

BARRIERS TO SPECIAL NEEDS EDUCATION IN NIGERIA

Rufus Olanrewaju ADEBISI (Corresponding Author)

Special Needs Education Unit
FCT Universal Basic Education Board, Garki. Abuja
P.O. Box 1108, Garki. Abuja. Nigeria.
aderufus2@gmail.com
+2347036001217

Jummai E. JERRY

Department of Educational Foundation,
Faculty of Education,
Nasarawa State University, Keffi
Nasarawa State, Nigeria.
jummaijerry@yahoo.com
+2348162757294

Suraju Ademola RASAKI

Special Needs Education Unit
FCT Universal Basic Education Board
Garki. Abuja. Nigeria.
sirajabdul0@gmail.com
+2348036286622

&

Eucharía Nwakaego IGWE

Institute of Archaeology and Museum Studies,
Jos, Plateau State.
eucharía4igwe@yahoo.co.uk
+234803595602

Abstract

This paper discussed the field of special needs education and its position in the Nigeria's national education policy, with the fundamental principle of projecting the image of all children with special needs to learn in a least restrictive environment, regardless of any difficulties and differences they may have. It also discussed the various barriers facing special needs education and its effects on persons with special needs, as they lack equal access to public and basic resources like right to education, right to employment, right to social integration, stigmatization, negative attitude from the society, poor health care system and legal support system. Possible ways of removing the barriers in special needs education to enable social inclusion were proffered.

Keywords

Barrier, Special Needs Education, Access, Inclusive Education,

1. Introduction

All around the world, the field of special needs education and its clients always face all forms of problems and barriers that range from physical, social, economic to attitudinal. These barriers in the field often exclude its beneficiaries from acting fully and effectively in their environments or societies. Persons with special needs lack equal access to public and basic resources like right to education; right to employment; right to social integration. These persons suffer stigmatization, negative attitude from the society; poor health care systems and above all legal support system become a fantasy. All these are due to the non recognition the field of special needs education face globally.

In 2006, an international disability movement took a bold step with the adoption of the Convention on the Rights of Persons with Disabilities. The United Nations really work to change the attitudes and approaches of the society and governments of all nations to special needs education issues towards ensuring that persons with special needs have full equality and participation in public and social lives. This design of the convention of the United Nations has the intention to break all barriers facing special needs education and its beneficiaries. It is also a human rights instrument that contains development dimension, which is intended to realize equality and participation of persons with special needs in all development processes.

Very recently, the UN General Assembly has emphasized that the genuine achievement of Millennium Development Goals (MDGs), Education For All (EFA) and other globally agreed development goals, needs the integration and inclusion of the rights and opinion of persons with special needs in all endeavours at national, regional and international levels. The General Assembly, in realizing this goal, convened high level meeting of disability in 2011 at the level of Head of Government to discuss the way forward towards 2015 and beyond. The aim of this target as adopted as an action – oriented document that provides policy guidance that will assist in translating the international commitment for a disability – inclusive society and strengthen global effort to ensure accessibility for inclusion of persons with special needs in all areas of development. Looking at the effort of the UN in the Convention, its laudable intention is to promote accessibility, remove or break all kinds of barriers and to achieve the full and equal participation of persons with special needs in our society.

The trend in social policy in many countries of the world during the past three decades in the special needs education has been on promoting inclusive programmes and how all barriers facing person with special needs are removed, and to combat exclusionary and discriminatory practices (Disabled People International, DPI, 2005; Lindsay , 2007; Mittler, 2000). The fundamental principle of special needs education is that all children with special needs learn in a least restrictive environment, regardless of any difficulties and differences they may have (UNESCO, 2003). But, throughout the world, children with special needs are often marginalized within or, indeed, even sometimes excluded from the scheme of things (Ainscow & Haile-Giorgis, 1998).

This paper therefore will discuss briefly the field of special needs education and its position in the Nigeria's national education policy. It will discuss the various barriers facing special needs education and its effects on persons with disabilities. Possible ways of removing the barriers in special needs education will be proffered.

2. Special Needs Education

Special needs education, as its name suggests, is a specialized branch of education with historically linked to Jean-Marc-Gaspard Itard (1775–1838), the physician who "tamed" the

"wild boy of Aveyron," and Anne Sullivan Macy (1866–1936), the teacher who "worked miracles" with Helen Keller. Special needs education is concerned with those persons who have physical, cognitive, language, learning, sensory, and/or emotional abilities that deviate from those of the general population. Special needs educators provide instructions specifically tailored to meet individualized needs, making education available to students who if not, would have limited access to education.

However, the Nigerian National Policy on Education (2004) defined Special Needs Education (SNE) as the:

Education of children and adult who have learning difficulties because of the different kinds of handicaps – blindness, partial – sightedness, deafness, hardness of hearing, mental retardation, social maladjustment, limb deformation or malformation etc; due to circumstances of birth, inheritance, social position, mental and physical health patterns, or accident later in life. As a result such children and adult are unable to cope with the regular school class organization and methods.

Special needs education in the above definition is a formal, special educational training given to the people (children and adults) with special needs, who fall into two categories: *the disabled* and the *gifted and talented*. The disabled include the children and adult with hearing impairment, visual impairment, physical and health impairment, intellectual disabilities, learning disabilities, multiple handicap... emotional disturbance. On the other hand, the gifted and talented are in other end of the spectrum of special needs. Their teaching and learning methods of traditional formal setting may be inappropriate.

Nigeria's National Policy on Education (2004) stated the three key objectives of special needs education as to:

1. To give concrete meaning to the idea of equalizing educational opportunities to all children, disabilities notwithstanding.
2. Provision of adequate education for all people with special needs in order that they may fully contribute their quota to the development of the nation.
3. Diversified and appropriate curriculum for all the beneficiaries.

One of the areas where the policy became a barrier to it is that, the federal government did to specify the administrative structures or functions of the three tiers of government. This failure made it difficult for proper funding and service delivery and has consequences to the welfare package of the people with special needs (Adebisi & Onye, 2013). More so, the policy does not classify the criteria for those personnel that would head the special needs education departments and institutions. That is why in some of the educational agencies or sees non-professionals heading special education units.

4. Barriers to Special Needs Education

Barriers to special needs education can take a variety of forms. They could be physical, technological, systemic, financial, or attitudinal, or they can arise from a governments' failure to make available the needed accommodations and infrastructural provisions. The following are proffered main barriers to special needs education:

4.1. Inadequate and Unaccess funding

This could be regarded as the prime reason for delayed and slow pace of development in special needs education services in all levels of educational system as experienced in the regular

school system. Often, accommodation decisions are made based on budgetary considerations rather than on an assessment of the actual needs of students with special needs. Nwoagba (2013) identified funding as the major constraint and barrier to the growth of special needs education in Nigeria. He mentioned that coordinating services and offering individual supports to children with special needs demand additional money and inadequate funding hinders professional development in the field of special needs education. In most cases, the available fund for special needs education projects are unaccessed by the administrators of special needs education, thereby making the children with special needs to suffer unnecessarily in the areas of infrastructure, equipment and learning materials.

4.2. *Negative Attitudes*

Experts in the disability-related fields consider negative attitude as the greatest barriers to the field of education of special needs. Negative attitudes towards the fields in terms of funding and political will to implement its policies, in turn leads to negative attitudes to its clients. Students with disabilities continue to face negative attitudes and stereotypes in the education system. Lack of knowledge about and sensitivity to disability issues on the part of some educators, staff and students can make it difficult for students with special needs to access educational services equally with the so call 'normal'. Until government and our political leaders rise up and continue to pay particular attention to their needs with effort to increase their participation in community life, societal prejudices will continue to abound. Inclusiveness of the field and persons with special needs will be greatly jeopardized except negative attitudes and segregation are ended (Action for the Right of Children, 2000). Attitudinal barriers can take the form of misconception, mythical beliefs and even labelling. Excessive exhibition of these by the society could lead to psychological and emotional burdens on persons with special needs.

4.3. *Barrier of Access to Education*

Only 1980 – 1990 made a notable success in the field of special needs education. Then, the Nigerian government sponsored studies in various areas of special needs education both within and outside the country (FME 1986). The government of Nigeria established many special schools and units in the mainstream schools, and establishment of rehabilitation centres across the country for the training of vocational skills. Since then, little achievement has been recorded in the education of persons with disabilities, as the old buildings, equipment, materials etc acquired become obsolete. Many children with special needs are out of school especially in some rural areas because special schools or inclusive schools are not available to them. Many parents and community are not aware of, or ignorance of the education of their children with special needs. Some believe that their children cannot be educated or achieve in school. Thereby, leaving with only option to allow them beg on the street or keep them at home. Our society and governments, at all levels, pay particular attention to a particular disability for example hearing impairment, visual impairment and physical handicap more than other disabilities.

The major focus globally now is inclusive education, which many countries of the world have embraced which the aim of ensuring that persons with special needs have access to education regardless of the nature and degree of disabilities. This has been the major concern in Nigeria as policies of inclusive education remain not implemented; thereby limiting access to schools for persons with special needs (Nkechi, 2013).

4.4. *Policy Issues*

The policy on special needs education as contained in the Nigeria National Policy on Education (NPE), made the stated objectives clear. Adebisi and Onye (2013) identify the problem to always be the federal government who failed to stipulate the administrative structures or functions of the three tiers of government, thereby making it difficult for proper funding and service delivery. They further say that the document in the policy does not categorize the criteria for those personnel that would head the special needs education departments and institutions. This gives the reason that in some of the educational agencies, non-professionals are heading special education units and branches. This is unclear policy that suffers the implementation and administration of special needs education in the country.

Now, the Nigerian Universal Basic Education (UBE) offers to every Nigerian child free primary and secondary nine – year basic education with the document that emphasise “access, equality, equity, inclusiveness, affordability and quality” (Osuji, 2004). This means that children with special needs are entitled to free education that can bring about adequate level of literacy for them to learn in vocational and academic pursuit. Besides, the Federal Government document (FME, 1986) outlined the steps and procedures that are in line with international recommendations and best practices on special needs education, which is supposed to ensure early intervention and effective inclusive education, if implemented (Lawrence, 2004). But the policy on special education was not carried out, thereby wasting lot of time and future of special needs education in meeting up with the global challenges, with the negative resultant effect on children with special needs.

4.5. *Unavailability of Facilities*

Lack of facilities and materials has been one of the barriers to special needs education in Nigeria. The lack of support services pose barrier to enrolment and education of persons with special needs. Evidence suggests clearly that most students with special needs are unable to enrol into special or regular schools in the country, as they may not receive support services to assist them in the schools (Anumonye, 1991; Eleweke, 1997). The lack of facilities and support services for effective inclusion imply that many academically qualified students with special needs especially students with visually and hearing impaired may be unable to attend regular neighbourhood schools or Nigerian colleges and universities. Data have it that the provision of support services in public special and inclusive schools are lacking. At the tertiary level, Adeniran (1998) reported in Akinpelu (1999) stated that many students enrolled into the colleges and universities in Nigeria were frustrated out of their programmes or perform poorly because of the nonexistence of support services. It is only a very few wealthy from families can afford to purchase support services in various Nigerian schools. Getting appropriate equipment needed for persons with special needs, which include hearing and vision aids, electronically adapted mobility devices, are continuing barrier to providing equal access for education of persons with special needs, and the facilities and equipment needed for vocational and recreational education are inadequate or inexistent. There are slow efforts by federal and state governments to acquire the necessary equipment, materials and learning aids and in some states as governments differ somehow in the assistance given to persons with special needs.

4.6. *Poverty*

The findings of the study carried out by Okeke (1987) in Benue, Kogi, Enugu, Anambra, Imo and Abia States in Nigeria reveals that poverty related factors rank first among other factors as most prominent barrier inhibiting families/communities participation in the education of

persons with special needs in Nigeria. For instance, in our high ways and streets today, one cannot but notice countless number of both "fit" and "unfit" children and adult begging for alms. One who sees these number of Nigerians begging will only but conclude that governments has not done well in catering for the immediate needs of persons with special needs. We must remember that a nation is judged not by how the affluent few live but on how it takes care of its less fortunate citizens (Ogbojafor 1995). There is no gain stressing the obvious fact, that the poverty level in Nigeria at the moment is alarming. Families of these cannot afford the exorbitant rate of school fees charged by the service providers in educational and vocational schools and institutions, as governments fail to offer or sustain free education for the persons with special needs.

4.7. *Barrier of Parents' Involvement*

Involving families and communities is the recent trend in the education of persons with special needs (Ejikeme & Ejikeme, 2013). The move in this direction as observed Ozoji (1993) is because the community is expected to be involved and participate more actively in service provision for persons with special needs, as it has been in the affairs of others. The family is the first and basic institution in our culture and the primary place in which children learn to interact with their environment. The very important position of the family in the development of the individual cannot be quantified.

From the above, the family especially parents always have insight regarding the uniqueness and needs of their children which can be of assistance in planning treatment and educational programmes. The families make up the community. Beginning a change in attitude towards the persons with special needs, for example, start from the community since most of the superstitious beliefs, values and customs that powerfully affect the persons with special needs negatively are rooted in the communities. This is where the introduction of Community-Based Rehabilitation (CBR) programmes by the World Health Organization (WHO) in 1976 becomes relevant. The programme was intended to embrace vital issues such as social, economic and education integration.

4.8. *Non implementation and Inadequate Funding for Inclusive Education*

Article 3, Salamanca Framework for Action (1994) advocates that "schools should accommodate all children regardless of their physical, intellectual, emotional, social and linguistic conditions". This statement formulated the very new direction of special needs children with the regular school environment. Since 1994, developing countries of the world including Nigeria, has been very slow in implementing this framework, probably because of poor funding and lack of political will. This had been a barrier to the increase in the participation of students with disabilities in schools and in treating all learners on the basis of equality and non-discrimination (Adebisi, 2010).

Moreover, evidence indicates that inadequate funding for educational services is a major problem of implementing meaningful inclusive programmes for persons with special needs in Nigeria (Onlinenigeria, 2007). Though, the government accepted full responsibility for adequate financial provision to guarantee successful implementation of inclusive education as stated in the Nigeria National Policy on Education's document. As of now, there is no clear indication of special funding arrangement for the implementation of inclusive education in the country (onlinenigeria, 2007). Poor or low funding leads to poor implementation of the existing policies

for persons with special needs. The shortage of funds leads to shortage of resources, inadequate facilities, unemployment of personnel etc. For persons with disabilities to receive adequate supports, inclusiveness, required materials and resources etc funding will play prominent roles.

4.9. *Lack of Supporting Legislation*

One of the major obstacles/ barriers to special needs education in Nigeria is the lack of legislative provision. The passage of disability bill by the National Assembly awaiting assent by the President is dragging too long. This delay and insensitivity on the part of government hamper the implementation of the formulated policies for the rights, education and inclusiveness of persons with special needs. Legal support system is central to removing barriers to disabilities. Evidence indicates clearly that most of the promises in the National Policy on Education (NPE) document, relating to the implementation of plans and programmes for special needs education and provision of other essential services have remained at the theory level due to the lack of mandatory legislations to give supports to their implementation (Eleweke, 2003). Without a supporting legislation, the implementation of the provisions in the NPE document is not essential or even obligatory on the Nigerian government (Ihenacho, 1988). In the nonexistence of a supporting legislation, Ihenacho disputed that the contents of the NPE document lacks organizational (governmental) backing and administrative clear-cut line of action. As a result, explanation and achievement of programmes and policies contained in the NPE and other documents remain subjective.

Etscheidet and Bartlet, (1999) argued that legislation is a key approach for improving services provided to individuals with special needs. They explain that mandatory laws are necessary in the provision of services with the following benefits, which legislation has:

- a. protective safeguards which guarantee the rights of the beneficiary to receive specific services,
- b. time of onset and phase plans,
- c. consequential effects (i.e., punishment) for non-compliance,
- d. room for litigation,
- e. accountability, evaluation and monitoring procedures, and
- f. financial backing and structure.

4.10. *Inadequate/ Unemployment of Professionals*

Manpower employment and development is one of the major barriers to the special needs education and its policies at national and international levels. Universities and Colleges turn out graduates in disability related fields every year but ever remained underutilised and unemployed. Special education teachers, psychologists, physiotherapists, social workers, Nurses, Doctors, vocational instructors etc are not really employed directly to take care of educational, motor, social, psychological, vocational needs of persons with disabilities. Vandeh (2003) emphasized that the successful education of students with special needs requires the involvement of the different professionals, who will be of assistance in the areas of identification, referral, diagnoses, treatment and provision of appropriate educational services.

Unemployment of personnel, training and retraining form the major hindrances to special need education in Nigeria (Eleweke, 2002). The massive recruitment of professionals in the education of learners with special needs would make great impact in the identification, referral, diagnosis, treatment, and provision of appropriate educational and related services. Obviously, an adequately number of trained professionals is required in the provision of meaningful educational services to students with special needs.

Evidence, however, indicates that Nigerian schools are faced with serious shortage of qualified teachers and support personnel (Eleweke, 1999), and where it exists, professionals leave the job for other 'greener pasture', as a result of lack of better treatment on the parts of the employers. Data also shows that at the tertiary institutions, there is a serious lack of enough instructors. For example, the World Bank (1999, 2005) reports that there is a staffing deficit in Nigerian colleges and universities. It equally found out that the position of special school in Nigeria indicated that, the number of special education teachers is grossly inadequate.

The irony of it is that Universities and colleges in Nigeria, notably Universities at Ibadan, Jos, Kano, Calabar, and Nsukka, as well as the Kaduna Polytechnic and the Federal College of Education (Special), Oyo training and trained thousand of teachers of students with special needs to provide education and other related services in the schools and communities. With this effort it remains the case that most of the schools in the country do not have adequate number of qualified teachers. The programmes for the training of support personnel such as educational audiologists, psychologists, speech and language pathologists and communication support workers such as interpreters are not offered in most of the institutions of higher education in Nigeria.

4.11. *Administrative Barriers*

Another challenge to special needs education is the bureaucratic bottle net. This could manifest in the area of allocation, administration and distribution of fund and resources. Lack of interest and passion on the part of administrators of special needs related boards or agencies could be the sole problem of this bureaucratic bottle net. Another major barrier to enhance the implementation of special needs education services is political will. Adebisi and Onye (2013) maintain that if there are political will by the policy makers, things would be done in favour of persons with special needs. That a great measure of improvement must have been made for their benefits, but since the reverse seems to be the case, the interest of what those policy makers seem to be on what to gain, other than the well-being of the beneficiaries. In most cases, people in charge of the policy making and the administration of special needs education at various levels of policies' implementation are non professionals. Desks officers in most local, state and federal units are managed by non professionals, who do not have passion for the needs of persons with special needs. These arrangements have greatly jeopardized planning, monitoring, data collection, training and re-training of special needs teachers, social mobilization, improved infrastructural facilities, improved funding and management.

5. **Removing Barriers in Special Needs Education**

The strategies to use in removing barriers in special needs education required the involvement of practitioners and policy makers in schools, local authorities, the health service and the voluntary sector as well as all stakeholders in special needs education. It needs governments' vision for the education of children with special needs education to provide clear national leadership supported by an ambitious programmes of sustained action and review, in the following areas:

- i. *Early intervention.* To ensure that children who have difficulties learning receive the help they need as soon as possible and that parents of children with special needs have access to suitable childcare.
- ii. *Removing barriers to learning.* By embedding inclusive education practice in every school and early years setting.

- iii. *Raising expectations and achievement.* By developing teachers' skills and strategies for meeting the needs of children with special needs.
- iv. Delivering improvements in partnership with NGOs and other national and international agencies on approaches to improvement so that parents can be confident that their children will get the education they need.

Special needs education wants all children, wherever they are to be educated, to have a good education that enables them to achieve to their full potentials and provides a firm foundation for adult life. We want all persons with special needs to have regular opportunities to learn, play and develop alongside each other, within their local community of schools. We want parents to have confidence that their children's needs will be met effectively in school without feeling that the only way to achieve this is through a statement (or policies on paper), but through action at local and national level to build the skills and capacity of their children.

More so, special needs education expects that barriers will be broken where:

- health, education and social care are organised around the needs of children and their families, with better information-sharing and assessments leading to early intervention
- persons with special needs having access to good quality childcare and early years provision in their local community.
- schools with the skills and resources to enable them to take prompt action to help children who are falling behind their classmates
- special education teachers and early years staff spend more time supporting early intervention and less time on special education-related paper work.
- local authorities extend special needs education advice and support services to early years settings in developing the skills and awareness on issues related to disabilities.
- government funding should be increased and disbursed appropriately to schools to support early intervention and effective management of resources, through practical guidance, expert advice and support
- government cut bureaucracy on issues and decision affecting persons with special needs by helping them to focus on the essentials and make better use of the available resources
- legislative provisions to cater for the health, education, social welfare, removal of stigma, negative attitudes and other benefits that will enable social inclusion.

6. Conclusion

The challenges of a large population with the low literacy rate and over 60% continuing to live below poverty line; make the scenarios in services to the special needs education a complex one. Compounding this situation, are the challenges of insufficient number of required trained professionals, lack of prescribed standard in the delivery systems and quality control, and inadequate financial resources.

With the effective utilization of the valuable human resource in the field of special needs education, and with the proactive government in initiating policies for the welfare of persons with special needs and for the persons with special needs, with many more provision of good services and centres being established with programme and services to meet the numerous challenges on ground, the sky is the limit for the field of special needs education in Nigeria.

The legislation, if assented to by the government, will in all certainty, strengthen its measures in making available quality services. In this endeavour, the non governmental organizations are partners with the government in making it a reality for every child in needs to be provided with necessities of life from early intervention to quality service delivery.

7. References

- Action for the Rights of Children (ARC). (2000). *Action tornadoes inclusive. Critical issues in disability*. Retrieved on 2013/12/06 from <http://www.who.int.icidh/>
- Adebisi, R.O. (2010). The inclusion charter: The prospects and challenges. *Journal of Educational Studies*, 15 (1), 122 – 128.
- Adebisi, R.O. & Onye, M.A. (2013). Towards implementation and sustainability of special education services in FCT: Some critical issues. *Journal of Advocacy and Rehabilitation in Special Education*, 12 (1), 1 – 5.
- Ainscow, M. & Haile-Giorgis, M. (1998). *The Education of Children with Special Needs: Barriers and Opportunities in Central and Eastern Europe*. Innocenti Occasional Papers, Economic and Social Policy Series, No. 67. Florence: UNICEF International Child Development Centre.
- Akinpelu, F. O. (1999). Roles of supportive services for the deaf in tertiary institutions. *Journal of Nigerian Association of Specialists in Management of Hearing Impairment*, 1(2), 41-50.
- Anumonye, F.O. (1991). Problems of mainstreaming handicapped children in Nigeria. In E. D. Ozoji, J. U. Umolu & S. O. Olaniyan (Eds.), *Contemporary Issues in Mainstreaming Exceptional Children in Nigeria's 6-3-3-4 System of Education* (pp. 65-70). Jos: National Council for Exceptional Children.
- Disabled People International (DPI, 2005) *DPI Position Paper on Inclusive Education*. Available: <http://www.dpi.org/lang-en/resources/details.php?page=75> [Retrieved May 1, 2007].
- Ejikeme, G. G. & Ejikeme, T. U. (2013). Counseling challenges arising from enlisting parental involvement in childhood education and implementing inclusive education. *National Journal of Inclusive Education*, 1 (1), 13 – 23.
- Eleweke, C. J. (1997). Analysis of service provision for deaf people in Nigeria: Implications for future developments. Unpublished Ph.D. Thesis. University of Manchester, England.

- Eleweke, C. J (1999c). The need for mandatory legislations to enhance services to people with disabilities in Nigeria. *Disability & Society*, 14(3), 227-237.
- Eleweke, C. J. (2003). Nigeria's national policy on deaf/special education: A critical appraisal. *African Annals of the Deaf*, 1(1), 30-34.
- Etscheidt, S. K. & Bartlet, L. (1999). The IDEA amendments: A four-step approach for determining supplementary aids and services. *Exceptional Children*, 65(2), 163-174.
- Federal Ministry of Education (1986). *Statistics of special education development in Nigeria, 1986: A case study*. Nigeria: Federal Ministry of Education.
- Federal Governemnt of Nigeria (2004). *National policy on education*. Lagos: NERDC press.
- Ihenacho, I. J. (1988). Remedial studies and teacher education issues in the National Policy on Education The 6-3-3-4 system. In G. O. Akpa & S. U. Udoh (Eds.), *Towards Implementing the 6-3-3-4 system of Education in Nigeria* (pp. 31 -36). Jos: TechSource.
- Lawrence, J. (2004). The right to education for person with disabilities: Towards inclusion: Conceptual paper. Retrieved May, 10, 2014 from www.unescodoc.unesco.org/images/0013/001378/137873e.pdf
- Lindsay, G. (2007). Educational psychology and the effectiveness of inclusive education/mainstreaming. *British Journal of Educational Psychology*, 77(1), 1-24.
- Nkechi, C. M. (2013). Education of the disabled in Nigeria: Access and perception. *Journal Plus Education*, 10 (1), 133 – 142.
- Nwoagba, O. S. (2003). Accessibility: Removing barriers to the goals of inclusions for persons with special needs in Nigeria. In A. Olabisi (Ed), *Child Care and Special Needs Education in Nigeria (Vol. 4)*, pp 49 – 57. Abuja. Centre for Learning Disabilities and Audiology.
- Okeke, B. A. (1998). The status of disability rehabilitation centres in Enugu State – Nigeria: An appraisal. *African Journal of Special Needs Education*, 3(2), 67-74.

- OnlineNigeria (2007) *Other Educational Developments*. Available: <http://www.onlinenigeria.com/education/index.asap?blurb=535> [Retrieved 6 May 2014].
- Osuji, F. (2004). *The education system at the beginning of the twenty-first century: An overview and assessment*. A presentation at the Forty-seven session of the international conference on education. Geneva, 8 – 11 September.
- Ozaji, E. D. (1995). Special education perspectives for the future. In E. D. Ozaji & I. A. Nwazuoke (Eds.) *Professionalism in Special Education in Nigeria* (pp. 174-180). Jos: National Council for Exceptional Children.
- Vandeh, C. M. (2013). Issues in inclusive education for children with special needs in Nigeria. *National - Journal of Inclusive Education*, 1 (1), 71 – 77
- UNESCO (2003). *Overcoming Exclusion Through Inclusive Approaches in Education: A Challenge and a Vision*. Paris: Author. UNICEF (2004). *The State of World Children*. NY: Author.
- UNESCO (1999). *Salamanca statement and framework for action: A review of UNESCO activities*. Paris: UNESCO.
- World Bank (2005). *Evaluation of World Bank's Support for Primary Education in Africa*. Washington, D.C: Author. Available: http://www.worldbank.org/ieg/education/facts_figures.html [Retrieved 2 May 2014].