



Bridging The Attainment Gap:

Transforming Education in Africa in the 21st
Century

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Century

in collaboration with:



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01

Purpose

The purpose of the conference was to stimulate reflections on indigenous ways of knowing and doing that will improve learning outcomes and skills across Africa. It aimed at fostering the use of evidence in education, policies and practices with a consideration of gender, equity, and inclusion. The conference provided a platform for teachers and researchers to share strategies, innovations, and lessons learned in education, with a focus on accelerating improvements in teaching and learning. This contributed to the development of evidence-based policies and the effective implementation of programs to address the educational challenges in Africa.

02

Scope

The conference covered a broad range of themes within education, including but not limited to:

- I. The Science of Teaching: What Does Effective Teaching Look Like in Practice?
- II. Digital and AI Tools in Education: Opportunities and Challenges.
- III. Foundational Literacy and Numeracy: Building a Strong Base for Lifelong Learning.
- IV. Knowledge Mobilization for Educational Impact: Evidence-Led Transformation of Educational Systems.
- V. Ethics in Educational and Social Science Research.
- VI. Stakeholder Engagement: Collaborating for Educational Excellence.
- VII. Communicating Research Evidence: Making it Accessible and Actionable.
- VIII. Teacher Professional Development and Practice in the 21st Century.

This conference was a blend of a plenary sessions, workshops, keynote speeches, and networking activities, with a clear structure and designated times for each session.

03

Forward

In February 2025, in the coastal city of Limbe, Cameroon, educators, researchers, policymakers, practitioners, communities, and development partners gathered at a pivotal moment for education in Africa. Across the continent, we are facing a learning crisis that is no longer abstract: too many children are in school but not learning; too many are excluded entirely; and too many education systems are under pressure from conflict, climate shocks, inequality, and rapid technological change. At the heart of this crisis lies a simple but urgent truth **without strong foundations in literacy and numeracy, no education system can deliver equity, dignity, or opportunity.**

The Indaba Conference was convened as a response to this urgency. Its purpose was not only to share research, but to **reconnect evidence with practice, policy, and people.** The papers and discussions captured in this Abstract Book reflect a collective commitment to move beyond diagnosis toward action—action that is informed by evidence, shaped by local realities, and guided by African ways of knowing and doing.

For **policy makers**, this volume offers more than analysis. It provides concrete insights into what works, for whom, and under what conditions—drawing from classroom practice, system-level data, and lived experience across Africa. The contributions demonstrate how evidence can be mobilized to design policies that strengthen foundational learning, support teachers, address gender and inclusion, and ensure that scarce public resources are invested where they have the greatest impact.

For **practitioners** and educators, these abstracts speak directly to the realities of teaching and learning. They foreground the science of teaching, teacher professional development, curriculum reform, error analysis in numeracy, multilingual literacy, and the thoughtful use of digital and AI tools. Importantly, they recognize teachers not as passive implementers of policy, but as central actors whose professional judgment, motivation, and support systems determine learning outcomes.

For **peoples, communities and citizens**, the Indaba reaffirmed that education does not happen in classrooms alone. Parents, learners, traditional leaders, civil society, and youth are not peripheral stakeholders—they are co-owners of the education system. Several contributions in this book highlight participatory approaches, indigenous knowledge systems, storytelling, arts-based communication, and community engagement as essential pathways for making education meaningful, trusted, and responsive to local needs.

For funders and development partners, particularly those investing in foundational literacy and numeracy, this collection offers a clear message: sustainable impact requires alignment—between evidence and financing, innovation and systems, global goals and local ownership. The work presented here illustrates promising, scalable approaches while also surfacing the structural constraints that demand long-term, coordinated investment. It calls for funding models that value learning outcomes, equity, capacity strengthening, and African-led solutions.

What unites all contributions in this Abstract Book is a shared conviction that **evidence must travel**—from research to policy, from policy to classrooms, and from classrooms back to communities and decision-makers. The Indaba was intentionally designed as a space for this exchange: rigorous yet accessible, critical yet hopeful, rooted in context yet outward-looking. As you engage with the abstracts that follow, we invite you to read not only for information, but for possibility. Each paper represents a step, sometimes modest, sometimes bold, toward education systems where every child acquires strong foundational skills, every teacher is supported to teach well, and every decision is informed by the best available evidence and the wisdom of lived experience.

The work continues beyond Limbe. May this volume serve as both a record of what was shared and a catalyst for what must come next.

Education is everyone's business.

Foundational learning is non-negotiable.

Evidence, when used well, can change futures.

04

Abstracts

1. Stakeholders' Approach to Menstrual Hygiene Management and Female Students' Attendance in Selected Schools across Three Regions in Cameroon.

NIYING ROGER MBIHBIH: E01-03 ORAL PRESENTATION CONFERENCE ROOM 3

Background:

In this paper, we examine the stakeholders involved in Menstrual Hygiene Management (MHM) within a context of addressing Water, Sanitation and Hygiene (WASH) across three regions-East, Far North and Northwest regions-in Cameroon. The rationale for such an interrogation stems first and foremost from the rise of stakeholder management principles which have increasingly gained ascendancy and have been heralded as a sound and robust management approach. Also, the interrogation is propelled by a desire to identify the stakeholders, their respective roles and how these stakeholders in Cameroon's educational landscape approach issues related to MHM. Specifically, research has demonstrated that WASH services in general and MHM facilities in particular in Cameroonian schools are in acute shortage if not in dire straits (*Manjong-Kofete et al., 2021*). Data from UN-Women Cameroon's Ministry of Secondary Education reveals that there are more than 200 secondary schools and colleges in Cameroon without toilets and WASH facilities. (*Journal du Cameroun.com, 2021; UN-Women, 2017:9*).

Objectives:

The main objective of this paper is identifying the stakeholders involved in WASH across the East, Far North and Northwest Regions of Cameroon. Additionally, the paper aims to examine the roles and challenges encountered by stakeholders and finally to identify possible entry points for policy on MHM.

Methods:

This paper adopts a qualitative research method and relies on an exploratory research design. Considering that there is a dearth of knowledge on MHM particularly from the perspective of stakeholders, we strongly argue that, an exploratory research design permits the uncovering novel perspectives which can inform further findings. Content analysis is the preferred method of analyzing qualitative data secured from interviews and Focus Group Discussions.

Findings:

Overwhelmingly, the study discovered that the primary stakeholders involved in MHM at the level of school ecosystem are the school administrators in general and school counselors in particular. The major approaches used by school administrators vis-à-vis MHM focused on maintaining toilets, providing information and relief in the form of painkillers and menstrual pads to students. Interestingly, a gender dimension was observed in terms of the school administrators. Schools which had female principals tended to approach issues of MHM from a more engaged perspective as opposed to those with male principals.

Discussion and conclusion:

From the findings, we can conclude that the stakeholders involved in MHM are diverse with different roles and responsibilities which vary from significant to negligible. On the one hand of the spectrum, we have schools administrators who are frontline actors and key stakeholders while in the other end, we have local councils and education managers at the sub-divisional, divisional and regional levels. More so, stratifications by gender and locality (urban/rural) further reveal interesting dimensions of MHM with school administrators. As such, entry points for MHM should prioritise school administrators in terms of resource allocation, capacity building and thresholds to measure MHM.

2. Digital skills, quality research and academic excellence: myth or reality in Cameroon's secondary education ecosystem?

SAKAH BERNARD NSAIKEDZE, PHD: BERNARD.NSAI@GMAIL.COM: E01-04 ORAL PRESENTATION CONFERENCE ROOM 1

Abstract:

Students, teachers and other education stakeholders in Cameroon generally agree that digital skills and knowledge are imperative when it comes to quality research and education in the 21st century. There has equally been an increasing investment, sensitization and advocacy from multiple competent education stakeholders to accelerate digital literacy as a catalyst to innovative quality research and professional education in Cameroon. For instance, over the years, the government, secondary education stakeholders and partners like UNESCO have often prioritized setting up of computer laboratories in all secondary schools to among other objectives boost digital literacy and creativity, research and learning capacities. The aim of this paper is to explore the nexus between policies and practice regarding digitalization, quality research and academic excellence within the secondary education sector in Cameroon. The paper further explores the actors, challenges and prospects of digitalization vis-a-vis quality research and academic excellence in selected secondary schools in Cameroon. The paper adopts a qualitative methodology with primary data collection from specific case studies of 4 secondary schools from the Northwest and Southwest regions of Cameroon.

While primary data was obtained from semi-structured interviews, focus group discussions and participant observations, secondary data was equally obtained from existing literature on this subject matter. Some preliminary findings reveal that, despite commendable efforts made to foster digital literacy and quality research skills within the secondary education ecosystem, it is hard to state the extent to which they have succeeded considering several challenges including high digital illiteracy still plaguing graduates from secondary schools in Cameroon. Added to these structural lapses, there remains limited accessibility, availability and affordability of the internet including for secondary school students and teachers in Cameroon.

For instance, where computer laboratories exist in some schools, the number of functional computers, capacity of these laboratories, number of teachers and duration of practical computer lessons leave much to be desired. There have equally been divergent challenges regarding the very limited interest and efforts of students and teachers when it comes to online research and learning.

Interestingly, many secondary students have been noted to invest their interest, resources and time in online gaming (gambling and football), watching pornography, social networking especially on platforms including Facebook, TikTok and Telegram. Consequently, there remains a wide gap when it comes to research, digital creativity and academic excellence based on the inherent opportunities within the prevailing digital ecosystem in the 21st century.

In fact, findings from this research and paper point to the fact that the current investments and efforts towards digital literacy and skills in the secondary sector are still highly motivated by the interest to perform well during examinations and not to genuinely acquire digital skills relevant for further research, innovations and creativity towards tech-related job opportunities and job creation.

The preceding findings equally reveal that both students and secondary education stakeholders share the responsibility in terms of ensuring that digitalization becomes reality and not a myth. This paper thus examines the triple nexus between digital access, quality research and academic excellence vis-a-vis secondary education in Cameroon.

Key words: *Digital skills, quality research, secondary education*



3. Girls' education and conflict: the case study of second chance education and vocational learning programme by BONET and UN Women, Cameroon

*SAKAH BERNARD NSAIKEDZE, PHD & WANKUY THEODORE: BERNARD.NSAI@GMAIL.COM: E01-05
ORAL PRESENTATION CONFERENCE ROOM 3*

Abstract:

Within the framework of second chance education and vocational learning programme (SCE) initiated in Cameroon (and 5 other countries including Chile, India, Australia, Jordan and Mexico) in 2018 by UN Women, over 20 000 girls have benefited from another opportunity to realise their education dreams earlier thwarted by the Anglophone conflict or the Boko Haram insurgency in the Far North region. Among the four pillars of the SCE programme include entrepreneurship, vocational training, self-employment and re-entry into formal education. Big Steps Outreach Network (BONET) as an implementing partner of the UN Women SCE programme successfully enrolled 110 female students in examination classes at the end of which they wrote the GCE O/L and A/L during the June 2023 session. The main objective of this paper is to analyse the relationship between girls' education and the Anglophone conflict taking the case of the SCE programmed in Cameroon. More specifically, this paper seeks to examine challenges associated with education related interventions from humanitarian organizations and practical measures towards finding lasting solutions. The paper adopts a case study method that explores the intervention by UN Women and BONET vis-a-vis the long-term impacts on girls education within conflict-plagued contexts such as the Anglophone regions.

Among some of the preliminary results of this intervention and paper include the vulnerability of girls and women in conflict, increased cost of education during conflict, increased GBV, limited availability, accessibility and affordability of educational opportunities, such as with the Anglophone conflict. While interventions such as the SCE leave lasting impact in the lives of the beneficiaries, their families and communities, they are not sustainable as they cannot meet up with the huge demand and cost implications for the many in need. Similarly, the quality of education provided during conflict is highly questionable as well as the conditions under which students study are generally unsafe based on global standards enshrined in the “Safe School Declaration”. The SCE also does not incorporate and respond holistically to the needs of the girls (students) who benefit from the initiative as well as effective inclusion of the parents and education stakeholders responsible for shaping the educational path of their children irrespective of the challenges that come with conflict. Additionally, despite the enormous contributions of NGOs and INGOs to boost education of girls among other children during and after armed conflicts as the case of the Anglophone conflict since 2016, it is deplorable to note that many of these efforts are not well coordinated and comprehensively harnessed for lasting impact. Hence, the need to rethink and foster initiatives that complement government efforts to create an enabling environment for quality education for more girls particularly and every child deprived from their fundamental right to education due to conflict. The SCE also does not incorporate and respond holistically to the needs of the girls (students) who benefit from the initiative as well as effective inclusion of the parents and education stakeholders responsible for shaping the educational path of their children irrespective of the challenges that come with conflict.

Additionally, despite the enormous contributions of NGOs and INGOs to boost education of girls among other children during and after armed conflicts as the case of the Anglophone conflict since 2016, it is deplorable to note that many of these efforts are not well coordinated and comprehensively harnessed for lasting impact.

Hence, the need to rethink and foster initiatives that complement government efforts to create an enabling environment for quality education for more girls particularly and every child deprived from their fundamental right to education due to conflict. Such initiatives could include investing in medium and long-term interventions, policies, measures and strategies aimed at fostering peaceful solutions to the Anglophone conflict so as to pave the way for effective resumption of schools and revival of quality education system that the “Anglo-saxon” system as known for prior to the escalation of an armed conflict in the two English-speaking regions of Cameroon.

Key words: *Girls Education, Conflict, SCE, BONET and UN Women.*

4. Promouvoir « Une seule santé » dans les écoles primaires au Cameroun : un levier pour une santé pour tous

JONAS KAAGA, RAPEAJ-CAMEROUN: E01-06 ORAL PRESENTATION CONFERENCE ROOM 3

Contexte et présentation:

Depuis 2015, l'approche « Une seule santé » commence à être intégrée en milieu éducatif, car promouvoir un environnement favorable à l'apprentissage inclut aussi la santé et le bien-être global des élèves. Cette approche vise à améliorer la santé humaine, animale et environnementale en milieu éducatif, impliquant enseignants, élèves et communautés locales. Cependant, l'implication des acteurs est complexe en raison du rôle principal des écoles primaires dans la transmission des connaissances.

Objectifs:

Intégrer « Une Seule Santé » dans les écoles pour prévenir et contrôler les maladies, notamment les zoonoses. Identifier le défi de l'intégration de cette approche dans les écoles primaires et impliquer les enseignants avec des stratégies pédagogiques efficaces. Simplifier la compréhension de « Une seule santé » pour que les enfants adoptent des gestes écologiques.

Méthodologie:

Enquête menée de septembre 2023 à février 2024 dans plusieurs écoles primaires camerounaises, avec 103 participants (élèves, enseignants, professionnels de la santé, experts en environnement, ONG). Méthodes de collecte : entretiens semi-directifs, groupes de discussion et observations directes des comportements des élèves.

Résultats:

L'intégration de « Une seule santé » dans les écoles primaires de Ngaoundéré présente des défis tels qu'un curriculum déjà chargé, rendant difficile l'ajout de nouveaux contenus. Il y a un besoin crucial de formation spécifique pour les enseignants afin qu'ils comprennent les liens entre la santé humaine, animale et environnementale. De plus, la collaboration entre les différents acteurs impliqués dans cette approche nécessite des structures de soutien claires et des opportunités bien définies pour faciliter cette collaboration.

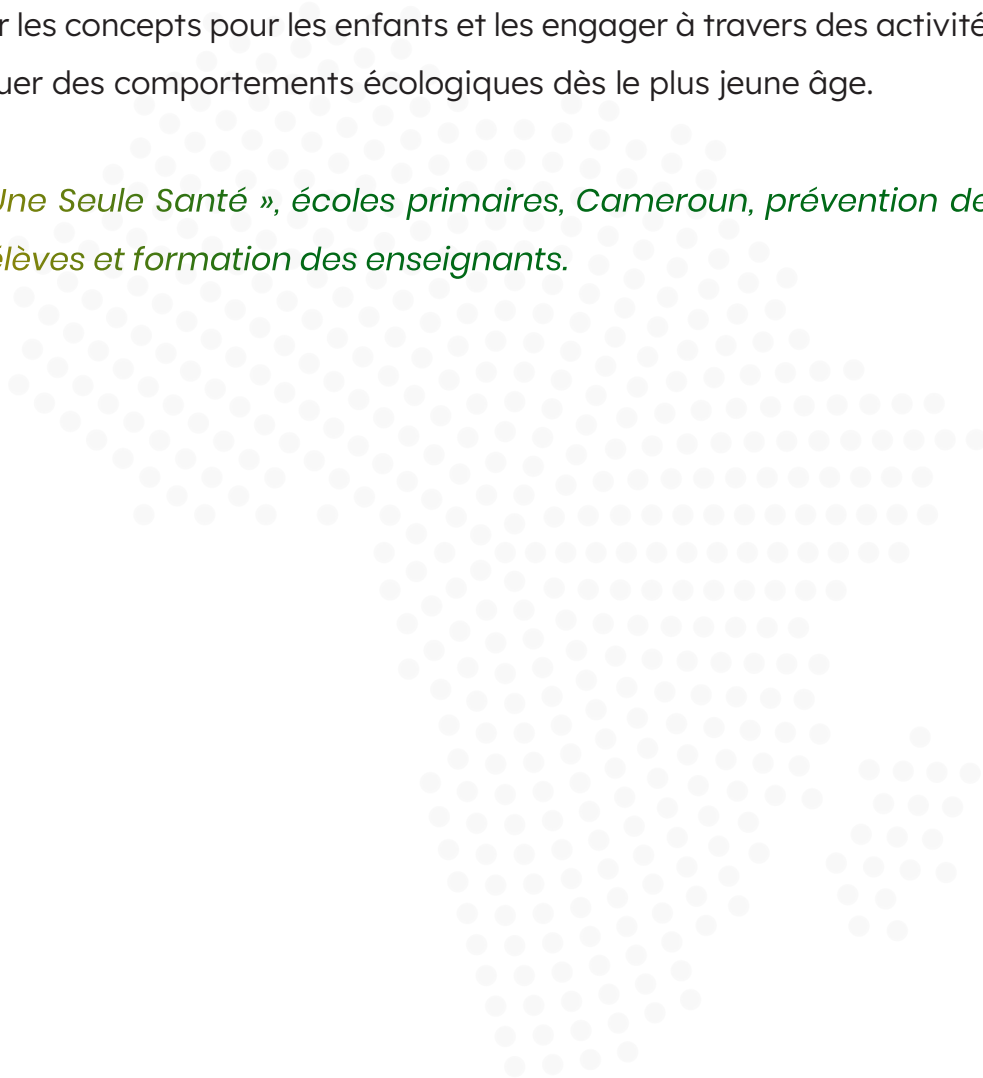
L'implication des enseignants dans la promotion de l'approche « Une seule santé » requiert des ateliers pratiques orientés vers les enseignants. Ces ateliers visent à les former sur le concept « Une seule santé », notamment sur la manière dont cette approche affecte le milieu éducatif et contribue à la lutte contre les zoonoses. Les participants ont également souligné la nécessité de créer et de distribuer des ressources pédagogiques, telles que des manuels, des guides d'activités et des supports visuels, faciles à utiliser par les enseignants. Ces outils pédagogiques intégreront les principes de « Une Seule Santé » dans les activités d'enseignement.

Discussions et conclusion:

Promouvoir « Une seule santé » nécessite une formation spécifique pour les enseignants et des outils pédagogiques appropriés. Simplifier les concepts pour les enfants grâce à des activités pratiques et des gestes écologiques simples favorise une adoption durable des comportements écologiques. Enseigner des gestes écologiques simples et quotidiens, tels que le tri des déchets, en insistant sur la répétition pour encourager une adoption durable.

En conclusion, bien que l'intégration de l'approche « Une seule santé » soit complexe, elle est bénéfique. Avec une formation adéquate des enseignants, une collaboration renforcée et des ressources pédagogiques adaptées, il est possible de promouvoir un environnement scolaire sain. Simplifier les concepts pour les enfants et les engager à travers des activités pratiques peut aider à inculquer des comportements écologiques dès le plus jeune âge.

Mots clés « *Une Seule Santé* », *écoles primaires, Cameroun, prévention des zoonoses, bien-être des élèves et formation des enseignants.*



5. Evidence Toolbox pour la communication des preuves de recherche et l'engagement des parties prenantes: Étude de cas du Centre d'Incubation, d'Innovations Digitales et de Recherche en Suivi-Évaluation

CANDIDE TAMADAHO, LE BAROMETRE-BENIN:E01-07 ORAL PRESENTATION CONFERENCE ROOM 2

Résumé détaillé

Contexte et présentation:

La traduction des données de recherche en actions concrètes reste un défi central dans de nombreux contextes africains. Au Bénin, pays caractérisé par une diversité institutionnelle et une richesse culturelle, ce défi a été abordé de manière innovante dans le cadre du Programme d'appui à la production, à l'accessibilité et à l'utilisation des données des collectivités territoriales. Conduit par Le Baromètre sur une période de cinq ans, ce programme a vu la conception de l'Evidence Toolbox, un cadre numérique pionnier. Suivant une démarche pyramidale ascendante, intégrant inclusion et participation active des parties prenantes, ce dispositif unique allie renforcement des capacités institutionnelles et individuelles à la création d'outils numériques robustes, intuitifs et flexibles, adaptés aux besoins réels des chercheurs, décideurs et éducateurs.

Objectifs:

Cette étude se concentre sur l'impact de l'Evidence Toolbox dans le contexte béninois, en examinant sa capacité à améliorer l'engagement des parties prenantes et à favoriser l'utilisation des preuves de recherche dans les décisions éducatives. Elle vise également à comprendre comment ces outils numériques modifient les dynamiques de collaboration et renforcent les capacités institutionnelles pour des processus décisionnels éclairés et inclusifs.

Méthodologie:

Une méthodologie mixte, conçue sur mesure pour le contexte béninois, a été utilisée pour capturer la richesse et la complexité des interactions autour de l'Evidence Toolbox. Une enquête structurée auprès de 150 utilisateurs – enseignants, fonctionnaires locaux et membres de la société civile – a permis de mesurer quantitativement l'adoption des outils et leur impact. En parallèle, 20 entretiens semi-directifs ont été menés avec des décideurs clés pour analyser en profondeur les mécanismes de transfert des connaissances. Enfin, une analyse comparative pré-post a été réalisée pour évaluer les progrès dans l'utilisation des données probantes, la collaboration interinstitutionnelle et la confiance dans les processus décisionnels.

Résultats ou constatations:

Les résultats de l'étude mettent en lumière des avancées significatives et concrètes. L'Evidence Toolbox a non seulement simplifié l'accès aux données complexes via des visualisations dynamiques et des outils interactifs, mais elle a également favorisé une meilleure appropriation des résultats de recherche par les acteurs locaux. Au Bénin, cette approche a transformé les pratiques décisionnelles au niveau des collectivités territoriales, augmentant la participation des communautés et réduisant les barrières entre chercheurs et décideurs. Les données quantitatives révèlent une augmentation de 35 % de l'utilisation des preuves dans les politiques éducatives locales, tandis que les retours qualitatifs soulignent un regain de confiance et un sentiment accru d'autonomie parmi les parties prenantes.

Discussions et conclusions:

L'étude démontre que l'Evidence Toolbox dépasse son rôle d'outil numérique pour devenir un catalyseur de changement systémique au Bénin. En adaptant son approche aux réalités locales, il illustre comment des innovations contextualisées peuvent transformer des défis structurels en opportunités. À l'heure où la pertinence des politiques publiques repose sur leur ancrage dans les réalités locales, l'Evidence Toolbox représente une avancée majeure dans la manière dont les systèmes de connaissances peuvent être renforcés en Afrique, et il ouvre la voie à une adoption élargie dans d'autres contextes régionaux.

Mots clés *Bénin, outils numériques, communication des preuves, engagement des parties prenantes, renforcement des capacités, politiques éducatives*

6. Problématique De La Scolarisation Des Enfants Autistes : Pour Une Approche Medico-Socio-Pédagogique Différenciée

VENEMBOUO YEYAP JEAN MESAC: ENSEIGNANT – CHERCHEUR PROFESSEUR D'ÉCOLES NORMALES D'INSTITUTEURS HORS ECHELLE E01-08 ORAL PRESENTATION CONFERENCE ROOM 1

Résumé

Affirmée dans les politiques publiques d'éducation, l'inclusion n'est pas toujours une réalité chez les apprenants en situation de handicap à l'école. Cela se vérifie chez les élèves qui ont des manquements physiques ou mentaux et, particulièrement, chez ceux atteints de troubles autistiques. Les efforts des Etats pour intégrer ces derniers dans une communauté d'apprentissage sont limités par trois principaux facteurs : la faiblesse de l'identification et du recensement des apprenants victimes de handicap en général, le déficit de prise en charge des cas néanmoins signalés et, surtout, la non disponibilité de données fiables sur l'autisme et les troubles du spectre autistique. Aussi la présente analyse qui s'intéresse aux troubles autistiques en contexte scolaire entend-elle proposer un modèle d'identification et de gestion pédagogique fonctionnelle desdits troubles.

Les données analysées ont été collectées à travers l'observation des pratiques d'éducation à l'école. Cette observation a été faite de 2015 à 2022 dans les écoles spécialisées et celles classiques. Elle a été complétée par une revue documentaire sur la gestion de l'autisme en général. Nous avons exploité la base des données statistiques du Ministère de l'Education de Base au Cameroun étalées sur la période 1996 - 2022. Notre approche heuristique exploite ces données pour une analyse cohérente et une interprétation subséquente.

L'approche analytique alterne aussi bien l'usage des outils de psychologie clinique, de psychologie sociale, d'anthropologie médicale et que les méthodes et techniques de pédagogie différenciée triés sur le volet.

Notre analyse révèle, au-delà de la consolidation de l'idée d'une « marginalisation » de l'autisme dans la vie scolaire, des pistes que l'on peut exploiter pour bâtir une véritable inclusion à l'école institutionnelle. La plus importante de ces pistes, pour l'identification / recensement est l'intégration dans la matrice du contenu de la carte scolaire, d'un module sur le handicap avec une spécification sur l'autisme. L'exploitation de cette piste résonnera en écho avec celle de la redynamisation des « inspections médico-scolaires » appelées à élaborer, à partir de leur connaissance du milieu éducatif, un protocole fonctionnelle de prise en charge sanitaire qui ira de pair avec la prise en charge pédagogique.

Nous proposons ainsi un modèle candidat de l'identification-recensement-gestion de l'autisme dans l'environnement scolaire. Contrairement aux approches exclusives, ce modèle insiste sur les différences qu'il faut considérer. Il est question d'exploiter les acquis du diagnostic médical, des résultats d'enquêtes psychosociologiques et des propositions pédagogiques en fonction de la situation particulière de « l'apprenant » considéré. La prise en charge ne visera donc plus forcément à rendre l'autiste « normal » mais à l'intégrer comme « élément » de diversité dans la communauté d'apprentissage. Avec le modèle ici proposé, il y a lieu d'espérer: une identification et un recensement plus fiables des cibles (enfants atteints des troubles du spectre autistique) ainsi qu'une prise en charge plus efficace aux plans clinique et scolaire.

Mots clés *Autisme, approche medico-socio-pédagogique différenciée, scolarisation, diversité.*

7. Barriers and Enablers of Digital Skills Integration in School Curricula: Comparing Public and Private Upper Secondary Schools in Ghana

DEBORAH HILARY QUAYE, GHANA CHRISTIAN INTERNATIONAL HIGH SCHOOL-GHANA: E01-09 ORAL PRESENTATION CONFERENCE ROOM 1

Background:

The rapid digitalization of the global economy has heightened the need for educational institutions to equip students with essential digital skills. These skills are crucial for enhancing employability in the 21st-century job market, where digital proficiency is increasingly becoming a prerequisite. In Ghana, the disparity between public and private schools in integrating digital skills into their curricula has raised concerns about equal opportunities for students across different educational settings.

Objective:

This study aims to investigate the integration of digital skills in the curriculum of public and private upper secondary schools in Ghana. Specifically, it seeks to compare the extent and effectiveness of digital skills integration in these schools, identifying barriers and enablers that influence the implementation process.

Methods:

The research employs a qualitative approach, utilizing in-depth interviews, classroom observations, and focus group discussions to gather data. The study involves participants from 16 public schools and five private international schools in Ghana. Purposive sampling is used to select school heads, teachers, and students. The collected data are transcribed, coded, and analysed to identify key themes related to leadership practices, resources, teacher preparedness, and student perspectives.

Results/Findings:

The findings reveal significant differences between public and private schools in the integration of digital skills. Private schools have incorporated digital literacy across all subjects, facilitated by well-equipped Information Communication Technology (ICT) laboratories, access to computers, and internet connectivity. They also exhibit proactive leadership practices, such as institutionalized lesson observations and collaborations with international partners. Conversely, public schools show minimal integration of digital skills, limited to an introductory ICT subject. Resource constraints, such as insufficient and malfunctioning computers, hinder the effective teaching and learning of digital skills in public schools.

Discussions:

The study highlights the critical role of leadership and resources in the successful integration of digital skills in school curricula. Private schools' ability to mobilize resources and foster a supportive learning environment contrast sharply with the challenges faced by public schools. The findings underscore the need for policy interventions to address the resource gaps and enhance teacher preparedness in public schools. Additionally, fostering partnerships between public and private schools could provide short-term solutions to resource limitations.

Conclusions:

The integration of digital skills in school curricula is essential for preparing students for the demands of the modern workforce. While private schools in Ghana are making significant strides in this area, public schools lag due to resource constraints and less proactive leadership practices. To bridge this gap, concerted efforts are needed from the government and development partners to equip public schools with the necessary ICT tools and provide continuous professional development for teachers. Ensuring equitable access to digital education will help level the playing field for all students, fostering a more inclusive and competitive workforce.

8. Modèle des écoles sensibles au genre du FAWÉ comme réponse innovante au défi de l'égalité et du succès des filles

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Le consortium composé du Forum des éducatrices africaines (FAWE), du Laboratoire de Recherche sur les Transformations Économiques et Sociales (LARTES) et de la Fondation Paul Gérin-Lajoie (FPGL) a initié le projet intitulé « le modèle des écoles sensibles au genre du FAWÉ ». Le projet vise à promouvoir l'égalité de genre et la réussite scolaire des filles dans quatre pays à savoir le Burundi, le Mali, la République Démocratique du Congo (RDC), et le Sénégal. C'est dans cette perspective que s'inscrit cette étude qui a pour objectif principal de montrer l'efficacité du modèle holistique des centres d'excellence et les conditions de sa mise à l'échelle pour encourager l'égalité de genre en milieu scolaire et améliorer les performances des filles à l'école. Dans chaque pays, un échantillon de dix écoles a été enquêté. La méthodologie a combiné une double approche quantitative et qualitative. L'enquête quantitative a consisté à administrer des questionnaires à 835 élèves bénéficiaires et à 160 chef.fe.s d'établissement et enseignant.es dans les écoles enquêtées. La recherche qualitative a été réalisée à travers des entretiens semi-structurés (186), des récits de vie (84), des focus group (110) et des observations (106).

L'analyse synthétique des résultats de la recherche dans les quatre pays montre que globalement le modèle des écoles sensibles au genre du FAWÉ est porteur d'impact et permet d'améliorer.

l'égalité de genre et la réussite scolaire des filles dans différents contextes africains. Les données des quatre pays démontrent l'efficacité du modèle dans la mesure où une grande majorité (82,8%) des filles enquêtées affirment que l'initiative a eu un effet positif sur leur maintien à l'école. Toutefois, les données mettent en évidence l'importance d'une approche holistique, adaptée et soutenue par la communauté et les acteurs éducatifs pour assurer son succès et sa pérennisation. Spécifiquement, au Burundi, les résultats montrent que malgré l'identification de pratiques prometteuses, il est important d'améliorer la disponibilité de matériel didactique et de bourses pour les filles et le besoin d'une approche holistique. La RDC se particularise par la nécessité d'une implication accrue de la communauté et d'un renforcement de l'engagement des acteurs éducatifs en faveur de l'éducation des filles. Au Mali, les données montrent des disparités dans la mise en oeuvre du modèle et la persistance des défis notamment en matière de ressources pédagogiques et d'encouragement des filles à s'orienter vers les filières scientifiques. Enfin, au Sénégal, les résultats révèlent que le modèle des Centres d'excellence est principalement axé sur la remédiation scolaire et la formation en TUSEME. L'étude souligne également la nécessité d'adapter le modèle aux réalités locales et de transformer durablement les pratiques de gestion et de pédagogie intégrant le genre. L'analyse des coûts révèle un déséquilibre dans l'allocation des ressources budgétaires. Ainsi, 91,6% est alloué au fonctionnement contre seulement 7,7% pour la gestion du programme. Les coûts unitaires varient d'un pays à l'autre, et des estimations plus précises sont nécessaires pour une meilleure planification. Le coût estimé pour l'extension du programme à 1000 bénéficiaires, ceteris paribus, est de 142 208 USD.

9. Contribution to education and relevance of education: towards a new era of closer collaboration for academic excellence

DR. FOPA TAPON CYRILLE ARNAUD: E01-12 ORAL PRESENTATION CONFERENCE ROOM 1

Background:

The real challenge in education today lies less in the quality of the education system than in the role and responsibility of those involved in promoting school and academic excellence. Conciliation between educational policies, their relevance, their application by the different actors at various levels and the expected results remains an absolute imperative. The expectations of an education system are as much in the relevance of educational programs as in the identification of responsibilities and the contribution of actors towards excellence. The quality of education is based more on the process leading to lasting results than on the results themselves.

Objectives:

To achieve the desired objectives, several factors must be considered, in particular the identification and determination of the roles of the different education stakeholders and their synergistic, close and complementary participation. If education is not exclusively the prerogative of schools and academic institutions, we can expect and hope for the intervention of other direct or indirect actors (public authorities, parents, educators, NGOs, society, etc.), contributing to promote and facilitate the performance of learners.

Several levels of education are thus called to collaborate and contribute family education that is received from families, more precisely from parents or tutors, school education that is provided by the education system of our country, social education received through general information acquired in the society and even religious education. These levels of education are done at different phases and times. The problem of conciliation between these levels remains current, especially since the methods are not similar.

Methods:

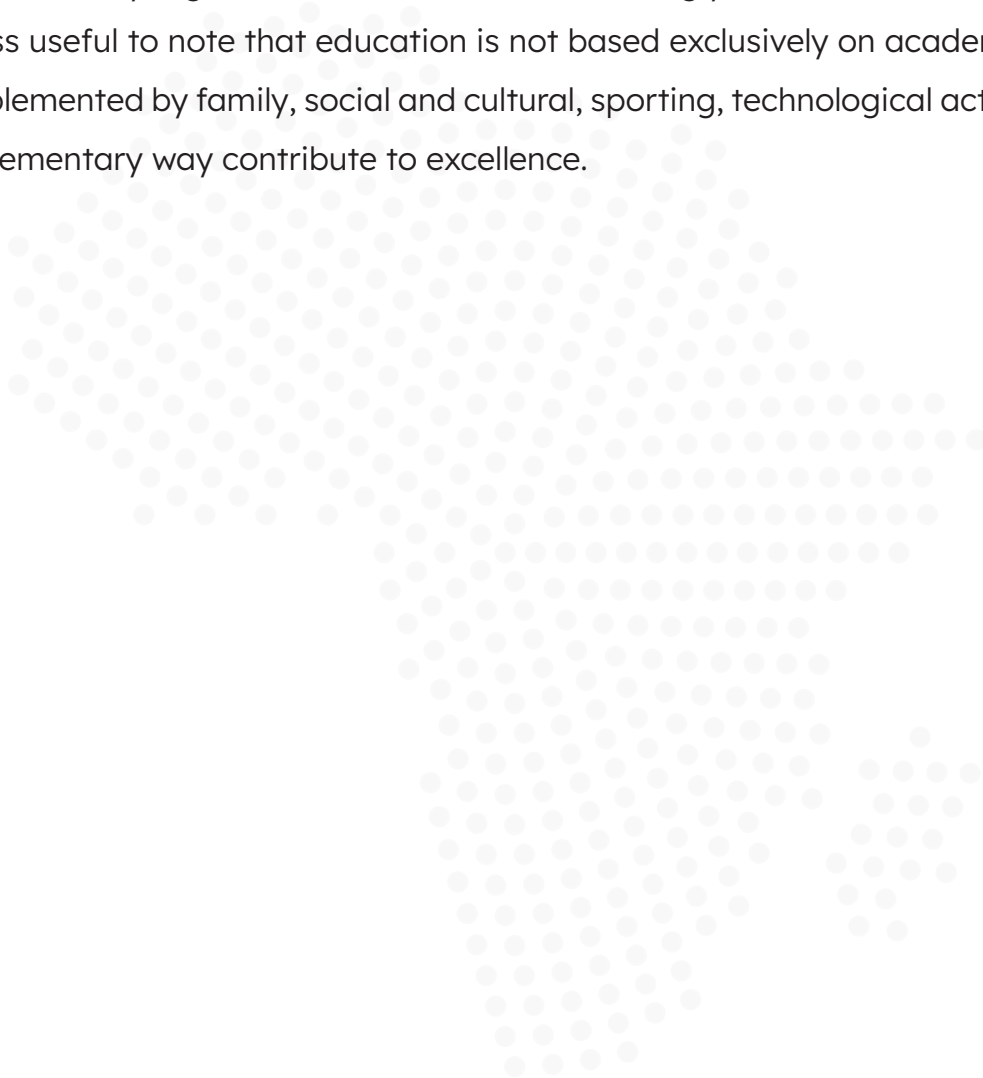
To achieve the desired objectives, several factors must be considered, in particular the identification and determination of the roles of the different education stakeholders and their synergistic, close and complementary participation. If education is not exclusively the prerogative of schools and academic institutions, we can expect and hope for the intervention of other direct or indirect actors (public authorities, parents, educators, NGOs, society, etc.), contributing to promote and facilitate the performance of learners.

Results/Findings:

This study will contribute to exploring the perspectives of support, contribution and collaboration of the various stakeholders for the promotion of academic and academic excellence of learners, to stimulate dynamics of collective participation. To address this objective, scenarios will be identified and explored with the aim of reconciling theory and practice. The various stakeholders are called to supervise, inform, support, control, advise, monitor collectively or individually, in order to offer learners all the tools necessary for their success.

Discussions and conclusions:

Although efforts are being made to improve the education system, the role of education stakeholders needs to be clearly defined by educational terms of reference and their interventions clearly organized. If education is increasingly "abandoned" to teachers, it is nonetheless useful to note that education is not based exclusively on academic activities but is supplemented by family, social and cultural, sporting, technological activities which, in a complementary way contribute to excellence.



10. Innovative Approaches to Teacher Professional Development in 21st century Africa: Practice and Impediments.

ABAI ABELTINE OGHEWAH: E01-13 ORAL PRESENTATION CONFERENCE ROOM 2

Background:

The weighty responsibility of a nation's development is boreed by teachers. The gain of enlightenment in a nation is a collection of what teachers transmit to learners from the confines of the classroom. Kneller (1963) holds that a teacher is not who holds knowledge of his subject only. He is also a teacher of the world, an enlightened professional capable of assuming leadership in concerns of public growth.

In an era obsessed with technology and innovation, a continent flawed with educational and cultural complexities (Farook, 2022) teachers must be abreast with knowledge and techniques fit for the epoque.

Context:

The Ministry of Secondary Education in Cameroon introduced Distance learning through digitalisation. This is the most recent development within the profession and teachers are expected to embrace the change. Teachers also seek to develop knowledge of the subjects using other innovative approaches.

Objectives:

This study intends to examine the implementation of innovative approaches to Teacher Professional Development (TPD) in Cameroon, to discuss the impact of the difference between policy and dissonance in practice. This hypothesis will guide the discussion. The demotivation to TPD impacts learning outcomes and society negatively.

Methods:

The area chosen for this study is, three government secondary schools in Yaoundé iv subdivision. Through interviews and observation, data was collected. A total of fifteen teachers, five per school were interviewed. Through observation, we observed teachers teaching in class to ascertain the impact.

Results and Findings:

The first set of variables were as follows: Are teachers conscious of Professional Development? What innovative approaches are teachers using? How ready are teachers to embrace transition from the traditional teaching methods to modern methods?

Discussions and Conclusion:

Only five teachers attested to be using PowerPoint, Audio visual Aids like radio and televisions to teach. Two teachers said the only improvement on their path is consulting AI. All these teachers complained of lack of resources, infrastructure, and will from the government towards TPD. In conclusion, TPD is far from being realistic. Seminal lectures, on-the-job training and access to innovative forums will help teachers to acquire new knowledge.

11. Accelerated Education Programmes: Enhancing Foundational Literacy and Numeracy for Out-of-School Children

GIULIA DI FILIPPANTONIO: E01-15 ORAL PRESENTATION CONFERENCE ROOM 1

Background:

In Africa, one in five primary-aged children and six in ten adolescents are out of school due to factors like poverty, conflict, and displacement. Additionally, many enrolled students fail to achieve minimum literacy and numeracy proficiency. Accelerated Education Programmes (AEPs) offer a viable solution by providing flexible, age-appropriate curricula that enable marginalized children to acquire foundational skills and transition into formal education.

However, after transitioning, many students struggle to adapt to the formal education system, negatively impacting their learning gains, and oftentimes causing them to drop out of school.

Objectives:

This evidence synthesis explores how AEPs can support out-of-school children in developing foundational literacy and numeracy skills, contributing to lifelong learning and broader educational inclusion.

Methods:

Drawing on a global evidence synthesis and AEP policy mapping realized by Education.org, this study examines AEP practices in relation to foundational literacy and numeracy. Our unique synthesis approach expands beyond academic and peer-reviewed literature to elevate locally generated research and extract insights from the most contextually relevant evidence.

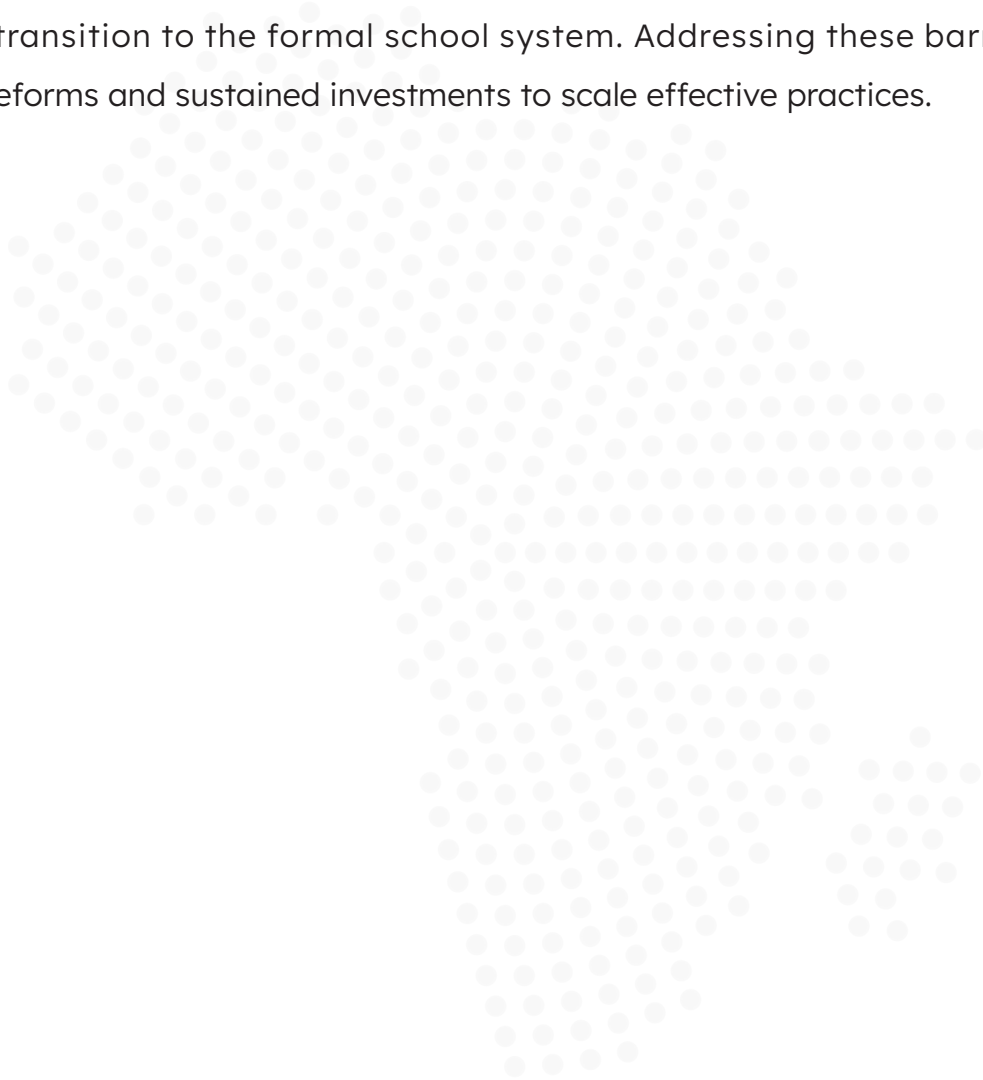
Results:

Effective AEPs integrate several key strategies to support the foundational literacy and numeracy of out-of-school learners. These include: a phonetics-based approach, mother tongue language of instruction; learner-centred pedagogy, and social-emotional learning. These strategies are discussed in the context of non-formal and formal education systems, to examine how formal education systems can learn from AEPs to create policy and learning environments that are conducive to the development of foundational skills. The evidence suggests that it is not any single one of these characteristics -- but rather a combination of them all -- that contributes to improved learning outcomes and retention in formal school. While a focus on phonics is essential to develop learners' reading skills, using learner-centred pedagogy (such as dialogue or group work) and social emotional learning strategies allows for the development of communication and broader life skills which are critical for foundational learning. Further, the use of mother-tongue language facilitates learning beyond the classroom, enabling young people to participate in community and cultural activities, and thus increasing parents' support towards their children's education. Together, these strategies help foster participation, build learners' confidence, and ultimately prepare them as life-long learners, increasing their resilience and retention once they transition to formal schools.

Nevertheless, these transitions often come with changes in curriculum, pedagogy, and instruction in the formal school system, creating barriers for many vulnerable learners. Implications for policy will be discussed, and two case studies will be drawn on to illustrate these points: the Speed Schools programme in Ethiopia and the Complementary Basic Education programme in Ghana.

Conclusions:

Formal school systems can draw valuable lessons from AEPs in fostering foundational literacy, numeracy, and social-emotional learning. However, challenges persist in policy design, teacher management, and school environments, resulting in barriers once students transition to the formal school system. Addressing these barriers require systemic reforms and sustained investments to scale effective practices.



12. From Evidence to Action: A Knowledge Bridge for quality and equity of education

GIULIA DI FILIPPANTONIO: E01-16 ORAL PRESENTATION CONFERENCE ROOM 3

Background:

The global learning crisis jeopardizes SDG4 by 2030, with 250 million out-of-school learners and 90% of children in sub-Saharan Africa unable to read. Marginalized groups, such as girls and children with disabilities, face the greatest challenges, while political instability, environmental issues, and health crises strain education systems, demanding urgent, adaptive solutions.

Objectives:

Education. Org bridges the gap between educational research and policy by making research accessible and practical for education leaders. Despite increasing evidence, the global learning crisis shows we are failing to use it effectively. While funding for research is growing, 80% of education evidence, which is full of solutions to this crisis, goes unpublished, unseen, and unused. Research often excludes the voices of the Global South and can be inaccessible due to technical complexity or paywalls. Leaders' needs are rarely reflected in academic reports and donor agendas. A new paradigm for evidence uptake is needed to tackle these challenges.

Methods:

Our approach centres on end users by consulting policy leaders to identify real needs. We collaborate with education decision-makers to analyse and synthesise large volumes of evidence, focusing on unpublished and locally generated evidence.

Together, we co-develop actionable recommendations tailored to local contexts, elevating often-overlooked local knowledge to drive education innovation. Without this approach, 39 countries—many with high out-of-school populations—would have been excluded from evidence-based guidance. Our first synthesis on Accelerated Education included 750 sources from 49 countries, 76% of which were grey literature, emphasizing the value of non-traditional evidence. Our latest synthesis, on the transition of out-of-school children (OOSC) from Accelerated Education Programs to formal schools, draws from 64 countries and over 300 sources—far more than the 25 sources from 35 countries that would have been covered by a traditional approach. This method highlights high OOSC countries often overlooked by conventional approaches, unlocking innovative ideas. Recognizing that not all grey literature is high-quality, Education.Org convened an International Working Group of 40+ organizations to develop a tool for appraising its quality, ensuring that only robust evidence informs our synthesis. By innovating the synthesis and translation of evidence, Education.Org ensures it is accessible and actionable for local contexts.

Results:

Education.Org's evidence synthesis has led to the development of Accelerated Education Guidelines in Sierra Leone and integration of AEPs into Kenya's Education Sector Plan. By collaborating with Ministries of Education, these case studies demonstrate how tailored strategies improve outcomes for marginalized youth. In Sierra Leone, the national guidelines on accelerated education have raised expectations for programs, steered new investments, and strengthened collaboration among national and international actors.

Method:

They provide a pathway for increased accountability to out-of-school children and offer guidance to accelerate implementation. The guidelines have the potential to reach 600,000 out-of-school children and those at risk of dropping out, while planting seeds of a stronger ministerial evidence culture.

Conclusion:

The global education system often sidelines evidence from the Global South, limiting inclusivity. Education.Org’s collaborative model bridges research and practice to drive locally led, evidence-based solutions, advancing SDG4. Elevating local voices and fostering partnerships are key to shaping resilient, crisis-ready education policies.

13. Soutien Organisationnel Perçu Et Comportements De Citoyennete Organisationnelle Chez Les Enseignants : Role Mediateur De L'intelligence Emotionnelle

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Résumé :

Contexte et présentation :

Depuis l'apparition de la crise sanitaire de la Covid-19, le système éducatif dans le monde connaît une crise sur plusieurs plans en dépit des nombreux efforts élaborés à cet effet. On a noté par exemple la fermeture des établissements scolaires, le maintien à domicile des acteurs scolaires et la mise en place d'une continuité pédagogique. Si l'ensemble des professions a connu un bouleversement pendant la période de la crise sanitaire, les métiers de l'éducation apparaissent comme les plus soumis aux différentes réorganisations comme le passage massif au télétravail (Cerisier, 2020). Dès lors, de nombreux enseignants sont amenés à maintenir leur activité professionnelle via les plateformes numériques (MENJ, 2020) suscitant ainsi une réorganisation cognitive de leur part.

Objectif :

Cette étude avait pour ambition d'étudier l'effet médiateur de l'intelligence émotionnelle sur la relation entre le soutien organisationnel perçu et l'apparition des comportements de citoyenneté organisationnelle chez les enseignants.

Méthodologie :

L'étude a appliqué un modèle de recherche transversale basé sur la collecte des données auprès de 320 participants, âgé en moyenne de 38 ans. Trois outils de collecte ont été utilisés pour mesurer les différentes variables l'étude : l'échelle du soutien organisationnel perçu, l'échelle des comportements de citoyenneté organisationnelle et l'échelle du trait d'Intelligence Émotionnelle. Les analyses de corrélation et un test de médiation selon la méthode « bootstrap » 5000 ont été effectués.

Résultats :

Les données obtenues auprès des participants grâce à la technique d'échantillonnage aléatoire simple ont été incluses dans l'analyse. Les résultats de cette étude permettent de constater que les employés qui perçoivent leur établissement comme celle qui valorise leurs contributions et se soucie de leur bien-être ont tendance à émettre des comportements de citoyenneté organisationnelle ($r(320) = .30, p \leq .01$). De plus, on observe que les participants qui traitent efficacement une information émotionnelle, perçoivent du soutien de la part de leur organisation ($r(320) = .15, p \leq .01$) et manifestent des CCO envers leur organisation ($r(320) = .32, p \leq .01$). Enfin, on observe que l'intelligence émotionnelle médiate la relation entre le soutien organisationnel perçu et l'apparition des comportements de citoyenneté organisationnelle ($ab = .034, p = .05$).

Discussion et conclusion :

De pareils résultats montrent la perception du soutien de la part de l'organisation sur la manifestation des comportements de citoyenneté organisationnelle en lien avec l'intelligence émotionnelle. Ces résultats laissent transparaître l'idée selon laquelle les émotions forment l'épine dorsale d'une organisation, permettent de développer des relations interpersonnelles fortes, durables et positives, et prédisent le succès au travail mieux que les compétences intellectuelles.

Mots clés *soutien organisationnel perçu, des comportements de citoyenneté organisationnelle, intelligence émotionnelle.*

14. Doing away with the English learning crisis in Cameroon Government Primary Schools: a technology-enhanced approach to teaching sound and word building to French-speaking pupils

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MINISTRY OF BASIC EDUCATION – CAMEROON: DEPARTMENT OF NURSERY AND PRIMARY
EDUCATION*

Cameroon's Basic Education sub-sector is threatened by the learning crisis, which is characterized by the following key findings: 60.6 % of pupils do not have necessary language skills at the start of school; 41.9 % do not have the necessary skills in mathematics at the start of primary school; 54 % do not have the necessary reading skills at the end of primary school, and 67 % of pupils do not have the necessary skills in mathematics at the end of primary school (Republic of Cameroon, 2019). It has been observed that many French-speaking pupils are unable to read simple texts in English when they complete primary education. The same holds true with their English-speaking counterparts, who cannot read short texts in French. In an era where sound and word building has regained grounds, there is a need to come up with novel approaches that can help do away with pupils' inability to read by the time they complete primary education in Cameroon.

The objective of this paper is to share an innovative and technology-enhanced approach to teaching sound and word building to Cameroon French speaking-pupils. Relying on an experimental and an ethnographic research design, and using sound and word building textbooks, the researchers recorded, transferred and used audio materials from the textbooks in use to teach sound and word building activities effectively, in collaboration with parents via the WhatsApp forum of each classroom.

The population for this study consisted of 100 students, 3 teachers and 90 parents, with each group having a specific role to play. Upon completion of the implementation phase of the project some key findings emerged. On teachers' side, the use of audio materials enabled all teachers to teach sound and word building in an effective way. Secondly, the use of audio resources enabled practitioners to use a common methodology across the school. Thirdly, audio materials helped teachers improve their listening, pronunciation and reading skills. As for pupils, the use of audio books reinforced their ability to become independent learners, thus enhancing learners' autonomy which is central to the overall goal of the Competence-Based Approach (CBA) to teaching. The introduction of audio materials enabled learners to master reading, listening and speaking skills in English before they complete basic education, thus reducing the literacy crisis that has been rocking the educational system over the years. The introduction of audio materials facilitated the build-up of a community of learners that involves parents, pupils and practitioners thus making learning easier. The researchers suggest a didactic device that can help teachers teach sound and word building effectively. The main recommendation goes to textbook and material developers, publishers, the Ministry of Basic Education and the National Council for the Approval of School Textbooks and Teaching Materials, each at their own level should consider this novel approach when it comes to writing and selecting sound and word building textbooks for pupils.

Keywords: *audio books, audio materials, basic education, learner's autonomy, sound and word building*

15. Bridging Gaps in Foundational Literacy and Numeracy: Insights from the Napenda Kusoma Study in Kirinyaga County, Kenya

WALTER ODONDI: E01-24 ORAL PRESENTATION CONFERENCE ROOM 3

Foundational literacy and numeracy are important for boys' and girls' educational growth, however, achieving these competencies is still a persistent challenge in many sub-Saharan countries. Despite the strides made, learning outcomes in Kirinyaga County Kenya remain alarming. Fewer than one in three Grade 3 girls and boys reach expected literacy levels in English and only 2.1% meet standards in numeracy. It follows that just 12% are meeting what can be called the dual-literacy measure for literacy and numeracy. These percentages highlight the lack of access to resources, unequal participation, and absence of stakeholder engagement. Translation of educational evidence and the science of implementation can help overcome these challenges by linking research to practice. In this study, we discuss how adaptive testing and scalable iteration of models implemented through these frameworks can lead to more collaboration and better educational outcomes. The study has three main objectives: to evaluate the role of education evidence translation and implementation science in addressing systemic inequities, to explore the integration of adaptive testing and scalable models into educational reform, and to propose strategies for fostering collaboration among government officials, educators, parents, students, community leaders, and NGOs. An empirical desktop review research design was employed to synthesize findings from multiple empirical studies, contextualized within the Napenda Kusoma baseline report. The study drew lessons from evidence-based, collaborative initiatives to improve educational outcomes in Sobral Municipality in Brazil over a few years.

Through stakeholder engagement and iterative improvements, the study prioritizes systemic transformation using the Theory of Change framework. Despite the considerable focus on translating education evidence, very few studies have examined the application of adaptive testing and scalable models. Most of the existing research has its roots in medicine limiting applicability to education. But, as Sobral teaches, policy, resources, and stakeholder collaboration must be aligned for strategies to work. Kirinyaga County has progressed in infrastructure and teacher training, with classrooms averaging fewer than 40 pupils and 82% of teachers trained under the Competency-Based Curriculum. However, challenges persist. In public schools, one digital device is shared by 32 learners, and only 45% of schools utilize digital products efficiently. While teacher-parent collaboration is a hallmark of 80% of schools, the scale should be improved to drive meaningful change. The study concludes that education evidence translation and implementation science are required to tackle fundamental inequalities in foundational learning. Adaptive testing and scalable models, while inadequate if not better understood, are underutilized resources for moving the needle on achieving better education reform. Sustainable improvements need collaborative frameworks that align stakeholders, policy, and resources. Sobral teaches us that there is, and must be, greater cohesion among strategies adapted to program design.

In Kirinyaga County, this means making concrete changes, such as improving teacher-parent engagement, expanding the efficient utilization of ICT resources, and adopting iterative testing modalities to tailor systems based on immediate feedback. This study extends the emerging dialogue on educational reform by investigating pathways to equity and sustainability in learning in resource-constrained contexts highlighting the need to address these gaps.

16. Leveraging ICT for Enhanced Teacher Performance in Cameroon's Primary Schools

*HERMAN POUTONG, UNIVERSITY OF DSCHANG-CAMEROON: E01-25 ORAL PRESENTATION
CONFERENCE ROOM 1*

Background:

The development and usage of Information and Communication Technologies (ICT) in school environment has increased during the last decades in sub-Saharan Africa in general and Cameroon in particular. If educational performance in this part of the world is lagging, studies believe that the integration of ICT in the teaching and learning process can enhance student performance. Additionally, ICT can expand teaching and learning opportunities and bridge socio-economic divides in education. By fostering collaborative communities of educators, ICT can elevate the overall quality of education through the sharing of best practices and innovative approaches.

However, research in educational performance in Francophone sub-Saharan Africa has primarily focused on students, neglecting the crucial role of teachers and their performance equally. While ICT's impact on student is studied, its effect on teacher performance is largely unexplored. Studies in developed countries suggest ICT benefit teachers by providing resources to enhance their pedagogical skills and deepen their content knowledge and facilitating innovative teaching and learning methods. However, measuring teacher performance effectively remains challenging due to limited data on teaching practices.

This study aims to address these gaps by investigating how ICT influences teacher performance.

Objective of the study :

The general objective of this study is to analyse the effect of ICT usage on teachers' performance in Cameroon primary school. More specifically:

- ◇ To analyse the effect of ICT usage on the school curriculum coverage rate in language.
- ◇ To analyse the effect of ICT usage on the school curriculum coverage rate in mathematics.

Methods :

The study uses data from the Program for the Analysis of Education System of CONFEMEN (PASEC 2019) where teacher performance is measured by the school curriculum coverage rate in both language and mathematics. The school curriculum is standardized, and each teacher is expected to cover 100% at the end of the academic year. Econometrically, we adopt an ordered probit model due to the ordinal nature of our dependent variable, measured in percentage of program coverage.

Results :

Results show that ICT usage by teachers positively and significantly improve teachers' performance in both language and mathematics. More specifically, teachers who have received pedagogical training in ICT usage, the presence of a class computer, personal computer and school internet connection enhances teachers' performance positively as the probability of completing the teaching program increases.

Discussion and Conclusion :

The question of equipping teachers and primary schools with ICT tools in Cameroon is still a challenge both to the state and international organisations vested in the educational sector. The evolving nature of the digitalisation of education in the 21st century shows that if schools do not upgrade to a world standard, the educational system will be left behind, which will worsen the already existing gap between advanced countries and third world ones like Cameroon. This study therefore shows that Teachers' training in ICT usage should be intensified, while equally providing adequate ICT infrastructures in Cameroonian primary schools to boost the overall performance of the educational system.

Keywords: *ICT, teacher performance, primary education, PASEC*

17. Renforcer les apprentissages fondamentaux en lecture et mathématiques : Une analyse des données du PASEC et du SACMEQ pour des politiques éducatives fondées sur des preuves en Afrique subsaharienne.

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Résumé :

La littérature admet que les résultats de la recherche devraient éclairer les politiques et les pratiques. Cela fait partie intégrante du mandat de la recherche éthique. Marqué par un contexte de pauvreté d'apprentissage en début comme en fin de scolarité primaire, en Afrique subsaharienne la relation recherche empirique et politique éducative est très peu documenté. L'objectif de cet article est de synthétiser et d'examiner ce que l'on peut apprendre de la recherche empirique pour des politiques éducatives efficaces capable d'améliorer la qualité des apprentissages en lecture et en mathématiques en Afrique subsaharienne. L'originalité de la présente recherche est de s'appuyer sur le modèle "Using Research to Shape Education Policy Around the World" de Reimers et McGinn (1997) qui prend en compte le contexte des pays en développement pour l'analyse de la relation entre politique éducative et recherche empirique. Les résultats montrent que les politiques éducatives actuellement en vigueur ne s'appuient pas sur les résultats recherche empirique mais plutôt majoritairement sur les agendas internationaux. Même si bien des problématiques n'ont pas encore été abordées par la recherche empirique, celles-ci regorge d'une mine de recommandations éducatives pertinentes que les décideurs de politiques éducatives devraient utilisées de façon efficiente. L'études fournit quelques pistes de recommandations pour améliorer la relation recherche et politiques éducatives.

Mots clés : *Politique éducatives, recherches empiriques, lecture, mathématiques.*

Code jel : I28, C10, I21

18. The Place of the Teacher in a Technologically Changing World: Challenges and Opportunities in the African Context.

*VERA BERINYUY, EINSTEIN BILINGUAL COLLEGE/UNIVERSITY OF NGOUNDERE-CAMEROON: E01-27
ORAL PRESENTATION CONFERENCE ROOM 2*

Background :

The 21st century has witnessed a rapid advancement in technology, profoundly reshaping educational systems worldwide. From the integration of digital tools in classrooms to the rise of online learning platforms, technology is redefining the role of teachers. In Africa, particularly Cameroon, technological adoption in education is uneven due to infrastructural limitations, socio-economic disparities, and varying levels of digital literacy. However, as technology becomes more pervasive, educators must adapt to ensure they remain relevant and effective in their roles. This presentation explores the evolving place of teachers in this technologically dynamic environment, emphasizing the challenges and opportunities specific to the African context.

Objectives :

The primary objective of this presentation is to examine the changing role of teachers in a technology-driven world, focusing on how educators in Cameroon and Africa at large can navigate this transformation.

It seeks to:

1. Highlight the challenges teachers face in adopting and integrating technology into their teaching practices.
2. Explore the opportunities technology presents for enhancing teaching effectiveness and learner outcomes.
3. Provide practical insights into how educators can remain central to education despite technological advancements.

Methods :

This work is based on a review of relevant literature, policy documents, and expert opinions regarding education and technology in the African context. It also draws from anecdotal evidence and personal experiences gained from interaction with colleagues within the Cameroonian educational system. The analysis focuses on understanding the interplay between traditional teaching practices and modern technological trends, emphasizing strategies for teacher empowerment.

Results :

The findings reveal that while technology has the potential to revolutionize education in Africa, its adoption is fraught with challenges for teachers:

- Limited Access and Infrastructure: Many schools in Cameroon lack reliable electricity, internet connectivity, and digital devices, making it difficult for teachers to use technology effectively.
- Digital Skill Gaps: A significant number of teachers lack the necessary skills to integrate technology into their lessons, creating a barrier to its effective use.
- Cultural Resistance: Some educators express reluctance to adopt technology due to fears of being replaced or concerns about the erosion of traditional teaching methods.

On the other hand, technology offers numerous opportunities for teachers, including:

- Enhanced Teaching Resources: Digital tools such as e-books, videos, and interactive apps enrich classroom instruction.
- Professional Development: Online platforms provide teachers with access to training and global best practices.
- Improved Access to Education: Technology facilitates remote learning,

Discussions and Conclusions :

The place of the teacher in a technologically changing world is not one of displacement but transformation. In Cameroon and Africa, teachers remain central to educational success, provided they embrace technology as a tool rather than a threat. Governments and stakeholders must prioritize teacher training in digital literacy, invest in infrastructure, and promote policies that support technology integration in education. Teachers, for their part, must adopt a growth mindset, recognizing that technology complements, rather than replaces, their expertise and human connection with students. Ultimately, the teacher's role in a technologically driven world is indispensable. By adapting to change, leveraging available tools, and fostering collaboration with policymakers, teachers in Cameroon can ensure they retain their pivotal role in shaping the future of education, even in the face of rapid technological advancements.

Keywords: *Teachers, Technology, Education, Africa, Cameroon, Digital Transformation*

19. Bridging the Attainment Gap: Transforming Education in Sierra Leone for the 21st Century in Sierra Leone

*DR VICTOR MOININA: E01-31 ORAL PRESENTATION CONFERENCE ROOM 2
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Background :

Despite recent progress, significant disparities persist in access to quality education, particularly influencing marginalized groups such as girls, rural communities, and children with disabilities. In Sierra Leone, education holds the key to transforming the lives of young people and driving progress towards the Sustainable Development Goals (SDGs), particularly SDG 4 on quality education. However, despite efforts to expand access to education, significant challenges persist in ensuring equitable and quality learning opportunities for all children.

The attainment gap, which refers to the disparities in educational achievement between different groups of students, remains a major concern in Sierra Leone's education system. This gap manifests in various forms, including differences in enrollment rates, completion rates, and learning outcomes. Factors such as poverty, gender, geographic location, disability, and socio-cultural norms significantly contribute to these disparities.

Addressing the attainment gap is crucial not only for achieving SDG 4 but also for promoting social justice and for fostering inclusive development in Sierra Leone. By identifying the underlying causes of these disparities and implementing targeted interventions, it is possible to create a more equitable and effective education system that benefits all learners.

Objective :

This paper examines the attainment gap in Sierra Leone's education system, using it as a case study to explore challenges and potential solutions for transforming education in Africa for the 21st century. Drawing on data from the Annual School Census (ASC) and national assessments, the study highlights the severity of the issue. For example, the 2022 ASC revealed that only 52% of children in Sierra Leone complete primary education, with completion rates significantly lower for girls and those in rural areas.

Furthermore, national assessments indicate that less than 30% of Grade 6 students achieve minimum proficiency levels in literacy and numeracy.

Methods :

This research employs a mixed-methods approach, combining quantitative analysis of educational statistics with qualitative data gathered through interviews and focus group discussions with teachers, students, and policymakers. This approach allows for a comprehensive understanding of the multifaceted factors contributing to the attainment gap, including poverty, inadequate infrastructure, teacher quality, and socio-cultural norms.

Results :

The findings underscore the need for targeted interventions to address the specific needs of marginalized groups and promote equitable access to quality education.

Discussions and Conclusions :

The study proposes a multi-pronged approach encompassing:

- **Improving teacher training and support:** Focusing on pedagogical skills, inclusive education practices, and subject-matter expertise.
- **Investing in educational infrastructure:** Addressing resource disparities between urban and rural schools, including access to technology and learning materials.
- **Strengthening community engagement:** Fostering partnerships between schools, families, and communities to create supportive learning environments.
- **Promoting gender equality:** Implementing strategies to address barriers to girls' education, such as early marriage and gender-based violence.

By examining the case of Sierra Leone, this study offers valuable insights and recommendations for bridging the attainment gap and transforming education across Africa to meet the demands of the 21st century.

Keywords: *Attainment gap, education, Sierra Leone, Africa, 21st century, marginalized groups, mixed-methods, teacher training, infrastructure, community engagement, gender equality.*

20. Understanding How We Learn During the Teaching Process

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The level of education in the Lake Chad Basin is amongst the lowest globally. Many governments have tried to improve access to education for everyone, but the teaching/learning process remains below standard. This is seen from evidence coming from the Lake Chad Basin, and the different evidence serve from reports within stakeholders, the practices of teachers, habits, and motivation. The science of teaching, also known as pedagogy, describes the art and science of teaching students. It is a field that studies the most effective teaching methods to transmit knowledge and skills to learners, essentially applying scientific research principles to understand how people learn best, and develop strategies to optimize that process. Its roots lay in educational philosophies, with recent advancements fueled by cognitive psychology, neuroscience, and data analysis, allowing teachers to make informed decisions based on evidence about student learning. It is made up of key aspects like observation and data collection, experimentation and iteration, understanding cognitive processes, and individualized learning.

The aim of this paper, though focusing on a Lake Chad Basin context, is to monitor and evaluate important research-based evidence amongst teachers in Nigeria, Cameroon, Niger and Chad, as well as expose issues for cross-border research on teachers and the science of teaching. As a background to the particular focus on teachers, the paper refers to the old argument by Schwille et al. (1983) that has highlighted the central role or power of the teacher in the teaching/learning process. This argument is stated as follows: Teachers, as they interact with students, are the ultimate arbiters of what is taught (and how).

They make decisions about how much time to allocate to a particular school subject, what topics to cover, when and in what order, to what standards of achievement, and to which students. Collectively, these decisions and their implementation define the content of instruction (Schwille et al., 1983: 3). What is evident in this argument is the fact that teachers, especially the way they plan and go about their teaching duties, can profoundly impact student learning and outcomes (Ngware, Oketch & Mutisya, 2014). Drawing on this key role of the teacher, this paper particularly foregrounds that emphasis is to improve teaching and learning outcomes through systematic review of teaching against well explained evidence based research using technology, differentiated instructions, inquiry-based learning, scaffolding and the implementation of motivation in the teaching/ learning process.

Empirical research – comparative study of the important research based-evidence amongst teachers of the four selected countries of the Lake Chad Basin. These countries selected randomly are Cameroon, Nigeria, Niger and Chad.

The quantitative techniques (data mining and electronic survey) and qualitative; in-depth review (Kobo toolbox) of teaching against well explained evidence-based research of the four countries randomly selected from the Lake Chad Basin was used. This study includes 100 teachers in schools in Nigeria, Cameroon, Niger and Chad. From the findings, we compared how teachers comply with best practices in teaching against remote teaching, following the implementation of strategies that were identified. Results show there was an improved overall rate of 40% for all the criteria and sites, with some barriers that include overcrowded classrooms, low level of technical know-how, and lack of expertise knowledge in handling children with special needs, infrastructure and materials.

Despite these barriers, it is recommended that, teachers practice the science of teaching because it provides valuable insights and how to design effective teaching practices, understanding diverse learning needs and promote academic success. It involves drawing upon different learning theories and using research base teaching and creating inclusive classrooms. Teachers must continue to stay up to date with latest research findings, collaborate with other professionals, and innovative in their teaching practices to help their students reach their full potentials. Conclusively, further research could be carried out on evaluating the effectiveness of teacher training programs in preparing teachers for the classroom or exploring the potential of technology to enhance learning outcomes across the four countries and the Lake Chad Basin as a whole.

Keywords: *teaching, learning, differentiated instructions, inquiry-based learning, scaffolding motivation.*

21. Why Is Education A Negligence Liability in The Cameroon Fishing Communities? What Policies to Develop for A Better Educational Impact?

E01-34 ORAL PRESENTATION CONFERENCE ROOM 3

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Abstract :

This study investigates the relationship between fishing activities and educational outcomes in Cameroon's fishing communities, focusing on school dropout, enrolment rates, and academic performance. Fishing communities in Cameroon, predominantly composed of immigrants and internally displaced persons, face significant socio-economic challenges. Education is often deprioritized in favour of fishing, viewed as an immediate and sustainable livelihood. The study employs a mixed-method approach, with data collected from 511 households across 25 fishing communities in Cameroon. The Simple and Ordered Probit models are used to estimate the probability of school dropout and evaluate educational performance. The endogenous switching regression model is applied to address selection bias, while the Baron-Kenny mediation analysis investigates indirect effects of policy variables. The findings reveal a paradox where higher fishing income correlates with an increased likelihood of school dropout by 8% for every additional unit of income. This phenomenon occurs as households in fishing communities prioritize immediate economic returns from fishing over long-term investments in education.

The trend is particularly pronounced among immigrant households, who exhibit a higher drop out probability (0.0855) compared to internally displaced Cameroonians (0.0249). However, households with diversified income streams and educated heads exhibit improved educational outcomes. Infrastructure variables such as mobile money usage, education infrastructure and network connectivity positively influence enrolment and performance, while transport infrastructure presents mixed effects, potentially facilitating fishing trade over education. Policy recommendations emphasize enhancing educational, communication and transport infrastructure, and creating awareness campaigns about the importance of education. Special support programs targeting fishing-dependent households, particularly in marine environments, are crucial to reducing dropout rates and improving academic outcomes.

Keywords: *Fishing communities; Education outcome; Immigrants; internally displaced Individuals (IDPs).*

22. Error Analysis in Numeracy

CHARLES GACHOKI, ZIZI AFRIQUE FOUNDATION-KENYA: E01-35 ORAL PRESENTATION CONFERENCE ROOM 1

Background :

Mathematics learned in elementary schools lays the foundation for life skills, helping learners engage in society as adults. Understanding students' mistakes in math offers teachers insights into their errors, which can guide effective solutions and improve learning outcomes. Despite some resistance to error analysis, it has significant benefits. It helps teachers identify correct steps taken by students, categorize mistakes, and determine if errors indicate deeper misunderstandings. This process aids in selecting the right instructional strategies to address misconceptions. Three common error types are procedural, factual, and conceptual.

Objective:

Identifying Errors in Second and Third-Grade Numeracy Problems.

Data and Methodology:

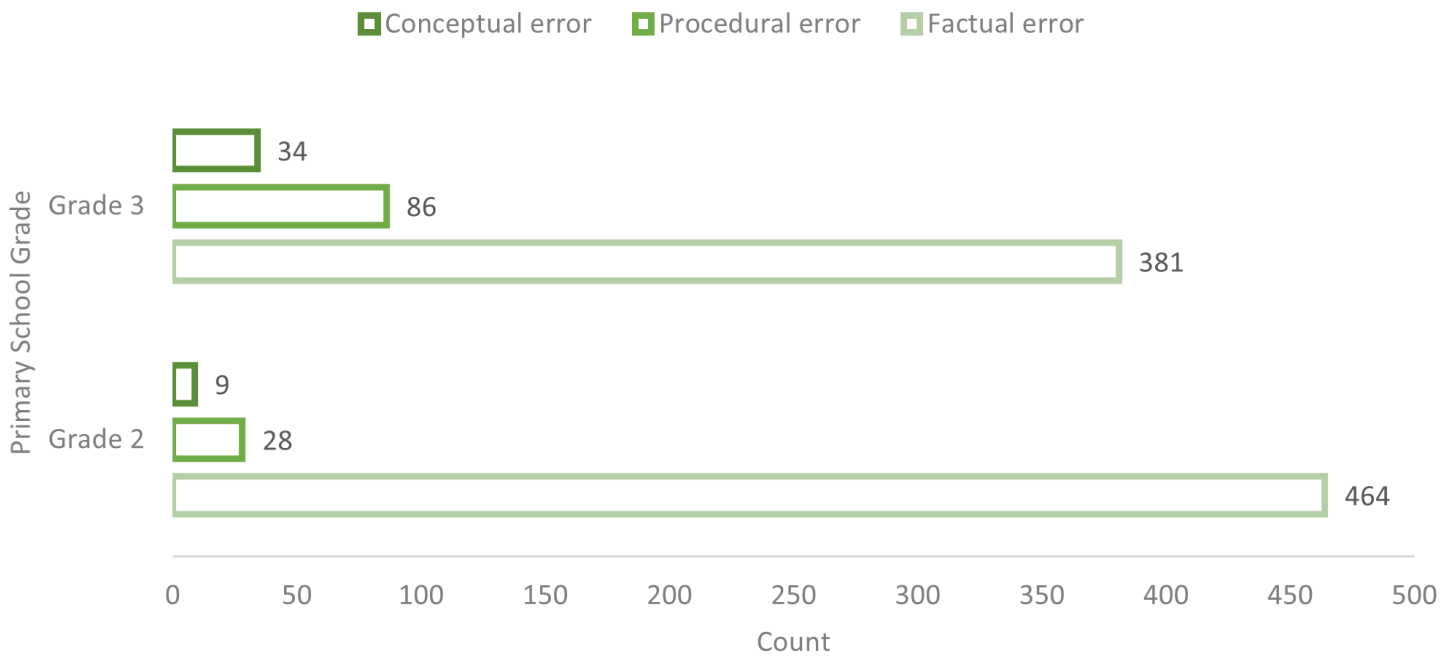
This study applied mixed methods and error analysis (Howell, Fox, & Morehead, 1993) as follows:

1. Collect data: Have students solve 3 to 5 similar problems (multi-digit addition and subtraction).
2. Identify error patterns.
3. Determine reasons for errors.
4. Use data to address these patterns.

Quantitative data were analyzed inductively to find common error patterns, supplemented by qualitative data.

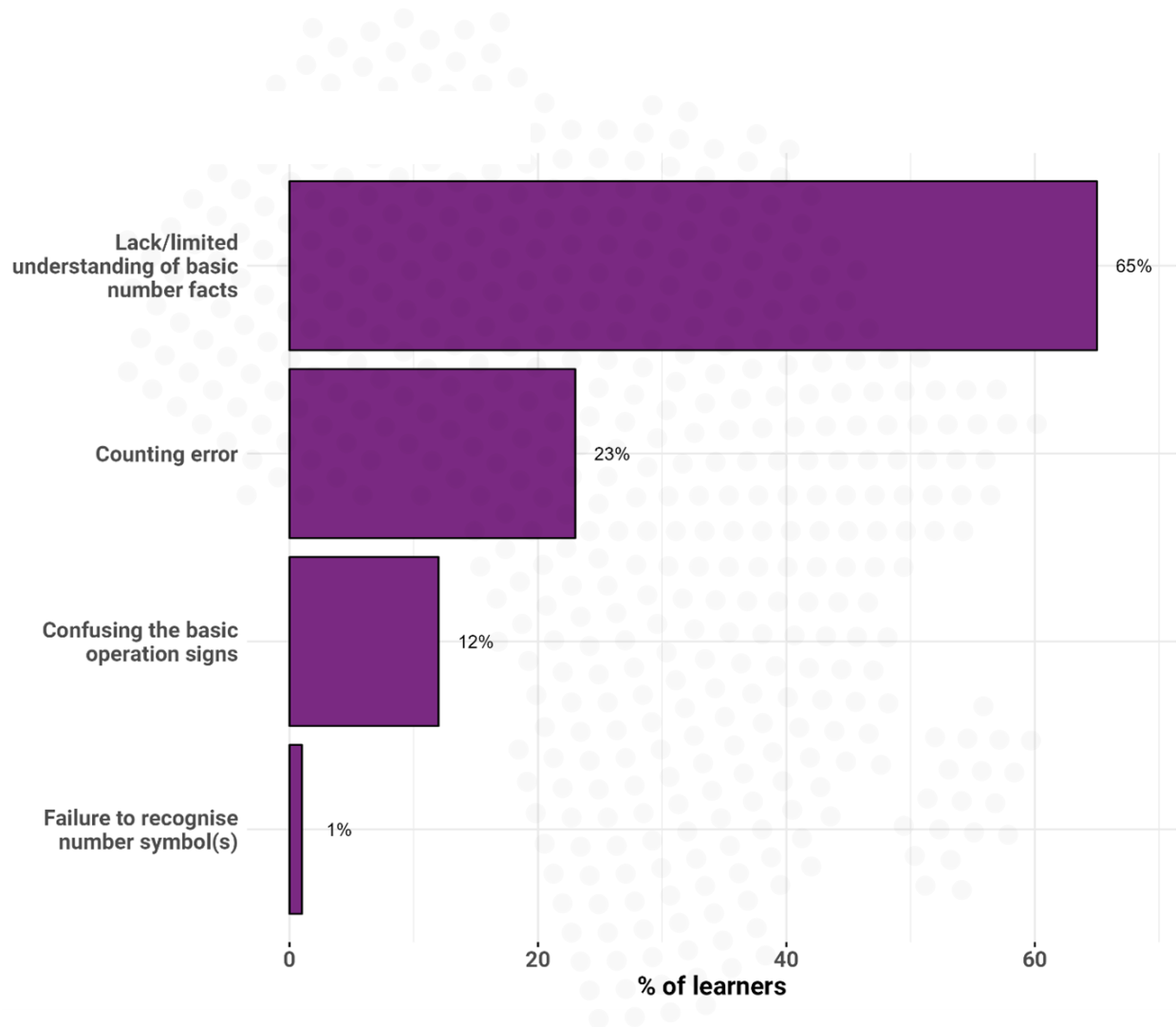
Findings:

Error Type by Grade

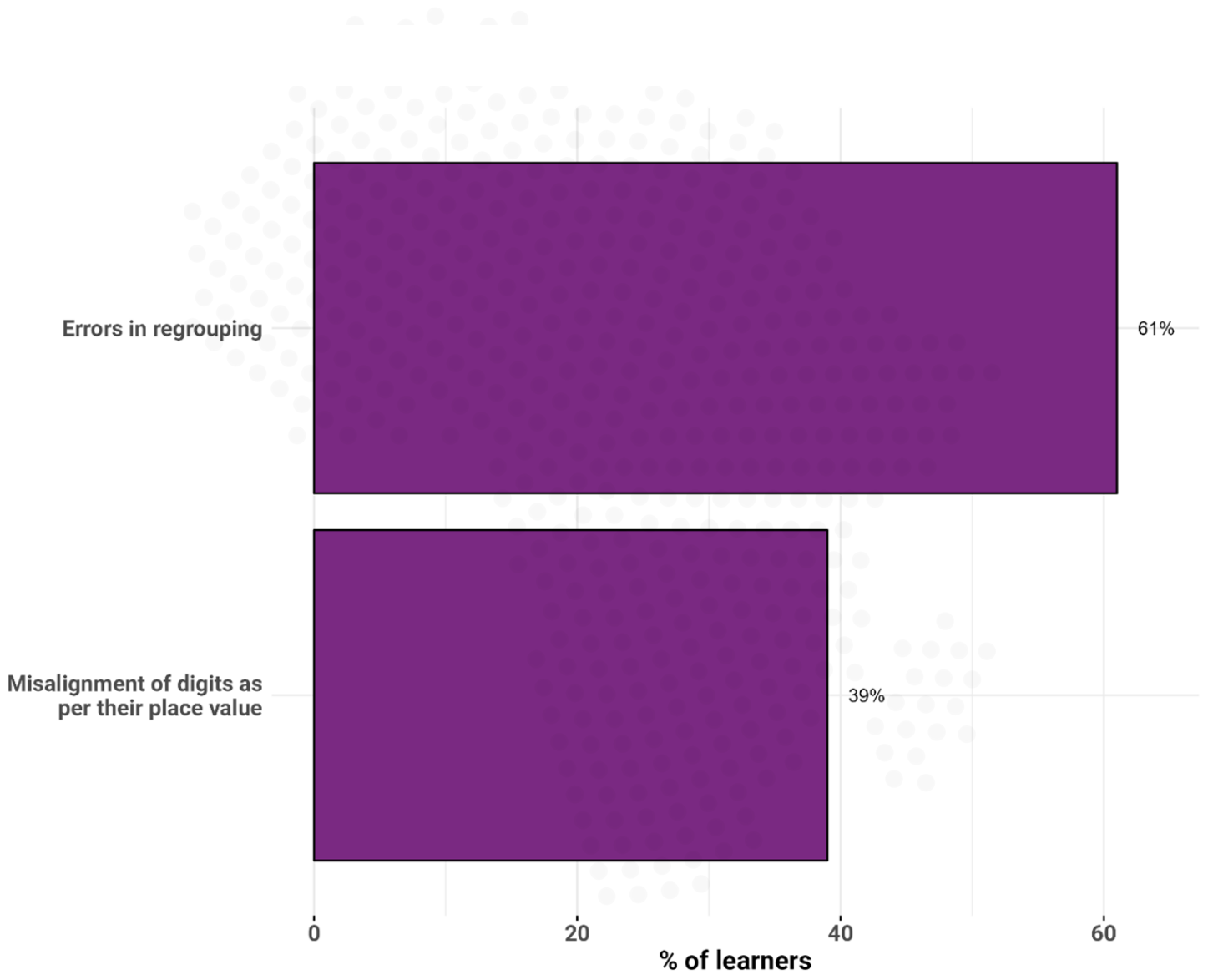


The most common errors in the five schools studied were factual errors, with more occurring in subtraction than addition, consistent with findings by others.

Distribution of Factual Errors

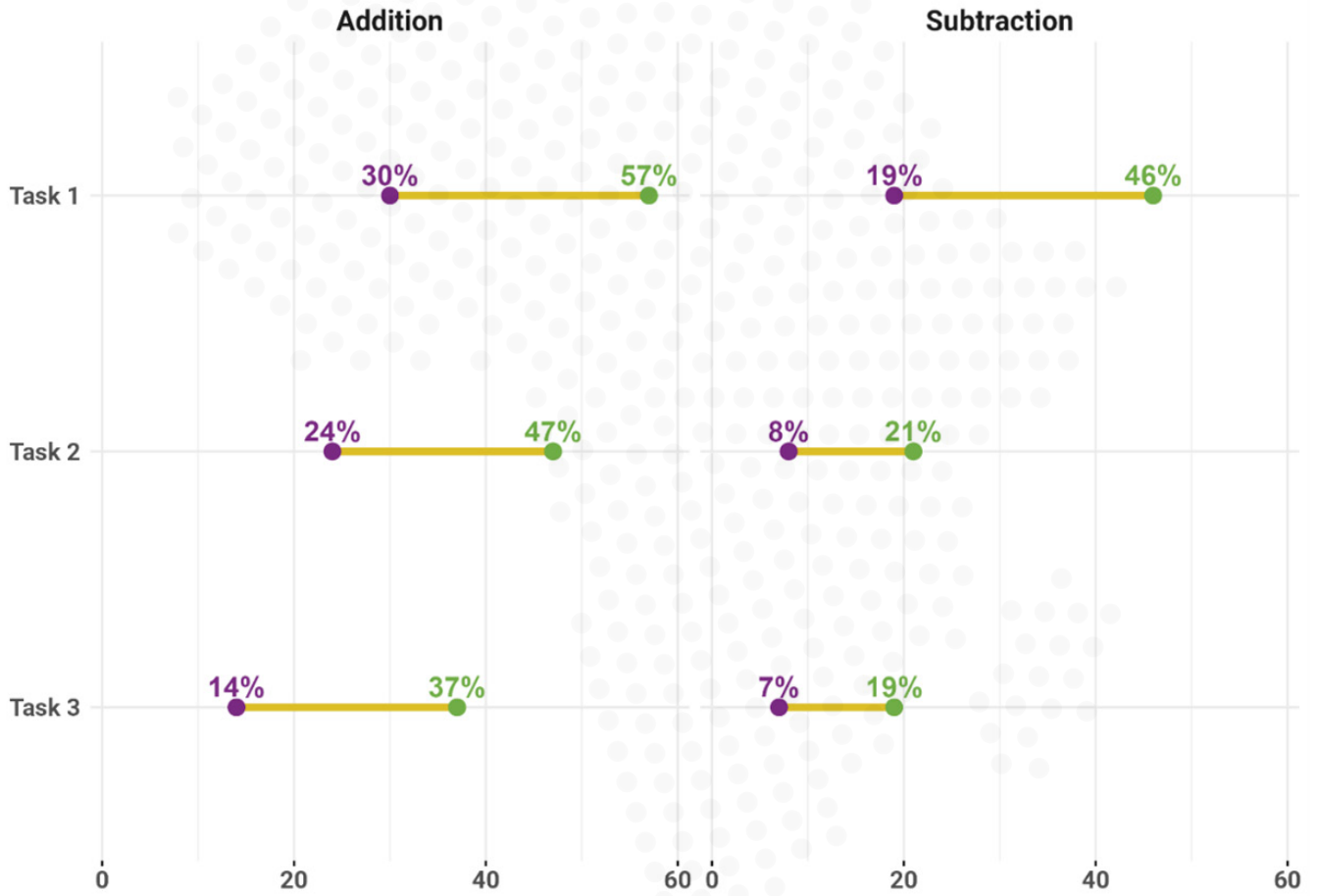


Distribution of Factual Errors



Task Performance by Grade

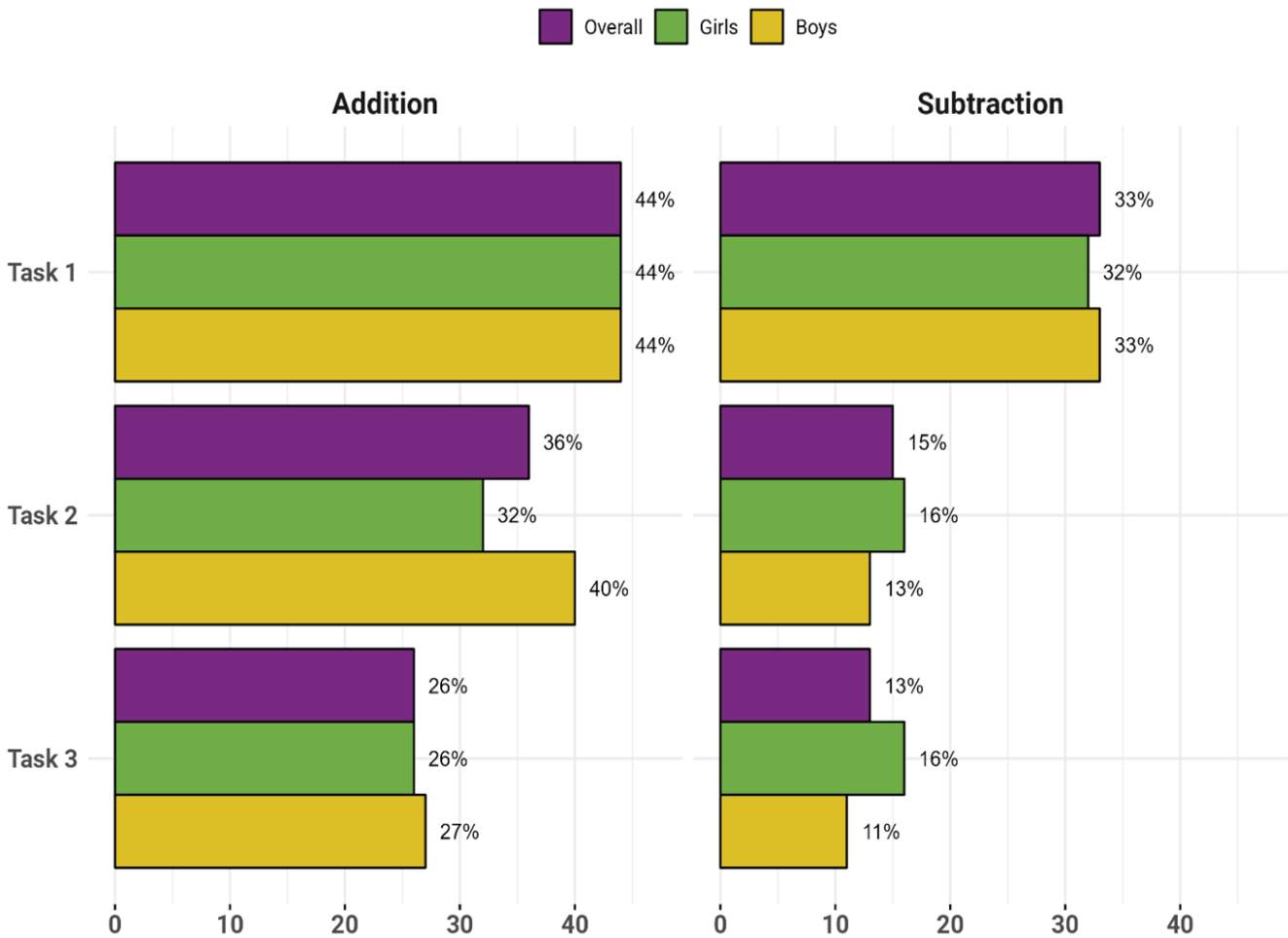
Percentage of Correct Responses **Grade 2** VS **Grade 3**



The results indicate that learners performed better in addition than in subtraction, aligning with Piaget’s theory that suggests addition is easier for them.

Task Performance by Gender

% of Correct Responses

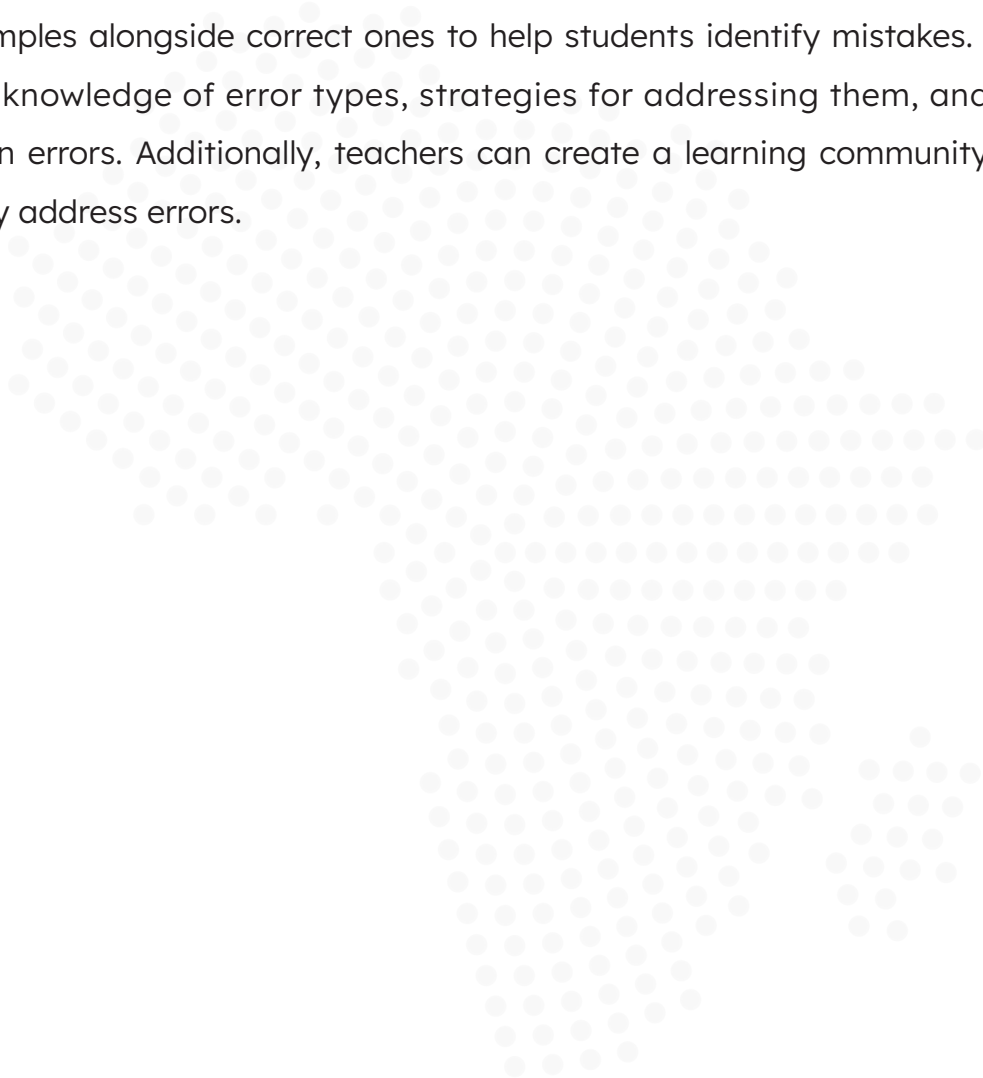


Distribution of Errors

Error Category	Specific Error	Overall Percentage	Gender %	Grade %
		N=1752	Girls (N=948) Boys (N=804)	2 (N=967) 3 (N=785)
Factual Error	Lack/Limited understanding of basic number facts	55	Girls (N=55) Boys (N=54)	2 (N=62) 3 (N=45)
Factual Error	Confusing the basic operation signs	10	Girls (N=9) Boys (N=11)	2 (N=9) 3 (N=11)
Factual Error	Failure to recognise number symbol(s)	1	Girls (N=1) Boys (N=0)	2 (N=1) 3 (N=1)
Factual Error	Counting error	19	Girls (N=18) Boys (N=20)	2 (N=19) 3 (N=19)
Procedural Error	Errors in re-grouping	7	Girls (N=7) Boys (N=7)	2 (N=4) 3 (N=10)
Procedural Error	Misalignment of digits as per their place value	4	Girls (N=6) Boys (N=2)	2 (N=2) 3 (N=7)
Conceptual Error	Misunderstanding of place value	1	Girls (N=1) Boys (N=1)	2 (N=0) 3 (N=1)
Conceptual Error	Over-generalization	4	Girls (N=3) Boys (N=5)	2 (N=2) 3 (N=7)

Recommendations:

Encourage teachers to conduct error analysis to enhance teaching and learning. Tailored interventions for gender-sensitive mathematics instruction are essential. Teachers should use incorrect examples alongside correct ones to help students identify mistakes. Teacher training must include knowledge of error types, strategies for addressing them, and a constructive perspective on errors. Additionally, teachers can create a learning community to identify and collaboratively address errors.



23. Mapping the State of Evidence-Informed Decision-Making (EIDM) in Africa's Education Sector

ANDILE MADONSELA, AFRICA EVIDENCE YOUTH LEAGUE-SOUTH AFRICA: E01-37 ORAL PRESENTATION CONFERENCE ROOM 3

Background :

One of the key objectives of the Africa Evidence Youth League (AEYL) is to promote the uptake of Evidence-Informed Decision-Making (EIDM) within Africa's education sector. Education is the cornerstone of individual and national development in Africa, yet significant challenges hinder access to quality education for the continent's growing youth population.

Implementing effective policies and interventions to strengthen the education system is therefore crucial for both individual and national development. EIDM is key in providing tangible solutions that have been proven to be effective within the African context. This is because EIDM uses evidence to understand what works, for who, how, in what context, and at what cost.

Ensuring that scarce resources are used effectively and that those making decisions are doing so transparently and can be held accountable for those decisions. To this end, this study aims to map the state of EIDM in Africa's education sector, identifying current practices, needs, and opportunities, and highlighting successful case studies of EIDM within the African education sector.

Objective :

The main objectives of this study were as follows:

- Assess current practices of EIDM within the education sector across various African countries.
- Identify constraints and opportunities for EIDM uptake within the education sector in Africa.
- Identify and document best practices and successful case studies of EIDM within the African education sector

Methods :

This landscape study followed two research methods that complement each other. This includes a desktop review that was conducted in parallel with interviews with key informants. Desktop review is a type of research that is based on material published in reports and similar documents that are available in public libraries or websites. For this study, the desktop review process searched for reports, blogs, and other types of publications which are available on various organisational and government websites. We searched a total of 21 websites, including Google Scholar. The searches were conducted in both English and French. Key informant interviews with various stakeholders in Africa's education sector were conducted to gather their experiences and perspectives on the state of EIDM within the education sector.

Individuals interviewed had the following characteristics:

- Working in education in a country in Africa
- Working as either a policymaker, teacher, administrator, or researcher.

Findings :

The findings revealed persistent challenges, including limited resources and coordination, research overload and inaccessibility, and the influence of political factors. However, the study also identified significant opportunities to advance EIDM, such as increased co-creation initiatives, enabling laws and policies, and growing investments in knowledge management systems and capacity-building efforts.

Discussions and Conclusions :

In addition to analysing challenges and opportunities, the exercise uncovered several successful case studies of initiatives driving evidence use in the education sector in the continent. The report concludes with key recommendations to strengthen EIDM practices and capitalise on existing opportunities.

24. Amplifying Research Impact through Participatory Arts: Using Theatre for Development and African-Led Communication Techniques for Effective Knowledge Dissemination

NOELLA NGUNYAM, GIRLS HERRISING-CAMEROON: E01-38 ORAL PRESENTATION CONFERENCE ROOM 2

Background :

In Africa, the effectiveness of research dissemination is hindered by linguistic diversity, literacy disparities, and cultural nuances. Conventional methods of communication often fail to resonate with rural communities, where formal education and media access are limited. This gap limits the impact of research findings on key areas such as education, health, environment, and social justice.

African-led communication techniques, particularly oral storytelling, song and dance, riddles and proverbs combined with participatory arts like Theatre for Development (TfD), offer a solution by bridging these gaps. TfD has long been a cornerstone of target audience engagement, even across communities in Africa, leveraging dramatization to simplify complex concepts, encourage dialogue, and enable communities to co-create locally relevant solutions to issues proposed in research outcomes. By rooting research communication in familiar cultural contexts, TfD ensures research findings are not only accessible but also actionable.

Objective :

This work seeks to explore how participatory arts, particularly TfD, amplify the reach and impact of research findings across diverse African contexts.

Specifically, it aims to:

- Simplify complex research findings for varied audiences.
- Examine how participatory arts foster knowledge co-creation and community engagement.
- Evaluate TfD's effectiveness in communicating research outcomes across various sectors in community development.
- Highlight the role of cultural relevance in designing impactful research communication strategies.

Methods :

The study adopts a qualitative, participatory approach, analyzing case studies where TfD and other participatory arts have effectively communicated research findings. Data will be gathered through:

- Literature reviews.
- Interviews with practitioners and community members.
- Documentary analysis from past projects.

The case studies span sectors such as:

- **Health education:** HIV/AIDS awareness and disease prevention.
- **Environmental education:** Climate resilience and conservation.
- **Social justice:** Gender equality and community development.

Community-based participation is central to this approach, integrating drama, storytelling, and artistic expression to engage audiences meaningfully.

Findings:

Preliminary findings reveal that participatory arts, particularly TfD, enhance understanding, retention, and application of research findings among community members. Performance and storytelling simplify complex ideas, while their cultural resonance overcomes language and literacy barriers. Case studies demonstrate increased community ownership of research outcomes, often leading to behaviour change and sustainable solutions. For instance, TfD campaigns on hygiene and malaria prevention in rural areas prompted significant shifts in health practices. Similarly, participatory techniques like murals and folk music proved effective in multilingual, culturally diverse communities.

Discussion/Conclusions :

Participatory arts, especially TfD, represent a transformative approach to research dissemination in Africa. By centering on local cultural practices and community-driven dialogue, TfD ensures that research findings are accessible, understood, and actionable. This approach challenges top-down communication models, fostering inclusivity and empowering communities as co-creators of solutions. Integrating participatory arts into research dissemination strategies can drive sustainable social change, making research relevant and impactful across diverse African contexts. For researchers and practitioners, this method offers an invaluable tool to overcome communication barriers and amplify the real-world impact of their work.

25. Stakeholder Engagement: Collaboration For Educational Excellence

DR. SALLY MBOUMIEN, COMMON ACTION FOR GENDER DEVELOPMENT-CAMEROON: E01-39 ORAL PRESENTATION CONFERENCE ROOM 1

Background :

Education is a fundamental human right that should be enjoyed by all and requires the full engagement of stakeholder in achieving an excellent educational output. Stakeholders involved in education are teachers, parents, peers, and students, who must work together in achieving sustainable and productive results. Base on field studies and participating in parent teachers meetings and school educative programs with organizations, it's realized that out of the 10 schools we participated in, only about 40% of parents actually get involve in school meetings, leaving the decision-making process in the hands of mostly teachers and school authorities, which may sometimes hinder proper decision-making processes. In Africa, the importance of quality education cannot be overstated, as it plays an important role in shaping the future of individuals, communities, and nations. However, the continent has faced significant challenges in ensuring equitable access to education, maintaining high standards of quality education and promoting inclusive learning environments for all learners. Nevertheless they exist challenges that limit stakeholders' involvement in the educational process.

This can be linked to conflicting expectations from different stakeholder's groups, lack of awareness, poverty and lack of transparency amongst educational leaders, parental negligence, and political interference.

The success of the educational sector requires the collaborative participation of stakeholders to share experiences, best practices and contribute to discussions on improving educational outcomes in Africa. We therefore target educators, policymakers, researchers, and community leaders across African regions who are invested in advancing Education.

Objective :

- Address challenges limiting stakeholder involvement in the educational process in Africa.
- Create an inclusive, responsive and effective educational system
- Implement strategies for meaningful collaboration,
- Promote holistic educational systems that reflects the actual need of the African society;
- Foster innovation and increase accountability amongst stakeholders

Method :

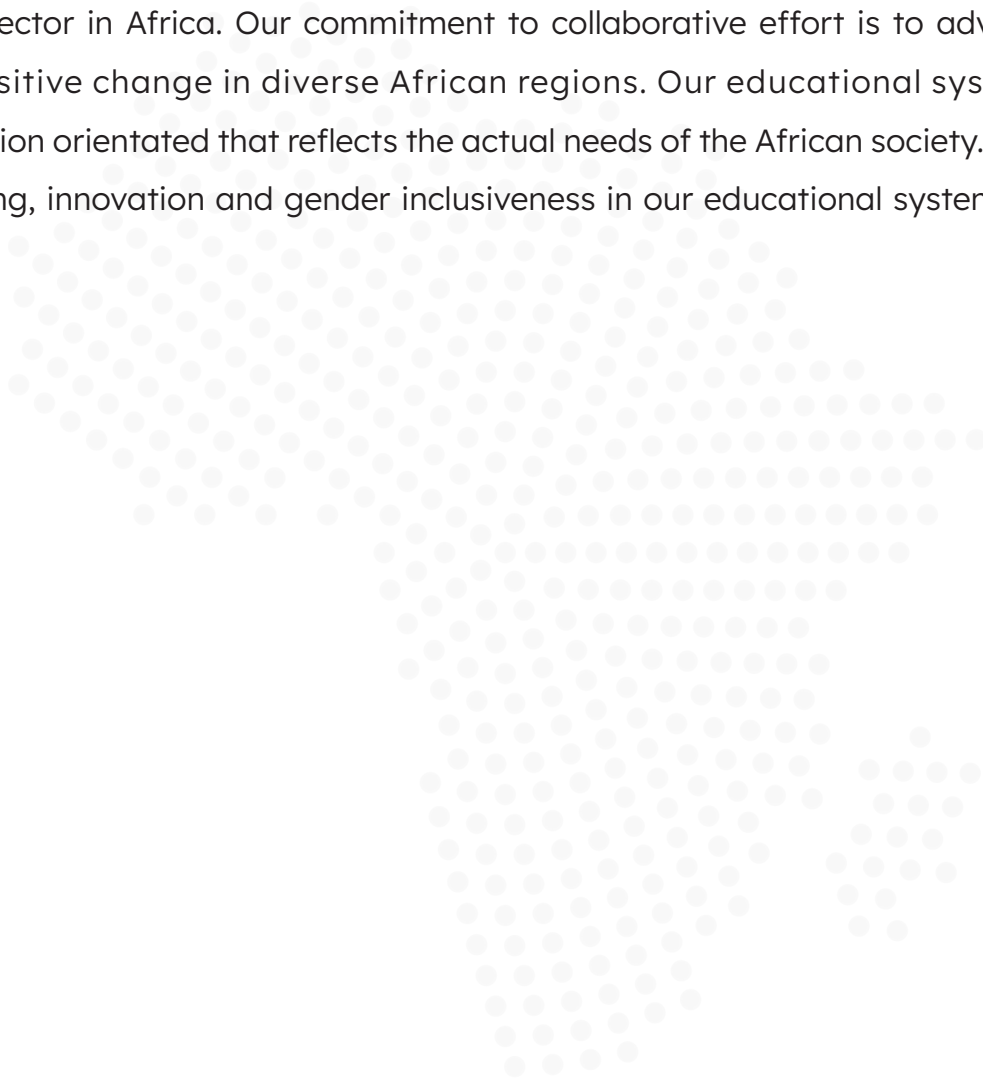
These can be achieved by:

- Creating focus group open discussions, seminars and sensitization programs where stakeholders brainstorm, share experiences on best education practices, their roles and responsibilities in promoting education;
- Identify stakeholders needs, areas of interest and expectations;
- Build partnerships with companies and organizations vested in practical skills to train students;
- Develop an engagement plan for stakeholders and measure/evaluate engagement efforts and outputs

Our findings show that, out of 10 schools we participated in parent teachers meetings, only about 40% of parents get involved in the educational process of their children, leaving the entire responsibility in the hands of teachers and school authorities, which sometimes hinders proper decision making processes. The non-involvement of stakeholders pointed at negligence parental negligence, lack of awareness, poverty, lack of transparency among educational leaders, and gender inequality.

Discussion and Conclusion :

Collaborative participation of stakeholders is very important for the success of the educational sector in Africa. Our commitment to collaborative effort is to advance education and drive positive change in diverse African regions. Our educational systems should be problem-solution orientated that reflects the actual needs of the African society. Let's encourage holistic learning, innovation and gender inclusiveness in our educational systems in the African society.



26. Leveraging Digital Tools and AI for Inclusive Education in Resource-Limited Contexts: Opportunities and Challenges.

E01-42 ORAL PRESENTATION CONFERENCE ROOM 1

TOMBOLAZA CANUT FILAMANTI, AND ANDRÉ TOTOHASINA²

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2 DEPARTEMENT OF MATHEMATICS AND INFORMATIC, UNIVERSITY OF ANTSIRANANA, MADAGASCAR

Background :

The global push toward integrating digital tools and artificial intelligence (AI) in education has opened new pathways for learning, especially in resource-limited settings. These technologies can mitigate barriers such as teacher shortages, infrastructural deficits, and limited access to quality education. However, in many African contexts, challenges persist, including digital illiteracy, inequitable access to technology, and ethical concerns, necessitating a tailored approach to their implementation.

Objectives :

This study aims to:

1. Assess the potential of digital tools and AI in enhancing educational outcomes in under-resourced settings.
2. Identify key barriers and propose ethical and practical solutions to ensure equitable implementation.

Method :

A mixed-methods approach was employed, combining a systematic literature review with an analysis of case studies from African countries. Data sources included peer-reviewed journals, project reports, and interviews with educators and policymakers. Emphasis was placed on identifying scalable and context-specific strategies.

Findings :

The analysis revealed that digital tools, such as online platforms, adaptive learning systems, and AI-driven applications, significantly improved student engagement and personalized learning experiences. Case studies highlighted successes in bridging educational gaps in marginalized communities. However, key challenges emerged, including:

- » Uneven access to digital infrastructure.
- » Limited teacher training in technology use.
- » Ethical concerns such as algorithmic biases and data privacy issues.

Discussions and Conclusions :

While digital tools and AI offer immense potential to transform education in resource-challenged settings, their implementation must be deliberate and inclusive.

Recommendations include:

- » Scaling up teacher training programs to build digital literacy.
- » Ensuring equitable access to technology through public-private partnerships.
- » Embedding ethical principles in the design and deployment of AI applications.

A collaborative approach among educators, policymakers, and local communities is essential for sustainable and impactful integration of these technologies in African education systems.

Keywords: *Digital Tools, Artificial Intelligence, Education, Resource-Limited Settings, Ethical Implementation, Africa*

27. The role of monetary and non-monetary shocks in children's schooling in the presence of credit market imperfection in Cameroon.

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Background :

Economic literature has been developed on the link between income shocks and children's schooling, with studies identifying income shock as a factor affecting children's schooling. However, some researchers argue that there is no link between income shocks and children's schooling, suggesting other factors may explain children's schooling. The theory of educational demand by Becker (1967) suggests that households make decisions about whether to send a child to school based on the trade-off between expected returns and total costs.

Studies on education in development have evolved due to the development of economic theories and models. Some focus on economic and demographic shocks, while others are more interested in credit market failures, returns to education, household income poverty, and intra-household resource allocation.

Income shocks to households are vulnerability factors that influence children's schooling, as they have few risk management instruments and limited resources. Poor households may reduce investment in education to minimize disruption to the flow of resources and reduce the potential impact of any shocks.

Access to credit by households is another factor that explains the schooling of children. When the credit market functions perfectly, households invest more in education since they can easily lend or borrow on this market. The development of credit and social insurance markets allows households to transfer part of the costs of schooling to the generation that has benefited from it.

However, in the presence of imperfect credit markets, households cannot protect themselves against the risk of income loss and limit the schooling of children, potentially having long-term repercussions on their human capital stock. Resource dilution plays an important role in the decision to invest in human capital, as parents arbitrate for the allocation of resources between different children in a family.

Objective :

This paper examines the determinants of children's schooling under imperfect credit market conditions in Cameroon, with a particular focus on the role of monetary and non-monetary shocks.

Design/methodology/approach :

The study uses microeconomic data from the fourth Cameroonian Household Survey (CHS IV) conducted in 2014 by the National Institute of Statistics (INS) and an instrumental variable Probit model to demonstrate its point.

Findings :

The results show that uncertainty about household income as measured by transitory income and declining household income decrease the probability of children attending school in Cameroon. The same is true for increasing household size. Nevertheless, access to the credit market is a factor of household resilience to shocks.

Keywords: *children's schooling, monetary and non-monetary shocks, credit market imperfection, Probit model.*

Classification JEL: *E24, I21, I31, O15.*

28. Bridging the gender GAP: A Study of Girls' Experiences in Mankon, Tubah, and Santa, Northwest Region, Cameroon

NGOUNOU PATRICK, STUDENT'S MAG-CAMEROON: E01-44 ORAL PRESENTATION CONFERENCE ROOM 1

Background :

Education is fundamental for sustainable development and gender equality. However, significant disparities exist in educational access for girls in Cameroon, particularly in the Northwest Region. The ongoing Anglophone crisis has severely impacted the education system, with schools facing closures and disruptions. According to the United Nations Office for the Coordination of Humanitarian Affairs (OCHA), more than 80% of schools in the Northwest and Southwest Regions of Cameroon have been closed or disrupted due to insecurity (OCHA, 2021). Rural communities such as Mankon, Tubah, and Santa face deeply ingrained cultural and economic barriers that hinder girls' access to quality education often prioritize boys' education, leading to limited opportunities for girls. The report highlights the multifaceted nature of these challenges, encompassing socio-cultural norms, economic limitations, inadequate infrastructure, and safety concerns. Overcoming these obstacles requires a concerted effort from all stakeholders, including government agencies, non-governmental organizations, community leaders, and families, to ensure that all girls have equitable access to quality education.

Objective :

- To investigate and document the extent of gender disparities in access to, participation in, and quality of education for girls compared to boys in the Mankon, Tubah, and Santa communities of the Northwest Region of Cameroon.
- To identify the specific factors that hinder girls from accessing quality education, and to provide a comprehensive understanding of the socio-economic, cultural, and infrastructural challenges faced by girls in these regions.

- To examine the attitudes and perceptions of community members, including adolescent girls, young women, and other stakeholders, towards girls' education.

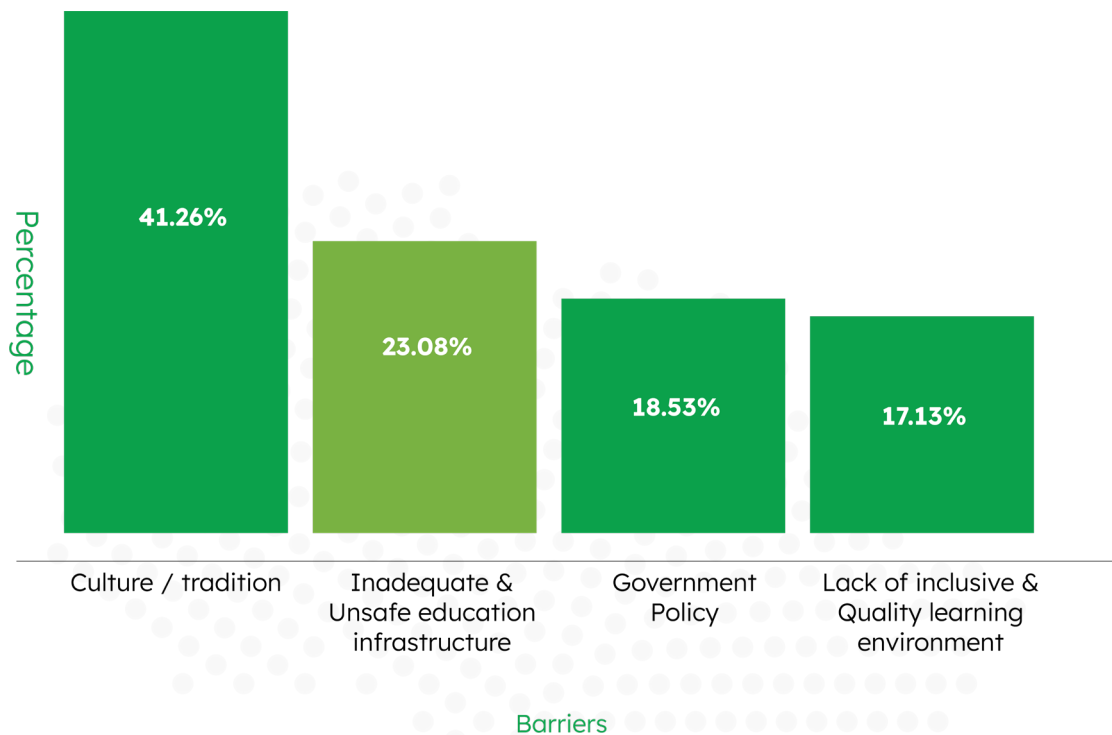
Methods :

The methodology involved a mixed-methods approach, combining qualitative and quantitative data collection techniques. Data collection included a desk review of existing literature and government statistics, complemented by primary data collection through surveys, interviews, and focus group discussions with key stakeholders. Data analysis involved both quantitative and qualitative methods to provide a comprehensive understanding of the challenges and opportunities for girls' education in these communities

Results :

The study revealed significant disparities in educational outcomes for girls. Enrollment rates for girls in the Northwest Region were lower than boys, with a Net Enrolment Rate of 60% for girls compared to 70% for boys in 2022 (Ministry of Basic Education, 2022). Retention rates were also lower for girls, with a completion rate of 45% in primary education compared to the national average of 58% (UNICEF, 2021). Socio-cultural barriers, such as patriarchal norms and early marriage, were prominent, constituting 41.26% of identified challenges.

Furthermore, economic constraints, including poverty and limited access to resources, significantly impacted girls' education. 23.08% of challenges stemmed from inadequate and unsafe education infrastructure, including lack of access to clean water, sanitation facilities, and safe transportation. These findings underscore the complex interplay of factors that limit girls' educational attainment and hinder their ability to reach their full potential.



Discussion and Conclusion :

The findings highlight significant educational disparities for girls, driven by socio-cultural barriers like patriarchal norms (41.26%) and early marriage, which prioritize boys' education. Targeted investments in girls' education through community engagement, financial support (scholarships, subsidies), infrastructure development (safe schools, sanitation), teacher training on gender-sensitive pedagogy, and strong policy advocacy are crucial for improving girls' education are crucial to overcoming these barriers and advancing gender equality.

29. Revamping Teacher Training and Curriculum Reform in Cameroon: A Focus on Pedagogical Innovation, Continuous Professional Development, and Reduction of Subjects

SANDRINE YIBUM: E01-46 ORAL PRESENTATION CONFERENCE ROOM 2

Background :

Despite the government of Cameroon's efforts to improve the nation's education system, numerous challenges persist, including curriculum overload, resulting in confusion and a lack of orientation; an outdated curriculum that fails to reflect the skills and needs of the 21st century; and improper teaching training, since teachers lack the necessary skills. The language barrier is another challenge, affecting human interaction and socialization. The study of linguistics, encompassing all human languages, holds great potential as a tool to enhance the education system.

Objective :

The primary objective of this paper is to assess the status of teacher training in Cameroon, propose the implementation of an innovative, revised curriculum that can incorporate teacher professional development, address language barriers, and promote linguistic diversity in the educational sector. The paper's primary objective is to provide informed insights to policymakers, educators, and relevant stakeholders, with the aim of enhancing teacher training and curriculum reform in Cameroon.

Methods :

The following paragraphs outline several methods that could be used to enhance teacher training and curriculum reform in Cameroon.

- **Curriculum review and rationalisation**

A platform should be created for people from different education levels to review it. Additionally, the existing curriculum should undergo analysis to identify subjects that are redundant, outdated, or unnecessary, and these subjects should be either removed or merged with other subjects.

- **Collaborative lesson planning and peer mentoring to foster pedagogical innovation**

It is essential that teachers from different schools, education experts and facilitators, and ministry of education officials meet regularly. These meetings can be structured through pairing teachers with experienced teachers for guidance and support, encouraging teachers to collaboratively plan and deliver lessons, promoting the exchange of ideas and expertise and conducting active research to identify areas for improvement and developing innovative solutions.

Effective integration of technology into teaching and learning and the promotion of innovative teaching methods. Provision of training materials, creation of a learner-centred approach and continuous professional training. Linguistic-infused teacher training Wolf (2005) asserts that “language is not everything in education but without language, everything is nothing in education.” To enhance teacher training linguistically, the following measures should be implemented: the language across curriculum, multilingual approach, and effective language teacher training methods.

Findings :

Below are some potential results:

- Teacher-related results include improvement of teacher confidence and competence, enhancement of teacher motivation and job satisfaction, and increase in teacher retention.
- Student-related results include better academic achievement, improved language and literacy skills and an increase in student engagement.
- Education system-related results include curriculum relevance and cohesion, an improved education quality and standards and increase education system responsiveness.

It was found that the current teacher training lacks adequate emphasis on linguistics resulting in limited understanding of language and non-linguistic subjects.

Discussions :

To improve the quality of education in Cameroon and address the challenges currently facing the education system, it is crucial to revamp teacher training and curriculum reform. This study has highlighted the need for pedagogical innovation, continuous professional development, and linguistics-infused instructions. The proposed methods and strategies have shown promising outcomes in enhancing teacher training and curriculum reform to meet 21st century demands. To ensure the successful implementation of these recommendations, it is essential that policymakers, educators, and other relevant stakeholders collaborate closely to transform the education system in Cameroon.

30. Social and Emotional Learning (SEL): Integrating African Indigenous Approaches to Foundational Literacy and Numeracy Through Storytelling.

E01-49 ORAL PRESENTATION CONFERENCE ROOM 1

African countries face a complex challenge in adapting their colonial-era educational systems to meet the evolving political, social, and economic demands of the modern world. Despite the passage of time, nearly 60% of youth aged 15 to 17 in Sub-Saharan Africa remain out of school, according to UN statistics (Isaac Kaledzi, 2022). This educational disparity is often driven by conflict, climate change, globalization, and other factors. A significant issue contributing to under education in the region is the lack of curriculum content that reflects the cultural values of local communities. Most subjects are authored by Western writers, thus, embedding Western perspectives into local content. A lot has been done by different stakeholders across the globe to improve on the educational system of Africa countries. Globally known educational institutions have provided funding to local governments to build schools in remote areas, provided toolkits to school administrations with improved methods of transferring knowledge. Furthermore, these wicked issues have been discussed at global summits but often without meaningful community involvement. This study explores the potential for shifting the educational paradigm by tailoring curricula to reflect local histories, languages, and cultural customs. Thus, creating awareness of different knowledges and by incorporating indigenous knowledge systems to shift away from the issues of asymmetry, can make education become more relevant, engaging, and meaningful for students. With the goals to create a safe, accessible and comfortable environment to vulnerable students with the assumption that improved knowledge can lead to behavior change, hence, advancing the transtheoretical model of behavior change (Prochaska and DiClemente, 1983).

This approach also encourages greater community participation, allowing local elders and practitioners to share their wisdom and expertise through teacher empowerment workshops known as SEL. Data for this study were gathered through narratives of implemented initiatives and testimonies from participants in workshops that promoted indigenous learning methods, such as storytelling. These workshops were carried out in some towns in Cameroon and in school milieu and involved Internally Displaced Children (IDPs), caused by the socio-political unrest of the two English speaking (Northwest and Southwest) regions of Cameroon. The process involved students sharing their stories with teachers and peers, with the aim to get relieved from the trauma of war, accept and face their present conditions and thus be easily reintegrated with an open mind to aspire and dream again. These efforts aimed to introduce indigenous knowledge and facilitate knowledge brokering. The findings suggest that targeted training programs, engaging practical exercises with young people (pupils and students) through telling stories can significantly improve education in Africa. The transformation of education through indigenous knowledge requires a paradigm shift toward inclusive, culturally relevant, and sustainable educational practices. By embracing and incorporating this approach in these approaches by different school administrations across Africa, educators can create learning environments that respect and honor Africa's diverse cultures, ultimately leading to more effective, equitable, and transformative education for all learners. Hence, no one would be left behind and or underserve.

31. After-school clubs, a springboard for elevating secondary education in Africa, Empowering students with Essential skills for professionalization

NZOGANG FRANC OLIVIER, UNIVERSITY OF YAOUNDE I-CAMEROON: E01-52 ORAL PRESENTATION CONFERENCE ROOM 3

Background:

In 2015, the United Nations set a clear goal for global education as part of the 2030 agenda for sustainable development, with SDG 4 emphasizing the need for inclusive, equitable, and quality education. Despite efforts to promote inclusive and equitable education, much is still to be done to enhance the quality of teaching across Africa. There is still a gap to be bridged between classroom learning and African countries' evolving societal and economic needs.

Objective:

This project aimed to bridge this gap by equipping secondary school students (ages 14- 18) with relevant employability and entrepreneurship skills, particularly in effective communication and leadership through the establishment of after-school clubs. These clubs were designed to provide a more dynamic and participatory learning environment than traditional classroom settings. During these club sessions, the student's critical thinking capacities were stimulated more than in a classroom setting. The students were given projects to nurture their creativity and harness their interpersonal skills. Throughout this project, students were assisted in building online portfolios showcasing their newly acquired competencies, further preparing them for future opportunities.

Methods :

The pilot phase of this initiative was launched in a high school in Yaoundé, Cameroon. The students selected for the program went through a rigorous screening process. The selection and validation of the students were based on 3 main criteria. Firstly, the academic performance during the first sequence. We wanted to work with students with good school records because the program was demanding and needed serious students. We preferred avoiding situations where the program would not affect the child's academic situation. Secondly, a written test to evaluate the student's intrinsic motivation, and finally a recommendation from the discipline department of the school. After selecting the participants, letters of consent were sent to their parents to get their authorization and to inform them about our expectations to help us monitor any behavioural change in their kids. Direct questionnaires were administered to participants at the beginning of the project and 3 months later other questionnaires were administered. Also, each student's profile was constructed based on the information gotten from them this helped us directly monitor any behavioural change throughout the program.

Findings :

The information obtained from this survey revealed that students were compressed and did not have room to express their full creativity during normal classes. We equally noticed that this initiative was more welcomed by female students compared to their male counterparts who were more stimulated by sports activities. Nevertheless, the after-school sessions offered these students the opportunity to engage in hands-on projects and actively participate in their learning.

Discussions and Conclusions :

This initiative demonstrated the potential of after-school clubs to complement traditional education by addressing key gaps. Our wish is to expand this program to secondary schools across Cameroon, contributing to the broader goal of fostering quality education as wished by the United Nations. Keywords: clubs, quality education, leadership, SDG4.



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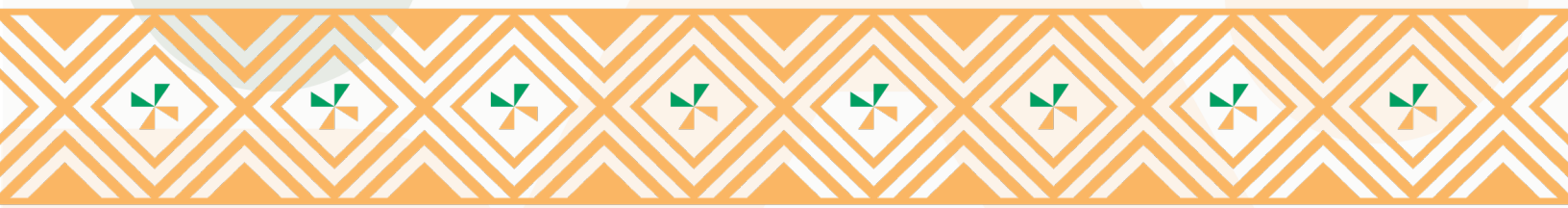
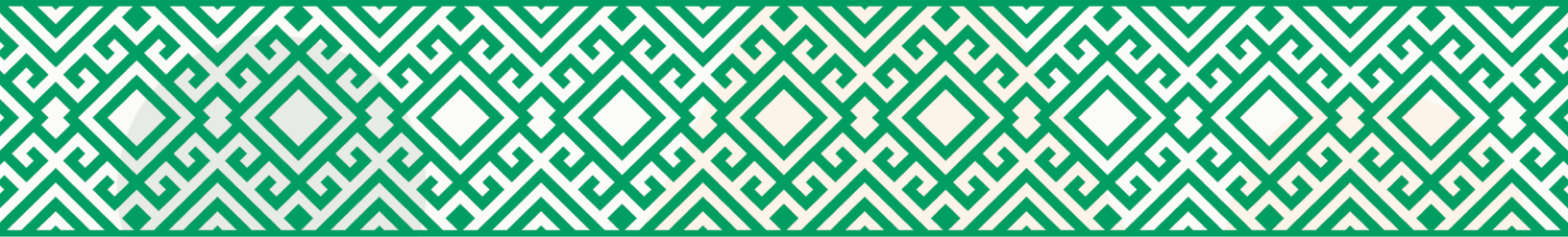
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