TEACHING FOR INCLUSIVE EDUCATION

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ABSTRACT

This chapter shall attempt to examine the purpose of teaching for Inclusive Education as the latest programme in the Special Education field today. It has been observed, "Inclusive Education agenda is a key element of the education reform agenda". It is one of the educational options receiving increasing worldwide attention presently. This paper shall highlight issues such as meaning of Inclusive Education, Inclusive Philosophy, Goals of Inclusive Education, Requirements for Inclusive Education, Required Competences in Inclusive Education, Principles of Inclusive Education, Inclusive Education Settings, Indicators of a Successful Inclusion, Challenges in the Practice of Inclusive Education and Benefits of Inclusive Education. It shall also recommend some good strategies for a successful establishment of inclusive Education in Nigeria.

KEYWORDS: Teaching, Inclusive and Education

INTRODUCTION

Education is an instrument for national development. The formation of ideas (i.e. contemporary educational programming) such as the inclusive philosophy; integration of such ideas and interaction of persons and ideas are aspects of education geared towards national development. In this respect, every Nigerian citizen must have a right to equal educational opportunity irrespective of creed, religion or any real or imagined disabilities according to his/her ability.

In the context of an academic discipline and professional practice, special education refers to the care, teaching, training and management of specialized interventions for people with one form or the other of impairments in human organs required for effective life functioning or some form of disabling conditions hindering their effective achievement of potentials and abilities (Abang, 2005). In terms of the context of Special Needs Education, Inclusive Special Needs Education and Inclusive Education have been used to also mean the most efficient approaches to managing the conditions, training and education of people with disabilities of various kinds. It is just in the same context that terms such as Exclusive Special Settings (otherwise segregation), integrated settings and inclusive educational practices have been adopted and used to ensure functional non-discriminatory education for children and persons with disabilities.

Inclusive education retains most of the essential characteristics of mainstreaming as a programme for accessing special needs children education in the regular school. The commonalities between them are many special need children are

instructed in the regular class, the regular teacher plays a key role in instructing the children, curriculum adaptation is made to match the needs of the children etc. In this type of education, the child is mainstreamed into an unchanged school where he is expected to conform to the laid down traditions of the school, where the teacher is assisted by the resource or itinerant teacher etc.

Inclusive Education framework adopted at the Salamanca Conference in 1994 states that: "Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions". (Article 3,Salamanca framework for Action). UNESCO (2009) comments that: Concurrently, inclusive education is a transvers issue which cuts across all education initiatives – from early childhood to primary education, vocational education, adult education, teacher education and curriculum development as well as in spheres related to culture and social development. Slee (2010) says that, "Inclusive Education is a key element of the education reform agenda". It is one of the educational options receiving increasing world-wide attention presently. This chapter examined the essential features of inclusive education as the latest programme in the special education field today. MEANING OF INCLUSIVE EDUCATION. The general education classroom or environment where children interact fully with their peers and are jointly taught by the regular and special teachers is indeed the option that truly optimizes educational opportunity for all learners. Unsatisfied with the pace with which full integration of special needs persons had been taken by the society, the International bodies have pursued with vigour the inclusive philosophy. This philosophy advocates that children be educated and provided for within the mainstream of their policy (Journal of childhood and primary Education, Vol. 3 No. 1, 2007). Inclusive education, is an education program carefully designed to educate people with disabilities as well as with diverse needs within the re-structured mainstream or school community (Iroegbu, 2006). It means that all students in a school regardless of their strengths and weakness in any area, becomes part of the school community. The Centre for Studies on Inclusive Education (CSIE) defines inclusive education as "All children and young people with and without disabilities or difficulties learning together in ordinary pre-primary provisions, school, colleges and universities with appropriate networks of support", (Rustemier, 2012). The philosophy of inclusion hinges on helping students and teachers become better members of a community by creating new vision for communities and for schools. Inclusion is about membership and belonging to a community. An inclusive programme must be based upon a student's need so each programme will look different for each child. In order to achieve education for all, inclusive education chose the placement of special needs persons together with other persons. Brohier (2009) argues that, the fundamental principle of inclusive school is that all children should learn together where possible regardless of any difficulties or differences they may have. Similarly, the Salmanca Declaration states that schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions. The Universal Children Emergency Fund (UNICEF, 2001) argues that inclusion in mainstream education is important as a means of promoting social integration and avoiding a sense of separateness or inferiority.

The Inclusive Philosophy Inclusive education is a policy that all children and young people (with or without disabilities or difficulties) learn together in ordinary pre-schools, colleges, polytechnics and universities with appropriate network of supports.

Essentially, educational inclusion entails all categories of learners to fully participate in the life and work of mainstream settings irrespective of their learning needs. This conveys continuity in the process of breaking down barriers to learning and participation for all citizens in Nigeria's educational system. The implication therefore, is that every Nigerian child and/or youth must have a right to belong to the mainstream or a joint undertaking to work toward equal educational opportunities.

Obani (2016) considers inclusive education as admission and instruction of all children (with or without disabilities and/or other special educational needs) in the same neighbourhood schools. Similarly, exclusionists corroborate that inclusive schools are based on the belief that the world is an inclusive community with people who vary not only in terms of disabilities but also in race, gender, and religious background (Mercer, 2007). The reverse of the inclusive philosophy is exclusive education, which places barriers to education for all learners. In other words, exclusive education segregates learners (special needs against ordinary) from one another in different learning environments. This accounts for divergent educational system perspectives that have sprouted special/rehabilitative nomadic and adult education in Nigeria. The inclusive philosophy heightened that: "No child should be denied inclusion in mainstream education provision and that the provision should offer full range of support or specialist services necessary to give all children their full entitlement to abroad and balance education" (Ozoji, 2013). Goals of Inclusive Education Inclusive Education has many goals as identified by Dada (2016):

- To provide education for children with diverse learning needs within the restructured school community.
- To make special needs children active members of the school community and then to help them achieve quality educational outcomes based on their IEP's and to achieve social competence.
- To build a supportive school community that is able to identify and minimize barriers to learning and participation.
- To educate more children better.
- To ensure successful learning and social experience/competence.
- To empower children who are either to excluded or isolated.
- To enable students to participate in mainstream education to the best of their abilities.
- To build inclusive schools that can respond to diverse needs.
- To study the pressures that lead some people in schools to feel excluded and separated.
- To attend imaginatively to diverse learning needs in the classroom.
- To ensure improvement of student learning outcomes.
- To develop exemplar units of planning for diversity and to understand this diversity.
- To dismantle barriers to access the participation and in the end facilitate achievement in schooling and training.

ESSENTIAL REQUIREMENTS FOR INCLUSIVE EDUCATION

A programme that is designed to achieve the above goals must be adequately planned. The following are essential requirements needed for a result-oriented

inclusive education programme:. GOVERNMENT POLICY AND BACKING Inclusive education must enjoy full and forceful government backing for it to succeed. Government must go beyond policy specification, as is the case in the national policy on education. This time around, the government document should spell out the objective, mode of implementation and monitoring of individual student progress, resource allocation and funding and how it is to be integrated into the school system, government should from time to time set forth guidelines for implementation of inclusive education.

According to Mani (2012), government should develop legislative framework for inclusion and there should be Ministry of Special and Inclusive Education for indigenous and community based which should address all barriers to learning and development that result in the exclusion of learners from the culture and curriculum of school. RESEARCH: This is needed to find out how pedagogy, curriculum and school classroom organization contribute to marginalizing students so that "We can actively build more inclusive education communities" (Slee, 2010).

Research should extend also to analyzing aspects of the school from the perspectives of the stakeholders in inclusive education (i.e. students, parents/caregivers and staff). Findings should be done on what impede learning and people to be excluded and segregated. Also, there is need for information about problems that threaten exclusion e.g. teasing, racism. There must be information on prototype schemes or projects in inclusive education including evaluation of existing programme.

- **Adequate Financial Provision**

In other countries of the world, there are two main sources of government funds for inclusive education, namely, "The Schools Access Initiative (SAI) and the Special Educational Needs Element of the standard fund (SEEDF) (Smith, 2001)". Millions of pounds are sourced through these sources for inclusive education. In Nigeria, we need similar specific funding for inclusive education.

- **Effective Public Information Effort**

This is needed to combat prejudice attitudes. Staff and students are prepared to receive children with disabilities. The public top support can be obtained when it is sufficiently informed and the various ways it can support adequately rationalized.

- **Effective Programme Of Orientation And Staff Training**

Adequate staff development and in-service training for service teachers is needed in the area of philosophy and implementation of inclusive education skills for teaming and problem solving. On how to create an inclusive classroom environment, on how to select and adapt curriculum, on instructional methods according to needs. Training needs should be identified yearly and staff learning needs studies and addresses. The training should provide adequate number of personnel including aides and support services.

- **Provision Of Continuing Support Services**

Services needed by children should be available (health, physical, speech therapy, or occupational). A coordinating agency should be on hand to offer technical assistance including mandatory testing. The success story of inclusive

education in advanced countries can be traced to the active involvement of private initiatives. Many non-governmental organizations provide supports in ways that move inclusive education forward in their countries. For instance, in Britain, such organizations include (CSIE), Alliance for Inclusive Education (AIE), Disability Equality in Education (DEE), and so many others. These organizations carry out critical advocacy bids, research and volunteer work on order to promote the course of inclusive education.

- **Individualized Educational Plan**

Every student with disability should have an IEP detailing objectives for each learner and deciding the appropriateness of inclusive programme. Mature students take responsibility for their education; they help create the structure of classroom rules etc.

RADICAL CHANGES

Areas in need of changes include:

- **Curriculum:**

This is to be differentiated and or adapted to make it relevant, realistic and flexible. Buildings: Require re-engineering to access accommodation to the physical plant and equipment (e.g. toys, building and playground facilities, assistive devices etc.)

- **School organization:**

Principal and staff understand the needs of students with disabilities, personnel are available and adequate, appropriate policies and procedures for monitoring individual student progress including grading and testing put in place.

- **Pedagogy:**

New child-centered pedagogy to be added and to include peer tutoring corroborative teaching, reciprocal teaching monitoring and adapting instruction for individual student should be an on-going activity, students should be grouped for different activities co-operative learning project is also needed.

- **Assessment:**

Mandatory testing is part of the inclusive school culture and is based partly on curriculum-based measurement to systematically assess student-learning outcome.

- **Staffing:**

Innovative staff who are prepared to venture into the complexities of the new school structure is needed, special, aides, para-educators, student support team members including educational diagnosticians, social workers, school psychologists related services staff, general education intervention team etc. are all needed.

- **School ethos:**

All Stakeholders in the school community should uphold the spirit of inclusiveness at all times.

- **Extra-curricular activities:**
These are needed to make inclusive education holistic.

- **Parent involvement:**
Without home support, inclusive education may not attain full success easily. Parent commitment to inclusiveness need to be obtained.

REQUIRED COMPETENCIES IN INCLUSIVE EDUCATION

The various stakeholders in inclusive education require a number of competencies for effectiveness of inclusion:

- Ability to solve problem in the classroom.
- Ability to figure out informally what skills a child needs remain a major asset for teachers in inclusive classroom.
- Ability to take advantage of children's individual interests and use their internal motivation for developing needs.
- Ability to adapt curriculum or aspects of instruction on three areas: curriculum materials instruction and classroom organization and behavior management.
- Teacher acceptance that everyone in the classroom is his/her responsibility rather than assuming someone else will do it.
- Knowledge of instructional strategies and how to use them effectively. This includes ability to adapt materials and to re-write objectives for each child's needs.
- Ability to work as a team with special teachers, regular teachers and other specialists in whatever the skills and provide the best teaching approach.
- Ability to develop lesson plans which reflect evidence of collaboration, curricular modification and accommodation.
- Ability to implement a variety of instructional arrangement (e.g. Team-teaching, cross-grade grouping, peer tutoring, class assistance team etc.).
- Ability to realize that each child in the class is an opportunity to become a better teacher rather than a problem to cope with.
- Ability to be flexible to develop a high tolerance for ambiguity.
- Ability to structure the environment so students are actively involved and motivated. This is good teaching practice for all students and this is what inclusive education is all about.
- Ability to foster a cooperative learning environment (community) and promote socialization.

PRINCIPLE OF INCLUSIVE EDUCATION

Inclusive Education is operated on the basis of the principles of promoting equitability in learning; equalization of learning and daily life environment experiences; ensuring commensurate learning opportunities for all learners; prioritization of meeting functional learning for all learners, irrespective of the abilities and social backgrounds and inclusiveness of special educational services delivery (UNESCO, 2016). The following principles are considered: Promotion of Learning Equitability: When prospective learners are brought together to educated or trained in life and related skills acquisition, whether in a regular or specialized setting, the tendency is more likely to assume that they will all have minimum of the average capabilities to

learn effectively, given that the expected provisions are made. This assumption for all categories of learners irrespective of whether they have apparent disabilities often turn out to be educationally misleading and indeed do compound the challenges of making learning functional and effective. This challenge for all categories of learners (special needs, averagely endowed and well endowed) is one of "learning in equitability". To achieve equitability in learning for all learners, Inclusive Education is seen to be inevitable. For example, some children with mild mental retardation can cope with learning requirements in regular classrooms and do not have to be placed in special classrooms or schools. In the same way, learners who experience hardness of hearing or those who are mild visual impaired or disability need not be sent to special schools as assistive devices can enable them learn together with their hearing and sighted peers in the same classes.

Equalization of Learning and Daily Life Living Environment. The education systems of developing countries hardly provide for what may be referred to as ideal learning environment for all categories of learners. In regular schools and classrooms for example, basic learning facilities are so short in supply that even learners endowed with full abilities can hardly maximize their potentials for learners with special needs, provisions for their learning are not even available; hence the culture of the so-called special school (for children with physical disabilities and health impairment, mental retardation, visual impairment, hearing impairments, etc.). The Inclusive Education principles of equalizing the learning environment dictates that such special schools which only perpetrates exclusiveness and segregation in educational practice should be as much as possible avoided. Where they are necessitated owing to the severity of the special need conditions, contact with the regular environments (homes, neighbourhoods and nearby regular schools or special educational services centres) must be facilitated for the learners with severe special need conditions. Equalization of learning environment principles refers to the generally accepted practice of making all settings (home, public facilities, schools, etc.) for learning to operate not only by taking into account the making of access (architecturally friendly structures, zero reject policy) and special facilities (supportive and assistive devices) for admission and placement of learners with special needs.

Ensuring Commensurate Learning Opportunities for All Learners: As much as every person (irrespective of status and ability) has a right to education, the kind of education received can only be meaningful and of use to the indiviual if it is commensurate to his abilities (intellectual, academic and aptitude) and interest. The principle of ensuring commensurate learning opportunities within the ambit of inclusive of Inclusive Education is therefore, essentially about providing relevant teaching, training and learning facilities with which every learner, including those with manifest or non-manifest special needs can maximize their potentials with adequate zeal. Prioritization of Functional Learning for All Learners Inclusive Education requires that priority be given to making education functional for all learners irrespective of their learning potentials and varied levels of abilities. The principle of prioritizing functional learning for all learners within the content of Inclusive Education practice, therefore, implies that all educational methodologies and deliveries (teaching and learning) must be such that they ensure effective learning and skills acquisition to the extent that learners (irrespective intellectual and ability dispositions) are able to demonstrate expected learning outcomes effectively. Inclusiveness of Special

Educational Services Delivery: Special Educational Services include screening, assessment (of special learning needs), evaluation as well as resource room and individualized teaching, etc. Inclusiveness of these specialized services implies that they are not just meant for learners whose impairments or disabilities are obvious, but for every learner within the school setting (regular, exclusive, integrated, or special). The principle dictates that in every educational and training setting, learners must be screened, and assessed, evaluated and taught by the most appropriate methods that would guarantee effective learning and skills acquisition outcomes. In all, the principles of Inclusive Education dictates that segregation tendencies are discouraged and use of facilities which lessen discrimination and labeling for every learner in every learning environment are encouraged.

INCLUSIVE EDUCATION SETTINGS

Inclusive Education setting can be identified to include complimentary Inclusive Education; Collaborative Inclusive Education and Total Inclusive Education setting (Kolo, 2015).

- ### Complementary Inclusive Education Setting:

The Complementary Inclusive Education setting is the less cumbersome to operate in any school or education system. What is required is to put in place all the supplementary (or specialized) equipment, instruments and services required for screening, providing special learning needs support, extra and quality regular teaching, all tailored to the developmental, special learning needs and quality teaching support of all learners in a school.

- ### Collaborative Inclusive Education Setting:

Collaborative Inclusive entails making provisions for meeting special and at-risk learning need learners in the regular school setting either on a side-by- side basis or on referral and linkage basis. Hence, the regular school has a structured and programmed functional arrangement to serve children with special needs either in special classes in the same physical space or nearby special school, in addition to designated child development or psychological centre for meeting all specialized services needed by all learners.

- ### Total Inclusive Education Setting:

Total Inclusive Education requires that all of basic and the more specialized services for learners with special needs be provided for within the regular setting on a comprehensive basis. This means that the regular school has full arrangements for special equipment, services and personnel in addition to a functional linkage to home of the learners. Total Inclusive Education provides for both day and boarding facilities and keeps the home linkage functional to ensure that the regular school does not become a dumping ground.

INDICATORS OF A SUCCESSFUL

INCLUSION Smith and Dowdy (2001), identified five success marks of inclusive education: Learners, with special needs should be valued, active and full members of the

school community. They are truly included in their classroom, only when they are appreciated by their teachers and socially accepted by their peers. Appreciation of student diversity. The various types of diversity e.g. racial, and ethnic, gender and sex, religious, physical, learning and intellectual, linguistic, behaviour and personality differences are to be recognized and celebrated. Children learn tolerance and the ability to accept differences in each other. Attention to curricular needs: Curriculum needs of the children must be identified and attended to or else the education is inadequate. Good teachers vary their curricula to meet the needs of the children. Many included children may be able to deal effectively with the school curricula, others need accommodations and modifications. Personnel support and collaboration: Special Education teachers, para-educators (teacher aides) and other related services professionals are involved in providing support to children with special needs.

BENEFITS OF INCLUSIVE EDUCATION

There are several benefits of including special need students in the classroom with other students. Neely (2019) identified the following reasons for inclusive education:

- **Development of a positive perception of themselves and others:**
Attending classroom settings that depict the true nature of the similarities and differences that exist in the world helps children appreciate diversity. It is essential that a child's education introduce him or her to reality of the world out there beyond the walls of just and academic environment.

- **Healthy Friendship Development:**
Asides from academic education and learning made available to children in school, friendships are developed and social skills learnt. Allowing special needs children to mix with other children in the school setting makes them feel included, and this expends their network of friends.

- **Realization of Parents' Dreams:**
Every parent wants their child to be happy and accepted by their peers, have a healthy life and education. Allowing a child with the special need to interact and learn with other students in the school positively improves their academic performance, their personality and the expectation of the parents. Introducing Inclusive Education in the classroom will reduce stigmatization and help such children attain their highest heights.

- **Parental Involvement in Education:**
Introducing inclusive education into the classroom encourages parents to be actively involved in their child's education and other school activities parents love to witness the performance of their children during events such as debate, quiz competition, sports and other programmes.

- **A Basis for an Inclusive Society:**
A society that embraces and integrates and inclusive education will naturally introduce the same culture of inclusion in its concepts of civic participation, employability and community relationships. The seeds of inclusion need to be planted

in the young so that they will learn the values, skills and knowledge to include others who are different from them. That is the basis of our future society.

CHALLENGES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

In education, systems already embedded in dilapidated structures; dearth and paucity of modern teaching and learning facilities; poorly equipped, ill-equipped, poorly motivated and unqualified teachers, the prescription of the practice of Inclusive Education is a herculean task (Nigerian Educational Research and Development Council – NERDC, 2010). The challenges for the practice of Inclusive Education in developing education systems like that of Nigeria include those of foremost fixing the broken school system and structures; acquisition and adoption of e-learning platforms and facilities; developing regular and specialized capacities; and developing standard harmonized Inclusive Education policy guidelines.

- **Fixing the Broken School System and Structures:**

If Inclusive Education is to be practicable functionally in developing Education Systems, the broken school system must be fixed. Inclusive practices (assessments and diagnoses of special learning needs and situation, in-class specialized provisions, physical environment assistive structures, etc.) cannot be put in place in regular or even integrated school settings with dilapidated classes and environments. Neither can Inclusive Education be put in place in schools, which lack basic teaching, and learning facilities and equipment, and which incompetent teachers, etc. man, all of which are the hallmarks of a broken education system.

- **Acquisition of both regular and Specialized Equipment:**

Standard prescribed textbooks, regular teaching aids and equipment, standard furniture, standard architectural prescribed classes, restructures out-spaces and environments, etc are expected to be available for all learners. Acquisition and Adaptation of E-learning Platforms and Facilities Information and Communication Technologies (ICT) have become critical for just facilitating effective learning but they have equal relevance for functional practice. ICT Applications are now adaptable for use in various ways in helping learners with special needs in meeting handicapped challenges they encounter in regular learning environments. ICT Applications can be utilized in as many ways as possible to ensure inclusiveness in educational delivery in all school settings.

- **Developing Regular and Specialized Capacities:**

An integral part of the success of Inclusive Education is the institutionalization of development of capacities of both regular and specialized personnel and regular personnel must have opportunity improving their respective capacities in the Inclusive Education environment as well as the complimentary roles for all children, especially those at risk of being left behind and those with special needs. Developing Standard Harmonized

- **Inclusive Policy Guidelines:**

Standard harmonized policy and Regulatory Policy has to be adapted to specific situations of each school environment, community and stakeholders. There are other

issues and challenges faced by children with special needs (CWSN) in inclusive education. These are: Characteristics of individual pupils: As we know in a diverse classroom, all of the children are sitting together in a classroom. There are many students suffering from different disabilities. It is very difficult to identify them from a diverse classroom. Lack of access to the mainstream: At present, only 4 to 5% of children with special needs out of 30 million have access to education. Many schools do not show a willingness to cater to the needs of these children (Oshin, 2008). Lack of awareness and attitude: The whole idea of inclusive education I defected due to lack of awareness, positive attitude and sensitivity on the part of teachers, classmates, parents and community and as a result, these children experience discrimination.

- **Lack of trained teachers:**

Teachers lack competence and will modify methodology as per the need of children with special need and other children.

- **Large class size:**

There are normally 60 to 70 students in a class such, which makes individualized attention very difficult with children with special needs. Lack of child-centred and relevant curriculum: According to Mba (2009), the curriculum lacks flexibility and does not provide choice to these children. He added that the teaching – learning material is also not appropriate for children with and without special need.

- **Lack of proper infrastructure:**

Children with special need require various types of teaching and learning aids, are not provided because most schools do not have them.

- **Lack of participatory activities:**

Children with special need require such a learning environment in which they can learn by participating in small groups.

- **Involvement of parents and community:**

As we know the children with learning disability are less encouraging. So the non-involvement of parents and community become a barrier.

- **Accountability:**

Lack of accountability of teachers poses challenges in inclusive education.

- **Partnership:**

Partnership between the parents, teachers, school and community, etc. to make the programme success is missing.

- **Collaboration or consultation:**

The collaboration between the different agencies of education such as government, NGO, community is lacking.

- Lack of support:

CWSN children require regular support from parents and teachers to make satisfactory learning. There is a lack of support in schools and they discriminate those children with special needs (Ozoji, 2003).

- Peer rejection:

Peer generally tries to bully and sometimes reject them. They feel that these children are not a part of them. This is one of the major cause of children dropout of school. Peer rejection is one of the main barriers of inclusive education.

- Labelling:

It means that categories of such children as per their disabilities feel rejected. In conclusion, the realization of the slogan of the millennium, "EDUCATION FOR ALL" is not possible unless educational opportunities are provided to all including the children with special needs. Knowing the massive number of children with special needs and limitations of the formal system, non-formal and informal mode of education must provide their support.

RECOMMENDATIONS ON INCLUSIVE EDUCATION POLICIES

For an effective, coordinated and purposeful inclusive education in Nigeria, the author recommend the following:

- Government should fulfill Convention on the rights of people with disabilities by commitments to set up mechanism for co-ordination, independent monitoring, enforcement, complaint and reparation.

- Measuring progress in education for children with disabilities require also having measures based on nationally representative household surveys rather than only on children who are in school.

- Government should develop inclusive curricula to help break down barriers faced by children with disability in the classroom.

- Separating children from their peers of families is detrimental to their development and potential.

- Teachers must be supported with training and pedagogical tools to reach children with special needs.

- More teachers with disabilities should be hired.

- Multiple sectors should provide early childhood services to reach children comprehensively.

- Approaches to support people living with disabilities should involve the community to alleviate societal barriers to progress.

- Countries should enforce minimum standards on school accessibility for children with disabilities.

- Additional funds are required to meet the education needs of children with disabilities.

- There should be an educational transformation for full and effective participation, accessibility, attendance and achievement of all students, and primarily of those who are excluded or at risk of being marginalized.

CONCLUSION

Inclusive systems provide a better quality for all children and are instrumental in changing discriminatory attitudes; schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. The importance of special education cannot be stated enough; children with special needs can grow up to be productive, happy, fully functioning members of the society. Alternatively, they can slip, fall behind through the cracks. Inclusion is essential for forming lasting relationship, experience and development of their cognitive and social skills. The "No Child Left behind Act of 2001", ensures that no child is allowed to fail. States are individually held accountable for the students' scores and proficiency, having accredited and well-trained teachers are imperial for the success of students. Students with learning disabilities all do not learn the same. Having standard based IEPS will guide the students offer supports and services they need to be successful. Having knowledgeable, well trained and accredited teachers are imperial for the success of students. Cross collaboration among school heads, staff, parents and the community can help students meet and exceed the CCCSI and help inclusion spread past general classrooms and into all classrooms and schools.

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