

Purpose

To explore the meanings administrators and teachers in inclusive primary schools in Lagos, Nigeria ascribe to the global mandate on inclusive education that impact their practice.

Research Questions

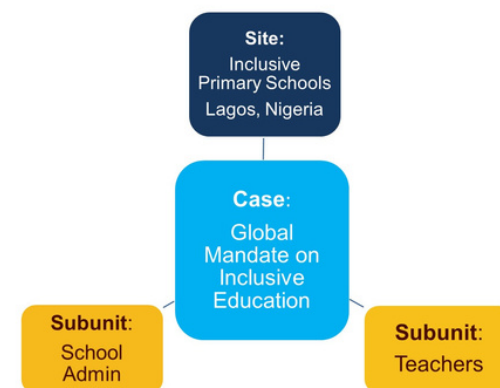
- How do administrators and teachers in inclusive primary schools in Lagos, Nigeria describe their experience of the global mandate on inclusive education?
- How do administrators and teachers' experience of the global mandate on inclusive education impact their practice?

Conceptual Framework/Proposition



How stakeholders in inclusive education schools experience and interpret the global mandate on inclusive education hold crucial significance for its implementation in indigenous settings.

Case Study Methodology



Literature Review

- Studies have examined the application of the global mandate on inclusive education in varying contexts with varying experiences among.^{1, 2, 3, 4}
- In South Africa for instance, Mncube & others find that a significant number of practitioners lacked proper training in inclusive education, despite recognizing its advantages. Also, the resources and infrastructure necessary for the effective implementation of the mandate were found to be severely deficient.³
- There is scarcity of literature that explores stakeholders' experience of inclusive education in Nigeria through the lenses of postcolonial and decolonial, DisCrit, and DSE frameworks.

Method

Research Design	Critical Qualitative Inquiry
Type of Case Study	Descriptive
Epistemology	Critical Constructivism
Data Collection	Semi-structured interview
Data Analysis	Descriptive Analysis



References