



Paper: “Analyser le rôle du soutien à l'autodétermination sur le développement des compétences artistiques chez les sujets atteints de trisomie 21 en contexte camerounais”

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<i>(revoir la forme des verbatims)</i>	
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(Proposition : Analyser l'impact du soutien à l'autodétermination sur le développement des compétences artistiques chez les individus atteints de trisomie 21 dans le contexte camerounais.)	
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(Keywords should be classified according to their appearance in the abstract.)	
3. There are a few grammatical errors and spelling mistakes in this article.	4
(They are mentioned in the article.)	
4. The study methods are explained clearly.	4

<i>(Please insert your comments)</i>	
5. The results are clear and do not contain errors.	4
<i>(Please insert your comments)</i>	
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<i>(the conclusion is not very detailed)</i>	
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<i>(you need to review the references according to the guide)</i>	

Overall Recommendation (mark an X with your recommendation) :

Accepted, no revision needed	
Accepted, minor revision needed	x
Return for major revision and resubmission	
Reject	

Comments and Suggestions to the Author(s): interesting subject, good luck.

Comments and Suggestions to the Editors Only:

Proposition

Résumé

L'autodétermination donne à chaque personne la possibilité de façonner sa vie et de prendre ses propres décisions selon ses valeurs. Cette recherche porte sur les bénéficiaires du Centre National de Réhabilitation des Personnes Handicapées (CNRPH) au Cameroun, qui sont atteints de trisomie 21, et participent aux divers ateliers d'art offerts par ce Centre. Elle a pour but de décrire les méthodes d'aide à l'autodétermination et son apport aux capacités artistiques des individus porteurs de la trisomie 21. Nous avons conduit des interviews semi-structurées avec les professeurs et les élèves, et mis en place une matrice d'observation pour les compétences développées. L'évaluation révèle que quand les enseignants : offrent des alternatives de sélection ; encouragent le rôle d'accompagnateur plutôt que celui de l'enseignant traditionnel ; délivrent des retours positifs et instaurent un climat de confiance parmi leurs élèves, on observe que ces derniers démontrent une implication constante et durable dans les activités artistiques, en coordonnant, choisissant et mettant en œuvre les mouvements, outils et expressions appropriés. Par ailleurs, les apprenants perçoivent ces mesures d'assistance comme des éléments stimulant leur motivation, renforçant leur engagement et améliorant l'organisation de leurs tâches.