THIS STUDY IS ONE OF THE OUTCOMES OF THE RESEARCH PROJECT WHICH WAS FUNDED BY IGA PALACKY UNIVERSITY, OLOMOUC-2016-CZECH REPUBLIC.

INCLUSIVE EDUCATION AND ITS IMPACT ON THE SOCIETY AND STUDENTS WHO ARE BLIND AND VISUALLY IMPAIRED: A SURVEY OF NIGERIA

BY

OLAYI, JAMES EBURIKURE

BEING A DOCTORAL DISSERTATION STUDY

SUBMITTED TO

THE INSTITUTE OF SPECIAL EDUCATION

FACULTY OF EDUCATION

PALACKY UNIVERSITY OF OLOMOUC

CZECH REPUBLIC

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A DOCTORAL DEGREE (PH.D) BY THE INSTITUTE OF SPECIAL EDUCATION PALACKY UNIVERSITY CZ

FACILITATED AND SUPERVISE BY PROF. MILON POTMESSIL PH.D

KEYWORDS

Inclusive Education

Impact

Society

Students

Blind and visually impaired

CERTIFICATION

This is to certify that this research project titled "Inclusive education and its impact on the society and students who are blind and visually impaired. A survey of Nigeria." is an original work carried out by OLAYI, JAMES EBURIKURE under my supervision.

Sign: …………………………………..   Date: …………………………………

Prof. Milon Potmessil Ph.D

Supervisor

DEDICATION

To God Almighty for his love, mercy and strength upon the weak. To my very special LOVE, Mrs. Veronica Abeye Olayi for her evergreen Love and encouragements given to me in the course of undertaking this study amid all odds. To my parents, Mr. and Mrs. Olayi Otumanenge who insisted I must not be a beggar to live my life and to all those who see to the welfare of the people who live with disabilities and work to include them in to the society.

ACKNOWLEDGEMENT

This acknowledgement cannot be concluded without my appreciations to pastor and Mrs. John Reaves Junior and family (spiritual guardian in the course of this surgeon).

Mr. and Mrs. Clayton and all members of Olomouc group of international students Bible group for their concern and care for me while in the Czech Republic.

Finally, the role of Dr. Ben Out and Prof. Awotundi who ensure that the data obtain from the field in the course of this study got the proper statistical analysis and data interpretation cannot remain unappreciated. May God replenish the effort and reward them all abundantly.

Olayi, James E.

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION

This study was designed to provide readers with an indebted knowledge about the special Education service provisions in the area understudy. The crock of the study was to unravel the extent to which the practice of Inclusive education service delivery has so far impacted on the society generally and the students with visual impairment and blindness in particular.

This Chapter was devoted to providing the following information as related to the investigation.

1.1 Background to the study

All over the World, education remains and identified as an agent of change and a facilitator of societal growth. Describing the relevance of Education to all humans, Adelowo (2006) assert that education is an enterprise which sets out to instill values, attitudes and skills in members of the society. According to Adelowo, is a process of human development, a veritable means of developing human resources.

It is important to stress here that, human development implies the quantity and quality of life that is sustained over time impacting on an individual positively. It can as well be stated that this is an increase in the capacity of persons within a community to make contributions to a variety of areas of life including social, economic, political, Bureaucratic and technological to prove his or her worth.

It is true to life to note that every human being keeps struggling, engaging in several activities meant to developing self and the society but with very little to show for the effort. This one can be very apt to link to especially African countries.

The complexities of societal values, together with daunting inequalities between individuals, communities, and cultures even within a country like Nigeria, imposes a negative impact on development efforts especially among individuals with disabilities generally and especially the blind and visually impaired. In recent times, Nations are beginning to wake up to the fact that proper development must guarantee and respect the rights of all citizens to information and knowledge. Therefore, the call for inclusive practices in both formal and informal education systems for sustainability and development for all cannot be more apt than now and in line with International best practices. Furthermore, emphasis should be placed on

both the Jomtien, 1990 declaration as well as the Salamanca declaration of 1994 as veritable tools for eliminating poverty and promoting participatory political, social, Educational, Cultural life and actualizing inclusion in our society.

To achieve this, a sustainable policy must be developed for us to overcome obstacles such as exclusion, inequality of access to education and social life, medical services and ignorance so as to cater for diversity.

Globally, Educational Policy, Goals and objectives remains a driving force for educational service delivery to all children and youths including the blind and visually impaired who form part of the population of students in Schools. A policy is a document which reflects a political will or intents meant to adapt educational contents, structure and methods in line with development aspirations of any Nation and its citizens. Therefore, educational policies, goals and objectives require a continual process of change and transformation in order to accommodate advances in areas of needs to the society. However, such policies often explore and employ the use of prevailing circumstances as a springboard for considering various reforms to existing processes to achieve the new changes.

Across the Nations of the World, developed and or developing. Ideas about the best way to serve and educate children and especially those with special needs change over time. In Nigeria, these ideas informed the Nigerian National Policy on Education (2010).

Adelowo (2002) argued that to make National Policy on Education Special Children tolerant, a lot of inputs needed to be added. He therefore suggested the following reforms to be included.

i. Introduction of an educational programme for personal and economic development of children with special needs.

ii. Educational planning that would reflect the needs and aspirations of the child within a unique cultural and or value system.

iii. The access of special needs children, with their varying abilities to education in a conducive and less restrictive environment.

iv. Ensuring that the education of special needs children is a shared responsibility between Government, parents and pupils themselves.

v.   Early intervention to help overcome or lessen the handicaps of disability and to prevent disability.

vi.   The education of children with exceptional abilities to enable them achieve self fulfillment. These reforms if embedded into the National policy would according to him create a field from which attainable objectives such as the following could be implemented.

a.   Provision of basic skills (thinking, communication, personal survival and social skills) for lifelong learning.

b.   Help people to understand and relate to persons with special needs.

c.   Develop good self esteem in persons with special needs,

d.   Engage persons with special needs in positive activities to assist them to take career and personal consumer decisions and help them to achieve maturity for functioning appropriately as members of the society.

e.   Nurture good moral and spiritual development that would make for adequate and proper inclusion in the society.

In Nigeria, the Universal Basic Education (UBE) programme lunched in (1999) by the Federal Government provide a platform on which inclusive education is practiced hence, its aim is to meet goals of "Education for all" (EFA). By conception and implementation. UBE programme is to make education free for all children thereby guaranteeing education available for every school age child for 9 years, 6 years of primary and 3 years of junior secondary education across the country without exception or discrimination.

In spite of the beauty of this approach to educational service delivery, most concerned scholars have noted with reservation the capability of the UBE system to effectively cater for the needs of children with visual impairment and blindness in particular and the generality of children with special needs. These experts have argued those regular schools and their teachers in Nigeria, and indeed in most parts of Africa, usually have little or no skills at all for meeting the education needs of the specially challenged students such as the blind and visually impaired to make any reasonable impact in their overall life development. Skills apart, these concerned individuals pointed out that "Schools and Teachers have relatively little or no information,

facilities, instructional materials and guides for handling and instructing children with special educational needs," who by implication of the programme form part of the UBE School population. They further stated that in school plans and in the design and construction of school buildings, adequate attention has not been paid to making them friendly and accessible to specially challenged students including the blind and visually impaired (National Centre for Exceptional Children NCEC,(2015), Obani (2006), Okeke, (2001) and Nwazoke (2010).

It is observable that even though Nigeria purportedly is a signatory to the document on inclusive education and has clearly opted to adopt this practice in her schools, many schools up to date use the easy excuse of "lack of adequate facilities" as a reason for refusing most children with special needs placement in their programme.

This refusal amounts to denying them of their dignity and the opportunity to develop their potentials. Similarly, this act impacts negatively on the society as the Nation is denied the advantage of benefiting from the contributions from these group of students.

If we accept the fact that education provide an individual with a foundation of hope for a better future, the question is, should we then deprive the special needs individuals of their human rights and the preparation for adult life through a systematic inadequacies and Government policies, especially in the area of education. Evidence abound that implementing full inclusion and inclusive education in Nigeria, is not without its challenges knowing too well that even in the past, practicing former approaches like mainstreaming, normalization, integration and the likes and now inclusion, the impacts including level of supports and implementation tended to differ along line the zones, religious, cultural and socioeconomic and moral factors influencing decisions and practice across the Nation.

This study was therefore apt and especially now to investigate the impact of the practice of inclusive education in our schools and the overall gains so far on our society and the students who are blind and visually impaired.

1.2 Statement of the problem

Schooling is one of the few rites of passages shared by humans globally. It prepares one for his or her responsibilities as adults, new friends are made to last for life and learning the rules that governs our community and the Nations. Indeed, going to school and getting the right education results to personality development promoting understanding, tolerance and friendships yet a

larger proportion of children who are blind and visually impaired remain out of school due to discrimination and outright exclusion.

Measuring the impact of Inclusion and Inclusive education in the society and on any group of individuals varies from one country to another. Hence, across the world people give different meanings to the concept of inclusive education and so practice it the way and manner they understand the concept.

In Nigeria, the understanding of the concept and practice of Inclusion and Inclusive education vary from geopolitical and educational zones, States, Local Government Areas and schools dependent upon several factors. Whereas, a good understanding of Inclusion and Inclusive education can yield remarkable dividends in the lives of special needs individuals. Implementing the concept wrongly can be highly dangerous and creating unimaginable level of exclusion in the lives of the blind and visually impaired in particular and the disabled in general. The issue than is how has inclusive practices including education and in the social starter impact on students with visual impairment in Nigeria.

1.3 Purpose of the study

The primary objective of the study was to provide a partial fulfillment to the requirement to the award of my doctoral degree from the Institute of Special Education, Faculty of Education, Palacky University, Olomouc Cz. In accordance with the Laws and regulation guiding the programme provided in the University.

Secondly too was the fact that the study offered the researcher the opportunity to gain an indebt understanding of the concept and picture of Inclusion and Inclusive education as practiced in the area under study in line with the National Policy on Education and to measure the impact of the programme so far in the lives of students who are blind and visually impaired and on the society generally.

Thirdly, the study provided an avenue for the researcher and likely reading audience to connect to the opinions and reflections of individuals and groups who work closely with the visually impaired and other special needs groups including schools and agencies practicing inclusion including organizations, grassroots groups, experts and officials working in international institutions, Ministries of education and Government officials and age agencies.

Above all, one most important objective of the study was to establish a clear cut understanding of the concept and practice of Inclusive education and stakeholders in the education sector in Nigeria and by way trying to embrace international best practices of the approach to serving the special needs in general and the blind and visually impaired in particular.

1.4 Significance of the study

The debate that surrounds the meaning of inclusion and what inclusive education is globally and essentially in African and Nigeria was significantly given attention in the study. Also, borderline issues such as Good practices in classrooms and schools and communities as well as circumstances where children continued to be excluded from school and the issues and challenges children, parents and teachers face that prevents real inclusion from occurring and impacting positively among special needs Nigerians was a focus.

The study was therefore significant foremost for it presented a food for thought to stakeholders about the phenomenon under study thus making available information to Learners, Teachers, Parents, States and Federal ministries of education, Local education authorities, Civil right organizations, Voluntary agencies who are concerned with education service delivery and associations for and of the disabled like the National Association of the blind and visually impaired and others.

1.5 Research questions

To provide a clear understanding to the phenomenon under study. Research questions bordering on the issue under investigation were generated to provide a guide to the study. These include:

1. To what extent does inclusion and exclusion influence the daily living standard of people with visual impairment and blindness in our society?

2. To what extent does poverty impact on the lives of people with disabilities generally and the visually impaired in particular.

3. To what extent does assistive technology enhance quality teaching and learning among students with visual impairment in an inclusive education environment.

4. How can community participation in education service delivery enhance quality of life for the visually impaired?

5. To what extent do policy formulation, Legislation and Government commitment influence planning and implementation of inclusive education practice in Nigeria.

6. How has special education service delivery thrive across the geo-educational zones of Nigeria?

1.6 Research hypotheses

A hypothesis is a statement that is yet to be proven to be real, true or existing. Simply put, it is a prediction about the outcome of a study.

In this study, 5 hypotheses were formulated to guide the investigation. 3 Alternates and 2 null the hypothesis include:

1. There is significant impact in the practice of exclusion on the education of students with visual impairment.

2. The lifelong development of children and youths is significantly influenced by effective inclusive in schools.

3. Poverty impacts significantly on the social life of children and youths with visual impairment and blindness.

4. There is no significant relationship between assistive technologies and education attainment of children who are blind and visually impaired.

5. There is no significant relationship between policies, legislations and the planning and implementation of inclusive education for students who are blind and visually impaired in Nigeria.

1.7 Theoretical framework

All fields of study in human endeavors have come up with sound theories to support claim of knowledge held by professional and to justify position McMillan (2000), Anderson with Arsenault (2005). Theories can be defined as a set of propositions that explain the relationships

between observed phenomena". Theories therefore are general explanation of behaviors by providing more detailed information. A theory can be used in more situations, hence it has more utility.

Thus, in the field of special needs education and disability issues, there exist myriads of theories and models put forward by experts in this field of study. Contributing to controversies surrounding theories and models in disability, Obi (2010) posited that interest in the study of disability discourse is closely linked to the rise in civil rights activities in the US. Particularly around the middle of the 20th century. She noted that disability study was mostly restricted to policy issues of employment, physical access, benefits and the deinstitutionalization Glesson in Obi (2010), Obi opinined that these restrictions were the areas that the civil rights movements considered no pertinent to the overall development of the disabled in the society especially within the 20th Century. People responsible for interest in this study were mostly practitioners in special education and related professions including social workers, individuals engaged in philanthropic services, and other voluntary service organizations. Others mentioned to have made contributions to the study of disability were disabled academics. According to Glesson, in Obi (2010) workers of academic scholars were marked by hand grasp of the social oppression which is associated with impairment.

By ways of drawing attention to the discriminatory manners by which the nondisabled have constructed places as a "no go areas" as a result of oppression, disability movement, civil right activities, Disability advocates and practitioners as a team jointly politicized social and physical problems of the disabled persons. On the issues of social values and practices, Obi further observed that social values and practices equally have constituted themselves as special values or species of exclusion or dumping ground for the disabled. The result of this was the imposition of the status of outcast, prisoners, exclusion and denial of access to many key areas of powers and privileges. The overall product of this virus of inhumanity was and is still to date politics of disablement, Olayi (2014).

Although different theories and models have been used to explain disability issues, the following have been outstanding over time. These include;

The individual model which sees disability as an individual impairment, from this perspective, the focuses could be on social or physical and meant to create disability. In the views of Goodley, (1997), the individual model impaired thoughts have resulted to myriads of

disabilities in terms of learning, interaction with others, personal relationships, sex life and parenting. This model individualizes disability concept meaning that disability is the creation of the individual and as such a personal tragedy.

Other theories and models are:

The Pagon model,

The religion or Christian model,

The medical model,

The psychological model,

The social model and in recent times the Human right model.

Each of these models or theories has their influence on the daily life of individual living with disability and evidently helps promote exclusion or inclusion depending on application. However, the social and human right models play a significant role in the inclusion, full inclusion and inclusive education of people who are blind or visually impaired a major phenomenon in this concourse.

The social theory is an emancipatory theoretical model. Its aim is to liberate disabled persons from the influence of human degradation and indignity perpetuated by agents of discrimination and exclusion fanned by some of the theories the Pagon and individual theories.

The social theory model evolved from the disabled person's movement around the 20th century. In the opinions of Huges and Paterson (1997) this model targeted the debiologisation of discourse about disability. This implied that the social model signaled the end of the debates about the body biology and the emphasis on the investigation in to the sociology of the flesh. Much more stressed by this opinion was the fact that this model insist that the disablement has got nothing to do with the body. Rather, that impairment is simply a description of the physical body. It finds societal barriers and oppressive policies as rather affecting the body functioning. The model according to Huges and Paterson, advocates that rather than looking at the disability in the medical perspective, it should be looked at from the social perspective with its benefits harnessed for the optimum advantage of the disabled individual child, youth and adult alike.

The choice of these two models i.e. the social and the human right theories is apt and premised on the situation of the blind and visually impaired in Nigeria and the rest of the African society. The researcher insisted that, just like Nigeria had in the past borrowed and embraced the first and other previous approaches including the use of Special Schools, Integration,

Mainstreaming and Normalization, she as well endorsed the world position on the inclusive education as enshrined in her National Policy on Education. (NPE, 2010).

1.8 Delimitation of the study

What the study is here concerned is the focused on this section.

This study was constrained to limit itself to investigating the impact of Inclusive education on the society and particularly students who are blind or visually impaired across Nigeria. A review of expert works on and about Inclusion, full inclusion and Inclusive education practice in Nigeria has revealed that although much has been done relating to the inclusive phenomenon, little or nothing has been done in the area of specifics such as the Impact on the society and people with visual impairment and with an underpinned interest on students in this category. This gap therefore provided the researcher the opportunity to get engaged in this study to establish if at all there has been any impact benefits from the practice so far and find out if the practice is uniform across the educational zones including the South-South, The southwest, The southeast, The Northeast, The Northwest and the North central Zones as politically delineated. Mention was made to the existing differences in the implementation of inclusive education particularly between the north and the southern states with emphasis to the structures on ground including National Policies, Legislations and enforcement, Funding, Monitoring and supervision and level of acceptance of the programme especially in all the states of the Nation.

1.9 Limitation to the study

No knowledge seeking venture of this magnitude can be concluded without huddles and difficulties on the path of the researcher. Hence, this study which lasted for 12 months calendar year was faced with several difficulties that almost thwarted the efforts of the researcher to complete the project.

First and foremost, was the problem of inadequate funds for the research, the sponsorship of the study outside the Czech Republic was withdrawn suddenly and without information to the researcher on time to make plans for amendment. The only reason put forward for this unfortunate development was that the sponsoring Institution Palacky University, Olomouc CZ. Decided to stop the funding of such studies abroad.

The next disappointment can from the home University to the researcher. The University of Calabar, Nigeria whose management refused to take over stating that this was not part of the Memoranda of Understanding between her and Palacky University, Olomouc.

Another very significant huddle was the insecurity situation in some parts of Nigeria the study area of the investigation created by the Islamic terrorists group Boko Haram.

Another debilitating problem of the researcher encountered in the course of the investigation was the break in communication created by the inability of the electronic Mail box Ymail and Yahoo Mail service providers refusing to open mails for access to the information from the project supervisor and other responsible links to the sponsoring University abroad. This situation created an almost a hopeless situation for the researcher.

Finally was some frustrating experiences posed by participants in the study such as not keeping to dates and time schedule, sudden withdrawal from participation resulting to replacement.

Unnecessary demands by some participants outside budget on the researcher and need for translations and interpreters in certain situations especially in the far Northeastern area of the study.

1.10 Definition of terms

Every profession has its own jargons purely related to the discipline. In this study, some few concepts and terms were explained as used in the work.

Readers of this report are advised not to imply meanings to any concept or terms found in the work out of context.

Inclusive education or schooling: A global demand for all schools to change in other to meet the learning needs of all children in a given community.

Full inclusion: The need to eliminate discrimination and exclusion and instead practice full participation of all devoid of stigma and oppression.

Special needs: A globally accepted new reference to adjectives such as Disabled, Handicapped and other derogatory naming. It as well includes children who require special attention but do not have any disability.

Integration: The need for additional arrangements be put in place to accommodate children with special needs within a system of schooling.

Mainstreaming: A philosophy or idea which gave birth to integration. It provides for education of the Special needs children in the same classroom but with some level of adjustment to make for inadequacy in teaching and learning strategies.

Normalization: This is also a concept which means causing or making special needs children especially those with disability receive education normally with their nondisabled peers in same classrooms.

Total blindness: Absence of little or no vision.

Visual acuity: Ability to locate target size with remaining vision.

Visual range: Ability to see around the fields size.

Visual tracking: Ability to locate and track or follow a target.

Visual scanning: Ability to find a specific target in the field among several other targets.

Visual impairment: A situation where a person's vision is below expected range.

Functional blindness: When an individual is able to perceive light but is unable to make use of the residual vision.

Accessible population: Members of the population realistically included and specifically used in the study as samples.

Benchmarking: An internationally accepted and set standard used for making comparison on the field of study.

In text citation: Sources mentioned within the work.

Concurrent validity: A simultaneous administration of the instruments used in the study on a different sampled population to establish consistency.

Content validity: How satisfactory the instruments used met expected statistical properties that suggested the measurement was worth what it was supposed to have measured.

Dependent variables: Those variables in the study influenced by other variables also within the study.

Independent variables: The variables in the study that were not affected or influenced by others.

Efficiency: The extent to which resources meant for the study were was utilized to achieve optimal goal or objectives.

Empowerment: New knowledge and skills given to subject participants in the study to enable them act reasonable judgment of their performance with respect to the phenomenon studied studies.

External validity: The degree to which findings from the study can be generalized from the sampled population to the larger population.

Face validity: The extent to which each instrument used in the work appeared to measure the concept it was meant to measure.

Field notes: Detailed and descriptions records of the experiences, observations, personal reflection, description of the setting, decisions made which direct the investigation process by the researcher in a physical description of the setting, decisions made that altered or direct the study or investigation process.

Focused group: A carefully planned and moderated informal conversation providing informative dialogue meant to address the topic of study in depth in a comfortable environment.

Hypothesis: A prediction about the outcome of the investigation.

Enquiry protocol: A written instrument which guided the study including questionnaire, Interview guide, focused group guide etc used to gather information from respondents during the study.

Interview protocol: A brailed or printed list of questions and probes used by the researcher in the course of the investigation.

Key informants: Respondents who had personal experiences or knowledge on the phenomenon under investigation.

CHAPTER TWO: LITERATURE REVIEW

This section was primarily concerned with a review of related literatures both locally and internationally on the work.

The purpose of this search was to obtain expert views about the phenomenon under study and to establish empirical evidence from works already carried out most particularly in the field of special education and specifically on inclusive education.

For the ease of understanding by readers and expected beneficiaries of the study, the review was conducted in subthemes according to the major variables as contained in the main topic. Also, some other related sub-variables were captured in the review.

At the end of the review, a summary of expert opinions were gathered and presented by the researcher.

2.1 The visually impaired and the Nigerian cultured

Prior to the coming of the European Christian missionaries to Nigeria and other parts of the African Continent, Ignorance and superstition on governed the day. The society then was held sway to these agents of retrogression and primitivism. The process of learning and development including school life, curriculum process, pedagogy and social interactions were unclear an clothed in hopelessness was perhaps impossible to quantify the waste of productivity caused by the neglect of the society and the school system to develop the potential ability of children with disabilities in general, and the blind and visually impaired in particular. In Nigeria just like most countries of the African continent. The blind and visually impaired up till date are unable to benefit or even access special Needs" education services appropriately due to lack of supports services in regular schools, Negative societal attitudes, weak education policies, ignorance, poverty, superstition, low motivation for teachers and poor working conditions (Nwazuoke 2007). In the pre-Christian era, the blind and the visually impaired experienced varying degrees of trauma which not only complete dehumanized them but also devastated their psyche.

Similarly, because the pre-Christian era had no scientific basis for explaining the reasons behind disabilities, it was excusable and conventional to point accusing fingers in the direction of witches, devils, past evil deeds of parents, other gods and sometimes bad neighbors as being responsible for the undesirable condition.

The reality about this hopeless situation was that since nobody would want to consume products of the witches and demons, it became logical therefore that such product were disposed of. Hence, many of the blind and visually impaired and other children with disabilities were deliberately put to death by their own parents, relations or even other men members of their society. Also reporting on this ugly events Experts who narrated more of the story stressed that in some cases, they were left at the mercy of ferocious animals, inclement weather or abandoned in evil forests convinced that the devil that inhabited them are quite aware about how best to deal with them (NERC, in Nwazuoke, 2010).

The truth about this unfortunate history of the circumstances that surrounded the lives of individuals with disabilities generally and the blind and visually impaired in particular, was and is still fudged as having no value and deserve no meaningful education Abosi and Ozoji, (1985), in Olayi 2014), Adelowo (2006), Okeke, (2001) and Obi, (2013).

Obani (2006), affirming the deplorable state of life for the individuals with disabilities noted that ignorance and superstition were major factors that influenced the negative attitudes of the society towards persons who are blind and visually impaired or infect living with other disabling conditions. According to Jurmang (2012), "in technical terms, No special educational provision, even in the form of care-giving, was provided for individuals who were unfortunate to be blind or visually impaired and or living with other forms of disabling conditions in the pre-Christian era". Agba (2015) disclosed that it was forbidden for a traditional ruler to have anything doing with the blind because "the gods would certainly make the king not to see and tell the truth to his people". However, he added that in Nigeria, despite the existence of social classes, the traditional society had no clear line of demarcation between the societal response to normal individual and those who were not severely disabled. According to him, a typical Nigerian valid and value farm work and could afford to make use of relations who were not so severely disabled to prevent them from working on the farms, or other domestic chores as were applicable to the community.

Furthermore, Ayoku (2006) observed with concern that the much any society could do meaningfully with a blind or visually impaired youth or adult, was to play the role of serving as an "EFA" priest in shrines of deities.

Whatever steps taken by Nigerians to confront the issues of disabilities generally, were moderated and controlled by pervasive superstition and ignorance in the environment. Except for

the northern parts of the Nigerian society who predominantly were and still Muslims by culture and religion, remained influenced by their Islamic injunctions to maintain and provide for the needy including the blind and other disabled members of the society Olayi (2014). In many Nigerian communities as in other lands, it was strongly upheld that blindness or any other forms of disabling condition was a cause by certain deities or a result of irresponsible acts in the past by individuals.

2.1.1 Exclusion of individuals with visual impairments and blindness and other disabilities

The history of disability is not any subject of celebration even in Europe. Institutionalization of persons with disabilities signaled the climax of segregation and exclusion of individuals who were blind or visually impaired. A clear cut violation of human rights. As we know them today, children, youths and adults with any forms of disability were considered to pose a social trait to the society and as such treated as contaminants of another pure human species. Kisanji (1999) noted that to protect the society from the being contaminated by the disabled, the later were killed or if sped, used as objects of entertainments.

On the other hand, a positive point of view was championed by philanthropist who deemed necessary to also protect the people with disabilities of the society.

The philanthropists found it imperative to give the people with disabilities a custodial care originating the placement of persons with disability including blindness in asylums. In the views of Kisanji (1999) and Jurmang, (2014) "Asylum were not meant to be educational institutions but rather they were meant to shelter, feed and cloths these species termed contaminants and dangerous to the society". Some of these ill-fated children, you7ths and adults were kept in Hospitals for custodial care and treatment mostly among them were those with intellectual disability, the physically impaired and the mentally ill. The blind and visually impaired were as well housed, fed and clothed with some levels of training especially in music for entertaining guest to the Kings palace in France Nabracon (2012). This was the prelude to the institutionalization of persons with disabilities in Europe and the U.S.

Similarly, the trend was no difference in Nigeria and other parts of the African continents. There were reports of settlements homes and Hospitals set up for both evangelization and

rehabilitation by Christian Missionaries spread across Nigeria Ajobiewe (2000), Okeke (2001), Abosi and Ozoji (1985) and Nabracon (2012).

In Nigeria as in many other parts of the World, Religious, Voluntary and philanthropic organizations including public spirited individuals triggered the spread of special education services in and around the nation. The result was the setting up of vocational and educational rehabilitation centers mostly custodial homes Okeke (2001) reported that this was necessitated by the increase in the number of beggars littering the streets and highways across the country.

These custodial rehabilitation centers mostly daycare oriented were prominently located all over in cities and towns in almost all the states of the Nation.

2.1.2 The emergence of special schools for the blind

At the global stage, the emergence of Segregated special schools for different categories of parents with disability began around the 15th century Kisanji, (1999), Okeke, (2001), Ajobiewe (2000). According to Kisanji, the early special schools began with those for children with sensory impairment. However, Obani, (2006) emphasized that the other groups of people with disabilities were considered for placement in special schools when public schools were being expanded.

An important fact about the early special schools all over the world was the emphasis on vocational skills with the curriculum for such schools watered down differently from those of the public schools. It would be born in mind however, that these institutions were dominantly owned and funded by private and philanthropic organizations with government involvement much later on.

The story surrounding the education of the blind and visually impaired however started in France and the United States. The National Institute for Young Blind and Visually Impaired Children was founded by Valentine Hauy in (1745 to 1822) and was closely followed by Samuel Gridley Howes School for the blind in the United States in (1801 to 1876).

Not forgotten at the global scene too was the role of Louis Braille (1807 to 1852) who developed the Braille writing and reading code for the blind currently used Universally by student who are blind in schools world wide. Disability Studies Quarterly, (2014), Okeke, (2001), Ayoku (2006), Adelowo (2006), Abosi and Ozoji (1985) reported that before Government involvement in the provision of educational service programme for the blind and visually impaired in particular and the people with disabilities in general, only voluntary organizations and public spirited individuals were rendering such vital services to this group of individuals in

Nigeria mostly pioneered by Missionaries from the Western World. As recorded by these Authors, Special Education Missionaries and voluntary Agencies had established the following special schools for the blind in Nigeria:

1. Gindiri School for the blind and visually impaired children (1953) Plateau State, Northern Nigeria.
2. Nigeria Training Centre for the blind, Oshodi, Southwetern Nigeria.
3. Oji River Special Education Centers for the blind, Southeastern Nigeria also (1958).
4. Pacelli School for the blind, Lagos Southwestern Nigeria (1962).

These Special Schools were as well supported by Open Workshops that render services to blind children and adults across the Nation (NERDC, 2012).

By November 1975, the Federal Government of Nigeria had become interested in the provision of educational services to persons with disabilities and state Government were seen either building new special schools or taking over existing ones for government management and for the first time, Nigeria demonstrated in a policy commitment when a whole section 15 of the National Policy on Education was devoted to special education. In the words of Okeke (2001) "Although this was a step in the right direction and a mark of progress on the part of the Government, a Gap still very much existed".

It is pertinent to observe that, In spite of the giant strives by both Nongovernmental organizations and the various governments of the world to care for the blind and other disabled members of the society, Marginalization, Segregation and discrimination resulting to total exclusion of these groups of persons was in the increase and still very much visibility practiced today in most parts of Nigeria and African Society.

Evidence abounds in research in special education studies in Nigeria and in other parts of the world that it was not until the late (1960s) that exclusion manifested through the practice of categorization of the blind and other disabled persons into separate institution began to be questioned many studies have established that institutionalization was and is still enemical to the development of the blind and visually impaired students and their future Olayi (2008) Quoting Kisanji, (1999) and Ajobiewe (2000), Olayi noted that "Institutionalization" is an outright "Exclusion". According to him, this practice remove the blind and other disabled away from the cultural norms of the society to which they rightly belong, invariably making them strangers even in the midst of their own parents, Brothers and Sisters.

2.1.3 Normalization, Integration and Mainstreaming

Attempts to de-emphasize the need for a separate institution for the blind and other groups with special needs triggered the development and utilization of the concepts of Normalization, Integration and Mainstreaming to in a way reduce the effects of segregation, Marginalization, discrimination or more seriously "Exclusion" of the blind from the society. The researcher emphatically would like to state here that "Whatever concepts and Names they were and are given, they were and still remain "Christian" Identification marks and meant to only cushion the influence of the menace of "Exclusion" on the Students who are blind and visually impaired in particular and the disabled community in general.

Normalization in the views of Kisanji (1999) and Jurmang (2009) was first developed and practiced in Scandinevia countries especially in Denmar, and Sweden Worfenberg, (1972) in Kisanji (1999) explained Normalization to mean "the utilization of means which are as culturally normative as possible, in other to establish and or maintain personal behaviors and characteristics which are as culturally normative as possible". The stress here is on adjustment to make for the missing gaps hence the transfer of the "Special needs particularly the blind students from previous special schools to their own communities with some supports. Thus, this approach implied making maximum use of the school systems with a minimum resort to separate facilities.

The concept of normalization was argued to in itself exclusionary in application because it failed to recognize individual differences and diversities in educational vocational and other opportunities that are available to people in the adult world Jenkinson (1997). Furthermore, experts have quarried this approach and demanded to know who and what is "Normal" and the value of programmes that ensure conformity to some predetermined so called norms and behaviors.

Making the points clear about the fact that Normalization though tends to accept those with visual impairment and blindness in what may seems a maximum use of a regular school system, Nwezuoke, (2010) argued that despite criticism against Normalization, attempts have been made to defend the placement of people and children with visual impairments in "special Schools" for integrated provisions, which according to him are same components of the special education system. Nwazuoke emphatically stated that regular classroom teachers are relieved of the Need to devise and implement curricula for students who seemingly appeared unable to learn from the normal instructions in the regular classrooms. While supporting, Jenkinson (1997), Nwezuoke

concluded that the above assertion in itself exclusion in practice. Both Authors advanced the arguments that "the practice imposed an inferior curriculum on the students who are blind or visually impaired hence they have to follow a different curriculum from that of the regular school system.

In an interview, 21 visually impaired and blind students who had their early experiences in a Special School Education System and then were transferred to a semi inclusive school system under the Catholic Mission Schools in and around Ogoja in the State of Cross River, Nigeria. Olayi, Jurmang and Abang (2008) found that the respondents who were emphatic and showed no regret about conderming "exclusion by means of Special School System and affirmed that their experience revealed the creation of a separate school system for any form of disability especially the blind introduces several educational problems and inadequacies in the teaching, learning and the over all gains expected of education. Some of the revelations from the interview identified the following as the creation of exclusion through a separate school system.

1. The erroneous believe that "ALL" children who qualify for special education have something wrong with them that makes it difficult for them to effectively participate in the regular school curriculum, and so receive a curriculum that deliberately placed them lower than their sighted peers without judging the fact that the World of job is competitive and open to all.

2. That exclusion gives way to stigmatization and labeling of students who are blind and with other conditions.

3. That as a result of exclusion from the mainstream society, assessment procedures tended to be categorized students, thus resulting to a damaging effect on the Teachers, Parents including expectation and educational process and the students self concepts, a perfect position held by Ainscow (1991).

4. That exclusion provided for unfair methods of assessment and identification which kept so many children and young people with disabilities out of education. Similarly, (Wang et al 1990), citing instances in Europe and American with cases of Ethnic minority groups and racism and special school enrollment in supporting the above revelation.

5. That even while in a regular school setting, the presence of specialist teachers tend to make regular classroom teachers to shift responsibilities to others where it links to those they regard as "Special" for attention.

6. That it is wasteful to run a separate school system for the only reason that one or some students are blind and or visually impaired.

7. That teacher's expectation of the blind students tends to be lower. In addition, they opined that the stress on task analysis and other associated teaching ours and strategies introduce disjointed knowledge and skills making learning less meaningful to students especially on subjects and topics that may seem abstract requiring vision or more time for individualized instructions.

Similarly, a group of 15 visually impaired and blind "Craft Instructors" 10 males and 5 females employed and deployed to provide instructions to non visually impaired pupils 15 primary schools around Cross River and Benue States of Nigeria were engaged in a focused group discussion aimed at finding out their past experiences in their training obtained from a "Special School training background as against their engagement in a non special schools with purely sighted pupils. At the end of the discussions, Discussants who were mainly adults' men and women preferred to have been deployed to teach or instructs fellow blind or visually impaired children. Again, there was sex apathy when analyzing the contributions from the female participants in the group discussion. This was noticeable when 90 percent of the male discussants were rather in preference of an inclusive environment; the females were more in favor of exclusive setting. Prominent among issues raised by discussants were poor social relationships among the blind and visually impaired Teachers and their sighted counterparts, lack of respect from pupils for the blind instructors as a against their other colleagues, Refusal to include deliberately the visually impaired staff in most schedule and School duties on the ground of disability, Absence of on-the-job evaluation and assessment for upgrading and sometime promotions by School Inspectors, Monitoring teams and supervisors as done to the sighted members of staff Embarrassment, Shame above all poor self concept and the withdrawal tendencies by the women group.

The fuses of this revelations is the negative impact and influence of exclusion especially in the area of Schooling and vocational training on the blind and visually impaired in particular and

the generality of persons with disabilities not just in Nigeria, but across the African race and even in some developed and developing Nations Olayi, Jurmang and Abang (2012).

Furthermore, sight savers International in (2012) reported that access for disabled children is not a policy priority in many countries. The organization revealed that Lobbying for the blind and visually impaired children is most effective as part of advocacy for the inclusion of all disabled children but that the need for recognition of diversity of learning needs must be paramount. Sight savers noted that it was driven into providing education services when it observed with mix feelings the negative influences exerted on children with disabilities. Citing (UNESCO, EFA monitoring report 2005), providing evidence that 72 million children, a third of who are disabled, were excluded from primary education. Giving more insight into the negative impact of exclusion on students who are blind and visually impaired, Sight savers in the same document opined that it is only a quality education that is key to empowerment, raising self esteem, and lifting out of poverty people who are excluded from the scheme of things.

About Social exclusion, Sight savers noted with heavy heart the deliberate refusal of many Governments in Africa to have effective policies to address disability issues and insist on the need to have a means to address the imbalance. Hence, this is only way to improve the quality of life of disabled people, especially those in schools and women and children out of school.

It stressed that exclusion imposed on the blind and visually impaired and other disabled groups an untold hardships including social exclusion and live them among the poorest most marginalized in the society as well as denying them the chance to maximize their potentials.

Due to exclusion disability does not feature prominently in the general development agenda. This in the views of the organization prevents Blind people organizations and Disabled people organization in general to remain weak and not strong enough to advocate effectively for their welfare. The organization went further to suggest a collaborative approach in order to influence development and social inclusion for the blind and students who are visually impaired.

2.1.4 Community participation and development of people who are blind and visually impaired

Visually impaired people are not always included in community development programmes Sight savers International (2012), Stitching Lillians Funds, (2014). According to these organizations, reversing this situation and encouraging community involvement will help change

behaviors and lead to empowerment of people with visual impairment socially, economically and politically and giving them their right place in the society.

Globally, significant work is being undertaken to establish Community approaches to rehabilitation of individuals with disabilities generally and the visually impaired in particular with emphasis on political rights, Education, Livelihoods and social interactions. In another vein, Olayi, Abang and Jurmang (2012) reported that Evidence abounds that eye health and vision recovery interventions have a demonstrable impact on poverty alleviation and the quality of life of individuals and their communities. In the views of these writers, people should learn to actively seek eye care services, and those who are blind and visually impaired already should be allowed the opportunities to enjoy long term positive changes in the quality of their lives through engagement with, and participation in community development programmes and other social activities that provides for a decent quality life living. Social inclusion programmes according to Olayi et al (2012), must be deeply rooted in Community development, Advocates of community participation in service delivery for people who are blind or severely visually impaired argue that Community based rehabilitation approach is the only tool for dislodging exclusion of people with disabilities in general and the blind and visually impaired in particular thereby including them in all community programmes and activities.

According to these proponents of Community Based training and Schooling, this approach is very useful in the following areas:

Social counseling: Training in mobility and daily living skills providing or facilitating access to loans, Raising awareness within the community, providing or facilitating vocational training apprenticeship, facilitating information for local self help groups, parents groups and Disabled peoples organizations (DPOS); Facilitating contact with different bodies and agents providing aids and supports to visually impaired students in particular and the disabled groups in general includes:

1. Prevention of causes of visual impairment and other disability conditions,
2. Provision of care facilities,
3. Creating positive attitudes towards people who are blind and visually impaired or of other disability groups,
4. Providing functional rehabilitation services,
5. Providing education and other training opportunities,

6. Creation of Micro and Macro income generation opportunities,

7. Management, Monitoring and evaluation of the entire programme for efficiency and effectiveness to meet the desired and set goals.

Lillians' Funds (2013), C. B. M. (2005), Ajobiewe (2013) Abang (2014). Similarly, elaboration on enabling environment empowerment of students who are blind and visually impaired for appropriate community life, both the S.L.F and the C.B.M in assessing the evaluation report on their pilot projects on "Including the blind and visually impaired students" in their Communities, upheld the fact that, in order to reach more sustainable results and changes for the children with visual impairments living with their own people and striving to earn a living and studying within the communities, also must address the barriers that the students are experiencing in their schools and communities. Hence, confronting disability is a complex phenomenon reflecting the interaction between the features of the individual child and the society within which he or she lives. Overcoming the difficulties faced by these students and other groups thus, requires interventions to remove environmental and social barriers so as to empower them to become active actors in their own lives throughout their life time.

According to the Lilian Organization, the Community intervention encompasses parents, Neighbors, Teachers, Community leaders, youth leaders and others in order to improve on the physical and environmental impediments to the effective and functional participation of the visually impaired children and students among them. Other strategies to be included in the efforts to make the Schools and the community inclusive for these groups of students are the societal attitudes and the local policies which are key agents on influencing the community members and their political leaders including School heads and teachers about the needs and reasons to fully accept the students who are blind and visually impaired and form part of the community as well.

Presenting a guide to the effective participation in all community activities and ensuring that the full inclusion desired impacts positively on these group of students, the pilot study report suggested the following steps and activities to be taken to push for effective participation and access to the environment by the blind and visually impaired students in their schools and within the communities.

1. Counseling and training programmes for parents, Guidance or care givers as the case may be by Mediators and Social workers.

2. Creating awareness among School heads, Teachers, Pupils and Students as well as Non teaching staff who form the population of the schools and community.

3. Training of teachers on how best to handle pupils and students who are blind and visually impaired including other groups of children with disabilities and ens9uring that the right skills and competence is acquired for effective teaching and learning.

4. Carrying out advocacy and lobbying involving important stakeholder within the community and outside the community.

5. Carrying out small scale adjustment to the physical environment such that would improve accessibility e.g. ramps for wheelchair users and other permanent structures that would provide cues to students who are visually impaired on independent movement within the schools and homes.

6. Facilitating set up an training of self help groups like organization of people with visual impairments or Association of Students who are blind and visually impaired.

Examining the issue of empowerment as a component of community participation in the rehabilitation of the blind and other groups with disabilities, Ajobiewe (2012), C. B.M, (2005), (S.L.F are of same views that empowerment can enhance effective inclusion of the blind in particular and the disabled in general. Empowerment according to these experts and service providers encourage people with disabilities generally and their families to take responsibilities for their development within the context of the entire community development.

The expected outcome really is the change in the mindset of the family members and the individual with disability from being perpetual passive receivers' contributions as well as participation in family and community development. Some of the activities identified to be undertaken within this context to enhance the impact of inclusion include learning, planning, working, indoor and outdoor recreation and household chores. Not excluded here are politics and cultural activities which are prominent features in every community.

Studies based on Community participation service delivery to people who are blind and visually impaired in parts of Nigeria by the Christopher blinded Mission of West Germany has revealed that Empowering the Communities to assume responsibilities for ensuring that all its members including the those who are blind and visually impaired as well as other groups with handicapping conditions. It also revealed that this approach ensures access equally to resources

available within community, and that they are encouraged to participate fully in the social, economics and political life of the community.

The pilots report highlighted several approaches that could be explored as methods for empowering the community and ensuring that inclusion impacts positively on students who are blind and visually impaired including other categories includes:

i.   Social mobilization,

ii.   Political participation,

iii. Communication,

iv. Self help groups such as Association of the blind, disabled people's organization and others.

Here, social mobilization implied the creation of information to bring about awareness as well as pulling of both peoples and resources together in order to achieve a particular task and to promote the inclusion of persons with disabilities generally and the blind and visually impaired in particular. This inclusion must be in all aspects of the society. The aim of social mobilization primarily is to create social consciousness in all and sundry within the community and the integration of disability issues into all development programmes.

Another forde force to be considered if inclusion must impact positively in persons with visual impairment and other individual's political and economic empowerment. Hence, every decision made by political leaders affects the people within the locality. Evidence abounds that the society if the society is involved in problem solving process, it will lead to understanding the cause and effect of what problems call for attention by the people. Again it will lead to changing the policies which brings about exclusion resulting to inclusion of all people including the blind and visually impaired and making life easy and better for all.

It is widely believed that the behavior of people act actually reveal their values and attitudes hence behaviors, include how people treat one another and understanding that what motivate people is critical and can lead to a change in behavior.

Everybody belongs to a community, Children, Youths, Adult. Also the disabled and the nondisabled belong to a community. For inclusive practices to take shape and impact positively in the lifelong existence of the blind and visually impaired and other groups of people living with disability. The call for community participation in service provision cannot be played down but be seriously stressed by relevant agencies.

2.1.5 The blind and visually impaired

This section presents different opinions of what blindness and visual impairment implied from global perspective. Visual perception facilitated by a functional eye, is one of the main source by which the human organism understands the world around him or her. A large proportion of human information is obtained through the visual senses.

However, it is unfortunate that many individuals including children, youth and adults have had to live with virtual or total loss of this vital sense organ functioning. When this visual modality is fighter mildly or profoundly impaired, then the individual is refer to as having visual handicap or the individual is visually handicapped. The resultant effect of vision loss is the individual suffers from lots of deprivation including learning, social interaction, locomotion, general operation and adjustment. Vision remains a vital actor in the development, progress and well being of every child, children and youths and especially students who are blind and visually impaired in different learning institutions in Nigeria and on the parts of the world. About 80 percent of all school tasks are believed to be facilitated by functional vision. The importance of vision speaks for itself, therefore the understanding of visual handicap base on it implications on the students who is blind or visually impaired becomes part pertinent for the general development of such individual.

A proper definition and clear understanding of the two terms i.e. "visual impairment and Blindness" is very important for any form of inclusive practices to positively impact on students who are blind or visually impaired and others with disabling conditions in Nigeria. This, according to Abosi and Ozoji, (1985) has result to the misuse of these terms and leading to inadequate and many occasions wrong provisions for students with special needs especially the blind and or visually impaired in Nigeria. In the education of the blind and visually impaired for instance, most service providers wrongly use "visually impaired" when they actually mean to say "blind". This normally would bring about wrong placement of the child and definitely inappropriate learning aids.

However, many scholars and experts in the field of special education and rehabilitation have come up with definitions that considerably explain the concepts and aptly separate the two states of vision loss. So, the term visual handicap according to Abosi and Ozoji, (1985) include "Total blindness, low vision, and partial sightedness". Therefore visual impairment includes

Blindness, low vision, partial sightedness, short sightedness Long sightedness as well as astigmatism.

Similarly, Okeke (2001) identified types of visual impairment to include:

i.   Total blindness,

ii.   Low vision,

iii.   Partial sightedness,

iv.   Myopia or short sightedness,

v.   Hypermetropia or long sightedness,

vi.   Astigmatism,

vii.   Presbyopia.

Okeke went further to state that some very significant difficulties associated with visual impairment include inability to rely on visual signals such as:

i.   Eye contact or gaze and smiles from parents, siblings and peers in social exchanges with him or her.

ii.   Inability to imitate behavior and so cannot learn through imitation.

iii.   Poor or limited social interactions.

iv.   Show deficiencies in physical skills and general physical coordination on account of restricted mobility training.

v.   Poor exploration and

vi.   A tendency to be isolated.

In their work on "The Industry profile on visual impairment, "Strobe, Fosea, Panchura, Beaver and Westbrook (2012) aptly described visual impairment as a term used by researchers that refers to a functional loss of vision" National Dissemination Centre for Children with Disabilities (NDCCD), (2003). To these writers, this term is not generally used as a clinical reference because of a lack of specificity regarding the intensity of impairment. They opined that visual disabilities occur at varying degrees, dependent upon the level of disability and the cause of impairment. Prevent Blindness, America, (2001). In views of Shoemaker (2002) visual impairment can only be defined based on degree of loss of vision. In line with this, Shoemaker feels that it is a vision of 20/40 or less in the better eye with corrective lenses or a visual field of less that 20 degrees diameter.

Similarly, The American optometric Association (AOA) (2002) described low vision as clinical diagnostic term that refers to vision in the range of 20/70 to 20/170. According to the Association, people with low vision often retain some proportion of usable vision and are able to make use of Assistive Technology (At) devices to perform activities of daily living. This assertion was earlier in (1998) opined by the National advisory eye centre (NAEC).

However, severe visual impairment is primarily used to describe vision loss in the range of 20/200 to 20/400 (AOA) (2004). The definition of severe visual impairment according to these authorities varies widely between studies.

However, in recent times majority of experts in the field of visual impairment are of the views that as the level and diagnosis for legal blindness is 20/200 or a visual field of less than 20 degrees, many of the people within this category may be labeled legally blind. This affirmed the fact earlier stated that legal blindness refers to a diagnosis of 20/200 or a visual field of 20 degrees Ayoku, (2006).

It is interesting to note that, while the term "legally blind" is said to have no medical significance, it at the same time marks the entry point for many reasonable number of low vision students inclined to gain from services and benefits as may be available. Elaborating on this, Shoemaker, (2002), and the AOA (2004) re-emphasized that it is worthy of note still an important distinction. Furthermore, AOA (2004) went ahead to identify other levels of visual impairment to included profound low vision at 20/500, to 20/1,000 at an acuity levels of less than 200/1,000 thus qualifying one as near total blindness. In this situation, total blindness according to the above assertion, is considered to be present in an individual when there is no light perception Association of Nigerian Opthalmologist (2015).

In summary, a person is said to be blind if he or she cannot read and write print after all optical correctives measures have been considered and administered on him or her. It therefore means that a blind student can only use Braille as his or her medium of reading and writing in school. In Nigeria as well as other parts of the world, Children who are classified as blind, can only find adequate educational provisions in special schools for the blind or in a "Specially equipped ordinary regular schools" usually selected and zoned according to convenience and proximity. Similarly, the British education act of 1944 defined blindness or an individual who is blind as pupils who have no sight or whose sight is or likely to become so defective that they require education by methods not involving the use of sight". Okeke (2001).

In the context of education and social inclusiveness, it should be noted that when an individual's primarily disability is related to visual impairment or blindness, his or her visual needs must be carefully evaluated and selected so as not to underestimate the impact of the impairment on his or her daily life including social engagements and community participation.

Indeed, individuals with vision loss need to learn additional skills and strategies to enable him or her to cope and function as independently as possible in activities of daily living, and maintaining or acquiring new vocational skills as well as navigating within different environments.

2.1.6 Inclusive schooling

The question of education of students with visual impairment for Inclusion in the society was never undertaken in isolation but a part of a general fight for the inclusion of the other categories of the children and youths with disabilities. Whether Inclusion, full Inclusion or inclusive education, what we should be concerned with is that these are terms which recently have been defined by some educators of students with severe disability as an approach for societal and social integration and acceptance.

According to American Federation of the Blind (AFB), this philosophy is primarily is in favor of all students with disability regardless of their nature of variety of the disabling condition to receive their education totally within the education environment. The practice of this ideology actually began with the plan of a limited number of students with severe disability in a regular classroom in the United States AFB (2014).

It is however documented that critiques of this policy have argued that Opponents of this philosophy lacked empirical evidence to support the fact that this practice can result in programmes which are better able to prepare all students with visual impairment to be more fully included in the society that the then existing practice of as required by Federal Law, of the States, provides a full range of programme options to the advantage of all students with disabilities in schools.

It is pertinent to note that historical evidence abound revealing facts that educated parents of students with visual impairment have pioneered "Special education" and inclusive programme options for over a 164 years a significant development in the field of education of visually a significant development in the field of education of visually impaired students and of course the

very first to develop a range of special education programme options began with specialized schools in 1929 and extended to inclusive schooling including full inclusion.

Experience and research clearly aligned with the following three position statements which outlined the essential elements which must be put in place in order that an adequate education in the least restrictive environment for students with visual impairment. Students with visual impairment have a unique educational needs with which are mostly effectively met using a team approach of professionals, parents and students themselves to be able to meet their needs.

In order that students with visual impairments meet their unique needs, they are expected to have some specialized equipment and technology, Books and materials in appropriate media, including Braille as well as specialized equipment vision enhancing aids to assure equal access to the core and specialized curricula most especially to enable them to make effective participation and to compete favorably with their pairs in schools and thereafter, ultimately in the larger society and the labor market.

Students with visual impairment need an educational system that meets the individual needs of all students, foster independence and can be measured by the success of each individual in the school and in the community.

Undoubtedly, vision is the fundamental basis upon which most traditional educational strategies are based. Hence, students who are visually impaired are most likely to succeed in educational systems where appropriate educational instructions and services are provided in a full array where appropriate educational instructions and services are provided in a full array of programme options by qualified staff to address each students unique educational needs as require in the case of the U.S by the public law 101 476, "The individuals with disability education act (IDEA) Abosi, and Ozoji (1985), Okeke, (2001), Obani (2006), Adelowo (2006), Nwazuoke (2010).

In Nigeria, the concept of inclusive education or schooling has remained largely an unexplored social frontier in education. Nwazuoke (2010). This in many ramifications may be associated with the fact that most academic discussions bordering on inclusive education here, over the years has tilted more towards an abstract ideological positions rather than focusing on the practical details on how to operate the new approach considering the peculiar circumstances. In the views of Nwazuoke and many other Nigerian "Special educators" The general advocacy of

inclusive education were championed by groups who were more concerned about human rights and social justice rather than any educational theory.

A case in point popularly cited by most Nigerian writers in this field was the stakeholders meeting convened on ''legislating for persons with disability'' (PWDs) at the instance of the Nigerian House of Representatives, National Assembly, Abuja on June, 2001, No member of the National body of professionals in charge of ''Special needs children in Nigeria was in attendance nor represented at that meeting in spite of its major thrust Nwazuoke, (2002). Nigerian experts in the field of Special needs education were left with no option than to feel that this very all important gathering was not really meant to rub minds in other to promoting, protecting and indeed facilitating the enforcement of disability rights and issues. In the words of Nwazuoke, ''the notion of inclusion in the Nigerian context has from inception been propagated largely by advocacy group who wanted to ensure that people with disability have unhibited access to education. Nwazuoke concluded therefore that Inclusion could be said to have its root in the principles of social Justice Nwazuoke, (2002).

2.1.7 Principles of Inclusive education

The significant benefit mankind derived from the world conference on Special Needs Education which held in Salamanca, Spain in 1994, was the unwavering position taken by the entire world conference that Inclusive education should be floated for the benefit of all children with disabilities. The conference in adopting unanimously the Salamanca statement and Framework for action on Special Needs Education, as guided by the principle of inclusion that ordinary school should accommodate all children regardless of their physical, intellectual, emotional, social and linguistic, or other conditions (UNESCO, 1999).

Another prominent feature in this global document was the advocacy as contained in its article 19 (Salamanca Framework for action) that educational policies should be formulated at all levels stipulating that children with disabilities should attend neighborhood schools, this is to say, the same school the child would have attended if he or she were without any form or form of disability.

Another thing to stress here is that, the idea behind the practice of inclusive education is consistent with the article 2 of the 1990 document on ''World Declaration on Education for all and Framework for Action to meet basic learning needs''. Article 2 of the ''World declaration on education for all'' focuses on the following five elements in the ''Expanded vision'' of education.

i.   Universalizing access and promoting equity focusing on learning.

ii.   Broadening the means and scope of education

iii.   Enhancing the environment for learning, Nwazuoke (2010).

The world conference on "Education for all" which took place in Jomtien, Thailand in 1990, as earlier observed, reiterated United Nations position on "the right of every one to education, in order that the goal of "education for all" be achievable. The Jomtien conference mandates all Nations to take immediate steps towards implementing the recommendations as contained in the documents on "world declaration on education for all.

To heed the clarion call, Nigeria responded by setting up a project then popularly known as "situation and policy analysis" (SAPA) in partnership with UNICEF. The primary objective of this project was to unravel the underlying factors such as the socio-cultural and economic issues affecting the growth of basic education in Nigeria (FGN and UNICEF, 1993). Prominent among the features highlighted in the report submitted by the project to the Government of Nigeria was that Basic Education be equated to nine years of continuous schooling, consisting of six years of primary and three years of Junior Secondary Schooling programmes. Another very important discovery was the absence of data information on children with special educational needs across the Nation.

Interestingly too was the fact that it was this same "project" that recommended the integrated approach to education of children with disabilities later enshrined in to the National Policy on Education and the Blue Print on education of the Handicapped in Nigeria Obani (2006), Adelowe, (2006), Okeke (2001), Nwazuoke (2002).

It is the view of this researcher therefore, that the groundbreaking work for the take off and implementation of both the inclusive education and the nine years Universal Basic Education scheme now in practice in Nigeria was the handiwork of the (SAPA) project.

At the international arena, the issue of inclusive education has become increasingly a focus of debates and discussions mainly as it affects the development of educational policies and practice globally (Farrell and Ainscow, 2002). The education of children and youths with special educational needs (SEN) especially those with disabilities has become an established key policy objectives in most Countries Lindsay, 92007). According to Lindsay, the legislative and policy trends of yesteryears have seen clear shift away from the acceptance of the inherent practices of

orthodox and segregated education for children with special educational needs including the blind and other disabled individuals.

Evans and Lunt, (2002), lending their voice to the issue of inclusive education debate noted that The U.S paved the way to this approach with the introduction of the education for all handicapped children act of 1975, which was subsequently revised and amended as "The individual with disability act" (IDEA) 1990 and of course updated by 1997 to promote whole school approach to inclusion. Winter and O'raw observed that all European Countries now have legislations in place designed to promote inclusion. Describing inclusive education in terms of its vitality, Piji et al, (1997) called the approach "A global agenda".

However, the definition and meaning of Inclusion has remained a subject of much heated debate Inclusion International (2006), Winter and O'raw (2010). In the words of Slee (2001), defining what may be termed it best practices are no simple a task. One major victory with regard to the battle for Inclusion is that the inclusive education movement has been endorsed internationally by UNESCO'S Salamanca Statement (UNESCO, 1994). This endorsement reflected the United Nations global strategies to education for all (Farrell and Ainscow, 2002) who opined that inclusive education has over time been seen as central to human rights equal opportunities and as well a priority policy objective of liberal democracies.

In principle, contents and approach, Inclusion poses a challenge to policies and practices that served to perpetuate the exclusion of some children from their rights to education underpinning the fact that the ideal situation is that all children have their rights to be educated together regardless of any special needs or disability.

Again, (Farrell and Ainscow, 2002) contend that the inclusion agenda is also fuelling discussions around the globe centrally on the role of various specialists within the field of special needs education. The purpose of these specialists, and special educational facilities that currently exist within the system. Norwich (2002), remarked that we should be careful not to assume that the wisdom of inclusion has been fully accepted. According to the expert, there is considerable debate about whether inclusion is achievable, how it could be achieved, the extent to which the inclusive education involves the deconstruction of the field of special needs education and construction of a regular system that would meet the needs of all students.

Analyzing the concept of inclusion, Ainscow (1999), Ballard (1999), Slee, (2000) pointed out that the principles of inclusive education system in which Tolerance, Diversity, and equity are

being strived for may become uncontested if however, the way in which we want to achieve it is much more challenging. To these writers, Inclusion can become an elusive concept if not managed with care.

By 1998, Florian in her contributions to the debates on meaning and definition of the concept of inclusion stated that while there were many definitions of inclusion put forward in as multiple context as they may have appeared, she remained emphatic that no single definition had been Universally accepted and was still very illusive many years after the Salamanca Conference and statement on the framework of action. To Florian, this difficulty reflected the complexity in the nature of inclusion locally, nationally and even at the international stage.

2.1.8 Rationale for ensuring that inclusive education impacts on students with visual impairment

Going to school according to Inclusion International (2006) presents an incalculable benefits and advantages for all humans. Going to school is one of the few rites of passages shared by countries all over the globe. Schooling provides us with the opportunities to learn and acquire skills that prepare us for our responsibilities as adults. Schooling help us make friends that last a life time. We learn about the rules that govern our community by going to school.

Above all, going to school and getting the right education brings about personality development thus promoting understanding, tolerance, and friendship. Article 26 of the Universal declaration of human rights Guarantees the rights to education directed to the full development of all children. In spite of all the benefits of education to all mankind, millions of children especially those living with disabilities have little or no access to going to any school for any form of education. UNESCO (2006), reported that over 77 million children were out of school emphasizing that at least about 25 million of such children were of the disabled groups.

In another dimension, World Bank (2003) reported an appalling finding from an investigation which revealed that not more than 5 percent of children with disabilities attended and completed any primary education then. The report was emphatic about the children living in developing countries.

Indeed, the most compelling reason for inclusive education is premised on the fundamental human rights. The human rights movements resulted ultimately in the imperative to value and treat everyone equally based especially on needs. The United Nation 1948 declaration of human

rights distinctly stated that education is a fundamental human right. This no doubt meant that all children with or without disabilities have unhindered rights to educational opportunities under the United Nations conventions on the rights of the child, UNS' (1989), by this, segregated schooling is and should remain viewed as a violation of all visually impaired students rights to education in their own locality. If not checked, exclusion limits the capacities of such students to benefiting from educational opportunities in the future.

International human rights legislations and agreements including the Salamanca statement and framework for action (UNESCO, 1994). The UN, Standard rules on equalization of opportunities for persons with disabilities, (UNS, 1993), The Un, convention on the rights of the child (UNS, 1989) and the Dakar framework for action (UNESCO, 2000) no doubt a accounted for the firm documents which enshrined the rights of all students including the blind and visually impaired to an inclusive educational programme for lifelong development.

Invariably, the Salamanca Statement and Framework for action (UNESCO, 1994) stands out as the first and the valuable and single most important document internationally in the field of special education Winter and Oraw, (2006), Inclusion International, (2010) sight savers International (2012).

An important point to make is a section on guidelines to actions at national levels where the statement acknowledged among other issues that, most of the required changes do not relate exclusively to children with special educational needs. But upheld the views that they are parts of a wider reforms of education needed to improve its quality and relevance and promote higher levels of learning achievements by all learners (UNESCO, 1994).

The document also urged Government to areodoaround the world to:

i. Give the highest policy and budgetary priority to improve education systems to enable them include all children regardless of individual differences or difficulties.

ii. Adopt as a meter of policy, the principles of inclusive education (UNESCO, 1994), here, the claim is made that "Regular Schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, thereby creating welcoming communities, and building an inclusive society and achieving an education for all" (UNESCO, 1994) it went ahead to suggest that regular schools provides an effective education for the majority of children and improves the efficiency and cost effectiveness for the entire education system.

Vayrynen (2000) acknowledge that the Salamanca provided unequivocal platform for the practice of inclusive education. Funny enough, Vayrynen again six years later pointed out that inclusive education parents with it the following challenges:

i. All countries struggle with the management and implementation of an education system that truly cater for diversity.

ii. Funding mechanisms seems to be the key predictor to the set up for the provisions targeted to address the diversity of learning needs.

iii. Curricula should be flexible enough to accommodate the learning needs and peace.

iv. Curricula should be flexible enough to accommodate the diversity of learning styles and pace.

v. Inclusive education systems require new skills and knowledge from teachers, teacher education should be revisited and designed to support inclusion.

vi. The importance of community and parental involvement in education is recognized, although a lot needs to be done in order to make their participation real.

vii. Structures or procedures that facilities multisectorial collaboration needs to be developed.

viii. Attitudes as the create barriers, or the greatest assert, to the development of inclusion in education.

ix. Education for all means" and not all "Vaynynen (2000)

2.1.9 Making inclusion a reality

UNESCO in 2006 described "Inclusive education" as the process of describing and responding to the diverse needs of all learners through inclusive practices in learning, cultures and the communities thereby reducing "Exclusion within and from education. In the views of (UNESCO), this involves changes and modification in contents, approaches and strategies as well as structures with a common vision with covers all children within an appropriate age range another point to bear in mind is the conviction that it is the responsibility of the regular school system to educate all children (UNESCO, 2006).

The Salamanca framework focuses on the inclusive education as a strategy for including children with special needs in ma mainstream education by responding to the needs of individual learners.

On its own part, Inclusion International in 2006 unfolding its policy on inclusive education, adopted the convention on the rights of persons with disabilities which promotes the goal of full inclusion as well as guaranteed the rights of every child to attend the regular School provided the necessary supports required for them are made available to them. Inclusive education in the opinion of Inclusion International requires that the regular Schools are supported to welcome all students with adaptations made to meet their special needs. Inclusion International believes that far inclusive education to be a reality, and effective, the regular School system must respect the following principles

A. Non discrimination,

B. Accessibility,

C. Accommodation to specific needs through flexible and an alternative approaches to learning and teaching,

D. Equality of standard,

E. Participation,

F. Support for meeting disability related needs and

G. Relevance to preparations for the labor market.

Commenting on what may be considered &s real inclusion and its impacts en people with disabilities. Disabled Peoples International (DPI) noted that it is encouraged by the implementation of inclusive education policies so far in many Countries across the world. The organization observed that this approach has led to serious positive changes in the lives of most persons living with disabilities. (DPI) as an organization of the disabled, recognized that that if we are to really achieve an inclusive society, than it is imperative that children with disabilities are integrated into the Schools at the earliest possible opportunity so that inclusion can be for both nondisabled and disabled children and that by doing this, education of disabled children can be free from

I. Segregation or only within a special School,

II. Achieve quality education that recognizes the principle   principles of lifelong learning.

III. Be able to develop all the talents of each learners to their full potential; and

IV. Accommodate the individual needs of each learners especially these with disability. (DPI) emphasized that education should be accessible to all who desire to be educated, no matter their status.

About the issue of freedom of choice, the organization observed that the disabled should be allow to have the option to be integrated with the general and regular School population rather than being educationally or socially isolated from the mainstream without any choice in the mater.

Furthermore, the Organization is of the view that students who are deaf, deaf and blind or blind and or visually impaired may be education in their own groups to facilitate their easy learning but if that they must be integrated in all ether aspects of the society (DPI, 2005).

In the same vein, an extract from joint education statements by the world union (UBU) and the international council for the education of people with visual impairments (ICEPVI) in 2003 urged governments all over the world to as a meter of deliberate policy.

A. Place the educational services for blind and visually impaired children and youths under the same government bodies as that of these children without any blindness or visual imp impairments.

B. Guarantee that all blind and visually impaired end youths in an integrated, inclusive, or special school programmes as well as their teachers have access to the equipment, material s ad educational support services they required including

I. Books in Braille, large prints or in ether accessible format

II. Low vision devices for those who require them.

C. Offer education of a high quality and standard in a range of educational options, including special schools.

Similarly discussing education rights for deaf children, the world federation of the deaf in July 2007, in a statement in a policy statement supported the rights of deaf children to acquiring full mastery of the sign language as their mother tongues as well as to learn the languages of their familiar and immediate community.

According to this body, full inclusion for a dear learner means a totally supportive signing and student centered environment. They also added that this permits the learner to develop hi s or her educational, social and emotional potentials. The organization insists that inclusion as a matter of simply placing a child in a regular school without meaningful interactions with class

mates and professionals at all times, is tantamount to exclusion of the deaf learner, learner from the education and the society. The challenge therefore according to the world federation of the deaf, for Schools; is to have a disability respond to their individual needy and provide quality education to all students through the voices of students with disabilities and their families"'(WFD, 2007).

Still at the globs 1 level, civil societies and regional groups are making their contributions and efforts towards ensuring that inclusion becomes real and practiced by all and in every society around the globe.

A case in point is "inclusion Europe". Inclusion Europe, in a position paper highlighted strategic objectives for children and young people, schools and governments in order to make inclusion in education a reality.

In the continent of Africa, though lots still has to be pursuit with regards to making schools and the society all inclusive, much efforts has been put in to ensure the various regional and national governments including regions within a regional bodies and national governments including various states and local governments embrace the new approach to service delivery to children and youths with disabilities in our schools and communities.

Experts and professional associations and associations of disabled individuals including voluntary organizations have left no stone unturned to ensure an inclusive society for those with special needs in Africa as a whole and our various nations and countries to be specific.

Inclusion West Africa (20l2), in her annual conference belt in Ghana, unanimously called on all Mast African countries not to delay in considering Inclusive education as a deliberate approach to educating all including these with disabilities.

At National levels, the National Association of Special Education Teachers (2014) insisted that while considering any bill or bills in favor of Inclusive education or any disability matter, Experts and professionals including parents and those to be served should be included in this debate. This opinion was also upheld by the National centre for exceptional children annual conference and workshop held at Portharcourt River State Nigeria in August 20l5.

This National Association of the Blind (NAB) in 2o14 also reiterated the need for adequate legislation and machinery for enforcement of the laws to ensure that inclusion works effectively in Nigeria.

2.2 Special Units, Special classes and total inclusion of the blind and visually impaired

In general, opinions held by advocates of inclusion argued against routine removal of students who are blind or severely visually impaired from any of the above mentioned provisions for the purposes of receiving academics assistance, they a argued that doing so highlights their disabilities, disrupts the learning process, disrupts their education entirely and violates their rights (putnam, 1998, Abang, 2015). However, in some jurisdictions, research has not been able to demonstrate that removal or movements of blind or severely visually impaired students from one prevision to another for the purposes of assistance delivers any significant benefits for the students (Baker et al, 1994). On the other hand, Students in special units' attach to mainstream Schools or those who are withdrawn for the purpose of individual supports may not be viewed as being truly included. It is the views of Jupp, (1992), Ainscow et al, (2006), Abang, (2015) that this can isolate the student concerned and can perpetuate segregation The claim however that the "Right" perspectives invalidates any argument that some children can be best served in any kind of special setting,(Norwich, 2002) pointed out that segregation to special school involves a relatively small number of students stating that about 1 point 3 percent existed in England and yet exerts a disproportionate influence in the education system, presenting another case in some schools in England, The writer noted that some 40 percent of the mainstream school population was reported to have some forms of special or additional needs. Ainscow et al, (2006) suggested that the weight of the discussion should rest with the mainstream and its capacity to address the needs of these students.

Although the retention of separate special school provisions never form part of most people's efforts to promotes inclusion, most other experts argue that the phasing out of this parallel provision is very unlikely in the immediate future (Norwich, 2002, Lindsay, 2003). The researcher wishes to draw the attention of his audience to that fact that, while it is not the intention of this study to present debate for and against special schools, special units and special classes, it is per pertinent to state here that the role of these provisions and their teachers cannot be brushed aside when discussing inclusive education or full inclusion. Deni, (2006) presented an account of a study of from special schools in northern Ireland which revealed that despite the move towards inclusive education, little or no significant statistical evidence to indicate that there

is reduction in the number of existing special schools. The result also showed an increase in the number of students with special or additional needs being present in stream and inclusive classes. The outcome was attributed to the increase in the search and identification of children with special needs and suggested that there was little movement from special to mainstream schools and classes. The views that special schools play very important role in the education of some groups and should therefore be maintained was strongly supported in the study. However, while the study opined that the blind and visually impaired stand to benefit more from mainstream inclusive settings, it upheld the views that the needs of students with more severe learning difficulties could not be met in an inclusive classroom. The study concluded with suggestion that coordination of special education provisions across both mainstream and special school sector will require common procedures and criteria for assessment, monitoring, and evaluation of provisions and review of progress.

Commenting on the issue of choice relating to parents and or students with disabilities, kearney and Kane,(2006) interestingly noted instead that in 1969, Newzealand education act introduced a sig significant move aimed at protecting the rights of students w with diafell1 ties to seek for placement end enroll in Schools of their choice. Similarly, (Varnham, 2002) reported about a court challenge involving their rights to cheats a separate setting for their choir rather than mainstream or inclusive S Schooling. The high court judgment wants in favor of parents.

Elsewhere in Africa, Kisanji, (1999) reported an upsurge of mushroom "Special Schools even *mere* then they existed before the Introduction of the new approach which calls for inclusive education. According to Kisanji, Inclusive education is and s shall remain bookish pending Various African Governments understanding of the concept and its workability.

Writing on "The implications of inclusive education in Nigeria Nwazuoke, (2010) Opined that, Inclusive education in Nigeria has far reaching implication for Personal preparations;

Pedagogy,

Curriculum,

Learning environment,

Funding,

Conditions of service,

School management structures,

Monitoring and Evaluation.

2.2.1 Global and National commitments to inclusive education

Just like this study was designed to undertake, should anyone desire to ask questions and to find out if at National and international levels, there existed any framework for Inclusive education and if possible venture investigating into if there are some visible evidence of progress so far in the implementation of the approach. A few emerging issues should come to mind. For instance, one would want to ask if inclusive education has been accepted and well understood in terms of its goals and objectives for children with disabilities generally.

Secondly, in considering the Millennium development goals and the education for all, would one be right to say that Inclusive education is on the agenda for development and promotion and or investment.

Is it within reach the ascertain progress in relations to the society Students who are blind or severely visually impaired to be specific and ether disabled groups generally.

In an attempt to provide answers to these pertinent questions, the researcher explored available literatures on the issue beginning with the main commitments to inclusive education from Salamanca, The global framework for action and investment in the development of inclusive education, what international studies an inclusive education and the Nigerian situation provided in the course of reviews.

In the context of this section, the researcher drew key Nigerian and international based studies. Interviews and consultations with Officials of International agencies and voluntary organizations rendering social, vocational and educational services to blind and visually impaired individuals and tax other disabled groups in Nigeria. Federal and States Ministries of Education from the areas on focus Administrators of both Special schools and Mainstream and Students with visual impairment included in neighborhood schools and communities in the affected states under study. First and foremost, some 21 years ago, a comprehensive commitment to inclusive education was made of Governments and International institutions in Salamanca, Spain, in 1994. By the year 2000, just a few; years precisely 6 years later, Governments and international institutions adopted the "Education for all and the millennium Development Goals (EFA and the MDGs). These was constituted Global agenda for Universal primary education set and meant for achievement by 2015. Sad enough to note however, "inclusive education" was not captured in these two projects (inclusion International, 2014) according to this Organization, after the Dakar framework for EFA was adopted, a few relatively but small initiatives were established meant to

promote inclusive education. Bath the Salamanca statement and UN convention gave recognition to the rights of persons with disabilities It became obligatory for Governments and mandatory for international institutions to make education systems inclusive strengthening the link between Salamanca and the convention on the rights of people with disabilities (CRPDs). Inclusion International regrettably observed that Inclusive education was given an afterthought consideration and placed last on the education agenda.

Apart from the recognition given to education as a fu fundamental right for all children including those with disabilities and the call for education systems to be all inclusive as well as the design of such systems to pay attention to diversity of all children, The statement also called on the international funding agencies including the World Bank and affiliate UN agencies such as UNICEF, UNESCO and the UNDP to endorse the approach of inclusive Schooling and to support the development of special needs education as an integral part of all education programmes.

The document goes furthered to call on all international Communities to Promote, Plan, and Finance and Monitor the progress of inclusive education within the mandate of education.

Again, Inclusion International was left in doubt about the sincerity of the United Nations and its affiliates in the implementation of the Salamanca declarations on Inclusion. The organization frowned at the flagrant neglect of the project "Inclusive education" from the global agenda for education.

In the views of Inclusion International, Apart from the Dakar framework for action on "Education for all" and the "MGDS", Other conventions and characters which gave recognition to the rights to education for all and Inclusive education including the 1948 Universal declaration on Human rights,(Human rights act 26).

The 1952 European convention on human rights (First protocol).

The 1966 International convention on economic, social, cultural and cultural rights.

The 1982 World programme of action concerning disabled persons.

The 1989 Convention on the rights of the child-

The 1990 Jomtien conference on education for all

The 1993 Standard rules on the equalization of opportunities for persons with disabilities.

The 1994 Salamanca statement and framework for action.

The Year 2000 World education forum Dakar.

The 2006 United Nations conventions on the rights of persons with disabilities.

On monitoring and evaluation, Inclusion International with dissatisfaction observed that although the Dakar goals is annually being monitored by UNESCO with outcomes published in a Global Monitoring Report (GMR) through research and National surveys by Governments, there is absolutely not such global monitoring report an on the goals of the Salamanca statement.

Similarly, the Millennium Development Goals (MGDs) once a again did not mention the case of persons with disabilities among its commitments to education. Again, Inclusion International noted that this neglect was in spite of the Organizations efforts in developing an (MGDs) framework just to show now Governments, International Agencies as well as other civil society groups may see how people with disabilities and their families could be fully included in its education and other goals.

By December, 2006, The United Nations General Assembly overwhelmingly adopted the Convention on the rights of persons with disabilities (CRPD) with article 24 of the document securing the rights to inclusive education.

2.2.2 Benefits of Inclusive education on Students who are blind or visually impaired

This section captured some evidence based successes and benefits of inclusive education socially and academically on the blind and visually impaired and the society. Because when dealing phenomenon such as the issue the main crups of this investigation, we can very rarely isolate the blind and visually impaired from the rest of the disabled folks. Thus, the review reflected the situation with the entire disability groups.

International policies supporting inclusion are said to have been driven mostly by moral and human rights imperatives. Hoy however, it is vital to obtain evidence bass information for the effectiveness of inclusive education.

Lindsay, (2007) Opined that the question of rights and values should be separated from the issues of the relative effectiveness of the different educational approaches. The writer stressed that, although both issues are vital, the question of efficacy should be allowed to depend on empirical evidence whereas values are not open to evaluation. On the other hand, this view is contestable by adherents to the "Rights" theory, for instance, Booth, (1996), Gallagher, (2001) maintained that research evidence is not critical and may even be irrelevant because the central

issue is one of rights rather than evidence. Never the lass, these authors insisted that the move to inclusion required close monitoring especially as evidence regarding the benefits of inclusive practices is not merely as clear cut as earlier research promised.

Both O.E.C.D. (1994) and Thomas et al. (1998) contended that researching inclusive practices is fraught with problems due to the lack of an operational definition of "Inclusion" and methodological difficulties concerning non comparability of samples receiving different types of education and in different types of inclusive context. According to them, this lack of consistency across studies is responsible f for difficulties in comparison and as such led some to conclude that the research about inclusion has been limited in validity. In spite of all odds, there has been some a number of reviews which examined the cumulative evidence from students evaluating inclusion. Baker et al (1995) reported a small to moderate positive benefits of inclusive education social and academic outcomes of students with special needs; similarly, Lipsky and Gartner in a review of 20 studies, found academic and social benefits associated with inclusion.

In the U.S, a longitudinal study which tracked the progress of 8000 young people showed that students with physical disabilities who received a mainstream education were 63 percent more likely to be employed before .Living school than those who had been had been in segregated schooling (Woronov, 2000).

Again, in a review of 8 model programs, there existed evidence of variable effectiveness which led to conclusions that, Outcomes of inclusive programmers were relatively unimpressive given the significant investment of resources Manset and Samuel, (1997).

However, a close look at most works during the 19902 had very little to show for a clear cut evidence superiority of inclusive education for instance, Hegarty, (1993), Sebba and Sachev, (1997) lay claims to the fact that the evidence that the effectiveness of inclusive education by the end of the 20th century might best be described as equivocal. Again, very little evidence was found establishing the supper superiority of special education Lindsay, (2007).

On a positive note, effectiveness of inclusion are conveyed in several outcomes of studies concluding that if well packaged and managed, inclusive education could make the difference in the lives of students, with visual impairments and the society at large.

Comparing a pull model of support with inclusion, a study of study of students with learning difficulties in the LUs revealed that the inclusion group did better on several academic measures. This success according to the study was attributed to class planning and collaboration

between the teachers. Also in Norway, Myklebust, (2002) compared two groups of second level students with general learning problems ever a three years period and found better progress among these drilled in an inclusive class from the other group.

Other studies have however revealed that among students with and without disabilities, inclusive classes are associated with high levels of academic achievement (Baker, Wang and Walberg, 1994, Shoore, Gilbreeth and Maiuri, 1998, Peterson and Hittie, 2002).

Landing voice to his success story on inclusion, (Mclaughlin and Rouse, 2000) noted that far students currently in schools, to become affective leaders in an intercultural society, their education roust provide opportunities for engaging with student to with diverse abilities and characteristics. Diversity in the views of these experts is represented by inclusive classrooms which provide a stimulating and challenging task for deep thinking not found in segregated classes.

In other situations, some research studies have had mixed results. Karsten et al (2001) in a study compared at risk children in both regular and special classroom and found no difference are between them in terms of performance academically and socially. Similarly, another Dutch study established that Students with behavioral problems in mainstream Schools were mo likely to be socially excluded than peers without special needs (Monchy, Monchy et al (2004) Reporting across a number of studies. Fredrickson and Cline (2002) revealed that evidence existed to substantiate claims that segregated education fosters social or academic progress over mainstream school education.

They also stated that some studies show advantages to inclusive placement if accompanied by appropriate programmes. According to this finding, the appropriateness of the interventions must be individualized.

As for the effectiveness of inclusion especially when measuring impact, moat studies have merely described it as "only marginally positive" Lindsay, (2007) the impact falls short of a clear cut endorsement. More so, many others shared the views that negative or equivocal findings simply reflected limitations on hand in practice within schools. This, the writer emphasized must be addressed rather being a challenge to the premise of universal inclusion (Booth 1996). Similarly, Farrell, (2000) held the views that some of the negative or inconclusive findings had more to do with the quality of the teaching and instructions in the mainstream settings rather that the inclusive nature of placement. He as a matter of fact upheld the assertion that on the whole-,

pupils and students with special educational needs generally benefit socially from inclusion though perhaps at the expense of academic skills.

In the opinions of Thomas, (1998) research studies should not focus on whether inclusion works but rather and how to make the approach work. They went on to state that from studies inclusion may take different forms in different Contexts. However in spite of these differences, there existed some forms of agreements as contained in international literatures with regards to the key practices supporting the implementation of inclusion (Florian, 1998, Lindsay, 2003).

Contributing to what makes inclusion work Nssclcyke, (2000) identified among other factors, the need for a total commitment to a real and substantial long time change and restructuring process. This process Nsseldyke et al stressed is concerned With building a supportive learning community and festering high achievement for all students and staff-In a study of over 1000 school districts in the U.s report identified the following common factors in schools where inclusion flourished;

1. Visionary educational leadership.
2. Collaboration between everyone concerned-
3. A refocused use of assessment.
4   Support for staff and students.
5. Appropriate funding levels.
6. Parental involvement
7. Curriculum adaptation and instructional practices (Lipsky & Gartner, 1997) Based on the above views, these factors closely reflected the claims of most other studies which linked inclusive education to the development of effective schools and the school improvement agenda with a focus an illuminating Key practices Florian, (1998).

Globally So far, reviews from previous works done in this field tend to point to the fact that far any successful development of inclusive schoolings in schools involves the followings:

1. Understanding and acknowledging inclusion as a continuing and availing process.
2. Creating leaning environment that would respond to the needs of ail learners and have the greatest impact on their social emotional physical and cognitive development.
3. Undertaking a broad relevant, appropriate stimulating curriculum that can be adapted to meet the needs of diverse, learners.

4. Strengthening and sustaining the participation of pupils, teachers, parents and community members in the work of the school.

5. Providing educational setting that focus on identifying and reducing barriers to learning and participation.

6. Restructuring the cultures, policies and practices in schools to make them respond to the diversity of pupils within the ideality.

7. Identifying and providing the necessary supports for teachers and other staff as well as students.

8. engaging in appropriate training and professional development for all ail staff.

9. Ensuring the availability of full and transparent including accessible information regarding inclusive policies and practices within the school for students, teachers, parents and support staff.

Furthermore, the development of inclusive schools practices just like ail best educational practices, should a closely tied to a dynamic and evolving process. Vital ingredients as monitoring and evaluation importantly must be incorporated.

Nwazuoke, (2010) in support of the Department of education and Science (2007) Highlighted the following as very important steps in the inclusion process if Inclusive education and classroom teaching must make impact on students who are blind and visually impaired;

I. A variety of teaching approaches and strategies. Any blind or visually impaired student is unique in an inclusive classroom, to make any inspect on the student for all round societal inclusion, teaching and learning activities must be well organized and manage the benefit of the student. The issue of equipment and materials cannot be overemphasis.

II. Gleaming objectives outlined at the beginning of the packaged lesson with reference made to them in the course of presentation and most importantly sometimes a reviews of what has been learned at the end could make mastery possible effective.

III Formative assessment strategies. The use of formative assessment strategies can be very useful in identifying the student's progress and can help to inform the teaching approaches and necessary adjustment.

IV. Ensuring that the contents of the lesson are matched to the needs of the student and his or her levels of ability.

V.   Application of multisensory approach to teaching and learning can be of very helpful.

vi.   Materials and aide to teaching including concrete materials can be appropriate to the needs, ages, interests and aptitudes of the student.

vii.   Ensure that any deviation from the original planned and packaged lesson to allow unexpected learning opportunities does not result in the loss of the original package.

viii. Hake appropriate time for practice, reinforcement and the application of new knowledge and skills for very practical situations.

Ix.   Reinforcement and affirmation of students for knowledge and skills learned before moving forward.

X.   Provide opportunities for students in the curriculum to enable students develop language and communication skills including listening, speaking, reading and witting.

Xi.   Make available in the curriculum for student to develop personal and social skills.

Xii.   Encourage students to explore links with other areas in the curriculum meant for them.

Xiii. Design framework to consolidate and promote independent learning, monitor individual student including class progress and evaluation far effectiveness.

2.2.3 Teachers preparation and the inclusion of the visually impaired in the society

The overall objective for rehabilitating and educating the visually impaired and blind children, youths or adult generally is for independent living in the society and above all to make the individual maximize his or her potentials and contribute to National development. According to the Academy for Certification of Vision Rehabilitation and Education Professionals (2000B) "Rehabilitation Teachers of the blind and visually impaired instruct persons with vision impairments in the use of compensatory skills and assistive technologies that will enable them to live safe, productive and independent lives". Rehabilitation Teachers of the blind and visually impaired are engaged with work in areas that enhances vocational opportunities, independent living, and educational development of Students with vision loss. These responsibilities may be performed in Centre based facilities, Itinerant settings and or in recent times providing assistants to regular classroom Teachers in an inclusive educational setting.

In fact, for all round development and a perfect societal inclusion, the specific areas of instructions which the rehabilitation teachers focus on include

1. Communication systems. Including Braille writing and reading, Handwriting, Recording skills, Use of electronic reading devices, Use of assistive technology and computer access to technology, others.

2. Personal management including Grooming, Hygiene, Clothing selection and identification Organizational skills, Medical measurement, socialization skills

3. Home care. Including Organization and labeling, Repairs and hangs maintenance, Budgeting and record keeping,

4. Activities of daily .living. Including cooking, cleaning, shopping, safety guides, and Money organization and management.

5. Leisure and recreation activities. Including Hobbies, Woodworking, Crafts, Sports, Games etc.

6. Psychosocial aspects of blindness and vision loss.

7. Hectical management of visual impairment. Including Assessment and instructions, Training for adaptive medical equipment and aids.

Basic orientation and mobility skills, including sighted guide, Safety techniques for independent movement etc.

The rehabilitation, Research and Training Centre on blindness and law vision (2002) outlined the responsibilities *of* a teacher of the Visually impaired to include

I.   Working as itinerant teacher serving students who are blind and visually impaired in various inclusive school settings.

II. Working with infants and preschool children in homes and or Schools.

The primary focus of instructions is on teaching compensatory skills including pre-Braille and Braille instructions, Communication skills and as well as study skills. Again, the role of a teacher of the visually impaired is to engage in consultations with the regular classroom teachers housing students who are blind or severely visually impaired mostly on how to enhance the effective acquisition of knowledge usually gained by visual means. He also provides functional vision evaluation and other educational assessments, Develop educational plans, work with families, He as well ensures the availability of teaching of teaching materials in accessible media.

The significances of that role of the rehabilitation and the specialist teacher of the visually impaired remain very crucial in the successful implementation of inclusion both in fur educational settings and the home settings and indeed this society at large.

In Nigeria, argument from both specialist providers and students with visual impairments tend to suggest that blind and visually impaired children should first attend and acquire such vital skills from Special s schools before any total inclusion takes place.

2.2.4 The Mainstream or regular teachers and the inclusion of the visually impaired or blind students

Obani, (2006) assert that although in Nigeria and elsewhere around Africa, regular classroom, teachers pretend or are ignorance of their responsibilities to the leads of special needs children in their classrooms. They remain central to the success of inclusive education in our education system and of course in the society generally. Thomas et al (1998) noted that the mainstream teachers are the success and failures of the inclusive practice in our education systems. The observed to that if they believed in their own competence to educate students with special needs and take ownership of inclusion, the outcome can be tremendous. Avramidis et al (2000) in their contributions seated that "This; nay present a challenge since the underlying assumption held has been that students identified as having "Special educational needs belong to a different place, and a different pedagogical *category,* and so could not be thought successfully by regular classroom teachers. Again, Good training, teachers' competence and effectiveness as well as ability to employ assistive technologies in teaching the visually impaired and blind pupils and students in the Nigerian context of Universal basic education in practice can guarantee great achievement and success thereby impacting positively on the so society and students who are blind and visually impaired.

At the Global scene, Teachers effective practices are said to have remained central to inclusion, this is why a number of studies have explored this theme in order that reality is established.

Some strategies in practice identified as supporting effective inclusion of students who are blind and visually impaired and others with special educational needs include scaffolding, modeling, contingency management and other effective instructional management methods like feedbacks Flem et al, (2004).

Collaboration and team work are also essential aspects of inclusive practices. Lindsay (2007), in a recent study found that critical to the success of teamwork is time for planning and relating together, this also is the view of Hunt (2003). The role of the specialist educators ought to be reexamined and redefined if we must achieve success and make inclusive education impact on the lives of the blind and visually impaired students in our U.B.E schools (Nwazuoke, 2002; Ajobiewe, 2000). Apart from providing individualized instructions some potential roles of the specialist teacher include Adapting curriculum, co-teaching, giving the regular classroom teacher support through team work, giving some forms of training to support staff like Brallist, voice recorders, classroom assistants making contact for improvement and selecting and adapting materials for the use of the blind and visually impaired students National Association of Special Education Teachers (NASET,2015).

Also vital is the development of a positive ethos, with a shared commitment to the values of inclusion Kugelmass, (2001).

In fact, Farrell, (2000) remarked that in general, international research evidence "Suggested that the success stands or falls on the availability of class supports".

However, teachers are more positively disposed to the inclusion of students with physical and sensory disability than to those who experience emotional and behavioral problems (Deni, 2006, Farrell, 2000, Lindsay, 2007). Most teachers when faced with the prospect of including blind or severely visually impaired or any other children with disability in their classroom tend to be less positive and occasionally experience anxiety and stress which however can be moderated and overcome by providing access to training resources and other additional supports (Lindsay, 2007, Nwazuoke, 2010).

Studies have shown that for inclusion to impact positively on students with disability especially those with visual impairments, adequate planning and effective management is important. Some research suggest that when inclusion is carefully planned and managed, regular teachers of the mainstream system would gradually move away from an attitude of skepticism to wanting to collaborate as part of a team to ensure inclusion work for the good of those with special educational needs. These views are upheld by Nwazuoke, (2010) and Wood, (1998). Lindsay, (2007) highlighted findings crucial to positive attitudes towards inclusion to included; resources that is both physical and human, as well as support from the head teacher towards the success of the programme.

2.3 Teachers training, Needs and Family participation

Teacher training, Provision of needs and Family involvement in the educational and social inclusion of the blind and visually impaired students are very crucial factors for consideration if inclusive education must impact positively on the lives of students who are blind and visually impaired in our society. Nuazuoke (2010) referred to these as "implications for Inclusive education in Nigeria". In this case, competence and confidence are two key watch words. Teachers must be bath competent and confident in their teaching ability and overall interaction with members of the learning class including the students who are blind and severely visually impaired. Teachers beliefs are "important" determinants and predictors of teaching practices Obani, (2006) Adelowo, (2006) Nuazuoke, (2010), Brownell and Pajarss, (1990). Both pre-service and in-service training for teachers is essential to the development of skills necessary for teaching successfully -Hitler, (2000) stated that "Teaching is the best investment that can be made" According to Hitler, ensuring that newly qualified Teachers have a basic understanding of inclusive education should be the target of all planners for the success of inclusion.

On the issue of needs, most experts are of the view that appropriate curriculum, In class supports, ongoing training and the ability to teach diverse groups of children, planning time, how to set expectations as well as how to assess the students. Putnam, (1998) did acknowledged that it is not always easy to teach children of very different abilities in the same class classroom.

Again still on negative attitudes to inclusion, Inclusion International (2010) reported that all over the world, parents spoke of negative attitudes towards their children and their families citing cases to include countries like Mexico, Agentina Bolyvia, Canada, Yemen, Kuwait, Tanzania and a host of others. Also about the lacks in preservice and inservice training, the organization noted that teachers, who are trained, skilled and knowledgeable about inclusive education and supportive in to teaching in this way, remain a minority in our education systems around the world.

In one of its global surveys to establish parents and teachers attitudes towards inclusive education, Inclusion International revealed that while two in every three of parents with blind and visually impaired children or other groups in regular education set tings felt that teachers to their children do understood the needs of the children, only one out of every three felt that the teachers had the skills and knowledge to include and as well teach their children. Among teachers themselves, the survey reported that 80 percent felt that most teachers in their School were not

prepared to have the blind and visually impaired and ether handicapped children included in their classes. Some of the keys issues raised by over 750 Teachers included in the survey from around the world were;

I. Teachers who have received training children with disabilities generally be it in separate special education or regular classrooms tern to do much better than those without training in the area.

II. Many NGOs in the field of rehabilitation tend to be engaged in the training of teachers meaning that there is the tendency towards a medical perspective in special education paradigm-

III. That much of the training focuses more on awareness and sensitization with very little to address the challenges witnessed in classrooms and strategies to confront such challenges.

IV. The training the regular teachers do receive sometimes do not include the tools needed to deal with the bread diversity of students they later face in their classrooms. The consequence then is that though the children with special educational needs may be in class? They may not gain anything in terms of learning.

V. Very few Universities are involved in the prevision of pre-service and in-service training of teachers to address the needs of children who may have special educational needs in inclusive classes. Where they do exist, sometimes they do not form part of the mandatory teacher education programme.

However in Nigeria, The National policy on education and the Blue print on education of the Handicap provided for such facilities. These documents provide for teaching elements of Special education to all education Students receiving teacher education in Nigeria. Currently, Six Universities, one College of education and a Polytechnic provide full time training in Special education and in-service training for teachers on request by Governments and other agencies.

VI. There is still the perception by many regular class teachers that teaching students with special educational needs remains the duty of special education teachers alone.

VII. The survey revealed that teachers at separate special education schools have higher levels of training in the strategies for inclusive education.

VIII. There were reports of many special education teachers not willing to change their practices but rather promote segregation as better options for students who are blind and others.

Discussing inaccessibility of classrooms in Schools and incised the Community as they impact on students who are blind and visually impaired, experts have raised several issues of Community access accessibility, transportation and accessibility within the school and community at large are the major factors impacting on whether students with visual impairment are able to attend and benefit from learning in school. In recent opinion poll conducted in Nigeria by Mediators of stitching Lillian Funds serving the blind and visually impaired students in partnership with the Catholic Diocese of Ogoja, 75% (percent) of respondents stated that schools are not accessible to students with visual impairment and especially those who are severely impaired or blind.

On the other hand, 67% (percent) of the respondents were of the views that this lack of accessibility constitutes major factors affecting enrollment and completion of school programmes by the blind and indeed other disabled individual children and youths.

Other major highlights associated with inaccessibility in included limited curriculum and instructional adaptation based on Universal design, Differentiated instructions, Multilevel instructions and the recognition of multiple intelligence and the fact that most blind and severely visually impaired students do not attend neighborhood schools with the supports the required. The outcome of this is usually the lack of accommodation of students with visual impairment and the disabled generally.

Another significant finding was that standard testing can encourage Schools to exclude students who are likely to have poor scores as a result of inadequate attention or lack of vital aids to performing their academic task like the Braille kits or visual aids. Again in several other studies, evidence abound that lack or adaptation in evaluating students such as requirement for blind and visually impaired students to take written test may pose some problems for such students.- National Association of Special Education Teachers (NASET) concluded that "Apart from preventing moat blind children from gaining placements for secondary education, Pleasuring standardized learning outcomes as the only indicator of quality education make proper assessment and access for such students Difficult (NASET, 2015).

On Family Participation, Inclusion international presented the following suggestions that would make inclusive education impact positively on the lives of students who are blind and visually impaired and indeed the society.

1. At School levels, Parents need to make conscious decisions that indicating their readiness for the struggle to include their blind and visually impaired children into the mainstream and the society.

2. Parents are encouraged to be upfront about their blind and visually impaired children and their challenges.

3. Should any such neighborhood schools put up are source room for special needs children, parents Endeavour to check to ensure the services available do meet inclusive demands

4. Flake conscious to get working alongside a professional who are in charge of the student and if possible, ask for and get trained on how to assist the child at name or when needs arise.

5. Parents may back up the training of their children by forming groups and working to provide necessary supports to the children in and out of school.

6. Parent should work hard to convince School authorities on the need for them to be involved in the inclusion process.

7. Parents must ensure that their blind and or severely visually impaired children get the needed exposure about their community so that for easy participation and inclusion in the mainstream neighborhood schools.

8. If the blind or visually impaired child is in a special School, Parents should try to work on the special school authorities so as to get him or her into a mainstream school with needed supports initially for a smooth transition.

9. parents should ensure the blind student has adequate skills a and support to effectively function in that group and classroom which may include the community and communicating his or her needs, like seating arrangement, timely attendance in class, other needs may include the structure of his or her physical space and time for a functional transition routine. These could be visual supports, prompting and cueing by shadow, training support personnel, or classroom teacher if not available. Among others Inclusion International, (2006).

2.4 The role of Assistive technology in the effective implementation of Inclusive education for students who are blind and visually impaired

Individuals with vision loss need to learn skills and start strategies that would enable them function as independently as possible. These include education, activities of daily living, maintaining and or acquiring new vocational skills for navigating within different environments such as Schools, Home, Markets, Hospitals, Shops, Transport systems and others for social and other engagements. They may as well require learning how to use low vision and or assistive technology devices. This adjustment process, as well as the provision of low vision services is what experts call "Vision rehabilitation" (Lighthouse international, 2001). According to Lighthouse International, Vision rehabilitation is often provided by a team of professionals that may includes:

Assistive technology service providers

These are individuals who are knowledgeable in the area of assistive technologies providing direct services to consumers. The rehabilitation, Engineering and assistive technology Society of North America (RESNA) (2004) defined Assistive technology service providers as "Individuals who are involved in the analyses of consumers needs and training in the use of a particular device" Meant to better the lives of individuals who are blind and visually impaired and for over all life adjustment.

Others include occupational therapists, Orientation and Mobility specialists, Rehabilitation counselors, Rehabilitation Teachers and Teachers of the visually impaired. Each plays a role in the rehabilitation process that impacts positively on the lifelong development of the people with visual impairment and blindness. American Occupational Therapists. Association (AOTA), Academy for Certification and vision rehabilitation and education professionals (2000a), the council of State Administrators of Vocational Rehabilitation (2002), the Academy for Certification of Vision rehabilitation and Education Professionals (2008)and the Rehabilitation Research and Training Centre on Blindness and low vision (2002).

Again, it is important to understand the fact that when we consider assistive technology for the educational need of students who are blind and visually impaired, we must first of all understand that when an individual's primary disability is visual, his or her visual needs must be carefully evaluated in order not to underestimate the impact of the impairment on his or her daily

life especially when we consider the needs in terms of educational context. Next is for us to find the Assistive technology solution that can be rightly accommodated to the individual student and his or her social and educational environment.

To achieve this and ensure equity of access to educational and social inclusiveness, several types of measurements are employed to assess visual capability like visual acuity, that is (target size) visual range, that is (field size)visual tracking that is (following a target)and visual scanning, that is finding a specific target in the field of several targets.

It is pertinent to emphasize that, as vision loss gets more severe, the individual student typically would require more and more assistance as well as much more high tech devices for reading, writing, and mobility Scherer (2001).

The effect of visual problem on any individual child development depends on the severity, type of loss, age of onset as well as the overall functioning of the child. Visual handicap can impose an enormous obstacle on growing blind or visually impaired children independence. Scherer furthers advised that because *in* the mainstream Schools, schools the most of all academic work is structured so that vision is the primary sense through which Information is given, we must ensure equal possibility to learn by students with visual impairment through other perspective stimuli ether than visual sensor with auditory and tactile senses. Scherer also recommended additional special help for students who are blind and visually impaired in the forms of equipment as well as modifications in the regular curriculum.

For those who have low vision, they may need assistance in the use of their residual vision more efficiently and in working with special aids and materials.

2.4.1 Simple Assistive Technologies to support inclusion of Student who are blind and visually impaired

There are several simple (AT) devices that help make inclusion e easy and possible for students who are visually impaired in main mainstream schools. A lot of special toys and games exist to support play and overall development of a visually impaired child for instance, almost any beard game is available in the in an enlarged format. Again, there are enlarged tactually labeled playing cards including Braille versions of common board games, diece and Computer games which emphasize text and sound rather than graphics. These provides for easy recreation

activities at both indoor and outdoor situations for students with blindness to spend their time while taking a rest from hard work Basharu, (1983), Olayi, (2014).

The use of technical aids to study numbers in Braille and to set them up in columns by visually impaired students studying mathematic and algorithms can be made easy with the use of talking calculators, to aid time keeping, there are talking and Braille watches and clocks for use by blind individuals. In the identification of money, there are portable device that read pa paper money voicing the denomination out for the blind to know the value of the bill.

Traditionally, the blind make use of Braille for reading and writing. In recent times, many mere special tools have been developed that aid and support studying with the Braille code. Cook and Hussey, (1995) observed that although this trend of depending upon the Braille code is effective, it is quits slow for blind learners. This trend is fast being replaced and enhanced by computer assisted programmes.

Even though learning to cape with the computer is a long and difficult route for a blind individual, building a totally life for arty blind and visually impaired individual is considered a must not only by rehabilitation experts but also by the blind and visually impaired community as well-

What seemed to haven impossible fur blind and visually impaired students using the computers has been made easy and possible with the use of screen readers. A software which translate the s screen into speech pronounce by a Synthezer, Cook and Huesey (1956) Specific areas where (At) make inclusion possible includes writing and reading, with the computer, some (At) solutions to support traditional learning in school for students with visual impairment can be very fascinating, Scherer, (2001). According to Scherer, most of these devices were effectively presented at the International Conference on Computers for handicapped person a in Paris, held July, 2004. Others have hold the views that these games can be amusing and challenging for persons without any visual impairment including functional daily life and inclusion Archambault, (2004), Volleman et al. (2004).

2.4.2 Assistive Technologies (AT) for drawing, plotting graphs and learning to draw

Interestingly, there are some assistive technologies for drawing and recognition of a geometrical shapes and grids. Currently, there are electronic imposing printers which can produce

tactile paper representation of the graphical contents of a document while the textual contents are as well translated into Braille.

Also, it is now possible to print directly from any applications running in the windows environment documents in tactile, formats. Lindsay (2002) noted that some software prototypes do support graphical activities for the students who are blind by giving auditory feedbacks. Others are assistive technologies for general comforts and working

Conditions, writing and amending text as well as doing school exercises, for writing and enveloping writing skills, Electronic aids for reading printed materials based on class circuit televisions.

Some other experts have treated this under the following part one, Assistive technology to support vision impairment like Flipper CCTV room viewer, Magic software, Mouse and cursor enhancement, clickers and keyboards etc.

Part two. Communication devices including, Big Mack, Board maker software, Smart speak etc.

Part three, technology for access to computer and other devices such as big red switch, Jelly bean, Intel switch, alternate Keyboard, personal digital assistant etc.

2.5 Laws, Policies and practice.

Globally Persona living with disabilities are said to be best served when their rights are ranted and exercised in the same gays and manners as those of other citizens. Essentially, meat Nations of the World attempt to provide education to their citizens following laid down rules and guidelines. These guidelines are sometimes for the purpose of legality are-codified as Ordinances, Acts of Parliaments, Circulars and commissioned reports. A case in point is England where there assist myriads of such documents guiding various operations of Special education services. Ajobiewe, (2013) noted that that before the famous 1981 Education Act in Britain, administration of education for children with special needs was in accordance with the provisions of the education act of 1944.

Again, Bones in Ajobiewe, (2013) Identified as many as seventeen (17) other Acts, Reports and legislative documents devoting considerable portions to major issues in special needs education Including the equalization of educational opportunities. The 1921 Education act was replaced with that of 1944 prescribing the functions of special education administration. In fact,

just before the 1944 act was the first legislation to suggest a provision of special and appropriate education for all children in line with their needs.

Another of these documents was the Warnock report of 1978 addressing equal accessibility element in Special needs education.

In the case of Ireland as captured by Winter and Oraw,(2010), The education of persons with special educational need s ac act (2004) provides for the education of pupils with special needs alongside their peers in an inclusive environment, where ever possible. The blind and those children with severs visual impairment took advantage of this set to optimally utilize the opportunity offered by this act and equalizing educational opportunities for all under one school and classroom.

Again, in the United Kingdom, inclusion is underpinned by the 1996 education act as well as by the more recently Special Needs and disability act (2001) which hitherto strengthened the rights of pupils with statutory statement of special educational needs to be educated in mainstream Schools. Also in Northern Ireland was a parallel legislation codified as "Special I Educational needs and disability order SENDO, (2005) which provided similar impetus for inclusion and applies antidiscrimination legislation to Schools for the very first time in the education system.

According to Lindsay, (2007) policies had been driven by a concern for children's rights specifically the concern that segregated education is a form of discrimination and that children's' rights are compromised by special education. At typically isolating development and a deprivation from peers, mainstream curricula and educational best practices.

In the United States, similar efforts have been made to legislate for the education of those living with special educational needs. Apart from the Maryland report of 1972, the American Congress has a welter of public laws and provisions which cater for and take care of all categories of children and youth with special educational needs. Notable as well were the role play by advocacy groups like the United States Office of Education (USOE) whose responsibility is to monitor strict compliance with all such provisions or act of congress.

It is on record, that legislations were provided for supervision and funding as well. An act of congress legislated in 1961 was meant to cater for the training of Teachers for the deaf and deaf blind citizens in the education system. A number of such legislations have been on the increase. In 1965 for instance, there was an important legislation on elementary and secondary

education for the students with handicaps. This paved way for the 1960 Handicapped children's early education act. As follow ups, several amendments to the parent acts just to facilitate attention to the needs of all identified children with special educational needs and prescribe supportive actions. Of course, these legislations and policies were made on purpose. It is important to stress here that legislation gives legitimacy to an intent or statement. It is also vital to note that legislation is a legal framework which seeks to articulate and reinforce the specifics of various occasions such as specifying equality of access to education for persons living with disability. It is this framework that binds the different element areas of any policy together, make clear ambiguities and prescribes implementation.

In the view of Ajobiewe, in the absence of a legislative House, the executive arm, in collaboration with the Judiciary can legislate on a variety of issues. Whereas bills and acts can emanate from parliament. Other document of policies like circulars, decrees and Gazettes including white papers may as well substitute to moderate and modulate various human activities including education of the blind and other group who may be disadvantaged as a result of disability.

In the United States, most policies and legislations help to draw government attention to the discrepancies that may seem to exist between policies and practices as well as providing the enablement to advocacy groups to seek a change of attitude.

In Nigeria, According to Ajobiewe, (2000), Obani (2006), Adelowo (2006) special education environment is not under any unitary specific control. Ajobiewe noted that most states or Nations, Including Nigeria, merely have policy of a kind which only classifies children with special education needs as mere extensions of those referred to in general education laws.

Ajobiewe aptly described this as "nothing but a sweeping assumption of education for all, irrespective of needs". The National Policy on education (196) and indeed all other subsequent versions seems culpable on this count. It is visibly observable that rather than articulating unique provisions on a National scale for special children under separate laws, Special educations policies have remain over the years too dependent on general education policy Adelowo (1996).

Adelowo argued that even the areas brought together seem rather so loosely formulated without any focus and legitimacy and possible interpretation. Also, compliance with or implementation of the provision left to such State of the Federation. The researcher would like to state with dismay that Nigeria seemed to forget the fact that an education policy is a statement of

broad Government intent capable of being articulated concretely by various agencies of Government who are facilitators and stakeholders in the projects.

Again, Nigeria has failed to learn from Britain and the United States and indeed African Nation like China, Kenya and South Africa that over time ensure a constant review and update of their laws and policies in line with global changes and to ensure equity in education base on up to date information.

One can quickly run a conclusion that Nigeria lacks up to date base on special education as Government depend over the years on absolute information that can as well be best described as Nonexistent. However, independent bodies and voluntary agencies serving the blind and other disability groups do conduct and work with very limited data base information. In her consideration of access and quality to education for children with special education needs, Obi (2014) applauded the United Nations declaration of education for all (EFA) and the Salamanca Statement and framework for action 1994. On the occasional policy and philosophy of Nigeria, as it relates to special Needs children education Obi presented a debatable group to the future of access and quality in the provision of special education needs in Nigeria. She upheld the fact that the policy and philosophy of special needs education considered education as instrument per excellence for effecting National development.

The National Policy on education (NPE) 1961, 1986, 2004, and the subsequent versions of 2007 and 2010 all provided for integration as the best option for educating the blind and other special needs groups in Nigerian Schools. Section 1 subsection 46 of the 1998 and 2004 Policy on education aptly stated that "Every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities, each according to his or her ability". Similarly, Section 1 subsection 56 stated that "The Nigerian philosophy of education shall be based on the provision of equal access to educational opportunities for all citizens of the Nation across board both inside and outside the formal school system.

Obi, however expressed some reservation with regards to the sincerity of Government Implementation of these laudable policies as they affect the groups with special needs. Little wonder then that Egaga, (2015) opined that "Successive Governments in Nigeria preferred formulating beautiful policies regarding the people living with disabilities because policies lack enforcement backups as we do not have legislative backing to the beautiful policies. Perhaps this account for the unpalatable delay by4 successive National Assemblies in passing the bill on

disability issues submitted to the law makers since 2003. According to the African Independent (AUT) news headline "Our Big Story" This act though unexpected and undemocratic, it is a reality of fact.

2.5.1 Promoting inclusive education through funding and investment

In this life, every project must after all be conceived and then followed up with investment to expect success both at short and long-term duration.

It is on this note that across the world, civil societies and regional groups have been making efforts inclusive education. One such group is "Inclusion Europe" whose position paper highlighted strategic objectives for children and young people including schools and government to make inclusion in education a reality. In the process of this review, the study considered at global level and noted that from the Salamanca to the U.N. convention on the rights of persons with disabilities, the education of children and youths with or without special needs is a global issue. Organization like the organization for economic cooperation and development (OECD), U.N. agencies, the World Bank and a host of others revealed the importance of investments in quality education in every individual's life.

For Inclusion International (2010), students with visual impairments and their families around the world, the question is whether inclusive education is also a global issue for Government and international institutions and if it is on their agenda for investment. Ideally, in the views of Inclusion international, a global framework for inclusive education would provided shared goals, investment strategies, and ways of assessing progress as well as create avenues for collaboration to enable Nations learn from one another.

This required that Governments, Donor groups and international agencies were sufficiently investing in education reforms that would result in inclusion. This will involve international monitoring and reporting groups on key benchmarks of access qualities and outcome of inclusive education for children and youths with disabilities around the world.

To find out and establish if there are any progress so for around the world since the inception of inclusive education, and to look at the main commitments to inclusive education by countries around the Globe, inclusion International put forward the following three questions.

1. How far have we progressed globally in establishing inclusive education as accepted and understood goals for children with disabilities?

2. Is inclusive education on the global, Regional and National agenda for education and investment for education and investment strategies and to promotes education for all and

3. Are we measuring global, Regional and National progress on inclusive education?

In this study, the researcher tended to have focused deliberately on Nigeria and the impact of inclusive education on students who are blind or severely visually impaired and the Nigerian society. In this direction therefore, the study looked at the main commitments of inclusive education beginning with Salamanca, the global framework for investing in inclusive education development, and what international studies of inclusive education and then the Nigeria local progress in line with research in inclusion locally.

Apart from drawing on key studies, the study made use of interviews and consultations with relevant officials of National agencies and Stakeholders of the education project across the Nigeria Nation. As to whether inclusive education is an agenda for education at global and National levels, this review looked at the comprehensive commitment made by governments and international institutions sometimes ago in Salamanca Spain, in 1994 followed a few years later in the year 2000 of the education for all and the Millennium Development Goals (MDGS)! For Universal primary education all forming the education meant to be achieved by 2015. Inclusion International, (2010), noted with dismay that no clear commitment to inclusive education was any where visible in the framework. However, in line with this observation, no hope was lost as after the Baker framework for "Education for all" was adopted, some relatively small initiatives were established to promote inclusive education. Another glim of hope was lighted by the recognition of the rights of people with disabilities by the United Nations convention some 15 years after the Salamanca framework. This move therefore made it obligatory for Governments and International Institutions to make education systems inclusive.

2.5.2 Inclusive education on the agenda for education in Nigeria

At the National, State and Local levels, Government has the responsibilities for planning implementing and investing in education systems in Nigeria. In all States across the Nation. Government plan and implement a two track system of education. This approach has over the years provided education through the regular Schools for children without special educational needs and special schools for those with special educational needs especially those with disabilities.

According to Inclusion International, (2010) the two track system of education is more prominent in lower income and developing countries. Inclusion International also noted that in most of these developing Nations, a vast majority of children with disability remain outside of School or do not complete even primary education. Again, Special education services in such countries are considered a social welfare issue and not that of the department of or ministry of education. The organization furthered reported that donors in most developed countries have over the years funded nongovernmental agencies to deliver education in special education within separate education Schools as part of social welfare services and as charity.

In Nigeria, although special education has been incorporated into the public education system, it is primarily delivered via a separate education practice thus living most special children out of school system. Like other developing countries, aids to Nigeria to for investing in education system include both financial aids and technical assistance obtain through many channels. Such donation sometime could be provided directly through country representatives or via bilateral aid agencies. The float aids via multilateral agencies such as the World Bank regional development Banks, U.N. agencies like the UNICIEF and in the case of European Union aid beneficiary, through the European Union development bank fund. Other sources include Depth relief, Concessions, Trust funds, Loans etc.

In Nigeria just like other developing countries especially in Africa, Inclusion International (2006), and National Association of Special Education Teachers (NASPET), (2015) reiterated that for inclusive education, by a way of shifting from separate special School education to inclusive schooling very relatively minor investment usually of project nature are received. Such aids are used for project research on inclusive education and are delivered through Nongovernmental Organizations (NGOS).

Experts and professional bodies report better funding for special education generally and now a test run of Inclusive education by Missionaries and Voluntary agencies like the Catholic Church, The Methodist Church, The Church Missionary Society of Nigeria, the Anglican Church and others. Also credited with this Humanitarian kindness are voluntary agencies like the Christophe Blind Mission of Germany, The stitching Lillian Funds Netherlands, The Lions Club International, and a host of others.

2.5.3 Commitments to measuring progress on inclusive education Nigeria

In Nigeria, though the students who are blind and visually impaired and in schools do enjoy better patronage in terms of acceptance by the seeing peers, the question of full acceptance both in Schools and the society can still be described as "Unsatisfactory" Olayi (2004). Also, at the global scene, in a study by World Vision (2007) entitled "Education, Missing Mil lions" Fast Track Initiative revealed that inclusive education is not adequately included in the main global investment strategies for education. Through the Fast track Initiative (FTI) donor agencies were reported to have pledged additional resources for educational development with emphasis mostly in countries which has poverty reduction strategies and National planning for education.

In looking at how (FTI) strategies was effective in addressing the barriers to primary education both under a separate special setting and within an inclusive education setting, The World vision study found that no country has developed or implemented any right plan based that adequately identified the number of children who are blind or visually impaired and other groups with disabilities, their needs or even provided strategies for ensuring accessibility to school buildings, teacher training, parental supports, community.

Lanes (2009), also citing a recent study by World Vision, stated that among 20 donor agencies, there was increase in individual policy commitments to inclusive education not accompanied by systematic actions and specific financial commitment. According to Lanes, this is a weak political will and a marginalization of the issue and as well impeding progress.

To measure the progress of the implementation of Inclusive education as practiced under the Universal Basic Education (UBE) in Nigeria, one must carefully look at the commitments demonstrated by the Federal Government and the relevant agencies including Ministries and Departments responsible for the delivery of services to all children including the Blind and visually impaired students across the Nation.

In fact, inclusive education goes beyond merely placing pupils and students who are blind or severely visually impaired and indeed others with various forms of disabilities in neighborhood schools. Rather, it is a holistic approach to serving these categories of pupils and students within the regular school setting. It involves the designers of the curriculum thereby making opportunities universal through teaching approaches, utilizing appropriate assessment procedures to indicate the extent to which programmes are implemented and the set goals

achieved. This calls for a stage by stage period assessment that would provide a sound basis for packaging appropriate learning experience for the learners.

The success or otherwise is largely dependent upon commitments made by stakeholders in the policy and programme. Another factor is how well the curriculum is implemented and in accordance with the contents. Again, the environment in which children generally learn exerts a tremendous influence on them. This factor as well affects the students with visual impairment and others with disabilities. Inclusion is more effective in a supportive environment. According to experts and professionals in the field of Special education, the present state of most public regular schools in Nigeria Reflect no serious commitment from the Government and the agencies shouldered with the responsibilities for ensuring the success of the Inclusive education practice under the embers of the Universal Basic Education Programme. It has been observed that public Schools in Nigeria fall for short of expectations and a far cry from the ideal. These schools would score very low in aesthetics. For many, the infrastructures, Furniture and firings are in very bad states. They generally lack resource rooms, good libraries, recreational facilities and more importantly, adequate personael to facilitate the teaching and learning process.

Nwazuoke, (2010) and National Association of Special Education Teachers NASET. (2015). These experts noted with dismay that even the so called designated desk officers of Special education across the National and state ministries of education and the Universal Basic Education offices across the States merely sit tight in their offices with little or no contributions to show for their specialty.

2.6 Inclusion as agent of education and socialization in Nigeria

This section tried to find out from previous works as to the level of acceptance of inclusive practices in education and social situation with regards to students who are blind and severely visually handicapped and other groups of children and youths with disability.

The question of inclusive practices in Schools and social engagements in line with international best practices in Nigeria, still remain to date a dream as revealed elsewhere in this chapter. According to American Federation of the blind (AFB, 2014), Inclusion, full inclusion and inclusive education are terms which are recently have been defined by some primary educators of students with severe disability. To his organization, this practice aimed at exposing the philosophy that all students with disability regardless of their nature and severity should

receive their total education within the regular education environment. The Organization however, observed that this philosophy in practice lack imperial evidence that this practice result in programmes which are better able to prepare all students with visual impairment to be more fully included in the society than the current practice required by Federal law of the U.S. meant to provide a full range of programme options for educating this group of citizens.

Referring to history, A.F.B credited parents of students with visual impairment including their educators for pioneering special education and inclusive programme options for well over 164 years. Significantly therefore, the field of education of students with visual impairment has been credited for being the first of all to have developed a range of special education programme options beginning with specialized schools in 1929 and extending to inclusive education programmes where public Institutions became option from the 1900.

A.F.B from experience and research have come up with the following position statements as cutlined to support education of student with visual impairment in a least restrictive environment and considered essential elements which must be put in place for inclusion of this category of students to thrive.

First, students with visual impairment have unique needs for the education which must effectively be met using a team approach of professionals, parents and students themselves. For the unique needs of these students to be met, blind and visually impaired students must own specialized equipment and technologies and assistive technologies that can best support teaching and learning in an inclusive classroom. Also are the need for Books and materials in appropriate media including Braille as well as large prints to assure equal access to the core curricula and to enable them to most effectively compete with peers in schools and ultimately in the larger society.

Secondly, Students with visual impairment need an educational system what meets the individual needs of all students, foster independence and is measured by the success of each individual in the school and community.

Thirdly, the Organization stressed on the fact that vision remains the fundamental basis upon which most traditional education strategies are based. Therefore they insist that students who are visually impaired are most likely to succeed in educational system where appropriate educational instructions and services are provided in a full array of programme options by qualified staff to address each students unique educational to address each students unique

educational needs as required by the public law 101.476, The individuals with disability education act (IDEA).

In his contributions to the issue under discussion, Ajuwan, (2014) asserted in his "Making Inclusive Education Gork in Nigeria, That several factors majorly among which is attitudes of the Nigerian public still hinders functional and effective inclusive practices in both educational Institutions and social setting. Ajuwan investigated the attitude held by about 141 special educators towards inclusive education in Nigeria by administering a modified version of inclusion in Africa Scale (ATTAS) with the scale divided into four sections namely,

Behavior issues,

Needs of students;

Resource issues and

Professionals' competency.

Ajuwon found out that female respondents indicated more confidence in their professional competency to teach special needs children than their male counterparts.

Again, younger respondents and those with prior training in inclusion were more likely than their counterparts to believe that adequate resources were available to assist teachers to implement inclusion.

Significantly too was the revelation that advanced formal education was associated with a great tolerance for negative behaviors (that is sometime connected with special needs children and students but with a more positive attitude towards special supports for students with sensory disability.

Interestingly as well as the fact that special educators from the northern states were more likely than their counterparts from the southern states to believe that students with behavioral issues should attend their neighborhood schools.

Generally, participants expressed in their open ended comments, their concern that schools lacked trained special education personnel to lend helping hands to the regular classroom teachers. Specialized materials and architectural friendly buildings.

Nwazuoke (2010), submitted that Nigeria is yet to be a fertile group for the practice of Inclusive education even under the universal Basic Education (UBE) programme currently in practice in the Country. He argued that the absence of Technological ids to teaching and learning, Inadequate specialized materials, unfriendly architectural designs, poor funding, poor supervision

and monitoring, and above all absence of any legislation to enforce the policies in place as contend in the National Policy on Education (NPE) rendered the practice of inclusion yet practicable in Nigeria.

2.7 Summary of the literature reviewed

Introduction

This section attempted to provide an in-depth search and review of previous experts' findings on the issue under study. Particularly, this section captured major issues raised in brief from the search. The review can be streamlined under the following subheadings:

Definitions of Inclusive Education,

The facts about Inclusion and Inclusive education and the impact of inclusive education on students who are blind or severely visually impaired in Nigeria.

As pointed out in the review, there are several interpretations and definitions of Inclusion and inclusive education considered by experts. YorkBarr, (1996) led us to the fact that "Inclusive schooling is potentially both a process and an outcome for achieving social Justice and equity in our society. "The emphasis was that planning for inclusive education must be proactive and not reactive, and must involve examining as well as reviewing carefully the existing provisions so that structures for a successful inclusion and a systematic improvement to current provisions so far can be met.

Reporting on this issue, (UNESCO, 2005) observed that "Incorporating inclusion as a guiding principle typically require a change in the education systems, this change the organization want on, must be frequently followed up as the process is faced with myriads of challenges. This important shift and changes affects both the education systems and the societal levels.

Evans and Lunt (2002) captured the problem associated with education under separate provisions. They noted that the constraints of current systems of provision and the contradictions and the contradiction inherent with most educational policies, make full inclusion problematic.

Again, Rix, et al (2003) stated that, the drive for inclusion takes place in a system which to date, is largely unchanged. Describing Schools, the authors, remarked that they are as "Machine bureaucracies" meant to deliver curricula and achieving standard targets through rigid teaching

methods limiting their abilities to adapt to meet the needs of students visual impairment and other difficulties.

In the views of Lindsay, (2007), in spite of the facts that there are still barriers to full participation, progress is being made and inclusive education is gaining momentum in Schools and classrooms around the world. For the process to succeed, "Commitment" must be the watch ward. Success to inclusion involves developing an enabling policies, local support systems and appropriate forms of curriculum as well as assessment. Policies creates the context, schools implement or make things to happen. Ainscow, et al (2006) identified the following as important characteristics of Inclusion.

i.   Inclusion is concerned with all children and young pupils in schools,

ii.   Inclusion is focus on participation and achievement,

iii.   Inclusion and exclusion are linked together such that inclusion involves the active combating of exclusion,

iv.   Inclusion is seen as a never ending process in the lives of individuals with special needs.

To sum up definitions, we must bear in mind that inclusion is a process of addressing and responding to the Inclusion is a process of addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures and communities, and removing barriers to education through accommodation and provision of appropriate structures and arrangements, to enable each learners to achieve the maximum benefits from his or her attendance in school.

On the facts about inclusive education, this review attempted to chart the development of social and educational practices in relations to individuals with visual impairment and others living with disabilities including other background such as social, Linguistic and economic experiences. It considered the Normalization movement of the 1950s around the Scandinavian Countries leading to several research works by around the 1960s in Europe and North America.

Experts in one accord resolved that the concept of Normalization was not relevant to Africa which function them without institutions. However, African embraced integration which was adopted throughout all the regions of the world. Again, integration was as well alien to Africa because it never gave recognition to the diversity of human beings. Integration simply seek to assimilate those who are different to learn and behave like everyone else. Worst still, it gave

supports to continued existence of Special education as separate system. This approach was as well exclusionary and with attendant negative consequences on the individuals with disabilities in general and the blind and visually impaired in particular. On the other hand, Inclusive schooling is opposed to the concepts and practice of special education, and demanded that schools should change in other to able to meet the learning needs of all children in a given community. It seeks improvement on the learning outcomes of students in academic achievement, Social skills and overall personal development. Clearly therefore, this was the purpose of the school improvement movement meant to develop Schools that are effective for all. Effective schools see pupils experiencing difficulties as indicators of the need for reforms Ainscow (1991). According to Ainscow, Hopski and Waist (1994) these Schools are characterized by;

i. Strong administrative leadership and attention to quality of instructions.

ii. Emphasis on students' acquisition of basic skills and knowledge.

iii. High expectations for students and confidence among teachers that they can deal with children's individual needs.

iv. Commitment to providing a broad and balance range of curriculum experiences for all children.

v. Orderly and safe climatic conditions for teaching and learning.

vi. Arrangement for supporting individual members of staff to develop through seminars, workshop and in-service trainings.

vii. Frequent monitoring of students progress and teachers inputs.

Apart from effective research which synonymous with inclusive education, three vital needs were identified to include;

1. The need for quality teacher education through pre-service and in-service training for teachers and other staff in the form of advance study, workshops and seminars. Also, the School heads require additional training in other to play an effective and functional leadership role Obani, (2006), Nwazuoke (2010).

2. The need for further and continues research especially school based enquiry in other to improve practice and

3. The need to make informal education relevant in content and process to the cultural and social environment of learners.

Commenting on the impact of inclusion on students with visual impairment and blindness, Abosi and Ozoji (1985), National Association of Special Education Teachers (NASET, 2015) noted with dismay that although most African Nations including Nigeria are signatories to the United Nations document on Inclusive education, it still remains a paper work to date. However, Disabled People International (DPI) is encouraged by the implementation of the inclusive education programme in many other countries. The organization has expressed joy to the fact that this policy have resulted in positive changes in the lives of disabled persons especially the visually impaired in the countries concerned. also, in a joint education statement of the World Blind Union (WBU) and the international council for education of people with visual impairment (ICEPVI, 2003) urged Government in both the developed and developing Nations to in view of the benefits the blind and other disabled persons stand to gain from being included:

1. Place the educational services for blind and visually impaired children and youths under government supervision as that of those children without blindness or visual impairment.

2. Guarantee all blind and visually impaired children and youth placement in an integrated and inclusive school programme as well as their teachers' access to the equipment, educational materials and supports required like Books in Braille, large prints and other accessible formats. Low vision devices for those who require them.

As a result of the reviews above on current status of the descriptive and analytical overview of existing theoretical approaches and research findings in relation to this study, the researcher would like to conclude that the desire to select and undertake to investigate this problem. That is trying to ascertain the impact of the implementation of inclusion and inclusive education programme on the society and students who are blind or visually impaired in Nigeria.

To state what really must have motivated the study, the researcher would like to say that, it was due to the conflicting conception about the philosophy of inclusive education especially in Nigeria, why, because even among the persons with visual impairment for instance, the American Federation of the blind (2015) remarked that this philosophy lacks empirical evidence as to whether this practice results in programme which are better able to prepare all students with visual impairment to be more included in the society than the practice which has been in place overtime. Again, in Nigeria, the argument widely held is that inclusive education is much more of a paper work than in practice. The researcher will like to conclude by recommending a

comprehensive study on the impact of special schools system and inclusive education system on the lives of people with visual impairment across the African continent to make an effective judgment about these two approaches and there overall practice.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter centered on the type of research design as well as the methodology employed in conducting the investigation. The reason for the choice of this design is also justified in relation to the phenomenon under investigation in this chapter.

Other contents as covered in this chapter are:

i. Area under study and the reason for its selection;

ii. Population and the sample for the study with justification;

iii. Instrumentation and the motive for the choice of the instruments so selected;

iv. Sampling techniques and procedure;

v. Procedures for gathering data;

vi. Method for data analysis including the statistical tool used;

vii. Validation of the instrument used;

viii. Reliability of the instruments used.

3.1 Research design

Although several research approaches abound for educational enquiry, the design for this study was qualitative study.

It is a survey for the six geo-educational zones of Nigeria and investigated the impact of inclusive practices in the regular school setting and the society on students who are blind or with severe visual loss. The choice of the qualitative design provided the researcher with the platform to naturally explore the phenomenon under investigation within its setting engaging multiple methods to interpret, understand explain and bring meaning to the use of inclusive approach to educating and helping individuals socialize within the Nigerian society.

For this type of survey evaluating impact, qualitative study design provided a suitable means as it permitted the use of multiple sources of gathering data for interpretation. Again, evaluation is directed towards making decisions about effectiveness and desirability of the programme "Inclusive education for the Students with visual impairment". Hence, the goal was to make judgment about the practice of inclusion of the blind and visually impaired in particular

and the people with disabilities in general education, cultural and social scheme of the Nigerian society.

Furthermore, this design provided the avenue for involving larger participants from the population in order that sufficient and varied data was obtained for the study.

3.2 Study area

The Nation Nigeria came into existence in January, 1914, following the amalgamation of the Northern and Southern protectorates by Lord Fredrick Lugard. Nigeria is located in West Africa. It is the most populated country in Africa with a current population of about 169million inhabitants and is commonly referred to as the giant of Africa.

Nigeria is bounded on the West by Benin Republic, on the North by Niger and Chad Republic to the East by Cameroun Republic and to the South by the Atlantic Ocean respectively. Nigeria is a multi lingual Nation, with English as official language. It has over 250 ethnic groups and practices democracy (the presidential system).

Nigeria economy largely depends on oil/gas, agricultural products and other natural resources. Nigeria is a member of the British common wealth of Nations and plays a great role in the committee of Nations. (www.factmanster.con/ipka/Aolo7847.html). Nwazuoke, (2010), Abosi & Ozoji (1985), Olayi & Ewa (2014).

According to Federal Government Official gazette of January (2007) the population of Nigerians including children, youth and adults living with disability was reported to be about 14 million. Over 1.2 million have hearing disabilities Eliweke (2002). Again, some estimated 2 million were reported to have visual disabilities including the blind and those who severe vision loss. Providing information to regards of survey of prevalence of visual disorders and blindness in Nigeria Ayoku, (2006) citing 1991 census of Federal Republic of Nigeria reported that the prevalence rate was put at 0.42% (percent) with a predominant of males. Furthermore, the report collaborating other findings established that blindness and other degree of vision loss for the second most prevalent disability as persons with visual problems according to 2006 National Census of Nigeria constituted 18.2% of the entire disabled population. This census supported by other independent studies maintained that the rate of blindness remain high in all the states with 10.2% in Delta state as the lowest and 26.3% in Yobe state as the highest.

However, nine other states were reported as having prevalence rate in excess of 20% in the Nation as a whole. Experts are of the opinion that Catarrach and Glacoma are leading causes of blindness and visual impairment in Nigeria. Rachael Eye center Abuja (2009), department of epidemiology and international eye health (2011), department of epidemiology and population sciences (2012), national eye center Kaduna (2012).

Prior to the introduction of the inclusive schooling in Nigeria, virtually all the 36 states and the federal capital territory operate special education institutions for the blind and visual impaired either as government or private institution NERDC (2010).

This study covered the six geo-educational zones of south-south, south-East, South-West, North-Central, North-West and the North-East of Nigeria. With the selection of three states from each of the zones i.e 18 States from the 36 states and the Federal Capital Territory Abuja, included for each Nationalistic character as a sit of Government.

3.3 Population and sample for the study

Anderson with Arsenault, (2005) defined a sample population as "subset of a population selected for use in a study. They further stated that accessible population is the member of the population that can realistically be included from a specific group of individuals, organization, Events, Community or School used as a sample in any study.

In this study, a total of 5,700 (five thousand, seven hundred) participants were drawn from the selected 18 states and the Federal capital territory of Abuja for the study. Accordingly, three states from each zone and Abuja were involved with three hundred participants.

Participants' categories included students who are blind or severely visually impaired, blind or severely visually impaired of working class, members of State and National associations of the blind, parents, special education teachers. Regular classroom teachers with visually impaired students in their care, school heads, and Desk officers for special education attached to Universal basic education offices from the selected states. Inspectors and supervisions of education, officials of sport ministries, Health workers, and members of age grade associations, Traditional rulers and civil society organizations. These subjects were identified for participation in the study because they all fitted in the implementation of the programme under investigation.

Participants were considered to be directly or indirectly involved in the education or culture and social life of the society.

3.4 Sampling techniques

Sampling is a process of selecting a subset of a population for inclusion in a study from among a larger population. For this study, purposive and random sampling technique was adopted. This was so to ensure equal chance to all members of the population to be selected for inclusion in the study. Again, this was to ensure that all combinations of the same sample size were possible.

In each of the States selected for the study, the following steps were taken to select participants.

1. To have participants for the executive interview, all State commissioners of education and their permanent secretaries were automatically selected in view of their positions as key Informants.

2. In each of the States and the Federal Capital Territory, all executive officials of the Associations of the Blind and visually impaired as well as executive officials of parent associations were selected as automatic participants as focus group discussants in the study.

3. To obtain representation for the sample population from among blind and visually impaired students to participants in the study, this was done through a random sampling technique for all special schools for the blind located in each of the states and Abuja. The blind and visually impaired participants in regular schools where the number was more than five. However where the number was less than five, all such students were selected.

4. For participants from the Traditional rulers and civil society organization, their selection was by nomination.

3.5 Instruments for data collection

Several data gathering instruments were used in the study. Hence, in qualitative study design, a researcher is at liberty to do so. Among the instruments employed by the researcher to gather information in the study included.

i. A four point likert-like scale questionnaire type administered on participants who constituted the highest and largest population in the study (Students who are blind and or visually impaired).

ii. Executive interview protocol. This instrument was used majorly on key informants selected on the side of Government and other key service providers. Participants here included only chief executives in the education sector.

iii. Focus group interview guide. A guide employed and used with participants involves in an open, planned and moderated discussion. This tool was used only with executive officials of associations of the Blind and visually impaired and also with leaders of parents associations to obtain firsthand information.

In this study, each instrument was carefully structured and meant to bring out the opinions of all participants without interference from the researcher and his assistant.

Developing and administering the questionnaire. To effectively do this, the researcher followed the steps below:

1. Determined his research questions and what he intended to get or find out with regards to the study. Next was the importance of the information as well as which issue best related to the questionnaire by specifying the questions and listing the areas so desired to find out.

2. Drafting of the types. Here the items were translated to questions and formulated in likert-like scale ranked questions.

3. To eliminate redundancy, the items were than sequenced and grouped into topics and then question types.

4. Designing the questionnaire layout. Here, the following were major considerations. Available spacing, need for pre-coding including title and introductory explanations, and putting into title similar types of items together.

5. Pilot testing. To ensure clarity and check ambiguity, the questionnaire was pilot tested with a small group of respondents from a group not included in the survey. Then the draft questions were discussed with an expert senior colleague and wordings were clarified.

6. Data gathering strategies. After selecting the sample subjects for participation in the study, the researcher developed covering letter followed by a distribution package. And sent to resident research aids for each under study ahead of researcher and his assistant.

To monitor retrievals and follow up, the resident research aids were empowered financially to help in doing so willingly. Executive interview schedule. Here, to give as much as possible opportunities to respondents, the questions were open ended and gave room for free expression by participants.

Similarly, issues for investigation were itemized in the guide. This was as well applicable to participants in the focus group discussants. However, the duration of the discussion was timed and limited to 1 Hour for each group.

3.6 Validation of instrument

Validation of the instruments used for the study was not taken for granted by the researcher; this was to ensure that the instruments all provided the utmost desired usefulness they were envisaged to provide for the outcome of the study. Thus, the researcher ensured that the instruments were properly examined by experts and reviewed by the study supervisor in the following areas.

Content and communication analysis;

   i. Content validity;

   ii. Face validity and

   iii. External validity.

Content and communication analysis. According to Mcmilian, (2000), Anderson with Aresenault (2005). This involves the evaluation of communication strategies such as written documents, films, and open ended responses to interviews and questionnaires to determine what is included and in what proportion. Contents validity. This was carried out to establish the extent to which the instruments so selected for use in obtaining data has the statistical properties to suggest that they actually did measure what they were purported to measure.

Face validity: This was again conducted to ascertain the extent to which the instruments appeared to have measured the concepts and ideologies for which they were expected to measure.

External validity: In order to predict the degree to which the findings of the study can be generalized from the sample population to the expected larger population, the researcher with the assistance of experts in the field of measurement and evaluation examined the external validity of the instruments developed for the study.

3.7 Reliability of the instruments

Reliability of an instrument in quantitative research refers to the extent to which an instrument would yield the same result each time it is administered on a given population.

However, in a qualitative study such as this, reliability refer to the extent to which different researchers, given exposure to the same situation are likely to reach same conclusion Mcmilian (2000), Anderson with Arsenault (2005). Major steps to ensure reliability of the instruments employed in the study included subjecting the instruments after developing them to proper review and scrutinizing by the research supervisor and notable research experts. Another very important step was the pretesting of the instruments on a small group of un-included sample by the researcher and his assistant.

3.8 Procedures for data collection

The procedures adopted by the researcher in the study included the of a four point likert-like scale questionnaire. The choice of this scale as a major instrument for the investigation was informed by the fact that it allowed respondents to freely choose to indicate the extent to which they agreed or disagreed to any item or statement on the issues raised in the questionnaire. The four point scale was so preferred for its popularity and ease of use.

Next was the use of executive interview guide. This enquiry protocol guide researcher in gathering data from respondents under a conducive atmosphere on appointment with the interviewees. In this study, this instrument was a choice because it afforded the researcher the interaction with key informants like chief executives of ministries of education and other service providers in the education of the blind and visually impaired in the area under investigation. It is a simple method that provided firsthand information on the phenomena being investigated.

Focus group interview protocol.

This approach provided the researcher avenue to carefully plan and moderate an informal discussion where one person ideas bounds off another's, thereby creating a chain reaction of informative dialogue. Again, this was most suitable as it provided a platform for addressing specific issues related to the problem under investigation. It's as well most suitable for in-depth revelation of ideas, a comfortable environment to elicit a wide range of opportunity opportunities, opinions, attitudes, feelings or perceptions among a group of persons who share some common experience related to the issue under study.

3.9 Method of data analyses

This section explained the statistical method used to explain and justify the use of the statistical tool used in the analyses of the information gathered in the course of the study.

To analyses and interpret the data obtained in the course of the study, the Pearson product moment correlation coefficient statistical tool was employed.

This statistical tool is best used when measuring associations or relationships for internal or ratio levels. It is also commonly used in research reports and journals as means of summarizing the extent of relationships between variables in a study. Thus, by definitions, correlation coefficient is a measure of the strength and the direction of a linear relationship between two variables or more at interval or ratio levels. The symbols represent the sample correlation coefficient. The formula for using raw scores, is given as:

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where "n" is the number of pairs of data X and Y. The range of the correlation coefficient is -1 to 1. If x and y have a strong positive linear correlation, r is close to 1. If X and y have a strong negative linear correlation, r is close to -1. If there is no linear correlation or a weak linear correlation, "r" is close to 0. Some example here may suffice:

Strong positive   Strong negative

Correlation r= 0.85   Correlation r = -0.92

Weak positive r= 0.43.   Weak negative = r − 0.45.

No Correlation r = 0.02 (Isangedighi, et al, 2012).

Therefore this tool is best for this study because it measured the level of impact of inclusive practices between students who are visually impaired and the Nigeria society in term of education, employment, social justice and overall social living and lifelong development.

CHAPTER FOUR: RESULT AND DISCUSSION

This chapter dealt with the result of the statistical analysis of data gathered for this study as well as their interpretation and discussion. The presentation of the data was done following the trends of the five hypotheses directing the study.

4.1 General description of variables

The main independent variables for this study are:

1. The practice of exclusion

2. The lifelong development of children and youths

3. Poverty

4. Assistive technologies

5. Policies, legislations and the planning

The main dependent variable is the education of students with visual impairment. The mean and standard deviation of the major variables are calculated and presented in Table 1. A total sample of five thousand, seven hundred (5700) participants was used for the study.

TABLE 1

General description of data (N=5700)

Variables	X̄	SD
The practice of exclusion	22.19	1.90
Lifelong development of children and youths	21.07	1.88
Poverty	20.497	2.19
Assistive technologies	21.53	1.58
Policies, legislations and the planning	19.99	2.25
Education of students with impairment	22.20	1.90

4.2 Hypothesis-by-hypothesis presentation of result

In this section each hypothesis is re-stated, and the result of data analysis carried out to test if it is represented. Each hypothesis of the study was tested at .05 level of significance.

4.2.1 Hypothesis one

There is significant impact in the practice of exclusion on the education of students with visual impairment.

The independent variables involve in this hypothesis is the practice of exclusion, while the dependent variable is the education of students with visual impairment. Independent t-test analysis was employed to test this hypothesis. The result of the analysis is presented in Table 6.

TABLE 2

Pearson Product Moment Correlation Analysis of the impact of the practice of exclusion on the education of students with visual impairment. **(N=5700)**

Variables	X	SD	r-value
Practice of exclusion	22.19	1.90	
			0.997*
Education of students with visual impairment	22.20	1.90	

*Significant at .05 level, critical t = .062, df = 5698

The result in Table 2 reveals that the calculated r-value of 0.997 is higher than the critical r-value of .062 at .05 level of significance with 5698 degrees of freedom. With this result the alternate hypothesis was retain. This result therefore means there is significant negative impact in the practice of exclusion on the education of students with visual impairment.

4.2.2 Hypothesis two

The lifelong development of children and youths is significantly influenced by effective inclusive practices in schools. The independent variable in this hypothesis is lifelong development of children and youths; while the dependent variable is effective inclusive practices in schools. To test this hypothesis, the students with visual impairment including their parents were subject to issues of social life enhancing activities including social interactions, sport, games and leisure in inclusive schools and social centers. The result of their engagement and participation were correlated using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 3

TABLE 3

Pearson Product Moment Correlation Analysis of the relationship between lifelong development of children and youths and effective inclusive in schools **(N=5700)**

Variables	$\overline{X}$	SD	r-value
The lifelong development of children and youths	21.07	1.88	
			0.071*
Effective inclusive in schools	20.20	1.90	

* Significant at .05, critical r = .062, df = 5698

The result of the analysis as presented in Table 3 revealed that the calculated r-value of 0.071 is higher than the critical r-value of .062 at .05 level of significance with 5698 degree of freedom. With the result of this analysis, the alternate hypothesis which stated that the lifelong development of children and youths is significantly influenced by effective inclusive practices in schools was retained. This result implies that, the lifelong development of children and youths is significantly influenced by effective inclusive practices in schools, home and a larger society. The positive r implied that the higher the inclusive practice in schools, home and larger society the higher the degree of lifelong development and living standard of children, youths and adult with visual impairment. On the other hand the lower the level of acceptance and practice of exclusion or segregation, the lower the standard of living and level of lifelong development issues among children, youths and adults with visual impairment and their families.

4.2.3 Hypothesis three

Poverty impacts significantly on the social life of children and youths with visual impairment and blindness. The independent variable in this hypothesis is Poverty; while the dependent variable is the education of students with visual impairment. To test this hypothesis, the social life status of children with visual impairment and the living standard of their family members were correlated with evaluation of available the provisions and supply essential services including vision enhancing intervention and supply of basic health and social needs. Pearson

Product Moment Correlation Analysis was employed to analyzse the data. The result of the analysis is presented in Table 8.

TABLE 4

Pearson Product Moment Correlation Analysis of the relationship between Poverty and the social life of children and youths with visual impairment and blindness **(N=5700)**

Variables	$\overline{X}$	SD	t-value
Poverty	20.47	2.19	
			-.164*
The education of students with visual impairment	22.20	1.90	

* Significant at .05, critical r = .062, df = 5698

The result of the analysis as presented in Table 4 revealed that the calculated r-value of -0.164 is higher than the critical r-value of .062 at .05 level of significance with 5698 degree of freedom. With this result, the alternate hypothesis which stated that Poverty impacts significantly on the social life of children and youths with visual impairment and blindness was retained. This result indicated that, Poverty impacts significantly negatively on the social life and living standard of children, youths, adults and their families with visual impairment and blindness. The positive r implied that the more positive the Poverty is reduce through interventions and empowerment the higher the social life and living standard of students and youths with visual impairment and blindness. On the other hand the higher the level of Poverty the lower the social life status and living standard.

4.2.4 Hypothesis four

There is no significant relationship between assistive technologies and education attainment of children who are blind and visually impaired. The independent variable in this hypothesis is assistive technologies; while the dependent variable is education attainment of children who are blind and visually impaired. To test this hypothesis, the role of assistive technologies as a tool for enhancing teaching and learning for visually impaired student as well as

performance on the job and other social life activities was correlated with the education and social life attainment of children who are blind and visually impaired using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 5.

TABLE 5

Pearson Product Moment Correlation Analysis of the relationship between assistive technologies and education attainment of children who are blind and visually impaired **(N=5700)**

Variables	$\overline{X}$	SD	r-value
Assistive technologies	21.53	1.58	
			0.180*
Education attainment of children who are blind and visually impaired	22.20	1.90	

* Significant at .05, critical r = .062, df = 5698

The result of the analysis as presented in Table 5 revealed that the calculated r-value of 0.180 is higher than the critical r-value of .062 at .05 level of significance with 5698 degree of freedom. With this result, the null hypothesis which stated that there is no significant positive relationship between assistive technologies and education attainment of children who are blind and visually impaired was rejected. This result implied that, assistive technologies significantly relate with education attainment of children who are blind and visually impaired. The positive r indicated that the higher the deployment and utilization of assistive technology devices by students with visual impairment and their teachers the higher the out come of performance in academic and job related activities. On the other hand the lower the deployment and utilization of these devices the less the out come in term of performances.

4.2.5 Hypothesis five

There is no significant relationship between policies, legislations and the planning and implementation of inclusive education for students who are blind and visually impaired in Nigeria. The independent variable in this hypothesis is policies, legislations and the planning;

while the dependent variable is implementation of inclusive education for students who are blind and visually impaired. To test this hypothesis the availability of legislation and enforcement backup laws was correlated with existing policies and implementation of inclusive education for students who are blind and visually impaired using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 6.

TABLE 6

Pearson Product Moment Correlation Analysis of the relationship between policies, legislations and the planning and implementation of inclusive education for students who are blind and visually impaired in Nigeria **(N=5700)**

Variable	$\overline{X}$	SD	r-value
Policies, legislations and the planning	19.53	1.58	
			-0.434*
Implementation of inclusive education for students who are blind and visually impaired	22.20	1.90	

* Significant at .05, critical r = .062, df = 5698

The result of the analysis as presented in Table 6 revealed that the calculated r-value of -0.434 is higher than the critical r-value of .062 at .05 level of significance with 5698 degree of freedom. With this result, the null hypothesis which stated that there is no significant relationship between policies, legislations and the planning and implementation of inclusive education for students who are blind and visually impaired in Nigeria was rejected. This result implies that, policies, legislations and the planning has a significant positive relationship with implementation of inclusive education for students who are blind and visually impaired. The positive r implied that the higher the policies, legislations and the planning, the higher the implementation of inclusive education for students who are blind and visually impaired. On the other hand the lower the policies, legislations and the planning the lower the implementation of inclusive education for students who are blind and visually impaired.

4.3 Discussion of findings

This section is devoted to the discussion of findings of the hypotheses formulated to direct the study. This discussion will be done hypothesis by hypothesis.

4.3.1 Practice of exclusion and education of students with visual impairment

The result of the first hypothesis revealed that there is significant negative impact in the practice of exclusion on the education of students with visual impairment. The finding of this hypothesis is agreement with the view of sightsaver international (2012) who observed that exclusion as practice through the use of special schools to serve the blind and the visually impaired generally presented a picture of segregation. The organization noted that among the evil of exclusive practices in the education of the visually impaired are isolation, stigmatization, segregation and social denial as negative impact. Sightsaver international further observed that, it is heartbreaking that when world leaders established millennium development goals (MDGS) they out one in five of the world's poorest people. Thus disabled people consistently face discrimination especially in developing countries with 82% living below poverty line. Again in line with the views of Evans and Lunt, (2002) who contributing to the issue of inclusive education debate noted that the U.S paved the way to this approach with the introduction of the education for all handicapped children act of 1975, which was subsequently revised and amended as "The individual with disability act" (IDEA) 1990 and of course updated by 1997 to promote whole school approach to inclusion. Winter and O'raw observed that all European Countries now have legislations in place designed to promote inclusion. Describing inclusive education in terms of its vitality, Piji et al, (1997) called the approach "A global agenda".

Farrell and Ainscow (2002) also opined that inclusive education has over time been seen as central to human rights equal opportunities and as well a priority policy objective of liberal democracies. In principle, contents and approach, Inclusion poses a challenge to policies and practices that served to perpetuate the exclusion of some children from their rights to education underpinning the fact that the ideal situation is that all children have their rights to be educated together regardless of any special needs or disability. Farrell and Ainscow and Booth (2002) further contended that the inclusion agenda is also fuelling discussions around the globe centrally on the role of various specialists within the field of special needs education. The purpose of these specialists, and special educational facilities that currently exist within the system. Norwich

(2002) also remarked that we should be careful not to assume that the wisdom of inclusion has been fully accepted. According to the expert, there is considerable debate about whether inclusion is achievable, how it could be achieved, the extent to which the inclusive education involves the deconstruction of the field of special needs education and construction of a regular system that would meet the needs of all students.

Slee (2000) also pointed out that the principles of inclusive education system in which tolerance, diversity, and equity are being strived for may become uncontested if however, the way in which we want to achieve it is much more challenging. To these writers, Inclusion can become an elusive concept if not managed with care.

By 1998, Florian in her contributions to the debates on meaning and definition of the concept of inclusion stated that while there were many definitions of inclusion put forward in as multiple context as they may have appeared, she remained emphatic that no single definition had been Universally accepted and was still very illusive many years after the Salamanca Conference and statement on the framework of action. To Florian, this difficulty reflected the complexity in the nature of inclusion locally, nationally and even at the international stage.

4.3.2 Lifelong development of children/youths and effective inclusive in schools

The result of the second hypothesis revealed that lifelong development of children and youths is significantly influenced by effective inclusive practices in schools. Lifelong development strategies for the blind and visually impaired children, youths and adults are prerequisites for adult social inclusion and lifelong living skills. These skills include, personally daily living skills, orientation and mobility, inter and intra personal relationships, self-esteem, and ability to initiate or set goals and work to attaining them. Disable people international (DPI) (2005) was emphatic in stating that ineffective inclusion in schools, home and general society can greatly negatively influence lifelong development for the blind and visually impaired but however, remark that the organization was encourage by the implementation of inclusive education policies in many countries that have resulted in positive changes in the life of disabled persons in general and particular the blind and the visually impaired. Further more DPI recognized that if we are to achieved an inclusive society and improve upon the living standard of children with disabilities, it imperative that there are included into the mainstream school system at the earlier possible opportunity so that this inclusion can be both disable and non disable children. To achieved the following;

a. inclusive education against segregative special schools system

b. a quality education that recognizes the principle of lifelong learning

c. developed all the talents of each learners to reach their full potentials

d. Accommodate the individual needs of each learner……

Also, in a joint education statement, the world blind union (WBU) and the international council for education of people with visual impairment (ICEPVI) (2003) realizing the important of education generally and inclusive education in particular to the lifelong development of individual with visual impairment, urged government across the world to;

1. Place the educational services for blind and visually impaired children and youths under the same bodies as that of those children without blindness or visual impairment

2. Guarantee all blind and visually impaired children and youth and inclusive and integrated society through functional and effective implementation of inclusive education programmes as well as their teacher's access to the equipment, educational materials and support services required such as books in Braille, large prints or other accessible format: low vision devices for those who require them.

3. Offer education of a high quality and standard in a range of education al option that will guarantee a wholistic lifelong developmental readiness.

The finding of this hypothesis is in line with the view of Inclusion International (2010) that observed that the two track system of education is more prominent in lower income and developing countries. Inclusion International also noted that in most of these developing Nations, a vast majority of children with disability remain outside of School or do not complete even primary education. Again, Special education services in such countries are considered a social welfare issue and not that of the department of or ministry of education. The organization furthered reported that donors in most developed countries have over the years funded nongovernmental agencies to deliver education in special education within separate education Schools as part of social welfare services and as charity.

In Nigeria, although special education has been incorporated into the public education system, it is primarily delivered via a separate education practice thus living most special children out of school system. Like other developing countries, aids to Nigeria to for investing in education system include both financial aids and technical assistance obtain through many

channels. Such donation sometime could be provided directly through country representatives or via bilateral aid agencies. The float aids via multilateral agencies such as the World Bank, regional development Banks, U.N. agencies like the UNICIEF and in the case of European Union aid beneficiary, through the European Union development bank fund. Other sources include Depth relief, Concessions, Trust funds, Loans etc.

National Association of Special Education Teachers (NASPET) (2015) also reiterated that for inclusive education, by a way of shifting from separate special School education to inclusive schooling very relatively minor investment usually of project nature are received. Such aids are used for project research on inclusive education and are delivered through Non governmental Organizations (NGOS).

World Vision (2007) and the Fast track Initiative (FTI) donor agencies were reported to have pledged additional resources for educational development with emphasis mostly in countries which has poverty reduction strategies and National planning for education. In looking at how (FTI) strategies was effective in addressing the barriers to primary education both under a separate special setting and within an inclusive education setting, The World vision study found that no country has developed or implemented any right plan based that adequately identified the number of children who are blind or visually impaired and other groups with disabilities, their needs or even provided strategies for ensuring accessibility to school buildings, teacher training, parental supports, community.

Lanes (2009), also citing a recent study by World Vision, stated that among 20 donor agencies, there was increase in individual policy commitments to inclusive education not accompanied by systematic actions and specific financial commitment. According to Lanes, this is a weak political will and a marginalization of the issue and as well impeding progress. To measure the progress of the implementation of Inclusive education as practiced under the Universal Basic Education (UBE) in Nigeria, one must carefully look at the commitments demonstrated by the Federal Government and the relevant agencies including Ministries and Departments responsible for the delivery of services to all children including the Blind and visually impaired students across the Nation.

4.3.3 Poverty and the social life of children and youths with visual impairment and blindness

The result of the third hypothesis revealed that poverty impacts significantly on the social life of children and youths with visual impairment and blindness. The finding of this hypothesis is in line with view of Sightsaver international (2012) who observed that poverty impose to a great extant sufferings on people living with visual impairment and their family members. Experimenting with the extraction of Cataract and treatment of other conditions and improving on the sight of large number of children in Bangladsh, The Gambia, Pakistan, Siaralaone and Nigeria. The Organization found that the living standard of household without blind or visually impaired children is far better compared with that of families with blind or visually impaired children. Inclusion International (2010) also recognized that poverty seriously influenced the social life status of the people living with disabilities generally and the blind and visually impaired significantly. This negative influence is accountable for the low enrollment for primary education among this group of citizens especially in developing countries.

The Millennium development goals (MGDS) Is yet another international commitment made in (2000) while adopting the eight (MGDS) Governments around the Globe came to accept the fact that poverty impede attainment of education. This account for the reason why the (MGDS) became the most comprehensive commitment to end global poverty and recognize education as central for an improve social life status for all children including the blind and severely visually impaired Saddened by the non inclusion of the people living with disabilities in the in the Global framework for achieving the goals of universal primary education meant to be accomplish by 2015 Inclusion International developed the framework for the (MGDS) to show governments, International agencies and other civil society groups how the people with disabilities and their families could be fully included in the education and other goals meant to better lives.

4.3.4 Assistive technologies and education attainment of children who are blind and visually impaired

The result of the fourth hypothesis indicated that there is a significant relationship between assistive technologies and education attainment of children who are blind and visually impaired. The finding of this hypothesis is in agreement with the view of Lighthouse international (2001) who observed that individuals with vision loss need to learn skills and start strategies that would enable them function as independently as possible. These include education, activities of daily

living, maintaining and or acquiring new vocational skills for navigating within different environments such as Schools, Home, Markets, Hospitals, Shops, Transport systems and others for social and other engagements. They may as well require learning how to use low vision and or assistive technology devices. This adjustment process, as well as the provision of low vision services is what experts call "Vision rehabilitation".

These are individuals who are knowledgeable in the area of assistive technologies providing direct services to consumers. The rehabilitation, Engineering and assistive technology Society of North America (RESNA) (2004) defined Assistive technology service providers as "Individuals who are involved in the analyses of consumers needs and training in the use of a particular device" Meant to better the lives of individuals who are blind and visually impaired and for total life adjustment. Others include occupational therapists, Orientation and Mobility specialists, Rehabilitation counselors, Rehabilitation Teachers and Teachers of the visually impaired. Each plays a role in the rehabilitation process that impacts positively on the lifelong development of the people with visual impairment and blindness. American Occupational Therapists. Association (AOTA), Academy for Certification and vision rehabilitation and education professionals (2000a), the council of State Administrators of Vocational Rehabilitation (2002), the Academy for Certification of Vision rehabilitation and Education Professionals (2000b) and the Rehabilitation Research and Training Centre on Blindness and low vision (2002).

Again, it is important to understand the fact that when we consider assistive technology for the educational need of students who are blind and visually impaired, we must first of all understand that when an individual's primary disability is visual, his or her visual needs must be carefully evaluated in order not to underestimate the impact of the impairment on his or her daily life especially when we consider the needs in terms of educational context. Next is for us to find the Assistive technology solution that can be rightly accommodated to the individual student and his or her social and educational environment.

To achieve this and ensure equity of access to educational and social inclusiveness, several types of measurements are employed to assess visual capability like visual acuity, that is (target size) visual range, that is (field size)visual tracking that is (following a target)and visual scanning, that is finding a specific target in the field of several targets.

Scherer (2004) also emphasized that, as vision loss gets more severe, the individual student typically would require more and more assistance as well as much more high tech devices for reading, writing, and mobility. The effect of visual problem on any individual child development depends on the severity, type of loss, age of onset as well as the overall functioning of the child. Visual handicap can impose an enormous obstacle on growing blind or visually impaired children independence. Scherer furthers advised that because *in* the mainstream Schools, schools the most of all academic work is structured so that vision is the primary sense through which Information is given, we must ensure equal possibility to learn by students with visual impairment through other perspective stimuli ether than visual sensor with auditory and tactile senses. Scherer also recommended additional special help for students who are blind and visually impaired in the forms of equipment as well as modifications in the regular curriculum.

For those who have low vision, they may need assistance in the use of their residual vision more efficiently and in working with special aids and materials.

Basharu, (1983) in Qlayi, (2014) also noted that there are several simple (AT) devices that help make inclusion e easy and possible for students who are visually impaired in main mainstream schools. A lot of special toys and games exist to support play and overall development of a visually impaired child for instance, almost any beard game is available in the in an enlarged format. Again, there are enlarged tactually labeled playing cards including braille versions of common board games, diece and Computer games which emphasize text and sound rather than graphics. These provide for easy recreation activities at both indoor and outdoor situations for students with blindness to spend their time while taking a rest from hard work.

The use of technical aids to study numbers in braille and to set them up in columns by visually impaired students studying mathematic and algorithms can be made easy with the use of talking calculators, to aid time keeping, there are talking and braille watches and clocks for use by blind individuals. In the identification of money, there are portable device that read pa paper money voicing the denomination out for the blind to know the value of the bill.

Traditionally, the blind make use of Braille for reading and writing. In recent times, many mere special tools have been developed that aid and support studying with the braille code. Cook and Hussey, (1995) observed that although this trend of depending upon the braille code is effective, it is quits slow for blind learners. This trend is fast being replaced and enhanced by computer assisted programmes.

Even though learning to cape with the computer is a long and difficult route for a blind individual, building a totally life for arty blind and visually impaired individual is considered a must not only by rehabilitation experts but also by the blind and visually impaired community as well-

Lindsay (2003) noted that some software prototypes do support graphical activities for the students who are blind by giving auditory feedbacks. Others are assistive technologies for general comforts and working. Conditions, writing and amending text as well as doing school exercises, for writing and enveloping writing skills, Electronic aids for reading printed materials based on class circuit televisions. Some other experts have treated this under the following part one, Assistive technology to support vision impairment like Flipper CCTV room viewer, Magic software, Mouse and cursor enhancement, clickers and keyboards etc. Part two. Communication devices including, Big Mack, Board maker software, Smart speak etc. Part three, technology for access to computer and other devices such as big red switch, Jelly bean, Intel switch, alternate Keyboard, personal digital assistant etc.

4.3.5 Policies, legislations and the planning and implementation of inclusive education for students who are blind and visually impaired

The result of the fifth hypothesis revealed that there is a significant relationship between policies, legislations and the planning and implementation of inclusive education for students who are blind and visually impaired in Nigeria. The finding of this hypothesis is in agreement with the findings of Bones in Ajobiewe, (2000) who identified as many as seventeen (17) other Acts, Reports and legislative documents devoting considerable portions to major issues in special needs education including the equalization of educational opportunities. The 1921 Education act was replaced with that of 1944 prescribing the functions of special education administration. In fact, just before the 1944 act was the first legislation to suggest a provision of special and appropriate education for all children in line with their needs.

Another of these documents was the Warnock report of 1978 addressing equal accessibility element in Special needs education. In the case of Ireland as captured by Winter and O'raw,(2010), The education of persons with special educational needs act (2004) provides for the education of pupils with special needs alongside their peers in an inclusive environment, where ever possible. The blind and those children with severs visual impairment took advantage

of this set to optimally utilize the opportunity offered by this act and equalizing educational opportunities for all under one school and classroom.

Again, in the United Kingdom, inclusion is underpinned by the 1996 education act as well as by the more recently Special Needs and disability act (2001) which hitherto strengthened the rights of pupils with statutory statement of special educational needs to be educated in mainstream Schools. Also in Northern Ireland was a parallel legislation codified as "Special I Educational needs and disability order SENDO, (2005) which provided similar impetus for inclusion and applies antidiscrimination legislation to Schools for the very first time in the education system.

According to Lindsay, (2007) policies had been driven by a concern for children's rights specifically the concern that segregated education is a form of discrimination and that children's' rights are compromised by special education. At typically isolating development and a deprivation from peers, Mainstream curricula and educational best practices.

In the United States, similar efforts have been made to legislate for the education of those living with special educational needs. Apart from the Marland report of 1972, the American Congress has a welter of public laws and provisions which cater for and take care of all categories of children and youth with special educational needs. Notable as well were the role play by advocacy groups like the United States Office of Education (USOE) whose responsibility is to monitor strict compliance with all such provisions or act of congress.

It is on record, that legislations were provided for supervision and funding as well. An act of congress legislated in 1961 was meant to cater for the training of Teachers for the deaf and deaf blind citizens in the education system. A number of such legislations have been on the increase. In 1965 for instance, there was an important legislation on elementary and secondary education for the students with handicaps. This paved way for the 1960 Handicapped children's early education act. As follow ups, several amendments to the parent acts just to facilitate attention to the needs of all identified children with special educational needs and prescribe supportive actions. Of course, these legislations and policies were made on purpose. It is important to stress here that legislation gives legitimacy to an intent or statement. It is also vital to note that legislation is a legal framework which seeks to articulate and reinforce the specifics of various occasions such as specifying equality of access to education for persons living with

disability. It is this framework that binds the different element areas of any policy together, make clear ambiguities and prescribes implementation.

In the view of Ajobiewe, in the absence of a legislative House, the executive arm, in collaboration with the Judiciary can legislate on a variety of issues. Whereas bills and acts can emanate from parliament. Other document of policies like circulars, decrees and Gazzetes including white papers may as well substitute to moderate and modulate various human activities including education of the blind and other group who may be disadvantaged as a result of disability.

In the United States, most policies and legislations help to draw government attention to the discrepancies that may seem to exist between policies and practices as well as providing the enablement to advocacy groups to seek a change of attitude.

In Nigeria, According to Ajobiewe, (2000), Obani (2006), Adelowo (2006) special education environment is not under any unitary specific control. Citing Unesco review of 1988, Ajobiewe noted that most states or Nations, Including Nigeria, merely have policy of a kind which only classify children with special education needs as mere extensions of those referred to in general education laws. Ajobiewe aptly described this as "nothing but a sweeping assumption of education for all, irrespective of needs". The National Policy on education (1996) and indeed all other subsequent versions seems culpable on this count. It is visibly observable that rather than articulating unique provisions on a National scale for special children under separate laws, Special educations policies have remain over the years too dependent on general education policy Adelowo (2006).

Adelowo argued that even the areas brought together seem rather so loosely formulated without any focus and legitimacy and possible interpretation. Also, compliance with or implementation of the provision left to such State of the Federation. The researcher would like to state with dismay that Nigeria seemed to forget the fact that an education policy is a statement of broad Government intent capable of being articulated concretely by various agencies of Government who are facilitators and stakeholders in the projects.

Again, Nigeria has failed to learn from Britain and the United States and indeed African Nation like Ghana, Kenya and South Africa that over time ensure a constant review and update of their laws and policies in line with global changes and to ensure equity in education base on up to date information.

One can quickly run a conclusion that Nigeria lacks up to date database on special education as Government depend over the years on absolate information that can as well be best described as Non existent. However, independent bodies and voluntary agencies serving the blind and other disability groups do conduct and work with very limited data base information. In her consideration of access and quality to education for children with special education needs, Obi (2014) applauded the United Nations declaration of education for all (EFA) and the Salamanca Statement and framework for action (1994). On the occasional policy and philosophy of Nigeria, as it relates to special Needs children education Obi presented a debatable ground to the future of access and quality in the provision of special education needs in Nigeria. She upheld the fact that the policy and philosophy of special needs education considered education as instrument per excellence for effecting National development.

The National Policy on education (NPE) 1981, 1986, 2004, and the subsequent versions of 2007 and 2010 all provided for integration as the best option for educating the blind and other special needs groups in Nigerian Schools. Section 1 subsection 46 of the 1998 and 2004 Policy on education aptly stated that "Every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities, each according to his or her ability". Similarly, Section 1 subsection 56 stated that "The Nigerian philosophy of education shall be based on the provision of equal access to educational opportunities for all citizens of the Nation across board both inside and outside the formal school system.

Obi, however expressed some reservation with regards to the sincerity of Government Implementation of these laudable policies as they affect the groups with special needs. Little wonder then that Egaga, (2015) opined that "Successive Governments in Nigeria preferred formulating beautiful policies regarding the people living with disabilities because policies lack enforcement backups as we do not have legislative backing to the beautiful policies. Perhaps this account for the unpalatable delay by successive National Assemblies in passing the bill on disability issues submitted to the law makers since 2003.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is specifically concerned with the summary and conclusion of the entire research work. The chapter is therefore presented under the following sub-headings:

Summary of the study

Conclusion

Recommendations

Suggestions for further studies

5.1 Summary of findings

Of a truth, Inclusive education in Nigeria like in other developing countries is still like a stranger in a strange land. This study was designed to explore the impact of Inclusive education as it is practiced in Nigeria and its impact on the society and Students who are blind or severely visually impaired.

The study encompasses the entire Nigeria. However a select number of states from the six geopolitical or educational zones were included in the study. Although the study was evaluative in approach, the design was a survey type. Several study instruments for data gathering were employed in the study. There included A five point likert-like scale questionnaire, An executive interview guide and a focus group discussion guide.

Sample subject members for the study were drawn from among Students who are blind or severely visually impaired, blind or visually impaired youths and adults engaged in gainful employment, employers of labour, special and regular classroom teachers, Parents, Heads of ministries and departments of education and social welfare, Voluntary agencies and organizations providing services to the blind and visually impaired and civil society organizations.

While instrument like the questionnaire was administered directly on respondents in print and braille formats, the Executive interview schedule and the focus group discussion guide were carefully and directly used by the researcher and his assistant to engage participants to probe responses and contributions to the phenomenon under investigation.

Some basic research questions were generated from which five research hypothesis were formulated to guide the study.

The Pearson Product Moment correlation co-efficient was adapted as the statistical tool for analyzing the data obtained from the field.

The result show that the continues use of special schools and centres for educating the blind and severely visually impaired students was unacceptable. Participants were of the views that Nigerians should go along with the global trend by embracing Inclusive practices in our educational institutions including other social straits.

Again respondents accepted that exclusion influenced the lifelong development of individuals with visual impairment negatively while Inclusion provided for acceptance and positive social impact on the life of the blind.

Also there is general views shared that poverty impacted significantly negatively on the social life of persons who are blind or severely visually impaired economically.

On the impact of technologies and assistive technology devices on the learning and teaching of and by the visually impaired including social life, respondents totally subscribed to the deployment and use of assistive devices to teaching and learning and emphasized that it enhances learning and social life participation by the blind inc including performance on the job.

On policy formulation and legislation, it was revealed that the absence of laws compelling the implementation of inclusion is accountable for the poor and low impact as well as unequal and unbalanced practice of the programme nationwide.

Participants stated that policy formulation and legislation are paramount in the implementation and success of inclusive education.

Respondents to the interview probe revealed that the absence of laws to enforce implementation impede their powers to impose the practice on Schools and regular teachers alike.

Similarly, contributors in the focus group discussion noted that the disparity in the impact of the educational and social benefits of the inclusion practice between the north and the west and some parts of the Southeast and South South is due to the absence of legislations and enforcement modalities both at National and State levels to enforce the implementation of the prugramme. They stated that there is significant between blind or severely visually impaired individual who grad graduated from a special and exclusive school and those who passed cut from an Inclusive environment in terms of competing for job on the job market interpersonal relationships, social interaction like in participation within and outside the family, ability to set

and work for achieving goals, Independent economic strives and so many aspects et lifelong development.

Majority of focus group participants who were blind pointed out that inclusion aided them mere in securing non-blind partners are wives and building their own families. They all noted that inaccessible environment hinders them from achieving independent motility within their job environment, Markets and health facilities.

5.2 Conclusion

Although in the past there have been several attempts and approaches meant to serve the blind and visually impaired by providing them with social and educational services including rehabilitation through vocational training, these approaches though commendable esteemed to be out of order considering global trends in serving and including the blind, the severely visually impaired in particular and the persons Jiving with disabilities in general.

Since the Salamanca declaration, there have been many efforts aimed to placing children with disabilities s generally to mainstream Schools. In the opinion of Roy, (2002) the fundamental assumption is that "What is on offer in the mainstream schools is the minor modifications and a little redistribution of resources, a means to ensuring educational excellence and equity".

To dray any conclusion to this study, it is pertinent to mention that there exist demonstrated evidence and e examples that inclusive education can and does work in both developing and the developed Nations including Nigeria. Article 24 of the convention on the Rights of parsons with disabilities (CIRIPIDI) creates an obligation for governments to do two things

1. Provide education to children, youths and adults with disabilities on an equal basis with other children, and

2. Provide that education within an inclusive education system.

Therefore, it will not be out of place to conclude that considering the history of the various service delivery provisions for the blind and visually impaired in Nigeria and in line with current trend of inclusive education, suffice it to state that evidence on ground suggest that where inclusion has been triad a and implemented no matter how and what problems ensued, there seem to be some encouraging benefits of the programme on the lives of students and persons who are blind and visually impaired in the areas of education, social life, interpersonal relationships,

political emancipation and participation, family and community involvement and acceptance, economic independence and overall lifelong development.

The policy may be strange with diverse interpretations, the resources may for now be scanty or difficult to come by, culture, traditions, religion and fetish belief may act negatively against the popular global trend, out with government will and the right determination and approach, Inclusion shell trive in Nigeria.

5.3 Recommendations

This section presented some suggestions and recommendations put forward by the researcher emanating from obvious discoveries and loop holes found in the course of the study.

1. The Students who are blind or severely visually impaired require total inclusion into our Schools and the society. Exclusion should be discarded and included to make way for total and perfect societal acceptance. This should be done through a careful but deliberate packaging of programmes of awareness on inclusive education and inclusion.

2. Since exclusion n by means of special schools tend to be segregative and discriminatory, inclusive education and a total societal inclusion should be pursued with vigour to ensure a perfect lifelong development for Children, Youths and adults who are blind or experience visual defect of any kind and degree.

3. Since evidence abound even in this study, that poverty influence the social life status of students who are blind or have vision loss of any form and degree, efforts should be made by Government, States and Local Government authorities to include persons with visual impairment and their family members in the poverty reduction programmes of Government to empower them economically.

4. The researcher strongly suggest and recommend the deployment and utilization of assistive technology devices Not just to Schools and Institutions of learning, but to ensure their availability and accessibility to stud students with visual impairment and their teachers for effective use in classroom learning. Again, visually impaired employees should be avail of opportunities to learn, acquire their own office and personal devices to help them in discharging their official responsibilities with ease and efficiency.

5. There continued to exist a wide gap between policies and legislations as well as the reality of how to serve students who are blind and have severe vision loss in our schools today. There are also lapses in the services rendered to these group of citizens in the communities, health facilities, social clubs and in worship centers The researcher calls on all Stakeholders including civil society organizations, family heads, community heads and churches to make a change in this direction and get involved and participate in the creation of awareness about reviving the spirit and practice of inclusion in our schools and society at large. The Federal Government, States and Local authorities should work to put in place laws binding on the development and implementation of inclusive practices in our schools and other public service facilities to include the visually impaired citizens and make life worth living for them.

6. There is need for an explicit commitment to the necessary policies, resources, facilities and training programmes needed to enable student with visual impairment to real to realize an effective education in Schools and be gainfully employed after schooling.

REFERENCES

Ainscow, M. (Ed.) (1991). *Effective Schools for All.* London: Fulton.

Ainscow, M. (1999). *Understanding the development of inclusive schools*. London: Falmer Press.

Ainscow, M., and Booth, T. (2002). *Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Centre for Studies on Inclusive Education.

Adelowo, T. O. (2006). *Education and human development of the special need child, a global view: in T.C Obani (ed)teaching pupils with educational needs in the regular classroom.* Ibadan. Book builders.

Adelowo, T.O. (2002). Legal, ethical and practical considerations in special education. *The special educator,* 1(9), 99-106.

Abang, T.B. (2014). *The merit of socialization of visual impaired child in the community.* A key note address presented at the 3rd general meeting of parents and teachers of children with visual impairment of school for the blind obudu cross river state of Nigeria (unpublished)

Abang, R.A. (2015). Helping parents developed the potentials of their visually impaired children at home. *The light magazine*, school for the blind obudu cross river state of Nigeria, 4(1), 24-35.

Abosi,O.C. and Ozoji, E.D. (1985), *Education the Blind: A Descriptive Approach.* Ibadan:Spectrum Books Ltd.

Academy for Certification of Vision Rehabilitation & Education Professionals (ACVREP) (2000a) www.aerbvi.org/modules.php?name=contents&pa=showpage&pid   Internet material retrieved on 5 August, 2013

Academy for Certification of Vision Rehabilitation & Education Professionals (ACVREP) (2000b) www.education.pitt.edu/visionstudies Internet material retrieved on 5 August, 2013

Agba, J.U. (2015). Monitory inclusive practices in our schools for optimal results. A keynote address presented at a two days workshop/seminar on inclusion and inclusive education: organized by Catholic Diocese of Ogoja for regular teachers, Missionaries and upervisors of schools 10th – 11th 2015 at Good Shepherd Education Specialist centre Ogoja.

Ajobiewe, T.B. (2013). The what and how of CBR in the African Decade of persons with disabilities: in contemporary issues in guidance, counseling and special need Education (eds.) by Ozoji, I.A Kolo and T.A Ajobiewe, Ibadan, GloryLand publishing company Nigeria.

American Federation of the Blind, (2014). Expending possibilities for people with vision loss retrieved online at www.AFB.org. 4.30pm, 8th August 2015.

Anderson, G. and Arsenault, N. (2010). Fundamentals of education research (2nd ed.) Pennsylvania, USA: the falmer press.

Ajobiewe, T.B. (2000) Management of Disability in the Family and Community. Ibadan:Teton Educational Services

Ajuwan, M.P. (2014). Making inclusive Education work in Nigeria. Evaluation of special education attitudes in disabilities studies quarterly.retrieved online on 9th September, 2015 from www.dsq/sds.org.

Archambout, F. A. (2004). The industry profile on visual impairment: rehabilitation engineering research center on technology transfer, US Department of Education.

Avramidis, E., Bayliss, P., and Burden, R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one Local Educational Authority. *Educational Psychology,* 20 (2), 193-213.

Ayoku, F.A. (2006). *The visually impaired in the regular classroom:* T.C Obani (ed)teaching pupils with educational needs in the regular classroom. Ibadan, Book builders.

Baker, E. T., Wang, M. C., and Walberg, H. J. (1994/1995). The effects of inclusion on learning. *Educational Leadership,* 52 (4), 33-35.

Ballard, K., (Ed.). (1999). *Inclusive education: International voices on disability and justice.* London: Falmer Press.

Basharu, D. (1983). Some facts about blindness. Unpublished manuscript.

Booth, T. (1996). A perspective on inclusion from England, Cambridge *Journal of Education,* 26 (1), 87–99.

Brownell, M. T., and Pajares, F. (1999). Teacher efficacy and perceived success in mainstreaming students with learning and behaviour problems. *Teacher Education and Special Education,* 22 (3), 154-164.

CBM, (2005). Reaching the unreach: a guide for field workers and voluntees in the service to people with visual impairment in Nigeria. Abuja CBM-chistophel blinden Mission Nigeria.

Department of Epidemiology and population Science, (2012). Blindness, how to access numbers and courses. London school of hygiene and Tropical Medicine. KEPPEL Street, UK.

DENI (2006). *The future role of the special school.* Belfast: Author.

DPI, (2005). A position paper on inclusive Education in inclusion international policy on inclusive education adpted Nov. 2006.

Egaga, P.I. (2015). Legislating for the sources of inclusive education in Nigeria: A paper presented at the 1st Anniversary of the Department of Special Education. University of Calabar. Nigeria.

Eleweke, C. J. and M. Rodda. (2002). The challenge of enhancing inclusive education in developing countries. *International Journal of Inclusive Education,* 6,2: 113-126.

Evans, J., and Lunt, I. (2002). Inclusive education: Are there limits? *European Journal of Special Needs Education,* 17 (1), 1-14.

Farrell, P., and Ainscow, M. (2002). *Making special education inclusive:* From research to practice. London: David Fulton Publishers.

Farrell, M. (2000). The impact of research on developments in inclusive education. *International Journal of Inclusive Education,* 4 (2), 53-162.

Federal Ministry of Education (1992). *Blue print on education of the handicap.* Federal government press, Lagos.

Federal Government of Nigeria (1981, 1998, 2004), *National Policy on Education.* Lagos: Government Printing Press.

Federal Government of Nigeria, (2010). National policy on Education, Abuja: NERDC.

Federal Government of Nigeria and UNICEF, (1993). Situation and policy Analysis of Basic Education in Nigeria: National report Lagos, Federal Ministry of education and Youth Development.

Federal Republic of Nigeria (2007). *Analytical report of the national census 2006,* Federal Government gazette.

Flem, A., Moen, T., and Gudmundsdottir, S. (2004). Towards inclusive schools: A study of inclusive education in practice. *European Journal of Special Needs Education,* 19 (1), 85-98.Part1:InclusiveEducationinPrinciple

Florian, L. (1998). *Inclusive practice – What, why and how?* In C. Tilstone, L. Florian, and R. Rose (Eds) Promoting inclusive practice. London: Routledge.

Gallagher, D. J. (2001). Neutrality as a moral standpoint, conceptual confusion and the full inclusion debate. *Disability and Society,* 16 (5), 637-654.

Hegarty, S. (1993). Reviewing the literature on Integration. *European Journal of Special Needs Education,* 8 (3), 194-200.

Hunt, P., Soto, G., Maire, J., and Doering, K. (2003). Collaborative teaming to support students at risk and students with severe disabilities in general education classrooms. *Exceptional Children,* 69, 315-332.

Inclusion International. (2006). *Hear Our Voices: A Global Report – People with an Intellectual Disability and their Families Speak Out on Poverty and Exclusion.* Toronto: Inclusion International. Retrieved at: www.inclusion-international.org.

Inclusion International. (2010). Inclusion of students with special education needs: post primary guidelines. Dubling Government publications.

Inclusion West Africa, (2012). Enchancing inclusive practices in the West African sub-region. Equity vs Excellent in Nwazuoke, I.A, setting the space for Inclusive Education in the context of Universal Basic Education (UBE) in Nigeria. A lead paper presented at the 7th International conference of Special Education professionals in West Africa held at University Yawude Cameroon, 9th-11th July 2015.

Isangedighi, A.J. (2012). Overview of research methods. In Abang and Isangedighi (ed) essentials of research and strategies in education and social science. Calabar: eti-Nwa books sense.

Jupp, K. (1992). *Everyone belongs.* London: Souvenir Press.Part1:InclusiveEducationinPrinciple

Karsten, S., Peetsma, T., Roeleveld, J., and Vergeer, M. (2001). The Dutch policy of integration put to the test: Differences in academic and psychosocial development of pupils in special and mainstream education. *European Journal of Special Needs Education,* 16 (3), 193-205.

Kugelmass, J. (2001). Collaboration and compromise in creating and sustaining an inclusive school. *International Journal of Inclusive Education,* 5 (1), 47-65.

Kisanji, J. (1999). *Historical and Theoretical Basis of Inclusive Education* Keynote address for the Workshop on "Inclusive Education in Namibia: The Challenge for Teacher Education", 24-25 March 1999, Rossing Foundation, Khomasdal, Windhoek, Namibia

Light House International (2001) www.nih.gov>NewsandEvents>specialevents-worldsightday Internet material retrieved on the 6 August, 2013

Lindsay, G. (2003). Inclusive education: A critical perspective. British *Journal of Special Education,* 30 (1), 3-12.

Lindsay, G. (2007). Educational psychology and the effectiveness on inclusive education/mainstreaming. *British Journal of Educational psychology,* 77, 1-24.

Lipsky, D.K., and Gartner, A. (1997). *Inclusion and school reform: Transforming America's classrooms.* Baltimore, MD: Brooks.

Manset, G., and Sammel, M. I. (1997). Are inclusive programmes for students with mild disabilities effective? A comparative review of model programmes. *Journal of Special Education*, 31 (2), 155-180.

McLoughlin, M. J., and Rouse M. (Eds.). (2000). *Special education and school reform in the United States and Britain.* London: Routledge.

Mcmillan, J.H. (2000). Educational research fundamentals for the consumer (3rd eds.) Virginia: Addison wesley longman.

Monchy, M., de Pijl, S. J., and Jan-Zandberg, T. S. (2004). Discrepancies in judging social inclusion and bullying of pupils with behaviour problems. *European Journal of Special Needs Education,* 19, 317-330.

Myklebust, J. O. (2002). Inclusion or exclusion? Transitions among special needs students in upper secondary education in Norway. *European Journal of Special Needs Education,* 17, 251-263.

National Association of Special Education Teachers, (2015). Resolutions of the Annual National conference of National Association of special education teachers held at Benue State University Makudi, October, 2015.

National Eye Centre Kadunal, (2012). Updates on visual impairment patient's records. Kaduna, Nigeria.

Norwich, B. (2002). Education, inclusion and individual differences: Recognising and resolving dilemmas. *British Journal of Educational Studies,* 50 (4), 482-502.

Nwazuoke, I.A (2010). Paradigms, perspectives and issues in special needs education. Ibadan: university press.

Nwazuoke, I.A. (2007). Some taught on the development of special education in Nigeria. Journal of special education, 10(1), 27-35.

Nwazuoke, I.A., Olatoye, R. and Oyundoyin, J.O. (2002). Action plan on inclusive education in Nigeria. The exceptional child, 14(3), 46-52.

Obani, T.C. (2006). *Special education and special educational needs in Obani T.C (ed) teaching pupil with special educational needs in the regular classroom.* Ibadan, Book builders.

Olayi, J.E. (2014). The impact of direct child assistance strategy as an approach for rehabilitating children and youth with disabilities: A baseline survey of the three senatorial district of Cross River State, Nigeria. Being a paper presented in 2014 annual mediator workshop Makudi, Benue State, Nigeria (unpublished).

Obi, F.B. (2004). *Effective parenting of children with special needs: A handbook for parents, special educators, counselors and related professions.* Accra-Ghana: Asante and Hihscher printing press.

Obi, F.B. (2013). *Access and quality of special educational needs service delivery in Nigeria. In Theo Ajobiewe Ph.d and Kunle Adebiyi Ph.D (eds) Access and quality of special educational needs service delivery in Nigeria:* Gloryland publishing company 1-24.

Obi, F.B. (2005). *Essentials of special needs education. Introduction to special education.* Calabar: KP Klinton printer and publishers.

OECD (1994). *The integration of disabled children into mainstream education: Ambitions, theories and practices*. Paris: Organisation for Economic Co-operation and Development.

Okeke, B.A. (2001) *Essentials of Special Education*. Nsukka: Afro-Orbis Publications Ltd.

Olayi, J.E. (2008), *The Relationship Between HIV/AIDS, Sex Education and Persons with Disabilities.* University of JOS: Unpublished M.Ed Thesis.

Olayi, J.E., Jurmang, T.H. and Abang, T.B. (2008). Community participation in the up bringing of a visually impaired child in Annual mediators/partner report: STISCHEN LILIANE FUNS Abuja Nigeria.

Olayi, J.E., Jurmang, T.H. and Abang, T.B. (2012). An evaluation of parents and visually impaired clients cooperation in the direct child assistance and rehabilition programme 2005-2008. STISCHEN LILIANE FUNS Abuja Nigeria.

Olayi, J.E. and Ewa, J.A. (2014). Importance of concept development in sighted and visually impaired children in an inclusive Environment. http//:www.pedagiogios.net/issue/2014/2/article.PHPandID=2.

Ophthalmologist Association of Nigeria, (2015). Vision intervention and rebilitation strategies. A resolution of the 9th Annual conference of Ophthalmologist Association of Nigeria held at Jos University Teaching Hospital, June 2015.

Peterson, M., and Hittie, M. (2002). *Inclusive teaching: Creating effective schools for all learners.* Boston: Allyn and Bacon.

Piji, S. J., Meijer, C., and Hegarty, S. (Eds.). (1997). *Inclusive education: A global agenda.* London: Routledge.

Putnam, J. (1998). *Cooperative learning and strategies for inclusion. Baltimore:* Paul Brookes.

Rix, J., Sheehy, K., Simmons, K., and Nind, M. (2003). *Introduction: From where you are. In M. Nind, J. Rix, K. Sheehy, and K. Simmons (Eds.), Inclusive education: Diverse perspectives.* London: David Fulton Publishers.

Sebba, J., and Sachdev, D. (1997). *What works in inclusive education?* Essex, UK: Barnardo's Publications.

Slee, R. (2001a). Inclusion in practice: Does practice make perfect? *Educational Review,* 53 (2), 113-123.

Shoemaker, (2002) Prevent Blindness America. www.freedomscientific.com/resources/visual-impairment.asp Internet material retrieved on the 9th of August, 2013

Sightsavers International, (2012). A World where No.1 is blind from Aviodable causes and where visually impaired people participate equally in the society. St. Joseph Centre for the visually handicapped, Obudu. The light magazine, 5(2), 17-24.

Thomas, G., Walker, D., and Webb, J. (1998). *The making of the inclusive school.* London: Routledge/Falmer.

UNESCO (2000). *Dakar framework for action.* Paris: Author.

United Nations (1989). *UN convention on the rights of the child*. New York: Author.

UNESCO. (1994). *The Salamanca Statement and Framework for Action on Special Needs Education.* Retrieved at: http://www.unesco.org/education/pdf/SALAMA_E.PDF.

UNESCO. (1999). *Welcoming schools – students with disabilities in regular schools*. Retrieved at:http://www.westpac.unescobkk.org/fileadmin/user_upload/appeal/IE/Publications_and_reports/Welcoming_schools.pdf.

UNESCO. (2005). *Global Monitoring Report: Education for All - The Quality Imperative*. Retrieved at: http://www.unesco.org/en/efareport/reports/2005-quality/.

Varnham, S. (2002). Special education 2000 and Daniels v. The Attorney-General: equality of access for children with special needs in New Zealand. *Education and the Law,* 14 (4), 283-300.

Vayrynen, S. (2000). *Inclusive education: A challenge, a process. Paper presented at ISEC,* 2000, Including the excluded, University of Manchester, Manchester, UK, 24-28, July 2000. Accessed at http//:www.isec.org.uk/abstract/papers_v/vayrynen_1.htm

Volleman, E., Van - Tol, R., Huiberts, S., Verwey, H. (2004) Three D Shooting Games, Multimodal games: sound games and more.Working Examples of the Future Games for the Blind.In Misemberger, K (ED).Computers Helping People with Special Needs. Proceedings of the 9th ICCHP, Berlin: Springer-Verlag, 257-263-64.

Wang, M.C., Reynold, M.C. and Walberg, R.G. (1990). Special education research and practices: synthesis of findings. Oxford-pergamon press.

World Conference on education For All, (1990). World Conference on education For All held in Jomtien, Thailand 5th-9th March 1990.

Wood, M. (1998). Whose job is it anyway? Educational roles in inclusion. *Exceptional Children,* 64, 181-195.

Winter, E. C. (2006). Preparing new teachers for inclusive schools and classrooms. *Support for Learning,* 21 (2), 85-91.

Woronov, W. J. (2000). Doing justice to inclusion. *European Journal of Special Needs Education,* 15 (3), 297–304.

York-Barr, J., Schultz, T., Doyle, M. B., Kronberg, R., and Crossett, S. (1996). Inclusive schooling in St Cloud: Perspectives on the process and people. *Remedial and Special Education,* 17 (2), 92-105.

APPENDIX

Appendix 1

Budgeting

In this section, a run was given to reflect expenses incurred in the process of carrying out the investigation. No doubt, the conduct of the research was a massive venture for any one especially as a student.

This budgetary detail could not have been possible without the meager provision made from the researchers monthly earnings. Although much spending cautions was made, the following expenditures reflected the magnitude of the study area and materials including accommodation, transport, Material production, correspondence including phone calls surface mails and Emails as well as Speed carrier mails. Also was payment for a research assistant for each of the six zones as well as some very key informants who were visually impaired students and unemployed gradates of various categories.

S/N Item	Local Currency	Foreign Currency
1. Correspondence	5,800	
2. Transportation	345,000	
3. Accommodation	635, 000	
4. Material production and procurement	725,000	
5. Payment for research Assistance	750,000	
6. Organization/entertainment and key informant	335,000	
7. Equipments/Special Aids	1,350, 000	
8. Others	255,000	
Total	4,400, 800	

Appendix 2

<div align="right">
Institution of Special Education,

Faculty of Education,

Palacky University Olomouc,

Czech Republic.
</div>

To all participants and subjects!

Dear participants and respondents,

I am a Nigerian students interested in investigating in to the impact of Inclusive Education on the Nigerian society and students who are blind or severely visually impaired.

Please kindly help to complete and return this questionnaire. Please be open and understand the fact that the researcher in more interested in what you feel and not what you think he would love to hear. Your contributions shall remain confidential and use for only this study and as a contribution to the improvement in the lives of all persons living with disabilities especially students with visual impairment.

Thanks for your anticipated cooperation,

Yours Sincerely,

Olayi James E.

Institution of Special Education,

Faculty of Education,

Palacky University Olomouc,

Czech Republic.

Executive Interview Protocol.

For participants in the ranks of permanent Secretaries, Directors of education services, Commissioners of Education, Zonal directors of education and supervisors.

Introduction

I am a doctoral student of the above Institution conducting a study on the Impact of Inclusive education on the society and students with visual impairment in Nigeria.

To do this, it is of importance that a number of very senior executive as well as key stakeholders in the education projects be interviewed across the six geo-educational zones of Nigeria. This National survey also involved Stakeholders in the upbringing of Special needs children especially the blind and severely visually impaired.

The purpose of this interview is to assist the researcher with information as to the opinion of National, State and Local ministries of education, Department and agencies responsible for education service delivery on the phenomenon under investigation. Also, it is meant to explore the vision you hold and the type of inclusion for children and adult with special Educational needs generally and Students with visual impairment in particular.

We would like to discuss and share knowledge about the present and evolving type of or context of practice as concern students who are blind and severely visually impaired in particular and the disabled in general.

In Nigeria and what you feel might be the best approach for training, education, employing and deploying including total inclusion of individuals with visual impairment in to the society in Nigeria as well as how much impact the new approach has made on their lives as a whole.

Please feel free to express your opinion on the issue.

1. Sir, what is the level of knowledge and awareness on the issue of inclusion of persons with visual impairment in our schools and the society at large does your ministry and department hold.

2. To what extent is your ministry or department committed to the issue under study in terms of Acceptance, Assessment, Admission and placement in our regular schools,

Training, education, employment and deployment and general inclusion in the scheme of the society.

3. What major issue affects your ministries or departments level involvement and participation in the successful implementation of Inclusive educational programme for students who are blind or visually impaired?

Supervisory role

4. What characteristics and approach does your ministry or department employ in monitoring schools and Centres teaching and rehabilitating students with visual impairment.

5. What quality of services is available in the Schools and centres for inclusion to trives.

6. What do you consider to be the most prevalent weakness of you ministry or departments' supervisory role in terms of human?

7. What kind of training and retraining programmes are available to teachers (Regular and Special).

8. To what extent has your ministry or department been able to convince and mobilize the general public to accept and include the blind and visually impaired populace into the scheme of things?

9. How much in terms of commitment has the parents and the community at large contributed to supporting those in Schools.

Leadership, Managerial skills, supervisory development programmes and other contending issues in the policy.

10. Are there ways by which your ministry or departments ensure and guarantee the employment opportunities for those who successfully complete their education or training?

11. How has your ministry or department contributed to making the environment friendly to ensure social inclusion of the people who are blind or severely visually impaired? Conclusion and appreciation for the time so created to participate in the interview.

INTERVIEW GUIDE FOR FOCUS GROUP

Introduction

Hello, thank you all for accepting to meet with us to share your views about the impact of Inclusive Education on the students with visual impairment and the society in Nigeria.

My name is James E. Olayi and I represent myself in the course of this study. Never the less, I am here accompanied by my Research assistant, Mrs. Vera Olayi. I am interested in finding out generally the public views about the inclusion of persons with disability and especially, the students with visual impairment into our regular schools as well as the impact of inclusion so far since the introduction of the programme on the lives of the students with visual impairment and the society at large.

This study is indeed covering the entire six geo-educational zones of Nigeria.

Dear participants, before we begin, may I humbly seek your permission and to inform you that I am recording your responses on tape for ease of recall and transcription for analyses. I do sincerely promise to keep each individual contribution confidential. Also keep in mind that I am just as interested in negative comments as in positive comments as both are most helpful to the study.

This interaction shall last for 1 hour, note that diversity of views will no doubt bring out your feelings and views on the issue under study.

Part

1. Introduction

   I.   Individual introduction (functional area, level of education, other training, when education and or training was completed).

  II.   Opinions about inclusion.

      i. Structures (facilities, Duration, Size, Age and so on).

ii. Quality outstanding problems, Relevance, needs of the Students with visual impairment Mission, Vision and implementation.

III. Risks, social interactions, teaching and learning, process, Human material resources, Motivation and organization of time, Job placement, managing poor performance and behaviour, Employers attitudes, Delegating task.

2. Focus areas

(Impact of inclusive education on the individuals and society)

i. Impact after training or education. Behaviours, Job, Interpersonal relationship, Attitudes towards others.

3. Home and office roles

Supports from parents, Siblings, Other relations and the Community, Subordinates in the Office.

4. Difficulties

Lack of supports from home, your boss, from subordinates.

5. Community relations

i.   Community acceptance

ii.   Marriage

iii.   Social recognition

iv.   Role play etc.

Conclusion and appreciation by the researcher and his assistant.

Questionnaire on the impact of inclusive education on students with visual impairment and the society in Nigeria (QIIESVISIN)

Dear Respondent,

This questionnaire is designed to illicit response on the impact of inclusive education on students with visual impairment and the society in Nigeria.

This questionnaire is divided into sections.

SECTION A

BIOGRAPHIC DATA

Instruction: Please tick where appropriate

Gender: Male   [ ]   Female

Status: Student   [ ] Teacher [ ]

Government Official: Supportive staff [ ] Parents [ ] Others [ ]

Age: 10-14 [ ]   15-19 [ ]   20-24 [ ]   25-26 [ ]   30-34 [ ]   35-39 [ ]

      40-44 [ ]   45-49 [ ]   50-54 [ ]   55 and above [ ]

Academic qualification: FLSC [ ]

WASC/SSCE [ ] ADV GCE [ ] Diploma [ ] NCE [ ] B.Ed.B.Sc [ ] M.Ed/M.Sc [ ]

Ph.D [ ]

Specialty: Regular [ ] Special Education [ ] Other [ ]

PART B:

Instruction: Please tick (√) the option that best represent your opinion in the cell(s) provided. This is to indicate the extent to which you Strongly agree, Agree, Disagree or Strongly Disagree with the statement.

KEY:

Strongly Agree   -   SA

Agree   -   A

Disagree   -   D

Strongly Disagree   -   SD.

S/N	Knowledge and awareness about inclusive practices	SA	A	D	SD
1.	I have sufficient information about the inclusion of students with visual impairment into regular schools.				
2.	Educating students with visual impairment in itself is exclusion.				
3.	Schooling in special school by students with visual impairments impact negatively on their social lifestyle.				
4	Given necessary learning materials, visually impaired students do not have any need for a separate schooling.				
5.	Given necessary training, teaching students with visual impairment would pose no much difficulty.				
6.	Inclusive education plays great role in the life long development of people with visual impairment.				
	Inclusion and social life style				
7.	Disability generally and visual impairment in particular is synonymous with poverty.				
8.	Poverty impacts negatively on the social status of students and people with visual impairment.				
9.	Inclusive education open the door for social interaction and adjustment for persons with visual impairment.				
10.	With inclusive education, social life development and self esteem can be enhanced.				
11.	With proper foundation, the community and family would find it easy to include the Blind, visually impaired and other disabled individuals in the community activities.				
12.	Both education and social inclusion can guarantee economic independence and better life for persons with visual impairment.				
	Inclusive education and assistive technology				
13.	Technology plays does not influence education and social life of persons with visual impairment.				

14.	I feel with technology and assistive aids, the Blind and visually impaired can functioned better academically and socially.				
15.	Assistive technology can greatly reduce the burden of regular teachers' interactive with students with visual impairment.				
16.	The tack of necessary assistive technology devices in schools the efforts of including the Blind and visually impaired into regular schools in Nigeria.				
17.	Lack of training of teachers and supportive staff on the management and utilization of assistive technology devices makes their application irrelevant and unproductive in Nigeria.				
18.	I feel that the of inclusive practices in Nigeria is more effective in the North than in the Southern region?				
19.	The cost of assistive technology devices makes them unaffordable by parents and guardians of students who are Blind and visually impaired.				
20.	Most students who gain support from parents or others and are able to own and master the age of Assistive technology aid to well in academic social life style and on the job.				
21.	Assistive technology should only be encouraged for use at Higher Education level.				
	Community role and inclusion of persons with visual impairment				
22.	Apart from the immediate family, the larger community has a role to play so as to ensure successful implementation of inclusive education.				
23.	Ignorance and sympathy do prevents the assignment of duties and responsibilities to blind and visually impaired members of the Nigerian society.				

24.	Age grade associations and Church organizations can ensure effective inclusion of the blind and visually impaired individuals in particular and the disabled in general.				
25.	Inaccessible classroom in schools cannot be attributed to community members inactivity or tolerance of inclusive education.				
26.	Community accessibility, transport lapses and inaccessibility within the school environment are major factors affecting negatively on students with visual impairment and their attendant record in school.				
27.	Chiefs and elders can greatly influence the participation of community members in the inclusion practice and make lives better for visually impaired members.				
28.	Neighborhood schools do not form the best agent of total transformation and rehabilitation of the visually impaired learners.				
29.	There is very little and inadequate awareness about inclusive education for students who are blind and visually impaired in Nigeria.				
	Policy formulation, legislations and implementation.				
30.	There is no serious leadership commitment to inclusive practices.				
31.	Absence of legislation and enforcement backups impede political will and effective implementation of inclusion in Nigeria.				
32.	There are no deliberate local delivery mechanisms that engage local communities and civil societies and organizations with the aim of enforcing inclusion of students with visual impairment in regular schools.				
33.	Inconsistency in Government educational policies impede progress in the practice of inclusive education.				

34.	They is very little mobilization of private sector engagement, support and investment to ensure success of the inclusive education programme in Nigeria.				
35.	Poor funding and limited manpower affect effective monitoring of progress of the programme against National goals and international benchmarks for calling up inclusion.				
	Parents and inclusion of their blind and visually impaired children in regular schools				
36.	Nigerian parents of the visually impaired students are yet to be ready for the struggle to include their children into regular schools.				
37.	The situation can change for better if parents are upfront fighting for their children living with disabilities.				
38.	It is not parents' responsibility to ensure that schools are really inclusive before letting their children be enlisted.				
39.	Parents may sometimes need forms of formal training to enable them help the child at home.				
	Teachers and the students with visual impairment				
40.	Enrollment and completion of schooling by students who are blind or severely visually impaired can be hampered by limited curriculum and instructional adaptation based on universal design, differentiated instructions, multi level instructions and recognition of multiple intelligences even among students with visual impairment.				
41.	Most visually impaired students do not attend neighborhood schools with the required supports they need.				
42.	Standard testing can encourage teachers and schools exclude students who are blind or severely visually impaired and are likely to score low.				
43.	Lack of adaptation mechanisms in evaluating students with visual impairment such as requirement for blind students to				

	take written test can prevent students from benefiting from inclusion.				
44.	Poor teacher training in the skills of educating the blind can result to poor service delivery and poor inclusive practices.				
45.	Inadequate training and readiness with skills in Braille, use of remaining vision, typewriting and computer can result in poor academic performance by the students who are blind and visually impaired.				
46.	Regular teacher's attitude to teaching the visually impaired student can result to poor performance and failure of the inclusion.				
47.	Positive relationships with seeing classmates can instill confidence and better result on the part of the visually impaired students.				
	Inclusive education as a tool for educating and socializing students with visual impairment in Nigeria.				
48.	Generally in Nigeria, Inclusion is accepted and practiced in schools and social facilities as a tool for all round growth and development of the persons with visual impairment.				
49.	In line with the tenets of inclusive practices, the entire Nigerian environment are disability friendly.				
50.	The blind and visually impaired individuals participate and are fully accepted in all social gatherings and sports.				
51.	Marrying and raising children is no problem to the blind and all other disabled persons in Nigeria.				
52.	The Government of Nigeria promote and invest sufficiently in the development of inclusive education.				

Appendix 3

SSPS OUTPUT

<h3 style="text-align:center">Descriptive Statistics</h3>

	N	Minimum	Maximum	Mean	Std. Deviation
PRACTICEOFEXCLUSION	5700	17.00	24.00	22.1926	1.90402
LIFELONGDEVELOPMENT	5700	17.00	24.00	21.0665	1.88136
POVERTY	5700	16.00	24.00	20.4667	2.18846
ASSISTIVETECHNOLOGY	5700	19.00	24.00	21.5333	1.58276
POLICIESLEGISLATIONS	5700	16.00	23.00	19.9942	2.25100
EDUCATIONOFSTUDENTS	5700	18.00	24.00	22.2035	1.89938
Valid N (listwise)	5700				

Correlations

		PRACTICEOFEXCLUSION	LIFELONGDEVELOPMENT	POVERTY	ASSISTIVETECHNOLOGY	POLICIESLEGISLATIONS	EDUCATIONOFSTUDENTS
PRACTICEOFEXCLUSION	Pearson Correlation	1	.071(**)	-.164(**)	.179(**)	-.433(**)	.997(**)
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	5700	5700	5700	5700	5700	5700
LIFELONGDEVELOPMENT	Pearson Correlation	.071(**)	1	.739(**)	.213(**)	.332(**)	.071(**)
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	5700	5700	5700	5700	5700	5700
POVERTY	Pearson Correlation	-.164(**)	.739(**)	1	.317(**)	.528(**)	-.164(**)
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	5700	5700	5700	5700	5700	5700
ASSISTIVETECHNOLOGY	Pearson Correlation	.179(**)	.213(**)	.317(**)	1	.115(**)	.180(**)
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	5700	5700	5700	5700	5700	5700
POLICIESLEGISLATIONS	Pearson Correlation	-.433(**)	.332(**)	.528(**)	.115(**)	1	-.434(**)
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	5700	5700	5700	5700	5700	5700
EDUCATIONOFSTUDENTS	Pearson Correlation	.997(**)	.071(**)	-.164(**)	.180(**)	-.434(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	5700	5700	5700	5700	5700	5700

** Correlation is significant at the 0.01 level (2-tailed)

Abstract

This study adopted survey research design and was aimed at investigate the impact of inclusive education on the society and students who are blind and visually impaired. The study was confined to Nigeria. A total of eighteen states and the federal territory Abuja were selected to represent the six geopolitical/ educational zones of the country. A total of five thousand, seven hundred (5700) participants were drawn from among parents of students with visual impairment, students with visual impairment, working class individuals with visual impairment, state commissioners of education, state official of the inspectorate divisions of the ministry of education, school heads, teachers (regular and special), social workers, service providers and health workers civil society organizations. Three major instruments were used in gathering data, there include a four point likert-like scale questionnaire on the impact of inclusive education on the society and students who are blind and visually impaired and executive interview guide on planning, supervision, funding, implementation and monitoring of inclusion and inclusive education practice, and focus group discussion guide on the awareness and impact of inclusive practices in Nigeria. Pearson moment product correlation coefficient analysis was use to analyze the data at .05 level of significance. The result reveal that a vast majority of respondents and discussants favour inclusion education as against the practice of special schools or exclusive education, segregation education influence and affect the lifelong development of people with visual impairment negatively were as an effective and functional practice of inclusion and inclusive education impact positively on the lifelong development of people with visual impairment and their family, that poverty and visual impairment have a strong relationship hence, visual impairment tern to impose poverty on children who are blind and or visually impaired and their families, that assistive technology devices if effective deployed and utilize greatly enhances teaching and learning by students who are visually impaired as well as job performance and process of socialization, and that legislation, policy formulation and solid enforcement strategies on laws on the practice of implementation of inclusion and inclusive education do have strong relationship hence, the absent of enforcement modalities made for poor implementation of policies and legislations. Finally that inclusion have more than just education to offer in bettering the life of children, youth and adult with visual impairment if prospering plan, funded and implemented under the universal Basic Education programme (UBE) in Nigeria. The study recommended a stronger government will and commitment to the planning funding and the

implementation of this approach especially as relate with people with visual impairment and if positive impact so far registered on the few beneficiaries of inclusion must be substant.

LIST OF TABLES