PRIMARY SCHOOL CHILDREN WITH LEARNING DIFFICULTIES IN LAGOS STATE: TEACHERS' PERCEPTIONS OF PROVISION AND PRACTICE

A thesis submitted for the degree of Doctor of Education

by

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ABSTRACT

This thesis presents the result of a study on learning difficulties among primary school children carried out in Lagos State of Nigeria. The study determined teachers' perceptions of special education, determined whether primary school children had learning difficulties, the relative proportion of children who have learning difficulties and the types of learning difficulties that they have. It described how the children's needs were met and how appropriate the provisions made to meet these needs were. In addition it evaluated the implications of the research findings for teacher education.

The results of the survey, which was carried out by means of research interviews and survey questionnaires, showed that the teachers' perceptions of special education were not well articulated. They recognised children's learning difficulties, but would not regard these as special educational needs. The teachers indicated that about 21% of primary school children had learning difficulties. They identified five major types of learning difficulties, namely cognitive; specific; language; emotional and behavioural difficulties and difficulties arising from exceptional abilities. Negligible numbers of children with physical, sensory and mental disabilities (under 1.0%) were also identified. The teachers indicated that there was no policy on identification and intervention for children with learning difficulties. Individual schools and individual teachers adopted their own methods of identification and intervention.

The study concluded with recommendation for special needs education legislation. The legislation should among other things, direct on a statutory Code of Practice for the effective management and administration of special educational needs in schools; a revised teacher training curriculum to include special education components; and enlightenment programmes to raise awareness around disability and special needs issues.

This work also contains the results of a mini survey carried out in 11 pre-schools on the implementation of the special educational needs Code of Practice as the institution study, a requirement of the doctorate in education programme. The mini survey determined training needs on the Code of Practice for pre-school settings. An abstract appropriate to the institution study is indicated in front of the institution study itself.

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Dedication

To the memory of my father,

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my first teacher, for believing so much in my

capabilities. To him I was always the best.

Daddy this is for you.

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CHAPTER ONE

INTRODUCTION

Special education is a challenging and intellectually demanding field for those engaged in it. More research is needed, more experiment in teaching techniques, in curriculum development and in co-operation between different professions (Warnock Report, HMSO, 1978).

Special education has been variously defined, described or explained by different people at different times based on individual personal and professional experiences, and at times, cultural backgrounds. My perception of special educational has undergone a drastic change. It was this change in perception that partly informed this study.

My Bachelor of Education degree was on teacher education. After a few years in mainstream secondary teaching, I went to lecture in a teacher's college, an experience that I found more relevant to my qualification and training. I left lecturing and went into management of higher education, working as an academic planner. I even did a masters degree in the management and administration of higher education. As an academic planner, I attended a couple of seminars organised by the Special Education unit of the Federal Ministry of Education in Lagos, Nigeria. That was the closest that I got to the management of special education.

In the later part of the last decade, I relocated to England. I decided to get a job and naturally gravitated towards teaching. In order to teach I had to retrain. The first two modules that I took in the quest to enable me teach in an English school were titled *The1988 Education Reform Act and the English Education System,* and *Curriculum Differentiation.* It was while undertaking these modules that I first came across the terminology special educational need, learning difficulty, special educational provision, individual education plan, differentiated teaching and statutory assessment. It was all new and challenging. I then decided to undertake a diploma in professional studies in special education. The requirement of the course included placement in a school. I secured a placement in the learning support unit of a grant maintained school. As a result of the placement, lectures and what I read in books became real. I interacted with children in a mainstream setting who had special educational needs and had special educational provision to meet their learning difficulties. I was involved with special education in a practical sense. The children that I interacted with were "normal" in every sense of the word. As a bright student, I had been arrogant and impatient with people who

could not achieve academically. Now I began to appreciate that there could be reasons beyond an individual's control why they could not achieve. Such people needed special education in order to attain their potentials. My perception of special education began to change.

While still on the professional development course, I got a job as the Special Needs Officer in a national educational charity. My role was to act as a resource to national and regional staff and volunteers for the education and care of children with special needs and support available to their families. I began to visit educational settings and special needs projects. I attended special needs seminars, conferences and workshops. I increasingly began to question my perception of special education as that education given to children with physical, sensory or mental problems - children who were not "normal" and I saw this perception gradually crumble. Here in England, I related with Nigerian families and observed that most Nigerian parents whose children had special educational needs did not acknowledge it and as such the children did not benefit from any additional support to enhance their learning. This affected their achievement. I began to wonder if what I experienced among the Nigerian families here in England mirrored a larger phenomenon in Nigeria.

As a young graduate on national service, I taught history to third year secondary school pupils (UK Year 9). There was a blind girl in one of my classes. This girl did not have any special educational provision except that the teachers read out her test questions to her. As a teacher, I was not aware of any extra commitments to her. I was not trained to offer any additional support any way. The girl was able to have a formal education because her parents could afford to provide the specialist equipment that she required. She also relied on the benevolence of her classmates and friends to move around the school premises. In the same class were girls that I considered unable to learn and unable to pass examinations. I did not differentiate in teaching to enable all my pupils attain their individual potential. I did not realise that those children who were slow to comprehend had an educational need that had to be met. With my recent experience I began to wonder what the situation was in Nigerian schools. Were teachers' perceptions of special education the same as mine? Were there children with what I have come to know as learning difficulties? What types of learning difficulties, if any did the children have? How did the teachers support children who might have had learning difficulties? Were the teachers trained to enable them to provide additional

support to these children? I needed to carry out research in Nigeria to get the answers to these questions.

1.1: Background information on Nigeria

In order for this study to make sense to readers outside Nigeria and to set the contextual framework for it, background information on Nigeria's socio-political setting is considered necessary. Since the action research was carried out in Lagos, background information of Lagos State is also considered necessary. This includes information on the situation of special education in Nigeria in general and Lagos State in particular, given within the context of the development and management of education in general.

Nigeria is a federation of 36 states with an estimated population of over 110 million people (Nigeria Handbook, 1997). Lagos State with a population of 8.5 million inhabitants (LSMOE, 1997) is one of the 36 states of the federation. In 1997, 45% of Nigeria's population was below the age of 14 years (West Africa Magazine, March 1997). However, only 15.7m children, that is 14% of the population were in primary schools. In 1997 there were over 41,500 primary schools in the country (Nigeria Handbook, 1997). The schools are a mix of independent fee-paying and state schools that are non fee-paying. Only about one half of school age children were in school at all levels in 1997 (Vision 2010, 1997). Under 1% of school age children (5172 pupils) were in special schools and integrated units for the handicapped in 11 out of 31 states in 1996 (JCCE, 1996).

Nigeria is a multiethnic and multilingual country. There are 394 different languages and as many ethnic groups (Yoloye, 1995). Three of the languages, Igbo, Hausa and Yoruba are spoken by 54% of the population (ibid.). However, as a result of her colonial past, English language is the official language of Nigeria. It is the language of business, governance and, to a large extent, of formal education. Christianity and Islam are the major religions in the country (Fafunwa, 1974). Islam is dominant in the North, Christianity in the South- east, while in the Middle-belt and South- west it is a mix of both Christianity and Islam. In addition, Nigerians believe in traditional family and clan deities and in their influence in the various aspects of an individual's life including education.

Christian missionaries first introduced Western education to Nigeria (Fafunwa, 1974). Long before the introduction of formal Western education, there was traditional education in

Nigeria (Castle, 1975; Fafunwa, 1974; Tamuno & Atanda, 1989). According to Fafunwa (1974), the objectives of traditional education were to develop the child's latent physical skills; develop character; inculcate respect for elders and those in position of authority. Others were to develop intellectual skills; acquire specific vocational training and develop a healthy attitude towards honest labour; develop a sense of belonging and participate actively in family and community affairs; and understand, appreciate and promote the cultural heritage of the community at large (p.20). In addition, Fafunwa (ibid.) mentioned that one very significant aspect of the traditional education system was the provision it made for the training of disabled people in order to make them contributing members of the society. For instance, the lame and hunchbacked were taught sedentary occupation such as weaving, barbing and carving. This form of education represented a time when the family took care of its own members, being responsible for reproduction, childcare, socialisation, economic support, collective responsibility and cultural continuity (Obiakor, 1998). Both forms of education, traditional and Western, have continued to exist side by side. However when people in Nigeria talk about education now, they usually refer to the Western formal system. So education in this study refers specifically to the formal system.

With the introduction and spread of formal education into Nigeria, the acquisition of Western formal education soon came to be equated with development. The ability to read and write could make one become a clerk, a teacher, an interpreter or a letter writer. However, unlike traditional education, Western education did not encourage a sense of community or "whole person" productivity, because the British colonial rulers did not take the cultures of the Nigeria people into consideration in educational planning and development (ibid.). The system of education in England, 6-5(7)-3 was transported wholesale into Nigeria. This system continued until during the Nigeria 1981–5 Fourth National Development Plan when the 6-3-3-4 system was introduced – i.e. six years primary school, three years junior secondary education, three years senior secondary education, and four years university education.

Children generally start school at the age of six years. But schooling is not a statutory requirement. There is no legislation that requires children to start at and remain in school to a particular age. Parents and carers are left to decide if they want their children/wards to go to school or not. This is contrary to the decision taken at the Addis Ababa conference of African Ministers of Education in 1961 at which 1980 was set as the target year for all African

countries to achieve free and compulsory universal primary education. In 1976, the Federal Government of Nigeria tried to achieve this target by introducing Universal Primary Education (UPE). The scheme was abandoned after a few years because of a number of difficulties. The planners of the scheme did not have adequate statistics. According to Fafunwa (in Tamuno & Atanda, 1989), when the scheme was launched in 1976 instead of the 2.3 million children expected, 3 million enrolled, an under-estimation of 30%. This led to serious shortage of classroom spaces, teachers, equipment and other educational requirements. The scheme was under- funded. There was a shortage of learning materials, which meant that parents were expected to provide these for their children/wards (Tamuno & Atanda, 1989). Most parents in the rural areas could not cope with the costs involved. Even in the urban centres, some parents could not afford the cost of learning materials. Hitherto these children/wards had supplemented their parents'/guardians' income by assisting on the farms or by trading. Now they were not only expected to stop providing this vital assistance, but their parents were expected to put some money up front for their education. This was difficult, and in consequence the initial enthusiasm that greeted the opportunity for formal education soon waned. There was no special provision made for children who had any form of difficulty with their learning in mainstream schools (ibid.). The attempt at providing free primary education for all children was therefore not realised.

In Nigeria, the development of education in response to children's identified special educational needs is still in its very early stages. Special education provision in Nigeria is still seen as a response to handicap, specifically for the physically disabled, visually and sensory impaired. Although the very first school for children with disabilities was established by missionaries in 1932 (Fafunwa, 1974), Government intervention in special education did not start until the 1970's (Adesina, 1989). In 1974 the Federal Government took a more decisive step in special education. It asked states to provide integrated facilities "for the handicapped" (FGN, 1999). Section 8 of the National Policy on Education first promulgated in 1977 and revised in 1981 details the policy of special education (FGN, 1981). By 1992, departments of special education existed in federal and state ministries of education, and special education teachers began to be trained in a number of universities and a special college of education established by the Federal Government (Yoloye, 1995). By 1996, 50 special schools, 24 integrated units, 12 vocational centres and 12 residential homes had been set up in 11 states of the country with a total of 5172 pupils as indicated in Table 1.1.

Table 1.1: Types of disabilities

Type of Disability	Number of pupils
Deaf	2840
Blind	650
Physical handicap	722
Mentally retarded	945
Epileptic	3
Abandoned children	8
Learning disability	4
Total	5172

* Source: Compilations from submissions by 11 out of 31 states at the 10th Joint Consultative Committee on Education meeting held in Sokoto in 1996.

Government policy is largely in favour of integrating children with disabilities into mainstream school at the secondary and tertiary levels (Yoloye, 1995). However only few selected secondary schools were equipped to provide such facilities. There is no such policy at the primary level. The Government also makes provision for the gifted and talented children, again at the secondary level. There are two secondary schools for the gifted and talented established by the federal government.

1.2: Special Education in Lagos State

Lagos State has a population of 8.5 million people (LSMOE, 1997). This is about 7.6% of Nigeria's 111.7m.people. In 1996/97 almost one million children were enrolled in the 1700 primary schools spread over 15 local education authorities in Lagos State. Ikeja is the state capital and one of the local education authorities. Ikeja local authority has a population of 300,000. There were 103 primary schools in Ikeja. Seventy-six of the schools were independent schools, while 27 were state schools. The study was carried out in the 27 state schools. There were 28,300 pupils and 733 teachers in the 27 state primary schools in Ikeja in 1998 (See Appendix 1 for details). In Lagos State, there were 7 special primary schools (Table 1.2) with a total pupil enrolment of 767 children (Table 1.3) in 1996, about 0.08% of primary school children in Lagos State. The only special primary school in Ikeja was privately owned.

Table 1.2: Special Primary Schools in Lagos State

Agency	School	Year established
Private	Modupe Cole Memorial Child Care and Treatment Home School, Akoka (taken over by Government 1976)	1960
Roman Catholic Mission	Pacelli School for the Blind, Surulere	1962
Government	Wesley School for the Deaf, Surulere	1962
Government	Atanda Olu School for the Physically Handicapped, Surulere	1965
Government	National Orthopaedic Hospital School Igbobi (Residential)	1985
Private	M. D. School for the Deaf, Ikeja	1985
Private	Oluseye Compensatory Centre for the Mentally Retarded, Ilupeju	1986

* Source: LSMOE (1997) Lagos State Education Yearbook p. 126.

Table 1.3 Primary Education Provision in Special Schools

Disability	Male	Female	Total
Hearing impaired/ deaf	262	174	436
Visually impaired/ blind	66	37	103
Physically disabled	37	41	78
Mentally retarded	100	46	146
Learning disabled	3	1	4
Total	468	299	767

* Source: LSMOE (1997*) Lagos State Education Yearbook* p. 126.

1.3: Rationale for the study on special educational needs

A number of possible conclusions could be arrived at when the situation of special education in Nigeria is considered. Table 1.1 indicates statistics from only 11 out of the then thirty-one states in the country. It is very difficult to obtain and collate relevant and reliable statistics. This has made planning for special education very difficult. The data available is only of those children with obvious disabilities whose parents could afford to send them to special schools. But there are children who have special educational needs in mainstream schools who are not acknowledged. How many they are and what forms of special educational needs they have, have not been established. In the absence of such relevant data, effective planning becomes impossible. It is difficult to determine what to plan for and how many children to plan for. This includes the provision of resources and equipment including personnel. Teachers have to be trained to be able to teach children of different abilities in the same class.

Materials and equipment have to be procured to facilitate the children's learning. But where there is no information on whether there are children with special educational needs in schools or not and the types of special educational needs that the children have, planning provision for them becomes difficult.

Turning specifically to the situation in Lagos State, Tables 1.2 and 1.3 indicate the present situation in Lagos State with regard to special education. The following conclusions could be drawn:

- There is an emphasis on provision for children with physical and sensory disabilities.
- There appears to be a lack of awareness that some primary school children in Lagos have special educational needs.
- There is a lack of adequate provision for children with special educational needs in mainstream schools.

The emphasis on the physical and sensory disabilities portrays a dominance of the medical model of disability, which is a legacy of the country's colonial heritage. The medical model sees disability as congenital and physiological, a disease which should be treated. It was the dominant model in UK when she colonised Nigeria and so it was transported into Nigeria. Children with disabilities are still categorised and labelled (FGN, 1981). At the primary level, they are largely segregated from their peers (LSMOE, 1997). Although there are a number of integrated provisions for children with special educational needs, these provisions are for children with visible disabilities. All other children attend mainstream schools. No provisions are made to meet the specific needs of children with none- visible special educational needs. For instance in Lagos State in 1996, there were 727,500 pupils in state primary schools (LSMOE, 1997). Of this number, 40,604 children (5.6%) repeated a class because they failed to meet the promotion examination requirements (ibid.). In Ikeja alone, 2058 (7.3%) primary school children in state schools in Ikeja repeated a class (ibid.). These children failed to meet the promotion examination requirements to enable them move to the next class (Year Group) because they had special educational needs that were not met. While some of these children repeat a class, others drop out completely from school. The expectations that parents have in sending their children to school are therefore not being met in the case of those children who either keep repeating classes or drop out completely.

1.4: Rationale for choosing Lagos for the study

Formal education was first introduced into Nigeria in what is now Lagos State. In the later part of the 19th Century and early 20th Century, while the hinterland of present day Nigeria was yet to come in contact with Western education, formal education continued to expand in present day Lagos State (Fafunwa, 1974).

The Western Region of Nigeria was the first to introduce free universal primary education (UPE) in Nigeria in 1955. In 1951 Lagos was a part of the Western Region and was to benefit from the free primary education scheme. In 1954 the status of Lagos changed and it became a federal territory. When therefore the Western Region launched the free primary education scheme in 1955, Lagos was left out of it. However in 1957 the Lagos City Council introduced the scheme (Fafunwa in Tamuno & Atanda, 1989). In terms of special education, what can now be described as a special school for children with behaviour problem, was first establishment in Lagos State. The Topo Industrial School for delinquent children was established in Badagry, Lagos State in 1876 (Fafunwa, 1974). The earliest law in Nigeria that mentioned educational provisions for the handicapped was this Lagos Education Act of 1957 (NERDC, 1989). Although this law merely called for the organisation of special education in Lagos if and when necessary, it was an acknowledgement of the necessity for provision to be made for those who required special education.

Lagos State could be said to have comparatively more special education facilities than any other state in Nigeria. See Appendix 2 for a list of specialist provisions in Lagos State. Looking at Table 1.4, of the 10 states in which statistics on special education were available, Lagos State has better overall ratios than any other state. For instance, the teacher: pupil ratio is 1:7, the specialist provision: pupil ratio is 1:34.

Table 1.4: Ratios and Percentages of Specialist Provisions among 10 States in 1996

States	No of school children A	No of disabled children B	% of B to A	Specialist Provision* C	Ratio of B to C	Specialist Teachers D	Ratio of B to D
Enugu	760,415	515	0.07	3	172: 1	-	-
Kaduna	667,066	-	-	7	-.	-	-
Katsina	695,780	46**	0.007	7	7: 1	-	-
Kogi	589,386	368	0.06	7	53:1	-	-

Kwara	432,277	448	0.10	5	90:1	44	10:1
Lagos	1,447,498	880+	0.06	26	34:1	120	7: 1
Niger	526,439	165	0.03	6	28:1	25	7: 1
Ondo	757,079	533	0.07	4	133:1	54	10:1
Oyo	1,065,559	1850++	0.17	24	77:1	-	-
Plateau	885,926	358	0.04	-	-	-	-
Total	7,827,425	5163	0.07	89	58:1	243	21:1

* Includes special schools, integrated settings, vocational centres and homes.
** Figures for blind students in integrated settings.
\+ Does not contain figures of children in homes and centres. This is because in Lagos State the homes and centres are managed by social welfare, and all the children do not necessarily have special educational needs although they "are in need".
++ Figures are for special schools, integrated settings, homes and centres.

- Source: Compilation from States' submissions at the 10th JCCE Conference 1996.

According to the Lagos State Ministry of Education (1997), one in every 1,300 school children in the State is in a specialist/ integrated education provision. Lagos State has provision for children with disabilities other than physical and sensory impairments and mental retardation. It also has provision for "children in need", that is homeless and abandoned children. The State Ministry of Education has specific functions for the Special Education unit within the Ministry. See Appendix 3 for details. The State has up to date statistics on its activities in the area of special education. Lagos State therefore lends itself as the most appropriate special education case study in Nigeria presently. Furthermore, Lagos is a leading state in Nigeria in the sense that it is the wealthiest, the most cosmopolitan and has the highest population density. It has a good balance of Christians and Muslims. It also has the highest problem of urban migration such as high poverty level. Hence the rationale for choosing Lagos State for the action research.

It should be mentioned here that, although the survey was carried out in Lagos State, it is possible for the findings and recommendations of the study to be applicable to some other parts of Nigeria. This is because of the broad similarities in the education systems of all the states in the country. Also, although primary education is the responsibility of the local governments, the National Primary Education Commission set the policy guidelines for primary education nationally and the State Primary Education boards implement these in the states. This study therefore has relevance for the whole country.

1.5: Scope of the study

My interest is in the area of educational policy and practice. There have been studies on physical, sensory and mental disabilities among school children in Nigeria (Abang, 1985; Abosi, 1988; Adedoyin & Igbokwe, 1978; Iheanacho, 1985), and very few on the less visible forms of special educational needs. These studies were concerned with school children in general, not specific to stages of schooling. There was therefore a need to undertake studies in the less visible special educational needs and in specific stages of schooling. I have been involved with children with special educational needs in pre-school settings and in key stages 1 and 2 hence my decision to carry out the study in primary schools (i.e. covering key stages 1 and 2). As the literature search on special education progressed, the extent of the lack of background information and data in the area of special needs education in mainstream schools in Nigeria became more obvious. This further informed the objectives of the study.

In Nigeria, the education of children with exceptional ability, often referred to as the gifted and talented, is considered part of special education. They are mentioned in the national policy on education as requiring special education. All the participants in this research considered them as children requiring special attention and provided data on them. The scope of this study therefore includes the gifted and talented children.

My current perception of special education has been informed by experiences in England. Expectedly therefore, I used this new experience as a reference point and considering the historical links between Nigeria and the United Kingdom, this would not be considered out of place. As a result, I have in several areas compared developments in the area of special needs education in the two countries. This, it was hoped, would widen the scope of the research.

Since formal education is not indigenous to Nigeria, it is perhaps appropriate that whatever system of formal education that Nigeria has evolved should be constantly compared with the educational system and practices of other countries, especially the developed societies. Although a transfer of foreign educational system and practices is not being advocated, constant and appropriate comparison of practices is considered essential for a number of reasons especially in the area of special education.

In order to avoid making the same mistakes that some other countries made while developing their special education, it is important to compare practice. For instance, the practice in England pre-1981 was to label, categorise and segregate children with disabilities from their peers. The dominant model of disability was the medical model. However, recent studies in England and other parts of the developed world have shown that for a great percentage of children with severe and profound disabilities, integration and inclusion with their peers enables them to attain some developmental milestones. In the long run, the society is better for it. There are millions of Nigerian children (Nigerian Handbook, 1997) with disabilities who are not provided with any form of education and/or support. They continue to remain a burden on their families, immediate environment and ultimately the society at large. Perhaps learning from the experiences of England could provide some strategies that could be relevant in the Nigerian environment.

Education especially special education is now seen in an international cross-cultural context. UNESCO makes declarations and lays guidelines in respect of special education. Nigeria is a member of UNESCO. There have been a number of important landmark developments in the field of special education in recent years as a result of UNO/ UNESCO initiatives. These include: International Year of Disabled Persons (1981); Decade of Disabled persons (1983 – 92); World Programme of Action in Favour of Disabled Persons (1983); UN Convention on the Rights of the Child (1989); UN Standard Rules on Equalisation of Opportunities for Disabled Persons (1993); World Conference on Special Needs Education (1994) which resulted in the all-important *Salamanca Statement* that same year (CSIE Summary, 1996). Nigeria marked and participated in these events and should be seen to be taking these issues on board when compared with other member nations.

There is the influence of technology, which has made the globe smaller figuratively. As a result of advancements in transportation and dissemination of information, events in one part of the world now reach and influence events in other parts of the world very quickly. No country remains or can afford to remain in isolation. There is a constant and on-going comparison between and among countries in all spheres including in education.

Many of the issues and concepts mentioned in this introduction and that will be discussed in this study cannot be discussed in isolation or just within a national context. They have to be

seen in an international perspective. Therefore, references will be made to and comparisons drawn with similar economies to that of Nigeria and with more advanced economies. However, the main focus of the study will be collecting data in Ikeja local government education area and analysing the same with a view to arriving at explanations that are relevant and applicable to the Nigerian situation.

1.6: Objectives of the study

A number of possible conclusions could be arrived at when the situation of special education in Nigeria is considered. The available data on special education is of children with obvious disabilities whose parents could afford to send to school. There is a lack of awareness that there are children in schools with other forms of educational needs and who should be assisted to meet these needs. As a result no special provision is made for children such as those who elsewhere would be diagnosed as autistic, dyslexic, or with disturbances of behaviour for instance attention deficit hyperactive disorder (ADHD). Because emphasis within special education provision relates to children with obvious physical and sensory disabilities no provision is made for children who in developed countries would be categorised as having severe learning difficulties or profound and multiple learning difficulties. What this means is that for children with for example Downs syndrome, Retts syndrome, Tourett syndrome, severe autism, the parents act as the primary and sole carers. Such children do not attend schools. One then begins to wonder why this is so. Considering the above, the objectives of this study therefore are:

- To ascertain the perceptions of special education among teachers in Lagos State.
- To establish the incidence and nature of perceived special educational needs, as well as to identify the relative proportion of children with special educational needs in mainstream schools.
- To describe the availability, appropriateness and level of provision for children with acknowledged learning difficulties in the schools.
- To evaluate the implications of special educational provision for initial teacher training and professional development of teachers in Nigeria.

It should be mentioned however that from some perspectives, the stage of development of education for children with disabilities and special needs in Nigeria is not very different from the way in which statutory arrangements in England and Wales had been framed prior to

1970. Up to this later date, there had always been in Britain a group of children for whom education through schooling was not deemed appropriate and who were officially regarded as uneducable. Such children remained in the care of their families or in long stay hospitals or mental institutions.

1.7: Organisation of the thesis

This thesis, based on research carried out in 27 Lagos schools, will basically be divided into two major parts. The first part will review the concept of special education and models of disability through textual definitions, and critically analyse text on incidence, nature and management of special education in Nigeria. These will be developed in chapter 2 of the thesis. The second part will consider the research process and the implications of the findings for the management of special needs education in Nigeria. These will be developed as parts of chapters 3 to 7.

CHAPTER TWO
LITERATURE REVIEW

This chapter consists of three inter-related sections that explore the ways Nigerians explain disability; a review of the concept of special education through textual definitions; and a critical analysis of publications on special education in Nigeria that consider the incidence, nature and management of special education.

2.1: Traditional notions of disability

> *When I came to this country first... and I saw people in wheel chairs who were disabled and me eating in the same canteen, I felt uneasy... I still found it difficult to accept them... But it would be a mammoth task to try and change the culture and people's understanding of people with special needs (Nigerian, London 1998)*

This interview extract aptly describes the way Nigerians reacted to people with disability. Society's perception of disability is a widely discussed issue in special education because they determine to a great extent the way people relate with the disabled. People's perception of disability determines the type of educational provision that is made for people with special educational needs. On the individual level, it determines how a teacher relates with children with learning difficulties. The attitude of the teacher to disability can make a difference between the quantity and quality of provision that this teacher provides for children with learning difficulties.

Some research based within Nigeria exists to help understand the attitude and perception of the indigenous people to children with varying degrees of disability. On the basis of the literature search undertaken, a number of studies (Okediji & Ogiowo, 1970; Onwuegbu, 1975; Iheanacho, 1985; Obani & Doherty, 1986; Oderinde, 1988; Nigeria Educational Research and Development Council [NERDC], 1989 and Ozogi, 1992) have been identified. However discussions on traditional notions of disability will be based on four studies, those of Onwuegbu (1975), Iheanacho (1985), NERDC (1989) and Ozogi (1992). The attitude of Nigerians towards disability can be discussed in terms of the past and the present, with a period of transition in-between. While Onwuegbu, Iheanacho and the NERDC studies reported on past and present attitudes towards disability, Ozogi focused mainly on current attitudes towards the disabled.

In his study conducted among student teachers Onwuegbu reported that the Nigeria culture reacted negatively towards disability because the indigenous belief was that disability was a punishment from supernatural forces for the disabled person's or his/her parents misdeeds. This negativity impacted on special education because it is seen as the education given to children with disabilities. According to Iheanacho (1984) in the past, attitudes towards the disabled were those of "disdain, impudence, menace to society, outcasts, ostracising and banning from society, cruelty leading often times to torture and murder". The Nigerian society did not accept the disabled. They were family and social taboo, a degradation of lineage. Consequently, the disabled were either abandoned, immediately thrown away after birth, sold to domestic slavery or used for sacrificial offerings. The belief was that disability was either as a result of gods' anger for past ancestral or family sinfulness or caused by witches, wizards, evil spirits or demons. The disabled had no social status in the community. They were excluded and ostracised from society. The NERDC study stated that "the notions regarding physical disabilities and health impairments were closely linked to mysticism, occultism and spirits" (p.7). The study asserted that "traditional misconceptions, beliefs and prejudices are similar in terms of attitude towards handicaps among the various ethnic groups in Nigeria" (ibid.).

These assertions are judgmental and too general. It is convenient with hindsight to criticise and fault past decisions and actions. It should however be borne in mind that these notions of disability were based on the knowledge available at the time, the values held and belief systems of the people. The studies mentioned above give the impression that these negative attitudes were held by all in the community and in all the communities. This was not the case. Iheanacho even acknowledged that there were exceptions to the rule. For instance according to him "male handicapped individuals from wealthy families could have wives married for them by relatives" (p.6). In some communities rather than rejection, some disabilities were seen as special gifts from the supernatural. For instance, albinos were considered to be exceptionally gifted herbalists, the blind and deaf were attributed with psychic powers and therefore acted as soothsayers and fortune- tellers. Iheanacho asserted

> The main occupation of some of the handicapped, especially the physically handicapped, was to explain the divine mind to normal people. The handicapped were feared for their possession of magical and spiritual powers with which they foretold the future (p.13).

While in some communities twins were rejected, in some others they were considered a source of wealth as all who saw them had to give them monetary gift. It will therefore be largely incorrect to make categorical statements implying that in the past the traditional Nigerian societies rejected the disabled in its entity.

Iheanacho (1985) indicated in his study that with the advent of the missionaries and Christianity, attitudes towards the disabled began to change among those that imbibed the Christian religion. "Parental love and fear of God" prevented disabled children from being killed (ibid.). Abandonment of the children in institutions established first by missionaries, and later by government agencies became the option. The attitude towards disability became that of pity and sympathy. The disabled were provided with charity. This was the transitional stage between the past and the present attitude towards disability. The notion of charity for the disabled did not start with the advent of missionaries and Christianity as claimed by Iheanacho. The traditional Nigerian society was built on the philosophy of being ones brother's keeper with the extended family system ensuring that everybody was taken care of. Commenting on this attitude Obiakor (1998) said that the extended family system flourished, (in traditional society) making it possible for the "haves" to take care of the "have nots", the fortunate to be responsible for the less fortunate, the able bodied to take care of the disabled.

The studies indicated that present attitudes towards the disabled are changing from that of rejection to that of tolerance, empathy and acceptance (Iheanacho, 1985; Ozogi, 1992). Iheanacho was poetic and philosophical in his description of current attitudes towards the disabled. He wrote

> New light has dawned on Nigerian cultural societies to the effect that handi-capping conditions do not seal the hope of handicapped individuals to achieve success in life...Some Nigerians now believe that surrounding the handicapped is an unrevealed and often untapped hidden talent... Putting the handicapped in situations whereby their energies are focused into new fields of work is the new motto of the society...Present Nigerian cultures and society have, therefore, evolved in time with higher societal ideals... p.7

These sentiments could be said to be rather naïve and simplistic. As earlier stated, even in the most developed societies, there are still attitudes that border on rejection, segregation and labelling of the disabled. This is why legislation is required in these developed countries like the UK to enforce the acceptance, integration and inclusion of the disabled in the society.

Ozogi (in Adedoja et al, 1992) identified four ways in which Nigerians presently relate with people with disability. On one extreme is an attitude of hostility and on the other end is one of indifference. In between the two extremes are attitudes that border on protectionism and integration. According to Ozogi, hostile attitudes are portrayed in feelings and behaviour that maltreat, deny, reject or discriminate against the disabled. Children with physical and sensory disability could be abandoned on the streets, in the hospital or residential institutions. In formal educational settings children with non- visible special needs are considered a hindrance to the learning of other children who do not have learning difficulty. The children are seen as academically incompetent and devalued intellectually and personally. The children enjoy no meaningful social interaction with the school. On the other end of the spectrum is what Ozogi (ibid.) described as the "neutralism continuum". He explained that this neutrality in attitude signifies that the individual has bits of positive and negative attitudes towards disability, but that these are not fully developed either way to indicate the individual's specific attitude. This results in a no commitment attitude despite the fact that there is an awareness of the issue. In the school setting, children with learning difficulties are simply tolerated until they pass out.

According to Ozogi (ibid.), special education in its ultimate meaning is a protective service for the disabled in the sense that it is meant to protect the disabled from the impact of their special needs. This being the case, society protects the disabled either because it wants to alleviate the plight of the disabled or because it thinks that the disabled has problems that only carefully designed provisions can address. This protectionist attitude has its positive and negative aspects. In as much as the protective actions encourage and support the disabled to achieve their potentials, it is positive and I am comfortable with that. However, where the protective actions are patronising, geared towards making the individuals dependent, and develop a low self- esteem then it is negative. In furtherance of the earlier position of providing encouragement and support, it can be argued that special education legislation, regulation and guidance are acceptable protective mechanisms in as much as they are meant to enable disabled people to have access to provision.

Commenting on the integration of the disabled in the Nigerian society, Ozogi realistically asserted that "few Nigerians may be said to express accepting attitudes toward the disabled and those who do have their attitudes embedded in values such as equal opportunities, better

life for the disabled etc"(ibid. p. 195). The official attitude towards the disabled is that of integration (FGN, 1981). It should however be mentioned that various forms of integration such as situational, functional and physical integration do not lead to the inclusion of the disabled in activities in their communities. Much as it is not the intention of this thesis to go into the debate on the merits and demerits of integration and inclusion, it should be mentioned that the official government policy should move towards inclusion as a way of ensuring that children with disabilities have equal opportunities as their peers to attain their fullest potentials. This means that such children should have the opportunity of mainstream schooling, and in the school setting the children are accepted and made to feel valued members of the group by both teachers and other children.

2.2: Models of special education

Within the literature, attempts made to describe the trend of provision for children variously described as disabled, learning disabled, handicapped are based on a number of proclaimed explanatory models. Whilst such models may be useful descriptive tools, they can sometimes take on dimensions of meaning and attributions for which there is little actual evidence. The whole idea of explaining the development of special education in terms of models has to be seen in the context of the knowledge at the time, the social values and belief systems.

It is not the purpose of this thesis to engage in extended discussions of models of disabilities as they have evolved in the last hundred years. Suffice it to say that there are trends visible in Western society against which Nigerian education can be placed currently in the sense of a progression of development. It would be too easy to suggest that even in Britain even the earliest attribution of childhood disability have been completely displaced. For instance there are still those who would acknowledge the possibility of an act of God. In a multi cultural society, assumptions that people hold sophisticated modern notions of attribution are probably erroneous. Briefly however, a number of key significant ways of thinking about children with disabilities can be broadly drawn.

In earliest times, people with disabilities in the UK were viewed with some apprehension because no one could explain why they were different. So people believed that disability had to be the result of some supernatural phenomenon, or perhaps that their parents had done something wrong and this was a punishment (Sandow, 1994)). This notion of disability

according to literature earlier cited is discernible in traditional Nigerian society. It was based on ignorance and fear. What could not be explained was mysterious and consequently revered. This model may be thought of as incorporating a set of knowledge, values and beliefs, which impacted on practice. The disabled was kept away from the public and denied any form of schooling because it was thought that educating him/her was aggravating an already bad situation and a waste of resources.

Another way by which disability had been explained was that model which suggests that human beings are perfectible and that it is the responsibility of the individual to become as perfect as possible. It is therefore the fault of the individual if s/he were not acceptably perfect. A failure to learn was considered a child's fault and learning difficulty was equated with idleness or naughtiness. A child who could not carry out normal every day functions or did not behave in acceptable ways was considered lazy or naughty and blamed in some way for the disability.

Disability was also explained medically. Medically, any handicap was considered physiological and congenital. This theory was strongly and widely propagated by Morell (1857) in *Theory of Degeneracy*, Darwin (1860) in *Origins of Species*, and Down (1866) in *Ethnic Classification of Idiocy*. The medical model of disability saw a child's disability in terms of a disease that afflicted and needed treatment. For many years, this model dominated the identification of children with special needs. Any learning difficulty was traced to congenital or acquired deficiency. Medical profession rather than educational profession determined what the educational needs of the child were and how they were provided for. There were those who questioned this dominance of the medical profession and accused doctors of making a lot of moral claims under the guise of medicine. Patricia Potts (1981) for instance questioned why medical categories were used as the non-educational basis for educational legislation and provision.

There were other developments in Western society that influenced the way disability was explained and provisions made for the disabled. For instance the eugenics movement, which glorified ability and personality, argued that there could be no significant change in a person's intellect over time since the individual's birth inheritance is all-powerful. The poor were considered incapable of learning. Special education was defined in terms of disability and

normality. It was that education that was provided for the poor, the mentally and physically disabled in segregated environment. This model was based on society's perceived notion of normalcy and achievement. Individual abilities, attributes and capabilities were not acknowledged. Children were not allowed to develop at their own pace and according to their potential. They had to behave and achieve normalcy. Individuals who were considered not normal, especially people with disabilities were categorised and segregated in colonies and asylums in order to prevent contamination of the "normal" population. Children with special needs were segregated into special schools to protect the main school population.

As Western society evolved, values and belief systems evolved too. These influenced attitudes and the fundamental philosophy of establishing segregated provision for certain groups of children began to be questioned. The argument was that in principle, it is wrong to segregate children from their ordinary peers. According to the UN Convention on the Rights of the Child (UNO, 1989) all children should have equal opportunities to develop their potentials. A number of research studies in the UK (Cope, 1977; Dale, 1978; Hegarty, et al. 1981; Lyons, 1986) into the effect of integrating children with disabilities in mainstream schools found that the effects were positive. Cope (in Dean, 1989) found that children with physical disabilities who attended mainstream schools were more independent and socially competent. Dale (ibid.) found that deaf and partially hearing children achieved better academically the less segregated their educational environments were. The findings of Lyons (ibid.) were similar. She reported that children with hearing impairments achieved better in academic and speech attainments in mainstream schools.

In the UK, categorising and providing for children according to the disabilities that they had meant that certain children, especially those in mainstream schools, who required additional educational provision were denied access to such provision. Handicapped children were provided for in special schools and only 2% of children of school age were catered for in this way. There were a large number of children with learning difficulties (18% according to Warnock Report, 1978), some specific in nature like reading problems who were not officially acknowledged. This meant that these children did not have equal opportunity to attain as their peers. So there was public demand to acknowledge, integrate and provide for all children who needed support with their learning.

As a result of the concept of equal opportunity, emphasis shifted from the conditions of the child with disability to the needs of the child. Disability began to be seen in its social context, and any difficulty arising from the disability was seen as a result of the complexity of interactions rather than as the fault of the handicapped person (Sykes in Adedoja et al, 1992). This is the social model of disability, which argues that a child's special educational needs should not be considered in isolation from the learning context in which they arise.

2.3: Definition of special education

> *Special education is the education of certain children with certain learning disabilities such as children with hearing impairment, children that can't speak well, may be they have speech problem; handicapped children sort of and learning impairment, like children who are slow in learning (Teacher, Lagos, 1999).*

This was how one of the participants in this study defined special education. This participant was a teacher in a mainstream primary school. A review of textual definitions of special education would consider the relationship between this definition of a Nigerian practitioner and those of academics.

The historical development of special education has impacted on evolving the definition of disability from pre-scientific times to the present. Our definition of handicap according to Wilson & Barbara Cowell (1986) is dependent on prevalent societal norms and values and they are likely to follow three criteria of physical ability, social competence and intellectual performance.

Most definitions of special education emphasise the fact that it is the modification of regular education practices in order to meet specific needs. Special education has been defined in terms of content (Dunn, 1963; Reger et al, 1968 in NERDC, 1989); methodology (Kirk, 1972; Mba, 1977; Onwuegbu, 1977); and recipient (FGN, 1981). Special education in some models of disability, emphasised content. The poor were taught just enough of the 3Rs (reading, writing, arithmetic) and religion to keep them calm and prepare them for work as chambermaids and servants. In Nigeria, disabled inmates in colonies and asylums kept busy weaving baskets, making cane chairs etc.

Special education according to Dunn (quoted in NERDC, 1989) includes four types of provisions namely: specially trained professional educators, special curriculum content, special methodology and special instructional materials. According to Reger, Schroeder and Uschold (ibid.), special education is an area within the framework of general education that provides appropriate facilities, specialised materials and methods, as well as teachers with specialised training for children considered handicapped. This definition advocates integration in the sense that it sees special education as part of general education, not separate from it. Secondly, it recognises the particular educational needs of the handicapped in requiring special educational provision to meet these needs. Thirdly, it emphasises the role of adequate methodology in the achievement of stated objectives.

Emphasising methodology, Kirk (ibid., p.56) talked about modifications of or additions to school practices intended for the ordinary child. He pointed out that the term

> is used to indicate those aspects of education which apply to handicapped and gifted children and which comprise modifications of, or additions to school practices intended for the ordinary child – practices that are unique uncommon, and of unusual quality, and in particular, are in addition to the organisation and instructional procedures used with the majority of children.

This definition has some shortcomings. On one hand, it gives the impression that special education is incomplete, selective and different from normal school practices. On the other hand it is described in positive terms as unique, uncommon and of unusual quality. Unique and quality organisation and instructional procedures should not be the exclusive preserve of children with special needs. Modification of educational practices to benefit handicapped and gifted children is good practice from which every child should benefit.

On a more rationale level, Mba (ibid.) said:

> special education may be seen as the optimum goal of general education, since education should be concerned with pupils' individual abilities, aptitudes, rates of learning and differences in motivation, as factors that should determine learning activities that will maximise each pupil's learning. ... Thus, special education should provide regular education useful insights into why children fail to achieve up to their potentials ...

The high point of this definition is that it emphasises the individuality, the uniqueness of children and advocates the provision of equal educational opportunities for children to enable them achieve their individual potentials.

The Nigeria National Policy on Education (FGN, 1981) defines special education by stating who the recipients should be. Special education is defined as

> education of children and adults who have learning difficulty because of different sorts of handicaps: blindness, partial sightedness, deafness, hardness of hearing, mental retardation, social mal-adjustment, physical handicap etc. due to circumstances of birth, inheritance, social position, mental and physical health pattern, or accident in latter life. As a result, a few children and adults are unable to cope with normal school class organisation and methods (p.36).

This definition discriminates against children. Children are categorised according to the disabilities that they have. It labels them as being inadequate. Such labels may be damaging and may stigmatise those labelled, for example, as "maladjusted" or "retarded". The document mentioned the gifted and went further to define them as:

> children who are intellectually precocious and find themselves insufficiently challenged by the programme of the normal school and who may take stubbornness and apathy in resistance to it (p.36).

This gives a negative connotation to exceptional ability. Like the definition of special education generally, the definition of giftedness has changed considerably over the past several years. The focus has moved from the very narrow that saw giftedness in terms of IQ scores (Binet, 1916; Goddard, 1928; Hildreth, 1952; Hollingworth, 1926; Martinson, 1961; Wechsler, 1941), to the all-encompassing that see it in terms of developmental abilities and educational need (Flanagan et al., 1962; Guilford, 1967; Renzulli, 1978; Silverman, 1993; Gardner, 1983). The IQ-based definition is limited to the potential for success in an academic setting. IQ tests are culture-based and they test specific abilities. For instance the Stanford-Binet Intelligence Scale is verbally biased while the Wechsler is mathematically biased, and the upper limit of each differ by 20 IQ points. Also scores can be influenced by a number of factors especially by providing a stimulating environment.

This IQ-based definition appears to be the operating definition among policy makers in Nigeria. Only one form of assessment, written examination, is used for the selection of pupils for the special gifted children's programme. Only a partial aspect of ability, academic aptitude, is assessed. All other aspects are ignored. This method is vulnerable to eco-systemic influences, in the sense that the socio-economic status of parents, parents' educational attainment, teacher/ adult biases, cultural values and practices, and peer group pressure can

determine whether a child sits for and/ or passes the selection examinations. This selection method needs to be modified in the light of current definition of giftedness.

For Gardner (1983), intelligence is the capacity to solve problems or to fashion products that are valued in one or more cultural settings. He theorised that individuals tend to have strengths in specific intelligence rather than in a global overall intelligence (Leibowitz & Starnes, 1993). Gardner's theory of Multiple Intelligence is in direct conflict with psychologists' tests as the only means of identifying giftedness. Giftedness can manifest in either one or various combinations of seven intelligence (see Appendix 4). All aspects of ability should be acknowledged. Although this theory has influenced modern definitions of giftedness, the question is whether it is universally accepted.

Renzulli's (1993) definition sees giftedness as a combination of above average ability, creativity, and task commitment. According to him, one is only gifted when actively engaged in high level productive work (ibid.). A flaw of this definition is that one is bound to ask in what area of activity a child should have above average ability before being termed gifted.

Silverman (1993) defined a gifted child as

> one who is developmentally advanced in one or more areas, and is therefore in need of differentiated programming in order to develop at his or her own accelerated pace (p. 101).

This definition has a number of advantages. It acknowledges that there are different areas in which a child can excel. Developmental assessment and not only IQ tests can determine exceptional ability. Giftedness occurs in a continuum, and as such the special provision required can depend on the level of ability. The emphasis is on providing for the unique needs of the child and not on speculative achievement. Furthermore, it makes provision for the gifted underachiever (perhaps a better description for children described as "intellectually precocious" in the national policy on education) by recognising the possibility of discrepancies between ability and performance. This obviously is my preferred definition of exceptional ability. The fact that giftedness is seen to occur in a continuum establishes a link between this definition and the current concept of special educational needs occurring in a continuum. My argument therefore is that special educational need occurs in a continuum, from the highly gifted to the profound and multiple disabled.

The definition of special education in the national policy reflects that model of disability that advocates that the circumstances of birth, inheritance and social background determine whether a child would have a disability or not. Furthermore, it reflects the medical model of disability. There is very little difference between this and the definition of disability in 19th century England as portrayed in Heinrich Deinhardt's definition, where he described education for the disabled as a treatment. In his *Definition and Justification of Special Education* published in 1866, he wrote:

> A child afflicted with an obvious disability whether it be organic, sensory, motor or intellectual ... has need of a particular educational *treatment,* adapted to his condition. Such *treatment* will be efficient in as far as it realises the potentials of the child and his placement in the world of the normal. To this end the educator and the physician must collaborate (Quoted in Williams, 1966).

The portrayal of provision of special education as a medical treatment is discriminatory and at variance with the Nigeria's philosophy of education, which

> is based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens at the primary, secondary and tertiary levels, both inside and outside the formal school system (FGN, 1981p.7).

The aims and objectives of this education being, to inculcate national consciousness, national unity and the right type of values and attitudes for the survival of the individual and the society; to train the mind to understand the world around; and to prepare the individual to live and contribute to the development of the Nigerian society. This is to be achieved through the principle of equal educational opportunity.

This principle of equal opportunity informed educational development in England and Wales in the 1970s and culminated in the Warnock Commission of Enquiry into the Education of Handicapped Children and Young People, which was set up in 1974. The Commission had specific terms of reference

> To review educational provision for children and young people handicapped by disabilities of body or mind, taking into account the medical aspects of their needs, together with arrangements to prepare them for entry into employment; to consider the most effective use of resources for these purposes; and to make recommendations (HMSO, 1978 p.1).

The Commission sat for four years and made a number of recommendations, which have influenced special education in England and Wales. The Warnock Report (DES, 1978) expanded the scope of special education and those that can be said to have need of it. Emphasis shifted from the disabilities that children have to their needs that should be met. The important thing became what provisions could be made for a child with disability to enable the child access the curriculum and attain his/her full potential. A new concept of special educational need and related concepts of learning difficulties and special educational provision were introduced. This was an explicit departure from the traditional concepts of the "within child" and "within family" approaches to disability in learning and led to new definitions. A child in England and Wales has *special educational needs* if he or she has a *learning difficulty,* which calls for *special educational provision* to be made for him or her. A child has a *learning difficulty* if he or she:

(a) has a significantly greater difficulty in learning than the majority of children of the same age
(b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority
(c) is under five and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.

Special educational provision means:

> for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area;
> for a child under two, educational provision of any kind.
>
> (Education Act 1981, Section 156)

Although this definition of special educational need was welcomed because it reflects the social model of disability, there were reservations in its scope that with time influenced the interpretation of the term special educational need. The problems of the highly gifted children were not considered except insofar as these problems resulted in emotional or behavioural disorders similar in effect to the problems of other children. Since the concept of special educational need was based on the principle of equal educational opportunity for all children to enable them attain their fullest potential, no group of children should have been excluded from consideration. Excluding the highly gifted children had the resultant effect of the term special educational need developing a negative connotation. This omission notwithstanding, the definition articulated the fact that society recognises that individuals, disabled or not, have

a right to be different from the usually accepted standards of normalcy. Disability in England and Wales is currently seen in its social context, and any difficulty arising from the disability should be seen as a result of a complexity of interactions rather than as the "fault" of the handicapped person.

There does not appear to have been such corresponding development in the Nigeria education system. Fafunwa, (1974) argued that education is culture related. According to him, whether modern or ancient, formal or informal, education aims at perpetuating the culture of the society (ibid. p.48). Education therefore is a reflection of a society's values, beliefs and level of development. Stressing the need for a society's education system to be relevant to it in order to serve its needs, Obani (1996 p.3) said

> Education, regular or special should serve the needs of the society and prepare the individual for a meaningful (participatory) life in the community. If it fails to do so it will be merely cosmetic and nearly useless. This is why mere trans-location of education practices from the West, no matter how well researched they may have been, without putting them through our own (i.e. Nigeria's) crucible here, will serve very little purpose.

With this observation in mind, how did Nigerians explain disability? What was their perception of it? Is the definition of special education in the National Policy on Education a true reflection of the people's perception? This study identified teachers' perceptions of disabilities and how these influenced policy and practice.

2.4: Development of special education in Nigeria

Before the 1970s, provision of any sort of special education in Nigeria was the primary concern of voluntary agencies such as churches, welfare groups and individuals who undertook to make such provisions purely on humanitarian grounds (Adesina, 1989). In 1974, the Federal Government of Nigeria began to take actions that favoured the development of special education. It funded the education of both qualified disabled persons and intending teachers of the disabled. In 1977, the Federal Government established a college of education at Oyo specifically to train teachers for the visually and hearing impaired and the mentally retarded. That was the same year that the National Policy on Education (NPE) was promulgated with chapter 8 devoted to special education policy. While the Government was developing its interest in special education, in 1975, the Federal Ministry of Education carried out a survey to determine the number and types of disabilities among school children in

Nigeria (NERDC, 1989). The survey showed that there were fewer than 2000 handicapped children in less than 50 educational facilities with less than 200 teachers of whom only 45 had any special training as teachers of the handicapped (ibid., 1989). In a country of 80 million people in 1975 these statistics were inadequate. It was evidence that there were gaps in the compilation of information.

The National Policy on Education (FGN, 1981 p.36) indicated that a census would be taken of all handicapped children ... by age, by sex, by locality and by type. In response to this, in the 1980s, UNICEF supported a project by Obafemi Awolowo University (then known as University of Ife) to conduct such a survey. According to Adesina (1989), the outcome of the survey was not conclusive. The figures declared were considered suspect. This was probably because there was evidence that in some areas where the research was conducted, figures were inflated. The people probably inflated the figures because they expected such figures would be the bases for government provision of amenities like electricity, pipe borne water, schools, roads etc. In some other areas, the figures were played down probably because it was traditionally considered taboo to count children. Since then no successful head count of the handicapped has been undertaken. As a result, no accurate, valid and reliable data on the number of handicapped children in the school system are available (Awanbor, In Oriaifo et al, 1992).

Other projections were attempted. Mba (1985, in NERDC, 1989) basing his projection on an International Labour Organisation (ILO) source, said that 1:10 persons in Nigeria is at risk of one form of disability or another and would require special education. He stated that 1:1000 person is profoundly deaf; at least 4:1000 are completely blind; and 30:1000 are mentally retarded. Therefore on average, 35:1000 persons in Nigeria have one form of handicap or another (NERDC, 1989). Extrapolating from the recently released population estimates of over 100 million (FGN, 1999), about 3.5million (3.5%) Nigerians are handicapped. This computation is perhaps misleading as it gives the impression that these ratios are mutually exclusive. This is because the same person can have multiple disabilities. If however for lack of a better projection we use Mba's computation, determining how many of the 3.5million disabled people in Nigeria are primary school children would give an estimation of the number of primary school children in Nigeria that could require special educational provision. This is attempted as indicated below.

The 1995 population estimates project that 49.5m Nigerians are below the age of 14 years (West Africa Magazine, March 1997). If we take 3.5% of the children population as a starting estimate, it means that an estimated 1.73m children have one form of disability or another. In 1995, 15.7m children were in primary schools (FGN, 1999). If we take 3.5% of primary school children as a starting estimate, it means that estimated 550,000 primary school children would require some form of special education. However available statistics indicated that in 1988, (when the projected population was 40.5m children) there were about 10,000 handicapped children in the school system as indicated in Table 2.1. In the same year, the NERDC carried out another survey of handicapped children in Nigeria. The results showed that the enrolment of handicapped children in Nigerian schools was still far below 5% of estimated number.

It has been suggested that the people's perception of disability has constrained the development of special education in Nigeria and adversely affected the compilation of relevant statistics. The "Nigerian culture" perception of special education which is negative (Onwuegbu, 1977), has denied disabled children the opportunity of formal education since educating them is considered unproductive for no matter their saleable skills, the handicapped are usually discriminated against in all spheres of life including job considerations (Abosi, 1998). It has also influenced the availability of special need personnel. Katsina State for instance claimed in 1996 that one of the major problems that special education faced in that state was lack of qualified special education teachers in its schools (JCCE Sokoto, 1996). Children with disabilities were not acknowledged and as such statistics on them were not authentic.

However in the absence of any type of reliable survey data on the incidence of disability in Nigeria, Mba (in NERDC, 1989) argued that estimates can be based on these global criteria mentioned above. This is because such estimates would provide a rule-of-thumb method of determining the needs of handicapped persons in Nigeria in terms of structure, facilities, resources and personnel to be provided. He however cautioned that estimates derived from such global criteria could be "dubiously reliable". This study attempted to provide authentic data on special needs among primary school children in Lagos State.

Various surveys have been carried out to determine the nature and types of needs that children in Nigeria have (Hodgson, 1964; Iheanacho, 1986; NERDC, 1988; OAU/UNICEF, 1980s).

Hodgson's survey in 1964 indicated the following: the gifted, the mentally retarded, emotionally disturbed, the blind and partially sighted. Others were the deaf and the hard -of-hearing, the cerebral palsied, the orthopaedically- handicapped, the speech impaired, the hospital- bound and children with chronic medical conditions (NERDC, 1989). Table 2.1 indicates the types of special needs officially acknowledged. However, Iheanacho (1986) indicated that although officially groups of children with mild, moderate, specific and emotional and behavioural difficulties were rarely acknowledged, they did exist. According to Iheanacho

> Learning disabilities, despite its presence in Nigerian schools, (as confirmed by some teachers/students of this research questionnaire) have not yet begun to gain much attention in Nigeria or in their schools. Reading problems, writing problems, mal- adaptations in social spheres, constitute daily problems for the Nigerian teachers, especially at the elementary (i.e. primary) levels (p.24).

This appears to be the trend in developing African countries. For instance, studies by Okyere (1994) and Kibria (1995) show that the situations are similar in Ghana and Tanzania respectively. Kibria (1995 p.63) stated that the focus of special needs in the developing countries tend to be on the "more visible, gross handicaps, such as physical impairment, blindness, deafness or mental retardation". According to him, the disability category to which a majority of school children belong is the "learning disabilities" and this "has remained unrecognised as a disability category in most developing counties" (ibid.). He continues:

> Such a phenomenon could be explained as either there being no prevalence of learning disabilities ... or learning disabilities as a category is totally ignored... (ibid.)

Okyere (1994 p.14) says of the situation in Ghana:

> as a matter of fact, in Ghana special education is equated with deafness, blindness, and mental retardation. The mildly handicapped, i.e.; those with learning disabilities, emotional behaviour problems are mostly enrolled in regular schools and they do not receive any expert help.

Based on these studies (Iheanacho, 1986; Okyere, 1994; Kibria, 1995) it can be argued that mild/moderate and specific learning difficulties were largely unacknowledged as special educational needs in Nigeria, and this research investigated why this was the case.

Table 2.1: Incidence of Special Educational Need in 15 States & Abuja in 1988

S/N	State	Categories Of Handicaps						
		Blind	Deaf	Physically handicapped	Mentally retarded	Learning disabled	Unclassified	Total
1.	ABUJA							477
2.	ANAMBRA*							-
3.	BAUCHI	71	50					121
4.	BENDEL	93	537	265	241			1,136
5.	BENUE	12	92					104
6.	BORNO	40						40
7.	CROSS RIVER	56	76	46	66			244
8.	GONGOLA*							-
9.	IMO		234			147	2711	3,092
10.	KADUNA	86	246				35	367
11.	KANO	54	371					425
12.	KWARA	29	276		25			330
13.	LAGOS*							-
14.	NIGER	69	67	122	1		2	261
15.	OGUN						520	520
16.	ONDO	75	313	145				533
17.	OYO	90	988	69	504		18	1,669
18.	PLATEAU	174	124	47	21			366
19.	RIVERS*							-
20.	SOKOTO						30	30
	TOTAL	849	3374	694	858	147	3,793	9,715

* No figures submitted

Source: Awanbor, D (1992) 'Special Education Agenda for the Year 2000AD and Beyond' Oriaifo, S.O; & Gbenedio, U.B (Eds.) (1992) *Towards Education In Nigeria For The 21st Century* Institute of Education, University of Benin, Nigeria.

2.5: Management of special education

The National Policy on Education (FGN, 1981) and the Blue Print on Education for the Handicapped (FMOE, 1983) are the management tools for special education in Nigeria. Section 8 of the National Policy on Education (p.36) outlines inter alia, the following policy objectives:

(a) to give concrete meaning to the idea of equalising educational opportunities for all children their physical, mental, emotional disabilities notwithstanding;

(b) to provide adequate education for all handicapped children and adults in order that they may fully play their roles in the development of the nation;

(c) to provide opportunities for exceptionally gifted children to develop at their own pace in the interest of the nation's economic and technological development.

(d) (that) a census will be taken of all handicapped children and adults by age, by sex, by locality and by type;

These objectives were to be achieved through the Federal Ministry of Education co-ordinating special education activities in collaboration with other stakeholders; the training of special education personnel and revision of teacher training curriculum to incorporate elements of special education; promoting the policy of integration but with provision for the establishment of special schools when necessary; provision of free education at all levels for the handicapped and the gifted; establishment of sheltered workshops for the handicapped and establishment of children's clinics for the early identification of handicapped children (ibid.).

Although these procedures and the objectives were described as laudable, attractive and well meaning (Awanbor, in Oriaifo et al, 1992), the professionals who had responsibility for planning the implementation expressed concerns about how the objectives would be achieved. Some of those concerns, expressed in the implementation *Blue Print* (1978), questioned the categories of handicapped children that the Government would be able to support in view of the limited human and material resources at its disposal. These concerns are still relevant today, as they were more than two decades ago and have continued to act as constraints to the development of special education in Nigeria. On the issue of limited human resources, it can be argued that there is inadequate provision for the training of special education teachers. This is because although there are 36 universities in Nigeria only 5 have departments of special education. Out of 32 polytechnics only one has any special education programme. There are

also 55 colleges of education but only one is for special education. These higher and further education institutions train teachers for the visual and sensory impaired, the gifted and talented, mentally retarded and those with learning disabilities (NERDC, 1989). See Appendix 5 for institution and the area of competency in which training is provided. The issue is further compounded by inadequate deployment of the teachers after training. Onwuegbu cited in Ejiogu and Ajeyalemi (1987) observed that

> Most of the graduates have been deployed to teach at secondary schools. Many teach at Grade Two teachers college while a trickle of them are deployed to teach the exceptional children for whom they are trained (p.279).

Onwuegbu (ibid.) also identified a greater need for special education support services personnel. Such services as the educational psychology service, the speech and language therapy, physiotherapy and other specialist services were non-existent in the school system. These are essential support services that would ensure proper identification and intervention and they were non-existent. Furthermore, according to Onwuegbu (ibid.) the main teacher-training curriculum contained very little training on how to identify and provide for children with special needs. Mainstream teachers therefore lack the knowledge and training needed to be able to teach children with special educational needs.

The issue of limited material resources is a result of inadequate funding. Inadequate funding of education in general and special education in particular has been identified by various studies (Ajayi, 1984; Onwuegbu, 1977). Table 2.2 shows the Federal Government's level of funding in key sectors of the economy for the period 1994 to 1998. Education had an average of 10.75% total government allocation in that period. The largest single percentage allocation for the period was 14.81% of total allocation in 1994. This was slightly above half of UNESCO's recommended minimum of 26% of the national budget to education to enable economic development. Table 2.3 which shows the internal allocations within the education sector at the Federal level for 1997 and 1998 does not indicate any specific allocations to special education. Without purposeful and specific funding to the special education sector, the sector will not develop adequately.

Some other constraints were identified through various evaluative studies on the management of special education (Ogbue, 1975, 1981; Oluigbo, 1986; Mba, 1989; Obiakor et al., 1991; Obiakor, 1991, 1998). These include poorly defined categorisation of children with disability

and lack of legislative provisions (Mba, in NERDC, 1989). There are a few poorly defined categories of disability in Nigeria. Ogbue (1975, 1981), Oluigbo (in Obiakor, 1998) and the Government identified nine categories as indicated in Table 2.4. Although there were some commonly identified categories, there were others that were not. The implication was that depending on who did the identification, certain categories of disabled children were missed out. Also those "borderline or at-risk" children who did not fit into any of the categories mentioned were not easily identifiable and were not catered for. These children were therefore not given equal educational opportunities and they did not receive education adequate to their needs. The policy objectives of section 8 of the National Policy on Education were therefore unrealised.

Table 2.2 **Total Federal Budgetary Allocation to key Sectors 1994 – 98**
All figures in Billion Naira

	1994		1995		1996		1997		1998	
Sector	Amount (Billion N)	% of Total Budget	Amount (Billion N)	% of Total Budget	Amount (Billion N)	% of Total Budget	Amount (Billion N)	% of Total Budget	Amount (Billion N)	% of Total Budget
Agriculture	2.258	3.24%	2.630	2.35%	Not available	Not available	12.822	5.65%	6.886	2.79%
Defence	7.031	10.11%	13.992	12.55%	15.352	12.35%	17.445	7.68%	22.283	9.04%
Industry	1.758	2.25%	2.118	1.90%	1.281	1.03%	12.430	5.48%	3.097	1.25%
Education	10.295	14.81%	12.439	11.16%	Not available	Not available	16.840	7.42%	23.668	9.60%
Water Resources	1.641	2.36%	2.542	2.28%	2.195	1.76%	5.936	3.10%	3.499	1.42%
Finance	3. 170	4.56%	5.635	5.05	3.079	2.47%	7.572	3.95%	10.101	4.10%
Health	3.062	4.40%	5.112	4.58%	4.851	3.9%	7.343	3.23%	11.291	4.58%
Transport & Aviation	1.420	2.04%	3.045	2.73%	8.609	6.93%	1.376	0.71%	4.895	1.98%
Works and Housing	4.125	5.93%	7.521	6.74%	4.335	3.48%	9.334	4.87%	13.911	5.64%

- Source: Compilation from Federal Government Budgets 1994 - 1998

Table 2.3: Federal Ministry of Education Departmental Allocation 1997 & 1998

Sector	1997 Allocation (Billion Naira)	1998 Allocation (Billion Naira)
Main (Part 1)	538,402,710	653,482,930
Parastatals (Part II)	403,957,640	575,674,980
Unity Schools*	769,226,210	816,626,210
Unity School meal subsidy	820,000,000	900,000,000
Education Part II (NUC)	5,111,711,370	5,562,945,600
Education Part III (NBTE)	2,527,173,940	2,758,260,550
Education Part IV (NCCE)	1,378,195,250	1,492,836,860
Education Part V (National Library of Nigeria)	97,682,270	135,457,190
Education Part VI (NPEC)	74,320,740	117,544,910
Primary Education (Instructional materials)	901,504,250	901,504,250
Nomadic Education (Instructional materials)	10,000,000	14,000,000
Total	12,632,174,380	13,928,333,480

*Federal Government owned secondary schools
Source: Compilation from 1997 & 1998 Federal budgetary allocation

Table 2.4: Categories of disability in Nigeria

S/N	CATEGORIES	A U T H O R S		
		Ogbue	Oluigbo	FGN
1.	Blind & partially sighted	✓	✓	✓
2.	Deaf & partially deaf	✓	✓	✓
3.	Physically handicapped	✓	✓	✓
4.	Emotionally handicapped	-	✓	-
5.	Mentally retarded	✓	✓	✓
6.	Hospitalised children	✓	-	✓
7.	Socially mal adjusted	-	-	✓
8.	Exceptionally gifted	-	-	✓
9.	Learning disabled	-	✓	-

Lack of special needs legislation continues to be a constraint. UNESCO world-wide survey of laws relating to special education in 52 countries published in 1996 indicated that 48 countries have special education laws (UNESCO, 1996). These laws are mandatory in 47 of the 48 countries. In countries where there is legislation, it covers various aspects of the education of children with special needs including compulsory schooling; early identification of needs; admission, assessment and intervention procedures; class size, curriculum content and

resources and equipment; staff training and continuous professional development, and general management procedures. Nigeria is not one of the 52 countries.

In the United Kingdom, special education legislation could be said to have begun with the 1893 Education Act (Blind and Deaf children). This Act required local authorities to establish schools for blind children aged 5- 16 years and for deaf children aged from 7- 16 years. The 1914 and 1918 Education Acts required the local authorities to provide for the education of all other handicapped children. There were other major special education legislation (1944, 1970, 1974, 1981, 1993 and 1996 Education Acts). The 1944 Act introduced categorisation while the 1981 Act abolished it. The 1970 and 1974 Education Acts guaranteed the education of all children with disability including those with severe, and profound and multiple learning difficulties previously regarded as uneducable. The 1981 Education Act introduced the concepts of special educational needs, learning difficulty and special educational provision. It laid the foundation for the 1993 Education Act, which introduced the special educational needs Code of Practice and the special educational needs tribunal. Yet another major legislation for England and Wales was the 1996 Education Act which is fostering the policy of inclusion wherever and whenever possible.

The Nigeria *National Policy on Education* (FGN, 1981) and the *Blue Print on Special Education* (FMOE, 1983) are not backed by any legislation. A few education laws (Lagos Education Act 1957; Northern Nigeria Education Act 1964 section 3; Western Region Law section 88/2) made reference to special education (NERDC, 1989). For instance, the Lagos Education law provided for the establishment of special schools for the handicapped. The Northern Nigerian Education law made the provision of special schools for the handicapped the prerogative of the Minister of Education. The Western Region law laid emphasis on determining types rather than on provision for children with disabilities. These laws were not specific and were therefore inadequate. Without statutory provision, it is difficult to monitor the activities of the agencies involved in the provision of education for the disabled. It is difficult to determine standards and monitor provision. This has not helped the management of special needs education in Nigeria.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0: Introduction

This chapter begins by explaining issues of educational research paradigm before going on to discuss the specific research methods and techniques that were used in this study. The methodology of the study and method of sample selection are then reviewed. The chapter ends with a discussion of the issues of reliability and validity of the study.

3.1: The research design

Research is usually designed to reflect the theory or concept of investigation favoured by the researcher. This theory or concept is known as paradigm and there are basically two types, quantitative and qualitative paradigms. Paradigms themselves are based on a number of assumptions.

The quantitative paradigm, according to Creswell (1994) views the nature of reality as "objective" and singular and apart from the researcher. This is the positivist tradition established by such authorities as Comte, Mill, Durkheim, Newton, and Locke (ibid). The researcher who operates within the positivist tradition is thought to be independent from that being researched, ensures that the study is value free and unbiased, and uses a formal language in reporting the research. The research process within the positivist tradition is supposed to be deductive, based on cause and effect, and producing generalisations that lead to prediction, explanation and understanding (ibid). Protagonists of this approach have argued that it is better than any other approach because it is scientific, allows the use of standardised data collection procedures and leads to generalisation of findings (Cohen & Manion, 1994).

On the other hand, the qualitative paradigm states that multiples of realities exist in any given situation since reality is that constructed by the individuals involved in the research situation (Creswell, 1994). This is the naturalistic/constructivist approach, also known as the interpretative approach or the post-positivist or post-modern perspective (ibid). The

researcher operating within this approach tends to interact with the respondents. Because reality is that constructed by the individuals the qualitative study, expectedly, is value laden and biased. The language of reporting the research is informal, and the research process is inductive, allowing categories to emerge from the respondents (ibid.). Arguing in favour of this approach, its protagonists claim that because it is based on real life experiences it better describes and explains the world and the way we see it (Hammersley, 1993). Table 3.1 displays these assumptions. These assumptions are basic to all research and this study was not an exception.

Table 3.1 Quantitative and Qualitative Paradigm Assumptions

Assumption	Question	Quantitative	Qualitative
Ontological assumption	What is the nature of reality?	Reality is objective and singular, apart from the researcher.	Reality is subjective and multiple as seen by the participants in a study
Epistemological assumption	What is the relationship of the researcher to that researched?	Researcher is independent from that being researched	Researcher interacts with that being researched
Axiological assumption	What is the role of values?	Value-free and unbiased	Value- laden and biased
Rhetorical assumption	What is the language of research?	Formal Based on set definitions Impersonal voice Use of accepted quantitative words.	Informal Evolving decisions Personal voice Accepted qualitative words
Methodological assumption	What is the process of research?	Deductive process Cause and effect Static design- categories isolated before study Context-free Generalisations leading to prediction, explanation, and under standing Accurate and reliable through validity and reliability	Inductive process Mutual simultaneous shaping of factors Emerging design – categories identified during research process Context – bound Patterns, theories developed for under-standing Accurate and reliable through verification

Source: Creswell, John. W. (1994) *Research Design Qualitative and Quantitative Approaches* p.5 Sage Publications London.

A researcher has to choose which approach to adopt in a particular study. The researcher's preferred way of conducting a study influence the way s/he designs the study. There are arguments in favour of using either paradigms or both paradigms in a single research. Locke, Spiriduso and Silverman (Creswell, 1994) argue in favour of the use of a single research paradigm for the overall design of a study for pragmatic reasons. Using both quantitative and qualitative paradigms in a single study they argued can be expensive, time consuming and lengthy. Creswell (1994) further argued that most researchers specialise in one paradigm and this becomes the dominant view in their research. Other researchers, Campbell & Fisk, 1959; Denzin, 1978; Jick, 1979; Mathison, 1988; Greene et al., 1989; Grant & Fine, 1992; Swanson, 1992 (ibid) have argued for the use of combined paradigms in a single study. Creswell, (1994) argued that it allows the "mixing of methods, linking of paradigms to methods, and combining research designs in all phases of a study" (p.174). Denzin (1978) and Jick (1979) argued that it allows the researcher to achieve triangulation, thereby neutralising any bias inherent in any one single method. Greene et al. (1989) argued that in addition to enabling a researcher achieve triangulation, the use of combined paradigm is

- complimentary, leading to the emergence of overlapping and different facets of a phenomenon;
- developmental, using the first method to help inform the second;
- initiative, bringing out contradictions and fresh perspectives; and
- expansive by adding scope and breadth to the study.

In this study, issues were considered using both paradigms. Like Merton and Kendal (1946) expressed, the spurious choice between qualitative and quantitative data was abandoned, and emphasis was on using "that combination of both which makes use of the most valuable features of each" (Cohen & Manion, 1994 p.40). Using both designs added scope and breadth to the study and was part of the attempt at neutralising any personal bias that could taint the result of the study. Thus, depending on the nature of the question, either qualitative or quantitative approach was adopted. In this study, an attempt was made to determine the perceptions of special education held by teachers; a qualitative approach was considered appropriate because, as developed in page 46 below, it enabled

the researcher to investigate the direct experiences of the teachers. In order to determine the incidence, nature and management of learning difficulties which was also part of the research objective, a quantitative approach was considered appropriate.

3.2: Research methods

Qualitative and quantitative data collection methods were used. Two research techniques, research interviews and survey questionnaires, were adopted. The interview approach was un-structured while the questionnaire was self- administered. The methodology adopted in the analysis of the interview data was content analysis while that adopted with the questionnaire data was statistical data analysis. Main codes and sub codes that reflected the type of data derived during analysis were used. The analysis methodologies and coding frame are discussed later in this chapter.

Research interviews and questionnaires were the methods chosen in this study given the nature of the research questions and the socio-cultural constraints at play. Observation was not possible because of teachers' industrial action at the time of data collection. Case studies would have been context specific and would have provided depth of inquiry. But given the results from the literature review and the lack of basic background statistics, results using case study approach could have been narrow. The nature of the topic and the objective of the interview were such that neither a questionnaire interview, nor a structured interview technique could be used. The interview technique was unstructured, allowing the respondents the flexibility to determine their own areas of emphasis.

Interview

There were nine in-depth interviews of thirty minutes each. The interview was used as an exploratory implement and issues raised were then widely researched through the questionnaire. The interviews were conducted in nine sample schools involving four head teachers and five class teachers. The focus of the interview was teachers' perceptions of special education, the types of learning difficulties that the teachers identified among their pupils, provision for supporting children with difficulties in learning, and programmes for continuing professional development of teachers. All the interviews were

tape- recorded with the consent of the respondents. Similar opening questions were used with all the respondents. For instance:

- Are you conversant with the term special education?
- What does special education mean to you?
- What do you understand as special educational needs?

The researcher to explore phenomenon in depth can use research interviews (Cohen & Manion, 1994). The research interview has been defined by Cannell and Kahn, (1968) as

> a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on the content specified by the research objectives of systematic descriptions, predictions, or explanations (Cohen & Manion, 1994 p. 271)

In this study, the interviews provided insights into how the respondents perceived special education. Cohen and Manion (1994) identified four types of research interviews namely, structured interview, unstructured interview, the non-directive interview and the focused interview. The structured interview follows a set pattern of questioning with the questions to be asked set in advance of the interview. This could be restrictive, as it does not allow new leads to be followed (ibid.). The non-directive interview, which derives from the therapeutic or psychiatric interview and the focused interview, a technique developed out of the need for a more interviewer control of the non-directive interview were not applicable in this study. Unstructured interview technique was used in this study. Unstructured interview techniques assume that the interviewer does not know in advance which questions are appropriate and how they should be worded, so as to be non-threatening or unambiguous (ibid.). In this study, the follow on questions were derived from the responses of the interviewees.

In any kind of interview, there is a possibility of a discrepancy between what people say and what they mean. However the face to face interaction that the informal research interviewer engages in with the interviewee provides the researcher a greater degree of feedback than those using structured questionnaire. Face to face interaction therefore has an arguable greater potential for assessment as a research instrument. It provides

"indirect" or "silent" information filtered through the view of the interviewees. This direct interaction in interviews has advantages and disadvantages. It allows the interviewer to revisit and clarify responses. But, while it allows for a greater depth of interaction than is the case with other research techniques it is prone to researcher bias. It allows the researcher control over the line of questioning. As Cohen & Manion (1994) put it, the content, sequence and wording are entirely in the hands of the interviewer. The researcher's presence may also bias response, with the respondents saying what they think the researcher wants to hear.

Questionnaire

The questions were drafted to reflect the objectives of the study and relevant issues raised in the interviews. The final instrument had four sections, namely, general information on the school and teachers; nature and proportion of learning difficulties; provision for children with learning difficulties; and teachers' views regarding special educational needs. No personal questions like participant's name, the name and address of school, were asked in the questionnaires. The background information that was requested was such that had direct relevance to teaching, for instance qualification, length of teaching time and level of responsibility. The questionnaire included the simple Yes/ No response type, multiple choice type, rank ordering of choices item, scale, semantic differential and a number of open ended items. The open-ended items provided some opportunity for the teachers to express themselves more. There was a briefing sheet that introduced the object of the study. It reassured on confidentiality. The briefing sheet also contained a glossary of definitions and abbreviations used in the questionnaires and instructions on how to complete the forms, the completion deadlines and collection procedures.

3.3: Review of methodology

The ultimate essence of any research is to understand the world (Scott & Usher, 1996). According to Miles and Huberman (1994), we need both numbers (quantitative data) and words (qualitative data) if we are to gain this understanding. The problem the researcher should address therefore is one of determining at which points to adopt a qualitative methodology and at which the quantitative methodology (Cohen & Manion, 1994). I

needed to gain an understanding of special education in Ikeja primary schools. To achieve this I had to know how the teachers perceived special education and what the implications of these were in the planning of additional support for children with learning difficulties and for teacher training curriculum. These answers could only be provided in words. In addition to these, I needed to know how many children had special educational needs and in what proportion per type of need. These second set of information were easily given in numbers. The research topic therefore led the methodology (Hegarty, 1985).

According to Hegarty (1985)

> There are many topics in special education that are best explored by means of qualitative methods of inquiry. Clarifying the implications of policy options; evaluating programmes; exploring the perceptions of individual students or teachers; describing provision in a detailed way and building an understanding of it in its own terms - these are all activities that call for qualitative methods if the real concerns of practitioners are to be addressed. (p.110).

The basic research question of this study was to determine how the respondents perceived special education. In other words, to them, what was reality with regards to special education? How in this study was the issue of the reality of special education among the samples determined? Was reality to the respondents objective or subjective? Was it singular or multiple? In order to determine these issues, a qualitative approach that gave the respondents the opportunity to express their individual view of special education was considered appropriate. In adopting a qualitative approach for this objective of the study, the aim was to achieve what according to Catherine Pope and Nick Mays (1995) is the goal of qualitative research, which is

> the development of concepts which help us to understand social phenomena in natural (rather than experimental) settings, giving due emphasis to the meanings, experiences and views of all the participants (p. 43).

Although questionnaires were used, it was more to investigate how the teachers perceived special education. This was basic to the study because all other objectives derived from it. The respondents' view of special education informed what they classified as special

educational need, how they supported children with learning difficulties in the classroom and what form of training they expected to enable them provide adequately for children with learning difficulties. This research was not to test hypotheses, but to illuminate and interpret what teachers said about special education within their own culture. And in order to achieve these, the research was best encapsulated in the notion of phenomenology.

Phenomenology broadly means the study of direct experiences taken at face value; and seeing behaviour as determined by the phenomena of experience rather than by external, objective and physically described reality (Cohen & Manion, 1994). In phenomenology we are asked to look beyond the details of everyday life to the essences underlying them. In this study, my role as the researcher was to assess the respondents' understanding of special education. The respondents were encouraged to look at themselves and to reflect on their practices. They were prompted to go into themselves to search out their conflicts, dilemma and confusion, attitudes and preferences, brought about as a result of their experiences. The phenomenological approach enabled the researcher to explore and understand the lived experiences of the respondents. Specifically, phenomenology in this case provided access into what the views of the individual teachers and head teachers was on special education. It made it possible to find out and assess what the respondents knew about special educational needs. The respondents were encouraged to reveal their knowledge of the world around them- the world of children, classrooms, learning and learning difficulties. The teachers' perceptions of special education could not be quantified in the same way that the number of children with special educational needs could. The interview made the exploring of complex phenomena and areas not amenable to quantitative research possible (Zaharlick, 1992).

I was aware that language was going to be a problem although the respondents choose to have the interviews conducted in English. It was therefore thought appropriate to transpose myself into the interviewee's position while conducting and analysing the interviews. English language was either an interviewee's second or third language and this affected their understanding of some of the questions. Questions were re-framed to

aid understanding and answers recounted to ensure meaning. An advantage of the interview as a means of data collection, which is that it allows the interviewer to revisit and clarify issues, was used extensively. Such phrases as: You said earlier... Can you explain that further? Can you tell me more about...Let me put the question in another way... were used to ensure that what the respondent said was what was intended.

My relationship with the sample was determined by the research question. Although the research was carried out among a familiar group in a familiar setting, the group and setting were treated as "anthropologically" strange so as to make explicit any pre-suppositions that had been taken for granted as an erstwhile culture member (Zaharlick, 1992). Despite having associated with the people of Lagos State for over a long period of time and in a variety of contexts, the stance taken in this study was that of a researcher as learner. The purpose was to acquire knowledge not already known.

It has been argued that questionnaire as a means of data collection has a lot of advantages. For instance, it tends to be more reliable; because it is anonymous, it encourages greater honesty; and it is more economical than the interview in terms of time and money (Cohen & Manion, 1994). Questionnaires allow accumulation of figures and numbers. It allows a researcher to generalise findings. But, unlike the interview, the questionnaire does not allow the researcher to explore variables to great depth. There is often too low a percentage of returns and also questionnaires can present problems to people of limited literacy. Measures were taken to address some of these perceived shortcomings. For instance, the questionnaire was distributed and collected by hand as a way of increasing percentage of return. In order to enable respondents understand and complete the questionnaire, it had a briefing sheet with a glossary of definitions and abbreviations used in the questionnaire.

The questionnaires provided some data. The literature survey revealed that there was a dearth of statistics on special education in Nigeria. The survey carried out jointly by UNDP/ OAU was inconclusive (NERDC, 1989). Other studies Hodgson, 1964; FMOE, 1975; NERDC, 1988; were restricted to children with physical, sensory and mental

impairments. The number of children in Nigeria requiring special education was still largely based on projections and most of the evidence used in planning was largely anecdotal (ibid.). There was no evidence in all the literature surveyed of any statistics on the types of special educational needs in mainstream schools and the numbers of school children with the different types of special educational needs. I envisaged that a questionnaire survey, carried out in schools, would provide such quantitative data.

The methodologies used in the analyses of data were content analysis with the interview data and statistical analysis with the questionnaire data. While the interviews were transcribed and analysed as they were conducted, the questionnaire data was analysed retrospectively. Statistical analysis could only be done after all data had been collected. The interview scripts were coded leading on to analysis. Using main codes and sub codes that reflected the types of data derived made analysis of the data more explicit. It was possible to cluster together similar topics that emerged. In the same way, unique topics, and information that were contrary to the emerging themes were easily identified. The coding also brought into focus the contradictions, anxieties and dilemma of the respondents. One was then able to reflect on the underlying meaning of the respondents' responses.

3.4: Sample selection

Researchers are often in a dilemma with regard to what constitutes an appropriate sample size. It can be argued that there is no specific indicator to follow with regard to how large a sample should be in order to conduct an adequate survey. However, of more importance to the researcher should be the need to think out in advance of any data collection, the sorts of relationships s/he wants to explore within subgroups of his/her eventual sample (Cohen & Manion, 1994).

The samples in this study were primary school teachers and head teachers in state schools in Ikeja local education authority. Ikeja was selected as the sample local education authority because it is the capital of Lagos State. And since the State dictates the educational policy guidelines, it was reasonable to base any study on state schools.

Conclusions and recommendations based on such a study if implemented could influence policy and ultimately practice. The samples were accessible because both the Lagos State Primary Education Board and the Ikeja Local Education Authority had given approval for the study to be carried out in the schools. The instruments of approval are included in Appendix 6.

In view of the complexity of the study, it was decided to use a large sample size for the questionnaire and a small sample size for the interview. The interview was to provide the opportunity to construct the questionnaire. The issues raised and discussed in the interview were used to construct the questionnaire, which was then administered to a wider audience. The questionnaire was administered to all teachers in the 27 state schools in Ikeja. A large questionnaire sample size was selected so that a reasonable response rate could be achieved. In order to focus more sharply on the perceptions of the sample through interviewing, the sample size for the interview was small. The interview sample was a total number of nine respondents, four of whom were head teachers. Equal numbers of head teachers and class teachers, 5 each, were to be interviewed. However, one of the head teachers could not be reached during the period of the field- work as a result of the teacher's industrial action, and attempts to use a replacement were not possible for the same reason. The class teachers provided data on their class room experiences. They provided data on their specific classes and pupils. The head teachers were selected as samples so that one could assess the level of LEA involvement in the management of schools. The heads provided data on whole schools and on the level of the schools' interaction with agencies outside the school, such as the local authority, education board and ministry of education.

Questions regarding representativeness of the sample selected for the interview naturally arose. The schools in the interview sample were chosen from the 27 state schools in Ikeja to reflect factors that have imparted on the environment such as the military, police, religion, community effort and local government. These factors could not be ignored because they had influenced the composition of children in schools in the environment and informed the types of needs reflected among the children. The large barrack culture

(as a result of the army and police barracks), to some extent, replicated the large council estate culture in inner cities in England with its attendant poverty culture often resulting in the manifestation of special needs among children. The local community and missionaries schools portrayed the philosophy behind their establishments, for instance Christian ideals of being ones brother's keeper and communal efforts of achieving together. These informed the teachers' perceptions of disability and how they supported children with learning difficulties in these various sub-cultures. Since the interview was specific in analysing the perceptions of teachers, it was not necessary interviewing pupils, their parents and LEA officials.

3.5: Reliability and validity of study

For a study to be accepted as a body of knowledge, its results must be reliable and valid. Reliability is when the answers that emerge at the end of a study are the same with comparable studies. A research finding is said to be valid if it measures or describes what it is supposed to measure or describe (Bell, 1987). Reliability and validity are statistical concepts based in the positivist tradition. Since this study did not set out to test hypotheses (a positivist tradition), the standard validity and reliability measures could not be applied to it. What I did was to re-interpret the notion of validity and reliability to suit the exploratory nature of the study.

Statistically, reliability measures the extent to which any result obtained is free of error. There were no external reliability measures for this study. However, to ensure the reliability of the study, the following protocol was adopted with the questionnaire. Certain procedures were adopted in drafting the questions and administering the questionnaire. The pool of item for the questionnaire was selected from the literature. The questions were drafted to reflect the objectives of the study. The questionnaire was tested out on teachers, properly piloted and technically free of ambiguity. It was possible to establish external validity of the quantitative data. The questionnaire provided data comparable to findings from earlier studies. The types of special educational needs and the proportion of children with special educational needs identified through this study were similar to those identified in earlier studies (Kibria, 1995; Onwuegbu, 1987;

Warnock Report, 1978). Also, the data that emerged from the study on the management of special education were similar to the findings of earlier studies by Ajayi (1984), Awanbor (1987), Onwuegbu (1987), NERDC (1989). These were the issues of funding, lack of trained personnel, absence of legislative framework and the cultural perception of disability among the people.

With the interview data, internal consistency reliability was not done because a range of issues was investigated. However, the following procedure was adopted. Conditions for the interview were similar in each interview. The protocol was the same. The same basic strategy was adopted, for instance, can you explain further? Can you tell me more about that? The interviewer had no preconceived ideas.

As with reliability, positivist measures of validity were not applicable to the qualitative data. Rather the naturalistic tradition of seeking "believability, based on coherence, insight and instrumental utility"(Eisner, 1991 in Creswell, 1994) and trustworthiness (Lincoln & Guba, 1985 in Creswell, 1994) through a process of verification was adopted in order to achieve authenticity. In order to ensure the validity of this study, the following were done with the qualitative data:

- Triangulation of the findings. Some of the questions that were asked during the interview were replicated in the questionnaire and the results were similar.
- The interview transcripts were given to the respondents for confirmation and after analysis, the themes and categories that emerged were given to them to confirm authenticity.
- The respondents were involved in the study throughout the period of the research. After the interviews had been transcribed the transcripts were given to them for confirmation. When the interviews were analysed and themes and categories identified, the respondents had the opportunity to authenticate them. They were also given the opportunity of going through the findings and they came up with some ideas that formed part of the research recommendations

Other issues of reliability were considered. In order to research the "truth" there was a need to keep the focus of the inquiry empirical for, according to Barratt (1971), "the best way to acquire reliable knowledge is the way of evidence obtained by direct experience" (Cohen & Manion, 1994 p.13). Thus conscious attempts were made during the study to look out for potential bias at all stages of its development. These were while analysing the information in the literature review, determining the epistemological question of my relationship with the samples, selecting the research methods, during data collection and finally the evaluation of data.

The fact that I am of the same nationality, in the same profession, had lived and taught in the area and a female (as most of the teachers were female) made access and acceptance easy. However this posed some difficulties in terms of bias and subjectivity. The most basic bias could be my own shifting perception of special education based on my western orientation, knowledge and experience in England. The tendency was to view special education from the concepts of equal opportunities and the individual's attainment of potentials. These are concepts that are yet to be fully imbibed in the developing economy in which the study was conducted. However, conscious attempts were made to avoid the danger of addressing the issue of special education from personal perspective based on western orientation.

The issue of ethics in research was considered. I was aware of the fact that securing permission for the research from the relevant government agencies could intimidate the schools. It could also lead to exploitation of the respondents. So confidentiality had to be considered. The school authorities and teachers had to be assured that the content of the research exercise would be confidential and that their identities would not be revealed. Thus the identities of the samples were coded. This was considered very important in a non-democratic society, as was the case in Nigeria when the study was conducted.

Generally, although the intent of qualitative research is not to generalise findings (Creswell, 1994), in this study the findings derived from both instruments questionnaires and interviews validated themselves. So the results could be generalised. It has been

argued that the uniqueness of a qualitative study within a specific context often times militates against replicating it exactly in another context (ibid.). It can be concluded however, that because this study had to do with the perception of a phenomenon among a group of people within the Nigerian cultural setting, it may be possible to replicate it among similar groups of people in other parts of Nigeria since the perception was informed by the culture and the culture was the same.

CHAPTER FOUR

ANALYSIS AND FINDINGS OF INTERVIEW DATA

There were nine interviews at which the interviewees talked about

- their perceptions of disability including what they considered to be special education
- what they identified as learning difficulties among school children
- how they supported the children with learning difficulties
- what they considered to be causes of learning difficulties
- current education policy and the influence it had on their practice.

The process of data analysis is eclectic (Tesch, 1990), there being no one right way. In this study, the objectives and the interview methodology determined how the interviews were analysed. Because it was qualitative, like Creswell (1994 p.154) recounted, the analysis involved "segmenting" the interview scripts (Tesch, 1990), developing "coding categories" (Bogdon & Biklen, 1992) and "generating categories, themes or patterns" (Marshall & Rossman, 1989). The data was analysed using content analysis (Chadwick, et. al, 1984), a technique that enabled the researcher make inferences by objectively and systematically identifying specified characteristics in the interview scripts. It involved systematically coding the interview scripts into categories (ibid). The interview transcripts were reviewed and key themes that emerged during the course of the interviews identified. Content analysis was adopted in this study because it has been developed as a useful strategy in exploratory research (which this study was), as well as considered "sometimes useful as a supplement to quantitative analysis in the interpretation of open-ended items in questionnaires or interviews" (ibid. p 241). It will be recalled that questionnaires were also used in this study. The analysis of the questionnaire data is contained in the next chapter.

The tape- recorded interviews were transcribed verbatim by the researcher who had noted the non-verbal thoughts expressed by the interviewees as the interviews progressed. At the end of each interview it was transcribed. This enabled the researcher to note down the non-verbal thoughts that featured in each interview. The scripts were coded and

numbered HT1; HT2; HT3; HT4; CT1; CT2; CT3; CT4; and CT5 for reference to identify interviewees.

In carrying out the analysis, certain procedures were followed:

1. Each interview script was read initially to get a "sense" or "grasp" of the whole (Giorgi, 1985 p.10). The interviews were read a second time to begin the coding process. The scripts were coded in order to sort, focus, sharpen and organise the ideas that emerged (Miles & Huberman, 1984). Codes were based on what Chadwick, et.al, (1984) called "unit of analysis" (p. 248). Although the classical form of content analysis involves the selection of unit of analysis (ibid), in this study, the unit of analysis was allowed to emerge from the transcripts. It was not pre-determined because the interview was phenomenological. The unit of analysis in this study was an "expressed thought". The expressed thought was either verbal or non-verbal. It was an idea expressed, scenario described or interviewee's body language. Thus a word, a phrase, a sentence, group of phrases or sentences or none-verbal reaction was counted as a unit and was used to either construct a code for that unit or was assigned to a previously constructed code containing similar units. It should be mentioned that units are not independent of the whole – they express aspects of the whole. What is normally done in coding is "de-contextualisation" and "re-contextualisation" (Tesch, 1990 p.97), whereby data is reduced to certain patterns, categories and themes and then interpreted by using some schema. Of this process Tesch (ibid) wrote

   > While much work in the analysis process consists of 'taking apart' (for instance, into smaller pieces – *units of analysis*), the final goal is the emergence of a larger consolidated picture (p.97).

2. After all interviews had been coded, each interview was re-read to see if any further codes needed to be developed.
3. The next step was to group the codes with similarities and connections into conceptual groups called categories.
4. The interviews were read yet again to determine if codes were suitably grouped in categories.

4.1: Codes and coding of data

The interviewees concentrated on three aspects of their lives. These were:

- their personal beliefs, cultural values and expectations
- their class room experience and interpretation
- their professional training and expectations.

The codes that were ultimately developed were related to these three aspects and named to reflect the types of data derived. These were pattern, descriptive and interpretative codes (Miles & Huberman, 1994). These were the main codes. There were sub codes derived from the main codes. The coding of the data is described in Table 4.1 to enable the reader make sense of the table in Appendix 7.

Table 4.1: Interview coding frame

Types of Code	Main Code	Mode of Code	Sub code
Pattern Code	**PD**	**Perceptions of disability**	-
		- medical condition	PD-MED.
		- supernatural cause	PD-MAG.
		- within- child factor	PD-MR.
	DEF	**Definitions of special education**	-
		- physical impairment	DEF-PI
		- sensory impairment	DEF-SI
		- mentally disabled	DEF-MD
		- slow learning/ learning disabled	DEF-SL
		- special attention	DEF-SA
Descriptive Code	**TLD**	**Types of Learning Difficulty**	-
		Slow learning	TLD-SL
		Physical disability	TLD-PI
		Visual impairment (plus blindness)	TLD-VI
		Hearing impairment (plus deafness)	TLD-HI
		Mental disability	TLD-MD
		Reading, writing & mathematics	TLD-RWM
		Speech & language	TLD-SpL
		Emotional & behavioural	TLD-EB
		Gifted & talented	TLD-GAT
	TSP	**Types of Support Provided**	-
		Home/ school partnership	TSP-HSP
		Counselling	TSP-C
		Reading recovery programmes	TSP-RRP
		Individual support plans	TSP-ISP
		Ability setting & in-class support	TSP-AS
		Subject specialisation programme	TSP-SSP
		Withdrawal for individual tuition	TSP-IDT

Interpretative Code	**CLD**	**Causes of Learning Difficulty**	-
		Poverty	CLD-P
		Lack of parental awareness	CLD-LPA
		Environmental influence	CLD-ENV
		Natural & medical factors	CLD-NMF
		Inadequate educational resources	CLD-IER
		Poor teaching	CLD-PT
	ITE	**Interviewees' evaluation**	-
		Motivation	ITE-M
		Poor remuneration	ITE-PR
		Inadequate teaching resource	ITE-ITR
		Inadequate teacher training	ITE-ITT
		Continuing professional development	ITE-CPD

The pattern codes described the interviewees' perceptions of disability derived from their cultural values and belief systems and individual experiences. The descriptive codes described the types of learning difficulties that the teachers identified among school children and the types of support that the interviewees provided to the children whom they considered required additional support. The interpretative codes identified what the interviewees considered to be the causes of learning difficulties and described the interviewees' evaluation of provision, including education policy and practice. Similar units of analysis were grouped together to form codes. These codes were developed:

1. **Pattern codes:**
    - naturally they're handicapped
    - might be during pregnancy or after birth or during development
    - where they belong – to special school
    - take them to handicap school
    - a particular class with special teacher
    - wouldn't be able to cope
    - supernatural forces
    - pray for the child
    - divine intervention
    - naturally lazy
    - they will not study
    - vagabond
    - special attention
    - hearing impairment
    - can't speak well
    - partially sighted
    - they are blind

- they have paralysis
- mentally disabled
- slow in learning.

2. Descriptive codes

- slow learners, difficult to assimilate
- take them to handicap school
- cannot cope with other children
- sit in front of the class
- go for hearing test
- English language difficulty
- difficulty in their own family language
- problem with Maths and Science subjects
- can't read well, can't identify alphabetical letters
- can't write the letters properly
- to write "b" they turn it and write like "d"
- stubborn, rascally, don't take correction, will act with defiance
- playing clown, disturbing in the class
- fighting all the time, beating his partner
- loosing interest completely,
- not taking part in what is being done in the school
- not even look up when called
- leave home but do not enter school
- are bullies
- very aggressive
- talented and some gifted
- an all rounder in all subjects
- before you ask a question they know it
- first to finish and get all correct
- invite parents to meetings, we have PTA
- parents open day
- to check on work of children, check register, interact with teachers
- we plan together
- advise parents to…
- give them suggestions
- lot of preaching
- pattern reading
- individual reading
- read in groups
- peer teaching
- back to writing ABC
- keep him busy, give more home work
- drawing time table, follow time table

- arrange in groups
- give them another work
- pay more attention
- subject specialisation, move to teach the particular subject.

3. **Interpretative codes**
   - parents are poor
   - send the child hawking
   - illiterate parents
   - don't see the need for school
   - dump them in school
   - believe everything should be free
   - no one talks about education
   - home that is not stable
   - a broken home
   - feeling of rejection
   - too many in the barrack
   - parental control is not there
   - move from one block to the other
   - has little or no time for the family
   - comes from nature
   - may be hereditary
   - child has no books
   - not all teachers are devoted
   - training not relevant to setting
   - lack of teaching aids
   - meagre salary
   - for training, you fend for yourself
   - without any gratification for the course.

Some of the codes contained information from more than one aspect of interviewees' experience. For instance, "naturally handicapped", "slow learners", and "special attention" are among the codes that are pertinent to more than one area of experience.

4.2: Analysis and findings

Grouping the codes according to the areas of agreements and exceptions resulted in categories (see Appendix 7) from which the following broad themes emerged:

- models of disability and definitions of special education
- types of learning difficulties
- types of support provided for children with learning difficulties

- causes of learning difficulties
- teachers' evaluation of current education policy and practice.

4.2.1: The teachers' perceptions of disability (models of disability)

From the interviews emerged three ways in which the teachers perceived disability. The teachers perceived disability in terms of medical conditions, the supernatural and "within child" factor. The teachers saw disability in terms of visible physical, sensory or mental conditions that required medication or that left permanent impairment. There were those teachers who believed that disability was the result of some supernatural phenomenon. Some other teachers considered disability as resulting from an individual's unwillingness to conform. From these were discerned certain models of disability described by Sandow (1994) as the medical, magical and moral models respectively.

(a). All the teachers perceived disability in terms of the medical model and preferred segregated provision for children with disabilities.

> Some children naturally they're handicapped. There are lots of factors that could affect a child, might be during pregnancy, or after birth or during development. …Some that we notice we refer them to where they belong … to special school. HT1. PD-MED.
>
> … it is right from the womb or the parent. I tried many ways but eventually it was something that affected the child from the womb, which no effort I did could solve. Not until the special school took the child to teach him… HT2. PD-MED.
>
> Once they brought them (children with disability) to our school, our head mistress always advise them (parents) to take them (the Children) to handicap school. CT1. PD-MED.

The tone of the interviewees' responses and their choice of words conveyed the rejection of children with visible disabilities by mainstream schools. Such expressions as "where they belong", "no effort I did could solve", "advise… to take to handicap school", convey this rejection resulting in ultimate segregation. Children with visible disabilities, according to the interviewees, should be educated in special schools, segregated from other children.

Some references to the medical model were not made directly. But preference for segregated provision for children with disabilities could be seen as a reflection of the medical model since the medical model advocates segregated provision for children with disabilities. For instance an interviewee said:

> It depends on the area. Like this learning disability, may be children that do not perform well should be put in a particular class. All of them in a class, may be with a special teacher … HT3. PD-MED.

When one of the head teachers was asked whether children with visible disabilities should attend mainstream schools with other children without visible disabilities, the answer was:

> No. They wouldn't be able to cope with other children. I think it is better they attend a special school because the impairment affects their learning. HT4. PD-MED.

(b). Three interviewees, one head teacher and two teachers commented on the supernatural and the perceived influence that it could have on children's learning ability.

> … We can't rule off the fact … even as a Christian … there are some spiritual forces. If you have tried everything and the child is not performing then you have to pray for the child. The divine intervention may come in and you see the child doing well. HT4. PD-MAG.

> I could remember when I was in school. a boy, a teachers child, very brilliant. But at a stage other boys in the class ganged up against him, saying that is he the only one in the class? When they asked question he will raise up his hand, when they do this he will come to the 'board. So they really blindfolded the child. He became sick, the eyes was reddish. They (his parents) treated him, taking him here and there. So he was okay. You know that it was juju. CT1. PD-MAG.

> … The only advice I can give to those parents (who believe in the supernatural) is encourage your children to face their studies and then pray to God. CT2. PD-MAG.

The influence of religion and traditional belief systems are obvious from these responses. The influence of the supernatural was acknowledged both at traditional level and among those who had imbibed Christianity.

(c). Five interviewees, three head teachers and two teachers, explained disability in terms of a "within child" syndrome. Of the five, one head teacher and one teacher did not accept the idea of a "within child" syndrome at all, while two head teachers and one teacher accepted it.

> A child lazy? I don't believe that learning difficulty is out of laziness. You have to make a child work. HT3. PD-MR.

> The child that is lazy needs to be taught to work. CT5. PD-MR.

HT4 accepted the "within child" factor but did not agree that it is an irredeemable state. Rather the position held was that adequate intervention would make the child achieve.

> It is a case of finding out what interests them. No child is totally useless ... They may not be totally bad, only that they may not be performing very well... There are children who are naturally lazy when it comes to education, but you have to encourage the child. HT4. PD-MR.

HT1 agreed with the "within child" factor.

> ...where the child is the lazy type who pays non-challant attitude to studies, now you can see him falling back educationally. HT1. PD-MR.

The other teacher had no views on the magical model of disability, but believed that a child can be lazy to learn.

> Laziness too can also contribute to learning difficulty. You can also blame a child for not doing well... If you give them work to do, they will not do it. At home they will not study. But if it is time to play, they will be the first ones that will go out to play. CT4. PD-MR.

Definitions of Special Education

All the interviewees attempted to define special education. These attempts were a product of the combination of influences derived from their training, experience and individual perceptions of disability. These definitions are largely medical –oriented. For instance;

> Special Education is education that is given to children who need special attention. HT1. DEF-SA.

> Special Education (means) right from youth, sorry from childhood, somebody can start taking care of the child. HT2. DEF-SA.

It (Special Education) is the education of certain children with certain learning disabilities such as children with hearing impairment, children that can't speak well, may be they have speech problem; handicapped children sort of and learning impairment, like children who are slow in learning. HT3. DEF-SI, DEF-SL.

It (Special Education) is the type of education that we give to special children, that is those children that are having one type of problem or the other in assimilating what they are being taught. So they need special attention. HT4. DEF-SA.

We were told (in college) that Special Education involves children that are handicapped, disabled, may be they're blind, or they have short limb or they have paralysis. CT1. DEF-PI; DEF-SI.

Special Education is meant for people that are handicapped in various ways such as partially sighted people, partially deaf people. CT3. DEF-SI.

Special Education is for handicapped children like the disabled, those who cannot see, those who are physically deformed. And again, Special Education is also for those who cannot speak very well, they have difficulty with their speech. CT4. DEF-PI; DEF-SI.

> Special Education is for the children that are slow learners or that are mentally and sensory disabled or handicapped at times that they have to be taken to special schools where there are special teachers trained in those areas like, the School of the Dumb, the Deaf and the Blind. CT5. DEF-SL; DEF- MD; DEF-SI; DEF-PI.

It is obvious from these extracts that the teachers lacked understanding of what can be defined as special education. They were, as their responses portrayed, only exposed to text and training that expressed special education in terms of visible impairment. So that although the teachers experienced learning difficulties among their pupils and provided additional support as would be discussed later in the analysis of their responses, they did not acknowledge the difficulties the children had was special educational need and that what they provided for these children was special education.

It was therefore not surprising that during the interviews when teachers were asked if they had children who required special education, they answered in the negative. But when these same teachers were asked if they had any children who had difficulties with

their learning, they all replied in the affirmative. They indicated that some children had difficulty assimilating what they were taught, some had difficulties with reading, writing, and /or mathematics, some had behaviour difficulties that affected their learning, while some became restless and disruptive because they were not challenged enough. Extract responses are indicated below:

> You know, like children who are slow in learning, very slow. There are some children that have … hmmm… they don't assimilate easily. They are slow learners. HT3. TLD-SL.

> Some of them cannot read and some of them cannot identify alphabets Some of them cannot even write the alphabets properly. If some of them wanted to write "b" they turn it and write like "d"…They have problem with Mathematics and Science subjects. CT1. TLD-RWM.

> We do experience such things as behaviour problem. They are stubborn rascally. They don't take correction. … they will act with defiance … You see them playing clown … disturbing in the class. … fighting all the time, beating his partner… HT1. TLD-EB.

> Some are talented, some are gifted and you have some that have learning difficulty… You know, when one is gifted you will see the child an all rounder, in all subjects… We encourage such children by giving more home work because if we should allow him to play or waste his time he'll feel dejected and pompous. HT1. TLD-GAT.

Underlining the interviews responses were the issues of social stratification, class distinction, segregation, exclusion, inequality, equal opportunity (access and provision) and poverty. These were issues that to a large extent determined whether a child developed some type of learning difficulty. But because the teachers did not have a clear understanding of what could be described as special education, they could not link the resultant effects of these issues to performance at school. In the interview, words and phrases that portrayed these issues such as: "higher class", "upper class", "middle class", "lower group", "less privileged", "poor ones", "private school", "handicapped", "where they belong", "cannot survive", "cannot make ends meet", "poverty", "pollute", and "dismiss" kept reoccurring. However, despite these conflicts and seeming lack of proper articulation of the modern concept of special education, some common themes as mentioned earlier ran through the interviews. Other common themes were types of

learning difficulties, types of support provided for children with learning difficulties, causes of learning difficulties, and teachers' evaluation of current education policy and practice.

4.2.2: Types of learning difficulties

The teachers identified the following types of learning difficulties among school children:

- what they described as slow learning
- difficulty in reading, writing and mathematics
- language difficulty, specifically with English language
- emotional and behavioural difficulties
- difficulty arising from exceptional ability.

Slow learning (SL)

Eight out of the nine interviewees, three head teachers and all the class teachers, indicated that there were children who were slow at understanding what was taught in the class. Such children were referred to as slow learners. For example

> They find it really difficult to assimilate… There are a lot of slow learners in the primary school… HT1.TLD-SL.

> Some of these children, after explaining things, B.O.Y = boy, you continue repeating and repeating it. It will take them longer hours to get it … that is the proper word - slow learners. HT2.TLD-SL.

> You know, like children who are slow in learning, very slow. There are some children that have … hmmm… they don't assimilate easily. They are slow learners. HT3. TLD-SL.

> These children cannot go at the same rate. Some are slow learners. These slow learners we put them under a special programme. We call them special class. So they have to undergo special education…Some are slow in almost all the subjects… copying of note, they are slow; giving answers to questions they are slow. HT4. TLD-SL.

Reading, writing and mathematics difficulties (RWM)

All the interviewees indicated that some school children had specific learning difficulties in reading, writing, and/or mathematics. The following were some of the data provided.

Science subjects, Mathematics, they find these difficult. They have problem with Mathematics and Science subjects. HT2. TLD-RWM.

Some of them have reading problem. They can't read well. They are weak in Mathematics. You know, naturally many children don't like Mathematics. HT3. TLD-RWM.

Some of them cannot read and some of them cannot identify alphabetical letters. Some of them cannot even write the letters properly. If some of them wanted to write "b" they turn it and write like "d". CT1. TLD-RWM.

They can't read their textbook in English language... CT3. TLD-RWM.

Speech and Language difficulty (SpL)

Four interviewees, three head teachers and one class teacher, identified language difficulty. While the assumption would be for language difficulty in this context to be seen in terms of difficulty in English language since it is not the children's first language, one of the three head teachers and the class teacher saw language difficulty from a different perspective. The head teacher did not consider lack of proficiency in English language as a major problem. Rather the children's lack of proficiency in their mother tongue was considered a more disturbing difficulty. The class teacher identified the children's difficulty in Yoruba language, the indigenous language spoken in Lagos State.

We have a lot of children with English language difficulty. English is the medium of instruction in all the subjects right from Primary 1. So difficulty in English affect their performance in other subjects. HT1. TLD-SpL.

They are trying... foreign language. Provided children can express themselves they are trying... They do find it difficult in their own family language than English. They're better in English. HT2. TLD-SpL.

They speak it (Yoruba) well but they don't write it very well. CT3. TLD-SpL.

Emotional and behavioural difficulty (EB)

Like with difficulties in reading and writing, all the interviewees identified and provided data on emotional and behavioural difficulty manifested in the forms of "acting out" or "outing in" behaviours. Some of these manifestations were truancy, bullying, aggression, disruption, withdrawal and restlessness. Some of the data provided include:

We do experience such things as behaviour problem. They (the pupil) are stubborn, rascally. They don't take correction. … Even the way they will act, with defiance. … You see them playing clown… disturbing in the class … the child fighting all the time, beating his partner on the field. HT1.TLD-EB.

They will loose interest completely that they wouldn't even like to take part … Any time I was going round he would be outside. I discovered that right from home he has been very rascally. … Some teachers report some children not wanting to enter the class. They may leave home but they've not entered the school. … Some of them may be regular in school but they may not be taking part in what is being done in the school. HT4. TLD-EB.

When you are teaching, they can be playing with the cover of the biro, drawing something, beating the desk. Some of them are bullies. CT1. TLD-EB.

I have come across pupils with certain problems like emotional problems. For example, pupils from broken homes, they do not concentrate in the class and as a result they do not perform well in the class. … There are some with behaviour problems. Most of them are very aggressive, even to teachers. This girl if you are calling her she will not even look up. When a fellow pupil talks to her she will be very aggressive. CT2. TLD-EB.

Few of them are a bit stubborn. … Some times they will be disturbing the whole class. They are disruptive. CT3. TLD-EB.

Difficulty due to exceptional ability (GAT)

All the interviewees were eager to provide data on children with exceptional abilities, the gifted and talented children. The teachers said that when these children were not challenged enough, they became restless and disruptive.

> Some (the pupils) are talented, some are gifted and you have some that have learning difficulties. … You know, when one is gifted you will see the child an all rounder, in all subjects, even in sports. In athletics, you will see the child… We encourage such children by giving more home-work because if we should allow him to play or waste his time he'll feel dejected and pompous. HT1.TLD-GAT.

With such children, before you ask a question they know it. Those children are the children to watch. By the time you put ten questions they have almost finished. HT2. TLD-GAT.

I had a case like that, a boy. He was always coming late. … By the time he comes in I might have been half way teaching. He would come in, sit down he would be watching you. By the time you give assignment, before

you know it, he would be the first to finish the work and he would get all correct. There are children like that. HT4. TLD-GAT.

4.2.3: Types of support provided for children with learning difficulties

Analysing the interview transcripts revealed data on the various ways in which the teachers provided support for children with learning difficulties. The teachers indicated that most of the support that they provided was either whole school or individual teacher initiative. The school and teachers provided support through working in partnership with the parents, through counselling and through the use of specific intervention procedures.

Home: school partnership (HSP)

All the interviewees, especially the head teachers, stressed the idea of partnership and co-operation between the home and the school in addressing the learning difficulties of children who had them. The impression that the interviewees gave was that the school usually initiated this partnership.

That is why we have PTA, Parents Teachers Association... invite the parents we notify the parents of the child's behaviour we will advise the parents to pay more attention to such a child... HT1.TSP-HSP.

We invite such a parent to meetings. We hold PTA meetings and in these PTA meetings we talk to them about their children or wards and give then suggestions on how to tackle certain issues. Even on parents Open day, they are free to come to school to check on the work of their children, check the register; interact with the teachers to know how their children are performing. HT3. TSP-HSP.

We do invite their guardian or parent to ask them what is really happening to the child at home because they're not concentrating in the class. CT1. TSP-HSP.

We have what we call Open day. The parents come and we tell them what we have observed about the child and then we plan together. CT3. TSP-HSP.

Although the interviewees gave the impression of partnership, this was not always the case. For instance one head teacher in particular portrayed impatience, arrogance, and intimidation in her dealings with parents of children with behaviour problem.

I notice the child fighting all the time in the school... beating his partner... disturbing in the class... So I invited the parents... I threatened

> the parents that if it should continue I'll make sure I dismissed him from the school because I don't want him to pollute the other children. HT1. TSP-HSP.

Such words as "threatened" "dismissed" and "pollute" did not portray partnership. A relationship in which one party talked to the other in such condescending and patronising tone could not be described as a partnership. It gave an insight into some of the forms of relationship that existed in the state school system.

Counselling (C)

The interviewees indicated that they did a lot of counselling. Some of the interviewees indicated that they preferred counselling to applying sanctions especially corporal punishment. This was because they believed that counselling was more positive. It helped to restore the children's self-esteem and confidence, thereby reducing or eliminating the children's learning difficulties, they reckoned.

> We normally invite both parents... and advice them to show the child More love and let him (the child) have a sense of belonging. HT3.TSP-C.

> Like I said, I believe in talking. I talk to most of them... those stubborn ones, when I see them, I make friends with them, I call them...talking to them...and it has been giving positive results. HT4. TSP-C.

> ...she will be very aggressive.... She does not pay attention in the class She doesn't write and she is an intelligent girl, but her emotional problem is affecting her behaviour and affecting her studies...I started counselling the girl ...by now she is getting over the problem. CT1. TSP-C.

> Normally when we discover a child with such problem (behaviour) the child needs a teacher to counsel him. The child needs counselling. Although we don't have professional counsellors in primary school; it is the teacher's task to counsel the child, call the child and advise him. CT2. TSP-C.

> You know as a teacher, there are different methods of approach to disciplining children. There are people who feel that the cane should do it ... But I don't use the cane always...I believe in talking. That is the way I bring up my children, talking, preaching. The little ones I bring them nearer to me, play with them. So that will make them settle down. CT4. TSP-C.

The interviewees acknowledged that it was not all the time that counselling succeeded. Where and when counselling did not succeed, the teachers were helpless.

…there is practically nothing you can do. When you tell them and they don't appreciate. CT3.

The only thing for the teacher to do is to advise. You cannot force them to read, only to advise because if you continue using cane …the child will say, 'are you my parent?' So you have to advise… CT4. TSP-C.

Special and specific intervention programmes

The teachers indicated that they used certain specific methods of support in the schools. These were reading recovery, individual support, ability setting, in class support, withdrawal and subject specialisation methods.

Reading recovery (RRP)

The interviewees identified reading difficulty as one of the major types of learning difficulty that the children had. In response to this all the class teachers had a programme for supporting children who had this special need.

For example children that have reading problem, you as a teacher…give them pattern reading. . ask them to read individually… then ask them to read in groups so that you involve everybody. By doing it constantly many of them will be able to improve… Pattern reading means that the teacher should show them how to read… read the passage while the children listen carefully, look at the teacher… how the teacher pronounces every word. CT2.TSP-RRP.

Since I have discovered that they find it difficult to read their textbook… I now go back to simpler textbooks that have pictorial illustrations. I use such a book to sort of start grooming them again. CT3. TSP-RRP.

A child in Primary 4 (key stage 2) that cannot read, I take them back to writing of ABC and reading of ABC, then 2-letter word, then 3-letter word. The book that teaches that, I let them have it until they are able to read a long word, then they can come to the original book meant for their class. CT5. TSP-RRP.

Individual support (ISP)

The teachers indicated that they adopted individual support method particularly with those children with exceptional ability. They were allowed to study at their own pace and kept constantly busy in an attempt to prevent them from being disruptive.

We encourage such children by giving more homework to such a child because if we should allow him to play or waste his time like the slow learners, he'll feel dejected. HT1.TSP-ISP.

In that case you have to get him occupied in one way or the other as soon as he finishes else he would disturb other children. He would be bored. So you give him certain things to do and you keep him busy. HT4. TSP-ISP.

Ability setting and in-class support (AS)

The teachers acknowledged that children learn at different rates and achieve at different levels and the children they taught were no exceptions. They therefore adopted a method that enabled them to support children at whatever level the children were. The children were grouped according to their ability and attainment levels.

The teachers, they spend about thirty minutes to one hour with those children. The teachers arrange the children in groups and take more time with them. HT2.TSP-AS.

We normally sit the children according to their ability in the class. HT3. TSP-AS.

... put those children to one side... you know that this group they have this type of difficulty. So you will go to them and assist them. Those people that do not have their problem you will give them another work to do in another side... pay more attention on those who have difficulty more than those who don't. CT4. TSP-AS.

Withdrawal (IDT)

The teachers mentioned that the education authority did not allow children to be kept in school after school hours for extra study. They therefore devised ways of giving children extra tuition during school hours without getting into trouble with the authorities.

You have to give the child extra time, more time. In fact I had to get a junior class textbook, Reader, reading book for the child and I was using it during break period. HT4. TSP-IDT.

So because it is illegal to do any lesson after school hours. I don't usually allow them to stay after school hours. My own period of break is when I teach the children. Even if it is only 15 minutes out of the 35 – 40 minutes that they have for their break and I see that they use it to learn something. CT5.TSP-IDT.

Bring them (the pupils) in after 15 minutes of the break, give them work before the arrival of the others (pupils)... though I suppose not to debar

> them from having their break, for those that are interested, after eating and few minutes interaction with their play group, they come into the class and I teach them and we go through the book together. CT3. TSP-IDT.

Subject specialisation (SSP)

One head teacher in particular mentioned that she adopted what she described as subject specialisation in the senior primary school (key stage 2) and for core subjects. She described the method very well:

> But I introduce subject specialisation teaching. Like teachers who are specialised in certain subjects, I make them teach such subjects, like Maths. These teachers are class teachers, but they move to teach the particular lesson in certain classes that I think the teachers are not strong enough. HT3.TSP-SSP.

4.2.4: Causes of learning difficulties

The interviewees considered the following to be causes of learning difficulty:

- poverty
- lack of parental awareness and lack of interest
- environmental influence including peer group pressure
- natural and medical factors
- inadequate provision of educational resources
- poor teaching.

Poverty (P)

All the teachers interviewed held the view that children from poor background were more likely to have difficulties with their learning because to poor parents meeting the basic human need for food to survive was more important than acquiring formal education.

> When the parents are poor, … You know child abuse. Instead of allowing this child when he or she gets home from school to relax the brain for some time and later get a book and revise what he or she might have done in school, the parents just give him or her something to go and hawk… without that they cannot survive. HT1.CLD-P.

> If the money is there then they'll (parents) give that child education. HT2. CLD-P.

The rate of poverty is much in the country. … When you invite them (parents), or give letters that they must come, they will tell you they're looking for money, that if they come they will not be able to get enough money to feed the children. HT3. CLD-P.

One of the reasons is as a result of poverty. Parents who do not have enough money will prefer sending the children hawking in order to make ends meet… When a child is not well fed, the child will not be able to concentrate well in class. CT2. CLD-P.

> Poverty… you see them (the children) on the street hawking for the parents so that they can have enough to eat. CT5. CLD-P.

The fact that the parents were poor put a burden on the children to help earn a living to sustain their families. Their education was not a priority, rather survival was. The children were exposed to abuse and neglect. They eventually developed a negative attitude to school and learning. The resultant effect could be emotional and/or behavioural difficulties. Another dimension to the role of poverty in facilitating learning difficulty was the inability of poor parents to provide learning resources for their children.

> When we call on the parents … at the end of the day they will say they don't have money. It is only those that have money that can buy the Reader. CT1. CLD-P.
>
> Some of their parents are not financially well off. So they can't adequately provide for the needs of those children. That is why those children are back-wards in class. CT3. CLD-P.

Lack of parental awareness and lack of interest (LPA)

The teachers all expressed the view that if parents got more involved in the education of their children, then the children would not have difficulties in learning. It was the belief of the teachers that the parents did not get involved because they were not aware of the benefits of education.

> Not all parents understand the essence, the advantage of education. If they are not educated there is nothing you can do… because they don't appreciate the value of education. HT1. CLD-LPA.

According to the teachers, parents whose children had learning difficulties accorded low priority to the education of such children. Such parents did not invest time and/or money on the education of their child.

> .... mother/family has no time to spend on their children ... they think it is a waste of money buying toys, teaching these children. HT2. CLD-LPA.

> Some parents don't see the need of buying textbooks for their children... We hold PTA meetings ... many parents don't even turn up... only those who are interested will come. HT3.

> Most of the time you invite them (parents) they won't show up. In fact they are always busy with everything except their children's welfare. HT4. CLD-LPA.

The teachers observed that the reverse was the case among children without learning difficulties. Their parents were aware of the benefits of education and willingly invested in their children's education.

> By parents teaching ... buying toys. To Nigerians they think it is waste Of money. ... Even though they have the money ... they don't want to go to that area, using fifty Naira (N50.00) to buy book. HT2.

> Some children that don't come from parents that are learned, they are not exposed like children that are from learned parents... Those children that are from educated parents they are quick in understanding and learning. ... They learn faster than children that are from illiterate parents... Parents that are learned always try as much as possible to get gadgets (educational) to the house because they know they'll (educational gadgets) be of benefit to their children. But illiterate parents, they may be rich, but they may not see the need... HT3.

According to the teachers, this lack of awareness gave rise to either of the two extreme situations - child abuse or child indulgence. The child was either sent out to the streets to earn a living through hawking, or was indulged into laziness. The interviewees argued that if children had no time to go through their schoolwork, it affected their learning, and because the parents were unaware of the benefits of formal education, there was not much that the school could do.

> At the moment there is practically nothing we can do if most parents are not educated and they've not experienced. HT1.

Some teachers were of the view that some parents exhibited a negative attitude towards their children's education and according to the teachers, this made the children develop learning difficulty.

> Like some parents don't even care about the education of the children. They only dump them into the school. When you call PTA meeting, only those who are interested will come. When the two (school and home) are not co-ordinating well, you know the child will not do well. HT3. CLD-LPA.

> Here parents are not quite interested ... In the cantonment here, parents don't care too much about their children and this affects these children's performance. ... And the experience we have here also is that parents do not provide the necessary materials for these children. They believe everything should be free. They expect the government to be providing everything. It is not easy getting the parents attention. Most of the time you invite them they wouldn't show up. They are always busy with every other thing except their child's welfare. HT4. CLD-LPA.

> In some areas in this Lagos parents are not particularly interested in this education because ... when they train their children to university level at the end of the day the child will not get work to do. He will go and trade or go and learn a trade. So after school they (the parents) always ask these children to go and hawk for them. They (the children) don't even have time for doing their homework when they're given or revising what they've taught them in school. CT1. CLD-LPA.

> Some of them (parents) are not educated. Some of them don't have time for these children. They wake up very early and go to their various places of work They come back late at night. In the morning they wake up again and go. That is why they don't have time to check the performance of these children. CT3. CLD-LPA.

Environmental influence including peer group pressure (ENV)

In addition to the above, the teachers expressed the view that the environment in which children grew up determined whether they had learning difficulties or not. In talking about the influence of the environment, the teachers made reference to the home and the surrounding social milieu. The teachers said that certain children from broken homes had learning difficulties because they had emotional difficulties.

> ... a home that is not stable, for example, a broken home. Hmmm ... children brought up under that condition are not always working well in school. ... that feeling of rejection ... he (the child) will still be brooding over his predicament. HT3.CLD-ENV.

Some of them are children that came from broken homes … where they are not properly being taken care of. So it affects their education. CT1. CLD-ENV.

Pupils from broken homes, they do not concentrate in the class and as a result they do not perform well in the class. … The children that have good background, good home background, they read easily. May be the parents are educated, the parents also help their children at home. So when they come to school they find it easy to learn to read. CT2. CLD-ENV.

Parents in some environments, the teachers said, did not show any interest in the performance of their children at school. Such parents did not supervise, direct or provide guidance for their children. The teachers that had dealings with children from the police and army barracks felt very strongly about this.

> Like those of us having barrack children in our midst… their training is not as easy as children that live in the town. They (barrack children) are very playful… very rough… the parental control is not there. HT3. CLD-ENV.
>
> We are in the military environment, inside the cantonment. Here parents are not interested… They don't have time for their children like civilian parents … In the set up here we discover that the military man has little or no time for the family. And then these children are left on their own. Here parents don't care about their children and this affects these children's performance. HT4. CLD-ENV.

These same views were expressed about children from inner cities where there were no positive role models.

> At times peer groups, environment affects the child. You know we are having lots of vagabonds in the street, …The child returns home, finds nobody…he is lost to the streets. If he hasn't got someone serious for him to emulate, you see the child falling into such category. HT1. CLD-ENV.
>
> Some children having it (learning) difficult depend on the environment where you come from… Like in an area where the child's parents do not know much about education… from that area no one talks about education. HT2. CLD-ENV.

Natural and medical factors (MNF)

Nature was identified as one of the causes of learning difficulties. Three of the interviewees expressed the view that children had learning difficulties due to natural causes. This view was not very well expressed because the teachers equated natural causes to mean either hereditary or medical (physiological and congenital) conditions.

You know when it comes to nature, these children they are not all the same. You have some that have learning difficulties…they find it really difficult to assimilate. There are lots of problems attached to it (SEN). You know some children naturally they're handicapped. Some are handicapped naturally. … might be during pregnancy or after birth or during development …could cause handicap to ones mentality. HT1.CLD-NMF.

… hereditary, it is right from the womb or the parents. Something that affected the child from the womb, which no effort could solve … not until the special school took the child. … HT2. CLD-NMF.

It may be hereditary. That is why the child has low IQ… That is where special education comes in. HT4. CLD-NMF.

The emphasis was on the medical condition of the child, on the child's physical and mental capability. A child that was dependent on someone to get things done was said to have special educational needs.

Special education, right from youth, sorry from childhood, somebody can start taking care of the child. HT2. CLD-NMF.

Inadequate provision of educational resources (IER)

Some of the interviewees mentioned lack of adequate educational resources as a cause of learning difficulties. The fact that they did not have adequate resources to prepare their lessons and the children did not have textbooks and other learning materials to aid their learning contributed to the children developing learning difficulties.

When they're given assignment and the child has no book to do his or her work, so that will always affect learning. He will not be able to read on his own or her own. … If you (the teacher) want to teach a lesson, you cannot get it (teaching aids), unless you can try to draw or get an artist to draw it for you… CT1.CLD-IER.

Although Government supplies books, but the books cannot go round the children. In a class of about 30 – 35 pupils, the children can be supplied about 5 textbooks and this cannot go round all of them. … When there are enough textbooks and adequate resources it will help the children to improve their learning. CT2. CLD-IER.

Well if they have no learning materials, that can debar them from doing well in class. When they are given assignments at home he has no book to do his or her work. So that will always affect learning. He will not be able to read on his own. He will always depend on what ever they do in school. CT3. CLD-IER.

The teachers acknowledged the high cost of providing education, but expressed the view that if it were adequately funded, children would not develop learning difficulty.

> Education is very expensive...The government of the day hasn't got enough funds to maintain schools...there is the problem of infrastructure, equipment for teaching, teaching aids no laboratory... There is a basic problem of lack of adequate funding for primary schools. HT1. CLD-IER.

The high cost notwithstanding, the teachers identified an element of human error and lack of equal opportunity in the provision of basic education. The teachers argued that because the policy makers did not use the state schools, they did not initiate investment in the state school system that would ensure available and quality education for all children.

> The government don't pay 100%, ... don't pay 80% attention to primary education...those in government since they don't have their children in public schools they don't care. They don't care much. The policy makers don't send their child to the state schools. So they don't care. HT1. CLD-IER.

Poor teaching (PT)

All the interviewees expressed similar views that poor teaching led to children developing learning difficulties. This is peer evaluation at play. It is a system that could be developed to raise the profile of the profession, increase professionalism and competency, and ensure good practice.

> If you make your lessons interesting, no matter how dull the child is at least there will be an aspect of your lesson that the child enjoyed... for a child who can't read, it means the child is not well grounded on the alphabets ...and it depends on their background. You know like those of them who happen to fall into a lazy teacher's hand. HT3.CLD-PT.
>
> ... not all teachers are devoted. There are times that you find the teacher is not quite devoted. The pupil/teacher relationship is not there...the atmosphere in the classroom does not attract the child. HT4. CLD-PT.
>
> So most teachers are not dedicated to their work...when a teacher does not teach well the child cannot assimilate. CT2. CLD-PT.
>
> Some teachers are not well dedicated in their work. If a child is lagging behind in the class, the only thing is to focus on those that are following ... just neglect that one. CT4. CLD-PT.

It might be convenient to blame the class room teachers when the children in their classes did not achieve academically. But the question that should be asked is whether the

teachers were in a position to deliver what was expected of them. It was evident from the literature review and the interview data that the teachers did not have the knowledge and training required to support children with learning difficulties. It was therefore difficult if not impossible for the teachers to realise that they professionally had to differentiate in order to provide for the various abilities in the class. This has implications for initial teacher training and teacher professional development, both of which are discussed later in this thesis.

4.2.5: Teachers' evaluation of current policy and practice

The interviewees expressed their views on current education policies and how it affected their practice. In this wise, a theme that constantly emerged in all the interviews was that of teacher motivation. This was woven round the issues of remuneration, resource availability, and teacher training curriculum and professional development. The teachers were far from being satisfied with the instructional materials available in the schools, their salary structure, the teacher training that they received, and opportunities for professional development. They regarded opportunity for in-service training and continuing professional development, provision of adequate learning and teaching materials in addition to adequate financial remuneration as motivational factors that would ensure good practice and consequently better pupil performance.

The teachers argued that they were not motivated to deliver good practice. For instance, the teachers had to bear the cost of re-training themselves and there were no provisions for professional development.

> You know learning goes on and on... Government should organise this because colleges that are good in training take money from teachers. But you can't continue to do that. Now it is the teacher that pays. HT2 ITE-ITT.

> The Government said that every teacher should have NCE. There are still many teachers who do not have... You fend for yourself. Some of the teachers are financially handicapped, so they cannot further (their education). CT1.ITE-ITT.

> Now as I said that of teachers with poor salary I would have mentioned lack of remuneration. There is no health facilities for teachers, no work-shops and seminars. They don't do it as it is supposed to, where every teacher will partake in it. CT5. ITE-M.

All the interviewees mentioned that lack of adequate educational resources affected their practice. They expected Government to live up to its responsibility to all its citizens and give priority to primary education rather than expect teachers to improvise.

> Lack of learning material is affecting the children's performance and lack of teaching aids is affecting the teachers' performance too. If you want to teach a lesson like *Jesus Feeding the Five Thousand,* you cannot unless you yourself as a teacher can draw or get an artist to draw it for you. Without that the children will not get exactly what you are saying. CT1. ITE-ITR.

> … Government must provide adequate resources because most of these children are from poor homes. Their parents cannot afford those resources. So Government should try to assist in providing each textbooks that will help the child and teaching aids… CT2. ITE-ITR.

> When there are no materials, that is, the teaching aids. They are not being provided by the school and the teacher in the days when things were going on well in Nigeria we do improvise. But nowadays, even improvisation you cannot do it again. The teachers that are not being paid properly cannot take the little they have to eat to go and improvise materials. CT5.ITE-ITR.

Some of the interviewees expressed their view on the type of training that they expected teachers to have and on the issue of funding for the training. They wanted the training that a teacher received to be relevant and appropriate to the setting in which the teacher taught. Initial teacher training and continuing professional development, the interviewees argued, should be funded by Government. The teachers' professional development should be related to the special needs of children.

> In fact I want primary education (training) because most of the teachers did Secondary NCE and they are now going for degree in secondary education. So their training is not relevant in the setting in which they are. HT4. ITE-ITT.

> Government can organise the training, fund this training. It can be imparted to them in the school when they are in the teacher training colleges. They can also attend seminars… if there is a new thing, like a new policy on education, the State should organise seminar for teachers to enlighten them. CT4. ITE-ITT; ITE-CPD.

> I will like that the workshop, seminar/workshop for teachers on teaching aids, the use of teaching aids and improvisation and how to teach children to improve their speech and writing… CT5.ITE-CPD.

The teachers expressed very strong views with regards to their salary and remuneration. These were closely linked with their professional rating in the society, which impacted on their self- esteem and ultimately practice.

> Teachers, they should be well paid like other worker. They should not be as second class citizens… and they should be equipped with adequate resources. So by doing that they will be dedicated to their jobs. CT2.ITE-M.

> Well on the part of teachers, teachers are not well paid. So most of the teachers are not dedicated to their work because of poor salary… So when they go to the class, they do little or nothing to the children… Most of them it is not that they can't teach well,…but because of lack of remuneration and adequate resources, they don't do much. CT3.ITE-PR.

> Like this period we are now, the teachers are on strike. They're at home because the teachers are not being paid and it will not be easy for someone with empty stomach to teach. So the protest is being made. CT5. ITE-ITR.

As mentioned earlier, these interviews provided the opportunity to construct a questionnaire that was administered to a wider sample of teachers. The results of the questionnaire are now discussed in the next chapter.

CHAPTER FIVE

5.0 ANALYSIS AND FINDINGS OF QUESTIONNAIRE

The questionnaire was made up of 36 items constructed out of the responses from the interview samples. The questionnaire provided the opportunity to reach a wider sample of teachers and to achieve triangulation. The questionnaire was distributed to seven hundred teachers. Data from two hundred completed questionnaires were analysed using statistical data analysis procedure. Two computer software packages, Statistical Package for Social Sciences (SPSS) and Microsoft Excel programmes were used in this analysis. Because of the nature of this study which was basically exploratory, simple statistical analysis procedure was adopted. The procedure used was the Exploratory Data Analysis (EDA), a procedure that involves using frequency counts (Robson, 1995).

In this analysis, specific procedures were adopted involving, in this order,

1. Coding
2. Data entry
3. Descriptive analysis.

Coding and data entry were done using SPSS. See Appendix 8 for the questionnaire coding frame. The descriptive analysis was done using the SPSS and Excel. The results were displayed using frequency distribution, bar charts and pie charts. Charts were used because they provided ways of summarising the data and they are quickly and easily understood by a variety of audiences (ibid.). The data is presented and discussed below:

5.1: General information Section A: Questions 1-10

This section provided general information about the participating schools and personal information about the teachers in those schools. The information provided gave a lot of insight into the general ethos of primary education in Lagos.

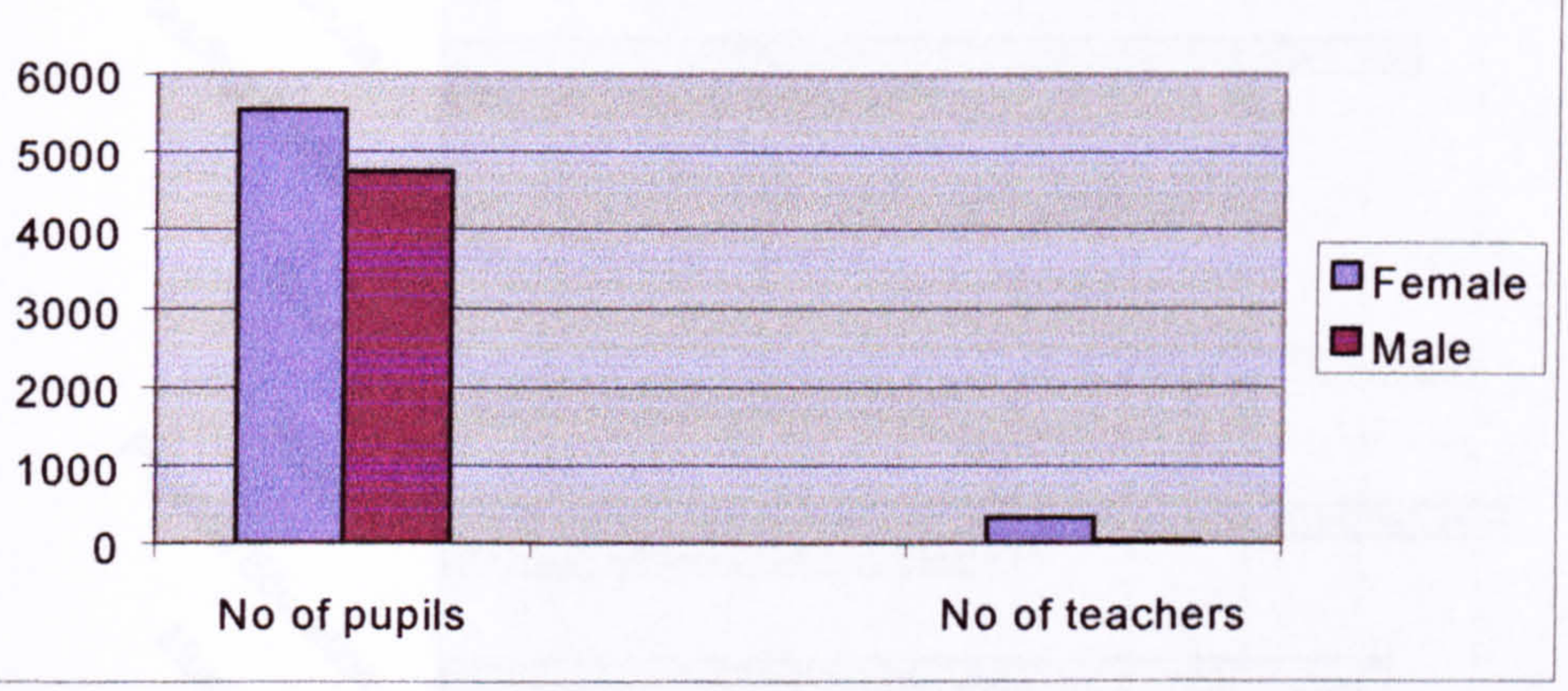
Q.1: Number of pupils in the school

There were a total of 10,279 pupils, 5,537 of which were girls, and 4,742 were boys.

Q.2: Number of teachers in the school

There were a total of 381 teachers, 338 were female and 43 were male. Chart 5.1 shows the numbers of pupils and numbers of teachers.

Chart 5.1: No. of pupils & No. of teachers

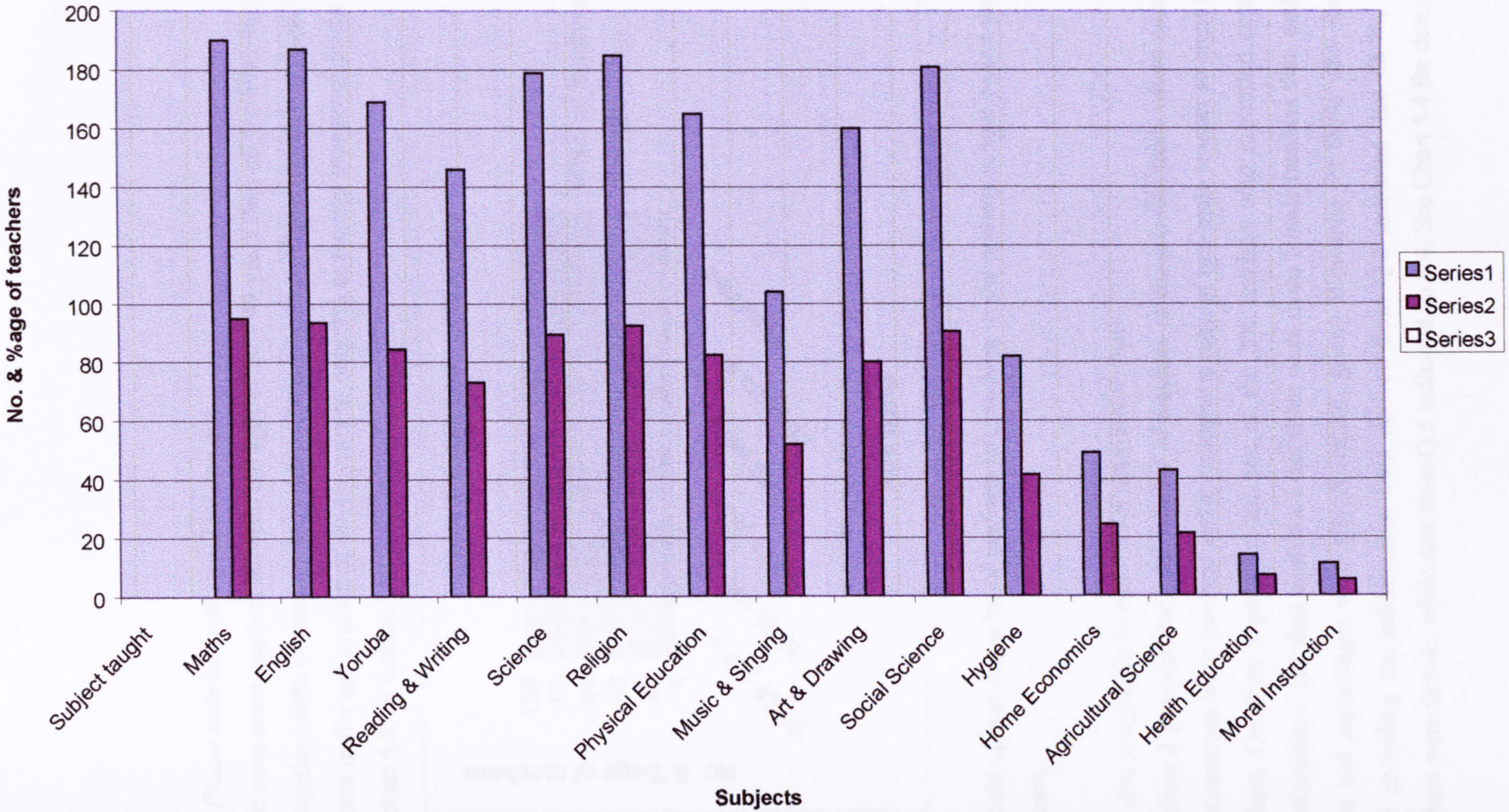


There were more female pupils and female teachers than male pupils and teachers in all the schools from where completed questionnaires were received. The teacher/ pupil ratio was 1:27 and the male/ female teacher ratio was 1:8.

Q.3: What subjects do you teach? Please tick as appropriate. If there are any other subjects that you teach that are not listed, please indicate.

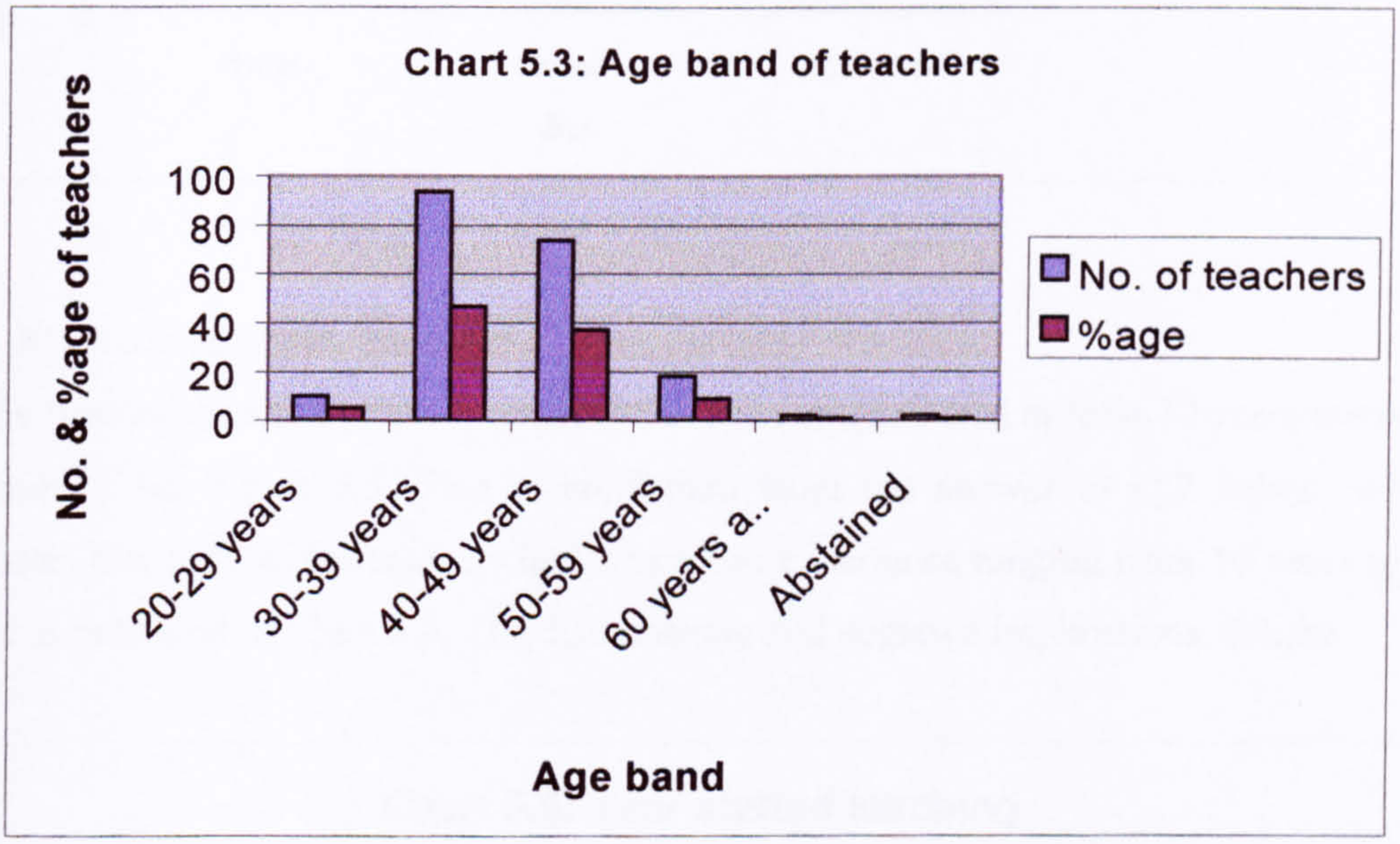
There were a total of 15 subjects taught in all the schools. The following subjects were taught in all schools: Mathematics, English, Religious studies, Social Science, Science, Yoruba language, Physical education, Art, Reading and Writing, and Music and Singing. See attached Chart 5.2 for detailed analysis.

Chart 5.2: Subjects taught



Q.4: Please indicate your age. Tick one box.

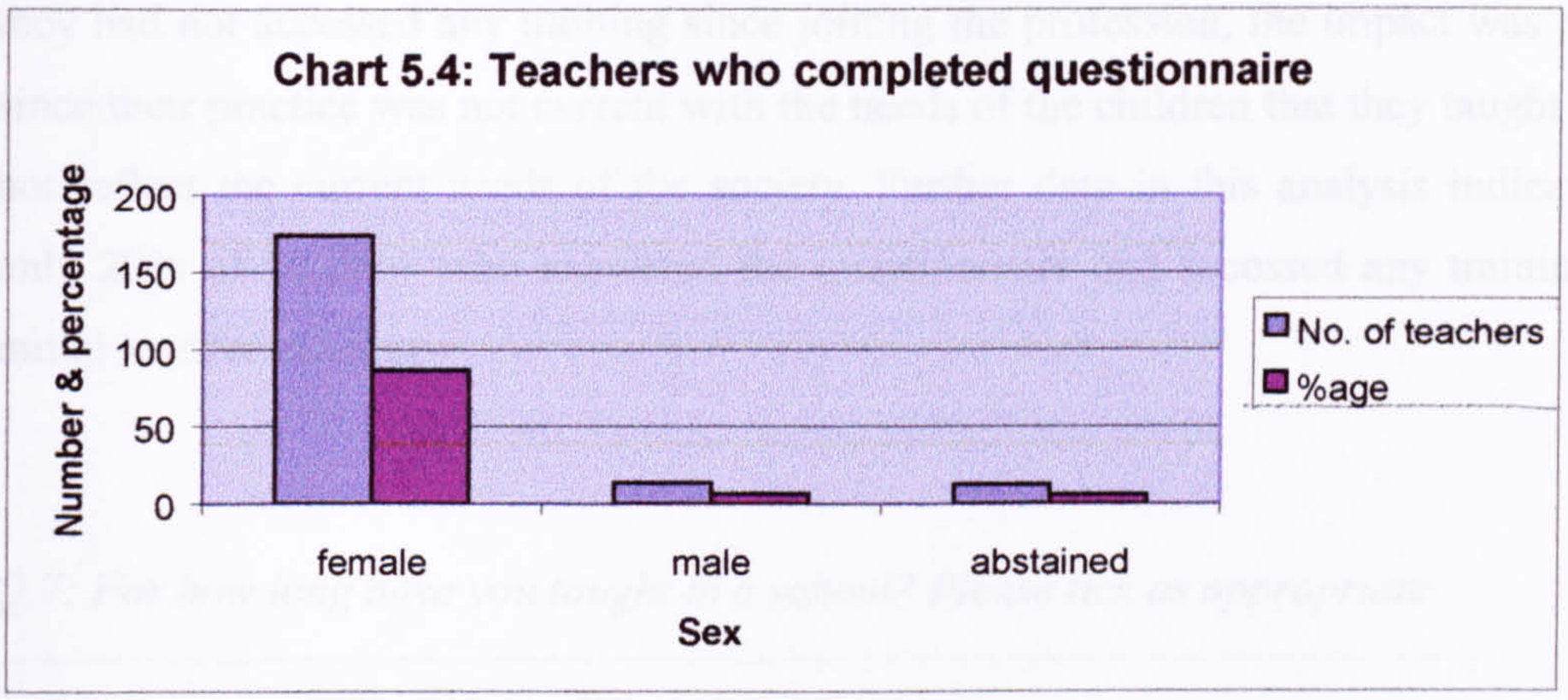
There were more teachers between the ages of 30 – 49 years than all the other age bands put together; 84% of teachers fell within this age bracket. There was a drop from 37% of teachers in the age bracket of 40-49 years to only 9% in the age bracket of 50-59 years. See chart 5.3 for details.



It would appear that a lot of teachers left teaching in the primary school before they turn 50 years.

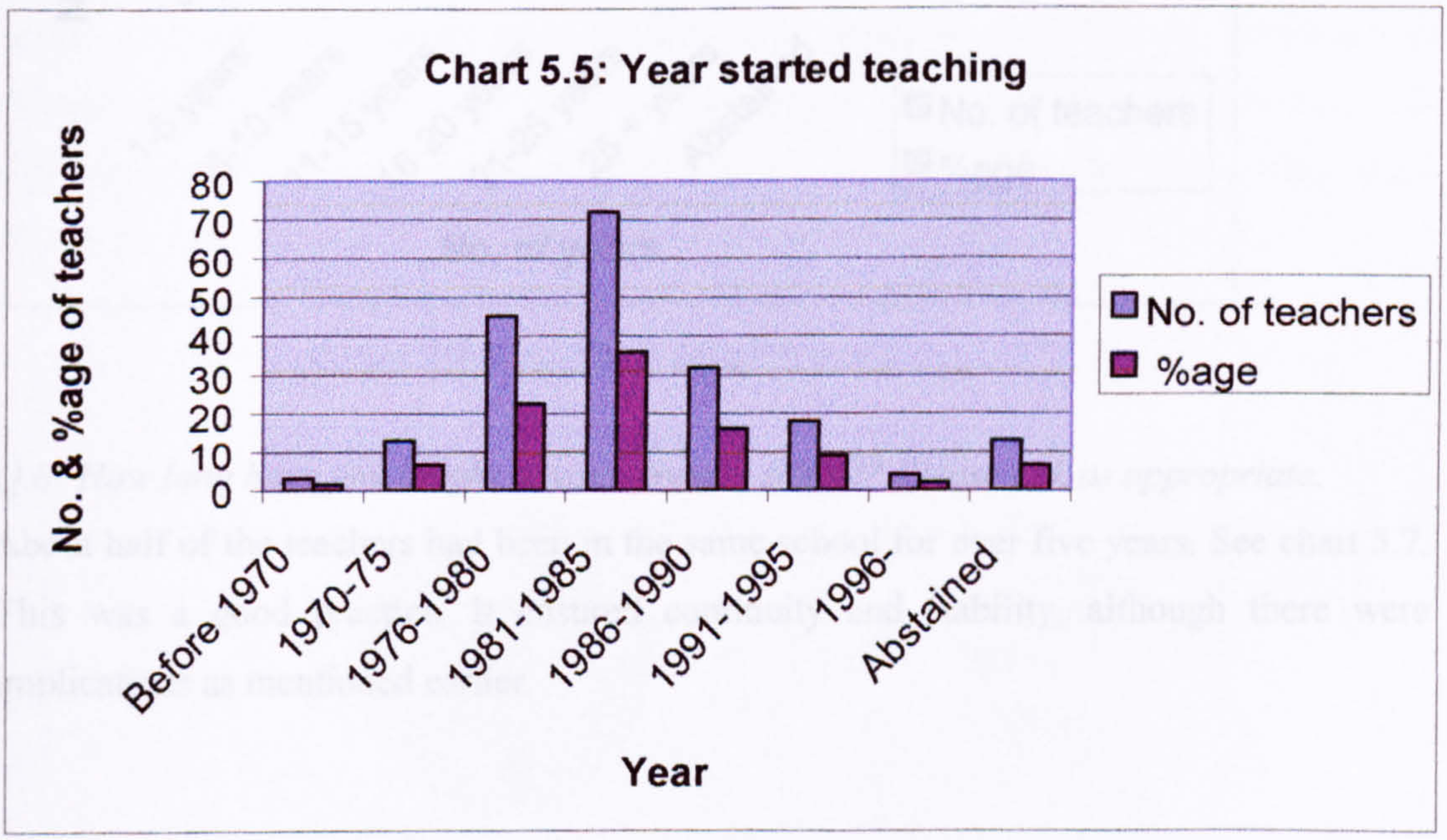
Q.5: Are you female or male? Tick appropriate box.

Question 2 provided the total number of teachers in the schools from where completed questionnaires were received and it indicated a ratio of one male teacher to eight female teachers. Question 5 provided the sex of the 200 teachers who submitted completed questionnaires. The data confirmed that there were more female teachers than male. The ratios and percentages were almost similar, giving allowance for those who abstained from providing the information. Data derived from Q.2 indicated that 88.7% of the teachers were female, while data from Q.5 indicated 86.5%. See Chart 5.4 for details .



Q.6: When did you start teaching?

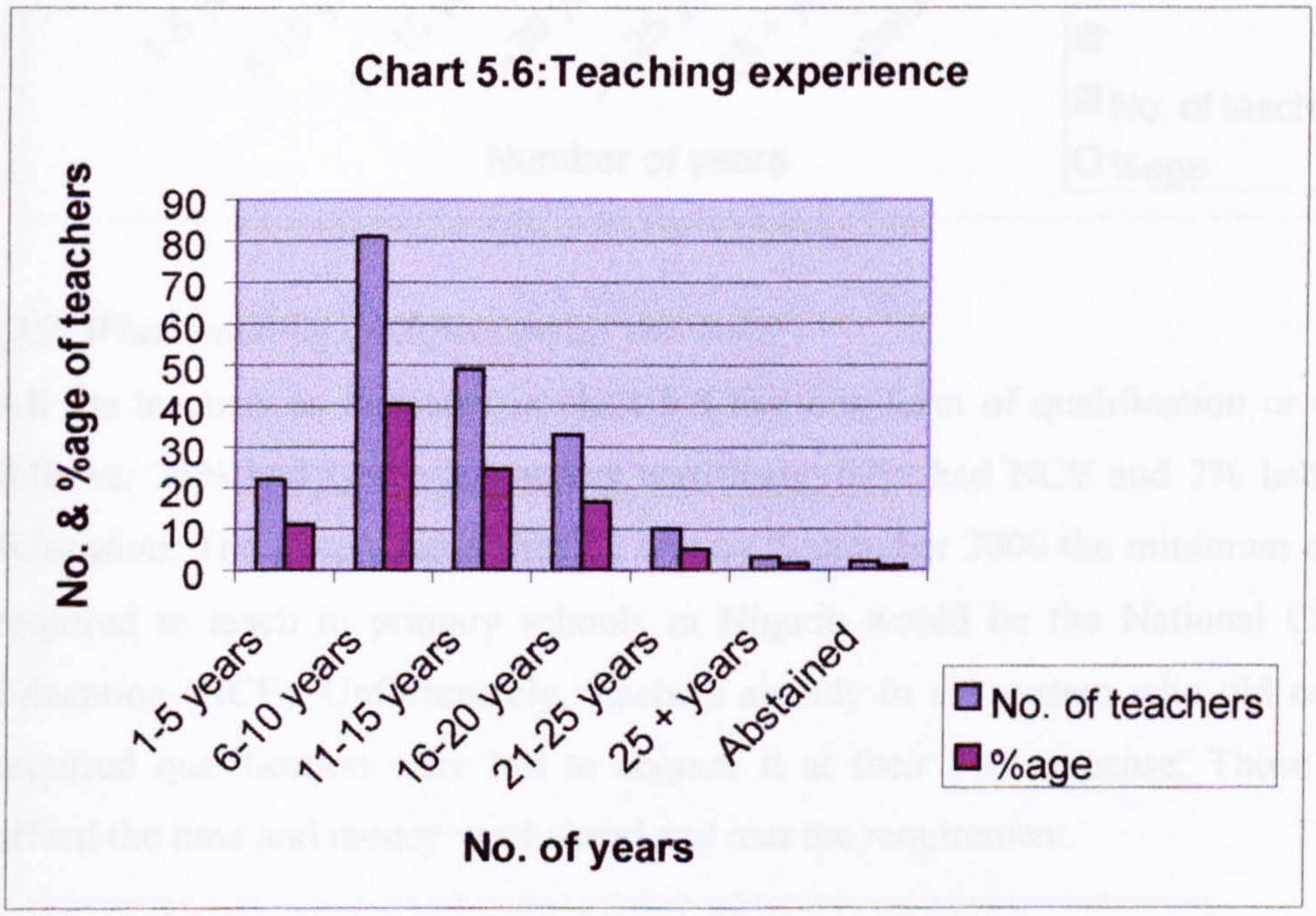
At the time of the survey, 1999, about 80% of the teachers had at least 10 years teaching experience See Chart 5.5. This is confirmed from the answer to Q.7 below, which indicates that 88% of the teachers had classroom experience ranging from 10 years to 25 years as indicated in Chart 5.6. This had positive and negative implications. Where



long staying teachers had continuous professional development, the impact was positive as they combined experience, expertise and innovation in their practice. Where however,

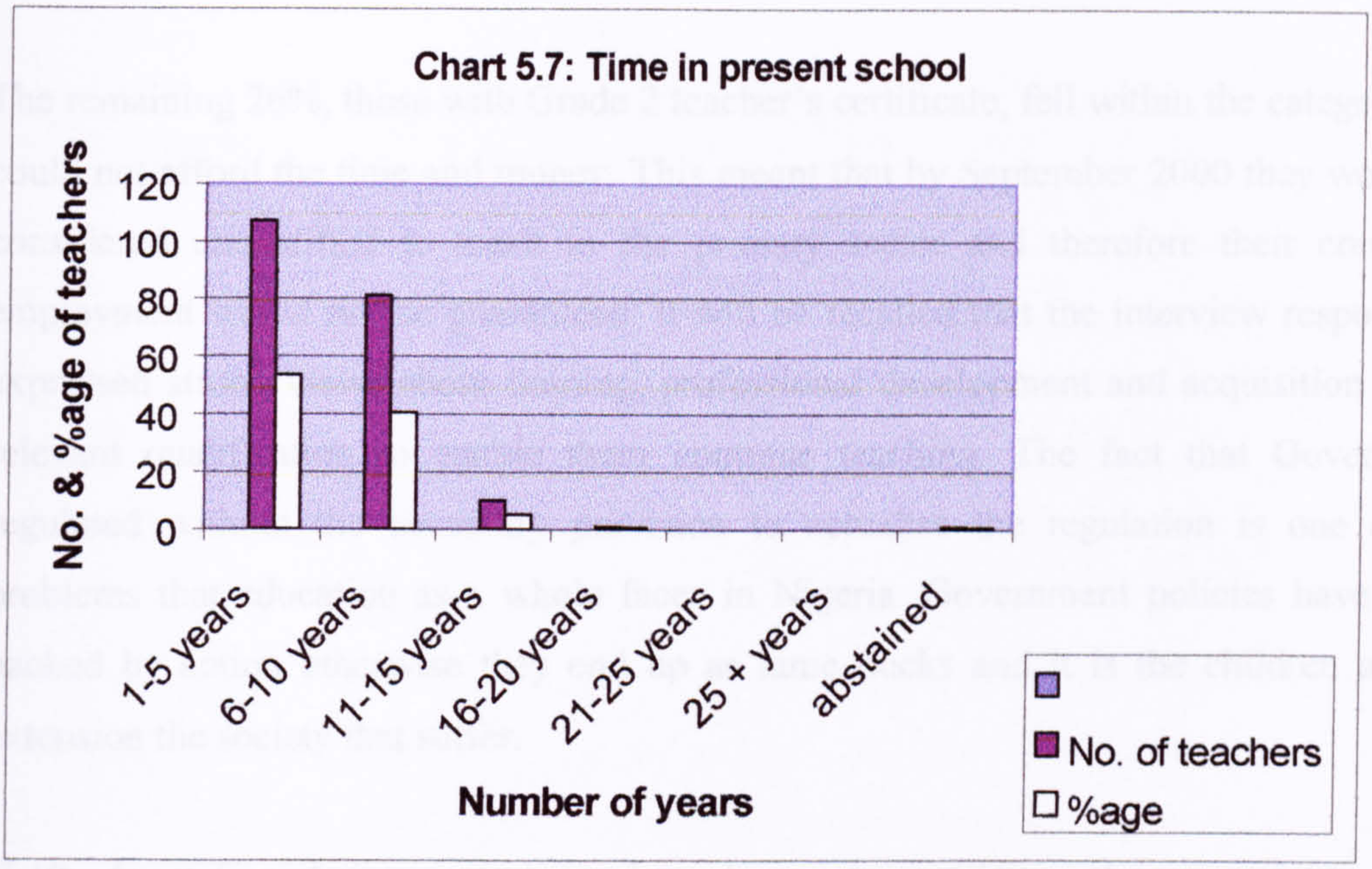
they had not accessed any training since joining the profession, the impact was negative since their practice was not current with the needs of the children that they taught and did not reflect the current needs of the society. Further data in this analysis indicated that only 20% of teachers who answered the questionnaire had accessed any training since initial teacher training.

Q.7: For how long have you taught in a school? Please tick as appropriate



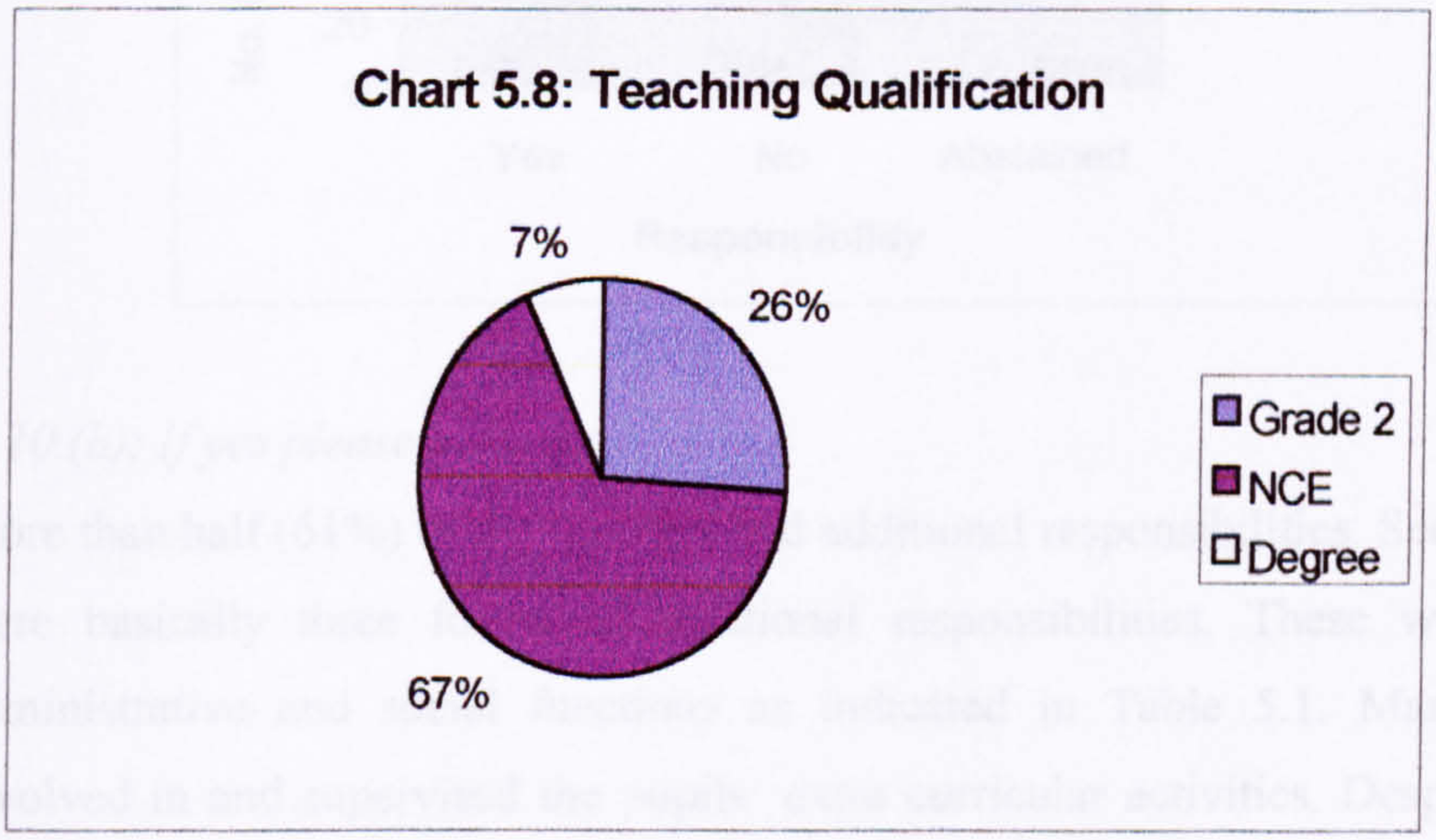
Q.8: How long have you taught in your present school? Please tick as appropriate.

About half of the teachers had been in the same school for over five years. See chart 5.7. This was a good practice. It ensured continuity and stability, although there were implications as mentioned earlier.



Q.9: What teaching qualification do you hold?

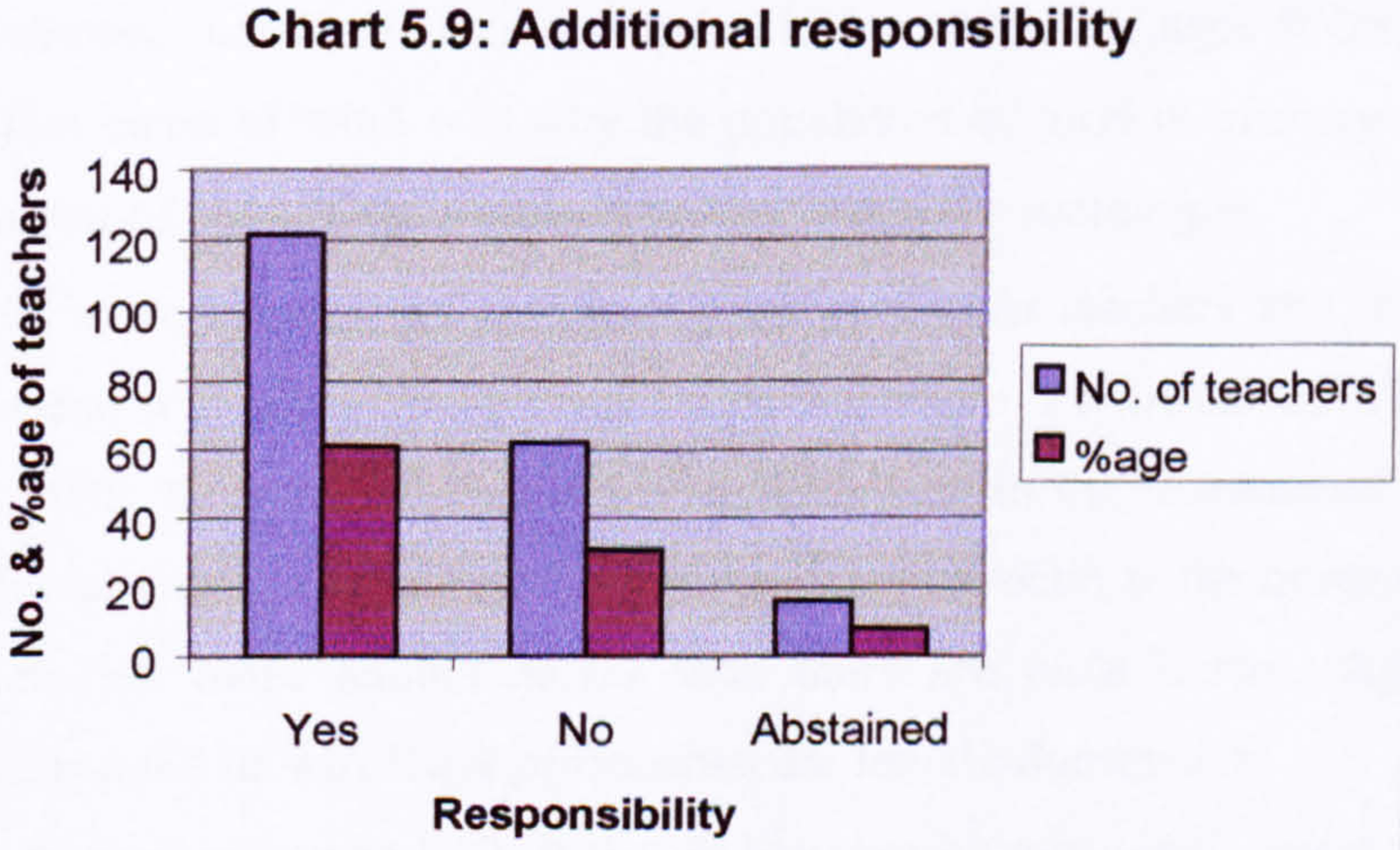
All the teachers as indicated in chart 5.8 had one form of qualification or the other as follows: 26% had Grade 2 teachers certificate, 67% had NCE and 7% had degrees in Education. The government directed that by September 2000 the minimum qualification required to teach in primary schools in Nigeria would be the National Certificate in Education (NCE). Unfortunately, teachers already in the system who did not have this required qualification were left to acquire it at their own expense. Those who could afford the time and money went ahead and met the requirement.



The remaining 26%, those with Grade 2 teacher's certificate, fell within the category that could not afford the time and money. This meant that by September 2000 they would be considered unqualified to teach in the primary sector and therefore their continued employment would not be guaranteed. It will be recalled that the interview respondents expressed strong views about training, professional development and acquisition of the relevant qualification to enable them continue teaching. The fact that Government regulated without the necessary provision to actualise the regulation is one of the problems that education as a whole faces in Nigeria. Government policies have to be backed by action otherwise they end up as lame ducks and it is the children and by extension the society that suffer.

Q.10: Apart from being a class teacher, do you have additional responsibility in the school?

Chart 5.9: Additional responsibility



Q.10 (b): If yes please indicate

More than half (61%) of the teachers had additional responsibilities. See chart 5.9. There were basically three forms of additional responsibilities. These were management, administrative and social functions as indicated in Table 5.1. Many teachers were involved in and supervised the pupils' extra curricular activities. Despite this wide and varied involvement in the academic and social life of the pupils, there was no teacher

Table 5.1: Types of additional responsibility

Management	Administrative	Extra curricula/ Social
Assistant Head teacher	School secretary	Arts & Craft club
Head of Department	School treasury	Games & Sports
Head of Year	Secretary PTA	Drama
Subject Head		Literary & Debating society
Exams committee member		Young Farmers Club
Disciplinary committee member		Choral society
PSE		Cultural group
		Scout
		Red Cross society

either co-ordinating, supervising and/or monitoring the activities of pupils with learning difficulties. This was a serious omission, which again could be attributed to the general attitude of non-acknowledgement that learning difficulties existed among school children.

The following conclusions were drawn from this section:

- There were more girls than there were boys in primary schools in Lagos. Population statistics showed that there are more male children born in Lagos (FOS, 1997). The question that came to mind was why the population of girls in primary schools was more than that of boys. This is a likely area of study for sociologist.
- There were more female teachers than there were male teachers and in the ratio of 8:1. This trend was not different from trends elsewhere. For instance, in England and Wales in 1999, the ratio of female to male teachers in the maintained nursery and primary sector was 5:1 (DfEE, 2000). A similar profession is the nursing profession where there are more female nurses than there are male nurses. Again perhaps sociologist can tell us why these professions are female-dominated.
- The teacher pupil ratio was 1:27. It should however be mentioned that it was possible that in some schools the ratio was either lower or higher. This high ratio could enable teachers differentiate teaching and provide support to pupils accordingly.
- Teachers tended to leave the classroom at a point when they could be more useful as practising teachers having acquired several years of teaching experience. This study did not find out why this was the pattern. It is a likely area of study, which can be explored by other researchers.

- This study did not find out whether the teachers retired or went on to other professions or to other areas of education. Anecdotal evidence however indicated that the teachers left the classroom for managerial posts within and outside the education sector because the financial benefits in these other areas were more attractive. This has implications for the teaching profession and is discussed further in the next chapter.
- Despite the fact that teachers tended to leave the classroom, they still taught for a long time before they left. Majority of the teachers had a minimum of ten years teaching experience. This was a healthy trend that guaranteed continuity and experience although there were implications for professional development. This is also discussed further in the next chapter.

5.2: Nature of learning difficulties Section B: Questions 11-15

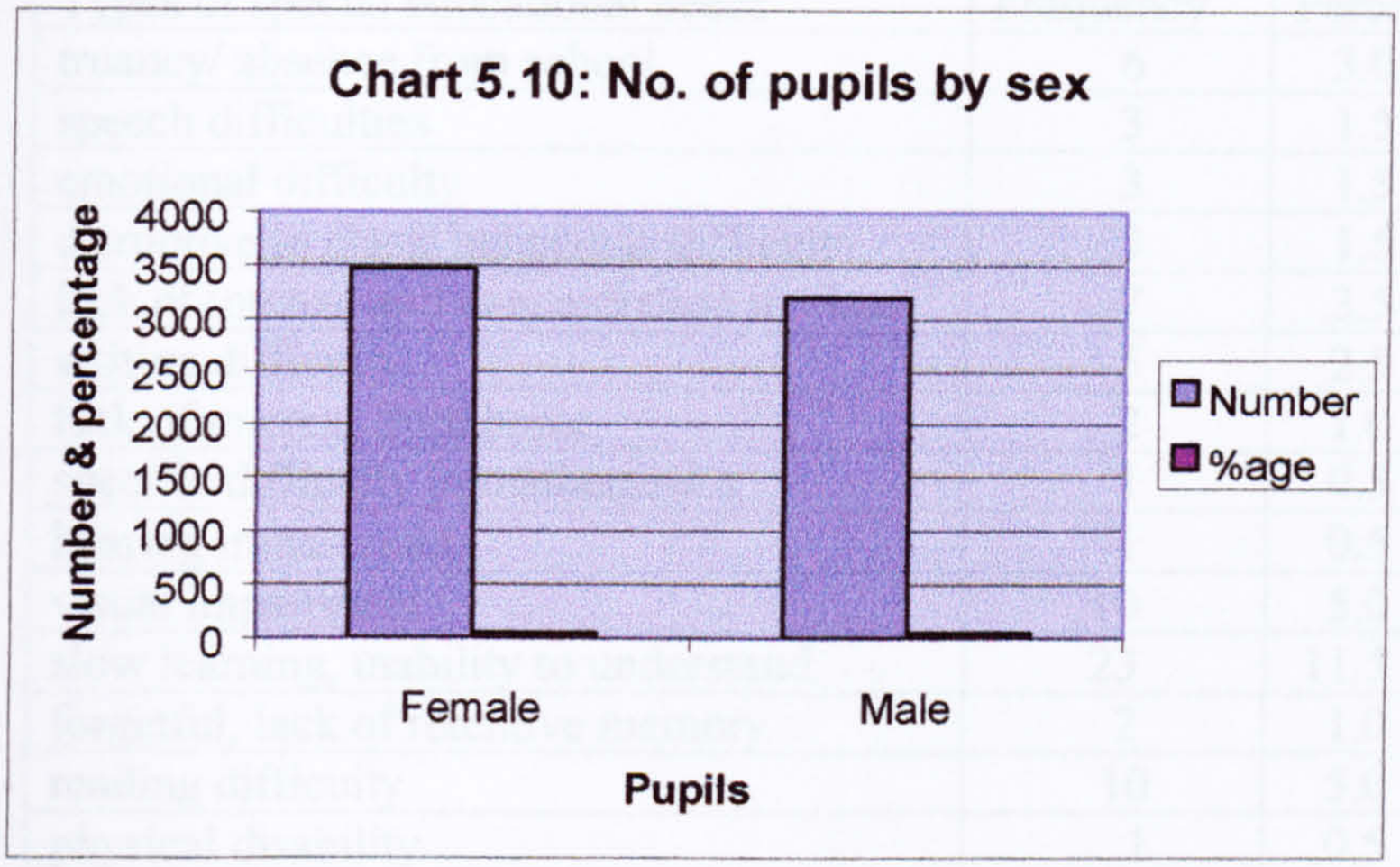
This section provided information on the nature of learning difficulties that the teachers identified in the primary schools, how children with learning difficulties were identified and the proportion of children in the schools with learning difficulties.

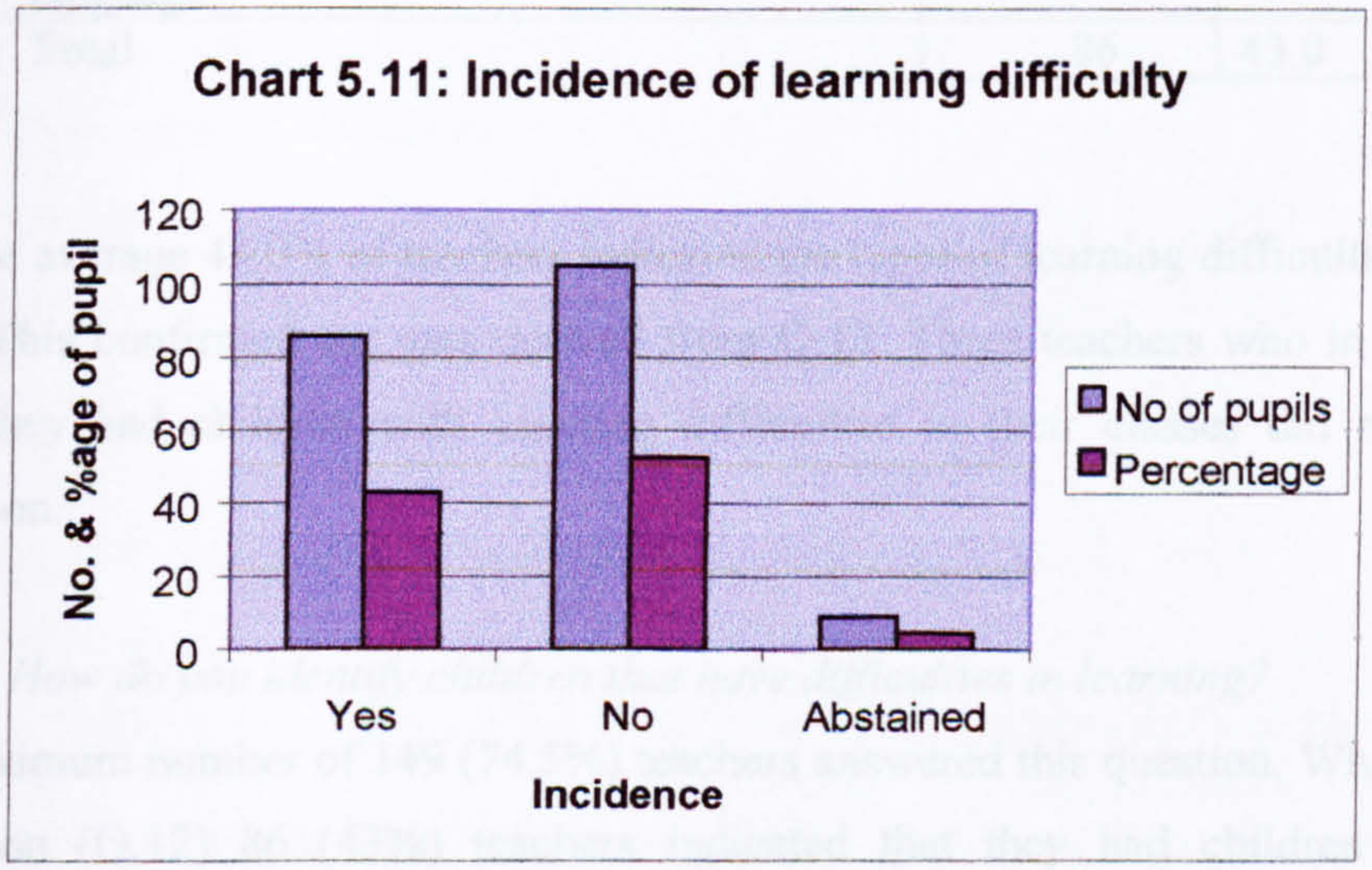
Q.11: How many pupils do you have in your class?

This question provided the number of pupils in those classes whose teachers completed and submitted the questionnaire. This data was requested because it was used to determine the percentage proportion of children with learning difficulties. Not all the teachers answered this question. The 195 teachers that answered had a total of 6,669 pupils, (see chart 5.10) a teacher: pupil ratio of 1:34.

Q.12: Do you have any children in your class whom you would consider have learning difficulty?

Chart 5.11 indicates how the teachers responded to this question. Over half of the questionnaire sample (52.5%) said no to the question, and an additional 4.5% did not answer the question. Only 43% answered in the affirmative. When considered along with the interview response it could be argued that the teachers did not quite understand the concept of learning difficulty.





Q.13: What is the nature of the learning difficulty?

The teachers identified various types of special needs as indicated in Table 5.2 The table also indicates frequency counts and percentage distribution of the types of needs identified. The frequency column in the table denotes how many times the teachers indicated particular types of need. For instance, truancy was mentioned 6 times, slow learning 23 times.

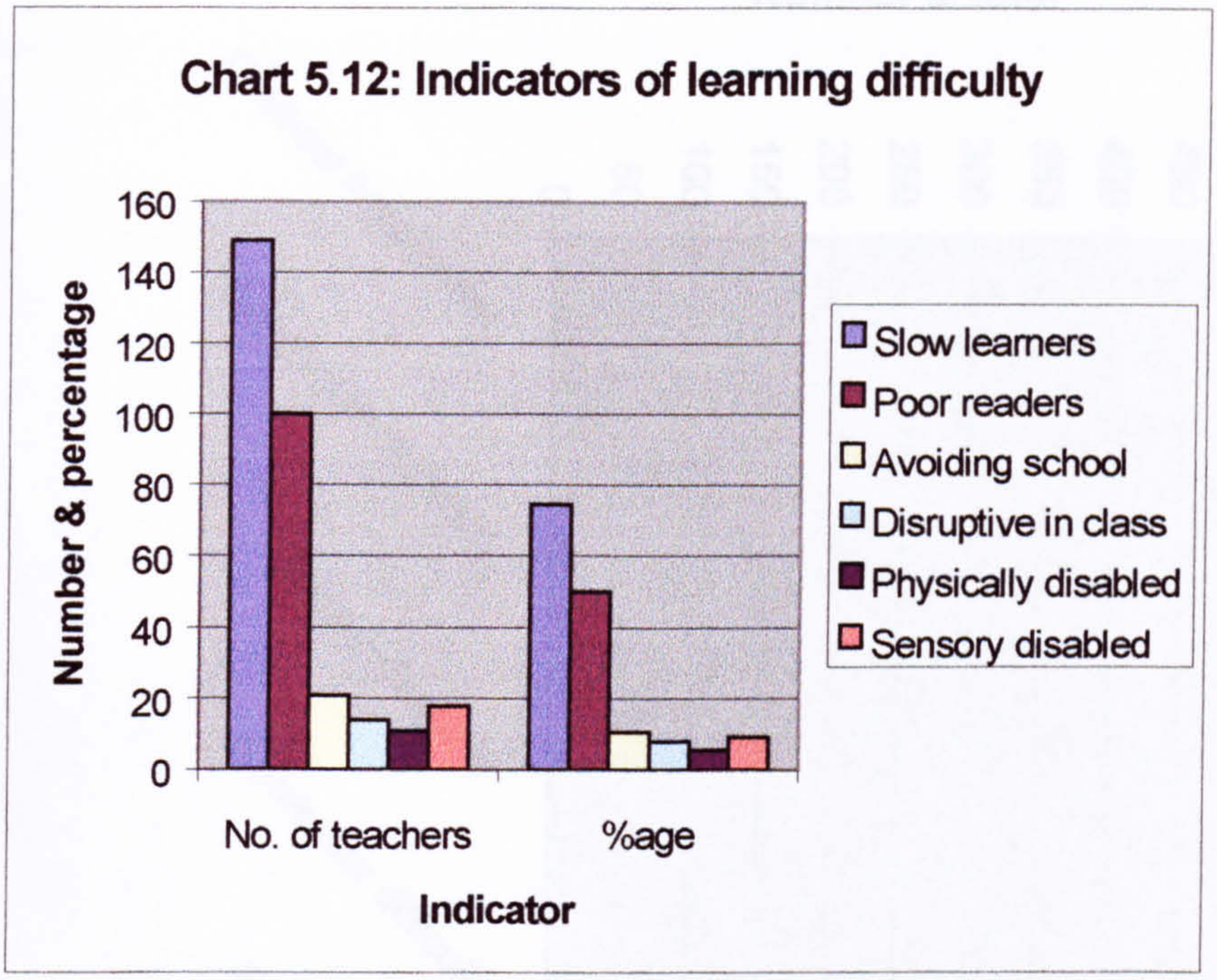
Table 5. 2: Types of special educational needs

Types of special educational needs	Frequency	Percent
truancy/ absence from school	6	3.0
speech difficulties	3	1.5
emotional difficulty	3	1.5
disruptive in class/ behaviour difficulty	3	1.5
lack of interest and concentration in class	7	3.5
writing difficulty	5	2.5
lack of interest from home	2	1.0
specific difficulty in mathematics	1	0.5
hearing impairment	1	0.5
visual impairment	10	5.0
slow learning, inability to understand	23	11.5
forgetful, lack of retentive memory	2	1.0
reading difficulty	10	5.0
physical disability	1	0.5
lack of learning/ writing materials; poverty	6	3.0
mental problem	1	0.5
language difficulty/ English as a second language	2	1.0
Total	86	43.0

On the average 43.0% of teachers indicated the types of learning difficulties that children had. This confirmed the data derived from Q.12. Three teachers who in Q.12 indicated that they had children with learning difficulties in their classes did not answer this question.

Q.14: How do you identify children that have difficulties in learning?

A maximum number of 149 (74.5%) teachers answered this question. While to an earlier question (Q.12) 86 (43%) teachers indicated that they had children with learning difficulties in their classes, in this case, 74.5% of the teachers indicated that the children in their classes had either learning difficulty or a disability. Chart 5.12 shows what the teachers considered as indicators that a child had difficulty in learning.



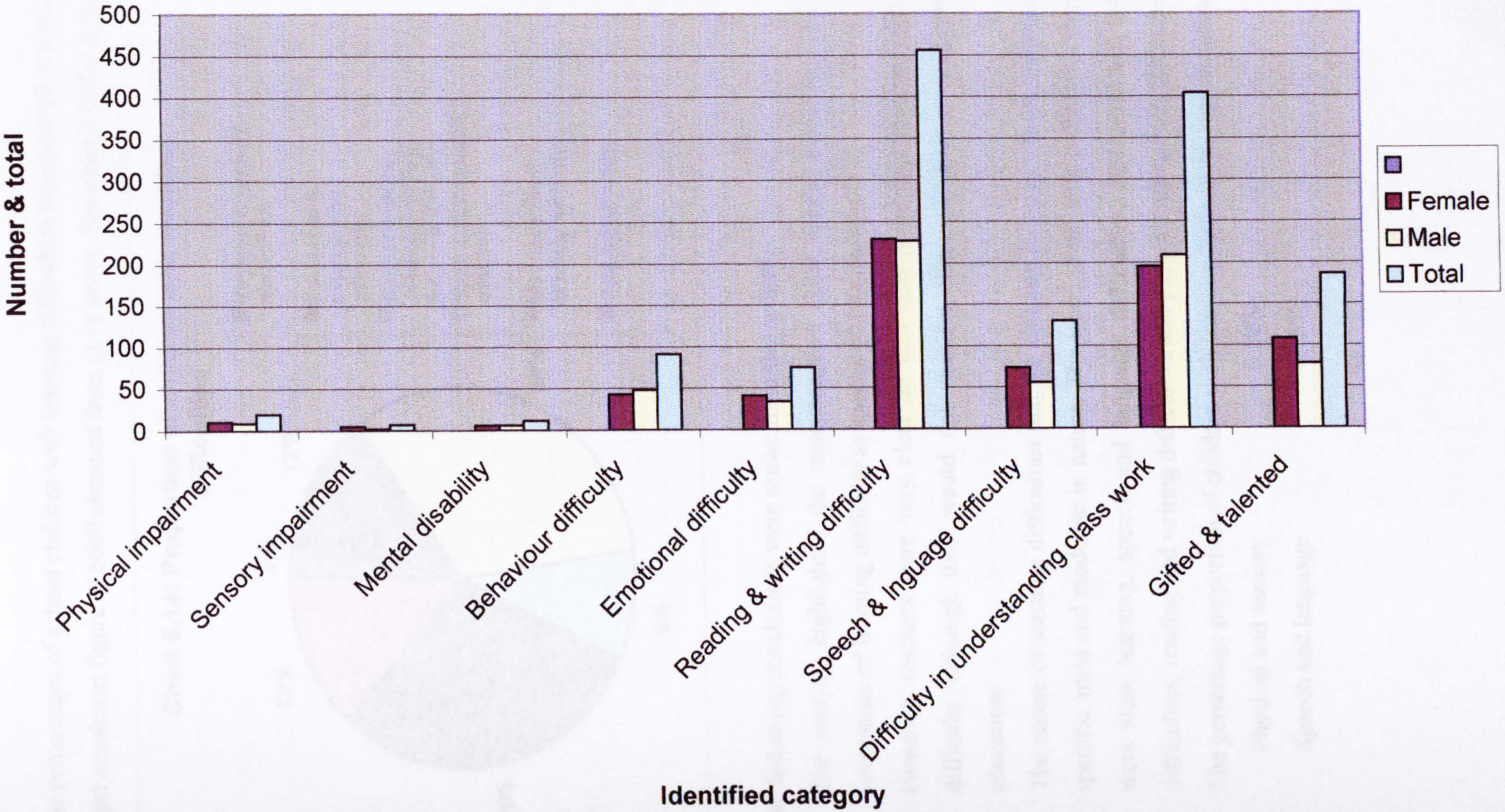
Q.15: Please indicate the number of children in your class whom you would consider fall within any of these categories

The teachers indicated that 712 girls and 669 boys, a total of 1381 children out of 6669, had learning difficulties. The teachers identified and classified the types of difficulties that the children had as indicated in attached Chart 13. Note that some children could have had more than one area of difficulty. In order to determine the proportion of children with learning difficulties, the types of needs identified in Table 5.2 were classified under super ordinate categories as indicated in Table 5.3.

Table 5. 3: Proportion of children with learning difficulties

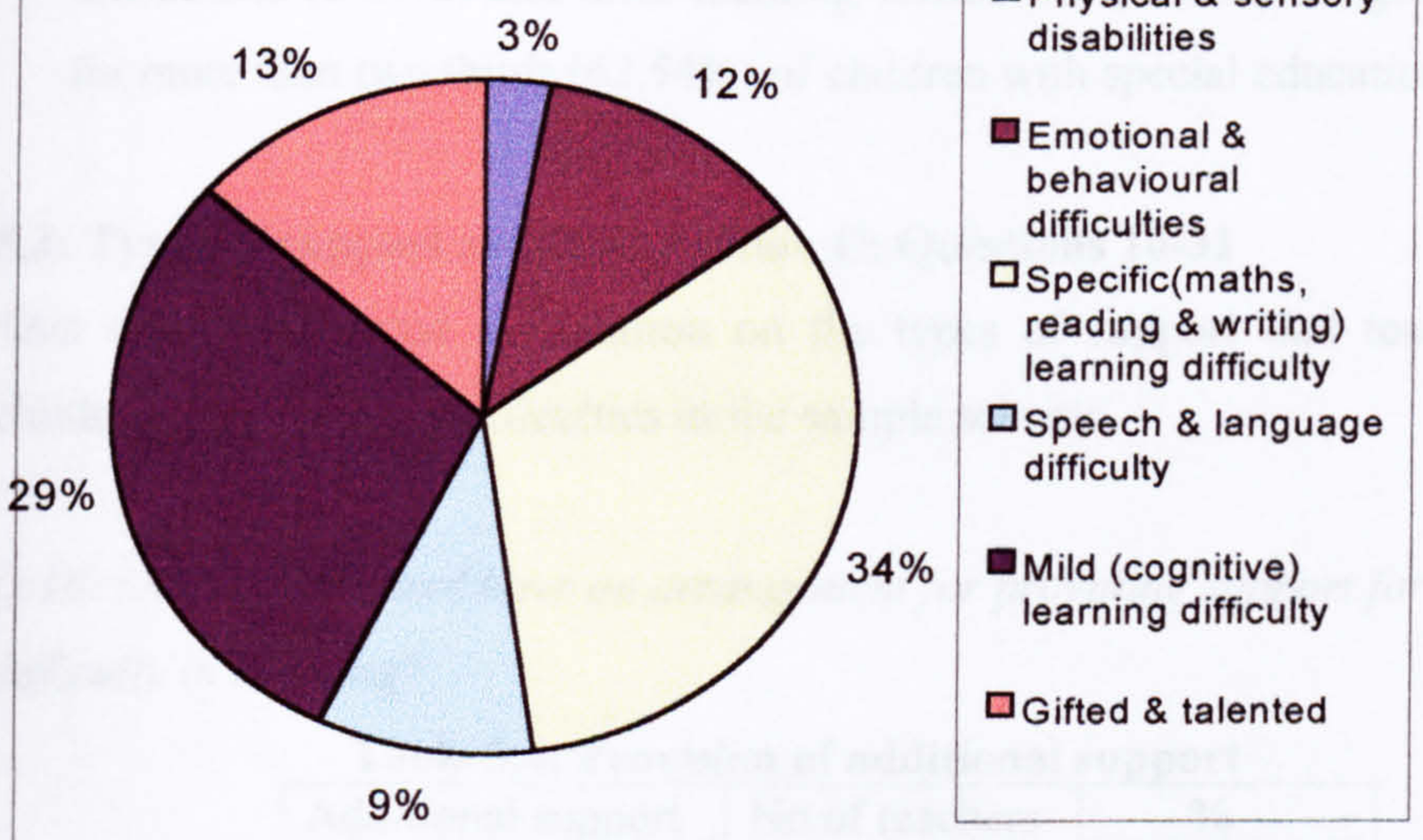
Nature of special educational needs	No. of children	% of school children	% of children with SEN
Physical & sensory disabilities	39	0.58	2.82
Emotional & behavioural difficulty	166	2.49	12.02
Specific (reading, writing & maths) learning difficulty	456	6.84	33.02
Speech & language difficulty	130	1.95	9.42
Mild (cognitive) learning difficulty	404	6.06	29.25
Gifted & talented	186	2.79	13.47
Total	1381	20.71	100.00

Chart 5. 13: Categories of SEN by sex



The percentages of school children with learning difficulties were arrived at using total pupil enrolment figure of 6669 obtained from Q.11 above. See chart 5.14 for details.

Chart 5.14: Proportion of children with learning difficulties



The following conclusions were drawn from this section:

- The analysis highlighted the misconception about special education and the none acceptance of learning difficulty as special educational need
- However, teachers were very clear on how they identified children with learning difficulty although they would not consider those children as requiring special education.
- The nature of learning difficulties that the children had was varied, mainly cognitive, specific, mild and moderate in nature. The types of learning difficulties that they had were slow learning, speech and language difficulties, emotional and behavioural difficulties, reading and writing difficulties and physical and sensory difficulties.
- The percentage proportion of children with learning difficulties were as follows;

Physical and sensory	0.58%
Speech and language	1.95%

Emotional and behavioural	2.49%
Gifted and talented	2.79%
Cognitive	6.06%
Specific learning	6.84%

- The most common types of learning difficulties identified were specific learning difficulties (6.84%) and mild learning difficulties (6.07%). Together they accounted for more than two thirds (62.54%) of children with special educational needs.

5.3: Types of support available Section C: Questions 16-31

This section provided information on the types of support that teachers provided for children with learning difficulties in the sample schools.

Q.16: Does your school have an arrangement for providing support for children who have difficulty in learning?

Table 5.4: Provision of additional support

Additional support	No of teachers	%
Yes	81	40.5
No	84	42.0
Abstained	35	17.5
Total	200	100.0

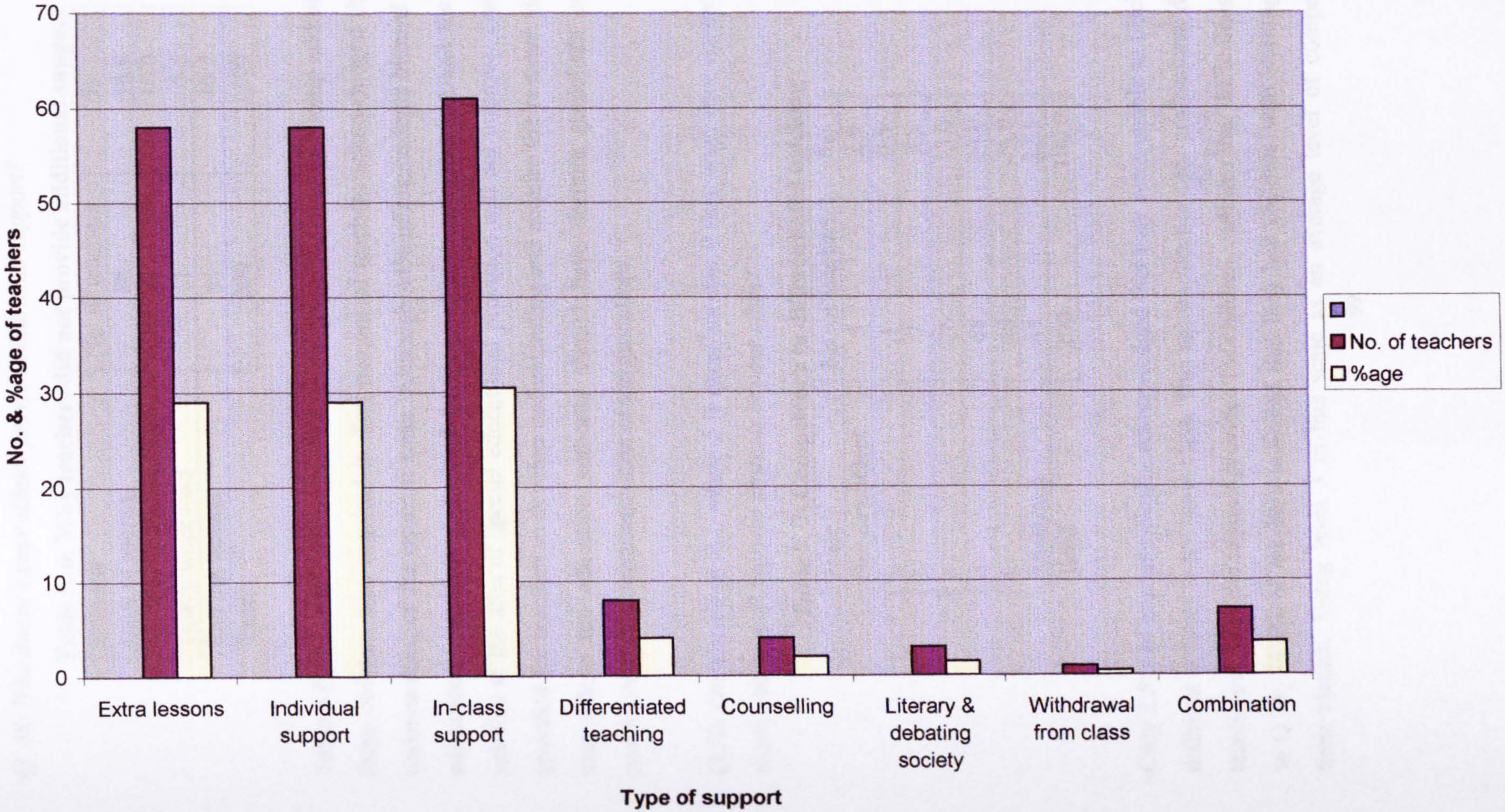
As indicated in Table 5.4, 40.5% of teachers indicated that they provided additional support for children with learning difficulties. Table 5.5 and chart 5.15 indicate the types of support provided by the teachers.

Q. 17: What form does the support entail?

Table 5. 5: Types of support provided

Type of support	No. of teachers	%
Extra lessons	58	29.0
Individual support	58	29.0
In-class support	61	30.5
Differentiated teaching	8	4.0
Counselling	4	2.0
Literary & debating society	3	1.5
Withdrawal from class	1	0.5
Combination	7	3.5

Chart 5.15 Types of support provided



Q. 18: Why doesn't your school provide additional support?

Table 5. 6: Why teachers did not provide additional support

Reasons	No. of teachers	%
Lack of money	88	44.0
Lack of understanding	20	10.0
Heavy work load	11	5.5
Did not answer	81	40.5
Total	200	100

Table 5.6 indicates the reasons that teachers gave for not providing additional support to those children who required it. Ten percent of teachers acknowledged that they lacked understanding of the issues at stake. Although 44% of respondents blamed lack of special educational provision on lack of funding, without understanding and the relevant skill, practice in the area of special educational provision will not improve. Training has to be provided for teachers to develop understanding and acquire the relevant skills. This is an area where the education authority should have definite guidelines and appropriate provision for the implementation of the guidelines.

Q.19: On a scale of 0-5, where 5 is excellent and 0 very poor, how competent are you to teach children of different abilities in your class?

Table 5. 7: Competency in differentiated teaching

Scale	No. of teachers	%
Not competent	5	2.5
1	1	0.5
2	7	3.5
3	26	13.0
4	68	34.0
5	48	24.0
Abstained	45	22.5
Total	200	100.0

Only 2.5% of teachers clearly acknowledged that they were unable to teach children with different abilities in the same class. This has implications for professional development for teachers and for the support provided for children with learning difficulties. In the answer to Q.14, 74.5% of teachers indicated that they had children with learning difficulties in their classes. Using level 3 in this scale as an average level of competency, 71% of

teachers considered themselves competent to teach children with different abilities in the same class. It can be argued therefore that between 25% - 30% of children in the sample schools went through school without their learning difficulties identified and addressed. This is because it might not be possible for a class in any of the sample schools not to have a child with learning difficulty like the teachers claimed. The sample schools were not selective schools where it could be argued that only the academically sound pupils were admitted. These were state schools whose catchment areas were their immediate environments. It will be recalled (from the interview analysis) that these were areas of low economic potential, where parents were uninformed and unaware of the advantages of schooling and where children were exposed to negative social inner city and barrack culture, all of which accentuate the development of special educational needs.

Q.20: Please indicate the groups of children with learning difficulty that your school provides additional support for.

Table 5. 8: Categories of children supported

Category of children provided for	No. of teachers	Percentage
Physically & sensory disabled	6	3.0
Sensory disabled	2	1.0
Mental disability	4	2.0
Behaviour difficulty	34	17.0
Language difficulty	23	11.5
Reading difficulty	111	55.5
Slow learners	124	62.0
No support at all	23	11.5

The percentages in Table 5.8 reflect earlier findings. Emphases of support were on the identified and acknowledged areas of difficulties, namely behaviour, language, reading and general cognition. The least provided for were the physical and sensory disabled. This pointed to the teachers' perceptions that children with such disabilities should be segregated in special schools. Most schools provided support for children with cognitive, reading, language and behaviour difficulties. These were not traditionally regarded as special educational needs.

Q. 21: Have you attended any in-service training within the last 12 months?

None of the participants had received training in special educational needs. About 80% of the participants had not received any form of training in the past 12 months. About 20% received training within the past year, but the training they received were on various aspects of education except special education. See Table 5.11 for details.

Q.22: If yes, what was the training on?

Table 5.9: Type of training accessed

Type of training	No. of teachers	%
Degree in Education	6	3.0
National Certificate in Education (NCE)	8	4.0
Guidance & Counselling	1	0.5
Educational Psychology	1	0.5
Continuous assessment	5	2.5
General teaching methods	3	1.5
Teaching of Arts	2	1.0
Teaching of English	2	1.0
Teaching of Home Economics	1	0.5
Teaching of Maths	1	0.5
Teaching of Physical & Health Education	3	1.5
Teaching of Science	3	1.5
Teaching of Social science	1	0.5
Behaviour management	1	0.5
Visual impairment	5	2.5
No training	157	78.5
Total	200	100.0

Except for the five teachers who attended training in the area of visual impairment, and one in the area of behaviour management as indicated in Table 5.9, no other course had any direct relevance to special education. Teachers were more interested in their professional development. So they accessed training to acquire teaching qualifications.

Q.23: How competent are you to teach children with learning difficulties?

Table 5.10: Reasons for competency

Reason for competency	No. of teachers	%
Received specialist training	46	23.0
Trained to use specialist equipment	8	4.0
Worked in integrated environment	95	47.5

Design special curriculum	33	16.5
Not competent	12	6.0
Missing	6	3.0
Total	200	100.0

Table 5.10 above showed that 23% of teachers indicated that because they had received specialist training they considered themselves competent to teach children with learning difficulties. This was the same number as those who had received training in the past year as indicated in Q. 21. A large percentage of the teachers considered themselves competent to teach children with learning difficulties because they had worked in integrated environments. The researcher felt that this was not enough reason to claim competency in this context. This was because in the Nigeria education setting, the concept of integration was explained and interpreted only in terms of situational integration (JCCE conference, 1996). Even then, the special schools/ units situated on the same site as the mainstream schools operated vocational curriculum for the physical and sensory impaired. It was therefore not enough to claim that working experience in those integrated centres gave one the knowledge and experience, and enabled one develop the skills required to work with children with learning difficulties in mainstream schools.

The same argument was applied with those teachers who had acquired specialist training, learnt how to use special equipment and how to design special curricula. All those specialisms were in the areas of physical and sensory impairments. They were teachers, who had learnt to use Braille, to operate equipment to assist mobility and to use sign language. It is recalled that only 0.58% of children in mainstream primary schools had physical and sensory impairments. Majority of children in this category attended special schools. So these teachers were not relevant in settings where majority of children had speech and language, reading and writing, emotional and behavioural and cognitive difficulties. Based on these arguments, one could therefore conclude that generally teachers in mainstream primary schools were not competent to teach children with learning difficulties.

Q.24: Will you be prepared to attend any specialist training?

Table 5.11: Special Education Training

	Training	Yes	%	No	%
Q. 21	Received training in the past year?	46 teachers	23.0	154 teachers	77.0
Q.24	Ready for SEN training?	159 teachers	79.5	41 teachers	20.5

It should be observed that 20.5% of the teachers said that they did not require any further training. This is not professionally healthy. Constant training and professional development is relevant if both the profession and the professional are to grow and improve. The majority of the teachers however would accept training on special needs education. See Table 5.11 for details.

Q.25: If there are children with behaviour/emotional problems in your class, are you trained to provide for their needs?

Table 5.12: Teachers trained on EBD

Answer	No. of teachers	%
Yes	39	19.5
No	18	9.0
No EBD children	70	35.0
Abstained	73	36.5
Total	200 teachers	100.0

The teachers who were interviewed indicated that they had a lot of children with behavioural difficulty. So in the questionnaire, it was decided to find out if class teachers were equipped to meet the needs of such children. A percentage of the teachers (9%) indicated that they were not able to meet the needs of such children because they were not trained (9%). Other teachers (35%) claimed that there were no children with behaviour difficulties in their classes or abstained (36.5%) from answering the question. The 19.5% who indicated that they met this need, indicated that they mainly adopted counselling, behaviour modification programme and/or kept the children constantly busy. See Table 5.12 for details.

Q.26: Does your school have any laid down policy for dealing with children with behaviour/ emotional problems?

Table 5.13: School EBD policy

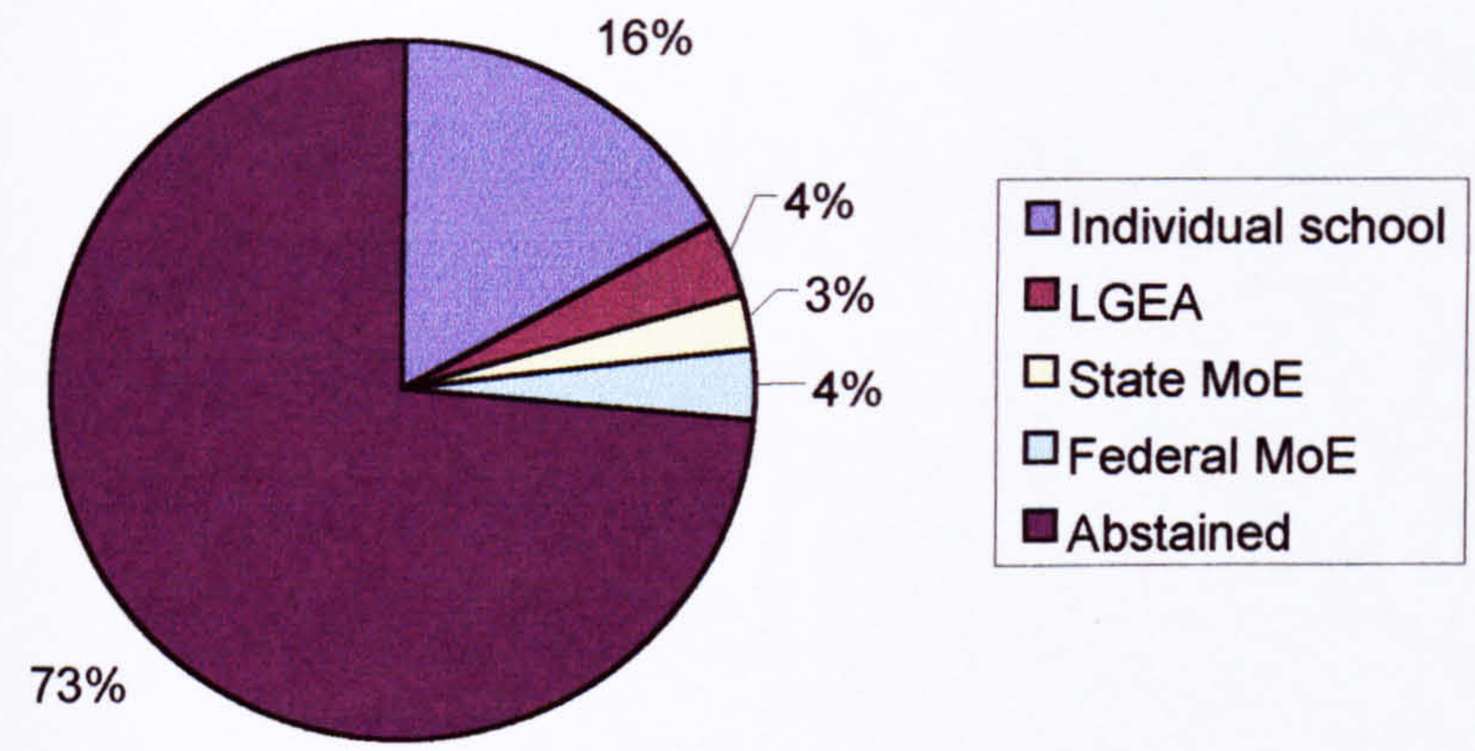
Answer	No. of teachers	%
Yes	47	23.5
No	56	28.0
Abstained	97	28.5
Total	200	100.0

About a quarter of the teachers (23.5%) said that their schools had a behaviour policy. When considered along with Q.25 where 19.5% of the teachers said that they were trained to support children with behaviour difficulty, it meant that there was need to train staff in this area of support. Some children with behaviour difficulty according to this data were not receiving any support. The implications for training and professional development were obvious.

Q.27: Whose initiative was it?

When it was recalled that LGEA and State policies had direct relevance to primary school management, then the conclusion would, as indicated in Chart 5.16, be that 77% of teachers operated without a behaviour policy. The picture became clearer when the data on questions 25, 26 and 27 were considered together. 19.5% of teachers provided additional support for children with behaviour difficulties (i.e. Q.25); 23.5% of teachers indicated that they had a behaviour policy (i.e. Q.26); 23% of teachers acknowledged a State, LGEA or individual school behaviour policy (i.e. Q.27)). On the whole over three-quarters of the teachers were in schools without behaviour policies and as such arguably did not provide additional support for children with behaviour difficulties. The researcher was of the opinion that it would make an interesting study to find out why this was the case, considering the fact that earlier data analysis (Table 5.3) indicated that 12.02% of children with learning difficulties and 2.49% of school children had behaviour difficulty.

Chart 5.16: EBD policy initiator



Q.28: Some children find it difficult to read and/ or write. Does your school have a policy for assisting them?

Another difficulty that the teachers kept referring to at the interview sessions was reading and writing difficulty. So the researcher used the questionnaire to elicit a wider picture of the phenomenon by asking if the schools had reading policy. More than half of the teachers (56.5%) indicated that their schools had a reading policy. See Chart 5.17. The attached Chart 5.18 indicates how the policies were operated. Although reading, language, and behaviour difficulties were major special educational needs among primary school children in Ikeja, the education authority did not have any policy for supporting children with those needs. Individual schools and teachers devised means and methods of assisting their pupils who had such needs. Good practice was at the discretion of teachers.

Chart 5.18: Details of reading policy

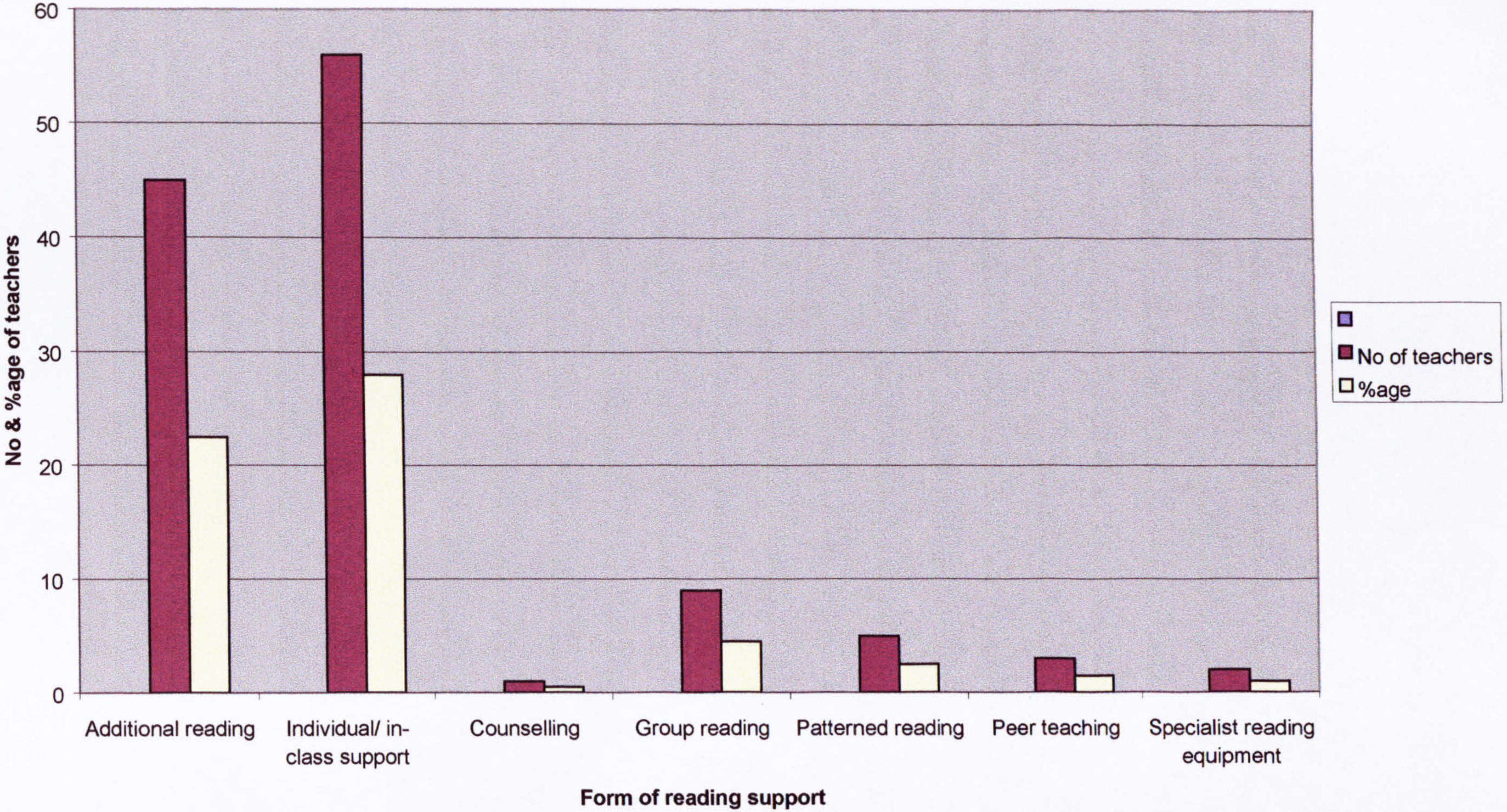
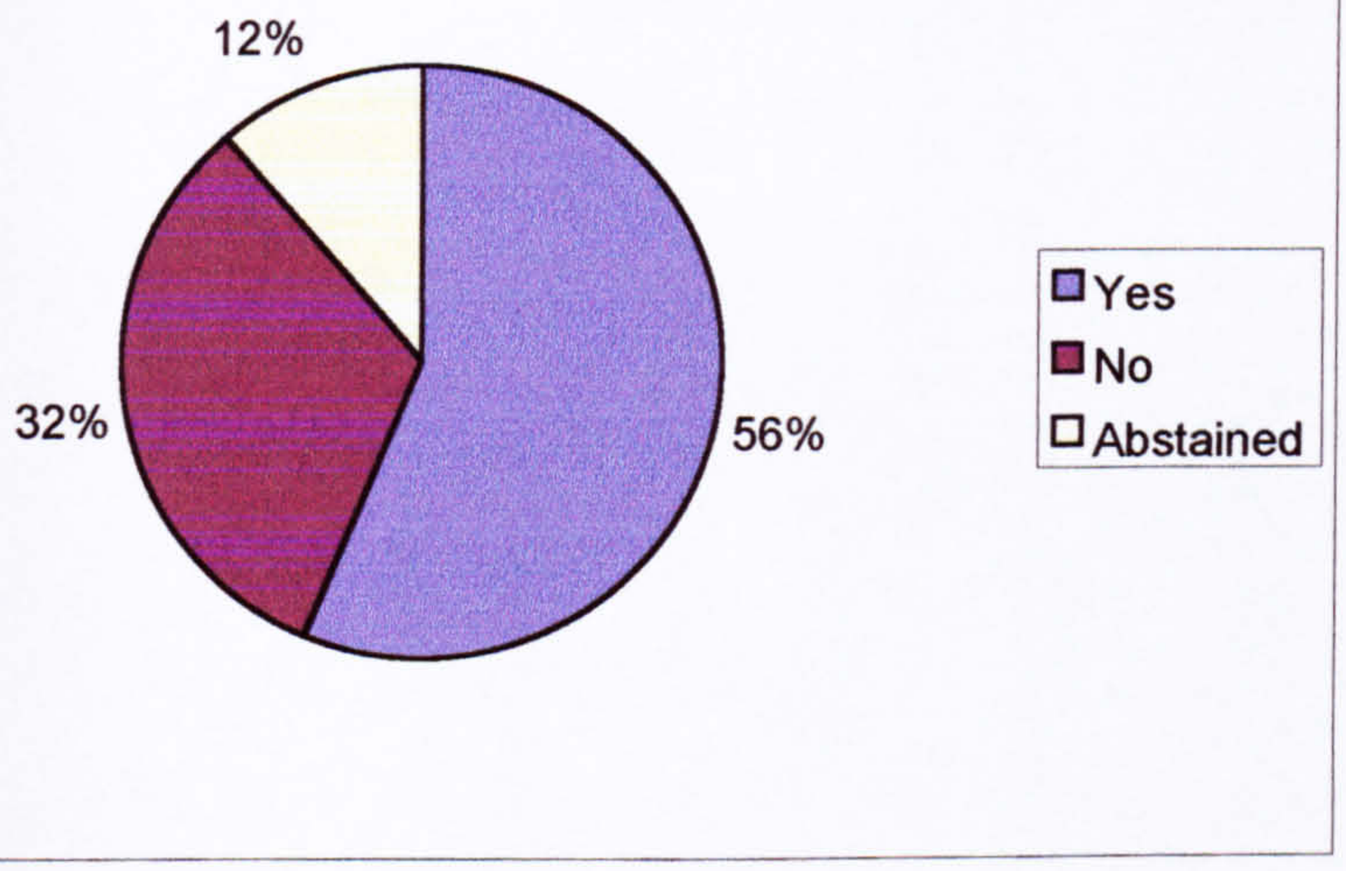


Chart 5.17: School reading policy



Q.29: Please explain briefly how you assist them

These methods as indicated in chart 5.18 were used in combination. For instance a teacher could use patterned reading, group reading and individual support with the same child. The important thing to note was the consistency in the data. About 40% of the teachers did not answer the question. The researcher interpreted this to mean that perhaps those teachers did not provide additional support for children with reading/ writing difficulty. This was almost consistent with the data in Q.28 where 43% of the teachers indicated that their schools did not have a reading policy.

Q. 30: On a scale of 0 - 5, where 0 is not successful and 5 is very successful, please indicate how successful the assistance has been.

Table 5.14: Assessing reading policy effectiveness

Rating	No. of teachers	%
Not succeeding	2	1.0
Average	21	10.5
Good	57	28.5
Very good	24	12.0
Abstained	96	48.0
Total	200	100.0

The teachers were asked to self assess the support that they provided for children with reading/ writing difficulty. The results were interesting. Majority of the teachers abstained from providing any answer or said that they were not succeeding in their efforts. While 10.5% said that they were attaining average success, 40.5% claimed that they were achieving good success. There was no way of verifying these claims, except again to fall back on the individual teacher's own assessment. Hence the next question.

Q.31: Why do you think the assistance succeeded/ failed?

The teachers' criteria for judging success included the following:

- The teachers said that the pupils began to read fluently and write legibly.
- The pupils, according to the teachers, showed marked improvement in their overall written work. Their writing and spelling skills improved.
- The pupils' behaviour improved as their reading skill improved and their confidence grew.

The teachers attributed success to the following:

- The teachers supervised the support programme.
- The pupils themselves put in extra effort and were attentive and receptive.
- There was parental interest and participation in the support programme.

Those teachers who felt that the programme could achieve more attributed the low success to the following:

- Lack of learning materials for the pupils.
- It meant too much work for teachers, who could not cope and therefore did not supervise the programme, as they should.
- The whole exercise was time consuming and there was no remuneration, like over-time allowances.

This section revealed far-reaching implications for educational policy and practice. The following conclusions were drawn.

- Special educational provision was not well co-ordinated in schools in Ikeja.
- There was no legislation to guarantee special educational provision for children who may require it.
- Majority of the teachers in the schools could not provide adequate support for children with additional needs because they themselves were not trained.
- Provision of professional development and specialist training were almost none existent in the school system.
- Specific special educational needs policies were a reflection of the management skill of the head teacher and as such individual school initiatives.

5.4: Teachers views of disability Section D: Questions 32-36

Q.32: Should the children with physical/sensory/mental/behaviour difficulties be taught in special schools?

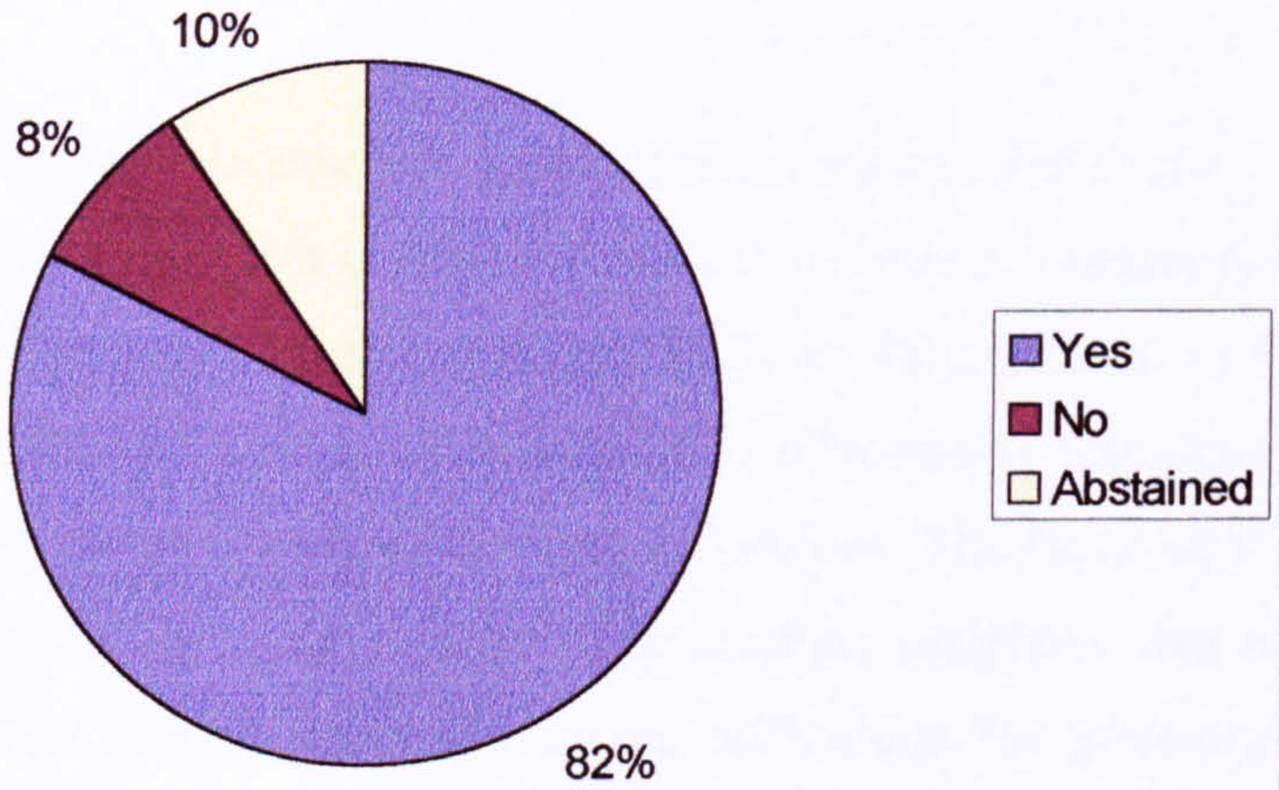
The data indicated that the majority of teachers (82.5%) were in favour of segregation of children on account of their needs. This gave the impression that the modern approach in special education of integration, mainstreaming and inclusion was yet to be imbibed by the teachers.

Q.33: Please explain further

The teachers' responses to this question were analysed using content analysis, the same procedure that was used to analyse the interviews. Similar and contrasting views expressed by the teachers were identified and grouped together. From these emerged two distinct opposing arguments, one in favour of special schools and the other against special schools. Those who favoured special schools argued that the special schools had specialist teachers, specialist aids and equipment, and provision of specialist attention and care for the children with disabilities. Those who opposed special schools argued that special schools would not be necessary if the teachers in mainstream schools were well trained to teach children with various types of special needs. Other arguments in favour of special schools were that children with similar needs would be grouped together and they would not disturb or waste the time of the able children. The counter argument to this was that

separation/ segregation of children with similar needs in the same place did not present them with positive role models, made them feel cheated and made them develop low self-esteem and as such should not be encouraged.

Chart 5.19: Special schools



Q.34: From the following multiple choice list, could you please rank in order of importance what you consider to be the causes of learning difficulty among primary school children.

Table 5.15: Causes of learning difficulty

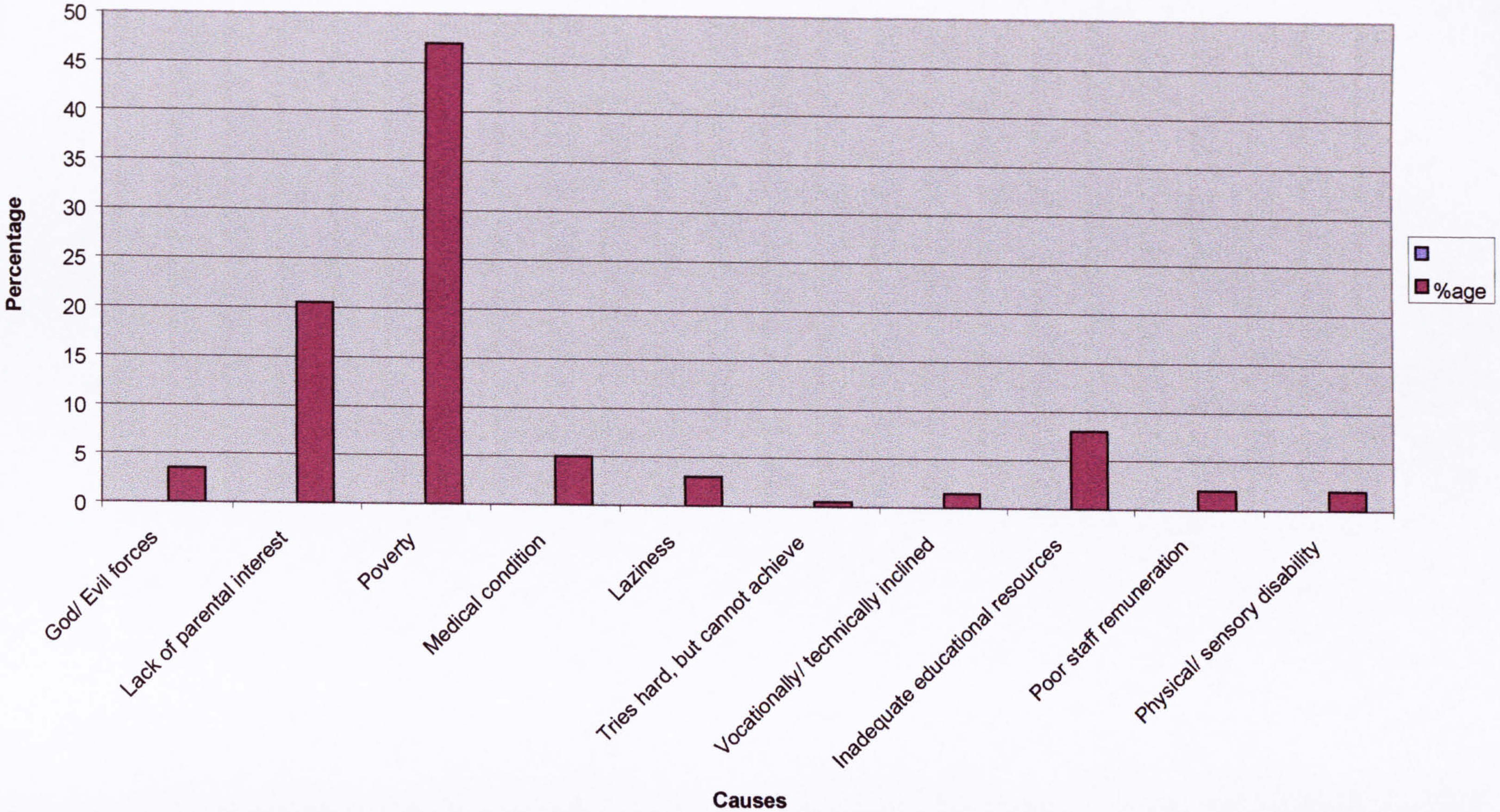
Causes of learning difficulty	Position	%
God/ evil forces	5th	3.5
Parents not interested in child's education	2nd	20.5
Poverty	1st	47.0
Child has a medical problems	4th	5.0
Child is lazy	6th	3.0
Tries hard but cannot achieve	10th	0.5
More inclined to vocational/technical	9th	1.5
Lack of provision of adequate resources in school	3rd	8.0
Poor staff remuneration, so teachers don't care	7th	2.0
Child has physical/ sensory disability	7th	2.0

It could be argued that the teachers' perceptions of special educational needs were multifaceted. Table 5.15 indicated the order in which the teachers ranked their perceived causes of learning difficulty. Special educational need was seen as a product of economic and social factors. Poverty, lack of parental awareness, inadequate provision of educational resources at school, medical problems and the effect of the supernatural were the commonly identified causes of learning difficulties. Chart 5.20 gave the percentage distribution of the teachers' perceptions.

Q.35: Can you explain the three issues that you have identified as the most important causes of learning difficulties in schools in detail and make suggestions.

This data was also analysed using content analysis. In answer to Q.34, poverty, lack of parental awareness and inadequate provision of educational resources were identified as the three most common causes of learning difficulties. The teachers who took part in the interviews discussed these same issues. The teachers suggested that in order to alleviate poverty, one of the major causes of learning difficulties, the government should provide adequate teaching/ learning resources, create job opportunities for parents, introduce free primary and secondary education, and provide good health care services. To raise parental awareness and encourage their involvement in their children's education, the teachers suggested that stronger home/school partnerships should be forged. The schools should organise activities to raise parental awareness and develop their interest in their children's education as well as enlighten them on the importance of formal education. Parents should be encouraged to visit the schools frequently to monitor their children's work and to attend open days to view their children's work. This way the second most common cause of learning difficulties identified by the teachers would be addressed. The teachers suggested that the third most common cause of learning difficulties, which was inadequate provision of educational resources, could be addressed by the provision of conducive learning environment, well motivated teachers, equipment and materials.

Chart 5.20: Causes of learning difficulties



Q.36: Is there anything else that you would like to tell me?

This question was to give provision for teachers to discuss any issue that they felt strongly about that was not covered by the questionnaire. The answers that the teachers gave, which was analysed using content analysis, showed that they were very concerned about their professional development. They specifically asked that Government should take action to motivate teachers, encourage educational research, allow after school tuition, increase investment in the education sector and provide incentives (such as tax exemption) to encourage investments in special education.

This section basically provided data on the teachers' perceptions of special education and learning difficulties. It could be concluded that the teachers perceived learning difficulty in socio-economic terms. The implications of the results are discussed in the next chapter

CHAPTER SIX

DISCUSSION OF FINDINGS

This chapter presents a summary of the results of the study and discusses some of the issues that emerged from it.

6.1: Summary of findings

The teachers' interpretation of special education reflected the medical model of disability. It was that education that was given to children with physical and sensory disabilities. This perception affected their views on the education of children with disabilities. The teachers said that such children should be educated in special schools with emphasis on vocational rather than academic curricula.

Learning difficulty was not considered a special educational need. However the teachers' perceptions of it reflected the results of interactions between the child with learning difficulties and the ecosystem. Such aspect of the ecosystem as peer pressure, adult (parent and teacher) attitude, economic considerations and the environment made children develop learning difficulties.

The data provided by the teachers indicated that an average of 21% of children in the participating schools had learning difficulties. This was made up of children who were slow in comprehending what they were taught, about 6%; those who had reading and writing difficulties, about 7%; children who had speech and language difficulties, were about 2%; while those who had emotional and behavioural difficulties were about 6%. It should be noted that children with exceptional ability who required special educational provision in order for their academic demands to be met were classified with children with behavioural difficulties.

The teachers indicated that programmes for supporting children with learning difficulties were either individual school or individual teacher initiatives, with emphasis on meeting the special needs of children who were slow to comprehend what they were taught and those who had reading, language and behaviour difficulties. The schools that addressed

these needs had behaviour management and reading recovery strategies in place. Teachers adopted such additional support measures as the use of pattern reading and withdrawing children for individual tuition.

The teachers reported that the initial teacher training curriculum had no special education component. The teachers left college unprepared for real life classroom situation where there were children of different abilities and different special educational needs. Except for those teachers that attended the special teachers college and were expected to teach in special schools, all other initial teacher training did not include aspects of special education. In addition, practising teachers received very little in service training or professional development in education in general and special education in particular.

6.2: Discussion of findings

The findings of this study raised a number of issues around the perceptions of disability that the teachers had, the role of the state in determining educational policy and practice, the politics of translation and the use of mother tongue in pedagogy, and the relationship between the current model of special needs and social inclusion. These are part of the discussion in this section.

Teachers' perceptions of special educational needs

The teachers' perceptions of special educational needs were contradictory, restrictive and narrow. Their practical understanding of the concept of special educational needs was at variance with their theoretical understanding of it. Their various definitions of special education/ special educational needs indicated that they only regarded children with physical, sensory and mental disabilities as those who had special educational needs. On the other hand they agreed that some children had some special needs for instance, emotional/ behaviour problems, reading difficulty which affected their learning. They would not however agree that children with such difficulties had special educational needs. The extract from the interview held with one of the teachers, reported below, portrays this contradiction vividly. For this teacher, special education was for

> ...handicapped children like the disabled, those who cannot see, those who are physically deformed... those who cannot speak well. They have difficulty with speech.

In the course of the interview with this teacher, he indicated that children have various forms of learning difficulties. According to him

> For instance there are those children who cannot go (learn) at the same rate with others ... they are slow learners. ... (they are) put under a special programme, ... special class. ... they undergo special education.

Despite the fact that this teacher expressed the view that children could experience learning difficulties as a result of social deprivation, unstable home, parental indulgence, bad teaching and/ or laziness to study on the part of the child, he did not accept that such children had special educational needs. After discussing the additional support methods that he used with children with learning difficulties, which according to him were his school's initiative, the conversation continued

Question:	Will you like to see a policy on special educational needs?
Answer:	Policy of special educational needs?
Question:	Yes, because the current practice is to regard those who do not perform well in school as having special educational need.
Answer:	You mean pupils who don't achieve well in class?
Question:	Yes. Like those with language difficulty, reading and writing difficulties, behaviour problems are said to have learning difficulties.
Answer:	No, No. I don't agree with that.
Question:	Why don't you agree?
Answer:	Because I have said that special education is meant for those who are handicapped like the blind, deaf. You cannot group those who have difficulty reading and writing as having special education.

This perception of special education was common among the teachers. It was probably as a result of the teachers' cultural inclination, lack of awareness of special needs and disability issues and lack of adequate and relevant training. The cultural attitude towards disability was rejection, denial or indifference (Onwuegbu, 1975; Iheanacho, 1985; Ozogi, 1992). The teachers transferred this into their professional conduct. It was unethical for them to do that. But the teachers were not aware that an individual had a right to be different from the socially accepted standard of normalcy and that it was not the fault of the child that s/he was the way they were. The teachers were not aware that every child irrespective of their need had a right to basic education and the education that

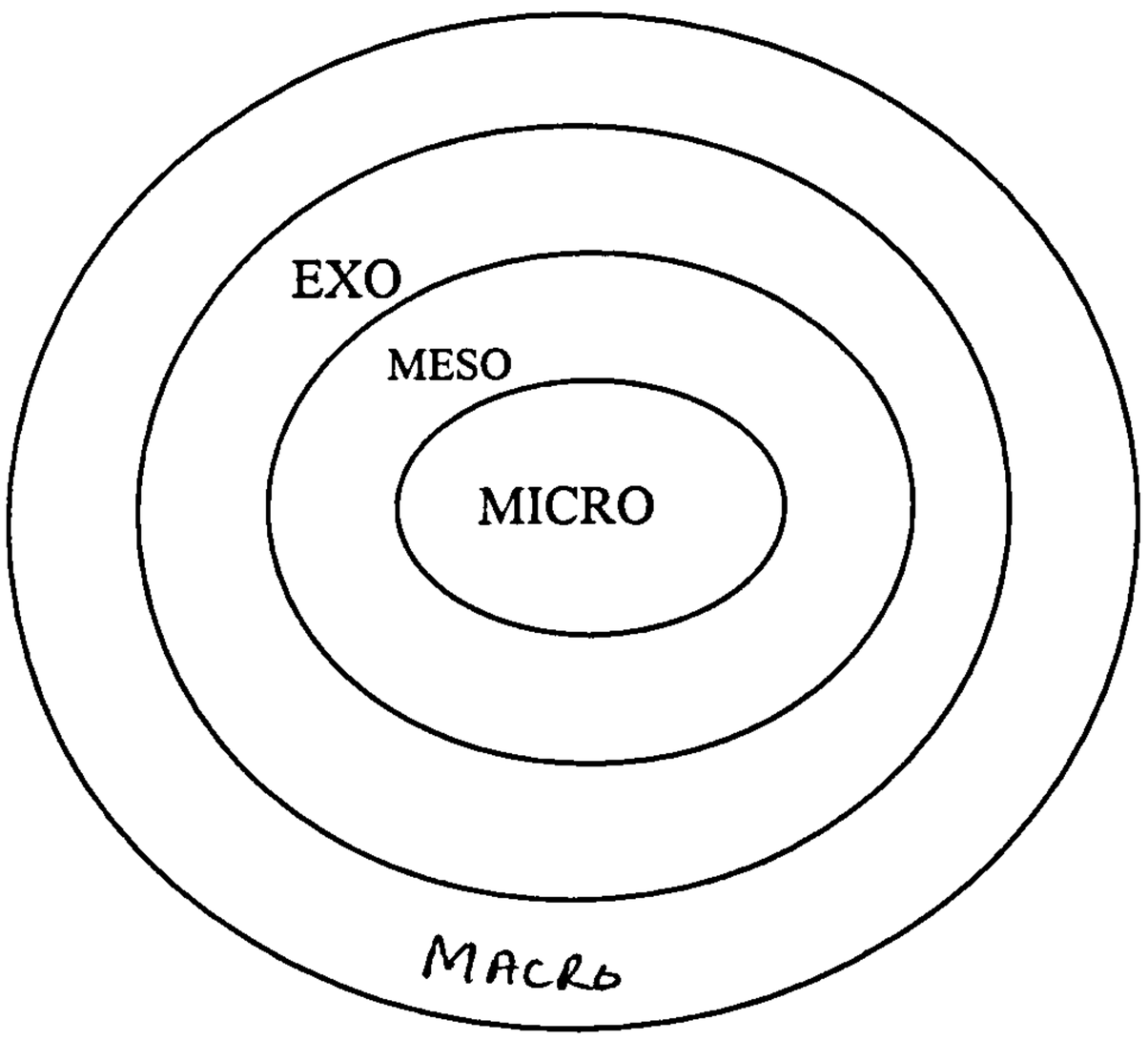
would enable that child to attain his/her potential (UNO, 1989). The teachers were not aware that the concept of special needs education had been widened to include all children who, for whatever reason, were failing to benefit from school (UNESCO, 1994). According to UNESCO (1994), in addition to children with impairments and disabilities, all children denied the opportunity, for whatever reason, to learn and gain the knowledge, understanding and skills to which they were entitled should be considered as having a special educational need. The teachers lacked the training to identify and meet individual child's needs.

In the literature review, the historical development of disability in England from the pre-scientific time to the present was discussed. Such models as the magical, moral, medical, intellectual, social competence and the social model which were dominant at particular times were discussed as well. The study revealed that models of disability similar to these were still largely held in the Nigerian society that was still relatively agrarian and illiterate (FGN, 1999). The perceptions were that children had disabilities/ learning difficulties either because of supernatural causes (magical model), the child not wanting to study (moral model) or as a result of congenital reasons (medical model). The intellectual and the social competence models were also identified. Children of the poor were not expected to attend formal schooling. They were apprenticed to learn a vocation, end up as farmers, hunters or craftsmen. The girls were prepared for life as a house- wife.

However, it is interesting to note that among the teachers emerged a model of disability that I described as eco-systemic model. Eco-systemic model is based on systems theory (Bertallanffy, 1973). Systems theory in general is mainly concerned with processes, rather than sources and forces. It defines "influences as mutual and causality as circular" (Harvard Medical School Mental Letter, March/April 1989). The eco-systemic approach, widely applied in education as a result of Bronfenbrenner's (1975) influence argues that each child is an inseparable part of a small social system, the ecosystem comprising four layers namely the Micro, Meso, Exo, and Macro systems (See Figure 6.1). The child's performance is the inseparable part of the system, and any undesirable performance is not seen as a fault of the child, but rather as a disparity between the child's capabilities and

the demands of the environment (i.e. the various systems). Therefore, the argument continues that, in order to meet the needs of the child, we have to plan to meet both the child's need and pay attention to the expectations of the environment. The expected change should include a change in the system within which the child operates because the fault cannot be placed on either the family, or the school or the community. The child's performance is a product of all.

Figure 6.1: The Eco system



Micro system - the child in his own world (lazy, hard working,);

Meso system - the child interacting with his peers (peer group pressure), his/ her teacher (teaching style) and other adults as role models;

Exo system - the child and his relationship to the school as a whole (the ethos of the school- policies, perception of teachers), to parents (attitude of parents, the role of the PTA), to outside agencies (education authorities, military, police, church and community)

Macro system - the child in relation to the educational and socio cultural norms, values and beliefs in the world in general (changing value systems, learning a vocation, socio-economic factors, teachers' self esteem)

I was aware that this proposal could have a lot of implications for the management of education in general and special education in particular. In schools for instance, the relationship between the teacher and the child with learning difficulty could be influenced by factors elsewhere in the eco-system other than the class room. Planning intervention for a child with learning difficulty became labour intensive and expensive since the approach would involve inter and intra professional co-operation leading to a multi-disciplinary approach to intervention. This could also prove difficult. However, it could be argued that this was already happening on a small scale in the role of the Parent Teacher Association (PTA). The formalisation of the PTA as an organisation was an acceptance that the home, and by extension the society, had an important role to play in meeting the learning needs of children.

Inadequate subject awareness among participants

The teachers had inadequate awareness of the subject of special educational needs. It required in depth probing to get the teachers to articulate their knowledge and experience of special educational needs. Their knowledge and awareness were clouded by stereotyped and pre-conceived ideas about special education. There was therefore that danger of wanting to explain the current perception of special educational needs in England to the teachers. This would have put my own biases across and thereby influenced the outcome of the data. The self-administered questionnaires did not present any opportunity for in depth probing to articulate respondents knowledge. However, since the interviews were conducted before the questionnaires were administered, care was taken to avoid the use of the terminology "special educational needs" in the questionnaires. Instead the terminology "learning difficulty" was used except in the last section where teacher's perceptions of special education were sought.

Researchers ought to be alert to respondents' ignorance or lack of understanding of the research issue. Such an alertness would enable the researcher analyse and interpret data realistically. In this study for instance, the lack of interviewees' subject awareness caused some of the interviewees to give emotional responses. One head teacher portrayed personal biases and was judgmental. Another head teacher provided data that could be

considered unreliable while painstakingly portraying a rosy picture of government activities. Some of the honest, non-favourable responses were provided off record as this head teacher requested that the tape recorder be turned off (and it was) when such responses were made. Most of the interviewees were more comfortable discussing general education issues rather than specific special education/ learning difficulty issues. A researcher has to be sensitive to such nuances.

The role of the State in determining educational policy and practice

The teachers' perceptions of special educational needs had far reaching implications for the management of special education and raised the issue of the role of the state in determining educational policy and practice. An issue that was very obvious in this study was the lack of legislative framework for the management of special education in mainstream schools. Section 10 of the Blue Print on the Education of the Handicapped (FGN, 1983) recommended that "the operation of education of the handicapped in Nigeria be guided by appropriate legislation or Act of Government" (p.20). It indicated what the legislation should aim to do (Appendix 9). This recommendation was yet to be implemented. The implication of providing special education within a non- legislative framework was that there were no guarantees for children who required special educational provision. There were no regulation or guidelines on how to identify, assess and provide for children who had difficulties in learning. This led to assistance, where they existed, being provided haphazardly and at the mercy of individual schools and teachers. Only a percentage of the teachers were aware of behaviour management (23.5%) and reading recovery (56.5%) strategies. The teachers were inconsistent on the issue of intervention policy for children with special educational needs. They would not acknowledge local authority guidelines or policies. Rather, they claimed that the additional support that they provided for children with learning difficulties was either a whole school or individual teacher initiative.

The need for legislation on special needs education in Nigeria can not be over emphasised. It is needed to ensure the rights of disabled persons to equal rights and equal opportunities. It would ensure access to education for all children, integration and

inclusion of all children with special needs, balanced and enriched curriculum, parental involvement in the education of children with special needs, and interagency/ interdisciplinary co-operation in providing for children with special needs. It would also guarantee the provision of resources, (human, equipment, learning and teaching) for children with special educational needs.

The State in legislating on special education should consider the issues of funding, teachers' professional development and motivation and guidance on good practice. The provision of education is capital intensive, which is why basic education should be a social service provided by the State. Problem however arise when funding of education is considered inadequate. All the respondents stated that primary education in general was inadequately funded. The schools lacked the basic infrastructure. They lacked teaching and learning materials. The teachers were not regularly paid and so their morale was low resulting in lack of commitment to their job. The teachers would like to be trained to enable them teach children of different abilities in their classes. But there were no professional development programmes designed for them. The researcher believes that education is dynamic and methods and practices are constantly evolving. As a result, continuous professional development is required for teachers to keep pace and remain current with educational developments. The teachers themselves acknowledged this need:

> There are no workshops and seminars for teachers... I will like seminar workshops for teachers on teaching aids, the use of teaching aids and improvisation and how to teach children to improve their speech and writing. CT5.

> Teachers need special training... Government can organise the training, fund this training. They (teachers) can attend seminars... like you know if there is a new thing like a new policy on education, the State should organise seminar for teachers to enlighten them.CT4.

The Nigeria national policy on education recognised the exceptionally able child as requiring special education (FGN, 1981). However policy and practice in this area were inadequate. There were two special secondary schools for gifted children in Nigeria. There were no corresponding special primary schools. Admission into the secondary schools was by selective examination. This was a single- track official procedure for

identifying gifted children and it was fraught with short- comings. Test scores like IQ scores should not be used singularly because there are a lot of extraneous factors that can affect the one off performance of a child. Giftedness is not uni-dimensional (Gardner, 1983), and as such, multi-dimensional methods should be used for identifying giftedness.

In England, the IQ cut-off was still widely used for including in or excluding from special programmes (George, 1990). The psychologist IQ scores were normally given without great credibility. George (ibid) had this to say of IQ scores

> Tests which yield IQ's tap, at best only a limited number of abilities that make up intelligence; the IQ is not a measure of general potential or capacity the IQ can be greatly influenced by environment; intelligence tests take no account of creative thinking, or affective characteristics that are important components of gifted behaviour; and finally we should note that most tests of intelligence are culturally biases (p.176).

However, despite these strong observations, the test could serve a useful purpose if the psychologist report is accompanied by the psychologist's suggested strategies for providing for the assessed child. Other methods of identifying giftedness include parental concern, teacher assessment, peer group nomination, records from previous school/teacher, and characteristic checklist based on Gardner's multiple intelligence theory (Koshy & Casey, 1997). Gardner's multiple intelligence is the most comprehensive way of identifying giftedness because it provides for identification of specific intelligence. All these not withstanding, one important ingredient that would make identification of giftedness simpler is a creative learning environment, a learning environment that allows and encourages high ability to manifest (ibid.). This is where practice should meet policy, by teachers ensuring that the learning environment is enabling for every child to attain their potential.

The use of mother tongue in pedagogy

Reading and writing difficulties were major learning difficulties in primary schools. This had implications for the wider society. The traditional Nigerian society is oral. History and knowledge are handed down by oral tradition, and this is the culture in which a majority of Nigerian children grow. It could therefore be argued that, the sudden

introduction of the children at the onset of formal schooling to a reading and writing culture (in this case English) affected their capability to read and write English. English language was either the Nigerian child's second or third language. The teachers' experiences were that using the mother tongue to explain class teaching improved the children's understanding. However there was dilemma and lack of consensus among the teachers on the use of mother tongue in teaching. While some would welcome the use of mother tongue in teaching, others opposed it.

The teachers interviewed made reference to the debate on the use of mother tongue in primary schools in Nigeria. Some of the teachers recalled that when children were taught in their mother tongue, they understood better. Others argued that since Nigeria is a multi ethnic society, deciding on the use of a particular language to the exclusion of the others would have political implications. In the 1970s, a research on the use of the mother tongue in teaching was carried out at the Obafemi Awolowo University (formerly University of Ife) Ile Ife. Children were taught in Yoruba (the local language) for the six years of primary school. At the end of their primary education, it was discovered that the children performed better than their counterparts who were taught in English. The result of the study was that teachers were advised to teach children in the first three years of primary school in their mother tongue. Perhaps because of the political implications, it was not a statutory requirement. For the benefit of those children with special educational needs, for whom the use of mother tongue could make learning easier, this issue should be revisited.

Politics of translation

While conducting and analysing the interviews, I transposed myself into the interviewees' positions. I was conscious of the fact that these interviews were conducted in English language, which was either an interviewee's second or third language. This affected their understanding of some of the questions and the way that they responded. It affected their choice of words and expression. It also affected grammar and use of pronouns. There was mother tongue inference and a lot of literal interpretations. In some cases, it posed a problem because I forgot to use words appropriate to the respondents'

level and understanding, and on such occasions I had to reframe questions in such a way that the teachers understood them. This was why in most cases I recounted responses before posing the next question. As much as possible, the language of the questionnaire was simple and straightforward. During the drafting and pilot stages, samples were asked to comment on their understanding of the questions. Words that they considered difficult were replaced with simpler ones, and some questions were re-framed at their suggestion.

There were several examples where the words used by the teachers in their responses if interpreted without consideration to local and mother tongue interference would convey meanings other than those intended by the teachers. For instance when HT3 described parents as "learned" what was meant was "educated", when HT4 used the word "preaching" what was meant was "counselling" and when the head teachers talked about the "background" of parents they meant the "awareness" of parents. When HT1 said "handicapped school" what was meant was "school for the handicapped", when CT1 said, "the teacher will be *disturbed*" what was meant was that the teacher will be distracted. During the same interview, the word *disturbed* was used again by CT1 but this time to mean something different. CT1 said, "...a child who is not walking with his two legs may be *disturbed* by the yelling of other children..." what was meant was that the child would feel left out, or excluded from exuberant activities of the other children. When the teachers used the word "read" in some contexts, they meant "study". For instance, when the teacher said "a child who hawks wares for his/her parents after school will not be able to *read*", what the teacher meant was that the child would not be able to study.

There were some expressions and words that were constantly used by the interviewees which were also culture-based and affected interpretation and meaning. Some of these included the expression "you know", "yes of course" and the use of impersonal pronouns such as "they" "them". In the Nigerian context and culture, the expression "you know" is used for clarification, for emphasis. Its usage in the interviews was a direct transference of the mother tongue usage. The use of the impersonal pronouns denoted respect and detachment.

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS

This study set out to ascertain the perceptions of special education among teachers in Lagos State; establish the incidence and nature of perceived special educational needs in primary schools; identify the relative proportion of children with special educational needs in primary schools; and evaluate the management of special education in Nigeria in general. The fieldwork for the study was carried out in state schools in Ikeja local government education authority.

7.1: Conclusions

The literature search revealed a dearth of information on special educational needs in Nigeria. The research methodology of self- administered questionnaire and unstructured interview were used to answer the research questions. Analysing the interviews and questionnaires provided specific data on the research objectives.

The whole study was a learning process. It taught me that valid knowledge is often difficult to acquire (Miles & Huberman, 1994), and that education is a social process that should reflect the norms and values of a society (Obani, 1996). With this study, I can conclude that the phenomenon of special educational needs is culture related since participants in this study explained it in relation to their cultural values. The interviews were unstructured and as such gave the respondents the opportunity to develop their areas of interest in depth, while the questionnaire provided data from a wider audience

One was tempted to conclude, judging from the definitions of special education provided by the teachers and their views on disability, that the medical model of disability was the dominant model in Nigeria. However, the interviews revealed the teachers' dilemma and at times confusion over the phenomenon of special education. The teachers wanted to and did separate visible disabilities that required special education from the non-visible disabilities, which, according to them, did not require special education. They all advocated those children with physical, sensory and mental disabilities should be taught

in special schools. They regarded children with such conditions as having special educational needs that required special educational provision.

The teachers would not regard the educational needs that they helped identify among the children that they taught as special educational needs. They all believed that the educational needs that the children had arose, in the main, from social factors such as poverty, environmental conditions, peer group pressure, parental awareness and attitude, teaching style etc, factors identified as causes of learning difficulties which could be eliminated if the social factors were removed. I have called this view of disability the eco systemic model of disability.

7.2: Recommendations

> *Those who work with children with special educational needs should regard themselves as having a crucial and developing role in a society... not merely to tending and caring for its handicapped members, as a matter of charity, but to educating them, as a matter of right and to developing their potential to the full (Warnock Report, HMSO, 1978).*

There are a number of recommendations arising from the findings of this study. There are specific recommendations on policy and practice, on teacher training and on public awareness.

Policy recommendation

The Nigerian Government has a blue print on education of the handicapped (FGN, 1983). The blue print made recommendations on terminology, funding, provision of resources, equipment and materials, staff development and training, and legislation (ibid.). These recommendations were yet to be implemented. The findings of this study re-emphasised the urgent need for some of the recommendations in the blue print to be implemented. It was perhaps for this reason that Onwuegbu cited in Ejiogu & Ajeyalemi (1987) advocated the establishment of a central co-ordinating body for special education in Nigeria. But the issue, as I perceived it, was not the need for a central co-ordinating body for special education. Rather, what I would consider important at this juncture was the enactment of a special education law, a law that would incorporate all aspects of the

education (and possibly care) of any child who experiences a temporary or permanent difficulty in learning. In order to facilitate the translation of policy into practice, the legislation should establish a code of practice for the management and administration of special education in Nigeria.

In considering a special needs code of practice for Nigeria schools, experiences of countries where this obtains could be evaluated. For purposes of this study, the experience of England was considered because of the historical and linguistic affinity between the two countries. It is also worth mentioning here that my institution focused study, a requirement of the doctorate degree in education, was on the implementation of the Special Educational Needs Code of Practice in pre-school settings in an English borough.

The Special Educational Needs Code of Practice was introduced in England and Wales in 1993 and it became operational in 1994. After five years the Code could be said to have achieved the following:

- It introduced the special educational needs co-ordinator and raised the status of the special educational needs staff while enabling the identification and assessment of children's needs.
- To a large extent, the Code made provision for children with special educational needs possible because it gave schools/ groups that worked with such children clarity on what they should be doing for and with the children.
- The Code could be said to have enhanced the monitoring of the progress of children with special educational needs. In this respect, the individual education plan, which was introduced by the Code ensures that targets and goals are set and used to monitor the progress of the children for whom they were set.
- In many cases parents have become more involved in the education of their child. They know their role and that of the school, and these have informed their expectations and demands for their children.
- The Code has led to development of inter- and intra-agency co-operation. Within educational settings, working relationships have improved. For instance there is an

improvement in the way in which the learning support assistants are used and trained, and in working with social workers, health professionals and other organisations.

However, the Code of Practice, which is currently being reviewed, has been criticised widely because it mainly provides guidelines on requirements. Although some of the requirements of the Code are backed by legislation, law does not back the document itself. Most of the requirements are not statutory requirements. As a result of this, the following specific recommendations are proffered for a Special Educational Needs Code of Practice for Nigeria:

1. Law should back the Code of Practice on Special Education in Nigeria. That would make its entire requirements statutory.
2. The Code should provide working definitions for relevant terminology. Such terminology as special education, special educational needs, special educational provision, learning difficulty, disability, and handicapping condition, should not be left to individual interpretations. Common working definitions of relevant terminology coupled with workshops, seminars and training on the interpretation of such terminology would ensure uniformity of interpretation and prevent misunderstanding and misconceptions of terminology.
3. There should be movement away from the current definition of special education which sees it as the education for children with a form of disease to that which sees it as the education that will enable a child, irrespective of his/her need, to access the curriculum and achieve. This would reflect the spirit and letter of the UNESCO Salamanca declaration (1994) and foster inclusive practices. It would also widen the scope of special education in Nigeria to include enabling children with special needs in mainstream schools.
4. Also the contextual meaning of basic concepts like *early intervention, integration,* and *inclusion* should be clearly stated since these concepts tend to have wide and varied meanings from country to country and even from one social setting to another. In this context, for example, early intervention could mean, as soon as the need is identified. This would shift emphasis away from the identifying agency to making adequate provision to meet the need.

5. The aims of the Code should be very explicit and to guarantee the provision of adequate resources for children with special educational needs; and to encourage partnership between parents and schools, and partnership, collaboration and co-operation between agencies concerned with children with special needs and parents of such children.
6. The goals of special education should be revisited to ensure that they reflect the principles and goals of the Nigeria National Policy on Education and the Universal Basic Education, the United Nations Declaration of Basic Human Rights as well as UNESCO Education For All initiative.
7. The Code should be structured to make provision for all stages of schooling, from nursery education to the end of senior secondary education as indicated below:

Nursery:	3 – 5 year-olds
Primary:	5+ - 11 year -olds
Junior secondary school:	11+ - 14 year - olds
Senior secondary school:	14+ - 17 years.

8. The origins of children's difficulties lie not just in children themselves. The social environment in which they live is also a contributory factor. The environment and all its systems are non-inclusive of children with disabilities. Therefore, ways in which schools as part of that social environment can create better learning opportunities for all children should be identified. A model of disability that encourages inclusive education practices should be embraced.
9. There should be a lead agency in the provision of resources to meet children's special needs. This would eliminate the seeming conflict between government agencies, the duplication of efforts and enhance interagency co-operation.

Policy has to be translated into practice. For the practice of special education to be effective in Nigeria schools, the curriculum should reflect the needs of children with learning difficulties. The Warnock Report (1978), in examining the education of children with special needs, took the view that the aims of education are the same for all children and are two fold, first to enlarge a child's knowledge, experience and imaginative understanding, and second, to enable the child enter the world after formal education is

over. Earlier, Gulliford (in Wedell, 1978) had said that the aims of special education are basically the same as for any kind of education, the difference being in the order of priorities. In the education of children with special needs, he advocated that the first priority should be to promote the optimum development of the child's capacities and personalities. One can argue that these aims demand the adoption of both the product (Kogan, 1986) and process (Stenhouse, 1975) models of curriculum planning. They also demand a curriculum that is relevant to societal needs. Considering that the teachers saw learning difficulties in eco- systemic terms, it is being recommended that all the approaches to curriculum design, knowledge, child, and society centred approaches (Kelly, 1989), should be blended together in planning curriculum to achieve stated objectives.

Closely linked with curriculum planning is goal setting. Setting of goals for children with special educational needs is an activity that can improve the overall school curriculum. The goals set should therefore be forward looking as this would help the children cope with the more complex demands that they meet at the higher level of the curriculum later on, bearing in mind that they like the other children follow the same national curriculum. The goals should be stated in terms of pupil performance, a combination of 'what', 'how well' and 'for what purpose'. In terms of content, the main focus should be on those skills that are critical for the realisation of the goals.

Recommendations on teacher training

The findings of this study had specific implications for teacher training and professional development. Teachers are in a unique professional position of daily contact with children. They have the opportunity to provide learning experiences, which could enable the children to cope better with and, at times, overcome their learning difficulties. When teachers react in demanding situations without the necessary understanding or skill, more often than not, they tend to collude with the child's difficulty. The result is that the difficulty is reinforced, thus increasing their own and continue rather than break a vicious chain reaction. Therefore the following specific recommendations are proffered:

1. Teachers should be trained to have the necessary understanding and/or skills that would enable them to provide appropriate learning experiences to the children that they teach. The teacher-training curriculum in colleges and universities therefore should be revised to include a generic broad-based special education component as a compulsory element of initial teacher training. This curriculum should contain elements that would train teachers to promote good special education practices, for instance training on curriculum differentiation, developing and using individual learning plans, among others.
2. The scope of the training given should be widened to include awareness raising on issues around disabilities and special educational needs.
3. For teachers already in practice, in-service training and continuing professional development training in the form of seminars, study days and workshops on special educational needs identification and intervention procedures and on specific difficulties should be provided.

Recommendation for public awareness

This study also has implication for raising the awareness of the general populace on special needs education. Cultural constraints influence peoples' perception of disability in general in Nigeria (Onwuegbu, 1975; Ozogi, 1992). Teachers operate in this culture and are therefore influenced by the general negative perceptions and attitude towards learning difficulty. It stands to reason therefore that for special needs education to move forward in Nigeria, the people have to develop a positive attitude towards it. Government should take the initiative for this. The recommendation being proffered in this respect is that the various governments, local, state and federal, embark on a wide scale enlightenment programme to raise the awareness of the people on disability and special needs issues. Traditional structures should be exploited in this regard. For instance, Nigeria societies have various traditional groupings like age grades, dance groups/ troupes, chieftancy structures, masquerade groups, clubs, development unions etc. These groupings are organised and operated at village, town, state, regional and national levels. The enlightenment/ awareness- raising programme should be designed and implemented with input from the people through these various groupings. The content should include

information on causes of disabilities/ special educational needs and what the individual, his/her family, the village, town, state and country stand to gain in the long term when an individual with disability/ learning difficulty is accepted and adequately provided for.

The Federal Government of Nigeria has launched the universal basic education aimed at providing primary education to all children including those with disability. The population has to be informed, educated and appropriately advised in order for them to respond positively to this initiative especially in the light of past experience where the universal primary education failed to realise objectives. This can be achieved through public enlightenment, awareness- raising and involvement of the community.

7.3: Suggestions for further studies

This study was on teachers' perceptions of special education and on the incidence, the nature and the management of special educational needs among primary school children, and attempts were made to restrict analysis and discussions to these. However, there was a lot of data on the causes of special educational needs but since it was not an objective of the study, it was not pursued further. Specific learning difficulty (33.0%), emotional and behavioural difficulties (25.0%), and speech and language difficulties (10.0%) together account for a very large percentage (68%) of children with special educational needs in primary schools. This study determined those percentages. Further studies on the different types of needs would provide greater knowledge and better understanding of the difficulties. These in turn would enhance better management of special educational needs in general and the individual difficulties studied in particular.

Further studies are therefore being recommended in the following areas:

- Causes of special educational needs among primary school children.
- Emotional and behavioural difficulties among primary school children.
- Specific learning difficulties among primary school children.

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GLOSSORY OF TERMS AND ABBREVIATIONS

- DES Department for Education and Science
- EBD Emotional and Behavioural Difficulty
- FGN Federal Government of Nigeria
- FMOE Federal Ministry of Education
- FOS Federal Office of Statistics
- HMSO Her Majesty Stationery Office
- IQ Intelligence Quotient
- JCCE Joint Consultative Committee on Education
- Junior Primary: First 3 years of primary schooling, equivalent of Key Stage 1
- LSMOE Lagos State Ministry of Education
- NCE: National Certificate on Education
- National Common Entrance: Entrance examination for admission into Federal secondary schools
- NERDC Nigeria Educational Research and Development Council
- NPE National Policy on Education
- NBTE Nigeria Board for Technical Education
- NCCE Nigeria Commission for Colleges of Education
- NUC Nigeria Universities Commission
- OAU Obafemi Awolowo University
- PTA: Parent Teachers Association
- S.75: Completed secondary schooling without a certificate
- SEN Special Educational Needs
- Senior Primary: Last 3 years of primary schooling, equivalent of Key stage 2
- UK United Kingdom
- UNDP United Nation Development Programme
- UNESCO United Nation Educational Scientific and Cultural Organisation

- UNICEF United Nation International Children Education Fund
- Unity Secondary Schools: Federal Government secondary schools
- West African School Certificate: Equivalent of GCE ordinary level/ GCSE

APPENDICES

APPENDIX 1: State Primary Schools in Ikeja Local Authority Number of Pupils and Teachers by sex 1996/97

S/N		ENROLMENT			TEACHERS		
		F	M	T	F	M	T
1.	Adeniyi Jones Primary Sch., Ikeja	387	326	713	16	4	20
2.	Agidingbi Primary School, Ikeja	410	415	825	18	5	23
3.	Anifowose Primary. School, Ikeja	636	488	1124	28	3	31
4.	Army Barrack's Pry. Sch., Ikeja	273	236	509	18	-	18
5.	Army Children Pry. Sch., Ikeja	387	376	763	16	4	20
6.	Army Model Pry. Sch., Ikeja	526	519	1045	17	3	20
7.	Bola Memorial Pry. Sch., Ikeja	274	273	546	8	4	12
8.	Brigade Primary School, Ikeja	405	401	806	18	3	21
9.	Central Pry. School, Ikeja	521	487	1008	23	4	27
10.	Estate Primary Sch., Ogba-Ikeja	1190	1067	2257	53	6	59
11.	GR. A. Primary School, Ikeja	253	204	457	9	3	12
12.	Ikeja Primary Sch., G.R.A. Ikeja	525	516	1041	20	2	22
13.	Local Govt. Primary Sch., Ikeja	555	488	1043	22	2	24
14.	Military Cantonment Primary School, Ikeja	393	410	803	16	6	22
15.	Military Primary School, Ikeja	418	519	937	18	4	22
16.	Nine Brigade Primary Sch., Ikeja	402	385	787	19	2	21
17.	Ogba Primary School, Ogba, Ikeja	1013	1035	2048	49	4	53
18.	Ojogu Pry. School, Ojogu, Ikeja	1302	1209	2511	59	5	64
19.	Oke-Ira Pry. Sch., Oke-Ira, Ikeja	1110	915	2025	47	2	49
20.	Olusosun Pry. Sch., Ojota, Ikeja	486	381	867	23	4	27
21.	Onilekere Primary School, Ikeja	552	528	1080	27	1	28
22.	Opebi Primary School, Ikeja	323	291	614	17	2	19
23.	Sogunle Primary School, Ikeja	350	421	771	17	4	21
24.	State Pry. Sch., Onipetesi, Ikeja	206	223	429	13	1	14
25	St Peter's (Ang.) Pry. Sch. Alausa	917	960	1877	38	5	43
26	Tokunbo Alli Pry. Sch., Ikeja	554	483	1037	20	2	22
27	Wasimi Pry. Sch., Maryland, Ikeja	188	204	392	7	2	9
	GRAND TOTAL	14556	13759	28315	646	87	733

APPENDIX 2: Some Specialist Provisions in Lagos State

1. Atanda – Olu School, Surulere, Lagos
2. Cheshire Home, Agege Motor Road, Lagos
3. Child Care and Treatment Home School, Akoka, Lagos
4. Child Treatment and Placement Home, Kirikiri, Lagos
5. Ile-Anu Nursery School for Handicapped Children, Surulere, Lagos
6. Modupe Cole School, Lagos
7. National Orthopaedic Hospital School, Igbobi, Yaba, Lagos
8. Nigeria Farm Craft Centre, Ikeja, Lagos
9. Spastic Clinic National Orthopaedic Hospital, Igbobi, Yaba, Lagos
10. Vocational Training Centre, Oshodi, Lagos
11. Wesley School 1 and 11

Source: NERDC (1989) *Special Education in Nigeria: A historical survey* NERDC Press Lagos

APPENDIX 3: Functions of Special Education Unit in Lagos State

Ministry of Education

1. Paying visits to all the special schools. The visits might be routine and schedule.

2. Liaising with States and Federal Ministries of Education, Local Education Districts, individuals and philanthropic organisations on matters that affect Special Education.

3. Seeing to the proper staffing of all the special schools with qualified specialist teachers.

4. Giving consultative advice to the handicapped and their parents.

5. Organising workshops and seminars for the teachers of the handicapped and their parents.

6. Attending to mails and errands that affect Special Education

7. Advising the State Government on matters that affect Special Education and the handicapped/ disabled

8. Seeing to provisions of appropriate Special Education equipment to all the special schools for effective and thorough teachings.

9. Supervising the monthly running costs to special schools and various donations given to all the special schools.

10. Monitoring all the activities of the special schools

Reference: LSMOE (1997) *Lagos State Education Year- Book*

APPENDIX 4: The Seven Intelligences

(Howard Gardner)

- Linguistic intelligence
- Spatial intelligence
- Logico-mathematical intelligence
- Bodily kinesthetic intelligence
- Musical intelligence
- Intrapersonal intelligence
- Interpersonal intelligence

APPENDIX 5: Special Education Training Provision

Institution	Competency trained		
	Clinical	Educational	Counselling
University of Ibadan	Training in speech and audiology/ speech pathology	Training in education of hearing & visual impaired, learning disability, mentally retarded and gifted and talented	None
University of Jos	Audiology and learning disabled	Hearing impaired, visual impaired, learning disabled mentally retarded	None
University of Calabar	None	Visual impaired, learning disabled, mentally retarded	None
Bayero University, Kano	None	Visual impaired, hearing impaired	None
University of Nigeria, Nsukka	None	Skeletal special education courses	None
Kaduna Polytechnic	None	Visual impairment rehabilitation	None
Federal College of Education (Special), Oyo	None	Hearing impaired, visual impaired, mentally retarded, learning disabled, gifted and talented	None

Source: NERDC (1989) Special Education in Nigeria: A historical survey NERDC Press Lagos

APPENDIX 6: Authorisation for fieldwork

TEXT BOUND INTO THE SPINE

APPENDIX 6

LOCAL GOVERNMENT EDUCATION AUTHORITY
IKEJA

TELEPHONE:

All Communications should be addressed to:-
The Education Secretary
Local Government Education Authority Ikeja

In replying please quote the number and date of this letter.

OUR REF: .....

YOUR REF: .....

OBA AKINJOBI STREET,
G.R.A. IKEJA.

DATE: 30th Dec. 1998.

Lagos State Primary Education Board,
Maryland Schools Complex,
Maryland.

The Education Secretary,
Local Government Education Authority,
Ikeja.

INTRODUCING MRS. CHINELO CHIZEA:
A DOCTORAL STUDENT AT BRUNEL UNIVERSITY,
LONDON, UNITED KINGDOM

I am directed to introduce to you the bearer - Mrs. CHINELO CHIZEA - a doctoral student at Brunel University.

2. She wants to conduct a research into the learning difficulties of primary school pupils in Ikeja Local Government Education Authority area.

3. This exercise will entail, in part, distribution of questionaire to all primary school teachers to obtain the needed responses; interviews in FIVE (5 No.) primary schools; and actual classroom teaching observation among others. She will give you further explanation.

4. Please give her the needed cooperation for a successful research work.

5. Thank you.

sgd:
M. L. O. Olaniyan
for: EXECUTIVE CHAIRMAN

Local Government Education Authority,
Ikeja.

4th January, 1999.

The ~~Prin~~/Headteacher,
AGIDINGBI PRY. SCH,
IKEJA.....

I have been directed to refer you to the above subject matter, and you should please give her the necessary assistant on the research work.

Thanks.

Mrs. J. A. Adeyeri
for: EDUCATION SECRETARY

Appendix 7: Analysis of interview data

Type of Code	Unit of analysis	Category	Model/ Concept/ Theme
1. Pattern Code	•		Perceptions of disability:
	• naturally they're handicapped	MED.	Medical
	• might be during pregnancy or after birth or during development	MED.	Medical
	• where they belong – to special school	MED.	Medical
	• take them to handicap school	MED.	Medical
	• a particular class with special teacher	MED.	Medical
	• wouldn't be able to cope	MED.	Medical
	• supernatural forces	MED.	Medical
	• pray for the child	MAG.	Supernatural- magical model
	• divine intervention	MAG.	Supernatural- magical model
	• naturally lazy	MAG.	Supernatural- magical model
	• they will not study	MR	Within-child- moral model
	• vagabond	MR.	Within-child- moral model
	• special attention	MR	Within-child- moral model
	• hearing impairment	SA	Segregation
	• can't speak well	SI	Segregation
	• partially sighted	SI	Segregation
	• they are blind	SI	Segregation
	• they have paralysis	SI	Segregation
	• mentally disabled	PI	Segregation
	• slow in learning	MD	Segregation
		SL	Segregation
2. Descriptive Code	• slow learners, difficult to assimilate	SL.	Type of learning difficulty
	• take them to handicap school	PI	Type of learning difficulty
	• cannot cope with other children	SL	Type of learning difficulty
	• sit in front of the class	VI	Type of learning difficulty
	• go for hearing test	HI	Type of learning difficulty

	• English language difficulty	SpL	Type of learning difficulty
	• difficulty in their own family language	SpL	Type of learning difficulty
	• problem with Maths and Science subjects	RWM	Type of learning difficulty
	• can't read well, can't identify alphabetical letters	RWM	Type of learning difficulty
	• can't write the letters properly	RWM	Type of learning difficulty
	• to write "b" they turn it and write like "d"	RWM	Type of learning difficulty
	• stubborn, rascally, don't take correction, will act with defiance	RWM	Type of learning difficulty
	• playing clown, disturbing in the class	EB	Type of learning difficulty
	• fighting all the time, beating his partner	EB	Type of learning difficulty
	• loosing interest completely,	EB	Type of learning difficulty
	• not taking part in what is being done in the school	EB	Type of learning difficulty
	• not even look up when called	EB	Type of learning difficulty
	• leave home but do not enter school	EB	Type of learning difficulty
	• are bullies	EB	Type of learning difficulty
	• very aggressive	EB	Type of learning difficulty
	• talented and some gifted	EB	Type of learning difficulty
	• an all rounder in all subjects	EB	Type of learning difficulty
	• before you ask a question they know it	EB	Type of learning difficulty
	• first to finish and get all correct	EB	Type of learning difficulty
	• invite parents to meetings, we have PTA	EB	Type of learning difficulty
	• parents open day	EB	Type of learning difficulty
	• to check on work of children, check register, interact with teachers	EB	Type of learning difficulty
	• we plan together	EB	Type of learning difficulty
	• advise parents to…	EB	Type of learning difficulty
	• give them suggestions	EB	Type of learning difficulty
		EB	Type of learning difficulty
		EB	Type of learning difficulty
		GAT	Type of learning difficulty
		GAT	Type of learning difficulty
		GAT	Type of learning difficulty
		GAT	Type of learning difficulty
		HSP	Type of support provided
		HSP	Type of support provided
		HSP	Type of support provided
		HSP	Type of support provided
		HSP	Type of support provided
		HSP	Type of support provided
		C	Type of support provided
		C	Type of support provided

	• lot of preaching	C	Type of support provided
	• pattern reading	RRP	Type of support provided
	• individual reading	ISP	Type of support provided
	• read in groups	RRP	Type of support provided
	• peer teaching	RRP	Type of support provided
	• back to writing ABC	ISP	Type of support provided
	• keep him busy, give more home work	IDT	Type of support provided
	• drawing time table, follow time table	IDP	Type of support provided
	• arrange in groups	AS	Type of support provided
	• give them another work	AS	Type of support provided
	• pay more attention	AS	Type of support provided
	• subject specialisation, move to teach the particular subject	IDT	Type of support provided
		SSP	Type of support provided
			Type of support provided
3. Interpretative Code	• parents are poor	P	Cause of learning difficulty
	• send the child hawking	P	Cause of learning difficulty
	• illiterate parents	LPA	Cause of learning difficulty
	• don't see the need for school	LPA	Cause of learning difficulty
	• dump them in school	LPA	Cause of learning difficulty
	• believe everything should be free	LPA	Cause of learning difficulty
	• no one talks about education	ENV	Cause of learning difficulty
	• home that is not stable	ENV	Cause of learning difficulty
	• a broken home	EVN	Cause of learning difficulty
	• feeling of rejection	EVN	Cause of learning difficulty
	• too many in the barrack	EVN	Cause of learning difficulty
	• parental control is not there	EVN	Cause of learning difficulty
	• move from one block to the other	ENV	Cause of learning difficulty
	• has little or no time for the family	ENV	Cause of learning difficulty
	• comes from nature	NMF	Cause of learning difficulty
	• may be hereditary	NMF	Cause of learning difficulty

	• child has no books	IER	Cause of learning difficulty
	• not all teachers are devoted	M	Interviewee evaluation
	• training not relevant to setting	ITT	Interviewee evaluation
	• lack of teaching aids	ITR	Interviewee evaluation
	• meagre salary	PR	Interviewee evaluation
	• for training, you fend for yourself	CPD	Interviewee evaluation
	• without any gratification for the course	CPD	Interviewee evaluation

APPENDIX 8: Questionnaire Coding schedule

Computer Codes:

-1 = Missing
-2 = Not applicable
1 = Yes
2 = No

Coding frame

S/N	Questions	Code
1	Number of pupils in the school	Q001 = Number of female pupils Q001a = Number of male pupils
2	Number of teachers in the school	Q002 = Number of female teachers Q002a = Number of male teachers
3	What subjects do you teach?	Q003 = Mathematics Q003a = English Q003b = Yoruba Q003c = Reading & Writing Q003d = Science Q003e = Religious studies Q003f = Physical Education Q003g = Hygiene Q003h = Music/ Singing Q003I = Art/ Drawing Q003j = Social Studies
3b	Subjects that you teach that are not listed	Q003.1 = Home Economics Q003.1a = Agricultural Science Q003.1b = Health Education Q003.1c = Moral Instruction
4	Indicate age bracket	Q004 = 20 – 29 years Q004a = 30 – 39 years Q004b = 40 – 49 years Q004c = 50 – 59 years Q004d = 60 years & over
5	Sex of teacher	Q005 = Female Q005a = Male
6	When did you start teaching?	Q006 = Before 1970 Q006a = 1970 – 75 Q006b = 1976 – 80 Q006c = 1981 – 85 Q006d = 1986 – 90 Q006e = 1991 – 95 Q006f = 1996 – Present
7	How long have you taught in a school?	Q007 = 0 – 5 years Q007a = 6 – 10 years Q007b = 11 – 15 years

		Q007c = 16 – 20 years Q007d = 21 – 25 years Q007e = over 25 years
8	How long have you taught in your present school?	Q008 = 0 – 5 years Q008a = 6 – 10 years Q008b = 11 – 15 years Q008c = 16 – 20 years Q008d = 21 – 25 years Q008e = over 25 years
9	What teaching qualification do you hold?	Q009 = no qualification Q009a = NCE Q009b = Degree Q009c = PGCE Q009d = Grade 2 Teachers Certificate Q009.1 = Other qualifications
10	Apart from being a class teacher, do you have additional responsibility?	Q010a where: 1 = Yes 2 = No Q010b = additional responsibility
11	Number of pupils in your class	Q011 = Number of female pupils Q011a = Number of male pupils
12	Do you have children in your class whom you would consider have learning difficulty (LD)?	Q012 where: -1 = Missing -2 = Not applicable 1 = Yes 2 = No
13	What is the nature of the learning difficulty?	Q013 Answer in string
14	How do you identify children with LD?	Q014 = slow learners Q014a = disruptive in class Q014b = physically disabled Q014c = poor readers Q014d = avoid coming to school Q014e = sensory disabled
15	Indicate the number of children in your class that fall within any of these categories	Q015a.1 = No of female with physical impairment Q015a.2 = No of male with physical impairment Q015b.1 = No of female with sensory impairment Q015b.2 = No of male with sensory impairment Q015c.1 = No of female with mental disability Q015c.2 = No of male with mental disability Q015d.1 = No of female with behaviour problem Q015d.2 = No of male with behaviour problem Q015e.1 = No of female with emotional problem Q015e.2 = No of male with emotional problem Q015f.1 = No of female with reading & writing difficulty Q015f.2 = No of male with reading & writing difficulty Q015g.1= No of female with speech & language

		difficulties Q015g.2 = No of male with speech & language difficulties Q015h.1 = No of female who are slow to understand Q015h.2 = No of male who are slow to understand Q015i.1 = No of female with exceptional ability Q015i.2 = No of male with exceptional ability
16	Additional support for children with LD	Q016 where: -1 = Missing -2 = Not applicable 1 = Yes 2 = No
17	Form of support provided	Q017.1 = Extra lessons Q017.2 = Individual support Q017.3 = In –class support Q017.4 = Differentiated teaching Q017.5 = Withdrawal from class Q017.6 = Combination Q017b = Other forms of support
18	Why your school does not provide additional support	Q018 = No money Q018a = Lack of understanding Q018b = Too much work
19	How competent are you to teach children of different abilities in your class?	Q019 Competency scale where: 0 = 1 1 = 2 2 = 3 3 = 4 4 = 5 5 = 6
20	Group of children with LD that your school provides additional support for	Q020a.1 = Children with physical disability Q020a.2 = Children with sensory disability Q020a.3 = Children with mental disability Q020a.4 = Children with behaviour problem Q020a.5 = Children with language difficulty Q020a.6 = Children who cannot read Q020a.7 = Children who are slow to learn Q020a.8 = None Q020b = Any other groups supported
21	In-service training in the past 12 months	Q021 where: -1 = Missing -2 = Not applicable 1 = Yes 2 = No
22	What was the training on?	Q022 Answer in string
23	How competent are you to teach children with LD?	Q023.1 = specialist training Q023.2 = specialist equipment

		Q023.3 = knowledge of integrated environment Q023.4 = designing special curricula Q023.5 = Not competent to teach
24	Will you be prepared to attend specialist training?	Q024 where: -1 = Missing -2 = Not applicable 1 = Yes 2 = No
25	Training on EBD	Q025a = Yes Q025b = No Q025c = No children with EBD
26	School EBD policy?	Q026 where: -1 = Missing -2 = Not applicable 1 = Yes 2 = No
27	Whose initiative was it?	Q027 where: -1 = Missing -2 = Not applicable 1 = Yes 2 = No
28	School Reading Policy?	Q028 where: -1 = Missing -2 = Not applicable 1 = Yes 2 = No
29	How you assist children with reading difficulty	Q029 Answer in string
30	How successful the assistance is	Q030 Success scale where: 0 = 1 1 = 2 2 = 3 3 = 4 4 = 5 5 = 6
31	Reason for success/ failure	Q031 Answer in string
32	Should there be special schools?	Q032 where: -1 = Missing -2 = Not applicable 1 = Yes 2 = No
33	Further explanation for Q032	Q033 Answer in string
34	Rank ordering for causes of LD	Q034a = God/ evil forces Q034b = Parents not interested

		Q034c = Poverty Q034d = Child has medical problem Q034e = Child is lazy Q034f = Tries hard but cannot achieve Q034g = Vocationally/ technically inclined Q034h = Lack of provision of adequate resources Q034I = Poor staff remuneration, so teachers don't care Q034j = Because of physical/ sensory disability
35	Three most important issues identified as causes of LD in Q034	Q035a = Explanation for 1st important issue Q035b = Explanation for 2nd important issue Q035c = Explanation for 3rd important issue
36	Any other comments	Q036 Answer in string

APPENDIX 9: Recommendations on Legislation in the Blue Print on Education of the Handicapped in Nigeria

In view of the existing attitudes to the education of the handicapped, the need for a comprehensive plan for balanced education provision, and the heavy governmental investment involved, it is essential that the operation of education of the handicapped in Nigeria be guided by appropriate legislation or Act of Government. Such legislation must aim:

(i) to protect the rights of the handicapped.

(ii) to protect the rights of all personnel for the education of the handicapped.

(iii) to ensure adequate provision for all categories of the handicapped

(iv) to ensure that all handicapped children age 6 – 21 years, have access to qualitative education, and all supportive services required for their individual development

(v) to ensure basic uniformity in the provision of special education for the handicapped in Nigeria

The component of such Legislation should include:

- The right of the handicapped as a citizen
- The responsibility of each level of the government in the provision of education for the handicapped
- Environmental rights of the disabled
- Federal guidelines for funding education of the handicapped
- Communication rights of the disabled
- Architectural barrier- free specification
- Incentive grants for the disabled in and out of school
- Employment of the handicapped after training
- Consequential effect of failure to comply with any provision of the legislation.

Reference: FGN (1983) *Blue Print on Education of the Handicapped in Nigeria*

APPENDIX 10: Survey questionnaire

LEARNING DIFFICULTIES AMONG PRIMARY SCHOOL CHILDREN IN IKEJA LOCAL GOVERNMENT AREA MARCH 1999

BRIEFING SHEET

This survey is part of my data collection exercise for a doctorate degree programme in the area of special educational needs.

The National Policy on Education and the Vision 2010 document define special education in terms of providing for persons with physical, sensory and mental disabilities and for the gifted and talented children. However, the current concept of special education includes, in addition to these groups, children with learning difficulties and those with medical conditions. They are all said to have special educational needs.

Objectives: The survey seeks to:

- find out the extent and nature of any learning difficulties among primary school children in Ikeja local government education area
- establish the relative proportion of the children with learning difficulties
- determine the type and level of special educational provision made for the children with learning difficulties.

Assurance: I assure you that confidentiality will be maintained at all times during and after the course of this survey. All the data will remain in my possession at all times. Any information that you give to me will be treated in the strictest confidence and will not be identified as relating to any particular individual or school.

Respondents: Before completing the questionnaire you may wish to verify my identity. If you wish to do this, please contact your head teacher.
Please submit your completed questionnaire to your head teacher by the end of this term.

DEFINITIONS AND ABBREVIATIONS

Special educational needs: A child is said to have special educational needs if the child has learning difficulty
Learning difficulty: A child has learning difficulty when that child has greater difficulty in learning than the majority of children of the same age; or has a disability which prevents or hinders him or her from making use of the same kinds of educational facilities provided for children of the same age in schools within the same local government education authority.
Special educational provision: Is an educational provision which is in addition to, or different from, the educational provision made generally for children of the child's age in schools in the same local government education authority.
LGEA: Local Government Education Area

TO BE COMPLETED BY TEACHERS

Could we firstly start with some general and background information about your school and yourself. **This information is strictly for my analysis only.**

General Information

1. Number of pupils in the school

Female	
Male	

2. Number of teachers in the school

Female	
Male	

3. What subjects do you teach? Please tick as appropriate.

	Mathematics		Religious studies
	English Language		Physical education
	Yoruba language		Drama
	Hausa language		Hygiene & Nature study
	Igbo language		Music
	French language		Singing
	Reading and Writing		Art/ Drawing
	Science		Social studies
	History		Geography
	Other Nigerian language. (Please indicate).		

(b). If there are any other subjects that you teach that are not listed above, please indicate them below:

.....

.....

.....

.....

Personal Details. Please tick the appropriate column

4. Please indicate your age (tick one box)

☐ 20 – 29yrs ☐ 30 –39yrs ☐ 40 –49yrs ☐ 50 – 59yrs ☐ 60yrs+

5. Are you female or male? Female ☐ Male ☐

6. When did you start teaching? 19…….

7. For how long have you taught in a school? (Please tick as appropriate)

☐ 0 –5 years ☐ 6 – 10 years ☐ 11 – 15 years

☐ 16 – 20 years ☐ 21 – 25 years ☐ Over 25 years

8. How long have you taught in your present school? (Please tick as appropriate)

☐ 0 –5 years ☐ 6 – 10 years ☐ 11 – 15 years

☐ 16 – 20 years ☐ 21 – 25 years ☐ Over 25 years

9. What teaching qualification(s) do you hold? (Please tick as appropriate)

☐ None ☐ Grade 1 certificate ☐ Grade 2 certificate

☐ NCE ☐ B A ☐ B Sc. ☐ B A (Ed) ☐ B Sc. (Ed)

☐ B Ed ☐ M Ed ☐ PGCE ☐ Others

10. Apart from being a class teacher, do you have additional responsibility in the school?

☐ Yes ☐ No

(b). If yes, please indicate ……..

NATURE & PROPORTION OF LEARNING DIFFICULTIES

11. How many pupils do you have in your class?

Female	
Male	

12. Do you have any children in your class whom you would consider have learning difficulty? ☐ Yes ☐ No

13. What is the nature of the learning difficulty?

……
……
……

14. How do you identify the children that have difficulties in learning? (Please tick)

	They are slow learners		They are poor readers
	They are disruptive in class		They avoid coming to school
	They are physically disabled		They have sensory disabilities

15. Please indicate the number of children in your class (for head teachers, school) whom you would consider fall within any of these categories

Category	Female	Male
Physical impairment		
Sensory (blind/ deaf/ dumb) impairment		
Mental disability		
Behaviour problems		
Emotional problems		
Reading & writing difficulties		
Difficulties with speech & language		
Difficulties in understanding class work		
Gifted & talented children		

PROVISION FOR CHILDREN WITH LEARNING DIFFICULTIES

16. Does your school have an arrangement for providing additional support for children who have difficulty in learning?

☐ Yes ☐ No. **(If No go to Q. 18)**

(b). Are there any other forms of support that your school provides that are not indicated above? If yes, please indicate.

.....

.....

.....

.....

17. Why doesn't your school provide additional support?

☐ No money ☐ Lack of understanding ☐ Too much work

18. On a scale of 0 – 5, where 5 is excellent and 0 is very poor, how competent are you to teach children of different abilities in your class/ school?

0	1	2	3	4	5

19. (a)Please indicate which group of children with learning difficulty your school provides additional support for

	Children with physical disability
	Children with sensory disability
	Children with mental disability
	Children with behaviour problem

	Children with language difficulty
	Children who can not read
	Children who are slow to learn
	None

(b). Please indicate if there are any other groups apart from those mentioned above that your school provides additional support for

.....

20. Have you attended any in-service training within the last 12 months?

☐ Yes ☐ No

21. If yes, what was the training on? Please state briefly

.....

.....

.....

22. How competent are you to teach children with learning difficulties?

	I have received specialist training
	I am trained to use specialist equipment
	I have knowledge of working in an integrated environment
	I design special curricula for the children
	I am not competent to teach children with learning difficulties

23. Will you be prepared to attend any specialist training?

☐ Yes ☐ No

24. If there are any children with behaviour/ emotional problems in your class/ school, are you trained to handle them?

☐ Yes (please explain)

.....

.....

☐ No (please explain)

.....

.....

☐ I don't have any children with behaviour problem in my class/ school
(If this is your answer, go to Q.28)

25. Does your school have any laid down policy for dealing with children with behaviour/ emotional problems?

☐ Yes ☐ No

26. Whose initiative was it?

☐ Your school ☐ LGEA ☐ State Govt. ☐ Federal Govt.

27. Some children find it difficult to read or/ and write. Does your school have any policy for assisting them?

☐ Yes ☐ No **(If No, go to Q. 32)**

28. Please explain briefly how you assist them

.....
.....
.....

29. On a scale of 0 – 5, where 0 is not successful and 5 is very successful, please indicate how successful the assistance has been

0	1	2	3	4	5

30. Why do you think the assistance succeeded/ failed?

.....
.....
.....
.....

VIEWS REGARDING SPECIAL EDUCATIONAL NEED

31. Should the children with physical/ sensory/ mental/ behaviour difficulties be taught in special schools?

☐ Yes ☐ No

32. Please explain further

.....
.....
.....

33. From the following multiple choice list, could you please rank in order of importance what you consider to be the causes of learning difficulty among primary school children

Rank

	God/evil force
	Parents are not interested in the child's education
	Poverty, parents cannot provide learning resources for the child
	Child has medical condition
	Child is lazy
	Tries hard but just cannot achieve
	More inclined to vocational/ technical activities

	Lack of provision of adequate resources in the school
	Poor staff remuneration, so teachers don't care
	Because child is handicapped by physical/ sensory disability

Thank you very much for your co-operation thus far. I would like to give you the opportunity to concentrate on the three issues that you identified as the most important causes of learning difficulties in school.

34. Can you explain each issue in detail and make suggestions

(a).....
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(b).....
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(c).....
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35. Is there anything else you would like to tell me?

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Thank you very much for your co-operation.

APPENDIX 11: SAMPLE INTERVIEW TRANSCRIPT

Name: **Head teacher 1 – HT1** **Date: Wednesday 17 March 1999**
Venue: **Head teacher's office** **Time: 9.15am – 9.50am**

CC: Good morning madam. Let me start by saying thank you to you for agreeing to be part of this study. The study is about learning difficulties among primary school children in Ikeja local authority. In my discussion with you this morning we will be looking into why among others children have difficulties in learning and the provisions that are in place for helping them. Can I begin by asking you to explain to me what special education means to you?

HT1: It is that education that is given to children who need special attention

CC: Does the term special educational need mean anything to you?

HT1: Yes. Many children in our schools have special educational need. Although the government of the day they are trying, but it is not easy to maintain education. It is not easy to maintain because it is very expensive. Education is very expensive. That is why you see... er... the.. you know as I may say, the people in Nigeria we can classify them into three groups. You have the lower group. You have the middle class, while you have the upper class. The lower class, these sets of people are the less privileged, the poor ones who could not even make the two ends meet. The middle ones are the average class, the working class. Now the upper class. Now you see the people, the rich ones in the Government as I may class them. Now Nigeria as a country dominates between 70% to 90% of the lower group, poor. Poverty really exists. So this is why you see the children all trooping into the public school, which is termed the universal primary education as far back as 1979. But the Government of the day hasn't got enough funds to maintain schools. Now you see these people in the higher class who are privileged, you see them sending their children to overseas countries or to private schools to obtain their education. But then notwithstanding, notwithstanding, these proprietors they are less educated in the sense that they don't have ... they cannot rate them with us in the public schools because they do not have our qualification. Majority of the teachers recruited into those primary schools, they are S75 or School Certificate holders. It is now that you start having Grade 2 teachers in private school.

CC: Can you explain to me what you mean by S75?

HT1: S75. That is School Certificate failed. People without School Certificate.

CC: So most of the teachers in the private schools do not have teacher's qualification?

HT1: They don't have qualified teachers in the private schools. The only medium of expression where we can observe or what our parents may say their children are better off, and we educationists we know they are not better off, those people talk of English. They can speak fluently. They do speak fluently because you know children at that age, at zero age they can, they learn by repetition. It is what you say that they grab. And they have that sense of memory.

CC: So because of their parents' socio- economic standing they are able to imbibe that culture of speaking English well, unlike the children from poor parents?

HT1: Yes. When we even speak English to them in the public school by the time that get home the medium of expression changes.

CC: So are you saying that the socio-economic background of the home can affect a child's performance at school?

HT1: Yes. I am talking of spoken English language. It can affect the standard of the child's spoken language.

CC: Are you then saying that in the public schools you have a lot of children who have English language difficulty?

HT1: Yes of course. We have a lot of children with English language difficulty and we link this to their background.

CC: What about their performance in other subjects?

HT1: You know English is the medium of expression in all subjects right from primary one.

So difficulty in English affect their performance in other subjects.

CC: So will you say that those children have learning difficulty?

HT1: Well, you know… some do, but not all. You know when it comes to nature, these children, they are not all the same. Some are talented, some are gifted and you have some that have learning difficulty. You know, they are… they find it really difficult to assimilate. And now we have educationists, as a teacher all these children character we need to study. And when we know we study individual children. We know their problem and we know the way to classify them and to help them. Now what is really affecting Nigeria's education is fund.

CC: Fund?

HT1: Yes fund.

CC: Why do you say that?

HT1: The government don't pay 100%, don't pay 80% attention to primary education. It is now with the help of this woman there, Chief (Mrs) Asalu; she is the one that is battling to make sure that primary education is given proper attention.

CC: But wouldn't you think that because primary education is the basis for good education that that is where the emphasis should start?

HT1: Yes, it is the basis. But those in government since they don't have their children in public schools they don't care. They don't care much. The policy makers don't send their child to the state schools. So they don't care. But with the help of Chief (Mrs) Asalu, Lagos State Primary Education Board chairperson, she is the one helping to make sure that primary school is given enough recognition and enough funds is given. She is fighting tooth and nail.

CC: That is encouraging. Let us hope that the efforts will improve the lot of the primary schools. If I take you back to those children who have learning difficulties, why do you think the children have learning difficulties?

HT1: There are lots of problems attached to it. You know when eh eh … To start with, with nature you know some children naturally they're handicapped. Some are handicapped naturally. There are lots of factors that could affect a child; might be during pregnancy or after birth or during development. It could be any of it that could cause handicap to ones mentality. Now right, if a teacher, an experienced teacher, should notice that, there is a way to tackle it due to the training we are given.

CC: Do you have such children in your school?

HT1: Well … some that we notice we do refer them to where they belong.

CC: Where do they belong?

HT1: To handicap, special school. Only those that we feel show that their handicap is mild, we do manage in the public school. And in such cases if it is only hearing impairment such children are meant to sit in front. And the teacher will concentrate to that child to make sure that whatsoever she or he is saying goes straight into the child's hearing. And even make signs to demonstrate how he or she teaches and everything to enable the child to grasp his or her teaching.

CC: Are the teachers trained for that?

HT1: Yes. All teachers are trained. They are all trained. If not trained in Grade 2, they are trained in NCE. Even at first degree level (Special Education) we are given special education training at the university

CC: You have identified what I can call medical conditions as one of the factors that can cause a child to have learning difficulty. Are there any other factors that you can think about?

HT1: The other factors now are due to the parent's action. When the parents are poor, if they cannot make the two ends meet. You know child abuse. Instead of allowing this child, when he or she gets home from school, to relax the brain for some time and later get a book and revise what he or she might have done in school, the parents just give him or her something to go and hawk. Because without that they cannot make ends meet. They cannot survive. So poverty is another cause. And not all the parents understand the essence, the advantage of education. If they are not educated there is practically nothing you can do. When you tell them that please … If the mother is fairly educated, the father is illiterate… And if you happen to say to them please … When you call the child and the mother happens to say please let him glance through his book, the father will say, "will he be Mr Azikiwe? Come on get up and do this thing for me", because they don't appreciate the value of education.

If he hasn't time, time to go through what he or she has done in school that could affect the child. That is another factor. The condition of the home doesn't allow the child to study. And lack of seriousness. At times peer group, environment, affect the child. You know we are having lots of vagabonds in the street, lots of vagabonds. And when the parents are not the disciplined type, may be if the mother goes to work and the father goes to work, then the child returns back home finds nobody now he is lost to the street. So peer group could even be the factor to watch.

CC: You mentioned three points. You mentioned the child not being serious, peer group influence and you mentioned environment. You have explained the peer group factor, what of the environment?

HT1: The environment. That is, knowing the set of people around. Knowing the people he mixes with. If he hasn't got someone serious for him to emulate, now you see the child falling into such category.

CC: Now the seriousness factor.

HT1: The seriousness – where the child is the lazy type, who pays non-challant attitude to studies, now you can see him falling back educationally.

CC: You have noticed all these things in your school. You have also told me the methods that you use in assisting those children who for instance have sensory disability like hearing impairment, when you notice that a child is lazy or the peer group influence is there is there any way in which you assist?

HT1: Yes of course. That is why we have PTA, Parents Teachers Association. When you do invite the parents we notify the parents of the child's behaviour. So after telling them what is going on, we will advise the parents to please pay more attention to such a child so that he or she could desist from such attitude. So when both of us, when we are battling the child in school, the parents back home are battling the child. So from there the child will try to drop the bad behaviour.

CC: So there is a good partnership between the school and the home?

HT1: Yes

CC: Do you normally have positive result?

HT1: Yes we do; we do. Because there was an occasion the mother came. I noticed the child fighting all the time in the school. Any time I got out of the office, during break, you will see him beating his partner on the field, fighting all the time. And at times when I go on class inspection, when the teacher is busy teaching you see this child disturbing in the class, fighting. When I called the attention of the teacher, the teacher said she had noticed it. So I instructed the teacher to write a note to the parents and bring it to the office. I stamped and signed the letter. So that child invited the parents. So when the parents came the parents said they too had noticed such things. Then I threatened the parents that if it should continue I'll make sure I dismissed him from the school because I don't want him to pollute the other children. So he should please try at all cost to make sure that they paid vigilant attention and we too will do the same in the school. So this boy is now changing.

CC: Do you have a lot of children who have such problems with their behaviour?

HT1: O well, boys being what they are. You know in primary schools there are three types of stages, you know, the childhood stage. You have the old childhood, early adolescence and adolescence. Now right about 60% of primary school children attain their early adolescence to adolescence stage before crossing to the secondary school. So we do experience such things as behaviour problem. You know adolescence age is very difficult to deal with educationally. And in getting that, as an experienced educationist, we know the way to tackle the problems.

CC: What sort of behaviour do they manifest?

HT1: O God, they are very terrible. They are very stubborn, rascally. They don't take correction. They try to compete with the teacher. They make you to realise that their presence will be felt. Even what they say, when you are giving them correction, they will want to still put on their own. And even the way they will act, with defiance. That is it. Even, apart from what the teacher is teaching, you will see them playing clown. A sort of clown role in the class disturbing. So those are part of the difficulties we experience in adolescence stage.

CC: In your school, do you have guidelines for teachers on how they can manage such behaviour?

HT1: Yes of course. There are lots. There are lots because in their module, because the minimum qualification now to teach in primary school is NCE, and all these

things they've been taught and it is even with them at home. Any time they're having such difficulty they just make reference to their module. And I do call them times without number as the head of the school. I give them lecture. And anytime a child is reported to me in the office, I refer the teacher back to the adolescence stage, to the adolescence problem and how to tackle it.

CC: This is what you do as a school. In your LEA is there any policy, any guideline on how to manage behaviour problem?

HT1: We are not given any guideline. But their own is that the child should not be disciplined by corporal punishment or driven (sent) home. No child should be driven home for any offence. Once a child has come to school, he or she has to stay. The child must not be sent home for any offence whatsoever. That is the policy of the LGEA.

CC: So you are expected to manage that behaviour in the school? You shouldn't send a child home and you shouldn't use corporal punishment as a policy?

HT1: Yes, as a policy, no child should be sent home as a punishment and no child should be caned. And even if at all if that should be applied, it must be from the head teacher. The head teacher is given the authority. The head has to supervise. Because you know some teachers when they are aggressive, they can do and undo. So as not to implicate themselves, we were made to understand that they don't have the right to do whatever they like with a child.

CC: Do the children know this? Does it contribute to their behaviour?

HT1: No. All these we don't say in the presence of the children. This is discussed within the staff meeting.

CC: How regularly do you hold staff meetings?

HT1: We do have it twice or thrice in a term or when occasion warrants, there's an emergency, then I call up a meeting.

CC: You did tell me that sometimes you give lectures to your teachers. Is it a directive from the LGEA or is it your own style?

HT1: It is my own style of management.

CC: Would you want the LGEA to provide training for teachers?

HT1: Yes of course. Presently, occasionally they organise seminars for teachers.

CC: Learning difficulties and special educational needs in general is gaining more attention in some developed countries. Would you want to see the same thing happen here?

HT1: Yes I want.

CC: Why do you want that?

HT1: We want because our government lack fund. They lack fund. Even the UPE is being sponsored by the World Bank. The books given to primary one is being sponsored by World Bank. So we need it. We need it because it will bring in fund.

CC: You did mention earlier that some children are talented, some gifted and some have learning difficulties. Do you have any children who are gifted and talented in your school?

HT1: Yes.

CC: Can you tell me a little about them? In what area(s) do they excel?

HT1: You know, when one is gifted you will see the child an all rounder, in all subjects even in sports. In athletics you will see the child. I had one in my former school

when I was an assistant head teacher. She even came first throughout the State, and she was given scholarship to secondary school by the Lagos State Administrator.

CC: When you have such children, do you do anything to encourage them?

HT1: Yes. We encourage such children say by giving more home-work to such a child because if we should allow him to play or waste his time like the slow learners he'll feel dejected and at the same time he will be pompous. He will be pompous. But when you give him more work, because children they learn from known to unknown, by the time you start giving him that, he would know that he is not all that perfect in everything. So from there you will be building him up higher and higher the more.

CC: You mentioned slow learners. Do you have a lot of slow learners in your school?

HT1: Yes. There are a lot of slow learners in the primary school because we do not have the infrastructure, the material for teaching them practical, which they do have in private schools.

CC: What sort of infrastructure do you mean?

HT1: You know in developed countries at times these children they have tape recorders with everything. When teaching the children you will see them they slot in the tape. The pronunciation, the accent is stressed. They will be catching gradually. But here in public schools in Nigeria we don't have the funds. So there is the problem of infrastructure, equipment. We don't have enough equipment for teaching, teaching aids. Even the ones we do locally, we fought to do it. Because most of these things, our government do want teachers to provide them from their pocket. That is not fair. Only few (aids) are given out. Now this is the Science equipment given to us – POINTS TO EQUIPMENT ON A TABLE IN A CORNER OF THE OFFICE – no lab, no laboratory. Where will Science be taught without laboratory? So this is part of the problem. There is a basic problem of lack of adequate funding for primary schools. We also link this to salary. Until this disruption due to this minimum wage, teachers were paid regularly since Mrs Julie Asalu came.

CC: You did mention earlier that language is the problem in the schools. Would you say it is a common problem that runs through the schools? What would you like as a way of remedying the problem?

HT1: It is a common problem, which we will surely overcome as time goes on. Because at the moment there is practically nothing we can do if most parents are not educated and they're not experienced. Due to the condition of Nigeria ... ... Now you know this international language which is English is not our own language. It is a borrowed language, second language, but it is a language of learning, which we cannot do without. So eventually as time goes on they will get over it. So there is practically nothing we can do.

CC: How do you suggest that they will get over it?

HT1: You know, right from time we teach them, right from primary one we do teach them English. The former Minister for Education, who said teaching should be taught in mother's tongue for the first six years, it doesn't augur well with Nigerian culture. It doesn't because at the end of the day when the child passes

out of primary school to secondary school, there he will start to face the problem. He will face his problem squarely.

CC: So are you saying that early intervention in the English language problem is necessary?

HT1: Yes, early intervention. We start them early. But when we do teach in that language you know by the time they have a little difficulty in meaning the teacher may translate the mother's language to make it more understandable.

CC: We have been talking for almost 35 minutes. We talked about difficulties in primary schools. Is there any other thing you want to say? Is there any area that you think that we haven't touched and that you want us to discuss?

HT1: We have discussed about the government, the help we need from the government and the extent where the help will carry us, and the interest we want them to have. They should please; our Federal Government should please try to have more interest in the poor citizen.

CC: Once again, thank you very much for agreeing to be one of my interviewee. Good morning.

IMPLEMENTATION OF THE CODE OF PRACTICE ON THE IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS IN PRE-SCHOOL SETTINGS

An institution study submitted in part fulfilment of the degree of Doctor of Education

by

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ABSTRACT

This write-up is based on a mini-survey carried out in summer 1999 in 11 pre-school settings in a South London borough on the implementation of the Code of Practice on the identification and assessment of special educational needs, and the outcome of the survey. In conducting the survey, the 17,000 pre-schools in England that are members of the Pre-school Learning Alliance are seen as belonging to the pre-school institution as epitomised by the Pre-school Learning Alliance. The study is based on the activities of the Pre-school Learning Alliance as acted out in the member groups.

The essay begins by establishing the link between the philosophy, goals and objectives of the Alliance; the researcher in her role as the institution's Special Needs Officer, and the objectives of the study. A case is then made for the study.

The survey provides data on the types and levels of special educational needs in the groups surveyed, how the Code of Practice is being implemented in those groups, various partnership arrangements, and staff training and development procedures.

The survey data established the need for training on the Code of Practice. It established that the areas of immediate training needs were on: the role of the special educational needs co-ordinator; writing a special needs policy; partnership arrangements with parents; individual education plans; and arranging special needs reviews.

The immediate outcome of the survey was the development of 6 workshops for early years practitioners on the implementation of the requirements of the Code of Practice in pre-school settings. These workshops are currently being piloted in 2 areas of the country.

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ACKNOWLEDGEMENTS

This study and the development of the workshops were carried out as part of my function at the Alliance. It was possible because I enjoyed the co-operation and support of my colleagues. I am particularly grateful to the following:

- Margaret Lochrie, Chief Executive of the Pre-school Learning Alliance, for giving me the permission to base my institution focus study on aspects of my function at the Alliance; and
- Kate Miranda, my line manager, for her usual support and, with particular reference to this study, for her useful suggestions and for reading through the scripts.

My special thanks go to the eleven pre-schools; the staff, parents and children, for allowing me access into their groups and for filling out the questionnaires.

Dedication:

To all pre-school children in England and Wales with special educational needs for whom the Code of Practice on the identification and assessment of special educational needs is meant to provide the guidelines for guaranteed and adequate support.

1.0. Introduction: The Pre-school Learning Alliance and the Code of Practice

This chapter introduces the objectives of the study which centre on evaluating the implementation of the Code of Practice on the identification and assessment of special educational needs in Pre-school Learning Alliance (the Alliance) member pre-schools. The membership component of the Alliance, its philosophy, aims and objectives, as well as the role of the Alliance' Special Needs Officer are discussed so as to put the study in context. A case is then made for the study.

1.1: Objectives of the study

All local education authorities and their schools and nurseries are expected to have regard to the Code of Practice on the identification and assessment of special educational needs. Voluntary and private providers of early years education who are in receipt of government nursery funding for four year olds are also expected to have regard to the Code of Practice. These providers are members of Early Years Development and Childcare Partnerships. Over 8,000 members of the Alliance belong to these partnerships and are in receipt of this funding. These groups are expected to have regard to the Code and be inspected by the government education regulators, Office for Standards in Education (Ofsted). Having regard to the Code means implementing the requirements of the Code of Practice. Hitherto, this was not a requirement. The Alliance operates within the confines of legislation and best practice. Consequently this study was undertaken to evaluate how member groups have been meeting this requirement. The objectives of this study therefore were

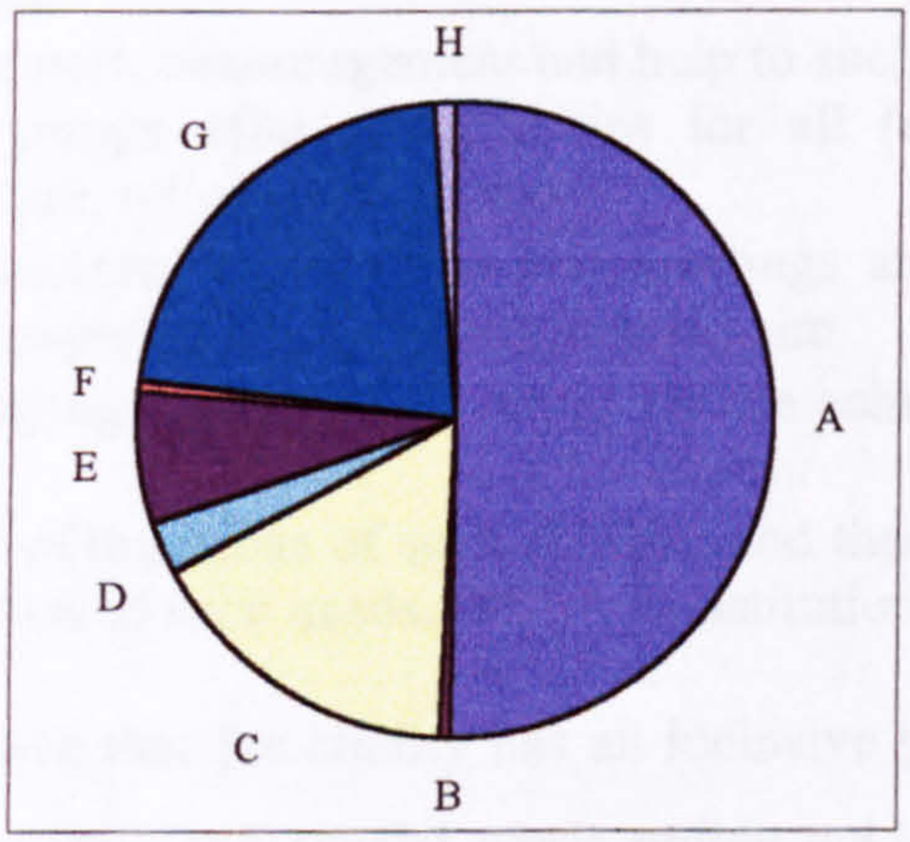
- To determine the training needs on the Code of Practice for pre-school staff to enable them implement the Code in their settings
- To develop workshop training on the requirements of the Code of Practice for pre-school staff.

1.2: Background information on the Pre-school Learning Alliance (Alliance)

The Pre-school Learning Alliance (PSLA) is a national educational charity with 38 years experience (as at March 1999) providing education and care for children under statutory school age. The vast majority of voluntary pre-school providers in England as well as

many private providers are affiliated to the charity. The charity currently has 8 regional centres; 39 county sub-committees; 396 branch sub-committees; 17,698 group members; and 2,049 individual members in eight membership categories. Within the membership there are 124 opportunity pre-schools which specialise in the education and care of children with special educational needs. The proportion of groups in each of the eight categories distinguished by the charity is indicated in Table 1.1. Also see Appendix 1 for membership category definitions.

Table 1.1: Group Membership



Type of Group	No. Gps	%age
A Pre-school	8831	49.9
B Opportunity Pre-school	124	0.7
C Under Five	2902	16.4
D Extended Day-care	425	2.4
E Full Day-care	1257	7.1
F Family Centre	88	0.5
G Parent and Toddler	3894	22.0
H Other (e.g., crèche)	177	1.0
Total	17,698	100%

Between them, the groups provide education and care for an estimated 800,000 children under the age of five years. An estimated number of 62,000 of these children have special educational needs. It is unusual for a pre-school not to have a child or children with

special educational need in their midst at some time. This means that all the member groups have to have regard to the Code of Practice.

The aim of the charity is

> to enhance the development and education of children primarily under statutory school age by encouraging parents to understand and provide for the needs of their children (PLA Constitution, 1997).

The charity achieves this aim through community groups and by:

- encouraging the formation of groups offering appropriate play facilities, together with the opportunity for parents to take responsibility for and to become involved in the activities of such groups
- offering continuing support, encouragement and help to such groups, and in particular to ensure that such groups offer opportunities for **all** (emphasis mine) children regardless of race, culture, religion and means
- holding courses, discussions, conferences and meetings and publishing magazines, books, pamphlets and papers relating to the aforesaid aim
- developing or encouraging appropriate training for the achievement of the aforesaid aim
- encouraging the study of the needs of such children and their families and promoting interest in the recognition of such needs. (PSLA Constitution, 1997)

It is obvious from the above that the charity has an inclusive philosophy. The charity's admissions, equal opportunities and special needs policy guidelines to member groups buttress this. The admissions policy states in part,

> it is our intention to make our pre-school genuinely accessible to children and families from all sections of the local community (PSLA Prospectus, 1997).

The equal opportunity policy reiterates inclusive practice by stating that groups work

> in accordance with all relevant legislation, including Disabled Persons Act 1958, 1986; Disability Discrimination Act 1995; Race Relations Act 1976; Sex Discrimination Act 1986; Children Act 1989 (ibid.).

It continues,

> we believe that the group's activities should be open to all children and families, and to all adults committed to their welfare (ibid.).

The special needs policy opens with this statement:

> Our pre-schools aim to have regard to the DfEE Code of Practice on the Identification and Assessment of Special Educational Needs, and to provide a welcome, and appropriate learning opportunities, for *all* children. (emphasis mine) (ibid.).

It was to ensure that the inclusive policy continues to be implemented that the post of a Special Needs Officer at the charity's national centre was established.

1.3: The role of the Special Needs Officer

The post of the Special Needs Officer within the charity is DfEE-funded. It was established for the incumbent to act as a resource to the charity's national and regional staff and volunteers on the education and care of children with special needs and support available to their families. The main duties of the Special Needs Officer include:

- to develop, implement and monitor written procedures for pre-schools to implement the Code of Practice in their settings
- to develop, monitor and evaluate a training course for pre-schools on the Code of Practice.

These duties are in line with some specific objectives of the charity such as "holding courses, discussions ... developing or encouraging appropriate training ... encouraging the study of the needs of children and their families." (PLA Constitution, 1997). All PSLA member groups undergo OFSTED inspection, in which case they should have regard to the SEN Code of Practice. The National Centre assists the groups through the function of the Special Needs Officer in implementing the requirements of the Code. One way by which this is done is through training. Training is organised either in the form of courses, study days, seminars and/or workshops. This study was carried out by the Special Needs Officer to determine the training needs on the Code of Practice to assist the groups implement the Code of Practice in their setting. The outcome of the study was an initial development of six training workshops on the requirements of the Code of Practice.

1.4: Rationale for the study

The Code of Practice is five years old, and plans are far advanced for a revised Code to be in place by September 2001. The first question that may come to mind therefore is why base a study on a subject that could be considered relatively old. However, there are theoretical, practical and academic reasons for this study.

With the introduction of the Code of Practice, there were provision for in-service training and continuing professional development for schoolteachers. Grants for Education Support and Training (GEST) funded considerable training initiatives on the Code of Practice for teachers. There was no similar provision for pre-school staff. Also there are various support services in the local authorities that schools accessed to assist them in implementing the Code. Until very recently, the only involvement that the local authorities had with pre-schools was registration and inspection of premises for health and safety. The Children's Act (1989) was the only legislation that pre-schools had to implement. Even that created some confusion for pre-school providers.

The definition of "*a child in need*" as contained in the Department of Health's Children Act (1989) is quite different from the definition of a child with *special educational needs* as contained in the Education Act (1996). According to the Children Act, a child is defined as being *in need* if

(a) he is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority under this Act;
(b) his health or development is likely to be significantly impaired, or further impaired, without the provision for him of such service; or
(c) he is disabled.

The Act goes on to explain that:
'development' means physical, intellectual, emotional, social or behavioural development, and
'health' means physical or mental health.

According to the Education Act (1996) Section 312:
A child has "special educational needs" if he has a learning difficulty which calls for special educational provision to be made for him. A child has a "learning difficulty" if:

(a) he has a significantly greater difficulty in learning than the majority of children of his age
(b) he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in schools within the area of the local education authority, or
(c) he is under the age of five and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) when of or over that age.

The Education Act emphasises *learning,* while the Children's Act emphasises *development.* There seems to be a difference in objective. But where learning is seen as an aspect of development, which it should be, then there should be a consensus in the interpretation of these definitions. There is therefore need for support in the form of training on the interpretation and implementation of relevant legislation.

Pre-schools have a culture of working in partnership with parents. In enhancing the development and education of the pre-school child, the Alliance encourages parents to understand and provide for the needs of their children. Section 5 of the Code, which is on the *assessment and statements for under fives,* recognises the importance of working in partnership with parents of young children with special educational need. Section 5.2 states:

> ...The parental perspective is particularly important for children under five and the LEA should consider the use of parental guidelines on assessment to encourage parental participation (p. 99).

It is in the pre-schools where a culture of working in partnership with parents have been established and have succeeded that this partnership with parents of children with special educational needs that the Code has advocated can be strongly established. But the pre-school staff should know what exactly is expected of them and how to take this on board for it to succeed. The pre-school staff has to know and understand the requirements of the Code and develop the skills to implement these requirements. Hence the rationale for this study.

There has been recent special educational needs initiatives such as: *Excellence for all Children* (DfEE, 10/97); *Guidelines on Behaviour Support Plans* (DFEE, 10/97); *Guidance on the application of the Code to providers outside the maintained sector of nursery education* (DfEE, March 1998); and *Meeting Special Educational Needs A Programme of Action* (DfEE, October 1998). These initiatives build on earlier guidelines like the Special Educational Needs Code of Practice (1994), in which case their ultimate success could be largely dependent on the successful implementation of the Code of Practice in the various groups.

In March 1998, the DfEE issued additional guidance on the application of the Code to non-maintained sector providers of early years education who are part of the Early Years Development and Childcare Partnership. According to the DfEE, ' this additional guidance seeks to complement the Code of Practice and does not replace it' (p.1). There are sections in the document on general principles, the knowledge required, staff skills and training, record keeping, access to information, and admission procedures for children with special educational needs. The guidance stipulates among others that:

> The Government recognises that providers outside the maintained sector have differences from, as well as similarities to, their maintained counterparts
>
> Providers should have sufficient knowledge and understanding of the Code to be able to take early and appropriate action to meet special educational needs
>
> Providers should have at least one member of staff versed in the requirements of the Code..., and with special educational needs as part of their job description
>
> Providers should have staff development programmes in place to advance and update knowledge among other staff
>
> Providers should have in place records of ... information and advice on the child's health and general development, ... and of any matters of concern about a child's educational progress or general development...
>
> providers should be able to obtain information from the LEA on local procedures for identification of special educational needs, sources of information and advice, under fives forum or review groups.....
>
> (Pp.2-4)

It was in order to evaluate how successfully member groups were achieving theses guidelines and to identify areas in which they required assistance and provide such assistance that this study was carried out.

2.0. Literature Review: Implementing the Code of Practice

A number of studies have been carried out on the implementation of various aspects of the Code of Practice (Evans, R et al, 1995; Garner, 1995; Derrington et al, 1996; HMI, 1996; HMI 23, 1997; Bowers et al, 1998; Farrel, 1998; Davies et al, 1999). The focus of the studies was the same – primary and secondary schools. Very few studies have made reference to the Code of Practice in pre-schools, and fewer still were based on the implementation of the Code in pre-schools. Some of these include presentations by Hipkins, M; Goodall, J; Stobbs, P; Walker, K; and Mortimer, H; at the National Foundation for Educational Research (NFER) seminar in 1997 on the implementation of the Code of Practice on the identification and assessment of special educational needs in pre-school settings. Fletcher-Campbell, F (1998), has edited the seminar proceedings. The DfEE (1998) issued additional guidance on the application of the Code to nursery education providers outside the maintained sector. These publications in addition to the Code of Practice will form the basis of this review. However, where the need arises, references will be made to school-based studies.

2.1: Problems with implementing the Code of Practice in Pre-schools

Fletcher-Campbell (1998), reporting on the proceedings of the National Foundation for Educational Research (NFER) seminar on the implementation of the Code of Practice in pre-school settings, indicated that

> the broad issues of lack of interagency collaboration, poor information, frail lines of communication, inadequate arrangement for training and support and limited opportunities for full integration and parental choice of nursery have not disappeared (p.3).

There are several examples of these issues, but for purposes of this study, the issues of lack of interagency collaboration, poor information, frail lines of communication, and inadequate training and support arrangements will be discussed.

2.1.1: Lack of interagency collaboration

Pre-schools relate with the education, health and social services departments. These departments are expected to pool resources together and work in partnership with pre-schools to meet the needs of children and their families. For children under five years of

age, the health service is likely to be the first agency (outside home) to observe signs of special needs in a child, perhaps developmental in nature. The ideal is for an early identification and assessment of the need to be carried out at this stage so that adequate intervention procedure could be made and possible escalation of the level of need prevented. This has not often been the case. Although the Code of Practice makes provision for the identification and assessment of children under the age of five years (CoP section 5), my experience is that it is normally difficult for the pre-school child to be assessed and provided for. In most cases until the child begins statutory schooling, the LEA would hesitate to take any action. Even where the child is assessed, all the needs may not be provided for, as the example mentioned below indicates.

Amanda is three years old. She has Downs Syndrome and lives in central England with her parents. She has a statement of special educational need but without an educational provision. She attends three days at a social services nursery. Her mother wants her to attend a play- group, but the LEA will not fund any play- group provision despite the fact that Section 5.21 of the Code, which the LEA should have regard to, states in part:

> LEAs should note that parents of children under five may express a preference for a maintained school (*pre-school*) to be named in their child's statement and may make representations in favour of a non-maintained or independent school (*pre-school*) for their child (italics mine) (p103).

2.1.2: Poor information and frail lines of communication

Pre-schools as mentioned earlier held the view that the Code of Practice had no relevance to them because of the language of the Code. But they were not alone in holding such view. Special schools and youth settings also had the same attitude towards the Code. Both Lewis, Well and Campbell (1996) and Bowers, Dee and West (1997) reported that they had more difficulty in getting replies to their surveys on the Code of Practice from special schools than from mainstream schools. In fact, Bowers, Dee & West observed:

> it was our strong impression that in many special schools the Code is not seen as having much to offer a specialist school whose pupils have all been assessed as at stage 5 (p.100).

This attitude is self-defeating. The Code offers guidelines on statement review, the role of parents and other professionals and transition from one level of schooling to another to mention a few. However, because so much emphasis is placed on identification and assessment and very little on provision special schools whose pupils have already been identified and assessed do not see its relevance to them. Extrapolating this to the under-five sectors, the opportunity groups could also claim that the Code had no relevance to them. However these groups, opportunity groups and special schools, could find workshops on individual education plan and special educational need reviews useful.

If it is argued that the Code is not relevant to special schools because the children are already identified and assessed, its relevance to the pre-school setting cannot be over-emphasised. It is at the pre-school that early identification and assessment is crucial. It is at the pre-school that early intervention would prevent the needs of a lot of children from becoming acute. Since children learn through play in play- groups, any condition that prevents a child from learning is a special educational need and should be provided for. The instrument for accessing this special educational provision is the Code of Practice.

Furthermore, the language of the Code of Practice and related special educational needs legislation and regulations are very much mainstream school- oriented. This tended to alienate the non-maintained sector providers. For instance, the requirement for special educational needs policy [Regulation 2 and Schedule 1, *The Education (Special Educational Needs) (Information) Regulations 1994*] makes specific mention of mainstream schools. As a result some pre-schools wondered if it was required of them to have a special needs policy. A study on the implementation of the Code of Practice in pre-schools was required to identify areas where support was needed to the pre-school for a successful implementation of the Code of Practice.

2.1.3: Inadequate training and support arrangement

With the introduction of the Code of Practice, Grants for Education Support and Training (GEST) funded considerable training initiatives for teachers on the implementation of the

Code of Practice. There was no similar provision for pre-school staff. Goodall, J. (1997), at the NFER seminar on the implementation of the Code in pre-school settings said:

> It is no surprise that there is a major concern about opportunities for pre-school practitioners to gain access to professional development and guidance related to special educational needs provision and practice (Fletcher- Campbell, 1997 p.7).

She indicated that some of the factors that preclude the participation of pre-school staff in courses include:

> Costs and the lack of differential payment systems for charitable and voluntary groups; location of courses, mileage, and methods of transport available; timing of courses ... (ibid.)

The relevance and import of this observation is better appreciated when it is realised that most pre-schools are run as charitable organisations and by voluntary groups, in which case they would require financial assistance in order to be able to attend courses and training. In addition, the location and timing of courses are usually not convenient for the pre-school staff who have to be with the children all the time they are in attendance.

2.2: Requirements of the Code of Practice

There are various requirements of the Code of Practice and studies have been carried out on some of these requirements. There have been studies on the role of the special educational needs co-ordinator (Dyson & Gains, 1995; Evans et at, 1995; Lewis et al, 1997; Derrington, 1997; Farrell, 1998), the individual education plan (Evans et al, 1995; Hart, 1998) and the user-friendliness of the Code (Tony Bowers et al, 1997). These studies were based on schools and none on pre-schools.

2.2.1: The role of the special educational needs co-ordinator

Having a special educational needs co-ordinator is a requirement of the Code of Practice. Schools are aware of this requirement and teachers have been trained to take up this role in schools. The research carried out in five local education authorities by Evans, Docking, Bentley & Evans (1995) from the Roehampton Institute and quoted in Farrell (1998), indicated that 90% of special educational needs co-ordinators (SENCO) had received training in the Code of Practice. The NUT- commissioned survey on the role of the

special educational needs co-ordinator (Lewis, Neill & Campbell, 1997) indicated that, although the role of the special educational needs co-ordinator encourages the incumbent to develop expertise in special educational need, it could affect their primary responsibility, which is to teach (Farrell, 1998). This was further confirmed by an NFER study (Derrington, 1997) that showed that the demand on the role of the SENCO has increased since the introduction of the Code of Practice (Farrell, 1998). Not only has demand increased, the profile of the SENCO and the special needs unit within schools also rose. The SENCO is now a member of management and contributes to decision making. The pre-schools are recently becoming aware that they have to have a member of staff designated as the SENCO. This entails the provision of training for whoever takes on that role in the pre-school. The results of studies on the role of the SENCO in schools have been mentioned above. This study will determine what the situation is in pre-schools.

2.2.2: The individual education plan

The Code recommends the use of individual educational plans for children with special educational needs. This has shifted emphasis from concern for curriculum and access across the curriculum to concern for the design and delivery of discrete packages of support (Evans, Docks and Evans, 1995). In her study, Hart (1998) observed that where the task of preparing individual education plan is seen in terms of setting targets that are specific and measurable, then the scope of support given to the child tends to be reduced to very limited areas of the child's learning. If this is the situation in schools, what is the situation in pre-schools where good practice includes every child having an individual play/ learning plan? Children in pre-schools learn through play designed to cater for all their areas of development. The individual learning plan incorporates this. But does preparing the individual learning plan/ individual education plan in pre-schools affect the attainment of desirable learning outcomes (soon to be known as early learning goals) in the same way that the individual education plan affects curriculum and access across the curriculum in schools? This study may provide an answer.

2.2.3: The Code and user- friendliness

The Code advocates interagency and multi-professional co-operation. The various agencies and professionals involved in providing for the needs of a child with special educational needs are expected to collaborate and operate in partnership. One way by which this can be achieved is by the Code being user-friendly.

The Department for Education and Employment (DfEE) commissioned Tony Bowers, et. al (1997) to carry out an evaluation of the user-friendliness of the Code of Practice. Fifteen LEAs, 160 LEA staff, 290 staff and governors of primary, secondary and special schools and 296 parents responded to the evaluation. Two of the respondents wanted a separate volume of Code of Practice devoted to the identification and assessment of under-fives. The interesting aspect of the report in relation to this study is that the evaluators noted that "this was an area (i.e. the area of the under fives) where school and LEA staff, educational psychologist included, felt least sure of their ground" (Bower, Dee, & West, 1997). This finding collaborates Goodall's (1997) observation that:

> Other issues currently having an impact on guidance and training include local authority staff availability, knowledge, confidence and ability to disseminate information on the Code as it applies in early years settings (Fletcher- Campbell, 1997)

The question at this point is, why is this the case? How user-friendly is the Code of Practice to pre-schools? This study could throw some light in this direction.

3.0. Methodology: A review of methodology used in the study

This section explains the methodology used in this study. It describes the research tools and what they were meant to achieve. It also describes how the samples were selected.

3.1: Description of research tools used for the survey

Quantitative data collection method was adopted. This was considered suitable for the study since the object was to collect figures/ numbers in order to arrive at averages and percentages, which would lead to generalisations. In additional, an analysis of internally generated data was also done. The methodology adopted was questionnaire survey and analysis of the internally generated data.

3.1.1: Questionnaire survey

Questionnaires were distributed to eleven pre-schools randomly selected from one London borough. The eleven numbers represented 20% of the Alliance member pre-schools in that borough. The questionnaire was in six sections and to collect data on: general information about the groups, types and levels of special educational needs among children in the groups, requirements of the Code of Practice, partnership arrangements with parents of children with special educational needs, arrangements for staff training and development, and working methods with agencies outside the groups. The data collected would determine the:

- extent to which the Code of Practice was being implemented in the pre-schools
- level of understanding of the requirements of the Code of Practice among the pre-school staff
- level of special educational needs training needs in the pre-schools
- level of provision available for children with special educational needs in the pre-schools, and
- level of provision available to the pre-schools to meet the special educational needs of their children.

The questionnaire included the simple Yes/No response type, multiple choice type, rank ordering of choice items, scale, semantic differential and one open ended item. There was a briefing sheet that introduced the object of the survey and contained instructions

on completion and collection procedures. With the eleven groups, the questionnaires were distributed and collected personally. The questionnaires were self-administered.

3.1.2: Internal data analysis

Another method used in this study was an analysis of the present activities of the charity in the area of special needs, specifically the level of special needs training provided and the contributions of the special needs projects. This was meant to complement the questionnaire survey, which was the main data collection method.

3.2: Sample selection

The participating pre-schools were selected from a south London borough. The borough was selected for logistics reasons of proximity, access and cost. The pre-schools were randomly selected. Initially, phone calls were made to groups to ask if they would like to take part in the survey. Some groups could not be reached by phone and as such were eliminated. A few of those reached by phone were yet to have the children back from holidays. Others were very enthusiastic and readily agreed to participate in the survey. All those who got the questionnaire had indicated their willingness and readiness to participate.

Deliberately, no opportunity group was contacted to be a part of the survey. This was because by their very nature, opportunity groups meet the requirements of the Code of Practice. Earlier visits by the researcher to opportunity groups in London boroughs revealed that they implement the Code and that they require training in specific areas of special educational need and disabilities rather than on the Code of Practice in general. So in order to cover a wider spectrum of traditional pre-schools, the opportunity groups were excluded from the survey. Including them could give an overall picture that is not a true reflection of the situation across the wider spectrum of pre-school settings. Eleven pre-schools, representing 20% of Pre-school Learning Alliance member pre-schools in the particular borough were selected. They were made up of parent and toddler groups, day care centres, family (drop-in) centres, pre-schools, nursery and special needs project.

4.0. Data Analysis: Presentation and analysis of data

In the last chapter, the methodology for the collection and analysis of data were designed. The data was generated through the application of questionnaires and gathering information from the Alliance's special needs projects. This chapter formally presents and then analyses the data generated. It is essentially in three broad parts. The first part presents and analyses the questionnaire data; the second part presents and analyses the internally generated information, while the third part considers the implication of the findings from both methodologies.

4.1: Questionnaire survey

The questionnaires were distributed to eleven pre-schools, representing 20% of the Alliance member pre-schools in that borough. All the eleven groups completed and returned the questionnaire. A sample of the questionnaire is attached as Appendix 2.

4.1.1: Presentation of questionnaire data

The questionnaire was in six sections namely:

1. general information
2. types and levels of special educational needs among children in the groups,
3. requirements of the Code of Practice
4. partnership arrangements with parents of children with special educational needs,
5. arrangements for staff training and development, and
6. working methods with agencies outside the groups.

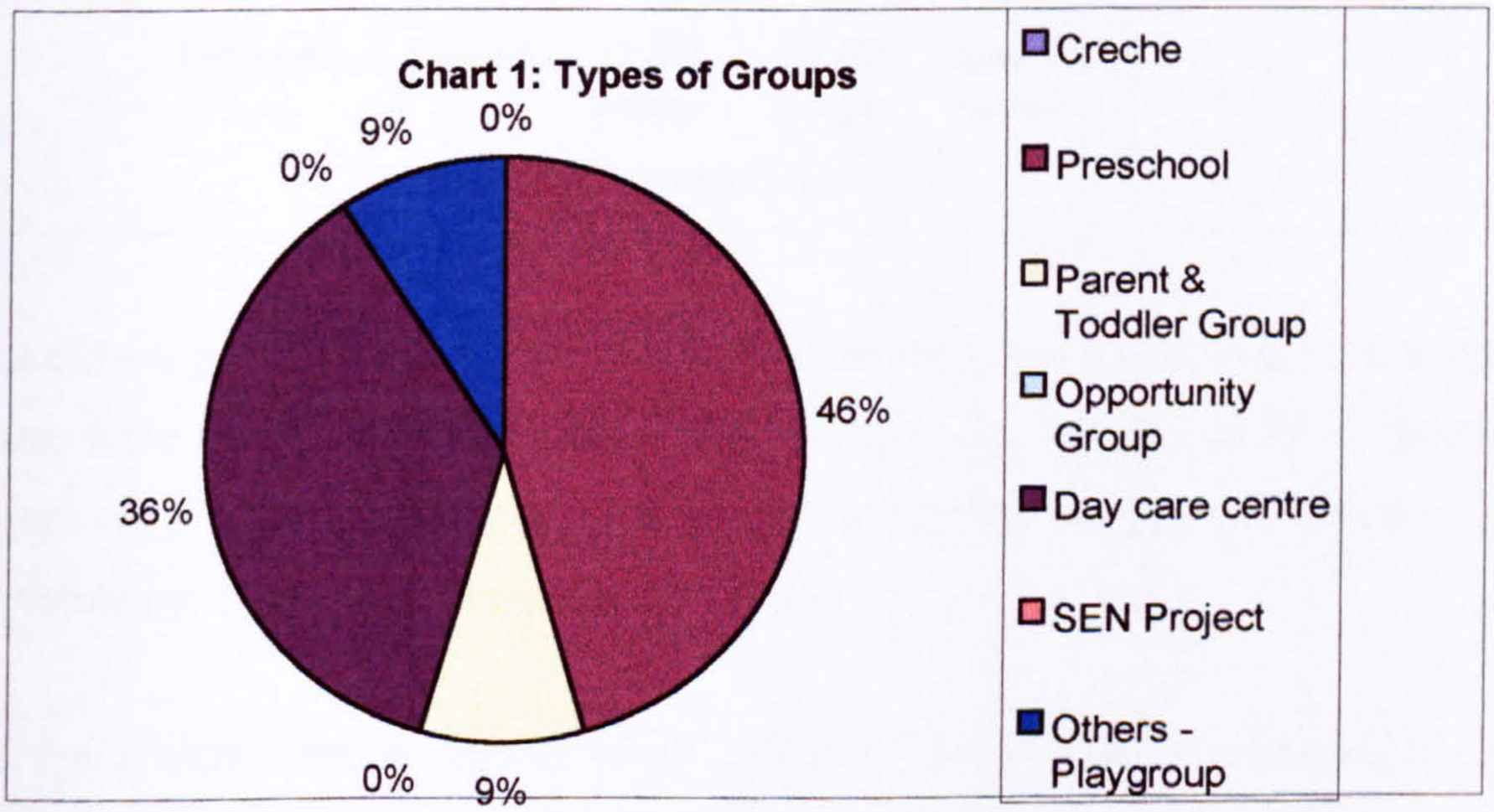
The data collected was collated for purposes of analysis as can be seen in Appendix 3. The raw data was presented in matrix form question by question. Not all the data needed to be presented in matrix. For the ones that were presented in matrix, the rows represented such variables as the types of group, the range of SEN, the types of SEN, the requirements of the Code of Practice, etc. The columns represented the characteristics of these variables, such as the numbers and percentages of staff, of children, of groups with special needs policy, of groups with SENCOs, the ratio of adult to children etc. The data was presented question by question. This can be seen in Appendix 3.

4.1.2: Analysis of questionnaire data

The questionnaire was analysed to provide specific data on the level of understanding of the requirements of the Code of Practice; the extent to which the Code was being implemented; and thereby determine the level of training needs in the pre-schools in special educational needs. The questionnaire data was analysed using Microsoft Excel software, and the results were presented in pie and graph charts as indicated in Appendix 3. The findings were indicated in sections as indicated below.

4.1.2.1: Section A - General information

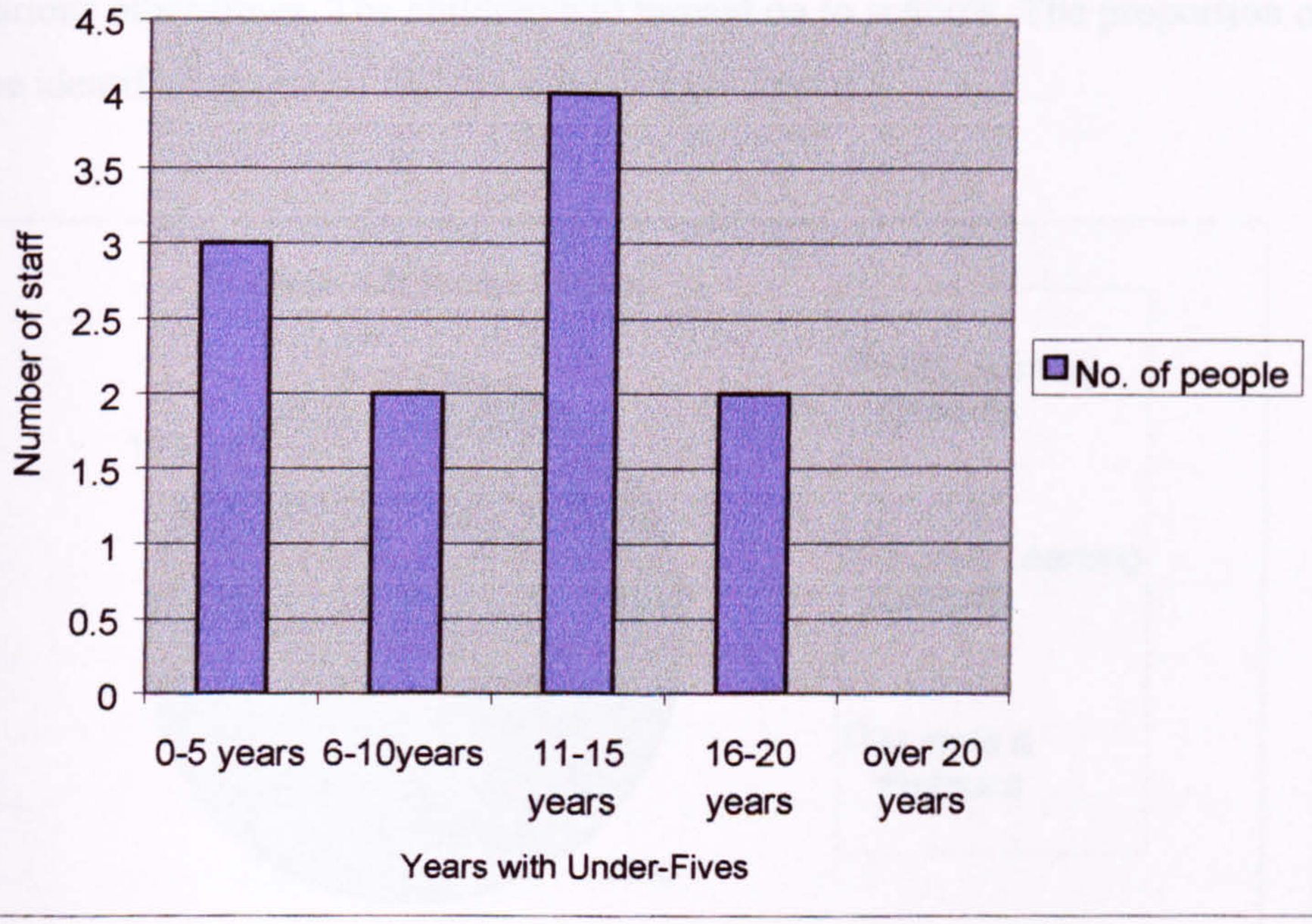
Of the eleven groups that took part in the survey, 4 (36%) were day care centres; 5 (46%) were pre-schools; one (9%) was a playgroup and another one (9%) a parent and toddler group. One of the day care centres was also a special needs project and one of the pre-schools was also a nursery. The proportion of the various types of groups that took part in the survey is indicated in Chart 4.1



Seven (64%) of the groups were headed by designated group leaders, 3 (27%) by managers and one (9%) by the proprietor. All the heads had experience in early years education and care. Three of the heads (27%) had experience in early years for between zero to five years; two (18%) had experience for between six to ten years; and two (18%) had experience for between sixteen to twenty years. The majority of four heads (37%)

had between eleven to fifteen years experience in early years education and care. Chart 4.2 indicates the number of years the group leaders had spent in the early years sector.

Chart 4.2: No. of heads/ No of years with U5



The eleven groups had a total of 56 members of staff, three of whom were supply cover. There were a total of 262 children in the groups. The ratio of adult to children in the groups was between 1:4 to 1:7. This meant that all the groups complied with the Government recommended adult: child ratio of 1:8.

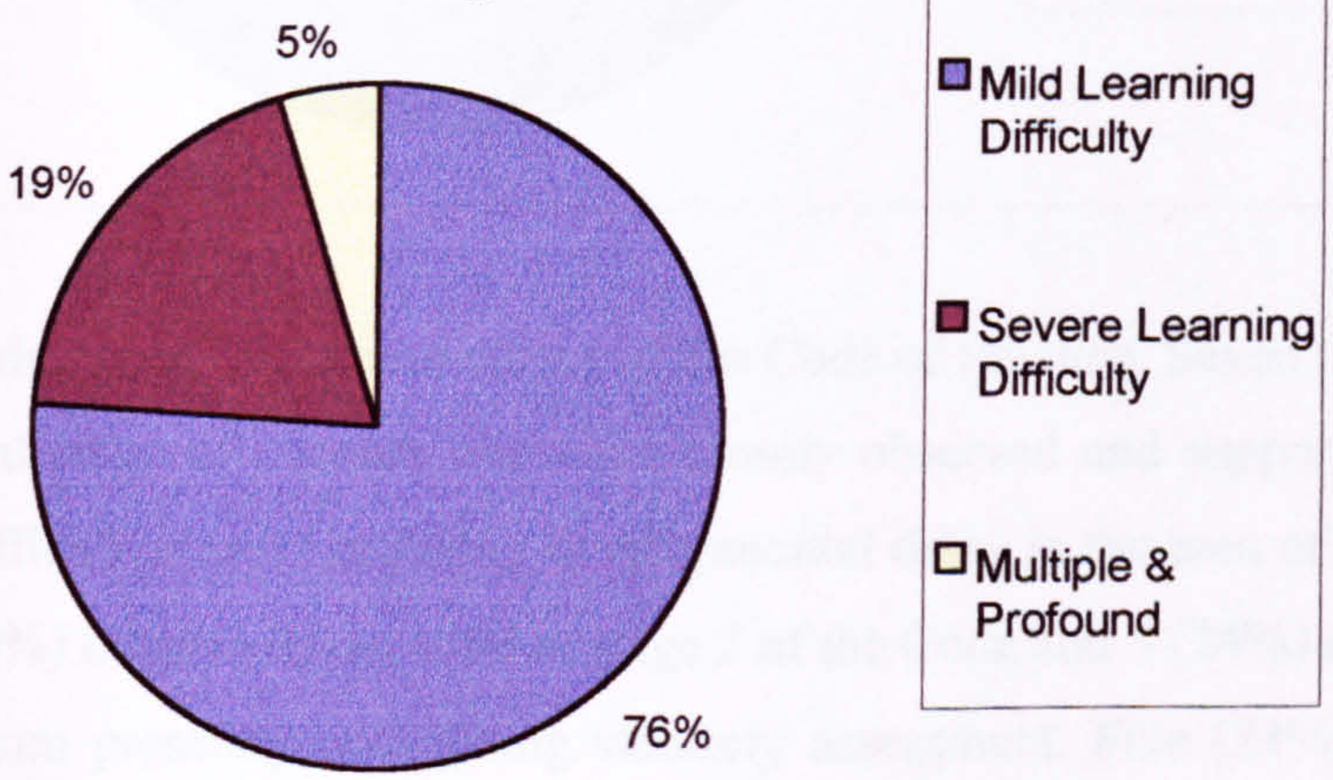
All the groups were accessible to all children. This was a reflection of the charity's inclusion policy. Admission into any of the group was open to all children except in the case of the special needs project where children were admitted by referral only.

4.1.2.2: Section B - Types and levels of special educational needs

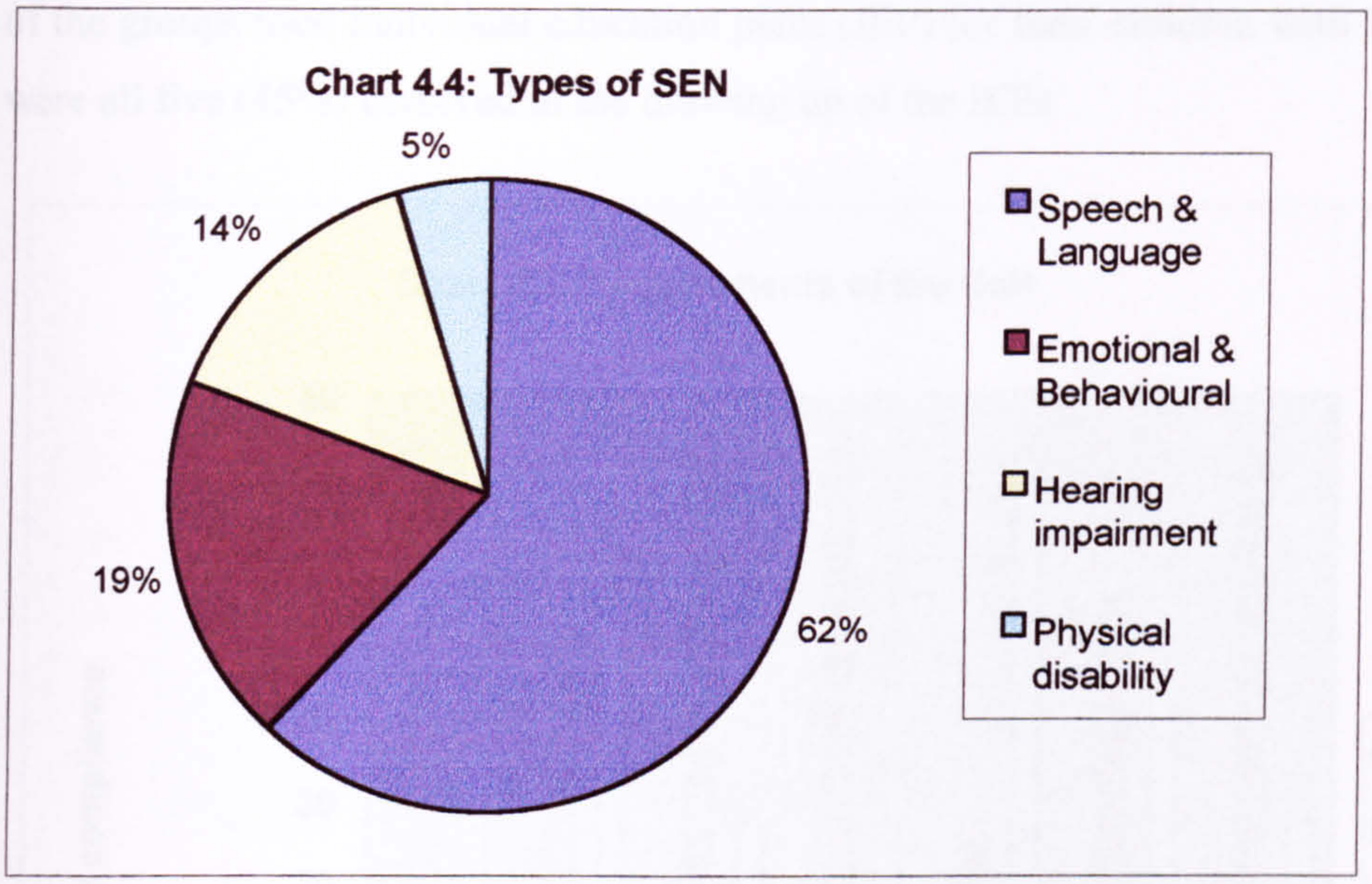
There were a total of 262 children in the 11 groups. Twenty-one children had various types and levels of special educational needs in 5 out of the 11 groups surveyed. This was

19% of the total number (113) of children in the five groups. This was within the national average for children with SEN, which is 20%. Out of the 21 children with SEN, 16 (76%) had mild learning difficulties, 4 (19%) had severe learning difficulties and 1 (5%) had profound and multiple learning difficulty. The six other groups did not have children with special educational needs in their settings at the time of the survey, but have had at various other times. The children had moved on to schools. The proportion of children in the identified ranges of SEN is indicated in Chart 4.3

Chart 4.3: Range of SEN



The special educational needs that the children had were in the areas of speech and language difficulties, emotional and behavioural difficulties, hearing impairment and physical disability. There were 13 (62%) children with speech and language difficulties, 4 (19%) with emotional and behavioural difficulties, 4 (19%) with hearing impairment (one of which had speech and language difficulty as well), and one (5%) child with physical disability. These are shown in Chart 4.4.



The children were at various stages of the Code of Practice. Seven (33%) of them were at the initial stage of concern and were closely observed and supported within the group. Their difficulties were probably developmental delay in the area of speech and language. Four (19%) other children were at stage 2 of the Code and 5 (24%) at stage 3. There were no children presently undergoing statutory assessment. Five (24%) of the children had statements of special educational needs.

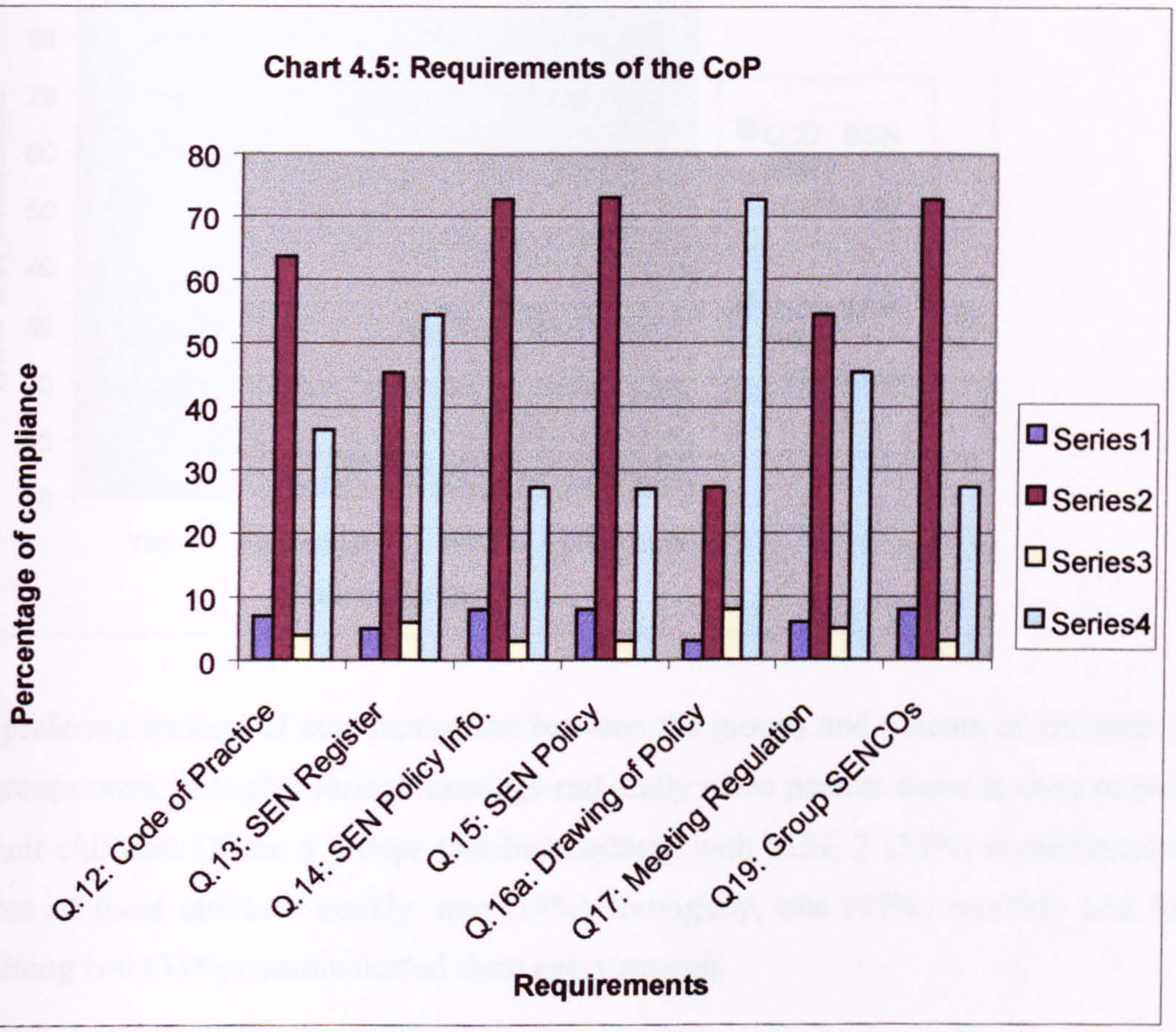
All the groups that had children with special educational needs had SEN support workers.

4.1.2.3: Section C - Requirements of the Code of Practice

An analysis of this section of the survey revealed that none of the groups complied totally with the requirements of the Code of Practice. Chart 4.5 indicates the level of compliance. Seven (64%) groups had copies of the Code of Practice on site; 5 (45%) kept special needs register; and 8 (73%) were aware of the requirement for a special needs policy. These 8 (73%) had special needs policies, 3 (27%) of whom were involved with the writing of the policies, and 6 (55%) thought that their policies met regulation. Eight (73%) of the groups had special educational needs co-ordinators (SENCOs). Five (45%)

of the groups used individual education plans (IEP) for their children with SEN and they were all five (45%) involved in the drawing up of the IEPs.

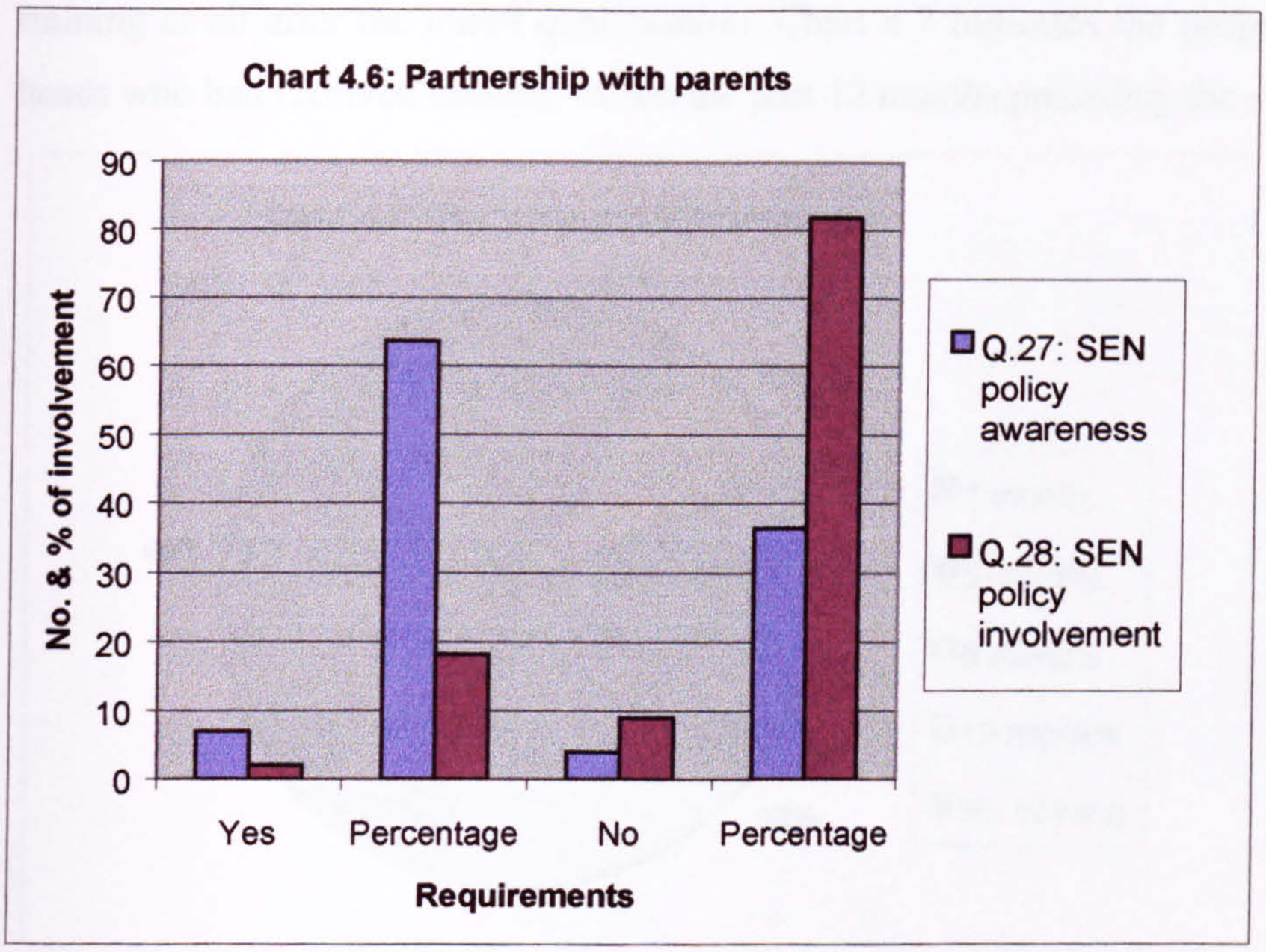
Chart 4.5: Requirements of the CoP



Only three (27%) groups carried out reviews of either IEPs or statements of SEN. In both cases the SENCOs were involved in the reviews. The reviews were held as indicated on the IEP/statement of SEN. All the adults involved with a child's education and care were involved during the child's review including the child's parents and the relevant professionals.

4.1.2.4: Section D - Partnership with parents

The data revealed as indicated in Chart 4.6 that in 7 (64%) out of the 11 groups, parents of children in the groups were aware of the group's SEN policy and in 2 (18%) of the groups they were actually involved with the drawing up of the policy.



The preferred method of communication between the groups and parents of children in the groups were through informal meetings and orally when parents came to drop or pick up their children. Of the 6 groups that had children with SEN, 2 (33%) communicated parents of these children weekly; one (17%) fortnightly, one (17%) monthly and the remaining two (33%) communicated them every session.

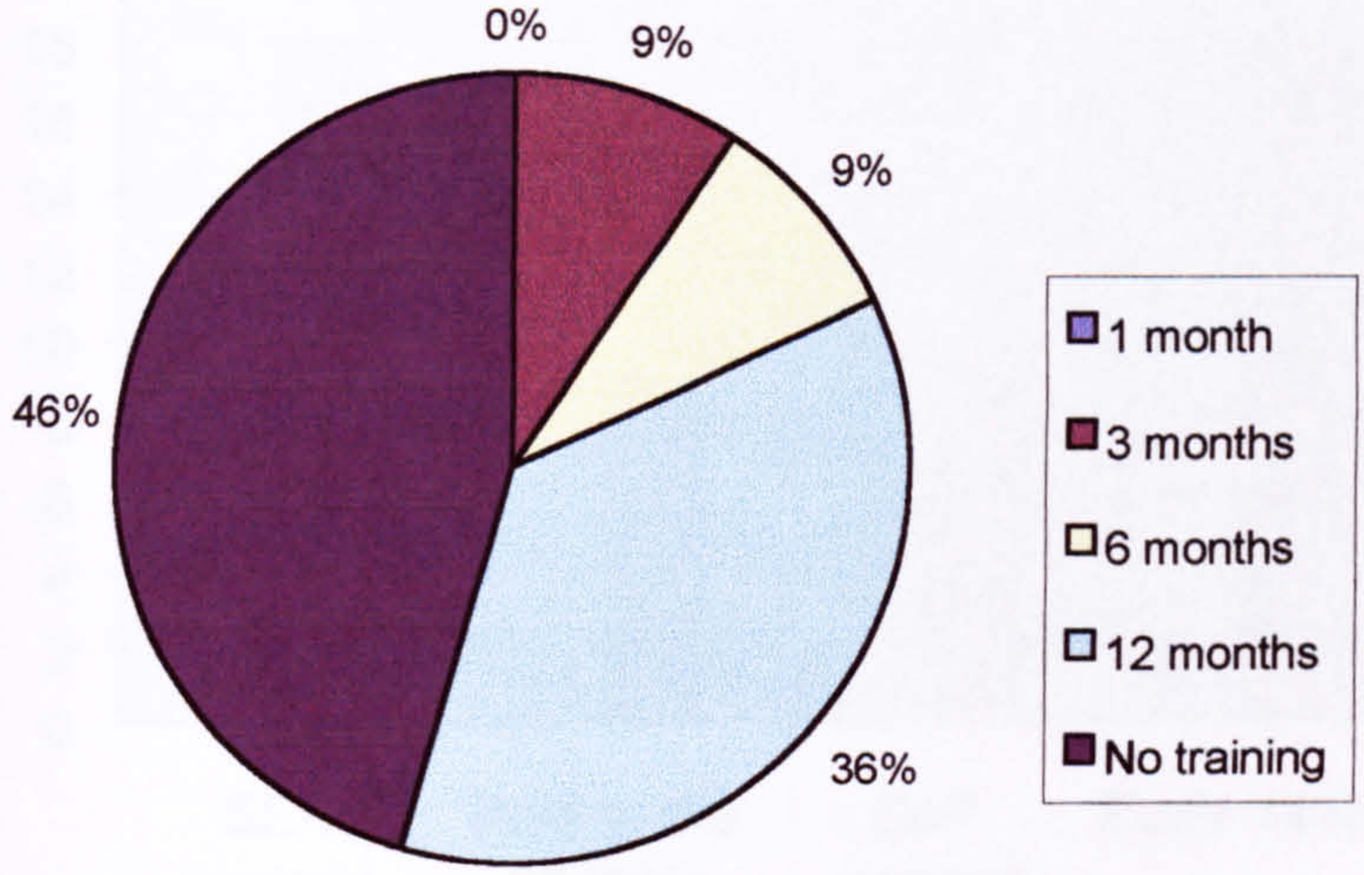
In 6 (55%) groups parents were involved in the activities of the groups. The parents assisted the groups/ project through the parent management committees. Some groups had a parent rota where by parents came in on set days to assist in the group. The groups did not offer any formal support to parents of children with SEN. The available support like the Portage service was operated outside of the group.

4.1.2.5: Section E - Staff training and development

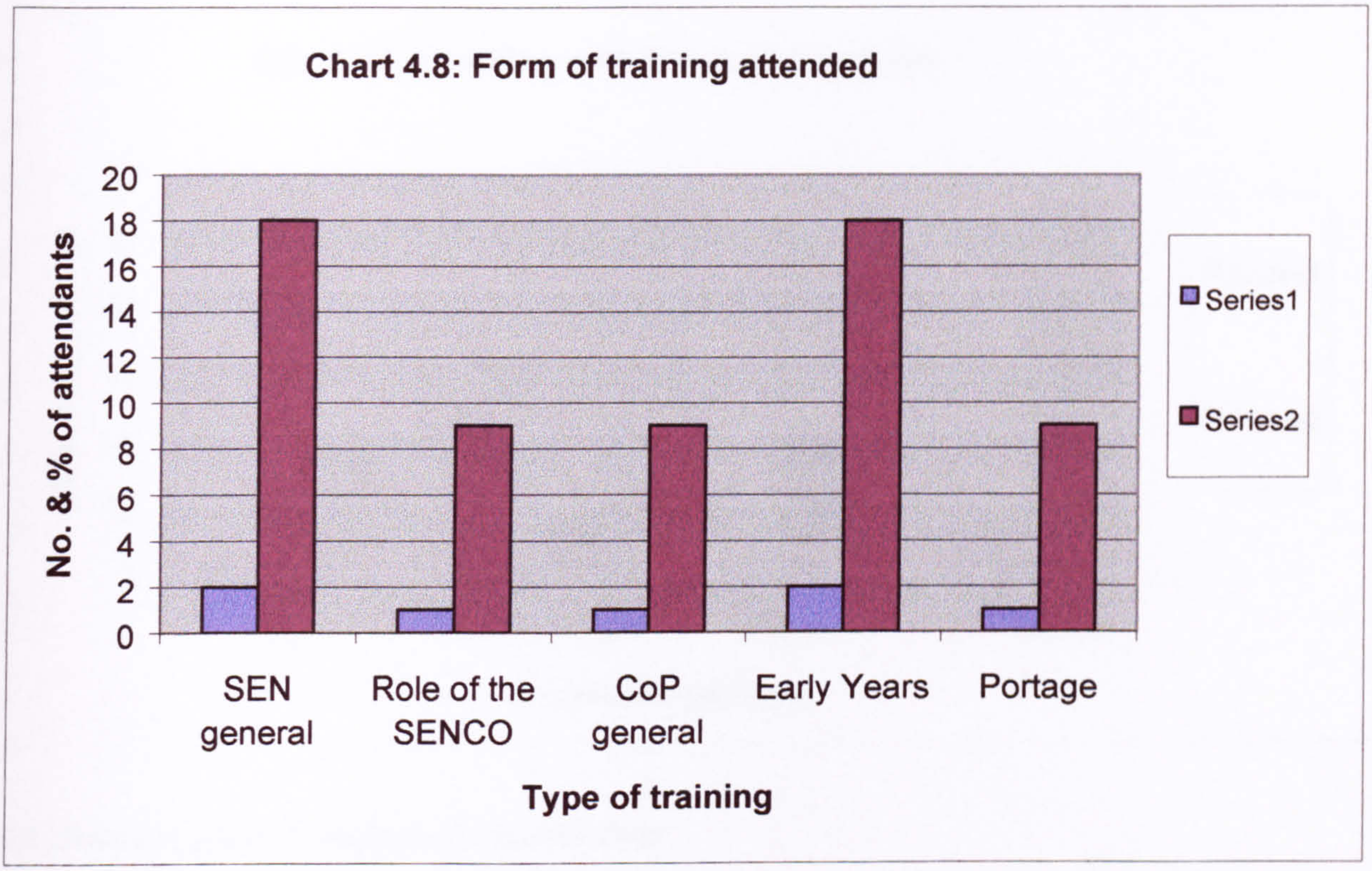
All the group heads had relevant child care qualification except perhaps one that was a nurse by profession. Only 2 (18%) of the heads had received training in the recent past, one within the past 3 months and the other within the past 6 months. Four (36%) had received training in the past 12 months, while 4 (36%) had not received any form of

training at all after the initial qualification. Chart 4.7 indicates the proportion of group heads who had received training within the past 12 months preceding the survey.

Chart 4.7: Attendance at SEN training



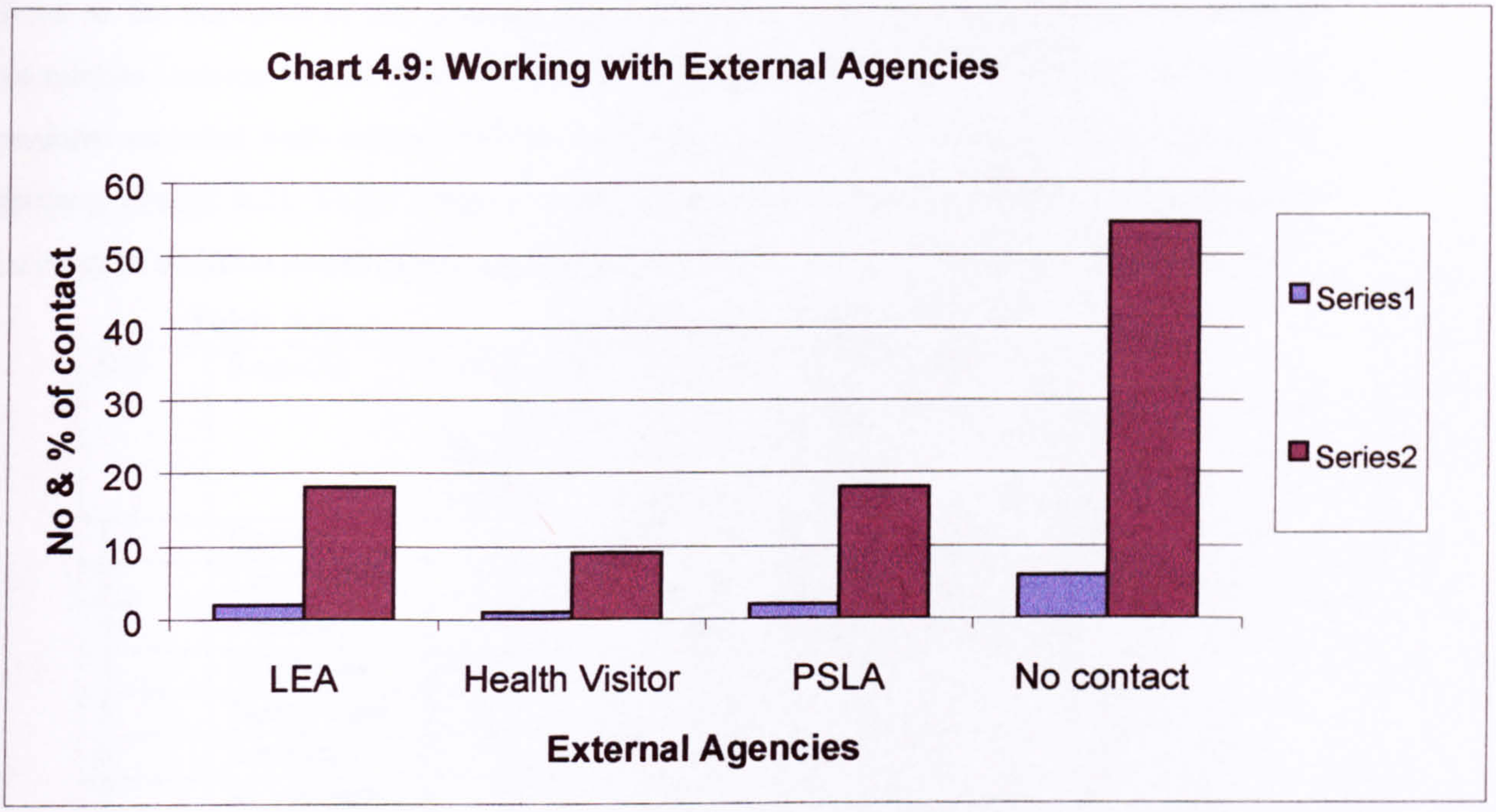
The training received as indicated in Chart 4.8, were on SEN general (2), Code of Practice (1), the role of the SENCO (1), early years (2), and portage training (1). One recipient appreciated the training on the staged approach to assessment. Another found the training on the CoP 'woolly' and not applicable to their setting. However they all indicated that the training raised their awareness of SEN and disability issues and gave them confidence to take on children with SEN.



In response to the question on the type of training that they required, the respondents indicated that they wanted training on all aspects of the Code of Practice, how to carry out SEN reviews, IEPs, partnership with parents, behaviour management and Makaton.

4.1.2.6: Section F - Working with external agencies

In response to the question on whom in the LEA the group would contact if they had a child with SEN, 6 (55%) would not make any contact at all, 2 (18%) would contact the PSLA rather than the LEA, one (9%) would contact the health visitor, while only 2 (18%) would contact the LEA. Those who did, related well with the LEA. Four had received external assistance in drawing up IEPs. Chart 4.9 indicates proportion of contact with external agencies.



4.2: Presentation and analysis of internal data

The Alliance offers three special needs courses of 10, 12, and 60 hours each. These courses were recently revised in line with current developments in the area of special educational needs. The 10- hour course is one that raises awareness on issues around special educational needs and disability. It is designed for those working with or planning to work with, and parents/ carers of children with special educational needs. People coming on the course are expected to examine their own values and principles relating to disability. The 12- hour course, which is also targeted at the same group, takes the issues around special educational needs and disability a step further. It gives an insight into inclusive practice and emphasises good practice in pre-school settings. The 60- hour course is a post diploma course, which leads to the award of Certificate in Special Needs. It is Further Education Funding Council funded. It is a specialist course designed for those aspiring to be and special educational needs co-ordinators in pre-schools. The contents of these courses take on board aspects of the requirements of the Code of Practice, which are taught in addition to other topics. Although they fill a gap, these courses do not meet the immediate need of offering detailed training on the Code of Practice.

Prior to the revision of the courses, there were two special needs courses, an 8-hour awareness- raising course and a 24- hour special needs course. In 1997/98 only 2,599 students attended both courses (Table 4.1). Also in 1997/98, there were 22 special needs projects (Table 4.2). These projects were inclusion projects that provided special needs training in addition to providing support to children with special needs and their parents.

Table 4.1: Special Needs Courses 1997/98

S/N	Regions	Awareness Raising course 8 hour		Special Needs course 24 hour	
		No of courses	No of students	No of courses	No of students
1.	Eastern	8	120	8	101
2.	London	13	228	5	71
3.	Midlands	18	221	14	192
4.	North east	14	375	23	282
5.	North west	17	240	8	100
6.	Southern	13	205	2	33
7.	South east	1	10	13	211
	South west	10	157	3	53
Total	8 regions	114	1,556	76	1,043

Table 4.2: Special Needs personnel/projects 1997/98

Regions	SENCO	SNT	SNP
Eastern	-	8	-
London	1	18	5
Midlands	3	26	2
North east	13	41	10
North west	4	10	4
Southern	1	8	1
South east	-	17	-
South west	-	16	-
Total	22	144	22

SNP Special Needs Projects
SENCO Special Educational Needs Co-ordinator
SNT Special Needs Tutors

The following are evaluation comments on some of the projects:

> One of the major achievements has been that staff in the registered pre-schools are now aware of the process of identifying children with special needs and are confident that they can meet those needs with the support of the project. – Oldham project.

The project has enabled children with special needs to attend their local pre-schools with support from volunteers. – Gateshead project.

The project supported parents/ carers through the statementing process, liaised with LEA on their behalf … have been able to integrate 15 children into appropriate settings, supported and given advice to their families and carers… - Redditch project

Every child regardless of their diagnosis have been integrated into the provision of their carers/ parents choice. In several cases this has resulted in the pre-school or day nursery evaluating their equal opportunity policy and additional training for their staff. – Redditch project

The provision of training in the area of special needs – general and specific- remains an important aspect of the special needs projects.

4.3: The implications of the findings

In discussing the implications of the findings, the emphasis will be on the requirements of the Code of Practice and training needs. However, as a general comment, the fact that all the groups were accessible to all children should be highlighted as it indicated that the charity puts its philosophy of inclusion into practice.

The PSLA member groups are expected to have regard to the SEN Code of Practice in their settings. This means that all the member groups should meet the requirements of the Code. But the findings showed that this was not so. The groups required training on implementing the requirements of the Code, from the simple requirement of keeping special needs registers to the perhaps more specialised requirements of writing special needs policies, understanding the role of the SENCO, writing IEPs and participating in SEN reviews. Workshops will therefore be developed on the management of SEN, the role of the SENCO, SEN policy, IEP, and SEN reviews to meet these needs.

The Code of Practice recommends the involvement and participation of parents of children with special educational needs in the education of their children. The PSLA encourages the involvement and participation of parents in the provision of education and care for their children. The parents however have to be educated and supported in order

to be able to participate and contribute. None of the groups surveyed had any formal support programme for parents of children with SEN. The groups should have training in this area. To meet this need, there will be a workshop on how to support and develop partnership with parents.

The Code of Practice is currently being reviewed. The revision is geared towards simplifying the implementation of the Code. It is envisaged that if pre-schools receive training in the basic requirements of the Code, taking on new and additional requirements would not present a problem.

5.0. Discussion of issues arising from the study

The data generated from the survey provided information on the various requirements of the Code of Practice as it relates to the early years. It revealed a need for training in some specific areas including the role of the SENCO, writing a special needs policy, partnership arrangements and reviews of individual education plans and statements of special educational needs.

5.1: Writing workshops

Writing the workshops provided opportunity to acquire further training in conducting educational research. Research, in general, can be defined as a systematic attempt to provide solutions to problems. It is a search for order (Scott & Usher, 1996), conducted to increase knowledge and improve practice. Educational research can be seen as specifically searching for answers to questions that are directly related to teaching and learning (Ohuche & Anyanwu, 1990). Writing these workshops increased my knowledge of the Code of Practice. In order to write the workshops I studied the Code of Practice in detail with the result that I am now able to:

- identify structures that should be in place for a code of practice to succeed
- identify relevant structures/ format for an effective code of practice
- high-light a set of questions/ issues that should be addressed to ensure the success of a code of practice.

These would be incorporated into the recommendations in my main study.

I have learnt to design questionnaires, conduct action research, produce specialist workshop materials, implement policy and hope that practice will improve.

Writing the workshops was part of the evaluation of my activities. I am accountable to my employers. And in being accountable to my employer, I have to justify the use of their resources and how the workshops have and will progress my work in particular and that of the charity in general. The questionnaire survey although carried out in only eleven pre-schools, provided a lot of data on the activities and needs of pre-schools. The questionnaire was aimed at determining how pre-schools understood and implemented the Code of Practice. The survey provided specific data on training needs in pre-schools.

It also provided data on the level of existing support in pre-schools for children with special educational needs and their parents and the level of existing support given to pre-schools to implement the Code of Practice. In addition, it provided data on the extent to which pre-schools worked in partnership with external agencies and relevant professionals. One can imagine the wealth of data that the nation-wide survey, when it is conducted, will generate. A response to these data would hopefully improve policy and practice in the area of special educational needs in pre-school settings.

5.2: The objectives of the institution focus study

In carrying out this study, attempts were made to meet the requirements of the institution-focused study. The institution focus study is supposed to:

- enhance my professional development
- be linked to my main study

5.2.1: Professional development

The study provided the opportunity for a reflection of my professional role and expertise and a practical application of the knowledge, understanding and skills acquired in the earlier taught research modules. The study enhanced my professional development. The workshops gave me an insight into understanding my professional role. Hitherto, I had seen myself as the Special Needs Officer that reacted to members' immediate demands. I was reactive. The project made me come to grips with the fact that my role is multifaceted: acting as a resource person, consultant, counsellor, facilitator, trainer and researcher among others. I have to be proactive. This is particularly important in the sector within which I function. There is currently very little research in special educational needs within the under-five sector. This awareness is gradually gaining ground. In May 1997 for instance, it prompted the National Foundation for Educational Research to organise a seminar on the *Implementation of the Code of Practice on the Identification and Assessment of Special Educational Needs in Pre-School Settings*. In introducing the seminar report Fletcher-Campbell (ed.) (1998) writes:

> This event was prompted by the observation that although the Code of Practice (DfE 1994) had generally met with approval for its spirit and principles, and studies had shown that it had raised the profile of

> special education provision in many primary and secondary schools, the existing research examining the implementation of the Code had not focused on its application in early years' settings (p.1).

As part of my duties at work arrangements are underway for a nation-wide survey to determine how pre-schools understand and implement the Code of Practice in their settings. This is an evidence of the charity's commitment to fostering improvement in the area of special education among the under-fives. This is a commitment that hopefully will continue to be translated into continuous support for educational research with the aim of improving practice.

5.2.2: Link with main study:

The institution focus study is supposed to provide a link with the main study. My main doctoral thesis is on teachers' perception of provision and practice for primary school children with learning difficulties. The setting is educational, the group is very young children, the theme is special educational needs and the level is still emerging. I am currently functioning in an environment where special education is very advanced when compared with its level in the environment in which my main study is set. The researcher considers this a good setting as it presents the opportunity to be able to assess developments in the field in Nigeria against developments in England. It also presents opportunity for learning for the emerging economy. The emerging economy can adapt tested and proven strategies that could meet its own specific and level of need.

My main study will in part identify the types of learning difficulties that exist among primary school children in Lagos State of Nigeria, and how these needs are being and can be met. Without pre-empting the outcome of the study, one of the recommendations of the study would be the introduction of a statutory Code of Practice on the identification, assessment and provision for special educational needs. My thesis would contain recommendations for an effective and successful Code of Practice. If the recommendation is accepted and a Code put in place, there would be need for training on the requirements of the Code for all those who would be required to implement it. The training could be in form of workshops, seminars and study days. This would be the link

between this institution -focused study and my main study. The overall objective of the institution focus study would have then been achieved.

6.0. Conclusion and recommendations

This conclusion considers the outcome of the study. It gives a synopsis of the six workshops resulting from the study. The current revision exercise of the Code of Practice is discussed briefly and then a number of recommendations considered necessary for an effective and useful Code of Practice are given.

6.1: Workshops on the Code of Practice

The outcome of this study was the development of workshops on the requirements of the Code of Practice based on the identified areas of training needs. There are six workshops as follows:

1. Management of special educational needs
2. The role of the Special Educational Needs Co-ordinator (SENCO)
3. Supporting and developing partnership with parents/ carers of children with special educational needs
4. Special educational needs policy
5. Individual education plan
6. Special educational needs reviews

The workshops are meant for staff in pre-school settings to enable them to enhance good practice in the area of providing for children with special educational needs and to support parents of such children. They are also designed for parents and others who want to have an understanding of the requirements and workings of the Code of Practice on the Identification and Assessment of Special Educational Needs.

6.1.1: Synopsis of the workshops

Management of special educational needs gives an overview of the Code of Practice. It covers the principles, aims, structure and requirements of the CoP. The aim of the workshop is to develop participants' understanding of the CoP and to raise awareness of its implications for pre-school settings.

Supporting and developing partnership with parents: The direct involvement of parents is a theme which runs throughout all the workshops, but this session focuses specifically on the practical issues surrounding parental involvement. This workshop also aims to develop participants' understanding of the importance of working in partnership with parents and to make them aware of how pre-schools support and work with parents.

Special educational needs policy covers the requirements for pre-school special educational needs policy and how groups can formulate and write their own special needs policy. Its aim is to help participants understand the importance of each pre-school having a special educational needs policy. It aims also to enable groups that do not already have one or that have one that does not meet current requirements to draw up a special needs policy that meets the requirements of all concerned. Participants to bring with them policies and/or procedures in use in their group.

Individual education plan (IEP) The pre-school setting is concerned with the total development of the child and this involves the child's cognitive, physical, emotional, social, language and communication, and creative development. To address a need in any of these areas of development, an individual education plan is drawn up to meet the child's specific need. Individual learning plan is good practice in pre-schools. Individual education plan is designed for a child with special educational need. This workshop covers the purpose, features, preparation and implementation of IEPs for children with special educational needs in pre-school settings. The aim of the workshop is to enable participants to develop skills for preparing and implementing individual education plans for children who require additional provision to enable them attain their developmental milestones.

Special educational reviews covers the purpose, planning and conduct of review meetings. It considers why reviews are necessary and all who should be involved in reviews. On completion of the workshop, participants will be able to organise and undertake reviews of individual education plans and statements of special educational needs.

The role of the SENCO workshop aims to raise awareness of the functions of the SENCO in pre-school settings and to develop participants' ability to define and understand this role, especially the SENCO's role in the identification and intervention process for children with special educational needs.

6.2: Revision of the Code of Practice

This study will not be complete without mention made of the proposed revision of the Code of Practice. The revision of the Code of Practice will not in any way adversely affect the delivery of the workshop training. This is because the workshops aim to enhance good SEN practice in pre-schools, highlighting those aspects of the Code that are meant to achieve the same objectives. For the under five sectors, the revision is an opportunity to redress any perceived imbalance, omission and/or misconception about it in the present Code of Practice. The following are some of those areas that are relevant to the very young children that need to be revised.

There are times when difficulties arise in implementing the Code because the distinction between the statutory requirement and the guidance is not clearly made. There are aspects of the Code of Practice that are statutory because they set out what is in primary legislation or/and in regulations. For instance having a school's special needs policy is backed by regulation 2 schedule 1 of 1994. Then there are aspects of the Code of Practice that provide guidance, albeit guidance to which those concerned must have regard. For instance, guidance in the area of overlap between special educational needs and additional language needs.

The requirement of the Code of Practice as it relates to the early years is not very clear. It is played down in the document, hidden in the middle (Section 5) of the Code. There is a separate guidance to non-maintained providers of nursery education and some of these tend to contradict the requirements in the Code of Practice. For instance, SEN policy is a guidance not a statutory requirement for non-maintained pre-schools. OFSTED no longer expects or requires non-maintained under five providers to have published SEN policies. This is bound to create confusion within the early years' sectors. The researcher is of the

opinion that equal standards should be applicable to all in the provision of pre-school education. OFSTED requirements should be streamlined with desirable learning outcomes for very young children. A way of achieving this could be by maintaining a single Code of Practice for all children from birth to the end of statutory schooling.

The non-maintained providers cannot access LEA support structures before children are statutorily assessed. But the pre-school culture emphasises partnership and co-operation between all concerned in providing education and care to the under fives. The Code of Practice also stipulates the same. But it is difficult to evaluate the effectiveness of the Code of Practice in this area especially between the LEAs and pre-schools.

The issue of a Named Person has remained contentious. Only those parents whose children are being statutorily assessed can enjoy the services of a Named Person. The Named Person is supposed to advice the parent and to attend meetings with them. It is usually traumatic for a parent to discover that their child has SEN. Perhaps it is at this initial stage that the Named Person should be brought in. Most parents do not understand SEN jargon, nor do they realise what provisions are available for their child. The Named Person would provide assistance in these directions. In the draft revised Code the plan is to change the terminology to Independent Parental Support (IPS). The terminology is not important. It is the point at which this service is accessed and the extent of the services that they offer that are important and should be addressed.

6.3: Conclusion

These workshops meet the immediate training needs for a proper understanding and implementation of the Code of Practice in pre-schools. It is recommended that other workshops be developed in the areas of behaviour management, record keeping and transition from pre-school to statutory schooling to further advance the understanding and implementation of the Code in the early years settings.

Writing workshops for others to facilitate was quite demanding unlike just facilitating a workshop. In addition to considering the aims and objectives of the project, the needs of

the target audience, the delivery of the workshops and the resources needed were also considered. The language of the workshop had to be simple with very minimal use of special needs jargon. The objectives of the project had to be married to the overall philosophy of the PSLA and DfEE expectations in funding the post of the Special Needs Officer. It was easy to do this in this case because all three objectives focused on the implementation of the Code of Practice and had the same underlying principle of inclusion. The reverse would have been the case if there were opposing principles at play.

The Code of Practice is a specialist document. The project had to interpret this specialist document for use by both specialists and non-specialists. A mean of communication had to be determined. The language has to be appropriate to all those who access the training.

In order for a Code of Practice to be effective and successful, the following are necessary:

1. The objectives of the Code should be specific, measurable, attainable, realistic, and time related.
2. Adequate provision should be made to meet these objectives. It is not enough to set lofty goals without the corresponding resource to achieve the goals. The provisions to be made should include human and material resources, equipment and training.
3. A commitment on the part of all who manage and administer the Code to make it work is a very important requirement for a successful Code. Such a commitment would demonstrate belief in the principles of the Code.

Finally, the workshops are currently being piloted in two regions of the country. These recommendations and conclusion therefore can not be considered final until feedback has been received on the pilots. Copies of the workshops are available in Appendix 4.

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APPENDICES

Appendix 1 Membership Category Definitions

Pre-school: for children under the age of five cared for in the absence of their parents. No session lasts more than four hours.

Parent and Toddler: for a group of parents or carers with children under school age. Parents remain with the child (ren) throughout the session.

Under Five: for children cared for with or without their parents; younger children attend with a responsible adult who remains throughout the session. No session lasts more than four hours (i.e., a Pre-school and a Parent and Toddler group running a combined session).

Opportunity Pre-school: for children with SEN and/or disabilities alongside other children.

Family Centre (drop-in): for families to attend sessions, as and when they wish, with children of any age.

Extended Day-care: for children under the age of five, without their parents, for more than four hours but not more than eight hours in any day.

Full Day-care: for children under the age of five, without their parents, for more than eight hours in any day.

Other: e.g., Crèche.

Appendix 2 Special Needs Questionnaire

Briefing Sheet

Pre-schools that are in receipt of government funding for four-year olds undergo OFSTED inspection and are expected to have regard to the Code of Practice on the identification and assessment of special educational needs. In addition the Alliance encourages and expects the highest standard of good practice among members. This good practice includes making adequate provision for all children with special needs in the group by having regard to the Code of Practice. Members on the other hand expect the Alliance to provide support, information and training to enable them to have regard to the Code. In order to achieve both aims, the Special Needs unit at the Pre-school Learning Alliance national centre is carrying out this survey which hopefully will provide information on the needs of pre-schools in the area of special needs.

The objectives of the survey include to determine the:

1. extent to which the Code of Practice is being implemented in pre-schools
2. level of understanding of the requirements of the Code of Practice among pre-school staff
3. level of special educational needs training needs in the pre-schools
4. level of provision available for children with SEN in pre-school
5. the level of provision available to pre-schools to meet the needs of their children with special needs

The group owner/leader/special educational needs co-ordinator in consultation with other members of staff should complete the questionnaire. Any information that you give will be treated in strict confidence. No information that will reveal your identity or that of your group/project will be volunteered. If you will be willing to take part in a qualitative interview please indicate your group's name and address.

Name of the Group: .....

Address:.....

.....

Please could you use the enclosed self-addressed stamped envelope to return your completed form to the National Centre.

Thank you for taking part in this survey which will no doubt lead to an improvement of provision for children with special needs in our pre-schools and promote further good practice.

The terminology used in this survey are those used in legislation.

Please tick the appropriate box or write in the space provided

A. GENERAL

1. Do you work in a

☐ Creche ☐ Parent & Toddler group ☐ Day care centre

☐ Preschool ☐ Opportunity group ☐ SEN project

Others (please specify.....

2. Do you have an additional role in the group? ☐ Yes ☐ No

Please specify.....

3. How long have you worked with under-fives?

☐ 0 – 5 years ☐ 6 – 10 years ☐ 11 – 15 years

☐ 16 – 20 years ☐ Over 20 years

4. How many staff do you have in your group?.....

5. How many children do you have in your group/ project?

☐ 0 – 21/2 years ☐ 21/2- 3 years

☐ 3 – 4 years ☐ 4 – 5 years

6. Is your group/ project accessible to all children? ☐ Yes ☐ No

7. How do children with SEN come to your group?

☐ Parental choice ☐ Referral (please specify).....

B. TYPES AND LEVELS OF SPECIAL EDUCATIONAL NEEDS

8. Please indicate the range of SEN experienced by children in your group/ project?

No of children

☐ Mild/ moderate learning difficulty

☐ Severe learning difficulty

☐ Multiple & Profound learning difficulty

9. Please indicate the type of SEN experienced by children in your Group/ project?

No of children

- ☐ Speech & language difficulty
- ☐ Emotional & behavioural difficulty
- ☐ Visual impairment
- ☐ Hearing impairment
- ☐ Physical disability
- ☐ Autistic spectrum disorder
- ☐ Medical conditions
- ☐ Unspecified
- ☐ Others (specify)

10. How many children in your group/ project have SEN?

Code of Practice stage	No of Children	No of sessions attended	No of sessions supported
1. Initial concern			
2. Individual education plan			
3. External involvement (e.g. educational psychologist)			
4. Statutory assessment			
5. Statement of SEN			

11. How many SEN support workers (paid & unpaid) do you have?.....

C. REQUIREMENTS OF THE CODE OF PRACTICE

12. Do you keep a copy of the SEN Code of Practice in your group? ☐ Yes ☐ No

13. Do you keep a SEN register? ☐ Yes ☐ No

14. Are you aware of the information that should be contained in a SEN policy (i.e. regulation 1 schedule 2 of 1994)? ☐ Yes ☐ No

15. Does your group/ project have a Special Needs policy? ☐ Yes ☐ No

16. Were you involved in the drawing up of the policy? ☐ Yes ☐ No

(a) How do you monitor the implementation of the SEN policy? .....
.....
.....

(b) How often do you review it? ....

(c) Please explain how you ensure that all the workers in your group/ project understand and implement the SEN policy .....
.....
.....
.....

17. Do you consider your group's/ project's SEN policy as meeting the 1994 SEN regulation? ☐ Yes ☐ No

Please briefly explain how .....
.....
.....
.....

18. If No, briefly explain how you think it could be improved .....
.....
.....
.....

19. Do you have a specific role with regard to SEN in your group/ project?

☐ Support worker ☐ Development worker

☐ SEN co-ordinator ☐ Group leader

20. Do all the children with SEN in your group/ project have individual education plans?
Yes ☐ No ☐

21. Please tick all those who are involved in preparing individual education plans in your group/ project

☐ Group leader ☐ SENCO

☐ Support worker ☐ Development worker

☐ All workers in the group ☐ Parents

☐ External input (please explain)

22. Does your group/ project hold review meetings of individual education plans of children on the SEN register? ☐ Yes ☐ No

23. Have you taken part in any review meetings?

☐ Yes (indicate) ☐ Individual development plan ☐ No

☐ Statement of SEN

24. What was your role at the review meeting? .....
.....

25. How regularly do you hold the review meetings? .....
.....

26. Who are involved in review meetings?

☐ Parents ☐ Group leader ☐ SEN co-ordinator

☐ The Child with SEN ☐ Support worker ☐ Development worker

☐ Committee member ☐ External support (please explain) .....
.....

D. PARTNERSHIP WITH PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

27. Have parents of children in your group/ project been made aware of your group's SEN policy?

☐ Yes ☐ No ☐ Don't know

28. Were any parents involved in the drawing up of the SEN policy?

☐ Yes ☐ No ☐ Don't know

29. How do you communicate with parents of children with special needs?

☐ Telephone ☐ Short notes ☐ Official letters

☐ Oral messages ☐ Informal meetings ☐ Formal meetings

☐ Pre-school: Home diary

30. How often do you communicate with parents of children with SEN?

☐ Weekly ☐ Fortnightly ☐ Monthly ☐ Half-termly

☐ Termly ☐ Yearly ☐ Sessionally ☐ None at all

31. Do parents assist in any way in your group/ project? ☐ Yes ☐ No

Please explain briefly .....

.....

.....

32. Do you have any formal support programme in place for parents of children with SEN? ☐ Yes ☐ No

Please explain

.....

.....

.....

E. STAFF TRAINING AND DEVELOPMENT

33. Please state your qualification

☐ PSLA diploma ☐ NNEB

☐ Tech. (ED.EXCEL) ☐ NVQ (Education & Childcare) Levels 2/

☐ B A ☐ B Sc.

☐ B Ed ☐ M Ed

☐ PGCE ☐ Others (specify)

34. Have you attended any SEN training within the past

☐ 1 month ☐ 3 months ☐ 6 months ☐ 12 months

35. What form of training did you receive?.....

.....

(a) Was this a PSLA course? ☐ Yes ☐ No

36. What form of training would you want to receive?.....

.....

37. Have you received any training on the SEN Code of Practice?

☐ Yes ☐ No

38. What aspect(s) of the training on the Code did you find most useful?

.....

39. What aspect(s) of the training on the Code did you find least useful?

.....

40. What specific area of the Code would you want training on? .....

.....

41. Has the training affected the way you perform your duties in any way?

☐ Yes ☐ No

42. Briefly explain the way the training has affected your performance

.....

.....

.....

F. WORKING WITH EXTERNAL AGENCIES

43. If you have a concern about a child, whom in the LEA would you contact?

.....

Please tick the appropriate box on a 5- point scale

	Excellent.	V. Good.	Good	Fair	Poor
44. Please state the level of co-operation between your group and your LEA?					
45. Please state the level of co-operation between your group and other relevant agencies and professionals? eg Social service, health, PSLA special needs projects					

46. How often does the educational psychologist visit your group to work with children with special needs?

☐ Weekly ☐ Monthly ☐ Twice a term

☐ Once a term ☐ Once a year ☐ When needed

47. In drawing up the individual education plan of children at stage 3 of the Code of Practice, do you receive any external assistance, for instance, from the educational psychologist, speech & language therapist, etc?

☐ Yes ☐ No

48. Is there any other comment you would like to make?

.....

.....

.....

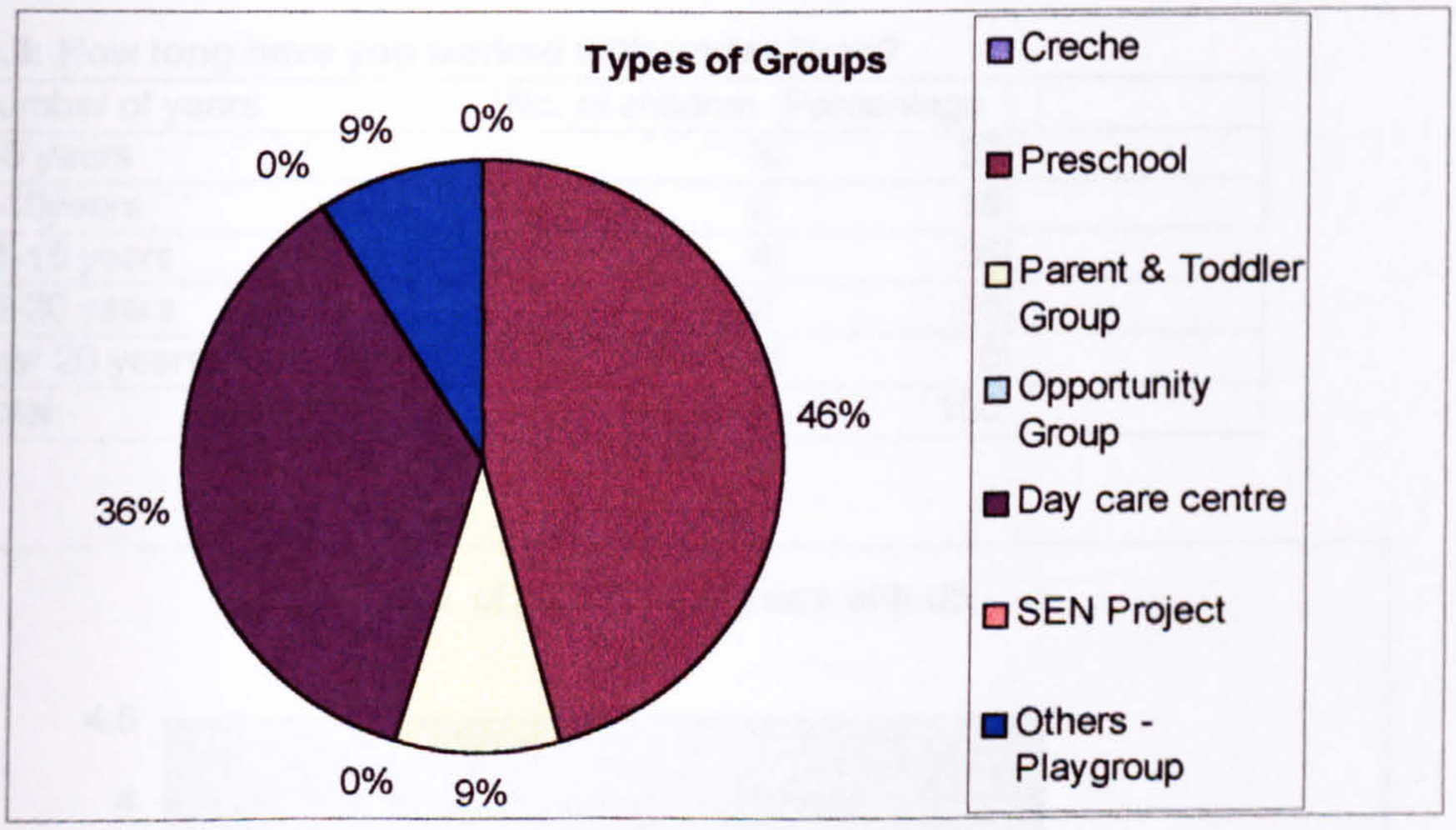
Thank you very much for your time.

APPENDIX 3: QUESTIONNAIRE ANALYSIS

A: GENERAL

Q. 1: Do you work in

Category	Number	Percentage	
Creche	0	0.00	
Preschool	5	46	
Parent & Toddler Group	1	9	
Opportunity Group	0	0.00	
Day care centre	4	36	
SEN Project	0	0.00	
Others - Playgroup	1	9	
Total	11	100.00	



Q.2.a: Do you have a role in the group?

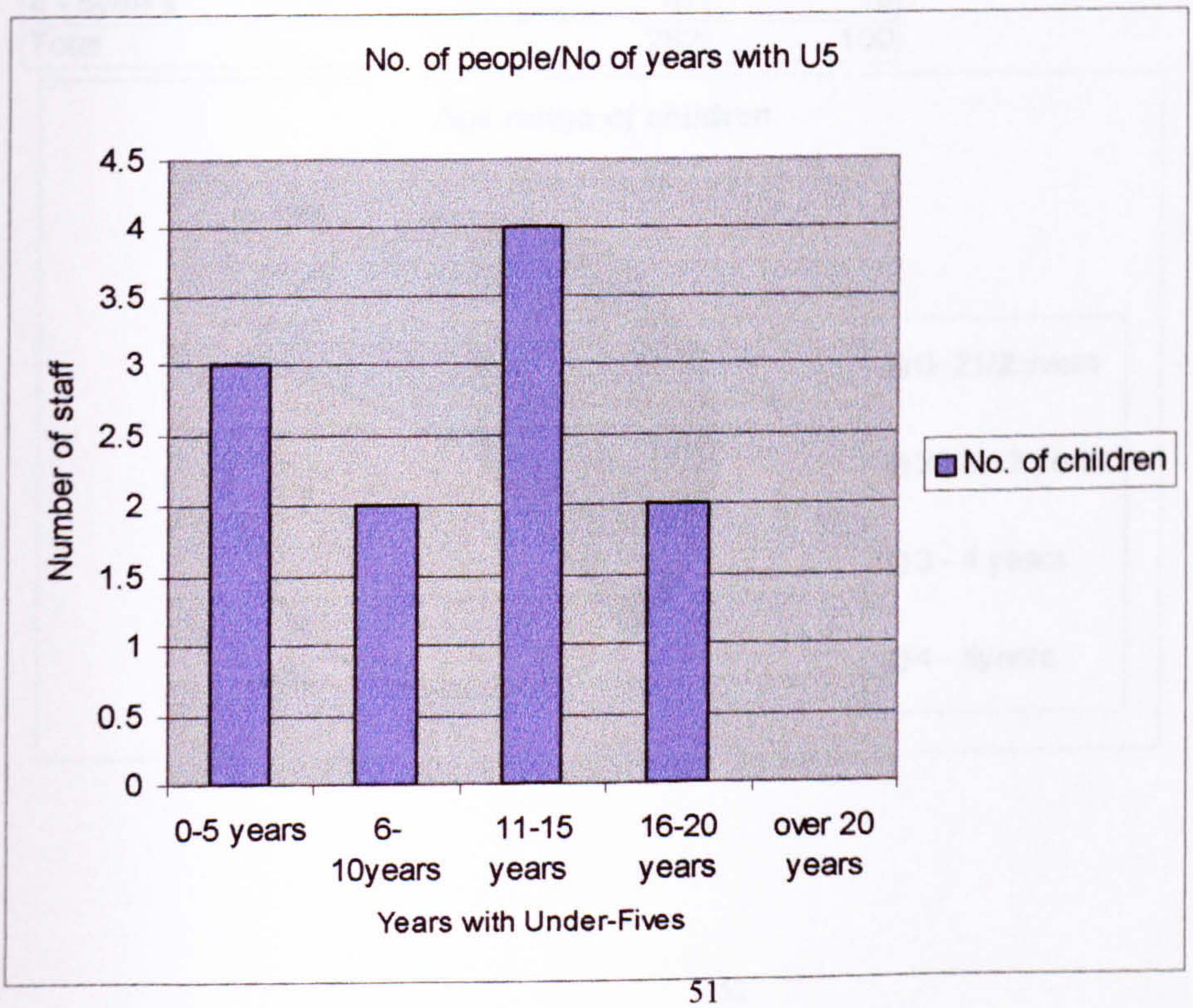
Yes	8	
No	3	
Total	11	

Q.2.b: Specify role

Type of role	Number	Percentage
Manager	3	27
Groupleader	7	64
Proprietor	1	9
Total	11	100.0

Q.3: How long have you worked with under-fives?

Number of years	No. of children	Percentage	
0-5 years	3	27	
6-10years	2	18	
11-15 years	4	36	
16-20 years	2	18	
over 20 years	0	0	
Total	11	100	



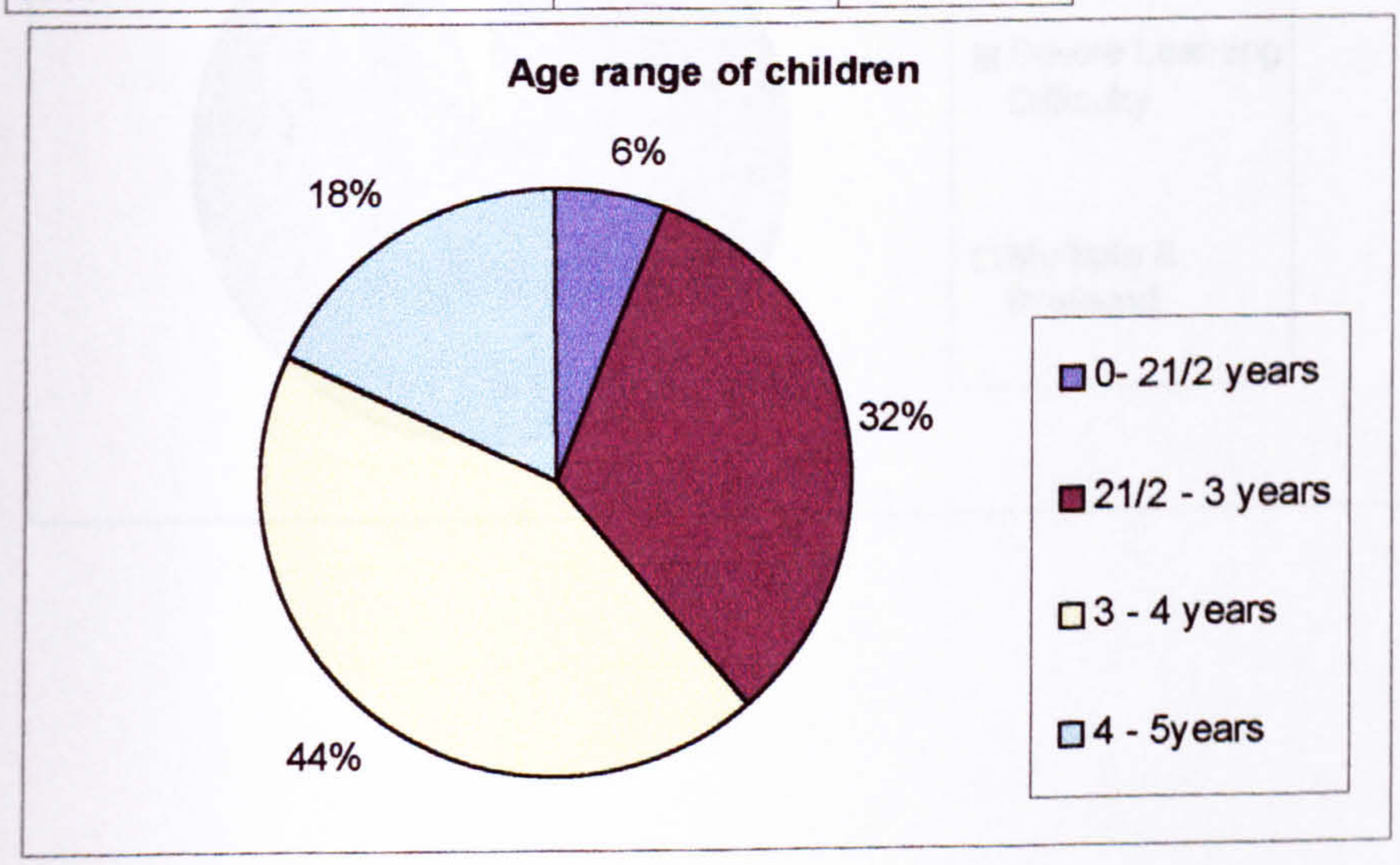
Q.4: Number of staff in group

Groups	No of staff/adult	No.of children	Ratio of adult:children
Group 1	5	34	7
Group 2	2	8	4
Group 3	6	23	4
Group 4	8	25	3
Group 5	5	20	4
Group 6	3	20	7
Group 7	3	32	11
Group 8	10	36	4
Group 9	4	28	7
Group 10	3	16	5
Group 11	6	20	3
Total	55	262	5

Group 7 has a maximum of 15 children at any one session. In which case the adult :children ratio in the group is 1:5. The overall average ratio of adult to children is 1:5

Q.5. Children in the groups

Age range	No. of children	Percentage
0- 21/2 years	16	6
21/2 - 3 years	85	32
3 - 4 years	114	44
4 - 5years	47	18
Total	262	100



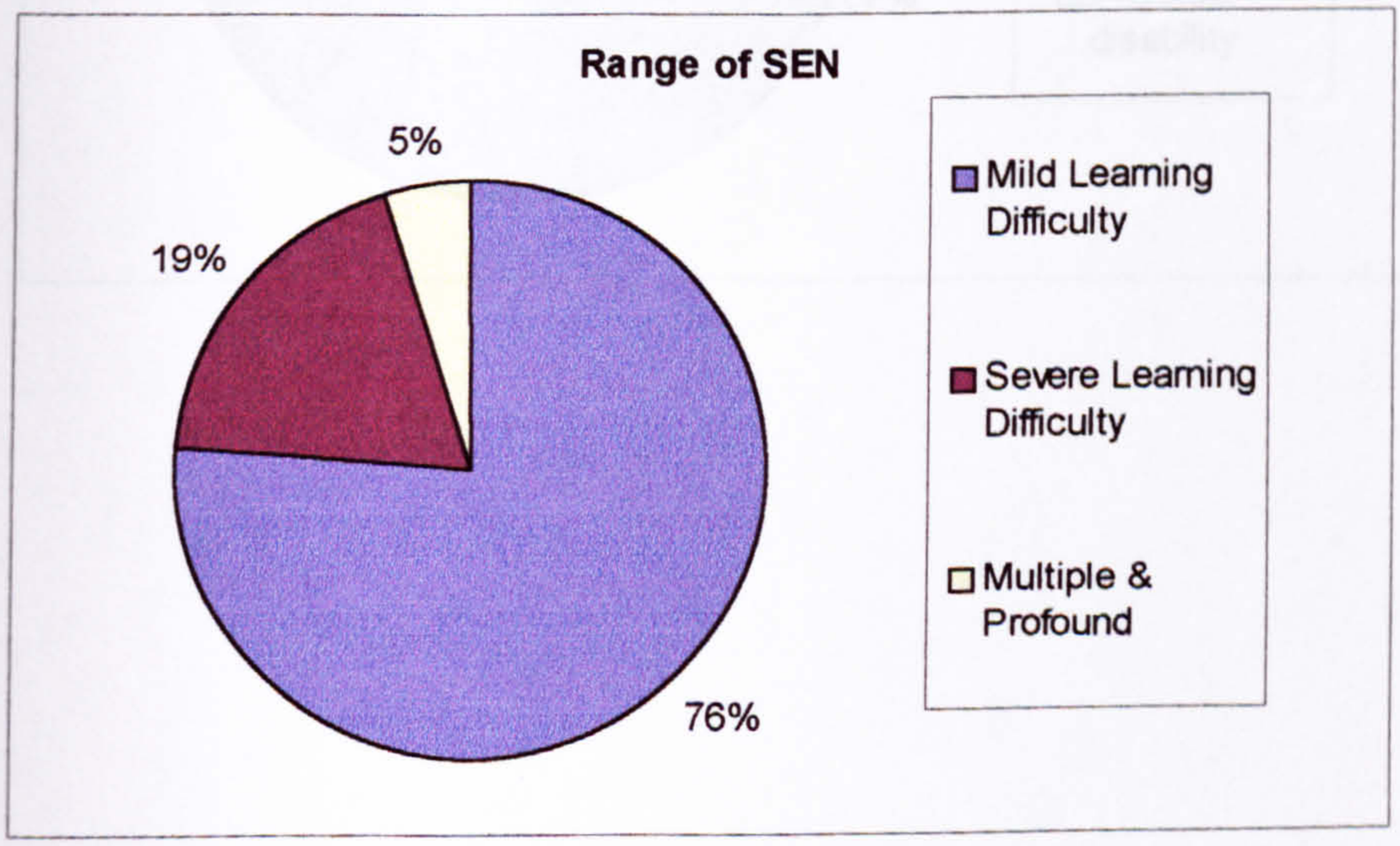
Q.6: Is your group accessible to all children?
Answer: All the groups answered in the positive.

Q. 7: Admission to the group

Method	Number	Percentage	
Parental choice	7	63.64	
Referral only	1	9.09	
Both	3	27.27	
Total	11	100.00	

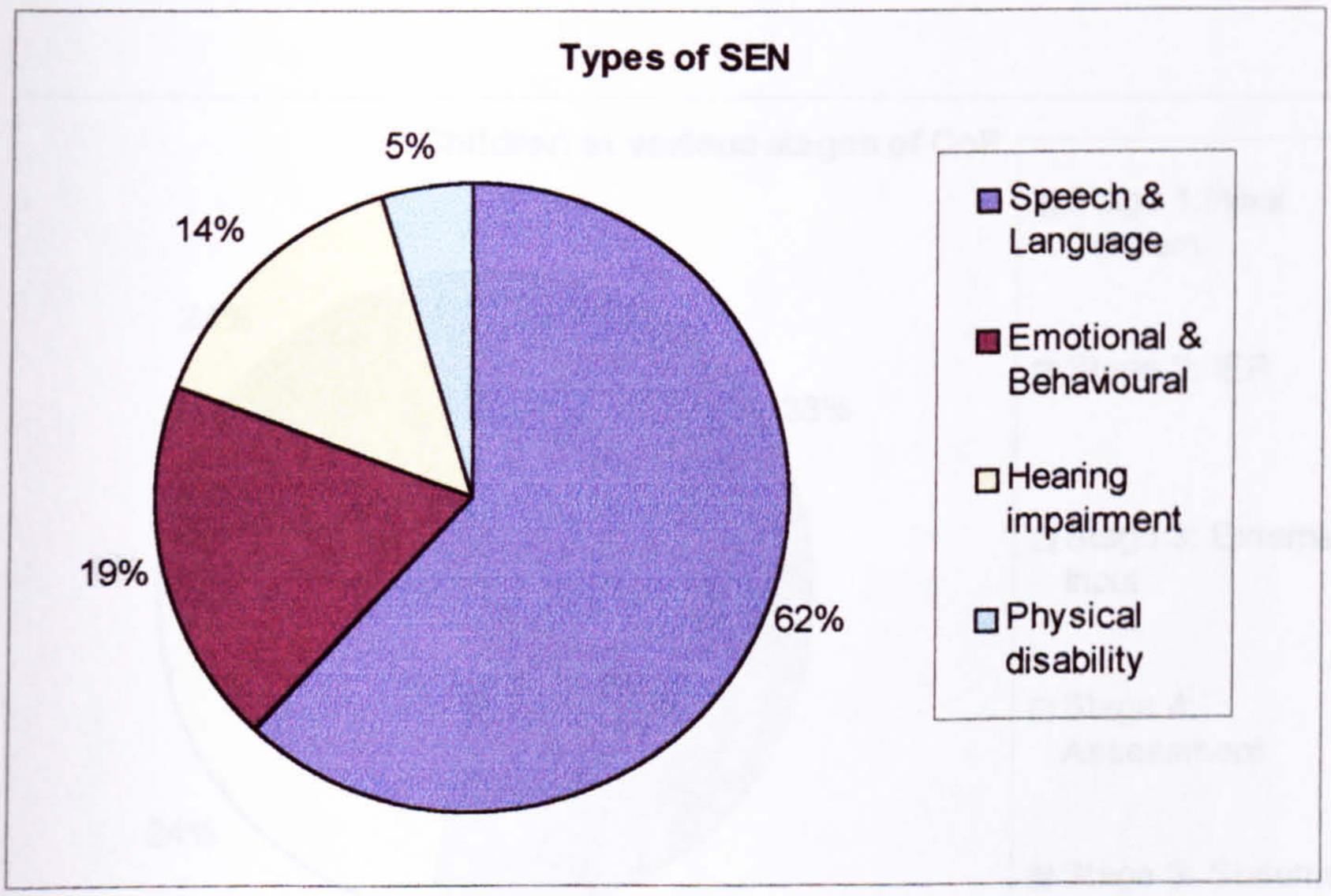
B. TYPES AND LEVELS OF SPECIAL EDUCATIONAL NEEDS
Q.8: Range of SEN

Range	No. of Children	Percentage
Mild Learning Difficulty	16	76
Severe Learning Difficulty	4	19
Multiple & Profound	1	5
Total	21	100



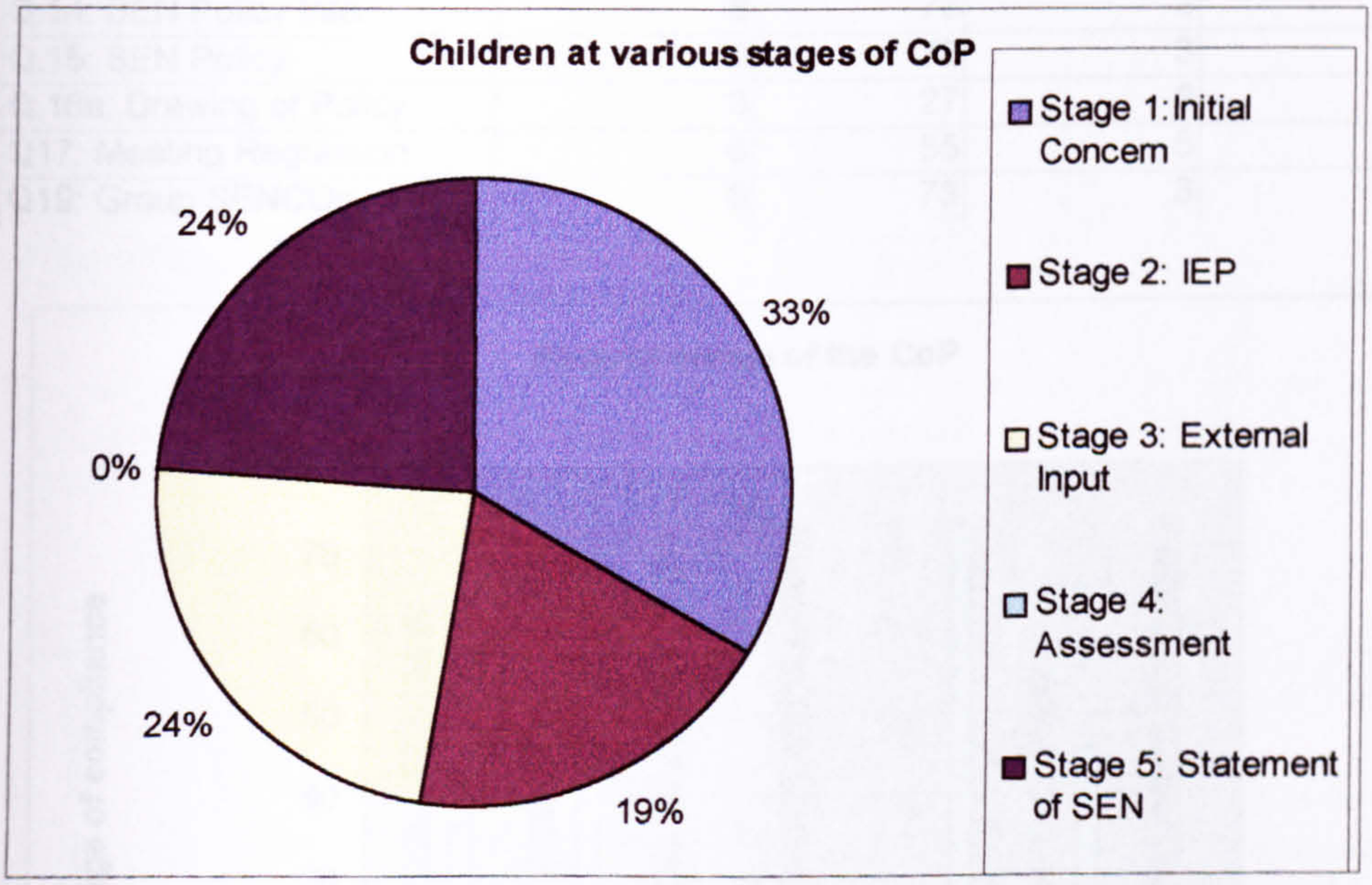
Q. 9: Types of Special Educational Needs

Type of SEN	No. of children	Percentage
Speech & Language	13	62
Emotional & Behavioural	4	19
Hearing impairment	3	14
Physical disability	1	5
Total	21	100



Q.10: No of children with SEN

CoP Stages	No. of children	Percentage
Stage 1:Initial Concern	7	33
Stage 2: IEP	4	19
Stage 3: External Input	5	24
Stage 4: Assessment	0	0
Stage 5: Statement of SEN	5	24
Total	21	100



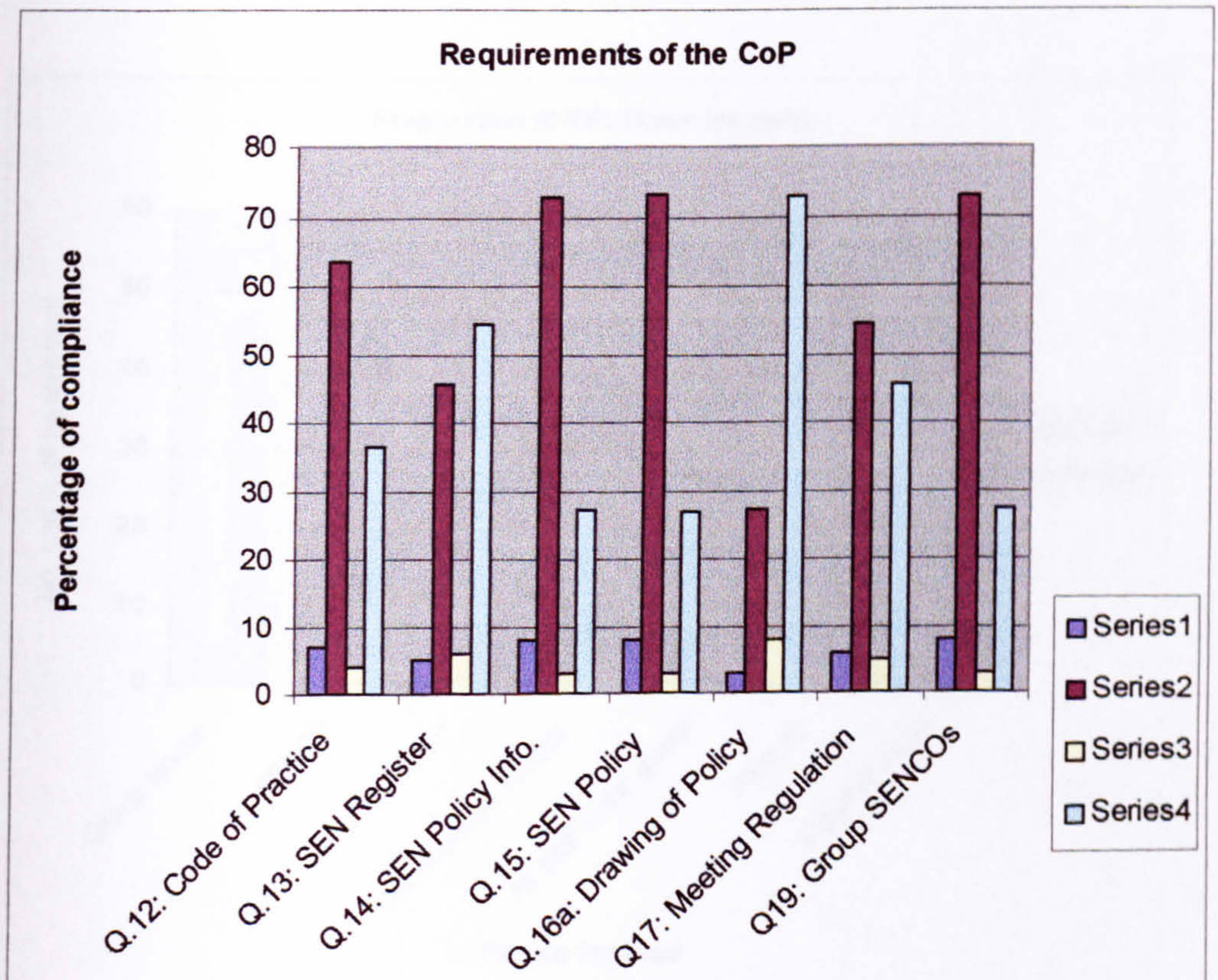
Q.11: Number of SEN support workers

Answer: All the groups with children with SEN have SEN support workers. There were a total of 6.

C: REQUIREMENTS OF THE CODE OF PRACTICE

Questions 12 – 19

Requirements	Yes	Percentage	No	Percentage	No. of groups
Q.12: Code of Practice	7	64	4	36	11
Q.13: SEN Register	5	45	6	55	11
Q.14: SEN Policy Info.	8	73	3	27	11
Q.15: SEN Policy	8	73	3	27	11
Q.16a: Drawing of Policy	3	27	8	73	11
Q17: Meeting Regulation	6	55	5	45	11
Q19: Group SENCOs	8	73	3	27	11

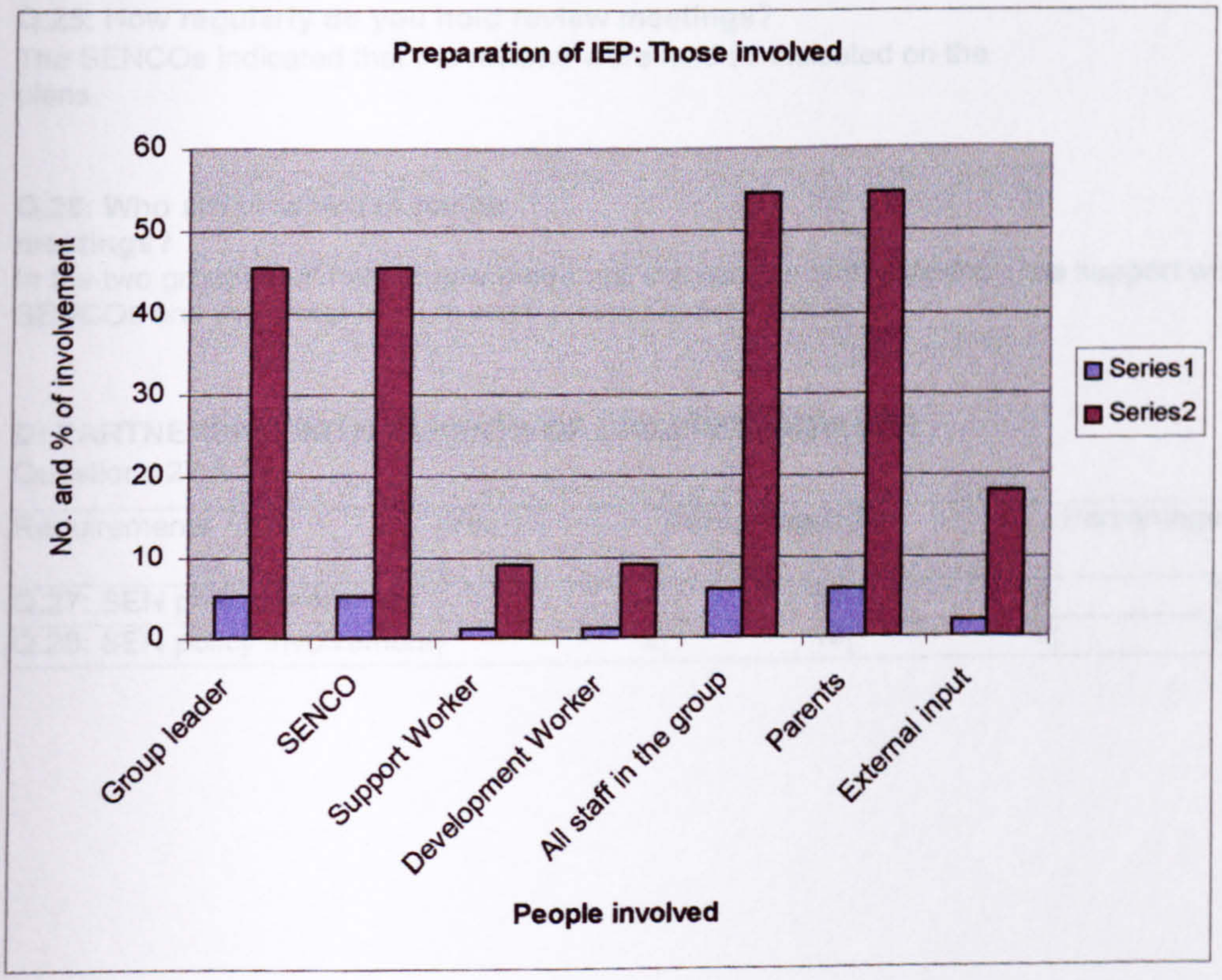


Q.20: Do all the children with SEN in your group/ project have IEPs?

Category	Number	Percentage
Yes	5	45
No	6	55
Total	11	100

Q.21: Those involved in preparing IEP

Category	Number	Percentage
Group leader	5	45
SENCO	5	45
Support Worker	1	9
Development Worker	1	9
All staff in the group	6	55
Parents	6	55
External input	2	18
Total number of groups	11	



Q.22: Does your group/ project hold review meetings of IEPs?

Category	Number	Percentage
Yes	3	27
NO	8	73
Total	11	100

Q. 23: Have you taken part in any review meetings?

Category	Number	Percentage
Yes	2	18
No	9	82
Total	11	100

Q.24: What was your role at the review meeting?

The two groups that held review meetings had their SENCOs at the meetings.

Q.25: How regularly do you hold review meetings?

The SENCOs indicated that the reviews were held as indicated on the plans.

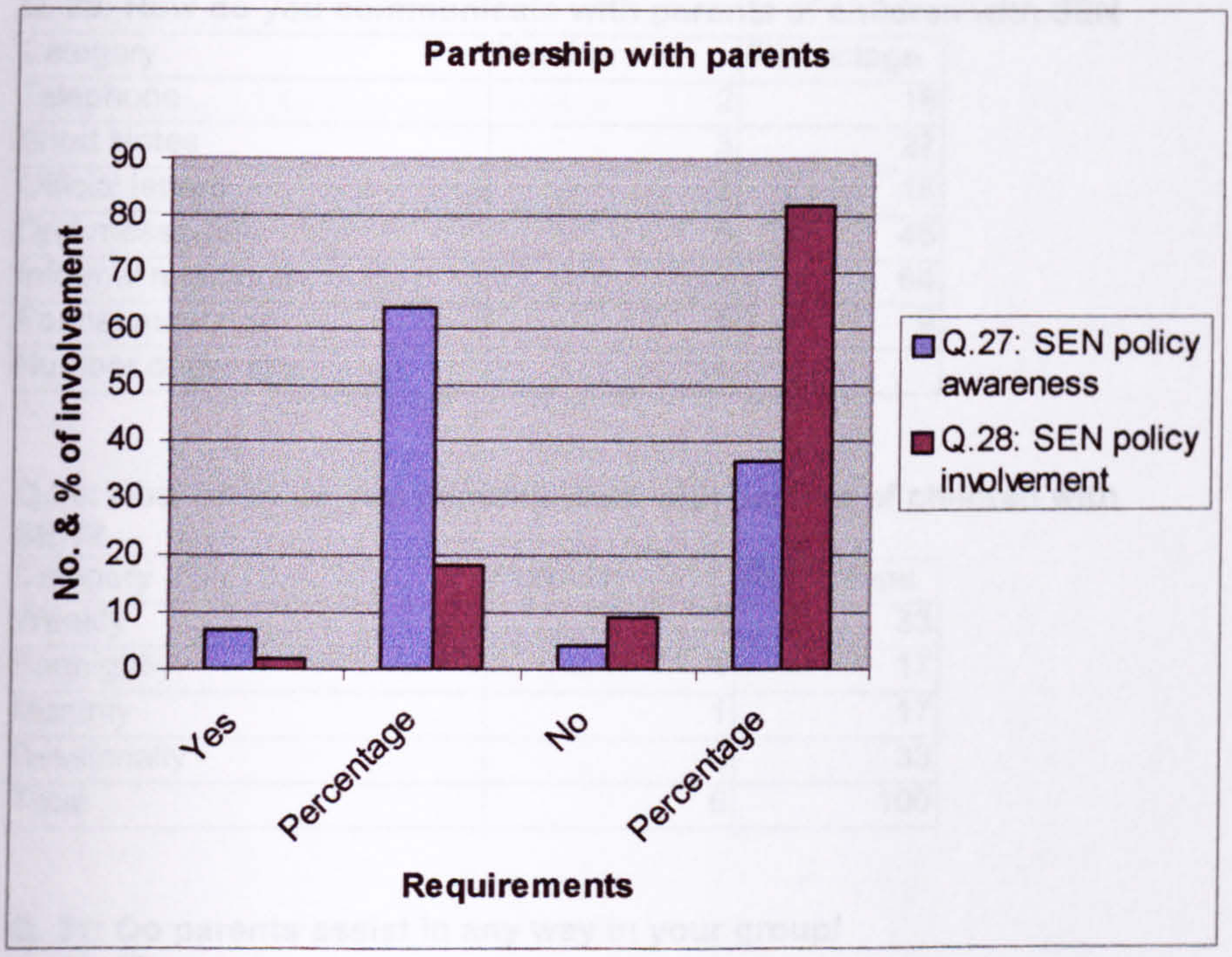
Q.26: Who are involved in review meetings?

In the two groups that held review meetings, the parents of the children, the support worker, the SENCOs and the group leaders were present at the reviews

D: PARTNERSHIP WITH PARENTS OF CHILDREN WITH SEN

Questions 27 & 28

Requirements	Yes	Percentage	No	Percentage	No of groups
Q.27: SEN policy awareness	7	64	4	36	11
Q.28: SEN policy involvement	2	18	9	82	11


Partnership with parents
No. & % of involvement
90
80
70
60
50
40
30
20
10
0
Yes
Percentage
No
Percentage
Requirements
Q.27: SEN policy awareness
Q.28: SEN policy involvement

Q. 29: How do you communicate with parents of children with SEN

Category	Number	Percentage
Telephone	2	18
Short Notes	3	27
Official letters	2	18
Oral messages	5	45
Informal meetings	7	64
Formal meetings	1	9
Number of groups	11	

Q.30: How often do you communicate with parents of children with SEN?

Category	Number	Percentage
Weekly	2	33
Fortnightly	1	17
Monthly	1	17
Sessionally	2	33
Total	6	100

Q. 31: Do parents assist in any way in your group/ project?

Category	Number	Percentage
Yes	6	55
No	5	45
Total	11	100

Q.32: Do you have any formal support programme in place for parents of children with SEN?

Category	Number	Percentage
Yes	2	18
No	9	82
Total	11	100

Explanation: Available support like Portage home service is provided outside the group

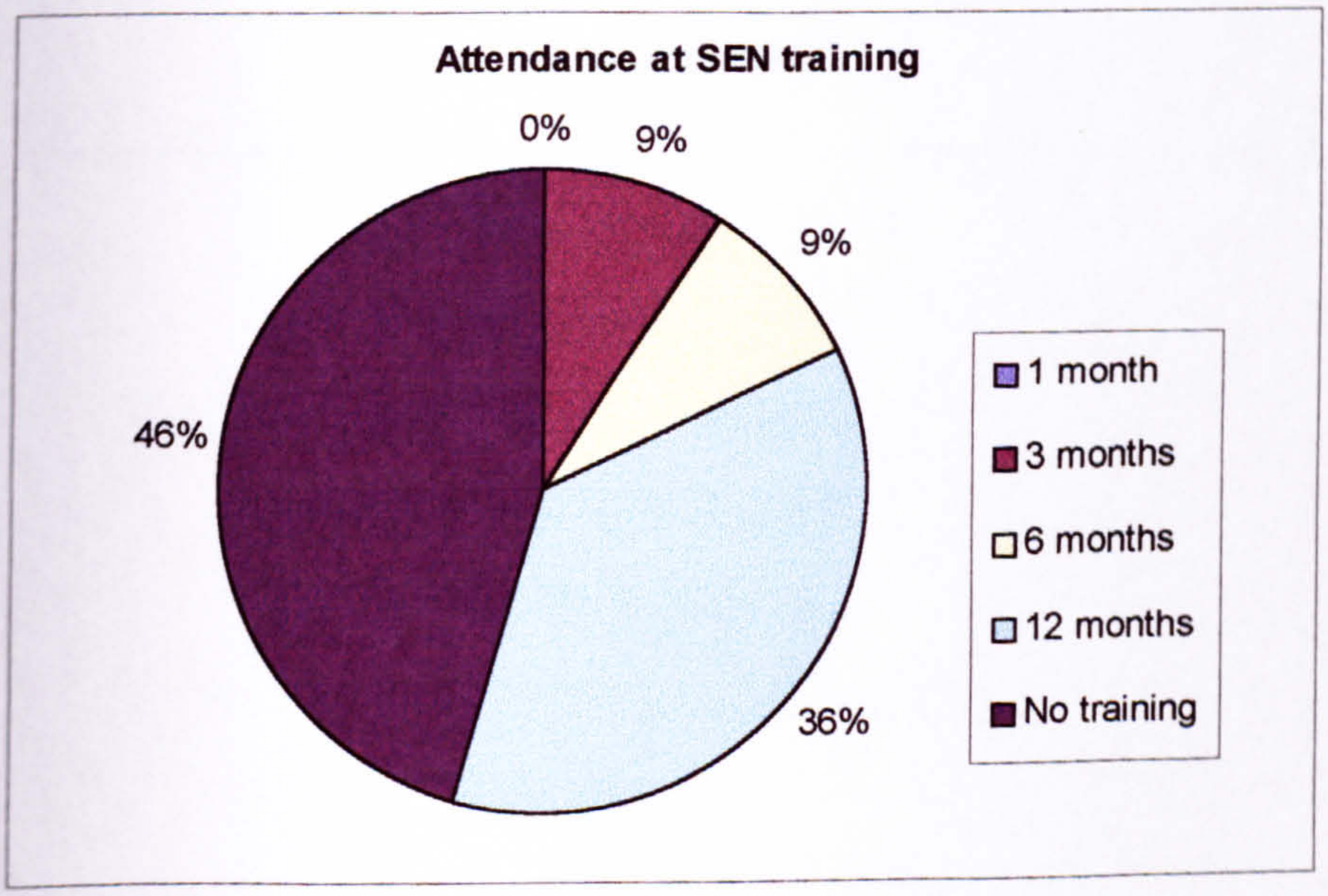
E: STAFF TRAINING AND DEVELOPMENT

Q.33: Please state your qualification

Category	Number	Percentage
PSLA Diploma	2	18
PSLA Diploma & NVQ	2	18
B. Tech/ National Diploma	1	9
Montessori	1	9
NVQ (Childcare & Education)	2	18
SRN	1	9
BA & NVQ	1	9
None	1	10
Total	11	100

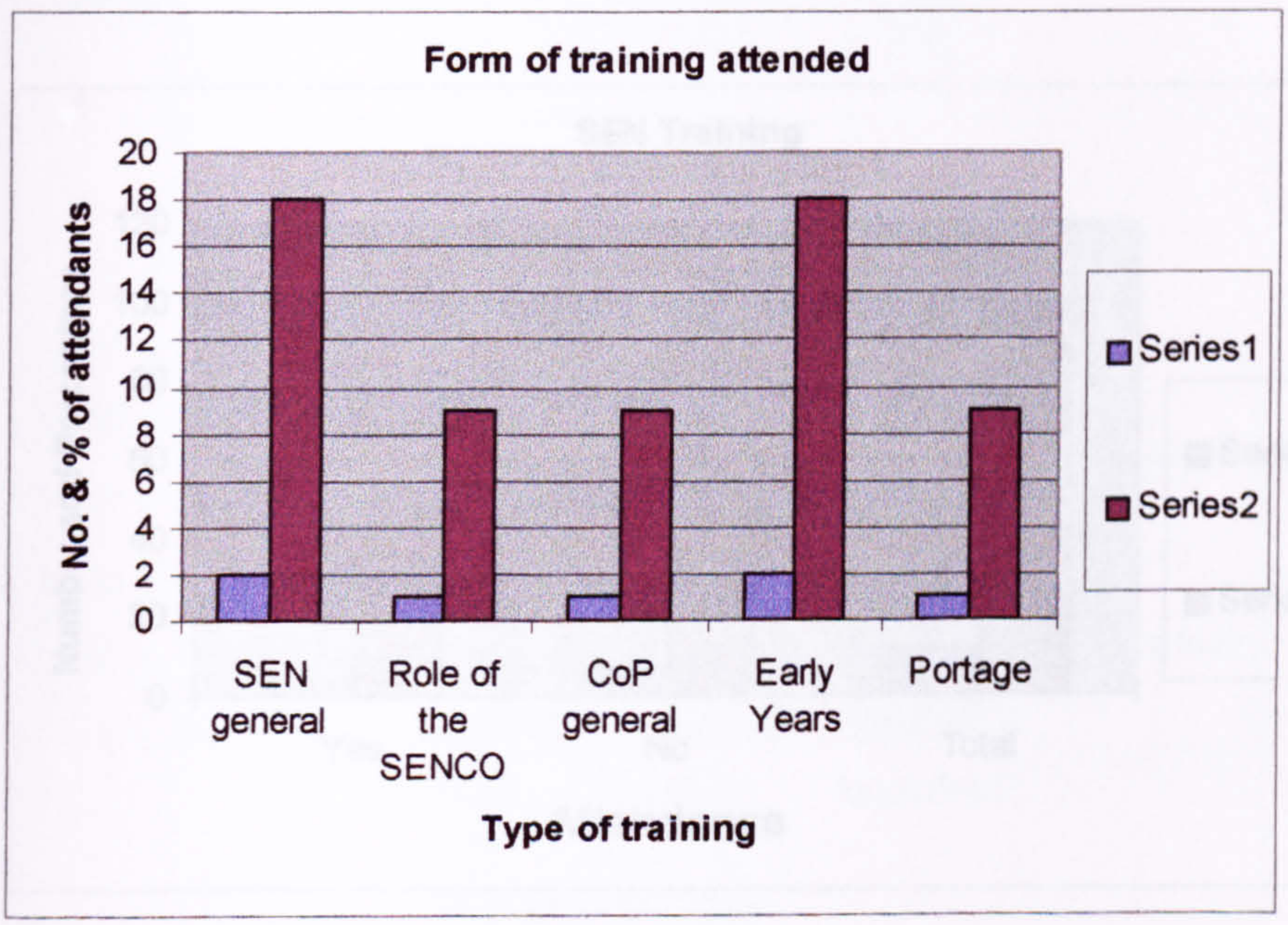
Q.34: Have you attended any SEN training within the past:

Category	Number	Percentage
1 month	0	0
3 months	1	9
6 months	1	9
12 months	4	36
No training	5	46
Total number of groups/ %	11	100



Q.35: What form of training did you receive?

Category	Number	Percentage
SEN general	2	18
Role of the SENCO	1	9
CoP general	1	9
Early Years	2	18
Portage	1	9

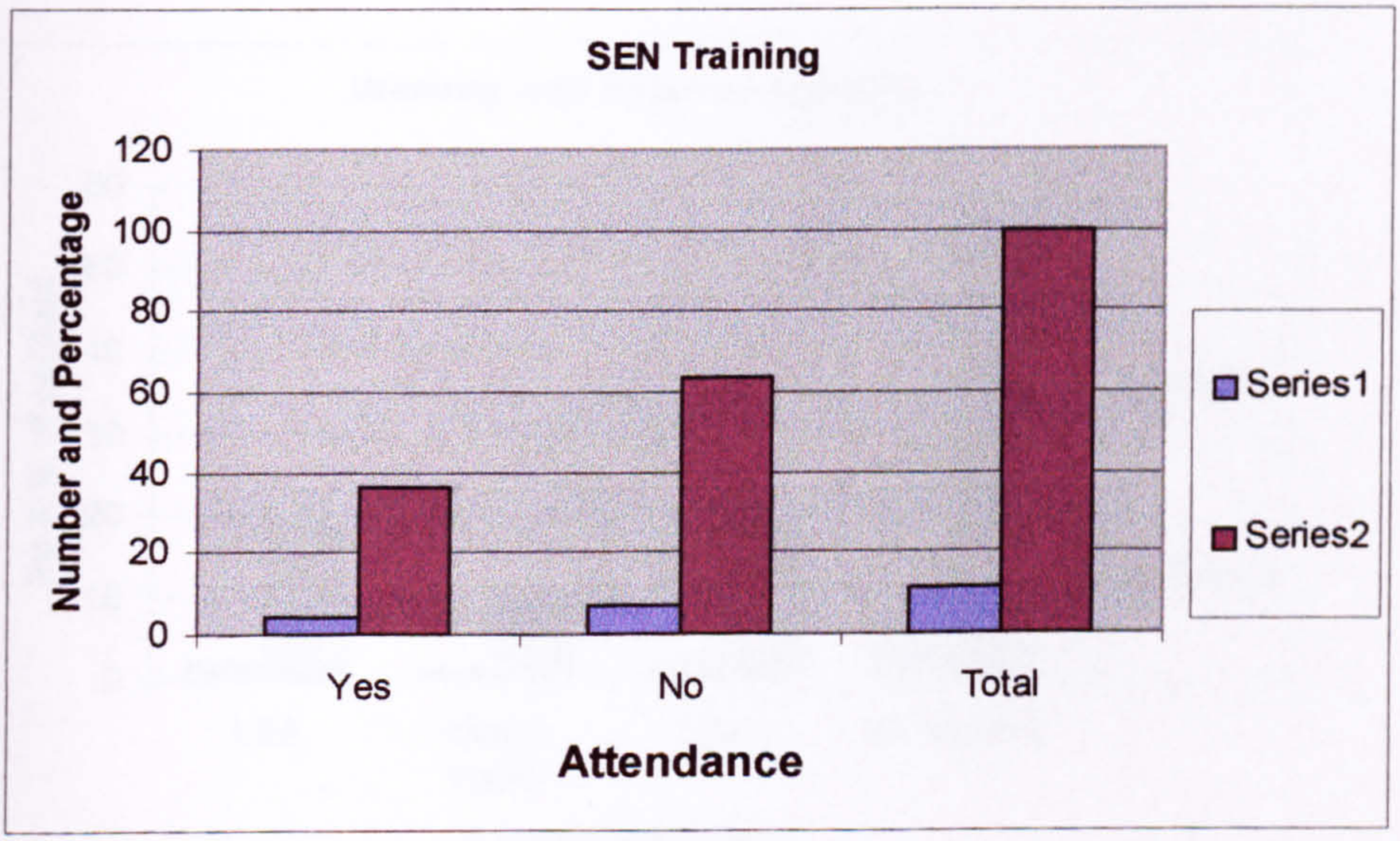


Q. 36: What form of training would you want to receive?

Comment: In response to this question, respondents indicated training on all aspects of the CoP, SEN reviews, IEPs, partnership with parents, behaviour management and Makaton.

Q.37: Have you received any training on the SEN CoP?

Category	Number	Percentage
Yes	4	36
No	7	64
Total	11	100

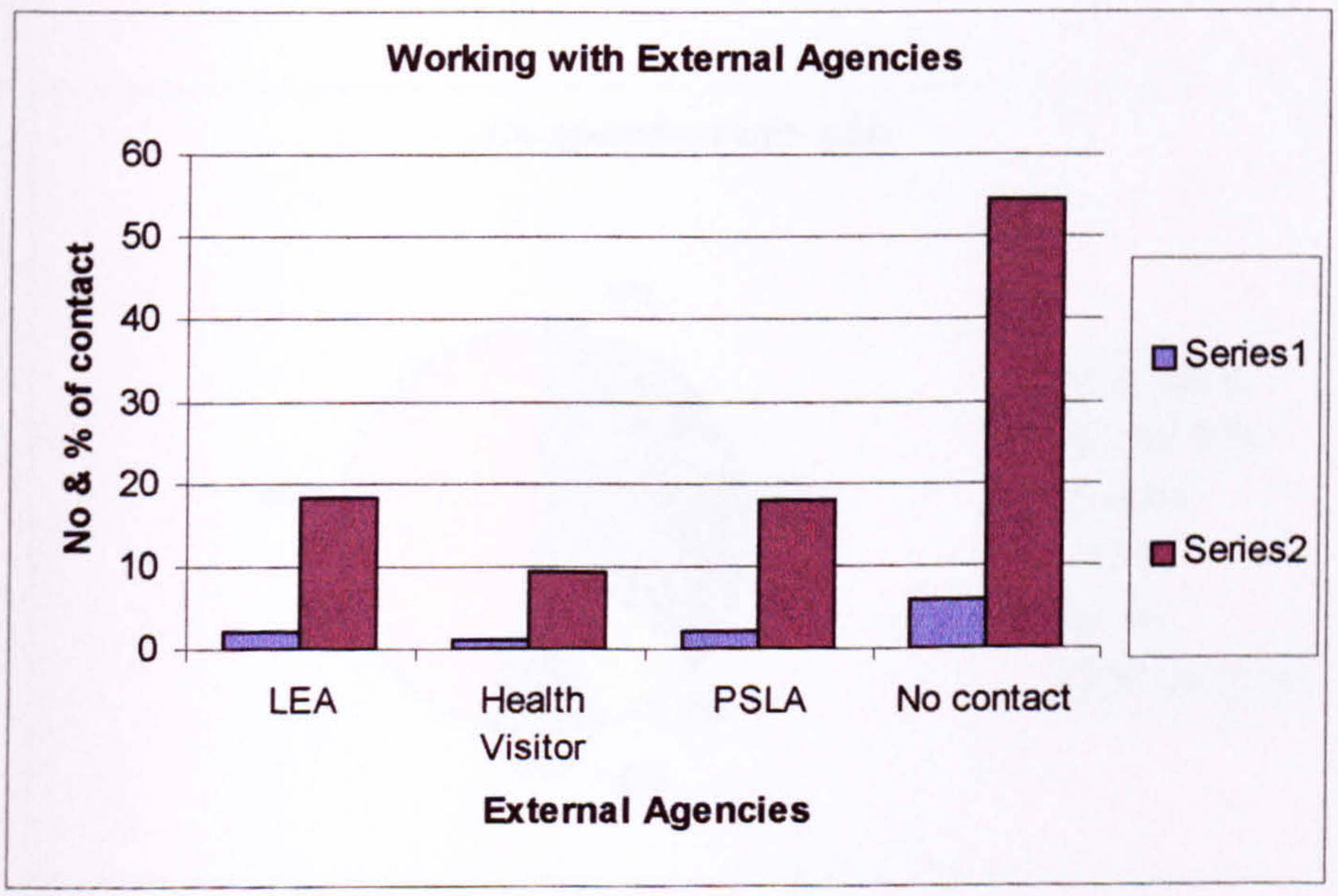


Q. 38 – 42

Explanation: In response to these questions, one recipent of the training appreciated the training on the staged approach to assessment. Another recipient found the training on the Cop "woolly" and not applicable to their setting. However, they all indicated that the training raised their awareness of SEN and disability issues and gave them confidence to take on children with SEN.

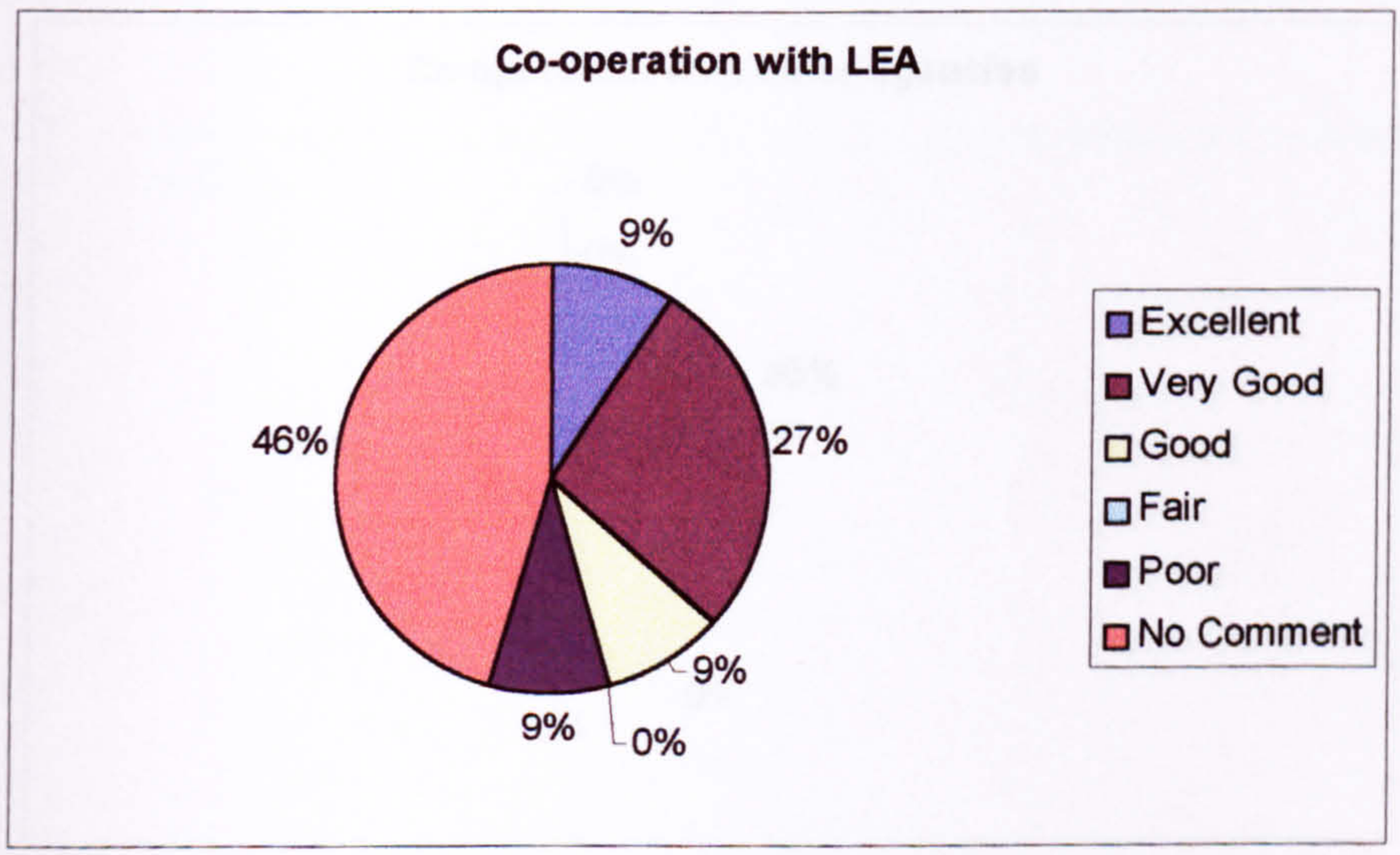
Q.43: If you have a concern about a child, who in the LEA would you contact?

Category	Number	Percentage
LEA	2	18
Health Visitor	1	9
PSLA	2	18
No contact	6	55
Total	11	100



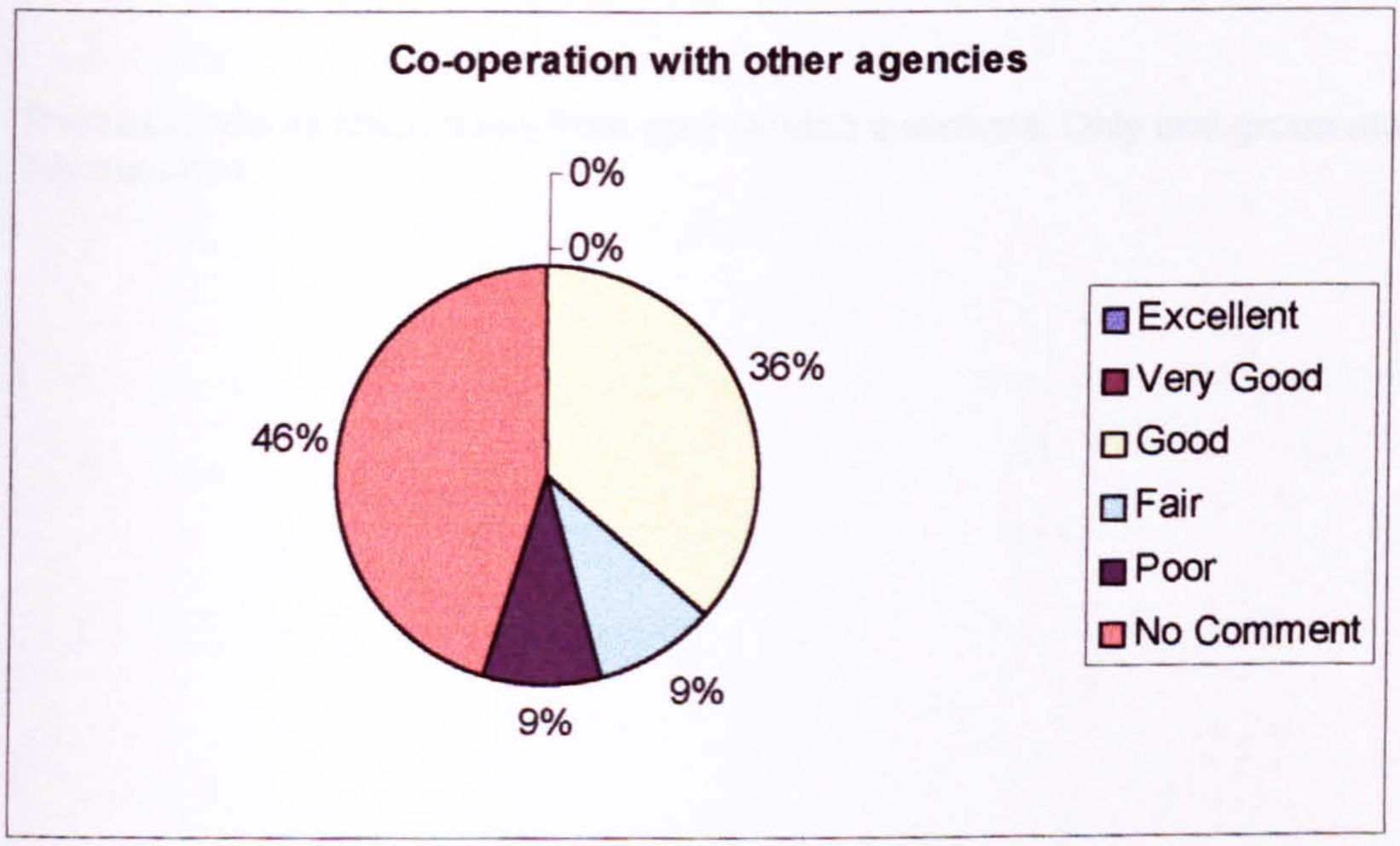
Question 44: Level of co-operation with your LEA

Category	Number	Percentage
Excellent	1	9
Very Good	3	27
Good	1	9
Fair	0	0
Poor	1	9
No Comment	5	45
Total	11	100



Question 45: Level of co-operation with other agencies

Category	Number	Percentage
Excellent	0	0
Very Good	0	0
Good	4	36
Fair	1	9
Poor	1	9
No Comment	5	45
Total	11	100



Q. 46: How often does the Ed. Pysch. visit your group to work with children with SEN?

The five groups that responded to this question indicated that the educational psychologist came to work with children with SEN when they were needed. The other six groups had no comment.

Q.47: In drawing up IEP for children at stage 3 of the CoP, do you receive any external assistance?

Category	Number	Percentage
Yes	4	36
No	7	64

Q.48: Is there any other comment you would like to make?

The respondents shied away from open-ended questions. Only one group attempted to answer this question.

Appendix 4

WORKSHOPS ON THE CODE OF PRACTICE ON THE IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

Introduction

These workshops have been designed to be delivered as individual sessions according to the needs of specific groups, or as a set of six workshops. If the workshops are presented as a set, they should be delivered in this order:

1. Management of special educational needs

2. Supporting and developing partnership with parents/ carers of children with special educational needs

3. Special educational needs policy

4. Individual education plan

5. Special educational needs reviews

6. The role of the Special Educational Needs Co-ordinator (SENCO)

The workshops are designed for parents and others who want to have an understanding of the requirements and workings of the Code of Practice on the Identification and Assessment of Special Educational Needs. The workshops are also meant for staff in pre-school settings to enable them to enhance good practice in the area of providing for children with special educational needs and to support parents of such children.

Management of special educational needs gives an overview of the Code of Practice. It covers the principles, aims, structure and requirements of the CoP. The aim of the workshop is to develop participants' understanding of the CoP and to raise awareness of its implications for pre-school settings.

Supporting and developing partnership with parents: The direct involvement of parents is a theme which runs throughout all the workshops, but this session focuses specifically on the practical issues surrounding parental involvement. This workshop also aims to develop participants' understanding of the importance of working in partnership with parents and to make them aware of how pre-schools support and work with parents.

Special educational needs policy covers the requirements for pre-school special educational needs policy and how groups can formulate and write their own special needs policy. Its aim is to help participants understand the importance of each pre-school having a special educational needs policy. It aims also to enable groups that do not already have one or that have one that does not meet current requirements to draw up a special needs policy that meets the requirements of all concerned. Participants to bring with them policies and/or procedures in use in their group.

Individual education plan (IEP) The pre-school setting is concerned with the total development of the child and this involves the child's cognitive, physical, emotional, social, language and communication and creative development. To address a need in any of these areas of development, an individual education plan is drawn up to meet the child's specific need. Individual play plan is good practice in pre-schools. Individual education plan is designed for a child with special educational need.

This workshop covers the purpose, features, preparation and implementation of IEPs for children with special educational needs in pre-school settings. The aim of the workshop is to enable participants to develop skills for preparing and implementing individual education plans for children who require additional provision to enable them attain their developmental milestones.

Special educational reviews covers the purpose, planning and conduct of review meetings. It considers why reviews are necessary and all who should be involved in reviews. On completion of the workshop, participants will be able to organise and undertake reviews of individual education plans and statements of special educational needs.

The role of the SENCO workshop aims to raise awareness of the functions of the SENCO in pre-school settings and to develop participants' ability to define and understand this role, especially the SENCO's role in the identification and intervention process for children with special educational needs.

Presenting the workshops

There are six workshops. Each workshop can stand on it's own. If delivered as a set, the workshops make a complete course, though they do not lead to the award of any qualification. They will however lead to competency in implementing the Code of Practice. Participants can be issued with a Certificate of Attendance.

The structure of the workshops is designed to ensure some uniformity of presentation throughout the pre-school movement. The nationally produced resource and work sheets will also help to achieve this aim.

The resource sheets are for the person delivering the workshop. They can be photocopied and distributed as handouts at the end of the sessions. The work sheets are to be photocopied and distributed to participants during the workshops. It is essential that participants attend the workshops with a copy of the SEN Code of Practice.

It is expected that each workshop should last between two and a half and three hours to enable good coverage and fruitful interaction. Each workshop should ideally have between 16 and 20 participants.

PRE SCHOOL LEARNING ALLIANCE

SPECIAL NEEDS WORKSHOP

MANAGEMENT OF SPECIAL EDUCATIONAL NEEDS

THE MANAGEMENT OF SPECIAL EDUCATIONAL NEEDS IN PRE-SCHOOL SETTINGS

Introduction

This two and a half hour workshop covers the principles, aims, structure and requirements of the Code of Practice on the Identification and Assessment of Special Educational Needs and its implications for pre-school settings.

Aim of the workshop

To understand the DfEE Code of Practice on the Identification and Assessment of Special Educational Needs and relate this to pre-school settings

To be aware of the implications of the Code for pre-school settings and how it affects practice

Objectives of the workshop

By the end of the workshop, participants will be able to:

1. Identify the origin and aims of the Code of Practice
2. Describe the fundamental principles of the Code and the practices and procedures that are essential in pursuit of these principles
3. Identify the requirements of the Code
4. Describe the implications of the Code for pre-school settings
5. Describe good SEN practice in pre-school settings.

Content of the workshop

1. **Origin and aims of the Code of Practice (Objective 1)**
   To include:
   - What the Code of Practice is
   - How it came about
   - Why a Code of Practice is needed

1. **Principles and procedures of the Code of Practice (Objective 2)**
   To include:
   - The fundamental principles underlining the Code
   - What groups should do to ensure that these principles are being implemented
   - How these principles should be put into practice – the 5-staged approach

2. **The requirements of the Code (Objective 3)**
   To include:
   - Policy requirements
   - Management requirements
   - Administrative requirements
   - SEN provisions
   - Home-Group partnership, emphasising parental involvement and access
   - LEA commitment

3. **Implications of the Code for pre-school settings (Objective 4)**
   To include:
   - Implications for the child with SEN
   - Implications for the parent of a child with SEN
   - Implications for the pre-school
   - Implications for external agencies and other professionals

4. **Good SEN practice (Objective 5)**
   To include:
   - What is good practice?
   - The way forward - reviewing the present Code of Practice
   - Case study discussions of participants' experiences

Delivering the workshop

Activity 1- Welcome and introductions **5 minutes**

Activity	Use of resources
• Welcome participants to the workshop. Let participants introduce themselves, stating their role/ interest in SEN.	
• Explain the purpose of the introductions to make everybody sufficiently relaxed and comfortable to be able to participate in discussions throughout the workshop.	

Activity 2 – Aims and objectives of the workshop **5 minutes**

Activity	Use of resources
• Use OHP and talk through what will be covered at the workshop, or provide RS 1 as a handout.	Resource sheet 1

Activity 3 – Origin and aims of the Code of Practice
(Objective 1) **40 minutes**

Activity	Use of resources
• Invite participants who were in the system before the Warnock Report and the introduction of the Code to share their experiences on how children with SEN were provided for in their groups. This should give the workshop an insight into the prevalent concepts of and provision for SEN in response to different legislation. (10 minutes)	Bullet points of main pre Warnock features Resource sheet 2 for likely features

• Divide participants into four groups and ask each to spend 20 minutes on one of the tasks on Worksheet 1: - Would you agree with the findings of the Audit Commission? - Did the 1993 Education Act successfully address the shortcomings identified by the Audit Commission? - Are the aims of the Code of Practice being achieved? - Does the situation in your pre-school reflect these aims?	Work sheet 1 Resource sheets 3 – 6
• Bring the groups back together as one whole. Let each group report on their activity (10 minutes)	**Flip chart** *Record brief details of presentations*

Activity 4 – Principles and procedures of the Code of Practice
(Objective 2) 20 minutes

Activity	Use of resources
• Using the OHP, talk through the principles and structure of the Code.	Resource sheets 7A & B
• Let participants go into groups of four and work on the following tasks on Work sheet 2 for 15 minutes: - What provisions are made in the Code for meeting the underlying principles of the Code? - Are these practices and procedures adequate and effective?	Work sheet 2 Large sheets, flip chart
• Bring participants back together to share findings/ thoughts	Resource sheet 8 *Make brief notes of group presentations*

TEA BREAK 15 minutes

Activity 5 – Requirements of the Code of Practice
(Objective 3) 20 minutes

Activity	Use of resources
• Working in pairs, let participants consider how the policy, management and administrative requirements of the Code are met in their pre-schools	Large sheets, flip chart
• Still in pairs, let participants identify the requirements of the Code of Practice	Resource sheet 9
• Back together as one whole group, invite contributions from participants on the requirements of the Code	*Make brief notes of individual contributions*

Activity 6 – Implications of the Code for Pre-school Settings
(Objective 4) **20 minutes**

Activity	Use of resources
• Let participants go into four groups and spend 10 minutes on the following tasks listed in Work sheet 3. Each group should undertake a different task. - What are the implications of the CoP for a child with SEN? - What impact do you think the CoP has for the parents of a child with SEN? - How has the Code informed the activities of your pre-school in the area of SEN? - How has the Code affected relationships between your pre-school and external agencies and other professionals?	Work sheet 3, flip chart
• Bring group back together and ask them to report on tasks.	*Make brief notes of group presentations* Resource sheet 10

Activity 7 – Good Special Educational Needs Practice
(Objective 5) **15 minutes**

Activity	Use of resources
• Let participants divide into four groups and spend ten minutes on these tasks on Work sheet 4, each group undertaking a different task: - What do you consider to be good SEN practice in the pre-school setting? - Make suggestions that you think should be considered at any major review of the CoP - What current practices in the pre-school would you want changed/ promoted to reflect good practice? - Are there any areas of the CoP that you would like to see modified or changed? Make suggestions.	Work sheet 4 flip chart, large sheets
• Let groups paste their feedback on the wall and ask participants to move round and go through other groups' feedback.	*Resource sheet 11*

Activity 8 - Summary **10 minutes**

Activity	Use of resources
• At the end of activity 7, pull the workshop together	*Record brief notes on group presentations*
• Invite questions from participants	
• Distribute handouts	

RESOURCE SHEET 1

MANAGEMENT OF SEN IN PRE-SCHOOL SETTINGS

The aim of the workshop

By the end of the workshop, participants will have an understanding of:

Origin and aims of the Code of Practice on the Identification and Assessment of Special Educational Needs

- What the Code is
- How it came about
- The purpose of the Code

Principles and procedures of the Code of Practice

- The principles underlining the Code
- The structure of the Code
- Practices and procedures that are essential for implementing these principles

Requirements of the Code of Practice

- Policy, management and administrative requirements
- Provisions to meet special educational needs of children
- The role of the LEA

Implications of the Code for Pre-school settings

- Implications for the child
- Implications for the parent
- Implications for the pre-school
- Implications for inter-disciplinary approach

Good SEN practice in pre-school settings

- Social model of disability
- Inclusive practices
- Early identification and intervention
- Home-pre-school partnership
- Interdisciplinary approach
- Having regard to the Code of Practice

RESOURCE SHEET 2

PRE-1981 APPROACHES TO SPECIAL EDUCATIONAL NEEDS

- *Magical model* that saw disability as evil. It was seen as an act of God (conversely, the devil), in which case there was nothing to be done about it.

- *Moral model* that saw disability in within-child or within-family terms. The disability was the fault of the child/ family.

- *Medical model* that explained disability in terms of illness rather than need. This led to a danger of -
  -Categorisation and labelling
  -Segregation.

WORK SHEET 1

TASKS FOR ACTIVITY 3

1. Attached are the main provisions of the 1981 Education Act (RS 3), the Audit Commission Report (RS 4), and Part 111 of the 1993 Education Act (RS 5).

   - Would you agree with the findings of the Audit Commission?

   - Did the 1993 Education Act successfully address these shortcomings?

2. Attached (RS 6) are the aims of the Code of Practice.

   - Are these aims being achieved?

   - Does the situation in your pre-school reflect these aims?

PRE SCHOOL LEARNING ALLIANCE

RESOURCE SHEET 3

EDUCATION ACT 1981
MAIN FEATURES

- Concept of *special educational needs* and related definitions of *learning difficulties* and *special educational provision*

- Integration into mainstream schooling of children with special educational needs

- Abolition of categorisation and labelling

RESOURCE SHEET 4

AUDIT COMMISSION REPORT 1992

PRE SCHOOL LEARNING ALLIANCE

The Audit Commission Report made the follow criticisms of the 1981 Education Act

1. The threshold of Statement was unclear.

2. The time scale for issuing Statements was excessive (equivalent to one year in the child's life).

3. Statements of special educational needs were vague.

4. Despite a largely successful integration programme, we still need special schools.

5. LEAs, not schools, are accountable for special needs provision.

6. The quality of learning for children with special educational needs is equivalent regardless of the type of school.

Facilitators should explain that Part 111 of the 1993 Education Act was an attempt to address these criticisms. They should establish the link between the points mentioned by the Commission and the main points of Education Act 1993 Part 3. For instance, the Code of Practice indicates a time scale for issuing Statements, format and content of Statements, and parental participation; the SEN Tribunal provides opportunity for fairness and parental choice.

RESOURCE SHEET 5

EDUCATION ACT 1993 PART 111

PRE SCHOOL LEARNING ALLIANCE

- Introduction of the Code of Practice on the Identification and Assessment of Special Educational Needs

- Introduction of the special educational needs tribunal

- Parental choice/ rights

RESOURCE SHEET 6

PRE SCHOOL LEARNING ALLIANCE

AIMS OF THE CODE OF PRACTICE

- Ensure accountability by groups for their use of resources allocated to children with SEN

- Eliminate unnecessary delay by LEAs in the process of statutory assessment of children with SEN

- Provide clear and specific procedures with regard to the objectives and provisions in the statementing process

- Improve practice in the pre-school and within the group

- Encourage partnership between parents and the pre-school

- Encourage an interdisciplinary approach to the assessments and provision for children with SEN

- Encourage partnership between all agencies concerned with children with SEN and the parents of such children, and in addition make those agencies accountable to parents

- Give children a voice in the assessment and statementing processes.

RESOURCE SHEET 7A

PRINCIPLES OF THE CODE OF PRACTICE

PRE SCHOOL LEARNING ALLIANCE

- A right to an education in the mainstream
- An entitlement to a broad and balanced curriculum
- The need for early and effective intervention
- Entitlement of all children with special educational needs to special educational provisions
- Partnership between and within relevant agencies, with the close involvement of parents

RESOURCE SHEET 7B

STRUCTURE OF THE CODE OF PRACTICE

PRE SCHOOL LEARNING ALLIANCE

- **POLICY**
  1. Policy details regarding SEN must be published
- **ROLES**
  2. Committee/proprietor
  3. Pre-school leader
  4. SENCO
  5. Pre-school workers
  6. Parents
  7. Supporting professionals
  8. LEA
- **PROCEDURES & PRACTICE**
  9. Five-stage assessment
  10. Individual education plan
  11. Reviews and monitoring
  12. SEN criteria
  13. Training

WORK SHEET 2

TASK FOR ACTIVITY 4

- What provisions are made in the Code of Practice for meeting the underlining principles of the Code?

- Are these practices and procedures adequate and effective?

RESOURCE SHEET 8

STAGES OF THE CODE OF PRACTICE

PRE SCHOOL LEARNING ALLIANCE

STAGE	ACTIVITY	WHO IS INVOLVED	ACTION TAKEN
1 Expression of concern	Parent/ health or SSD/ pre-school workers identify or register a child's SEN and, consulting with the SENCO, take initial action.	Pre-school workers, SENCO, parents, health or social services professionals	Observation and record keeping of the child's activity; put child's name on the SEN register; differentiation; inform parents of action
2 Group-based provision	The group's SENCO takes lead responsibility for gathering information and for co-ordinating the child's special educational provision, working with child's pre- school workers	Pre-school worker, SENCO, parents	SENCO gathers information, prepares individual education plan, informs parent, reviews progress
3 External support	The pre-school workers and SENCO are supported by specialists from outside the group; e.g. educational psychologist, speech and language therapists	Pre-school worker, SENCO, LEA, other professionals, parent/ carer	Individual education plan with external and specialist input, inform parents, review progress
4 Statutory assessment	Referral for assessment by the pre-school or another agency; a formal request for an assessment from parent	The pre-school, other agencies, LEA, parent	LEA makes a multi-disciplinary assessment.
5 Statement-Ing process	The LEA considers the need for a statement of SEN and, if appropriate, makes a statement, arranges, monitors and reviews provision.	SENCO, parent, LEA, other professionals	Statement of SEN indicating: educational needs, educational provision, placement, non-educational needs and non-educational provision.

RESOURCE SHEET 9

REQUIREMENTS OF THE CODE OF PRACTICE

PRE SCHOOL LEARNING ALLIANCE

- Children have a right to make their views known.

- Pre-schools should maintain a SEN register indicating the COP stages at which children are.

- Pre-schools should have a SEN policy indicating arrangements for children with special educational needs and the adults responsible.

- Pre-schools should have a special educational needs co-ordinator who will be responsible for the operation of SEN matters.

- Parents should have access to a "named person" who should explain the statutory assessment process to them and also accompany them to review meetings.

- Parents should have ready access to the SEN tribunals.

- When the statement of SEN is drawn up, it should be precise, detailing the needs of the child, the educational requirements and provisions to be made.

- In all dealings with children with special educational needs, the LEA is "to have regard to the Code".

- Ofsted inspections are to consider the effectiveness of pre-school policies and practices in the light of the Code.

WORK SHEET 3

TASKS FOR ACTIVITY 6

Group 1: What are the implications of the Code of Practice for a child with special educational needs?

Group 2: What impact do you think the Code of Practice has for the parents of a child with special educational needs?

Group 3: As a whole group, how has the Code of Practice informed the activities of your group in the area of special needs?

Group 4: Consider the implications of the Code of Practice on the relationship between your pre-school and external agencies and other professionals.

RESOURCE SHEET 10

IMPLICATIONS OF THE CODE OF PRACTICE FOR PRE-SCHOOL SETTINGS

PRE SCHOOL LEARNING ALLIANCE

- A special educational needs policy

- A high staff: child ratio

- Premises which have been evaluated and meet the requirements of children's special needs

- An appropriate pre-school curriculum to meet the desirable learning outcomes

- A pre-school development plan

- A commitment to working in partnership with parents

- Working in partnership with outside agencies and other professionals

- Policies on confidentiality.

WORK SHEET 4

TASKS FOR ACTIVITY 7

Group 1: What would you consider to be good SEN practice in pre-school settings?

Group 2: Make suggestions that you think should be considered at any major review of the Code of Practice.

Group 3: What current practices in the pre-school would you want changed/ promoted to reflect good practice?

Group 4: Are there any areas of the Code of Practice that you would like to see modified or changed? Make suggestions.

Facilitators should emphasise the fact that the Code of Practice is meant to be a life document, in which case a continuous review of the document is relevant.

RESOURCE SHEET 11

GOOD SPECIAL EDUCATIONAL NEEDS PRACTICE IN PRE-SCHOOL SETTINGS

PRE SCHOOL LEARNING ALLIANCE

- In a good pre-school, when considering practice and provision, the emphasis should be on the child's need and not on the SEN/disability. The parent/ support worker should take account of all factors that may be affecting the child's development and include these in any intervention procedure.

- Meeting the requirements of the Code of Practice, such as keeping a SEN register, having a SEN policy, appointing a SENCO

- Having a policy of inclusion regarding the environment and activities and adjusting provision where necessary in the light of observation and record keeping, establishing an on-going "cycle of quality"

- Early identification and adequate intervention

- Having a clear policy on the admission and support of children with SEN

- Working in close partnership with parents

- Providing individual support for children and families by means of the key-worker system

- Keeping records, based on each child's needs and progress, which celebrate the child's individual achievements, however small.

PRE-SCHOOL LEARNING ALLIANCE

EVALUATION FORM FOR SPECIAL NEEDS TRAINING

Type of training:..... Title of course .....

Location:..... Length:..... Date ..... .
In order to help us plan (and improve) future training, we would be grateful if you could take the time to complete this form.

	Excellent	Good	Sastisfac tory	Fair	Poor
1. How would you rate the following?					
• Course content					
• Presentation					
• Organisation					
• Activities					
• Resources sheets/ handouts					
• Duration of training					
2. As a result of the training, how would you rate your understanding of: (complete for the aspects that are relevant to the current training)					
• SEN issues					
• Requirements of the SEN CoP					
• The role of the SENCO					
3. Do you consider yourself to be able to: (complete for the aspects that are relevant to the current training)					
• Provide support & work in partnership with parents?					
• Write and implement IEP?					
• Draw up SEN policy?					
• Conduct/ take part in a review?					
• Work with other professionals?					
4. How will you rate the following?					
• Venue					
• Conveniences at venue					
• Refreshments					

5. Please add any other comments you would like to make

.....

.....

.....

.....

.....

Thank you for taking your time to fill this form.

PRE-SCHOOL LEARNING ALLIANCE

SPECIAL NEEDS TRAINING FACILITATORS FEEDBACK

Type of Training..... Title of Course.....

Location..... Duration..... Date.....

Student Profile:.....

In order to help us plan (and improve) future training, we would be grateful if you take some time and complete this form. Please return to Regional office.

1. How did the pack give you the confidence to tutor the course?

2. How did the students respond to the:

   Worksheet .....

   Resource sheets .....

   Activities .....

3. What adaptations did you make in response to student needs i.e. timing, local issues, etc?

4. Were all objectives achieved?

5. Please comment on pre-course publicity, course administration etc

6. Any other issues, comments you wish to add?

Thank you for filling this form.