



CONCEPT OF INCLUSION AND THE NIGERIAN PERCEPTION OF INCLUSIVE EDUCATION OF LEARNERS WITH SPECIAL NEEDS.

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Introduction

- Inclusion and inclusive education are two most widely used terms in special education nowadays
- The terms gained momentum following the Salamanca declaration of 1994
- There has been little distinction about the two terms in literatures, and both terms are used as just one side of the same coin
- Many countries are wondering if inclusive education is a new agenda in special education, or whether it is still the same old product called integration, now packaged in a new label

Inclusive education perspectives from Nigeria

- In Nigeria, inclusion and inclusive education are just a matter of contextual differences
- Inclusion has forbears in integration (Britain); normalization (Scandinavia); mainstreaming (Canada); open education (Africa); and Inclusive education (USA)
- Nigeria practices a one track integration system, namely, location integration (also called partial inclusion)

Nigerian perceptions of inclusive education:

Michael & Oboegbulem, (2008: 313): "inclusive education is the full integration of learners with or without special needs into the same classroom and school, thereby exposing them to the same learning opportunities"

- Ahmad, (2000) inclusion is the education of all children and young people with and without disabilities in ordinary pre-primary schools, colleges, and universities
- Garuba, (2003: "Inclusion refers to the "full-time placement of children with mild, moderate and severe disabilities in regular classrooms" (p. 192)
- Ajuwon (2008): Inclusion is the "the philosophy and practice for educating students with disabilities in general education settings" (p.11)

Theoretical framework of the global inclusive education debate

- UN Declaration of Human Rights (1948). Article 26: Everyone has the right to education
- UN Convention on the Rights of the Child (1990): no discrimination against any child on the basis of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status

***why was there a need for these laws?

From exclusion to inclusion

- Inclusion was intended to reverse the practice of excluding certain group of people from education
- Bloemers and Hajkova, (2006:210-216), gave a list of ancient and modern practices which were used to deny certain group of persons, most especially, people with special needs, their rights to education. These practices are “exclusion from social participation”, “social Darwinism and Eugenics”, “isolation”, “participation restriction”, “typographical abandonments”, “marginalization”, “seclusion”, “deprivation of rights”



What is inclusion?

Inclusion is a dynamic process of participation of people within a net of relationships. This process legitimizes people's interactions within social groups. (Ministry of Education, Brazil, quoted in Peters, S. N. 2004:13).

What is inclusive education?

“The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.”

Salamanca Framework for Action, 1994.

Principles of inclusive education:

- It is the strategy, process, approaches, and practices that are used to attain inclusion
- Bartonova, Vitkova, & Vrubel, (2014:9): inclusive education are the strategies, activities, and processes that seek to realize the right to quality, useful, and adequate education for all students, including students with special needs
- Inclusive education involves accommodation, modifications, and support for special needs learners in regular classroom, and partnership with communities

Problems arising from lack of distinctions

- Poor inclusive education planning
- Weak special education policies
- Poor decisions in respect to issues involving learners with special needs (example: total communication used in deaf education instead of sign language)

Data on special needs education in Nigeria

- Number of special needs persons in Nigeria as at 2006 – 14 million (this figure is said to be 16 million presently in some recent studies)
- More physically challenged children are in full inclusive education than sensory impaired children
- Number of primary-school-aged children out of school (as at 2013) – 10.5 million
- 90% of this figure have never attended school (UN Special Envoy report, 2013)

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