

## Abstract

In 2009, in rural Nigeria, a local Non Governmental Organisation introduced Inclusive Education for hearing- and visually impaired children. The progress of the implementation was evaluated by conducting a comparative case study combined with a qualitative study. A total of 120 teachers from Government Primary Schools participated. The main objectives of the study were to identify if there is a significant difference in the view on Inclusive Education between teachers in schools where it is being implemented and those in schools where it is not, and to find solutions for barriers identified. Most of the findings on the view on Inclusive Education had a statistically significant difference, which means that teachers in schools where Inclusive Education is implemented have a more positive view on Inclusive Education than teachers in schools where it is not implemented. Only a few findings on the view on disability and about the barriers and suggestions had statistically significant differences. Findings also showed that teachers were willing to cooperate to implement Inclusive Education effectively once they are familiarised with it. In the opinion of many teachers, the way would be paved for Inclusive Education once the shortcomings in the present education system are solved. Regarding views on disability, findings showed that teachers believed in the Holistic approach of disability. According to the teachers, most community members were still holding to the Moral Model of disability. Most of the teachers had the opinion that the health status of a Child with Disability improves when he/she receives Inclusive Education. The main barriers found were the lack of teaching materials, lack of teachers training, lack of specific approach for Children with Disabilities and financial problems. The solutions suggested concur with these identified barriers. As teachers are willing to accept Inclusive Education, effective implementation of suggested solutions could be the way forward to obtain an inclusive society. Awareness creation, training of teachers, provision of teaching materials and the meaningful involvement of Government and other stakeholders in all planning is needed.