E-ISSN: 1115 - 8425 P-ISSN: 3027-012X
MPRI-JAEE | INTERNATIONAL JOURNAL OF ASSESSMENT & EVALUATION IN EDU.
VOL. 09 NO. 8 – JULY. 2025

PROGRESS AND DIFFICULTIES OF INCLUSIVE EDUCATION IN PUBLIC SECONDARY SCHOOLS IN NIGERIA

PROF. BRIGHT OKANEZI; & ODINAKA LOVEDAY

Department of Educational Foundations, Faculty of Education, University of Port Harcourt

DOI: https://doi.org/10.70382/mejaee.v9i8.062

Abstract

Inclusive education which draws its origin from the Salamanca Declaration, is currently one of the burning issues in academic circles in Nigeria, and the globe at large. This paper therefore examines progress and difficulties of inclusive education in public secondary schools in Nigeria. This category of schools was established to provide students opportunity for higher education without discrimination on the basis of disability, gender, to name a few. Ideally, inclusive education in Nigeria is about physically impaired students being accorded opportunity to school with normal students in same school settings without segregation. It additionally goes with adjustments in the regular schools in terms of administrative strategies, curriculum, infrastructure, instructional aids, among others, in a bid to accommodate the special learning needs of the children irrespective of their forms of disability, and accompanying difficulties in learning, Accordingly, inclusive education has been practiced minimally in a few states in Nigeria. Nevertheless, the foregoing efforts have been constrained by paucity of fund, inadequate specialists, corruption, poor leadership, misinformation, and external influence, like in mainstream education. These serve as cog in the wheel of progress of inclusive education in Nigeria. Based on these, conclusion was drawn and recommendations were made, including an appeal to government to establish special schools in all localities where intensely impaired students can access, and special funding for inclusive education, and so on.

Keywords: inclusive education, discrimination, difficulties, special, equality

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Introduction

Commencement of inclusive education at the global scene has been traced to the Salamanca Declaration, which is also referred to as The Salamanca Statement (UNESCO, 1994). Inclusive education is currently an indispensable issue in education discourses around the world. According to Okeke and Wenenda (2019), inclusive education is a practice in which all learners, particularly children, in spite of their differences in individuality, such as socio-economic class, disability, religion, gender and other related peculiarities are permitted to enroll in school and receive their education in classes that are suitable to their age groups. The Incheon Declaration (World Bank Group, 2025) exposed a range of avenues through which inclusive education could be achieved such as: commitment to the continuous promotion of quality in education for life, without imposing restrictions to available learning chances; that inclusion and equity in education should be seen as the foundation of a solid education agenda (policy), which is galvanised towards the elimination of all obstacles in the education sector to pave the way for equality of participation and better results, among others.

The report further emphasised the necessity for every student, despite age or sex dichotomy to benefit from accessible and available educational opportunities. Accordingly, Kisanji (1999) argued that inclusion in education should not be limited to disability, but should cover all the factors which represent exclusion such as gender, migration status, religion, social class, to name a few. Inevitably, situations which could conduce to special needs may present themselves in the lives of seemingly normal students in the course of their daily interaction with fellow students or classmates and between them and teachers, the environment, the financial status for requisite education needs and the ability or inability to communicate their thoughts. Loreman, et al, (2014), contended that when participation for any students becomes an uphill task, whether this is arising from disability, gender, poverty, culture, refugee status, etcetera, the best approach is not to establish special programmes for the newly identified students, rather they should widen mainstream thinking, structures, and practices so that all students are accommodated.

Pertinently, Sayed (2009) argued that if the policy makers fail to comprehend the special nature of the problem under discussion, it may result to unplanned consequences. Accentuating participation as a dominant aspect of inclusion could ring a death bell if a wrong mechanism which is not a true representation of inclusion is employed. Assessing inclusive educational practices will have to do with involving a wholistic approach to establish how well child friendly schools have fared in ensuring that practical changes are implemented for all students, notwithstanding their socio-economic classes, physical ability, disability, and gender.

Nevertheless, this essay presents inclusive education in the ideal state and identified its indispensability in education conversations around the world. It will examine public

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

secondary school system in Nigeria, explain the egalitarian stance of government (in theory) and the difficulties that have beclouded the system. The historical basis of inclusive education in Nigeria, including the influence of neoliberalistic tendencies and policies, is also explored. Moreover, there is an examination of the difficulties and progress of inclusive education. Finally, the paper presents an advocacy for dual mode pattern of inclusive education that is based on the severity and mildness of disability.

Public secondary school system in Nigeria

In Nigeria education is perceived as tool and an investment which facilitates development of an individual. It enables a person to be creative, innovative, acquire skills, develop mental, physical and social capacities that can sharpen him or her to live, produce and add to the enhancement of people in the environment. Nigeria operates an education policy of 6-3-3-4 or 9-3-4. This means six (6) years in primary school, 3years in junior secondary school, 3 years in senior secondary school and four (4) years in higher education (Bashar & Yasin, 2020; Universal Basic Education Commission, 2025).

The federal government of Nigeria (F.G.N) have made known through the National Policy on Education (2013), that secondary education is one that comes after successful completion of basic education (from primary to junior secondary education) before tertiary level education by students of age 11 to 17 years. This is to prepare students for useful living within society and for higher education. The objective of secondary education is to provide qualified students opportunity for higher education, despite disability, gender, religious and social categorisations. According to Timilehen and Ogbomida (2012), secondary schools occupy strategic position in the education system and a powerful link between primary and university levels. Secondary education is instrumental to achieving a rapid social, technological, political, cultural and scientific development of our nation. However, developing countries especially Nigeria, are struggling to raise their education sector to a reasonable level. (Bashar and Yasin, 2020).

Moreover, Ajadi (2020) examines Nigerian public secondary schools from angles of teachers' status on professionalism and quality of instruction dished out to the respective students in the schools. He argued that instructional quality in the context of public secondary schools is low and a matter of enormous concern to stakeholders, such as government, individuals and the general public. These hiccups have been linked to the factors of inadequate lesson plan, poor delivery, paucity of instructional materials and so on. From similar perspective, Romina (2013) and Akanbi (2014) maintain that the current quality of education in Nigeria leaves much to be desired and consequently lacks comparison with the quality of education available in western countries.

It should be recognised that the quality of instruction is foundational to success recorded by schools and their individual students (Alamirew, 2016). Buttressing this discourse, the

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

author evidenced it with poor performance of students in West African Schools Certificate Examination results of 2016 – 2017. Teachers have crucial functions to perform in the quality instruction delivery in order to improve academic performance and to develop productive students or individuals who are expected to impact positively on other members of their society. As a result of this, respective teachers need to attain professionalism through training, and the experience acquired must be demonstratable and supported with certificate from Teachers. Registration Council of Nigeria (TRCN) (Alamirew, 2016).

Besides these, motivation is a constituent aspect of any institution that has normal life in any system around the world and public secondary school system in Nigeria should not be an exception. On the contrary, Bashar and Yasin (2020:5223) argued that Nigerian school system is weighed down by poor motivation. It is not quite clear if there are "effective schools" in Nigeria public school system in the complete sense of the concept. For instance, such effective schools promote effective training and development of teachers in a bid to deepen their knowledge and experience through further studies, conferences, seminars, among others. All these are focused on making effective and professional teachers at all times. This is in addition to financial motivation and other welfare packages. In congruence with the foregoing, Ajadi (2020) conducted research which investigated teachers' characteristics and the instructional quality in public secondary schools in Nigeria. The findings indicated that teachers' characteristics wielded important influence on instructional quality in public secondary schools in Nigeria. The researcher therefore argued that government should prioritise teacher professionalism. This should happen at the entry point as well as through in-service training and supervision.

Inclusive education in Nigeria

Nigerian government, non-governmental bodies, and various stakeholders in education, especially, childhood education have been working towards including students with special needs in usual classroom environment in Nigeria. A special publication, christened: The Individuals with Disabilities Education Improvement Act (2004), stipulated that disability is a natural aspect of human experience and does not weaken the right of individuals to participate or contribute their quotas to the overall development of society. Enhancing educational results for children with peculiar needs should for this reason be essentialised as an element of every national (education) policy geared towards ensuring equality of educational opportunity in the first instance. Also included are full participation, independent living, and economic self-sufficiency. According to Ngwoke et al., (2019), about 30years of research and experience have shown that the education of

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

children with special needs can be mostly effectualised by growing high expectation curriculum in the regular classroom as much as possible.

Pertinently, the World Declaration on Education for All at Jomtien in 1990 renewed its commitments to ensuring the right of all people to education and knowledge. In 1994, the United Nations Educational, Scientific and Cultural Organisation (UNESCO), World Conference on Special Needs Education (INCSNE) reached a congruence and issued a report on the education of children with special needs. This gave birth to Salamanca Statement, earlier mentioned, explaining that children with special needs in education that are considered special must be accorded access to regular schools. The United Nations Convention on the Rights of persons with Disability (2006:24) is collaborating with its 161 member countries to ensure that "persons with disabilities can access an inclusive quality and free primary and secondary education on an equal basis with others in the communities in which they live". From Article 24 of the convention, there is a requirement from states to ensure an inclusive education structure at all levels for people with disabilities as well as create opportunities for lifelong learning. The same document adds that children with disabilities must not face exclusion from general education. Furthermore, reasonable supports or backings must be made available to the disabled, and they should have access to higher education institutions (HEIs), vocational training programmes and adult education on basis of equality with regular students.

Nations in the world, from global Northern and Southern countries, have prepared national blue-prints to back inclusion in education sphere. Efforts to develop inclusive education policy in Nigeria commenced with introduction of Universal Primary Education (UPE) in 1976 and Universal Basic Education (UBE) in 1999 (Ngwoke et al, 2019; Akinsemoyin et al., cited in Okeke & Wenenda, 2019). In 1977, the first National Policy on Education was formulated. The policy document contained some provisions for special education including the issue of creating equality of educational opportunities for all children regardless of their mental, physical, and emotional status.

In education, by means of neoliberalistic subjectivities, national policies are driven by extraneous forces including international organisation manifestoes from the United Nations International Children Emergency Fund (UNICEF), and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) declarations. From the late 1980s UNICEF commenced discussions on the issue of children as a significant goal. Accordingly, the body produced a binding international tool referred to as convention on the Rights of the child (1989). Nigeria has also formulated its own child's Right Acts Laws of the Federation (2003). It should be recognised that the UNESCO's declaration on Education for All (EFA) in 1990, the framework for Action 1994, and World Education Forum in Darkar in 2000, formed the formidable force that influenced the adoption of national policies on the education of children with special needs in Nigeria.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Broadly, inclusive education encompasses changes and modifications in content, approaches, structures and strategies, with a collective vision which covers all children of the appropriate age circle and a conviction that it behooves the regular system to educate all children. To this end, Salami (2013) argued that inclusive education was not the rule in Nigerian schools. A long time ago, special classes were provided for children with special needs. However, Obani (2006) and Angwaomaodoko(2023) maintained that inclusive education is the most current system of providing education for children with peculiar needs. This embraces acceptance of all children into the school they should ordinarily attend without discrimination. In other words, there should be some adjustments in the regular schools in terms of administrative strategies, curriculum, instructional aids, infrastructure, and so on, in a bid to carry along the special learning needs of children irrespective of their forms of disabilities and difficulties in learning. According to Ajuwon (2008) and Tesemma (2011), Nigeria formally adopted special education policy in 1998 and has since created additional legislation requiring that schools provide inclusive education services to children with disabilities.

Inclusive developments among Nigerian secondary schools

It should be noted that earlier in late 70s, Plateau State (North-Central) Nigeria was committed, in terms of policy, to education of children with disabilities. It enacted the State's handicapped law in 1981 which offered compulsory educational opportunities to children with disabilities. From 2018, Nigerian States have been directed by federal government to embark upon domestication of the provisions in the National Policy on Education in line with their individual education policies. From available literature (Pinnock, 2020), it will be possible to identify developments amongst secondary schools that are believed to be engaged in inclusive education. Four states picked from various geopolitical zones of Nigeria will be employed to illuminate the ongoing discourse.

In Cross River State (South-South), state government made provision for special education services in all the three senatorial districts of the State. This effort is supported by missionary and philanthropic individuals and organisationss. According to Obi and Ashi (2016), state government effort is conspicuous through supportive staffing and payment of salaries to special education teachers in special schools. Government additionally pays subvention to special schools and make monetary donations to special needs persons.

Furthermore, individuals with special needs, such as those with visual impairment, and physical disabilities have been allowed into some regular education schools, such as Boys' Secondary School Obudu, Girls' Secondary School Obudu, Mount Carmel, Ogoja, Mary Knoll Secondary School, Okuku and St. Brenda Secondary School, Bulbar. These have been provided with equipment, and materials from St. Joseph Centre for the visually

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

impaired, Obudu. It could be seen that the foregoing example could be appropriately referred to by us as dual-mode inclusive education run in Cross River State.

Edo State (South-South) appears strategically positioned to implement inclusive education policy. A study conducted by Oluremi (2015) revealed that in relation to States, schools in Edo State had access to buses and assistive devices for children with disabilities. Also, schools run by state government employ teachers specialised in special needs education. Physically challenged students reported good perception and self-efficacy in the education they were given. This suggests that inclusive education is beginning to gain ground in this part of Nigeria.

Although Lagos State (South-West) focuses its attention on primary schools, the State parades a leading policy on disability inclusion in Nigeria. Here, there is a law on disability and an Agency focused on disability have been established and backed by the State government. A strong civic society and an interested media force have mobilised people with disabilities to fight for their rights, utilising mass campaigns on inclusion of disability (Pinnock, 2020). Consequently, many inclusive secondary institutions have been established for students with disabilities, particularly children who completed primary education from inclusive primary schools. For example. Ibeju-Lekki Junior and Senior Secondary Schools. Lagos State government has raised monthly monetary allocation meant for challenged students (Pinnock, 2020). In spite of these gains already recorded, inclusive education, in view of accommodating a sizeable population of physically challenged students, is still a long way away in Nigeria.

Progressive developments resulting to achieving inclusive objectives

From our perspective, certain developments have been successful, to some extent, in achieving the objectives of inclusive education in secondary schools based in some parts of Nigeria. First is the use of supportive staff and special educators. These are specialists, with professional training on how to teach children with disabilities and manipulate the special devices used to teach these categories of students. Secondly, there is the role of motivation, which has been applied to achieve inclusive aims. This is reflected in payment of salaries and other incentives which have the effect of motivating the special education workforce to greater performance and proper handling of the group(s) of students in the inclusive school system.

Thirdly, integration of students with impairments into regular school as a strand of inclusive education encourages learning, which is indicated by enhanced performance on standardised test, among other benefits. The capacity of instructional strategies associated with inclusive classrooms such as tutoring among pair groups, comparative learning groups, to name a few, have been of great assistance to learners generally. There is need to include involvement of NGOs, philanthropic individuals, faith groups, civic

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

society and the media. These are pressure groups to constantly mount pressure on government, sometimes through last resort, to facilitate the progress of inclusive education in Nigeria.

Nigeria is one of the West African countries that have keyed into the inclusive education by becoming one of the signatories to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Article 24 of UNCRPD stated categorically that various governments should be determined to give equitable access to education of children at primary and secondary education levels. The report continued that there should be provision of good accommodation and backing as is requisite in general education to pave the way for effective education of children with disabilities. The article proceeded to state that in realising the rights, government must ensure the following:

- that children with disabilities are not excluded from education and they must gain access to inclusive, quality free primary and secondary education based on equality of opportunity in their various communities;
- governments must make sure that children with disabilities receive the necessary support within the system in order to enhance their education;
- good and reasonable learning space must be provided. This should be based on individual's requirement;
- government should encourage and support use of braille and sign language to ensure that education of children who have visual or auditory impairment, or are deaf-blind, are given in most suitable language, modes and channels of communication to the students, in environments which heighten acad-social development.

As pointed out above, it is interesting to recognise that many nations in West Africa, including Nigeria, have signed this praise-worthy document which is a demonstration of the fact that a commitment in pursuing inclusive education based on (UNCRPD's) paradigm has been made by Nigeria.

Explanations for failure

While explicating reasons for failure of inclusive education in Nigeria, it is imperative to pinpoint the factor responsible for the weaknesses as exposed by Ajuwon (2012), and Pinnock (2020). Accordingly, a major challenge of inclusive education is finance. Paucity of fund which is one of the major barriers of general education system in Nigeria is a significant obstacle of inclusive education. This is because teaching students with disabilities in regular classrooms require more finance to be able to pay specialist teachers that may be involved.

Moreso, owing to inadequate provision of specialists, (trained teachers) and resources, in terms of teaching aids, it has become an uphill task to handle children with special

education needs in regular classrooms, Mandyate (in Ngwoke et al., 2019). In tandem, Obanya (2013) presented some difficulties confronting "effective inclusion of children with special needs in regular schools" (Obanya, 2013: 125) as follows: economic, manifested in poverty; physical, in terms of geographical barriers; socio-historical, which involves exclusion from education from time immemorial, and psychological. Additionally, some of these challenges are connected to ignorance, low self-esteem, poor value orientation and negative attitude as a result of bias. Furthermore, Stephanie (2013) argued that challenges impede inclusive education in Nigeria. The author supports Obanya, emphasising that poor teacher training, insufficient fund, poor resource or equipment, accountability, negative attitude and poor cooperation, among others, are the impediments to running inclusive education in Nigeria.

Moreover, there is the issue of corruption and poor leadership. Corruption has permeated all sectors of Nigerian socio-economic system, including the education sector. There is also the challenge of misappropriation of fund by government officials and this has undermined delivery of inclusive education. The system is further complicated with confusion in government. This is so because there is division of leadership between federal and state universal basic education commission, and education ministries at both federal and state levels. There is therefore no clear-cut financing mechanism for the national inclusive education policy or for the state IE policies.

Misinformation is one of the main flaws of inclusive education. This is related to superstitious beliefs associated with the causes of disability. There is also the issue of lack of qualified personnel, as pointed out earlier. It has been identified that a greater percentage of regular teachers in Nigerian schools are not trained to handle students with special needs. In other words, regular teachers are not exposed to inclusive practices and therefore are not competent to teach students with disabilities. In terms of accessibility, physically challenged students are not able to access classrooms, hostels or buildings not specifically designed to accommodate students with disabilities.

Nevertheless, the objectives of inclusive education have been outlined in (UNESCO, 2009; Ozoji et al., 2016). Despite these publications, inclusive education in Nigeria is considered with double-mindedness. It was noted that while some stakeholders, such as parents cherished the idea, others viewed it as incompatible with their wards' social integration and progress. Some individuals held the perception that certain disabilities are more relevant to inclusive education in Nigeria's learning milieu than others. This view is emanating from cultural understandings that have arranged bodily impairments hierarchically, akin to Oliver's [2013] social paradigm of disabilities. This stands in contradiction to the non-reject stance of inclusive education that foregrounds equality of educational opportunities for all children.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

It is important to recognise the fact that part of the development of inclusive education in Nigeria is that this interest is driven by external forces, as indicated by ideology of neoliberalism. Haralambos et al, (2013) argued categorically that in the sphere of education around the globe, particularly in developing nations , national policies are propelled by United Nations' ideologies, through United Nation's central units, such as United Nations International Children's Emergency Fund (UNICEF), and United Nations Educational, Scientific and Cultural Organisation (UNESCO). The propelling force is in their declarations which have been identified earlier in this work. All these declarations have been the brain behind the adoption of national policy on inclusion of children with disabilities.

Conclusion

Although implementing inclusive education is perceived as an intense struggle even in the developed world, Nigeria has endeavoured to identify with it as a measure to justify its association with inclusive education as a global policy. However, the effort of some state governments towards promoting inclusive education in Nigeria is laudable in view of the multifarious challenges confronting them. Just as it is encountered in its mainstream education sector, Nigeria's inclusive education domain is shrouded in apparently intractable difficulties at the moment. Consequently, the success story of inclusive education in Nigeria is infinitesimal or inconsequential, when juxtaposed with those of Ghana, Kenya, South Africa, but prominently advanced nations of the world.

Recommendations

The following recommendations are proffered to improve inclusive education in Nigeria:

1. Government should deliberately revamp the education sector wholistically, implementing its policies on education, encompassing inclusive education, in tandem with international declarations and laws on inclusive education.
2. Nigeria's target as an urgent measure, should be dual-mode inclusive education pattern, in which admission into regular schools for physically impaired students should be based on mildness or severity of disability, as already being encouraged in a few states.
3. Effort should be intensified to prepare special schools (with special learning facilities) in all localities where intensely impaired pupils or students can access. This will be a laudable step to achieving equality of educational opportunity in Nigeria.
4. Government should improve funding for inclusive education. This will motivate specialist teachers in the inclusive schools to give maximal performance.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Improved funding will also aid training and retraining of specialist teachers and provision of instructional aids for the physically challenged students.

References

Administrator, UBEC (2025, February 26). NERDC forms strategic partnership to roll out new curriculum for Nigerian schools in 2025. 2024 Universal Basic Education Commission (UBEC). Available at: https://ubec.gov.ng/nerdc. Accessed on April 21, 2025.

Ajadi, O.T. (2020). Teachers' characteristics and instructional quality in public secondary schools in Nigeria. *African Journal of Inter/Multidisciplinary Studies,* 2(1), 13-24. Available at: journals.dut.ac.za. Accessed on March 2, 2022

Ajuwon, P.M. (2008). Inclusive education for students with disabilities in Nigeria: Benefits, challenges and policy implications. *International Journal of Special Education, 23(3)*, 11-16.

Ajuwon, P.M. (2012). Making inclusive education work in Nigeria: Evaluation of special educators' attitudes. *Disability Studies Quarterly, 32(2)*, 1-23 available at: dsq-sds.org/article/view/3198/3069. Accessed on 20 May, 2023

Akanbi, M.O. (2014). School quality indicators as correlates of students learning outcomes in junior secondary school in Lagos State. *International Journal of Research Studies in Education*, *3(2)*, 37-59.

Alamirew, T. (2016). Quality education and sustainable development: What can Ethiopian HEIs learn from other global institutions to sustain itself and the planet at large? In Jegede, O. (Ed). Proceedings of the 14th international conference on private higher education in Africa. Addis Ababa: African Union, 167-188.

Allan, J. (2010). The sociology of disability and the struggle for inclusive education. *British Journal of Sociology of Education,* 31 (5),603-619. Dio:10.1080/01425692.2010.500093 Accessed on February 17, 2024

Angwaomaodoko, E. A. (2023). The challenges and opportunities of inclusive education in Nigeria. *Path of Science: International Electronic Scientific Journal, 9(7)*, 1001-1009. Doi: 10.22178/pos.94-1. Accessed on April 21, 2025

Bashar, S.I. & Yasin, M.A. (2020). A review of public secondary schools in Nigeria: Challenges and managing strategies. *International Journal of Psychosocial Rehabilitation, 24(5)*, 5220-5229. Doi.10.37200/ IJPR/V245/PR2020229. Accessed on April 4, 2024.

Federal Republic of Nigeria (2013). *The National Policy on Education.* NERDC

Haralambos et al, (2013). Sociology: Themes and perspectives. HarperCollins Publishers Limited

Kissanji, J. (1999). Historical and theoretical basis of inclusive education. Keynote address for workshop on "Inclusive Education in Namibia: The Challenge for Teacher Education", 24-25. Rossing Foundation, Windhoek, Namibia

Loreman, et al, (2014). Conceptualising and measuring inclusive education. In Forlin, C. and Loreman, T. national perspectives on inclusive education, 3,3-17. Emerald Group Publishing Limited. Doi:101108/51479-3.

Ngwoke et al, (2019). Inclusive education and learning difficulties among special needs children in Nigeria: The case of the visually impaired. *Journal of the Academy of Education, 15(1)*, 118-130.

Nigeria National Human Rights Commission (2003). Child rights act laws of the federation. Available at: https:// www.nigeriarights.gov.ng. Accessed on April 27, 2025

Obani, T. C. (2006). Special educational needs in Obani T.C. (Ed). *Teaching pupils with special educational needs in the regular UBE classrooms*. Book Builders.

Obanya, P.A.I. (2013). Education for all equals all our children learning. PATTEAN.

Obi, F.B. & Ashi, M.M. (2016). Inclusive education in Nigeria: Access and equity. Journal of Education and Practices, *7(5)*, 168-171. Available at: core.ac.uk/download/pdf/234638503, pdf. Accessed on 18 April, 2024.

Okeke, E.C., & Wenenda, V.N (2019). Assessment of inclusive education in public secondary Schools in Rivers State. *Journal of the Nigeria Academy of Education, 15(1)*, 79-92. Timex.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Oliver, M, (2013). Current issues in the social model of disability: Thirty years on. *Disability and society, 28 (7)*, 1024.

Oluremi, F.D. (2015). Inclusive education setting in South Western Nigeria; Myth or reality? *Universal Journal of Educational Research, 3(6)*, 368-374 Doi. 10.13189/ujer.2015.030603 Accessed on 18 May, 2022

Ozoji et al., (2016). *Modern trends and practices in special education. The Nigeria Academy of Education*. Foremost Education Service Limited.

Pinnock, H. (2020). Paper commissioned for the 2020 global education monitoring report: inclusion and education. Available at: unesdoc.unesco.org/arlc/48223/pf0000373665. Accessed on 17 March, 2024

Romina, P.K. (2013). Influence of school-based quality factors on undergraduate students' achievement in Southwest and North Central Universities in Nigeria. *American Education Research Journal, 50(3)*, 117-133.

Salami A. R. (2013), Quality special educational needs for pupils with learning disabilities: The need to make reading a school subject (Ed.). Access and quality of special educational needs service delivery in Nigeria. *Glory-Land Publishing Company.*

Sayed, Y. (2009). Overcoming exclusion in education. In Taneja, P. (Ed). State of the world's minorities and indigenous people 2009 Events of 2008. Education special 274 Minority Rights Group International. 23-35. Available at: www.minorityright.org/ download.php?id=649.

Stephanie, T. (2013x). Barriers to inclusion in Nigeria. Available at: www.unescobkk.org/education/appeal/program-themes/inclusive-education/thematic-issues/barriesto-inclusive education/. Accessed on February 27, 2023.

Tesemma, S. (2011). Educating children with disabilities in Africa: Towards a policy of inclusion. Addis Ababa: *The African child Policy Forum*. Available at: http:/www.eenet.org.uk/resources/docs/6519.pdf.

Timilehin, E.H, & Ogbomida, A.*H. (2012).* Human and material resources as correlates of academic performances of private and public secondary schools in Ondo State, Nigeria. *European Scientific Journal, 8(10)*, 170-188. Available at: citeseerx.ist.edu. Accessed on January 20, 2024.

UNESCO (1994). The Salamanca statement and framework for action in special needs education. World conference on special needs education: Access and quality. Salamanca, Spain, 7-10 June, 1994.

UNESCO (2009). Policy guidelines on inclusion in education. France: United Nations Educational, Scientific and Cultural Organisation. Available at: sinche.uom/gr/sites/default/files/policy-guidelines-on-inclusive-ed.pdf. Accessed on March 18, 2024.

UNESCO (2015). Education 2030: Incheon declaration and framework for action towards inclusive and equitable quality education and lifelong learning for all. *UNESCO Institute for Information Technology in Education.*

UNICEF (1989). *Convention on the rights of the child. Available at: https://www.unicef.org*

United States Department of Education (2004). Disabilities education improvement act of 2004. Available at: https://www.ed.gov. Accessed on April 27, 2025

World Bank Group (2025). Education 2030-towards inclusive and equitable quality education and lifelong learning for all (English), Washington, D.C.: World Bank Group. Available at: http//documents.worldbank.org/curated/en/167341467987876458. Accessed on April 28, 2025

United Nations (2006). Convention on the rights of persons with disabilities. Available at: https://www.un.org. Accessed on April 28, 2025

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]