

Fostering Gender and Disabilities Inclusion in Nigeria Play-Based Pre-primary Education

By:

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Introduction

Play-based learning approaches encourage children to enjoy learning through play while providing them with opportunities for holistic development, particularly the core underlying executive functioning and self-regulation skills which are important for academic success.



- ❖ Play-based learning promotes school readiness, retention and completion, as well as attainment of post-secondary qualifications.
- ❖ Play-based pre-primary learning provides a quality and inclusive environment for all children including those with disabilities.

Introduction Contd.

- Evidence shows that enriched stimulating environments (adequate play-based resources) and high-quality pedagogy provided by trained staff can lead to improved learning outcomes for children with disabilities (Kathrin F., 2011; Abdoola, Flack, P.S., & Karrim, 2017; Soni et. al., 2020; UNICEF, 2020).
- Promoting positive gender norms and inclusive socialization among all children in their early years is key to transforming underlying discriminatory social structures and norms and supporting every child to develop their full potential. (Mweru, 2012; VVOB and FAWWE, 2019; Dowd and Thomsen, 2021)

Study Objectives

Across Africa, access to ECE continues to increase however, challenges with effective delivery of content through play-based approaches still exist. To generate evidence on how pre-primary teachers facilitate play-based learning for all children including those from marginalized backgrounds and disabilities, this study aims

- to examine teachers' classroom practices of play-based learning, and inclusive education.
- to explore teachers' experiences and perspectives on gender and disability inclusion in play-based pre-primary classrooms.

Methodology

Mixed-Method Research Design: was adopted to gather adequate information that will provide a comprehensive understanding of teachers' practices, experiences, and perspectives on gender and disability inclusion in the pre-primary classrooms.

Purposive Sampling Method: was employed to allow for the selection of relevant participants

Participants:

- 960 Reggio-trained teachers participated in the survey
- 160 Reggio-trained teachers were also engaged through focus group discussions (FGD)

Methodology Contd.

Training and Data Collection:

- 80 data collectors (College of Education ECCE teachers and Quality Assurance Officers SUBEB) were recruited and trained in the 8 project states
- 2-days hybrid training was conducted for data collectors to gain knowledge in the use of an Open Data Kit (ODK) for the quantitative survey and how to facilitate Focus group discussions (FGD) using a guide
- Primary data were collected through quantitative surveys using ODK and FGD guide.

Methodology Contd.

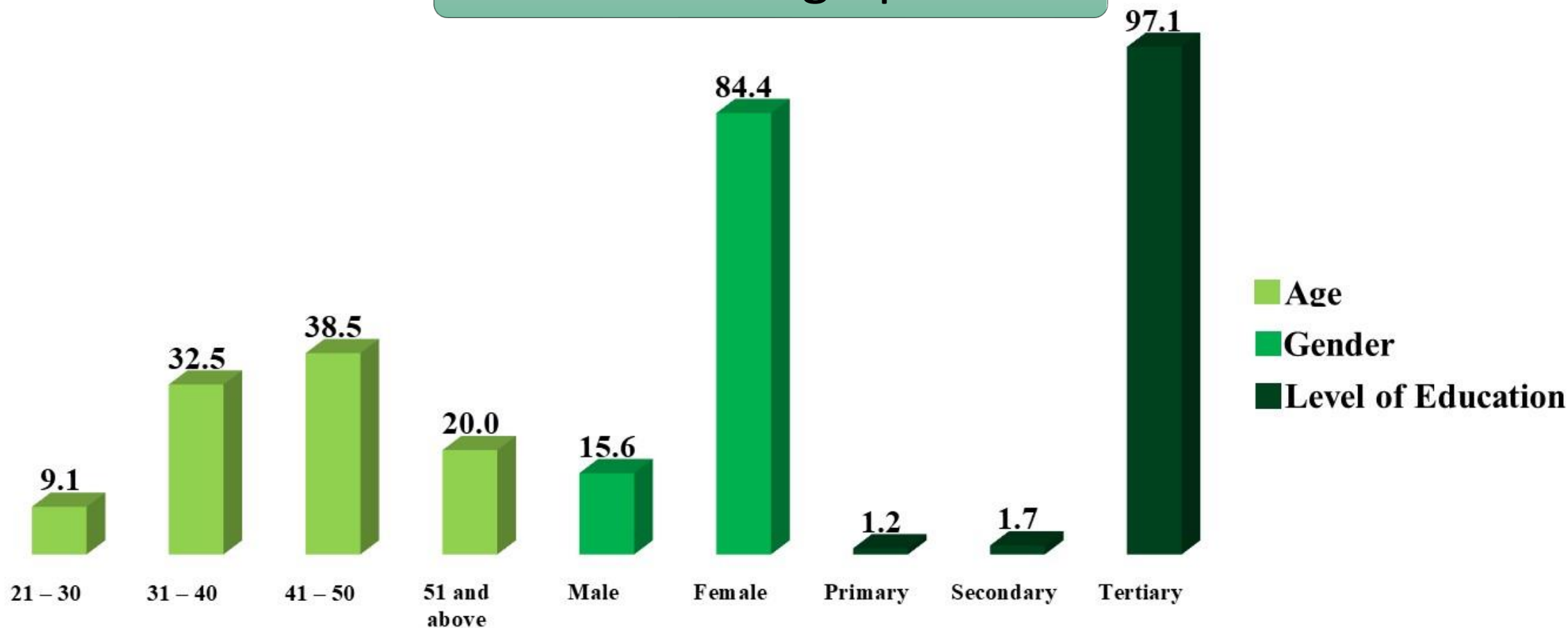
Data Analysis

- Quantitative data collected were cleaned for missing values and analysed using STATA-17
- Quantitative data collected were transcribed into readable transcripts and thematically analysed using NVivo-12



Findings

Teacher Demographics



Key Findings on Disability Inclusion

Quantitative

- 88% of respondents agreed that children with disabilities (CWD) can learn in the classroom with other children
- 90% of respondents indicated they would need additional training to support CWD in their classrooms efficiently.

Key Findings on Disability Inclusion

Qualitative

- Some of the respondents highlighted that implementing inclusive education in play-based learning would improve the learning outcomes of CWD
- Some of the respondents believed integrating CWD in regular classrooms might cause distractions to teachers and other children.
- Respondents interviewed also affirmed that special attention and care are required for engaging CWD in play-based classrooms

Key Findings on Gender Inclusion

Quantitative

55% of respondents reported they frequently send girls to help clean the class, fetch water and bring materials more often than boys

30% of respondents stated that they send girls more frequently because they think they are clever, smarter, and faster than boys

90% of respondents reported they would more likely encourage gender selective play i.e encourage girls to play with dolls more than they would boys

53% of respondents surveyed affirmed the rights of girls to learn in the classroom as much as boys

Key Findings on Gender Inclusion

Qualitative

Gender-selective play: teachers encouraged children to participate in activities based on their perceptions of what was appropriate for boys or girls.

Respondents noted the importance of providing play-based resources for both boys and girls to facilitate participation in pre-primary classrooms.

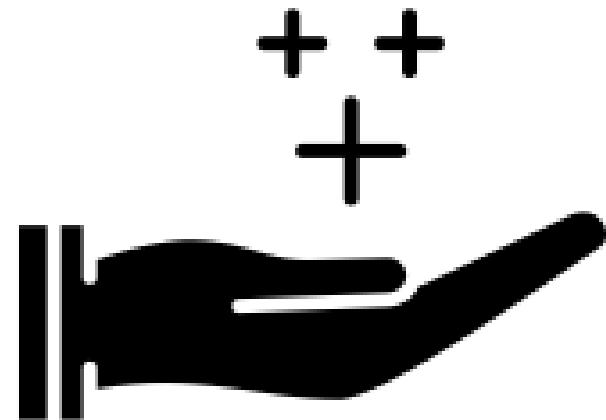
Teachers associated inclusive education with better learning outcomes for both boys and girls.

Recommendations and Conclusion

CWD must be taken into consideration when designing and implementing play-based learning opportunities

Play-based programs should be adapted to all children's needs.

Adaptive/adapted resources should be adequately provided for teachers in pre-primary classrooms to promote inclusive education.



Thank
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