

Education For All (EFA): A Focus on Public Primary Schools’ Facilities, Curriculum and Teachers’ Professional Development in Lagos and Ogun States, Nigeria

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Abstract. Although Education for All (EFA) was adopted over two decades ago by the signatory nations of the UN, it is evident that some nations, including Nigeria, are still struggling to accept its underlining requirement for its implementation. This study focused on the implementation of Education for All (EFA) in public primary schools in Lagos and Ogun States with regard to their facilities, curriculum and teachers’ professional development. Three research questions were raised and answered. The study adopted descriptive survey design. The study involved a total of 40 public primary schools, 400 teachers and 10 Basic 3 classrooms selected from Lagos and Ogun states in Nigeria. Data were gathered by means of teachers’ questionnaire and checklist for early childhood education. Data collated were analyzed using percentages, arithmetic mean and standard deviation. The study found that:

- While basic facilities are either fairly or adequately available in public primary schools in both states,, facilities for inclusive education are either inadequate or completely unavailable;
- The specified school curricula in the two states are not adequate in terms of procedure, instructional materials, methods and non-discriminatory strategies; and,
- Governments of both states do not engage public primary school teachers in continuous professional development.

The study concluded that the operation of public primary schools presently falls short of expectations of EFA framework of actions. Recommendations are made on the basis of the findings of the study.

Keywords: Education for All, Early Childhood Education, Inclusive Education

1. Background to the Study

In recognition that basic education is the mechanism for enhancing comprehensive societal growth and development, there have been global efforts to prioritize early childhood and primary education as essential components of universal basic education. The last decade of the 20th Century witnessed the World Declaration on Education for All Conference held in Jomtien, Thailand, where countries were urged “to expand early childhood care and development activities including family and community interventions, especially for poor disadvantaged and disabled children” since learning begins at birth (UNESCO 1994 E.9 Summit Final Report. pg. 5; UNICEF/UNESCO, 2012). Nigeria not only participated both at the Jomtien conference but was also a signatory to the declarations and framework for actions for the event (Apanpa, 2002). As part of efforts towards reducing illiteracy drastically within the shortest possible time, alongside its desire to achieve Education for All (EFA) target as well as the Millennium Development Goals (UNICEF, 2003), the Nigerian Federal Government launched the Universal Basic Education (UBE) in Nigeria in 1999 with a view to providing functional education to meet the learning needs of all groups of people (FME, 1999; Obanya, 2000; Obong, 2006).

The scope of the UBE Act (2004) essentially covers programmes, interventions and initiatives for early childhood education and development (Ajayi, 2000).

Pushing the ideals of EFA further, the 2010 World Summit for Children (WSC), in its final declaration stated that all children should have access to basic education by year 2020. Specifically, the World Summit for Children set the goals intended to underline the rights of the child to education enshrined in the Convention on the Rights of the Child (CRC, 1989; UNICEF, 2009)), as well as the right to non-discrimination in educational opportunities affirmed by the Dakar World Education Forum and the Education For All 2000 Declaration framework for Action (UNESCO, 2000; Thomas, 2019).

Underlying the EFA protocol is the acknowledgment that full realization of the right to education is holistic, not merely a question of access (UNESCO, 2007). Education for All encompasses access to education, quality and the environment in which education is provided (World Declaration on Education For All, 1990; UNESCO, 2007). The application of the EFA protocol, in terms of its quality implementation, especially becomes a key focus for the practice of basic education in every nation of the world. However, the application of EFA has not been without its constraints especially in Nigeria, in common with some of Sub-Sahara African countries. Prominent among those constraints are inadequacy of physical facilities and instructional materials, varied (and, sometimes developmentally inappropriate) curricula and inadequate professional development of teachers.

The international consensus today is that no nation can be said to take Education for All seriously if it fails to place the required emphasis on comprehensive education of her young children (Ige, 2011). At the World Summit for Children held in 1990, inspired by the Jomtien Declaration, a commitment was made “to increase significantly educational opportunities for over 100 million children. Articles 28 and 29, of The Convention on the Rights of the child relate specifically to the right of every child to education (Apanpa, 2002). Interestingly, the rights of the children under difficult circumstances are also covered in the banner of EFA Document. This is why some would view the launch of the UBE was part of efforts aimed at providing functional education to meet the learning needs of all groups of people (Ajayi, 2000; Obong, 2006; Ige, 2011) in line with EFA.

2. Literature Review

Extant literature (e.g., NCCE, 2006; Oguntuashe, 2010; Ige, Usman-AbdulQuadri & Dagunduro,

2010; Manuel, 2014) recorded a number of challenges undermining the implementation of EFA in Nigeria. One of the challenges of EFA implementation is in the area of availability, adequacy and quality of facilities and materials. While the National Minimum Standards specify the requisite facilities and materials for the operation of public primary schools, some of the necessary facilities and materials that can facilitate the practice of inclusion are either lacking or inadequate in many cases (NCCE, 2006; Oguntuashe, 2010; Manuel, 2014). The inadequacy of requisite facilities and materials in our learning environments holds serious implications for teaching and learning; it is one of the key factors that diminish motivation of children particularly the vulnerable ones from school attendance (Oduolowu, 2004; Ige, Usman-AbdulQuadri & Dagunduro, 2010).

Added to the problem of inadequacy of requisite facilities and materials, is the issue of curriculum (Igwe, 2011). Efforts to develop appropriate curriculum for ECE in Nigeria started as far back as 2003. In 2007 The National Educational Research Development Council NERDC with the help of United Nations Education and Scientific Organization UNESCO (2007) developed an integrated curriculum for early childhood education in Nigeria for children between ages 0-5 years. This revised curriculum was approved for use by the government in 2007 and a training manual to facilitate the use of the curriculum developed. Akinware (2010) says that the pre-primary curriculum, as enriched in the National Policy on Education (2004), compares to the ones used in developed countries of the world. Nevertheless, the use of approved curricula is not widespread in the country. There exist in the different states of the country several public schools operating different curricula many of which are not developmentally appropriate for children (NCCE, 2006; Oguntuashe, 2010).

Moreover, teachers’ professional development poses another formidable constraint to the implementation of EFA in Nigeria (Ige & Omotuyole, 2015). While there is no gainsaying the assertion that teachers are the pivot upon which the education system rests and that no nation can rise above the level of its teachers, it is evident from studies (e.g. Oguntuashe, 2010; Manuel, Ige & Omotuyole, 2017) that the issue of professional development is not being adequately addressed in the country. To corroborate this view succinctly, studies by Ife (2010), Jerome (2015), and Ige (2013) identified lack of training as a major deterrent to the effective implementation of the

quality early childhood education. Teachers should be prepared to handle new innovations by undergoing professional development (Oguntuase, 2010). According to Adeyinka (2013) they are expected to earn both intrinsic and extrinsic reward from work.

3. Statement of the Problem

Despite decades of existence of Education for All protocol, the early childhood and primary education scenes have not dramatically changed over the years. Deficiencies in curriculum content, infrastructure, the teacher cadre, materials and equipment, motivation, pedagogical methods, overpopulated classes and inadequacies in financial allocation which most directly or indirectly affects the early childhood years (Ife, 2010; Jerome 2015; UNESCO 2007, 2016) are still commonplace experiences in our public primary schools. These challenges not only undermine the role of EFA in child survival and development, but also deprive millions of children their fundamental human rights, which by extension, create formidable obstacles to nation's growth and development. Although, studies have been carried out in the area of implementation of EFA in some counties, there appears to be little or no evidence of in-depth comprehensive and comparative studies undertaken in the selected Nigerian states in that regard. It is against this background that this study, therefore, appraises the implementation of EFA with respect to public primary schools in Lagos and Ogun states.

4. Research Questions

This study aimed at evaluating the implementation of Education for All (EFA) in Lagos and Ogun states. The study specifically sought to answer the following questions:

- What is the state of the physical facilities and instructional materials available for the implementation of EFA programme in Lagos and Ogun states?
- What are the opinions of teachers on the adequacy of specified school curriculum in Lagos and Ogun states' public schools?
- How do teachers assess government's engagement of public primary school teachers in professional development in Lagos and Ogun states?

5. Research Methodology

This study was carried out in Lagos and Ogun States of Nigeria. The justification for the selection of these

two locations rests on the assumption that they both bear quite expansively the representation of all the cultures of the southwest states that are prominent among the educationally developed Nigerian states. The study adopted the descriptive survey design to generate required data.

The study sample comprised 40 public primary schools, 400 teachers and 10 Basic 3 classrooms. In each state, 200 primary school teachers were randomly drawn from 2 public primary schools whilst each 5 classrooms of Basic 3 levels were purposively selected from among the 20 public primary schools for the assessment of the schools' physical facilities and instructional materials.

Two research instruments, Teachers' Questionnaire on Education for All and Checklist for Schools Physical Facilities and Educational Materials, were used to elicit needed information.

The researchers, together with 3 early childhood trained research assistants, visited the head teachers of target schools (some of whom were the researchers' ex-students) to discuss the purpose of the study and obtain the necessary permission. The research team received tremendous assistance from the head teachers who got their teachers to cooperate with the research team in carrying out the study. All the head teachers of schools visited requested anonymity as a condition for participation in the study. The request was granted and the assurance was given that the study was meant to serve research purposes only. Nevertheless, a few of the schools intended for the study declined insisting that they had not been briefed by their respective educational authorities to allow such study.

As part of the ethical considerations of research, the head teachers and all participants were provided with comprehensive information sheet about the proposed research and briefed on voluntary participation and their rights to withdraw from the study whenever they deemed it necessary. Participants were assured of confidentiality and procedures to ensure anonymity. The research team administered the instruments in turns. In each school visited, the assessment of the checklist items was strictly supervised by the researcher and was based on physical evidence of availability/adequacy. The administration of the research instruments was done in phases and it spanned approximately 11 weeks.

6. Data Analysis and Presentation of Results

Data collected were analyzed using the descriptive statistics such as frequency, percentages, Arithmetic mean and standard deviation. Results are presented in tables and interpreted thereafter to provide answers to the research questions.

Table 1: Demographic Data of Respondents in Lagos and Ogun states

Items	Classification	LAGOS		OGUN	
		Frequency	Percent	Frequency	Percent
TEACHERS' QUALIFICATION	NCE	86	43	6	3
	B.Sc (Ed)	60	30	54	27
	B (Ed)	43	21.5	94	47
	M (Ed)	10	5	26	13
	PhD	0	0	2	1
	Others	1	0.5	18	9
	TOTAL	200	100	200	100
TEACHERS' EXPERIENCE	Below 5 years	53	26.5	48	24
	5-10 years	73	36.5	70	35
	10-15 years	40	20	46	23
	15-20 years	2	1	2	1
	Above 20 years	32	16	34	17
	TOTAL	200	100	200	100

Source: Field Survey, 2019

Table 1 shows demographic information of respondents from Lagos and Ogun states. The study involved 400 teacher respondents (made up of 200 from each state). With regard to teachers' qualification, 86 out of 200 respondent teachers in Lagos representing 43% possess Nigeria Certificate of Education (NCE), 60 (30%) teachers have B.Sc. (Ed) while only 5% have M(Ed). 94 out of 200 respondent teachers in Ogun, representing 47% have B(Ed); 54 (27%) teachers have B.Sc. (Ed) while only 13% have M(Ed). Table 1 further shows that 91% of the teacher respondents in Ogun and 99.5% of the teacher respondents in Nigeria possess the requisite professional qualifications to teach early childhood classes.

For teaching experience, Table 1 shows that out of the 200 Lagos teacher respondents, 26.5%,36.5%, 20% and 16% have teaching experiences of below 5 years, 5-10years, 10-15years and above 20 years respectively. On the other hand, While out of the 200 Ogun teacher respondents, 24%, 35%, 23% and 17% of them have teaching experiences of below 5 years, 5-10years, 10-15 years and above 20 years respectively. This indicates that the teachers at the ECE levels in Lagos and Ogun are quite experienced.

7. Analysis of Research Questions

Research Question 1: What is the state of the physical facilities and instructional materials available for the implementation of EFA in Lagos and Ogun states' public primary schools?

To answer research question 1, a checklist instrument was deployed in assessing the adequacy of facilities in selected schools in Lagos and Ogun states. In total, sixteen schools were used in which 8 schools were randomly selected from each state. Results are presented in Table 2.

Table 2: State of Physical Facilities and Instructional Materials available for EFA Implementation in Lagos and Ogun states' Public Primary Schools

ITEM NO	DESCRIPTION	LAGOS		OGUN	
		MEAN	S.D	MEAN	S.D
1	Purpose built school	3.611	0.608	3.250	0.500
2	Safe environment	3.111	0.832	3.000	0.816
3	Admission and Withdrawal register	3.556	0.705	3.250	0.500
4	Child Folder	3.235	0.903	3.000	0.500
5	Attendance register	3.611	0.502	3.750	0.500
6	Movement books	3.176	0.951	3.750	0.500
7	Continuous assessment/tests records	3.667	0.485	3.750	0.500
8	School Diary	3.667	0.485	3.500	0.577

9	Curriculum	3.556	0.511	3.250	0.500
10	Chalk board	3.500	0.514	3.750	0.500
11	Charts	3.222	0.943	3.500	0.577
12	Posters	3.111	0.832	2.500	1.292
13	Flash cards	2.800	0.775	3.000	0.816
14	Counters	3.563	0.512	3.250	0.500
15	Story Books	3.125	0.806	2.500	1.000
16	Audio/Visual Aids	2.400	0.862	2.000	0.816
17	Computers	2.647	0.907	1.750	0.500
18	Printers	2.667	0.884	2.250	0.957
19	Play corner	2.733	0.961	1.750	0.500
20	Art work corner	2.933	0.827	1.750	0.500
21	Library	3.059	0.743	2.000	0.816
22	Sickbay	2.467	0.640	2.000	0.816
23	First Aid Box	2.867	0.862	3.000	0.0
24	Wheel Chairs	1.923	0.793	1.500	0.577
25	Braille	2.830	0.899	1.750	0.500
26	Crutches	2.154	0.899	1.500	0.577
27	Ramps	2.154	0.877	2.250	0.957
28	Hearing Aids	2.538	0.828	1.750	0.500

Source: Field Survey, 2019

Table 2 shows by Arithmetic means and Standard Deviations, the result obtained per item in which a maximum of 4 points score is obtainable per item based on ratings between adequate (4 point) and grossly inadequate (1 point). Result from the Table 2 shows that early childhood schools in Lagos pooled ratings above 3points mean scores out of 4 for items 1,2,3,4,5,6,7,8,9,10,11,12,14,15 and 21. This implies that in the selected schools, the materials/facilities are fairly adequate; the schools are purpose built; and, the environment is safe. It also showed the public primary schools in Lagos possess at satisfactory level Admission/withdrawal register, Child folder, Attendance register, Movement Books, Continuous Assessment/Tests records, School Diary, Curriculum, Chalk Board, Charts, Posters, Counters, Story Books and Library. The standard deviation scores for all items that had above 3 point mean scores are low and this implies similarity in ratings across these schools. Furthermore, results in Table 2 shows that public primary schools in Lagos pooled above 2 but below 3 mean scores for items 13, 16,17,18,19,20,22,23,25,26,27 and 28 and with low standard deviation values. These implies that items in this category are not adequately available in Lagos early childhood schools. It means the schools do not have adequate Flash cards, Audio/Visual aids, Computers, Printers, Play corners, Artwork corner, Sick Bay, First Aid Box, Braille, Crutches, Ramps and Hearing Aid. Finally, for Lagos schools, Table 2 further shows that item 24 pooled the least mean score of 1.923 and standard deviation score of 0.862. This indicate that wheel chairs are grossly inadequate in Lagos early childhood public schools.

On the other hand, for Ogun selected schools observed, results in Table 2 shows the schools pooled ratings above 3point mean scores out of maximum of 4 for items 1,2,3,4,5,6,7,8,9,10,11,13,14 and 23. This implies that materials/facilities are fairly adequate in the schools selected. It means that the schools are purpose built and the environment is safe. It also showed the public primary schools in Ogun possess, at satisfactory, level Admission/withdrawal register, Child folder, Attendance register, Movement Books, Continuous Assessment/Tests records, School Diary, Curriculum, Chalk Board, Charts, Flash cards, Counters and First Aid Box. The standard deviation scores for all items that had above 3 point mean scores are low indicating similarity in ratings across these schools. Furthermore, Results in Table 2 reveals that early childhood schools in Ogun pooled above 2 but below 3 mean scores for items 12, 15, 16, 18, 21, 22 and 27. They also had low standard deviation values apart from item 12 and 15 that recorded high standard deviations of 1.291 and 1.0 respectfully. This implies that items in this category are not adequately available in Ogun public primary schools early childhood schools. It meant the schools do not have adequate Posters, Story books, Audio/Visual aids, Printers, Library, Sick bay and Ramps. Finally, for Ogun, the table also showed that early childhood public schools in Ogun pooled mean scores below 2 point out of 4 for items 17, 19, 20, 24, 25, 26 and 28. The standard deviation scores are low depicting similarity in rating across the schools. The low mean scores showed gross inadequacy of Computers, Play Corner, Art work corner, Wheel Chairs, Braille, Crutches and Hearing Aids.

Research Question 2: What are the opinions of teachers on the adequacy of specified school curriculum in Lagos and Ogun states’ public schools?

To answer research question 2, Arithmetic mean and standard deviation were used to analyse the responses of teachers from both Lagos and Ogun states’ public early childhood schools. Results are presented in Table 3 and interpreted accordingly.

Table 3: Opinions of teachers on the adequacy of specified school curriculum in Lagos and Ogun states’ public schools

ITEM NO.	DESCRIPTION	LAGOS		OGUN	
		MEAN	STD.DEV	MEAN	STD.DEV
1	Curriculum supports inclusive system of education	2.949	0.770	2.946	0.615
2	Content of school programme is adequately spelt out	2.679	0.758	2.826	0.777
3	Curriculum designed to help children with diverse needs	2.529	0.839	2.826	0.753
4	Curriculum is periodically modified in line with global policies	3.042	0.682	2.857	0.740
5	Adequate time allotted for integrating child rights education	3.177	0.728	2.760	0.652
6	Overcrowded classrooms hamper implementation of rights based curriculum	2.879	0.856	3.093	0.628
7	Curriculum does not embody key elements of an inclusive curriculum	2.684	0.678	2.906	0.608
8	Apt methods of instruction not clearly spelt out in curriculum	2.734	0.664	2.823	0.627
9	Implementation procedure for inclusive education not spelt out in the curriculum	2.674	0.727	2.760	0.625
10	Instructional materials for effective implementation of ECE not available	2.805	0.791	2.773	0.716

Source: Field Survey, 2019

From Table 3, the mean scores of all the 10 items are in the range of 2.529 and 3.177 for Lagos while the mean scores for Ogun falls within the range of 2.760 and 3.093. The standard deviation scores of the rating of adequacy of public primary school curriculum for both states are relatively low thereby depicting similarities in the opinion of the respondents as regards curriculum. In particular, Lagos respondents rated items 4 and 5 high as they pooled 3.042 and 3.177 mean scores respectively. It indicates that they agreed strongly that curriculum is periodically modified in line with global policies and adequate time is allocated for integration of child rights to education while for Ogun, the respondents rated item 6 which recorded a mean value of 3.093 out of 4 very high. This implies that they agreed strongly that overcrowded classrooms hamper implementation of rights-based curriculum in public schools. Since all the other items in Table 3 rated above 2points mean value and very close to states 3 points on the scale 4 points maximum ratings, it implies that respondents partially agreed that the school inclusive curriculum programme in both states are not adequately spelt out and that implementation procedure is also not specified. Respondents also agreed that early years’ curriculum as far as inclusive education is concerned is also defective in terms of non-inclusion of appropriate instructional materials, instructional methods, discrimination, key elements of an inclusive curriculum and overcrowded classrooms.

Research Question 3: How do teachers assess government’s engagement of public primary school teachers in professional development in Lagos and Ogun states?

To answer research question 3, Arithmetic mean and standard deviation were used to analyse the responses of teachers of ECE classes from both Lagos and Ogun states. The ratings have point values of 4 for Strongly Agree, 3 for Agree, 2 For Disagree and 1 for Strongly Disagree. Results are presented in Table 4.

Table 4: Teachers’ assessment of government’s engagement of public primary school teachers in professional development in Lagos and Ogun states

ITEM NO.	DESCRIPTION	LAGOS		OGUN	
		MEAN	STD.DEV	MEAN	STD.DEV
1	I am aware of seminars and workshops for EFA programme.	2.270	0.574	2.086	0.690
2	Attractive remuneration encourages personal development.	3.592	0.542	3.443	0.683
3	I am trained to implement early childhood education based on EFA ideals.	2.165	0.695	2.352	0.705
4	Proper training will make me more effective in implementing early childhood education based on EFA ideals.	3.465	0.684	3.649	0.548
5	Government engages teachers in continuous professional development.	2.330	0.994	2.700	0.865

Source: Field Survey, 2019

Table 4 shows item 1 which measured teachers' opinion on awareness of seminars and workshops for EFA programme recorded 2.270 and 2.086 as mean scores of ratings for respondents in Lagos and Ogun states respectively. The standard deviation scores of 0.574 and 0.690 for respondents in Lagos and Ogun states respectively are low. Combining the low mean scores and low standard deviation values of both countries revealed that majority of respondents are not aware of any seminar/workshops for EFA. The Table also shows that opinion of teachers on the impact of attractive remuneration on personal development under item 2 recorded 3.592 and 3.443 mean scores for Lagos and Ogun states' respondents respectively while the standard deviation scores are relatively low. The results reveal that attractive remuneration will encourage teachers to develop themselves on their own where governments training programme is ineffective. Furthermore, item 3 in the Table shows mean scores of 2.165 and 2.352 for Lagos and Ogun states respectively while both standard deviations for both countries are relatively low. The results reveal that majority of the teachers in the public schools in both countries are not trained to implement early childhood education based on EFA ideals. Results in the Table for item 4 showed that Lagos and Ogun states' respondents recorded 3.465 and 3.649 rated mean scores respectively while the standard deviation scores are low. The rated mean scores are high for both states as they rated far above 3 point thereby depicting that the respondents agreed that proper training will make teachers more effective at implementing early childhood education based on EFA ideals.

Finally, item 5 in Table 4 shows respectively mean scores of 2.330 and 2.7 for Lagos and Ogun states' respondents' ratings of the item. The standard deviation values are relatively low. The results reveal that governments of both states do not engage primary school teachers in continuous professional development as the results fell below 3 mean score positive rating.

8. Discussion of Findings

The results of this study clearly indicate doubt that materials and facilities such as safe environment, registers, diary, modules and chalk board are available in the classrooms but inadequate while facilities for special children such as braille, crutches, ramps, wheel chairs and hearing aid are grossly inadequate in both countries' schools. This finding corroborates the opinion of Greenman (1988) and Wardle (2008), and Ige, et al (2010) that inadequacy of materials creates conditions that diminish

motivation of children particularly the vulnerable ones from school attendance. It also buttresses the argument by Ajuwon (2008) and Manuel, et al (2017) that adequacy of materials and physical space are key factors to successful inclusion.

It is hardly surprising that school curriculum in both states are not adequately spelt out in most cases. This confirms the study by Abdulrahman (2012) which found that early childhood curriculum developed by National Educational and Research Development Council NERDC is not widely operational as a result of dearth in the national curriculum for pre-primary education in Nigeria. It also buttresses the notion that most preschool are not operating within the context of the NERDC curriculum because of its absence in most pre primary schools so childhood caregivers and proprietors are compelled to use the curricular of their choice (Akinware, 2010).

Moreover, it is concerning that the study found that governments of both states do not engage teachers in continuous professional development programmes. This confirms studies by Ife (2010) and Jerome (2015) both as cited in Thomas (2019), which identified lack of training as a major deterrent to the effective implementation of the early childhood education. According to Ige (2013) and Adeyinka, (2013) teachers are expected to earn both intrinsic and extrinsic reward from work.

9. Conclusion

This study appraised the implementation of EFA in Lagos and Ogun states, Nigeria. It established that while in both states, basic materials/facilities are fairly adequately available; facilities for inclusion education are grossly inadequate or not available completely. It noted, further, that school curriculum in both states are not adequately spelt out in most cases. Moreover, the study noted that the governments of both states do not seem to encourage continuous professional development of teachers in relation to the implementation of EFA. It is, therefore, clear that basic education (comprising early childhood education and primary education) offered in the public primary schools falls short of the EFA framework of actions. Governments (at all levels), parents and other educational stakeholders must appreciate the need to provide the proper infrastructure and give adequate attention to the critical role played by teachers in the implementation of educational initiatives, policies and programmes.

10. Recommendations

Based on the findings of the study the following recommendations are made:

- In the light of the evident inadequacy of requisite educational facilities in public primary schools, Governments should embark on production and distribution of appropriate and adequate materials/facilities that will be used to stimulate pupils' willingness to remain in school and pave way for inclusiveness in early childhood schools.
- Efforts should be made to ensure that the public primary school curricula clearly reflect and fully accommodate the EFA ideals of inclusive education, adequately spelling out procedures, instructional materials, methods and non-discriminatory strategies for effective implementation of basic education programmes.
- In view of the strategic role that teachers play in the educational development of nations, governments should endeavour to engage public primary school teachers in continuous professional development programmes especially in the area of inclusive education. Again, no efforts should be spared to significantly improve on the remuneration of the teachers and adequately motivate them to be efficient and effective.

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