

MAPPING AND ASSESSMENT OF THE 44 INCLUSIVE PRIMARY AND SECONDARY SCHOOLS IN LAGOS STATE

**TOWARDS THE STRENGTHENING OF COOPERATIVE TEACHING PROCESSES BETWEEN SPECIAL AND
REGULAR TEACHERS**

FESTUS FAJEMILO FOUNDATION

JOINT NATIONAL ASSOCIATION OF PERSONS WITH DISABILITIES (JONAPWD), LAGOS STATE CHAPTER

DAUGHTERS OF CHARITY

WITH FUNDING SUPPORT FROM THE LILLIANE FOUNDATION, NETHERLANDS

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Joint National Association of Persons with Disabilities (JONAPWD), Lagos State Chapter

Daughters of Charity Nigeria

September, 2020.

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ABOUT IMPLEMENTING ORGANIZATIONS

FESTUS FAJEMILLO FOUNDATION (FFF):

Festus Fajemilo Foundation (FFF) is a disability-focused non-governmental organization which is largely based in Lagos state, but which has had reasonable outreach and impact in few other States in Nigeria.

The organization was established in 2006, and it is the pioneer NGO in Nigeria advocating for & promoting the rights of persons impacted by spina bifida and hydrocephalus (SBH). As part of our objectives and activities, we create awareness and increase public education on SBH, provide direct support to affected children and youngsters for their empowerment. promoting primary prevention and advocacy for enabling environment.

FFF was originally set-up to advocate for the rights and inclusion of children with spina bifida and hydrocephalus in Nigeria. However, through partnerships and collaboration with local and international organizations, the Foundation has been largely mainstreaming advocacy for the rights and inclusion of persons with disabilities in general especially in such areas as education, health, etc.

JOINT NATIONAL ASSOCIATION OF PERSONS WITH DISABILITIES (JONAPWD):

The Joint National Association of Persons with Disabilities (JONAPWD) is the umbrella body of and for all disability groups and organizations in Nigeria; established in 1998 with the sole aim of promoting inclusion, access and participation of persons with disabilities in all sectors and spheres of life in the society. The association is duly recognized by and has been working with governments in Nigeria at national, state and local levels, and the UN and other major international development partners.

JONAPWD is duly registered in all the 36 states and the FCT-Abuja and in several Local Government Councils across the country. The Association is managed at national, state and local levels by elected members. The current Executive Council of the Lagos State Chapter of the Association was elected in October 2019. Pursuant to its aims and objectives, the Lagos State Chapter of JONAPWD intends to establish strategic partnership with relevant Ministries, Departments and Agencies of the Lagos State Government with a view to supporting government's efforts towards achieving effective inclusion, access and participation of persons with disabilities in all policies and programs of the State government.

DAUGHTERS OF CHARITY (DC):

The Daughters of Charity of St. Vincent De Paul was founded in 1633 in France, for the service of people who are poor and most marginalized in society, without discrimination of culture, race, gender or religion. In Nigeria, the Daughters of Charity was established in 1963 as a faith-based NGO, with its Provincial House in Eleme, Rivers State. People and especially children and youngsters with disabilities, form a high proportion of the poor and most neglected in society and are at the core of the services of the Daughters of Charity. The services currently provided in Nigeria

by the Daughters of Charity are in the areas of health, (inclusive) education, pastoral ministry, livelihood, sustainability, development and empowerment programmes, social integration, and justice and peace.

As a Strategic Partner Organization of the Dutch based Liliane Foundation and in collaboration with 27 local partner organizations in Nigeria, the Daughters of Charity implement the “Child Empowerment” programme which concentrates on the life areas that are crucially important for every person according to the World Health Organization’s Community Based Rehabilitation matrix: (health, education, work and income, a social life and self-empowerment).

Through the twin-track approach of “Child Development” and “Enabling Environment” the programme facilitates the improvement of the functional capabilities of children and youngsters with disabilities, including medical and paramedical rehabilitation, education and livelihood opportunities. Children and youngsters with disabilities are equipped with education and skill development to enable them to take up jobs and earn a living in the future, contributing to greater resilience. The programme also facilitates the removal of infrastructural, behavioural and policy barriers that prevent them from participating in society, through awareness raising, advocacy, networking and collaborating with relevant government and non-governmental stakeholders, families and communities and organizations of persons with disabilities.

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ABBREVIATIONS

CWDS	—	Children with Disabilities
CWHIs	—	Children with Hearing Impairment
CWVIs	—	Children with Visual Impairment
CWIDDs	—	Children with Intellectual and Developmental Disabilities
CWPDs	—	Children with Physical disabilities
EFA	—	Education for All
IE	—	Inclusive Education
LASUBEB	—	Lagos State Universal Basic Education Board
PWDs	—	Persons with Disabilities
SDGs	—	Sustainable Development Goals
SOME	—	State Ministry of Education
UNCRPD	—	United Nations Convention on Rights of Persons with Disabilities

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EXECUTIVE SUMMARY

Background:

Inclusive education (IE) is the process of making schools accessible to all learners regardless of their social, economic, gender, disabilities, and other status. Proponents of this educational process believe that IE offers the best response to the quest of achieving “Education for All” (EFA); as well as being the best process for effectively utilizing the very scarce educational resources especially in less developed countries like Nigeria. Although inclusive education targets all out-of-school vulnerable children, several global studies have exposed the higher vulnerability status of children with disabilities (CWDs); showing that CWDs are more likely to remain out-of-school if specific and strategic actions are not taken to ensure schools are safe, accessible and inclusive to meet their special needs.

While legal and policy frameworks have been developed to address implementation of IE at national and state levels in Nigeria, Lagos State has been in the forefront with 44 public inclusive (31 primary and 13 secondary) schools.

Despite these efforts from the Lagos State government, multiple studies on the appraisal of IE in Lagos state have raised concerns on the significant levels of challenges threatening the availability and sufficiency of teaching personnel, other relevant professionals and service providers and their strategic roles in the effective delivery of functional education to CWDs. In addition, a recent World Bank report on Inclusive Development in Nigeria (2020) acknowledges that the dearth of qualified special teachers and other relevant professionals remains the major bane for the successful implementation of inclusive education in Lagos State and Nigeria in general.

The need to strongly address the challenges posed by inadequate special teachers and other relevant professionals in the implementation of IE in Lagos state prompted the consortium of non-governmental disabled people’s organizations including Festus Fajemilo Foundation (FFF), the Lagos State Chapter of the Joint National Association of Persons with Disabilities (JONAPWD) and the Daughters of Charity of St. Vincent De Paul, with funding support from the Liliane Foundation, Netherlands, to conceptualize an innovative intervention project with a view to seeking creative and cost-effective approaches of utilizing available human resources in the 44 inclusive primary and secondary schools to make inclusive education more successful in Lagos state.

The four-year project sought to adapt the concept of “Cooperative Teaching” as a means of achieving a more judicious use of the scarce human resources available to deliver IE in Lagos state. This meant the fostering of more innovative forms of technical and professional interactions between special and regular teachers, as well as other relevant professionals available in the 44 inclusive schools in order to improve the quality of teaching and learning for CWDs.

In line with the design of the project, a mapping and assessment of the 44 inclusive schools was conducted to review the nature and level of inclusive practices therein, and to evaluate the suitability of the educational situations in the 44 inclusive schools for the adaptation of

“cooperative teaching” as a possible means of reducing the challenges created by insufficiency of special teachers and other relevant professionals required for the effective delivery of IE in the 44 inclusive schools. This report therefore presents the results of the mapping and assessment of the 44 inclusive primary and secondary schools conducted between June and July, 2020.

Finally, the mapping and assessment results and the recommendations presented in this report will serve as strategic guide for the development of the Cooperative Teaching Manual which is the final product which the FFF-JONAPWD-DC project intends to deliver with a view to strengthening the delivery of IE in Lagos state.

Objectives:

This mapping and assessment study was conducted towards achieving the following objectives—

- A) To present the mapping of the 44 inclusive schools for the purpose of determining the implications for distance accessibility for CWDs;
- B) To identify characteristics and trends in the enrollment, retention and progression of CWDs across the various inclusive school levels;
- C) To identify and analyze the current teacher to pupil/student ratio in the 44 inclusive schools and the implications for the quality of teaching and learning for CWDs.
- D) To present an appraisal of the nature and level of inclusive practices in the 44 inclusive schools and the opportunities it offers for the adaptation of cooperative teaching.
- E) To appraise the human and material resource levels of the 44 inclusive schools and the impact on the quality of teaching and learning for CWDs.

Study Design and Methodology:

The mapping and assessment exercise was designed as a mix-method study that uses both quantitative and qualitative data collection methods. The quantitative component includes a structured questionnaire designed to map and assess the 44 inclusive schools based on available official school records and practices. The qualitative component comprises a desk review, key informant interviews, and focus group discussions with school principals and head teachers, heads of inclusive units and regular teachers. In all, about 130 school officials, drawn from the 44 inclusive schools participated in the mapping/assessment and focus group discussions. The study also took cognizance of the administrative structure of schools in Lagos state. Accordingly, the 44 inclusive schools were grouped and engaged in line with the 6 Education Districts.

Conclusion:

The implementation of inclusive education in Lagos state has come a long way since 2003. The State Government has made appreciable efforts to put in place appropriate legal and policy frameworks to strengthen implementation of IE in the State. In addition, the number of inclusive primary and secondary schools has increased from 3 in 2003 to 44 as at the time of conducting this assessment. Despite the many years of running the IE program and policy in the State, this mapping and assessment exercise identifies some of the key challenges which have substantially limited the achievement of full inclusive practices and significant cooperative teaching process in the 44 inclusive schools.

Stakeholders engaged in this mapping and assessment included special teachers, school heads and selected regular teachers in the 44 inclusive schools. Major challenges identified by these stakeholders include: inaccessible distance to most of the inclusive schools; absence of Standard Operating Procedures for enrollment, retention and progression of CWDs in the inclusive schools; very high ratio of pupil/student population to one special teacher; absence of standard operating procedures for inclusive practices, cooperative teaching processes and adapted curriculum in the inclusive schools; and inadequate funding, human and material resources.

Notwithstanding the identified challenges to inclusive education in Lagos state, this assessment observed the prevalence of some good practices among school heads, special and regular teachers, parents and non-disabled pupils/students which should be encouraged. These include: Provision of transportation support to pupils/students by teachers using their financial resources and/or their private vehicles; Collaboration between local hospitals and the inclusive schools to conduct assessment for pupils/students before enrollment; Teachers, parents and non-disabled students commit time and resources to provide additional human resources required in the inclusive schools; Special and regular

teachers are already engaged in some form of cooperative teaching processes; Teachers, school heads and parents mobilize additional financial, human and material resources to complement those provided by the state government.

Finally, the absence of documented Standard Operating Procedures in line with the States IE Policy and the Implementation Guide constitutes a significant threat to the promotion of inclusive practices and the adoption of cooperative teaching as innovative approaches towards strengthening inclusive education in Lagos state. Accordingly, developing a Cooperative Teaching Manual could serve as one step towards eliminating this threat.

General Recommendations:

A) The relevant provisions in the Lagos State Inclusive Education Policy and the Implementation Guide should be implemented particularly to establish more schools in areas where there are short falls, while all the inclusive schools should be provided with school buses to support movement of CWDs to and from school.

B) The SMOE and the LASUBEB should work together to develop and implement School-level Standard Operating Procedures to guide Enrollment, retention and progression of CWDs, as well as specific indicators and target on pupils/student ratio to one special or regular teacher, general inclusive practices and cooperative teaching processes in all the 44 Inclusive Schools. These SOPs should be disseminated across all the inclusive schools and followed accordingly.

C) A more comprehensive human resource audit of the 44 inclusive schools should be done to determine the actual manpower needs of the schools, while a planned approach to recruiting more hands (possibly on annual basis) should be embarked upon in line with the IE Policy Implementation Guidelines. Furthermore, such good practice as involvement of parents (especially those who are unemployed or those willing to volunteer) should be formally encouraged and documented in the Standard Operating Procedures.

D) Regular and comprehensive trainings on contemporary cooperative or collaborative teaching approaches be organized for special and regular teachers.

E) Appropriate adaptive curriculum should be developed and implemented across all the 44 inclusive schools.

F) The design, development and procurement of school infrastructure and facilities should comply with the principles of universal accessibility designs and reasonable accommodation respectively. This should take into cognizance the accessibility and inclusivity needs of the diverse impairments or disability types.

G) In-school programs such as Social Inclusion Clubs, Special Teachers Learning Groups on Inclusive Education, etc. that promote inclusive practices among children with and without disabilities, and between special and regular teachers should be encouraged and documented in the Standard Operating Procedures in line with the provisions of the IE policy and its Implementation Guidelines.

H) The State Government should make regular and adequate funding available for the provision of human and material resources as contained in the IE policy and the Implementation Guide respectively. Specifically, the government should recruit more special teachers, care-givers and other relevant professionals and service providers to serve the 44 inclusive schools.

I) The School-Based Management Committees (SBMCs) in the 44 inclusive schools should be empowered to mobilize additional resources from the private sector to complement efforts of the State Government.

J) The State Government should provide adequate security in the 44 inclusive schools to ensure that the very delicate and expensive teaching and learning materials provided are properly stored and secured to avoid damage and theft.

K) The State Government should undertake an extensive accessibility and safety audit of all the 44 inclusive schools with a view to making provisions for reconstruction and rehabilitation of the school premises to meet safety and accessibility standards.

CHAPTER ONE

INTRODUCTION

1.1 Background:

Inclusive education (IE) is the process of making schools accessible to all learners regardless of their social, economic, gender, disabilities, and other status. Proponents of this educational process believe that IE offers the best response to the quest of achieving the World's quest for "Education for All" (EFA); as well as being the best process for effectively utilizing the very scarce educational resources especially in less developed countries like Nigeria¹. Although inclusive education targets all out-of-school vulnerable children, several global studies have exposed the higher vulnerability status of children with disabilities (CWDs); showing that CWDs are more likely to remain out-of-school if specific and strategic actions are not taken to ensure schools are safe, accessible and inclusive to meet their special needs.

Accordingly, within the last two decades, there has been significant increase in the attention and actions of stakeholders towards the need to make Nigeria's education system and process at local, state and national levels inclusive and accessible for CWDs. This has resulted in the development and implementation of legal and policy frameworks on IE at national and state levels.

However, despite the presence of legal and policy frameworks at national and state levels, researches still indicate significant gaps in the delivery of inclusive education for CWDs in Nigeria. Such gaps range from inadequacy in the number of both special and inclusive schools at primary and secondary levels to accommodate the millions of out-of-school children with disabilities; inadequate number of special teachers and other professionals required to provide support and services; inadequate assistive teaching and learning materials including technologies; poor inclusivity and accessibility practices in regular schools which provide integration and inclusive education programmes; poor funding from government at all levels; low level of awareness on inclusive education among stakeholders; poor implementation of, and low level of compliance with available legal and policy framework; etc.²³⁴

¹ Centre for Studies on Inclusive Education CSIE. Ten Reasons for Inclusion. <http://www.csie.org.uk/resources/ten-reasons-02.pdf>

² Akogun, O., S. Njobdi, and A. Adebayo. 2018. A Study of the Management and Implementation of the Policy on Special Education Needs and Disability for Improving Access of Persons with Disabilities to Nigeria's Basic Education. Abuja: Education Data, Research and Evaluation in Nigeria (EDOREN)

³ Joint National Association of Persons with Disabilities JONAPWD. 2017; JONAPWD Annual Report 2017. JONAPWD, Abuja <http://www.jonapwd.org/2017REPORT.pdf>

⁴ Ajuwon, P.M. (2012); Making Inclusive Education Work in Nigeria: Evaluation of Special Educators' Attitudes Disability Studies Quarterly Vol 32, No 2. Missouri State University

In Lagos State, the practice of inclusive education commenced since 2003 with only 3 primary schools. This has increased to 44 inclusive schools (31 primary and 13 secondary schools) as at September, 2020. This makes the state the most prominent and a major reference point for Nigeria in the implementation of IE for CWDs.

The State currently implements a policy framework on inclusive education which was reviewed in 2015 with the support of the DFID Education Sector Support Program in Nigeria (ESSPIN). An Inclusive Education Policy Implementation Plan was developed in 2019 to provide specific guidance and direction for effective implementation of inclusive education in the State.

Despite these efforts from the Lagos State government, multiple studies on the appraisal of inclusive education in Lagos state have raised concerns on the significant levels of challenges threatening the availability and sufficiency of teaching personnel, other relevant professionals and service providers and their strategic roles in the effective delivery of functional education to CWDs (Adebayo and Akinola 2014)⁵. In addition, a recent World Bank report on Inclusive Development in Nigeria (2020) acknowledges that the dearth of qualified special teachers and other relevant professionals remains the major bane for the successful implementation of inclusive education in Lagos State and Nigeria in general.⁶

The need to strongly address the challenges posed by inadequate special teachers and other relevant professionals in the implementation of IE in Lagos state prompted the consortium of non-governmental disabled people's organizations including Festus Fajemilo Foundation (FFF), the Lagos State Chapter of the Joint National Association of Persons with Disabilities (JONAPWD) and the Daughters of Charity in Nigeria, with funding support from the Liliane Foundation of the Netherlands to conceptualize an innovative intervention project with a view to seeking creative and cost-effective approaches of utilizing available human resources in the 44 inclusive primary and secondary schools to make inclusive education more successful in Lagos state.

The four-year project sought to adapt the concept of "Cooperative Teaching" as a means of achieving a more judicious use of the scarce human resources available to deliver IE in Lagos state. This meant the fostering of more innovative forms of technical and professional interactions between special and regular teachers, as well as other relevant professionals available in the 44 inclusive schools in order to improve the quality of teaching and learning for CWDs.

In line with the design of the project, a mapping and assessment of the 44 inclusive schools was conducted to review the nature and level of inclusive practices therein, and to evaluate the suitability of the educational situations in the 44 inclusive schools for the adaptation of "cooperative teaching" as a possible means of reducing the challenges created by insufficiency of special teachers and other relevant

⁵ 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.

⁶ The World Bank (2020) Disability Inclusion in Nigeria: A rapid Assessment

professionals required for the effective delivery of IE in the 44 inclusive schools. This report therefore presents the results of the mapping and assessment of the 44 inclusive primary and secondary schools conducted between June and July, 2020.

Finally, the mapping and assessment results and the recommendations presented in this report will serve as strategic guide for the development of the Cooperative Teaching Manual which is the final product which the FFF-JONAPWD-DCN project intends to deliver with a view to strengthening the delivery of IE in Lagos state.

1.2 Objectives

This mapping and assessment study was conducted towards achieving the following objectives—

- A) To present the mapping of the 44 inclusive schools for the purpose of determining the implications for distance accessibility for CWDs;
- B) To identify characteristics and trends in the enrollment, retention and progression of CWDs across the various inclusive school levels;
- C) To identify and analyze the current teacher to pupil/student ratio in the 44 inclusive schools and the implications for the quality of teaching and learning for CWDs;
- D) To present an appraisal of the nature and level of inclusive practices in the 44 inclusive schools and the opportunities it offers for the adaptation of cooperative teaching;
- E) To appraise the human and material resource levels of the 44 inclusive schools and the impact on the quality of teaching and learning for CWDs.

1.3 Study Questions

The following questions provided the framework for the collection of data for the mapping and assessment of the 44 inclusive schools in Lagos state—

- A) How does the location and spread of the 44 inclusive schools guaranty the ease in distance accessibility for CWDs?
- B) What are the socio-economic factors that promote enrollment, retention and progression of CWDs across the various school levels?
- C) What is the level of compliance with policy provisions on standard practice in teacher to pupil/student ratio in the 44 inclusive schools?
- D) What are the inclusive practices and processes in the 44 inclusive schools which can support the adaptation of cooperative teaching?
- E) How adequate and accessible are the available human and material resources required for the effective delivery of qualitative and functional inclusive education for CWDs in the 44 inclusive schools?

1.4 Study Design and Methodology:

A). Study Design:

The mapping and assessment exercise was designed as a mix-method study that uses both quantitative and qualitative data collection methods. The quantitative component includes a structured questionnaire designed to map and assess the 44 inclusive schools based on available official school records and practices. The qualitative component comprises a desk review, key informant interviews, and focus group discussions with school principals and head teachers, heads of inclusive units and regular teachers. In all, about 130 school officials, drawn from the 44 inclusive schools participated in the mapping/assessment and focus group discussions. The study also took cognizance of the administrative structure of schools in Lagos state. Accordingly, the 44 inclusive schools were grouped and engaged in line with the 6 Education Districts.

B). Data Collection Procedures:

The mapping and assessment tools is designed and targeted at each of the 44 (31 primary and 13 secondary) inclusive schools. In each school, key respondents were the school Principal or Head Teacher, the Head of Inclusive Unit and one regular teacher who should have reasonable experience with teaching CWDs in the school. The mapping and assessment tool is designed to elicit officially documented responses such as students' enrollment, teacher to student ratio, official inclusive practices and processes, available human and material resources, etc.

The Focus Group Discussions (FGDs) guide is designed to elicit responses based on personal experiences and professional practices of the 3 respondents who completed the mapping and assessment tools. Two FGD sessions were conducted in each of the 6 Education Districts; with the 3 representatives of 4 schools attending each session.

Information was sourced from relevant literature, including the Lagos State Policy on Inclusive Education and the Policy Implementation Guide.

C). Ethical Considerations:

The mapping and assessment tools and the FGD guides were submitted to the Lagos State Ministry of Education and the Lagos State Universal Basic Education Board respectively for inputs and approval before they were administered in the 44 inclusive schools. Personal consent of respondents were sought before the commencement of each mapping/assessment and FGD sessions.

D). Data Analysis:

Quantitative data is presented in tables and analyzed using sums and simple percentages of response frequencies. Qualitative data was obtained through the FGD notes which were manually written because the respondents did not consent to audio recording of the sessions. Relevant quotes were therefore obtained from the FGD notes in line with the main themes of the study objectives.

CHAPTER TWO

PRESENTATION OF MAPPING AND ASSESSMENT RESULTS

The results contained in this section reflect a synthesis of quantitative and qualitative data provided by respondents, the provisions of the Lagos State Policy on Inclusive Education and its Implementation Guide as well as relevant literature. The presentation is structured in line with the themes of the study objectives.

2.1 Location of the Inclusive Schools and Distance Accessibility:

The need for schools to be within accessible distance for all children is usually held as a key priority by education administrators in deciding school location. It is expected that this factor will be further prioritized when dealing with inclusive schools for CWDs.

CWDs are mostly confronted by mobility challenges; that is low capacity to travel long distances alone and unaided. They largely rely on mobility aids and appliances or human assistance to move safely and easily from one place to the other⁷. Worst still, is the fact that most parents of these CWDs are too poor to afford the very high cost of transporting their CWDs over long distance. This often lead to the CWDs not attending school regularly, or completely dropping out of school. As such, it will be necessary that schools are not too far from home in order to eliminate these mobility challenges.

- *“Many of our CWDs face distance problems because the schools are too far from their homes. For example, one day, while I was in junior school, a student lost his money and was searching for it, he trekked to very far distance from Ipakodo and at around 11pm, the parent were calling me that they have not seen their child. We were praying for God to have mercy. Even right now, in senior school, we are still having people coming from Imota. And they come to school maybe twice in a week, so how will they cope. At times, transport is #1500 for each day, how many parents can afford that.”* (Special Teacher in the inclusive school)

⁷ UNICEF (2014) Access to School and the Learning Environment I – Physical, Information and Communication.
https://www.ded4inclusion.com/uploads/4/7/7/8/47789531/10.access_to_environment_i.pdf

- “We have a lot of drop out because of money. So if they come once in a week, they will not come again because there is no how they can cope so it is very important if we can have schools in strategic places. We have a lot of them in Ijede, Imota that are just there useless because they cannot come over here and they are willing to go to school and this is the only hearing impaired that we have around this place but the distance is affecting them.” (Regular teacher in the inclusive school).
- “Transportation is a problem here because this is the only inclusive school here. Government should give us a bus to aid movement of CWDs to and fro the school, for Ereko Grammar School, the geographical location of the school is more on the outskirts of Lagos Island and poses danger of crossing the express to the CWDs.” (Special Teacher in the inclusive school).

Table 1 – Distribution of Inclusive Schools Across Districts/LGAs/State:

DISTRICT 1		
TYPES OF SCHOOLS	FREQUENCY	SPREAD
PRIMARY	6	IFAKO IJAYE -2 ALIMOSHO - 2 DOPEMU -1 AGEGE - 1
JUNIOR SECONDARY	1	AGEGE -1
SENIOR SECONDARY	1	AGEGE – 1
DISTRICT TOTAL	8	
DISTRICT 2		
TYPES OF SCHOOLS	FREQUENCY	SPREAD
PRIMARY	5	ONIGBONGBO LCDA/IKEJA -1 KOSOFE LGA -3

		IKORODU – 1
JUNIOR SECONDARY	2	ONIGBONGBO LCDA/IKEJA -1 IKORODU – 1
SENIOR SECONDARY	2	ONIGBONGBO LCDA/IKEJA - 1 IKORODU – 1
DISTRICT TOTAL	9	
DISTRICT 3		
TYPES OF SCHOOLS	FREQUENCY	SPREAD
PRIMARY	8	ETI-OSA - 2, EPE -2, LAGOS ISLAND -2, IBEJU LEKKI – 2
JUNIOR SECONDARY	2	IBEJU LEKKI -1, EPE- 1
SENIOR SECONDARY	1	EPE -1
DISTRICT TOTAL	11	
DISTRICT 4		
TYPES OF SCHOOLS	FREQUENCY	SPREAD
PRIMARY	2	MUSHIN – 2

JUNIOR SECONDARY	1	SURULERE -1
SENIOR SECONDARY	1	SURULERE -1
DISTRICT TOTAL	4	
DISTRICT 5		
TYPES OF SCHOOLS	FREQUENCY	SPREAD
PRIMARY	7	OJO -2 AJEROMI/IFELODUN- 1, AMUWO- ODOFIN -2 , BADAGRY -2
JUNIOR SECONDARY	1	BADAGRY -1
SENIOR SECONDARY	1	BADAGRY -1
DISTRICT TOTAL	9	
DISTRICT 6		
TYPES OF SCHOOLS	FREQUENCY	SPREAD
PRIMARY	3	OSHODI ISOLO -1, APAPA -2
JUNIOR SECONDARY	NIL	NIL

SENIOR SECONDARY	NIL	NIL
DISTRICT TOTAL	3	

Table 2 – Number of Inclusive schools in Lagos state:

OVERALL INCLUSIVE SCHOOLS IN LAGOS STATE	
TOTAL INCLUSIVE PRIMARY SCHOOL	31
TOTAL INCLUSIVE JUNIOR SCHOOL	7
TOTAL INCLUSIVE SENIOR SCHOOL	6

A) The above table indicates that District 3 has the highest number of 11 inclusive schools, while Districts 2 and 5 have 9 inclusive schools respectively. District 1 has 8 inclusive schools, while District 4 has 4 schools with District 6 recording the lowest number of 3 inclusive schools.

B) District 3 has the highest number of 8 inclusive Primary schools while District 4 has the lowest of 2 inclusive primary schools.

C) District 2 has the highest number of 4 inclusive secondary schools (2 junior and 2 senior), while District 6 has no secondary schools.

D) In terms of geographical spread and accessible distance, Districts 1, 3 and 5 have the highest geographical spread of at least one inclusive primary school in each of 4 LGAs. For the geographical spread of inclusive secondary schools, only Districts 2 and 3 have at least 2 secondary schools in each of 2 LGAs respectively. Districts 1, 4 and 5 have 2 inclusive secondary schools in one LGA, while District 6 has no inclusive secondary school.

2.1.1 Good Practices:

Notwithstanding the challenges with distance accessibility to the most of the inclusive schools, parents, teachers, school heads, community leaders are taking adaptive actions to alleviate the situation.

- *“There are some students that they love to study but because of the distance they abandoned them at home. in one way or the other, we have one parent whose accommodation is closer to the school and we ask them to accommodate such children.”* (Special Teacher in the inclusive school).
- *“There was a time we had one brilliant girl and she stopped coming to school and we discovered it is because of the distance and the cost of transport that she stopped. But personally I have to be giving her money so that she will come to school and thank God she is about to finish.”* (Special Teacher in the inclusive school).
- *“There is one of the teachers that will go extra mile to go and drop this hearing impaired student at the bus stop closer to his house.”* (Regular Teacher in the inclusive school).

2.1.2 Policy Provisions:

One of the key strategies of the Lagos State Policy on Inclusive Education is the provision of access and safety in around all schools. To achieve this, the policy provides for the establishment of more primary and secondary schools particularly in areas that are densely populated.

The Policy Implementation Guide proposes annual Construction, equipping and rehabilitation of new and existing schools to make them accessible and inclusive for CWDs. This also include school infrastructure like classrooms, learning centres, hostels, labs, workshops, offices,

toilets, etc. Inclusive primary and secondary schools are to be established in areas where there are short falls. Such areas include Apapa, Lagos Island, Epe, Ikorodu, Ojo, Ikeja/Maryland, etc.

The Policy Guide also recommends that SBMC, parents and teachers support learners with disabilities to get to schools and return home daily; and that SBMC and teachers help to follow up learners that rare not regular to enhance their attendance in school.

2.1.3 Recommendations:

A) The relevant provisions in the Lagos State Inclusive Education Policy and the Implementation Guide should be implemented particularly to establish more schools in areas where there are short falls.

B) All the inclusive schools should be provided with school buses to move CWDs to and from their homes. This will help reduce the mobility challenges associated with most impairment.

C) Collaboration between parents, teachers, school heads and the community leaders should be strengthened to provide mobility and transport support to CWDs.

2.2 Key trends in the Enrollment of CWDs into Inclusive Schools:

Enrollment is an essential aspect of school and education administration Which is usually guided by set of stringent rules and regulations. Most components of enrollment rules and regulations are usually issued by national, state and local governments. However, individual schools are also empowered to make enrollment regulations to suit their peculiar situations.

One of the key requirements usually contained in enrollment regulations is the need for accurate bio-medical records of every pupil or student. This information is required from every prospective pupil or student seeking admission into any school at any level of education regardless of their socio-economic, gender, age, or disability status.⁸

With regards to enrollment of CWDs, the need for bio-medical records is even all important because this helps the school to know the degree of the child's impairment(s) and how much education adaptation such impairment will require. In some cases, especially with children with intellectual and other sensory impairments, the bio-medical records are regularly reviewed and updated because the child may have to engage in

⁸ Enrolling your child in primary school.

https://www.citizensinformation.ie/en/returning_to_ireland/education_and_schooling/enrolling_your_child_in_a_primary_school_after_returning_to_ireland.html

continuous in-school medical support, while teachers and school administrators are provided with feedbacks for the purpose of adapting the learning environment and procedures.⁹¹⁰

The study observes that the enrollment procedures in the 44 inclusive schools are not currently guided by any school-based or universal and policy-driven standard operational practices (SOPs). It is observed that teachers and school administrators make use of their discretions to assess the impairments of CWDs during enrollment processes.

- *“There is no written rule or regulations on how to enroll or handle CWDs these are mostly given through training of Special teachers by MOE/SUBEB. Lagos State adapted some laws from the Lagos State Special Peoples Law 2011 with the slogan of “No child must be left behind”. Same guidelines used for the regular students apply to CWDs in the schools.”* (Head Teacher in the inclusive school).
- *“Normally we register student based on the list given to us by SUBEB. What the school authority usually do is that they normally test by just looking or observing the child.”* (Special Teacher in the inclusive school).
- *“In the senior and junior secondary school, placement of students with disability is done by the state government after promotion exam to schools and they are posted to the same schools irrespective of the differences in their disabilities of level of intellectual quotient. In primary school, CWDs are identified from their community and brought to the school by parent. Their information is gathered in the admission booklet including their specific disability. They are also assessed orally to determine the class to be placed.”* (School Head in the inclusive school).
- *“I just want you to understand that there is difference between primary and secondary school admission. Secondary school admission is strictly from list gotten from SUBEB down to the school but for primary school, up to primary 5, we can still do our own admission just to ease delay but for secondary school, we can’t just admit, without a permission of SUBEB and I think with collaboration of district. So in primary school what we normally do is, I think some of these disabilities we have to highlight them, the only hidden one is children with hearing disabilities because we cannot easily identified them but what we do is if the parent can actually some of them will even say he cannot talk very well but he is talking, by the time we test him, we discover that he cannot talk at all. What we do is we first test and*

⁹ Education for Children with Special Needs — Vikaspedia. <https://vikaspedia.in/education/parents-corner/guidelines-for-parents-of-children-with-disabilities/education-for-children-with-special-needs>

¹⁰ Küpper, L. Kohanek, J. (2000). A Guide to the Individualized Education Program. Office of Special Education and Rehabilitation Services, Office of Special Education Programs: U.S. Department of Education. <https://www.readingrockets.org/article/10-steps-special-education-process>

base on our own training, we know how to test them but for the visually impaired, you know that he cannot see very well. Down syndrome also, mere looking at there are some traces you can identify that this child is suffering from disability. In our own school, we have different department for them, we have for intellectual disability, we have for hearing impaired also, then as time goes on, there are some that are normal that you won't identify, the learning disabilities but when we discover we have numbers of them in our school, we just have to create space for them, they are actually in regular class, they are normal, nothing is wrong with them, they can talk, they can hear but the IQ is so low by the time the child repeat the 1st term, 2nd term or even 3rd term, we are even to expel them base on policy but we can't just expel them. That means, that child cannot cope with the regular teacher, he needs a special teacher to handle him and at least push him or her to some extent if she cannot become a doctor, at least she can become something, so that is why we have to create another unit for them thereby separate them from regular classroom to that place.” (Special Teacher in the inclusive school).

Table 3— Availability of School-Based IE Guidelines, Teachers Reference Manuals and Students Support Groups:

DISTRICT 1			
SCHOOL GUIDELINES	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
DOCUMENTED SCHOOL-GUIDELINES	4	1	0
TEACHERS LEARNING FORUM AND MATERIALS/TOOLS	4	1	0
STUDENTS CLUBS/GROUPS ON SOCIAL INCLUSION	3	1	0
DISTRICT 2			
SCHOOL GUIDELINES	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
DOCUMENTED SCHOOL-GUIDELINES	3	2	2
TEACHERS LEARNING FORUM AND MATERIALS/TOOLS	5	2	2
STUDENTS	4	2	2

CLUBS/GROUPS ON SOCIAL INCLUSION			
DISTRICT 3			
SCHOOL GUIDELINES	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
DOCUMENTED SCHOOL-GUIDELINES	6	2	1
TEACHERS LEARNING FORUM AND MATERIALS/TOOLS	7	2	1
STUDENTS CLUBS/GROUPS ON SOCIAL INCLUSION	0	2	1
DISTRICT 4			
SCHOOL GUIDELINES	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
DOCUMENTED SCHOOL-GUIDELINES	0	1	1
TEACHERS LEARNING FORUM AND MATERIALS/TOOLS	2	1	1
STUDENTS CLUBS/GROUPS ON SOCIAL INCLUSION	2	1	1
DISTRICT 5			
SCHOOL GUIDELINES	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
DOCUMENTED SCHOOL-GUIDELINES	4	0	1
TEACHERS LEARNING FORUM AND MATERIALS/TOOLS	7	1	1

STUDENTS CLUBS/GROUPS ON SOCIAL INCLUSION	0	1	1
DISTRICT 6			
SCHOOL GUIDELINES	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
DOCUMENTED SCHOOL-GUIDELINES	3		
TEACHERS LEARNING FORUM AND MATERIALS/TOOLS	2		
STUDENTS CLUBS/GROUPS ON SOCIAL INCLUSION	2		

- A) In District 1, most of the inclusive primary and secondary schools, (except the senior school) indicated availability of school-based IE guidelines; teachers reference materials and students support groups.
- B) Most of the inclusive primary and secondary schools in District 2 reported availability of school-based IE Guidelines teachers reference manuals and students support groups.
- C) In District 3, all the inclusive primary schools reported absence of students support groups. However, almost all the schools indicated availability of school-based guidelines and teachers reference manuals.
- D). All the inclusive primary schools in District 4 indicated absence of school-based guidelines. However, all the inclusive schools in the District reported availability of teachers reference manuals and students support groups.
- E) All the inclusive junior schools in District 5 indicated absence of school-based guidelines, while all the inclusive primary schools indicated absence of students support groups. However, all the inclusive schools in the District reported availability of Teachers reference manuals.
- F) In District 6, all the inclusive primary schools indicated availability of school-based guidelines, teachers reference manuals and students support groups.

Table 4 – Enrolment details:

DISTRICT	SCHOOL CATEGORIES							
DISTRICTS	PRIMARY		JUNIOR SECONDARY		SENIOR SECONDARY		TOTAL PER DISTRICT	
	NO. OF SCHOOLS	NO OF CWDS	NO. OF SCHOOLS	NO. OF CWDS	NO. SCHOOLS	NO. CWDS	NO. SCHOOLS	NO. CWDS
D1	6	637	1	39	1	22	8	698
D2	5	321	2	104	2	89	9	514
D3	8	312	2	32	1	11	11	355
D4	2	167	1	150	1	91	4	408
D5	7	360	1	42	1	28	9	430
D6	3	173	0	0	0	0	3	173
OVERALL STATE TOTAL:	31	1,970	7	367	6	241	44	2,578

A) The above table indicates that District 1 which has 8 inclusive schools has the highest of 698 enrolled CWDs, while District6 which has the lowest number of 3 inclusive schools has the lowest of 173 enrolled CWDs.

B) It is observed that District 3 with the highest number of 11 inclusive schools records only 355 enrolled CWDs, while Districts with less number of inclusive schools records higher enrollment. These include Districts 2 and 5 with 9 inclusive schools records 514 and 430 enrollment respectively, and District 4 with only 4 inclusive schools records 408 enrolled CWDs.

C) District 1 with 6 inclusive primary schools has the highest of 637 enrolled CWDs while District 6 with the lowest of 3 inclusive primary schools has the lowest of 173 enrolled CWDs.

D) At the junior secondary level, Districts 2 and 4 with 2 and 1 inclusive junior secondary schools records the highest CWDs enrollment of 104 and 150 respectively.

E) The table also shows that Districts 2 and 4 with 2 and 1 Inclusive Senior Secondary schools record the highest CWDs enrollment of 89 and 91 respectively.

F) It is observed from the table that there is a constant trend of significant drop in CWDs enrollment of between 11% to about 95% between the primary to the senior secondary levels across the 6 Districts.

G) Nonetheless, there is no significant difference between male and female CWD enrollment at primary and secondary levels across the 6 Districts. While total CWDs male enrollment in the 44 inclusive schools records 1,441, total CWDs female enrollment records 1,137.

Table 5–Disaggregation of CWDs Enrollment by Disability clusters Across the 6 Districts:

DISTRICT 1					
TYPE OF SCHOOL	DISABILITY CLUSTERS				
	BLIND	DEAF	ALBINISM	PHYSICAL	INTELECTUAL
PRIMARY	7	281	2	39	308
JUNIOR SECONDARY	1	30	1	1	6
SENIOR SECONDARY	5	10	1	0	6
DISTRICT TOTAL:	13	321	4	40	320
DISTRICT 2					
TYPE OF SCHOOL	BLIND	DEAF	ALBINISM	PHYSICAL	INTELECTUAL
PRIMARY	12	174	0	21	114
JUNIOR SECONDARY	0	104	0	0	0
SENIOR SECONDARY	0	89	0	0	0
DISTRICT TOTAL:	12	367	0	21	114
DISTRICT 3					
TYPE OF SCHOOL	BLIND	DEAF	ALBINISM	PHYSICAL	INTELECTUAL
PRIMARY	24	99	3	52	134
JUNIOR SECONDARY	20	8	0	2	2
SENIOR SECONDARY	11	0	0	0	0
DISTRICT TOTAL:	55	107	3	54	136
DISTRICT 4					
TYPE OF SCHOOL	BLIND	DEAF	ALBINISM	PHYSICAL	INTELECTUAL
PRIMARY	1	34	0	22	110
JUNIOR SECONDARY	0	131	0	3	16
SENIOR SECONDARY	0	91	0	0	0

DISTRICT TOTAL:	1	256	0	25	126
DISTRICT 5					
TYPE OF SCHOOL	BLIND	DEAF	ALBINISM	PHYSICAL	INTELECTUAL
PRIMARY	24	169	0	6	161
JUNIOR SECONDARY	33	0	0	1	0
SENIOR SECONDARY	0	21	0	0	0
DISTRICT TOTAL:	57	190	0	7	161
DISTRICT 6					
TYPE OF SCHOOL	BLIND	DEAF	ALBINISM	PHYSICAL	INTELECTUAL
PRIMARY	0	77	0	6	90
JUNIOR SECONDARY	0	0	0	0	0
SENIOR SECONDARY	0	0	0	0	0
DISTRICT TOTAL:	0	77	0	6	90
OVERALL STATE SUMMARY:					
TYPE OF SCHOOL	BLIND	DEAF	ALBINISM	PHYSICAL	INTELECTUAL
PRIMARY	68	834	5	146	917
JUNIOR SECONDARY	54	273	1	7	24
SENIOR SECONDARY	16	211	1	0	6
OVERALL STATE TOTAL:	138	1318	7	153	947

A) According to the above table, of the 2,578 CWDs enrolled in the 44 inclusive primary and secondary schools, CWHI records the highest enrollment of 1318, followed by CWIDD with 947, CWPDP with 153, CWVI with 138, while CWA records only 7 respectively.

B) At the school levels (primary, junior secondary and senior secondary), it is observed that there is significant reduction in enrollment levels as CWDs transit to higher school levels. For example, CWIDD had the highest drop in enrollment from 917 at primary, to 24 at junior secondary, to 6 at senior secondary. Enrollment of CWPDPs dropped significantly from 146 at primary, to 7 at junior secondary, to 0 at senior secondary. This is followed by CWVIs enrollment drop from 68 at primary, to 54 at junior secondary, to 16 at senior secondary. Enrollment of CWAs dropped from 5 at primary, to 1 each at junior and senior secondary levels respectively, while enrollment of CWHIs dropped significantly from 834 at primary, to 273 at junior secondary, to 211 at senior secondary.

C) It is observed that CWHI maintain the highest enrollment across all 3 school levels, while CWAs record the lowest across the 3 school levels. However, CWPDs record 0 enrollment at the senior secondary levels.

D) A comparative view of the spread of each disability cluster across each of the 6 Districts indicates that the CWHIs and the CWIDDs maintain the highest enrollment levels in each of the 6 Districts. Each of the CWHI and CWIDD clusters maintain at least 100 overall enrollment across all school levels in Districts 1 to 5 respectively.

2.2.1 Good Practices:

Despite the absence of any universal formal enrollment rules for CWDs across the 44 inclusive schools, the study finds some good practices in some of the schools which may be reviewed for use.

- *“The admission policy for CWD is open and accessible anytime. They are considered even after admission is closed irrespective of their type of disability. However, the child must be seen before parent can obtain admission and submit medical records. The policy is not to turn any child away - policy of zero-rejection.”* (Special teacher in the inclusive school).
- *“Admission policy is through the directive from SUBEB and the Ministry of Education (MOE). Parents come with the case notes of the students who were referred from the hospitals. There is no discrimination of pupils and students on their disability types. The primary schools usually carry out sensitization/ awareness programs within their jurisdiction in the community 3 times in a session to create awareness for CWDs admission with hand flyers distributed in the neighborhood to community people.”* (Special Teacher in the inclusive school).
- *“I had a case of a boy who finished junior secondary due to the fact that there is no senior secondary for CWDs, the boy wanted to drop out and I encouraged him and the parents to have him enrolled in a technical school.”* (Special Teacher in the Inclusive school).
- *“Schools, health facilities and people from the community make referrals of CWDs to the schools based on sensitizations done by the schools. Assessments are carried out on each of the CWDs using case notes from the referring hospitals and referral notes given on admission. The Head teacher assess the child and refers the child to the Unit Head to ascertain their types of disabilities for proper placement however, assistive aids are needed to do more indebt assessments to know their disability as some of them are not known even after admission. CWDs would be sent to the inclusive Unit after assessments.”* (Special Teacher in the inclusive school).

2.2.2 Policy Provisions:

A careful review of the Lagos State Policy on Inclusive Education and the Implementation Guide indicate that there are no provisions for documented Standard Operational Practices (SOPs) to provide universal and formal guidance for the enrollment of CWDs in the 44 inclusive schools. Even those provided in the Implementation guide are not coherently and logically sequenced for a step-by-step application. However, the IE Policy provides that Steps will be taken to improve students' enrolment, retain students in schools and transit to higher educational school level.

The IE Policy proposes some activities to be conducted in this direction which include:

- Conduct out-of- school baseline survey and monitor progress periodically;
- Conduct Annual School Census to monitor attendance and retention;
- Collect data on children that drop-out and those at risk of not transiting to higher classes and follow them up;
- Conduct survey to identify children who are not in school, investigate why they are not in school,
- Counsel parents on the importance of education;
- Provide guidance and counseling services for school children and parents; and,
- Encourage partnership between the parents, professionals, civil society organizations, corporate bodies to support school activities.

In addition, the IE Policy Implementation Guide provides that School staff are duly involve in identification of school age children that are not in school, and also assist in bringing them to school for enrolment. The Guide further recommends that: All schools should be linked with health centres in each local areas to provide needed health services for school children on regular basis; that Teachers have knowledge of disability conditions and how they can affect learning and how they can provide necessary help; Teachers have knowledge of appropriate assessment skills for diverse learners' learning abilities and learning needs; and, Teachers can use different type of tools to assess learners the skills, knowledge and attitude of all learners with diverse abilities and needs.

2.2.3 Recommendations

- A) The SMOE and LASUBEB need to work together to develop the Standard Operating Practices (SOPs) for the enrollment of CWDs into the inclusive schools. These SOPs should be disseminated across all the inclusive schools and followed accordingly.
- B) Clear guidelines should be documented and implemented for the management of CWDs retention and progression in the inclusive schools. These guidelines should be sensitive to the peculiarities of the various disability types.

2.3 Teacher - Pupil/Student Ratio:

The ratio of teacher to pupil/Student in a school is calculated as the number of students for every teacher in a school. The student-teacher ratio reflects the teacher's workload and how available they are to offer services and care to their students.¹¹

There is no universal or global standard on the ratio of pupils/students to a teacher. According to UNESCO, this is largely dependent on such factors as age and academic needs of the pupils represented in the ratio (younger children or those with special educational needs typically require more time, attention, and instructional support from teachers) or the experience, skill, and effectiveness of the teachers (highly skilled teachers may be able to achieve better academic results with larger classes than less skilled teachers with smaller classes). As such, different countries; depending on their level of socio-economic and technological development have had to set their teacher to pupil/student ratio in line with their current human, material, financial and technological realities.¹²

In Nigeria, The National Policy on Education stipulates that the teacher-pupil ratio should be 1 teacher to 40 pupils. In Lagos State, the Bureau of Statistics indicates that the ratio of teacher to pupil/student is 1-50. However, multiple studies have shown that in reality, in most public schools, in Lagos State, there are significantly more than 50 pupils/student to a teacher (with classroom population being as high as 100 or more) especially in public schools.

With regards to CWDs, it is largely recommended that the ratio or number of CWDs to a teacher should be much lower when compared to those without disabilities. This is because of the additional attention and other human, material, technical and other resources which teaching CWDs requires. Unfortunately, in Lagos state, this has not been the case as observed through this study in most of the 44 inclusive schools. Virtually all the schools indicated the insufficiency in teaching personnel and other professionals like care-givers, therapists, etc. required to support the teaching and learning of CWDs.

- *“We have the problem of inadequate teachers because the available ones are overwhelmed by work. We don’t get support we need from care-givers because we are the ones doing all the work.”* (Special Teacher in the inclusive school).
- *“By our training, the number of CWDs that should be in a class is 5 maximum and if you have more than that it is already overpopulation but it is not done here. Often times, we are seen as lazy because we’re handling few CWDs. They do not know that we the teachers are using extra energy just to support them.”* (Special Teacher in the inclusive school).

¹¹ EVERYTHING YOU NEED TO KNOW ABOUT STUDENT-TEACHER RATIOS: <https://www.hunschool.org/resources/student-teacher-ratios>

¹² Pupil-qualified teacher ratio: <http://uis.unesco.org/en/glossary-term/pupil-qualified-teacher-ratio>

- “When you have one or only two teachers to CWDs with different disabilities, it makes it difficult for us to teach them well. For example, I’m a specialist for intellectual and I’m the only special teacher in my school. I also have hearing impaired and visual impaired in my class. So you see what I mean. We need more special teachers that are trained in each special needs.” (Special Teacher in the inclusive school).
- “In my school, due to shortage of special teachers, only the Unit Head would be teaching and at the same time interpreting for the hearing impaired, other children may not be patient enough to understand the lecture.” (Special Teacher in the inclusive school).

Table 6— Analysis of Ratio of Teacher to Pupil/Students with Disabilities Across Schools and Districts:

Table 6.1— District 1:

DISTRICT 1											
TYPE OF SCHOOL	NAME OF SCHOOL	NO. OF SPECIAL TEACHERS	NO. of CWDs PER SCHOOL	NO. OF CWDs PER CLASSROOM							
Primary				PRE-PRIMARY	PRY1	PRY2	PRY3	PRY4	PRY5	PRY6	VOCATIONAL
	All Saints Primary School	4	103	48	10	14	8	6	6	0	0
	Amosun Primary School	1	51	17	1	4	2	5	6	2	15
	Local Government	3	155	94	17	5	7	5	10	10	

	Nursery & Primary										
	New Oko-Oba Primary School	7	85		2	2	6	6	0	2	67
	Oki Nursery, Primary School	7	168	19	15	10	14	26	13	20	52
	Ore Ofe Primary School	1	75	49	9	0	9	8	0	0	
Junior				JSS 1		JSS2			JSS3		
	Sango Junior School	2	39	16		12			9		
Senior				SS 1		SS2			SS3		
	Sango Senior School	0	22	22							

A) The table 6.1 above indicates that in District 1, there are only 25 special teachers to a total of 698 CWDs across all school levels.

B) In the District, there are only 23 special teachers to a total of 637 pupils in 6 primary schools. There are only 2 special teachers to 39 students in the only one junior secondary school, while there are no special teachers to attend to 22 students in the only senior secondary school in the District.

C) At school level in District 1, it shows that Sango Senior School records the case of 0 special teacher to 22 CWDs while New Oko-Oba Primary school records the case of at least 1 special teacher to about 12 Pupils. However, some primary schools in the district records teacher-pupil ratio of 1 special teacher to between 55 to 75 pupils.

Table 6.2— District 2:

DISTRICT 2											
TYPE OF SCHOOL	NAME OF SCHOOL	NO. OF SPECIAL TEACHERS	NO. of CWDs PER SCHOOL	NO. OF CWDs PER CLASSROOM							
PRIMARY				PRE-PRIMARY	PRY1	PRY2	PRY3	PRY4	PRY5	PRY6	VOCATIONAL
	Estate Primary School	3	47	8	2	4	5	4	0	1	18
	LG Primary School	12	154	75	15	13	15	13	13	16	
	GRA Nursery & Primary School	2	48	19	9		6	5	7	2	
	Bola Memorial Pry school	3	22	12	5	2	4	1	1		
	Maryland Pry School	3	50	10	12	18	2	3	5	52	
					JSS 1		JSS2			JSS3	
JUNIOR SCHOOL	Ikeja Junior High School	6	74	22		27			24		

SENIOR SCHOOL	Ipakodo Junior Grammar School	6	30	11	11	8						
					SS 1	SS2			SS3			
	Ikeja Senior High School	3	66						35			
	Ipakodo Senior Grammar School	3	23	8	5				10			

A) In District 2, the table shows that there are 41 special teachers to 514 CWDs.

B) The table also shows that there are only 23 special teachers to 321 pupils in 5 primary schools. There are 12 special teachers to 104 CWDs in 2 junior schools, while there are only 6 special teachers to 89 CWDs in 2 senior schools respectively.

C) At school level, only Ipakodo Junior Grammar School records the case of 1 special teacher to 5 CWDs. Two schools (Bola Memorial Pry school and Ipakodo Senior school) records the case of 1 special teacher to 7 CWDs respectively, while other primary and secondary schools in the district provide 1 special teacher to between 12 to 24 CWDs respectively.

Table 6.3— District 3:

DISTRICT 3											
TYPE OF SCHOOL	NAME OF SCHOOL	NO. OF SPECIAL TEACHERS	NO. of CWDs PER SCHOOL	NO. OF CWDs PER CLASSROOM							
Primary				PRE-PRIMARY	PRY1	PRY2	PRY3	PRY4	PRY5	PRY6	VOCATIONAL

	Ado Pry School	1	18	5	4	4	1		2	2	
	A. U. D	1	33		11	4	4	7	2	5	
	Army Children Pry School	1	48	4	8	10	7	5	4		
	Ereko Methodist Pry School	2	58	7	15	18	7	6	3	5	
	Methodist Pry School	1	34	34							
	Roman Catholic Mission Pry School	1	35	8	2	6	2	4	5		
	St John's RCM Primary School	1	51	12	8	7	8	6	7	3	
	St. Joseph Catholic Primary School	3	35	18	2	3	5	2	2	3	
Junior				JSS 1		JSS2			JSS3		
	Ibeju Junior High School	1	12	8		8			7		
	Lagos State Model Junior College	2	20	7		7			7		
Senior				SS 1		SS2			SS3		

	Lagos State Model Senior College	0	11	3	3	1
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A). In District 3, there are 14 special teachers to a total of 355 CWDs across 11 inclusive primary and secondary schools.

B). There are 11 special teachers to 312 CWDs in 8 inclusive primary schools, There are 3 special teachers to 32 CWDs in 2 inclusive Junior Schools, while there is no special teacher for the 11 CWDs in the only inclusive senior school in the district.

C). In District 3, only the Lagos State Model Senior College records 0 special teachers to 11 CWDs. The Lagos State Model Junior College records the case of 1 special teacher to 10 CWDs, while Ibeju Junior High School records 1 special teacher to the 12 CWDs in the school. However, there is very high CWDs population to one teacher across all the inclusive primary schools in the District. This range between 29 and 51 CWDs to 1 special teacher.

Table 6.4— District 4:

DISTRICT 4											
TYPE OF SCHOOL	NAME OF SCHOOL	NO. OF SPECIAL TEACHERS	NO. OF CWDs PER SCHOOL	NO. OF CWDs PER CLASSROOM							
PRIMARY SCHOOL				PRE-PRIMARY	PRY1	PRY2	PRY3	PRY4	PRY5	PRY6	VOCATIONAL
	Ojuwoye Community Primary School	2	91	24	20	17	8	8	2	2	10
	Olisa Primary School Inclusive Unit	3	76	29	15	15	2		1	1	24
JUNIOR SCHOOL					JSS 1	JSS2	JSS3				

	State Junior Grammar School	9	150	60	40	31
SENIOR SCHOOL				SS 1	SS2	SS3
	State Senior Grammar School	6	91	32	14	45

A) The above table shows that there are 20 special teachers to 408 CWDs across 4 inclusive primary and secondary schools.

B) While there are 5 special teachers to 167 CWDs in 2 inclusive primary schools, there are 9 special teachers to 150 CWDs in the District's only inclusive Junior school, and 6 special teachers to 91 CWDs in the District's only Senior School respectively.

C) The State Senior Grammar School records the case of 1 special teacher to about 15 CWDs, while the State Junior Grammar School records the case of 1 special teacher to about 16 CWDs. the two inclusive primary schools records higher CWDs population to one special teacher at the range of between 25 to 45 CWDs per special teacher respectively.

Table 6.5— District 5:

DISTRICT 5											
TYPE OF SCHOOL	NAME OF SCHOOL	NO. OF SPECIAL TEACHERS	NO. OF CWDs PER SCHOOL	NO. OF CWDs PER CLASSROOM							
Primary				PRE-PRIMARY	PRY1	PRY2	PRY3	PRY4	PRY5	PRY6	VOCATIONAL
	Aganju Aka Nursery & Inclusive Primary School	1	45	20	11	1	5	2	6		
	Anglican	2	60	57	6	3	6	4	3	1	

	Primary School										
	Central Nursery & Primary School	2	32	16	3		8		4	1	
	Community Primary School	2	104	24	10	19	22	11	6		
	Local Authority Primary School	4	52	52							
	Amuwo Odofin Nursery & Primary School	1	32	9	6	4	3	4	3	3	
	Muslim Nursery / Primary School	2	35			5	4	4	5	6	
Junior				JSS 1		JSS2			JSS3		
	Methodist Junior Grammar School	0	42	13		15			14		
Senior				SS 1		SS2			SS3		
	Methodist Senior High School	2	28	28							

A) In District 5, there are 16 special teachers to a total of 430 CWDs spread across 9 inclusive primary and secondary schools.

B). There are 14 special teachers to 360 CWDs in the District's 7 inclusive primary schools, there is no special teacher for the 42 CWDs in the only inclusive junior school, while there are only 2 special teachers for the 28 CWDs in the District's only Senior school.

C). The Methodist Junior Grammar School records 0 special teacher to the 42 CWDs in the school. The Local Authority Primary School records 1 special teacher to 13 CWDs, Methodist Senior High School records 1 special teacher to 14 CWDs, Central Nursery & Primary School records 1 special teacher to 16 CWDs, while Muslim Nursery / Primary School records 1 special teacher to about 17 CWDs. The remaining 5 inclusive primary schools record higher CWDs population to one special teacher at the range between 30 and 52 CWDs to one special teacher respectively.

Table 6.6— District 6:

DISTRICT 6											
TYPE OF SCHOOL	NAME OF SCHOOL	NO. OF SPECIAL TEACHERS	NO. OF CWDs PER SCHOOL	NO. OF CWDs PER CLASSROOM							
Primary				PRE-PRIMARY	PRY1	PRY2	PRY3	PRY4	PRY5	PRY6	VOCATIONAL
	Central Primary School	3	85	4		6		7	6	2	65
	Methodist Nursery Primary School	1	28	28							
	Sari Iganmu Primary School	1	60	4	6	5	4	6	8	11	16
Junior				JSS 1		JSS2			JSS3		

	---	0	0	0	0
Senior			SS 1	SS2	SS3
	---	0	0	0	0

A) In District 6, there are only 5 special teachers to the 173 CWDs enrolled in the 3 inclusive primary schools. There are no junior and senior schools in the District.

B) At school level, 2 of the 3 inclusive primary schools record the case of 1 special teacher to 28 CWDs respectively, while the 3rd school records 1 special teacher to 60 CWDs.

In summary, data presented above indicate a general trend of very high ratio of CWDs classroom population to one special teacher. Cases across the Districts indicate CWDs population of between 40 and 75 to one special teacher. However, there were cases of non-availability of special teachers in junior school level in District 5 and at senior school levels in Districts 1 and 3 respectively.

2.3.1 Good Practices:

Reports from most of the 44 inclusive schools indicate that school heads and the special teachers were going extra miles to overcome the challenges with the very high ratio of CWDs population to each available special teacher. In Some of the inclusive schools, school heads, special teachers and parents had to use personal resources to pay for extra hands such as interpreters, care givers, cleaners, etc.

- *"I had to advocate to the LGA to employ a sign language interpreter who is here participating in this FGD with me she is a contract staff."*
(Head Teacher in the inclusive school).
- *"Some of us have to use our personal resources to get additional teacher like sign language interpreters and care-givers to help us."*

Sometimes, we get the parents together to pay for services of these interpreters and care-givers.” (School head and Special Teacher in the inclusive school).

- *“In my school, we have to rely on support from fellow students whom we have trained in sign language to assist their peers in the classroom. Although this is not too good for those students who also have to pay attention in class, but it is better than not having any support at all.” (Special Teacher in the inclusive school).*
- *“Some of the parents volunteer to stay back during school hours to assist us as care-givers, to support their children and other children. In some cases, other parents contribute stipend to pay such parent who volunteer and some cases it is done free of charge.” (Special Teacher in the inclusive school).*

2.3.2 Policy Provisions:

Although the Lagos State IE Policy and the Implementation Guide fails to give specific indicators and targets on the ideal ratio of CWDs to a teacher to be attained, the Policy emphasizes the need for creating teacher/pupil ratio that is result oriented. Some of the key actions proposed include: Employment of more teachers to tackle shortage of teaching staff in schools; Employment of other service providers for special needs children education (audiologist, social workers, psychologists, physiotherapists, counselors, caregivers, braillists, sign language interpreters etc). The IE Policy also provides for the motivation of existing special and regular teachers through regular training, payment of monthly special teachers’ and care-givers’ allowance, regular promotion of staff and other forms of support.

2.3.3 Recommendations:

A) There is need for the SMOE and LASUBEB to set specific indicators and target on the acceptable ratio of CWDs to a special or regular teacher in Lagos State. This should be included in the Standards Operational Practices and/or other operational manuals to be developed to guide implementation of IE in the State.

B) A more comprehensive human resource audit of the 44 inclusive schools should be done to determine the actual manpower needs of the schools, while a planned approach to recruiting more hands (possibly on annual basis) should be embarked upon.

- C) Other policy measures outlined in the IE Policy; especially the recruitment of more special teachers and other relevant professionals required to support IE in the 44 inclusive schools should be implemented in-line with the Implementation Guide.
- D) Such good practice as involvement of parents (especially those who are unemployed or those willing to volunteer) should be formally encouraged with appropriate guidelines.
- E) Special and regular Teachers, School Heads and other employed professionals who put-up outstanding efforts should be properly identified and rewarded in extraordinary ways. This will motivate others to do same or even better.

2.4— Inclusive Education Practices and Cooperative Teaching Processes:

Inclusive education is 'Education for All'. It is about removing barriers to learning and involving all learners who otherwise would have been excluded through marginalization and segregation; a process aimed at offering quality education for all while respecting diversity. Inclusive education helps to facilitate learning and equally enhances access, inclusion, participation for both teachers and learners diversities in the teaching/learning process. It ensures that the education system adapts to the learners so that they can achieve their full potentials, rather than expecting the learners to adapt to the system. It is a process of strengthening the education system to reach out to all learners.¹³¹⁴

Inclusive Education is often misunderstood as a new term for “integration” and is thought to be related only to learners experiencing barriers to learning resulting from impairment/disability. In reality, inclusive education differs in both philosophy and practice from integration (see Table 7.1)¹⁵. Inclusive education involves the whole education system and all learners. In an education system, quality education should be provided in a learner-friendly environment where diversity is experienced, embraced and recognised as enriching to all.

¹³ UNESCO (2009) Policy Guidelines on Inclusion in Education. http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/IE_policy_guidelines_draft.pdf

¹⁴ PETERS S.J. (2004) INCLUSIVE EDUCATION: AN EFA STRATEGY FOR ALL CHILDREN. WORLD BANK

¹⁵ Federal Ministry of Education, Nigeria (2017) National Policy on Inclusive Education

Table 7.1 The Main Differences between Integration and Inclusion:

Integration	Inclusion
Requires learners' adjustment to the requirements presented by the school system.	School environments, curricula and assessment systems are continuously adjusted to the needs of all learners.
Focuses on learners with disability.	Focuses on all learners in the classroom and attends to their individual needs.
Curriculum centered and teacher directed.	Learner centered and goes through the Interaction - Communication - Dialogue. There is differentiation in approach, methods and assignments.

The role of the teacher in the delivery of inclusive education and/or in the coordination of inclusive practices by all stakeholders (pupils/students, service providers, parents, school managers, community, etc.) in the school cannot be overemphasized. Although inclusive education is expected to be learner-centered, the process should be organized by teachers with requisite professional qualifications, knowledge, and skills. It is also a major requirement that delivery of inclusive education should be done through a collaborative effort of a number of teaching and non-teaching staff, as well as other relevant professionals or service providers.

Unfortunately, in most countries, especially in low- and middle-income settings, qualified teachers, service providers, or those with requisite knowledge and skills to implement inclusive education are mostly in short supply. This makes it imperative for governments, school managers, teachers and other relevant stakeholders to develop ethically acceptable and innovative approaches that will help to support delivery of inclusive education within the limits of available human and material resources. More so, given all the necessary commitment and support, inclusive education has proven to be a more efficient use of scarce human and material education resources.¹⁶

In Lagos State, while the insufficiency of required qualified teachers, non-teachers and other relevant service providers persist, it is also observed that the level of collaboration among special teachers, regular or general teachers and other service providers in the delivery of

¹⁶ Centre for Studies on Inclusive Education CSIE. Ten Reasons for Inclusion. <http://www.csie.org.uk/resources/ten-reasons-02.pdf>

inclusive education are quite far-fetched. This situation compels the need to adopt some form of cooperative teaching approaches that allows special and regular teachers, as well as other service providers and stakeholders to work collaboratively together.

The professional learning board for teachers, USA¹⁷ provide some guidelines for the use of co-operative teaching— The process of co-operative teaching helps to give due attention to students with special needs. A situation in a classroom where two teachers work on a class together may be called co-operative teaching. This can be used in any classroom and is often used in classrooms where a teacher collaborates with a special educator.

While both, a general educator and special educator, have their rightful place even as they work together, their responsibilities vary. A general educator is responsible for the content, while the special educator facilitates the learning process.

It is important that we do not view the special educator or the second teacher simply as a ‘helper’ or ‘assistant,’ as their functions are dynamic and essential and is not, in any way, secondary to the primary educator. Instead, the two teachers teach together, i.e. co-teach, in the classroom.

There are various approaches to co-teaching.

- One teaches, one observes – In this approach, one educator teaches in the classroom, while the other sits back and observes the students, drawing specific observations and analyzing their behavior.
- One teaches, one assist – In this approach, one person teaches while the other helps those who need assistance. This is used specifically when one of the educators has specific expertise in that content or to help gifted learners.
- Parallel teaching – Here, the class is divided into two groups and each educator handles one group, teaching the same content to both groups. This approach is used when a lower adult-student ratio is preferred. It may also be used to encourage student discussion.
- Station teaching – In this approach, the educators divide the content between themselves and students sit with one educator before moving to the other. A third station may be formed where the student can work independently.
- Alternative teaching – In this method, students who need extra attention are put into a smaller group that is handled by one of the teachers separately while the other works with the bigger group.
- Team teaching – Here, both educators work together, teaching the same content at the same time, filling in each other’s gaps. This is also called tag team teaching. This approach is very complex but can be satisfying to both the educators.

In order to select the approach that is ideal for your classroom, we have to consider four crucial factors.

¹⁷ Co-operative Teaching for Inclusive Education <https://k12teacherstaffdevelopment.com/tlb/what-is-co-operative-teaching-or-co-teaching/>

- Student characteristics: We need to consider the behavior of the students. If students have a low attention span, then that needs to be taken into consideration. If students need extra motivation in order to learn better, then an approach that suits that need should be considered.
- Teacher characteristics: The teaching style and other characteristics of teachers should be considered while choosing an approach. It is always better to ensure that the co-teachers get along with each other.
- Curriculum: The curriculum needs to be considered while making a decision on the approach. Different subjects demand a different style of teaching. Hence the approach we take would differ based on the content.
- Other situational considerations: Due consideration needs to be given to factors that would affect the students' learning process. Sound and space are examples of two factors that need to be considered before making a decision on co-teaching.

The following pointers may be useful to sustain a successful co-teaching experience in the classroom:

- Establish Rapport: Building a relationship with the co-teacher can go a long way in ensuring that you both are on the same page and understand each other. Connecting with the other teacher on a personal level can help you both have better chemistry. This would help make the students more comfortable.
- Understanding teaching styles: Before venturing into a co-teaching session, it is helpful if you are able to understand your teaching style and as well as the teaching style of your co-teacher. This would help you plan your session together, ensuring that each person handles those aspects that they are comfortable with.
- Identifying strengths and weaknesses: It is also helpful to know what you are good at and what your weakness are. Comparing honest notes with the other teacher would help you and your co-teacher play according to both your strengths and complement each other.
- Formulate a plan of action: While planning your lessons with your co-teacher, it is important that you function as a unified team. This goes a long way to ensure that the efforts taken are coordinated and united.

This assessment observed that there are no documented guidelines to support the practice of cooperative teaching or any forms of collaborative efforts between special and regular teachers. Across the 6 Education Districts, there were various forms of collaborative or cooperative teaching methods used by special and regular teachers to facilitate integration and inclusion for CWDs. Nonetheless, special and regular teachers acknowledge various challenging situations.

- *“I want to first talk about the challenges. The first challenge is policy itself. What does the policy want us to do, is it inclusion or separation because your purpose is about inclusion, when you talk about inclusion, we need to understand what inclusion is all about. We have total inclusion and we have partially inclusion. But the inclusion in Lagos state is expecting us to do total inclusion of all forms of disability*

together with the regular children which is never possible. I can say categorically that no part of country can do it and survive it. We've tried inclusion here before and the outcome is not good. When we are doing separate teaching, we are having a very good progress but immediately we mixed them together, there was setback. These hearing impaired children we are talking about starting from nursery or primary, they do not have language, they do not know A,B,C, all these things you are writing on the board is like picture to them so they need to undergo that language acquisition first before they can be able to read unlike somebody in regular classroom, they can learn ABC in school and at home through television or radio but for children with disabilities, it is only in classroom that teacher can assist and can learn, the parent doesn't know anything about the sign language. That language acquisition is the first thing and that is why total inclusion for hearing impaired

is not possible, the only area that has possibility maybe in senior school when they can read on their own. But sometimes, when it comes to chemistry and physics, how do you interpret some botanical names, some chemical names that we do not have sign language for. So that inclusion has been a problem. But if you as a teacher are teaching them alone in the classroom, you will know how to explain, and coming down to their level until they get it not 40mins and another teacher is waiting at the door.” (Special Teacher in the Inclusive School).

- *“Depending on the type of disability, we try to practice inclusion. However, where we see that the learning environment is not ok, we separate them. For example, for deaf children in primary schools, we separate them. For the Blind, we can practice inclusion especially from upper primary level. For those with intellectual disability we can't practice inclusion because we have to teach them at their pace and since we don't have enough hands to support we have to take them separately.” (Special Teacher in the Inclusive School).*
- *“We try to cooperate among ourselves to teach the CWDs but we don't have enough hands to support us. One interpreter can't serve an entire school.” (Special Teacher in the Inclusive School).*
- *“We can use cooperative teaching in any subject, but we need additional human and material resources like Care-givers and other specialists to support the class.” (Special Teacher in the Inclusive School).*
- *“Since there is no official guideline or circular, we find it difficult to get the regular teachers to support because many of the regular teachers complain that they already have so many pupils or students to teach, so how can they now add the problem of teaching CWDs?” (Special Teacher in the Inclusive School).*

- “Some of the regular teachers want to help; in fact, they are eager to learn the sign language. However, there is not enough training for the regular teachers in this aspect.” (Regular Teacher in the Inclusive School).

Table 7.2 Level of Inclusion Across Schools and Districts:

DISTRICT 1				
TYPE OF SCHOOLS	LEVEL OF INCLUSION			
	SPECIAL SEPARATE SCHOOLS	MAINSTREAMING WITH SEPARATE CLASSROOMS IN A COMPLETELY SEPARATE SEGMENT OF THE SCHOOL WITH ZERO OR LIMITED CONTACT AMONG PUPILS/STUDENTS	INTEGRATION WITH SEPARATE CLASSROOMS BUT REASONABLE LEARNING CONTACTS AMONG PUPILS/STUDENTS	TOTAL INCLUSION WITH ALL PUPILS/STUDENTS WITH AND WITHOUT DISABILITIES LEARNING TOGETHER IN SAME CLASSROOM
PRIMARY	0	0	6	3

JUNIOR	0	0	1	1
SENIOR	0	0	1	1
DISTRICT 2				
TYPE OF SCHOOLS	LEVEL OF INCLUSION			
	SPECIAL SEPARATE SCHOOLS	MAINSTREAMING WITH SEPARATE CLASSROOMS IN A COMPLETELY SEPARATE SEGMENT OF THE SCHOOL WITH ZERO OR LIMITED CONTACT AMONG PUPILS/STUDENTS	INTEGRATION WITH SEPARATE CLASSROOMS BUT REASONABLE LEARNING CONTACTS AMONG PUPILS/STUDENTS	TOTAL INCLUSION WITH ALL PUPILS/STUDENTS WITH AND WITHOUT DISABILITIES LEARNING TOGETHER IN SAME CLASSROOM
PRIMARY	1	0	5	0
JUNIOR	0	0	2	0
SENIOR	0	0	2	0
DISTRICT 3				
TYPE OF SCHOOLS	LEVEL OF INCLUSION			
	SPECIAL SEPARATE SCHOOLS	MAINSTREAMING WITH SEPARATE CLASSROOMS IN A COMPLETELY SEPARATE SEGMENT OF THE SCHOOL WITH ZERO OR LIMITED CONTACT AMONG PUPILS/STUDENTS	INTEGRATION WITH SEPARATE CLASSROOMS BUT REASONABLE LEARNING CONTACTS AMONG PUPILS/STUDENTS	TOTAL INCLUSION WITH ALL PUPILS/STUDENTS WITH AND WITHOUT DISABILITIES LEARNING TOGETHER IN SAME CLASSROOM
PRIMARY	0	0	8	0
JUNIOR	0	0	2	0
SENIOR	0	0	1	0

DISTRICT 4				
TYPE OF SCHOOLS	LEVEL OF INCLUSION			
	SPECIAL SEPARATE SCHOOLS	MAINSTREAMING WITH SEPARATE CLASSROOMS IN A COMPLETELY SEPARATE SEGMENT OF THE SCHOOL WITH ZERO OR LIMITED CONTACT AMONG PUPILS/STUDENTS	INTEGRATION WITH SEPARATE CLASSROOMS BUT REASONABLE LEARNING CONTACTS AMONG PUPILS/STUDENTS	TOTAL INCLUSION WITH ALL PUPILS/STUDENTS WITH AND WITHOUT DISABILITIES LEARNING TOGETHER IN SAME CLASSROOM
PRIMARY	0	0	2	0
JUNIOR	0	0	1	0
SENIOR	0	0	1	0
DISTRICT 5				
TYPE OF SCHOOLS	LEVEL OF INCLUSION			
	SPECIAL SEPARATE SCHOOLS	MAINSTREAMING WITH SEPARATE CLASSROOMS IN A COMPLETELY SEPARATE SEGMENT OF THE SCHOOL WITH ZERO OR LIMITED CONTACT AMONG PUPILS/STUDENTS	INTEGRATION WITH SEPARATE CLASSROOMS BUT REASONABLE LEARNING CONTACTS AMONG PUPILS/STUDENTS	TOTAL INCLUSION WITH ALL PUPILS/STUDENTS WITH AND WITHOUT DISABILITIES LEARNING TOGETHER IN SAME CLASSROOM
PRIMARY	0	0	7	0
JUNIOR	0	0	1	0
SENIOR	0	0	1	0
DISTRICT 6				
TYPE OF SCHOOLS	LEVEL OF INCLUSION			

	SPECIAL SEPARATE SCHOOLS	MAINSTREAMING WITH SEPARATE CLASSROOMS IN A COMPLETELY SEPARATE SEGMENT OF THE SCHOOL WITH ZERO OR LIMITED CONTACT AMONG PUPILS/STUDENTS	INTEGRATION WITH SEPARATE CLASSROOMS BUT REASONABLE LEARNING CONTACTS AMONG PUPILS/STUDENTS	TOTAL INCLUSION WITH ALL PUPILS/STUDENTS WITH AND WITHOUT DISABILITIES LEARNING TOGETHER IN SAME CLASSROOM
PRIMARY	0	0	3	0
Junior	0	0	0	0
Senior	0	0	0	0

A) From the above table, most of the inclusive schools in District 1 indicated compliance with both integration and total inclusion

B) All the inclusive primary and secondary schools in Districts 2 to 6 indicated compliance only with integration level.

Table 7.3 Level of Inclusive Teaching Processes:

DISTRICT 1	
TYPE OF SCHOOLS	LEVEL OF INCLUSIVE TEACHING PROCESSES

	ONLY SPECIAL TEACHERS TEACH THE PUPILS/STUDE NTS WITH DISABILITIES	SPECIAL AND REGULAR TEACHERS COOPERATE TO TEACH PUPILS/STUDE NTS WITH DISABILITIES TOGETHER IN ALL SUBJECTS	SPECIAL AND REGULAR TEACHERS TAKE TURNS TO TEACH PUPILS/STUDE NTS WITH DISABILITIES SEPARATELY IN ALL SUBJECTS	SPECIAL AND REGULAR TEACHERS COOPERATE TO TEACH PUPILS/STUDEN TS WITH DISABILITIES TOGETHER IN SPECIFIC SUBJECTS	SPECIAL AND REGULAR TEACHERS TAKE TURNS TO TEACH PUPILS/STUDENT S WITH DISABILITIES SEPARATELY IN SPECIFIC SUBJECTS	ONLY REGULAR TEACHERS TEACH PUPILS/STUDENTS WITH DISABILITIES
PRIMAR Y	2	3	0	2	0	0
JUNIOR	0	1	0	0	0	0
SENIOR	0	1	0	0	0	0
DISTRICT 2						
TYPE OF SCHOO LS	LEVEL OF INCLUSIVE TEACHING PROCESSES					

	ONLY SPECIAL TEACHERS TEACH THE PUPILS/STU DENTS WITH DISABILITIES	SPECIAL AND REGULAR TEACHERS COOPERATE TO TEACH PUPILS/STU DENTS WITH DISABILITIES TOGETHER IN ALL SUBJECTS	SPECIAL AND REGULAR TEACHERS TAKE TURNS TO TEACH PUPILS/STU DENTS WITH DISABILITIES SEPARATELY IN ALL SUBJECTS	SPECIAL AND REGULAR TEACHERS COOPERATE TO TEACH PUPILS/STUDEN TS WITH DISABILITIES TOGETHER IN SPECIFIC SUBJECTS (INDICATE SUBJECTS__	SPECIAL AND REGULAR TEACHERS TAKE TURNS TO TEACH PUPILS/STUDENT S WITH DISABILITIES SEPARATELY IN SPECIFIC SUBJECTS (INDICATE SUBJECTS__	ONLY REGULAR TEACHERS TEACH PUPILS/STUDENTS WITH DISABILITIES
PRIMAR Y	4	2	0	2	1	0
JUNIOR	1	2	1	1	2	1
SENIOR	1	1	1	1	1	0
DISTRICT 3						
TYPE OF SCHOO LS	LEVEL OF INCLUSIVE TEACHING PROCESSES					

	ONLY SPECIAL TEACHERS TEACH THE PUPILS/STU DENTS WITH DISABILITIES	SPECIAL AND REGULAR TEACHERS COOPERATE TO TEACH PUPILS/STU DENTS WITH DISABILITIES TOGETHER IN ALL SUBJECTS	SPECIAL AND REGULAR TEACHERS TAKE TURNS TO TEACH PUPILS/STU DENTS WITH DISABILITIES SEPARATELY IN ALL SUBJECTS	SPECIAL AND REGULAR TEACHERS COOPERATE TO TEACH PUPILS/STUDEN TS WITH DISABILITIES TOGETHER IN SPECIFIC SUBJECTS (INDICATE SUBJECTS__	SPECIAL AND REGULAR TEACHERS TAKE TURNS TO TEACH PUPILS/STUDENT S WITH DISABILITIES SEPARATELY IN SPECIFIC SUBJECTS (INDICATE SUBJECTS__	ONLY REGULAR TEACHERS TEACH PUPILS/STUDENTS WITH DISABILITIES
PRIMAR Y	7	6	2	4	2	3
JUNIOR	0	2	0	1	0	0
SENIOR	1	1	0	0	0	0
DISTRICT 4						
TYPE OF SCHOO LS	LEVEL OF INCLUSIVE TEACHING PROCESSES					

	ONLY SPECIAL TEACHERS TEACH THE PUPILS/STUDE NTS WITH DISABILITIES	SPECIAL AND REGULAR TEACHERS COOPERATE TO TEACH PUPILS/STUDE NTS WITH DISABILITIES TOGETHER IN ALL SUBJECTS	SPECIAL AND REGULAR TEACHERS TAKE TURNS TO TEACH PUPILS/STUDE NTS WITH DISABILITIES SEPARATELY IN ALL SUBJECTS	SPECIAL AND REGULAR TEACHERS COOPERATE TO TEACH PUPILS/STUDEN TS WITH DISABILITIES TOGETHER IN SPECIFIC SUBJECTS (INDICATE SUBJECTS__	SPECIAL AND REGULAR TEACHERS TAKE TURNS TO TEACH PUPILS/STUDENT S WITH DISABILITIES SEPARATELY IN SPECIFIC SUBJECTS (INDICATE SUBJECTS__	ONLY REGULAR TEACHERS TEACH PUPILS/STUDENTS WITH DISABILITIES
PRIMAR Y	0	1	0	2	2	0
JUNIOR	1	1	1	0	0	0
SENIOR	1	0	1	0	0	0
DISTRICT 5						
TYPE OF SCHOOLS		LEVEL OF INCLUSIVE TEACHING PROCESSES				

	ONLY SPECIAL TEACHERS TEACH THE PUPILS/STUDE NTS WITH DISABILITIES	SPECIAL AND REGULAR TEACHERS COOPERATE TO TEACH PUPILS/STUDE NTS WITH DISABILITIES TOGETHER IN ALL SUBJECTS	SPECIAL AND REGULAR TEACHERS TAKE TURNS TO TEACH PUPILS/STUDE NTS WITH DISABILITIES SEPARATELY IN ALL SUBJECTS	SPECIAL AND REGULAR TEACHERS COOPERATE TO TEACH PUPILS/STUDE NTS WITH DISABILITIES TOGETHER IN SPECIFIC SUBJECTS (INDICATE SUBJECTS__	SPECIAL AND REGULAR TEACHERS TAKE TURNS TO TEACH PUPILS/STUDEN TS WITH DISABILITIES SEPARATELY IN SPECIFIC SUBJECTS (INDICATE SUBJECTS__	ONLY REGULAR TEACHERS TEACH PUPILS/STUDE NTS WITH DISABILITIES
PRIMARY	5	0	0	1	0	0
JUNIOR SCHOOL	0	1	0	1	0	0
SENIOR SCHOOL	0	1	1	1	1	0
DISTRICT 6						
TYPE OF SCHOO LS	LEVEL OF INCLUSIVE TEACHING PROCESSES					

	ONLY SPECIAL TEACHERS TEACH THE PUPILS/STUDENTS WITH DISABILITIES	SPECIAL AND REGULAR TEACHERS COOPERATE TO TEACH PUPILS/STUDENTS WITH DISABILITIES TOGETHER IN ALL SUBJECTS	SPECIAL AND REGULAR TEACHERS TAKE TURNS TO TEACH PUPILS/STUDENTS WITH DISABILITIES SEPARATELY IN ALL SUBJECTS	SPECIAL AND REGULAR TEACHERS COOPERATE TO TEACH PUPILS/STUDENTS WITH DISABILITIES TOGETHER IN SPECIFIC SUBJECTS (INDICATE SUBJECTS__	SPECIAL AND REGULAR TEACHERS TAKE TURNS TO TEACH PUPILS/STUDENTS WITH DISABILITIES SEPARATELY IN SPECIFIC SUBJECTS (INDICATE SUBJECTS__	ONLY REGULAR TEACHERS TEACH PUPILS/STUDENTS WITH DISABILITIES
PRIMARY	1	1	2	2	1	1
JUNIOR						
SENIOR						

A) The above table indicate that only special teachers teach CWDs in 19 inclusive primary schools (representing 61%), and in 5 secondary schools (representing 38%). This method is used in most of the inclusive primary and secondary schools in Districts 2, 3 and 4 respectively. In all, this teaching method is used in 24 inclusive primary and secondary schools (representing 54%) of the total 44 inclusive primary and secondary schools in Lagos state.

B) The table also shows that there is full cooperative teaching between special and regular teachers in 13 inclusive primary schools (representing 41%) and in 11 inclusive secondary schools (representing 84%). This method is used in most inclusive primary and secondary schools across Districts 1 to 4 respectively. Again, this teaching method is used in 24 inclusive primary and secondary schools (representing 54%).

C) However, only 4 inclusive primary schools and 5 inclusive secondary schools (representing 12% and 38% respectively) across the 6 Districts indicate that special and regular teachers take turns to teach CWDs in all subjects. A total of 9 inclusive primary and secondary schools, (representing 20%) use this teaching method.

D) It is indicated in 11 inclusive primary schools and 5 inclusive secondary schools (representing 35% and 38% respectively) that special and regular teachers cooperate to teach CWDs in specific subjects across the 6 Districts. A total of 16 inclusive primary and secondary schools, (representing 36%) use this teaching method.

E) 6 inclusive primary schools and 4 secondary schools (representing 19% and 30% respectively) indicate that special and regular teachers take turns to teach CWDs in specific subjects. Only 10 inclusive primary and secondary schools (representing 22%) use this method.

F) Only regular teachers teach CWDs in 4 inclusive primary schools (representing 12%) and in only 1 inclusive secondary school (representing 7%). This teaching method is used in only 5 inclusive primary and secondary schools, representing 11% of the total number of inclusive schools in the State.

2.4.1 Level of Classroom Inclusion for CWDs:

Table 7.4 Level of Classroom Inclusion for CWDs

Table 7.4.A District 1:

DISTRICT 1								
TYPE OF SCHOOL	CLASSES	TEACHING METHODS AT SCHOOL LEVEL						
PRIMARY		PUPILS ARE CATEGORIZED BY THEIR DISABILITY AND TAUGHT IN SEPARATE CLASSROOM	PUPILS WITH DIFFERENT DISABILITIES ARE ONLY BROUGHT TOGETHER TO LEARN SPECIFIC SUBJECTS	ALL PUPILS WITH DIFFERENT DISABILITIES ARE TAUGHT TOGETHER IN A SEPARATE CLASSROOM	ALL PUPILS WITH DIFFERENT DISABILITIES ARE TAUGHT TOGETHER WITH NON-DISABLED COUNTERPARTS IN SAME CLASSROOM	ALL PUPILS WITH DIFFERENT DISABILITIES ARE TAUGHT ONLY SPECIFIC SUBJECTS TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED COUNTERPARTS	ONLY PUPILS WITH SPECIFIC DISABILITIES LEARN TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED COUNTERPARTS	ONLY PUPILS WITH SPECIFIC DISABILITIES LEARN SPECIFIC SUBJECTS TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED COUNTERPARTS
	BASIC 1	3	1	4	3	1	1	1
	BASIC 2	3	1	4	3	1	1	1
	BASIC 3	3	1	4	3	1	1	1
	BASIC 4	3	1	4	3	1	1	1
	BASIC 5	3	1	4	3	1	1	1
	BASIC 6	3	1	4	3	1	1	1

	Overall School Total	18	6	24	18	6	6	6
JUNIOR SECONDARY	J.S.S. 1	0	0	0	0	1	0	0
	J.S.S 2	0	0	0	0	1	0	0
	J.S.S 3	0	0	0	0	1	0	0
	Overall School Total	0	0	0	0	3	0	0
SENIOR SECONDARY	S.S. 1	0	0	0	0	1	0	0
	S.S. 2	0	0	0	0	1	0	0
	S.S. 3	0	0	0	0	1	0	0
	Overall School Total	0	0	0	0	3	0	0

The above table shows that in District 1, most of the inclusive primary schools operate the 1st, 3rd and 4th varieties of classroom inclusion for CWDs. All the inclusive secondary schools in the District operate only the 5th option of classroom inclusion.

Table 7.4. B District2:

DISTRICT 2								
TYPE OF SCHOOL	CLASSES							
PRIMARY		PUPILS ARE CATEGORIZED BY THEIR	PUPILS WITH DIFFERENT DISABILITIES ARE ONLY	ALL PUPILS WITH DIFFERENT DISABILITIES ARE	ALL PUPILS WITH DIFFERENT DISABILITIES ARE	ALL PUPILS WITH DIFFERENT DISABILITIES ARE TAUGHT	ONLY PUPILS WITH SPECIFIC DISABILITIES LEARN	ONLY PUPILS WITH SPECIFIC DISABILITIES LEARN

		DISABILITY AND TAUGHT IN SEPARATE CLASSROOM	BROUGHT TOGETHER TO LEARN SPECIFIC SUBJECTS	TAUGHT TOGETHER IN A SEPARATE CLASSROOM	TAUGHT TOGETHER WITH NON-DISABLED COUNTERPARTS IN SAME CLASSROOM	ONLY SPECIFIC SUBJECTS TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED COUNTERPARTS	TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED COUNTERPARTS	SPECIFIC SUBJECTS TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED COUNTERPARTS
	BASIC 1	4	3	2	1	2	3	2
	BASIC 2	4	2	1	1	2	2	2
	BASIC 3	4	2	1	0	2	3	2
	BASIC 4	3	2	0	0	1	2	2
	BASIC 5	3	2	0	0	1	2	2
	BASIC 6	3	2	0	2	1	2	2
	Over All School Total	21	13	4	2	9	14	12
JUNIOR SECNDARY	J.S.S. 1	2	1	1	0	0	1	1
	J.S.S 2	2	1	1	0	0	1	1
	J.S.S 3	2	1	1	0	0	1	1
	Over All School Total	6	3	3	0	0	3	3
SENIOR	S.S. 1	0	1	1	0	1	0	0

SECONDARY	S.S. 2	0	1	1	0	1	0	0
	S.S. 3	0	1	1	0	1	0	0
	Over All School Total	0	3	3	0	1	0	0

In District 2, it is indicated that most of the inclusive primary schools operate the 1st, 2nd, 5th 6th and 7th options of classroom inclusion for CWDs, while most of the inclusive secondary schools operate the 1st, 2nd, 3rd, 6th and 7th options.

Table 7.4.C District 3:

DISTRICT 3								
TYPE OF SCHOOL	CLASSES							
PRIMARY		PUPILS ARE CATEGORIZED BY THEIR DISABILITY AND TAUGHT IN SEPARATE CLASSROOM	PUPILS WITH DIFFERENT DISABILITIES ARE ONLY BROUGHT TOGETHER TO LEARN SPECIFIC SUBJECTS (INDICATE SUBJECTS	ALL PUPILS WITH DIFFERENT DISABILITIES ARE TAUGHT TOGETHER IN A SEPARATE CLASSROOM	ALL PUPILS WITH DIFFERENT DISABILITIES ARE TAUGHT TOGETHER WITH NON-DISABLED COUNTERPARTS IN SAME CLASSROOM	ALL PUPILS WITH DIFFERENT DISABILITIES ARE TAUGHT ONLY SPECIFIC SUBJECTS (INDICATE SUBJECTS _____) TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED	ONLY PUPILS WITH SPECIFIC DISABILITIES (INDICATE DISABILITY CATEGORY _____) LEARN TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED COUNTERPARTS	ONLY PUPILS WITH SPECIFIC DISABILITIES (INDICATE DISABILITY CATEGORY _____) LEARN SPECIFIC SUBJECTS (INDICATE SUBJECTS _____)

						COUNTERPARTS		_____) TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED COUNTER PARTS
	BASIC 1	4	4	5	2	1	1	1
	BASIC 2	4	4	5	2	1	1	1
	BASIC 3	4	4	5	2	1	1	1
	BASIC 4	4	3	4	1	1	0	1
	BASIC 5	4	4	5	2	1	1	1
	BASIC 6	4	4	5	2	1	1	1
	Over All School Total	24	23	29	11	6	5	6
JUNIOR SECNDARY	J.S.S. 1	0	1	1	1	2	0	1
	J.S.S 2	0	1	1	1	2	0	1
	J.S.S 3	0	1	1	1	2	0	1
	Over All School Total	0	3	3	3	6	0	3
SENIOR SECONDARY	S.S. 1	0	0	0	1	0	1	1
	S.S. 2	0	0	0	1	0	1	1
	S.S. 3	0	0	0	1	0	1	1
	Over All School Total	0	0	0	3	0	3	3

In District 3, most of the inclusive primary schools operate the 1st to 4th options of classroom inclusion for CWDs. At the secondary level, most of the inclusive schools operate the 2nd, 3rd, 4th, 5th and 7th options.

Table 7.4D District 4:

DISTRICT 4								
TYPE OF SCHOOL	CLASSES							
PRIMARY		PUPILS ARE CATEGORIZED BY THEIR DISABILITY AND TAUGHT IN SEPARATE CLASSROOM	PUPILS WITH DIFFERENT DISABILITIES ARE ONLY BROUGHT TOGETHER TO LEARN SPECIFIC SUBJECTS (INDICATE SUBJECTS _____)	ALL PUPILS WITH DIFFERENT DISABILITIES ARE TAUGHT TOGETHER IN A SEPARATE CLASSROOM	ALL PUPILS WITH DIFFERENT DISABILITIES ARE TAUGHT TOGETHER WITH NON-DISABLED COUNTERPARTS IN SAME CLASSROOM	ALL PUPILS WITH DIFFERENT DISABILITIES ARE TAUGHT ONLY SPECIFIC SUBJECTS (INDICATE SUBJECTS _____) TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED COUNTERPARTS	ONLY PUPILS WITH SPECIFIC DISABILITIES (INDICATE DISABILITY CATEGORY _____) LEARN TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED COUNTERPARTS	ONLY PUPILS WITH SPECIFIC DISABILITIES (INDICATE DISABILITY CATEGORY _____) LEARN SPECIFIC SUBJECTS (INDICATE SUBJECTS _____) TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED COUNTERPARTS

								TS
	BASIC 1	1	1	1	0	2	1	0
	BASIC 2	1	1	1	0	2	1	0
	BASIC 3	1	1	1	0	2	1	0
	BASIC 4	0	0	1	0	1	1	1
	BASIC 5	0	0	1	0	1	0	0
	BASIC 6	0	0	1	0	1	0	0
	Over All School Total	3	3	6	0	9	4	1
JUNIOR SECONDARY	J.S.S. 1	1	0	1	0	0	0	1
	J.S.S 2	1	0	1	0	0	0	1
	J.S.S 3	1	0	1	0	0	0	1
	Over All School Total	3	0	1	0	0	0	1
SENIOR SECONDARY	S.S. 1	1	0	0	0	0	0	0
	S.S. 2	1	0	0	0	0	0	0
	S.S. 3	1	0	0	0	0	0	0
	Over All School Total	3	0	0	0	0	0	0

Most of the inclusive primary schools in District 4 operate the 3rd, 5th and 6th classroom inclusion for CWDs, while most of the inclusive secondary schools operate only the 1st option.

Table 7.4.E District 5:

DISTRICT 5								
TYPE OF SCHOOL	CLASSES							
PRIMAR		PUPILS	PUPILS	ALL	ALL PUPILS	ALL PUPILS	ONLY	ONLY PUPILS

Y		ARE CATEGORIZED BY THEIR DISABILITY AND TAUGHT IN SEPARATE CLASSROOM	WITH DIFFERENT DISABILITIES ARE ONLY BROUGHT TOGETHER TO LEARN SPECIFIC SUBJECTS (INDICATE SUBJECTS _____)	PUPILS WITH DIFFERENT DISABILITIES ARE TAUGHT TOGETHER IN A SEPARATE CLASSROOM	WITH DIFFERENT DISABILITIES ARE TAUGHT TOGETHER WITH NON-DISABLED COUNTERPARTS IN SAME CLASSROOM	WITH DIFFERENT DISABILITIES ARE TAUGHT ONLY SPECIFIC SUBJECTS (INDICATE SUBJECTS _____) TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED COUNTERPARTS	PUPILS WITH SPECIFIC DISABILITIES (INDICATE DISABILITY CATEGORY _____) LEARN TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED COUNTERPARTS	WITH SPECIFIC DISABILITIES (INDICATE DISABILITY CATEGORY _____) LEARN SPECIFIC SUBJECTS (INDICATE SUBJECTS _____) TOGETHER IN SAME CLASSROOM WITH THEIR NON-DISABLED COUNTERPARTS
	BASIC 1	3	5	4	0	0	0	0
	BASIC 2	3	5	4	0	0	0	0
	BASIC 3	3	5	4	0	0	0	0
	BASIC 4	3	5	4	0	0	0	0
	BASIC 5	3	5	4	0	0	0	0
	BASIC 6	3	5	4	0	0	0	0
	Over All School Total	18	30	24	0	0	0	0
JUNIOR SECND ARY	J.S.S. 1	0	0	0	1	0	0	0
	J.S.S 2	0	0	0	1	0	0	0
	J.S.S 3	0	0	0	1	0	0	0

	Over All School Total	0	0	0	3	0	0	0
SENIOR SECONDARY	S.S. 1	0	1	0	1	1	0	0
	S.S. 2	0	1	0	1	1	0	0
	S.S. 3	0	1	0	1	1	0	0
	Over All School Total	0	3	0	3	3	0	0

In District 5, most of the inclusive primary schools operate the 1st, 2nd and 3rd classroom inclusion for CWDs, while the inclusive secondary schools operate the 2nd, 4th and 5th options.

Table 7.4.F District 6:

DISTRICT 6								
TYPE OF SCHOOL	CLASSES							
PRIMARY		PUPILS ARE CATEGORIZED BY THEIR DISABILITY AND TAUGHT IN SEPARATE CLASSROOM	PUPILS WITH DIFFERENT DISABILITIES ARE ONLY BROUGHT TOGETHER TO LEARN SPECIFIC SUBJECTS (INDICATE SUBJECTS _____)	ALL PUPILS WITH DIFFERENT DISABILITIES ARE TAUGHT TOGETHER IN A SEPARATE CLASSROOM	ALL PUPILS WITH DIFFERENT DISABILITIES ARE TAUGHT TOGETHER WITH NON-DISABLED COUNTERPARTS IN SAME CLASSROOM	ALL PUPILS WITH DIFFERENT DISABILITIES ARE TAUGHT ONLY SPECIFIC SUBJECTS (INDICATE SUBJECTS _____) TOGETHER IN	ONLY PUPILS WITH SPECIFIC DISABILITIES (INDICATE DISABILITY CATEGORY _____) LEARN TOGETHER IN SAME	ONLY PUPILS WITH SPECIFIC DISABILITIES (INDICATE DISABILITY CATEGORY _____) LEARN SPECIFIC SUBJECTS (INDICATE

			—)		M	SAME CLASSROOM WITH THEIR NON- DISABLED COUNTERPA RTS	CLASSROO M WITH THEIR NON- DISABLED COUNTERP ARTS	SUBJECTS____ _____)_____ TOGETHER IN SAME CLASSROOM WITH THEIR NON- DISABLED COUNTERPA RTS
	BASIC 1	2	1	2	1	1	1	1
	BASIC 2	2	1	2	1	1	1	1
	BASIC 3	2	1	2	1	1	1	1
	BASIC 4	2	1	2	1	1	1	1
	BASIC 5	2	1	2	1	1	1	1
	BASIC 6	2	1	2	1	1	1	1
	Over All School Total	12	6	12	6	6	6	6

Most of the inclusive primary schools in District 6 operate the 1st and 3rd options of classroom inclusion for CWDs. However, there are no inclusive secondary schools in the District.

2.4.2 Other Inclusive Education Practices:

Table 7.5A – Other Inclusive Education Practices

Table 7.5.A— District 1:

DISTRICT 1			
INCLUSIVE PRACTICES	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
SCHOOL UNIFORMS	6	1	1
ASSEMBLY GROUND	6	1	1
CLASSROOM	5	1	1
TOILETS (SEPARATE FOR MALE/FEMALE, ACCESSIBLE?)	5	1	0
PLAY-GROUND	6	1	1
LIBRARY	4	1	1
LABORATORY	2	1	1
SCHOOL-FARM	2	1	1

In District 1, all the inclusive senior schools do not use accessible classrooms, while most of the inclusive primary schools do not use accessible laboratory and school farms. However, most of the inclusive schools in the District indicate total compliance with the other listed inclusive practices.

Table 7.5.B— District 2:

DISTRICT 2			
INCLUSIVE PRACTICES	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
SCHOOL UNIFORMS	5	2	2
ASSEMBLY GROUND	5	2	2
CLASSROOM	1	1	1
TOILETS (SEPARATE FOR MALE/FEMALE, ACCESSIBLE?)	2	1	1
PLAY-GROUND	5	2	2
LIBRARY	5	2	2
LABORATORY	0	1	2
SCHOOL-FARM	1	2	2

In District 2, it is observed that most of the inclusive primary and secondary schools do not use accessible and inclusive classrooms, toilets, Laboratories and school farms.

Table 7.5.C— District 3:

DISTRICT 3			
INCLUSIVE PRACTICES	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
SCHOOL UNIFORMS	8	2	1
ASSEMBLY GROUND	8	2	1
CLASSROOM	6	1	0
TOILETS (SEPARATE FOR MALE/FEMALE, ACCESSIBLE?)	8	2	1
PLAY-GROUND	7	2	1
LIBRARY	8	2	1
LABORATORY	0	2	1
SCHOOL-FARM	7	2	1

All the inclusive senior schools in District 3 do not use disability-inclusive and accessible classrooms. All the inclusive primary schools in the District do not use accessible laboratory. However, almost all inclusive primary and secondary schools in the District indicate compliance with all other listed accessibility and inclusivity practices.

Table 7.5.D— District 4:

DISTRICT 4			
INCLUSIVE PRACTICES	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
SCHOOL UNIFORMS	2	1	1
ASSEMBLY GROUND	2	1	1
CLASSROOM	1	1	0
TOILETS (SEPARATE FOR MALE/FEMALE, ACCESSIBLE?)	2	0	0
PLAY-GROUND	2	1	1

LIBRARY	2	1	1
LABORATORY	0	1	1
SCHOOL-FARM	2	1	1

While the senior schools in District 4 lack disability-inclusive and accessible classrooms, all the inclusive junior and senior schools in the District do not have accessible and inclusive toilets. All the inclusive primary schools in the District also lack accessible laboratory. However, all inclusive schools in the District indicate compliance with all of the other listed accessibility and inclusivity practices.

Table 7.5.E— District 5:

DISTRICT 5			
INCLUSIVE PRACTICES	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
SCHOOL UNIFORMS	6	1	1
ASSEMBLY GROUND	7	1	1
CLASSROOM	0	1	1
TOILETS (SEPARATE FOR MALE/FEMALE, ACCESSIBLE?)	7	1	1
PLAY-GROUND	7	1	1
LIBRARY	0	1	1
LABORATORY	0	1	1
SCHOOL-FARM	7	1	1

In District 5, all the inclusive primary schools indicated zero compliance with accessible and inclusive classrooms, library and laboratory respectively. However, most of the inclusive primary and secondary schools in the District maintain full compliance with other inclusive practices.

Table 7.5.F— District 6:

DISTRICT 6			
INCLUSIVE PRACTICES	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
SCHOOL UNIFORMS	3	0	0
ASSEMBLY GROUND	3		
CLASSROOM	1		
TOILETS (SEPARATE FOR MALE/FEMALE, ACCESSIBLE?)	2		
PLAY-GROUND	3		
LIBRARY	0		
LABORATORY	0		
SCHOOL-FARM	3		

All schools in District 6 indicate zero compliance with accessible and inclusive classrooms, library and laboratory. However, the schools maintain full compliance with other inclusive practices.

2.4.3 Inclusion in Extra-Curricular Activities:

Table 7.6 Inclusion in Extra-Curricular Activities:

Table 7.6.A— District 1:

DISTRICT 1			
INCLUSIVE EXTRA-CURRICULAR	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR

LEADERSHIP	6	1	1
SPORTS	6	1	1
INTRA AND INTER-SCHOOL	4	1	1
ACADEMIC COMPETITIONS			
LITERARY AND DEBATES	4	1	1
SCHOOL CLEANING AND	5	1	1
ENVIRONMENTAL			
EXERCISES			

All inclusive primary and secondary schools in District 1 ensure inclusion of CWDs in extra-curricular activities.

Table 7.6.B— District 2:

DISTRICT 2

INCLUSIVE EXTRA-CURRICULAR	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
LEADERSHIP	4	2	2
SPORTS	5	2	2
INTRA AND INTER-SCHOOL	5	2	2
ACADEMIC COMPETITIONS			
LITERARY AND DEBATES	3	2	2
SCHOOL CLEANING AND	5	2	2
ENVIRONMENTAL EXERCISES			

In District 2, all the inclusive primary and secondary schools ensure inclusion of CWDs in extra-curricular activities.

Table 7.6.C— District 3:

INCLUSIVE EXTRA-CURRICULAR	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
LEADERSHIP	8	2	1
SPORTS	8	2	1
INTRA AND INTER-SCHOOL ACADEMIC COMPETITIONS	0	2	1
LITERARY AND DEBATES	0	2	1
SCHOOL CLEANING AND ENVIRONMENTAL EXERCISES	8	2	1

In District 3, CWDs in all inclusive primary schools do not participate in intra/inter-school competitions and debates. However, all inclusive schools in the District ensure inclusion of CWDs in other extra-curricular activities.

Table 7.6.D— District 4:

INCLUSIVE EXTRA-CURRICULAR	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
LEADERSHIP	2	1	1
SPORTS	2	1	1
INTRA AND INTER-SCHOOL ACADEMIC COMPETITIONS	2	1	1
LITERARY AND DEBATES	1	1	1
SCHOOL CLEANING AND	2	1	1

CWDs in all inclusive primary and secondary schools in District 4 participate in all the listed extra-curricular activities.

Table 7.6.E— District 5:

DISTRICT 5

INCLUSIVE EXTRA-CURRICULAR	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
LEADERSHIP	7	1	1
SPORTS	7	1	1
INTRA AND INTER-SCHOOL	7	1	1
ACADEMIC COMPETITIONS			
LITERARY AND DEBATES	7	1	1
SCHOOL CLEANING AND	7	1	1
ENVIRONMENTAL EXERCISES			

In District 5, all CWDs in the inclusive primary and secondary schools participate in all extra-curricular activities.

Table 7.6.F— District6:

DISTRICT 6

INCLUSIVE EXTRA-CURRICULAR	TYPE OF SCHOOL		
	PRIMARY	JUNIOR	SENIOR
LEADERSHIP	3		
SPORTS	3		
INTRA AND INTER-SCHOOL	3		
ACADEMIC COMPETITIONS			
LITERARY AND DEBATES	3		
SCHOOL CLEANING AND	3		
ENVIRONMENTAL EXERCISES			

All CWDs in inclusive primary and secondary schools in District 6 participate in all extra-curricular activities.

2.4.4 Good Practices:

Notwithstanding the challenges encountered, both special and regular teachers and other service providers were engaged in some form of cooperative teaching in some inclusive primary and secondary schools across the 6 Education Districts.

- “All pupils/students (CWDs and regular) are placed in the same classroom and those with hearing impairment has an interpreter. However, when mathematics is being taught, CWDs with Down syndrome, Autism, Cerebral Palsy, and those with other intellectual and learning disabilities are taken off to another room where they will be taught music or vocational subjects. Music is majorly used to introduce a subject to the intellectually disabled children and those not really educable.” (Special Teacher in the Inclusive school).
- “Special and Regular Teachers work hand in hand - they teach at the same time vis-à-vis, while the regular teacher is teaching, the sign language teacher interprets to the hearing impaired.” (Special Teacher in the Inclusive School).
- “We have 2 special teachers in our school and we are using the same timetable for the students when they have lesson, one teacher will take the blind pupils to class and stay with him throughout the lesson period. One of the visual impaired teacher is taking English and another social studies.” (Special Teacher in the Inclusive School).
- “Apart from the separate classes for the students/pupils with disabilities, all the students use and share the same facilities and amenities such as uniforms, assembly ground, library, toilets (these are adapted for the use of students/pupils with disabilities in some schools), playground and there is no discrimination.” (Special Teacher in the Inclusive School).
- “Even the non-disabled pupils and students enjoy inclusion. They play with the CWDs. For example, they assist the CWVIs by taking them round the school and reading to them. As for the CWHIs, other non-disabled students are happy to learn sign language and this make it easy for communication and bunding among the students. Some of those non-disabled students who can use sign language usually help in the class when we have shortage of special teachers.” (Regular Teacher in the Inclusive School).

2.4.5 Policy Provisions:

The Lagos State IE Policy and its Implementation Guide did not give full explicit definitions on what constitute inclusive practices and/or the process of cooperative teaching. However, the Policy provides for activities that may encourage inclusive practices and cooperative teaching. These include: Creation of Resource Centers in all schools; Encourage teachers in using collaborative problem-solving methods, including children who have impairments, or who have been identified as having “special needs”; and Making special schools more inclusive by introducing ‘twinning’ between regular and special needs children to attract different categories of children.

In addition, the IE Policy Implementation Guide provides that team work and collaboration among teachers and learners should be encouraged and supported by the school heads to help inclusive education. It is also proposed that Schools make provision for teaching flexibility to accommodate all learners in the teaching and learning activities; while all teachers and other supporting staff members should have full knowledge of inclusive education ethos. Other recommendations proposed by the IE Policy Implementation Guide to support inclusive teaching and learning process are listed in Table 7.6G below—

Table 7.7 Inclusive teaching and learning process:

1. Teachers have knowledge of disability conditions and how they can affect learning and how they can provide necessary help.
2. Teachers adapt curriculum variables (objective, content, methodology, evaluation) to meet each learner’s needs educationally

3. Teachers accept all learners with high expectations and belief in their ability to learn, and encourage them to complete school
4. Teachers encourage learners' participation in the teaching and learning activities
5. Teachers have knowledge of appropriate assessment skills for diverse learners' learning abilities and learning needs
6. All learners are encouraged to participate in all school activities
7. Teachers can use different type of tools to assess learners the skills, knowledge and attitude of all learners with diverse abilities and needs
8. Teachers collaborate by sharing ideas, knowledge and skills to enhance teaching and learning effectiveness for all learners
9. Diverse teaching methods are used by teachers to accommodate all learners in the inclusive classrooms.
10. Schools respect individual differences among all learners and use the differences to enhance cooperation and learning effectiveness
11. Learners with all categories of disabilities feel safer in the classrooms and within the school community

2.4.6 Recommendations:

- A) Regular and comprehensive trainings on contemporary cooperative or collaborative teaching approaches be organized for special and regular teachers.
- B) Standard Operating Procedures on Inclusive Practices and Cooperative Teaching Processes should be developed and implemented in all the 44 inclusive schools.
- C) Appropriate adaptive curriculum should be developed and implemented across all the 44 inclusive schools.
- D) The design, development and procurement of school infrastructure and facilities should comply with the principles of universal accessibility designs and reasonable accommodation respectively. This should take into cognizance the accessibility and inclusivity needs of the diverse impairments or disability types.
- E) In-school programs such as Social Inclusion Clubs, Special Teachers Learning Groups on Inclusive Education, etc) that promote inclusive practices among children with and without disabilities, and between special and regular teachers should be encouraged in line with the provisions of the IE policy and its Implementation Guidelines.

2.5 Availability of Teaching Aids and human resources:

The successful implementation of inclusive education is highly dependent upon the availability of relevant assistive teaching and learning aids, mobility aids, assistive technologies and relevant therapeutic and counseling materials. In addition, there are required special service providers who must be available to provide necessary support for the classroom teachers.

Studies have revealed that one of the major challenges of inclusive education especially in low and middle income countries is the lack of, or inadequacy of human and material resources. This is mainly due to poor funding of the education sector in general, and the poor attention given to implementation of available IE legal and policy frameworks.¹⁸¹⁹

¹⁸ Joint National Association of Persons with Disabilities JONAPWD. 2017; JONAPWD Annual Report 2017. JONAPWD, Abuja <http://www.jonapwd.org/2017REPORT.pdf>

IE stakeholders including school heads and teachers engaged in this school mapping and assessment exercise highlighted the various challenges posed by the inadequacies in human and material resources across the 44 inclusive schools.

- *“We don’t have many of these special teaching materials like computers, television sets, Braille materials, etc. We have to improvise often times for the CWDs.”* (Special Teachers in the Inclusive School).
- *“There is no resource room in my school and we don’t have where to keep or store the special education materials. They are very expensive to maintain when they get spoilt due to lack of where to keep them.”* (Special Teacher in the Inclusive School).
- *“In my place now, we have sewing machines, shoe making equipment and other vocational equipment. Some of them may never learn in class. But if you put them through vocational training, they will do very well. Government should try to provide technician, instructors that will teach them some skills. We have sign language textbook. Government should make provision also for visually impaired, they should try to transcribe this brail for us so that things will just be easy.”* (Special Teacher in the Inclusive School).
- *“We are getting our devices from Lagos state government. We have some individuals that will come and give us hearing aid. 2yrs ago lion club came and give us hearing aid. But the hearing aid get category. The ones given to the children that type was making loud noise in their ears. So, quality hearing aid should be given to them.”* (Special Teacher in the Inclusive School).
- *“In my school, there are some learning aids but not adequate and there is not enough manpower as there is just one sign language interpreter who is also the Unit Head teacher. There are no other instructors to use the learning aids and vocational equipment available to train/ teach CWDs. We also have a barbing saloon, and vocational training equipment which have been lying fallow for 3 years now as there are no employed vocational training instructors to teach the students and put these equipment into use. Sometimes the Unit Head pay a vocational instructor to come and teach the student from the running cost of the school. Furniture’s chairs and tables are bad.”* (Special Teacher in the Inclusive School).
- *“Many of the schools require sign language interpreters as only one teacher does all the work. The schools have only one counselor for the entire school. They need therapist, audiologist, psychologist, brail readers, occupational therapist etc.”* (Special Teacher in the Inclusive School).

¹⁹ 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.

- *“Although the students are able to move around the schools on their own, the school premises still have lots of pot-holes and the blind students often fall in there. Again, when it rains the school is always flooded.”* (School Principal in the Inclusive School).
- *“We don’t have ramps for the children using wheelchair. This makes movement around the school difficult.”* (Special Teacher in the Inclusive School).

Table 8.1— School Facilities Required to Support Inclusive Education:

SCHOOL FACILITIES	DISTRICT																		
	D1			D2			D3			D4			D5			D6			STAT E TOTA L
	PRY	J.S. S	S. S	PR Y	J.S. S	S. S	PR Y	J.S. S	S. S	PR Y	J.S. S	S. S	PR Y	J.S. S	S. S	PR Y	J.S. S	S. S	PRY/S EC
CHILDREN PLAYGROUND	5	1	1	5	2	2	8	2	1	2	1	1	7	1	1	3	0	0	43
WELL- EQUIPPED SICKBAY	0	0	0	0	1	2	0	1	1	0	1	1	0	1	1	1	0	0	10
TRANSPORTA TION FACILITIES	2	1	1	1	0	2	0	1	1	2	0	0	0	0	0	1	0	0	12
WATER FACILITIES	2	1	1	4	2	2	5	2	0	2	1	1	5	1	1	3	0	0	33

ELECTRIC POWER SUPPLY	2	1	1	3	2	2	3	2	1	2	1	1	2	1	0	2	0	0	26
ELECTRIC GENERATOR	0	1	1	5	2	1	5	2	1	2	1	1	7	1	1	2	0	0	33
MUSIC FACILITIES	2	1	1	1	0	0	4	0	1	1	1	0	7	0	1	2	0	0	22
RESOURCE UNIT/ROOM	0	1	0	1	1	1	0	2	1	0	1	0	6	1	1	1	0	0	17
VOCATIONAL TRAINING FACILITIES	4	1	1	5	2	1	8	2	1	2	1	1	6	1	0	1	0	0	37
SPORT FACILITIES	5	1	1	3	2	2	1	1	1	0	1	0	1	1	0	1	0	0	21
ENOUGH CLASSROOMS	4	1	1	5	2	1	4	1	1	2	0	0	5	1	0	1	0	0	29
READING TEXT BOOKS	3	0	1	1	2	2	1	1	1	1	1	0	5	1	0	2	0	0	22
STUDENTS' ACCOMMODATION (OPTIONAL)	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	3	0	0	6
SCHOOL TOILET	3	0	1	1	2	1	8	2	1	2	1	1	6	1	1	1	0	0	32
STAFF ROOM	0	0	1	0	2	1	0	2	1	1	1	1	0	1	1	1	0	0	13
TRAMPOLINE	2	0	1	0	0	0	3	0	0	1	0	0	3	0	0	1	0	0	11

A) Only 1 inclusive primary school does not have children playground. 34 (30 inclusive primary and 4 inclusive secondary) schools do not have WELL-EQUIPPED SICKBAY. 32 (24 inclusive primary and 8 inclusive secondary) schools do not have means of transport for their CWDs. 11 (10 inclusive primary and 1 inclusive secondary) schools do not have portable water facilities.

A total of 18 (17 inclusive primary and 1 inclusive secondary) schools lacks electricity supply, while only 11 (10 inclusive primary and 1 inclusive secondary) schools do not have electricity generating sets. 22 (14 inclusive primary and 8 inclusive secondary) schools do not have music

facilities. 27 (23 inclusive primary and 4 inclusive secondary) schools do not have resource room facilities. Only 6 (4 inclusive primary and 2 inclusive secondary) schools lack vocational training facilities.

A total of 23 (20 inclusive primary and 3 inclusive secondary) schools lack accessible sports facilities. 15 (10 inclusive primary and 5 inclusive secondary) schools lack adequate and accessible classrooms. 22 (18 inclusive primary and 4 inclusive secondary) schools lack accessible textbooks. A total of 38 (28 inclusive primary and 10 inclusive secondary) schools do not have or use students' hostel accommodation. 12 (10 inclusive primary and 2 inclusive secondary) schools lack accessible toilets.

A total of 31 (29 inclusive primary and 2 inclusive secondary) schools lack conducive and accessible staff rooms. a total of 33 (21 inclusive primary and 12 inclusive secondary) schools lack TRAMPOLINE.

B) Observations from the above table indicate that more of the inclusive primary schools lack the listed school facilities when compared with the inclusive secondary schools across all the 6 Districts.

C) In addition, it is also observed that except for playground and vocational training equipment, in most cases, not less than one-third of the 31 inclusive primary schools lack the listed required school facilities.

Table 8.2— Teaching Aids for CWHIs:

TEACHING AID FOR CWHIs	DISTRICT																		
	D1			D2			D3			D4			D5			D6			STAT E TOTAL
	PRY	J.S. S	S.S	PR Y	J.S. S	S.S	PR Y	J.S. S	S. S	PR Y	J.S. S	S.S	PRY	J.S. S	S. S	PR Y	J.S. S	S. S	PRY/S EC
AMPLIFIER	0	0	1	1	0	0	2	0	0	0	0	0	1	1	0	1	0	0	7
AUDIOLOGY RESOURCE S	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2

AUDIO METER	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3
HEARING AIDS	1	0	1	1	0	0	0	0	0	1	0	0	2	1	0	1	0	0	8
CHARTS	2	0	1	4	2	1	8	2	0	2	1	1	7	0	1	3	0	0	35
POSTERS	3	0	1	4	1	1	6	2	0	2	1	0	6	0	0	3	0	0	30
VIDEO PLAYER	4	0	0	2	1	0	5	1	0	2	0	0	5	0	0	3	0	0	23
TELEVISION SET	5	0	1	4	1	0	6	1	0	2	1	0	6	1	0	2	0	0	30
SIGN LANGUAGE TEXT BOOK	4	0	1	5	1	0	6	1	0	2	0	1	6	0	1	3	0	0	31
SPEECH TRAINER	2	0	1	1	1	0	1	0	0	0	0	0	2	1	0	0	0	0	9

A) A total of 37 (26 inclusive primary and 11 inclusive secondary) schools do not have Amplifier. 42 (31 inclusive primary and 11 inclusive secondary) schools do not have Audiology resources. 41 (29 inclusive primary and 12 inclusive secondary) schools lack Audio Meter. 36 (25 inclusive primary and 11 inclusive secondary) schools lack hearing aids for CWHIs. 9 (5 inclusive primary and 4 inclusive secondary) schools lack accessible teaching charts. 14 (7 inclusive primary and 7 inclusive secondary) schools lack accessible teaching posters for CWHIs. 21 (10 inclusive primary and 11 inclusive secondary) schools lack video players for teaching CWHIs. 14 (6 inclusive primary and 8 inclusive secondary) schools do not have television sets for teaching CWHIs. 13 (5 inclusive primary and 8 inclusive secondary) schools do not have sign language textbooks for CWHIs. 35 (25 inclusive primary and 10 inclusive secondary) schools do not have Speech Trainers for CWHIs.

B) Across the 6 Districts, observations from the table indicate that more inclusive primary schools lack most of the listed teaching aids than the inclusive secondary schools.

Table 8.3— Teaching Aids for CWVIs:

TEACHING AIDS FOR CWVIs	DISTRICT - VISUAL IMPAIRMENT																		
	D1			D2			D3			D4			D5			D6			STATE TOTAL
	PR Y	J.S. S	S.S	PR Y	J.S. S	S.S	PR Y	J.S. S	S.S	PR Y	J.S. .S	S.S	PR Y	J.S. S	S. S	PR Y	J.S. S	S. S	PRY/SE C
TAPE RECORDER	3	0	1	3	1	1	5	1	1	2	0	0	5	0	0	2	0	0	25
BRAILLE MACHINE	5	0	1	4	1	1	4	0	0	2	0	0	5	1	0	2	0	0	26
BRAILLE PAPER	4	0	1	4	1	1	4	0	0	2	0	0	7	1	0	2	0	0	27
BRAILLE TEXT BOOK	1	0	1	1	1	1	0	1	1	1	0	0	0	0	0	3	0	0	11
AUDIO TAPES AND OTHER AUDIO STORAGE DEVICES	0	0	1	2	1	1	3	0	1	1	0	0	3	0	0	2	0	0	15
FRAME AND STYLUS	4	0	1	4	1	1	5	1	0	2	0	0	5	1	0	2	0	0	27
RADIO	4	0	1	2	1	1	5	0	0	2	0	0	6	0	0	2	0	0	24
COMPUTER	1	0	1	1	1	1	5	1	1	2	0	0	5	0	0	2	0	0	21
TYPEWRIT ER	1	0	1	2	1	1	1	1	1	0	0	0	4	1	0	0	0	0	14

BRAILED CHART & MAP	1	0	1	0	1	1	5	0	0	0	0	0	2	0	0	1	0	0	12
AUDIO BOOKS	0	0	1	0	1	1	0	0	0	0	0	0	2	0	0	0	0	0	5
TALKING WRISTWATCH	1	0	1	2	1	1	0	0	0	0	0	0	0	0	0	1	0	0	7
LARGE PRINT BOOKS FOR PARTIALLY SIGHTED PUPILS	0	0	0	0	1	1	0	0	0	0	0	0	2	0	0	1	0	0	5

A) From the above table, 19 (11 inclusive primary and 8 inclusive secondary) schools do not have Tape Recorders for teaching CWVIs. 18(9 inclusive primary and 9 inclusive secondary) schools do not have Braille Machines for teaching CWVIs. 17 (8 inclusive primary and 9 inclusive secondary) schools do not have Braille papers for teaching CWVIs. 33 (25 inclusive primary and 8 inclusive secondary) schools lack Braille textbooks for CWVIs. 29 (20 inclusive primary and 9 inclusive secondary) schools do not have audio storage devices for CWVIs.

17(9 inclusive primary and 8 inclusive secondary) schools do not have writing frames and stylus for CWVIs. 20 (10 inclusive primary and 10 inclusive secondary) schools do not have transistor radios for CWVIs. 23 (15 inclusive primary and 8 inclusive secondary) schools do not have accessible computers for CWVIs. 30 (23 inclusive primary and 7 inclusive secondary) schools do not have typewriters for CWVIs. 32 (22 inclusive primary and 10 inclusive secondary) schools do not have braille charts and maps for teaching CWVIs. 39 (29 inclusive primary and 10 inclusive secondary) schools do not have audio books for use by CWVIs. 37 (27 inclusive primary and 10 inclusive secondary) schools do not have talking and braille wrist watches for teaching CWVIs. 39 (28 inclusive primary and 11 inclusive secondary) schools do not have large printed books for use by CWVIs.

B) Observations across the 6 Districts indicate that greater number of inclusive primary schools lack teaching aids for CWVIs when compared with the inclusive secondary schools.

C) It is also observed that in most cases, not less than one-third of the total number of inclusive primary and secondary schools lack teaching aids for CWVIs.

Table 8.4— Teaching Aids for CWIDDs:

TEACHING AIDS FOR CWIDDs	DISTRICT - INTELLECTUAL IMPAIRMENT																		
	D1			D2			D3			D4			D5			D6			STATE TOTAL
	PR Y	J.S. S	S.S	PR Y	J.S. S	S. S	PR Y	J.S. S	S. S	PR Y	J.S. S	S. S	PR Y	J.S. S	S.S	PR Y	J.S. S	S. S	PRY/SEC
TAPE RECORDER	4	0	1	3	0	0	3	0	1	2	1	0	5	0	0	2	0	0	22
VIDEO PLAYER	5	0	0	1	1	0	6	1	0	2	1	0	4	0	0	1	0	0	22
TELEVISION	5	0	0	2	1	0	7	1	0	2	1	0	6	0	0	2	0	0	27
SPEECH TRAINER	2	0	0	2	1	0	3	0	0	0	0	0	3	0	0	0	0	0	11
ASSORTED TOYS	2	0	0	4	0	0	7	0	0	2	1	0	7	0	0	3	0	0	26
CHARTS	5	0	0	5	1	0	8	1	0	2	1	0	7	0	0	3	0	0	33
POSTERS	3	0	0	3	0	0	6	1	0	2	1	0	7	0	0	2	0	0	25
ADAPTED CURRICULUM	2	0	0	2	1	0	1	0	0	1	0	0	0	0	0	2	0	0	9
MUSIC FACILITIES	1	0	0	2	0	0	2	0	0	1	1	0	5	0	0	1	0	0	13

CONCRETE OBJECTS	2	0	1	3	1	0	3	2	1	2	0	0	3	0	0	2	0	0	20
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A) 22 (12 inclusive primary and 10 inclusive secondary) schools do not have audio recorders for CWIDDs. 22(12 inclusive primary and 10 inclusive secondary) schools do not have video players for teaching CWIDDs. 17 (7 inclusive primary and 10 inclusive secondary) schools do not have television sets for CWIDDs. 33(21 inclusive primary and 12 inclusive secondary) schools lack Speech Trainers for CWIDDs.

18 (6 inclusive primary and 12 inclusive secondary) schools lack assorted toys for CWIDDs. 11 (1 inclusive primary and 10 inclusive secondary) schools do not have teaching charts for CWIDDs. 19(8 inclusive primary and 11 inclusive secondary) schools lack teaching posters for CWIDDs. 35(23 inclusive primary and 12 inclusive secondary) schools do not have adapted curriculum for teaching CWIDDs. 31(19 inclusive primary and 12 inclusive secondary) schools lack music facilities for teaching CWIDDs. 24 (16 inclusive primary and 8 inclusive secondary) schools lack concrete objects for teaching CWIDDs.

B) It is observed across all 6 Districts in the above table that while over one-third of the 31 inclusive primary schools lack most of the listed teaching aids for CWIDDs, between 8 to 12 of the 13 inclusive secondary schools lack most of the listed teaching aids for CWIDDs.

Table 8.5— Teaching Aids for CWPDS:

TEACHING AIDS FOR CWPDS	DISTRICT - - PHYSICAL IMPAIRMENT																		
	D1			D2			D3			D4			D5			D6			STATE TOTAL
	PRY	J.S. .S	S. S	PR Y	J.S. S	S.S	PR Y	J.S. S	S. S	PR Y	J.S. S	S. S	PR Y	J.S. S	S. S	PR Y	J.S. S	S.S	PRY/S EC
WHEELCHAIR	4	0	0	5	1	0	8	0	0	2	1	1	7	0	0	3	0	0	32

RAMPS	0	1	0	0	1	0	3	0	0	1	1	0	3	0	0	1	0	0	11
CRUTCHES	2	0	0	4	1	0	7	0	0	2	0	0	4	0	0	1	0	0	21
ADAPTED CHAIR	3	0	0	3	1	0	8	0	0	2	0	0	5	0	0	3	0	0	25
ADAPTED TABLE	2	0	0	2	1	0	4	0	0	2	0	0	4	0	0	1	0	0	16
PAPER HOLDER	2	0	0	1	1	0	4	0	0	1	0	0	4	0	0	1	0	0	14
PENCIL/PEN HOLDER	2	0	0	1	1	0	5	0	0	1	0	0	4	0	0	0	0	0	14
STRETCHER	3	0	0	3	1	0	5	0	0	2	0	0	3	0	0	1	0	0	18
PHYSIOTHERAPY CLINIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
TRICYCLE EGO METER	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3

A) The above table indicate that 12(2 inclusive primary and 10 inclusive secondary) schools lack wheelchairs for the mobility of CWPDS. 33(23 inclusive primary and 10 inclusive secondary) schools lack accessible ramps for the mobility of CWPDS. 23(11 inclusive primary and 12 inclusive secondary) schools do not have crutches for the mobility of CWPDS. 19 (7 inclusive primary and 12 inclusive secondary) schools do not have adaptive chairs for CWPDS.

28(16 inclusive primary and 12 inclusive secondary) schools lack adaptive tables for use by CWPDS. 30 (18 inclusive primary and 12 inclusive secondary) schools do not have paper holders for CWPDS. 30(18 inclusive primary and 12 inclusive secondary) schools do not have pencil/pen holders for CWPDS. 26 (14 inclusive primary and 12 inclusive secondary) schools do not have stretchers for CWPDS. A total of 43(30 inclusive primary and 13 inclusive secondary) schools do not have functional physiotherapy clinics for CWPDS. 41(28 inclusive primary and 13 inclusive secondary) schools do not have Tricycle Ego Meter for CWPDS.

B) It is observed across the 6 Districts that between 10 to 13 of the inclusive secondary schools, lack all the listed teaching aids for CWPDS.

C) Nonetheless, significant number of the 31 inclusive primary schools lacks most of the listed teaching aids for CWPDs.

Table 8.6— Special Education Service Providers Required in Inclusive Schools:

SPECIAL EDUCATION SERVICE PROVIDERS REQUIRED IN INCLUSIVE SCHOOLS	DISTRICT																		
	D1			D2			D3			D4			D5			D6			STATE TOTAL
	PR Y	J.S. S	S. S	PR Y	J.S. S	S. S	PR Y	J.S. S	S. S	PR Y	J.S. S	S. S	PR Y	J.S. S	S. S	PR Y	J.S. S	S. S	PRY/S EC
TEACHERS FOR CHILDREN WITH HEARING IMPAIRMENT	4	0	0	4	1	1	6	0	0	2	1	1	7	0	1	3	0	0	31
TEACHERS FOR CHILDREN WITH LEARNING DISABILITIES	6	0	0	2	1	0	2	2	0	0	1	0	6	0	0	0	0	0	20
TEACHERS FOR CHILDREN WITH VISUAL IMPAIRMENT	3	2	0	1	1	0	0	0	0	0	0	0	3	0	0	0	0	0	10
TEACHERS FOR CHILDREN WITH INTELLECTU	4	0	0	4	1	0	2	0	0	2	1	0	5	0	0	1	0	0	20

AL DISABILITY																			
TEACHERS FOR GIFTED AND TALENTED CHILDREN	0	0	0	2	2	0	0	0	0	1	0	0	3	0	0	0	0	0	8
AUDIOLOGIS T	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPEECH THERAPIST	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	3
OCCUPATION AL THERAPIST	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2
GUIDANCE COUNSELOR	1	1	0	1	2	1	2	1	1	0	1	0	0	0	1	2	0	0	14
PSYCHOLOGI ST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATIONAL INSTRUCTOR	2	1	0	2	2	0	1	0	0	1	2	1	2	0	2	1	0	0	17
OPHTHALMO LOGIST	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
NURSE	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
CARE-GIVER	1	0	1	0	1	0	0	1	2	0	0	0	3	0	0	1	0	0	10
CLEANER	0	0	1	1	2	0	0	0	0	1	1	1	2	0	1	1	0	0	11
DAY-GUARD	2	0	1	3	2	1	3	0	0	1	1	1	3	0	0	1	0	0	19
PLAY THERAPIST	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1

A) The above table indicates that 13 (5 inclusive primary and 8 inclusive secondary) schools lack teachers for hearing impaired children. 24(15 inclusive primary and 9 inclusive secondary) schools lack teachers for children with learning disabilities. 34(24 inclusive primary and 10 inclusive secondary) schools lack teachers for CWVIs. 24 (13 inclusive primary and 11 inclusive secondary) schools lack teachers for CWIDDs. 36(25 inclusive primary and 11 inclusive secondary) schools lack teachers for gifted and talented children.

None of the 44 inclusive primary and secondary schools has professional Audiologist. A total of 41(30 inclusive primary and 11 inclusive secondary) schools lack Speech Therapist. 42(31 inclusive primary and 11 inclusive secondary) schools lack occupational Therapist. 30 (25 inclusive primary and 5 inclusive secondary) schools lack Guidance Counselors. None of the 44 inclusive primary and secondary schools has Psychologists. 27 (22 inclusive primary and 5 inclusive secondary) schools lack vocational instructors. 43 (31 inclusive primary and 12 inclusive secondary) schools lack Ophthalmologist and nurse respectively. 34 (26 inclusive primary and 8 inclusive secondary) schools lack Care-Givers. 33(26 inclusive primary and 7 secondary) schools lack Cleaners. 25 (18 inclusive primary and 7 inclusive secondary) schools lack Day-Guards. 43(31 inclusive primary and 12 inclusive secondary) schools lack Play Therapist.

B) The above table also indicates that there is a significantly high level of insufficiency in the listed service providers across the 44 inclusive primary and secondary schools across the 6 Districts.

2.5.1 Good Practices:

- *“Caring for CWDs is highly demanding, so the School Manager and some regular teachers often contribute money or items needed to aid the teaching of CWDs and make learning pleasurable for them such as the toilet rolls needed by them (some have incontinence and can mess up everywhere within a space of time), snacks/water and the like. The CWDs has come to be accepted but government is not looking their way.”* (Special Teacher in the Inclusive School).

- *“I had to repair most of our equipment myself when they develop fault because we don’t have enough funds to maintain them.”* (Special Teacher in the Inclusive School).
- *“Although the State Government provides most of the materials we use for teaching the CWDs, we also get support from philanthropists. Some parents also give support.”* (Special Teacher in the Inclusive School).

2.5.2 Policy Provisions:

The 7 key strategies contained in the Lagos State IE Policy makes provisions for the availability of adequate financial, human and material resources required for implementation of inclusive education in the 44 designated schools. Similarly, the Policy Implementation Guide provides specific list of human and material resources which should be available in all the 44 inclusive schools.

2.5.3 Recommendations:

- A) The State Government should make regular and adequate funding available for the provision of human and material resources as contained in the IE policy and the Implementation Guide respectively. Specifically, the government should recruit more special teachers, care-givers and other relevant professionals and service providers to serve the 44 inclusive schools.
- B) Urgent attention should be given to providing necessary human and material resources for the 31 inclusive primary schools which appears to have higher resource deficits.
- C) The School-Based Management Committees in the 44 inclusive schools should be empowered to mobilize additional resources from the private sector to complement efforts of the State Government.
- D) The State Government should provide adequate security in the 44 inclusive schools to ensure that the very delicate and expensive teaching and learning materials provided are properly stored and secured to avoid damage and theft.
- E) The State Government should undertake an extensive accessibility and safety audit of all the 44 inclusive schools with a view to making provisions for reconstruction and rehabilitation of the school premises to meet safety and accessibility standards.

CHAPTER THREE

CONCLUSION AND GENERAL RECOMMENDATIONS

3.1 Conclusion:

The implementation of inclusive education in Lagos state has come a long way since 2003. The State Government has made appreciable efforts to put in place appropriate legal and policy frameworks to strengthen implementation of IE in the State. In addition, the number of inclusive primary and secondary schools has increased from 3 in 2003 to 44 as the time of conducting this assessment. Despite the many years of running the IE program and policy in the State, this mapping and assessment exercise identifies some of the key challenges which have substantially limited the achievement of full inclusive practices and significant cooperative teaching process in the 44 inclusive schools.

Stakeholders engaged in this mapping and assessment included special teachers, school heads and selected regular teachers in the 44 inclusive schools. Major challenges identified by these stakeholders include: inaccessible distance to most of the inclusive schools; absence of Standard Operating Procedures for enrollment, retention and progression of CWDs in the inclusive schools; very high ratio of pupil/student population to one special teacher; absence of standard operating procedures for inclusive practices, cooperative teaching processes and adapted curriculum in the inclusive schools; and inadequate funding, human and material resources.

Notwithstanding, the identified challenges to inclusive education in Lagos state, this assessment observed the prevalence of some good practices among school heads, special and regular teachers, parents and non-disabled pupils/students which should be encouraged. These include: Provision of transportation support to pupils/students by teachers using their financial resources and/or their private vehicles; Collaboration between local hospitals and the inclusive schools to conduct assessment for pupils/students before enrollment; Teachers, parents and non-disabled students commit time and resources to provide additional human resources required in the inclusive schools; Special and regular teachers are already engaged in some form of cooperative teaching processes; Teachers, school heads and parents mobilize additional financial, human and material resources to complement those provided by the state government.

Finally, the absence of a documented Standard Operating Procedures in line with the States IE Policy and the Implementation Guide constitutes a significant threat to the promotion of inclusive practices and the adoption of cooperative teaching as innovative approaches towards strengthening inclusive education in Lagos state. Accordingly, developing a Cooperative Teaching Manual could serve as one step towards eliminating this threat.

3.2 General Recommendations:

- A) The relevant provisions in the Lagos State Inclusive Education Policy and the Implementation Guide should be implemented particularly to establish more schools in areas where there are short falls, while all the inclusive schools should be provided with school buses to support movement of CWDs to and from school.
- B) The SMOE and the LASUBEB should work together to develop and implement School-level Standard Operating Procedures to guide Enrollment, retention and progression of CWDs, as well as specific indicators and target on pupils/student ratio to one special or regular teacher, general inclusive practices and cooperative teaching processes in all the 44 Inclusive Schools. These SOPs should be disseminated across all the inclusive schools and followed accordingly.
- C) A more comprehensive human resource audit of the 44 inclusive schools should be done to determine the actual manpower needs of the schools, while a planned approach to recruiting more hands (possibly on annual basis) should be embarked upon in line with the IE Policy Implementation Guidelines. Furthermore, such good practice as involvement of parents (especially those who are unemployed or those willing to volunteer) should be formally encouraged and documented in the Standard Operating Procedures.
- D) Regular and comprehensive trainings on contemporary cooperative or collaborative teaching approaches be organized for special and regular teachers.
- E) Appropriate adaptive curriculum should be developed and implemented across all the 44 inclusive schools.
- F) The design, development and procurement of school infrastructure and facilities should comply with the principles of universal accessibility designs and reasonable accommodation, respectively. This should take into cognizance the accessibility and inclusivity need of the diverse impairments or disability types.
- G) In-school programs such as Social Inclusion Clubs, Special Teachers Learning Groups on Inclusive Education, etc. that promote inclusive practices among children with and without disabilities, and between special and regular teachers should be encouraged and documented in the Standard Operating Procedures in line with the provisions of the IE policy and its Implementation Guidelines.
- H) The State Government should make regular and adequate funding available for the provision of human and material resources as contained in the IE policy and the Implementation Guide respectively. Specifically, the government should recruit more special teachers, caregivers and other relevant professionals and service providers to serve the 44 inclusive schools.

- I) The School-Based Management Committees (SBMCs) in the 44 inclusive schools should be empowered to mobilize additional resources from the private sector to complement efforts of the State Government.
- J) The State Government should provide adequate security in the 44 inclusive schools to ensure that the very delicate and expensive teaching and learning materials provided are properly stored and secured to avoid damage and theft.
- K) The State Government should undertake an extensive accessibility and safety audit of all the 44 inclusive schools with a view to making provisions for reconstruction and rehabilitation of the school premises to meet safety and accessibility standards.

ANNEX 1 – FGD GUIDE

STRENGTHENING INCLUSIVE EDUCATION THROUGH COOPERATIVE TEACHING IN LAGOS STATE

FOCUSED GROUP DISCUSSION GUIDE FOR SCHOOL HEAD TEACHERS, INCLUSIVE UNIT HEADS AND REGULAR TEACHERS

Target: Head teachers, Inclusive Unit Heads, regular Teachers.

Instruction to FGD Facilitator:

1. Do a phone call to all FGD participants in the schools assigned to you to agree on time and venue for the FGD.
2. ***Please write in rich text and prose, the profile and the discussion. Do not use YES or NO or write sketchy responses.***
3. Please use your phone to audio-record the conversation and take photographs during the discussions (please try to preserve your phone battery for this purpose).
4. Please remember to get the consent of FGD participants before you commence the audio recording and before you take photographs. Please reassure participants that the audio recordings and the photographs will be used strictly for the purpose of the project. Also, remember to notify participants that they are free to request for the recordings be stopped at any time they feel uncomfortable that any part of the discussions be recorded. Let participants know that they are free to opt out of the FGD at any time they like.

Introduction:

Greetings. My name is _____ and my colleague is _____. We are working with Festus Fajemilo Foundation (FFF), the Joint National Association of Persons with Disabilities (JONAPWD) Lagos State Chapter and the Daughters of Charity Nigeria with support from the Liliane Foundation Netherlands to conduct FGDs as part of their project on Strengthening Inclusive Education through Cooperative Teaching. The project is aimed at demonstrating innovative approaches to facilitating cooperation between regular and special education teachers in the 44 inclusive primary and secondary schools in Lagos state with a view to promoting and strengthening the practice of inclusive education in the State. You have been identified as someone whose experience and knowledge will be useful to obtain. You are free to answer only those

questions you are comfortable with and to ignore the ones you don't feel like answering. You do not need to refer to yourselves by your real names but can use nicknames if you like.

For example, my full name is _____ but I prefer to be called _____. It is a discussion of the experiences of people such as your friends or people you know or even your own experience. You do not need to agree with what others say if they are different from your own views. We are interested in everyone's views, experiences and feelings. Please feel free to share yours. The discussion will take about 90 minutes but you can leave anytime you feel like leaving. You are also free to not respond to some of the issues I may raise or questions I may ask. I will understand. Any information you provide will be with me and those in our office who will use it to analyze what is going on generally. Your personal information will not be shared with others. The information will help us to advice on how to improve the implementation of inclusive education in Lagos State. We shall record our discussion since the note-taker will not be able to write everything that we discuss.

Do you give consent that we start on that understanding: MARK X

Yes		No	
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Make notes on the notepad that is provided. Start by writing this on the note.

Respondent (e.g. FGD with Head Teachers, Heads of Inclusive Units and Regular teachers)			
Type of School (E.G: Public inclusive School)			
Name of School			
LGA		State	
Facilitator		Note taker	

Date (e.g. 06/19/2020)		Start time (e.g. 2.30 pm):		End time (e.g. 2.30 pm):	
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	Discussion Topic	Probing Points/questions
1.	<p>The school policy and practice of inclusiveness</p> <p>Please tell me about your school and how long you have been working here as Head Teacher/Teacher.</p>	<ul style="list-style-type: none"> • What is the school population and how many are children with disabilities (CWDs)? What category of disabilities do they have? • How is the admission policy that accommodates all categories of pupils including those with disabilities? • How are CWDs identified? Before they are admitted to the school and after they have been admitted to the school? • Do you have any written rule or regulations on how to handle CWDs? How was it developed? • How many of your teachers have received training on inclusive education? How and what type of training do they have as part of their preparation for teaching or as part of post-graduation development? • Under which policy do you

		<p>operate (State or Federal)? Are you aware of any policy and or guidelines on inclusive education? Tell me more about it.</p> <ul style="list-style-type: none"> • What typical challenges do teachers encounter in handling CWDs? • What type of support will improve the access of CWDs to your school for basic education? • How often do you run into situations that are challenging to your facilities and other resources to handle? Tell me how you handle such situations. What do you do when your school is unable to handle it?
2	<p>Access to learning, mobility and other assistive aids</p> <p>Tell me about the type of facilities and devices you have or use to support your learning.</p>	<ul style="list-style-type: none"> • Do you place all the pupils in the same class or you separate them by disability? • What type of learning aids do you use in this school: wheelchair aids, guide canes? • And what about assistive technologies like computers, hearing aids, musical instruments, vocational materials, etc. textbooks, accessible maps and other infographics, Braille reading, writing materials and Sign

		<p>language interpreters do you have?</p> <ul style="list-style-type: none"> • Please tell me how you obtain the devices, facilities and aids that you use to facilitate learning? Is it parents or charitable organizations or philanthropists that buy them or the government that supplies them? Tell me more. • And where do you store them? Repair them when they are bad or need servicing? Who replaces them for you when they are no longer useful? What happens to those who do not have the assistive aids? • How do you monitor or track learning outcomes of CWDs? • What other programme(s) do you have to facilitate integration, learning partnership and support between children/students with and without disabilities? • What is the level of interaction and integration between children with and without disabilities in the schools • How do other teachers relate to CWDs? Why is that s? How do children with and without disabilities relate to each other? What role do the teachers play to encourage or discourage that? • How do parents respond to their children making friends across disability lines? Could you tell me
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		<p>about any two pupils who are friends across disability liens. What do their parents think about it?</p> <ul style="list-style-type: none"> • How does the school promote interaction and integration of education among the various categories of pupils? What do you feel about the situation of CWDs in your school? •
3.	<p>Accessible and safe school infrastructure and environment</p> <p>Let us discuss the school compound and how easily you move around to access the library, classroom, your playground and to do whatever you like.</p>	<ul style="list-style-type: none"> • Tell me how easily CWDs move around the school for example from classroom to playground? • Would you please describe for me what you do if CWDs has need to use the toilet or to get to the classroom? And how do they take part in sports and games? Are they exempted from playing games and sports? • What form of assistance do you provide to CWDs and to the other teachers that handle CWDs? • What changes would you suggest to make the school easily accessible to CWDs?
4.	<p>School Health Facilities</p> <p>Let us discuss what happens when someone falls ill or is injured while in school.</p>	<ul style="list-style-type: none"> • How do you handle CWDs health needs in the school? • Are there programs for CWDs who need medical or paramedical interventions like therapies while in school? • How are the schools equipped to deal with emergency needs such as first aid, health care and

		<p>nutrition? – Head teacher/health support officer</p> <ul style="list-style-type: none"> • What support staff do the schools require and which ones are available? (interpreters, counsellors, brail readers) Are they sufficient? – Head teacher/observation
5.	<p>Cooperative Teaching</p> <p>Lets discuss about the idea and practice of cooperative teaching</p>	<ul style="list-style-type: none"> • What does Cooperative Teaching mean to you? In your view, how is it used as a teaching method? • Do you have any idea on how cooperative teaching can be used to facilitate the practice of inclusive education? • How would you describe the relationship between regular and special education teachers in your school? How do these two categories of teachers work together to facilitate inclusive education? • What enabling factor promote working relationship between regular and special education teachers in your school? • What are the factors that hinder working relationship between regular and special education teachers? • In what aspects or areas of inclusive education do you think it would be easy to apply cooperative teaching, and How do you think this can be improved and sustained? What human, material and technical

		<p>resources do you think would be required to achieve this?</p> <ul style="list-style-type: none"> • In what aspects or areas of inclusive education do you think it would be difficult to apply cooperative teaching, and How do you think this can be resolved? What human, material and technical resources do you think would be required to achieve this? • Considering the realities of scarce financial and other resources in Lagos state, what specific innovative ideas would you propose to improve cooperation between regular teachers and special education teachers in the implementation of inclusive education in Lagos state?
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Conclusion

I want to thank you for your time. I have learned a lot from you today and I am happy.

I have enjoyed discussing with you today. As I said earlier anything you say here is between just those of us that are here. I will be leaving you now but before then I will be delighted if you have any information that you would like to share with me even though I may not have asked or any questions you would like to ask me. *(Moderator should honestly respond to the questions they ask and leave. The questions and the answers should be recorded)*

ANNEX 2 – MAPPING AND ASSESSMENT GUIDE

STRENGTHENING INCLUSIVE EDUCATION THROUGH COOPERATIVE TEACHING IN LAGOS STATE

TOOLS FOR THE MAPPING AND ASSESSMENT OF INCLUSIVE SCHOOLS

Background:

Lagos State government implements a policy on inclusive education and currently operates 5 special schools and 44 inclusive primary and secondary schools. Recent assessment of the implementation of inclusive education in Lagos State indicates a significant inadequacy of the required teaching and non-teaching personnel. This has made the delivery of inclusive education very difficult and less impactful as the few available special teachers are virtually overstretched and unproductive.

Unfortunately, none of the tertiary educational institutions in Lagos state provide any teacher training programmes in special/inclusive education. In addition, there are very few teacher training tertiary educational institutions in Nigeria which provide degree and NCE programmes in special education. This makes it very difficult to find qualified special education practitioners to meet the huge demand for special teachers and other required specialists to serve the growing population of children with disabilities in Lagos State.

It has therefore become pertinent to use this project to demonstrate innovative approaches to engage existing mainstream teachers within the State Teaching Service to support the provision of inclusive education on short-term basis, while expecting the state government will be able to make deliberate long-term efforts to support tertiary educational institutions in Lagos state build capacity to provide degree and NCE programmes in Special/Inclusive education.

Objectives:

The key objectives of this intervention include—

1. To map and identify inclusive schools with significant inadequacy in required teaching and non-teaching personnel;
2. To identify and profile mainstream teachers who are willing to support the inclusive education activities in their schools;
3. To appraise the attitude of regular and special education teachers towards the implementation of inclusive education in Lagos state through Focus group discussion.
4. To train and deploy mainstream teachers on the basic skills required to support inclusive education activities in their schools.

Pursuant to these objectives and with the authorization of the Lagos State Ministry of Education and the Lagos State Universal Basic Education Board, we request your kind response to these questionnaires for the purpose of collecting relevant data that will be used strictly for the purpose of the project.

Thank you in anticipation of your response.

Instruction – Please tick or fill in the gap as appropriate

Section A - School Details

1. Name of school: _____
2. Type of school: (a)Primary ____ (b) J-secondary____ (c)S-secondary ____
3. LGA: _____
4. District: _____

Section B - Enrolment Details and Student Characteristics

5. Total number of children enrolled in the school _____
6. Total number of pupils/students with disabilities _____
7. Gender of pupils/students with disabilities : (a) Male ____ (b) Female ____
8. Age distribution: (a)6-10 ____ (b) 11-15 ____ (c) 16-20 ____ (d) 21 and above ____
9. Disability cluster: (a)Blind (b)Deaf (c) Albinism (d)Physical Disability (amputee, impaired legs, loss of both upper and lower limbs) (e) Intellectual disability— Autism, down Syndrome, Hydrocephalus, Spina bifida etc.)

Section C - Teacher-Student Ratio

10. Total number of special teachers: _____

11. Gender of special Teachers: (a) Male ____ (b) Female ____
12. Total number of **special teachers** with disabilities: _____ (indicate type of disability)
13. Total number of regular teachers: _____
14. Gender of regular teachers:(a) Male ____ (b) Female____
15. Total number of regular teachers with disabilities: _____(indicate type of disability)
16. Number of special classrooms: _____
17. Number of regular classrooms: _____
18. Number of teachers per special classroom: _____
19. Number of teachers per regular classroom: _____
20. Number of pupils/students with disabilities per special classroom: _____
21. Number of pupils/students with disabilities per regular classroom: _____
22. Number of pupils/students without disabilities per regular classroom: _____

Section D – Inclusive Practices

What is the level of Inclusive Education practiced in the school?

Items	Yes	No	Other comments
Special separate school			
Mainstreaming with separate classrooms in a completely separate segment of the school with zero or limited contacts among the pupils/students			

Integration with separate classrooms but reasonable learning contacts among pupils/students			
Total inclusion with all pupils/students with and without disabilities learning together in same classroom			

How do teachers teach pupils/students with disabilities?

Item	Yes	No	Other comments
Only special teachers teach the pupils/students with disabilities			
Special and regular teachers cooperate to teach pupils/students with disabilities together in all subjects			
Special and regular teachers take turns to teach pupils/students with disabilities separately in all subjects			
Special and regular teachers cooperate to teach pupils/students with disabilities together in specific subjects (indicate subjects_____)			
Special and regular teachers take turns to teach pupils/students with disabilities separately in specific subjects (indicate subjects_____)			
Only regular teachers teach pupils/students with disabilities			

How are pupils/students with disabilities introduced to, and retained in the inclusive education program?

Basic 1 –

Item	Yes	No	Other comments
Pupils are categorized by their disability and taught in separate classroom			
Pupils with different disabilities are only brought together to learn specific subjects (indicate subjects _____)			
All Pupils with different disabilities are taught together in a separate classroom			
All pupils with different disabilities are taught together with non-disabled counterparts in same classroom			
All pupils with different disabilities are taught only specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts			
Only pupils with specific disabilities (indicate disability category _____) learn together in same classroom with their non-disabled counterparts			
Only pupils with specific disabilities (indicate disability category _____) learn specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts			
Please indicate if there are other forms of classroom arrangements.			

Basic 2 –

Item	Yes	No
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Pupils are categorized by their disability and taught in separate classroom;		
Pupils with different disabilities are only brought together to learn specific subjects (indicate subjects _____)		
All Pupils with different disabilities are taught together in a separate classroom		
All pupils with different disabilities are taught together with non-disabled counterparts in same classroom		
All pupils with different disabilities are taught only specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts		
Only pupils with specific disabilities (indicate disability category _____) learn together in same classroom with their non-disabled counterparts		
Only pupils with specific disabilities (indicate disability category _____) learn specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts		
Please indicate if there are other forms of classroom arrangements.		

Basic 3 –

Item	Yes	No
Pupils are categorized by their disability and taught in separate classroom;		

Pupils with different disabilities are only brought together to learn specific subjects (indicate subjects _____)		
All Pupils with different disabilities are taught together in a separate classroom		
All pupils with different disabilities are taught together with non-disabled counterparts in same classroom		
All pupils with different disabilities are taught only specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts		
Only pupils with specific disabilities (indicate disability category _____) learn together in same classroom with their non-disabled counterparts		
Only pupils with specific disabilities (indicate disability category _____) learn specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts		
Please indicate if there are other forms of classroom arrangements.		

Basic 4 –

Item	Yes	No
Pupils are categorized by their disability and taught in separate classroom;		
Pupils with different disabilities are only brought together to learn specific subjects (indicate subjects _____)		

All Pupils with different disabilities are taught together in a separate classroom		
All pupils with different disabilities are taught together with non-disabled counterparts in same classroom		
All pupils with different disabilities are taught only specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts		
Only pupils with specific disabilities (indicate disability category _____) learn together in same classroom with their non-disabled counterparts		
Only pupils with specific disabilities (indicate disability category _____) learn specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts		
Please indicate if there are other forms of classroom arrangements.		

Basic 5 –

Item	Yes	No
Pupils are categorized by their disability and taught in separate classroom;		
Pupils with different disabilities are only brought together to learn specific subjects (indicate subjects _____)		
All Pupils with different disabilities are taught together in a separate classroom		

All pupils with different disabilities are taught together with non-disabled counterparts in same classroom		
All pupils with different disabilities are taught only specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts		
Only pupils with specific disabilities (indicate disability category _____) learn together in same classroom with their non-disabled counterparts		
Only pupils with specific disabilities (indicate disability category _____) learn specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts		
Please indicate if there are other forms of classroom arrangements.		

Basic 6 –

Item	Yes	No
Pupils are categorized by their disability and taught in separate classroom;		
Pupils with different disabilities are only brought together to learn specific subjects (indicate subjects _____)		
All Pupils with different disabilities are taught together in a separate classroom		
All pupils with different disabilities are taught together with non-disabled counterparts in same classroom		

All pupils with different disabilities are taught only specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts		
Only pupils with specific disabilities (indicate disability category _____) learn together in same classroom with their non-disabled counterparts		
Only pupils with specific disabilities (indicate disability category _____) learn specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts		
Please indicate if there are other forms of classroom arrangements.		

In JSS 1—

Item	Yes	No
Students are categorized by their disability and taught in separate classroom;		
Students with different disabilities are only brought together to learn specific subjects (indicate subjects _____)		
All students with different disabilities are taught together in a separate classroom		
All students with different disabilities are taught together with non-disabled counterparts in same classroom		
All students with different disabilities are taught only specific subjects (indicate subjects _____) together in		

same classroom with their non-disabled counterparts		
Only students with specific disabilities (indicate disability category _____) learn together in same classroom with their non-disabled counterparts		
Only students with specific disabilities (indicate disability category _____) learn specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts;		
Please indicate if there are other forms of classroom arrangements.		

In JSS 2—

Item	Yes	No
Students are categorized by their disability and taught in separate classroom;		
Students with different disabilities are only brought together to learn specific subjects (indicate subjects _____)		
All students with different disabilities are taught together in a separate classroom		
All students with different disabilities are taught together with non-disabled counterparts in same classroom		
All students with different disabilities are taught only specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts		

Only students with specific disabilities (indicate disability category _____) learn together in same classroom with their non-disabled counterparts		
Only students with specific disabilities (indicate disability category _____) learn specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts;		
Please indicate if there are other forms of classroom arrangements.		

In JSS3—

Item	Yes	No
Students are categorized by their disability and taught in separate classroom;		
Students with different disabilities are only brought together to learn specific subjects (indicate subjects _____)		
All students with different disabilities are taught together in a separate classroom		
All students with different disabilities are taught together with non-disabled counterparts in same classroom		
All students with different disabilities are taught only specific subjects		

(indicate subjects _____) together in same classroom with their non-disabled counterparts		
Only students with specific disabilities (indicate disability category _____) learn together in same classroom with their non-disabled counterparts		
Only students with specific disabilities (indicate disability category _____) learn specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts;		
Please indicate if there are other forms of classroom arrangements.		

In SS1-3

Item	Yes	No
Item	Yes	No
Students are categorized by their disability and taught in separate classroom;		
Students with different disabilities are only brought together to learn specific subjects (indicate subjects _____)		
All students with different disabilities are taught together in a separate classroom		

All students with different disabilities are taught together with non-disabled counterparts in same classroom		
All students with different disabilities are taught only specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts		
Only students with specific disabilities (indicate disability category _____) learn together in same classroom with their non-disabled counterparts		
Only students with specific disabilities (indicate disability category _____) learn specific subjects (indicate subjects _____) together in same classroom with their non-disabled counterparts;		

Do pupils/students with and without disabilities use the same -

	Yes	No	Other comments
School uniforms			
Assembly ground			
Classroom			
Toilets (Separate for male/female, Accessible?)			

Play-ground			
Library			
Laboratory			
School-farm			
Are pupils/students with disabilities involved in other extra-curricula activities -	Yes	No	Other comments
Leadership			
Sports			
Intra and inter-school academic competitions			
Literary and debates			
School cleaning and environmental exercises			
Are there school-Based Guidelines and/or programs to facilitate inclusion –	Yes	No	Other comments
Documented school-guidelines			
Teachers learning forum and materials/tools			
Students clubs/groups on social inclusion			

Section E - Facilities Required for Effective Inclusive Education Practice—

Effective implementation of inclusive education programme requires provision of necessary facilities/resources and this is based on the categories of disability in each inclusive school. However, each inclusive unit is expected to be duly equipped with the facilities because all disability categories are expected to enroll in those schools.

S/N	General special education facilities	Number Available	Adequate	Accessible
1	Children playground			
2	Well-equipped sickbay			
3	Transportation facilities			
4	Water facilities			
5	Electric power supply			
6	Electric generator			
7	Music facilities			
8	Resource unit/room			
9	Vocational training facilities			
10	Sport facilities			
11	Enough classrooms			
12	Reading text books			

13	Students' accommodation (optional)			
14	School toilet			
15	Staff room.			
16	Trampoline			

	Hearing impairment	Number Available	Adequate	Accessible
S/N	ITEMS			
1	Amplifier			
2	Audiology resources			
3	Audio meter			
4	Hearing aids			
5	Charts			
6	Posters			
7	Video player			
8	Television set			
9	Sign language text book			

10	Speech trainer			
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	Visual impairment	Number Available	Adequate	Accessible
S/N	ITEMS			
1	Tape recorder			
2	Braille machine			
3	Braille paper			
4	Braille text book			
5	Cassette			
6	Frame and stylus			
7	Radio			
8	Computer			
9	Typewriter			
10	Brailed chart \$ map			
11	Audio books			
12	Talking wristwatch			

13	Bold print books for partially sighted pupils			
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	Intellectual disability	Number Available	Adequate	Accessible
S/N	ITEM			
1	Tape recorder			
2	Video player			
3	Television			
4	Speech trainer			
5	Assorted toys			
6	Charts			
7	Posters			
8	Adapted curriculum			
9	Music facilities			
10	Concrete objects			

	Physical disability	Number	Adequate	Accessible
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		Available		
S/N	ITEMS			
1	Wheel chair			
2	Ramps			
3	Crutches			
4	Adapted chair			
5	Adapted table			
6	Paper holder			
7	Pencil/pen holder			
8	Stretcher			
9	Physiotherapy clinic			
10	Tricycle ego meter			

Section G - Special Education service providers required in inclusive schools

The under listed are specialists needed for effective implementation and result-oriented practice of inclusive education. Each inclusive school is expected to have most of these specialists, depends on the categories of exceptionalities in each school. Most importantly, all categories of special teachers and caregivers must be available in the schools. Teachers are expected to be supplied adequately at ratio 1:10 (one teacher to ten special pupils), where the condition is severe, the ratio goes to 1:6

Please, give the total number of the following service providers in your school and indicate if adequate

S/N	special education service providers	Number Available	Adequate	
			Yes	No
1	Teachers for children with hearing impairment			
2	Teachers for children with learning disabilities			
3	Teachers for children with visual impairment			
4	Teachers for children with intellectual disability			
5	Teachers for gifted and talented children			
6	Audiologist			
7	Speech therapist			

8	Occupational therapist			
9	Guidance counsellor			
10	Psychologist			
11	Vocational instructor			
12	Ophthalmologist			
13	Nurse			
14	Care-giver			
15	Cleaner			
16	Day-guard			
17	Play therapist			
18	Regular teacher			

Public schools for education of children with disabilities in Lagos state as at August 2019

The under listed schools are the available schools for educational placement of individuals with disabilities in Lagos state (Both at primary and secondary education levels)

Lagos State (Five Special Schools)

S/N	Name Of School	LGEA
1	National Orthopaedic Hospital Special School, Igbobi-Yaba	Somolu
2	Atunda-Olu School For The Physically Challenged, Surulere	Surulere
3	Modupe Cole Memorial Childcare And Treatment Home/School, Akoka	Mainland
4	Wesley School I For Children With Hearing Impairment, Surulere	Surulere
5	Wesley School II For Children With Hearing Impairment, Surulere	Surulere

Thirty One Inclusive Primary School Units in Lagos state

S/N	Name of School	LGEA
1	Olisa Primary School, Papa-Ajao	Mushin
2	Ojuwoye Community Primary School, Mushin	Mushin
3	Community Primary school, Afro-Media	Ojo
4	Aganju Aka Primary School II, Okokomaiko	Ojo

5	Comm. Primary School, Okokomaiko	Ojo
6	Methodist Primary School, Apapa	Apapa
7	Sari Iganmu Primary School, Apapa	Apapa
8	Ereko Methodist Primary School	LagosIsland
9	St. Joseph's Catholic Primary School. Elegbata	Lagos Island
10	Amosun Primary School, Agege	Agege
11	OoreOfẹ Primary School Dopemu	Agege
12	Estate Primary School, Ogba	Ikeja
13	Amuwo-Odofin Primary School, Mile 2	Amuwo-Odofin
14	Central Primary School, Festac	Amuwo-Odofin
15	Roman Catholic Mission Primary School, Okunraye	Ibeju-Lekki
16	St. John's R.C.M. Primary School, Ayeteju	Ibeju-Lekki
17	Central Primary School, Oshodi	OshodiIsland
18	Bola Memorial Primary School, Ikeja	Ikeja
19	Methodist Primary School, Agbowo-Ikosi	Epe
20	Ansarudeen Primary School, Epe	Epe
21	Anglican Primary School, Araromi	Ajeromifelodun

22	Army Children's School, Bonny Camp	Lagos/Island
23	Local Government Primary School, Ipakodo	Ikorodu
24	Oki Primary School, Iyana Ipaja	Alimosho
25	Local Government. Primary School, Igando	Alimosho
26	Local Government Primary School, Badagry	Badagry
26	Muslim Primary School, Badagry	Badagry
27	Maryland Primary School, Maryland, Ikeja	Kosofe
28	G.R.A. Primary School, Ogudu	Kosofe
29	Ado Primary School, Aja	EtiOsa
30	All Saint, Primary School, Ifako	Ifakoljaye
31	New Oko Oba Primary School, Ijaye	Ifako-Ijaye

Secondary schools with inclusive education programme in Lagos state

S/N	Names of Schools	Districts
1	State Grammar School, Surulere (Senior & Junior)	District 4
2	Ipakodo Grammar School, Ipakodo-Ikorodu (Senior &	District 2

	Junior)	
3	Ikeja High School, PWD, Ikeja (Senior & Junior)	District 6
4	Agbowo Model College, Agbowo (Senior & Junior)	District 2
5	Methodist Grammar School, Badagry (Senior & Junior)	District 6
6	Sango Secondary School, Sango (Senior & Junior)	District 6
7	IbejuLekki (Junior only yet)	District 3