

A Review of the Policies Guiding Inclusive Practices in Nigerian Schools: Path to Functional Learning for SEN-D and Neurotypical Learners

Bolanle T. SEGILOLA¹

Department of Arts and Social Science Education
Lead City University, Ibadan, Nigeria
bolanlesegilola@gmail.com

Ukamake E. AKUCHE²

Department of Science Education
Lead City University, Ibadan, Nigeria
akucheukamake@gmail.com

Abstract

This paper gives a prelude to the situational occurrences in inclusive/mainstream schools, with respect to the pedagogical approaches practised recently. It gives an historical genealogy of special education needs, which began with the interventions of the missionaries and later sponsored by the philanthropies in Nigeria. The progress made by these interventions captured the government's interest and spurred an action that led to the development of intended regulatory standards of policies for the purpose of regulating the practices. Although the policies (Special Education Needs and Inclusive Practices) and other adjoining policies highlighted the basic requirements for standard practices, they are void of the standard pedagogical procedures that capture the entire domains considered during inclusive practices. This paper provides a critical review of the content of policies guiding inclusive practices in Nigerian schools. It reviews the effects in relation to the pedagogy relevance among SEN-D & neurotypical learners. It highlights major setbacks that affects academics functionality and provides systematic guides for attaining functional learning. These, the paper provides as recommendation for the update of the policies guiding inclusive practices in Nigeria.

Keywords: Inclusion, SEN-D, Neurotypical, Policies, Functionality

Introduction

There has been greater global advocacy for the need of constructive, innovative, flexible and functional (applicable) learning structure in schools. The Sustainable Development Goal-4 (SDG-4) highlights the need for the education sector, with specific reference to learning institutions to engage in inclusive practices. This is meant to give consideration to learners who live with certain form of disabilities, such as neurological, psychological, social and physical disabilities alongside with other learners who are assumed to live without disabilities. While identifying these categories

of disabilities, it is not to say that they are ends to their means as they have subsets of categories with each set having their unique characteristics. It is also important to note that the teaching-learning procedures of these categories of learners, are unique to each learner, in contrast to that which is obtainable with the regular learners. It was observed over the decade that the procedural structure required for attaining successful teaching-learning outcome for these categories of learners have been misconstrued by various institutions, which has led to under-performance and under-achievement of the learners in these categories in Nigeria, when compared with other developed countries.

The concern also lingers about the expertise of educators, who are seen to work below their capabilities with the learners who live with these categories of disabilities. This leads to the need to define the team of experts that are required to work with the learners, ranging from medical, education, social, psychology, psychometrics and regular carers. These team of experts are required to undergo certain form of training and be assessed for the quality of performance, that is expected from the tasks they offer. Having identified the required ideal for inclusion practices in schools, the big concern focus on the policies that regulate the contents, practitioners qualifications/expertise, processes and procedures for implementing the practice of inclusion in schools generally. It would serve as guide for practitioners in the field, to find succour in unified practices of the procedures.

The Historic Review leading to Inclusive Learning in Nigeria

The evolution of education for the special needs – as it was then called, which is now referred to as Special Education Needs & Disabilities (Department of Education. Policy Paper, 2010 to 2015), was born out of the needs given by individuals to add value to the lives of the Nigerian children who were physically defective in life's operations. Such operations that may be useful to them and to the environment. It then materialised into emotional disturbance, cognitive sub-normality and later evolved into the various other forms of abnormalities revealed by medical sciences as; neurology and psychiatrist sciences. As events unfolded through the discoveries of observable traits over the years, and in recent times, the need to study associated learning differences was born out of the necessity to care for the people observed with impairments. The first being, by their family members and later by missionaries in the communities where they reside – most of whom had related cases of certain form of impairments or the other that affected them. These people provided basic learning centered around the development of skills which basically was borne of

practical demonstration of the acts learnt; such as arts, crafts, cookery, matting, weaving, hair making, shoe making and other naturally acquired talented skills such as singing, playing of musical instruments and acting. Gradually, the act of entrepreneurship was introduced to boost financial support for the effort and material resources put into their production. It was in this process that it was discovered that the children's intellectual abilities were limited, as most of them displayed exceptional acts in cognitive abilities.

The historic evolution of the education of learners with certain form of impairments – special needs or disabled as the case was then referred to at the time was first observed in 1890, in Abeokuta where The Sacred Heart hospital was established to care for the health of the children, the first residential centre for special education, established in 1933 by the Kanu Native Authority and in 1936, the trio, in persons, of Dr (Mrs.) D.F. Money, Dr (Rev) Badeen and Dr Daw Denga established the centre for the treatment of leprosy at Oji River (Okerefor, 2020).

The turnaround for the exploration of cognitive activities began in 1953, when the Sudan Interior Mission established the Gindin School for the blind where basic literacy and crafts were taught to enable the students read braille. This became the eye opener for other philanthropists and investors who began to expand their horizon of the various cases of special needs. The Methodist Church members established the first school for the deaf, known as the Wesley School for the Deaf in 1958 and this was closely followed by the Ibadan Mission School for the deaf established in 1960 by Foster – a black American deaf missionary who taught the act of sign language for communicating with the deaf. He opened another school for the deaf with the same mission in Asata, Enugu, which was later merged with the special education centre for the deaf at Ogbeta in 1964. Many more centres began to evolve in the 1960s as they were set up by missionaries and voluntary organisations. Some of these include; the child care and treatment home (1961), school and clinic, home school for the handicapped in Ibadan 1964, the placement home/school for the mentally retarded in 1965 by Elizabeth Torrey and the Atunda-Olu school for physically handicapped children, also in 1965 by the Anglican Diocese of Lagos (Okerefor, 2020).

The Nigerian government's attention was drawn to the need to get involved and be interested in the development of special education in 1974, after the Kwara State government established the Kwara school for the deaf and blind. The Federal Government established a unit in the Federal Ministry of Education for the monitoring of special education programmes by allocating its first fund of about ₦5.6 Million, which was allocated for the development of the blind and handicapped

persons' programme. In 1975 the leadership Head of State in person of General Yakubu Gowon, on behalf of the Federal Government made a declaration to provide special education for her citizens, soon after which the special education unit was established at the University of Ibadan as full department. Other government special schools sprang up right after this, as Nigerians found the need to specialise in the field of studies for special education needs. The government established centres for the handicapped, blind and deaf in 1977 at Saki, Ogbomosho in Oyo State and in Benin. In 1978, the St Joseph's Rehabilitation Centre was established in many states and towns.

The 1980s and 1990s spurred the emergency of specialised training for professionals in the field of special education, as the federal government established the centre for supportive services for the deaf to further enhance support for the handicapped, at the University of Ilorin. In 1985, the Topo industrial School for the Maladjusted was established by the Catholic Mission in Badagry. More advances had evolved from the practices explored in ancient times during the recent evolution of the benefits attached to working with learners and indeed people who have certain form of impairments. Researches has revealed that some of the approaches and strategies adopted in the past can be modified to suit other learners who are termed – as not having noticeable traits of impairments, but had responded promptly and positively to some of the strategies used for teaching cognitive instructions to learners with impairments (Okereafor, 2020).

The Development of the National Policy on Special Needs in Nigeria

Having experienced the intervention of individuals on the crave and the need for the development of education for the people who lived with impairments, the government was led to develop the National Policy on Special Education Needs in 1977, which was implemented between 1978 and 2013. When this document was reviewed in 2015 (FGN-NPE, 1977). The recently reviewed document of the policy statements guiding the implementation of programmes set for the development of the sector had been subjected to various interventions according to the policy document, which is a systematic statement of guidelines that defines the purpose of intent, and responsibilities of implementers of the processes and procedures laid out to achieve such intent (FGN-NPSEN, 2015).

The Policies Guiding Special Education in Nigeria

Aside from the government's regulated policy document – The National Policy on Special Education, two (2) other basic documents, among others made provision for the discriminatory acts that protects the rights of people who live with impairment are reviewed in this study. However, a recently drafted document, was put forward in 2016 to make provision for sustainable development goals-4, which included the practice of inclusive education – a concept that requires that both people/learners with impairments (special people/learner 0who learn differently-special needs) and the those who are termed as not living with impairment (Neurotypicals) are engaged with equal opportunities in all areas of operations including education (FGN-NPI, 2016). This gave rise to the study and improvement of inclusive practices in education as identified in SDG-4 document – the newly drafted policy being the National Policy on Inclusive education in Nigeria by the Federal Ministry of Education (2016). These documents being the primary resource for guidance and direction of cause for this study, which is set to determine the effectiveness of the practice of inclusive education in schools and the need to decide the next level of improvement for the practice in Nigerian schools.

The Convention and Acts Against Discrimination

This document is a review of the policy statement, which sort to compare the observed practice with the requirements from the policy. It tried to project the observable discriminatory acts minted by both regulatory bodies and individuals alike on the people with impairments. Thus, the formal agreement among stakeholders in the field of inclusive practices highlighted articles that project the dos & don'ts for the persons with disabilities. The general principles being; respect for inherent dignity, individual autonomy including the freedom to make own & express their choices, independence of persons, non-discrimination, full & effective participation, inclusion in society dealings, inclusive leaning processes in schools, respect for difference & acceptance of persons with disabilities as part of human diversity & humanity, equality of opportunity, accessibility, equality between men & women, respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities (JONAPWD, 2015).

With these guidelines in place for the effective practice of inclusion in schools as cited in article 24 on education as follows:

That States Parties recognise the right of persons with disabilities to education. With a view to realising this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to: the full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity; the development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential; enabling persons with disabilities to participate effectively in a free society.

Secondly in realising this right, States Parties shall ensure that: persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability; persons with disabilities can access an inclusive, quality free primary and secondary education on an equal basis with others in the communities in which they live; reasonable accommodation of the individuals requirements is provided; persons with disabilities receive the support required, within the general education system, to facilitate their effective education; effective individualised support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

Thirdly, States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including: facilitating the learning of Braille, which considers all forms of learning requirements for the deaf and blind community of learners.

Fourthly, in order to help ensure the realisation of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

Finally, States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on

an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities (JONAPWD, 2015).

The PLAC – Policy and Legal Advocacy Centre

The third document being the PLAC – Policy and Legal Advocacy Centre in July, 2020 Factsheet, which was borne from the Convention on rights of persons with disabilities & the review document on discrimination against persons with disabilities (Prohibition) Act and the Nigeria Policy on Special Education Needs. These documents highlight the expectation for the accomplishment of programmes drawn in this regard. Although the former documents comprise of the total co-existing interactions, which persons with one difficulty or the other engage in, the documents did not leave out the acts/article for a type of education that can provide equal, but competitive opportunities and advantages for the people with one form of disability or the other in a mainstream education institution. The later, on the other hand highlights the education institutions' processes and procedures required for achieving educational objectives via teaching-learning activities – being the pedagogical process of instructional dissemination in a school set up (PLAC, 2020).

The Concept of Inclusive Practice in Schools

The Sustainable Development Goal-4 mandated that there be equality in the standards of education received with impactful learning outcome for all learners. It identified the need for differentiated form of learning such that, it will enable all learners feel the impact of the lessons taught on daily basis. However, this is far from being the case in many developing countries, including Nigeria. Despite various forms of inclusive education programmes, many so called schools find it difficult to measure the performance and achievement output of the students.

Inclusion is defined as learning environment where all learners are exposed to the same instructional systems irrespective of the physical or emotional conditions. The students who learn differently (specific reference to those with disabilities), are denied of a formal exposure to the school system and structure of pedagogical operations. They do not have equal participation in all activities as their peers who are assumed as not living with any form of disabilities. (Hehir, Grindal, Freeman, Lamoreau, Borquaye & Burke, 2016). Inclusion is a process of gradual transformation, which evolves and modifies the performance levels of the students in both behaviour and discipline and teaching-learning activities of the procedures of study such as – methodology/strategies, structured lesson activities and assessments that the students are engaged with in a mainstream

learning environment. Inclusion does not involve alienating the affected learners, but it explores avenues for which they could be reached in their state of needs without limiting the content of study. It also ensures gradual systematic progression from the simplest known to the complex unknown using concrete and/or practical examples.

In as much as inclusion is defined and viewed by many researchers as a process that focus basically on the learner who is, with one form of disability or the other, this study did not only focus on the disabilities observed in certain learners as a measure of performance level with the other learners who are assumed not to live with disability. Rather, the process observed that inter-relational experiences of all learners irrespective of any form disabilities, and their learning experiences are relevant point of considerations where skills improvement are required. For any specified learner, the learning experiences acquired through academic contents and behavioural dispositions form the readiness for learning independence. The key elements for assessing independence through observation, being the check of the display of aptitude with the expression of undisrupted socio-emotional, physical and psychological wellness required for successful individualised performance of school tasks.

Inclusion takes a look at the teaching of inter-relational activities (academics and behaviour) of all learners who are exposed to learning giving the same conditions and using fairly equal standard of attainment of learning expectations. It gives consideration to differential mode of understanding concepts – path of working experience and achievement outcome (Kirschner, 2015). The learners working with these sets of conditions are regarded more than merely having a form of disability or the other. Since some disabilities are latent in display of traits, such the learners here are referred to as “learning differently.” With certain level of intellectual disabilities. For the purpose of this paper, the term inclusion is referred to as the all-embracing interrelational activities of learners who learn differently, under the same pedagogical and behavioural structural standard of learning for equal attainment. While the learners are not subjected to streamlined pattern of operation, they are allowed to display different approaches in their performance and in their learning achievements.

The Challenges experienced in Nigerian Inclusive School Practices

The practice of inclusion in Nigeria schools is far from being attained. This is attributed to the technical inabilities of the required operational procedures, lack of understanding about what it

takes to run the process, lack of quality knowledge for processes and procedures that need to be adapted and inadequate facilities, resources & equipment to run the process. It is required that the implementors of the process first, understand what the process is about and the need for it, before understanding the procedures. However, this is not the cases observed in most Nigerian schools that practice inclusion.

The most pressing challenge is that of perception that limits the understanding of special learners to physical impairment alone (Iwuamadi, 2023). There is also the need for practitioners to accept the concept of inclusion, with the belief that the process can actually work. These are self-inducing factors that should first be considered for possible implementation of the practice of inclusion in Nigerian schools. The next factors are those associated with support. Support comes from family, schools, government, caregivers and the community at large. These are major factors confronting the successful implement of inclusive practices. Where these are sorted, the other challenges; which are processes and procedure based, facilities and monitoring and supervision may then be approached in a systemic pattern.

The National Policy on Inclusive Education in Nigeria

The National Policy on Inclusive Education in Nigeria (2016) was developed as result of the evolving changes in meeting the requirements of special education and disabilities' needs in mainstream (where both regular learners and learners who with some form of disability learn under equal conditions) school. More so, the need as required by SDG-4, to ensure that all learners irrespective of their status acquire equal learning experience, in a competitive school setting (UN, 2018). The focus of the policy is basically to attain equity, justice and quality education for all learners irrespective of the learning abilities or physical abilities and/disabilities.

The policy was drafted and targeted at addressing all such children, described in section 3.3 of the policy as vulnerable and marginalised groups. These group include: learners excluded from or within education, learners living in the streets, learners involved in child labour, learners from minority cultures and/or religions, including minority languages, learners who are physically and/or psychologically abused, learners growing up in economic and/or cultural poverty, learners with health challenges, including learners affected by HIV or AIDS, learners from families who are addicted to/abusing drugs, learners with temporary learning challenges, learners who have dropped out of school, learners who learn differently, slower or faster, than the average learner,

learners with impairments/disabilities, learners experiencing barriers to learning caused by factors other than impairments and learners with social or emotional challenges, including girls who are pregnant or have given birth (FGN-NPI, 2016).

The policy identified the situation that inhibits or limits the achievement of inclusive education in Nigeria as follows: The traditional cultural segregation; this had been mastered by the practitioners, so much more that they find it difficult to adjust to the contemporary approaches.

The processes and procedure required for the practice of inclusion in mainstream schools are misconceived; the flexibility required in teaching-learning strategies (methodologies), activities and assessment for individual learners are still being misplaced by practitioners in mainstream schools.

Despite the fact the policy on special education adopts practices that focus on separate impairment and need using unconventional strategies, materials, activities, facilities and other subject matter to design the learning-that is behaviour adaption and vocation, the practice of inclusion identifies the unique abilities of each learner and encourages flexibilities in all areas of learnings ranging from cognitive to behavioural influences (Currell, 2020). The practice posed is exclusion/segregation rather than inclusion. There are basically more defects due to lack of clarity of in-depth purpose, lack of defined practitioners involved, and the roles that each, need to play. There is also inappropriate discharge of processes & procedures required for effective practice of inclusion in schools. The processes and procedures practices are limited when compared with the actual recommended procedural tools required for achieving functional learning results.

Even though factors such as belief systems, culture, religious and geographical locations are raised to affect inclusion, there was not mention of how to surmount these. However, private sectors organisations are raising up to the awareness about the need for inclusion in other sectors; such as health, market place employment, social/recreation centers and indeed education.

Accessing Pedagogy for Functional Learning Outcome in School System

In a school setting, the most important act of learning depends on the organisation of the tools and resources that are required to achieve the expected learning outcome. Some of the tools required include; the setting of the facilities and equipment; while the resources would include; all forms of materials, instruments and human resources who will implement the tools that are put in place for achieving the outcome.

The Socrates philosopher in the 5th century BC first considered the act of teaching and learning as being worthy of study. While Pestalozzi (1746 – 1827) saw teaching as a subject worth studying, he believed in the essential's basicity for human existence; ability of individual beings to learn, the right of individual to education and he saw it as the society's duty to put the right into practice (Pestalozzi, 2021). Pedagogy was considered as the basis of the act of improved relationship between the teacher, learners and the society (Currell, 2020). This act took a different dimension in the study of teaching and learning principles among early education researchers, which led to the concept of critical pedagogy – the school of thought that the teaching learning procedures should evoke challenging power of structures and pattern of inequality with the learners. The study of pedagogy over times has stretched to include more processes in teaching styles, activities and feedback in form of assessment (Webster).

Further to the contributions of knowledge on the study of pedagogy, another school of thought associated this with the development of thoughts, learning institutions and progress of knowledge acquisition toward the end of 19th century revealed pedagogy as a science whose understanding goes beyond the description or explanation of an act, rather, as a guided process of teaching and learning that is a field that is relevant to the study of “how to teach.” This study, described the methodology/strategies or the approaches adopted when passing an instructional lesson to the learners both SEN-D and Neurotypicals. This school of thought has brought the concept of pedagogy from the process of how to teach, to the functionality, that is the applied form of the process of teaching and learning. It considers the acquisition of relevant knowledge and the translation of the knowledge acquired into practice, by evaluating the performance of latent knowledge via the display of skills during the process (Vellas, 2022).

For the learners in an inclusive school setting, the standards in the concept of pedagogy would be in agreement with principles of the application and the functionality of the knowledge acquired during the teaching-learning processes and procedures (Vellas, 2022). These include; teaching strategies/methodologies/approaches adopted that accompany lesson activities and assessment techniques, being the procedures that are examined in the course of achieving functional outcome during teaching-learning processes.

The Elements of Functional Pedagogical Instructions

When trying to achieve effective functional teaching-learning outcome, it is important that the processes be thoroughly itemised and the procedures of operation be listed sequentially, such that will guide the running of the operations in order to yield effective outcome. Some of the elements of instructional studies to be considered in the entire curriculum process include:

The teaching-learning Strategies/Methodology; having established the basic components of pedagogy to include a planned curriculum extracts such as the scheme of work, the time table, the lesson plan stating the lesson procedural previous knowledge, objectives, presentation, activities and evaluation. The teaching-learning strategies will include flexible methods of the content of studies that the teacher applied in ensuring that the lesson shows clear activities that all the learners can participate in given their varied ability status. It should reflect the attainment of the set objectives by each learner in their different approaches.

The Instructional Activities; the instructional activities compose of organised tasks that are related to the lesson, which teacher has set in place to check the learner's level of understanding of the concepts taught. It is also set in place to check the skillful display of task learnt in the area of performance and application of concepts.

The Assessment; this is categorised into three stages; which include; assessment for learning, which is the type that is used to determine the extent of knowledge acquired in relation to the lesson. Assessment as learning, which is the type achieved during the actual instructional (lesson) process and assessment of learning, which is the type conducted at the end of the lesson to determine the extent of knowledge acquired (Naqvi, 2012).

Focal Consideration of Pedagogy for Inclusive Practice

While the teacher can adopt the instructional structure above for neurotypical learners, this content will be infused in a specially drafted plan referred to as Individualised Education Plan (IEP) or Individualised Instructional Plan (IIP) as some schools of thought referred to this document, for the learner with certain learning conditions.

Either way, the crux of which is to streamline SEN-D learner's instruction into a much more focused and projected result-oriented learning outcome. Here the focal consideration will include:

The teaching-learning strategies in an inclusive setting would require; the teacher, facilitators, caregivers and parents all of whom will adopt the skills and competence observed from the learner's academic aptitude assessment, in the techniques/approach required for passing instructions or monitoring the academic routines set in place for the learners with needs. The techniques should factor in the fact that the learners are unique in their learning abilities, such teaching-learning instructions must explore very simple, flexible and prompt linking of concepts that will enable the learners understand the lessons' targets (objectives of the teacher and the learners' personal target).

It is important for this strategy to explore avenues by which the teachers can acquire and master skills in teaching strategies, activities development and item constructions for assessment in such a way that the learners will be engaged with creative and prompt self-activities within the lesson. For teaching-learning to be efficient and effective, the teachers should be engaged with the technicalities involved in passing instructions to the learners in such a way that they can identify and link the concepts to their daily life experience. More still the teaching-learning outcome would be effective enough to ensure that the learners can performance the listed objectives, independently, irrespective of their physical or psychological abilities. Where these considerations are not imbibed systemically by the implementors of the plan, then setbacks would be experienced in achieving the expected academic functionality.

Conclusion

The concept of inclusive practices in schools, as required by SDG-4 is welcoming and assuring, especially as it supports the practitioners' demand for the rights to respect/support SEN-D's ability, socio-emotional and accommodate equal rights for competitive coexistences with their neurotypical counterparts. While admonishing these facts, it is important, not only to have the recommended structural approaches in place, but also to seek continuous improvement of such procedures through the ever-evolving concepts in research studies. This is because, there is uniqueness in individual's ability and disposition, such the approaches in adopting procedural guides will vary in accordance with the case in view as well as the aptitude in check for every unique learner.

The findings revealed here include; the need for updated policies statements that gives consideration to evolving knowledge; such as differentiated roles of practitioners involved in

inclusion, unique and flexible pedagogy that considers each learners' abilities, roles of family, caregivers, religious organisations and government interventions for successful progressive achievement. This implies that researchers would begin to focus more on individuality in one aspect of achieving functionality as well as collaborative/group/team experience as another aspect of achieving functionality in an inclusive setting. In all, none of this can be alienated, but a considerable measure of activities can be dished in the pedagogy of inclusion plan.

Recommendations

1. While projecting inclusive practices, it is expedient to have purposeful and well-structured standards that show forth the baseline determination of achieving the end goal. The standards should be set in such a way to enable the implementors (educators, medical practitioners, psychologists and psychometrics) access the procedures and blend technical aspects easily without delving into the areas outside the core operations. This way, each practitioner is able to append the required treatment that would enable visible results. Such the learners would be seen as independent functional products of the school system who are able to operate in the national society such as Nigeria (Olufosoye & Olademeji, 2014).
2. It is recommended that a structural approach that outlines the teaching-learning prerequisites and requirements while teaching-learning is on-going as well as post-teaching-learning requirements that can present the attained level of learning. The pre-requirements check the medical diagnosis, and the academic readiness & strategies to adopt, requirements on the teaching-learning procedures identify the lesson levels in steps to attain, and the post requirements checks the performance apt levels until independence is attain. It is further recommended, that these requirements be explored and included in the National policies such that they spell out clearly, the procedural act of achieving effective inclusive processes in Nigeria.

References

- Currell, J. (2020). *Exploring Critical Pedagogy: Paulo Freire: The Pioneer of Critical Pedagogy*. <https://mathsnoproblem.com/blog/teaching-practice/paulo-freire-pioneer-ofcritical-pedagogy>
- Department of Education. (2015). *Policy Paper 2010 to 2015 Government Policy: Special Educational Needs and Disability*. www.gov.uk/2010-to-2015-government-policyspecial-educational-needs-and-disability-send
- Etinnette V. (2022). Pedagogy. In *LePole Pedagogical Research Culture*. Online Publication: <https://lepole.education/en/pedagogical-culture/27-history-of-pedagogy.html?showall=1>
- Federal Ministry of Education. *National Policy on Education in Nigeria*. Lagos: Nigeria. 1977
- Federal Ministry of Education. *National Policy on Special Needs Education in Nigeria*. Abuja: Nigeria. 2015
- Federal Ministry of Education. *National Policy on Inclusive Education in Nigeria*. Abuja: Nigeria. 2016.
- Hehir, T; Grindal, T; Freeman, B; Lamoreau, R; Borquaye, Y & Burke, S.A. (2016). *Summary of the Evidence on Inclusive Education. For Instituto Alana*. <https://www.alana.org.br/en/>
- Iwuamadi, F. (2023). *Challenges of Adopting Inclusive Education in Nigerian School System*. Online Publication: <https://www.researchgate.net> doi:10.13140/RG.2.2.33346.56006
- Kirschner, S. R. (2015). Inclusive Education. *Sage Encyclopedia of Classroom Management.Ed.1*:Sage.https://www.researchgate.net/publication/293337563_Inclusive_Education .
- Naqvi, S. (2012). *Classroom Assessment – Course Guide*. Higher Education Commission: USAID-EDC Teachers College Columbia.
- Okereafor, S. (2020). *Brief History of Special Education in Nigeria*. E-librarian W.A.
- Olufosoye, O.O. & Oladimeji, O.D. (2014). Inclusive Education. In *Public Schools. In Oyo State of Nigeria*. <https://www.academia.edu/resources/work/24027732>
- Pestalozzi World. (2021). *The Johnna Heinrich Pestalozzi Society: The Theory of Education and Contribution. Pestalozzi World Children's Trust*. <https://jhpestalozzi.org/#:~:text=Pestalozzi%20teaching%20as%20a,academic%20subject%20or%20theoretical%20concept>).
- Policy and Legal Advocacy Centre. (2020). *The Discrimination against Persons with Disabilities (Prohibition Acts)*. www.placng.org

The Joint National Association of Person with Disabilities - JONAPWD. (2015). *National Policy Brief on Inclusive and Accessible Basic Education for Children with Disabilities*.

www.jonapwd.org

United Nation. (2018). *The 2030 Agenda and the Sustainable Development Goals – An Opportunity for Latin America and the Caribbean*. UN publications: Santiago.

www.cepal.org/en/suscripciones