

JOINTLY IMPLEMENTED BY THE COALITION OF THE IREDE FOUNDATION, FESTUS FAJEMILO FOUNDATION &

**HUMAN DEVELOPMENT INITIATIVES** 

WITH FUNDING FROM:
DISABILITY RIGHTS FUND













BEING PART OF ACTIVITIES SET OUT IN THE UNITED FOR INCLUSIVE EDUCATION (UIE) PROJECT

(SEPTEMBER 2020 - AUGUST 2022)

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FESTUS FAJEMILO FOUNDATION & HUMAN DEVELOPMENT INITIATIVES

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#### DISCLAIMER

The content of this document does not represent the views of Disability Rights Fund (DRF) which provided funding support for the conduct of the monitoring exercise and production of this report.

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#### Afolabi Fajemilo

Executive Director FFF

## **ABBREVIATIONS**

IE – Inclusive Education

CWDs – Children with Disabilities

PWDs – Persons with Disabilities

JONAPWD – Joint National Association of Persons with Disabilities

**OPDs** – Organization of Persons with Disabilities

Lagos State Universal Basic Education Board

**ED** – Education District

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#### CHAPTER ONE

## 1.1 BACKGROUND

Inclusive Education (IE) is a teaching model whereby all students, regardless of their disability, race, gender, family's economic status, ethnicity, etc., learn together in one environment<sup>1</sup>. The aim of an IE environment is to ensure that all students are treated fairly and get equal opportunities while their uniqueness is celebrated without discrimination. Although IE aims to combat discrimination against all students, but there are instances where Children with Disabilities (CWDs) are ostracised or segregated based on their differences or learning capabilities.<sup>2</sup>

Despite an estimated 240 million CWDs worldwide, CWDs are often overlooked in policymaking, limiting their access to education and their ability to participate in social, economic, and political life. Worldwide, these children are among the most likely to be out of school<sup>3</sup>. They face persistent barriers to education stemming from discrimination, stigma, and the routine failure of decision makers to incorporate disability in school services.

Inversely, 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, as well as the setting up of Inclusive Schools at Primary and Secondary Units. Currently, Lagos State has 49 Inclusive Units; from 3 in 2003 to 44 in 2020 and 49 (34 primary & 15 secondary) as at the time of writing this report.

However, despite the presence of legal and policy frameworks at national and state levels, research 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.<sup>4</sup>

In 2020, Festus Fajemilo Foundation (FFF), the Joint National Association of Persons with Disabilities (JONAPWD) Lagos State Chapter and the Daughters of Charity of St. Vincent De

<sup>&</sup>lt;sup>1</sup> Future Learn. What is Inclusive Education? <a href="https://www.futurelearn.com/info/blog/what-is-inclusive-education">https://www.futurelearn.com/info/blog/what-is-inclusive-education</a>? <a href="https://www.futurelearn.com/info/blog/what-is-inclusive-education">https://www.futurelearn.com/info/blog/what-is-inclusive-education</a>?

<sup>&</sup>lt;sup>2</sup>Ibid

<sup>&</sup>lt;sup>3</sup> UNICEF. Inclusive Education. <a href="https://www.unicef.org/education/inclusive-education">https://www.unicef.org/education/inclusive-education</a>

<sup>&</sup>lt;sup>4</sup> FFF, JONAPWD, DC, 2020. Report on School Mapping and Assessment <a href="https://www.fesfaj-foundation.org/wp-content/uploads/2021/05/Final-Report-on-School-Assessment-and-Mapping-.pdf">https://www.fesfaj-foundation.org/wp-content/uploads/2021/05/Final-Report-on-School-Assessment-and-Mapping-.pdf</a>

Paul Nigeria with support from the Liliane Foundation Netherlands conducted an assessment of the then 44 inclusive schools in Lagos which highlighted the dearth of the required teaching and non-teaching personnel. This inadequacy had made the delivery of inclusive education very difficult and less impactful as the few available special teachers are virtually overstretched and unproductive.

A major contributory factor was that none of the tertiary educational institutions in Lagos state provide any teacher training programmes in special/inclusive education. In addition, there are very few teachers 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.

To address the gap and improve learning outcomes for children with disabilities, FFF in collaboration with JONAPWD Lagos and Daughters of Charity of St. Vincent De Paul launched the Cooperative Teaching Project, an innovative approach which led advocacies to tertiary institutions in Lagos<sup>5</sup> towards setting up teacher training programme in special/inclusive education. The organizations also engaged existing mainstream teachers within the State Teaching Service to support the provision of inclusive education on short-term basis. A cooperative teaching manual was developed, to facilitate collaboration between mainstream and special/inclusive teachers, after which teachers were trained on how to use the manual and improve inclusive education delivery in their respective schools.

Between 2020 and 2022, some reasonable progresses have been achieved as parts of the advocacy efforts of FFF and its partners as well as relevant stakeholders working on IE in the state. Specifically, in 2021 the University of Lagos started offering Diploma course in Special Education.<sup>6</sup> Also, the Lagos State Government set up three inclusive primary units in Ikorodu Local Government<sup>7</sup> and two inclusive Junior secondary units in Ibeju-Lekki and Epe Local Government Areas of the State.

Thus, this monitoring of selected inclusive schools in Lagos State was imperative to measure the impact that have been recorded in the delivery of IE policy in Lagos State. The assessment which was conducted by the education committee of Lagos State chapter of JONAPWD comprising members from different organizations of Persons with Disabilities (OPDs) is one of the activities of FFF set out under the United for Inclusive Education project jointly implemented by The Irede Foundation, FFF and Human Development Initiative with funding support from Disability Rights Fund.

<sup>&</sup>lt;sup>5</sup> BONews Service, 2020. Inclusive Education – JONAPWD, FFF, DC Call for Creation of Special Education Department in Higher Institutions <a href="https://bonewssng.com/inclusive-education-jonapwd-fff-dc-call-for-creation-of-special-education-department-in-higher-institutions/">https://bonewssng.com/inclusive-education-jonapwd-fff-dc-call-for-creation-of-special-education-department-in-higher-institutions/</a>

<sup>&</sup>lt;sup>6</sup> UNILAG consult, Diploma in Special Needs Education. https://unilagconsult.com.ng/training/courses/course18.html

<sup>&</sup>lt;sup>7</sup> BONews Service, 2021. Inclusive Education – LASUBEB Commends FFF, Approves Cooperative Teaching Manual <a href="https://bonewssng.com/inclusive-education-lasubeb-commends-fff-approves-cooperative-teaching-manual/">https://bonewssng.com/inclusive-education-lasubeb-commends-fff-approves-cooperative-teaching-manual/</a>

The two-year project has an overarching goal of improving learning outcomes for children with disabilities. This meant addressing the challenges limiting the effective delivery of IE in Lagos state in order to improve the quality of teaching and learning for CWDs.

In line with the design of the project, a monitoring of 16 schools was conducted to measure the teaching quality and availability of support staff in schools, to ensure CWDs are learning with the support of qualified teachers and caregivers. It also monitored the availability of teaching aids and materials and if CWDs have access to them. The accessibility state of classrooms, school environment and facilities were measured to monitor the level of conduciveness for children with different form of disabilities. Considering the importance of close interactions among students in an inclusive setting, the monitoring also captured the relationship among students; for those with and without disabilities. The support provided by the community in which the school is located was also monitored as it is imperative to an efficient IE delivery. This report therefore presents the results of the Monitory and evaluation of 16 inclusive schools between May and July 2022.

The project also sought to empower PWDs to demand their rights as the monitoring were conducted by trained OPDs to monitor key IE components. The project has been able to a large extent, remove the barriers that limit the engagement between PWDs and the government.

Finally, the results and recommendations presented in this report will serve as strategic guide for improving the delivery of IE in Lagos State by state and non-state actors, especially FFF and its partners.

#### 1.2 OBJECTIVES

This Monitoring and evaluation was conducted with the purpose of achieving the following objectives:

- To appraise the progress achieved in the delivery of IE in Lagos state with regards to the following IE components:
  - Teacher/Teaching Quality
  - Availability of support staff(Caregivers, etc)
  - Availability of Teaching materials(textbooks, etc)
  - Accessibility State of Classroom
  - Safety and Accessibility of school environment(interior and exterior)
  - Relationship between pupils/students with and without disabilities
  - Level of community awareness and support of IE
- To enhance the access of CWDs to quality inclusive education
- To eliminate the barriers that prevent CWDs from enrolling in inclusive schools and drop-out rate in inclusive secondary schools.

- To build the capacity of OPD members to meaningfully engage state actors in policy implementation and monitoring.
- To improve the participation of OPDs in governance process.

### 1.3 LIMITATIONS

While appreciable progress was made regarding engagement of OPDs with the state government (specifically LASUBEB) — however, the usual bureaucratic bottleneck played out at the Lagos State Ministry of Education where OPDs were not granted request to access the schools. As such, they were unable to conduct the assessment of the targeted secondary arm of the public inclusive unit.

Although, there was active participation of different disability clusters in the monitoring exercise, efforts to get members of DWARFISM cluster proved abortive.

The project was also limited in funds and time, which led to the conduct of the monitoring exercise in selected schools instead of across all the inclusive units.

#### 1.4 METHODOLOGY

A quantitative data collection method was used to conduct the Monitoring and Evaluation in 16 selected inclusive schools. The quantitative approach includes the development of a monitoring tool during a one-day inclusive school monitoring workshop for OPDs as identified in the project plan.

The monitoring template was administered by JONAPWD Education Committee consisting of members from 7 disability clusters including; Albinism, Blind, Deaf, Intellectual, Physical, Spina Bifida and Hydrocephalus and Spinal Cord Injured.

The study also took cognizance of the administrative structure of schools in Lagos state. Accordingly, the 16 inclusive schools were grouped and engaged in line with the 6 Education Districts. All the 16 schools were assessed between May – July 2022.

# **CHAPTER TWO**

## 2.0 KEY FINDINGS AND PRESENTATION OF REPORTS

The results contained in this section capture the findings of OPD members who conducted the monitoring exercise in 16 inclusive schools across Lagos State. The collected data is presented in tables and analysed using sums and simple percentages of response frequencies.

**TABLE 2.1– Enumerators Details** 

Cluster / Disability Type	e	Gender	
Cluster	No	Gender	No
Albinism	2	Male	6
Blind	3	Female	9
Deaf	2		
Dwarf	0		
Intellectual	3		
Physical	1		
Spina	3		
Bifida/Hydrocephalus			
Spinal Cord Injured	1		
Total	15		15

A total of 15 enumerators were deployed to 16 schools with 60% female and 40% male. The highest disability clusters represented included Blind, Intellectual Disability and Spina Bifida & Hydrocephalus, all contributing to 60% of the entire enumerators.

**TABLE 2.2 – School Details** 

LGA of location	Frequency
Agege	2
Арара	1
Ajeromi Ifelodun	1
Amuwo-Odofin	1
Alimosho	1
Badagry	1
Eti-Osa	1
Ifako-Ijaiye	1
Ibeju-Lekki	1
Ikeja	1
Oshodi-Isolo	1
Ojo	2
Lagos Island	1
Mushin	1
Total	16

Despite the availability of qualified teachers, and improved teaching quality recorded in all the schools monitored, the above table shows that only 12.5% of schools monitored have good and fair presence of support staff while 87.5% have poor and very poor presence of support staff. The presence of support staff such as sign language interpreter, therapist, psychologist etc in inclusive schools are vital to effective delivery of inclusive education among CWDs. With this poor representation, it could be deduced that CWDs are not learning adequately, or the teachers are extremely overwhelmed by taking up the roles of support staff.

**Table 2.6 - Availability of Teaching Materials** 

RATING	VALUE	PERCENTAGE (%)
Excellent	2	12.5
Very Good	2	12.5
Good	6	37.5
Fair	3	18.75
Poor	1	6.25
Very Poor	2	12.5
Total	16	100%

The findings illustrated above acknowledged the availability of teaching materials with 62.5% excellent/very good and good rate. 18.75% rated the availability of teaching materials as fair while another 18.75% rated it as poor/ very poor. This indicates that teaching materials are very much available in most of the inclusive units monitored. The availability of teaching materials in an inclusive setting is paramount for optimal learning among CWDs especially those with intellectual and learning disabilities.

**Table 2.7 - Accessibility State of Classrooms** 

RATING	VALUE	PERCENTAGE (%)
Excellent	3	18.75
Very Good	0	0
Good	4	25
Fair	4	25
Poor	2	12.5
Very Poor	3	18.75
Total	16	100%

Only 18.75% of the schools monitored were found to be excellent regarding the accessibility status of classrooms, 25% were found to be good while a total of 56.25% of the schools were found to be fair/poor/very poor. This finding shows that accessibility of CWDs to classrooms remains poor and could negatively affect regular attendance of CWDs in schools thereby militating against effective delivery of inclusive education in Lagos State public inclusive schools.

The table above shows that the monitoring exercise was conducted in 14 out of the 20 LGAs in Lagos State with Agege and Ojo LGAs recording two schools each.

**TABLE 2.3 - Education District (ED)** 

District	Frequency
District 1	4
District 2	1
District 3	3
District 4	1
District 5	5
District 6	2
Total	16

The above table indicates that 31% of the schools monitored are under ED 5, while 25% are under ED 1, with 19% under ED 3, and 13% under ED 6. ED 2 and 4 had 6% of schools monitored each.

**Table 2.4 - Teacher/Teaching Quality** 

RATING	VALUE	PERCENTAGE (%)
Excellent	8	50
Very Good	4	25
Good	1	6.25
Fair	2	12.5
Poor	0	0
Very Poor	0	0
Undecided	1	6.25
Total	15	100%

The above table gave a 50% excellent rating to the teaching/teacher's quality in all the inclusive units monitored and 31.25% rated the teaching/teacher's quality as very good/good. One respondent did not give any rating, which Implies that the percentage of respondents that were undecided is 6.25. From these findings, it could be deduced that the available teachers in the inclusive schools monitored are qualified and currently delivering quality inclusive education to CWDs.

**Table 2.5 - Availability of Support Staff** 

RATING	VALUE	PERCENTAGE (%)
Excellent	0	0
Very Good	0	0
Good	1	6.25
Fair	1	6.25
Poor	7	43.75
Very Poor	7	43.75
Total	16	100%

Table 2.8 - Safety & Accessibility of School Environment

RATING	VALUE	PERCENTAGE (%)
Excellent	3	18.75
Very Good	3	18.75
Good	6	37.5
Fair	4	12.5
Poor	2	12.5
Very Poor	0	0
Total	16	100%

Among all the schools monitored, 18.75% of the schools were rated as excellent in safety and accessible school environment, while 56.25% were very good/good and 25% were poor and very poor. This implies that the inclusive schools monitored are largely safe and the school environment are quite accessible. School environment generally conforms with safety and accessibility standards which cover assembly grounds, tactile markings, school map, proper arrangement of school facilities etc.

Table 2.9 Relationship Between Pupils/Students With & Without Disabilities

RATING	VALUE	PERCENTAGE (%)
Excellent	6	37.5
Very Good	5	31.25
Good	2	12.5
Fair	2	12.5
Poor	1	6.25
Very Poor	0	0
Total	16	100%

Findings from the above table indicates 37.5% excellent relationship between CWDs and their non-disabled peers, with 43.75% rated very good/good relationship, while 12.5 indicated a fair percentage and 6.25% rated poor relationship between both parties. These findings generally indicate good relationship between CWDs and their non-disabled peers which is a key pointer to social inclusion as enshrined in principles of inclusive education.

Table 2.1.0. - Level of Community Awareness & IE Support

RATING	VALUE	PERCENTAGE (%)
Excellent	3	18.75
Very Good	5	31.25
Good	6	37.5
Fair	1	6.25
Poor	1	6.25
Very Poor	0	0
Total	16	100%

Across all the schools monitored, level of community awareness and support for inclusive education is highly commendable with 87.5% ratings as excellent/very good/good. 12.5% were rated as fair and poor. The impressive participation of community members in the implementation of IE in Lagos state justifies a major principle of IE as well as provisions in the state's inclusive education policy.

# 3.0 CHAPTER THREE CONCLUSIONS AND RECOMMENDATIONS

#### 3.1 CONCLUSIONS

The Lagos State Government has continued to demonstrate its commitment to advance inclusive education in the state, as evident in the increase in the number of inclusive schools to 49, as at the time of writing this report. The existing laws and policies on inclusive education in the state has also provided legal basis to strengthen the implementation of IE in the state.

The monitoring conducted by OPD members highlighted some best practices currently applicable in the inclusive schools, and also identified some of the major challenges affecting IE, some of which include non-availability of support staff in schools; very high ratio of pupil/student population to one special teacher; inaccessible facilities within the school environment among others.

Despite the challenges, the monitoring exercise also revealed some good practices which include close relationship between children with and children without disabilities, which is crucial to IE practise. The level of community awareness of IE in the schools monitored were also applauded.

#### 3.2 RECOMMENDATIONS

Having identified some of the challenges affecting the implementation of IE in the state and documenting the good practices, the following recommendations are made to relevant Education stakeholders.

#### **Lagos State Ministry of Education**

- Update and adapt teaching curriculum to cater for the needs of all disability groups.
- Increase the budgetary allocation to schools and importantly, the inclusive unit in the state; this can be used to increase the monthly running cost of the schools
- Prioritize the recruitment of support staff in the inclusive units.
- Increase special allowances of teachers in the inclusive units.
- Train and retrain teachers in the inclusive units.
- Introduction of sign language as a subject/or topic in the school curriculum.
- Construct ramps and handrails in the schools to make schools accessible.

## **Lagos Universal Basic Education Board**

- There should be dedicated budget line for Inclusive Education to cater for specific needs required to advance IE delivery such as: support staff, interpreters, vocational instructors, therapists etc.
- Recruit more teachers and caregivers to the Inclusive units.
- Conduct periodic audit to ascertain the needs of teachers in the Inclusive units.
- Provide teaching materials (textbooks, computer, sign language textbooks, braille machine, videos to teach science and other subjects).

- Provide means of transportation to pupils who encounter barriers in accessing their schools
- Provide more vocational equipment in the inclusive units.
- Sick bays should be created/equipped with medical facilities, personnel, and medication to provide first aid services for CWDs when required.

## **Lagos State Office for Disability Affairs**

- To continuously liaise with relevant Ministries, Departments, and Agencies in ensuring IE practice in the state.
- Collaborate with JONAPWD in creating more awareness for parents with children with disabilities.
- Help in advocacy and support for CWDs to eliminate the various forms of stigmatization they experience on a daily basis.
- Provide dedicated school bus system for CWDs as transportation is preventing CWDs' access to schools.
- Create more public awareness on inclusive education, to increase enrolment of CWDs in schools.

## **School Management**

- Where applicable, should continue to embrace and practice inclusiveness among teachers and students.
- Ensure proper cleanliness of the school environment especially cutting the grass and unwanted weeds as at when due.
- Ensure optimal safety of the school, pupils, and facilities within the school premises.
- The management is well organized but need more teachers to take good care of student with disability
- The School Based Management Committee/ social mobilization section should increase advocacy and awareness raising on IE within the community and environs.
- Create more public awareness to increase the enrolment of CWDs in inclusive units.
- Create separate toilet facilities for male and female and ensure the facilities are accessible to CWDs.

# School Based Management Committee (SBMC).

- Continue to support with awareness creation on inclusive education in the community.
- Security of school children and facilities
- Support implementation of school development plan etc.

# ANNEX - THE MONITORING TOOL

Time: -----

# INCLUSIVE EDUCATION MONITORING TEMPLATE FOR ORGANIZATIONS OF PERSONS WITH DISABILITIES IN LAGOS STATE

Date:----

observations—

A).	ENUMERATOR'S DETAILS:
	Name of Enumerator:
	Gender:
	Type of disability:
	LGA of residence:
	Email and Phone No:
В).	DETAILS OF THE INCLUSIVE SCHOOL:
	Name of school:
	Type of School (Primary, Junior Secondary, Senior Secondary:
	Location of school (Street, LGA, Education District):
C).	SCHOOL MONITORING GUIDE:
	Using the table and scale below, rate the listed components of inclusive education in

the school visited and provide short statements to describe your rating and

IE COMPONENTS	RATING SCALE				GENERAL OBSEVATIONS		
	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	VERY Poor	
Teacher/Teaching Quality							
Availability of support staff (Caregivers, etc)							
Availability of Teaching materials (Textbooks, etc)							
Accessibility State of Classroom							
Safety and Accessibility of school environment (Street/entrance, school premises, toilet, sport ground, assembly ground etc.)							
Relationship between pupils/students with and without disabilities							
Level of community awareness and support of IE							

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I).	Please give a summar	v oi voui obseivations

- II). Please give recommendations to—
  - School Management:
  - LASUBEB:
  - Ministry of Education:
  - LASODA:



