Barriers to teaching children with Intellectual disabilities in Nigeria

by

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Synopsis

Globally there are 240 million children with disabilities denied access to education. Intellectual disability is still an emerging topic of research in Africa. There is limited evidence on the educational barriers faced by children with intellectual disabilities. The overall aim of the study was to explore and understand the learning and societal barriers faced by Nigerian children with Intellectual disabilities from the perspectives of teachers.

This study employs the use of qualitative photovoice methodology. A sample of 10 teachers from various educational institutions in Kaduna were selected and trained on the use of photovoice methodology to capture their experiences and perceptions. The findings were analysed borrowing the Intersectionality lens from bell hooks theory.

The findings revealed language alongside; educational budget are the learning barriers Nigerian teachers face in educating Nigerian children with intellectual disabilities. Also, the research highlighted the intersectionality of cultural beliefs, gender, geographical location, and disability as societal barriers to access to education. Based on these findings, this study demonstrates there is overlapping identities faced by children intellectual disability and there is a need for stakeholders and policy makers to enact an inclusive educational intellectual disability policy.

Acknowledgements

Declaration

I declare that the work in this dissertation was carried out in accordance with the requirements of the University's Regulations and Code of Practice for Taught Programmes and that it has not been submitted for any other academic award in the United Kingdom or overseas. Except where indicated by specific reference in the text, this work is my own. Work done in collaboration with, or with the assistance of others, is indicated as such. I have identified all material in this dissertation which is not my own work through appropriate referencing and acknowledgement. Where I have quoted or otherwise incorporated material, which is the work of others, I have included the source in the references. Any views expressed in the dissertation, other than referenced material, are those of the author.

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Abbreviations

UNICEF   United Nations Children's Fund

UNFPA   United Nations Population Fund

ICRC   International Committee of Red Cross

VAPP   Violence Against Persons (Prohibition) Act

FGM   Female genital Mutilation

GEM   Global Education Monitoring Report

UN   United Nations

ADHD   Attention deficit hyperactivity disorder

EFA   Education for All

UNESCO   United Nations Educational Scientific and Cultural Organization

NPE   Nigeria National Policy on Education

NTI   Nigeria National Teaching Institute

NCE   Nigeria National Certificate in Education

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Chapter One

1.1 Introduction

Education is a fundamental human right impeded in the Human Rights Act. It has the potential of promoting peace, reducing poverty and gender disparity (Lee, 2013). However globally, the World Bank estimates that between 93 million and 150 million disabled children do not have access to education (World Bank, 2017). In the 2021 "the bedrock of inclusion report", published by Action Aid, Educational International and Light of the World, reports that 95.5% of Nigerian children with disability are currently out of school.

For more than a decade, conflict in Nigeria has been prevalent, displacing over 2.9 million people in North-East Nigeria (ICRC, 2021). Women and children are the most vulnerable during conflicts, especially those with disabilities. They face 10 times more violence than non-disabled women (UNFPA,2018). They are at higher risk of experiencing sexual, physical, and emotional abuse (United Nations, 2021). Research carried out by Inclusive Friends, a non-profit organization in Plateau state Nigeria, indicated that disabled women are often killed, raped, or left behind during conflict. Some survivors recounted their experiences during conflict 'they don't view us in the first place as human beings, she was raped until she passed out' (Inclusive Friends, 2015). Women and children living with disabilities in Nigeria are often at the receiving end of violence from family members, community, and husband/partners (Inclusive Friends, 2015).

In Nigeria, the realities of disabled women and children are filled with stigma and violence. They are often accused of witchcraft or 'paying for a sin committed' (Groce and McGowen, 2013; Batterbee et al., 2020). They face stigmatisation and violence, often locked up in rooms and not allowed to socialise by family members (Groce and McGeown, 2013). In addition, there is a myth that having sexual intercourse with a mentally disabled woman or girl will result in wealth, this leads to many often being raped (Etiyebo and Omiegbe, 2016). These are but a few examples of structural violence faced by Nigerian disabled persons.

Despite the violence faced by disabled children in Nigeria, the country ratified the United Nations Convention on the rights of persons with disabilities in 2010 (United Nations Treaty Collection, n.d). However, only 12 states out of the 36 states in Nigeria have adopted the disability act (Amata, 2021). In Nigeria, the 2015 Violence against

Persons Act (VAPP) is a legal document that defines and states the punishment for rape or any violence against persons carried out without consent such as Female Genital Mutilation (FGM) (Nwazuoke, 2016). The VAPP Act is only recognised in 18 states out of 36 states in Nigeria (Gbenga-Ogundare, 2021).

Learning and Intellectual disorder is a neurological dysfunction that affects children's ability to learn life and social skills. It is characterised by children and adults with an intelligence quotient (IQ) of less than 70 which indicates intellectual constraint (Lee et al.,2019). It affects the ability to understand basic concepts, reading and writing (Gillberg and Soderstrom, 2003; Shree and Shukla, 2016). Unlike physical disabilities which are easily noticeable; Intellectual and learning disabilities often go unnoticed. In developing countries, cognitive tests are hardly administered and as such, intellectual disabilities are characterised as bad behaviour by adults (Gillberg and Soderstrom, 2003). 2021 research by Asylos Reserach and ARC foundation on Nigerian children with intellectual disabilities highlighted the violence and discrimination faced by these children in Nigeria. A participants stated, "In the Yoruba culture and language, people with autism are often referred to as "didirin" or "akuri" which can be translated to idiotic and insane" (Asylos Research and ARC foundation, 2021).

Presently, there is a lack of available evidence to understand the barriers in the Nigerian educational system that limits intellectually disabled children based in conflict prone areas (Bakare et al., 2022). This research sought to understand the learning and societal barriers to access education for intellectually disabled children in Nigeria from the teacher's perspectives. Drawing from these statistics and database, this study is important as it will provide a literature base for the need to enhance special needs training for teachers, curriculum, and policy changes. My research was focused on Kaduna State which is located in Northern Nigeria and characterised with frequent breakout of conflicts often led by Boko Haram terrorist group, Fulani herdsmen and religious prosecutions. Kaduna state is among States in Nigeria that haven't adopted the Disability Act, VAPP Act and Child Rights Acts (Shehu et al., 2019). This study employs intersectionality theory to examine the reality of intellectually disabled children's access to education and social justice in Kaduna State.

1.2 Purpose, Objectives and Research Questions

The overall aim of the study was to explore and understand the learning and societal barriers faced by Nigerian children with Intellectual disabilities from the perspectives of teachers. For the purpose of this research, the intellectual barriers considered included autism, dyslexia and attention-deficit/hyperactivity disorder (ADHD). Very little research has been carried out on children with intellectual disabilities in Nigeria; most research done is in the aspects of intellectually disabled adults or children with physical disabilities with little or no focus on violence faced by them in conflict areas or access to education (Sango and Deveau, 2022; Blasko et al., 2022).

This study employed the use of photovoice methodology and intersectionality theory to explore teachers' knowledge and perceived barriers to achieving inclusive learning for children with intellectual disabilities.

Specific objectives of this research included:
- To gauge Kaduna teachers' level of knowledge of intellectual disabilities.
- To identify the learning barriers/challenges to teaching children with Intellectual disabilities in Kaduna State.
- To find out the societal barriers to access to education for children with intellectual disabilities in Kaduna State.
- Lastly, to explore recommendations from teachers as to what can be done to improve educational access to children with disabilities in Kaduna state.

1.2.1 Research Questions

The research study is guided by three research questions which include:
- Are teachers in Kaduna aware of intellectual disabilities?
- What are the perceived challenges of teaching children with intellectual disabilities in Nigeria?
- What are the societal barriers to access to education for children with intellectual disability?
- What can be done to overcome these challenges?

Chapter Two
2.1 Theoretical Framework

This chapter provides literature reviews and research related to the study. The literature informing this research is divided into five parts; firstly; The intersectionality theory, the concept of intellectual disability in Africa, Intellectual disability in Nigeria, literature on the International and National policies protecting children with disabilities in Nigeria, and lastly the current knowledge of disability in Kaduna state.

2.2 Intersectionality Theory

The term "Intersectionality" was. Coined by Kimberle Crenshaw, but made popular by the American author, feminist, and social activist bell hooks who challenged power, inequality and definition of feminism in her writings (Lykke, 2003). She questioned and critic the white feminism movement. She looked at the feminist discourse from the lens of oppressed class (Biana, 2020). For bell hooks feminism movement should fight to end oppression and social injustice. The theory of intersectionality states that all forms of oppression (racial, social class, gender, disability) are interrelated and intersects which forms lived experiences of the oppressed group (Biana, 2020). She argues in her book "Teaching to Transgress" for students to be taught social injustice to have them think above the walls of the classroom.

The intersectionality lens can be applied to this study by examining the social inequality and educational barriers experience as an intersects of various factors (hooks, 2003). Taking the intersectional approach as a framework for this research acknowledges there are multiple forms of social injustice and identities, and these identities overlap and intersects (Doyin, 2018). This is used in this research to ensure policy makers and stakeholders understand the overlapping barriers children with intellectual disability in Nigeria face.

2.3 Concept of Intellectual disability in Africa

The American Psychiatric Association defines Intellectual disability as "deficits in intellectual functioning and adaptive behaviour" (American Psychiatric Association, 2013). It is characterised by an individual with an Intelligence quotient less than 70% (American Psychiatric Association, 2013). Some symptoms of Intellectual disability

highlighted by The American Psychiatric Association include: social anxiety, failure to meet development standards like their peers, difficulty in learning and inability to understand basic concepts (American Psychiatric Association, 2013). Some of the behavioural attributes are often mistaken as bad behaviour or stubbornness in most low- and middle-income countries (Mckenzie et al., 2013). The World Health Organisation has Progressive measures in protecting disabled persons for example, In the 1990s it emerged with the International Classification of Functioning Disability and Health for Children and Youth (ICF.CY) which is a health tool used to record how the environment influences and affects child development. This tool highlights the various differences in how disability takes form in children. It is meant for policy makers and researchers to make informed decisions.

In the 2013 World Health Organization on Persons with Intellectual Disability "Atlas Global Resources for Persons with Intellectual Disability "it was found that in Africa; the prevalence of the term Mental retardation was used to replace intellectual disability'. The research also pointed out that intellectually disabled persons in low- and middle-income countries had limited access to social justice, social amenities or even documentation (World Health Organisation, 2013). In Addition, Nigeria as a country was highlighted to have a literature gap in statistical and theoretical data for persons of Intellectual disabilities (World Health Organisation, 2013). The term Intellectual disability is still an emerging concept in Africa (Njenga, 2009). Within the African context, persons with Intellectual disability are seen as possessed with demons or a product of Witchcraft (Mckenzie et al., 2013). Research carried in the Journal of Policy and Practice in Intellectual disability in South Africa found the prevalence of superstitious beliefs amongst children with Intellectual disabilities. It highlighted 75% of the medical study were found to be intellectual disabled ranging from mild to serve (Kromberg et al., 2008). It stated that parents and carers sought for help by using traditional medicines/herbs and these children lacked access to support services and educational support that could improve their condition (Kromberg et al., 2008).

In Zambia, a Sub-Saharan country, Mung'omba conducted a study on the "Status of Intellectual Disability in Zambia" in 2008 in partnership with the Zambia Association for Children and Adults with Learning Disabilities. This literature highlighted barriers

faced by intellectual disabled persons in Zambia, from educational access to exclusion in the society. It was reported that people in the community refuse to marry from families with people with intellectual disability. It continued to highlight the exclusion faced by Intellectual disabled persons in school where children refuse to play with kids and can go as far as teachers refusing to teach children with Intellectual disability (Mung'omba, 2008). In other African countries such as Uganda, Tanzania, Ethiopia, Ghana, Nigeria; research carried out highlights the importance of cultural and superstitious beliefs and how this places a role in access to social amenities for Intellectual disabled persons (Stone-MacDonald and Butera, 2014; Aldersey and Lysaght, 2019; Hartley et al., 2005).

In terms of education, research from African countries show that children with intellectual disability are excluded from school (Mckenzie et al., 2013). The Global Education Monitoring Report 2016, states children with disabilities are most likely to be out of school (GEM, 2016). Additionally, research conducted by the Ugandan Bureau of Statistics states that a fraction of 1% of children with intellectual disability have access to education (Ugandan Bureau of Statistics, 2012).

Recently due to Covid-19 pandemic and closures of schools across the World which lasted for 2 years; Children with Intellectual disabilities were not able to access education as alternative education was not inclusive (Able child Africa, 2020). Also, the research by World Bank "Learners with Disability and Covid School Closure" showcased poverty, appropriate learning materials as well as access to sanitation and basic hygiene as barriers to education (World Bank, 2021).

The above statistics and literature highlight the social injustice and inequality faced by persons and children with Intellectual disability in Africa. It highlights the dire need for a social change.

2.4 Intellectual disability in Nigeria

Nigeria is a West African country with a population of 218,601,314 people, a growing economy, and a reliance on oil exporting (UN statistics, 2022). It is estimated that 28 million Nigerians live with disability (Etieyibo and Omiegbe, 2018). The World Bank reports 55% of its population live below 1 dollar a day (World Bank, 2006). There has been a low rate of existing research studies on Intellectual and learning disabilities in African continents as opposed to the Global North. Intellectual and learning disability is still an emerging research topic and concept in Nigeria. According to the World

Health Organisation's 'Disability Inclusion in Nigeria (2020)' study, 29 million people in Nigeria are disabled. However, this report states that Intellectual and learning disabilities are omitted from these statistics. Due to the lack of literature of Nigerian intellectual disability in the African disability journal this research will examine few reports and research around autism and ADHD in Nigeria. Bakare et al., 2021 reports the prevalence of autism in Nigerian Children. Another research carried out in Kogi and Niger state, Nigeria reveals that 8% of the 1093 participant children showed signs of autism (Natalie, 2011). In 2006, research by Ofovwe and Meyer findings from the research discussed the ``Prevalence of attention-deficit/hyperactivity disorder among school aged children in Benin city, Nigeria" revealed that out of 1384 children; 111 were found to have ADHD. These individual researches help with the almost non-existent and undocumented statistics of children with intellectual disability in Nigeria.

2.5 Policy protection for children with disabilities in Nigeria

In this section, international policy documents and Nigerian constitutional policies that protect disabled children will be examined.

2.5.1 International Policy Protection for Children with Disabilities

- The first international policy to be examined is the Universal Declaration of Human Rights. In 1948, countries including Nigeria adopted the Universal Declaration of Human Rights which sets out fundamental freedoms to be enjoyed by persons. It highlights guidelines by which persons enjoy rights universally. The declaration has 30 articles to which countries are bound to respect and keep. It states 'All humans are born free, equal in dignity and rights' (United Nation, 1948). This declaration has been made available in different local languages in Nigeria to provide easy access and understanding to Nigerian Citizens.

- The next international policy to examine is the United Nations Convention on the Rights of Persons with Disability. In September 2010, Nigeria became a signatory of the United Convention on the Rights of Persons with Disabilities. This International policy protects the human rights of disabled persons. Nigeria is obligated to protect and provide the basic human rights necessities for disabled peoples such as education, food, shelter, and healthcare (United Nations Convention on the Rights of Persons with Disabilities, 2006).

The UN Convention of the Rights of Disabled Persons defines disability as; 'persons with disability include those who have long-term, physical, mental, intellectual or sensory impairment which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with other' Article 1 (United Nations Convention on the Rights of Persons with Disabilities, 2006)

It sets its Purpose as 'to promote, protect and ensure the full and equal enjoyment of all rights and fundamental freedoms by all persons with disability' (United Nations Convention on the Rights of Persons with Disabilities, 2006). Although Nigeria has ratified this International Convention it still lacks behind in implementation (Human Rights Watch, 2019). People with Disabilities are often discriminated against and secluded from basic social services including access to education, access to buildings and healthcare. Governments which ratified this Act are tasked with the responsibility to create and implement policies to protect disabled persons rights; this includes accessible transportation, accessible readings or information, educational resources and employment opportunities (United Nations Convention of the Rights with Disabilities, 2006).

- The United Nations Convention on the Rights of the Child is an international policy that sets the protection of all children in the World. In 1990, Nigeria ratified this international declaration (UNICEF, 2016). Article 2 of this declaration states that 'States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status' (United Nation Convention on the Rights of the Child, 1990). This protects every child from discrimination irrespective of ethnicity or disability. It states the best interest of a child (UNICEF, 2016).

- Lastly, the international agreement that sets the right of education of all children; is the Education for All Act adopted in 1990. This sets out the educational protection of all children; irrespective of the colour of their skin, status, disabilities, or gender; it mandates that all children be educated

(Education for All, 1990). The Education for All program in Nigeria provides the guidelines to educate every Nigerian child (Umoh, 2013).

The goals for Education for All include access to quality childhood educational programs, equal access to education for boys and girls, ensuring that all needs of learners including disabled children are met (Education for All, 1990).

In this section of policy examinations the research will look at policies Nigeria is bound as an African nation that protects educational rights and disability rights.

- Within Africa, Nigeria is a part of the African Union which is governed by The African Charter on Human and Peoples Right Act. This Act defines discrimination on basis of disability as "…. Any distinction, exclusion, or restriction on the basics of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise on an equal basis with others, of all human and peoples right in political, economic, social, cultural, civil or any other field…." (African Union, 2018). This legal framework strengthens the need for Nigeria to protect the rights of disabled persons. It calls for the inclusion of disabled persons in policies and laws in 53 countries who have ratified this Act (African Union, 2018).

- The African charter on the rights and welfare of the child defines a child as 'any one below the age of 18 years' (African Charter on the Rights of the Child, 1999). It sets the standards to which every African child should be treated and protected (African Charter on the Rights of the Child, 1999). This doesn't specifically talk on disability but states that every African child must be educated (African Charter on the Rights of the Child, 1999).

2.5.2 Policies in Nigeria that protect disabled children

The policies that safeguard the rights of children disabilities in Nigeria include: The Constitution of the Federal Republic of Nigeria, The Discrimination Against persons with disability act, The National policy on Albinism and The Child Right Act. This research will look at the policies and how it relates to disability rights.

- The Nigerian 1999 constitution is the fundamental law in Nigeria that stated the rights of every Nigerian citizen. The right to live, the right to dignity and ensure these rights are protected through the legal and judiciary system. These include persons with disabilities (Federal Military Government of Nigeria, 1992).

- In January 2019, Nigerian citizens protested led by the prominent Non-governmental Organization JONPASS against the discrimination and stigmatization of disabled persons and children. A few months after, the Discrimination against person with disability bill was passed into law in 2019. This law means that disabled persons would have access to social infrastructures like health, education, and housing. It also provided in law prison sentences for anyone/ persons/ organisations/ entities that discriminate against persons with disability and set up a commission to handle human right abuses against disabled persons (National Commission for Persons with Disabilities) to protect and aid legal redress (Vanguard, 2019).

  This law states the provision of protection and penalty of failure to comply or keep this law. It states

  "A person with disability shall not be discriminated against on grounds of his disability'' (Discrimination Against Persons with Disability Act, 2018)

  It provides the Penalty for refusing to adhere to this law as:

  'a body corporate fine of 1,000,000 naira.'

  'An individual a fine of 100,000 naira or six months imprisonment' (Discrimination Against Persons with Disability Act, 2018). The law also provides that 5% of the labour force from any organisation must be people with disability.

  However, this law has failed to be implemented with only 10 states out of the 36 states (Kogi, Anambra, Kano, Jigwa, Ondo, Lagos, Ekiti, Plateau, Kwara, and Bauchi) in Nigeria adopting this policy (Ibrahim, 2022). Unfortunately, Kaduna State where this research is carried out is yet to adopt this policy (Ibrahim, 2022).

- National policy on Albinism in 2012 was adopted in response to the violence faced by Albino persons and children. It prohibits the discrimination of persons with albino. This Act came as a result of killings, kidnappings of albino persons for money rituals (The Guardian, 2021). The act provided a legal framework to seek social injustice redress, provision of access to amenities and social infrastructure and make availability for learning aids for persons of disability (National policy on Albinism, 2012). In 2019, this policy was revised

to include albinism as a human right abuse and inclusion of them in the electoral process (National Policy on Albinism, 2019).

- Child Right Act 2003 provides the protection of the rights of Nigerian children. It addresses child marriage, violence against children and education. This act highlights the protection of disabled children and provision of measures that will ensure the rights of disabled children are protected (Ajanwachuku & Fada, 2018). Article 23 provides protection for disabled children in Nigeria. It states the right of children with disability to education and that the State must ensure all disabled children have the appropriate resources and access to education (Child Right Act, 2003). It guarantees the provision of special educational infrastructures (Child Right Act, 2003). 28 states out of 36 states in Nigeria have domesticated the Act. Kaduna State where this research was focused on is among the states which have assessed and implemented the Child Right Act for the protection of Nigerian children (UNICEF, 2021).

2.6 Educational policies in Nigeria

Education is a fundamental human right and key to a country's development. Although the 1999 Constitution does not state free quality education, it however mandates equality for all children and Nigerian citizens. Education is an important element in fostering peace in conflict areas. In 2013, the Nigerian government endorsed the Universal Basic Education scheme (UBE). It was designed to provide free basic education to Nigerian children. The UBE program meant implementation of infrastructures in rural areas and employment of qualified teachers. However recent research indicates that these infrastructures are poorly maintained and overcrowded (Ipadeola et al.,2015).

The Universal Basic Education Program comprises 6 years of primary schooling, 6 years secondary and 4 years of tertiary (Adepoju and Fabiyi, 2007). The government through the Universal basic education Commission is the primary provider for education in the country, however, lately there has been a rise in low-fee private schooling to fill in the gap (Harma, 2013). The Educational sector has been one of the national sectors with the least funding with only 5% being allocated (UBEC, 2021). The National Policy on Education revised over the years is a policy document that guides the educational sectors. This policy provides policy provisions and recommendations for physically disabled children, but nothing is provided on intellectually disabled children (Odukoye et al., 2018).

2.7 Current Knowledge on Disability in Kaduna

While much research has been done on the area of gender-based violence in conflict areas in Nigeria, little or none is focused on violence faced by disabled girls. This research gap is what my research seeks to fill. Olawumi Mary Caleb and Ndaks Kingsley Fumen, in their 2019 International Journal of Education Development article "Gender Disparity on Quality Education for Sustainable Development in Kaduna State' investigated the impacts of gender disparity on education in Kaduna State. Their research confirmed that disabled women and girls are often excluded from educational access and the lack of suitable educational facilities and stigmatisation was the reason for this. Despite the research on disability in Nigeria none of the research are targeted toward intellectual disability.

The Centre for the Study of Violence and Reconciliations published the research 'On the Margins: Violence against Women with Disabilities' (Naidu et al., 2005). In this study, the authors point out that violence against women often goes unreported. Most of the time, the perpetrators of this violence are often caregivers, and this violence most times receives no attention. This can be linked to the findings of the Inclusive Friends research in Plateau State where most survivors confirmed being abused by caregivers, family members and partners (Inclusive Friends, 2015).

A very important study that guided my research is the Emancipatory research carried out by Grace Jerry (Jerry et al., 2015), which describes the realities of women with disabilities in the conflict zone of Plateau State Nigeria. This research identified how women with disabilities face violence in times of conflict. The results of this research demonstrated that disabled girls and women have extreme difficulties fleeing from conflict and they face both physical and sexual violence during conflict. Moreover, this research shows that these same disabled girls and women are often excluded from peace-building processes and educational access. While this research gives a detailed insight into the scenario in which women with disabilities face violence, it is limited to just Plateau State and was carried out over five years ago.

An article entitled 'Violence against Women and its Perceived Effects on Children in Badarawa, Kaduna State, Nigeria 'assessed the prevalence of violence against women in Kaduna State. Their research concludes that institutionalised social and cultural factors have contributed to the vulnerability of women to violence. The article points out that while violence against women is a major problem to address in Kaduna State, certain sub-populations such as girls and women with disability are facing extreme

forms of physical and sexual violence that are not currently being reported (Shehu et al., 2019).

Celine Osukwu (Osukwu, 2019) points out the fact that persons with disabilities are still not included in the 'inclusive community' and are hence facing multiple additional challenges in society such as marginalisation, violence and exclusion from opportunities. Her research clearly states that even today in Nigeria, disability invites isolation and this fuels unreported physical and sexual violence against them.

To sum up, there is still much work to be done to identify potential remedies to combat this issue. My research focused on barriers to learning for disabled children and the societal injustice they face. Previous peer-review published literature on this topic serves as a basic foundational framework of the process and phenomena going on in Nigeria and particularly the case study of this work.

The literature reviewed talks about the stigmatisation, exclusion and violence faced by children with disabilities in Kaduna state. The available literature highlights the intersectionality between geographical location which is prone to conflict / cultural beliefs and ableism; and how these factors interact together to create an educational barrier for disabled children.

Chapter Three

3.1 Overview of the Research Methodology and Methods

This chapter will first examine the study design, then examine the Ontology and Epistemology perspective, then the selection of participants and recruitment process, and then the final parts will discuss the ethical considerations and data analysis.

3.2 Methods

The study employs the use of participatory qualitative photovoice research design. This is because disability research studies conducted using emancipatory and participatory research have been successful in Nigeria (Inclusive friends, 2015). It is focused on empowering the voice of participants and marginalised groups (Kelly et al., 1994). Photovoice is a research methodology that uses images to explain lived experiences of marginalised groups and to affect a positive community change (Wang and Burris, 1997). This methodology is used to influence and impact social change (Wang and Burris, 1997). Participants are empowered with the activity to take a picture that relates with the research theme; these pictures are used or act as evidence to explain social injustice in a community (Kelly et al.,1994). The aim of the use of photovoice in this research is to empower the participants to ensure voices of intellectually disabled children are heard and influence policy implementation to protect their rights and access to education. Participatory research has been successful in the research of disabilities and conflict in Nigeria for example the research of Inclusive Friends in 2015 that researched the violence women with disability faced and that is the reason this method was selected. Participants frame the research and shed light to areas which otherwise without them knowledge will be lacking, and researchers lack the ability to get into (Nykiforuk et al., 2011). The justification for using this methodology is the increase of the use of photovoice methodology to understand experiences of intellectually disabled persons (Wass and Safari, 2020). Within disability research it is important for participants to be empowered and part of the policy change (Nykiforuk et al., 2011).

3.3 Research Paradigm

For successful research, well defined research paradigm that acts as a guide for the researcher is set (Guba & Lincoln, 1994). The study aims at gaining insights to the barriers faced by Intellectually disabled children in Kaduna. Also, looking at the intersectionality of these barriers and how it affects these kids.

3.3.1 Ontology

Ontology studies what is the reality and what should be known (Cotty, 1998; Snape & Spencer, 2003). It is defined as 'a concept concerned with the existence of and relationship between, different aspects of society such as social actors, cultural norms and social structure ....' (SAGE, 2016). Ontologically, this study was conducted with a relativist position of understanding the various lived experiences of teachers who teach children with Intellectual disabilities in Kaduna State. Guba and Lincoln define a relativist ontology as "realities in the form of multiple, intangible mental constructions, socially and experientially based, local and specific in nature' (Guba and Lincoln, 1991). Each teacher interviewed for this research has their own unique experiences on teaching children with Intellectual disability which this study sought to understand.

3.3.2 Epistemology

An Interpretivist epistemology lens was selected to guide this research. Interpretivist paradigm underpins the research allowing different perspectives and not just a singular truth unlike the positivist paradigm (SAGE, 2016). This research sought to understand the multiple teachers' perceptions and truth while empowering participants to seek for social justice and change. The Interpretivist paradigm believes that the findings of the research is dependent on the interpretation of the research through interviews (Alharahseh and Pius, 2020).

3.4 Selection of Participants

Participants of this research were teachers who teach in Nigerian schools both the private sector and public sector. The target research area was Kaduna State located in the Northern parts of Nigeria, with the state capital named Kaduna. It is one of the largest cities in Nigeria and the economy relies on the food industry. Its language is Hausa and has inhabitants from three different religions in Nigeria- Christianity, Traditionalist, and Islam. It is often characterised by conflict, religious persecutions, bandits, and Fulani herdsmen. Participants were initially recruited through the use of a non-profit organisation (The Amina Dyslexia Centre) who work with intellectually disabled children, six participants from special schools and 4 participants from mainstream school. According to Wand, discussions are informed from individual

interviews with participants to be able to gauge and understand pictures taken by participants. A first online workshop was held to educate participants on acceptable pictures and taking pictures without human face detection (Wand et al., 2018).

3.4.1 The Amina Dyslexia Centre, Kaduna
The Amina dyslexia Centre founded by Anita Kevin. It is a non-profit school centred on the education of dyslexic children. It has been operational since 2019 (3 years) and has numerous awards including Most Inclusive Educational provider 2021. Beyond educating children in the community, they advocate for the rights of intellectually disabled persons and work to dispute the myths and stereotypes associated with Intellectually disabled children. They currently cater for 23 students with intellectual disability needs. They administer medical and cognitive tests to ensure they are aware of the medical condition of these children.

Figure 1: Amina Dyslexia centre https://aminadyslexiacenter.com/

This research was carried out in collaboration with this centre which helped in the recruitment of participants in the private and public educational sector.

Conditions of participants recruitment:

- Be a teacher in an elementary school in Kaduna state. Due to the study of Intellectual disability, there was no minimum or maximum age of children taught.
- Be over 18 years.
- Be a qualified teacher by the standards of the Ministry of Education Nigeria;
- Be able to take pictures with a camera.

Participants were then tasked to take pictures of:

- What represents a barrier to teaching children with disabilities?;
- What is a societal barrier to access to education for children with Intellectual disabilities in Kaduna state?.

3.5 Ethical considerations

Ethical approval for this research was granted by the University of Bristol Educational Research Ethics Committee in June 2022. (See Appendix 1). Before the start of the research project, informed written consent was received from participants. In addition, oral consent before the start of the interview was received and participants told they can withdraw from the research at any time. For the purpose of protecting anonymity, the names of participants will be replaced with Teacher 1-10. Also, participants' pictures sent for this research did not include any human facial subject.

3.6 Data collection

An individual interview was carried out with every teacher with time allocated 45 minutes. A semi-structured interview: 'Participants were asked to describe the photo and how it related to the lived experience of intellectually disabled children in Kaduna State'. For the Individual Interviews questions were asked according to area of expertise; teachers were asked on the experiences in which they have experienced in teaching children.

Participants	Sample questions asked
Mainstream Teachers	• Demographic information; age, number of years of teaching experience and educational level; age range of children they teach; how many pupils they support • Can you kindly describe Intellectual disabilities? • Do you have Intellectually disabled children in the school you teach? • How does the school identify girls with intellectual disabilities? Is there an administered assessment? • Are you regularly trained? • How many children do you support in a classroom? • Describe what this photo means • How does this picture relate to disabled children's lived experiences? • What challenges do you face in teaching children with disabilities in the classroom? • Any information to be added?
Special school Teachers	• Demographic information; age, number of years of teaching experience and educational level; age range of children they teach; how many pupils they support • How does the school identify girls with intellectual disabilities? Is there an administered assessment? • Are you regularly trained? • Why did you capture this? • How does this picture relate to disabled children's lived experiences? • Can you tell me please what societal factors affect children with intellectual disabilities' access to education? It could be society's perception, laws, policies, conflict and geographical location or family barriers. • Any information to be added?

Table 1: Sample questions asked

Semi-structured interviews were used to allow follow-up questions to ensure understanding of questions and statements (Gall and Borg,2007). The Interview was carried out in English with most participants but in the case of two participants research questions were translated to Pidgin English for better understanding between the interviewer and interviewee. The use of the University of Bristol zoom app was used to conduct the interview and record audio from the interview as this is necessary for transcription (Gall and Borg, 2007). The photovoice pictures received from participants were received from my official university email address and stored in the University online drive.

A total of 10 participants were interviewed and would be referred to in this research as T1, T2, T3, T4, T5, T6, T7, T8, T9, and T10.

Teacher	Years of experience	School	Qualification	Number of children they support
T1	12	Mainstream school	Masters	20
T2	14	Special school	Masters	9
T3	8	Mainstream school	Masters	75
T4	2	Special school	NCE	7
T5	4	Special school	NCE	6
T	5months	Special school	Bachelors	4
T7	2	Special school	High school diploma	3
T8	4	Mainstream school	Bachelors	65
T9	6	Mainstream school	Bachelors	28

| T10 | 4 | Special school | NCE | 10 |

Table 2: Demographics of Participants

These Educational Institutions are focused on educating children with learning disabilities. This study seeks to understand teachers' perspectives on the challenges facing teaching children with learning disabilities using photovoice and in-depth interviews (Cohen, Manion & Morrison, 2011; Marshall & Rossman, 1989; Miles & Huberman, 1984). Interview answers will be transcribed verbatim to ensure a true representation of intended meanings. The intended number of teachers to participate in this research is 10; 5 teachers from non-profit schools and 5 teachers from mainstream schools. In line with the Ethics research committee, consent forms will be distributed to the principal of participating schools and participating teachers. Participants would be informed of their ability to withdraw from the project at any given time and be ensured of their confidentiality. The participating teachers will be trained on the use of photovoice to understand it as a methodology for social change. A theme of challenges of teaching girls with autism will be set and an understanding of taking pictures without human subjects carefully adopted.

3.7 Pilot study

A pilot study was conducted with a discussant who is a University of Bristol student with over 10 years Nigerian teaching experience. He expressed concerns of the time frame for participants to pull out of the study, which was later modified, and participant consent forms emailed to Teachers. Questions were tailored to each person's field and area of expertise example in the public sectors questions differed from the private sectors this is because most participants in the private sectors are specialised in teaching with learning and intellectual disabilities. That is to say questions for teachers in the mainstream school were focused on the knowledge of disabilities in their various public schools while special schools, teachers' questions focused on barriers to teaching children with intellectual disabilities. All interviews were recorded, and quotes checked across to ensure true meanings.

3.8 Data Analysis (Thematic Analysis)

Thematic analysis was used to develop themes to participants' responses using Braun and Clarke's approach to coding (Braun & Clarke 2006). Following Braun & Clarke's recommended sample size for a medium project, a total of ten participants were recruited for this project. The primary investigator familiarised herself with data by listening to audio recordings and reading transcribed notes. Coding the data and searching for themes between participants. The research sought to remain the true meaning of concept by the teachers through the use of semantic thematic analysis. (Smith et al.,2009) Data collected was transcribed from Pidgin English to English. Direct quotes were used in reporting the data (Manion and Morrison, 2007). Borrowing Roeman, 1986 concept this research sort to gather the true meanings of terms.

Photovoice is a qualitative method which aims at creating knowledge through the use of pictures about community issues and also influence policymakers for change (Wang and Burris,1997). The use of Wang and Burris 1997 method of analysing photovoice data through VOICE (Voicing our individual and collective experience) and participants codify the data by stating the true meanings of the pictures taken. This was done by asking the questions.

'What do you see? '

'How does it relate to the lived experiences of intellectually disabled children?'

Chapter Four

4.1 Findings

In this Chapter, the research findings and thematic analysis will be discussed. This research found that teachers in special schools had more knowledge on intellectual disability compared to their counter parts in mainstream schools.

In terms of societal barriers, two broad themes emerged from the analysis; Culture and Environment whilst for learning barriers Language, Educational budget, one fit teaching policy/curriculum and lack of special education teachers and training emerged.
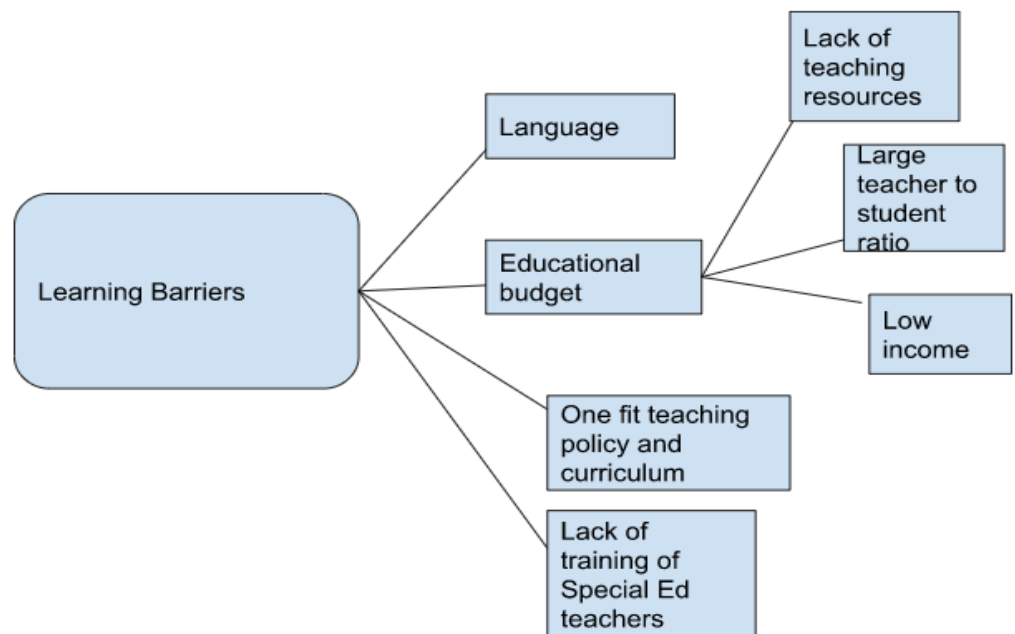

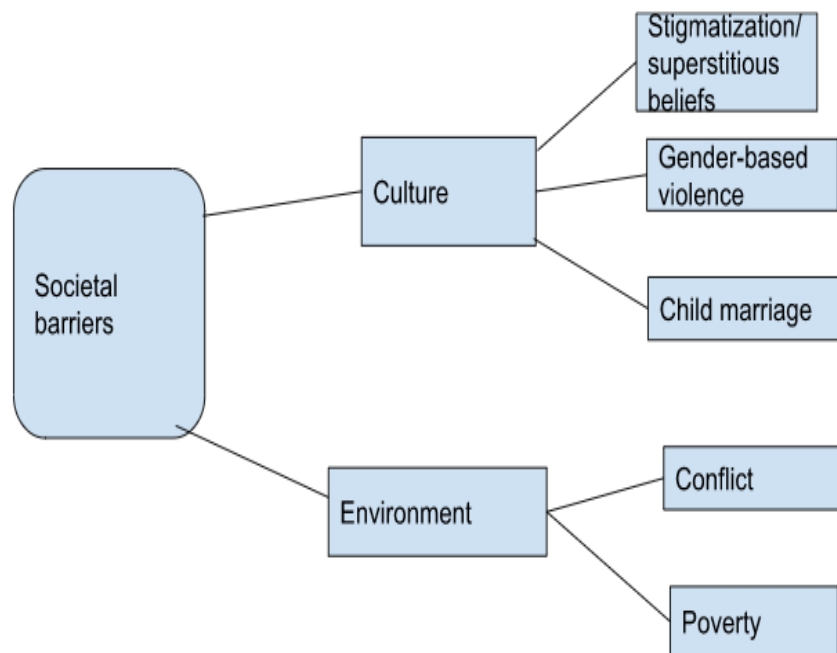**Figure 1- Learning barriers to access to education**

FIGURE 2 - Societal barriers to access to education

Chapter Five
5.1 Learning Barriers
5.1.1 Language

This study found that the barriers to learning for Intellectually disabled children in Kaduna is language. Participants noted that children are made to speak and learn English language in class even though the medium of communication at home is their mother tongue. The national language in Kaduna state is Hausa. The change in language and medium of instruction affects Intellectually disabled children adversely by complicating communication and learning for children and teachers. Children with Intellectual disability need a medium of language and curriculum coeval with their disability (Mueller et al., 2006). They struggle to grasp both languages unlike children without disabilities (Bruck, 1982). The current study of how language affects children with Intellectual disability indicates that multiple languages creates a barrier for communication, socioemotional development and learning (Perez-Valverde et al., 2021).

Nigeria is a bilingual country; with most residents speaking and knowing 2 or more languages. In Kaduna state the language mostly spoken is Hausa and Nigerian pidgin English. UNESCO in its 'Linguistic human right campaign' called for the use of mother tongue as a right for children (UNESCO, 2016). In a conference in Barcelona, Spain, different International Organisations gathered to promote the importance of the use of mother tongue as a first language of Instruction to Children. According to UNESCO (2016) when a child has a different language in school and home it results in negative assessment. UNESCO (2013) reports that most children in Nigeria are first introduced to English on their first day of school whilst they speak and write in a different language which is mostly their mother tongue. Hausa is a dominant language in Northern Nigeria and encouraged to be spoken within environments such as markets, shops etc (Taiwo, 1976).
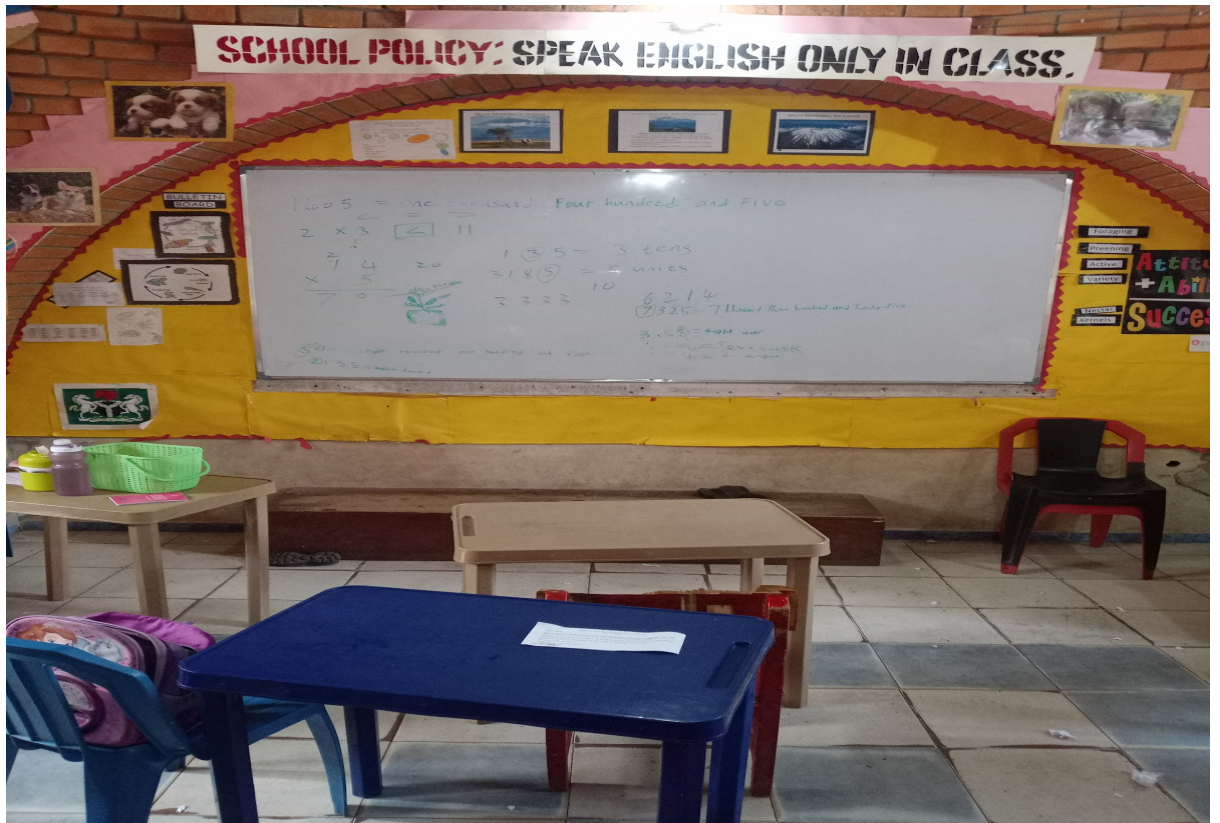
Image 1- A school policy- SPEAK ENGLISH ONLY IN CLASS (Photovoice picture taken by participants)

"Yes,' speak English when you are in class means that students are not allowed to speak their local dialect in class. They are only allowed to interact with English while in class. And the common language here is Hausa"- Teacher 1

The above quotation suggests that children in schools are not allowed to speak their mother tongue or a different language from English. This is inclusive of children with intellectual disabilities. However, this is contrary to the Nigerian Ministry of Education language policy which states that a child should be taught in their mother tongue for the first years of education (primary school) and be slowly introduced to English as a subject. This policy has been the same in all the revised versions (1981, 1998, 2004, 2007, and 2013) of the Nigeria national policy on education that is to protect the Nigerian indigenous languages. However, contrary to the National policy in Nigeria English language is used as the official medium of instruction and for assessment while mother tongue is banned from being taught in schools. "The medium

of instruction in the primary school shall be the language of immediate environment for the first three years primary 4-6 year. During this period English language shall be taught as a subject" (Ministry of Education, 2013).

"We are told by school authorities to punish or discipline anyone speaking mother tongue in the class… Why? This is because fluency could be developed"- Teacher 9
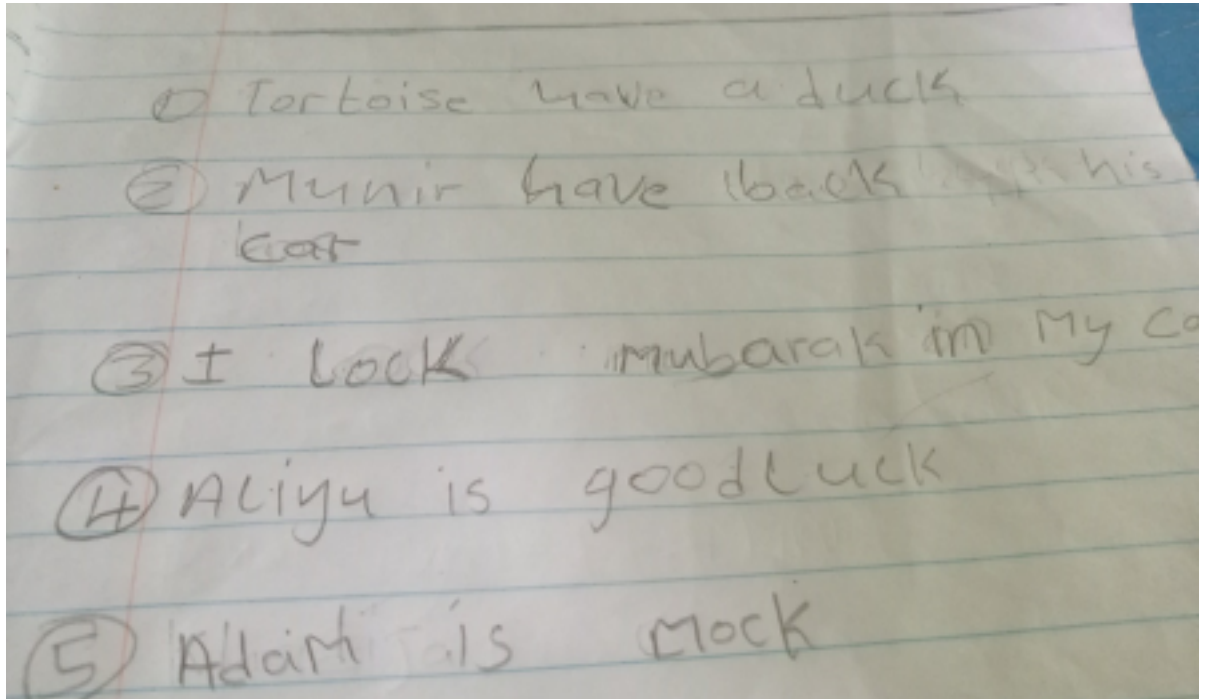
Image 2 - A child with learning disability translating directly what he hears in his mother tongue to English (Photovoice picture taken by participants).

"The child is trying to make sentences in English, so tortoise have a duck this is a direct translation, Because of the Hausa background that the child has"- Teacher 2

Teachers reported that children with Intellectual disability have difficulty in differentiating English language taught in school and Mother tongue spoken fluently at home and at the community which creates communication and writing difficulties for them. This research result reflects those of Dr Dinklage, a clinical psychologist at Harvard who also found that learning a foreign language affected children with intellectual disability negatively (Dinklage, 1971). He found that students who failed the foreign language classes were students who had intellectual disability and through

tutoring managed it (Dinklage, 1971). These findings of this research are consistent with data observed in earlier studies on language and autism. For example, Park (2014) found that teaching autistic children dual languages complicates speech and language development. Also, Cummins in 1979 researched on cognitive skills and bilingualism in autistic children which highlighted the "cognitive development Interdependence hypothesis" which states that when the first language of a child is impaired or weakened there is a high chance of the second language to be underdeveloped.
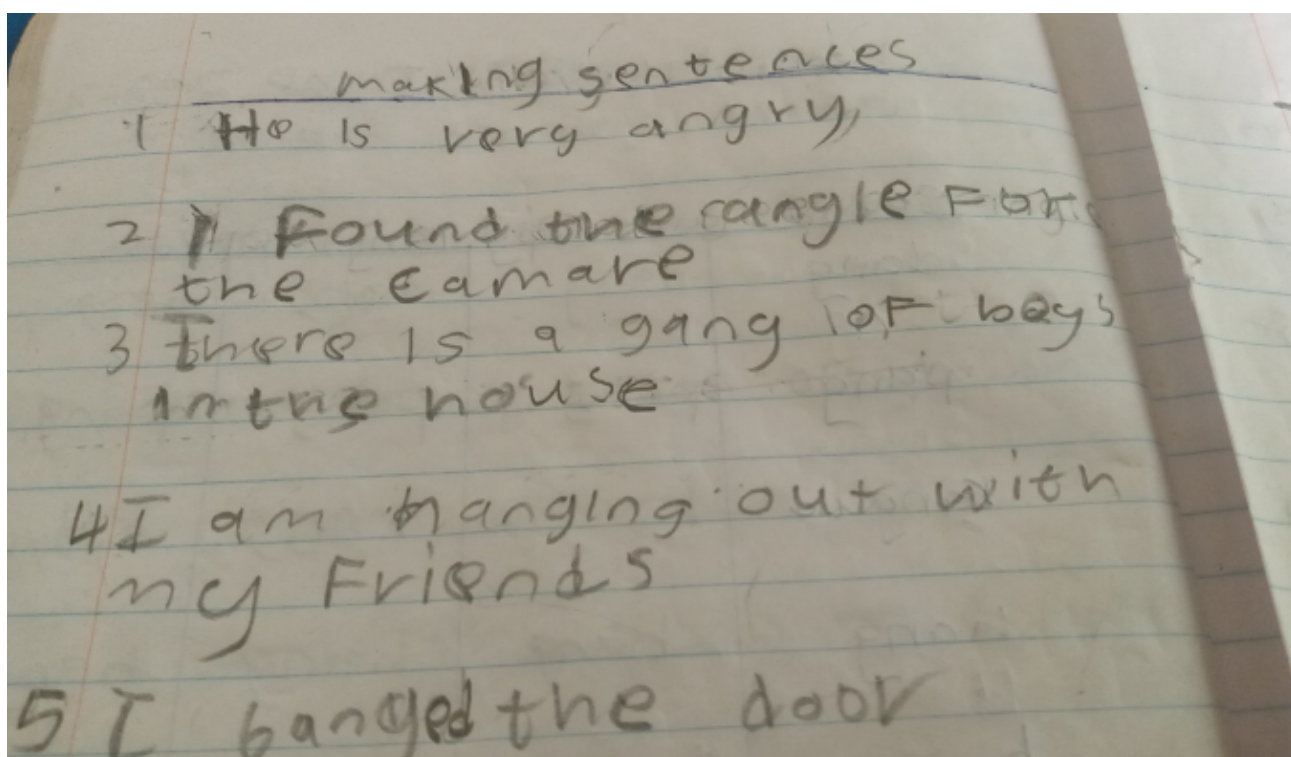
Image 3 - A child with Intellectual disability learning to make sentences in English (Photovoice picture taken by Participants)

"Nigerians are bilingual - So because of that teachers find it difficult to work with the children who they do not speak the same languages with So if I am not a Hausa, I wouldn't know that that child makes sense from what he wrote, So I had to ask him in Hausa, and he would tell me, and then I would do the correction, so that he sees the grammatical error"- Teacher 2

Over 500 languages are spoken in Nigeria (Siebert, 2000). Nigerians are bilingual as well as multilingual (Johnmary, 2012). Children with Intellectual disability have difficulty in the conceptualization of terms and reading and writing. This begs the

question of decolonizing language of instruction in Nigeria? Decolonialising scholars like Brock-Utne (2007), Ndlovu -Gatsheni (2013) have argued the need to decolonialise language of instructions in education as English is a colonial language introduced to Nigeria during indirect rule. Lockheed and Verspoon (1991) noted that children who learn and speak a foreign language other than their mother tongue confronts a learning barrier. Teachers are also affected by the refusal of schools to comply with the Ministry of Education language policy because some teachers are not knowledgeable and find it difficult to communicate from English to Hausa unlike East Africa which has a central language Swahili and It's a medium of instruction to teach children in primary schools. Research has shown mother tongue develop psychosocial and emotional skills (Gouglas, 2017). Gouglas research highlighted that language difficulties and differences are mistaken as intellectual or learning disability making those with intellectual disability difficult to identify (Gouglas, 2017).

However, scholars such as David Thomas Ricento have also argued that English is a global language and would increase economic advancement. Research by

Ede O. Slyamu and Ogiegbaean 2017 'Parents and Teachers perceptions of mother tongue medium of instruction policy in Nigerian school' research found that 73.2% of teachers stated that parents don't want children taught in their mother tongue. Another research by Sigman and Capps (1997) found through interviews that parents of autistic children whose native language is not English prefer their autistic children to be taught in English notwithstanding the diagnosis of clinical psychologists that their kids might develop language skills late or sometimes not at all (non-verbal). Nevertheless, the quote and findings from this research indicate that language of instruction for children with Intellectual disability acts as a barrier to learning development.

Language in education is still a very heated conversation in Nigeria and Africa as scholars agree and disagree about the use of English language as the suitable medium of instruction across educational institutions. Drawing from the argument of Wolff (2006), language may not be everything in education but without language, everything is nothing in education. Research from Youngs 1999 have reported that even children with Special needs, find it hard to immerse themselves with language plurality and change during primary education. This is in line with the report from Milligan, Clegg and Tikly (2016) that students performed badly when introduced to a new medium of instruction that is different from the language they were exposed to at home. When language is already a barrier to education for children without intellectual disability,

SEN children will face more adverse barriers with language. Parents need to provide their children with a global language is valid but then my research opines that if education is to actualise its aim and purpose which in the words of Adebisi (2016) is to inform, liberate, educate, and develop, then language is crucial to achieving that goal.

5.1.2 Educational budget

The Nigerian Educational budget emerged as a theme to barrier for teaching children with Intellectual disability. Three sub-themes from educational budget were identified: lack of educational Infrastructure and teaching materials, teacher to student ratio and low pay for teachers. In the 2021, Nigerian education budget analysis by MacArthur foundation examines the budget assigned to the Nigerian educational sector. The Educational sector   allocated only 5.68% of the national budget whilst the UNESCO policy recommends a country allocates at least 15% of their national budget to education (UNESCO, 2006).

- **Lack of Educational Infrastructure and teaching materials**

  Teachers were keen on noting the lack of educational infrastructure and teaching materials as a learning barrier to children with disabilities. The National policy on Education in Nigeria which states `` Educational activities shall be learner centred for maximum self-development and self-fulfilment "Teaching shall be practical, activity-based, experiential and IT supported' (NPE, 2014). This policy includes those with intellectual disability. Teachers stated that they are aware of advanced technological resources that should be used for children with Intellectual disabilities; however, in the schools these resources are unavailable.

Image 4: A child reading a book that is not appropriate for her age (Photovoice picture taken by participants).

"So this picture reflects the inability to have good quality textbooks on the large scale. So in the class, we have one textbook for 20 students. But when you read the instructor's book, the manufacturers, the publishers of the textbook, actually expect every child to have it so as they can take it home and do the activities in them but this is the only one available in class. And only the teacher has a copy and I have to copy it on the board. So it becomes a problem for students to actually want to have it hands on to benefit from the content"- Teacher 1
"We all teach them even when we have a lack of educational resource"- Participant 8

The quote above represents the lack of inclusive and accessible teaching materials for children with intellectual disabilities in mainstream schools. Zaki et al. (2007) showed that the usage of Information Communication Technology learning tools has shown successful changes in the autistic educational sector. Children with autism spectrum

disorder need the use of evidence-based teaching and learning materials. Goldsmith et al., 2004 identified five types of technology which should be used for effective learning for children with intellectual disability. These include:

- Auditory devices
- Robotics
- Virtual reality
- Video-based instruction
- Computer instruction (Goldsmith et al., 2004).

The Nigerian Educational Policy and inclusive education policy states that children with disabilities including albinos, intellectual challenge and physically challenged will not be educated in different schools to avoid segregation and improve inclusiveness. Although, this policy has good motives to provide inclusiveness for all Nigerian Children; The Nigerian government has failed to make provisions for teaching and learning materials specifically for those with intellectual disabilities (Adeniyi and Omigbodun, 2016).

Individuals with Disability Education Improvement Act (2004) reports that to achieve success in teaching children with intellectual disabilities must have access to an inclusive classroom which defer from general classrooms. Participants mentioned that children with special needs are not educated separately; this is in accordance with the Nigerian National Educational Policy 2013 which states Children with special needs will be educated in the same classroom to ensure inclusion and not segregation. However, in a bid to promote inclusion this policy is on the disadvantage to children with Intellectual disabilities as they require specific learning tools and materials. Accessible Instructional and learning materials are needed for effective learning for children with intellectual disabilities.

Four limitations for children's intellectual disabilities to general educational classroom identified by The Council for Exceptional Children include:

- General educational classroom does not encourage active engagement; this is because teachers follow the traditional method of teaching where the teacher speaks, and children listen.
- Learning styles for children with disability are not focused in the classroom
- Teachers focus on only one teaching style and not adapting to fit the needs of Intellectually disabled children.

- It does not promote independent learning (Council for Exceptional Children, 2005).

These limitations identified makes the general classroom not suitable for children with Intellectual disability. Children with Intellectual disability learn differently and with the use of resources to spark interest in learning such as the use of sensory learning materials. For a Holistic and Inclusive education, there is a need to have inclusive learning materials such as interactive games, books with graphics, digital and audio books, and tablet-based apps (Educational Links, 2020). Provision of these materials will allow for teachers' exploration and accessible materials to improve reading levels and cognitive skills. This finding is in line with a research conducted by Udeme on "Understanding teachers' relevance on the use of online learning platforms to teach individuals with intellectual disability' which asserts that although teachers would like to have innovative ways of teaching students they are hindered by the lack of resources.

5.1.3 One-fit all teaching method

Another theme identified that act as a barrier to learning for children with intellectual disabilities is a one-fit all teaching method. They indicated that teaching methods and tutorial notes have been passed down over the years even though it has proven to be ineffective.
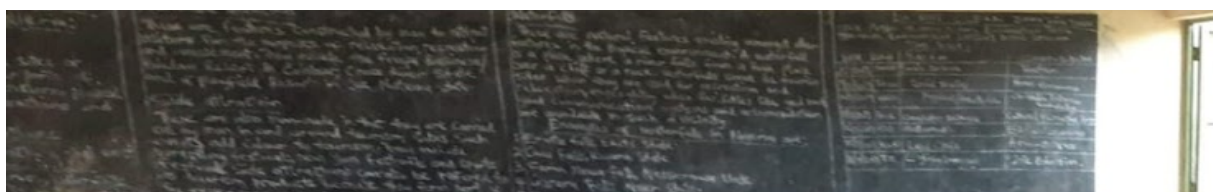
Image 5: Lesson notes copied on the blackboard for children. (Photovoice picture taken by participant)

"We do not have innovative teaching methods; the teacher stands and speaks on the subject; proceeds to write on the board and children copy to their notebooks irrespective of if they understand or not. It is very restrictive …. We see a little diversity in teaching methods" - Participant 9

The National Policy on Special Need education (2015) states that disabled children will have access to education in a safe and conducive environment. In line with this

policy, classrooms are to be inclusive which means accommodating all children needs. However, this is not the standard practice as individual learning needs are not sought after. The traditional methods of teaching where the teacher stands in front of the classroom explains concepts and makes children recite and write what is taught is proven to be ineffective for learners with intellectual disability. The traditional method of teaching is only perfect for children who mentally take photographs of words as they read and write down, which differs from how children with intellectual disability learn (Charlop-Christy and Carpenter, 2000). Pollock 2014 emphasises on the need for teachers to understand how each individual child functions and learn and provide inclusive methods to teach these children.

The findings of this study also revealed that due to the lack of knowledge and diverse teaching methods; teachers administer averse corporal punishment to force children with intellectual disabilities to learn and understand concepts in the general classroom.

Image 6: An electric cable which acts as a form beating instrument. (Photovoice picture taken by participant).

"Learners get beaten up by teachers when they don't get answers to the test right"- Participant 1

Majority of participants from mainstream schools indicated that children with intellectual disability who attend general and regular classes are often punished

severely to ensure they learn and benefit from the traditional way of teaching. This finding is similar to the research carried out in Tanzania that reports Children with autism who attend inclusive classrooms are often beaten and punished because the learn in a diverse way (Edward, 2015).

These findings show that there is a need for more diverse teaching methods in Kaduna state schools to attend to the needs of Intellectual disabled children in inclusive classrooms. It also begs the question should intellectually disabled children be educated in mainstream classrooms or in a special education school?

5.1.4 Low-income pay

Participants in both Educational institutions highlighted that low-income pay is a barrier to teaching children with special needs. They indicated the need for more incentives. They stated that teachers are paid poorly; particularly those in the public schools who are owed in arrears. According to participants, this has made some of them and colleagues take up second occupations to be able to cope with the recession. This was revealed through participants response:

"Teaching is a hard job to do and yet lowest paid jobs in this country. If I am not happy then my students will be affected because my mind will be focused on my situation rather than on them. I have to look to other means to earn money for living rather than waiting for a low salary at the end of the month."- Teacher 7

"Some of my colleagues say they will only work to the extent they are paid; apart from the salary which is low; it is also comes late and the pupils are at the mercy of some dedicated teachers." – Teacher 3

These quotes revealed the simultaneous relationship between mainstream teachers' pay and productivity. Teachers in special education noted that low pay also affects productivity. In a research on special need educators in Ghana, it is reported that there exist a relationship between special education teachers' low pay and motivation to teach children with intellectual disabilities (Kumedrzo, 2018). They indicated their desire in the long run to quit the special education profession (Kumedrzo, 2018). Another research studying "The psychosocial wellbeing of Nigerian teachers in Special education" discovered that special education teachers receive a monthly salary

less than 50,000 naira (62 pounds) and the low salary affects special education teachers' wellbeing and productivity (Olagunju et al., 2021). From the findings of this research, it is clear to see that low-income affects special education teacher's productivity which in turn affects learning for intellectually disabled children. It is a recurring circle that needs to be put to an end through the revisit of special education teachers' salary and incentive. Kumedrzo in his research noted that academic performance of intellectually disabled children rose when pay for special education teachers was more than 70,000 naira; showing the relationship between pay and productivity (Kumedrzo, 2018).

5.1.5 Teacher to student ratio

A common theme amongst mainstream teachers was the large teacher to student ratio which hinders inclusive learning for children with intellectual disability. Teachers who teach intellectually disabled children in mainstream schools indicate that there is a high ratio of students to teachers, and this affects learning and cognitive development. In Nigerian mainstream schools- The National Policy on Education states that the teacher to student ratio is 1:40 (UNESCO, 2006). However, this is not the case in most public schools in Nigeria. One teacher had this to say:

"I teach over 70 children in a class. The children are a lot and as you can imagine some are left behind because it is almost impossible to give individual attention to all children or notice if a child is lagging due to disabilities" - Teacher 8

"I teach up 175 students"-Teacher 3

This implies that in mainstream schools where children with intellectual disabilities are taught; there is a lack of individual attention to cater for the needs of children with disabilities. Research by Chireshe (2013) highlighted the high student to teacher ratio for disabled students in Zimbabwe stating that the high student ratio in mainstream public schools contrary to international policies has adverse effects on children with disabilities as they are left behind.
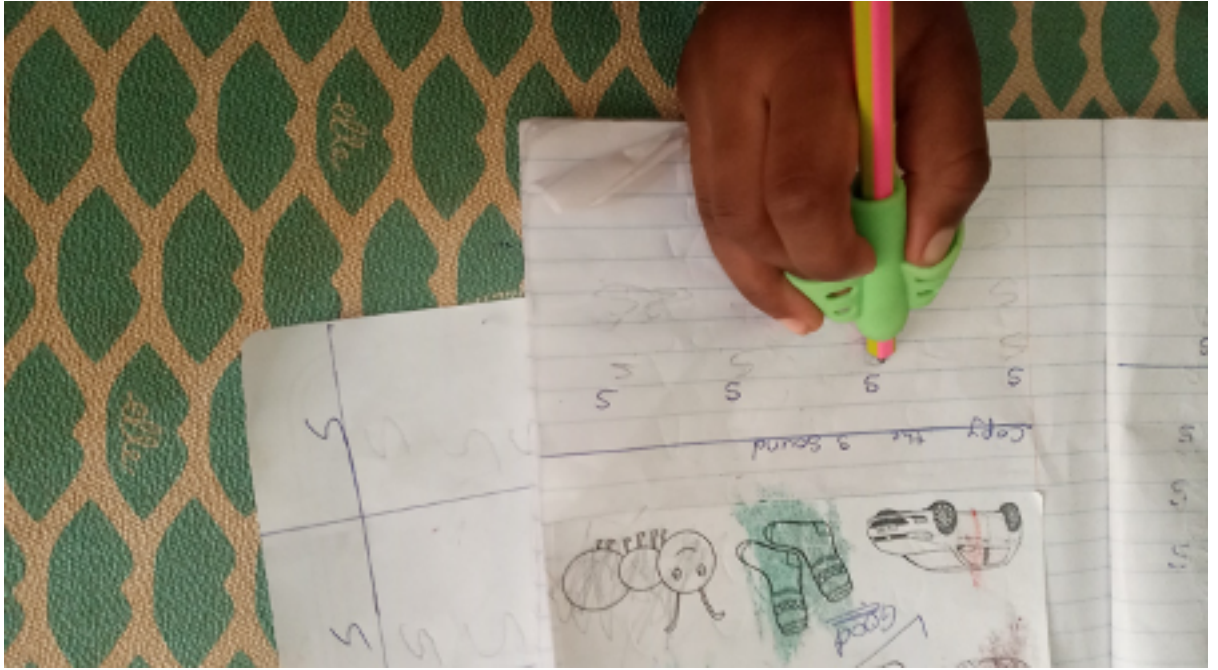
Image 7: A Special school teacher giving a child with intellectual disability individual attention

Research by Nielsen (2002) indicated that in the United Kingdom intellectual disabled learners with a small ratio to teachers performed academically better than those without. Barde et al., (2021) research shows how large classes affect academic performance of children especially cognitive and developmental skills. It highlighted how children tend to show destructive behaviours in large groups which affects teaching ability.

In comparison, teachers from special schools interviewed for this research noted behavioural and academic performance for autistic and dyslexic children who are given one on one attention.

"…. there is a boy that has benefitted from individual attention; I make sure I give him time and check up on him severally" – Teacher 5

5.1.6 Lack of training of teachers/teacher's attitude

When asked about some of the barriers to learning for children with intellectual disability, participants mentioned that most teachers are not trained on how to handle or identify children with intellectual disability. One teacher had this to say:

"Speaking to recent graduates of school of education they only mention that my teacher mentioned about dyslexia …. But they don't teach them how to work and teach them effectively. There is no provision that when you are studying special education you will be taught how to work with them (Children with Intellectual needs)"- Teacher 2

In the research it was found that teachers at special schools had quite a good knowledge on learning and intellectual disability. However, the mainstream teachers admitted they knew about intellectual disability only through training undertaken at their own expense. The public school, although pushing for inclusiveness through the educational policy Nigeria had no formal assessment to identify children with disability and therefore lacks training of their teachers on how to teach children with intellectual disabilities. This research finding is in line with research conducted by Geraldina in 2015 which indicated that Nigerian teachers knew about intellectual disability autism however they lacked the training and skills to identify, teach and manage children with autism. In contrast a study by Omolayo (2020) found out that teachers had knowledge on autism spectrum disorder and age contributed to this. Out of 107 teachers, 96.2% were aware of autism and 3.8 % unaware of autism (Omolayo, 2020).

Image 8: A teacher (Photovoice picture taken by participants)

Further research carried out indicated that In Nigeria the Nigerian certificate in education NCE from the college of education is the basic requirement for teachers (Jibril, 2007). Participants mentioned that although they are knowledgeable about intellectual disability, they are aware that their colleagues in mainstream schools are not, which leads to stigmatisation of Intellectually disabled children in schools.

"Some teachers are not aware and end up flogging and punishing these children in the name of bad behaviour" - Teacher 9

Due to the lack of training teachers lack the patience and empathy to teach children with intellectual disability often using degrading words. The finding correlates with (Scior et al., 2015) and K4d research which researches stigmatisation of intellectual disabled children in Nigeria. Participants reported that due to the fact teachers are not trained about intellectual disability children often face violence, stigmatisation and verbal abuse. A study by Eyo "Teacher's competence in identifying pupils with learning disability" with 200 participants found that teachers have an average understanding and knowledge of Intellectual disability. In addition, Basim et al., 2019 showed Nigerian teachers had insufficient knowledge in intellectual disability. This is due to the inadequate courses in the Nigerian teaching college. In 2020, research by

Obisesan "Teachers attitude, cultural beliefs and problems experienced teaching children with disabilities in Nigeria" with data drawn from 356 teachers showed that training from teachers in inclusive education showed better empathic and understanding teachers.

Further research of the website of National Teachers Institution, Kaduna showed there is no mention of special education courses except as a capacity building program:
"package D - E learning education

        Entrepreneurship

        Special education

www.nti.edu.ng"

Chapter Six

6.1 Societal barriers to access to education for intellectually disabled children

In this chapter, the research will examine the intersectionality of culture beliefs, gender, geographical location, and disability and how these shape the lived experiences of children with Intellectual disability.

6.1.1 Intersectionality of culture beliefs, gender, and disability

This research highlighted the intersectionality of culture beliefs, gender, and disability. All teachers interviewed highlighted the theme of cultural beliefs and gender. In Nigeria, there is a misconception, myth and superstitious beliefs attached to intellectual disability. It is seen as a mental retardation (Humphrey, 2016).

"I have been speaking to government officials at the ministry of education and I have to describe to them what intellectual disability means and the first thing they say is oh the child is 'RETARDED." - Teacher 2

Participants expressed that children with Intellectual disability are ridiculed with names and social stigma, myths which contribute to gender-based violence. The society uses derogatory terms such as fool, imbecile or Olodo which means stupid (Humphrey, 2016). Family members also stigmatised these children often comparing them to other children and academic performance. Family members and communities often see intellectual disability as a shame/curse on the family. In general, intellectually disabled children face lots of violence and stigmatisation. In a research conducted by Groce and McGown reported that albino are killed are used for money rituals as there is a superstition that they make people rich if they are killed (Groce and McGown, 2013). Also, there is a myth that raping girls with intellectual disability will result riches (Groce and McGown, 2013). Intellectual disabled children are likened with superstitious beliefs. They are seen as possessed or witchcraft. They are often taken to either religious leaders to appease the gods or God. It is believed that they are cursed or paying for a sin (Munyi ,2012; Okafor, 2003).

"They people believe that there are demons in the air and these demons- jinns decide to perch their tent on a child and when they do, the child comes out with intellectual difficulty. They tell you we need to take the child to a mallam to beat out the demons."- Teacher 2

In the quote above, Teacher 2 explained her experiences with parents who have children with intellectual disability often taking them to religious leaders for a cure.
In terms of gender, girls with intellectual disabilities are often married off as child brides. Teachers in this research explained that girls with learning disabilities often drop out due to academic low performance. They explained that in Nigeria it is difficult for parents to educate their girl-child due to gender roles; so it becomes worse when this child exhibits intellectual difficulties they are immediately sold off for marriage.

"I can't count the times i have resumed work for the term and realised some of my female students have been married off"- Teacher 8
"One time I visited a community; and parents of my former student offered her to me for marriage" - Teacher 3

The above quotes indicate the intersectionality of disability and gender. In research by Barger et al. 2009 it is found that women and girl with intellectual disabilities have a high chance of getting raped or sold off to marriage. Most teachers blamed the dropout of girls with intellectual disability to child marriage. In a research work by (Aye et al., 2018) it was found that female children in Kaduna state are forced into marriage from as little as 12 as education to some parents is not important. The research comprised 862 married young girls in Kaduna aged 12 to 45 years. It was found that 47.9% of the women got married before the age of 14 (Aye et al., 2018).

Image 9: representing scotch bonnet put in the autistic girls eyes (Photovoice image by participant)

"Yesterday I went to buy something from the shop, and the lady selling had a four/five years old autistic girl and i went to play with her; they lady said i shouldn't that the child is stubborn and that she puts spicy pepper (scotch bonnet) into her eyes because she likes to play a lot" - Teacher 1

Girls with Intellectual disability are often at the receiving end of violence because of gender roles. A teacher explained that he saw a girl who visibly had autism and was showing traits of an autistic child, however these traits were seen as bad behaviour to her parents who proceeded to put a scotch bonnet in her eyes as a form of punishment. These results suggest that there is an intersectionality between gender, cultural beliefs, and disability. These shapes the experiences of intellectual disabled children in Kaduna state often faced with stigmatisation and violence.

6.1.2 Intersectionality between geographic location and disability

One of the recurring themes of societal barriers was geographical location prone to conflict. This research explores how geographical location, conflict and disability intersect to impact on children with intellectual disabilities access to education. As a result of conflict participants noted that schools are the first to be targeted and children and teachers kidnapped are killed. This affects intellectually disabled children as

parents are often scared to send their children to school. One of the participants had this to say.

"Conflict is a barrier like last year school was closed down for about 2 to 3 months; many rural communities because of kidnapping and bandits many schools have been closed and these children are out of school"- Teacher 1

"Parents are often scared to send their children to school because of conflict"- Teacher 6

This findings correlates with the research from Geneva Academy which states that one of the effects of conflict is hindrance to access to education or accessible educational programs for persons with Intellectual disability (Geneva Academy, 2019). Asylous Foundation reports that the Northeast of Nigeria is riddle with conflict break out from the Boko Haram terrorist group which affects education for disabled persons by displacing many. It also states that many disabled persons in Kaduna state face violence during conflict because they are the most vulnerable persons (Asylous Foundation, 2021).

6.2 Way Forward Proposed by Participants

All participants when asked the way forward responded to an inclusive educational policy for intellectual disabled persons.

"There is currently no policy to protect intellectually disabled children"- Teacher 2
"The government needs a literacy plan and an educational policy for children with intellectual disability"- Teacher 1

Research has shown that there is an exclusion of children with intellectual disability in mainstream classroom and those that have access face difficulty in learning. Nigeria has laws and policies guiding the educational sectors but lacking an educational policy for intellectual disabled children (Njenga, 2009). Participants states that if an inclusive educational policy for intellectual disabled children is set in place; it will bring about sensitization and creating awareness of these neurological condition in communities.

This will result in breaking cultural belief and myth about these children and succeed in granting access to education.

Also, if a national educational policy centred on intellectually disabled children is enacted; there will be provisions of special curriculum and learning materials for these children in mainstream schools. Lastly, provision of an educational policy will ensure the rights and educational rights of these children are not infringed on and are protected. There is a need for stakeholders and policy makers to understand the realities of these children and create appropriate provisions to protect them.

Let's examine the United Kingdom and its success in achieving an educational policy for intellectual disabilities "The Children and Family Act 2014". This policy calls for a special education plan to be made for a child with learning disabilities (Part 3):

"When a child or young person has special educational needs

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.' (CHILDREN AND FAMILIES ACT, 2014)

Identifying children and young people with special educational needs and disabilities

A local authority in England must exercise its functions with a view to securing that it identifies—

(a) all the children and young people in its area who have or may have special educational needs, and

(b) all the children and young people in its area who have a disability."

This Act protects vulnerable children and provide educational access as well as trained detection and medical care for children with intellectual disabilities. This is what is needed for children with intellectual disabilities in Nigeria.

Chapter Seven

7.1 Limitations of this research

- This study initially set out to explore teachers who work in the non-profit sector aimed at promoting learning for children with intellectual disability. However, one of the non-profit organisations who had initially given a verbal consent to be included in the study requested to withdraw from the research after receiving the proposal and consent form. As a researcher the rights of participants withdrawal was respected in accordance with BERA research ethical guidelines (British Educational Research Association, 2018). Following which the research question was modified to include all children with intellectual disabilities.

- This study was also limited due to the time frame and not being able to conduct the photovoice training and interviews face-to-face with my participants. This research would have gotten more information and insight and details for research question. Also, the time frame and nature of the research did not allow for more perspective to be analysed especially those of the children and key stakeholders like parents and school authority who are directly affected.

- Finally, this study was conducted in only one region in Kaduna state, the capital. It is not a true representation of all schools or experiences of children with intellectual disability in other regions in Kaduna state. There is a need to carry out more holistic research with a large sample size, and available resources.

7.2 Conclusion and Further Research

Education plays a crucial role in overcoming social injustice through the use of policies. This study highlights the barriers to education faced by children with intellectual disability. It found themes of language, educational budget, low income and a one fit teaching methods are the perceived challenges faced by teachers teaching children with intellectual disabilities in educational institutions. This study also revealed the lived experiences of children with intellectual disabilities and how geographic location and cultural beliefs intersect with disability and create the reality for these children. Policy makers need to understand the experiences children with disability face daily; and not just viewing social inequality as one factor but as a multiple overlapping

factors that prevent educational equality and needs to be addressed. The Nigerian Universal basic education policy which ensures free basic education is a leap forward however, this is not a holistic policy that includes children with intellectual disabilities; there is a need to provide a people-centred educational policy for children with intellectual disabilities to address social injustice.

Children with intellectual disability face so much stigma and rejection for issues that are beyond their own control. They are frowned upon for not conforming to 'normal' societal standard without proper understanding that they are interpreting the world in their own lens which may be different from the average societal lens. The problems faced by SEN children is intensified by the cultural, religious, and socioeconomic realities of Nigeria as a country. SEN children make up part of the Nigerian citizen and thus, it is imperative that the government to act not just on generalised policies but custom inclusive policies to fit the unique needs of this children. These children deserve a country that maximizes their potentials and allows them to be the best version of themselves and this can only be achieved when investment is made, social education is needed for the public to enhance knowledge, promote acceptance, and reduce stigmatisation. The Barriers to inclusive learning on intellectual disability for intellectually disabled children can be curtailed if relevant stakeholders recognise the role they play and do their part.

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Appendices

Appendix 1- Ethical Approval

Dear Miss Emmanuella Henshaw

Ref: 11979

Study Title: TEACHERS' PERCEPTION OF THE BARRIERS TO INCLUSIVE EDUCATION FOR GIRLS WITH INTELLECTUAL DISABILITIES IN NIGERIA

Application Link: https://orems.bristol.ac.uk/Project/Index/12327

Your research ethics application has been reviewed by a member of the Research Governance Team. Your research ethics application has been validated for completeness.

Your research ethics application has qualified as a checklist application and your research ethics application has been sent to the Chair of the Research Ethics Committee (REC) for an expedited review.

We will be in touch in due course once a decision has been reached.

If you have any queries please contact the Research Governance Team research-ethics@bristol.ac.uk

Reply to all

School of Education
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E-mail: sb21444@bristol.ac.uk

TEACHERS CONSENT FORM

STUDY TITLE: **TEACHERS' PERCEPTION OF THE BARRIERS TO INCLUSIVE EDUCATION FOR GIRLS WITH INTELLECTUAL DISABILITIES IN NIGERIA**

Answer the following questions to the best of your knowledge

Do you confirm that you:	Yes	No
Have read and understood the participant information sheet?		
Consent to take part in the above case study?		
Agree that data gathered in this study will be stored securely?		

Have you:	Yes	No
been given information explaining about the study?		
had an opportunity to ask questions and discuss this study?		
received satisfactory answers to all questions you asked?		
received enough information about the study for you to make a decision about your participation?		

Do you understand that:	Yes	No
you are free to withdraw at any time from the study and free to withdraw your data prior to final consent / publication / up until the point of anonymisation on the research?		

I hereby fully and freely consent to my participation in this study

- I understand the nature and purpose of the procedures involved in

Participant Information Sheet

TEACHERS' PERCEPTION OF THE BARRIERS TO INCLUSIVE EDUCATION FOR GIRLS WITH INTELLECTUAL DISABILITIES IN NIGERIA

What is the research project about?

Girls with intellectual disabilities are often stigmatized and secluded from society in Nigeria. They face barriers to educational access. This research will contextualise intellectual disabilities in Nigeria and explore the intersectionality of disability, gender and class through the use of photovoice. This study explores teachers' perceptions regarding intellectual disabilities; as well as the learning barriers faced by girls with intellectual disabilities.

What does the research aim to do, and how?

The research aim is to obtain an in-depth understanding of the learning challenges and educational barriers faced by girls with intellectual disabilities in Kaduna State.
The research will employ the use of photovoice to answer and understand 3 main research questions.

- What are teachers' understanding of intellectual disabilities?
- What are the perceived challenges of teaching girls with intellectual disabilities?
- What can be done to overcome these challenges?

The research will employ the use of photovoice; which is a methodology that uses photographs taken by participants to understand lived experiences.

Participants Inclusion Criteria

- Be a teacher in an elementary school in Kaduna state Nigeria.
- Be over 18 years old.
- Be able to use a camera.
- Be a teacher of students with disabilities.

What does being a participant mean?

Your participation is completely voluntary. If you agree to participate, a consent form will be given to you; you can opt-out of the research up until 20th July 2022. The first session will involve virtual training on what photovoice is. In the next week, you will be expected to take photos of the different perceived challenges of teaching girls with Intellectual disabilities. Generally, the photograph should answer the societal barrier and the teaching challenges perceived in delivering effective education to disabled girls. Please do not take pictures of the children or other people as we do not have consent or permission to do that. Pictures should only represent the perceived challenges of disabled girls.