast, school B, which has easy access to its single floor classrooms because of its even landscape, is seasonally accessible for learners with mobility needs on wheelchairs from the main road. Despite the overcrowded nature of classrooms in both schools with teacher/student ratio of 1:55, children with special needs, especially those with sensory (mild hearing/sight) problems are usually reserved the front seats closer to the black board and teacher's special surveillance and professional gaze as a means of social inclusion (table 5.2 section 5.2.2.2). Besides that, students with severe disabilities are also entitled to fee exemption as a form of partial educational and social support in accordance with certain specifications of the disability law of 1983 and the state commitment to the EFA and inclusion action plan of 1998.

At the level of the implementing the various dimensions of inclusive education services according to the legal/policy frameworks, findings suggest that the schools have limited autonomy in managing their curricular (academic and bilingual) support activities but more autonomy in extracurricular (social/intercultural) support activities. Consequently, the latter activities are partly human rights-based educational provision that facilitate the inclusion of some students with SEN/DDD, especially those from culturally and linguistically diverse and disadvantaged backgrounds into the mainstream schools. Findings of other previous enquiries, although with different approaches, suggest similar outcomes of social and cultural dimensions of school

inclusion (Berhanu, 2005; Symeonid, 2009; Reynolds, McCartan & Knipe, 2002; Mukhopadhyay, 2002). Similarly, the Special Bilingual Education programme (SBE), although highly selective for the able students only, is partly rights-based provision to student diversity of different linguistic, cultural and gender backgrounds in one classroom setting. Other previous bilingual education enquiries focused on human rights-based linguistic and cultural dimensions of inclusion, came out with similar results (Lambert-Tucker, 1972; Marsh et al., 2000; Verhoeven, 1994). Thus, the schools' implementations of certain dimensions of the educational services are partly entrenched in human rights perspective to facilitate learning and academic development of certain categories of students with SEN/DDD and additional needs.

In the area of curriculum and curriculum development, although the educational system has prescribed standardised practices, findings suggest that the school curriculum is flexible, thus some members of staff adapt it alongside their curricular activities to meet the needs of students with SEN/DDD in their classes. According to the Warnock Report of 1978, the purpose of education for all children is the same; the goals are the same, but the help that individual children need in progressing towards them will be different (Warnock, 1978; Hegarty et al., 1981). Such educational goals are attainable only if the national school curriculum is built with breath, balance, relevance and differentiation, that is, whole curriculum so that teachers may devise imaginative and innovative learning routes (Bovair et al., 1988; Brennan, 1985; Hertzog, 1997; Skrtic, 1991). Although only some members of staff in the schools are engaged in such initiatives, many students with SEN/DDD have benefitted from such human rights-based educational services.

Findings also suggest that the schools fight against discrimination. Through their inclusive philosophy embodied by strict implementation of their Internal Rules and Regulations and the state laws, teachers and students have been developing positive attitudes towards children with SEN/DDD in the mainstream schools. Some previous studies also suggest the influential role of the positive attitudes of teachers in promoting school inclusion (Tukov, 2008; Avramidis 2001). This human rights-based aspect of inclusion reduces the effects of discrimination and facilitates the accommodation of children with SEN/DDD in mainstream schools.

Despite the above orientation of the schools' inclusive educational provisions towards human rights perspectives, findings also indicate that the procedure of support services is predominantly charity-based. The acceptance of students with different categories of SEN/DDD in the mainstream schools is simply in conformity with the 1998 school law and the official action plan of EFA and inclusion. Results, as indicated in section 5.2.3 of barriers to inclusion, reveal that the educational services are not fully entrenched in human rights perspective.

The nature of educational services in the schools raises the discourse of human rights-based entitlements as advocated by the UN (1948, 1989, 2001) and UNESCO (1990, 1994) as against charity-based educational provision as advocated by some donor organisations like the UPIAS (1976). The process of school inclusion equalises learning opportunities to all and helps to remove or reduce the condition of lifelong dependency of children with SEN/DDD and their families in the community. Such strategies are driven by a clear economic purpose linked to individual and national development (EFA 2002 Monitoring Report) to reduce income inequality and poverty (Amin and Awung, 2005; UNESCO 1994). Following the Universal Declaration of Human Rights by the UN in 1948, there is emphasis on the right to education (access) and the right in education (equity) (Florian, 2007). Thus, support for educational services is justified throughout the world not simply as human rights, but as investment in the development of individuals and societies to meet the demands of a market economy and as a requirement of a democratic society (World Bank Report, 2002; Allan, 2003). In the investigated schools, the bulk of students with SEN/DDD are not adequately supported due to the lack of a systematic organisation and full provision of human rights-based approach to inclusive education services.

Generally, in order to ensure long term sustainability of inclusion, it is the primary obligation of each state to meet every child's rights and entitlement to SEN rather than the responsibility of benevolent donors. In his theory of justice, Rawls (1971) reveals that in order for societal equity goals to be achieved, institutions should be biased in favour of the disadvantaged in terms of resource allocation (Rawls, 1971). In the investigated schools, although the 1998 official action plan of EFA and inclusion of children with SEN/DDD in mainstream schools is a priority in the

government economic development agenda, it is hardly implemented in full. Thus, the overall outcome is that between 1998 when the official action plan was launched and 2010 when this study was carried out, both schools' accommodation process of such categories of learners has been oriented more towards the integrationist rather than inclusionist approach.

In a nutshell, the discussion in this subsection has been useful in understanding the meaning of inclusion in the investigated schools through the ecological, organisational and social model of disability theoretical explications that have given more illuminations to the findings.

6.4 Specific aspects of educational change

This section is concerned with multiple lenses in viewing issues of practical changes in the investigated schools. It examines the concept of change: general educational changes towards inclusion; organisational theory and changes towards inclusive education; social theory, power struggle and conflicts of interest in educational change; and dilemmatic situations that influence changes towards inclusive education orientation within the investigated schools.

With regard to general educational change and development, authors view it differently. Fullan (1991, 1992), for example, explains that changes in schools' improvement are influenced by many factors, the key ones being those externally or internally determined. He also reveals that change is a socially complex phenomenon marked by contradictions that influence the nature of a developing organisation (Fullan, 1991, 1992).

Changes from external sources to the investigated schools imply instructions (official legal and policy texts) from MINESEC that influence general development activities in all schools within the national education system. In the Cameroonian education system, since the central services wield the unique power and authority to effect any change through decision taking, the investigated schools rely highly on the central services for any fundamental changes in contextual factors like curriculum and environmental adaptation, curricular activities and staff development relating to inclusion. Changes initiated towards inclusion by the macro system services in the

whole school settings, according to findings, include the establishment of the technology of inclusion with semi-autonomous powers for schools to manage their internal educational services. Through the implementation of the 1998 school law which also emphasises the decentralisation and desegregation of the school system, changes have been made like the creation of school management board and recognition of the PTA and other school private partners that support schools in their general and inclusive development projects.

Within the schools, despite the lack of whole school inclusive training skills, the teachers have been using their collaborative problem solving abilities and cooperation among themselves to bring about changes, over the years, in the way they support students with SEN/DDD. This implies that both schools, under the promising leadership of their principals and their assistants with innovative skills, are able to educate their staff about positive attitudes towards changes in educational provision that enhance development for all learners. Such changes are possible due to the schools' internal inclusive planning, vision and philosophy to meet the needs of student diversity. Nevertheless, while many members of staff are determined to see the inclusive vision come to reality, some are still influenced by their old tradition of negative attitude towards students with SEN/DDD and the unwillingness to change their views and practice. The latter group composed of many experienced teachers resist changes on grounds of their heavy professional workload, limited resources, overcrowded classes, lack of SEN skills and confidence to execute such functions. Nevertheless through out the enquiry, it is evident that the vast majority of teachers are very determined, within their abilities, to bring about changes related to inclusive development in their schools. The suggestions of some teachers and parents in interviews indicate their intention for inclusive capacity building and acquisition of skills to help schools change with inclusive orientation. Therefore, while they are already involved in effecting minor changes to support inclusion, the lack of adequate resources, training and limited autonomy to effect fundamental changes implies that only the MINESEC authorities can endorse the school radical changes towards inclusive development.

As developing organisations changing from non-inclusive to inclusive orientation, findings indicate that the whole school's inclusive process is underpinned in many

conflicting values, interests and fields. Given their state of multicultural and multilingual settings, there are conflicts and barriers that influence the implementation of the two official languages (English/French) and cultures (bilingualism/biculturalism). There is conflict in cultural identities between the two official linguistic groups (Anglophones and Francophones) and between the national and foreign cultural identities (Cameroonian-African/English-French-Western). The Francophones constitute a minority in the investigated schools which are located in the English speaking zone of the country, thus, the Francophone staff and students feel culturally dominated in the schools. On the national scale where the Francophones constitute the majority 80% of the total population, the minority Anglophones 20% feel threatened and fear cultural assimilation if the national integration policy is not entrenched in a human right perspective. On the other hand, some school stakeholders, policy makers and think tanks feel that national values, languages and cultural identity are threatened by the western acculturation framework of bilingualism and biculturalism (English/French) designed for national integration in school and national systems. This has prompted a nationwide call for change and advocacy for a mother tongue-based and foreign language mediated educational system (Fonlon, 1963, 1969; Njock, 1965; Tadadjeu 1975, 1981; Chumbow, 1980 & Essono, 1981). Thus, the state has introduced elements of national cultural values and identities into the education system like the extracurricular intercultural activities in schools, the content and context of textbooks and other didactic resources used in English/French as foreign language education reflect artefacts of the national cultures and civilisation. These multiple cultural conflicts and values in the whole school settings sometimes inhibit and sometimes facilitate the process of changes towards the schools' inclusive perspectives.

From social theory approach, power struggle and the conflicts of interests are also evident through out the process of inclusive culture development and change in the mainstream schools. Thus, the entire inclusive school setting interplays between different multicultural values and interests. Scrtic (1995) describes this process as democratic power struggle with conflicting cultural interests in schools. This includes the role of management and conflicts of interest between central and local levels of the education system. The process of inclusion in schools and communities is a threat to some groups because the good practice advocated by legal documents is never

realised as continuous support for inclusion of some groups. The Bourdieuan theory (1986, 1998) and Cummins (2000) describe changes towards the inclusion of children with physical and learning disabilities in multicultural and bilingual school settings. According to the theory, the relationship between culture and disability in schools undergoing inclusive process may have a lot of impact on the already established social order. Certain practices put into question many existing orders especially those of special education and exclusion. For example, in the investigated schools, priority is given to bilingual education programmes before ordinary education and complete neglect of special education services, in order to promote the elite cultures. In this regard, a new social order has to be reconceptualised in the said environment in order to bring about changes in education and socio-cultural priorities of the schools. The participants within the school settings may be empowered to assume new functions according to the needs of learners and those of the schools (Digiorgio, 2009). In order to accommodate student diversity the whole schools are changing towards a balance of interface between special, bilingual and ordinary education services.

Finally, changes in educational provision and inclusive school development may be underpinned by dilemmatic perspectives. In this approach special education services can be viewed from the dimension of commonality and difference (Norwich, 1993; Clark et al., 1995) although targeting to meet the needs of student diversity. This implies that while the investigated inclusive schools target EFA and inclusion through mixed ability teaching/learning experiences and a common curriculum, they also take into accounts learners' individual differences and provide them SEN support services. Thus, what goes on in the investigated inclusive schools accepting students with SEN/DDD is just a means to an end and not an end in itself. Practically, many structures such as the schools' support subsystems, units, procedures among others, undergo a continuum of change in response to a continuum of needs in the process of developing towards inclusive education orientation. This entails a complex interplay between the psychology of individuals, groups and material realities at a particular place and time (Clark et al., 1999).

In this regard, Ball (1987, 1994) attempts to explain what actually goes on in a whole school context through multiple theoretical implications including the macro and micro level services and reforms. These include political interests and conflicts as

well as internal and external sites where there are many resolutions on dilemmas which are shifted, constructed and reconstructed (Ball, 1987, 1994). In all these processes, it is difficult to conclude in a clear-cut term whether or not a school is really inclusive since it embraces many contradictory characteristics simultaneously (Clark et al., 1999).

The issue of change in an educational system is often focused on teacher education. Findings in this study indicate that there seems to be a necessity for staff inclusive education training. Despite the changing landscape of the educational system in Cameroon, as already explained in section 2.7, there are still many challenges towards school inclusion. The SEN/inclusive teacher education initiated by some higher and private institutions is purposely designed for labour force supply in the private education sector and some independent schools rather than for public schools. At an official level, the state is still to launch an initiative to oversee and coordinate community based rehabilitation services and exchange support programmes between ordinary/mainstream schools, special schools and families of children with SEN/DDD. Thus, since teachers are presently given only tips on SEN as inclusive training, there is a necessity for SEN capacity building/disability awareness components in the pre- /in- service training programmes for ordinary and specialist teachers in the entire national education system, including those of the investigated schools. This is due to the fact that the state of Cameroon focuses its inclusive education services more on the bilingual (linguistic) and cultural dimensions in which human (staff pre-/in-service training), material and financial resources are invested than on the academic and social dimensions. However, in order to balance provision of inclusive education services in the national education system, teacher education programme and school support activities should be effectively oriented towards all the key dimensions in response to the needs of student diversity, especially those with SEN/DDD. In this regard, according to information gathered from the School of Education at the University of Buea during the research process, arrangements are underway between the National Education Authorities and the UNESCO representatives to introduce the whole school SEN/inclusive education component into the national teacher education programmes.

Thus, following the above discussion based on the findings from both schools, despite the challenges they encounter within different dimensions in supporting students with SEN/DDD, they are experiencing changes while gradually developing towards inclusive perspective.

6.5 Summary

In this chapter focused on the discussion of findings, different theoretical lenses have been used to explicate the phenomenon of inclusion in the investigated mainstream secondary schools. Firstly, there is the explication of the whole school inclusive culture development for provision to student diversity. Secondly, there are theoretical frames: the ecological model that underpins the interrelatedness and interaction between the different levels of the ecosystem whose collaborative support influences the ecological development of students with SEN/DDD in schools; the organisational model that explicate the internal organisation and management of inclusive schooling and the social model of disability that underpins the schools support structures and services in human right perspective. Finally specific aspects of educational change are examined in the whole school system. The next chapter presents the summary of the main findings and the conclusion of the whole work

Chapter 7 Conclusion and implication

7.1 Introduction

This chapter which is the conclusion of the entire study reviews many key issues of the enquiry namely: its contribution to knowledge; implications for practice; strengths and limitation of the study; directions for future research and overall conclusion.

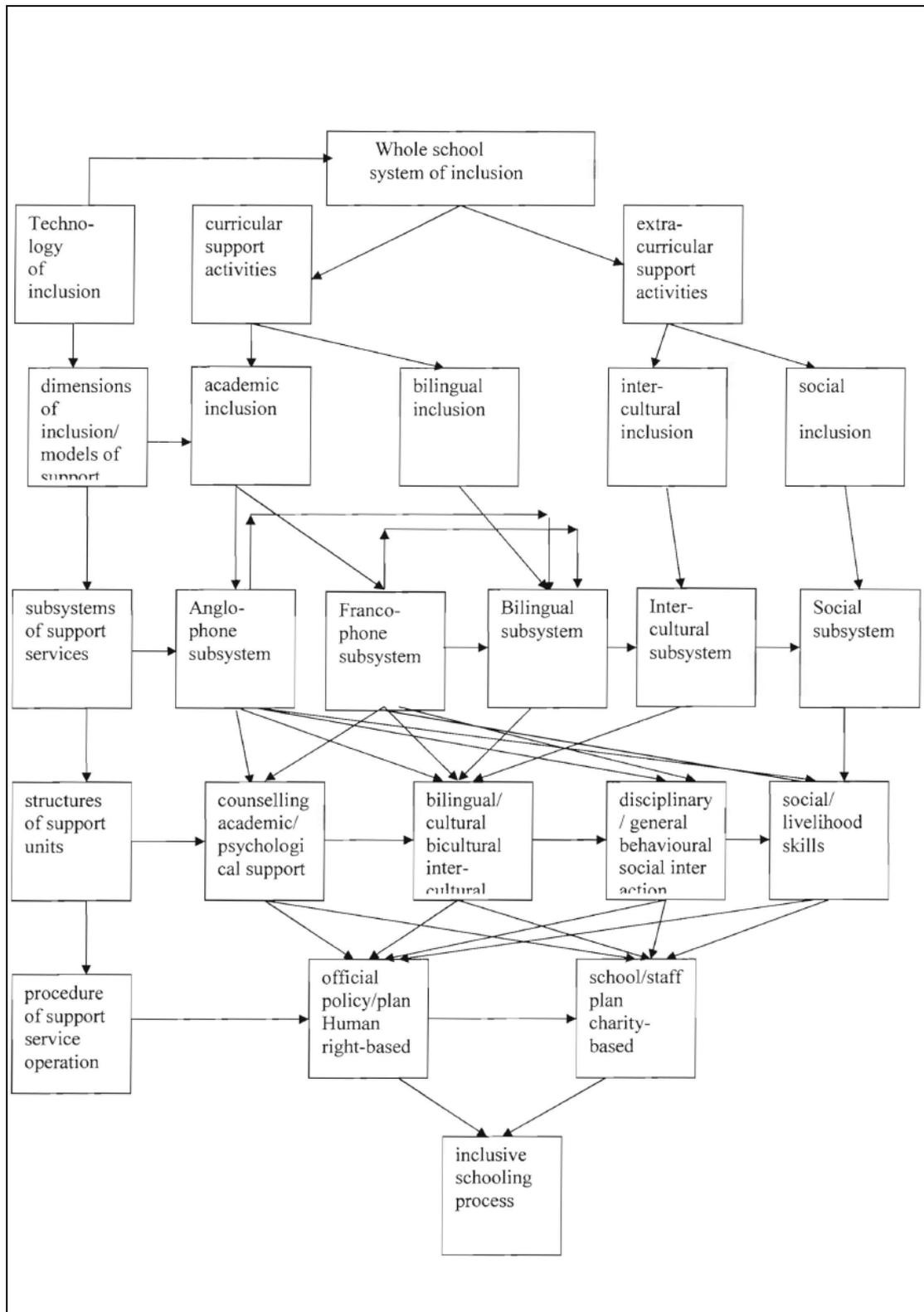
7.2 Contribution to knowledge and implication for practice

This subsection is a recall of the main findings of the study and its contribution to the academic and professional knowledge fields and practical arena of inclusive education. The main findings of the study relate to multiple dimensions of inclusion through:

- Whole school inclusion is complex and incorporates a wide range of support services: curricular/extracurricular, grouped/individualised, in/out-class, on/off school ground activities (technology of inclusion).
- Multiple inclusive aspects, benefits and issues:
 - Academic
 - Social
 - Cultural (e.g. intercultural participation)
 - Bilingual (e.g. special bilingual education, educational enrichment programme).
- Barriers to whole school inclusion
 - Conceptualisation (e.g. policy/planning and resource provision)
 - Implementation (e.g. practices and coordination of support services).

Each of these aspects, partly illustrated in the summary of findings in diagram 7.1, contributes to the broader knowledge areas of inclusive education and suggests implications for professional practice.

Diagram 7.1: Technology of inclusion in a whole school system



Whole school inclusion and technology of inclusion

Whole school inclusion, in the Cameroonian context, is a co-location of two traditional secondary schools, each with its curriculum, curricular activities, methods of evaluation/certification and working language, English and French in one mainstream setting. As already discussed in the previous chapters, each of the investigated mainstream school settings uses a technology of inclusion underpinned by five subsystems, four structural units and two procedures. Within the five subsystem models of support services, the Francophone academic subsystem/Anglophone academic subsystem and Francophone/Anglophone bilingual subsystem manage their curricular activities respectively. The intercultural and social subsystems manage extra-curricular activities delivered to all students of the whole school setting. Thus, in accordance with the official action plan of EFA and inclusion imposed on all bilingual institutions within the national education system, the subsystems of the investigated mainstream schools implement the academic, bilingual, intercultural and social dimensions of inclusion in response to the needs of student diversity with emphasis on those with SEN/DDD and additional needs. In order to ensure that the multiple inclusive education services in the various subsystems are effectively delivered to student diversity (underachievers and overachievers), each of the schools has four structural support units namely the counselling, bilingual, disciplinary and livelihood skills services that cooperate among themselves, with each of the support subsystems and external support partners of the public and private sectors. For the schools to attain their inclusive education goals, they use both the official human rights-based and school/staff charity-driven procedures of operation in the various stages of educational input, process and output.

The organisation and management strategy of inclusive schooling in the Cameroonian context is underpinned by the bilingual and intercultural dimensions which constitute the main frames for school, community and national inclusion. This implies that inclusion in the investigated bilingual secondary schools, like in many others within the national education system, is influenced by the national political, economic, social and educational issues and socio-historical development factors that date back to the 1961 convention of the federation and unity between the former English and French speaking states of Cameroon. Thus, unlike most post-colonial societies in Africa and the world over where there has been single transition in educational system, the case

of Cameroon reveals a double transition from two former colonial education systems which has a bearing on its national inclusive education services. From a comparative point of view, unlike in the countries of the North whose inclusive education frames are underpinned by academic and social dimensions of support services, this study conducted in the Cameroonian context reveals that the bilingual and intercultural dimensions constitute the framework of school and national inclusion. Such an understanding contributes to the broader knowledge field of inclusive education in challenging some “established” understandings of inclusion and demonstrating a more complex socio-culturally situated expression and practice.

Consequently, as implication for practice, findings of the study suggest that in a whole school system setting with an inclusive orientation, there is a necessity for re-conceptualisation of inclusive education: from “traditional school inclusion” of student minority with “SEN/ Disabilities” to “whole school inclusion” of student diversity with “SEN/Disabilities, Difficulties in learning and Disadvantages in cultural, linguistic, social and socio-economic backgrounds-SEN/DDD”; from SEN staff support training to whole school (SEN, bilingual, intercultural) staff support training; from traditional school curriculum and curricular activities adaptation and learning support to whole school curriculum, curricular and extracurricular activities/environmental adaptation and learning support services; from passive involvement of a few traditional school stakeholders to active involvement of many school stakeholders and the use of technology of inclusion tailored to meet the needs of student diversity including those with SEN/DDD as illustrated in diagram 7.2. In addition, although the head teachers are duty conscious and hardworking, there is still the necessity for them to undertake inclusive capacity building in educational administration to enhance their organisational and management skills in whole school system.

Multiple inclusive school benefits

In such a locational inclusive setting, it has been discovered that multiple benefits derived from curricular (academic/bilingual) and extracurricular (social and intercultural) dimensions of inclusive schooling help to widen learning horizon and maximise possibilities for developing diverse potentials of student diversity. In the investigated schools, for example, while the curricular activities are delivered in

different forms of in-class/out-classroom learning support in each of the whole school Anglophone /Francophone subsystems, the extracurricular (social/intercultural) activities are delivered to all students on/off school grounds and sometimes in collaboration with the community stakeholders. The results indicate that the multiple academic, bilingual, social and intercultural support services seem to complement each other and help equalise learning opportunities of students with different categories of SEN/DDD in mainstream school. The multi-purpose inclusive approach as revealed by this study was focused on a much wider perspective in the sense that such multiple benefits relate to issues that range from students wellbeing (biopsychosocial conditions) to active participation in formal and informal support activities in school and community to enhance learning, achievement and development. This contributes to broader knowledge of understanding the complex nature of whole school inclusion which comprises different models of support services.

Consequently, findings suggest that in a multilingual and multicultural whole school system, inclusive education planning and practice presupposes issues of multipurpose benefits that may promote different aspects of academic, bilingual, intercultural, social/ livelihood knowledge and skills development for student diversity, especially those with disabilities and disadvantaged origin in mainstream schools.

Bilingual education

Results of the study suggest that subtractive bilingual education (submersion-bilingual education programme which undermines the use of learners' mother tongue as medium of instruction) may underlie educational deficit, underachievement and school exclusion of some learners. The study has discovered that in the absence of mother tongue-based education or foreign language mediated educational support services (such as English and French in the investigated Cameroonian secondary schools), there are many factors that inhibit the learner's progress in communication, learning and achievement in the foreign language(s). In addition, if the foreign language is also the medium of instruction, it also inhibits the learning of other subjects across the curriculum. Thus, foreign language learning needs, language of instruction needs and communication needs without a systematized provision of

support services underlie educational underachievement, absenteeism; drop out from school and school exclusion of many learners with SEN/DDD. The results confirm those of some previous studies on subtractive bilingual education (submersion) already indicated at the level of discussion. However, in contrast, the bilingual education literature reveals that additive bilingual education (immersion) leads to educational benefits because it facilitates the transfer of skills and understanding from L1 to L2 or non language domains and vice-versa in the process of learning and achievement. The finding contributes to the knowledge of understanding of how bilingual education, as a model of support services in mainstream school, may positively influence the development of language learning and academic achievement in school if it is mother tongue-based or entrenched in human rights-based support services. On the contrary, bilingual education deprived of these two support approaches may negatively underlie barriers to learning and achievement and lead to the process of assimilation or acculturation of learners.

Following the two sets of contradictory results of the CBE which is deficit-oriented and SBE which is beneficial, there are two practical possibilities to promote inclusive bilingual education in a multilingual school setting like those of this study. Firstly, by upgrading a bilingual education programme from subtractive via transition to additive stage as language of instruction. Secondly, by establishing a curriculum and foreign language mediated learning support department. Such a bilingual special education (interface of bilingual education, special education and ordinary education) department of curriculum and learning/teaching support could systematically organise different categories of support services in response to the needs of student diversity with emphasis on those with cultural disabilities (those with culturally and linguistically disadvantaged backgrounds) over-/underrepresented in special education services in schools. This situation attempts to replace barriers with facilitators in the process of second or foreign language learning and general academic development in cases where the language is also the medium of instruction of other subjects across the school curriculum.

Educational enrichment programme

Results of the study suggest that the whole school system strives for multiple inclusive benefits in response to the needs of student diversity. Although the study is

focused on the inclusion of students with SEN/DDD, results also indicate that special education services delivered to “able” students on an academic enrichment programme facilitates their general educational achievement and school inclusion. The special bilingual education (SBE) programme is tailored for competitively selected students, that is, Anglophones and Francophones using French and English as alternative media of instruction in all subjects across the curriculum within one classroom context. It is instrumental in enhancing their bilingual/academic achievement and development. The interface between special, bilingual and ordinary education with different categories of support services on such a programme seems to breed a high calibre of able students equipped with knowledge and skills for the competitive national or international labour market. Although the programme seems to be segregating in nature, its students serve as role models and a source of learning inspiration for other students. This programme contributes to knowledge in the field of inclusive education in understanding that student diversity in a whole school setting is not limited to those with SEN/DDD or underachievers. It also includes overachievers or able students who require special support through educational enrichment activities that promote general academic excellence.

This approach has implication for practice in the sense that, gifted and talented students receive additional support to develop their full potentials in areas of giftedness and special support in areas they experience difficulties in learning different subjects across the curriculum. In addition, there is the necessity of a continuum of support services in response to the continuum of needs for such categories of learners to enable them to uphold or upgrade their performance alongside the educational standard of the mainstream school striving to sustain its ranking on the national academic league table.

Intercultural participation

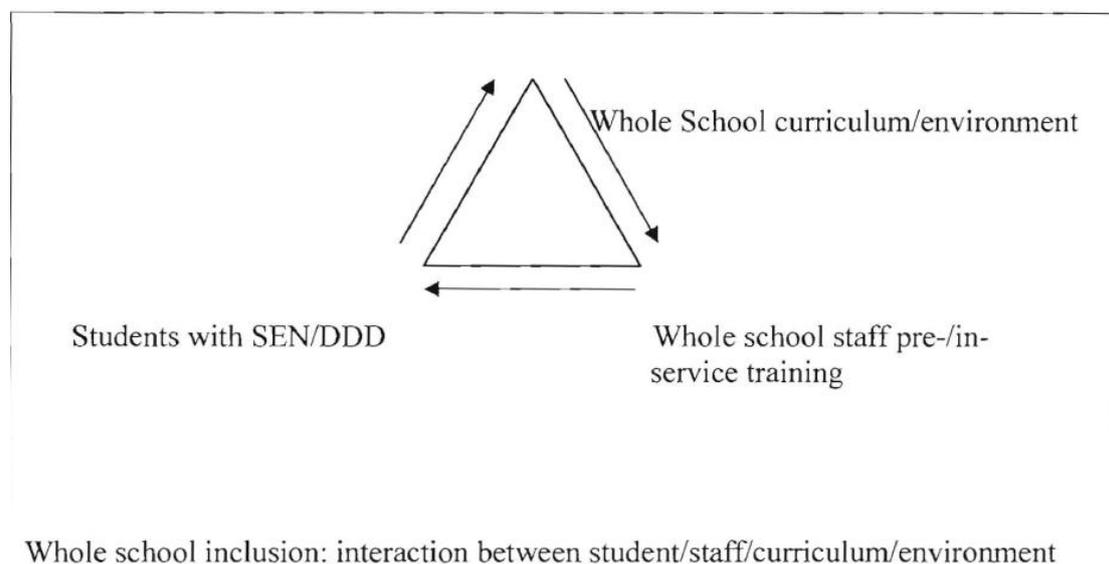
Findings reveal that in a multicultural whole school setting consisting of one or two mainstream school cultures and other major ethnic cultures, intercultural participation enhances socialisation, understanding, learning and development which facilitate the process of inclusion. Generally, individual and group participation of student diversity in intercultural support activities feature in the form of games, dances, arts, artefacts

exchange, presence and role of representative staff, role play, club operation, among others. They could take place on regular weekly, monthly, quarterly, and annually or permanent basis and sometimes in collaboration with community partners. Such school cultural ability is enhanced through equitable practical accommodation of students' ethnic cultures into the school's mainstream cultures which seem to guarantee recognition of an individual student's ethnic identity and real acceptance as member of the school community. Results indicate that, in such a setting (like those of this study with official Francophone/Anglophone and diverse ethnic cultures), the recognition of the individual student's cultural rights/identity and the enhancements of their participation in intercultural support activities underlie their educational and psychological inclusion. This in turn equalises learning opportunities through socialisation, widens learners horizon in the level of understanding meanings in communication and facilitates their process of learning and development. The finding contributes to the wider understanding of the inclusive role of all minority and main cultures represented in a school with student diversity and the recognition of the cultural identity and rights of all learners including those with SEN/DDD from culturally, linguistically and socially disadvantaged backgrounds. In the field of inclusive education, this is a shift from the traditional approach of assimilation or acculturation of students from minority cultures into the mainstream school culture and neglect of their cultural rights.

This finding has an implication for practice. Following the definition of culture by Kroeber & Kluckohn (1952) in section 1.5.3, intercultural participation on school grounds, in classroom and in the community means exchange and share of patterns of thought, patterns of behaviour, patterns of artefacts and resources of imprints of nature between the mainstream school cultures and other minority ethnic cultures represented by staff and student diversity in the whole school system. Thus, school curriculum and curricular/ extracurricular support activities may be systematically tailored under these different intercultural patterns in response to special needs of student diversity, especially for those from socially, socio-culturally and socio-linguistically disadvantaged backgrounds. Such support services may be delivered at individual, group and general levels to promote mutual understanding and intercultural knowledge and skills acquisition that underlie learning and development.

From the general point of view of the entire study, findings suggests that due to the centralised, prescriptive and under- resourced planning of the national inclusive system, most barriers and problems arising in the schools' (micro-system level) conceptualisation (theory) and implementation (practice) of inclusion originate from the macro-system level. Consequently, the study suggests that in order to adequately support students with SEN/DDD in both schools, the entire national inclusive system needs to be re-conceptualised through: restructuring of certain contextual factors like whole school curriculum, environment, staff pre-/in-service training, systematic organisation of assessment of special needs and support services for students with SEN/DDD, diagram 7.2; improvement in the organisation and management of the technology of inclusion (dimensions or models of support services, subsystems of support services, structures of support units and procedures of support service operation) of the whole school system used in the investigated schools.

Diagram 7.2 Main features of whole school inclusive setting



At the micro-system level of conceptualising and implementing inclusion, the study suggests whole school planning and developing contextual factors like: whole school inclusive culture; curriculum and learning support(curricular/extracurricular) activities management; appropriate assessment, placement and support of learners with

SEN/DDD; collaborative whole school staff in-service training and environmental adaptation in response to learning, achievement and other developmental needs of students with SEN/DDD. In addition, it recalls the possibility to improve support through re-organisational management of the limited SEN human and material resources and infrastructures already available in the schools to enhance inclusion. Since the investigated schools lack qualified SEN staff (although there are qualified counselling and bilingual education staff), the study raises the issue of the necessity to introduce the SEN and disability awareness course in staff development programmes. The study underscores the need to fully enforce the school law of 1998 on the decentralisation and desegregation of the national education system so that schools become autonomously empowered to manage their internal affairs and liaise with the local specialised schools or rehabilitation centres. This could be in the form of exchange programmes in expertise, staff and students or a group of staff from the special schools can function as mobile team of experts or peripatetic teachers to facilitate the transfer of students from special to regular schools or to support ordinary school staff as special education coordinators.

In the field of special education services, theorising has always been a difficult task for scholars to discover ways of describing all that occur in an inclusive school setting. Thus, theoretical reformulation is a difficult task to explicate multiple inclusive problems raised by this whole school system study which comprises the bilingual, intercultural, academic and the social dimensions of inclusion. Each of these dimensions is drawn on an independent area of study namely language, culture, education, social welfare, health, law, sociology and psychology that constitute the interdisciplinary field of inclusive education services in the schools. Thus, the four dimensions of inclusion targeted by the schools embody many conflicting values, identities, meaning in learning and achievement, recognition and acceptance of diversity in relation to the given schools and society. Unlike previous research studies conducted in countries of the North in which the school inclusive frame is underpinned by the academic and social dimensions, in this study, it is the bilingual and intercultural dimensions that underlie the frame of school inclusion. The unique case of the inclusive frame in the Cameroonian system, therefore, raises the issue of theory and practice as a topic for further investigation in the interdisciplinary field of inclusive education.

7.3 Strengths and Limitations of the study

Like any research enquiry, this study also has its strengths and limitations. The work is focused on support provision to student diversity, especially on those with SEN/DDD in whole school settings. Since it is among the pioneers of inclusive research studies in the investigated schools and society, it embodies aspects of strengths and shortfalls in the process of describing and presenting the holistic picture of how support services are organised, structured and managed in the investigated mainstream schools.

As an aspect of strength, rigorous and systematic methods of research processes were used through out all stages of this enquiry. Due to the complex nature of the topic of this study, “whole school inclusion” of student diversity, I chose the multi-method approach to data collection and analysis. This approach has led to an in-depth description, interpretation and discussion of findings to facilitate the understanding of how the various models of support services are organised and managed in the schools. Consequently, the qualitative research design, case study (Yin, 1993, 1994) approach and purposive sampling of participants were used in order to capture the realistic and holistic picture of the various forms of the phenomenon of inclusion in the given school contexts. In addition, the use of multi-methods like semi-structured interviews, school and official document analysis and observation on school grounds and in classrooms was to ensure consistency in the data collected. Within the data analysis stage: an interactive model of data reduction techniques, data display and drawing conclusions (Miles and Huberman, 1994; Cohen et al., 2007) was used in deriving the emerging themes and concepts of the study. This included the constant comparative method (Lincoln and Guba, 1985; Glaser and Strauss, 1967), the grounded theory approach of open coding and creation of an analytical conceptual frame (Strauss, 1987) and the generation of statements of syntheses of meanings (Strauss & Corbin, 1990, 1998) common in the social sciences. Thus, the conceptual and thematic frames that constitute the findings of the study emerged inductively from the data.

Mertens et al., (2004) explain that in the course of analysing data, interpreting and discussing findings of a study, the researcher may be positioned in one of the two ideological tendencies: among researchers overtly political in their explanations, thus

oriented towards the realm of status quo and those who explore political explanation of their data, hence, move into the realm of reform. The interpretation and discussion of the findings in this study fall in the middle of this continuum. Both the realm of status quo and that of reform are fused because the enquiry was partly resourced by official secondary data and partly by the primary data elicited from the investigated state maintained school contexts. Consequently the interpretation is based typically on what emerges from the data with the intention to understand the areas of strengths and improvement of the inclusive education reforms in the investigated schools between 1998 when the government initiative of EFA and inclusion came into force and 2010 when the enquiry was conducted. Finally, different methods of verifications and ethical issues were used to enhance the validity and reliability of the enquiry as described in the last part of chapter 4 of methodology. With regard to verifications, I chose multiple-methods like triangulation, credibility (validity), peer review, dependability (reliability) and confirmability (objectivity), each with a different approach to ensure that the research process through data collection, analysis, findings, and interpretation and discussion stages remained in line with the topic and aims of the study.

Thus, many aspects of the findings can be generalised in other inclusive schools within the national education system that implement the officially prescribed models of inclusive education provision.

On the other hand, the study has some short comings because of the challenges I encountered through out the various stages of the research process and the general applicability of its results to other national school contexts.

At the level of planning, the enquiry on whole school inclusion research was originally designed to be conducted in an Anglophone region and a Francophone region of the national education system in order to involve many bilingual mainstream schools across the country. Unfortunately, because of the limited time, space and resources allocated for the study, it was conducted only in two secondary schools of the Anglophone region of the country.

In practical matters, the inclusive education frame used in designing the research interview, document analysis and participant observation guides were originally for

the countries of the North, precisely the Western world which posed a problem of adaptation to the context of the Cameroonian unique system of inclusion in South Saharan Africa. The latter's inclusive school frame is oriented more on the bilingual and intercultural dimensions of inclusion (targeting children from socio-culturally, socio-linguistically, socio-economically, socially, regionally, among other disadvantaged background factors) while the former's is focused more on the academic and social dimensions of inclusion (targeting children with physical, sensory and intellectual disabilities). Thus, many aspects had to be reorganised and adjusted at the level of data collection instruments to suit the investigated school contexts. This was done by complementing the frame of the academic and social aspects of inclusion widely used in previous research studies with that of the bilingual and cultural aspects applicable in the Cameroonian context. In addition, both inclusive frames were further illuminated with the help of the OECD frame on the categorization of special educational needs in terms of SEN/DDD (OECD, 2000, 2003) for student diversity.

Besides that, the approach to qualitative research analysis proposed by Miles and Huberman (1994), the grounded theory approaches (Strauss, 1987; Strauss and Corbin, 1990, 1998) and others in social sciences was complex and posed a lot of problems with regard to coding the data, categorising the emerging themes and generating statements of synthesis of findings. According to part of the findings, the schools' perceptions and understandings of inclusion were so divergent to the extent that they may not be easily generalised to other school contexts within the national education system. In this regard, as advocated by Yin (1994) in descriptive case study research and Miles and Huberman (1994) in qualitative or quantitative studies, results of this enquiry may not be fully generalised in other schools including those within the national education system.

At the level of inclusive discourse, questions may be raised regarding whether or not a research study like this one can really bring any significant change in the investigated school situation. As already explained in the section of change in educational provision, such improvement will depend largely on the change in attitude of the school staff and decisions of policy makers. All these imply that despite the effort deployed by the state and schools to provide education for all and to fight for

inclusion, exclusion may remain an inevitable phenomenon in the schools and society in question.

In each of the above challenges, I had to manage the qualitative research process meticulously in order to appropriately convey the meaning of the described phenomenon in the investigated social world. Although the research may be useful in the investigated school contexts and others implementing the official plan of EFA and inclusion in the national education system, because of the abovementioned limitations and uniqueness of the Cameroonian inclusive system, all the findings may not be fully generalised to another national school context.

7.4 Directions for future research

The development of inclusive education services in a whole school setting embraces multiple constraints which require many research-guided practices to improve services. As indicated in the previous subsection, despite some aspects of strengths, this study has some limitations which may be complemented only by some future studies. The aim of this enquiry is to understand how inclusive support services to students with SEN/DDD are generally conceptualised, organised and managed in whole school settings. This implies that due to the limited time, space and resources, this enquiry could not examine the intricacies to portray a detailed picture of the schools' inclusive system. However, it has raised problems and given its limitations in previous sections. It now gives directions for future research which may be complementary to this one in order to help improve or restructure certain aspects of the support services in the given schools (micro-system level) and the national inclusive education system (macro-system level).

As in my original intention of research plan, a future research of this nature could be conducted in many mainstream schools of the Anglophone and Francophone regions of the country to understand how inclusive education services are generally conceptualised and implemented in many schools of the national education system. Such a study may have many sections or may consist of micro-research projects examining the details of each of the various officially targeted academic, social, bilingual and intercultural dimensions of school inclusion. Others may focus on: elaborate categorisation of students with SEN/DDD; the role of stakeholders; teacher

education; policy; among others to illuminate the understanding of the studied aspects of inclusion and improvement of different dimensions of the schools' support services.

Each of these studies would have to find out the appropriate frame to be used in designing research study guides in school and national contexts of inclusion in order to resolve the problem of conflict between the western frame of academic and social dimensions contrasting the Cameroonian frame of bilingual and intercultural dimensions of mainstream school inclusion. The studies would inform schools, their support partners and policymakers on understanding the intricacies of the national inclusive education system and their roles in organising and managing different support resources available and models of support services in order to facilitate learning and inclusion of students with SEN/DDD.

Because of certain limitations like lack of an elaborate description of the interaction between inclusive service providers and the various categories of service users in this whole school study, some school-based macro-research projects may be useful to help schools meet the challenges to identify and establish: an exhaustive list of all categories of SEN/DDD; a common assessment frame to be used by schools and their partners of multi-agency of health and social welfare services; a code of practice and SEN data-based knowledge to monitor and improve support services. Such projects would be instrumental in enabling schools to adequately implement the official EFA and inclusion plan of action.

Within the field of special education, the unique inclusive education system of the Cameroonian context challenges scholars how inclusion may be redefined in terms of whole school setting striving for EFA and inclusion of children with SEN/DDD in a multicultural and multilingual society. There is, therefore, the necessity for further research studies in the given society or similar societies the world over in order to understand how learners from socio-linguistically, socio-culturally, socially among other factors of disadvantaged background, perhaps coupled with disabilities (physical, sensory and intellectual) cope through integration or inclusion in mainstream school contexts.

Given the fact that special education was born from the failure of ordinary education to meet the needs of some categories of learners, bilingual special education is also born from the failure of special education to meet the needs of the categories of learners from culturally and linguistically diverse and disadvantaged backgrounds in ordinary schools (Baca & Cervantes, 1991; Baca, & Valenzuela, 1994). Consequently more research studies would be useful that comprise an interface between bilingual, special and ordinary education services to understand the problems encountered by such categories of learners and to improve the process of their learning, development and achievement in mainstream schools.

Thus, given the unique and complex characteristics of the Cameroonian inclusive system, research studies conducted in line with the abovementioned directions will go a long way to provide results that illuminate the identified key issues on inclusive education services already superficially examined in the investigated school contexts, prior to launching full inclusive education programmes in the schools in particular and the national education system in general.

7.5 Conclusion

In overall conclusion, this research is a snap shot description of the inclusive development process in two state maintained mainstream secondary schools in Cameroon in accordance with the 1996 constitution, the 1998 school guidelines law and other legal and policy provisions guiding inclusive education services. The enquiry was focused on the organisation, management and trends of development of inclusive education services in these schools between 1998 when the official EFA and inclusion action plan came into force and 2010 when the study was carried out. The aim of the enquiry was to understand how inclusion is conceptualised and to what extent both schools have progressed in the process of implementing the national policy and improving educational practice to accommodate student diversity, with emphasis on those with SEN/DDD within 12 years (1998-2010) interval. Its rationale was to raise the awareness of policy makers, school managers, teachers and school stakeholders on the necessity of their collaboration and usefulness of the SEN services presently underused or neglected in many mainstream and ordinary schools officially deemed inclusive.

Findings suggest that although the schools are striving towards inclusive orientation, they encounter many barriers from within and without. Most of the barriers may be reduced only when changes are initiated at the macro-system level, that is, the central services of the Ministry of Secondary Education (MINESEC) and the Ministry of Social Affairs (MINAS) jointly responsible for inclusive schooling at secondary level. Hence, the macro- system service providers, that is, policy makers and authorities of the secondary and higher education ministries and the supporting health and social welfare ministries have important roles to play in the reconceptualisation of whole school inclusion in the investigated schools in particular and the national education system in general.

Within the field of inclusive education, the study has raised the issue of a whole school system approach to educational services for student diversity, with focus on those with SEN/DDD. Unlike the traditional approach to school inclusion which targets only students with SEN and disabilities, their classroom teachers and parents, the present approach focuses on a broad inclusive school project with multiple benefits to student diversity. The latter approach focuses on provision and support for students with SEN/ Disabilities, Difficulties in learning and Disadvantages in background and the active participation of their schools and stakeholders. According to the EFA Monitoring report of 2002, such inclusive school initiatives underlie cost-effectiveness resources and cost-efficiency performance (Peters, 2003). This comprehensive view of inclusive schooling is useful not only in supporting learning, raising educational standards and attainment for student diversity but also in facilitating national education planning. Given the complex characteristics of the Cameroonian education system, for example, instead of the state creating several ordinary schools of the Francophone subsystem/Anglophone subsystem and several special schools of the Francophone subsystem/Anglophone subsystem, only few mainstream schools with whole school system approach to inclusion could be established to accommodate student diversity. The latter approach will underlie cost-effectiveness resources for the state and cost-efficiency performance for both learners and schools.

The study has highlighted the issues of provision for learners with cultural disabilities, that is, from culturally, linguistically, socially and socioeconomically disadvantaged backgrounds that are often under-/ over-represented in SEN categorisation but whose needs are hardly met in schools. It reveals that such students require bilingual special education services which underpin an interface between bilingual, cultural, special and ordinary education support in order to enhance their inclusion into mainstream school system. The study further raises an important discourse. Unlike the internationally established frame of academic and social dimensions of school inclusion for student minority with physical, mental and sensory disabilities in countries of the North, this study underscores the usefulness of the bilingual (linguistic) and intercultural (cultural) dimensions of inclusion in Cameroon in particular and other postcolonial societies of the South in general. It highlights how the discordance between some students' ethnic cultures/languages and the official/foreign or mainstream school culture (s)/language(s) underlie barriers to learning. The disparity between patterns of behaviours, patterns of thoughts, artefacts and modes of interaction with artefacts in both cultures underlie students' different learning styles, communication, understanding and interpretation of meanings in a given classroom or school context and general development in educational process. These issues constitute aspects of barriers that are targeted in the management and organisation of whole system approach to inclusive schooling. Although findings of this study indicate that through curriculum/environmental adaptation and curricular/extracurricular support activities like intercultural participation and bilingual special education services, much is still to be done in the area of cultural disability and inclusion.

From an international perspective, especially in multilingual and multicultural school systems, the study points out the necessity of reconceptualising the theory and practice of inclusive education in order to effectively accommodate student diversity.

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SECTION I –Ethical Approval letters

A- Certificate of Ethical research from the University of Exeter

STUDENT HIGHER-LEVEL RESEARCH



Graduate School of Education

Certificate of ethical research approval

STUDENT RESEARCH/FIELDWORK/CASEWORK AND DISSERTATION/THESIS

You will need to complete this certificate when you undertake a piece of higher-level research (e.g. Masters, PhD, EdD level).

To activate this certificate you need to first sign it yourself, and then have it signed by your supervisor and finally by the Chair of the School's Ethics Committee.

For further information on ethical educational research access the guidelines on the BERA web site: <http://www.bera.ac.uk/blog/category/publications/guidelines/> and view the School's statement on the 'Student Documents' web site.

READ THIS FORM CAREFULLY AND THEN COMPLETE IT ON YOUR COMPUTER (the form will expand to contain the text you enter). **DO NOT COMPLETE BY HAND**

Your name: N dame Thomas

Your student no: 560028148

Return address for this certificate: 7 Barnardo Road, Exeter, EX2 4ND, UK

Degree/Programme of Study: Professional Doctorate in Education (EdD) Special Educational Needs

Project Supervisor(s): Dr. Phil Bayliss and Dr Elias Avramidis

Your email address: nt252@exeter.ac.uk

Tel: 01392-439830/ 07767486334

I hereby certify that I will abide by the details given overleaf and that I undertake in my thesis to respect the dignity and privacy of those participating in this research.

I confirm that if my research should change radically, I will complete a further form.

Signed:  date: 29/01/2010

NB For Masters dissertations, which are marked blind, this first page must **not be included** in your work. It can be kept for your records.

Chair of the School's Ethics Committee
last updated: August 2009

Certificate of ethical research approval

Your student no: 560028148

Title of your project: Inclusion of children with Special Educational Needs : a Multiple Case Study of Secondary Schools in Cameroon

Brief description of your research project:

This project explores and describes whole school inclusive process in order to identify and elicit barriers to academic/social and linguistic (English/French-bilingual)/cultural dimensions of inclusion in two mainstream schools. Using mixed method approach: semi-structured interviews conducted with 27 respondents namely service providers (local education authorities, head teachers, teachers) and service users (students and parents); school documentary analysis and participants observation in curricular and extra-curricular activities, this interpretive work elicits barriers to development of inclusive education services and seeks ways to improve such services in the schools under investigation in particular and the entire national school system at large.

Give details of the participants in this research (giving ages of any children and/or young people involved):

Participants (N=27) include adults (Local Education Authorities (N=1), Head teachers (N=2), Teachers(N=12) and parents(N=6)) and children of secondary school level (age range 12-18 (N=6)).The children will include those with disabilities(physical/learning) and diverse needs(social, socio-economic, linguistic, cultural and female) due to their disadvantaged backgrounds.

Give details regarding the ethical issues of informed consent, anonymity and confidentiality (with special reference to any children or those with special needs) a blank consent form can be

downloaded from the SELL student access on-line documents:

Since research activities sometimes entail a lot of misunderstandings between the researcher and the researched, and considering some acts of dishonesty recorded in many past experiences, some clarification and explanation must initially be made to informants prior to my commencement of fieldwork.

Following a series of previous contacts with the school authorities, my initial access to the sites will be by gatekeepers (head teachers) who will introduce me to members of staff of the schools under investigation. In this regard, I will first have to address them during which I will present the plan, nature, purpose and duration of my research project in the field. They will also be given a detailed explanation about the usefulness of the research findings to their school, community and society. In addition to that, I will have to assure them that I will be abiding by their cultural rules, norms and values throughout the interactive stages of the research process. I will also assure participants my plans to maintain anonymity of their identities, confidentiality in all activities and issues of informed consent especially of parents of young and vulnerable participants involved in the research.

In this respect, participation of respondents will be by volunteering and a consent form will be signed between participants and me as guarantee for the research contract.

Chair of the School's Ethics Committee
last updated: August 2009

Give details of the methods to be used for data collection and analysis and how you would ensure they do not cause any harm, detriment or unreasonable stress:

The research project will use three instruments namely semi-structured interviews, documentary analysis and participants' observation in collecting data. Of these, only interviews practically involve direct interaction between participants and researcher. The duration for each interview will be short, barely 20 to 60 minutes. Besides that, following the flexible arrangement of time and place suitable for each interviewee, the condition under which the interview will be conducted will neither be harmful nor stressful.

Give details of any other ethical issues which may arise from this project (e.g. secure storage of videos/recorded interviews/photos/completed questionnaires or special arrangements made for participants with special needs etc.):

In order to secure storage data, according to ethical issues relevant to children and participants with special educational needs, the informed consent of these participants and their parents or care givers is indispensable. Thus, in this project, prior to the storage of any of such data, permission must be first obtained from the abovementioned persons.

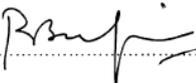
Give details of any exceptional factors, which may raise ethical issues (e.g. potential political or ideological conflicts which may pose danger or harm to participants):

Given the sensitive nature of the topic of inclusion which deals essentially with human rights and justice in academic and social issues, there is the likelihood that such a topic might raise political awareness and conflicts in certain societies. However, considering the democratisation process in the society/ schools under investigation, the informed consent of the Education Pedagogic Inspectors (Local Education Authorities) and the usefulness of this project for school inclusive development projects, there is no danger or harm to participants involved.

This form should now be printed out signed by you on the first page and sent to your supervisor to sign. Your supervisor will forward this document to the School's **Research Support Office** for the Chair of the School's Ethics Committee to countersign. A unique approval reference will be added and this certificate will be returned to you to be included at the back of your dissertation/thesis.

N.B. You should not start the fieldwork part of the project until you have the signature of your supervisor

This project has been approved for the period: 1st Feb 2010 **until:** 30th Sept. 2010

By (above mentioned supervisor's signature):  **date:** 29.01.10

N.B. To Supervisor: Please ensure that ethical issues are addressed annually in your report and if any changes in the research occur a further form is completed.

SELL unique approval reference:..... D/09/10/40

Chair of the School's Ethics Committee
last updated: August 2009

Signed:.....*Saluh P. M. H.*.....**date:**.....03.02.2010.....
Chair of the School's Ethics Committee

This form is available from <http://education.exeter.ac.uk/students/>

Chair of the School's Ethics Committee
last updated: August 2009

*B- Certificate of ethical research from the local education authority in
Cameroon*

**REPUBLIC OF CAMEROON
PEACE -WORK -FATHERLAND**

**REPUBLIQUE DU CAMEROUN
PAIX-TRAVAIL-PATRIE**

**REGIONAL DELEGATION
SOUTHWEST**

**DELEGATION REGIONALE DU
SUD-OUEST**

MINISTRY OF SECONDARY EDUCATION

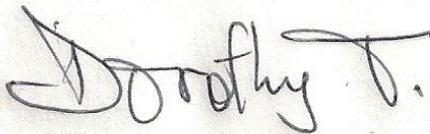
**MINISTERE DES ENSEIGNEMENTS
SECONDAIRES**

TO WHOM IT MAY CONCERN

Following the certificate of ethical research approval and letter of recommendation issued by the University of Exeter, UK, this is to attest that Mr. Ndam Thomas, student No. 560028148 on the Professional Doctorate Studies, EdD SEN course, is duly authorised to carry out research in some local bilingual secondary schools in accordance with the legal provisions of the Ministry of Secondary Education, between January and March 2010.

This attestation is issued to serve where and when necessary.

Regional Pedagogic Inspector:



Issued in Buea: Feb 1, 2010

SECTION II

Initial contact summary sheet during field studies with principals of the two investigated secondary schools in the South West Region of Cameroon

Early analysis of the research situation and its effects on the research design, instrumentation, final data collection and analysis

Contact Type: Initial school visit with Principal and staff

Site: School A, principal in his office and staff in the staff room

Contact date: Feb 2, 2010

Contact Type: Initial school visit with Principal and staff

Site: School B, Vice principal of the Second Cycle represented the principal who passed away in late February after a protracted illness.

Contact date: Feb 8, 2010

A- Problem Analysis

The issue of integration/inclusion whether at school, community or societal level is at stake given the contemporary disputes/debate on academic, social, linguistic, cultural, political and economic exclusion of some citizens or groups of citizens in Cameroon: Firstly between the two parts of the Cameroons (French speaking “Cameroun”/English speaking Cameroon) amid mounting tension of secessionist threat to independence by some advocacy groups of the English speaking community, secondly in many inter/intra-ethnic conflicts/ misunderstandings within many communities aggravated by political turmoil between the ruling and opposition parties and other psycho/socio-ideological differences.

The major aims of the Salamanca declaration (1994) and other similar international conventions that have preceded or post-ceded it, of which Cameroon is signatory, were to guide national projects in building inclusive society with schools as take off points. In inclusive society, as advocated by the international community during the Salamanca Declaration 1994, emphasis was placed on human rights, democracy and the rule of law which have become the groundwork of each national system.

In the case of Cameroon, inclusion as outlined above is a delicate topic to be handled by an independent researcher. Although it is a neutral and scholarly school development research, given the atmosphere described in the problem analysis above, initially most education service providers (Regional Pedagogic Inspectors, Head Teachers and Teachers) were sceptical as whether I was an intelligence officer, a spy, an enemy or a true inclusive conciliator and innovative educator.

Ethical issues and my status as teacher and colleague to other fellow school teachers, I had to present the outline of the aim and purpose of the research. When mention was made of the UNESCO framework of inclusion, many became enlivened, confident and willing to participate.

Teachers perceive this innovation project of school inclusion with mixed feelings, some with zeal because the supportive innovation will ease their task and improve educational output while other looked at it as more burden over their difficult working conditions.

B- Brief description of the situation

Being one of the pioneers in mainstream school inclusive research study in the national education system, participants had different views on and initial reactions to inclusion (integration):

In these schools, there were minority of students with disabilities but majority of the Francophone and Anglophone origin with culturally and linguistically diverse and disadvantaged backgrounds;

Most children with SEN (complex needs) in the locality are placed in neighbouring specialised institutions like the Bulu Blind Centre Bolifamba, Mile 16, the Rehabilitation Centre Buea while those with (mild, moderate and specific needs) placed in ordinary and mainstream schools like the investigated ones. Sometimes, placement depends on the choice of parents, many who wished their children enrolled in ordinary schools.

C-Illustration

Deciding on issues to explain during presentation of the research project to participants;

People, situations and events involved in school inclusion reviewed;

The interviews were designed to answer the research questions, since most participants initially complained that they were unfamiliar with the concept of inclusion, certain parts of the interview guide were modified with more explanations introduced to simplify it to respondents;

The type of information I needed to collect and where to deploy much energy.

D-Personal remarks

Since inclusion is still regarded as new phenomenon or another form of integration, more explanations were required in the interview guide in order to elicit the desired information from respondents.

Suggestions were made about recruitment procedure for participants in the interviews.

E- This report has been used:

To guide planning for the whole work;

To suggest new codes generated and useful in the research

To help in the write-up stages of the work and for further analysis like a case file.

F-An authorisation

It was issued by the head teachers (principals) for my access to participants, school documents and observation in curricular and extra-curricular activities in classrooms and school settings.

SECTION III - Consent Form for participants

Table App.1: Consent Form

CONSENT FORM

I, the undersigned, (profession/speciality).....

hereby accept to participate in the research project by which the contract of confidentiality is binding. I also declare that in case of any inconvenience or commitment that necessitates my withdrawal, I notify the researcher.

Signature:.....

Date.....

SECTION IV

Data collection methods and guides

A -Interview Protocol

Constituencies:

Pedagogic inspector (Regional Education Authorities N=1)

Principals (Head Teachers N=2)

Teachers (special, bilingual and Ordinary N=12)

Parents (N=2)

Students (N=6)

Brief introduction of Researcher's background

Presentation of aims and objectives of the Research

Information about ensuring confidentiality and consent form

Introduction to interview instructions, sections and types of questions

Conclusion and thanking the interviewees for their participation

Background Information of Respondents

Gender..... Role....., qualification (highest).....,

Working experience..... and working language

What is inclusion?

Section 1: Understanding inclusion:

School definition and vision of inclusion

(Let's talk about inclusion)

1 What do you understand by inclusion?

2 How do you differentiate inclusion from integration?

3 What is bilingual education, special education and ordinary education?

4 How do educational policies response to needs of each of these groups of learner?

5 How do you link formal and informal education in your inclusive education plan?

6 What resources (human, material and financial) are allocated for school inclusion plan?

7 What is your plan for inclusive capacity building and strengthening initiative between your school and community?

How is school (academic/social) inclusion implemented?

Section 2: Implementing school inclusion through support levels:

Environment, curriculum, classroom activities (teaching/learning strategies) and teacher education (pre-/in-service training)

(Tell me something about inclusion in your schools)

1 How does school make provisions for physical access to school for all learners with mobility difficulties?

2 What are school measures regarding access to curriculum for all learners? Is it through official adaptation of the curriculum, private adaptation by individual teachers or no adaptation at all?

3 How do you provide teaching (child-centred pedagogy)/ learning (in class or outclass) support for children with special needs education?

4 How does school support teacher competence and quality in relation to managing inclusive classroom?

5 What is your inclusive support provision for in-service training of staff (teaching and administrative)?

How do schools accommodate and plan diversity?

Section 3: School accommodation and social participation:

Individuals/groups with special needs education, extra-curricular activities in school/community settings

(I will like to know whether your schools accept all categories of children)

1 How does school inclusive plan manage formal assessment, identification of needs, placement and evaluation of learners with special educational needs?

2 How do schools ensure that every child's rights to participation in education are respected?

3 How effective is the support mechanism between your school and other children services like the education, health, justice and social welfare systems (ministries)?

4 What are school main action plans/ programmes in regard to children with special needs education (marginalised/excluded/vulnerable/ disadvantaged groups)?

5 Besides curricular activities in classrooms, what are the extra-curricular (social/cultural) activities organised in schools and communities in which all children participate?

What is the role of linguistic/cultural dimensions of inclusion?

Section 4: language in classroom and cultural activities in school

(Please, tell me a bit how language learning and culture support inclusion in your schools)

1 How does bilingual (language of instruction and foreign language) education policy and practice influence school inclusion?

2 Since English and French are officially mandatory to all learners, can you explain whether there is any bilingual immersion programme in your schools?

3 When you want to discuss a subject matter with an Anglophone or Francophone colleague, in what language does you commonly exchange ideas?

4 Could you tell me the language(s) in which notices on the school notice board and official documents are generally written and why?

5 How do you support schools to identify and support learning difficulties arising from language (bilingual English/French)/ cultural subject activities?

How are parents/ community stakeholders involved in inclusion?

Section 5: Role of parents, community and stakeholders in school inclusion

(I would like us to talk about parents and community involvement in inclusion)

1 Who are the external support partners in your inclusive education services?

2 Can you briefly describe their roles and contribution?

3 In what ways are parents/communities involved in inclusion?

4 How are parents of disabled/disadvantaged children supported in inclusion?

5 Who are those involved in supporting parents and what is the impact?

What are problems and barriers to inclusion?

Section 6: diverse barriers to inclusion

(School inclusion often entails some challenges, please tell me about yours)

1 How do you help schools in managing attitude (such as language with negative connotations, misperception, misconceptions, mystification and the like) referring to disabled/marginalised/excluded group of learners?

2 How do you help schools in handling the problem of discrimination (poor treatment, abuse etc) simply because somebody speaks a different first official language on school grounds?

3 To what extents are schools empowered to implement the various educational policies (bilingual, special and ordinary) regulating provision for diverse categories of learner in the same school context?

4 To what extent do schools, with limited autonomy, develop their inclusive education projects while operating in accordance with your directives?

5 Besides what has been discussed, what else do you consider as barriers to school inclusion?

Thank you very much for your participation and cooperation

Table App.2 Interviewed constituencies detailed in tables 4.7a and 4.7b Participants

Interviewed constituencies

A

PII-Pedagogic Inspector
HTSA -Head Teacher of School A
HTSB-Head Teacher of School B

B

T1SA -Teacher (Guidance Counsellor-School Psychologist)
T2SA -Teacher (Guidance Counsellor-School psychologist)
T3SA -Teacher (Bilingual Teachers-English/French)
T4SA -Teacher (Bilingual Teacher-English/French)
T5SA -Teacher (Discipline Master-Administrative staff)
T6SA -Teacher (Biology Teacher)

C

T1SB -Teacher (Guidance Counsellor-School Psychologist)
T2SB -Teacher (Guidance Counsellor-School psychologist)
T3SB Teacher (Bilingual Teachers-English/French)
T4SB-Teacher (Bilingual Teacher-English/French)
T5SB-Teacher (Biology Teacher)
T6SB-Teacher (Geography Teacher)

D

S1SA -Students with SEN (physical mobility needs)
S2SA -Students with SEN (Specific Learning Difficulties)
S3SA -Student with SEN (Challenging behaviours)
S1SB-Students with SEN (Communication and social interaction problems)
S2SB -Students with SEN (Mild hearing difficulties)
S3SB-Student with SEN (Challenging behaviours)

E

PSA-Parent of child with physical mobility needs
PSB-Parent of child with challenging behaviours

B Document analysis guide

Table App. 3: School/official documents analysis guide

| |
|---|
| <p>School documents on inclusive education services:</p> <p>Diverse forms of support contextual factors: Staff, curriculum and students with SEN/DDD</p> <p>Data on students with SEN/DDD</p> <p>Organisational structure of school/ classroom setting</p> <p>Staff /staff training and meetings</p> <p>Time tabling and memos</p> <p>School policy/Annual reports</p> <p>(in schools)</p> |
| <p>Official documents on national inclusive education system:</p> <p>Policy and legal documents</p> <p>Disability Archives</p> <p>Curriculum/Syllabus</p> <p>Staff pre-/in-service training</p> <p>(at the MINESEC/MINAS Regional Delegation Offices)</p> |

C Observation guide

Table App. 4: Observation guide in whole school setting

| No. | Support activities (areas) | Classroom learning support | On school grounds | Off school grounds community | Duration Of activities | Staff teaching support |
|-----|--|----------------------------------|-------------------------|---------------------------------------|------------------------------|------------------------------|
| | Academic Ordinary subjects | | | | | |
| | Bilingual English/French language education | | | | | |
| | Cultural Bicultural/ethnic cultures | | | | | |
| | Social welfare support/socialisation | | | | | |
| | Visit to nearby Specialised institutions/liaison with the mainstream schools | | | | | |

SECTION V

Stages of data analysis (Data reduction process)

1- First level coding consists of open coding (code assigning) of all the data texts.

1 A Code assigning to transcribed interview notes (Initial coding and marginal remarks)

Table App 5: Sample of analysis and emerging codes from interviews data

PII/1

| Excerpt of interview notes | Open coding | Main code Initials |
|---|--|-----------------------|
| <p>Interview with the South West Regional Pedagogic Inspector(SWRPI) for Bilingualism in the Ministry of Secondary Education (MINESEC) Feb 7, 2010 11 a.m – 11.55a.m</p> | | |
| <p>Setting: The office of the SWRPI within the (MINESEC) Regional Delegation Block houses other offices. The room was well ventilated and illuminated and it had one large table and many shelves stocked with classified files of official documents. The SWRPI also attended to junior members of staff answerable to her, who came in from one moment or the other. This resulted in the interruption of the interview for five minutes.</p> | <p>Interview with a Pedagogic Inspector is necessary because she is a symbol of the Local Education Authority connecting schools to the central services of the MINESEC.</p> | |

| | | |
|--|---|----------------------------------|
| <p>Although I had visited her a week earlier to introduce myself, present the aims of my research, discuss on ethical issues and to hand a copy of the interview guide to her, I had to reiterate the purpose of the study before the beginning of the interview exercise.</p> <p>Section 1-Understanding inclusion</p> <p>Interviewer (Int): <i>(Let's talk about inclusion)</i></p> <p>What do you understand by school inclusion?</p> <p>Pedagogic Inspector(PI):</p> <p>275 Inclusion, for me, means <u>equal education</u> and equal opportunity for persons who are <u>learning</u>.</p> <p>276 That is, if we were all students learning, we all have <u>equal rights</u>.</p> <p>277 Mmh, You know Cameroon has ratified <u>many rights and children rights</u> even for the disabled and we respect that.</p> <p>Int: How do you differentiate inclusion from integration?</p> <p>PI:</p> <p>278 Mmh For me inclusion is not very difference from integration</p> <p>279 but there is a little nuance meaning that with <u>inclusion you see no differences between the learners</u></p> <p>280 whereas in <u>integration you see differences</u>.</p> <p>Int: What is bilingual education, special</p> | <p>She listens to me while I introduced the interview guide</p> <p>Categories of emerging codes</p> <p>Equal educational opportunity</p> <p>Equal rights/ human rights-based educational services</p> <p>Accommodating all</p> <p>Acceptance of all</p> <p>Acceptance of some</p> | <p>INC</p> <p>INC</p> <p>INT</p> |
|--|---|----------------------------------|

| | | |
|--|---|--|
| <p>education and ordinary education?</p> <p>PI:</p> <p>281 Bilingual education in the Cameroon understanding is <u>English and French, that is,</u> <u>using both languages, irrespective of the</u> <u>subject to learn</u>;</p> <p>282 Special education, I do not know but it depends, for example, we have a <u>special</u> <u>bilingual education</u>,</p> <p>283 some students that have been selected are following a programme that is not like others that is where we are experimenting something;</p> <p>284 Ordinary education is that which is found every where.</p> <p>Int: How do educational policies response to needs of each of these groups of learners?</p> <p>PI:</p> <p>285 The policy in Cameroon, as far as we are concerned is <u>bilingual education</u>, we have a <u>special programme and</u> <u>pupils</u> <u>to take care of</u>.</p> | <p>Inclusive bilingual education/integrated education</p> <p>Special bilingual education support</p> <p>Placement by selection</p> <p>Experimental programme</p> <p>Bilingual education</p> <p>Special programme</p> <p>Special support</p> | <p>BIL- INC</p> <p>BIL-INT</p> <p>INC-SS</p> |
|--|---|--|

1 B- Code assigning to typed field notes on school/official documents reviewed

Table App. 6: Sample of analysis and emerging codes from school document data

FND/1

| <p>Sample of field notes on School document analysis for Secondary Schools A</p> | <p>Open coding</p> | <p>Main Code Initials</p> |
|--|--|---------------------------|
| <p>Feb 7, 2010</p> <p>Documents analysed were from the investigated school data and data on learners</p> | <p>Documents from the school and Delegation were complementary</p> | |

| | | |
|---|---|---|
| <p>with SEN/DDD, official documents in the offices of the South West Regional Delegations for the Ministry of Secondary Education (MINESEC) and the Ministry of Social Affairs (MINAS) that support inclusive education initiative in schools.</p> <p>1 The <u>inclusive mainstream school</u>, as an organisation, has a trail of documents on 2 historical and current issues. My next step, after formal authorisation from the principal, was consulting,</p> <p>3 examining and eliciting inclusive data from Annual School reports for the 2008/2009 and 2009/2010 academic years, school records, register among others.</p> <p>4 Through this process, I had access to the following: official memos on <u>school policy</u>, <u>Rules and Regulations</u>; minutes of staff meetings and school inspections;</p> <p>6 daily log books for <u>classroom activities</u> covered; school registers for enrolment, <u>characteristics of and support services for students with SEN/DDD</u></p> <p>7-as evident in their official records; time table schedules for teachers; time allocation for different areas (bilingual, Special, ordinary)education services; class sizes, teacher/student ratios,</p> <p>8 information on <u>school cultural artefacts</u> and <u>extracurricular programme activities</u> (clubs, parties, sports, outdoor trips, break/launch activities/social events) among</p> | <p>because the school operates strictly on the official texts from the central administration</p> <p>Inclusive School</p> <p>Inclusive policy</p> <p>Rules and Regulations</p> <p>Curricular activities</p> <p>Learning support</p> <p>Classroom inclusion services</p> <p>staff timetabling</p> <p>bilingual/ special education support</p> <p>class size</p> <p>teacher/student ratio</p> <p>Extracurricular social/cultural support activities</p> <p>Inclusive support services</p> | <p>INC</p> <p>INC-POL</p> <p>INC-PHIL</p> <p>INC-ACI</p> <p>LS</p> <p>INC-CLI</p> <p>INC-BII</p> <p>INC-SOI</p> <p>INC-SOI</p> <p>INC-CUI</p> |
|---|---|---|

| | | |
|--|--|--|
| <p>others. I also took permission from parents of children with 9 disabilities and the schools to review the notes, reports and files of children with SEN/DDD. These documents have been useful in getting the insight of the <u>school structural and functional organisations</u> of 10 daily activities on inclusive provisions for students with SEN/DDD.</p> <p>These artefacts and information on <u>students' report cards, school performance in summative and formative evaluations</u>, files for students with disabilities, academic/disciplinary 11 warnings and punishment, records of the excluded from schools for various reasons, self withdrawn students, <u>curriculum materials</u>, test scores among others, were very useful to my enquiry.</p> <p>12 At the Delegation of MINESEC and MINAS, information was collected on <u>national (academic, social, bilingual and bicultural) inclusive policy and legal frames governing and</u></p> <p>13 guiding school practice of Education for All (EFA).</p> | <p>Organisation/ management of services</p> <p>School cultural artefacts</p> <p>Participation/evaluation</p> <p>Identification of students with SEN/DDD</p> <p>Curriculum management/access</p> <p>Curricular/ extracurricular dimensions of inclusion</p> <p>inclusive policy and laws</p> <p>Education for all</p> | <p>INC-SVI</p> <p>INC</p> <p>INC-ACI</p> <p>INC-ACI INC-SOI INC-BII INC-CUI INC-POL INC-LA</p> |
|--|--|--|

1 C- Code assigning to typed field notes on observation

Table App 7: Sample of analysis and emerging codes from observation data

| <p align="center">Sample of field notes on Classroom observation for Secondary Schools B</p> | <p align="center">Open coding</p> | <p align="center">Main codes initials</p> |
|--|---|---|
| <p>(Monday, Feb 7, 2010 to check) Compulsory bilingual education(CBE) in Form 2 C 10.00-11.00 am There are 60 children (age range, 12-14 years) in the classroom and 1 male adult, the classroom bilingual teacher of French to Anglophones.</p> <p>1 Since it is one floor architecture building and the school topography is generally even except in few areas, the classroom is accessible by all students.</p> <p>2 It is built with permanently solid bricks, concrete materials and wooden windows with glass louvers and wooden doors painted with bright colours.</p> <p>3 The classrooms were well illuminated and ventilated. There are 30 desks in 4 columns and 7 rows, with two students on each edge facing the teacher and the black board embedded on the wall in front of the class.</p> <p>4 The spaces between the desks are large enough for easy mobility for students with crutches and tricycles. Children with different categories of special needs and</p> | <p>Large class size Inappropriate teacher/ students ratio</p> <p>Access to school grounds and classroom to all</p> <p>Conducive learning environment</p> <p>Classroom access</p> <p>Classroom inclusion</p> | <p>INC-ENV</p> <p>INC-SOC</p> <p>INC-SOC</p> <p>INC-SOC</p> |

| | | |
|---|--|----------------|
| <p>those physically short occupy the first desks.</p> | <p>Inclusive philosophy</p> | <p>INC-PHI</p> |
| <p>5-There are the school Rules and Regulations, classroom weekly cleaning schedule and some large posters on different academic subjects hung on the walls of the classroom.</p> | <p>Social inclusion of students with mobility problems (SEN/DDD)</p> | <p>INC-SOC</p> |
| <p>6 The language posters and some parts of the French language textbook were in English and French.</p> | <p>Bilingual inclusion Cultural artefacts</p> | <p>INC-BII</p> |
| <p>7-As the teacher walks in to take his turn after his colleague in exit, the whole class stands up with a choral greeting: “Bonjour Monsieur” (Good morning sir).</p> | <p>Classroom routine</p> | |
| <p>8-The teacher replied: (Bonjour les eleves, asseyez-vous, s’il vous plait) (Good morning students, sit down please).</p> | <p>Pedagogic support</p> | <p>INC-BII</p> |
| <p>9-He conducted roll call during which each of the students answers “present” or “absent” for fellow students not in class during the exercise.</p> | <p>teacher care and readiness to support</p> | <p>INC-SOC</p> |
| <p>10 The teacher then questioned students to find out why their fellow mates were absent.</p> | <p>Classroom curricular activities</p> | <p>INC-CLI</p> |
| <p>11 The teacher then proceeded to introducing, developing and concluding his bilingual lesson.</p> | <p>Classroom social support</p> | <p>INC-</p> |
| <p>12 During the lesson, the teacher was speaking loud and writing clearly on the</p> | <p>Pedagogic</p> | |

| | | |
|--|--|---|
| <p>boards, although the black board had few pot holes by the right hand corner.</p> <p>13 The entire learning/teaching activities were marked by different pedagogic strategies like differentiation, grouping and peer relationship, assessment of learning, motivational techniques, activity based-learning, mixed ability role-play among 14 others while the teacher was paying special attention to learners with SEN/DDD to whom the front seats of the classroom are reserved in order to remain under the close watch of teachers</p> | <p>adjustment</p> <p>Methods</p> <p>Special Teaching support</p> <p>Sitting position adjustment</p> <p>Professional gaze</p> | <p>INC-PED</p> <p>STS</p> <p>INC- SOC</p> |
|--|--|---|

1 D Established list of the inductively emerging codes from transcribed interviews and typed field notes on document reviews and observation according to the conceptual coding frame of Strauss (1987, P.27-29)

Table App.8: Conceptual coding list

| | |
|---|------------|
| Phenomena (Inclusion Inc: Dimensions) | 1.1 |
| INC: ACADEMIC | ACI 1.1.1 |
| INC:BILINGUAL | BII 1.1.2 |
| INC:INTERCULTURAL | ICI 1.1.3 |
| INC:SOCIAL | SOI 1.1.4 |
| Integration Int | 1.2 |
| Actions and interaction (Inclusive support activities) 2.1 | |
| INC: SPECIAL SUPPORT | SS 2.1.1 |
| INC: SPECIAL LEARNING SUPPORT | SLS 2.1.2 |
| INC: LANGUAGE LEARNING SUPPORT | LLS 2.1.3 |
| INC: SUPPORT PEDAGOGIC ACTIVITIES | SPA 2.1.4 |
| INC: SCHOOL VISION FOR INCLUSION | SVI 2.1.5 |
| Strategies and tactics | 3.1 |

| | | |
|--|-------------|--------------|
| INC: POLICY/PLANNING | POP | 3.1.1 |
| INC: PHILOSOPHY | PHIL | 3.1.2 |
| INC: SPECIAL NEEDS ASSESSMENT | SNI | 3.1.3 |
| INC: SOCIAL PARTICIPATION | SOP | 3.1.4 |
| INC: RESOURCE PROVISION | REP | 3.1.5 |
| INC: STRUCTURES | STR | 3.1.6 |
| INC: PROCEDURE S | PRO | 3.1.7 |
| INC: COMPULSORY BILINGUAL EDUC CBE | | 3.1.8 |
| INC:SPECIAL BILINGUAL EDUCATION SBE | | 3.1.9 |
| INC: SCHOOL BILINGUAL CULTURE | SBC | 3.10 |
| Condition (Inclusion) | | 3.4 |
| INC:CURRICULUM ACCESS | CUA | 3.4.1 |
| INC:ENVIRONMENTAL ACCESS | ENA | 3.4.2 |
| Consequences | | 3.5 |
| INC: EDUCATION BENEFITS | EDB | 3.5.1 |
| INT: BARRIERS TO INCLUSION | BTI | 3.6.1 |

1 E-Example of Category card which represent different units of analysis

Table App.9: Index Category card

| |
|--|
| <p>Card No. 2 INC-SVI School Vision for Inclusion</p> <p>Para 2 Official policy/laws in the form of texts of application guide inclusive Schooling practice</p> <p>Para 6 Resources provision and interaction between schools and support partners promote inclusion</p> <p>Para 7 The diverse benefits derived from inclusive education services</p> <p>Para 10 Accommodating diversity through social/intercultural participation</p> <p>Para 11 Philosophy of inclusion is enhanced through the promotion of positive attitudes, views and values</p> <p>Para 13 Human, material and financial resources are provided by public and private support providers</p> <p>Para 14 School accommodation process is simultaneously inclusion and integration</p> <p>This Card is connected to Card No. 1 , 3 and 5</p> |
|--|

2 Second level coding (code patterning) consists of isolating and refining the emerging categories of themes and reclassifying them with relevance to the research questions and topic (Full thematic/conceptual frame of School A in section VI).

Table App 10: Frame of the emerging categories of main themes /themes

| Research Questions and Categories of themes | Main themes | Themes | Cluster of codes | |
|--|--|--------------------------------|---|---|
| How is inclusion understood and practised? | 1.1 School understanding of inclusion(SUI) | meaning | Equal education | Human right Accommodating diversity in school |
| | | Reason | Feeling of belonging | Societal Membership |
| | | Bilingual/bicultural education | Inclusive bilingual/intercultural education | Compulsory bilingual education Special bilingual education(able learners) Extra-curricular bilingual/intercultural activities |
| | | Special education | Meeting all students' needs | Education/support of learners with SEN/ DDD |
| How are inclusive education services conceptualised and implemented? | 1.2 School Vision for Inclusion (SVI) | Planning/ Inclusive policy | Inclusive education provision | |
| | | Multiple inclusive education | Academic Social | |

| | | | | |
|--|-----------------------------------|--------------------------------|-------------------------|---------------------------|
| | | Benefits | Bilingual Cultural | |
| | | Inclusive education philosophy | Accommodating diversity | Social participation |
| | | | values | attitudes |
| | | Available Resources | Human | |
| | | | Material | |
| | | | Financial | |
| | | Resource providers | Public partners | |
| | | | Private partners | |
| How do the schools accommodate and plan for diversity? | 1.3 Technology of inclusion (TOI) | Whole school inclusive system | Francophone subsystem | |
| | | | Anglophone sub system | |
| | | | Bilingual subsystem | |
| | | | Social subsystem | |
| | | | Intercultural subsystem | |
| | | | Structures | Guidance counselling unit |
| 1. Conceptualisation of inclusion | | | Administrative | |

| | | | | |
|-------------------------------|--|--------------------------------|--|--|
| | | | unit | |
| | | | Disciplinary unit | |
| | | | Livelihood skills unit | |
| | | procedure | Official action plan of EFA/inclusion/ human right-based | |
| | | | Unofficial school/staff action plan of inclusion/ charity-driven | |
| 2 Implementation of Inclusion | 2.1 Curricular (academic) inclusion(AI) | Learning support provision | Curricular activities | |
| | | Special needs identification | Differentiation | |
| | | curriculum access | Grouping and peer relationship | |
| | | Pedagogic strategy adjustments | Assessment of learning | |
| | | Evaluation support | Motivational techniques | |
| | | | Activity based learning/mixed ability role-play | |
| | 2.2 Extra-curricular social inclusion (SI) | Social inclusion | Diversity and Social participation | |
| | | | Human right-based social support/benefits | |

| | | | | |
|---|---|--|---------------------------------------|--|
| | | | Charity-based social support/benefits | |
| | | | Environmental access | School access |
| | | | | Classroom access |
| What is the role of bilingual and bicultural inclusion? | 2.3 Curricular bilingual inclusion (BI) Francophone sub system/ Anglophone sub system | Curricular bilingual learning activities | Compulsory bilingual education(CPE) | Mixed ability bilingual education activities |
| | | | Special bilingual education (SBE) | In classrooms |
| | | Extracurricular Bilingual learning activities | classroom | On school grounds |
| | | | school community | In the community |
| 2.4 Extracurricular bicultural inclusion(CI) | Intercultural inclusion | Multicultural weekly activities | Intercultural activities | |
| | | Bilingual communication/ cultural artefacts | In classrooms | |
| | | National annual intercultural celebrations/ competition | On school grounds In the community | |
| 2.5 Staff pre-/ in-service training/professional development(STT) | Seminars and meetings Staff collaborating problem solving PTA meetings and knowledge exchange Staff inspection | Inclusive in-service training | | |
| | | Bilingual staff | | |
| | | Guidance counselling staff | | |
| | | Disciplinary | | |

| | | | | |
|---|-----------------------------------|----------------------------------|---|--|
| | | and remarks | staff | |
| | | University course enrolment | Administrative staff | |
| | | Counselling consultancy | | |
| How are parents and community involved? | 2.7 Stakeholder involvement (STI) | public stakeholders | Ministries MINESEC MINAS MINSANTE MINEFI | Resource (human, material and financial) support Multi-agency services |
| | | private stakeholders | Parents, Community members/ organisations NGOs, Religious bodies International bodies | |
| What are problems and barriers to inclusion? 3 Barriers to inclusion | 3.1 Barriers to inclusion (BTI) | conceptualising school inclusion | Planning/policy attitudes/values/ views resources support provision procedure | Cultural, social, economic and health Human Resource training/support Material resources Financial resources Coordination Public/private sector |
| | | Implementing | Centralised | Curriculum/enviro |

| | | | | | |
|--|--|------------------|--|--|--|
| | | school inclusion | education system SEN identification Support activities | tal access Evaluation/assessment Pedagogic adjustment Learning and teaching support/ bilingual education support | |
|--|--|------------------|--|--|--|

3 Generated propositions or statements of synthesis of meanings grounded on what is heard and seen in the field.

Table App 11: Summary of final emerging themes and concepts as categorised on the index cards, followed by the statements of synthesis of meaning they represent.

| Code No. | Main themes on index cards | Code initial |
|----------|---|--------------|
| 1 | Conceptualisation of inclusion | |
| 1.1 | School understanding of inclusion | SUI |
| 1.2 | School vision for inclusion | SVI |
| 1.3 | Technology of inclusion | TOI |
| 2 | Implementation of Inclusion | |
| 2.1 | Curricular(academic) inclusion | AI |
| 2.2 | Curricular/extracurricular bilingual (linguistic) inclusion | LI |
| 2.3 | Extracurricular cultural inclusion | CI |
| 2.4 | Extracurricular social inclusion | SI |
| 2.5 | Staff pre-/ in-service training/professional development | STT |
| 2.6 | Stakeholder involvement | STI |
| 3 | Barriers to inclusion (factors of exclusion) | |
| 3.1 | Barriers to inclusion | BTI |

1 Proposition: Participants conceptualise inclusion as a highly diversified phenomenon to the extent that understanding of whole school inclusion is oriented towards many dimensions of support services.

1 /inclusion/conceptualisation

1.1 /inclusion/understanding inclusion

1.1.1 /inclus/understanding inclus/meaning(equality and equity)

1.1.1.1 /inclus/understanding inclus/meaning/equal education

1.1.1.1.1 /inclus/understanding inclus/meaning/equal education/human rights

1.1.2 /inclus/understanding inclus/ reason(cultural education)

1.1.2.1 /inclus/understanding inclus/reason/feeling of belonging

1.1.2.1.1/inclus/understanding inclus/reason/feeling of belonging/societal membership

1.1.3 /inclus/understanding inclus/bilingual education

1.1.3.1 /inclus/understanding inclus/bilingual education/ inclusive bilingual education

1.1.4 /inclus/understanding inclus/special education

1.1.4.1 /inclus/understanding inclus/special education/meeting all students' needs

2 Proposition: Participants express views that school vision for inclusion with joint school/stakeholder partnership and emphasis on inclusive philosophy yields more educational benefits.

1 /inclusion/conceptualisation

1.2 /inclus/school vision for inclusion

1.2.1 /inclus/school vision for inclusion/planning/ inclusive policy

1.2.1.1 /inclus/ school vision for inclusion/inclusive education provision

1.2.1.2 /inclus/ school vision for inclusion/ inclusive education benefits

1.2.1.3 /inclus/school vision for inclusion/philosophy of inclusion

1.2.1.4 /inclus/sch vision for inclusion/ accommodating diversity/social participation

1.2.1.5 /inclus/sch vision for inclus/promoting inclusive philosophy/values/attitudes

1.2.2 /inclus/sch vision for inclusion/ available resources

1.2.2.1 /inclus/sch vision for inclusion/ available resources/human resources

1.2.2.2 /inclus/sch vision for inclusion/available resources/material resources

1.2.2.3 /inclus/sch vision for inclusion/available resources/financial resources

1.2.3 /inclus/sch vision for inclusion/ resource providers

1.2.3.1 /inclus/ sch vision for inclusion/ resource providers/ public partners

1.2.3.2 / inclus/sch vision for inclusion/resource providers/private partners

3 Proposition: Data reveal that a combination of multiple systematic organisational techniques is necessary for adequate planning and implementation of whole school inclusion.

1 /inclusion/ conceptualisation

1.3 /inclus/technology of inclusion

1.3.1 /inclus/technology of inclusion/ whole school inclusive system

1.3.1.1/inclus/techn of inclusion/ whole sch inclusive system/ Francophone subsystem

1.3.1.2 /inclus/techn of inclusion/whole sch inclusive system/Anglophone subsystem

1.3.1.3 /inclus/tech of inclusion/whole sch inclusive system/Bilingual subsystem

1.3.1.4 /inclus/tech of inclusion/whole sch inclusive system/ Social subsystem

1.3.1.5 /inclus/tech of inclusion/whole sch inclusive system/ Cultural subsystem

1.3.2 /inclus/tech of inclusion/ structures

1.3.2.1 /inclus/ tech of inclusion/ structures/ Guidance counselling unit

1.3.2.2 /inclus/techn of inclusion/structures/Bilingual unit

1.3.2.3 /inclus/ techn of inclusion/ structures/Disciplinary unit

1.3.2.4/inclus/techn/of inclusion/structures/ Livelihood skills unit

1.3.3 /inclus/techn of inclusion/procedures

1.3.3.1 /inclus/techn of inclusion/procedure/Official Ministerial initiative/Action Plan

1.3.3.2/inclus/techn of inclusion/procedure/School/staff init /Action plan

These examples of the coding system represent some of the statements of syntheses of meanings of what is seen and heard as inductively emergent from the data. The detail of the generated and refined statements is presented in the form of summary of findings in section 5.3. .