

May 2009 Baptist Comprehensive High School Njinikejem, Boyo, North West Region, Cameroon.

May and June 2009 were exciting times for BCHS Njinikejem. On May 8th, modern specialist learning facilities for deaf students started to become a reality. The deaf centre received its first three new and up to date PCs.



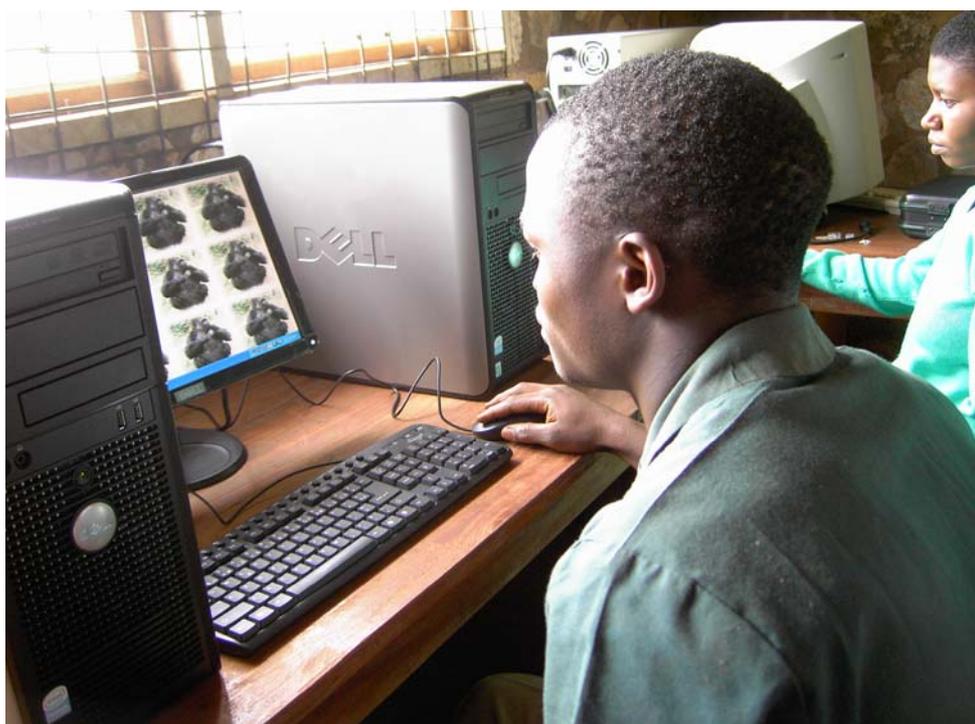
Mr Che Manasseh, translates the ceremony in the school chapel, into ASL for hearing impaired students.



The National Chairman and Education Secretary (above) of the Cameroon Baptist Convention, with the Field Pastor, school administration, governors and student population in attendance received IT equipment, gifted it was emphasised to help them in the very difficult task they have undertaken. They are the first and only school in Cameroon to offer integrated secondary education to hearing impaired students. Deaf children live and study alongside hearing students.

The new computers¹ were loaded with video and other resources for teaching and learning sign language, as well as information sheets, activities and other educational material that you and I are able to access on-line. Internet is available via cell phone providers in Njinikejem, currently beyond the means of the school as well as most individuals.

Interactive IT books and CDs will help the students make the most of the equipment now available to them.



¹ Donated by UNAFAS and TGF



The occasion also provided opportunity for a training session for teachers, Tamnjong Melanie (right) showed GCHS teachers a range of activities that they can introduce to the deaf centre and wider school.



UNAFAS donated wall posters, a wall map, books, readers, technical manuals for the school environment club, as well as seeds and materials for the children to nurse fruit trees to plant out on the school campus. She answered many questions, and above all how to make good use of the resources they received.

We will continue to support the school – the priority of teachers and administrative staff is to design a programme that will ensure that the resources are effectively used. They need to select activities, make schedules and increase time available for the signing club, to rearrange timetables so that deaf children have periods out of the classroom lectures to work on IT equipment, and to get lecture notes onto computers. Also to record their experiences, problems, and how they solve them. They are keen to have contact with deaf education experts elsewhere.

A priority for us is to increase the number of computers to ten, three machines for forty four students is few.