

REPORT OF THE BASELINE SURVEY AND STAKEHOLDERS MAPPING ON INCLUSIVE BASIC EDUCATION IN AKWA- IBOM STATE, KWARA STATE AND THE FEDERAL CAPITAL TERRITORY ABUJA

SEPTEMBER, 2015

BASELINE SURVEY CONDUCTED BY THE JOINT NATIONAL ASSOCIATION OF PERSONS WITH DISABILITIES (JONAPWD) AS PART OF ITS PROJECT ON ADVOCACY FOR INCLUSIVE UNIVERSAL BASIC EDUCATION IN NIGERIA WITH SUPPORT FROM THE AMERICAN PEOPLE THROUGH THE USAID STRENGTHENING ADVOCACY AND CIVIC ENGAGEMENT (SACE) PROGRAMME IN NIGERIA

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"Improve Access for Inclusive Basic Education for Children With Disabilities in Nigeria"

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FOREWORD

Education is a necessity for every member of every society. The growth, progress and development of any society is based on how educated its citizens are. This is because it is through education that the manpower or human capacity of the society is developed which in turn helps in harnessing other resources. In fact, development experts have asserted that the higher the number of educated citizens in a nation, the more developed the nation will be.

Several credible researches conducted by very renowned international development agencies like UNICEF and UNESCO have identified Nigeria as one of the countries with the lowest standard and quality of education and highest number of out of school children. For instance, while current international ratings show that no Nigerian university ranks among the best 100 in the world, it has also been established that more than 12 million Nigerian children are currently out of school.

In the midst of these very worrisome educational profile are the even more disturbing facts that not only do children with disabilities constitute more than 20% of out of school children, not less than 95% of children with disabilities in poor and middle income countries can't gain access to basic education and may never receive any form of education all through their life time.

This situation is manifest in Nigeria because virtually all public and private primary and secondary schools, classrooms, school curriculum, instructional aides, playgrounds and teachers, etc are designed, developed and administered in such manners that completely exclude and deny access to children with disabilities. The several millions of children with disabilities are confined to only few hundreds of special schools with very limited and inadequate infrastructure, facilities and manpower; thereby denying about 95% of them any access to basic education.

The implication of this situation is that several millions of Nigerian children are excluded from basic education because of their disability status, thus increasing the social and economic burden which Nigeria and Nigerians have to bear.

Besides this social implication, it is also clear that the fundamental rights of these children as provided for by the Nigerian Constitution of 1999 and the several other local and international laws and policies have been denied them by the government and the society. So the question is how might we ensure that these millions of children with disabilities are able to go to school? How might we ensure that every primary and secondary school in every community in Nigeria is inclusive of, and accessible to all children including those with disabilities?

The quest to seek answers to these and several other questions of social exclusion of persons with disabilities in Nigeria motivated the Executive Board of the Joint National Association of Persons with Disabilities in Nigeria under my humble leadership to submit a Concept Note under the Request for Applications issued by the USAID through its Strengthening Advocacy and Civic Engagement (SACE) project in Nigeria in August, 2014; proposing to conduct a 4-year advocacy on **“Strengthening the Capacity of Disabled People’s Organizations and relevant stakeholders to promote transparency and accountability for Delivery of Inclusive Basic Education in Nigeria.”** Upon the award of the SACE grant in November, 2014, JONAPWD set out to unravel the actual realities of the plight of children with disabilities with regard to their access to universal basic education in Nigeria. Citing

the project in three locations (FCT Abuja, Akwa-Ibom state and Kwara state) was based on the need to harness existing policy opportunities, extend opportunities for educational inclusion and access for children with disabilities to underserved areas, initiate strategic and innovative approaches and achieve a national impact.

The goal of the project is “Improving the inclusion and access of children with disabilities to quality basic education in Nigeria through effective stakeholders’ advocacy and engagement”

The project’s key objectives include:

- DPOs including JONAPWD are better empowered to engage UBEC, Ministries of education and other relevant stakeholders on issues of Inclusive Universal Basic Education through effective budget monitoring, Policy Impact Assessment and other advocacy activities.
- Enhance capacities of stakeholders (DPOs, CSOs, state and non-state actors) to effectively engage on issues and practices in inclusive education.
- increase the level of public awareness on inclusive basic educational needs of children with disabilities among key stakeholders in the educational sector.

The first step taken towards achieving these goal and objectives was to identify and establish real evidences on the actual situation on the ground within the three project locations through the conduct of a Baseline Survey and mapping of relevant stakeholders. The focus of the survey was to identify gaps in the legal, policy and institutional frameworks; measure the level of implementation of inclusive education; examine the nature of partnerships and collaboration among stakeholders and evaluate their perception of, and attitude towards issues of inclusive education.

Our intention is to use the outcomes from this Baseline Survey as a launch-pad for this 4-year advocacy project by developing advocacy tools, methods and messages in line with findings, conclusions and recommendations from the report which point to the objective realities on the state of inclusive education in Nigeria. Our target is to strengthen capacities of broad clusters of DPOs and CSOs across national and sub-national levels to constructively engage with supply-side Actors; demanding for policy reforms, transparency and accountability in the funding and delivery of inclusive education accessible to children with disabilities in Nigeria. It is obvious that Nigeria will not be able to achieve the objectives of the Sustainable Development Goals 4, which proposes that education must be inclusive and accessible to all children irrespective of their disability status; Article 24 of the UN Convention on Rights of Persons with Disabilities which provides for inclusive and accessible education for children with disabilities; and the Universal Basic Education Act of 2004 which provides that “education is free and compulsory for all children” if all stakeholders fail to take appropriate steps to make all primary and secondary schools in Nigeria inclusive of, and accessible to millions of children with disabilities who are currently out of school.

The outcomes of this Baseline Survey have revealed to us that though the overall human and institutional capacities are significantly low, and the legal and policy frameworks are inadequate, we find hope with the reasonably high level of awareness and the positive perceptions and attitude of stakeholders towards the issues of inclusive education.

We are therefore optimistic that this Baseline Survey Report will stimulate appropriate attitudes and actions from both the demand and supply side Actors towards identifying and responding promptly and positively to all capacity, institutional, legal, policy, and other socio-economic and political gaps, and

removing all barriers that are hindering the inclusion and access of children with disabilities to regular basic schools in Nigeria.

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We express sincere appreciation to all respondents in the three project locations (FCT Abuja, Akwa-Ibom state and Kwara State): members of JONAPWD and CSOs, officials of MDAs (especially federal and state Ministries of education, NERDC, UBEC and SUBEB) and media practitioners who actively participated in the process of gathering data for this survey. We hold in very high esteem, the invaluable contributions made by stakeholders during the 2-day validation workshop for this report.

We particularly thank the Permanent Secretaries, directors and other very senior officials of MDAs in the three project locations who worked with the research team to ensure prompt and sincere response to the questionnaires and the provision of relevant documents to support the research.

We also express our profound appreciation to Ms. Ekaete Judith Umoh, the National President of JONAPWD and the Project Team Lead for her mentorship, support and supervision which greatly influenced the active participation of JONAPWD and CSO members.

We are very grateful to renowned scholars especially Dr. Ayo Garuba, Principal Lecturer at the School of Education, Federal College of Education, Yola whose extensive researches in this subject contributed immensely to the literature used in this study.

Lastly, JONAPWD and the research team are particularly grateful to USAID for supporting this baseline survey through its Strengthening Advocacy and Civic Engagement (SACE) project in Nigeria.

LIST OF ABBREVIATIONS

CSO: Civil Society Organization

JONAPWD: Joint National Association of Persons with Disabilities

LGEA: Local Government Education Authority

MDAs: Ministries, Departments and Agencies

PTA/PTF: Parents Teachers Association/Parents Teachers Forum

PWDs: Persons with Disabilities

SACE: Strengthening Advocacy and Civic Engagement

SUBEB State Universal Basic Education Board

UNCRPD: United Nations Convention on Rights of Persons with Disabilities

UNESCO: United Nations Educational, Social and Cultural Organization

UNICEF: United Nations Children Education Fund

USAID: United States Agency for International Development

UBEC: Universal Basic Education Commission

EXECUTIVE SUMMARY

The idea, concept and practice of inclusive education was initiated in response to the urgent need to drastically reduce the population of out of school children in the world; about 20% of whom are children with disabilities. The key objective of inclusive education especially at the basic (primary and secondary) level is to ensure that all schools in every locality are accessible to all children irrespective of their disability status.

In addition, inclusive education was developed in response to the several limitations of special education in enhancing the social inclusion of persons with disabilities. The failures of the delivery and impact of special education through special schools can be explained within the context of contemporary global developments especially in view of international advocacies for social inclusion of persons with disabilities in all spheres and sectors of the society including education. In particular, special schools have generally contributed towards promotion of segregation, discrimination, institutionalized restriction and social exclusion of persons with disabilities. For instance, several literatures documenting experiences of persons with disabilities in Nigeria reveal that they often experience many difficulties interacting and integrating with mainstream society after living special schools. This situation has also been found to be one of the major reasons behind the low public awareness about persons with disabilities.

Furthermore, amidst several other inadequacies bedeviling the administration of special schools, they are found to be too few; numbering in few hundreds to provide quality basic education to the several millions of children with disabilities who are out of school. They are also lacking in the number and quality of teachers and other personnel, teaching aides, assistive technologies and mobility aids, classroom and other infrastructure and facilities required to deliver quality basic education to children with disabilities.

In Nigeria, the Universal Basic Education Act of 2004 provides that basic education is free and compulsory; provides for the establishment of relevant agencies (UBEC, SUBEBs AND LGEAs) to fund and administer basic education at national, state and local levels respectively have been found to be very insensitive to inclusion of children with disabilities and their access to basic education. The Nigerian government has also done very little to domesticate the Salamanca Declaration of 1994, the UNCRPD and several other international laws, policies and regulations which advocate for the educational rights of children with disabilities.

In view of these challenges, and in spite of on-going efforts by government and other stakeholders to implement inclusive education in Nigeria, it has become pertinent to take concrete steps aimed at developing appropriate legal and policy frameworks; securing increased funding; building human capacity and raising public awareness and commitment to the promotion and implementation of inclusive education.

With support of the USAID SACE project in Nigeria, JONAPWD considered it important to make a 4-year strategic intervention to conduct advocacy on inclusive basic education in three locations (Akwa-Ibom, Kwara and FCT Abuja) with a view to making far-reaching impacts at both national and sub-national scales. A major precursor to any concrete steps in this direction is the need to gather informed and accurate evidence of the objective realities of inclusive education in Nigeria, and the need to identify (through mapping) key stakeholders whose contributions are required to achieve desired successes.

This report is therefore a documentation of the processes and outcomes of a one month baseline survey and stakeholders mapping conducted in the three project locations. The findings and recommendations from this report will significantly influence the design, methods and scope of advocacies to be conducted, capacity to be built and the strategies of public awareness to be adopted.

Some of the key findings of the Baseline Survey include:

1. This Baseline Survey reveals that only two of the three project locations: FCT Abuja and Kwara state currently have a documented policy on inclusive education. Akwa-Ibom state is yet to develop a policy in this regard.
2. It is also established that there is no adequate national legal, policy and institutional framework required to drive the implementation of inclusive education in Nigeria. While the UBE Act of 2004 is found to be insensitive and poorly funded to implement inclusive education for children with disabilities, other policy instruments including the draft National Policy on Special Needs Education and the National Policy on Education, as well as the state-level policies on inclusive education (in Kwara state and FCT Abuja) are found to contain some technical deficiencies and have remained virtually on paper.
3. Across the three project locations, special education (special schools) for children with disabilities is still widely implemented. However, Akwa-Ibom and Kwara states present evidence on the process of integrating children with disabilities into separate classrooms within regular schools.
4. Through interactions with policy-makers across the three project locations, we find a clear demonstration of very positive perception, attitude and the willingness to fully support the implementation of inclusive education. Policy-makers fully acknowledge their capacity and institutional gaps as well as the gaps in existing legal and policy frameworks (especially the UBE act) and are willing to facilitate the process of legal, policy and institutional reforms.
5. On the contrary, we find a mixture of perceptions within the disability community with regard to inclusive education. While majority of the disability clusters express positive perception, attitude and support for the idea and practice of inclusive education, the deaf community express some reservations and fear; noting that due to the language and communication needs peculiarities of deaf children, and due to human and institutional capacity gaps, deaf children may not get adequate support in inclusive schools if improperly implemented.
6. This survey establishes the prevalence of weak partnership and collaboration between and among stakeholders in the implementation of inclusive education in the three project locations. Expectedly, MDAs enjoy more partnership with other stakeholders because of its central statutory role in the management of the educational sector. However, there is weak relationship with other stakeholders especially the media and the private sector in all the three locations.
7. This research establishes the prevalence of low technical and professional capacity among policy-makers and practitioners in the delivery of inclusive education. This trend cuts across the three project locations.
8. We find a state of very high level of awareness among stakeholders on issues of inclusive education across the three project locations. It also appears that most stakeholders have come across information on inclusive education through advocacy tools like handbooks, manuals, factsheets as well as the media. However, there is a generally low use of the social media by stakeholders to drive public awareness on inclusive education.
9. Generally, this baseline survey establishes the presence of a fairly conducive socio-political atmosphere for the implementation of inclusive education in Nigeria. Despite the prevailing legal, policy, institutional, technical and human inadequacies, most stakeholders have clearly demonstrated appreciable knowledge, interest and willingness to support implementation of inclusive education. This study also discovers the willingness of stakeholders to develop and strengthen partnerships and collaborations for the purpose of promoting the practice of inclusive education in Nigeria.

10. Finally, for the first time ever in Nigeria, this survey has established possibilities and capacity of DPOs like JONAPWD to lead and drive development and social inclusion of the disability community through strategic engagement with government and other stakeholders.

The key recommendations proposed to identify gaps include:

1. The first step towards promoting and supporting the implementation of inclusive education in Nigeria is for stakeholders to collaborate for the review of existing legal and policy frameworks including the UBE Act of 2004, the draft National Policy on Special Needs Education and the National Policy on Education. Stakeholders in the state governments also need to initiate policies in this direction while those states with policies on inclusive education should work towards full implementation.
2. While developing and/or working towards implementing existing legal and policy frameworks, federal and state governments should also set-up appropriate institutional structures and processes as provided by the appropriate laws and policies required to oversee the full implementation of the laws and policies on inclusive education. In addition, short, medium and long term strategic implementation plans should be put in place. This must be proactive and realistic and take into consideration the peculiar and undeveloped nature of special and inclusive education in Nigeria.
3. Specifically, state and federal government should provide required infrastructure and facilities like accessible classrooms, toilets, playgrounds, offices, assistive technologies, mobility aides, visual aids, hearing aids, etc. All these infrastructure and facilities should be on ground before the take-off of full inclusive basic education. Government does not have to build new schools. Rather, existing regular basic schools should be rehabilitated and provided with the mentioned infrastructure and facilities to make them inclusive of and accessible to children with disabilities.
4. Strategic and intensive capacity-building should be the priority of state and federal government in order to fill the capacity gaps. Regular teachers should be adequately exposed to the nature, practice and demands of special and inclusive education. Although the education policy provides for a compulsory component of Elements of Special Education for all teacher education students, there are still some teacher education institutions (especially in the universities) which are yet to implement this important policy provision. In addition to getting these institutions to implement the projects, more course units on special and inclusive education should be made compulsory for all teachers-to-be, especially those going to teach at primary and secondary school levels.
5. State and federal government should launch aggressive public awareness and enlightenment campaigns; targeting all categories of stakeholders especially parents, local communities, faith-based organizations, CSOs, professional groups and the private sector on the need to support educational inclusion and access of children with disabilities in regular school systems.
6. Federal and state governments should encourage and strengthen partnerships and collaborations with other stakeholders especially DPOs, CSOs, the media, parents forum, professional groups, the private sector and development agencies especially with regard to funding and monitoring of the implementation of inclusive education within their immediate localities.
7. Federal and state governments should set-up Special Fund for the implementation of inclusive education. Meanwhile, adequate annual budgetary allocations should be made, duly appropriated and transparently implemented to ensure proper delivery and sustainable effective impacts of inclusive basic education for children with disabilities in Nigeria.
8. Finally, there is also the need to identify and reiterate possible ways of improving the roles and responsibilities of critical stakeholders whose participation and collaboration is inevitable if inclusive education is to be achieved in Nigeria. Recommendations proposed in this section are to be reproduced with other relevant information into Factsheets which is to serve as the core of advocacy materials to be used in strategic engagement with the following stakeholders.

CHAPTER 1: INTRODUCTION

1.0 BACKGROUND

The concept and practice of inclusive education began to gain ground in Nigeria around 2002 when experts and professionals gave it prominent attention at the 12th Annual National Conference of the National Council for Exceptional Children held at Minna, Niger State, in August of the same year.¹ One of the keynote Speakers at the conference, Tim Obani (one of the pioneers in special education in Nigeria), argued, "The old special education system with its restrictive practices cannot successfully address these problems [of children with disabilities]. The answer lies in inclusion or inclusive schooling, in changing and recognizing the entire school system to accept all children and cater to their varied 'special' or 'ordinary' learning needs and difficulties"²

The quest for inclusive and accessible education and schools for persons with disabilities especially at the basic education level has rapidly increased in Nigeria since the 2000s. The Salamanca Declaration of 1994 and the UN Convention on Rights of Persons with Disabilities (UNCRPD) of 2006 are two major international legal and policy frameworks which provided great impetus for increased advocacies for inclusive education in Nigeria. While some states are beginning to show reasonable interests in this direction, it is pertinent to note that there are still obvious policy, funding, human capacity, institutional and infrastructural gaps which should be promptly addressed.

Prior to this time, children with disabilities attended special schools at the primary level while they were integrated into mainstream schools and institutions at secondary and tertiary levels respectively. Most of those with acute learning difficulties and/or adults (who acquired disabilities at older age) were trained in rehabilitation and vocational centers.

According to Ayo Garuba, Two eras have been identified in the development of provision of education for persons with disabilities in Nigeria. The first is the humanitarian/missionary era (1945-1970) during which, provision of services was dominated by private voluntary organizations (PVOs) and private individuals. During this era, religious bodies (mostly Christian) were the driving force behind establishing and maintenance of services and programmes for children and adults with disabilities. During this era, the attitude of the Government was somehow lackadaisical, in matters concerning persons with disabilities.³

The second was the social service era which saw the development of service. The country witnessed a significant contribution from the government, in terms of commitment as well as inputs and there was a relegation of the PVOs and private individuals to the background. This era which commenced immediately after the civil war that ravaged the country for three years, also saw the commencement of the system of Universal Primary Education (UPE) and the eventual takeover of all schools (including

¹Garuba A. (2003); **"INCLUSIVE EDUCATION IN THE 21ST CENTURY: CHALLENGES AND OPPORTUNITIES FOR NIGERIA."**BRIEF REPORTS FROM THE *Asia Pacific Disability Rehabilitation Journal*. Vol. 14 No. 2 <http://www.sjmse-library.sch.ng/E-Books%20Phil/included-nigeria.pdf>

² Ibid.

³ Garuba A. (2001); *Basics of Special Education*. Education and Management Services, Yola.

special schools) established by PVOs and individuals.⁴ There was also the commencement of training programmes for special teachers. The following institutions were either established or commenced programmes in special education:

1. University of Ibadan started the Diploma in special education in 1974 and a Bachelor's programme in 1976.
2. University of Jos started the Bachelor's programme in special education in 1977 and Master's in 1978.
3. The Federal Advanced Teachers College, Special (FATC), was established in Oyo state by the federal government in 1977. The college, now known as Federal College of Education, Special remains the only college of special education in Nigeria.⁵

The major successes of these developments in special education were the significant increase in access of persons with disabilities to education at all levels in Nigeria. As the country's educational landscape expanded, awareness among major stakeholders (government, CSOs, private sector, special education professionals, etc) increased as more state governments and the federal government established more special schools and provided more facilities to accommodate more persons with disabilities in schools at all levels. The federal and state governments also invested reasonably in the human resources required for the implementation of special education.

These successes notwithstanding, there were inherent challenges with the implementation of special education and administration of special schools especially at the basic education level. Some key challenges included:

- Absence of effective legal and policy framework to drive, develop and sustain implementation of special education in line with global standards and best practice;
- Inadequate funding of special schools by state and federal government;
- Inadequate infrastructure including classrooms, hostels, etc;
- Inadequate teaching, learning and mobility aides and other relevant assistive technologies;
- Inadequate and poorly trained and poorly motivated teaching staff
- Virtual absence of relevant support staff including therapists, service providers, social workers, care givers, etc;
- Low capacity of available special schools to conveniently accommodate the increasing number of children with disabilities in the country and the overstretching of existing ones beyond regular capacity;
- Low enrolment of children with disabilities into special schools due to low public awareness, far distance of special schools to homes of children with disabilities, and the low accommodation capacity of existing special schools.^{6, 7, 8}

⁴Fafunwa B. (1991); *History of Nigerian Education*. NPS Publishers, Ibadan.

⁵Bakare C. (1989); *Personnel Development and Production in Special Education*. Education Today.: Vol 2 (2); 14-20.

⁶Nigeria, Federal Ministry of Education. (1990); *Blue Print on the Education of the Handicapped in Nigeria*. Government Printers, Lagos.

⁷Garuba A. (1995); *Provision of Services for the Disabled in Nigeria*. Dougirei Journal of Education; 5:17-23.

The failures of the delivery and impact of special education through special schools can also be explained within the context of contemporary global developments especially in view of international advocacies for social inclusion of persons with disabilities in all spheres and sectors of the society including education. In particular, special schools have generally contributed towards promotion of segregation, discrimination, institutionalized restriction and social exclusion of persons with disabilities. For instance, several literatures documenting experiences of persons with disabilities in Nigeria reveal that they often experience many difficulties interacting and integrating with mainstream society after living special schools. This situation has also been found to be one of the major reasons behind the low public awareness about persons with disabilities.

In view of these challenges, and in spite of on-going efforts by government and other stakeholders to implement inclusive education in Nigeria, it has become pertinent to take concrete steps aimed at developing appropriate legal and policy frameworks; securing increased funding; building human capacity and raising public awareness and commitment to the promotion and implementation of inclusive education.

With support of the USAID SACE project in Nigeria, JONAPWD considered it important to make a 4-year strategic intervention to conduct advocacy on inclusive basic education in three locations (Akwa-Ibom, Kwara and FCT Abuja) with a view to making far-reaching impacts at both national and sub-national scales. A major precursor to any concrete steps in this direction is the need to gather informed and accurate evidence of the objective realities of inclusive education in Nigeria, and the need to identify (through mapping) key stakeholders whose contributions are required to achieve desired successes.

This report is therefore a documentation of the processes and outcomes of a one month baseline survey and stakeholders mapping conducted in the three project locations. The findings and recommendations from this report will significantly influence the design, methods and scope of advocacies to be conducted, capacity to be built and the strategies of public awareness to be adopted.

1.1 Objectives:

In line with the goals of the JONAPWD-SACE project, this Baseline Survey was conducted to target the following objectives:

- To identify the existence or non-existence of state level legislative and policy frameworks on inclusive basic education in Akwa-Ibom state, Kwara state and FCT Abuja;
- To investigate the nature and scope of budgetary allocations for the implementation of inclusive basic education in Akwa-Ibom state, Kwara state and FCT Abuja;
- To determine the level of inclusion and accessibility of children with disabilities to mainstream basic schools (primary and junior secondary) in Akwa-Ibom state, Kwara state and FCT Abuja;

⁸Tahir G. (1993); Educational imbalance in Nigeria. Presented at the Education Week of the Education Students Association, Federal College of Education, Yola.

- To identify and map critical stakeholders on inclusive basic education (teachers, educational administrators, parents, PWDs, civil society groups, the media and other stakeholders) in Akwa-Ibom state, Kwara state and FCT Abuja
- To evaluate the level of public awareness on the idea and practice of inclusive basic education especially among critical stakeholders (teachers, educational administrators, parents, PWDs, civil society groups, the media and other stakeholders) in Akwa-Ibom state, Kwara state and FCT Abuja;

1.2 RATIONALE FOR INCLUSIVE EDUCATION

Several researches on inclusive education have identified many reasons for establishing inclusive education systems. While some expand these reasons to as much as 15, others simply compress them into 3 to 4 categories.

A UNESCO Publication identify three categories (pedagogical, social and economic)⁹ to which we shall add a fourth and fifth (legal/human rights and policy) respectively.

1.2.1 Pedagogical reasons

- As inclusive schools care for and teach all children together, teachers must find ways to respond to individual differences, which is a gain for all children.
- According to Pat Welter and Gil McCabe, Most students tend to learn better in inclusive settings. In the past, tracking, ability grouping, and special education pull-out programs were thought to be the way to provide for individual needs of most students. By contrast, in inclusive settings, which provide appropriate instruction and support, students tend to learn more than they do in segregated or tracked classes.
- In fact, there is no teaching or care in a segregated (special) school which cannot take place in an ordinary school.

1.2.2 Social reasons

- Children should not be devalued or sent away because of their disability, gender, background, and poverty or learning difficulty.
- Research shows children do better, academically and socially, in inclusive settings.
- By teaching all children in common classes, inclusive schools want children to experience diversity as a given fact, which can contribute to a less discriminating society.
- Inclusive education understands diversity and the differences of individuals as an important resource.
- Pat Welter and Gil McCabe argue that “Inclusion promotes the growth of self-esteem. No student wants to be singled out or identified as "different" or less worthy to be part of

⁹ UNESCO; “Reasons for Inclusive Education.” [https://www.unesco.de/en/bildung_inklusive-bildung_hintergrund-inklusive-bildung_inklusive-bildung-ziele_html_pdf=1\[1\].pdf](https://www.unesco.de/en/bildung_inklusive-bildung_hintergrund-inklusive-bildung_inklusive-bildung-ziele_html_pdf=1[1].pdf)

mainstream activities. By including all students, the negative effects which tracking and pull-out programs create, are eliminated.

- According to an ESSPIN-Nigeria Publication, Segregation teaches children to be fearful, ignorant and breeds prejudice. Only inclusion has the potential to reduce fear and to build friendship, respect and understanding.
- All children need an education that will help them develop relationships and prepare them for life in the mainstream.
- Inclusive education provides a means of building a cooperative school community, where all are accommodated and able to participate.
-

1.2.3 Economic reasons

- It is less cost-intensive to implement inclusive schools, in which all children are taught together than to sustain a complex system of different types of schools, which are specialized in certain groups.
- Furthermore, it is more expensive to provide supplementary qualification measures for young people who were insufficiently educated previously than to facilitate quality education in the first place, improving young people's chances on the labour market and to a self-determined life.
- According to Ayo Garuba, In addition to its direct benefit on learners with special needs, inclusion allows for the resources of special education teachers to be tapped to the fullest, since they could be used as regular school teachers. It should be noted here, that special education teachers have the unique ability to teach in both the special and regular schools. Inclusion thus presents an avenue for full utilization of the resources of all the members of the community.
- Given commitment and support, inclusive education is a more efficient use of educational resources.
-

1.2.4 Legal and Human Rights Reasons

- There are no legitimate reasons to separate children for their education. Children belong together – with advantages and benefits for everyone.
- According to Pat Welter and Gil McCabe, It helps all students learn, first hand, the meaning of equal worth and equal rights. As long as a single student, who has not broken any laws, is excluded from mainstream school life and opportunities, all students become vulnerable to discriminatory treatment. Inclusive schooling can help all students learn to be aware, sensitive, and tolerant of differences. It helps them learn that all people have abilities and disabilities and that they need to work together to survive and be happy.¹⁰

¹⁰ Pat Welter and Gil McCabe (1990); "News and Views," Winter.
<http://www.dynamgraphics.com/images/kate/rea4in.html>

1. According to ESSPIN-Nigeria's "Nine reasons for Inclusive Education"¹¹ "Inclusive education is a human right, its good education, and it makes good social sense." All children have the right to learn together.

1.2.5 Policy Reasons

- Ayo Garuba suggests that Inclusion enhances the attainment of the objectives of EFA. Education cannot be for all until it is received by all. A system that excludes some people cannot be for all and should therefore give way to one that is accommodating of all. It has been argued, "A system that serves only a minority of children while denying attention to a majority of others that equally need special assistance ... need not prosper in the 21st century (15).

1.3 THE FUNDAMENTALS AND CHARACTERISTICS OF INCLUSIVE EDUCATION

"Inclusive education" is defined as a strategy of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. It is so named as it promotes the process of including children with special needs (who are disabled or otherwise disadvantaged) into the regular education system where they should join their school-age peers in a learning process that is most conducive to their needs.¹² Disability will be the main category of special needs under consideration in this document.



According to **Andrea Lehenová**, Inclusive education is neither short-term nor developed in isolation; rather it is an approach that is integral to a total system review and reform, comprises a systematic increase in participation and improved quality of education, and involves all social segments such as family, school, and community systems. Furthermore, research has documented that many of the techniques used to help children with disabilities to become more effective learners are effective at improving learning of other children as well.¹³

¹¹CSIE, website www.csie.org.uk

¹² Adebayo A and Akinola E. (2013); A Report on Baseline Assessment Survey of 40 Inclusive Schools In Lagos State. Conducted by Disability Policy and Advocacy Initiative (DPAI) with support from DFID-SAVI, Lagos State.

¹³LEHENOVÁ, A. (2013); **The Importance of School Climate in Process of Inclusion.** National Institute of Certified Educational Measurement, Bratislava, Slovakia. Tyrnaviensis University, Trnava, Slovakia

There are three major components of inclusive education. They include: access, quality, and community participation (i.e., parents, schools, communities, civil society). In the context of inclusive education, the initial barrier for children with disabilities is access, the actuality of attending mainstream schools. Quality implies enabled appropriate learning by children with disabilities along with individual assessment which can encompass behavioral and social as well as academic benchmarks. Community participation is the third important 'leg' of inclusive education to provide the supportive inclusive environment needed for children with disabilities to thrive and take their place equally in society.

The diversity and individual needs of children with disabilities and the reality of the economic, social, cultural, and political situation of countries present a challenge to the development of effective inclusive education programming. Programming for inclusive education should be flexible and offer opportunities to move across and between options as children's status and abilities change. Placement should be situated on a 'diverse continuum of services' where children are placed in the least restrictive and most inclusive educational environment which best supports their learning needs. In reality, however, placements are often dictated by the current social, political, economic, and cultural situation in different countries. Approaches to programming include:

a) One-track: all children are placed in general education schools.

b) Two-track: education services for children with disability are offered as a distinct education system, such as special schools functioning in parallel to the general education service. Children placed in the special school tracks usually remain in that track for the duration of their school years; however, children with special needs integrated into mainstream schools contribute to high drop-out rates (World Bank 2004).

c) Multi-track: services are viewed as a continuum of placement options between which children can move fluidly depending on their needs and achievements. For example, self-contained classrooms attached to mainstream schools enable disabled students to receive special assistance in their own classroom while placing them in an environment to join mainstream students for other activities (Mooij, T and E. Smeets 2006).

A one-track system would by necessity be an inclusive system but may not be the best option for all students. The multi-track option offers the most flexibility while the two-track service appears to be the most rigid as students often seem to get 'stuck' in the special school track. All programming considerations should be carefully weighed and should reflect individual needs and abilities, available resources, and social context. In any case, all options should provide high-quality education for children.

Integration, the mere placement of children into regular classrooms and schools, should not be viewed as a replacement for inclusion, which truly means that all children should participate as fully as possible in all education programs. Physical integration into schools does not equal nor ensure participation and therefore may not be inclusive.

Special schools are historical reality. They were originally established to address the needs of children which ordinary schools could not serve. Therefore, regular schools which continue to inadequately address needs of special children can hardly be suggested as serious alternatives to

special schools. While special schools tend to perpetuate the segregation and discrimination of children with disabilities, the reality is that for students with some types and degree of disabilities, provision of high quality education in these special schools may be the best choice. Therefore, boarding schools and special schools should not be discounted automatically, but rather carefully considered.

Advantages that special schools can offer to children with disabilities and with different education needs include: centralization of services and concentration of expertise; low staff-student ratios; modified curricula and programs of work; adapted buildings and specialized equipment; and opportunities for individuals with similar difficulties to learn and share from each other. The absence of these things from mainstream schools makes them ineffectual in educating some pupils with disabilities.

The challenge with special schools is to find ways of sharing their expertise and resources, of embedding them in a wider educational context, ensuring that their use does indeed offer the best education to the individuals who attend them, and ensuring that best practices, as a result, are used widely to influence the public inclusive education movement. Special schools must develop an outward-looking stance and take on significantly new roles, for example as resource centers, outreach opportunities, and the sharing of staff and expertise in regular schools.

1.4 Essential Best Practices in inclusive education

To some people, it may seem audacious to print a list of “essential best practices for inclusive schools,” as if such a thing can be known. Surely something as complicated and multi-faceted as inclusive education cannot be reduced to a few statements and indicators.

Yet, when we talk to youth and families, special education practitioners, visit schools striving to be inclusive, read the research literature around the world there are indeed some practices that appear over and over again to contribute positively to the creation of classrooms and schools in which all students are valued members, full participants, and active learners.

Below are compilations of statements and prescriptions on essential best practices in inclusive education.

Do not have high expectation and avoid least dangerous assumption:

Indicators

- Always use a first person language when referring to the child with disability (e.g. child with Down syndrome)
- Predictions are not made that the student will “never” acquire certain knowledge or skills.
- Speak directly to the student rather than through a paraprofessional or other person.
- People use age-appropriate vocabulary and inflection when talking to the student.
- In order to respect privacy, staff discusses the student’s personal care, medical needs, and other sensitive issues out of earshot of other students, and only with those who need to know.

Let the child with disability participate in age appropriate general education class

Indicators

- The student is a member of an age-appropriate general education class.

- The student attends the school he/she would attend if he/she didn't have a disability.
- The student progresses through the grades according to the same pattern as students without disabilities.
- The student participates in the graduation ceremony at the average age at which other classmates without disabilities graduate.
- The student receives a certificate when he/she is discharged from special education.
- The student learns in outside-of-school, age-appropriate, and inclusive environments before the age of 18 whenever that is the norm for typical students; after the student turns 18 and participates in graduation, some students continue to receive educational services from the school focused on postsecondary education and/or community living.
- The student is not removed from general education classes for academic instruction.
- Related services are delivered primarily through consultation in the classroom.
- Related services are delivered in typical, inclusive environments.
- There are no special places or programs in the school just for students with disabilities.
- Students with disabilities are proportionally represented in classes, courses, clubs, and extracurricular activities.
- The student's name is on all class lists; lists of groups put on the board, job lists, and so forth.
- The student receives the same materials as students without disabilities, with supports (i.e., accommodations and adaptations) provided as necessary.
- The student participates in classroom and school routines in typical locations, such as the jobs, errands, eating lunch in the cafeteria, and so forth.
- The student rides the same school bus as his/her peers without disabilities.
- The student passes classes with other students, arriving and leaving at the same time
- The student participates in classroom instruction in similar ways as students without disabilities; for example:
 - whole class discussions
 - the board
 - in small groups
 - when called on by the teacher
- The student participates in school plays,

Curriculum and instruction are designed to accommodate a full range of students' diversity.

Indicators

Curriculum is...

- Based on common content standards for all students.
- Presented in a variety of accessible formats including written information at appropriate reading levels, and in formats as indicated by the student's sensory needs (e.g., video, picture/symbols, actual objects, demonstrations, orally, etc.)
- Individualized through the development of personalized performance demonstrations for some students.

Instruction...

- Reflects the learning styles of all students in the class by the use of visual, tactile, and kinesthetic materials and experiences.
- Is provided in multiple formats such as individual, pairs, small groups, and whole class.
- Prioritizes the use of research-based strategies for increasing student achievement, such as:
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representations
 - Cooperative learning
 - Setting objectives and providing feedback
 - Generating and testing hypotheses
 - Questions, cues, and advance organize

Supports...

- Are provided within the general education class and other typical environments to enable the student to participate in and benefit from the general education curriculum and other inclusive learning opportunities and activities.
- Are defined by an individualized student support plan, and may include: physical, emotional, and sensory supports; adapted materials; assistive technology and AAC; personalized performance demonstrations; personalized instruction; and individualized grading and evaluation plans.
- Related to challenging behavior:
- Take into consideration the student's sensory needs.
- Are designed after completion of a functional behavioral assessment.
- Focus on improving quality of life and on teaching new skills, rather than on punishment.
- Are consistent with a school wide positive behavior philosophy.

Evaluation and Grading...

- Include criteria for judging success that reflects general education curriculum standards and individualized IEP goals and objectives.
- Reflect benchmarks similar to those of students without disabilities.
- Reflect evaluation methods similar to those of students without disabilities.
- Allow the student to receive grades that reflect "personal best" achievement and improvement.

CONDUCT ONGOING ASSESSMENT

Authentic, performance-based assessments are conducted within typical activities in inclusive environments for the purpose of identifying students' learning and communication styles, preferences and interests, academic strengths and weaknesses, and need for support.

Indicators

Present level of performance statements on the inclusive education programme reflect:

- The student's talents, abilities, skills.

- The student's learning styles.
- The student's preferences.
- The supports that the student needs to learn well.
- Caution about the validity of assessment results if the student has communication difficulties.
- Assessment reports reflect the student's abilities and needs rather than deficits.
- If the student has difficulty communicating, assessment tools and strategies are chosen accordingly.
- Teachers and related service providers use ongoing dynamic assessments instead of discrete, one-time assessment tools.

FAMILIES AND SCHOOLS BUILD PARTNERSHIP

Families and schools are engaged in partnership to create quality inclusive educational experiences for students with significant disabilities. Families are connected to resources for developing their own leadership and advocacy skills.

Indicators

- Family priorities are reflected in annual goals on the student's IEP.
- Families positively acknowledge teachers' efforts on behalf of their child.
- Families are provided with information about resources for building their own leadership and advocacy skills relative to their child's education.
- Families attend case management meetings or curriculum planning meetings on a regular basis.
- Families are provided with information and referral to community based services related to their healthy family functioning.

SPECIAL AND general EDUCATION TEACHERS COLLABORATE

General and special education teachers and related service providers demonstrate shared responsibility by collaborating in the design, implementation, and evaluation of students' educational programs and their IEPs.

Indicators

- The roles and responsibilities of all teachers and staff reflect the commitment and skills needed to teach all students, including those with disabilities.
- Special education staffs work within the general education classroom as co-teachers, team teachers, small group instructors, or one-on-one support teachers for all students in the class.
- The roles and responsibilities of special education teachers, paraprofessionals, and related service providers reflect the provision of supports and services to students to enable them to participate in and benefit from the general education curriculum and to enable them to effectively teach heterogeneous classes.
- IEP teams meet on a regular basis—optimally once a week—to do instructional and case management planning.
- Teams use formal processes for conducting meetings, problem-solving, making decisions and evaluating their own effectiveness.

BUILDING SUPPORT AND FRIENDSHIP

The first essential condition for friendship is full inclusion. When students with disabilities are kept apart from the mainstream of school life there are few opportunities for friendships to develop between students with and without disabilities. Going to recess, eating in the cafeteria, and access to extracurricular activities are recognized as key ingredients to the formation of friendships.

Students who experience significant disabilities participate on sports teams, perform in band and choral groups, perform in school plays, and so forth. Accessible transportation and staff support are provided when necessary to enable students to participate successfully.

Indicators

- The student with disabilities has the same variety of social networks as students without disabilities: close friends, acquaintances, kids they share activities with, and so forth.
- The student with disabilities participates in the same variety of inclusive and typical extracurricular activities as students without disabilities.
- When needed, adults facilitate the building of social networks for the student.
- Whenever possible, physical, emotional, and instructional supports are provided by non-special educators, including classroom teachers, librarians, classmates, office personnel, and volunteers.
- The student has the opportunity to provide support and assistance to others as well as to receive it.

SPECIAL AND GENERAL EDUCATION REFORM

Administrators provide leadership to align general and special education reform and improvement with respect to the creation of a community of learners that is inclusive of students with significant disabilities.

Indicators

- The values of diversity and inclusion are evident in the school's mission statement.
- General and special education administrators promote the values and benefits of
- Inclusive education at meetings, in school improvement plans or annual reports, in school newsletters or Web sites, and in conversations.
- General and special education personnel participate together in school wide improvement and reform efforts that benefit students with and without disabilities.
- ☐ School schedules are designed to provide regular common planning time for general and special educators together.

PROFESSIONAL DEVELOPMENT

Professional development for general and special education staff is linked to improved educational outcomes for students with significant disabilities, including inclusion, authentic membership, full participation, typical social relationships, and learning of the general education curriculum.

Indicators

- Teams use reflective practice strategies and structures to engage in job-embedded learning and professional growth.
- General and special education staffs attend professional development events together.
- General education staffs identify learning about students with disabilities in their professional development plans.

- Special education staffs identify learning about general education topics in their professional development plans.
- Regular review of student learning data informs the content and format of district, school,

1.5 CHALLENGES OF IMPLEMENTING INCLUSIVE BASIC EDUCATION IN NIGERIA

Since the 2000s, special educationists and other interested stakeholders in Nigeria have conducted researches to investigate possibilities, prospects and challenges of implementing inclusive education in Nigeria. A careful review of findings of some of these studies identify the following challenges:

- **Difficulty in implementation:** In virtually all cases, implementation of inclusive education appears difficult because children with disabilities are taught in separate classrooms from those of their non-disabled counterparts. There are no reports of any form of coordinated curricula and extra-curricular interactions. This problem may be traced to other challenges listed below.
- **Inadequate teachers and other required personnel:** In few states where inclusive education is currently practiced, reports and observations reveal the lack of adequate teaching and non-teaching staff to effectively administer the schools. Governments have also failed to take urgent steps to employ more teachers or build the capacity of existing special and regular teachers to support the implementation of inclusive education.
- **Inadequate teaching aides and assistive technologies:** One key challenge which has threatened the administration of inclusive schools is the insufficiency in the required assistive aides and other special learning tools for children with disabilities. Even those that are provided are poorly maintained and are hardly replaced when they are dysfunctional.
- **Inadequate infrastructure and facilities:** In most cases, classrooms are not sufficient to accommodate the children. As such children with different disabilities are lumped together in same classrooms with no adequate teachers. Other infrastructure such as water, toilets and playgrounds are not built with necessary accessibility requirements.
- **Lack of relevant support services:** A similar study conducted in Lagos state in 2013,¹⁴ revealed that most of the required support services such as health, psychology, physiotherapy, speech/language, etc are grossly inadequate.
- **Negative perception of persons with disabilities:** There is a generally poor perception of PWDs by the general public which sometimes (although ignorantly so) portrays “disability” as a “contagious disease.” This negative attitude which sometimes prevails among government officials in charge of education affects the successful implementation of inclusive education. For instance, Ayo Garuba reports that “...an ugly incident where

¹⁴Adebayo A and Akinola E. (2013); A Report on Baseline Assessment Survey of 40 Inclusive Schools In Lagos State. Conducted by Disability Policy and Advocacy Initiative (DPAI) with support from DFID-SAVI, Lagos State.

parents threatened to (and some actually did) withdraw their children from school, because of the presence of a child with epilepsy.”¹⁵

- Low public awareness: It has been widely observed that knowledge about disability issues especially those relating to education are not very popular among the populace. This is why parents of children with disabilities, for various socio-cultural reasons fail to bring out their children with disabilities let alone enroll them into schools.
- Poor understanding of the concept of inclusive education: Besides the expression of divergent views by scholars and professionals about the practicability of inclusive education especially in poor and less developed countries like Nigeria, some sections of the disability community in Nigeria (especially the deaf community in Nigeria) express serious skepticism about its success and positive impact on deaf persons. One of the leaders of the Nigeria National Association of the Deaf (NNAD) in Abuja, while speaking to this author in an unstructured interview argued that “Deaf children have the challenge of communication and the culture and language of the deaf community is different and so deaf can’t be mixed together with other children because it will disrupt their learning. I’ve traveled to many countries and inclusive education has not worked well.”¹⁶
- Lack of legal and policy frameworks: The major challenge of implementing inclusive education in Nigeria is largely policy-based. For instance the UBE Act of 2004 makes no provision for inclusive education and so budget appropriation will not be made for any such issue(s) that is not expressly contained therein. The policy issues of inclusive education will be fully discussed in the next chapter.

1.6 ROLES AND RESPONSIBILITIES OF STAKEHOLDERS IN THE IMPLEMENTATION OF INCLUSIVE BASIC EDUCATION IN NIGERIA

Just as in the case of any other sector, achievement of any significant development in the educational sector requires the full involvement of all relevant stakeholders. However, researches and observations show that most of these stakeholders have not fared well in the discharge of their responsibilities towards the implementation of inclusive basic education in Nigeria. Therefore, as part of the task of this baseline survey and stakeholders mapping, and in line with the analysis of several research literature on this subject, we highlight some of the key statutory, moral and social roles and responsibilities of some major stakeholders towards the successful implementation of inclusive education and some observed shortcomings.

¹⁵Garuba A. (2003); “**INCLUSIVE EDUCATION IN THE 21ST CENTURY: CHALLENGES AND OPPORTUNITIES FOR NIGERIA.**”BRIEF REPORTS FROM THE *Asia Pacific Disability Rehabilitation Journal*. Vol. 14 No. 2 <http://www.sjmse-library.sch.ng/E-Books%20Phil/included-nigeria.pdf>

¹⁶ This author had series of unstructured interviews with “Key Informants” across the six disability clusters including the deaf in all project locations.

1.6.1 FEDERAL AND STATE MINISTRIES OF EDUCATION AND HUMAN CAPITAL DEVELOPMENT

This agency is responsible for overseeing the education sector at national and state levels. It is the highest policy-making body in the sector. The Ministry is charged with the responsibility of developing and implementing policies on inclusive education and ensuring that all children irrespective of their disabilities gain equal and unhindered access to qualitative education.

At the moment, not much is seen to be done by federal and state Ministries of education towards ensuring that children with disabilities gain access to schools. Ministry policies and programmes still align with the special education system which lives many children with disabilities out of school. Policy efforts on inclusive education are still on paper and are yet to transit into real action. Ministry officials appear to lack adequate understanding, awareness and capacity on issues of inclusive education, as well as the required financial and material resources to implement policies and programmes designed for enhancing access of children with disabilities to qualitative basic education. Most importantly, and in line with the National Policy on Education, there is no documented data-base on the population of children with disabilities who are out of school; their location and their needs. All of these are required for proper policy development, planning and implementation.

It is also observed that there is no strong collaboration between the Ministries of education and other stakeholders (especially DPOs, CSOs, parents Forum and the private sector) on issues of inclusive education. At the moment, no federal or state Ministry of education is currently putting up any public enlightenment programme on inclusive education or education of children with disabilities unlike the case with education of non-disabled children.

1.6.2 UNIVERSAL BASIC EDUCATION COMMISSION (UBEC), STATE UNIVERSAL BASIC EDUCATION BOARD (SUBEB) AND THE LOCAL GOVERNMENT EDUCATION AUTHORITY (LGEA)

UBEC, SUBEB and the LGEA are agencies established in line with the UBE Act of 2004 at national, state and local government levels and charged with the responsibility of implementing Universal Basic Education in Nigeria. Besides the observed gaps in the UBE Act, These agencies have simply inherited the special primary school system and have done very little to transit towards the inclusive education system 10 years after enactment of the UBE Act.

In a similar trend, the agencies established under the UBE Act are also confronted with same functional and institutional challenges just as the federal and state ministries of education.

1.6.3 NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC) AND SIMILAR STATE-LEVEL AGENCIES

As the name implies, the purpose of these agencies at national and state levels is to provide technical support to the educational policy-making agencies. Specifically, this support is to guide curriculum development, capacity-building as well as development of instructional aides. Thus far, there is no documented evidence to show the existence of a national curriculum on special education nor is there any one on inclusive education at the primary and secondary levels.

This problem is worsened by the lack of any technical guidelines designed to adapt the existing national curriculum for pre-primary, primary and secondary education for the education of children with disabilities especially those with intellectual and developmental challenges. This situation has made it difficult for special education teachers to effectively administer lessons in classrooms to children with disabilities.

1.6.4 UNIVERSITIES, COLLEGES OF EDUCATION, POLYTECHNICS AND TERTIARY EDUCATION REGULATORY AGENCIES

These institutions are primarily charged with the task of producing the required manpower (teachers, care givers, and other professionals) required to provide teaching and support services to children with disabilities whether in the special schools or in an inclusive school system. As noted earlier in this chapter, we have observed that not only are there very few tertiary institutions administering academic and professional courses in special and inclusive education, the number of graduates turned out annually by these institutions are too inadequate to effectively provide education to children with disabilities in Nigeria.

Some analysts have also argued that most of the institutions currently running courses in special or inclusive education are grossly underfunded, short-staffed and under-equipped; making them lack the required capacity to effectively discharge their responsibilities. In view of this, and following the highly specialized nature of special and inclusive education and the magnitude of human, financial and material resources required, other tertiary institutions have not been encouraged to make efforts at developing their capacity to administer such or similar courses. These institutions do not also get any form of incentives from government, the private sector, development agencies and other stakeholders for research, course development, etc required to strengthen human and institutional capacity of other stakeholders involved in the discharge of special or inclusive education.

It is also observed that there is very low level of collaboration between tertiary educational institutions and other stakeholders especially DPOs, CSOs, Parent forum, the media and agencies of government in the promotion of inclusive education. Often times, even when DPOs and CSOs conduct advocacy programmes, tertiary educational institutions are hardly included as key targets of advocacies. This is why tertiary institutions have also been left in the dark in the trends

of developments on issues of inclusive education for children with disabilities and other related issues.

1.6.5 DISABLED PEOPLE'S ORGANIZATIONS (DPOs) AND CIVIL SOCIETY ORGANIZATIONS (CSOs)

These are non-state actors with virtually no statutory roles and responsibilities. However, DPOs and CSOs are expected to represent the voice and interest of the citizens by conducting constructive engagement with agencies of government through advocacies, partnerships and collaborations. The efforts of DPOs and CSOs with regard to advocacies for implementation of inclusive education in Nigeria have been very minimal due to low awareness and capacity on issues of inclusive education.

Specifically, most DPOs are yet to transit from the charity model of disability organizations to more development-oriented and strongly institutionalized systems. They therefore lack the knowledge, skills and resources to engage, support and partner with agencies of government or mobilize resources to promote inclusive education and other related disability issues.

In addition, most mainstream CSOs working on education matters lack the awareness and capacity to engage or advocate on issues of special or inclusive education. In fact, it is hard to find any mainstream CSO intervening on education of children with disabilities. Rather, what is common is to find charitable organizations making financial and material donations to special schools.

1.6.6 PARENTS TEACHERS ASSOCIATION/FORUM

PTAs (or PTFs) are also a non-governmental body. They are a very critical stakeholder with tremendous influence as far as education matters are concerned. In spite of their influence, they have not made any significant impact on education of children with disabilities. Their low impact in this respect may be due to their low awareness and capacity on issues of inclusive education and related matters.

Parents of children with disabilities have been unable to find their voices within the broad forum of parent associations. This is because they are mostly very poor and uneducated and also lacking in adequate awareness and capacity to effectively engage with other parents and other stakeholders on the plight of their children with disabilities.

1.6.7 COMMUNITY-BASED AND FAITH-BASED ORGANIZATIONS (CBOs AND FBOs)

While FBOs have played significant roles in the provision of special education as far back as the colonial periods, they have done very little to support the implementation of inclusive education. In fact, most of the pioneering special schools like Pacelli School for the Blind and partially Sighted Children, the Wesley School for the Deaf, both in Lagos state, were established by European and American Christian Missions between the 1950s and 1960s. Some of the other

special schools are also established and funded by private philanthropists. These efforts have only been scaled up by federal and state governments through the establishment of public special schools most of which are usually not as properly equipped and funded as those established by the FBOs. However, it is observed that most FBOs have primarily focused on maintaining and sustaining their special schools rather than expand and extend their support to mainstream or regular schools with a view to enhancing educational access to more children with disabilities.

On the other hand, CBOs have not been visible in promoting educational interests of children with disabilities. In fact, negative community influences are some of the reasons why parents of children with disabilities refuse to make their children available for education. The on-going trend of involving CBOs in the management of schools (such as through the Schools-Based Management Committees SBMCs) and the roles played by Community Development Associations (CDAs) in the management and monitoring of school activities, infrastructure and facilities have not adequately mainstreamed the issues which affect education of children with disabilities as well as their inclusion and access to quality education in mainstream schools.

1.6.8 THE PRIVATE SECTOR

Although the private sector, especially corporate business organizations have been supporting special schools and awarding scholarships to children and adults with disabilities, there is no evidence to show that same level of support has been given towards implementation of inclusive education. This situation may be due to low awareness and capacity as well as poor engagement of the private sector by other stakeholders including government, DPOs, CSOs and the parent bodies.

1.6.9 LOCAL AND INTERNATIONAL DEVELOPMENT AGENCIES

The focus and support of local and international development agencies towards implementation of inclusive education is somewhat low when compared with the volume of support given to other broad issues of basic education in Nigeria. This is probably because the trend of disability-inclusion is just emerging as a thematic issue in the programmatic focus of many development agencies.

Similarly, the low technical and institutional capacity of DPOs and CSOs to engage with development agencies on issues of inclusive education for children with disabilities may have denied them access to resources from these quarters which they would have used to conduct advocacies and raise public awareness. In addition, federal and state governments, in their engagements with development agencies have failed to place education of children with disabilities as key priority. As such, funding and other resources from these quarters have largely favored support for mainstream rather than inclusive education.

1.6.10 THE MEDIA

Most media practitioners lack basic understanding, awareness and capacity on issues of education of children with disabilities in particular and inclusive education in general. This is why media focus, coverage and reportage of inclusive education has been very low and grossly insufficient to enhance public awareness and enlightenment.

CHAPTER 2

LOCAL AND INTERNATIONAL LEGAL AND POLICY FRAMEWORKS ON INCLUSIVE EDUCATION

2.0 INTRODUCTION

Several researches have observed that the problems in Nigeria's educational sector aren't the lack of legal and policy frameworks. Rather, it is either the inadequacy of the provisions of these laws and policies or their improper implementation. This is the case with the implementation of inclusive education which has been backed with several international legal and policy frameworks to which Nigeria has subscribed but which are yet to be domesticated through national laws and policies. This simply implies that Nigeria does not currently have any substantial legal or policy framework to back the implementation of inclusive education. Rather advocacies have only relied on the several international legal and policy proclamations.

While it will be difficult to ignore on-going efforts to institute legal and policy frameworks, it is equally important to point out that virtually all these efforts have remained on paper and are yet to manifest into fully implemented legislations, policies and programmes.

In this chapter, we present key highlights of major local and international legal and policy instruments which by their objectives, are either supposed to address disability issues in general and inclusive education in particular, or are specifically created to address the educational sector as a whole including issues of inclusive education.

2.1 NATIONAL LEGAL AND POLICY FRAMEWORKS

2.1.1 THE 1999 CONSTITUTION OF THE FEDERAL REPUBLIC OF NIGERIA

Nigeria's 1999 constitution makes no direct provision for the rights of persons with disabilities, let alone any reference to Inclusive Education. However, we can make inferences from some of its relevant sections.

Chapter II, Section 18, (1) merely mandates government to "direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels."

Note: this section is not justiciable and so government can't be held accountable by the provisions of this section.

Chapter IV (Sections 33-46) mandates the protection of human rights.

Note: Since education has been identified as a right to every child including those with disabilities, governments at all levels and their agencies saddled with this responsibility can be held accountable. This may have informed the enactment of the UBE act.

Section 15 of Chapter II which prohibits discrimination fails to expressly mention disability as a basis of discrimination. Accordingly, advocacies should target the review of this and other relevant sections of the 1999 Constitution.

2.1.2 UNIVERSAL BASIC EDUCATION ACT 2004

Section 2, Right of a child to compulsory, free universal basic education, etc

(1) Every Government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age.

(2) Every parent shall ensure that his child or ward attends and completes his—

(a) Primary school education; and

(b) Junior secondary school education, by endeavoring to send the child to primary and junior secondary schools.

(3) The stakeholders in education in a Local Government Area, shall ensure that every parent or person who has the care and custody of a child performs the duty imposed on him under section 2 (2) of this Act.

Note: Although this section provides that basic education is “free and compulsory”, it should be noted that this does not simply mean that all children (especially those with disabilities) will gain inclusion and access since there are several barriers (physical, environmental, institutional, attitudinal and social) which prevent children from gaining access to schools. As such, parents and the community may not be able to carry out their expected roles in accordance with this law if the law does not expressly provide for how these barriers will be eliminated.

Section 7, (1 A-H) deals with the Establishment and membership of the Universal Basic Education Commission

(S1) “There is established a body to be known as the Universal Basic Education Commission (in this Act referred to as “the Commission”) which shall have a Board with the following as members—... ”

Note: no explicit provision is made in this section for persons with disabilities and/or any disabled people’s organization (DPO) to be represented on the Board. This form of exclusion

will deny the UBE Commission the opportunity to benefit from their input in line with global standard and best practice as prescribed in the UNCRPD

Section 9, (A-P) defines functions of the Commission.

Note: None of these functions outlines how the UBE Commission intends to implement an “inclusive” basic education. This may explain why there is a seeming lack of policy direction in favor of inclusive education.

2.1.3 NATIONAL POLICY ON EDUCATION 4TH EDITION

The National Policy on Education (NPE) paid attention to the issues on Special Needs Education by creating a section. The implementation of the policy between 1978 and 2013 has taken different shades which include among others: teacher development, institutional development framework, establishment of special schools, curriculum reviews and other initiatives by the Government and Non-Governmental Organization (NGOs).

The aims of special education as stated in the policy are as follows:

- (a) To give a concrete meaning to the idea of equalizing educational opportunities for all children; their physical, mental and emotional disabilities notwithstanding;*
- (b) To provide adequate education for all children and adults with disabilities, in order that they may play their roles fully in contributing to the development of the nation;*
- (c) To provide opportunities for exceptionally gifted children to develop their skills at their own pace, in the interest of the nation's economic and technological development.*

In addition, the policy also contains the following provisions that are beneficial to persons with disabilities:

- *Integration of children with disabilities into the mainstream of regular schools;*
- *Provision of special education for children;*
- *Setting up of a committee to coordinate special education activities, conducted by the Federal Ministry of Education (FME) in collaboration with the Ministries of Health, Social Welfare and Labour;*
- *Provision of special education services for the gifted and talented children;*
- *conduct of census of persons with disabilities.*

Besides the reasonable progress made in the implementation of the provisions of the NPE especially those dealing with the establishment of special schools and training of personnel in special education, other aspects of the policy particularly those dealing with administration, integration, provision and management of facilities and identification of children with disabilities, for the purpose of enrolment for services, exists mostly on paper.

The poor implementation of the NPE has led to low enrolment of children with disabilities in schools and other service outlets. For instance, According to Ayo Garuba, “enrolment of school

age children with disabilities stands at 0.42% while that of their normal school going counterparts is around 67.05%.”¹⁷

The Nigerian National Policy on Education has already embedded 2 out of three principles of rights based approach to education:

- Access to free primary education
- The right to quality education

However in Nigeria, one of the key principles is still missing:

- Inclusion, equality and non-discrimination

Finally, new discoveries at global and regional levels have given rise to new concepts driven by research and human rights groups. These have therefore necessitated the need to re-engineer the policy meant to drive best practices in the field of inclusive Education.

2.1.4 NATIONAL POLICY ON SPECIAL NEEDS EDUCATION

Although this draft policy dwells more on the concept of “special needs education”, its principles, objectives and provisions virtually align with the concept, objectives and practice of “inclusive education”.

However, the concept of “special needs” if properly interpreted and analyzed, is a far deviation from the objective realities of “inclusion.” The idea of special needs is still rather restrictive and limiting in scope; tilting towards the charity and medical models of disability which tend to reduce disability issues to “needs” rather than the all-encompassing issues of human rights and social inclusion.

It will not be out of place to assume that the policy title and concept “special needs” may have been influenced by the prevailing charity or medical perspectives of policy-makers and that such a policy title may also further promote a very narrow understanding and implementation of inclusive education. It is therefore advisable, in line with the provisions of the CRPD and other global best practice, that the policy be re-titled as the “National Policy on Inclusive Education.”

¹⁷Garuba A. (2003); **“INCLUSIVE EDUCATION IN THE 21ST CENTURY: CHALLENGES AND OPPORTUNITIES FOR NIGERIA.”**BRIEF REPORTS FROM THE *Asia Pacific Disability Rehabilitation Journal*. Vol. 14 No. 2 <http://www.sjmse-library.sch.ng/E-Books%20Phil/included-nigeria.pdf>

In 2013, the Federal Ministry of Education set up a Committee to develop a Policy on Special Needs Education (SNE) for Nigeria. The 17-member Committee came up with a draft policy document which apparently is yet to be implemented. Some of the key content of the draft policy are discussed below.

The draft policy stated that government will in future drive Special Needs Education on the following principles:

- *Creating the least restrictive environment,*
- *Zero rejects (Education for All irrespective of circumstance of life, setting and services).*
- *Total inclusion of persons with Special Needs within the ambience of societal operation.*
- *Diversification of services beyond the school setting to include the home and the hospital.*

The draft policy states that The Federal Ministry of Education is moving away from the narrowed scope nomenclature of Special Education to a more broad-based focus of Special Needs Education and Rehabilitation Services.

Its vision is *“A paradigm shift to maximize human potentials of persons with special needs and nurture their intelligence notwithstanding social, economic, political, religious, language and other circumstances.”*

The Policy’s mission is *“To ensure inclusion of persons with special needs, provide equal opportunity, equity and access in a barrier free environment.”*

The draft highlights the purpose and objectives of special needs education to include:

- To take care of total service delivery of the physical, mental and emotional disabilities of the Nigerian child irrespective of setting (school, home and hospital).*
- To provide adequate and qualitative education for all persons with special needs in all aspects of national developmental endeavors.*
- To ensure that all persons with special needs develop at a pace commensurate to their abilities and to contribute to the nation’s socio- economic and technological development.*
- To design a diversified and appropriate curriculum for all the beneficiaries.*

The draft policy highlights the following as the policy philosophy:

- i. *To identify the dignity and worth of the human person and to utilize the residual strength to overcome the weakness.*
- ii. *To enable the Nigerian child acquire appropriate skills for global competitiveness in the world of ICT.*
- iii. *To develop the child into a sound, effective and productive citizen.*
- iv. *To ensure full inclusion of the individual into the community.*
- v. *To provide equal access to educational and other service opportunity for all citizens of the country at the primary, secondary and tertiary levels and also those outside the formal school system.*

The draft policy is designed to target the following:

2) **Persons with Disabilities:** *These are persons with physical and sensory impairments including albinism who because of their condition cannot cope with regular school/class methods without formal special needs educational training. In this category, we have persons with:*

- ii. *Visual Impairment (total, partial sightedness and low vision).*
- iii. *Hearing Impairment (mild, moderate, severe/profound hearing impairment).*
- iv. *Physical and health impairment (paraplegia, quadriplegia, seizures, orthotoid, cerebral palsy, etc).*
- v. *Mental disabilities (educable, trainable, bed ridden).*
- vi. *Behavioral disorders (hyperactivity, hypo activity/the socially maladjustment/emotional disorder).*
- vii. *Speech impairments (stammering/stuttering, voice disorders, etc).*
- viii. *Learning disabilities (dyscalculia, dyslexia, auditory processing disorder, visual processing disorder, etc).*
- ix. *Multiple impairments (intellectual disability with visual impairment).*
- x. *Autistism Spectrum Disorders.*

3) **At risk children/youth:** *The children of nomadic pastoral, migrant fisher folks, migrant farmers, hunters, Almajirai etc. who due to their lifestyles and means of livelihood, are unable to have access to the conventional educational provision/services and therefore*

require special needs education/services to cater for their particular/peculiar needs and circumstances.

- 4) **Gifted and Talented Children/Youth:** *These are persons who possess very high intelligence quotient and are naturally endowed with special traits (in arts, creativity, music, leadership; intellectual precocity, psychomotor prowess etc.) and therefore find themselves insufficiently challenged by the regular school/college/university programmes.*
- 5) **Albinism** – *is an inherited genetic condition that affects the production of melanin – the pigment responsible for coloration of skin, eyes and hair.*

The draft policy highlights the responsibilities of federal and state ministries of education in the following areas:

- *Design of the programme and curriculum on SNE;*
- *Provide free education at all levels;*
- *Ensure the provision of all teaching and learning aides as well as mobility and other assistive technologies for all target groups;*
- *Provide capacity-building support to all teaching and non-teaching staff;*
- *Determine student to teacher ratio in all SNE schools;*
- *Coordinate the activities of service providers related to SNE;*
- *Ensure the provision of relevant infrastructure with all accessibility requirements such as toilets, classrooms, playground, etc;*
- *Organize advocacy and public awareness on SNE;*
- *Provide special needs laboratories, clinics and resources centers;*

The draft policy prescribes Standard for the Establishment of Inclusive Schools. *Although it is the responsibility of the Federal Government to provide free education for all children with special needs, any private organization or individual wishing to establish an inclusive school, shall meet the following conditions:*

- i. *Physical plan of the school shall be adopted to accommodate the peculiar needs of the category of persons with special needs for which the school is intended.*
- ii. *Facilities must be specifically designed for the type of disability.*
- iii. *The learning environment must all be inclusive (LRE, conducive, student friendly).*

- iv. *Instructional equipment/material shall be adequate in quantity and quality to enhance teaching and learning.*
- v. *Certificate of inspection carried out by Fire Service, Local Government Area Committee for education of the special needs and the Ministry of Health shall be obtained by the proprietor of the inclusive school.*
- vi. *A staff list with details of professional qualifications shall be produced for inspection.*
- vii. *The proprietor shall show evidence of strong financial standing.*
- viii. *Medical records and services for the pupils shall be available.*
- ix. *Admission/requirements shall conform to the National standards.*
- x. *All fees chargeable shall be clearly stated.*
- xi. *School rules and regulations shall be clearly set out.*
- xii. *School programme or curriculum which should reflect the academic, pre-vocational and vocational skills-training shall conform to the national standards.*
- xiii. *Final inspection of the inclusive schools shall be carried out by the State Board for the Education of the Persons with Special Needs before approval.*
- xiv. *Each inclusive School, public or private, shall be headed by a qualified teacher in the area of disability for which the school is designated. Every special school must make provision for the technical staff for vocational courses, professional support staff required by the special needs pupils.*
- xv. *All approved inclusive schools, shall be grant aided by the Government at the rate of 20% in excess of the grant given per child in regular schools. The 20% excess is to enable proprietors off-set extra budgetary requirements of the inclusive schools. This is necessary because the overhead cost of educating each child with special needs is more than an average cost of educating the regular child.*

The draft policy highlights six key implementation strategies:

A. Generating comprehensive and reliable data on children with special needs.

B. Physical Facilities for Persons with Special Needs

C. Special Equipment and Material

D. Personnel

E. Early Intervention

F. Junior and Senior Secondary

Based on these strategies, and in view of the objective realities of Nigeria's technological and other development levels, the policy provides for the implementation of inclusive education using the following options in the education of Persons with Special Needs in Nigeria.

- i. *Regular class enrolment with resource help.*
- ii. *Pupils with Special Needs shall be enrolled in regular classes after short-term remedial and assessment tutoring.*
- iii *Pupils with Special Needs shall be enrolled in regular classes with intensive individual or group attention and tutoring.*
- iv *Special classes in regular school with structured contact with pupils enrolled in regular classes in both academic and non-academic situations.*
- vi *Special classes in regular schools with limited or no structured contact with children enrolled in the regular class.*
- vi *Special classes in a special day school with programmes geared to group characteristics e.g. the Deaf, the Mentally Retarded, the Blind and the Gifted.*
- vii *Residential schools with programme geared to group characteristics.*
- viii *Integration of Persons with Special Needs at tertiary level shall be prepared and adequately equipped to provide education for all deaf persons who qualify for university admission.*

The policy identifies professionals and key stakeholders required in the implementation of SNE:

- ***Special needs education professionals*** – such as learning disabilities, identification and assessment specialist, audiologist and so on.
- ***Interrelated professionals*** - such as medical practitioners, clinical psychologist, school psychologist, neuro-psychologist, physiotherapist, nurses, physiologist etc. shall play the role of identification and referral.
- ***Parents/guardians*** - who are the primary source of identification and shall consent to make the children available for further action including screening diagnosis assessment and placement; and other stakeholders including:
 - *Federal Ministry of Education*
 - *Federal Ministry of Finance*
 - *Federal Ministry of Labour and Productivity*

- *Federal Ministry of Health*
- *Federal Ministry of Sports*
- *Federal Ministry of Women Affairs and Social Development*
- *Nigerian Educational Research and Development Council*
- *National Universities Commission*
- *National Commission for Mass Literacy, Adult and Non-Formal Education*
- *National Commission for Colleges of Education*
- *Universal Basic Education Commission*
- *National Teachers' Institute*
- *Joint Admissions and Matriculation Board*
- *National Planning Commission*
- *Human Rights Commission*
- *Civil Society Organizations*
- *Private Sector*
- *Development partners*
- *Local Governments*
- *Faith Based Organizations*
- *National Orientation Agency*
- *Professional groups in Special Needs*
- *Media*
- *National Orientation Agency*
- *Research Institutions*

- *Community Based Organization*
- *Traditional Rulers*

It is important to note that broad as the scope of these stakeholders may be, the non-inclusion of persons with disabilities or disabled people's organizations as well as parents of children with disabilities is a major omission which should be revisited before the implementation of the policy.

The policy provides for Service Provision Centers to be established in schools, hospital and home/private bound settings for persons with Special Needs. Such centers shall include among others Special Needs Diagnostic and Assessment Centers, Resource room centers for Special Needs, Speech and Language therapy centers, Audiology clinics, children clinic for persons with Special Needs, transition work skill preparation centers.

The draft policy provides that funding required for special needs education shall be provided by the following organization and agencies.

- *Federal Government*
- *State Government*
- *Local Government*
- *Government Agencies/parastatals*
- *Private Sector*
- *International Development Partners*
- *Non-Government Organization*
- *International Non-government Organization*
- *Civil Society Organization*
- *Faith Based Organization Individual and philanthropist*

The draft policy prescribes the administrative structure for SNE to be spearheaded by the Federal Ministry of Education. It also provides for the establishment of a National Board for Special

Needs Education which provides for the representation of persons with disabilities within its membership. Other aspects of the administrative structure include:

- i. *Each State shall establish at least, one Diagnostic and Assessment Centre for early identification, analysis and placement of persons with Special Needs to determine proper and adequate intervention.*
- ii. *Each Local Government Area shall establish an all-inclusive setting to persons with Special Needs to meet their needs.*

Finally, this draft policy, though requires some slight amendments, appears to lay a reasonably sufficient foundation for the implementation of inclusive education in Nigeria if fully implemented and backed with relevant legislation and funding.

2.2 STATE-LEVEL LEGAL AND POLICY FRAMEWORKS

As earlier observed in this chapter, some efforts are currently on-going even at the state levels to implement inclusive education. Some states such as Lagos state have long initiated moves in this direction. It will only be appropriate to examine some of the provisions in these state-level instruments.

As we have observed from the draft policy on SNE, state governments have responsibilities to fulfill. The state-level laws on disability will be relevant in providing legal framework for the sustenance of the SNE policy in the state and local government levels.

Some state-level laws set some good examples to consider:

2.2.1 The Lagos State Special People's Law (LSSPL), 2011

The LSSPL has been described by many as the most comprehensive state-level disability law currently being implemented in Nigeria in view of its substantial compliance with the UNCRPD. Section 28 of the law deals with education of PWDs.

Section 28. Right to Education.

(1) Every person living with disability shall have an unfettered right to education without discrimination or segregation in any form.

(2) Persons living with disability shall be entitled to free tuition at all levels in all public educational institutions, provided that the affected person is so qualified and identified by the office.

(3) All schools whether pre-primary, primary, secondary or tertiary, shall be run to be accessible to persons with disability.

(4) In accordance with subsection 3, every school shall have

(a) at least a trained personnel to cater for the educational development of persons living with disability.

(b) a program for continued training of personnel catering for persons living with disability;

(c) special facilities for the effective education of persons living with disability;

(d) programs for cooperation and collaboration with relevant authorities,, institutions or associations to ensure early education of persons living with disability.

(2) The office shall design a programme of activities that would promote interaction between children living with disability in special schools and children in ordinary school.

(3) Government shall include a representative of persons living with disability on the advisory board of Ministry of Education.

(7) The curriculum of every primary, secondary and tertiary school shall include:

(a) learning of Braille;

(b) sign language;

(c) augmentative and alternative communication skills;

(d) peer support and;

(e) mentoring.

(8) Government shall ensure that the education of persons living with disability, particularly children who are blind, deaf or with multiple disabilities, is delivered in the most appropriate languages, modes and means of communication for the individual, and in environments which maximizes academic and social development.

(9) Government shall establish special Model Schools for persons living with disability in Lagos State.

2.2.2 LAGOS STATE POLICY ON INCLUSIVE EDUCATION

Again, the Lagos state experience appears apt for our reference. Although the state government just reviewed and endorsed its Inclusive Education Policy in May, 2015, some form of inclusive

education has been in practice in the state since 2003; making Lagos state the only state with over 10 years of practice experience in the administration of inclusive education, and the only state with up to 40 inclusive primary, junior and senior secondary schools in Nigeria.

The process which led to the development of the Lagos state policy on inclusive education is similar to that which produced the draft National policy on Special Needs Education. The state Ministry of education set up a 37-member Task Committee on Inclusive Education to review the policy and redraft a new one in line with relevant local and international legal and policy frameworks.

However, unlike the SNE policy, the Lagos state policy on inclusive education aligned with the concept of “inclusive education” instead of “special needs education”. The Lagos State policy also aligned more with the principles, objective, administration and implementation of the Universal Basic Education in line with the UBE Act 2004. This is unlike the SNE policy which is seeking to establish a somewhat different process, institution and structure for the implementation of the SNE policy. Nonetheless, it is pertinent to note that both the Lagos state policy on inclusive education and the national SNE policy virtually pursue the same broad goal of promoting and sustaining inclusive education especially for children with disabilities.

Some key sections of the Lagos state policy on inclusive education are worth mentioning.

1. The policy begins with emphasis on the need to develop accurate data-base of children with disabilities.
2. The policy defines the concept and realities of out of school children which the SNE policy terms as “special needs children.”
3. The policy defines its policy environment including its geographical scope, relationship with other similar local and international legal and policy frameworks, etc.
4. The policy document sets its goals and objective some of which include:
 - *Align the State education system with the directives of the National Policy on Education.*
 - *Ensure that all out-of-school children of school age are brought to school for complete basic education.*
 - *Ensure regular training and re-training of personnel as well as the provision of adequate instructional materials to improve on the quality of teaching and learning in schools.*
 - *Promote adaptable curriculum and school infrastructure that meet the needs of all children without discrimination so as to be productive members of the society.*
 - *Encourage parents and communities to participate effectively as important stakeholders in the management of schools.*
5. The policy lays out its implementation strategies to include:
 - 5.1 *Creation of awareness on inclusive education.*
 - 5.2 *Ensure that all children are enrolled retained and transit to higher schools.*
 - 5.3 *Creating access and safety in all public schools.*
 - 5.4 *Improved teaching /learning conditions.*

5.5 *Making teaching interesting and recognizing the ability and needs of all children.*

5.6 *Making school environment safe.*

5.7 *Making special schools serve as resource centers.*

6. **The policy identify key stakeholders which are required for its successful implementation and sets out their roles and responsibilities:**

6.1 *Lagos State Ministry of Education;*

6.2 *Lagos State Universal Basic Education Board;*

6.3 ***Local Government Education Authorities;***

6.4 ***School Based Management Committee (SBMC);***

6.5 ***Civil Society Organizations;***

6.6 ***School Support Services (Junior Secondary School);***

6.7 ***Education Districts (I-VI) (for Secondary Schools);***

6.8 ***Lagos State Education Resource Centre;***

6.9 ***Lagos State Ministry of Information;***

6.10 ***Lagos State Ministry of Health;***

6.11 ***Lagos State Ministry of Women Affairs and Poverty Alleviation;***

6.12 ***Lagos State Ministry of Justice;***

6.13 ***Lagos State Ministry of Youth, Sports and Social Development;***

6.14 ***Lagos State Ministry of the Environment;***

7. The policy outlines its monitoring and evaluation as well as its review strategies.
Some of these are:

- *Monitoring of out-of-school children enrolment.*
- *Empowering the PSSA Department of SUBEB in generating and storing data on out-of-school children for planning purposes.*
- *Effective monitoring of programme implementation process and reporting of progress and challenges for policy review purposes.*

2.3 INTERNATIONAL LEGAL AND POLICY FRAMEWORKS

2.3.1 UN CONVENTION ON RIGHTS OF PERSONS WITH DISABILITIES (UNCRPD), 2006

At the moment the UNCRPD is the major international grand norm on disability. Its provisions on education strictly advocates inclusive education.

Article 24 - Education

1. *States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:*

- a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;*
- b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;*
- c. Enabling persons with disabilities to participate effectively in a free society.*

2. *In realizing this right, States Parties shall ensure that:*

- a. Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;*
- b. Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;*
- c. Reasonable accommodation of the individual's requirements is provided;*
- d. Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;*
- e. Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.*

3. *States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:*

- a. Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;*
- b. Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;*
- c. Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf-blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.*

4. *In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.*

5. *States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.*

2.3.2 INTERNATIONAL CONVENTION ON THE RIGHTS OF THE CHILD

Article 23, 1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 28, 1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29 , 1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

2.3.3 UNESCO Convention Against Discrimination in Education

This is another key international human rights treaty that emphasizes elimination of discrimination. The core value of these Conventions is that all children have the right to receive the kind of education that does not discriminate on any grounds such as ethnicity, religion, economic status, language, gender, disability etc.

2.4 RELEVANT INTERNATIONAL DECLARATIONS AND REGULATIONS ON INCLUSIVE AND SPECIAL NEEDS EDUCATION

2.4.1 The Sustainable Development Goals (SDGs)

The SDGs was introduced in 2012 as replacement for the Millennium Development Goals (MDGs) due to its expiration in 2015. Unlike the MDGs, the SDGs pronounced the concept of “inclusion” in most of its 17 goal items, 169 proposed targets for these goals and 304 proposed indicators to show compliance.

Goal (4) of the SDGs aptly provides for the implementation of inclusive education across the world: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”¹⁸

For all levels of government in Nigeria to meet the targets and indicators of goal (4) of the SDGs, relevant legislations, policies and programmes with appropriate funding must be put in place to ensure that by 2030, most (if not all) basic (primary and junior secondary) schools (and other levels of education) in the country are accessible to all children (especially girls) and other age group of persons regardless of their disability status.

2.4.2 The Salamanca Statement & Framework for Action on Special Needs Education

The Declaration Reaffirms the right to education of every individual , as enshrined in the 1948 Universal Declaration of Human Rights, and renews the pledge made by the world community at the 1990 World Conference on Education for All to ensure the educational right for all regardless of individual differences.

The Declaration Recalls the several United Nations declarations culminating in the 1993 United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities, which urges States to ensure that the education of persons with disabilities is an integral part of the education system.

¹⁸ Sustainable Development Goals (SDGs); <https://sustainabledevelopment.un.org/?menu=1300>

The declaration notes with emphasis, the importance and necessity for the increased involvement of governments, advocacy groups, community and parent groups, and in particular organizations of persons with disabilities, in seeking to improve access to education for the majority of those with special needs still unreached.

The Salamanca Declaration also noted the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular educational system.

The declaration made the following key proclamations:

- *Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.*
- *Every child has unique characteristics, interests, abilities and learning need,*
- *Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and need.*
- *Those with special educational needs must have access to regular schools which should accommodate them within child centred pedagogy capable of meeting these needs.*
- *regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.*

2.4.3 World Education Forum Framework for Action, Dakar, (EFA goals) + Millennium Development goals)

This Forum was a follow-up to the Salamanca Declaration of 1994, and an alignment with the MDGs on education. Its key objective was to Ensure that all children (with and without disabilities) have access to and complete free and compulsory primary education by 2015 with focus on marginalized + girls.

“All children and young people (with and without disabilities) of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education systems that have a right to certain types of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all children.”

2.5 Summary

The above analysis of local and international legal and policy frameworks with regard to inclusive education in Nigeria show that some reasonable efforts are on-going; especially with respect to the draft National Policy on Special Needs Education. Analysis also show that most of these efforts considerably align with the provisions of most of the reviewed international instruments especially the UNCPRD. Nonetheless,

when compared with developments on inclusive education at the international level, the Nigerian experience still remain largely behind; with most national and subnational efforts still remaining at the level of policy development and drafting and not at the level of implementation.

CHAPTER 3

DESCRIPTIVE NARATIVES ON THE STATE OF INCLUSIVE BASIC EDUCATION IN NIGERIA

3.0 INTRODUCTION

The conduct of this baseline survey is basically intended to examine the objective realities in the implementation of inclusive education within the three project location (Akwa-Ibom state, Kwara state and the FCT Abuja). In doing so, beyond the administration of data gathering instruments, documented evidences in each location are also considered and analyzed.

This chapter therefore contains narrative analysis of documented evidences provided by each state agency (especially the Ministry of Education and the State Universal Basic Education Board) as well as oral statements obtained from key informants and influential actors in the educational sector within the survey location.

3.1 INCLUSIVE EDUCATION IN NIGERIA; AN OVERVIEW

In spite of efforts at developing specific policy frameworks on inclusive (or special needs) education, No concrete step has been taken with regard to proper and effective implementation of inclusive education in Nigeria. Even at policy level, integration remains the focus of planning special education programmes.

The failure of the UBE Act to effectively mainstream and provide for the implementation of inclusive education in the country and the absence of legal and policy frameworks to drive the process as proposed in the National Draft Policy on Special Needs Education are two key reasons for the seeming silence by both national and state governments on inclusive education despite its global popularity and attention. However, observations reveal that stakeholders especially civil society groups, professional associations academics and indeed, relevant agencies of government at national and state levels have since the 2000s began making reasonable efforts.

On yearly basis, several researches, policy reviews, workshops, conferences and other intellectual efforts are committed to expanding the knowledge-base of inclusive education. Similarly, civil society organizations are constantly conducting advocacies with support from international development agencies to raise public awareness and stimulate interest of policy-makers towards implementation of inclusive education.^{19, 20}

¹⁹ Roundtable Conference on “Inclusive Education – No Special child left behind” organized by the Autism Care and Support Initiative (ACSI). The conference was hosted in collaboration with the National Universities Commission on March 5th 2015.

These intellectual and advocacy efforts began to pay-off in 2003 when Lagos state designated 2 mainstream primary schools as inclusive schools and increased the number to 31 in 2006 and now 41 as at 2015.²¹ This development appeared to be the first deliberate effort by government to facilitate inclusive education at the basic education level since the enactment of the UBE Act in 2004.

General observation also reveal that support from international development agencies (including this current USAID-SACE project) to the federal government and about 10 states is currently facilitating the drafting of inclusive education policies and legislations. Some State governments are also taking further steps to move from special education to integrated education by establishing Special primary schools within the same premises with regular schools while students with disabilities attend regular junior and senior secondary schools as well as tertiary institutions across the country. In fact, there are no special schools at the tertiary levels of education.

Finally, it appears that the awareness is rising and the policy foundation is being laid for the implementation of inclusive basic education in Nigeria. All that is left is for relevant agencies of government and all stakeholders to demonstrate more commitment and resources.

3.2 INCLUSIVE EDUCATION IN THE FEDERAL CAPITAL TERRITORY ABUJA

Although the FCT Abuja is the seat of government in Nigeria, this has in no way had substantial positive influence on the implementation of inclusive education in the FCT. Observations reveal that children with disabilities are streamlined to special primary schools established separately from the mainstream primary schools.

While stakeholders including government officials acknowledged government's efforts in providing substantial support to special primary schools and in building teachers capacity as well as providing wheelchair accessible classrooms and other infrastructure in many mainstream schools, most of the stakeholders admitted that this trend has not made any meaningful impact in enhancing the social inclusion of children and adults with disabilities and in removing the various institutional, attitudinal and environmental barriers hindering their progress.

Although the FCT administration is reported to have developed a policy document on inclusive education, same could not be verified as the document couldn't be sited in the cause of this baseline survey. In spite of this, and notwithstanding the seemingly high level of engagements between the government and other stakeholders on inclusive education in the last five years, The

²⁰the 12th Annual National Conference of the National Council for Exceptional Children held at Minna, Niger State, in August, 2002.

²¹ Adebayo A and Akinola E. (2013); A Report on Baseline Assessment Survey of 40 Inclusive Schools In Lagos State. Conducted by Disability Policy and Advocacy Initiative (DPAI) with support from DFID-SAVI, Lagos State.

FCT is yet to demonstrate real efforts towards implementation of inclusive education. In addition, no institutional process such as a Committee is in place within any of the relevant agency in the FCT to midwife the process of implementing inclusive education.

3.3. INCLUSIVE EDUCATION IN AKWA-IBOM STATE

The Akwa-Ibom state government is reported to have been doing so much to support education of children with disabilities through the special education centers in the state. The state is currently administering integrated education wherein children with and without disabilities attend same primary and secondary schools. State officials reported that a lot is being done in areas of capacity-building and provision of teaching and learning facilities. The state government is also observed to be reasonably sensitive towards the provision of accessible educational infrastructure including classrooms and offices in mainstream schools.

However, members of the disability community in the state observed that there are several institutional infrastructural and human capacity gaps militating against the successful implementation of both special and inclusive education in the state. They also noted the lack of appropriate enabling laws and policies required to drive inclusive education and low public awareness among policy-makers, teachers and other educational professionals, parents, persons with disabilities, the media, etc.



L: Meeting with JONAPWD Members

R: JONAPWD Research Team on Akwa-Ibom State Broadcasting Corporation 90.9 FM Radio

In Akwa-Ibom state, the government currently administers 12 Special Education Centers (see Appendix B). However, not much has been done in the state to promote the concept and practice of inclusive education. There is no documented policy on inclusive education, while there are no visible engagement between government and other stakeholders to initiate and promote any policy development processes.

Nonetheless, engagement with key senior officials of the State Ministry of Education and the State Universal Basic Education Board in the course of this survey reveal a trend of substantially rising interest among senior and influential government officials in supporting and promoting inclusive education in Akwa-Ibom state.



L: Meeting with Management Team

*R: Meeting with Management Team
Ministry of education Akwa-Ibom Subeb*

During the meeting of the JONAPWD research team with the Management of the Akwa-Ibom State Universal Basic Education Board, the Permanent Secretary, expressed his excitement on the idea and practice of inclusive education; acknowledging that “Inclusive education will help reduce the various social exclusions and discriminations suffered by persons with disabilities...” Other members of the SUBEB Management also shared their thoughts on the need for inclusive education as against special education. They expressed their willingness to support the JONAPWD-SACE project when it eventually commences.

3.4. INCLUSIVE EDUCATION IN KWARA STATE

Kwara state is one of the states in Nigeria which has received reasonable attention and support from international development agencies in support for the education of children and adults with disabilities within the last five years. The state was thus selected to participate in the USAID supported SACE project with a view to addressing identified gaps hindering on-going efforts and for the purpose of raising awareness and building capacity to comply with global standard and best practice in line with the UNCRPD and other international legal and policy frameworks.

According to statements credited to stakeholders in the state, “Some international agencies have been providing support to the state for the purpose of implementing inclusive education.” Some state officials also acknowledged that one of the key outcomes of this support is the initiation of the process of developing a Policy on Inclusive Education in the state.



L: Meeting with Management Team

*R: Meeting with Management Team
Kwara State SUBEB, Ministry of
Education*





Meeting with Principal Kwara State School For Children with Special Needs

Stakeholders in the state also acknowledge government's efforts in the area of capacity-building and provision of teaching and learning infrastructure and facilities in the various special schools.



Souvenir produced by the students in Kwara State for children with special needs

It is also a fact that the Kwara State University is one of the very few universities in the country which currently offer academic programmes in special/inclusive education.

Kwara state currently has a draft policy on inclusive education; developed in April, 2013. The policy provides that “In Consonance with the free education policy of Kwara state, inclusive education shall be free and compulsory at least in the elementary and fundamental stages in such a way that all schools should accommodate all children regardless of their physical, intellectual, social, emotional, psychological, linguistics or other conditions. This should include disabled and gifted children, the girl child, street and working children, out of school children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities, and children from other disadvantaged or marginalized areas or group.”

The key objective of the policy is to “reduce discrimination and ensure schools are conducive to all children.”

The policy highlights key implementation strategies covering: awareness creation; safe school environment; teaching learning; teacher training; school infrastructure; and preventing school-based violence.

The policy also highlights the roles and responsibilities of key stakeholders including: Ministry of education and Human Resource Development; State Universal Basic Education Board; Local Government Education Authority; School-Based Management Committee; Civil Society Organizations; Media; Colleges of education and other higher institutions of education; Ministry of women affairs; Ministry of Health; State Planning Commission; and the Special schools.

However, stakeholders especially members of the disability community in Kwara state lamented their exclusion from the process leading to the drafting of the state's policy on inclusive education. They also complained that disability inclusivity and accessibility issues were grossly under-provided for in the policy. They noted that the policy had been poorly implemented. The deaf community in particular observed that the outlined process of implementing inclusive education in line with the draft policy in the state will not be beneficial to deaf children; hence the need for proper consultation between the disability community and the government.



L: Meeting with JONAPWD Members

R: Dialogue between the research consultant Dr. Adebayo and Kwara State President of the Nigerian Association of the deaf, Alhaji Dagbo



Generally, Kwara state is yet to fully commence the implementation of inclusive basic education. At the moment, only 4 schools (2 primary and 2 secondary) have been rehabilitated to provide integrated education; where children with and without disabilities attend same schools. Children with disabilities still attend special needs primary schools established separately from the mainstream primary schools. This situation is not in any way reflective of the efforts which have been made towards inclusive education in the state. Although some school infrastructure including classrooms are built with accessible ramps for wheelchair users, this does not sufficiently promote the practice of inclusive education.

3.5 GENERAL SUMMARY

From the above narratives, it is clear that:

- lack of awareness and capacity is more obvious in Akwa-Ibom state even though there appears to be strong willingness to support the process on the part of the government;

- In Kwara state, despite the progress made, there are obvious advocacy gaps and possible lack of effective engagement between stakeholders and the government which is required to secure more commitment on the part of government towards implementation of the policy on inclusive education.
- The FCT case also reveals possible gaps in advocacy strategies and weak stakeholders engagement on issues of inclusive education. Some degree of awareness and capacity gap may not be ruled out.
- Generally, activities in the three project locations reveal that stakeholders especially the government is not necessarily unaware of inclusive education. In fact, most of the government officials who interacted with this author claimed that their governments were indeed already implementing inclusive education; even though most claims could not be substantiated or confirmed by the citizens. Nonetheless, overall developments across Nigeria show that despite on-going efforts to implement inclusive education, significant awareness, capacity and advocacy gaps persistently pose serious limitations to success and impacts.

CHAPTER 4

QUANTITATIVE ANALYSIS OF DATA

4.0 INTRODUCTION

This chapter is structured into 3 main sections. In the first section, the methods adopted in the gathering and analyses of data as well as some issues with respect to the data gathering instrument are discussed. In the second section, state-by-state analysis of data is presented while the third section presents combined analysis of data from the three survey areas.

4.1 METHODOLOGY

4.1.1 DESIGN

This research is conducted as a survey to investigate specific behavioral trend within a given population. The focus of the research is to identify the level of awareness, capacity and perception of the target population with regard to inclusive education within their respective jurisdiction.

4.1.2 POPULATION

There is no available record to show the actual population targeted by this survey. However, in descriptive terms, the survey focuses on persons with disabilities, civil servants and public officials, civil society members and media practitioners in FCT Abuja, Akwa-Ibom and Kwara states respectively.

4.1.3 SAMPLE SIZE

For the purpose of this survey, a convenient sample of 150 was selected with 50 persons from each of the three project locations.

Each of the target groups including disabled people's organization (JONAPWD) civil society organizations (CSACEFA), the media, Ministry of Education and State Universal Basic Education Board (SUBEB) were given equal opportunity to produce at least 10 respondents.

4.1.4 METHODS OF DATA GATHERING AND ANALYSIS

The following methods were used in data collection and analysis:

- Review of relevant literature – this method was used to review relevant legislative and policy documents and records, as well as other relevant publications on inclusive education.

- Administration of questionnaires – primary or quantitative data was gathered through the use of questionnaires designed in line with the objective of the survey and stakeholders mapping. See Appendix A for a full description of the survey questionnaire.
- Conduct of unstructured interviews – relevant qualitative data was extracted from identified key informants.

4.1.5 Limitations

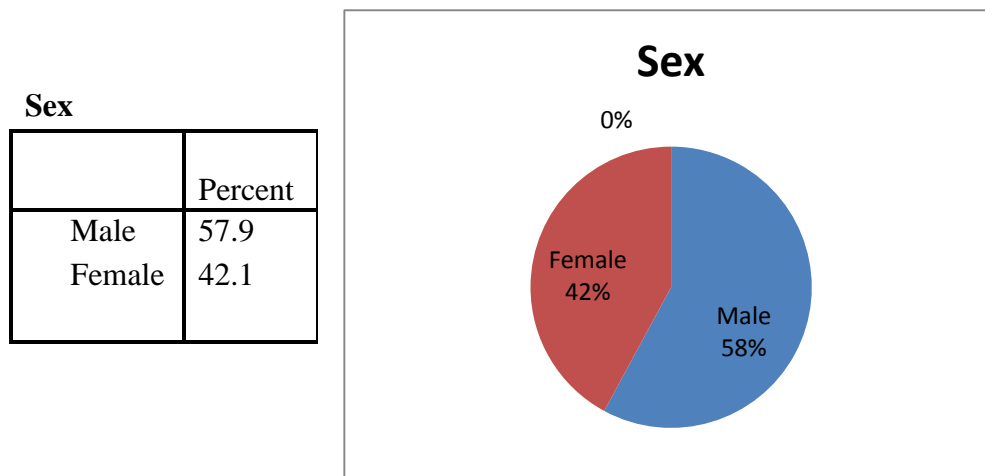
This baseline survey encountered the following limitations:

- The time and financial resources available to this survey was too limited. This affected the number of days which could be spent in each of the research locations to do a more comprehensive work. Similarly, only about 75% of questionnaires could be collected as many public officials delayed in returning the questionnaires due to time constraints.
- This survey could not cover specific school-by-school analysis in each of the 3 project locations to ascertain level of availability and/or adequacy of inclusive and accessible school infrastructure, teaching and learning facilities/equipments, educational processes, human resources, etc. This aspect of study and analysis could be embarked upon in the nearest future to guide policy implementation.
- The survey faced constraints in accessing policy and other relevant official documents of relevant MDAs in the 3 project locations. The challenges of bureaucracy slowed down responses to requests for these official documents in such locations like FCT Abuja.

4.2 STATE-BY-STATE ANALYSIS

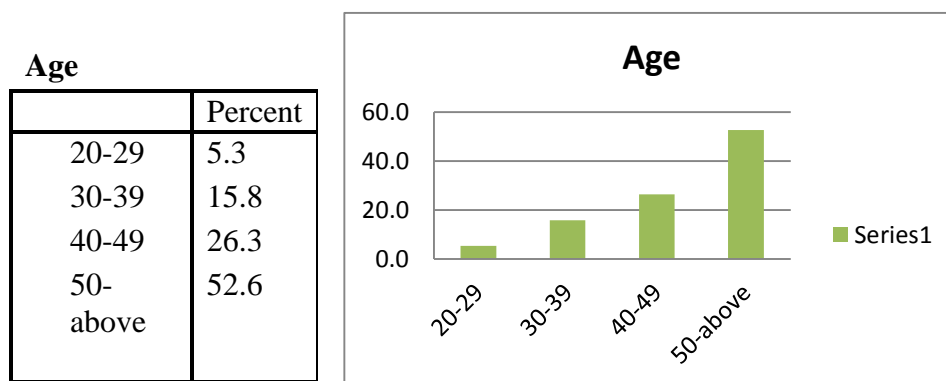
4.2.1 PERCEPTION AND IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE FEDERAL CAPITAL TERRITORY ABUJA

TABLE 4.1: SEX DISTRIBUTION OF RESPONDENTS IN FCT ABUJA



The above chart indicates that more male respondents, 58%, were present in the FCT than female respondents.

TABLE 4.2: AGE DISTRIBUTION OF RESPONDENTS IN FCT ABUJA

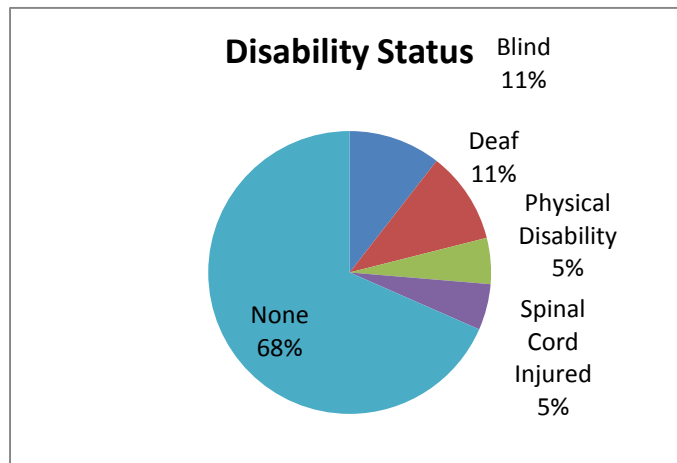


The above chart indicates that majority of respondents in the FCT fall within the age bracket of 50 and above. This is not unexpected since most of the respondents from agencies of government fall within the management staff cadre.

TABLE 4.3: DISABILITY STATUS OF RESPONDENTS IN FCT ABUJA

Disability Status

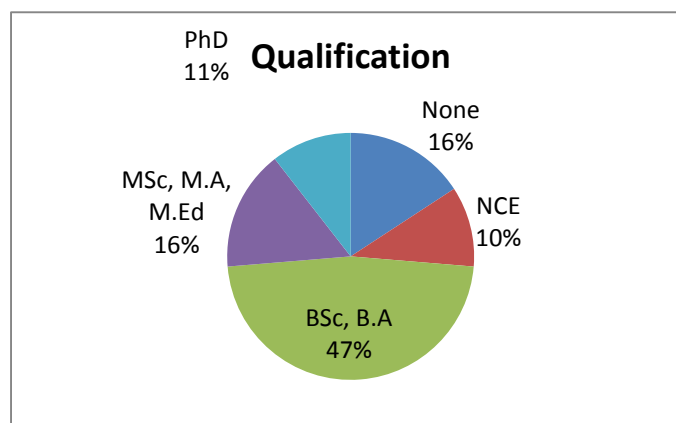
Disabilities	Percent
Blind	10.5
Deaf	10.5
Physical Disability	5.3
Spinal Cord Injured	5.3
None	68.4



The above chart indicates that most; 68% of the respondents who presented in the FCT are non-disabled persons while only 32% are persons with disabilities.

TABLE 4.4: ACADEMIC QUALIFICATION OF RESPONDENTS IN FCT ABUJA

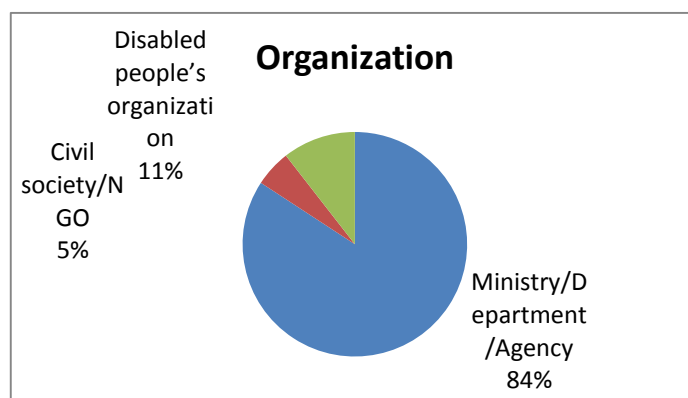
Qualification	Percent
None	15.8
NCE	10.5
BSc, B.A	47.4
MSc, M.A, M.Ed.	15.8
PhD	10.5



The above chart indicates that most; 47% of respondents who presented in the FCT are graduates with Bachelor's degree. About 35% of respondents possessed other levels of tertiary education including NCE and various postgraduate degrees.

TABLE 4.5: ORGANIZATIONAL REPRESENTATION OF RESPONDENTS IN FCT ABUJA

Nature of Organization	Percent
Ministry/Department/Agency	84.2
Civil society/NGO	5.3
Disabled people's organization	10.5

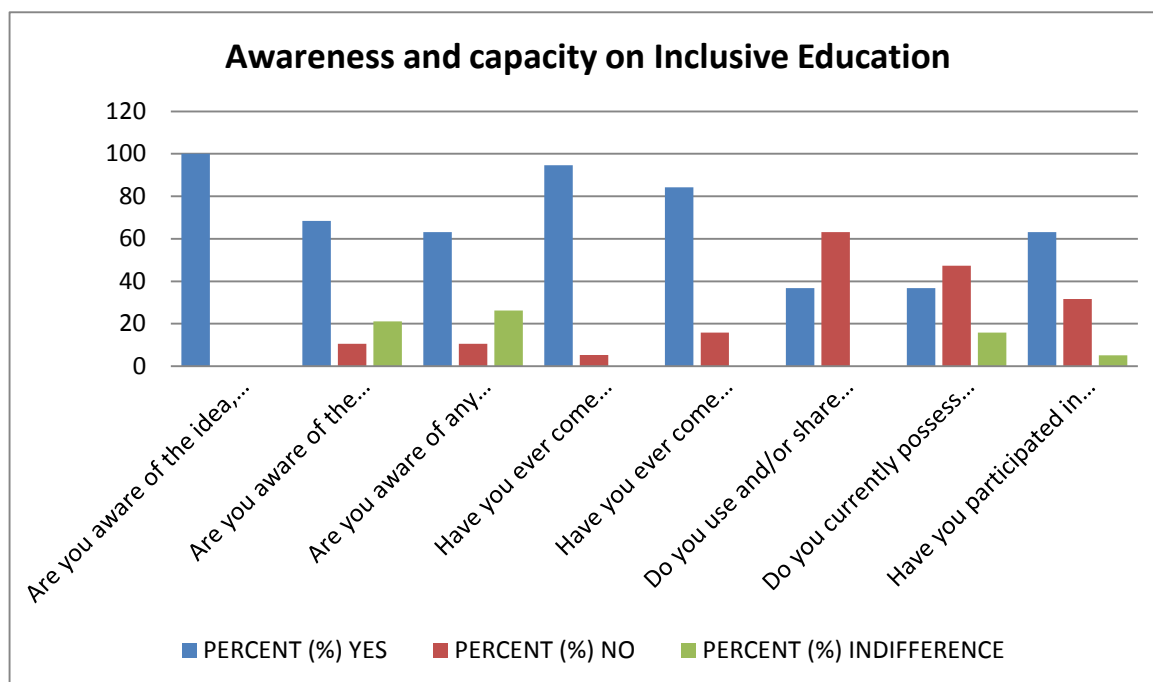


The above chart indicates that most; 84% respondents who presented in the FCT were members/staff of MDAs including the federal ministry of education, FCT Universal Basic Education Board and the Nigerian Educational Research and Development Council (NERDC) respectively.

This implies that only few of the other targeted stakeholders including DPOs, CSOs and the media returned their questionnaires.

Awareness and capacity on Inclusive Education	PERCENT (%)		
	YES	NO	INDIFFERENCE
Are you aware of the idea, concept and practice of inclusive education?	100.0	0.0	0.0
Are you aware of the UBEC Act 2004?	68.4	10.5	21.1
Are you aware of any policy on inclusive education in your state?	63.2	10.5	26.3
Have you ever come across any print and/or electronic media information on inclusive education?	94.7	5.3	0.0
Have you ever come across any books, manuals, factsheets, policy briefs, posters, stickers, flyers on inclusive education?	84.2	15.8	0.0
Do you use and/or share information on inclusive education through the internet and social media with other colleagues and friends?	36.8	63.2	0.0
Do you currently possess any academic and/or professional certificate on inclusive education?	36.8	47.4	15.8
Have you participated in any capacity-building programme on inclusive education in the last 3 years?	63.2	31.6	5.2

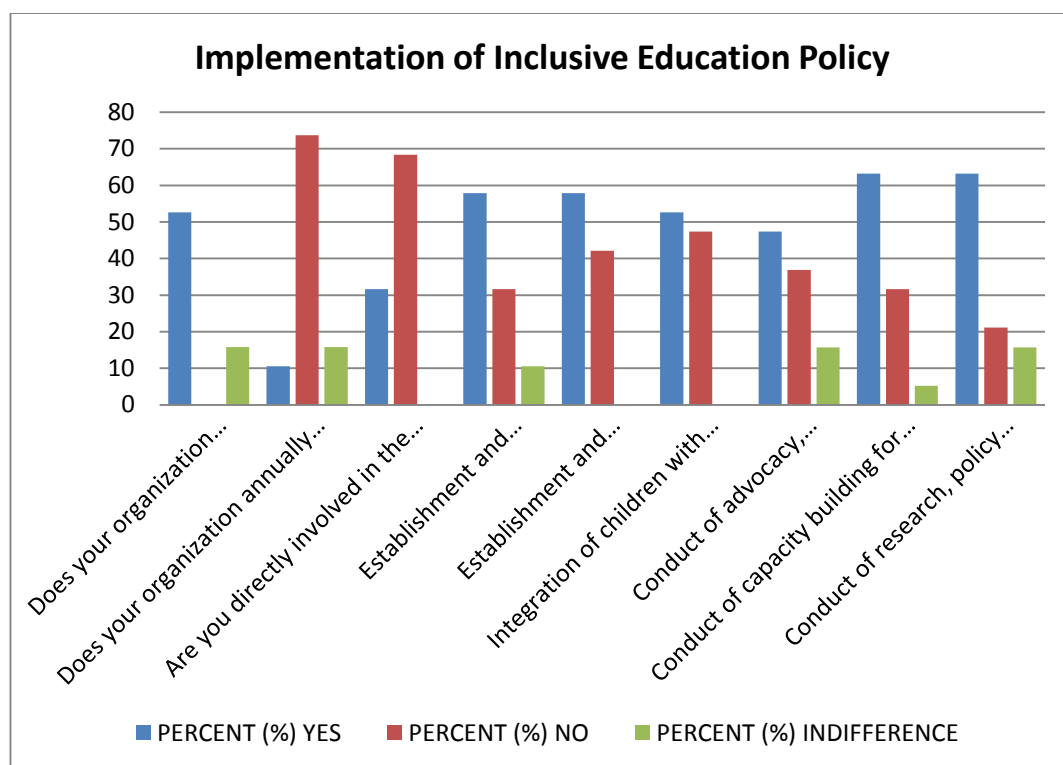
TABLE 4.6: Awareness and capacity on Inclusive Education IN FCT ABUJA



1. All; (100%) respondents in the FCT expressed their awareness of the idea and concept of "inclusive education".
2. However only a majority; (68% and 63%) of respondents indicate their awareness of the UBE Act and the existence of a policy on inclusive education in the FCT respectively.
3. Most; (84% and 94% respectively) of respondents in the FCT acknowledged their encounter with various advocacy and public awareness materials including media jingles, manuals, factsheets, flyers, hand-bills, publications, etc.
4. Very few (36% of respondents indicated their use of internet and socialmedia to search and receive information on inclusive education.
5. With regard to capacity-building, only few (36% and 63% respectively) indicated their participation in training programmes and/or possession of professional certificates on inclusive education.

TABLE 4.7: Implementation of Inclusive Education Policy IN FCT ABUJA

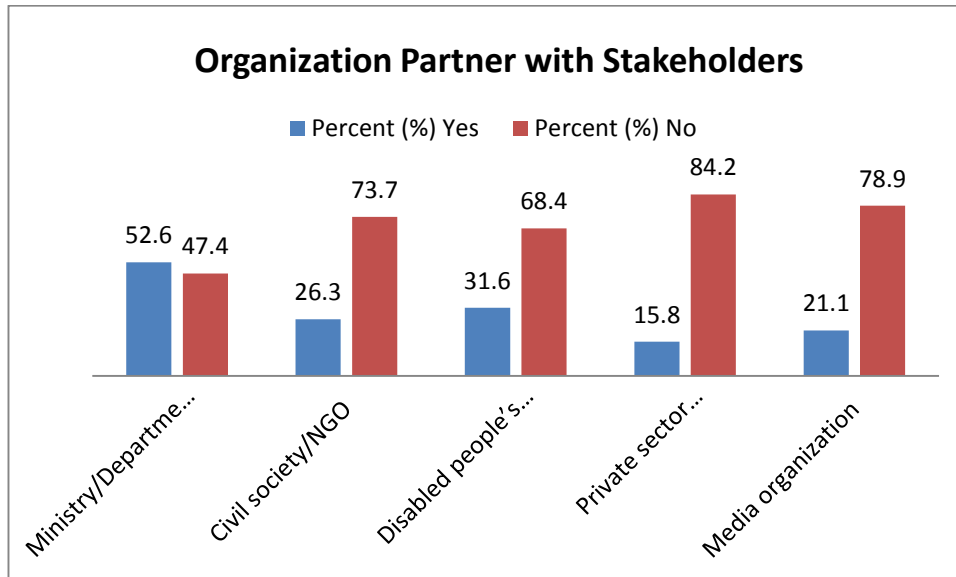
Implementation of Inclusive Education Policy	PERCENT (%)		
	YES	NO	INDIFFERENCE
Does your organization currently have and/or implement any documented policy and/or programme on inclusive education?	52.6	31.6	15.8
Does your organization annually make budgets and receive funding towards implementation of inclusive education?	10.5	73.7	15.8
Are you directly involved in the implementation of inclusive education policy in your organization?	31.6	68.4	0.0
Establishment and administration of special primary and secondary schools for children with disabilities	57.9	31.6	10.5
Establishment and administration of inclusive units/classrooms separately for children with disabilities within mainstream primary and secondary schools	57.9	42.1	0.0
Integration of children with disabilities into same classrooms with non-disabled children in mainstream primary and secondary schools with the provision of resource centers, special teachers, care givers, assistive learning technologies and materials, etc.	52.6	47.4	0.0
Conduct of advocacy, awareness raising and public enlightenment on inclusive education	47.4	36.9	15.7
Conduct of capacity building for administrators, teachers, care givers, social workers, NGOs and other stakeholders on inclusive education	63.2	31.6	5.2
Conduct of research, policy impact assessment, monitoring and evaluation.	63.2	21.1	15.7



1. Very few (10%) of respondents in FCT indicate their organizations make annual budgets for the implementation of inclusive education.
2. Again, few respondents (31%) in the FCT indicate their direct involvement in the implementation of inclusive education policy, programmes and activities.
3. However, a fairly high number (between 47% to 63%) of respondents indicate their organizations implement various activities related to inclusive education.

TABLE 4.8 : **PARTNERSHIP WITH STAKEHOLDERS** IN FCT ABUJA

Partnership with Stakeholders	Percent (%)	
	Yes	No
Ministry/Department/Agency	52.6	47.4
Civil society/NGO	26.3	73.7
Disabled people's organization	31.6	68.4
Private sector organization	15.8	84.2
Media organization	21.1	78.9

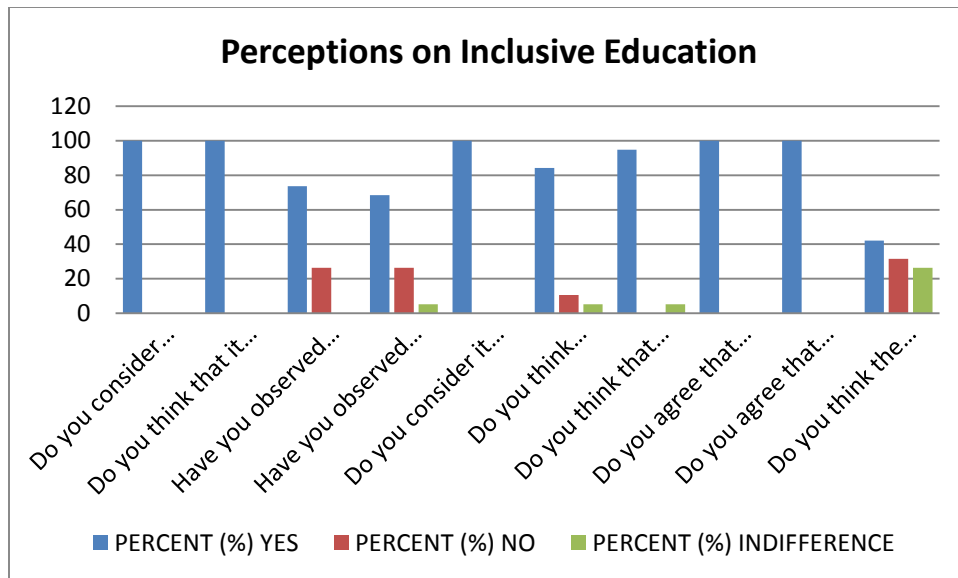


The above chart indicates that:

1. Only a simple Majority (52%) of respondents acknowledge their partnership with MDAs.
2. Just a few respondents (26% and 31% respectively) acknowledge their partnership with CSOs and DPOs.
3. Very few respondents (15% and 21% respectively) acknowledged their partnership with the private sector and the media.

TABLE 4.9: Perceptions on Inclusive Education IN FCT ABUJA

Perceptions on Inclusive Education	PERCENT (%)		
	YES	NO	INDIFFEREN CE
Do you consider inclusive education as key to the effective social inclusion of persons with disabilities?	100.0	0.0	0.0
Do you think that it is necessary for inclusive education laws and policies to be implemented in Nigeria?	100.0	0.0	0.0
Have you observed that the Universal Basic Education Act 2004 does not adequately provide for the implementation of inclusive education in Nigeria?	73.7	26.3	0.0
Have you observed that little or no budgetary allocations are made annually for the implementation of inclusive education in Nigeria?	68.4	26.3	5.3
Do you consider it necessary for the UBE Act be reviewed and national and state policies on inclusive education developed and implemented?	100.0	0.0	0.0
Do you think inclusive education can be appreciably implemented in Nigeria inspite of any social, economic, political infrastructural and technological challenges?	84.2	10.5	5.3
Do you think that Integration of children with disabilities into same classrooms with non-disabled children in mainstream primary and secondary schools with the provision of resource centers, special teachers, care givers, assistive learning technologies and materials,	94.7	0.0	5.3
Do you agree that all stakeholders (government, private sector, local and international development agencies, CSOs/NGOs, disabled people's organizations, parents, teachers, care-givers, the media, etc) all have roles to play in the implementation of inclusive education?	100.0	0.0	0.0
Do you agree that advocacies, awareness raising, public enlightenment, capacity-building and partnership-building should be increased to generate more governmental and public attention, interest, passion, support and commitment towards implementation of inclusive education?	100.0	0.0	0.0
Do you think the JONAPWD/USAID 4-year project is a timely, relevant and appropriate intervention to enhance inclusive education?	42.1	31.6	26.3



1. most respondents; (84% to 100%) expressed very positive perceptions of inclusive education
2. majority of respondents; (68%) acknowledged the low budgetary allocation to the implementation of inclusive education.
3. Most respondents; (73%) observed that the UBE act does not adequately provide for the implementation of inclusive education
4. all respondents (100%) in the FCT agreed that the UBE act be reviewed.

TREND ANALYSIS

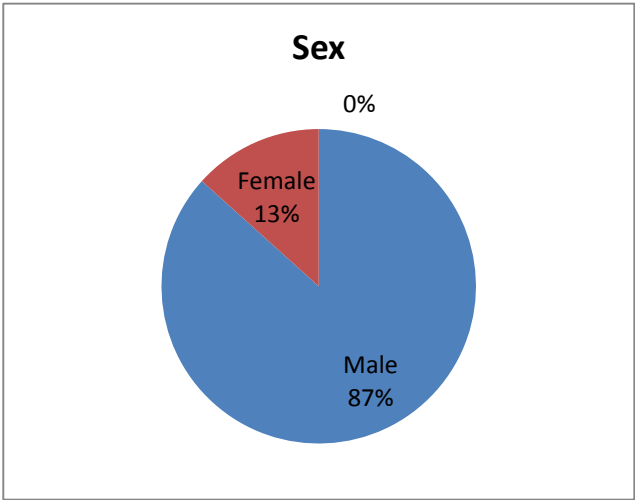
1. In the FCT, there is a reasonably high level of awareness on inclusive education. However, the level of human capacity is significantly low.
2. The FCT case show that there is very low level of government commitment to the implementation of inclusive education due to low budgetary allocation, poor administrative systems and low involvement of stakeholders.
3. In the FCT, analysis indicate that there is low level of colaboration by way of partnership between and among stakeholders. It is also observed that there is a very high neglect of other critical stakeholders including DPOs, CSOs, the media and private sector.

4. Respondents in the FCT display a very high level of positive perception of inclusive education and express optimism in the possibility of implementing an inclusive system of basic education in Nigeria.
5. Respondents in the FCT advocate for the review of the UBE Act and other policies as well as increase in budget allocation for the implementation of inclusive education.

4.2.2 PERCEPTION AND IMPLEMENTATION OF INCLUSIVE EDUCATION IN AKWA-IBOM STATE

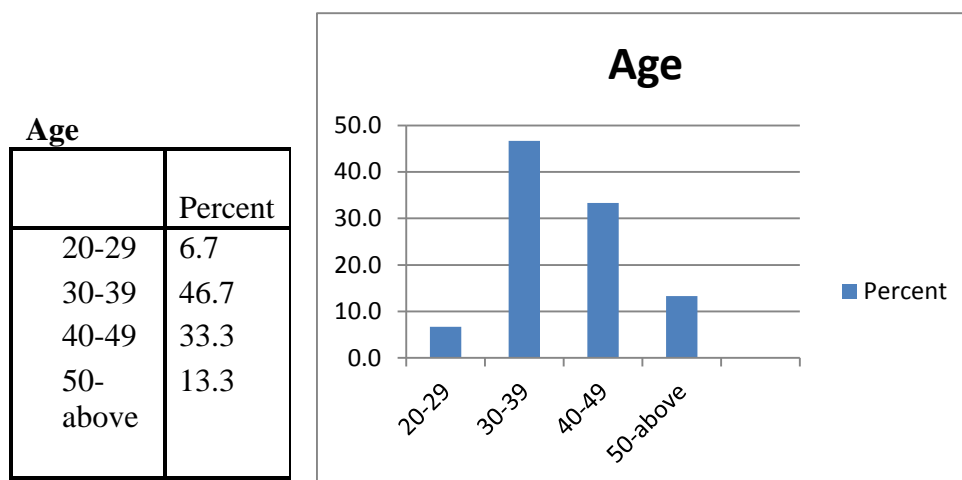
TABLE 4.10: SEX DISTRIBUTION OF RESPONDENTS IN AKWA-IBOM STATE

SEX	Percent
Male	86.7
Female	13.3



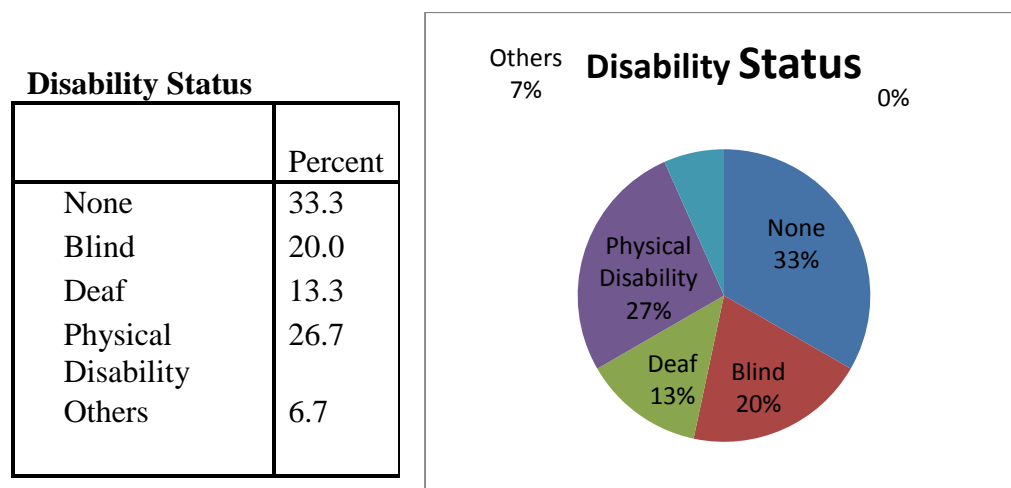
The above chat indicates that most respondents; (86%) in Akwa-Ibom state are male.

TABLE 4.11: AGE DISTRIBUTION OF RESPONDENTS IN AKWA-IBOM STATE



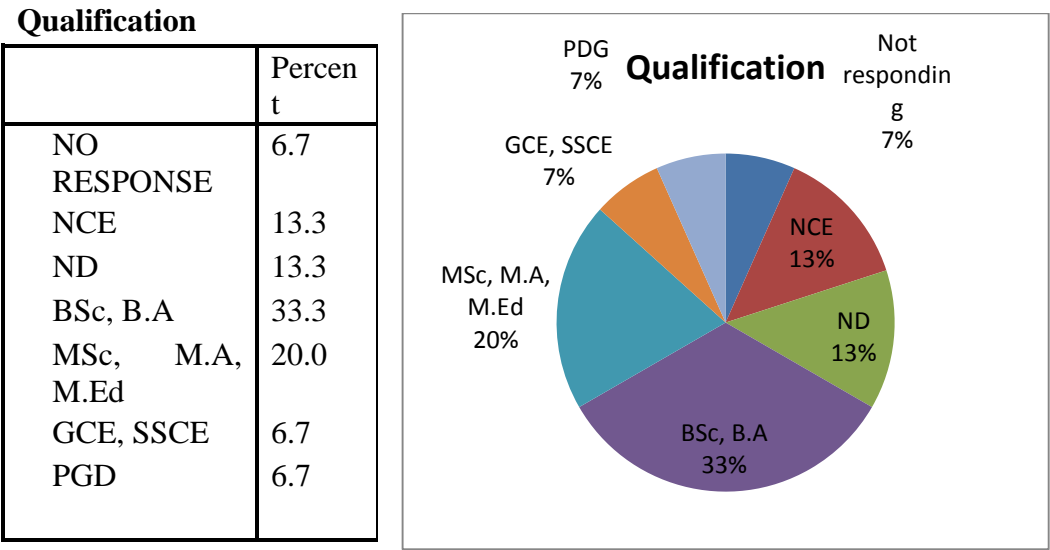
The above chart indicates that less than 50% of the total respondents (46%) belong to the age group of 30-39, while 33% belong to the 40-49 age group. This therefore means that about 80% of respondents fall within the age group of 30-49.

TABLE 4.12: DISABILITY STATUS OF RESPONDENTS IN AKWA-IBOM STATE



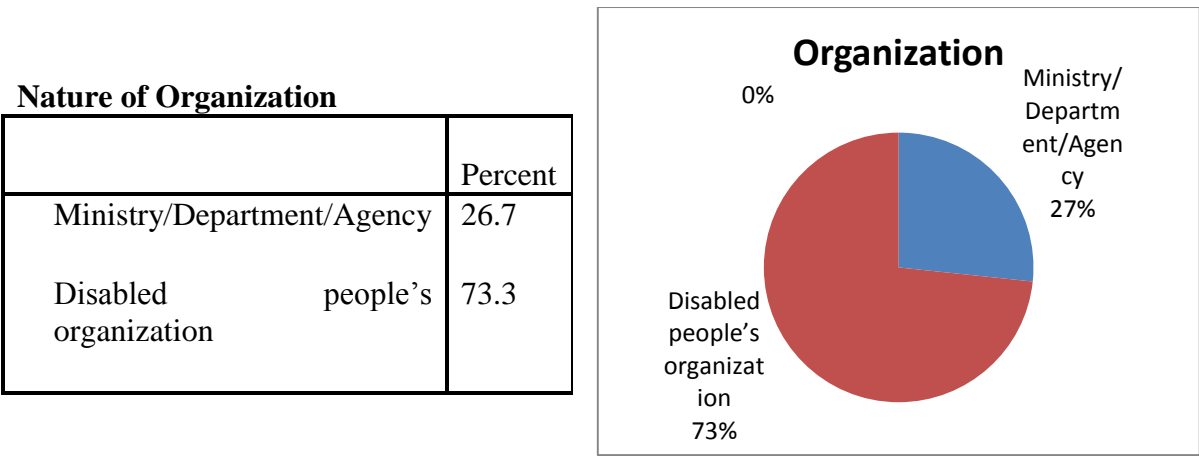
The above chart indicates that when summed together, persons with disabilities constitute about 65% of total respondents in Akwa-Ibom state.

TABLE 4.13: ACADEMIC QUALIFICATION OF RESPONDENTS IN AKWA-IBOM STATE



The above chart indicate that when summed together, about 53% of respondents in Akwa-Ibom state possess at least a Bachelor’s degree.

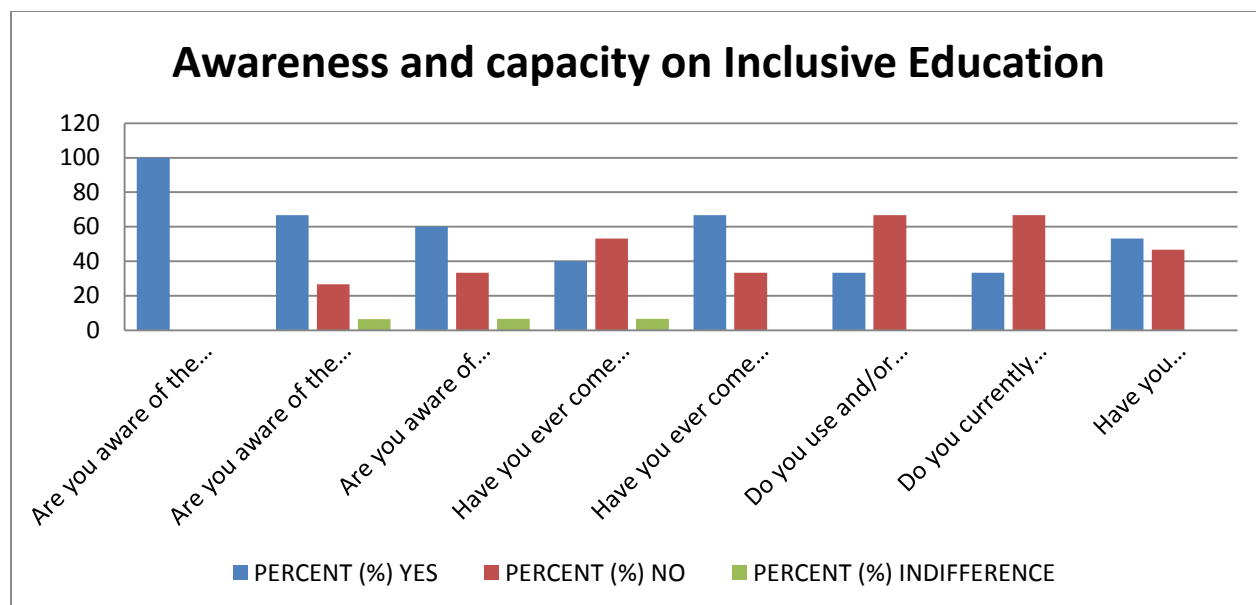
TABLE 4.14: ORGANIZATIONAL REPRESENTATION OF RESPONDENTS IN AKWA-IBOM STATE



The above chart indicates that most of the respondents; (73%) who presented in Akwa-Ibom state represent DPOs.

TABLE 4.15: Awareness and capacity on Inclusive Education IN AKWA-IBOM STATE

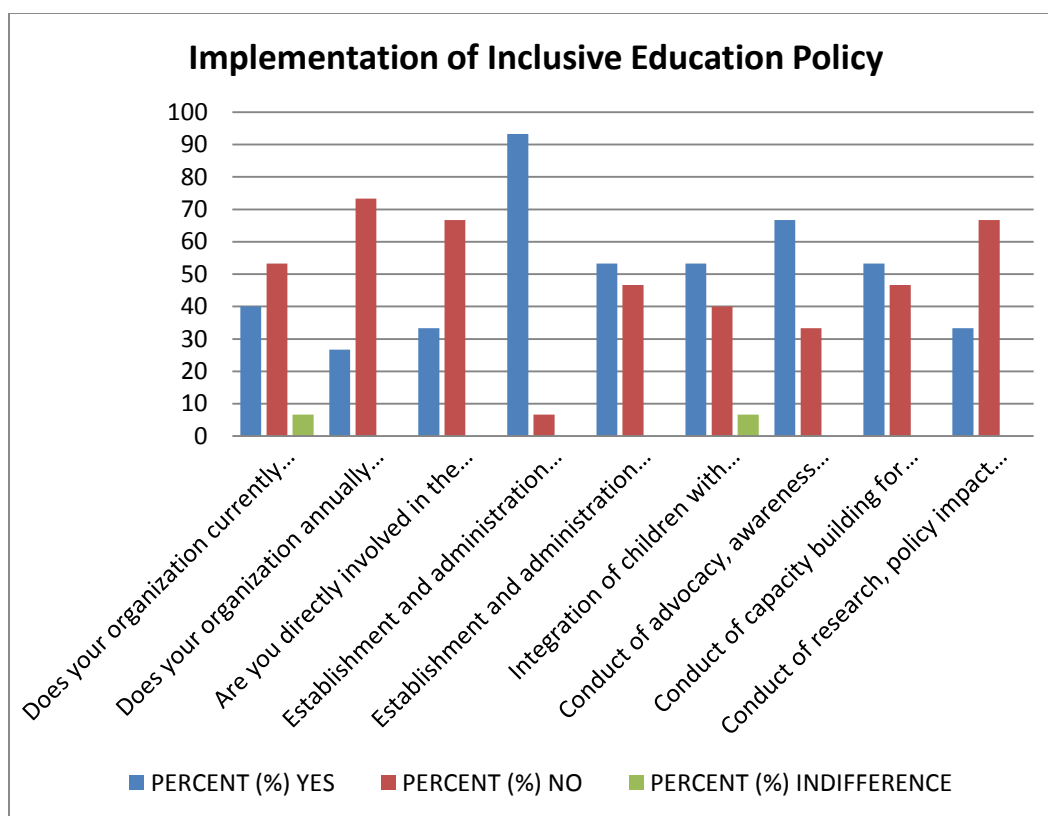
Awareness and capacity on Inclusive Education	PERCENT (%)		
	YES	NO	INDIFFERENCE
Are you aware of the idea, concept and practice of inclusive education?	100.0	0.0	0.0
Are you aware of the UBEC Act 2004?	66.7	26.7	6.6
Are you aware of any policy on inclusive education in your state?	60.0	33.3	6.7
Have you ever come across any print and/or electronic media information on inclusive education?	40.0	53.3	6.7
Have you ever come across any books, manuals, factsheets, policy briefs, posters, stickers, flyers on inclusive education?	66.7	33.3	0.0
Do you use and/or share information on inclusive education through the internet and social media with other colleagues and friends?	33.3	66.7	0.0
Do you currently possess any academic and/or professional certificate on inclusive education?	33.3	66.7	0.0
Have you participated in any capacity-building programme on inclusive education in the last 3 years?	53.3	46.7	0.0



1. All respondents (100%) in Akwa-Ibom state expressed their awareness of the idea and concept of "inclusive education".
2. Only a majority; of respondents; (60% and 66%) indicate their awareness of the UBE Act and the existence of a policy on inclusive education in Akwa-Ibom state respectively.
3. between (40% and 66%) of respondents in Akwa-Ibom state acknowledged their encounter with various advocacy and public awareness materials including media jingles, manuals, factsheets, flyers, hand-bills, publications, etc.
4. Very few respondents (33% indicated their use of internet and social media to search and received information on inclusive education.
5. Between (33% and 53%) of respondents in Akwa-Ibom state indicated that they had participated in training programmes and/or possess professional certificates in inclusive education.

TABLE 4.16: Implementation of Inclusive Education Policy IN AKWA-IBOM STATE

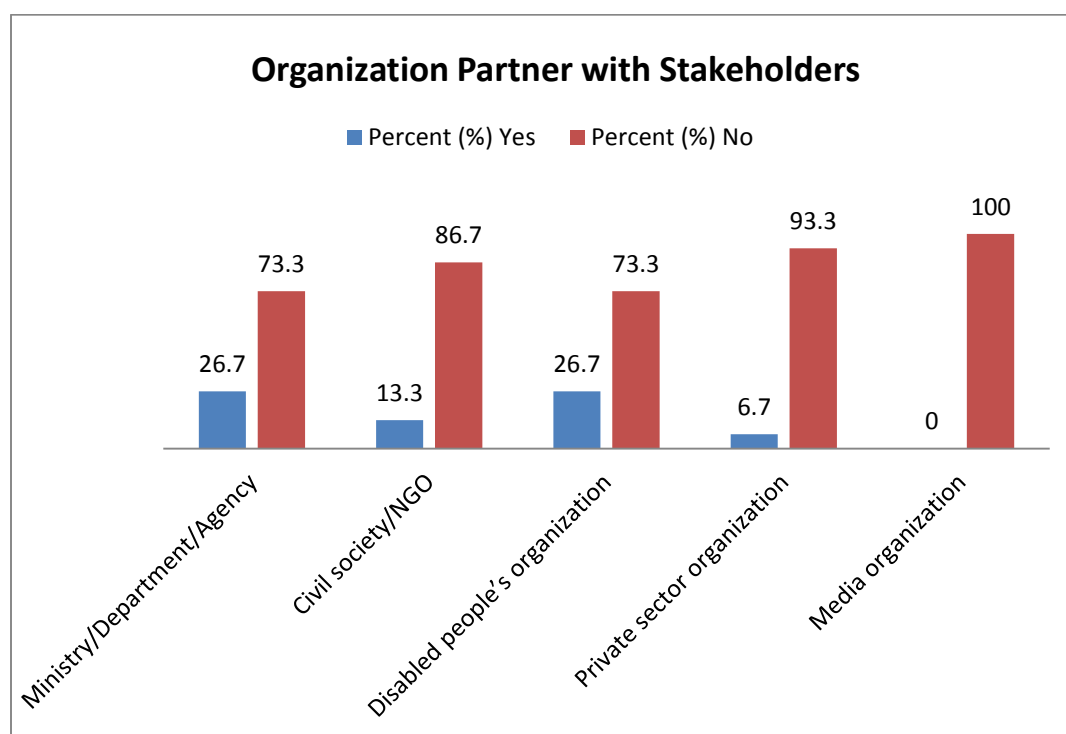
Implementation of Inclusive Education Policy	PERCENT (%)		
	YES	NO	INDIFFEREN CE
Does your organization currently have and/or implement any documented policy and/or programme on inclusive education?	40.0	53.3	6.7
Does your organization annually make budgets and receive funding towards implementation of inclusive education?	26.7	73.3	0.0
Are you directly involved in the implementation of inclusive education policy in your organization?	33.3	66.7	0.0
Establishment and administration of special primary and secondary schools for children with disabilities	93.3	6.7	0.0
Establishment and administration of inclusive units/classrooms separately for children with disabilities within mainstream primary and secondary schools	53.3	46.7	0.0
Integration of children with disabilities into same classrooms with non-disabled children in mainstream primary and secondary schools with the provision of resource centers, special teachers, care givers, assistive learning technologies and materials, etc.	53.3	40.0	6.7
Conduct of advocacy, awareness raising and public enlightenment on inclusive education	66.7	33.3	0.0
Conduct of capacity building for administrators, teachers, care givers, social workers, NGOs and other stakeholders on inclusive education	53.3	46.7	0.0
Conduct of research, policy impact assessment, monitoring and evaluation.	33.3	66.7	0.0



1. Less than 50% of respondents; (40%) reported that their organizations currently implement any policy on inclusive education. However, fewer numbers of respondents; (26%) reported that their organizations make budget for the implementation of inclusive education.
2. Very few respondents; (33%) reported their direct involvement in implementing inclusive education.
3. While most respondents; (93%) confirmed the existence of special schools, 53% of respondents confirmed the establishment of inclusive schools and the integration of children with disabilities into mainstream schools in Akwa-Ibom state.
4. Between 33% and 66% of respondents reported their organization's involvement in other aspects of inclusive education such as capacity-building awareness raising, etc.

TABLE 4.17: PARTNERSHIP with Stakeholders IN AKWA-IBOM STATE

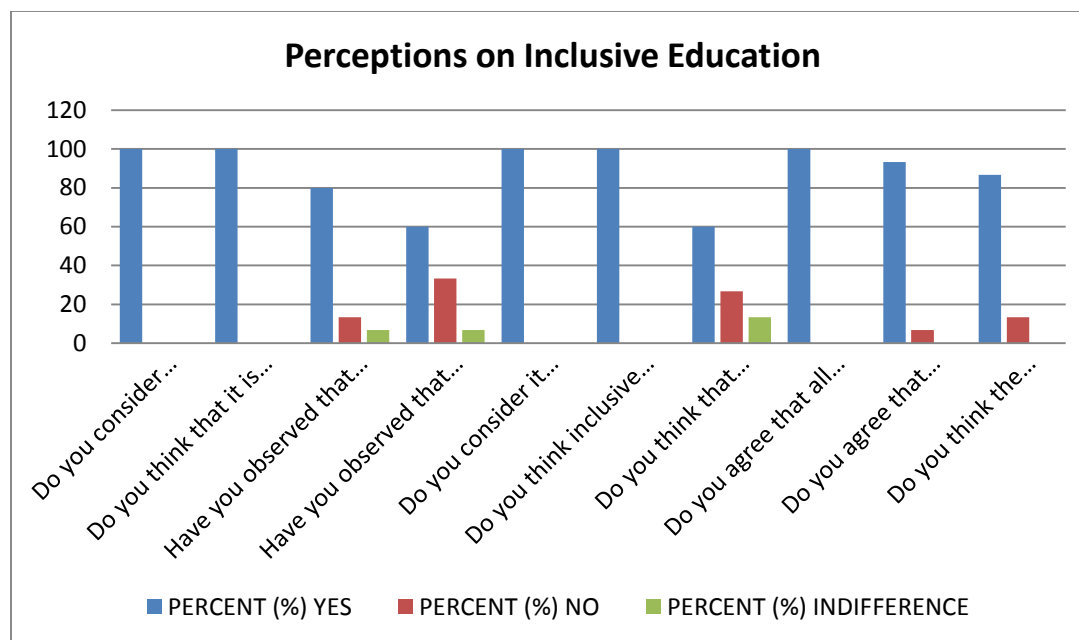
PARTNERSHIP with Stakeholders	Percent (%)	
	Yes	No
Ministry/Department/Agency	26.7	73.3
Civil society/NGO	13.3	86.7
Disabled people's organization	26.7	73.3
Private sector organization	6.7	93.3
Media organization	0.0	100.0



1. Between 70% to 95% of respondents reported that their organizations had no form of partnership or collaboration with other stakeholders.
2. Nearly 100% (94%) of respondents reported no partnership or collaboration with the media and private sector respectively

TABLE 4.18: Perceptions on Inclusive Education IN AKWA-IBOM STATE

Perceptions on Inclusive Education	PERCENT (%)		
	YES	NO	INDIFFEREN CE
Do you consider inclusive education as key to the effective social inclusion of persons with disabilities?	100.0	0.0	0.0
Do you think that it is necessary for inclusive education laws and policies to be implemented in Nigeria?	100.0	0.0	0.0
Have you observed that the Universal Basic Education Act 2004 does not adequately provide for the implementation of inclusive education in Nigeria?	80.0	13.3	6.7
Have you observed that little or no budgetary allocations are made annually for the implementation of inclusive education in Nigeria?	60.0	33.3	6.7
Do you consider it necessary for the UBE Act be reviewed and national and state policies on inclusive education developed and implemented?	100.0	0.0	0.0
Do you think inclusive education can be appreciably implemented in Nigeria inspite of any social, economic, political infrastructural and technological challenges?	100.0	0.0	0.0
Do you think that Integration of children with disabilities into same classrooms with non-disabled children in mainstream primary and secondary schools with the provision of resource centers, special teachers, care givers, assistive learning technologies and materials,	60.0	26.7	13.3
Do you agree that all stakeholders (government, private sector, local and international development agencies, CSOs/NGOs, disabled people's organizations, parents, teachers, care-givers, the media, etc) all have roles to play in the implementation of inclusive education?	100.0	0.0	0.0
Do you agree that advocacies, awareness raising, public enlightenment, capacity-building and partnership-building should be increased to generate more governmental and public attention, interest, passion, support and commitment towards implementation of inclusive education?	93.3	6.7	0.0
Do you think the JONAPWD/USAID 4-year project is a timely, relevant and appropriate intervention to enhance inclusive education?	86.7	13.3	0.0



1. Virtually all respondents; (100%) in Akwa-Ibom state expressed positive perception of inclusive education, acknowledging its positive impact and possibility in its implementation.
2. Although between 60% to 80% of respondents reported that the UBE Act makes budgetary provision for implementing inclusive education, all respondents; (100%) agreed that the UBE Act should be reviewed.
3. Most respondents; (86%) agreed that the JONAPWD-SACE 4-year project is relevant and important to the implementation of inclusive education

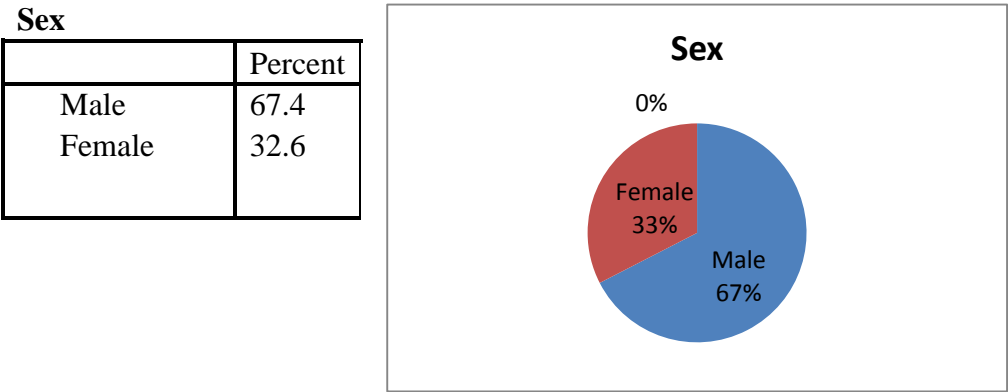
TREND ANALYSIS

1. In Akwa-Ibom state, there is a reasonably high level of public awareness on inclusive education. However, the contribution of various media platforms and tools of public awareness differ. For instance, the traditional and social media appears to have made very little impact.
2. Analysis reveal that the level of human capacity required to implement inclusive education in Akwa-Ibom state is significantly low.
3. The observed trend in Akwa-Ibom state indicate that there is a very low implementation of inclusive education. Rather, the special school system still widely prevails in the state.
4. It is observed that the level of partnership between and among stakeholders for the purpose of implementing inclusive education is significantly low in Akwa-Ibom state.

5. There is a significantly high positive perception of inclusive education in Akwa-Ibom state. There is also high public confidence in possibilities of successful implementation of inclusive education system.
6. In Akwa-Ibom state, stakeholders generally disagree with the notion that the UBE Act is not disability-sensitive and that inclusive education is not adequately budgetted for. However, stakeholders agree that the UBE Act should be reviewed.

4.2.3 PERCEPTION AND IMPLEMENTATION OF INCLUSIVE EDUCATION IN KWARA STATE

TABLE 4.19: SEX DISTRIBUTION OF RESPONDENTS IN KWARA STATE

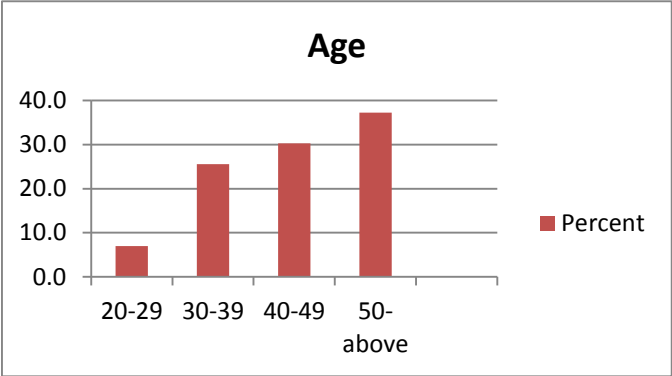


The above chart indicates that more male respondents; (67%) presented in Kwara state.

TABLE 4.20: AGE DISTRIBUTION OF RESPONDENTS IN KWARA STATE

Age

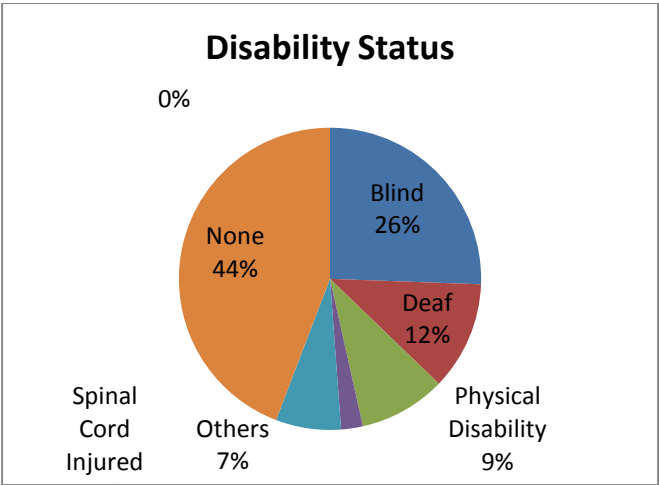
	Percent
20-29	7.0
30-39	25.6
40-49	30.2
50-above	37.2



The above chat indicate that more respondent (37%) belong to the age group of 50 and above.

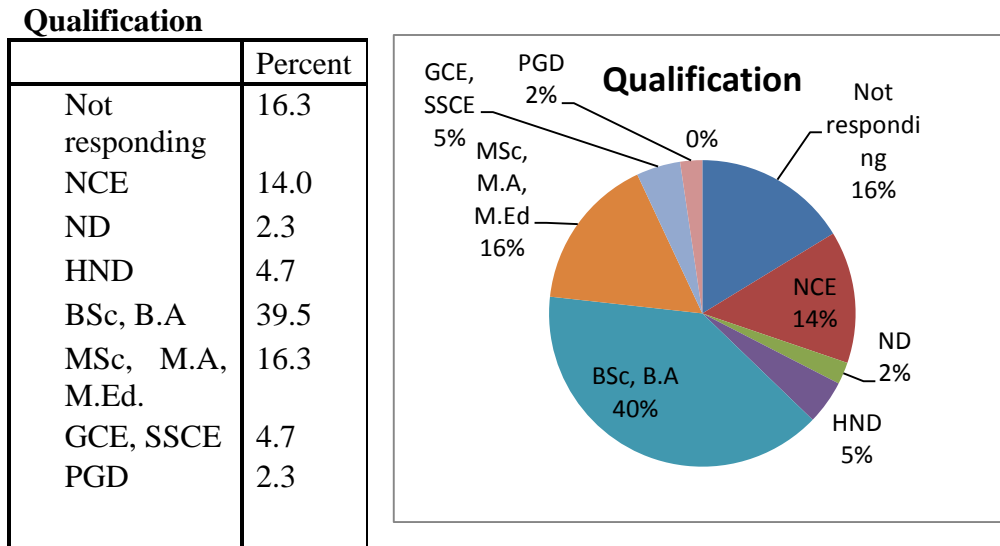
TABLE 4.21: DISABILITY STATUS OF RESPONDENTS IN KWARA STATE

Disability Status		Percent
Blind		25.6
Deaf		11.6
Physical Disability		9.3
Spinal Cord Injured		2.3
Others		7.0
None		44.2



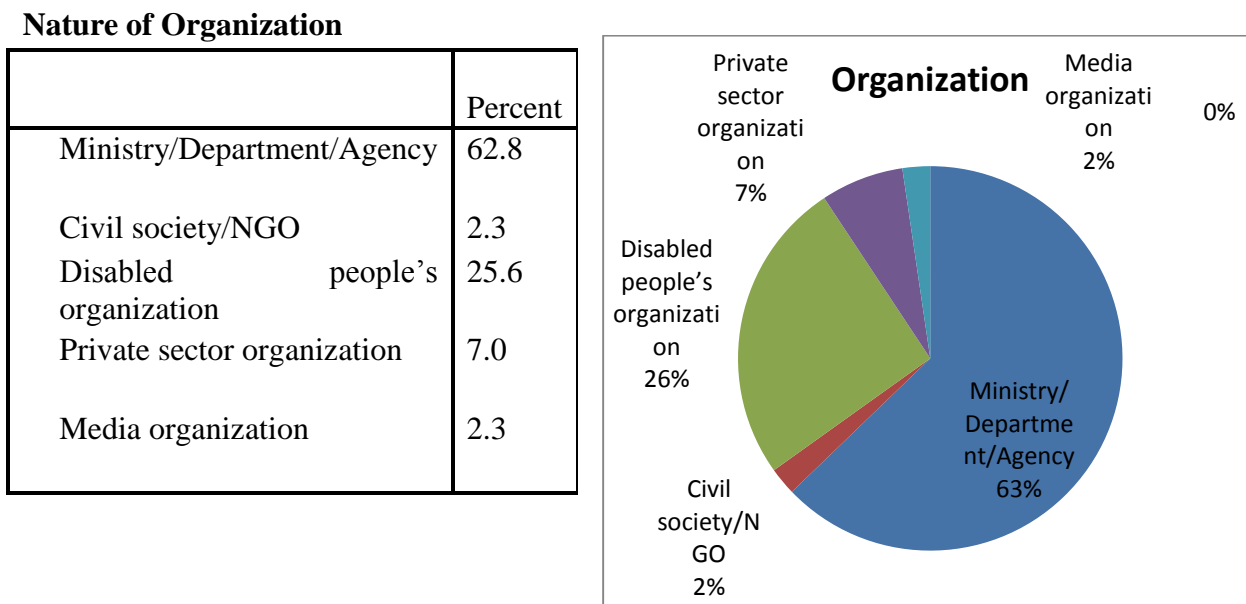
The above chat indicate that the total sum of persons with disabilities who presented in Kwara state represents over 50% of the total respondents in the state.

TABLE 4.22: ACADEMIC QUALIFICATION OF RESPONDENTS IN KWARA STATE



The above chart indicates that more than 50% of respondents possess at least a Bachelors degree.

TABLE 4.23: ORGANIZATIONAL REPRESENTATION OF RESPONDENTS IN KWARA STATE

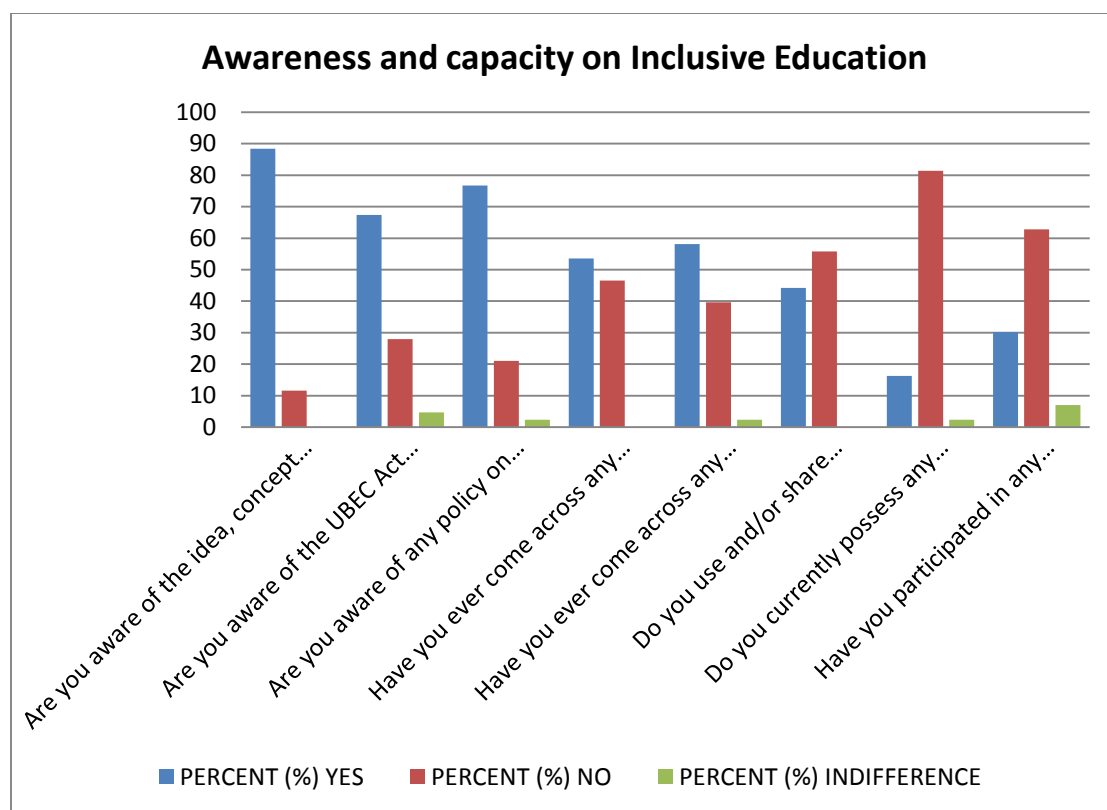


The above chart indicate that most of the respondents; (62%) who presented in Kwara state represent MDAs including Kwara State Ministr of Education and the State Universal Basic Education Board.

Awareness and capacity on Inclusive Education	PERCENT (%)		
	YES	NO	INDIFFEREN CE
Are you aware of the idea, concept and practice of inclusive education?	88.4	11. 6	0.0
Are you aware of the UBEC Act 2004?	67.4	27. 9	4.7
Are you aware of any policy on inclusive education in your state?	76.7	21. 0	2.3
Have you ever come across any print and/or electronic media information on inclusive education?	53.5	46. 5	0.0
Have you ever come across any books, manuals, factsheets,	58.1	39.	2.3

TABLE 4.24: Awareness and capacity on Inclusive Education IN KWARA STATE

policy briefs, posters, stickers, flyers on inclusive education?		6	
Do you use and/or share information on inclusive education through the internet and social media with other colleagues and friends?	44.2	55.8	0.0
Do you currently possess any academic and/or professional certificate on inclusive education?	16.3	81.4	2.3
Have you participated in any capacity-building programme on inclusive education in the last 3 years?	30.2	62.8	7.0

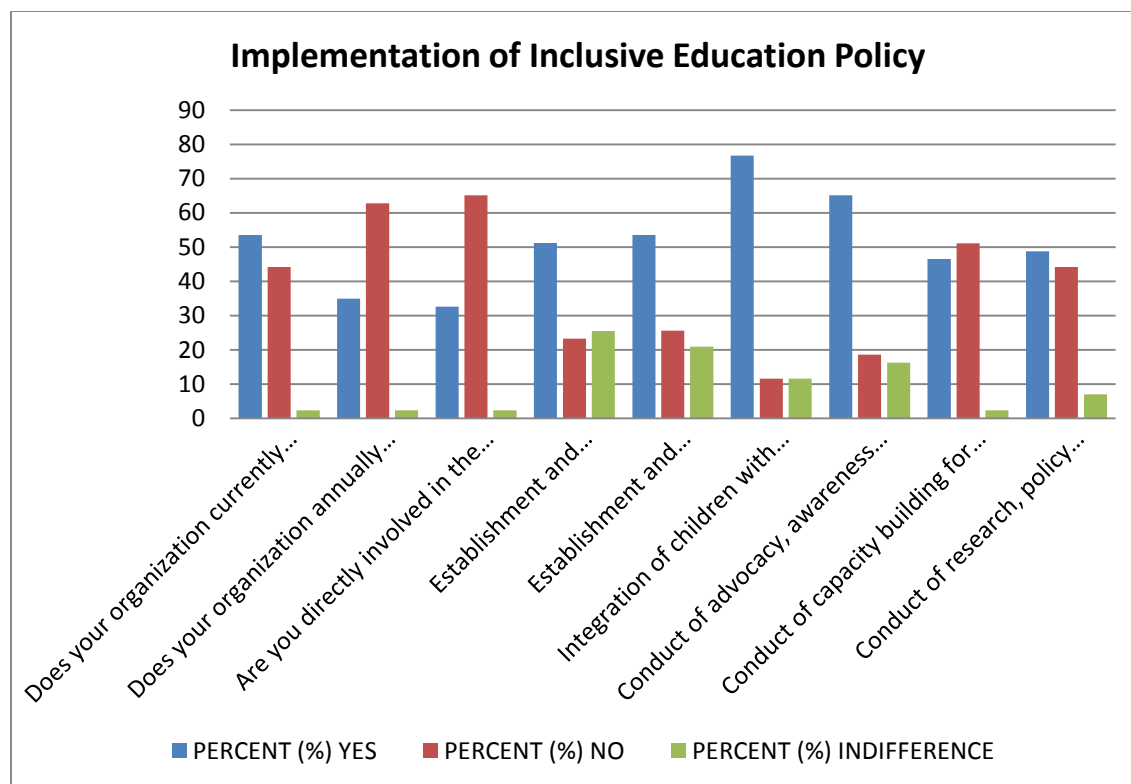


1. most respondents in Kwara state; (67%, 76% and 88% respectively) confirmed their awareness of the idea and concept of inclusive education, the UBE act and the state policy on inclusive education.
2. Only a simple majority of respondents; (53% and 58% respectively) acknowledged the traditional media and other advocacy and public awareness tools like factsheets, manuals, etc as their sources of information on inclusive education.
3. Less than 50% (44%) of respondents in Kwara state reported their use of internet and other social media as source of information on inclusive education.

4. In terms of capacity-building, very few respondents; (16% and 30% respectively) in Kwara state reported that they had participated in trainings and/or possess any certificates on inclusive education.

TABLE 4.25: Implementation of Inclusive Education Policy IN KWARA STATE

Implementation of Inclusive Education Policy	PERCENT (%)		
	YES	NO	INDIFFEREN CE
Does your organization currently have and/or implement any documented policy and/or programme on inclusive education?	53.5	44. 2	2.3
Does your organization annually make budgets and receive funding towards implementation of inclusive education?	34.9	62. 8	2.3
Are you directly involved in the implementation of inclusive education policy in your organization?	32.6	65. 1	2.3
Establishment and administration of special primary and secondary schools for children with disabilities	51.2	23. 3	25.5
Establishment and administration of inclusive units/classrooms separately for children with disabilities within mainstream primary and secondary schools	53.5	25. 6	20.9
Integration of children with disabilities into same classrooms with non-disabled children in mainstream primary and secondary schools with the provision of resource centers, special teachers, care givers, assistive learning technologies and materials, etc.	76.7	11. 6	11.6
Conduct of advocacy, awareness raising and public enlightenment on inclusive education	65.1	18. 6	16.3
Conduct of capacity building for administrators, teachers, care givers, social workers, NGOs and other stakeholders on inclusive education	46.5	51. 1	2.3
Conduct of research, policy impact assessment, monitoring and evaluation.	48.8	44. 2	7.0

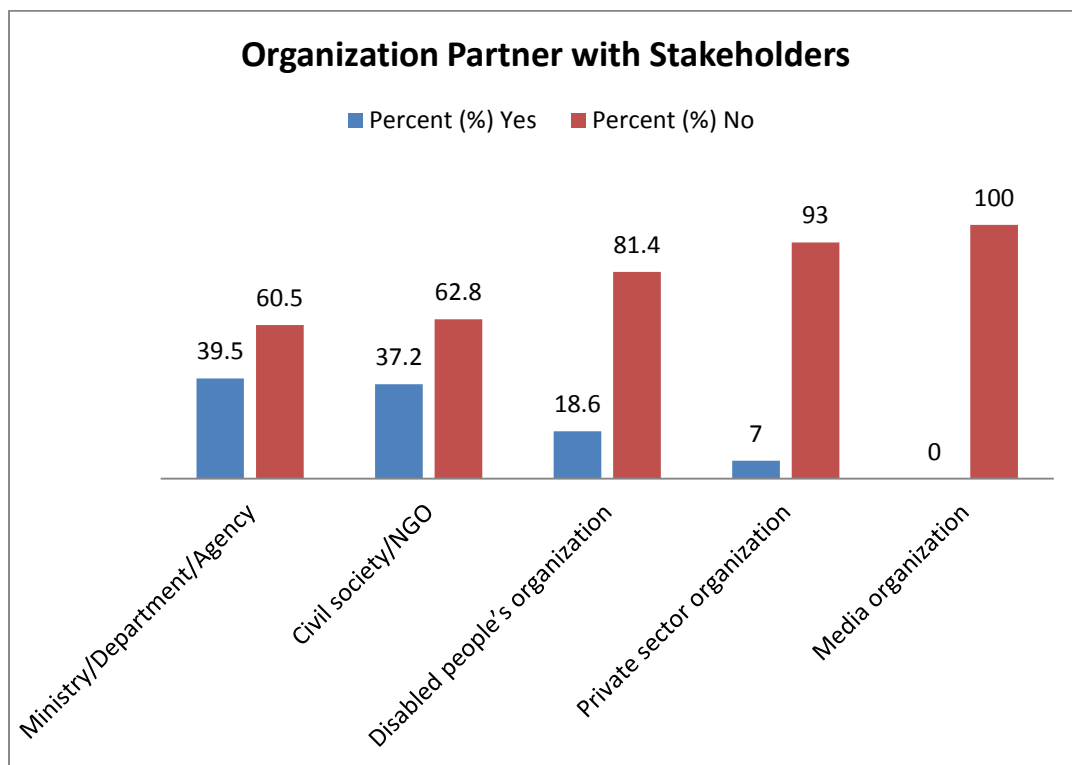


1. Only a simple majority of respondents; (53%) in Kwara state indicate that their organizations implement inclusive education. However, fewer respondents; (34%) indicate that their organizations make budgetary provisions for the same purpose, while only 32% of respondents acknowledge their direct participation in the implementation of inclusive education.

2. A simple majority of respondents; (53%) confirm their involvement in the establishment of special schools. However, a much higher number of respondents; (76%) indicate that their organizations is involved in the integration of children with disabilities into mainstream schools. lesser number of respondents, ranging from 65% to 46% also carry out other specific activities with respect to inclusive education such as: capacity-building, public awareness, etc.

TABLE 4.26: **PARTNERSHIP with Stakeholders IN KWARA STATE**

PARTNERSHIP with Stakeholders	Percent (%)	
	Yes	No
Ministry/Department/Agency	39.5	60.5
Civil society/NGO	37.2	62.8
Disabled people's organization	18.6	81.4
Private sector organization	7.0	93.0
Media organization	0.0	100.0



1. Less than 50% of respondents; (ranging from 7% to 39%) reported their organization's partnership with other stakeholders in Kwara state.

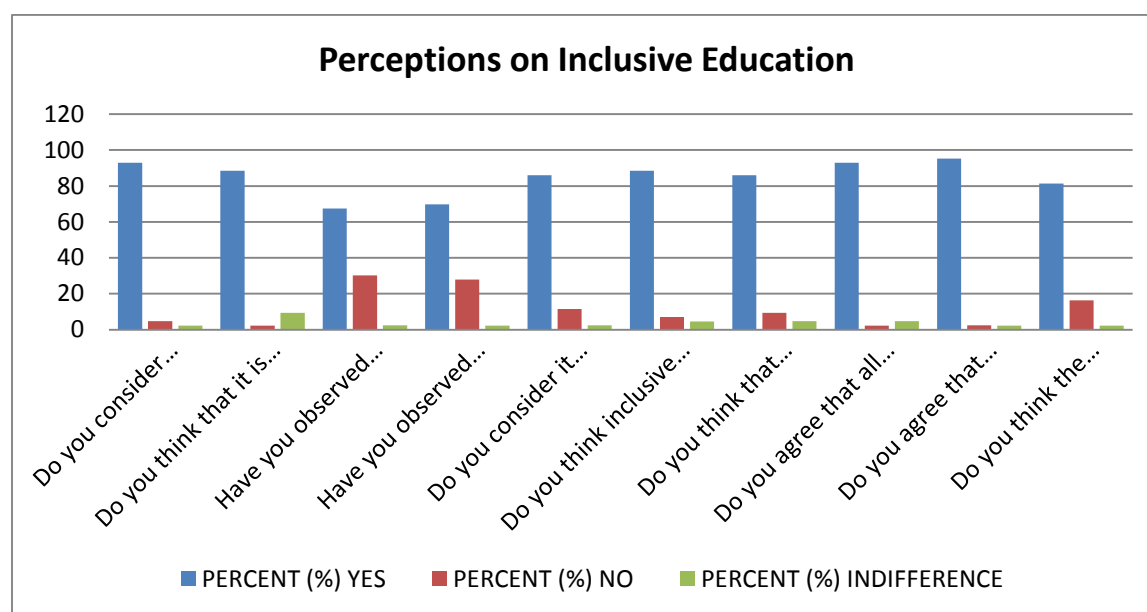
2. With few respondents (18% and 37% respectively) indicating there is low partnership between CSOs and other stakeholders, and between DPOs and other stakeholders respectively, summing these two categories under the broad group of CSOs could be interpreted as up to 55% level of CSO partnership with other stakeholders.

3. The media and the private sector record the lowest engagement with less than 10% response.

TABLE 4.27: Perceptions on Inclusive Education IN KWARA STATE

Perceptions on Inclusive Education	PERCENT (%)		
	YES	NO	INDIFFEREN CE
Do you consider inclusive education as key to the effective social inclusion of persons with disabilities?	93.0	4.7	2.3
Do you think that it is necessary for inclusive education laws and policies to be implemented in Nigeria?	88.4	2.3	9.3
Have you observed that the Universal Basic Education Act 2004 does not adequately provide for the implementation of inclusive education in Nigeria?	67.4	30.2	2.4
Have you observed that little or no budgetary allocations are made annually for the implementation of inclusive education in Nigeria?	69.8	27.9	2.3
Do you consider it necessary for the UBE Act be reviewed and national and state policies on inclusive education developed and implemented?	86.0	11.6	2.4
Do you think inclusive education can be appreciably implemented in Nigeria inspite of any social, economic, political infrastructural and technological challenges?	88.4	7.0	4.6
Do you think that Integration of children with disabilities into same classrooms with non-disabled children in mainstream primary and secondary schools with the provision of resource centers, special teachers, care givers, assistive learning technologies and materials,	86.0	9.3	4.7
Do you agree that all stakeholders (government, private sector, local and international development agencies, CSOs/NGOs, disabled people's organizations, parents, teachers, care-givers, the media, etc) all have roles to play in the implementation of inclusive education?	93.0	2.3	4.7
Do you agree that advocacies, awareness raising, public enlightenment, capacity-building and partnership-building should be increased to generate more governmental and public attention, interest, passion, support and commitment towards implementation of inclusive education?	95.3	2.4	2.3

Do you think the JONAPWD/USAID 4-year project is a timely, relevant and appropriate intervention to enhance inclusive education?	81.4	16.3	2.3
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1. Most respondents; (88% and 93% respectively) in Kwara state expressed positive perception towards, and in support of inclusive education.
2. Majority of respondents; (64% and 67% respectively) admit that the UBE act is not properly funded to effectively provide for the implementation of inclusive education.
3. Most respondents; (ranging from 81% to 95%) agree that proper implementation of inclusive education is possible in Nigeria.
4. In Kwara state, most respondents; (81%) confirm that the JONAPWD-SACE 4-year project is relevant to the implementation of inclusive education.

TREND ANALYSIS

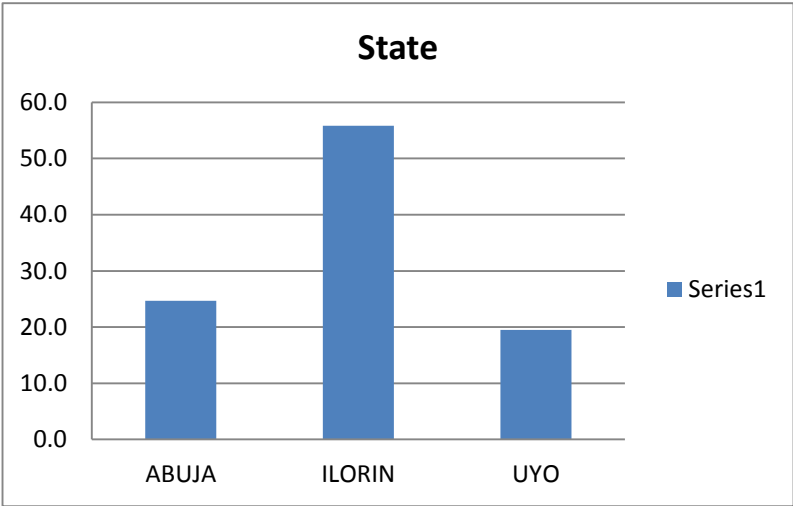
1. In Kwara state, there is a reasonably high level of public awareness of inclusive education. There is also a correspondingly high level of impact from the use of public awareness and advocacy tools.
2. Observations show that there is a very low impact of the use of social media as source of information and public awareness.
3. The level of human capacity for implementing inclusive education in Kwara is also very low.
4. Observations show that implementation of inclusive education is very low in Kwara state. However, the state currently operates the special school system, while responses show that some form of integration of children with disabilities into mainstream schools is currently on-going.
5. Generally, the level of cross-cutting stakeholder engagement and partnership in Kwara state very low. In fact, little or no visible engagement currently exist with the private sector and the media.
6. In Kwara state, observations show that there are positive perceptions and attitude towards inclusive education and that stakeholders are willing to support its implementation.
7. Stakeholders also observed that there are inclusivity gaps in the UBE Act and that its implementation is also faced with poor funding.
8. Stakeholders in Kwara state advocated for the review of the UBE Act.

4.3COMBINED STATE ANALYSIS

TABLE 4.28: STATE-BY-STATE DISTRIBUTION OF RESPONDENTS

State	
	Percent
FCT ABUJA	24.7

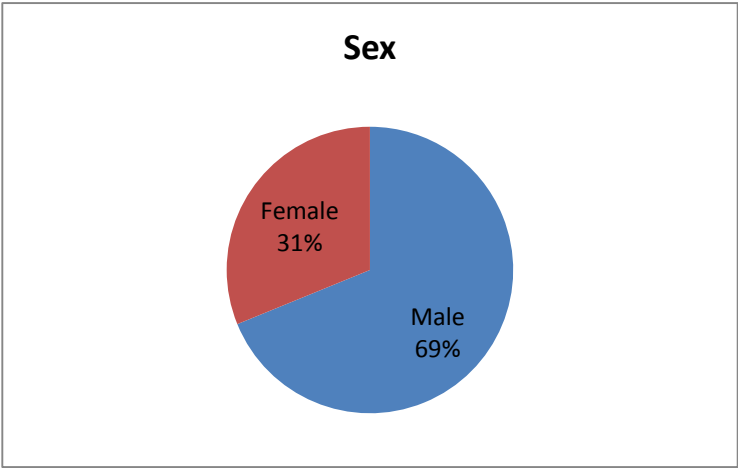
KWARA STATE	55.8
AKWA- IBOM STATE	19.5



The above chart indicate that Kwara state presented majority of the respondents with 55%

TABLE 4.29: SEX DISTRIBUTION OF RESPONDENTS ACROSS STATES

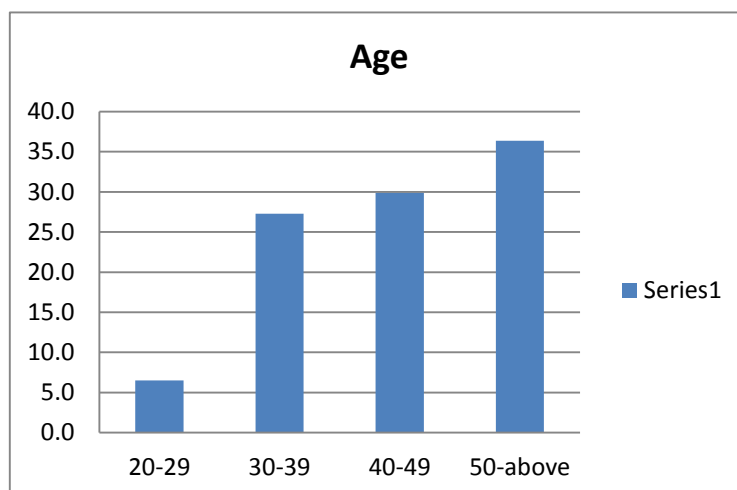
Sex	
	Percent
Male	68.8
Female	31.2



The above chart indicate that majority of respondents in the three project locations are male with 68.8%

TABLE 4.30: AGE DISTRIBUTION OF RESPONDENTS ACROSS STATES

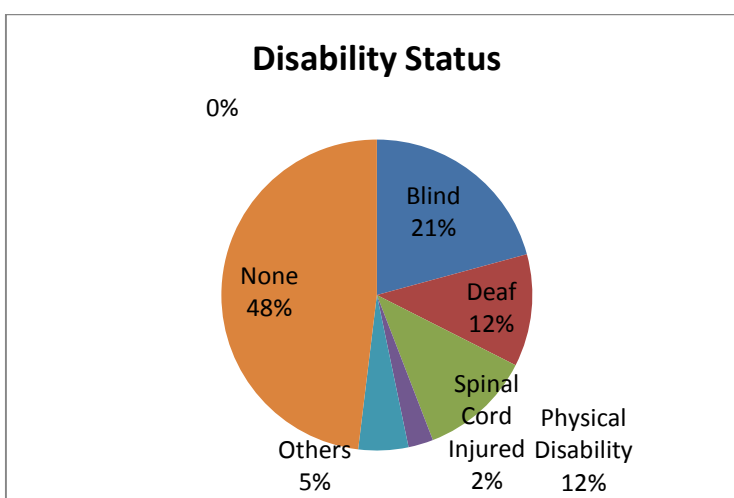
Age	Percent
20-29	6.5
30-39	27.3
40-49	29.9
50-above	36.4



The above chart indicate that majority of respondents from the three project locations; (36%) fall within the age group of 50 and above while 29% fall within the age group of 40-49. A combination of these two age groups can be interpreted to mean that majority of respondents across the three project locations; (65%) are above 40 years of age.

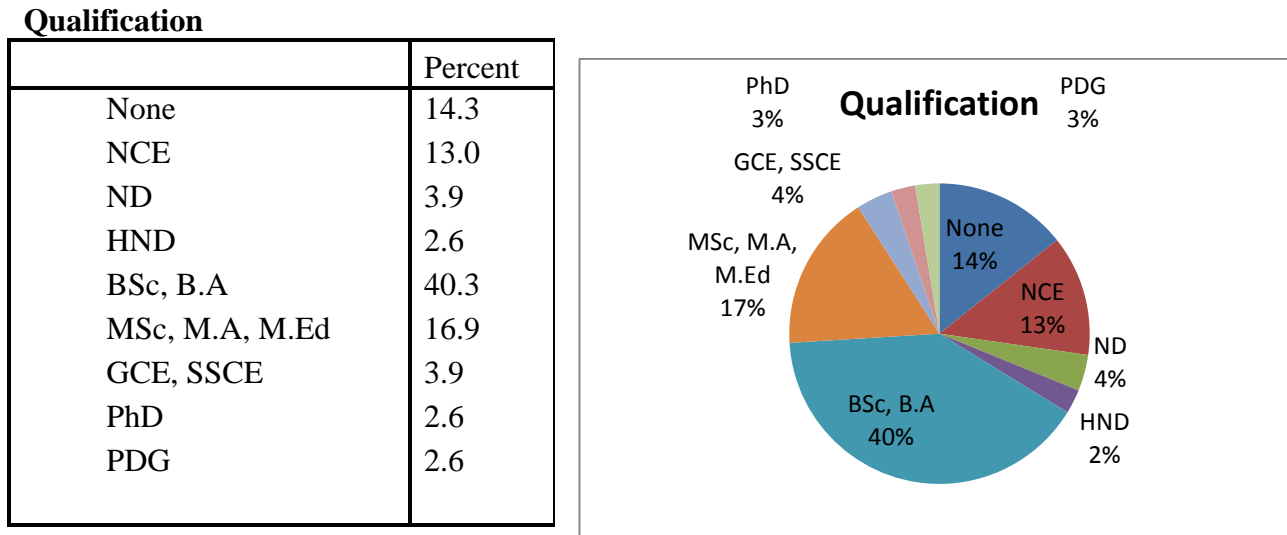
TABLE 4.31: DISABILITY STATUS OF RESPONDENTS ACROSS STATES

Disability Status	Percent
Blind	20.8
Deaf	11.7
Physical Disability	11.7
Spinal Cord Injured	2.6
Others	5.2
None	48.1



The above chart indicates that although a majority of respondents in the three project locations; (49%) are non-disabled persons, a combination of all respondents from the various disability clusters indicates a total of 48% showing a near equilibrium between the two categories of respondents.

TABLE 4.32: ACADEMIC QUALIFICATION OF RESPONDENTS ACROSS STATES

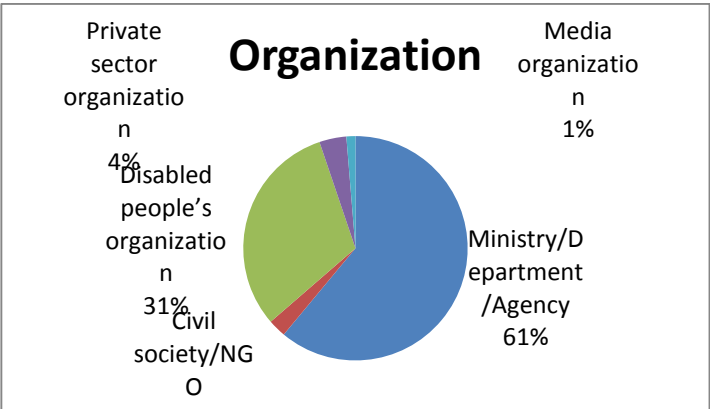


The above chart indicates that at least 56% of respondents from the three project locations possess at least a Bachelors degree.

TABLE 4.33: ORGANIZATIONAL REPRESENTATION OF RESPONDENTS ACROSS STATES

Nature of Organization

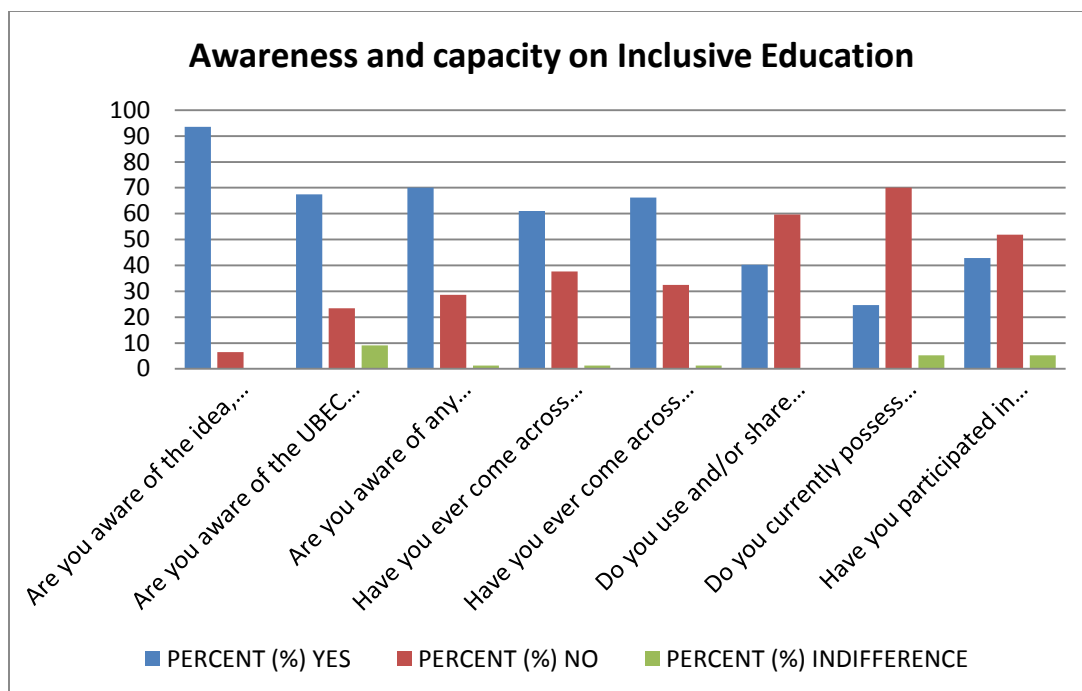
	Percent
Ministry/Department/Agency	61.0
Civil society/NGO	2.6
Disabled people's organization	31.2
Private sector organization	3.9
Media organization	1.3



The above chart indicates that a majority of respondents (60%) from the three project locations represented federal and state MDAs. However, only 31% of respondents were representatives of DPOs. It is also observed that the media and the private sector were the least in the category of respondents across the three project locations.

TABLE 4.34: Awareness and capacity on Inclusive Education ACROSS STATES

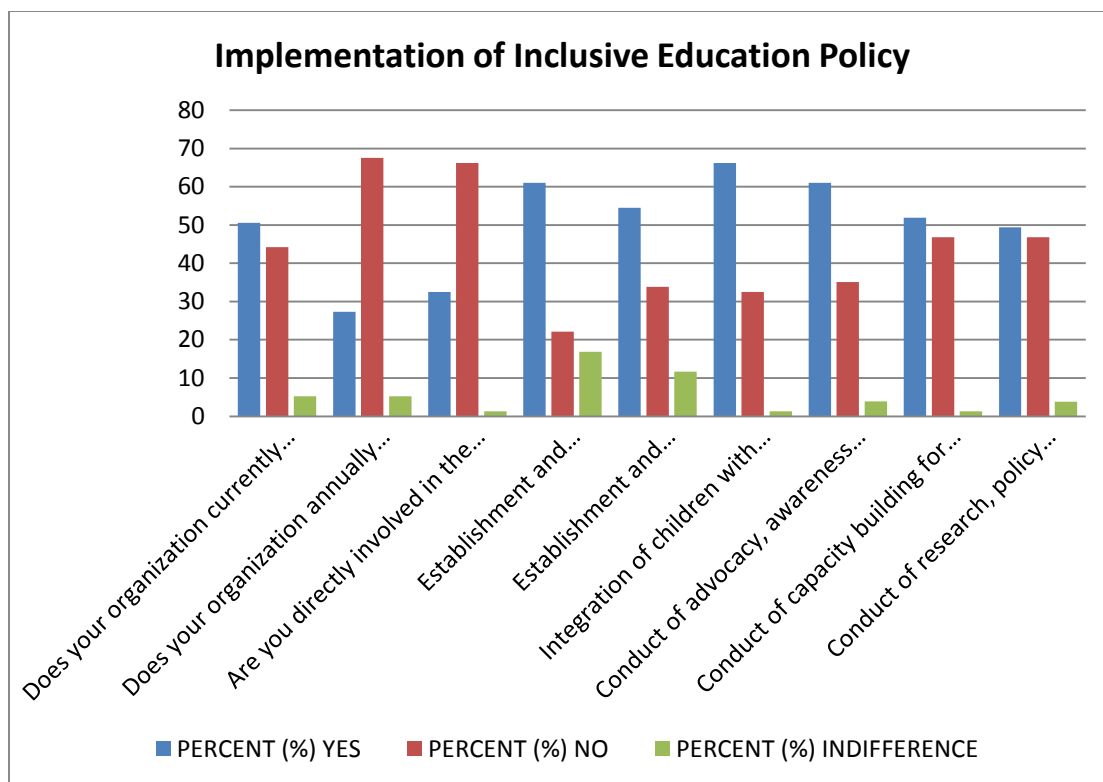
Awareness and capacity on Inclusive Education	PERCENT (%)		
	YES	NO	INDIFFEREN CE
Are you aware of the idea, concept and practice of inclusive education?	93.5	6.5	0.0
Are you aware of the UBEC Act 2004?	67.5	23. 4	9.1
Are you aware of any policy on inclusive education in your state?	70.1	28. 6	1.3
Have you ever come across any print and/or electronic media information on inclusive education?	61.0	37. 7	1.3
Have you ever come across any books, manuals, factsheets, policy briefs, posters, stickers, flyers on inclusive education?	66.2	32. 5	1.3
Do you use and/or share information on inclusive education through the internet and social media with other colleagues and friends?	40.3	59. 7	0.0
Do you currently possess any academic and/or professional certificate on inclusive education?	24.7	70. 1	5.2
Have you participated in any capacity-building programme on inclusive education in the last 3 years?	42.9	51. 9	5.2



1. Nearly all respondents; (93%) from the three project locations indicated their knowledge and awareness of the idea and concept of inclusive education.
2. Most of the respondents; (67% and 70% respectively) from the three project locations indicated their knowledge and awareness of the UBE Act and the existence of Inclusive Education Policy in their states.
3. Most respondents; (61% and 66% respectively) from the three project locations reported that the media and advocacy materials like factsheets, manuals, etc have contributed to their knowledge and awareness on inclusive education. However, less than 50% (40%) make use of the social media for the same purpose.
4. Only few respondents; (24% and 42% respectively) from the three project locations reported their lack of capacity on inclusive education.

TABLE 4.35: **Implementation of Inclusive Education Policy ACROSS STATES**

Implementation of Inclusive Education Policy	PERCENT (%)		
	YES	NO	INDIFFERENCE
Does your organization currently have and/or implement any documented policy and/or programme on inclusive education?	50.6	44.2	5.2
Does your organization annually make budgets and receive funding towards implementation of inclusive education?	27.3	67.5	5.2
Are you directly involved in the implementation of inclusive education policy in your organization?	32.5	66.2	1.3
Establishment and administration of special primary and secondary schools for children with disabilities	61.0	22.1	16.9
Establishment and administration of inclusive units/classrooms separately for children with disabilities within mainstream primary and secondary schools	54.5	33.8	11.7
Integration of children with disabilities into same classrooms with non-disabled children in mainstream primary and secondary schools with the provision of resource centers, special teachers, care givers, assistive learning technologies and materials, etc.	66.2	32.5	1.3
Conduct of advocacy, awareness raising and public enlightenment on inclusive education	61.0	35.1	3.9
Conduct of capacity building for administrators, teachers, care givers, social workers, NGOs and other stakeholders on inclusive education	51.9	46.8	1.3
Conduct of research, policy impact assessment, monitoring and evaluation.	49.4	46.8	3.8

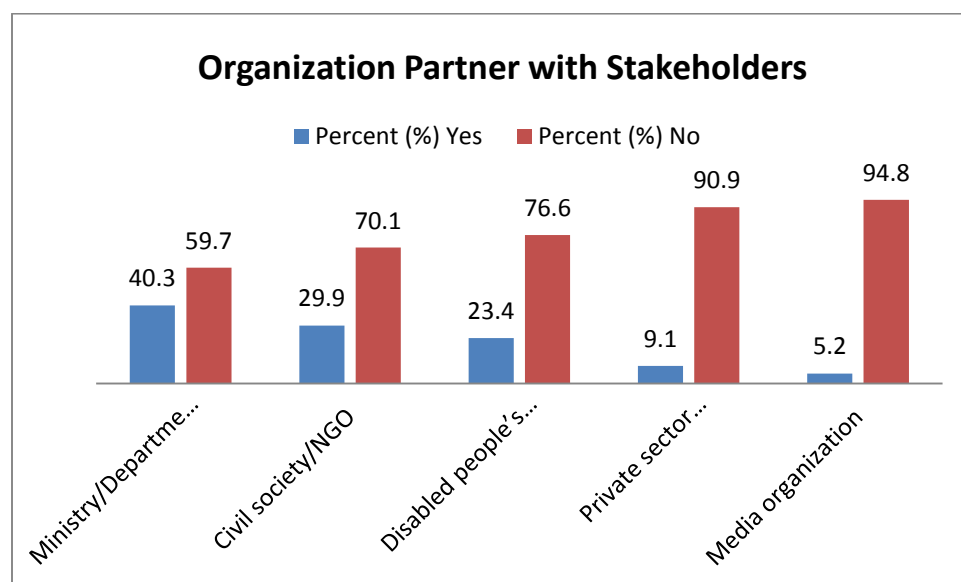


1. While 50% of respondents reported that their organizations are involved in the implementation of activities related to inclusive education, only 27% reported that their organizations make annual budgets in this regard. Similarly, only 32% of respondents reported their direct involvement or participation in this process.

2. Most respondents; (66%) from the three project locations reported that their specific focus in the implementation of inclusive education is the integration of children with disabilities into mainstream schools (in separate classes). However, between 49% to 61% of respondents from the three project locations reported that their organizations implement other aspects of inclusive education, ranging from establishment of inclusive classrooms administration of special schools, advocacy, capacity-building, etc.

**TABLE 4.36: PARTNERSHIP
with Stakeholders ACROSS
STATES**

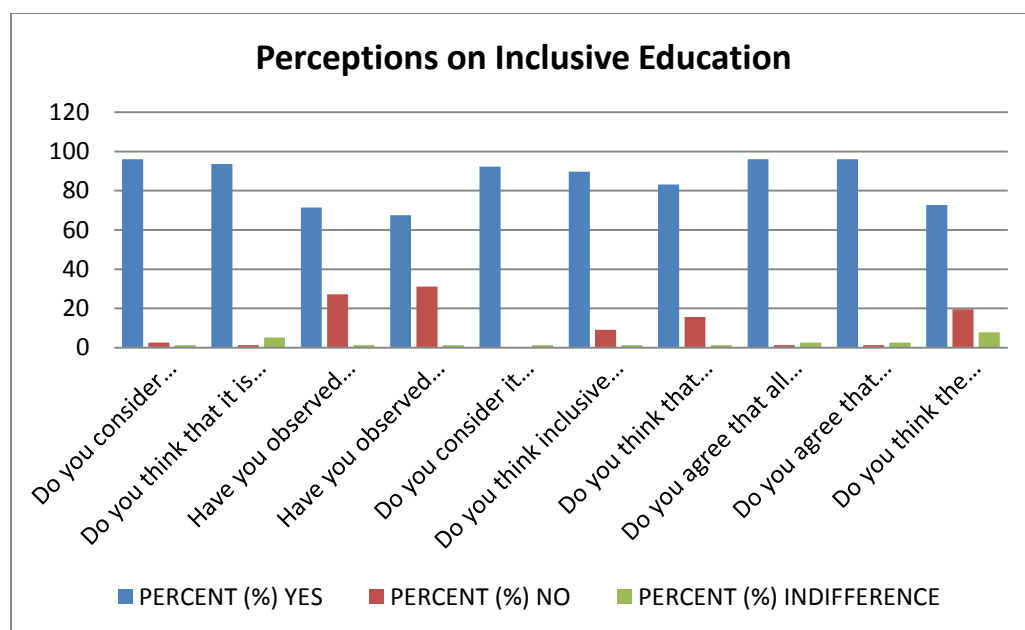
PARTNERSHIP with Stakeholders	Percent (%)	
	Yes	No
Ministry/Department/Agency	40.3	59.7
Civil society/NGO	29.9	70.1
Disabled people's organization	23.4	76.6
Private sector organization	9.1	90.9
Media organization	5.2	94.8



1. Less than 50% of respondents; (40%) across the three project locations reported that their organizations partner with MDAs in the implementation of inclusive education.
2. Only few respondents; (29% and 23% respectively across the three project locations indicated their partnership with CSOs and DPOs.
3. Less than 10% of respondents; (9% and 5% respectively) maintain partnership with the private sector and the media respectively.

TABLE 4.37: Perceptions on Inclusive Education ACROSS STATES

Perceptions on Inclusive Education	PERCENT (%)		
	YES	NO	INDIFFEREN CE
Do you consider inclusive education as key to the effective social inclusion of persons with disabilities?	96.1	2.6	1.3
Do you think that it is necessary for inclusive education laws and policies to be implemented in Nigeria?	93.5	1.3	5.2
Have you observed that the Universal Basic Education Act 2004 does not adequately provide for the implementation of inclusive education in Nigeria?	71.4	27. 3	1.3
Have you observed that little or no budgetary allocations are made annually for the implementation of inclusive education in Nigeria?	67.5	31. 2	1.3
Do you consider it necessary for the UBE Act be reviewed and national and state policies on inclusive education developed and implemented?	92.2	6,5	1.3
Do you think inclusive education can be appreciably implemented in Nigeria inspite of any social, economic, political infrastructural and technological challenges?	89.6	9.1	1.3
Do you think that Integration of children with disabilities into same classrooms with non-disabled children in mainstream primary and secondary schools with the provision of resource centers, special teachers, care givers, assistive learning technologies and materials,	83.1	15. 6	1.3
Do you agree that all stakeholders (government, private sector, local and international development agencies, CSOs/NGOs, disabled people's organizations, parents, teachers, care-givers, the media, etc) all have roles to play in the implementation of inclusive education?	96.1	1.3	2.6
Do you agree that advocacies, awareness raising, public enlightenment, capacity-building and partnership-building should be increased to generate more governmental and public attention, interest, passion, support and commitment towards implementation of inclusive education?	96.1	1.3	2.6
Do you think the JONAPWD/USAID 4-year project is a timely, relevant and appropriate intervention to enhance inclusive education?	72.7	19. 5	7.8



1. Not less than 90% of respondents across the three project locations expressed positive perception of the idea, concept and practice of inclusive education in Nigeria.
2. Most respondents; (71% and 67% respectively) across the three project locations observed that the UBE Act does not adequately mainstream disability-inclusion in its implementation while budgetary provisions are inadequate for the implementation of inclusive education.
3. Nearly all respondents; (92%) across the three project locations proposed for the review of the UBE Act while not less than 70% expressed optimism in the possibilities of successfully implementing inclusive education in Nigeria.
4. Most respondents; (72%) across the three project locations acknowledged the relevance of the JONAPWD-SACE project in the promotion of inclusive education in Nigeria.

4.4 NATIONAL OUTLOOK AND TREND ANALYSIS

1. Evidence from the three project locations indicates that there is a significantly high level of public awareness on inclusive education. It is also observed that the media, advocacy tools like factsheets, manuals, etc are prominent contributors to this trend. However, it is observed that there is a significantly low use of the social media in the promotion of public awareness on inclusive education across the three project locations.

2. Across the three project locations, there is a significantly low level of capacity among stakeholders especially MDAs and DPOs to implement inclusive education. In fact, less than a third of all respondents engaged have either attended trainings or possess professional certificates on inclusive education.
3. The level of implementation of inclusive education is generally low across the three project locations. While special education (special schools) is widely implemented, there are attempts to mainstream or integrate children with disabilities into regular schools by establishing separate classrooms for children with disabilities.
4. There is very weak partnership and collaboration between and among stakeholders across the three project locations. Specifically, while virtually all the other stakeholders engage with MDAs, there is virtually little or no form of direct engagement with the private sector and the media for the purpose of implementing inclusive education.
5. Virtually all stakeholders engaged across the three project locations demonstrate very positive perception and attitude towards inclusive education. All stakeholders also expressed optimism in the possibility of implementing inclusive education in Nigeria.
6. All stakeholders across the three project locations admit that the UBE Act of 2004 is deficient with respect to inclusive education for children with disabilities and that there is generally poor funding of education of children with disabilities. All stakeholders therefore advocate for the review of the UBE Act.
7. Most of the stakeholders across the three project locations acknowledged the significance and relevance of the 4-year JONAPWD-SACE project to the promotion of inclusive and accessible basic education for children with disabilities in Nigeria and pledge their total support and commitment to the realization of its goals and objectives.

CHAPTER 5:

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY OF FINDINGS

Based on the narrative and quantitative analysis presented in chapters three and four, the following are the major findings from the conduct of this Baseline Survey:

1. This Baseline Survey reveals that only two of the three project locations: FCT Abuja and Kwara state currently have a documented policy on inclusive education. Akwa-Ibom state is yet to develop a policy in this regard.
2. It is also established that there is no adequate national legal, policy and institutional framework required to drive the implementation of inclusive education in Nigeria. While the UBE Act of 2004 is found to be insensitive and poorly funded to implement inclusive education for children with disabilities, other policy instruments including the draft National Policy on Special Needs Education and the National Policy on Education, as well as the state-level policies on inclusive education (in Kwara state and FCT Abuja) are found to contain some technical deficiencies and have remained virtually on paper.
3. Across the three project locations, special education (special schools) for children with disabilities is still widely implemented. However, Akwa-Ibom and Kwara states present evidence on the process of integrating children with disabilities into separate classrooms within regular schools.
4. Through interactions with policy-makers across the three project locations, we find a clear demonstration of very positive perception, attitude and the willingness to fully support the implementation of inclusive education. Policy-makers fully acknowledge their capacity and institutional gaps as well as the gaps in existing legal and policy frameworks (especially the UBE act) and are willing to facilitate the process of legal, policy and institutional reforms.
5. On the contrary, we find a mixture of perceptions within the disability community with regard to inclusive education. While majority of the disability clusters express positive perception, attitude and support for the idea and practice of inclusive education, the deaf community express some reservations and fear; noting that due to the language and communication needs peculiarities of deaf children, and due to human and institutional capacity gaps, deaf children may not get adequate support in inclusive schools if improperly implemented.
6. This survey establishes the prevalence of weak partnership and collaboration between and among stakeholders in the implementation of inclusive education in the three project locations. Expectedly, MDAs enjoy more partnership with other stakeholders because of its central statutory role in the management of the educational sector. However, there is weak relationship with other stakeholders especially the media and the private sector in all the three locations.
7. This research establishes the prevalence of low technical and professional capacity among policy-makers and practitioners in the delivery of inclusive education. This trend cuts across the three project locations.
8. We find a state of very high level of awareness among stakeholders on issues of inclusive education across the three project locations. It also appears that most stakeholders have come across information on inclusive education through advocacy tools like handbooks, manuals,

factsheets as well as the media. However, there is a generally low use of the social media by stakeholders to drive public awareness on inclusive education.

9. Generally, this baseline survey establishes the presence of a fairly conducive socio-political atmosphere for the implementation of inclusive education in Nigeria. Despite the prevailing legal, policy, institutional, technical and human inadequacies, most stakeholders have clearly demonstrated appreciable knowledge, interest and willingness to support implementation of inclusive education. This study also discovers the willingness of stakeholders to develop and strengthen partnerships and collaborations for the purpose of promoting the practice of inclusive education in Nigeria.

10. Finally, for the first time ever in Nigeria, this survey has established possibilities and capacity of DPOs like JONAPWD to lead and drive development and social inclusion of the disability community through strategic engagement with government and other stakeholders.

5.2 CONCLUSION

Presently, Nigeria is yet to guaranty full social inclusion for marginalized groups including persons with disabilities. Consequently, the idea and practice of inclusive education is still very far-fetched due to inadequate legal, policy and institutional frameworks. However, with rapid increase in the level of awareness, knowledge and interest in the subject despite these inadequacies, there appears to be a favorable atmosphere required to facilitate the implementation of inclusive education in Nigeria.

In Nigeria, inclusion still remains in the realm of theory and far from practice. Education of children with disabilities in Nigeria is still grappling with problems of policy implementation, an environment that is not conducive for practice and a lackadaisical attitude of the people and government. Implementing inclusion in such an environment may be unrealistic and counterproductive.

In addition, the complexity and diversity of the country requires more intensive mobilization of resources and information dissemination before inclusion can be institutionalized. With a nation still given to unscientific modes of explaining natural phenomena and human conditions, where illiteracy still exists in significant proportion, adoption of the inclusive school system may end up not in the best interests of the concerned individuals.

Inclusion should not and must not be considered in the absolute. The Salamanca report said as much in the following statement, “we call upon governments and urge them to adopt as a matter of law or policy, the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise” (1). As far as Nigeria is concerned, presently there are enough compelling reasons to treat implementation of inclusive education with caution. There have to be restraints, lest one ends up assisting children with disabilities and they finally learn nothing. Instead, it is suggested that there be a phased implementation of inclusion. This will mean gradual implementation, or a progressive realization, commencing with the first phase which is to identify and remove all the potential and actual obstacles to the implementation of inclusive schooling. The next phase would be to establish the required infrastructure and then get on to the final phase which is the actual implementation.

5.3 RECOMMENDATIONS

1. The first step towards promoting and supporting the implementation of inclusive education in Nigeria is for stakeholders to collaborate for the review of existing legal and policy frameworks including the UBE Act of 2004, the draft National Policy on Special Needs Education and the National Policy on Education. Stakeholders in the state governments also need to initiate policies in this direction while those states with policies on inclusive education should work towards full implementation.
2. While developing and/or working towards implementing existing legal and policy frameworks, federal and state governments should also set-up appropriate institutional structures and processes as provided by the appropriate laws and policies required to oversee the full implementation of the laws and policies on inclusive education. In addition, short, medium and long term strategic implementation plans should be put in place. This must be proactive and realistic and take into consideration the peculiar and undeveloped nature of special and inclusive education in Nigeria.
3. Specifically, state and federal government should provide required infrastructure and facilities like accessible classrooms, toilets, playgrounds, offices, assistive technologies, mobility aides, visual aids, hearing aids, etc. All these infrastructure and facilities should be on ground before the take-off of full inclusive basic education. Government does not have to build new schools. Rather, existing regular basic schools should be rehabilitated and provided with the mentioned infrastructure and facilities to make them inclusive of and accessible to children with disabilities.
4. Strategic and intensive capacity-building should be the priority of state and federal government in order to fill the capacity gaps. Regular teachers should be adequately exposed to the nature, practice and demands of special and inclusive education. Although the education policy provides for a compulsory component of Elements of Special Education for all teacher education students, there are still some teacher education institutions (especially in the universities) which are yet to implement this important policy provision. In addition to getting these institutions to implement the projects, more course units on special and inclusive education should be made compulsory for all teachers-to-be, especially those going to teach at primary and secondary school levels.
5. State and federal government should launch aggressive public awareness and enlightenment campaigns; targeting all categories of stakeholders especially parents, local

communities, faith-based organizations, CSOs, professional groups and the private sector on the need to support educational inclusion and access of children with disabilities in regular school systems.

6. Federal and state governments should encourage and strengthen partnerships and collaborations with other stakeholders especially DPOs, CSOs, the media, parents forum, professional groups, the private sector and development agencies especially with regard to funding and monitoring of the implementation of inclusive education within their immediate localities.
7. Federal and state governments should set-up Special Fund for the implementation of inclusive education. Meanwhile, adequate annual budgetary allocations should be made, duly appropriated and transparently implemented to ensure proper delivery and sustainable effective impacts of inclusive basic education for children with disabilities in Nigeria.
8. Finally, there is also the need to identify and reiterate possible ways of improving the roles and responsibilities of critical stakeholders whose participation and collaboration is inevitable if inclusive education is to be achieved in Nigeria. Recommendations proposed in this section is to be reproduced with other relevant information into Factsheets which is to serve as the core of advocacy materials to be used in strategic engagement with the following stakeholders:

5.3.1 FEDERAL AND STATE MINISTRIES OF EDUCATION AND HUMAN CAPITAL DEVELOPMENT

- Federal and state Ministries of education should improve on their policy-making, capacity-building, institutional development, infrastructural development, and advocacy activities to promote inclusive basic education and increase educational access for children with disabilities in Nigeria.
- The ministries should develop or review relevant policy(s) on inclusive education; create relevant Departments or Agencies to oversee implementation of the policy; and develop strategic implementation plans in line with overall National and/or State Development Plans and finance/budget plans.
- The Ministries should make proposals to federal and state governments for the increase in annual budgets for inclusive education while also facilitating the inauguration of Special Fund for the implementation of inclusive education. This Fund should set a broad target to make all schools inclusive of and accessible to all children including children with

disabilities in line with the Sustainable Development Goals and the UNCRPD respectively.

- The Federal and State Ministries of Education should develop and strengthen partnerships and collaborations with DPOs, CSOs, CBOs, FBOs, parent's forum, traditional rulers, Parents Forum, etc and encourage them to play active roles in supporting inclusive education. These groups may be empowered by the Ministry of education to play observational, resource mobilization, monitoring and security roles.
- The Federal and State Ministries of Education should increase public enlightenment campaigns to sensitize the public on the need for and importance of inclusive education as well as the roles and responsibilities of the citizens in making inclusive education a reality.
- Federal and State Ministries of Education should collaborate with tertiary educational institutions for the purpose of effective mobilization of human resources required for the implementation of inclusive education. This collaboration should also include resource mobilization by the federal and state ministries to fund institutional, technical and infrastructural capacities of tertiary educational institutions for the purpose of empowering them to provide academic and professional programmes on inclusive education.
- Federal and State Ministries of Education or the National and State Scholarship Boards should establish Special undergraduate and postgraduate Scholarship/Grant to encourage qualified and interested students to take up courses in special and inclusive education.
- Federal and State Ministries should appoint and/or employ qualified PWDs as member of Governing Boards and/or staff in order to effectively represent the voice and interest of PWDs in the development, planning, implementation, monitoring and evaluation of policies and programmes.

5.3.2 UNIVERSAL BASIC EDUCATION COMMISSION (UBEC), STATE UNIVERSAL BASIC EDUCATION BOARD (SUBEB) AND THE LOCAL GOVERNMENT EDUCATION AUTHORITY (LGEA)

- The Universal Basic Education Commission should mobilize other stakeholders including the Presidency and the National Assembly to support the review of the UBE Act of 2004 to ensure that it is adequately inclusive of the objectives, strategies, funding and implementation of inclusive education in Nigeria.
- UBEC, SUBEB and the LGEA should effectively collaborate with the Federal and State Ministries of Education in the areas of policy development, capacity-building, institutional development, infrastructural development, and advocacy activities that will effectively support implementation of inclusive education in Nigeria.

- UBEC, SUBEB and the LGEA should develop and strengthen partnerships and collaborations with DPOs, CSOs, CBOs, FBOs, parent's forum, traditional rulers, Parents Forum, etc and encourage them to play active roles in supporting inclusive education. These groups may be empowered to play observational, resource mobilization, monitoring and security roles.
- UBEC and its sub-national and local agencies should develop strategic plans to comprehensively implement inclusive education in line with its core mandates and functions including public enlightenment.
- UBEC and its state-level agencies should appoint and/or employ qualified PWDs as member of Governing Boards and/or staff in order to effectively represent the voice and interest of PWDs in the development, planning, implementation, monitoring and evaluation of policies and programmes.

5.3.3 NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC) AND SIMILAR STATE-LEVEL AGENCIES

- NERDC and other similar state-level agencies should collaborate with Federal and State Ministries of Education, UBEC, SUBEB and other stakeholders to review the UBE Act, develop or review inclusive education policies and develop policy implementation strategic plans.
- National and State educational research agencies should collaborate to develop a National Curriculum on Inclusive Education. An Implementation Manual for Inclusive Education should also be developed to guide the management and administration of inclusive education in public and private schools for the purpose of setting standards and maintaining uniform practice in line with existing legal and policy frameworks as well as international guidelines.
- The educational research and development agencies should embark and/or support local development of special and inclusive teaching and learning aides which can be used by special and regular teachers to teach in an inclusive classroom This will help to reduce the heavy dependence on foreign or imported instructional materials and assistive technologies which are usually very cost intensive and unaffordable.
- NERDC and state-level agencies should be given Special Research Grants to collaborate with and coordinate local and international tertiary educational institutions, research institutes, professionals, etc to conduct researches for the purpose of improving inclusive education in Nigeria.
- NERDC and other state-level agencies should establish Special undergraduate and postgraduate Scholarship/Grant to encourage qualified and interested students to take up courses in special and inclusive education.

- NERDC and similar state-level agencies should appoint and/or employ qualified PWDs as member of Governing Boards and/or staff in order to effectively represent the voice and interest of PWDs in the development, planning, implementation, monitoring and evaluation of policies and programmes.

5.3.4 UNIVERSITIES, COLLEGES OF EDUCATION, POLYTECHNICS AND TERTIARY EDUCATION REGULATORY AGENCIES

- Tertiary educational institutions and their regulatory agencies should work towards reviewing the curriculum of teacher education in Nigeria to sufficiently provide for the development of manpower required for the implementation of inclusive education in Nigeria.
- Tertiary educational institutions should play active roles in the development and/or review of legal, policy and institutional frameworks required for the implementation of inclusive education at national and state levels.
- Regulatory agencies and management of tertiary educational institutions should support Faculties and Colleges of education to build internal capacity to effectively develop, initiate and administer courses and programmes on inclusive education.
- Regulatory agencies of Tertiary educational institutions should support Mentorship and Partnership programmes between institutions with vast experience on inclusive education and those showing genuine interest to develop and administer similar academic courses and professional programmes.
- Faculties and colleges of education in Tertiary institutions should develop and administer Community Outreach Programmes on inclusive education to effectively develop and strengthen partnership engagement with other stakeholders including: DPOs, CSOs, CBOs, FBOs, parents forum, traditional rulers, Parents Forum, the media, the private sector, etc and encourage them to play active roles in supporting inclusive education. These groups may be enlightened on how to play advocacy, observational, resource mobilization, monitoring and security roles.
- Tertiary educational institutions and their regulatory agencies should appoint and/or employ qualified PWDs as member of Governing Boards and/or staff in order to effectively represent the voice and interest of PWDs in the development, planning, implementation, monitoring and evaluation of policies and programmes.

5.3.5 DISABLED PEOPLE’S ORGANIZATIONS (DPOs) AND CIVIL SOCIETY ORGANIZATIONS (CSOs)

- DPOs and CSOs should build technical capacities of their members to effectively engage and participate in reform processes of legal, policy and institutional frameworks on inclusive education. These capacity-building should also aim at changing orientation of DPOs and CSOs from the charity model of disability to the rights-based and social inclusion models; as well as from being ordinary associations to becoming more organized development-oriented institutions.
- DPOs and CSOs should encourage, mobilize and leverage on the professional capacities of their members who are experts on inclusive education to lead or coordinate advocacies, researches, capacity-building and other tasks aimed at promoting inclusive education in Nigeria.
- DPOs and CSOs should develop stakeholder partnership and engagement strategies targeting MDAs, tertiary educational and research institutions, parents forum, CBOs and FBOs, the media, the private sector and development agencies for the purpose of mobilizing support and resources for the implementation of inclusive education.
- DPOs and CSOs should lead advocacies and public awareness campaigns to change public attitude towards disability issues in general and inclusive education in particular.

5.3.6 PARENTS TEACHERS ASSOCIATION/FORUM

- PTA/PTFs should build technical capacities of their members to effectively engage and participate in reform processes of legal, policy and institutional frameworks on inclusive education. These capacity-building should also aim at changing orientation of PTA/PTFs from the charity model of disability to the rights-based and social inclusion models; as well as from being ordinary associations to becoming more organized development-oriented institutions.
- PTA/PTFs should encourage, mobilize and leverage on the professional capacities of their members who are experts on inclusive education to lead or coordinate advocacies, researches, capacity-building and other tasks aimed at promoting inclusive education in Nigeria.
- PTA/PTFs should develop stakeholder partnership and engagement strategies targeting MDAs, tertiary educational and research institutions, DPOs, CSOs, CBOs and FBOs, the media, the private sector and development agencies for the purpose of mobilizing support and resources for the implementation of inclusive education.
- PTA/PTFs should lead advocacies and public awareness campaigns to change public attitude towards disability issues in general and inclusive education in particular.

- PTA/PTFs should develop mentorship, counseling and other relevant rehabilitation, medical and educational support services and programmes for their members who are parents of children with disabilities especially those who are illiterates and poor.
- PTAs/PTFs should establish Special undergraduate and postgraduate Scholarship/Grant to encourage qualified and interested students to take up courses in special and inclusive education.

5.3.7 COMMUNITY-BASED AND FAITH-BASED ORGANIZATIONS (CBOs AND FBOs)

- CBOs and FBOs should build technical capacities of their members to effectively engage and participate in reform processes of legal, policy and institutional frameworks on inclusive education. These capacity-building should also aim at changing orientation of CBOs and FBOs from the charity model of disability to the rights-based and social inclusion models; as well as build their capacities to champion advocacies for the removal of harmful socio-cultural practices and other forms of discrimination and segregation of persons with disabilities.
- CBOs and FBOs should encourage, mobilize and leverage on the professional capacities of their members who are experts on inclusive education to lead or coordinate advocacies, researches, capacity-building and other tasks aimed at promoting inclusive education in Nigeria.
- CBOs and FBOs should develop stakeholder partnership and engagement strategies targeting MDAs, tertiary educational and research institutions, DPOs, CSOs, parent's forum, the media, the private sector and development agencies for the purpose of mobilizing support and resources for the implementation of inclusive education.
- CBOs and FBOs should lead advocacies and public awareness campaigns to change public attitude towards disability issues in general and inclusive education in particular.
- CBOs and FBOs should develop community-based mentorship, counseling and other relevant rehabilitation, medical and educational support services and programmes for children and adults with disabilities especially those who are illiterates and poor.
- FBOs especially those who are currently running special schools should review and reform those special schools to become inclusive to non-disabled children, while FBOs running regular schools should make such schools inclusive of and accessible to children with disabilities.
- CBOs and FBOs should establish Special undergraduate and postgraduate Scholarship/Grant to encourage qualified and interested students to take up courses in special and inclusive education.

5.3.8 THE PRIVATE SECTOR

- Most of the Multinationals and large business corporations devote significant budgets to Corporate Social Initiatives and also run charity Foundations. These business entities need to review their CSI policies and programmes and build technical and institutional capacity of such and other relevant Departments to effectively mainstream the promotion of rights and social inclusion for persons with disabilities in general and the development of inclusive education in particular.
- CSI Departments and charity Foundations of corporate business organizations should develop stakeholder partnership and engagement strategies on social inclusion and inclusive education targeting MDAs, tertiary educational and research institutions, DPOs, CSOs, parents forum, CBOs and FBOs, the media, the private sector and development agencies for the purpose of mobilizing support and resources for the implementation of inclusive education.
- CSI Departments and charity Foundations of corporate business organizations should establish Special undergraduate and postgraduate Scholarship/Grant to encourage qualified and interested students to take up courses in special and inclusive education.
- The Commercial/Marketing/Public Affairs Sections/Departments of corporate business organizations should sponsor public awareness advertorials to promote plosive attitudes towards PWDs and to inform the public on the benefits of inclusive education.

5.3.9 LOCAL AND INTERNATIONAL DEVELOPMENT AGENCIES

- Local and international development agencies, especially those supporting education as one of their thematic/programmatic areas should do a review of such policies and programmes to effectively make provisions for supporting social inclusion of PWDs and inclusive education in Nigeria.
- Development agencies should support the review and development of legal, policy and institutional frameworks required for the proper implementation of inclusive education and other issues of disability-based rights and social inclusion in Nigeria.
- Development agencies should support community-based mentorship, counseling and other relevant rehabilitation, medical and educational support services and programmes for children and adults with disabilities especially those who are illiterates and poor.
- Development Agencies should establish Special undergraduate and postgraduate Scholarship/Grant to encourage qualified and interested students to take up courses in special and inclusive education.
- Local and international development agencies should establish Special Grants to support research and development work/studies on special and inclusive education

- Local and international development agencies should develop stakeholder partnership and engagement strategies targeting MDAs, tertiary educational and research institutions, DPOs, CSOs, parent's forum, the media, the private sector and development agencies for the purpose of mobilizing support and resources for the implementation of inclusive education.
- Beyond the conduct of advocacies, local and international development partners should also provide support:
 - To improve capacity-building and human resource development required for inclusive education;
 - to develop and strengthen institutional and technical capacities of MDAs, tertiary educational and research institutions, DPOs, CSOs, parents forum, CBOs, FBOs, the media, etc;
 - to develop infrastructure and facilities required to effectively administer inclusive education;
 - To increase public awareness for the purpose of changing negative attitudes towards PWDs.

5.3.10 THE MEDIA

- Media organizations should support capacity-building for their staff reporters, presenters and producers on issues of disability rights and social inclusion especially inclusive education. Specifically, education Correspondents should be adequately trained on how to report inclusive education and the use of appropriate disability terms and concepts.
- Media organizations should rethink their educational programmes, features, documentaries, articles, news, etc to effectively mainstream issues of inclusive education.
- Media organizations should use their platforms to support and promote stakeholder partnership and engagement strategies targeting MDAs, tertiary educational and research institutions, DPOs, CSOs, parent's forum, the media, the private sector and development agencies for the purpose of mobilizing support and resources for the implementation of inclusive education.
- Media organizations should, by way of Corporate Social Initiative, deploy their media platforms to increase public awareness on social inclusion and inclusive education through public enlightenment advertorials, messages, bye-lines, etc.

APPENDIX A



JOINT NATIONAL ASSOCIATION OF PERSONS WITH DISABILITIES (JONAPWD)
Suite 104, Gambo Sawaba Block, National Women Development Centre, Central Business District Area,
Abuja, Nigeria. Email: jonapwdnigeria@yahoo.com

BASELINE QUESTIONNAIRE FOR STAKEHOLDERS OF INCLUSIVE EDUCATION

Dear Respondents,

The above named organization and the United States Agency for International Development (USAID) are implementing a four-year project on inclusive universal basic education in Nigeria. This project aims at fostering effective partnership with critical stakeholders to conduct advocacies, capacity-building and public enlightenment to achieve the goal of inclusive and accessible universal basic education for all children irrespective of their background, disabilities, gender and ethno-religious affiliation.

The purpose of this questionnaire is therefore geared toward eliciting data from respondents on issues around Inclusive Basic Education for all children with disabilities in Nigeria for programming and advocacy.

Please, we kindly request that you respond to this questionnaire in 20 minutes as we promise you total confidentiality.

Thank you.

QUESTIONNAIRE

Section (A) Personal Data: *(Please Write or Tick as appropriate)*

1. Sex: {Male} {Female}
2. Age:

- {20-29}
- 30-39}
- {40-49}
- {50-above}

3. Disability Status

- Blind
- Deaf
- Physical Disability
- Intellectual Disability
- Spinal Cord Injured
- Others (please indicate)

4. Highest academic qualification:

5. Official grade/level/position:

6. Department/Unit/division:

7. Name of organization:

8. Location:

9. Nature of organization (*please tick appropriately*)

- (i) Ministry/Department/Agency
- (ii) Civil society/NGO
- (iii) Disabled people's organization
- (iv) Private sector organization
- (v) Media organization

Section (B) Awareness and capacity on Inclusive Education:

Please select only one answer you consider appropriate

S/N	QUESTION	YES	NO	INDIFFERENCE	COMMENTS
1.	Are you aware of the idea, concept and practice of inclusive education?				
2	Are you aware of the UBEC Act 2004?				
3	Are you aware of any policy on inclusive education in your state?				
4.	Have you ever come across any print and/or electronic media information on inclusive education?				
5.	Have you ever come across any books, manuals, factsheets, policy briefs, posters, stickers, flyers on inclusive education?				
6.	Do you use and/or share information on inclusive education through the internet and social media with other colleagues and friends?				
7.	Do you currently possess any academic and/or professional certificate on inclusive education?				
8.	Have you participated in any capacity-building programme on inclusive education in the last 3 years?				

Section (C) Implementation of Inclusive Education Policy:

Please select only one answer you consider appropriate

S/N	QUESTION	YES	NO	INDIFFERENCE	COMMENTS
1.	Does your organization currently have and/or implement any documented policy and/or programme on inclusive education?				
2.	Does your organization annually make				

	budgets and receive funding towards implementation of inclusive education?				
3.	Are you directly involved in the implementation of inclusive education policy in your organization?				
4.	In which of the following ways does your organization implement its inclusive education policy? (Please note that you may select more than one answer)				
5.	Establishment and administration of special primary and secondary schools for children with disabilities				
6	Establishment and administration of inclusive units/classrooms separately for children with disabilities within mainstream primary and secondary schools				
7.	Integration of children with disabilities into same classrooms with non-disabled children in mainstream primary and secondary schools with the provision of resource centers, special teachers, care givers,				

	assistive learning technologies and materials, etc.				
8.	Conduct of advocacy, awareness raising and public enlightenment on inclusive education				
9.	Conduct of capacity building for administrators, teachers, care givers, social workers, NGOs and other stakeholders on inclusive education				
10.	Conduct of research, policy impact assessment, monitoring and evaluation.				
11.	Does your organization partner with any one or all of the following Stakeholders for the purpose of implementing inclusive education? (If “YES”, please tick appropriately in the comment box. You may add extra sheet to explain or show evidence of partnership).				(i) Ministry/Department/Agency (ii) Civil society/NGO (iii) Disabled people’s organization (iv) Private sector organization (v) Media organization

Section (D) Perceptions on Inclusive Education:

Please select only one answer you consider appropriate

S/N	QUESTION	YES	NO	INDIFFERENCE	COMMENTS
1.	Do you consider inclusive education as key to the effective social inclusion of persons with disabilities?				
2.	Do you think that it is necessary for inclusive education laws and policies to be implemented in Nigeria?				
3.	Have you observed that the Universal Basic Education Act 2004 does not adequately provide for the implementation of inclusive education in Nigeria?				
4.	Have you observed that little or no budgetary allocations are made annually for the implementation of inclusive education in Nigeria?				
5.	Do you consider it necessary for the UBE Act be reviewed and national and state policies on inclusive education developed and implemented?				
6.	Do you think inclusive education can be appreciably implemented in Nigeria inspite of any social, economic, political infrastructural and technological challenges?				
7.	Do you think that Integration of children with disabilities into same classrooms with non-disabled children in mainstream primary and secondary schools with the provision of resource centers, special teachers, care givers, assistive learning technologies and materials, etc is possible all things being equal? (if “NO” kindly give two to three factors which in your view may hinder this) Please use the comment box				
8.	Do you agree that all stakeholders (government, private sector, local and international development agencies, CSOs/NGOs, disabled people’s organizations, parents, teachers, care-givers, the media, etc) all have roles to play in the implementation of inclusive education?				
9.	Do you agree that advocacies, awareness raising, public enlightenment, capacity-building and partnership-building should be increased to generate more governmental and public attention, interest, passion, support and commitment towards implementation of inclusive education?				

10.	Do you think the JONAPWD/USAID 4-year project is a timely, relevant and appropriate intervention to enhance inclusive education?				
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Section (E) General Comments:

Please give two to three short sentences on the following:

1. Any other issues on inclusive universal basic education which you will like to draw attention to:
2. Your expectations from the 4-year JONAPWD/USAID project on inclusive universal basic education:
3. Suggestions on possible activities you would like the JONAPWD/USAID project on inclusive universal basic education to implement:

APPENDIX B

PUPIL ENROLMENT IN SPECIAL EDUCATION CENTRES IN AKWA-IBOM STATE

S/N	NAMES OF SCHOOLS	MALE	FEMALE	TOTAL
1.	St. Vincent Center For Inclusive Education Adiaha Obong, Uyo	121	114	235
2.	St. Louise Special Education Center Ikot Ekpene	135	159	294
3.	Special Education Center Uyo	264	293	557
4.	Methodist Central School Ikot Ekpene	54	48	102
5.	St. Joseph's Ikana Iba	42	58	100
6.	Army Children School Oron	53	49	102
7.	Q.I.C Leper Colony	15	58	73

8.	St. Gregory Eket	20	38	58
9.	Lutheran School Nsit Ubium	18	34	52
10.	Government School Abak	19	17	36
11.	Bishop Haywoode's	47	85	132
12.	Government School Mbak Atai	82	97	179
	Total	870	1050	1920

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" Improve Access for Inclusive Basic Education for Children With Disabilities in Nigeria"

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