

## EVALUATION OF INCLUSIVE EDUCATION PROGRAMME FOR LEARNERS WITH SPECIAL NEEDS IN KANO STATE, NIGERIA

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### ABSTRACT

This study was carried out to evaluate inclusive education programmes for learners with special needs in Kano state, Nigeria. The researcher used a descriptive survey design. The population of the study comprised 38 respondents, which include special education teachers and head teachers of the inclusive schools under the study. The same 38 respondents were used as the sample size of the study. A purposive sampling technique was used in selecting the respondents of the study. A questionnaire and checklist were used for data collection. The data collected was analyzed using simple percentage and frequency distribution. The findings of the study include attitudes of teachers towards inclusive education programmes were positive and there were inadequate personnel for inclusive education programmes in Kano state. A conclusion was drawn and the study recommended that the Kano state government and proprietors of private inclusive schools should provide adequate personnel for inclusive education programmes and provide adequate teaching and learning facilities for inclusive education programmes in Kano State.

**Keywords:** Evaluation, inclusive education programme, learners with special needs:

### 1.0 INTRODUCTION

Inclusive` education came into being in June 1994 when representatives of 92 governments and 25 international organizations organized the world Conference on Special Needs Education held in Salamanca, Spain. The Salamanca Statement of Framework proclaims that every child has unique characteristics, interest, abilities, and learning needs and that “those with special education needs must have access to regular schools which should accommodate them with a child-centered pedagogy capable of meeting those needs.” The Salamanca Statement also asserts that the education system that take into account the wide diversity of children’s characteristics and needs “are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire educational system (Garguilo, 2006).

Inclusive education is a process of enhancing the capacity of the education system in any country to reach out the diverse learners. The basis of inclusion is that learners with special

needs have a right to the benefits of full school experience, with needed modifications and supports; alongside their peer without special needs who receive general education. Inclusionists contend that special classes, separated schooling, or other forms of removing children with disabilities from the regular environment should occur only when the nature or severity of the disability of the child is such that education in regular classes (with the use of supplementary services) cannot be accomplished (Onyenwe, 2019).

Inclusive education refers to full integration of learners with and without special needs into the same classrooms and schools and thereby exposing them to the same learning opportunities. Sambo and Gambo (2015) defined inclusive education as the education of all children and young people with and without disabilities or difficulties in learning together in ordinary pre-primary schools, colleges and Universities with appropriate network support. Christopher and Awambe (2015) saw Inclusive education as the programme that allows children with disabilities to learn together with other children in regular school with appropriate support. This implies that effective inclusion entails the use of appropriate supportive facilities and services to meet the needs of children with special needs in regular school system. Inclusive education is a process that involves the transformation of school and other cultures to cater for all children. Onyenwe (2019) added that Inclusive education is a right based process that promotes equality and the participation of the largest possible section of the society, especially groups that face discrimination and exclusion. The process ensures that persons, more especially learners with disabilities are recognized as right-holding equal members of society who are engaged and contributing to a development process for all, which can be implemented at all levels of education.

The term learners with special needs according the National Policy on Education (NPE, 2013) have been categorized into three; first category, is the category of learners with disabilities that include learners with visual impairment (blind, low vision and partial sighted), learners with hearing impairment (hard of hearing and deaf), physically and health impaired learners (e.g. crippled, asthmatic patient etc). The intellectually disabled include (educable mentally retarded, trainable mentally retarded, severe and profoundly mentally retarded. Others in this category are learners with emotional disturbances, learners with speech and language disorders, learners with learning disabilities and multiply handicapped learners. The second category is for disadvantaged group learners such as children of nomadic pastorals, hunters, farmers and fishermen folks etc. The third category is for learners with giftedness and talent.

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2023) identified some of the challenges that are facing the inclusive education programme in Nigeria. These include attitudes of people toward learners with special needs. The attitudes of some Nigerians toward this category of learners include rejection, discrimination, segregation and denial of rights among others. Negative attitudes among teachers translate into negative teaching methods and prostration at the pace at which some children work. In some cases, this leads to labeling children as slow learners and offering no encouragement to learn at their own pace. At worst, it may leads to teachers physically punishing children for what it perceived to be "poor performance. Moreover, when one compares the implementation of educational policies for regular learners, those with special needs who should benefit from inclusive education programme are neglected.

Inadequate facilities for learning and teaching learners with special needs is another challenge that affect proper implementation of inclusive education programme in both private and public schools in Nigeria. The process of acquisition and distribution of educational facilities are problems bedeviling inclusive education programme. In addition, inadequate personnel that comprise specialists such as Sign language interpreters, Brailleists, and therapists that can provide the needed services in inclusive settings is another challenge of proper implementation of inclusive education programme in Nigeria. Poor architectural organizations also affect inclusive education practices in Nigeria. This is because most of the regular schools where inclusive education is practice are not disability friendly. Furthermore, accessibility to most of the school buildings and facilities are usually difficult by learners with special needs. The school environment is usually not conducive, the topography is poor and full of environmental barriers, and there are mostly on ramps across the buildings (Cristopher, 2015)

In adequate funding, is another challenge that militates against proper implementation of inclusive education programme in Nigeria? The money budgeted for the implementation of inclusive education is in adequate to its proper implementation, because it is very expensive programme that requires adequate funding. Similarly, Onwubiko, Nweneri and Egwin (2020) opined that inadequate funding is a factor that hinders proper implementation of inclusive education programme because it needs specialist's teachers and additional classrooms to support learners with special needs.

## 2.0 STATEMENT OF THE PROBLEM

Kano is the largest state in terms of population in Nigeria. It has an average population of (NPE, 15,076,892). With this, the state enjoys a lot of potential for growth and development. Hence, it continually receives immigrants from the various states in the north and even the neighboring countries. These immigrants are minors who have some physical disabilities and learning challenges. Similarly, some of the children that are confide indigene of the state with such disabilities. The population of children with special needs is about 43,418 in Kano state (Nigeria Association of Persons with Disabilities, Kano Chapter, 2022). These populations are almost all out of school, some are mainly into alms begging and a very few of them are kept at home. This was due to the poor attitude of the than state government towards the provision of education and necessary skills, for self-reliance to this category of children.

In its effort to educate children with special needs in the state, the Kano state government established School for the Handicapped Children Tudun Maliki in the year 1977, now called Special Education School Tudun Maliki Kano, in order to provide this category of children with knowledge and skills needed for self-reliance and social interaction. Despite the large number of children with special needs in the state, Special Education School Tudun Maliki was the only special education school established to cater for the educational needs of children with special needs in Kano. Being the only special education school in the state, the school was overpopulated and contained visually impaired and hearing impaired children only, which are the only two categories of children with special needs out of eight categories. The condition of the school, affect provision of high quality and functional education for lifelong learning, admission opportunity, and social interaction with other children that have no special education needs to this category of children.

In its effort to provide education for all, the Kano state government established many inclusive schools in the state. This was because of the introduction of Inclusive Schools Policy (2015) by the state government. Which states that “Inclusive education shall be free and compulsory at the basic and upper basic levels in such a way that all schools should accommodate all children regardless of their physical, intellectual, social, emotional, psychological, linguistics, ethnic or other conditions”. Furthermore, many people have established private inclusive schools in the state in order to provide enabling learning environment and equal educational opportunity to children with special needs.

Since the inception of the inclusive education programme in Nigeria by the Federal government, special educators, parents of students with disabilities, policy-makers and other stakeholders continue to debate the benefits and challenges of this education paradigm (Ajuwon, 2012). Furthermore, no research of this magnitude has ever been conducted on inclusive education programme in Kano State.

Study conducted by Sambo and Gambo (2015) reported that there are number of challenges that have been treating the implementation of inclusive education programme in Nigeria. Some of which are inadequate plans for the identification of children with special learning disabilities, most special needs schools are located in urban centers, parents lack adequate information and guidance on available special education services and begging for alms seems to be a lucrative business among adult with disabilities and children with special needs, as they even run away from rehabilitation centers. Other challenges include lack of adequate provision for the maintenance and education centers, parents are not even able to provide for the education of normal children even under the universal basic education in Nigeria and government has no definite strategy to search for and identify children not attending school whether normal or disabled.

It is in view of foregoing, and the increasing number of learners with special needs in Kano state as well as their right to equal educational opportunity that the researcher deems it necessary to carry out this study with a view to evaluate the inclusive education programme in the area of the study, with a view to make improvement in its implementation strategies.

### **2.1 Objectives of the Research**

- i. To determine the attitudes of parents and teachers towards inclusive education programme in Kano State.
- ii. To find out whether there are adequate resources for inclusive education programme in Kano
- iii. To find out whether there are adequate personnel for inclusive education programme in Kano State.
- iv. To find out whether there is good architectural organization for inclusive education programme in Kano State.
- v. To find out whether there is adequate fund provision for inclusive education programme in Kano State.

### **2.2 Research Questions**

- i. What are the attitudes of parents and teachers towards inclusive education programme in Kano state?
- ii. What is the state of resources for inclusive education programme in Kano state?
- iii. What is the state of personnel for inclusive education programme in Kano state?
- iv. What is the level of architectural organization for inclusive education programme in Kano State?
- v. What is the state of fund provision for inclusive education programme in Kano State?

### 3.0 METHODOLOGY

The research design used was descriptive survey research design. The researcher used descriptive research in describing people who take part in the study (i.e. special education teachers and heads teachers of inclusive primary schools in Kano State). The population of the study consists of the total number of head teachers and one special education teacher of each inclusive primary schools of Kano State, which gives 38. The sample size used was the whole 38 respondents according to Research Advisor (2006), because the number of the respondents is small. Purposive sampling technique was used in choosing the sample of special education teachers and heads teachers of the inclusive primary schools in Kano state.

Two instruments were used, a questionnaire and checklist. The questionnaire titled, "Evaluation of Inclusive Education Programme in Kano State (E. I. E. P.)" has two sections; Section A deals with personal data of the respondents while section B consists of four (4) questions that is question 1, 2, 3, and 4. The questions are on the attitudes of teachers towards inclusive education programme in Kano state, state of personnel for inclusive education programme in Kano state, state of architectural organization for inclusive education programme, and types of funding provided by Kano State government for inclusive education programme. The checklist was developed by Danlami (2019), titled "Assistive Technology Devices for Students with visual impairment in Colleges of Education in the Northwest Zone, Nigeria" (HTQ). The researcher adapts the checklist and uses it to answer research question 5 on teaching and learning facilities for inclusive education programme in Kano State.

Experts in the field of Special Education and Test and Measurement validate the questionnaire. The experts validated both the content and construct validity of the instruments. To establish the reliability of the instruments, a pilot study was conducted using 10 respondents. The collected responses were analyzed using Cronbach's Alpha reliability test and reliability coefficient of 0.846 was obtained, indicating higher reliability. Therefore, the instrument was reliable for used for the study.

Official letters was designed and dispatched to the Inclusive Primary Schools under the study, in order to seek for their permission to undertake the research. The researcher employed five (5) research assistants that helped in the administration of the instruments. Two weeks were allocated for administration of the instruments. After the fieldwork, all the data collected for the research questions were analyzed using simple percentage and frequency distribution. The social science statistical package version 26 was used for the computation of data collected.

### 4.0 RESULTS

**Table 1: Demographic Data of Respondents**

Gender			Academic Qualifications		
	F	%		F	%
Male	28	73.7	SSCE	2	5.3
Female	10	26.3	NCE	20	52.6
			B.Ed	8	21.1
			M. Ed	8	21.1
<b>Total</b>	<b>38</b>	<b>100</b>		<b>38</b>	<b>100</b>

Table 1 shows that 28(73.7) out of 38 respondents are male and 10(26.3) are female. Also 2(5.3), 20(52.6), 8(21.1) and another 8(21.1) of the respondents have SSCE, NCE, B.ED and M. Ed qualifications respectively.

**Table 2: Responses of Teachers on their attitudes towards inclusive education programme in Kano State.**

N = 19

S/N	Attitudes of teachers	S/Agree	Agree	Disagree	S/disagree
1	I feel happy while teaching learners with Special needs with so-called normal learners in the same learning environment	3(86.4)	6(31.6)	0(0)	0(0)
2	I give equal treatment while teaching learners with special needs together with so-called normal learners	6(31.6)	11(57.9)	1(5.3)	
3	I prefer teaching in an inclusive classroom then in special classroom	9(47.4)	10(52.6)	0(0)	0(0)
4	I feel sad when other teachers mistreat learners with special needs	10(52.6)	9(47.4)	0(0)	0(0)
5	I feel satisfied whenever learners with special needs passed their Examinations	11(57.9)	8(42.1)	0(0)	0(0)

Table 2 indicates that 13(68.4) out of 19 respondents strongly agree that they feel happy while teaching learners with special needs with so-called learners in the same learning environment

while 6(31.6) agreed. 6(31.6) respondents strongly agree that they give equal treatment while teaching learners with special needs together with so-called normal learners and 11(57.9) of the respondents agreed. 1(5.3), 1(5.3) disagree and strongly disagreed. 9(47.4) of the respondents strongly agree that they prefer teaching in an inclusive classroom than in special classroom. 10(52.6) respondents strongly agree that they feels sad when other teachers mistreat learners with special needs while 9(47.4) respondents agreed. 11(57.9) respondents strongly agree that they feel satisfied whenever learners with disabilities passed their examinations while 8(42.1) agreed. This implies that the respondents have positive attitudes towards inclusive education programme in Kano state.

**Table 3: State of personnel for inclusive education programme in Kano state**

**N = 19**

S/N	Personnel	Available		Not available	
		F	%	F	%
1	Braillists	6	31.6	13	63.4
2	Sign language interpreters	12	63.2	7	36.8
3	Audiology technicians	1	5.3	18	94.7
4	Speech therapist	2	10.5	17	89.5
5	Earmold technician	0	0	19	100
6	Eye screening technician	0	0	19	100
7	Low vision technicians	0	0	19	100
8	Diagnostic technicians	0	0	19	100
9	Physiotherapists	0	0	19	100

Table 3 reveals that 6(31.6) out of 19 respondents have Braillists while 13(68.4) said that they do not have Braillists in their schools. 12(63.2) respondents said that they have Sign language interpreters while 7(36.8) respondents said they do not have sign language interpreters. 1(5.3) respondent said they have Audiology technician while 18(94.7) respondents said they do not have Audiology technicians in their schools. Furthermore, 2(10.5) respondents indicates that they have Speech therapists while 17(89.5) said they do not have. All the respondents reported that they do not have Earmold technicians, Eye screening technicians, Low vision technicians, Diagnostic technicians and Physiotherapists in their schools. This shows that there were inadequate Personnel for inclusive education programme in Kano state.

**Table 4: State of architectural organizations for inclusive education programme in Kano state.**

**N = 19**

S/N	Architectural organizations	Available	Not available
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		<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
1	Provision of ramps	3	15.8	16	84.2
2	Provision of stairs with railing in buildings	6	31.6	13	68.4
3	Provision of adequate space	12	63.2	7	36.8
4	Provision of slip resistance flooring	9	47.4	10	52.6
5	Disable friendly toilet	3	15.8	16	84.2
6	Accessible chairs to learners with special needs	5	26.3	14	73.7
7	Provision of signage	3	15.8	16	84.2
8	Braille print	2	10.5	17	89.5
9	Provision of taps at accessible height	4	21.1	15	78.9
10	Space for wheelchair users	7	36.8	12	63.2
11	Corridors with railing	4	21.1	15	78.9
12	Provision of wash basins	4	21.1	15	78.9
13	Provision of switches	3	15.8	16	84.2
14	Provision of shelves	4	21.1	15	78.9

Table 4 indicates that 3(15.8) out of 19 respondents said ramps are available in their schools while 16(84.2) respondents said they do not have ramps in their schools. 6(31.6) respondents said that there were provision of Stairs with railing in building in their schools while 13(68.4) said that there were no provision of stairs with railing in building in their schools. 12(63.2) indicates that there was adequate space for teaching learners with special needs in their schools while 7(36.8) respondents said their schools have not. 9(47.4) respondents said that there was provision of slip resistance flooring in their schools while 10(52.6) respondents said their schools have not. 3(15.8) respondents said there were disable friendly toilets in their schools while 16(84.2) respondents said there were no provision of disable friendly toilet in their schools. 5(26.3) respondents said their schools have accessible chairs to learners with special needs while 14(73.7) said they do not have. 3(15.8) respondents indicates that their schools provided signage while 16(84.2) respondents said that their schools have no provision of signage. 2(10.5) respondents said that their schools have braille print while 17(89.5) respondents said that their schools have no braille print. 4(21.1) respondents said that their schools have provision of taps at accessible height while 15(78.9) respondents said that their schools have no provision of that. 7(36.8) respondents out of 19 said that their schools have space for wheelchair users while 12(63.2) respondents said their schools have not. 4(21.1) respondents indicates that their schools have corridors with railing while 15(78.9) respondents said that their schools have not. 4(21.1) respondents said that there were provision of wash basins in their schools while 15(78.9) respondents said their schools have not. 3(15.8) respondents shows that there were provision of switches in their schools while 16(84.2) respondents said that their schools have no provision for that. 4(21.1) respondents said that there were provision of Shelves in their schools while 15(78.9) respondents said that their schools have no Shelves at all. This result shows that there were inadequate provisions of architectural barriers free buildings for inclusive education programme in Kano state.



**Table 5: Types of funds provided by Kano state government for inclusive education programme**

N = 19

S/N	Types of Funds	Available		Not available	
		F	%	F	%
1	Provision of special grants	1	5.3	18	94.7
2	Provision of special aids	3	15.8	16	84.2
3	Provision of scholarship learners with SN	1	5.3	18	94.7
4	Provision of sponsorship to learners with SN	12	63.2	7	36.8
5	Provision of loans to teachers of learners with SN	0	0	19	100

Table 5 reveals that 1(5.3) respondent out of 19 said that there was provision of special grant to their schools by Kano State government while 18(94.7) respondents said there was no provision of that to their schools. 3(15.8) respondents said that Kano state government provided special aids to their schools while 16(84.2) respondents said that there were no provisions of special aids to their schools. 1(5.3) respondent said that scholarship was provided to learners with special needs in their schools while 18(94.7) respondents said that there was no provision of that to learners with special needs in their schools. 18(94.7) respondents said that Kano state government provided sponsorship to learners with special needs from primary to tertiary levels of education while 1(5.3) respondent said there was no provision of that in the state. All the respondents 19(100) said that teachers of learners with special needs were not getting loans from Kano State government. This result indicates that only sponsorship was provided to learners with special needs by Kano State government in form of free education at all levels.

**Table 6: State of teaching and learning facilities for learners with special needs for inclusive education programme in Kano State.**

N = 19

S/N	Teaching and learning Facilities	Available		Not available	
		F	%	F	%
1	Handheld magnifiers	0	0	19	100
2	Braille labeller	2	10.5	17	89.5
3	Slate and stylus	15	78.9	4	21.1
4	Abacus	8	42.1	11	57.9
5	Video magnifier	0	0	19	100
6	Adaptive calculators	3	15.8	16	84.2
7	Adaptive rulers	0	0	19	100
8	Digital voice recorder	1	5.3	18	94.7
9	Taylor frame and Tides	4	21.1	15	78.9

10	Cubarithm and board	1	5.3	18	94.7
11	Braille papers	10	52.6	9	47.4
12	Perkins brailler	3	15.8	16	84.2
13	Typewriters	4	21.1	15	78.9
14	Talking disc	0	0	19	100
15	Measuring tape	0	0	19	100
16	In the Ear hearing aids	0	0	19	100
17	Behind the Ear hearing aids	0	0	19	100
18	In the canal hearing aids	0	0	19	100
19	Body hearing aids	0	0	19	100
20	Born vibrator hearing aids	0	0	19	100
21	Joy of signs	9	47.4	10	52.6
22	Telecommunication	0	0	19	100
23	Wheelchairs	5	26.3	14	73.7
24	Braille kit	0	0	19	100

Table 6 shows that 15(78.9), 8(42.1), 3(15.8), 4(21.1), 10(52.6), 3(15.8), 4(21.1), 9(47.4) and 5(26.3) respondents said that their schools have Slate and stylus, Abacus, Adaptive calculators, Taylors frame and tides, Braille papers, Perkins brailers, Typewriters, Joy of signs and Wheelchairs respectively. Also, 18(94.7) and 19(100) respondents said that their schools have no Handheld magnifiers, Braille labeller, Digital voice recorder. Furthermore, all the respondents 19(100) said that their schools have no Video magnifiers, Adaptive rulers, Talking disc, Measuring tape, In the ear hearing aids, Behind the ear hearing aids and Body hearing aids. All the respondents also said that their schools have no Born vibrator hearing aids, Telecommunication and Braille kit. This result indicates that there were inadequate teaching and learning facilities for inclusive education programme in Kano State.

## 5.0 DISCUSSIONS

Table 1 reported that male respondents 28(73.7) were more than female respondents 10(26.3) in the schools under the study. It also indicates that only 2(5.3) respondents have SSCE qualification but all other 36(94.7) respondents have teaching qualifications that include NCE, B. (Ed), and M. (Ed) respectively. This result shows that the inclusive primary schools in Kano state have qualified teachers for inclusive education programme.

Table 2 reveals that attitudes of teachers towards inclusive education programme in Kano state were favourable and positive. This implies that attitudes of teachers towards learners with special needs in inclusive primary schools in Kano state were favourable. This is contrary with finding of Onwubiko, Nwaneri and Egwin (2020) who reported that the attitudes of general education teachers and special education teachers in particular could be a major limitation to

inclusive education programme. Moreover, they revealed that teachers in their area of study are against students with behavioral issues attending inclusive schools.

Table 3 shows that there were inadequate personnel for inclusive education programme in Kano state. The study revealed that there were a few number of Sign language interpreters and Braillists in the inclusive primary schools in Kano state. Nevertheless, other personnel needed for better implementation of inclusive education programme were not available.

Table 4 indicates that there were inadequate provision of architectural barriers free building in both private and public inclusive primary schools in Kano state. This is in line with UNESCO (2013) who reported that poor architectural organization affects successful implementation of inclusive education programme. The vast majority of centers of learning are physically inaccessible to many learners, especially to those who have physical disabilities. Torreno (2011) also opines that it is obvious that a learner with special needs cannot learn in an inclusive classroom if he is unable to access the school building let alone the classroom.

Table 5 reported that the only funding provided by Kano state government for inclusive education programme was sponsoring education of learners with special needs at all levels. That is provision of free education to learners with special needs at all levels. This is in line with research finding of Onwubiko, Nwaneri and Egwin (2020) who revealed that inadequate funding hinders proper implementation of inclusive education programme. This is because inclusive education requires specialist teachers and additional classrooms to support learners with special needs. Sequel to this, extra funding is needed.

Table 6 showed that the only teaching and learning facilities available and functional for learners with special needs in the inclusive primary schools in Kano State are Slate and stylus, Abacus, Adaptive calculators, Taylors frame and tides, Braille papers, Perkins brailler, Typewriters and Joy of signs. This implies that there were inadequate teaching and learning facilities for learners with special needs for inclusive education programme in Kano State. This finding is in line with finding of Ajayi, (2020) which revealed that lack of teaching and learning facilities has been one of the barriers to inclusion of learners with special needs in Nigeria.

## **6.0 CONCLUSION**

Inclusive education programme is a contemporary trend in teaching learners with special needs. It helps this category of learners obtain equal educational opportunities like the so-called learners. Kano State government, proprietors of private inclusive primary schools and Non-governmental organizations (NGOs) should assist learners with special needs in attaining this goal like the so-called normal learners who are taught together in the same learning environment. They should assist by proving conducive atmosphere that will enhance positive attitudes of special education teachers towards inclusive education programme in Kano State. Furthermore, they should also help in providing adequate personnel, architectural barriers free buildings, enough funds as well as adequate teaching and learning facilities for inclusive education programme in Kano State.

## **7.0 RECOMMENDATIONS**

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

- i. Kano State government and proprietors of private inclusive primary schools should provide favourable conditions that will help teachers develop more positive attitudes towards inclusive education programme.
- ii. Kano State government and proprietors of private inclusive schools should provide adequate personnel for proper inclusive education programme in the state.
- iii. Kano State government and proprietors of private inclusive primary schools should provide architectural barriers free buildings to enable learners with special needs access to teaching and learning environment and facilities.
- iv. Kano State government and development partners should provide adequate funds such as special grants, special aids, and scholarship to learners with special needs in the inclusive primary schools in the state. Furthermore, special education teachers should be provided with loan to enable they have better condition of service.
- v. Kano State government and proprietors of private inclusive primary schools should provide adequate teaching and learning facilities to assist in proper implementation of inclusive education programme in the state. Non-governmental organizations (NGOs) should assist in this provision.

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