

**Lower Basic Education Teachers' Preparedness for the Adoption
of Inclusive Education in Nigeria**

¹OKOYE, Kelechi Raymond

&

²IFI, Chibuzor Christy

¹Department of Technology and Vocational Education,
Nnamdi Azikiwe University, Awka, Nigeria

²Department of Technology and Vocational Education,
Nnamdi Azikiwe University, Awka
Anambra State, P.M.B.5025, Anambra State, Nigeria

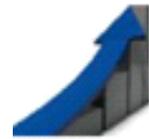
Abstract

There is a necessity that teachers who are at the pivot of implementing inclusive education should be adequately prepared to ensure that the goals of inclusive education are actualized. The study investigated the lower basic education teachers' preparedness for the adoption of inclusive education in Nigeria. Three research questions were raised and answered and three null hypotheses were tested at 0.05 level of significance. The population of the study was 8,801 lower basic education teachers in the public primary schools in Anambra State and a sample of 401 was used for the study. The design of the study was descriptive survey design. A structured questionnaire was used in collecting the data. Mean and standard deviation were used to answer the research questions raised and a t-test was used to test the null hypotheses. The study found out that lower basic education teachers had psychological and teachers' skills preparedness while not sure about the physical resources preparedness. It was recommended that the government should attach a psychologist and medical a personnel to each primary school to assist the teachers in the early identification of students with special needs.

Keywords: Lower basic education, inclusive education, psychological preparedness, teachers' skills preparedness, physical resources, teachers.

Introduction

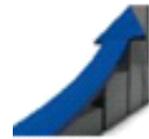
Education is one of the fundamental human rights. It is very important for the development of a nation. Education is a key way to sustaining any development attained today while preparing for tomorrow. This is the reason why nations set plans on how to ensure the education of its citizenry. The educational system operational in Nigeria is the 6-3-3-4 system. Six years of primary education, three years of junior secondary education, another three years of senior secondary education, and four years of university education. The first six years of primary education and three years of junior secondary education have been merged and tagged basic



education as it is the fundamental stage and should be accosted with seriousness. The importance of the stage in education cannot be overemphasized hence the birth of universal basic education. The Universal Basic Education was established by the Federal Government of Nigeria in 1999 as a reform programme aimed at providing greater access to, and ensuring quality basic education throughout Nigeria (UBEC, 2018). Its objectives include: ensuring uninterrupted access to 9-year formal education by providing free, and compulsory basic education for every child of school-going age, reducing school drop-out and improving relevance, quality, and efficiency as well as the acquisition of literacy, numeracy, life skills and values for lifelong education and useful living.

Universal basic education is meant to provide quality education for all children between the ages of 5-16. Globally, programmes are also rolled out on continuous basis to ensure education for all. The United Nations Educational, Scientific and Cultural Organization (UNESCO)'s Education for All (EFA) is one of such programmes. Education for All (EFA) was a global commitment by UNESCO to provide quality basic education for all children, youth, and adults by 2015 (UNESCO in Martin, 2014). This EFA has six goals one of which was ensuring free and compulsory primary education. Furthermore, the United Nations General Assembly in 2015 came up with a set of 17 global goals which they tagged the Sustainable Development Goals (SDGs) for the year 2030 (UNESCO, 2018). The SDG 4 is set to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The first target in this SDG 4 is on primary and secondary education because it is believed to be the bedrock of all other forms of education. Across the globe presently, much emphasis is being laid on inclusive education as many countries have aligned with UNESCO in propagating inclusive education.

According to UNESCO (2005), inclusive education is seen as a process of addressing and responding to the diverse needs of all learners through increasing participation in learning, cultures, communities and reducing exclusion from education and from within education. Inclusive education is also the process of strengthening the capacity of the education system to reach out to all learners (UNESCO, 2013). In the view of Bui, Quirk, Almazan and Valenti (2010), Alquaraini and Gut (2012), inclusive education is when all students regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their neighbourhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum. Inclusive education is different from mainstreaming where students with special needs from a special school visit the regular school for specific, usually non-academic events. In inclusive education, all the children and all kinds of learners are accommodated in the regular classroom irrespective of their differences or disabilities. For inclusive education to succeed, teachers must be willing and able to offer the needed acceptance, understanding, and attention to the diverse needs of the learners which could be emotional, social, cognitive, physical or academic. In an inclusive education system as opined by Aduge-Ani (2018), special schools will serve as resource centres to support children with severe/multiple disabilities, help to provide capacity building and training to regular teachers, as



care-givers and medical practitioners and also to support the design and development of special adaptive instructional materials.

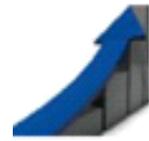
The benefits of inclusive education are overwhelming. Running an inclusive education system benefits both students with special needs and those without special needs. It reproduces a typical of the society's life style in the classroom and breeds the much needed co-existence. McMillan (2008) outlined the benefits of inclusive education to students with disabilities to include: better communication skills, improved social skills, academic gains in literacy, reduction in the rate of absence and referrals for disruptive behavior, higher self-esteem, greater motivation, greater interest school activities generally and this, in turn, leads to a reduction in the rate of school drop-out. UNESCO (2015) in support asserted that regular schools with an inclusive orientation are the most effective means of combating discriminating attitudes, creating welcoming communities, building an inclusive society, and achieving education for all. Unlike the special schools characterized by low self-esteem, segregation, and denial of fundamental human rights, in inclusive classroom, children learn to accept one another, work together and develop a friendship as children who learn together, live together.

In order to run a successful inclusive education, Loreman (2007) identified seven pillars of inclusive education that must be adhered to. They are:

- 1) Developing positive attitude
- (2) Supportive policy and leadership
- (3) School and classroom processes grounded in research-based practice
- (4) Flexible curriculum and pedagogy
- (5) Community involvement
- (6) Meaningful reflection
- (7) Necessary training and resources.

From these pillars, it can be deduced that all stakeholders of education must be involved in the actualization of inclusive education. The stakeholders include the government, the school authorities, the teachers, the students, the parents, education regulatory bodies, the communities and others. Teachers are at the forefront of the implementation of inclusive education. It is therefore imperative to determine what kind of preparations the teacher needs and how prepared they are for the adoption of inclusive education. These preparations are broadly grouped into three. They include: psychological preparation, skills and competencies preparation and physical resources preparation.

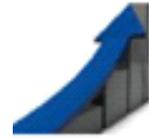
Teachers are the basic factor for effective teaching and learning. The teacher's job in an inclusive education environment ranges from modifying classroom activities, individualizing



instruction, use of a variety of instructional materials in teaching, modifying the mode of assessment to suit various learners, sharing students into groups among others. Tyagi (2016) listed the role of a teacher in an inclusive classroom as identifying children with disabilities in the classroom, referring the identified to the expert for further examination, accepting the children with disabilities, developing positive attitude between normal and disabled children, placing the children in the classroom in proper places so that they can be comfortable and benefit from the classroom interaction, making suitable adaptation in the curriculum transaction so that children with disability can learn according to their ability as well as preparation and/or adaptation of instructional aid to suit various learners. The teacher's role in an inclusive classroom is quite enormous and tasking therefore the teacher must be psychologically prepared to take up such task. The teacher also collaborates with the other support staff like the medical personnel, physiological therapists, other support team, parents and social workers. Pershina, Shamardina and Luzhbina (2018) identified that psychological readiness of a teacher as a necessity for inclusive education. Psychological readiness according to Pershina, Shamardina and Luzhbina (2018) involves the emotional acceptance of children with various types of developmental disorders, readiness to include children with different types of violations in lesson activities, and satisfaction with the pedagogical activity. Psychological preparations are very crucial as it form the basis for other preparations. Psychological preparations also include: being able to treat all the children in the class without segregation, being psychologically stable and firm despite difficulties and challenges, being compassionate, having the right mind needed to shape the children into better persons.

To ensure effective teaching and learning in an inclusive classroom, teachers must possess skills and competencies that make for success. There is need for teachers to be have skills preparedness. According to Pershina, Shamardina and Luzhbina (2018) the teachers profession requires him to be prepared in terms of: possession of pedagogical techniques, knowledge of the basics of psychology and correctional pedagogy, knowledge of individual differences in children, the readiness and ability of teachers to simulate a lesson and use variability in the learning process, knowledge of individual characteristics of children with various disabilities in development, and skills on how to teach them. These are related to the teacher's skills. The teacher possesses the ability to motivate the students to learn. The level of and diversity of skills possessed by teachers to a great extent affect their effectiveness in the classroom. The teacher also depends on other resources to achieve the stated goals.

Resources according to Owoko in Okongo, Ngao, Rop and Nyongesa (2015) include teaching materials and time available for instruction. Oyugi and Nyaga (2010) highlighted the resources needed for teaching and learning in an inclusive classroom to include: peripatetic services, support staff like sign language interpreters and Braille transcribers, community involvement, regular and special teachers among others. Resources could be in the form of human resources or physical resources.

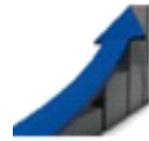


DFID in Akungu (2014) while emphasizing the importance of physical resources in achieving quality education stated that learning experiences are more fruitful when there are adequate quality and quantity of physical resources but unattractive school buildings, crowded classrooms, non-availability of playing grounds and surroundings that have no aesthetic beauty can contribute to poor academic performance. These physical resources include classrooms, libraries, lecture theatres, auditorium, administrative block, laboratories, playgrounds, school clinics, kitchen, cafeteria, workshops, staff quarters, students' hostel, provision for sporting activities and toilets. To have a functional inclusive education there is need for the provision of a variety of physical resources in order to take care of the diverse needs of students especially students with special needs.

Students with special needs (SSN) are those students with difficulties which may be physical, emotional, behavioural, learning disability or any impairment that makes the individual to require additional or specialized services. UNESCO (2011) defined special needs education as education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods to participate and meet learning objectives in an educational programme. Some of the reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities. SSN could mean children with disabilities. According to Tyagi (2016) forms of disability takes various form like: visual impairment, hearing disability, mentally retarded, physically handicapped, speech disabilities, learning disabilities and emotional disturbance. These disabilities vary in forms and degrees. The teacher must be able to at least identify a student with a disability and then send the student for confirmation. Dinh and Le (2010) opined that positive attitude of teachers are fundamental to achieving inclusive education. The teacher as he progresses on the job may be better prepared in the adoption of inclusive education. According to Yeo, Chong, Neihart and Huan (2014) teachers with less years of experience on the job showed a negative attitude, while those with more years of experience showed a positive attitude to inclusive education. Apart from the teacher factor, there are other factors that affect effective implementation of inclusive education. They include: large number of children in a class, insufficient number of support staff, small size of classrooms, inadequate hours for classroom activities, attitude of parents and society and failure of examination bodies to adequately provide for peculiarities during examinations. Inclusive education is a contemporary move in the field of education and there is need for teachers to be prepared. This informs the study to determine the lower basic education teachers' preparedness for the adoption of inclusive education in Nigeria.

Statement of the Problem

There has been lots of effort both from governmental and non-governmental agencies to promote inclusive basic education. These include the adoption of inclusive education in line with UNESCO's SDG's, revision of national policy on education, making basic education free and compulsory and even feeding school children. However, little effort is being made in ensuring that teachers are prepared for the adoption of inclusive education. Little wonder the efforts do not



seem to yield commensurate result as the rate of school drop-out and children out of school has continued to be on the high side. In 2017, Nigeria was rated as having the highest number of out-of-school children (Adewale, 2017). Learning Liftoff (2017) also asserted that students with disabilities are at high risk of dropping out of school. The school drop-out rate of children with disability is said to be 18.1percent which is rather too high. It could be that the problem is with the school itself. Schools have not been able to attract all kinds of school-age children in and retain them and teachers are at the centre of school activities. Therefore, it is imperative to investigate teachers' preparedness for the adoption of inclusive education as regards their psychology, skills and physical resources needed for implementation. Hence, the study on Lower basic education teachers' preparedness for the adoption of inclusive education in Nigeria.

Research Questions

The following research questions guided the study.

1. What is the lower basic education teachers' psychological preparedness for the adoption of inclusive education in Nigeria?
2. What is the lower basic education teachers' skills preparedness for the adoption of inclusive education?
3. What is the lower basic education teachers' physical resources preparedness for the adoption of inclusive education?

Null Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

HO₁. There is no significant difference in the mean ratings on LBE teachers' psychological preparedness based on years of experience

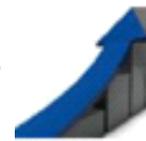
HO₂. There is no significant difference in the mean rating on LBE teachers' skills preparedness based on years of experience.

HO₃. There is no significant difference in the mean ratings on LBE teachers' physical resources preparedness based on years of experience.

Related Empirical Studies

Hay, Smit and Paulsen (2001) investigated the preparedness of teachers towards the new policy called inclusive education in South Africa. They sought to ascertain the knowledge, skills and attitude of teachers towards inclusive education. The study found out that primary school teachers felt unprepared for the adoption of inclusive education. It was also found out that the teachers' unpreparedness was a result of inadequate training in handling children with special needs, low support services available, lack of facilities, insufficient time available for teaching and lack of teachers' experience.

Punyuzwa (2012) studied the level of preparedness of the educators in Mthatha district to implement inclusive education. He found out that 60% of the educators were comfortable with



inclusive education and it was attributed to their previous training and experience but pointed out the fact that they expect the government to put in more effort to ensure successful implementation. 40% of the educators admitted they were not ready as they lack the training, resources and sufficient information required to run inclusive education.

Salovita (2018) carried out a study on the attitude of teachers towards inclusive education in Finland. The study found out that special teachers and classroom teachers had a positive attitude towards inclusion but subject teachers showed a negative attitude towards inclusive education. Salovita asserted that this was because subject teachers are focused on their subject rather than the overall development of the child.

Norfisha, Hasnida, Aizal and Mohd (2018) also studied the readiness of pre-service teachers to teach students with special needs through inclusive education courses. It was found out that pre-service teachers had the readiness to teach students with special needs in an inclusive classroom.

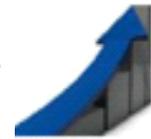
Methodology

The total population of the study was 8801 lower basic education teachers in all the public primary schools in Anambra State as at 20th April, 2019 according to Educational Development Centre, Awka, Anambra state. A sample of 401 selected through stratified random sampling technique participated in the study. All the education zones were represented. The Taro yamen formula was used to arrive at the sample size. The design of the study was a descriptive survey. Data for the study was collected using a structured questionnaire. The questionnaire was structured on a three points rating scale. The response options were: Prepared (P), Not Sure (NS) and Unprepared (UP). The instrument was validated by experts in the Faculty of Education, Nnamdi Azikiwe University, Awka and the reliability coefficients were 0.85, 0.78 and 0.81 using Cronbach Alpha Correlation method. Data collected regarding the research questions were analyzed using arithmetic mean and standard deviation while the t-test was used to test the null hypotheses at 0.05 level of significance. In analyzing the data, items with a mean of 2.50- 3.00 are rated as prepared, items with a mean of 1.50- 2.49 as Not sure, while items with 0.50- 1.49 as Unprepared. In testing the null hypothesis, where the calculated p-value was less than or equal to the stipulated level of significance (0.05), it meant that there was a significant difference and the hypothesis was rejected. Conversely, where the calculated p-value is greater than the stipulated level of significance (0.05), it meant that there was no significant difference and the hypothesis was accepted.

Results and Discussion

Table 1: Mean ratings of the LBE teachers’ psychological preparedness for the adoption of inclusive education in Nigeria. n= 410

Table with 5 columns: S/N, Items on LBE teachers’ psychological preparedness, X-bar, SD, Remark. It contains two rows of data regarding teacher preparedness for inclusive education.



	classroom			
3	I am psychologically stable to handle all kinds of learners	2.33	0.68	Not Sure
4	I don't mind having disabled children in my class	2.67	0.48	Prepared
5	I am passionate about my job	2.80	0.53	Prepared
6	I don't like teaching students with diverse needs	2.20	0.73	Not Sure

Result from Table 1 shows that for items 1, 2, 4, and 5, LBE teachers are prepared for the adoption of inclusive education in Nigeria while not sure of their preparedness for item 3 and 6. The findings of research question one revealed that the LBE teachers are psychologically prepared for the adoption of inclusive education. This finding is in line with the findings of Subban and Sharma (2005) and Saloviita (2018) that teachers possess a positive attitude towards teaching in an inclusive environment. Salovitta (2018) asserted that classroom teachers are concerned about the overall development of children hence the positive attitude.

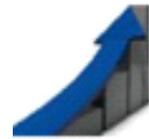
Table 2: Mean ratings of the LBE teachers' on teachers' skills preparedness for the adoption of inclusive education n= 410

S/N	Items on teachers' skills preparedness	\bar{X}	SD	Remark
7	I can identify students with disability in my class	2.71	.59	Prepared
8	I possess the necessary skills for teaching in an inclusive classroom	2.66	.61	Prepared
9	I have no skill in modifying the class activities to suit all learners	2.23	.80	Not Sure
10	I can structure the lesson to meet the need of all learners	2.60	.65	Prepared
11	I can use varieties of assessment tools to suit all learners	2.76	.52	Prepared
12	I lack the ability to handle the diverse needs of the learners	2.69	.63	Prepared
13	I can manipulate a variety of instructional aid to suit various kinds of learners	2.63	.64	Prepared

Analysis of Table 2 indicates that LBE teachers have skills preparedness for all items except item 9. It was observed that there is homogeneity in their responses. The findings of research question two therefore revealed that LBE teachers are prepared in terms of teachers' skills needed for the adoption of inclusive education. This is in support of the findings of Zulfija, Indira and Elmira (2013) that teachers possess the skills needed for an inclusive classroom and that they have holistic, comprehensive, in-depth knowledge about peculiarities of teaching in an inclusive environment.

Table 3: Mean ratings of the LBE teachers' physical resources preparedness for the adoption of inclusive education n=401

S//N	Items on physical resources preparedness	\bar{X}	SD	Remarks
------	--	-----------	----	---------



14	I do not have the needed materials to teach all kinds of learners	1.84	.79	Not sure
15	The classroom is too small to accommodate all learners	1.96	.75	Not sure
16	Special facilities needed for students with special needs are available	2.11	.81	Not sure
17	The classroom layout facilitates inclusiveness	2.67	3.75	Prepared
18	I have support staff assigned to help me in my class	2.14	.84	Not sure

Data in Table 3 shows that the LBE teachers are not sure of having the physical resources preparedness needed for the adoption of inclusive education in Nigeria. The mean of all the items except item 17 ranged between 1.84 to 2.14 which indicates that LBE teachers are not sure of their physical resources preparedness. The findings of research question three reveal that LBE teachers are not sure if they are prepared in terms of physical resources needed for the adoption of inclusive education. This may not be far from the findings of Mag, Sinfield and Burns (2017) who found out that teachers had inadequate classroom space, support staff and time necessary for the success of running an inclusive practice. The inadequacy of physical resources can hamper the overall success of inclusive education.

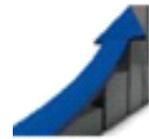
Table 4: Summary of t-test result analysis on LBE teachers’ psychological preparedness for the adoption of inclusive education in Nigeria based on years of experience. *n=401*

Years of experience	N	\bar{X}	SD	df	t-val	P-value	Decision
0-5 years	160	16.14	6.09	399	1.31	0.196	Not significant
Above 5 yrs	241	14.78	2.29				

From the analysis of Table 4, p-value is higher than the stipulated 0.05 level of significance. The null hypothesis was accepted. LBE teachers’ years of experience do not significantly affect their psychological preparedness for the adoption of inclusive education. This finding is in contrast with the findings of Neihart and Huan (2014) that less experienced teachers are better psychologically prepared to handle an inclusive classroom, therefore show a negative attitude. This could be as a result of the much awareness raised about inclusive education.

Table 5: Summary of t-test result analysis on LBE teachers’ skills preparedness for the adoption of inclusive education in Nigeria based on years of experience. *n=401*

Years of Experience	N	\bar{X}	SD	df	t-val	p-value	Decision
0-5 years	160	19.14	5.82	399	1.42	.16	Not significant
Above 5 yrs	241	17.66	2.74				



The result in Table 5 shows that the p-value is more than the stipulated 0.05 level of significance. Hence, the null hypothesis was accepted. LBE teachers’ years of experience do not significantly affect their preparedness in terms of teachers’ skills. Teacher education prepares them for teaching all kinds of learners and the necessary skills required in an inclusive classroom.

Table 6: Summary of t-test result analysis on LBE teachers’ physical resource preparedness for the adoption of inclusive education in Nigeria based on years of experience. n=401

Years of Experience	N	\bar{X}	SD	Df	t-val	p-value	Decision
0-5years	160	10.62	2.24	399	.95	.35	Not significant
Above 5 years	241	10.07	2.47				

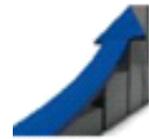
The result in Table 6 shows that the calculated p-value (.35) is greater than the stipulated 0.05 significance level. Therefore the null hypothesis was accepted. This implies that LBE teachers’ years of experience do not have a significant effect on their physical resources preparedness. Most of these physical resources are not provided by the teachers even though these facilities are utilized by them. Therefore, it is natural that the teachers’ years of experience do not affect it.

Conclusion

Lower basic education being the foundation of formal education is a very important stage. The preparedness of teachers is very vital to implementation of inclusive education. The findings of the study, has shown that lower basic education teachers had psychological and teacher skills preparedness for the adoption of inclusive education but not sure about the physical resources preparedness.

Recommendations

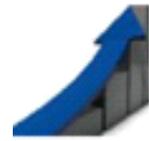
1. State governments should attach at least a psychologist and a medical personnel to each primary school to assist the teachers in the early identification of students with special needs.
2. The state governments should liaise with the non- governmental agencies to get their support in terms of finance and provision of facilities and equipment needed to achieve the aim of inclusive education.
3. The state governments should liaise with school administrators in providing periodic training on skills and competencies needed to practice inclusive education effectively.



4. The government at all levels should reconsider teachers' remuneration since their job in an inclusive classroom is more tasking. Other forms of incentives should also be adopted to motivate teachers.

References

- Adewale, M. (2017, July 25) Nigeria has the highest number of out-of-school children. The Guardian Newspaper.
- Aduge-Ani, D. (2018). Inclusive education and the challenges of out-of-school children. Leadership newspaper published on 31/05/2018. Retwrieved from <http://leadership.ng>2018/05/31>
- Akungu, J.A. (2014). Influence of teaching and learning resources of students' performance in Kenya certificate of secondary education in free day secondary education in Embakasi District, Kenya. A Published Project Submitted to the Department of Educational Administration and Planning, University of Nairobi.
- Dinh, T.N.& Le, T.H.(2010). How-to guide: preparing teachers for inclusive education. Vietnam Catholic Relief Services.
- Hay, J.F., Smit, .J. & Paulsen,. M. (2001). Teachers preparedness for inclusive education. *South African Journal of Education*, 21(4).
- Learning Liftoff (2017). Students with learning disabilities at risk of dropping out of school. Retrieved from www.learningliftoff.com>students with—disabilities.
- Loreman, T. (2007). Seven pillars of support for inclusive education: Moving from “Why” to “How”. *International Journal of Whole Schooling*. 3(2), 22-28.
- Mag, A.G., Sinfield, S. & Burns, T. (2017). The benefits of inclusive education: New challenges for university teachers. MATEC web conferences. DOI: 10.1051/7121
- Martin, E. (2014). Are today's general education teachers prepared to face inclusion in the classroom? *Procedia.Social and Behavioural Scienes*, 142, 702-707.
- McMillian, N.M. (2008). Inclusive education: the benefits and obstacles. An analytical review submitted to the Department of Education and Human Development, State University of Newyork College, Brockport
- Norfisha, M.R., Hasnida, C.M.G, Aizal, A.R & Mohd, Y.Z.(2018). Readiness of pre-service



teachers to teach students with special needs through inclusive education courses. *International Journal of Academic Research in Progressive Education and Development*, 7(4), 201-210.

Okongo, R.B., Ngao, G., Rop, N.K. & Nyongesa, M. (2015). Effect of availability of teaching and learning resources on the implementation of inclusive education in preschool centres in Nyamira North Sub-County, Nyamira County, Kenya. *Journal of Education and Practice*. 2(35)

Ogui, N.L & Nyaga, M.N. (2010). Introduction to contemporary issues affecting education. *Kenya Institute of Special Needs*.

Punyuzwa, T. (2012). An investigation into the level of preparedness of the educators in Mthatha District to implement inclusive education. A phd thesis submitted to the department of psychology, university of Zu Luland

Saloviita, T. (2018). The attitude of teachers towards inclusive education in Finland. Retrieved from <https://doi.org/10.1080/00313831.2018.1541819>

Subban,.P. & Sharma U. (2005). Understanding educators' attitudes towards the implementation of inclusive education. *Disability Studies Quarterly*, 25(2)

Tyagi, G. (2016). Role of teachers in inclusive education. *IJEAR*, 6(1), 115-116.

UBEC (2018). About UBEC. Retrieved from <https://www.ubeconline.com>about—ubec>.

UNESCO (2018). Global monitoring report. Retrieved from <www.unesco.org>education>

UNESCO (2013). Inclusive education: building the bridge between research, policy and practice. A conference on International Day of Persons with Disabilities held on 3rd December 2013 in Paris.

Yeo, L.S., Chong, W.H., Neihart, M.F & Huan, V.S. (2014). Teachers' experience with inclusive education in Singapore. *Asian Pacific Journal of Education*.
<http://doi.org/10.1080/02188791.2014.934781>