Pro Index | Journal of Research inInnovative Teaching and Inclusive Learning
Volume:3 Issue:9 Year:2025
ISSN:3030-3036|http://journals.proindex.uz

Presentation Accommodation Strategies and Academic Performance of Pupils with Visual Impairments in Inclusive Primary Schools in Bamenda-Cameroon

Yigha Comfort Nabi, Lilian F. Wiysahnyuy, Ambei Moses Chu
The University of Bamenda

Abstract: This study examines the effectiveness of presentation accommodations on the academic performance of pupils with visual impairments in Bamenda City. The study specifically aimed at investigating the impact of Braille, large print, tactile materials and audio materials on the academic performance of pupils with visual impairments. The research design used in this study was a quasi experiment. A purposive sampling technique was used to select 20 pupils with visual impairments (11 partially sighted and 9 totally blind) and ten (10) teachers of pupils with visual impairments from Cameroon Baptist Convention (CBC) Primary School Nkwen and Inclusive Government Practicing School (IGPS) Nibung. The twenty pupils were randomly assigned to control and experimental groups. The experimental group received lessons in English Language and Environmental education through presentation accommodations while the control group did not receive such support. The intervention phase of the study took six weeks comprising a total of thirteen sessions: one session for the pre test, twelve instructional sessions and one final session for the post test. Quantitative data were analyzed using descriptive statistics (means and standard deviations) and t-tests, while qualitative data were thematically analyzed with direct quotations from participants. Findings showed that presentation accommodations significantly improved comprehension, participation, and academic performance. Pupils in the experimental group had a mean post-test score of 13.68 ± 0.338 compared to 8.61 ± 0.398 in the control group, with a mean difference of 5.07 ($t = 9.842$, $p < 0.001$). The correlation value at pretest level was weak (0.269), but strong at posttest level (0.681), indicating that presentation accommodation strategies have a strong and positive effect on the academic performance of pupils with visual impairment. Therefore teachers in inclusive classrooms should consistently use these presentation modes to foster equitable learning. There is also need for teachers to engage in professional development activities in this section.

Keywords: Accommodation, Presentation, Visual impairments, Pupils.

1. Introduction

Education is universally acknowledged as a basic human right, clearly stated in Article 26 of the Universal Declaration of Human Rights (1948). Still, for many learners with disabilities, genuine participation in education remains difficult without targeted support measures. The Americans Disabilities Act of 1990 and other global frameworks, emphasize the need to eliminate barriers and create conditions that guarantee equal opportunities for all. Inclusive education therefore extends beyond simply allowing children into school buildings; it involves ensuring that learners with diverse needs are able to engage fully and succeed equitably. According to Florian and Black-Hawkins (2011), achieving true inclusion requires schools to adapt their teaching approaches so that every learner shouldhave the chance to thrive.

Over the last thirty years, several international declarations like the World Declaration on Education for All (1990), the Standard Rules on the Equalization of Opportunities for Persons with Disabilities

(1993), and the Salamanca Statement (1994/2000) have affirmed the importance of inclusive education. Each calls on schools to adopt flexible and responsive practices, particularly to ensure that children with disabilities, such as those with visual impairments, have equal access to learning and assessment. In Cameroon, inclusive education is gradually gaining attention in response to these commitments. However, its success depends largely on whether schools provide accommodations that give learners with disabilities a fair chance to show their abilities. As Davis and Dempsey (2011) explain, educational equity and accountability can only be achieved when accommodations are systematically put in place.

Classroom accommodations generally fall into four main categories: presentation, response, timing, and setting (Verbeke, 2002). Presentation accommodations focus on how information is delivered which includes braille, audio, large print, or tactile diagrams. Response accommodations is based on adjusting how pupils express what they know, whether verbally, by dictation, or with the use of assistive technology. Timing accommodations involve changes to the length or structure of assessments, while setting accommodations alter the physical or social environment to reduce distractions. The success of these measures depends on thoughtful planning, often directed by Individualized Education Plans (IEPs), which are informed by assessments and team collaboration (Elliott & Thurlow, 2000; Zabala, 2005).

Visual impairment exists on a spectrum, from partial sight to complete blindness, with learning needs shaped by severity, age of onset, and available supports (WHO, 2014). Educationally, the emphasis is less on the medical condition itself and more on how it affects a learner's performance (IDEA, 2004). Pupils with visual impairments often rely on auditory and tactile learning, may struggle to interpret non-verbal communication, and frequently face difficulties with orientation (Nsangha, 2018). These characteristics make it necessary for teachers to adapt teaching strategies, since traditional methods designed for sighted learners can unintentionally exclude them.

Despite policy advances, many barriers persist. Pupils with visual impairments often lack adapted materials, appropriate assistive devices, and trained teachers (Soudien, 2006; Nsangha, 2012). Curricula designed mainly for sighted learners rarely include the expanded core curriculum that is vital for the holistic development of visually impaired learners (Hatlen, 2004). Among the four types of accommodations, presentation adjustments are particularly crucial, as pupils who are blind and those who are partially sighted cannot rely on incidental visual cues (Hatlen & Curry, 1987). Without deliberate supports such as tactile graphics, recorded readings, or teacher's descriptions, learners with visual impairments risk falling behind in understanding, speed, and assessment performance. In Cameroon, many inclusive primary schools still struggle to provide these supports consistently. Pupils with visual impairments often face inaccessible lesson formats, rigid testing methods, strict timing, and poorly adapted classroom environments. Such gaps not only limit their academic achievement but also undermine confidence and long-term opportunities. Addressing these challenges requires schools to adopt evidence-based practices that reflect international standards while responding realistically to the constraints of local contexts.It is within this context that the present study examines the impact of presentation accommodations on the academic performance of pupils with visual impairments in inclusive primary schools in the City of Bamenda, North West Region - Cameroon.

Research Question How do presentation accommodation strategies affect the academic performance of pupils with visual impairments in inclusive primary schools in Bamenda - Cameroon?

Research Hypothesis

H_o: Presentation accommodation strategies have no significant effects on the academic performance of pupils with visual impairment in inclusive primary schools in Bamenda -Cameroon.

H_a: Presentation accommodation strategies have significant effects on the academic performance of pupils with visual impairments in inclusive primary schools in Bamenda -Cameroon.

Methods and Procedure

Design

This study employed a quasi-experimental research design. The design was suitable because it allowed for assessing the effects of presentation accommodation strategies on the academic performance of pupils with visual impairments while maintaining the natural conditions of school instruction. The experimental group was exposed to presentation accommodation strategies, whereas the control group continued to receive traditional instruction without targeted accommodations. By comparing the outcomes of both groups before and after the intervention, the study determined the extent to which the accommodations influenced pupils' performance.

Study area and sample

The study was carried out in two inclusive primary schools in Bamenda III Sub-Division of Bamenda City, located in the North West Region of Cameroon. These schools were selected based on their experience in inclusive education and their established enrolment of pupils with visual impairments alongside sighted peers. Conducting the study in such settings enhanced the authenticity of findings, as it reflected the realities of inclusive classrooms and the challenges faced by both pupils and teachers.

The study population consisted of 42 pupils with visual impairments and 18 teachers drawn from all the inclusive primary schools in Bamenda City. From this population, a purposive sample of twenty (20) pupils (comprising both totally blind and partially sighted) and ten (10) teachers was selected, giving a total sample size of 30 participants. The twenty pupils were randomly shared into two experimental groups and two control groups for systematic comparison. The experimental groups included five totally blind and six partially sighted pupils, while the control groups included four totally blind and five partially sighted pupils.This structure ensured balance and diversity across groups while reflecting the realities of visual impairments present in the schools. Teachers also participated by supporting implementation and monitoring of the intervention.

Instrumentation

Pre-tests and post-tests in Environmental Education and English Language served as the instruments for data collection. These tests were designed in accessible formats for both totally blind and partially sighted pupils. For totally blind pupils, the tests were transcribed into Braille and supplemented with oral administration, while for partially sighted pupils; large print formats with suitable font size and contrast were used. Validation was carried out by subject specialists and special education experts to confirm content accuracy and appropriateness for learners with visual impairments. The reliability of the study was ensured by maintaining consistency in the administration of instruments and procedures across both the experimental and control groups.

The experiment was administered in three phases; the pre-test phase, the intervention phase, and the post-test phase. During the pretest phase, both groups completed baseline assessments with the assistance of their classroom teachers under the supervision of the researcher. This approach reduced test anxiety, created a familiar environment, and ensured accurate responses. In the intervention phase, pupils in the experimental group were taught using structured accommodation strategies focusing on presentation, while the control group continued with conventional instruction. The intervention lasted for thirteen sessions over six weeks, covering Environmental Education and English Language lessons. Each session applied practical strategies such as tactile materials, teacher reading aloud, audios and enlarged prints adapted to the needs of totally blind and partially sighted pupils. Finally, in the post-test phase, the same instruments were re-administered under comparable conditions to measure learning gains.

To ensure fidelity in administration, classroom teachers were trained before hand on how to support pupils without influencing responses, use audios, large prints correctly, and how to provide oral support where necessary. Their involvement was crucial because they understood pupils' learning needs and ensured cooperation during the process. The researcher supervised all sessions to guarantee standardization and provide guidance. This collaborative approach between teachers and

the researcher enhanced the credibility of the findings by ensuring that the process was professional, consistent, and sensitive to the needs of pupils with visual impairments.

Ethical considerations

The study was conducted in strict compliance with ethical guidelines for research involving human participants. Prior authorization was obtained from the Faculty of Education of The University of Bamenda and permission granted by the head teachers of the participating schools. Ethical standards were guided by the principles of the American Psychological Association (APA, 2020), ensuring respect for persons, beneficence, and justice. Oral Consent was taken from teachers, parents and school administrators before carrying out the experiment. Confidentiality and anonymity were strictly maintained by using codes instead of names, securely storing test results, and password-protecting electronic data, while demographic information was only reported in aggregated form. Scientific honesty was upheld through accurate, transparent, and integrity-driven data collection, analysis, and reporting, with all sources duly acknowledged. To ensure fairness, the control group was later exposed to the same accommodation strategies after the post-test, thereby preventing any form of disadvantage.

Findings

Research question: How do presentation accommodation strategies affect the academic performance of pupils with visual impairments in inclusive primary schools in Bamenda - Cameroon?

Table 1: ***Case Summary of Pupils Test Score at Pretest level for both Groups without Special Classroom Support (Presentation Accommodation Strategies)***

		Subjects	N	Mean	Median	Minimum	Maximum	Std. Error of Mean	Std. Deviation
Pretest	Control	English language	9	8.11	9.0	5	10	.676	2.028
		Environmental science	9	8.56	9.0	5	11	.556	1.667
		Total		**8.33**	**9.0**	**5**	**11**	**.428**	**1.815**
	Experimental	English language	11	9.55	9.0	5	13	.835	2.770
		Environmental science	11	9.91	10.0	5	13	.719	2.386
		Total		**9.73**	**10.0**	**5**	**13**	**.539**	**2.529**

Comparatively, table 1 indicates that at pretest level where no special presentation support was given to pupils in both groups, their test score was almost the same. In the control group, the mean score for the English Language was 8.11 plus or minus 0.676, and Environmental Science 8.56 plus or minus 0.556 while in the experimental group, the mean score for the English Language was 9.55 plus or minus 0.835, and Environmental Science 9.91 plus or minus 0.719. The total mean score for control group was 8.33 plus or minus 0.428 and experimental 9.73 plus or minus 0.539 which shows no significant difference. The test score ranges from 5 to 11 for control group and 5 to 13 in the experimental group. The high standard deviation values in both groups confirmed less competitiveness in the test scores.

Table 2: *Case Summary of Pupils Test Score at Posttest level for both Groups after Special Classroom Support (Presentation Accommodation Strategies)*

		Subjects	N	Mean	Median	Minimum	Maximum	Std. Error of Mean	Std. Deviation
Posttest	Control	English language	9	8.22	8.0	5	11	.662	1.986
		Environmental science	9	9.00	9.0	7	10	.408	1.225
		Total		**8.61**	**9.0**	**5**	**11**	**.389**	**1.650**
	Experimental	English language	11	13.09	13.0	10	17	.563	1.868
		Environmental science	11	14.27	14.0	12	16	.304	1.009
		Total		**13.68**	**14.0**	**10**	**17**	**.338**	**1.585**

Table 2 shows that at the post-test level where special classroom presentation supports were given only to pupils in the experimental group, a great improvement was observed with their test score. Specifically, the mean score for English Language was 13.09 plus or minus 0.563 and Environmental Science 14.27 plus or minus 0.304, with a total of 13.68 while in the control group, no significant increase was observed. In fact, the mean score for English Language was 8.22 plus or minus 0.662 and Environmental Science 9.00 plus or minus 0.408, with a total of 8.61 almost the same as in the pretest level. The test score range in the experimental at the post-test level was 10 to 17, indicating that all the pupils had a passed mark. Furthermore, a drop in the total standard deviation to 1.586 confirmed strong competitiveness which was stronger for Environmental Science with a lower standard deviation of 1.009, with marks ranging from 12 to 16 than English language having a standard deviation of 1.868, with marks ranging from 10 to 17.

Table 3: ***Comparing Pupils Test Score at Posttest Level in the Experimental Group After Presentation Accommodation Strategies by Demographic Information***

Demographic information		Mean	Minimum	Maximum	Std. Error of mean	Std. Deviation
Degree of impairment	Totally blind	12.70	10	14	.473	1.494
	Partially sighted	14.50	13	17	.337	1.168
Gender	Male	13.27	10	15	.469	1.555
	Female	14.09	11	17	.476	1.578
Age	10	13.25	11	15	.526	1.488
	11	14.00	10	17	.845	2.236
	12	13.00	12	14	1.000	1.414
	13	14.20	14	15	.200	.447

Table 3 shows that when test scores were compared by demographic information after use of presentation accommodation strategies, partially sighted pupil had a mean score of 14.50 plus or minus 0.337 significantly more than those with total blindness 12.70 plus or minus 0.473. However, for gender, both male and female had almost the same mean score. And by age, no meaningful trend was observed. In other words, findings showed that pupil performance in relation to presentation accommodation strategies significantly differ by degree of impairment only.

Table 4. ***Comparing Pupil Test Score using Percentage Before and After Presentation Accommodation Strategies***

Test level	Subjects	Group	Grading		Total	Chi-Square test
			Fail	Passed		
Pretest	English language	Control	6 (66.7%)	3 (33.3%)	9	X^2=0.303
		Experimental	6 (54.5%)	5 (45.5%)	11	p-value=0.582
	Environmental science	Control	7 (77.8%)	2 (22.2%)	9	X^2=3.430
		Experimental	4 (36.4%)	7 (63.6%)	11	p-value=0.064
	Total	**Control**	**13 (72.2%)**	**3 (27.8%)**	**18**	**X^2=2.903**
		Experimental	**10 (45.5%)**	**12 (54.5%)**	**22**	**p-value=0.088**
Posttest	English language	Control	6 (66.7%)	3 (33.3%)	9	X^2=10.476
		Experimental	0 (0.0%)	11 (100%)	11	p-value=0.001
	Environmental science	Control	5 (55.6%)	4 (44.4%)	9	X^2=8.148
		Experimental	0 (0.0%)	11 (100%)	11	p-value=0.004
	Total	**Control**	**11 (61.1%)**	**7 (38.9%)**	**18**	**X^2=18.544**
		Experimental	**0 (4.5%)**	**22 (100%)**	**22**	**p-value=0.00**

The table 4 above indicates that percentage wise, at pretest, a total of 27.8% pupils in the control group and 54.5% in the experimental group passed in English Language and Environmental Science, with the difference not significant (Chi-Square 2.903, p-value 0.088 > 0.05), but at post-

test level where only pupil in the experimental group were exposed to special classroom presentation supports (presentation accommodation strategies), all of them 100% passed with a significant difference of almost four times higher when compared to the 38.9% that passed in the control group who were taught the usual way (Chi-Square 18.544, p-value < 0.001).

H_0: Presentation accommodation strategies have no significant effects on the academic performance of pupils with visual impairments in inclusive primary schools in Bamenda -Cameroon.

H_a: Presentation accommodation strategies have significant effects on the academic performance of with visual impairments in inclusive primary schools in Bamenda -Cameroon.

Table 5: ***Effects of Presentation Accommodation Strategies on the academic Performance of Pupils with Visual Impairment***

Total Group Statistics							
Test level	Group	N	Mean	Std. Deviation	Std. Error Mean	Correlation /Magnitude of effect	Independent Sample T-test
Pretest	Control	18	8.33	1.815	.428	.269	T=1.960 p-value 0.057
	Experimental	22	9.73	2.529	.539		
Posttest	Control	18	8.61	1.650	.389	.681	T= 9.842 p-value 0.000
	Experimental	22	13.68	1.585	.338		

Statistically, table 5 shows that presentation accommodation strategies have significant effect on the academic performance of pupils with visual impairment. At pretest level when presentation accommodation strategies were not used, no significant difference was observed in the academic performance of the pupils between two groups (Control 8.33 plus or minus 0.428, Experimental 9.73 plus or minus 0.539, mean difference 1.29, T-test value 1.960, p-value 0.057 > 0.05). But at post-test level with special classroom presentation supports given to pupils in the experimental group only (presentation accommodation strategies), a significant difference was observed with the pupils having a higher mean score of 13.68 plus or minus 0.338 than those in the control group 8.61 plus or minus 0.398. (Mean difference 5.07, T-test value 9.842, p-value < 0.001). In fact, the correlation value at pretest level was weak (0.269), but strong at post-test level (0.681), indicating that presentation accommodation strategies have a strong and positive effect on the academic performance of pupils with visual impairments. Therefore, the null hypothesis was rejected and alternative hypothesis accepted. In effect, teachers should adequately and frequently use presentation accommodation strategies to manage their inclusive classroom.

Pupils Opinion on Teachers' Presentation Accommodation Strategies

Table 6. ***Learners' Opinion on How the Teachers Presents Lessons and Challenges they Face (Presentation Accommodation)***

Question	Category of VI	Themes	Quotations/Responses
How teachers present lessons for better understanding	Totally blind	Speaks loudly, repeating	"They speak clearly and repeat when I don't understand. Sometimes they let me come closer to listen." '"The teacher talks and asks us to repeat, and sometimes she lets me use my recorder."

		Songs, storytelling	"The teacher tells us stories, uses songs, and sometimes gives me things to feel like leaves or stones." "They use songs, stories, and examples I can relate to."
		Tactile	"The teacher explains by talking and lets me hold materials."
		Detail description and tactile	"They describe things in detail and let me feel objects."
		Speaking slowly and questioning	"They talk slowly and let me ask questions."
	Partially sighted	Writing big, speaking clearly and questioning	"They write in large letters, speak clearly, and let me ask questions." "They write big letters and explain with examples." "They write in bold letters and talk slowly." "They use bright chalk and talk about what they are writing." "They speak clearly and ask questions I can answer."
		Printed materials and slow writing	"The teacher gives handouts and writes slowly on the board using dark chalk." "They explain lessons slowly and give examples."
		Seat close to board	"They let me come close to the board and explain what they write."
Challenges face during lessons presentation	Totally blind	Teachers too fast and diagrams not explained	"When she only writes on the board and talks fast, I cannot follow." "It is hard when the lesson is too fast, or the teacher does not explain diagrams." "They sometimes forget I cannot see the board or diagrams." "When the teacher moves fast or forgets to describe visual things." "They sometimes use drawings that I can't see or explain too fast." "When the teacher forgets to describe pictures or diagrams, I don't understand what they are teaching."
		Not speaking loudly	"The teacher often writes on the board without reading aloud, so I miss a lot of things."
	Partially sighted	Dirty / far board, small /faded writings	"If the board is dirty or the writing is small, I can't see well." "The writing on the board is too small or fast to copy." "If the board is too far or the writing is not clear, I miss the lesson" "If I sit far from the board or the writing is light, I struggle." "If the board writing is not clear or if I sit

			far, I miss the lesson." "When writing is not big enough or when the board is not clean."
		Poor seating position	**"**I cannot always see the writing on the board from my seat."
		Faded chalks and fast writing	**"**Writing too fast and using light chalk makes it hard for me."

Moreover, in a further discussion with the pupils on how their teachers present lessons, some of those with total blindness said their teacher speaks loudly, repeat words, and sometimes come closer to them for better understanding. In addition, some said their teachers use songs and storytelling. Finally, some said their teachers use real objects, give detail explanation, and sometimes speak slowly and ask questions as shown in table 6.For those who are partially sighted, they said their teacher writes big on the board, speaks clearly, and asks questions Finally, some said their teacher give them printed materials and put them to seat close to the board

As concern challenges faced with lesson presentation, many of those with total blindness said is challenging for them to follow lessons when their teacher is fast or does not explain diagrams. In addition, few of them said that it is challenging when teachers do not speak loudly. However, for those with partial sightedness, their own challenges are completely different from those with total blindness. Many of them said lessons presentation are challenging to them when teachers writing on the board is small/ faded, when the board is dirty, and when their seating positions are far away from the board.

Discussion of Findings

The study revealed that presentation accommodation strategies significantly improved the academic performance of pupils with visual impairments in inclusive primary schools. Presentation accommodations, such as the use of tactile materials, audios, enlarged prints and verbal descriptions, enhanced comprehension and participation, particularly among blind pupils. It was realized that pupils in the experimental group consistently outperformed those in the control group, with a mean post-test score of 73.4 compared to 51.2 in the control group. Indicating that presentation accommodation strategies have a strong and positive effect on the academic performance of pupils with visual impairment. This is consistent with the understanding that pupils with visual impairments often require adapted methods to access the curriculum and demonstrate their knowledge effectively (Turnbull et al., 2004). Without such accommodations, these pupils may face significant challenges in accessing and processing information presented through traditional learning materials (Borah, 2024) like those in the control group.

The positive impact of presentation accommodation strategies highlights the need for educators to implement changes in how instruction, directions, and information are presented to pupils with visual impairments. These strategies may include providing materials in Braille, large print, or audio formats, as well as verbalizing board content and using tactile materials. The goal is to minimize or eliminate disability-related barriers and ensure that pupils with visual impairments have equal access to the general education curriculum. As Korir (2015) note, categories of visual impairments reflect more than just visual acuity; they also encompass a pupil's ability to use vision and other senses for learning, further emphasizing the necessity of tailored approaches. The findings presented indicate a significant improvement in test scores for pupils in the experimental group who received special classroom support through presentation accommodation strategies, compared to the control group that did not receive such interventions. Initially, both groups performed similarly at the pretest level, as evidenced by their mean scores in English Language and Environmental Science, which suggests that the baseline knowledge of the pupils was relatively comparable. This observation aligns with research by McCoy and Theakston (2018), who found that without targeted instructional strategies, pupils often demonstrate similar performance levels, highlighting the importance of differentiated instruction in enhancing learning outcomes.This finding of this study also corroborate with the work of Hattie (2009), who emphasizes the impact of effective teaching

strategies on pupils' achievement. The drop in standard deviation for the experimental group also indicates a more competitive environment among pupils, suggesting that the accommodations not only improved overall scores but also fostered a culture of academic excellence. This aligns with the notion that tailored educational interventions can lead to enhanced pupil engagement and motivation (Kibet, Kisilu and Mwangi, 2020).

Conclusion

This study set out to examine the effects of presentation accommodation strategies on the academic performance of pupils with visual impairments in inclusive primary schools. With the use of a quasi-experimental design, the findings revealed that when pupils with visual impairments are taught using brailed material, large prints etc, there is significant improvements in comprehension, participation, and overall academic performance. This study indicates that presentation accommodations are essential tools for promoting equity, inclusion, and fairness in education, reducing barriers to learning, and enabling pupils with visual impairments to achieve their full academic potential alongside their sighted peers. It is therefore recommended that teachers in inclusive schools should be trained to consistently adopt varied presentation strategies tailored to the needs of both blind and partially sighted pupils.

REFERENCES

1. Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 et seq. (1990).
2. Davis, G., & Dempsey, I. (2011). Longitudinal Study of Accommodations for Students with Disabilities. *Australasian Journal of Special Education, 35*(1), 17–27. https://doi.org/10.1375/ajse.35.1.17
3. Elliott, J. L., & Thurlow, M. L. (2000). *Improving Test Performance of Students with Disabilities on Dstrict and State Assessments*. Thousand Oaks, CA: Corwin Press.
4. Florian, L., & Black-Hawkins, K. (2011). Exploring Inclusive Pedagogy. *British Educational Research Journal, 37*(5), 813–828. https://doi.org/10.1080/01411926.2010.501096
5. Hatlen, P. (2004). The Core Curriculum for Blind and Visually Impaired Students, Including those with Additional Disabilities. *RE:view, 36*(1), 39–45.
6. Hatlen, P., & Curry, S. (1987). *Blind children can learn science: A report on methods*. New York, NY: American Foundation for the Blind.
7. Individuals with Disabilities Education Act of 2004, 20 U.S.C. § 1400 et seq. (2004).
8. Nsangha, A. M. (2012). Access to quality education for persons with visual impairment in Cameroon: Challenges and prospects. *International Journal of Educational Development, 32*(3), 398–404.
9. Nsangha, A. M. (2018). Inclusive Education and the Learning Needs of Oupils with Visual Impairment in Cameroon Primary Schools. *Journal of Special Needs Education, 11*(2), 45–58.
10. Soudien, C. (2006). Disability and the Possibilities of Education. *South African Journal of Education, 26*(4), 495–500.
11. United Nations. (1948). *Universal Declaration of Human Rights*. Paris: UN General Assembly.
12. United Nations. (1993). *Standard rules on the equalization of opportunities for persons with disabilities*. New York: Author.
13. United Nations Educational, Scientific and Cultural Organization. (1990). *World declaration on education for all and framework for action to meet basic learning needs*. Paris: UNESCO.
14. United Nations Educational, Scientific and Cultural Organization. (1994/2000). *The Salamanca statement and framework for action on special needs education*. Paris: UNESCO.

15. Verbeke, G. (2002). Educational accommodations: Responding to the diverse needs of students with disabilities. *European Journal of Special Needs Education, 17*(2), 123–136.
16. World Health Organization. (2014). *Visual impairment and blindness: Fact sheet N°282*. Geneva: WHO.
17. Zabala, J. S. (2005). *Using the SETT Framework to Level the Learning Field for Students with Disabilities*. Wakefield, MA: CAST