

MAINSTREAMING AND STREAMLINING: THE REQUISITE STRATEGIES OF ACCOMPLISHMENT IN THE PRACTICE OF INCLUSIVE EDUCATION IN NIGERIA AND PAKISTAN

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ABSTRACT: *The paper advocated for the option of mainstreaming and streamlining in the face of glaring impossibility of the developing countries to start full inclusive education directly, particularly in Nigeria and Pakistan. The theory and practice of education in Nigeria and Pakistan are mostly by the adoption or use of insights from foreign practices which have been the culture of these two developing countries; particularly those from the British and the US. This study assessed the situation regarding the options of mainstreaming and streamlining in the education of special need persons in Nigeria and Pakistan, which is considered a gradual departure from segregation before full inclusion is possible. The study further reflected on the manifestations in the United States; using historical research method and relying heavily on both primary and secondary sources of data. In the character of Nigerian and Pakistani education today, the findings revealed that segregation, separation and discrimination still featured. Practicing inclusive education in both countries is still a mirage and largely unrealistic for now, because the readiness parameters are yet to be on ground. The social interventions by governments were still not inclusive education. It was further revealed that the developed countries mostly emulated by Nigeria and Pakistan gradually started their inclusive education with mainstreaming; especially the United States. The paper concluded and suggested that government should pro-actively emulate those efforts by country like US, beginning with mainstreaming and streamlining for educational inclusiveness.*

KEYWORDS: Mainstreaming, Streamlining, Inclusive Education Practice, Nigeria and Pakistan

INTRODUCTION

Despite all the known global protocols, interventions and support programmes; some countries are still basking in the quagmire of educational development, particularly the developing countries like Nigeria and Pakistan. For instance, Nigeria has recognized some levels of woes in her educational performance, caused by inadequate or obsolete equipment and facilities, uncoordinated policy frameworks, questionable curriculum content, unfavourable economic growth etc. Above all, the country has also recognised the imperativeness of catering for all sorts of her citizens, whether able or disabled; for them to profit maximally from the provision of education. In other to deal with this situation, everyone, irrespective of his/her physical, social or mental abilities would have access, not just to education, but quality education. Making education available to all has therefore become a serious concern to the governments, embarking on various education reforms and programme interventions that can abate the menace. However, these efforts are not being

properly conceived, as the end product of those efforts still left some members of the Nigerian society, segregated and discriminated against.

In Pakistan, before the country's civil unrest; education fared a little better, but in the face of numerous unwholesome challenges, education in Pakistan is also faced, just like Nigeria, with myriads of yet to be resolved crisis. The Society for the Protection of the Rights of the Child recently published a report noting that Pakistan has the world's second-largest number of children out of school, while in April 2012; UNICEF indicated that some 20 million Pakistani children, including an estimated 7.3 million of primary school age, are not in school (Bhattacharya, 2013). According to the latest report of UN education department - UNESCO, the illiteracy percentage was 79 percent in Pakistan in 2012 and the number of Pakistan was 180 in the list of 221 big or small countries in the world (Associated Press of Pakistan, 2013).

Generally in the education of these two countries, situation may be calling for proactive attention, but the experience in Nigeria shows a very small progress being recorded. So also in Pakistan today, parents and teachers alike generally place great emphasis on children receiving at least basic education (Shallwani, 2014). However, since the birth of Pakistan on 14th August, 1947, the country has continued to face a number of problems all along, impeding her progress and badly affecting the society. In this regard, Siddiqui (2015) in his remark about the consequence of this situation submits that:

...the greatest loss comes in the area of education. Whether or not this is a direct result of Pakistan's economic problems, it is undoubtedly connected with so many resources directed towards the debt payment, educational improvements are given and inordinately low priority. The worst of it was the Musharraf's military dictatorship that understandably not placed great emphasis on education in Pakistan. The resultant of this in Pakistan is the manifestation in the overall literacy rate of 37.8% (50% for men and 24.4% for women). Literacy which is being defined as those over 15 who can read and write. In term of population, low literacy rates are often observed with high population growth.
<http://brecorder.com/top-news/pakistan-stands-at -180th-number-in-literacy-rate-at-world-level.htm>

From the foregoing, it can be seen that any society whose disposition to education is poor shall suffer the consequences individually and collectively. Education is therefore believed by everyone to effect needed changes or development in the society and in the individuals. Global efforts have been put up by international organizations or agencies, as earlier indicated, particularly by the United Nations (UN), but not very significant achievement has been made in the two countries. Worst of all this, is that people living with disability are not even seen to be accorded attention that bothers on human dignity; even that of mainstreaming and streamlining in their education. Established for these categories of people as intervention are still special schools that further stigmatize them and limit their potentials. The situation is generally worse for Africa and Asia, particularly Nigeria and Pakistan, being the focus of the study. This neglect is glaring, but Governments pretend to be doing enough on the education of people with special needs (handicaps), except in some developed nations like the United State of America, Canada, Germany, Australia, United Kingdom and others; where this

category of people enjoys some level of recognition and fair treatment by a way of inclusion in their education.

Problem

All over the world, it has been estimated that more than 32 million children with disabilities in developing countries are out of school, for reasons of their disability conditions. However, genuinely or otherwise, various governments in the world today accord inclusive education a heightened concern, which the international, governmental and non-governmental organizations, foundations and many other concerned individuals are playing general and specific roles in the promotion of inclusion in education. UNESCO (2009) portrays the Salamanca Statement of 1994, which calls on all governments to give the highest priority to inclusive education. In this regard, virtually all countries of the world are imbibing the practice of inclusive education. Although, the demonstration of nations' commitment still left many children in the box of segregation, because of some predicaments, including finance, policy frameworks, facilities and equipment etc. Quite understandable that inclusive education requires some political, legal and the demonstration of commitment before its practice becomes realistic. Some advanced nations with well developed inclusive education today also passed through stages of its gradual adoption and implementation.

What is claimed in some cases to be inclusive education, from the social justice outlook still boils down to segregation or exclusion. To achieve full inclusion, it is not all that easy, particularly for the developing countries like Nigeria and Pakistan. Mainstreaming and streamlining are what many countries do, but termed inclusion. The assumption of this paper is for Nigeria and Pakistan to understand that it will amount to a waste of time to conceive inclusive education direct, but have a ray of hope when they begin with mainstreaming and streamlining which can gradually grow quickly into full inclusion. Mainstreaming has the potentials to perfect the ideas of full inclusion, as it is the trial and error pattern in the practice of full inclusion.

Purpose of the Study

It has come to be understood that Inclusive Education is somewhat difficult to kick-start without proper and adequate conceptualization or preparation, even piloting it. The thrust of this paper therefore, is on the exposition of general and specific educational theories and practices in Nigeria and Pakistan, particularly as it affects the handicaps/disabled on the status of their educational inclusion; as against their current segregation status. The realization of the inability of Nigeria and Pakistan to go into full inclusion stimulated the researchers' advocacy for mainstreaming and streamlining before full inclusion. Also, having an insight into the experience and characteristics of United States' practices (inclusion of the disabled people into the regular and conventional school system) can be adopted and adapted to benefit Nigerian and Pakistani systems; as global best practices. US started with mainstreaming, so the starting point of Nigeria and Pakistan on Inclusive Education is to these researchers, expected not to be different; beginning with mainstreaming and streamlining, and consequently the full inclusion in education.

Research Questions

1. What are the objectives and historical characteristics of inclusive education?
2. Which categories of persons require mainstreaming and subsequent inclusion in their education?
3. How is inclusive education practised in the US?
4. What are the situations in the education of Special Needs' Persons in Nigeria and Pakistan?
5. What lessons are there for Nigeria and Pakistan to learn from US?
6. What are the justification and benefits of Mainstreaming-Streamlining before inclusive education in Nigeria and Pakistan?

REVIEW OF LITERATURE

Conceptual Review

Arithmetically, '*Mainstreaming + Streamlining = Inclusion*'. This equation of $M+S=I$ simply means that educational mainstreaming and streamlining are interpreted as inclusion in education or inclusive education. To mainstream and streamline in the education of the special need people is considered to ultimately lead to inclusive education, of course a perfect start for full inclusion.

Mainstreaming

Mainstreaming is officially a term used to describe the practice of integrating special needs students (handicaps/disabled) into regular classes for certain length of time to be part of specific lessons or skills training. Mainstreaming may further be explained as that which places children with mild disabilities into regular classroom environment for either part or all of the school day.

Contextually, Wikipedia (2014) sees mainstreaming in education as the practice of educating students with special needs in regular classes during specific time periods based on their skills. This means that regular education classes are combined with special education classes. Schools that practice mainstreaming believe that students with special needs who cannot function in a regular classroom to a certain extent "belong" to the special education environment. In the clarification of Bright-Hub (2012), mainstreaming and inclusion can seem very similar to each other, and are in fact often used interchangeably.

Streamlining

Streamlining is operationally and literally interpreted to mean causing or making something to be more efficient, especially by simplifying or modernizing it. Transitively, streamlining is 'to modernize' and intransitively; it is 'to simplify' or organize a process to increase efficiency. Streamlining in this context interprets to mean the process of ensuring that after mainstreaming, the education of the mainstreamed learners are simplified by injecting some modernization; to increase efficiency of the programme and ultimately result in full inclusion.

Clearly, the duo of mainstreaming and streamlining are concepts that suggest interwoven operational input for excellence. To mainstream is integration and streamlining is making the integration more efficient. This is therefore to say that educational consideration of the special need people is expected to happen within the regular school environment (mainstream) and when this happens, it should not be handled carelessly, but be made efficient to achieve the ultimate objectives of mainstreaming. Mainstreaming and streamlining are the two expected focal points that can help coast down to full inclusive education practice. Although, the terms 'mainstreaming' and 'inclusion' may be used interchangeably at times, they are in fact two very different movements. The controversy of mainstreaming vs. inclusion stems from a difference in understanding why a student with disabilities should join a general education classroom when possible. The concept of mainstreaming is based on the fact that a student with disabilities may benefit from being in a general education classroom, both academically and socially. A mainstreamed student may have slight adjustments in how she is assessed, but she learns mostly the same material and must show that she is gaining from her classroom placement.

From mainstreaming, it will be glaring that full inclusion is possible, as the pros and cons associated with inclusive education would manifest, and adjustments could be made. The proponents of both philosophy of educational inclusion assert that educating children with disabilities alongside their non-disabled peers fosters understanding and tolerance, better preparing students of all abilities to function in the world beyond school (Wikipedia, 2014). Children with special needs may face social stigma as a result of being mainstreamed, but also may help them socially develop.

Concerning people with special needs, studies have shown that they are still yet to be catered for in a number of societies. Gabriele (2007) asserts that persons with disabilities in developing countries are among the poorest of the poor, too little attention so far has been paid to them, in major development programmes. In actual fact, the kind of education available in Nigeria and Pakistan for the disabled persons is still the one, which discriminates against them. They are still accorded a segregated form of schooling where the schools for the handicaps are sited at strategic locations and in all states of the Federation. There are schools for the blind, for the deaf and dumb, even for those with other physical and mental disabilities.

Surprisingly, the two countries generally have documented policy provisions on promoting and developing education, but it is unfortunate that the ugly situations still persist. It has been indicated that Nigeria has the largest population of out-of-school children, put at 10.5million and according to Ahmad-Benson (2013), Pakistan guarantees educational rights for all children up to the age of 16 and has policies in place at federal and provincial levels. However, Pakistan is ranked second on the world's most out-of-school children list with a staggering 9.2 million 5-16 year olds currently not in school. Ahmad-Benson goes further to say and emotionally asserting that it is evident that an educational reform is needed, if Pakistan wants to improve literacy rates for generations to come. Unfortunately, it has widely been written that education is currently a privilege enjoyed by the wealthy ones who are able to send their children to private schools, contributing to the rich-poor divide gap (Ahmad-Benson, 2013). Lending a voice to this in Pakistan are Miles and Hossain (1999) who conclude that:

...theoretically, all Pakistani children have a right to education, whether able-bodied and able-minded or

not. In practice, half of Pakistan's children begin primary education, and half of these children drop out before completing the cycle. Among the non-starters, girls and children with disabilities are disproportionately represented. The educational 'right' to which all Pakistani children, able-bodied or disabled, ordinary or special, girls or boys, are entitled in practice and which almost all do receive, is that of socialisation and activity within their extended family network, their immediate neighbourhood and the religions and cultures of Pakistani society. Expectations, choices and opportunities vary greatly between all these children, sometimes as a result of disability or difference, sometimes through gender, social and economic class, urban or rural situation, regional location, or other factors. Yet these wide variations are a traditional feature of life, and are not necessarily perceived as problematic or 'unfair'.

Comparatively, education in Nigeria seems to be receiving attention, considering the government's commitments as demonstrated in the launching of Universal Basic Education that has the primary and junior secondary levels of education under the government's provision as free and compulsory; however, the status of disabled/handicaps' education in the two countries is no doubt the same because Inclusive Education is officially contained in the policy statements of the two countries, though, most recently in Nigeria; but a large number of special schools are still found, being run and maintained. Rather than mainstreaming, if full inclusion is yet to be possible; segregation is still promoted. Abdulrahman, Oniye and Agbonlahor (2009:204) bemoaned this and therefore assert that:

...the establishment of different special schools, specific to the handicapping conditions of these people, such that include schools for the blind, for the deaf and so on are still understood by the researchers to mean a further promotion of discrimination against those with physical disability. If they cannot be streamlined or mainstreamed to be included in the regular conventional school system, with well articulated supportive services, it means they are yet to be accepted as part of the society they find themselves.

To this extent, Nigerian government established a federal teacher training college for special education at Oyo in Oyo State-Nigeria; to produce the needed specialists for schools for the handicapped, as its mandate. Such mandate is an indication that commitment of Government still revolves around special schools and not to accommodate the practice of inclusion. The situation is not different in Pakistan, which according to Caceres, Awan, Nabeel, Majeed and Mindes (2010), the availability of educational services for children with disabilities also varies greatly as most services for those with disabilities are located in urban areas and are primarily special schools provided by the private sector, NGOs, or the government. However,

it is on record that the Pakistani government has established 46 special education schools that provide assessment, diagnostic, and special education services (JICA, 2002).

Caceres et al (2010) in their lamentation also maintain that:

Some provincial governments have also set up special education schools. Pakistan has only a few inclusive schools: Most of them are located in large urban cities and are operated by the private sector. As a result, most schools and services (inclusive or special needs) are not accessible to children with disabilities who live in remote or rural areas. Because Pakistani policy makers have not reached a consensus toward inclusive education, Pakistan's national policy does not advocate for it.

Mixed feelings are still expressed at inclusive education in Pakistan, some who even support the inclusion hold narrow conception of it when inclusive education is seen only as a way to create a more open and accepting society and provide educational services to children who reside far from the special needs schools. A remark about Pakistani Government, Miles & Hossain (1999) conclude that Government support has always been weak.

It must be unequivocally submitted from the review that so many things are wrong, generally in the systems of education in the two countries of study. Specifically, the situation on the education of special needs or disabled children has still not been adequately catered for, therefore begging for practical and realistic attention. Realistic attention is expected, not a white elephant approach; full inclusion cannot be directly and immediately achieved, unless with mainstreaming and streamlining which can launch the two countries into quick commencement of full inclusive education

Inclusive Education

The concept of inclusive education is that which UNESCO developed, though history has it that this idea originated in concept and context from the US. Inclusive education therefore, is that which provides for the teaching of all children in regular local schools, not just children with disabilities (UNESCO, 2009). Similarly, Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together (InclusionBC, 2017).

From Stainback (2005), inclusion in education is the process of allowing all children the opportunity to fully participate in regular classroom activities regardless of disability, race or other characteristics. Michigan in Osokoya (2007) sees inclusion in education as the provision of educational services for students with disabilities in schools where non-handicapped peers attend and with general education teachers, with appropriate special education support and assistance as determined appropriate through the Individualized Educational Planning Committee (IEPC). From a related perspective, inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students. It is more effective for students with special needs to have that experience for them to be more successful in life. Inclusion rejects the use of special schools or classrooms to

separate students with disabilities from students without disabilities. Schools with inclusive classrooms do not believe in separate classrooms. They do not have their own separate world so they have to learn how to operate with students without special help.

The perspective of Farrell (2001) is from an approach that sees the concept as the extent to which a school or community welcomes all people as full members of the group and value them for the contribution which they make. Similarly, Staubs and Beck (1995) take inclusion as a placement alternative for accommodating all special needs children alongside their able bodied counterparts in the same learning environment for instructional purpose (Osokoya, 2007). Basically, inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers and support staff. The federal Individuals with Disabilities Education Act (IDEA) and its 1997 amendments in the U.S make it clear that schools have a duty to educate children with disabilities in general education classrooms.

METHODOLOGY

The study is a qualitative research and method adopted is historical. Data were sourced from primary and secondary sources. For genuineness, authenticity, consistency and accuracy, both external (validity) and internal (reliability) criticisms of historical evaluation were applied. Analysis was the content type of analysis which each research question is used in focus, for analysis and in the presentation and discussion of findings:

Analysis and Discussion

As maintained above, research questions generated constitute the basis for the analysis and discussion of the findings, thus:

Research Question One: *What are the objectives and historical characteristics of inclusive education?*

Objectives and Historical Characteristics of Inclusive Education

In the real sense of full educational inclusion, mainstreaming and streamlining are the realistic gateway for its practice. Mainstreaming and streamlining for inclusive education therefore have no totally different objectives from inclusive education, but serving as migrating strategy to full inclusion. The reflection on the conceptual frameworks of the review clearly portrays the objectives of Inclusive education include among others:

- that everyone in the school system should have a sense of belonging and thus be accepted and supported by others.
- that there should be no segregation in setting of any type to be allowed, as all children should be encouraged to participate in all indoor and outdoor curricular activities.
- that environment should be well structured with instructional materials to facilitate individual development of learners.

In the achievement of balance or equality, generally in the public life of those with disability, the Disability Discrimination Amendment Act in Okorosaye-Orubite & Abdulrahman (2008) requires that schools should have due regards to the following in the operation of their organizations by:

- i. Promoting equality of opportunity between disabled and non-disabled persons.
- ii. Eliminating discrimination that is unlawful under the law
- iii. Eliminating harassment of disabled persons that is related to their impairments.
- iv. Promoting positive attitudes towards disabled people.
- v. Encouraging participation by disabled people in public life.
- vi. Taking steps to take account of disabled persons impairments, even where that involves treating the disabled person more favourably than other persons.

Inclusion in the History

Records have it that the struggle for equality during the 1950s and 1960s by the African Americans, known according to Encarta (2009) as the civil rights movement, raised public awareness of discrimination in the United States. This movement was what inspired activism by various groups, including women and people with disabilities that traditionally had been treated unfairly, because of the views held that children at that time with developmental disabilities could not learn. InclusionBC (2017) has it that Parents of children with developmental disabilities, understanding the potential of their sons and daughters to learn and grow, responded by creating their own schools. It was further reported that ever since, families have steadily advocated for changes in government laws and policies so that their children with disabilities would have the same right to be educated as other school-aged children. Following this, Government slowly accepted responsibility for funding parent-run schools and eventually agreed that not just funding, but public schooling, should be available to children with disabilities. Although, the intervening response of the Government through the school boards with educational programs still segregated the children, but this intervention was spurring, as it successfully laid the groundwork for parents and others to call for the inclusion of children in general education classes.

However, the first legislation that resulted from the civil rights movement, the Federal Civil Rights Act of 1964, applied only to people who were discriminated against, on the basis of race, colour, sex, religion, or national origin. At that time, discrimination against people with disabilities remained legally acceptable. In the socio-economic existence of people with disability, Rehabilitation Act of 1973 was the first federal legislation protecting employment rights for people with disabilities. Importantly, from the mid-1970s to the late 1980s the rights of people with disabilities were greatly strengthened in some American areas. To this extent, the congress adopted several laws regarding accessibility to education, such as the individuals with Disabilities Education Act of 1975, which guaranteed a public education to children with broad range of disabilities. Worthy to note is that, none of the laws passed during this time dealt with the problem of discrimination against people with disabilities in the critical areas of employment, access to governmental services, and public accommodations.

American with Disabilities Act, Encarta (2009) reported that for the first time, American with Disabilities Act (ADA) but congress did not adopt the law during that session. This bill was strongly opposed by many corporate interests, who feared compliance would be costly. Others argued that the legislation was not needed or was unenforceable. However, when the bill on American with Disabilities was re-introduced in the subsequent congressional session; both the Senate and the House of Representatives passed it by overwhelming majorities. The turnaround was said to be due to the support by a vast coalition of organizations representing people with disabilities. These organizations launched an intensive campaign to change legislators' votes, culminating in March 1990 with a massive demonstration at the Capital in Washington, D.C. On the 26th of July, 1990, President George Bush signed into law the American with Disabilities Act (ADA).

American with Disabilities Act of 1990 is a legislation passed by the United States congress to prohibit discrimination against people with disabilities and to guarantee them equal access to employment, public services, including education; public accommodations, and telecommunication. Unlike the earlier laws that were much more limited in scope, the ADA forbids unequal treatment of people with disabilities in a broad variety of circumstances. This historical rendition indicates that there are more to be learnt from the US.

Research Question Two: Which categories of persons require mainstreaming in their education?

Categories of Persons that Require Mainstreaming in their Education

Disabilities are in various forms and degrees, mild, moderate, severe or profound. Generally, whether in Nigeria or Pakistan; disability is disability and they are named all over the world by the nature of such disabilities or handicapping conditions. Recently, a more acceptable nomenclature has been adopted for collective reference to all disabled, thus, they are now referred to as special needs persons or persons with special needs. Federal Republic of Nigeria (2013) lists the category to include:

(i) Visual Impairment (Blind and Partially Sighted) (ii) Hearing Impairment (Deaf and the Partially Hearing) (iii) Physical and Health Impairment (iv) Intellectual Disability (mild, moderate, severe and profound) (v) Emotional and Behavioural Disorder (Hyperactive, Hypoactive/the Socially Maladjusted) (vi) Speech and Language Impairment (Autism) (vii) Learning Disability (Have Psychological/Neurological Phobia or Challenges) (viii) Multiple Disability (ix) The Gifted and Talented; and (x) the Albinos

The Visually Impaired

The World Health Organization recognizes three levels of visual capacity as normal vision, low vision and blindness. For educational purposes, a person is visually impaired if he or she is blind and thus prefers reading in Braille or other means that do not involve sight (Iroegbu 2005). Therefore, a visually impaired person is someone who has functional limitation in orientation and mobility skills, daily living activities and visual tasks resulting from his or her defective visual condition.

The Hearing Impaired

Those with hearing impairment are persons suffering from hearing loss as their major disability. Such people could be deaf or hard-of hearing, depending on the severity of the

hearing loss. In educational terms, deafness connotes that a child is impaired in processing linguistic information through hearing or without amplification (Odewale, 2005).

Physically Impaired

Often in Nigeria, disabilities or handicap conditions characterized with loss of limbs, crippling the victims or on crutches; as well as other glaring defects associated with the confinement of the disabled to the wheelchair, including the spinal cord related ones are those referred to as physical impairment. Physical impairment is that which can clearly be noticed in the disabled, but not associated with sensory or mental disabilities.

The Mentally Retarded (Intellectual/Leaning Disabilities, Speech/Language Impairment and Emotional Disorder)

The American Association on Mental Retardation (AAMR) (1992) defines mental retardation as substantial limitations in two or more of the following applicable adaptive skill areas: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics leisure and work. Mercer (1973) sees mental retardation as a deviant range on a continuum of intellectual ability with the normal status being the average or middle range.

Albinism

Albinism is a genetic condition of abnormal pigmentation resulting from reduced or absence of melanin which is a primary agent of normal human coloration. There are two types of albinism, ocular which affect the eyes only and ocularcutaneous which affect the eye, skin and hair. Encarta (2009) further explains that albinism results, following an absence in the tissues of human albinos because the enzyme tyrosinase, required for its formation, is lacking. Anyone known with this condition is called *Albino*. FRN (2013) recognizes that there are a number of issues and challenges that hinder and affect the total well being of an albino; not limited to:

- i. vision problem (eyes that, although actually colorless, appear pink because the blood vessels of the retina are visible and lacking the protection that pigment affords against strong light),
- ii. skin problem (pale skin), hair colouration (white or light yellow hair)
- iii. lack of self-esteem,
- iv. myths about albinism,
- v. stigmatization,
- vi. Stereotype and their effects on learning.

Generally, albinos are photophobic persons (dislike light or reflection); even squint at moderate lightings. In this regard, albinos even suffer more of what will make them require special attention in their education, but majorly is their sight problem. They require mainstreaming and ultimately inclusive education.

Research Question Three: How is inclusive education practised in the US?

The Practice of Inclusive Education in the US

In the United States, the characteristics of handicaps/disabled persons' education was not different from what is seen today in many countries of the world; exclusion, segregation and separation characterized the education of handicaps/disabled in the United States. For corroboration, Mokter H. (2012) submits that

...the period between 1900 and the 1970's is typically referred to as the isolation phase. Children with disabilities were segregated from their non-disabled peers for centuries. In the first half of the twentieth century, when the free public compulsory education began nationwide, students with moderate to severe disabilities were often denied the opportunity to receive equal treatment in the classrooms with their peers. Throughout the twentieth century educators, parents and activists have called for more equitable, normal treatment of these students.

Progressively, the need to accord the handicaps/disabled some educational opportunities prompted the US Congress' passage of the Education for All Handicapped Children Act (EAHCA) in 1975. This law extends the right of equal educational opportunity to children with disabilities. In 1990, this federal legislation was re-enacted as the Individuals with Disabilities Education Act (IDEA), and has undergone numerous amendments, importantly in 2004. IDEA ensures that children, even those with severe disabilities, have the opportunity to receive a free and appropriate public education in the least restrictive environment (Stainback, 2006). IDEA, together with the Americans with Disabilities Act of 1990 reflected a growing awareness among legislators and educators that separating children with disabilities from children without disabilities constitutes unequal education.

The theory and practice of inclusive education developed through various stages in U.S. These followed the passage of the Education of All Handicapped Children Act of 1975, as already indicated. Most educators then were calling this process mainstreaming, which they defined as placing children with mild disabilities into regular classroom environment for either part or all of the school day. In 1980, the term integration was borrowed, from the civil rights movement in the United States, which had challenged the forced segregation of individuals based on race. Special educationists began using the terms inclusion or inclusive schooling during the late 1980s.

However, Mokter (2012) informs that inclusion of students with disabilities into general education classrooms has taken decades to be considered appropriate practice. Controversies, research, and legislation have shaped a collaborative relationship between general and special education. A wide range of political, epistemological, and institutional factors have facilitated a more child-Centred public education. For instance, Stainback (2006) opines that if a student suffers from a physical disability that makes it difficult for her to write, his/her teacher may encourage her to tell a story aloud in the class and then ask other students to write an essay based on that story told.

Still important to mention here, education by inclusion of those with disabilities is an effort guarded jealously by United States Government. It is, however, evident from a number of

legislations that disabled are well protected under the laws, from 1964's Federal Civil Rights Act, the Rehabilitation Act of 1973, the 1975's Education of All Handicapped Children Act, to the 1990's Individuals with Disabilities Education Act and that of Americans with Disabilities Act of 1990.

Legislations were not just made; enforcement has been so impressive that a number of discriminatory cases were challenged in American courts and of course which the rulings have always been in favour of the special needs persons. This is crystal clear that the United States Government's arms – Executive, Legislature and Judiciary are not insensitive to the yearnings, aspirations, even the plights and predicaments of those Americans with disabilities in terms of employment, public services, public accommodation, telecommunication and more specifically and fundamentally the educational opportunity.

Research Question Four: *What are the situations in the Education of Special Needs' Persons in Nigeria and Pakistan?*

Situations in the Education of Special Needs' Persons in Nigeria and Pakistan

Inclusive education is globally gaining serious attention all over the world. For Nigeria, paying attention to the education of people with disabilities has been emphasized in the National Policy on Education, therein, section 10(96b&c) states that:

The education of children with special needs shall be free at all levels. All necessary facilities that would ensure easy access to education shall be provided e.g. inclusive or integration of special classes and unit into ordinary/public schools under the UBE scheme (FRN, 2013:48-49).

The above, as good as it sounds, is yet to see the light of the day. Frankly, this submission of the Nigerian Government about catering for the needs of special people's education is a good intention and still an intention. As asserted before, implementation of Inclusive Education is just not an easy task for any government to embark on – capital intensive, equipment and facilities requirements, personnel and their trainings and others have remained the bottlenecks. It is evident that it is a daunting task to pursue inclusive education at a go. What can be seen in the consideration of the Nigerian governments and the agencies or organizations involved in the disabled persons' education is the establishment of very many special schools corresponding and identifiable with the nature of handicapping conditions of the enrolled students. For instance, what exist are the blind schools, deaf schools and schools for the handicaps, catering for the education of general categories of disabled persons; established across places in the Nigerian and Pakistan, as can be seen from the tables below:

Table 1: List of schools for the Special Needs Persons in Nigeria

S/N	School	Location
1.	School for the Deaf,	Ilorin, Kwara State; Nigeria
2.	Cheshire Home for the Handicaps,	Ijokodo, Ibadan; Nigeria
3.	Oyo State School for the Handicap,	Moniya, Oyo State; Nigeria
4.	WAPCO School of Handicaps,	Sagamu, Ogun State; Nigeria
5.	Government Secondary School*	Akabo, Kaduna State; Nigeria
6.	School for the Deaf	Kaduna State; Nigeria
7.	Special Education School	T/Maliki, Kano State; Nigeria
8.	Special Education Centre	Roni, Kano State; Nigeria
9.	Special Education Centre	Daura, Katsina State; Nigeria
10.	Madam Betty Torry School for Mentally Retarded	T/Maliki, Kano State; Nigeria
11.	Wesley School for the Blind	Surulere, Lagos State; Nigeria
12.	Atundaolu School for Physically Handicaps	Lagos, State; Nigeria
13.	G.C.S.S.	Nakka, Benue State; Nigeria
14.	Maiduguri Madblind Workshop	Borno State; Nigeria
15.	Special Education Centre for the Exceptional Children	Cross River State; Nigeria
16.	St. Joseph Rehabilitation Centre for Physically Handicapped	Ukana-Iba, Ikot-Ekpene; A/Ibom State
17.	Ondo State School for the Deaf	Ondo State; Nigeria
18.	Ondo State School for Physically Handicaps	Ikare-Akoko, Ondo State; Nigeria
19.	Otukpo Blind Workshop	Benue State; Nigeria
20.	St. Cyprian's TTC Special School for Handicaps.	Nsukka, Enugu State; Nigeria
21.	Umuchu Special School	Anglican Mission, Umuchu, Imo State.
22.	CMMC Special School for the Mentally Retarded	Benin City, Edo State; Nigeria
23.	School for the Deaf.	Alderstion P/S Warri, Delta State
24.	Joseph's Day-Care for the Visually Handicapped	Obudu, Cross River State; Nigeria
25.	Oyo State School for the Blind	Ogbomosho, Oyo State; Nigeria
26.	G.C.S.S.	Nakka, Benue State; Nigeria
27.	Maiduguri Madblind Workshop	Borno State; Nigeria.
28.	Modupe Cole Memorial Child Care and Treatment Home	Akoka, Lagos State; Nigeria
29.	Pacific Hall Special School	Ikeja, Lagos State, Nigeria.
30.	Alderstown School for the Deaf	Warri, Delta State; Nigeria
31.	Centre for Children with Special Needs	Abuja, Nigeria.
32.	Comrade David Ofoeyeno School For Special Children	Delta State, Nigeria.
33.	Adeyanju Taiwo Centre For Children With Special Needs	Bodija Estate, Ibadan; Nigeria.
34.	C.A.D.E.T. Academy	Maitama, Abuja; Nigeria.

Source: Okorosaye-Orubite & Abdulrahman (2008) & Good Schools Guide Nigeria (2017) .

Table 2: List of schools for the Special Needs Persons in Pakistan

1.	Amin Maktab Centre for Special Education and Training,	54 A, Block J, Gulberg IIIm Pakistan
2.	Dar-ul-Mussarat 1	17 Waris Road, Near St. Paul's Church, Nawaz Sharif Colony, Ferozepur Road, Pakistan
3.	Dar-ul-Mussarat 2	
4.	Rising Institute,	544/2 XX sector, Defence Housing Authority, Pakistan
5.	Sada-e-Umeed,	Khanewal, Pakistan
6.	Thevenet Centre for Special Education	Covent of Jesus and Mary, Pakistan
7.	Govt. Special Education Centre	Ravi Town, Ali Park, Fort Road Lahore; Pakistan
8.	Shalimar Town, H/No.982/A, block B-1, Gujarpura Scheme Lahore	Govt. Special Education Centre., Pakistan
9.	Govt. Special Education Centre	Aziz Bhatti Town, St. No. 2, Afzal Park, Harbanspura, Lahore; Pakistan
10.	Govt. Special Education Centre	Haji Park G.T. Road Wagha Town, Lahore; Pakistan
11.	Govt. Special Education Centre	Nishtar Town, 389 B-III, Johar Town, Lahore; Pakistan
12.	Govt. Institute for Visually Impaired	Sheranwala Gate, Lahore; Pakistan
13.	Govt. Sunrise Institute for Visually Impaired	Ravi road, Lahore; Pakistan
14.	Govt. Institute for Visually Impaired Girls,	128- Khyber Block Allama Iqbal Town, Lahore; Pakistan
15.	Govt. Shadab Training Institute for M.CC,	128-Khyber Block, Allama Iqbal Town Lahore; Pakistan
16.	Govt. High School of Special Education for Hearing Impaired (Girls),	Chuburgi, Lahore, Pakistan
17.	Govt. High School of Special Education for Hearing Impaired (Boys),	40-T Gulberg-II, Lahore; Pakistan
18.	Govt. Central High School for the Deaf,	40-T, Gulberg-II , Lahore; Pakistan
19.	Govt. School of Physically Disabled Children,	Quarter No.08, Chuburji, Lahore; Pakistan
20.	Govt. Institute for Slow Learner,	House No. 5, St. No. 17, Gulzeb Colony, Samanabad, Lahore; Pakistan
21.	Govt. Institute for the Slow Learners,	Narowal. Near AL Rehman Garden Phase II, New Lahore Road; Pakistan
22.	Govt. Institute for Visually Impaired	Sheranwala Gate, Lahore; Pakistan
23.	Govt. Sunrise Institute for Visually Impaired	Ravi road, Lahore; Pakistan
24.	Govt. Institute for Visually Impaired Girls,	128- Khyber Block Allama Iqbal Town, Lahore; Pakistan
25.	Govt. High School of Special Education for Blind,	Multan. Shah Rukn-E-Alam Colony, Multan; Pakistan
26.	Govt. High School of Special Education	Khan, Z-Block; Pakistan

	for V.I.D.G.	
27.	Govt. High School of Special Education for Blind	Sahiwal. Street #02, Y-Block, Tariq Bin Zaid Road; Pakistan
28.	Govt. High School of Special Education for Blind	Faisalabad. W-Block Medina Town, Faisalabad; Pakistan
29.	Govt. High School of Special Education for VIC,	Sargodha. Z-Block, Iqbal colony, Sargodha; Pakistan
30.	Govt. Primary School for Visual Impaired Girls,	Sargodha. (Newly Established)
31.	Govt. Secondary School of Special Education for Blind	Bahawalpur. Model Town A-Block, Bahawalpur; Pakistan
32.	Govt. Institute for Blind	Gujranwala W-Block, Peoples Colony; Pakistan
33.	Govt. School for the Blind Girls	Rawalpindi Near Furniture Market, Shahmasabad.
34.	Govt. Qandeel Secondary School for the Blind,	Rawalpindi Kohati Bazar, Pakistan
35.	Govt. Razia Sultan Institute for the Blind,	Attock. People Colony, Pakistan
36.	Govt. School for the Blind,	Chakwal Tatral Road; Pakistan
37.	The Effort Rehabilitation and Vocational Centre for Special	Children Garden West Karachi; Pakistan

Source: Wikipedia (2016) List of special education institutions in Pakistan. *Education in Pakistan*. https://en.wikipedia.org/wiki/Education_in_Pakistan

In Pakistan, at the 2014 International Day of Persons with disabilities; speakers demanded that the authorities should provide inclusive facilities in educational institutes to the disabled persons (blogs.tribune.com.pk, 2014). Although the government has allocated special quota for disabled persons in jobs, it is not yet being implemented in a transparent way. These persistent demands in favour of disabled seem to be genuine and logical, according to blogs.tribune.com.pk (2014), manifesting in the government and some NGOs establishment of a few educational centres for special persons in the urban areas in Pakistan, but the fact remains that a majority of disabled persons live in the rural areas, where proper facilities are unheard of and regular access to these urban centres is logistically near to impossible. So also, those at the receiving end of this, that is, the physically challenged people are reported to strongly feel that their fundamental right of education is being denied due to the present exclusionary system.

Unlike the case in Nigeria, it is reported that in Pakistan; educational institutes, especially higher education institutes, lack special facilities for physically challenged persons, who are facing problems due to great distances between them and their homes. The arrangements for inclusive facilities would allow disabled people nationwide to avail their fundamental right to education. Affirmatively, blogs.tribune.com.pk (2014) considers that the their demands seem genuine and logical, as the government and some NGOs have established a few educational centres for special persons in the urban areas of the country (see table 1), but the fact remains that a majority of disabled persons live in the rural areas, where proper facilities are unheard of and regular access to these urban centres is logistically near to impossible.

In developed countries, disabled persons are treated as linguistic minorities, rather than special people. There, the belief is that there is a need to mend societies instead of special persons. What this mean is that the enabling environment is what is needed for the disabled to survive under any circumstances. Akinpelu (2000) stressed that in order to fully meet the needs of those individuals in Nigeria, so also in Pakistan; as well as most other countries, integrating (mainstreaming) these individuals into every sphere of life is being advocated. Bowley and Gardner (1980) also suggested that the logical outcome of blurring the dividing line between “normal” and “handicapped” is that where applicable, handicapped children should be educated alongside their able bodied peers, rather than being segregated in special sub-groups and institutions. From the blogs.tribune.com.pk (2014), focusing on Pakistan, it is remarked that educational institutes, especially higher education institutes, lack special facilities for physically challenged persons, who are facing problems due to great distances between them and their homes. However, it was mentioned that arrangements for inclusive facilities would allow disabled people nationwide to avail their fundamental right to education.

Also, it was stated that integration of persons with disabilities is the most realistic form of special education since handicapped children and adults are expected to live together in the society with their able bodied counterparts (FRN, 2004). Governments of Nigeria and Pakistan may be trying to attend to educational needs of the disabled, but all still amounts to segregation. In Nigeria, government went a step further to establish a Federal College of Education (special), Oyo for the training of teachers in special education for special schools. Another effort is the funding of the University of Ilorin’s Centre for Supportive Services for the Deaf, housed in her Faculty of Education. So also in Pakistan, under the Federal Ministry of Health is the National Institute for Special Education to train teachers for the special schools, such as Govt. In-service Training college for the Teachers of Disabled Children, Govt. Training college for the Teachers of Blind and another for the deaf; all established in Lahore. This was earlier regarded by many as impressive government’s intervention, but it is today understood as unfashionable, going by the unique practice of inclusion in the advanced countries of the world. In developed countries, disabled persons are treated as linguistic minorities, rather than special people.

From the foregoing, it shows that government has a soft spot for education of the disabled persons; but not demonstrating serious commitment of having them integrated into the regular, conventional schools with their non-disabled counterparts in the same classrooms. The consequence of this among others manifests in psycho-social maladjustment of the disabled.

The view of Adelowo (2006:13) supports the above statement when it was reported that:

Over the years, there have been various forms of educational provision for children with special needs, but it was believed that since the population of special children is always negligible the best way to carry them along with the others was to attend to them separately. This rationale may seem correct, but in practice it was detrimental to the children. In the special schools, most of the learning inputs were inadequate and inappropriate, special needs students were often considered unteachable so the learning content was watered down and the classroom could be any available space. Since the children were already classified as

being unable to learn, it was believed that any teacher would do, even if they were inexperienced and untrained.

The unfortunate perspective quoted above has come under review in many countries. For example in the West, the last 25 years have witnessed very vigorous pursuit of integrated educational services. Legislation to support the thinking and wishes of government has been enacted. Adelowo (op. cit) maintained that the zeal, vigour and determination with which these programmes were implemented did not only bring equity and access to quality learning, it ensured the eventual social integration of the special needs learners. This is not to say that integration, as a concept is new, far back as 1836, France had suggested integration (a country be for Britain or America), although, it was not implemented in France until 1948.

In summary, education of the special needs is still confined in the special schools and not adequately catered for, possibly because inclusive education is a big task to undertake, but the option of mainstreaming is available to kick-start.

Research Question Five: What lessons are there for Nigeria and Pakistan to learn from US?

Lessons for Nigeria and Pakistan from the Inclusive Education Practice in the US

As pointed out from the U.S. theory and practice of inclusive education, it is of primal importance that Nigerian and Pakistani governments, policy makers, educational administrators, proprietors and other stakeholders in the general and special education start to imbibe inclusive education, but gradually by first committing themselves to mainstreaming and streamlining for the reasons that United States of America herself started gradually with mainstreaming and now has full inclusive education pursued with total commitment and all seriousness. This is supported by Adedaja (1999) when it was remarked that the United States of America is probably the best example of a country that provided the best education for the disabled children. Olukotun (2005) also shares the same view, saying that inclusion has been practiced in the advanced countries (particularly America) and found successful.

In the implementation of inclusive education, it has developed through various stages. Stainback (2006) asserts that after the passage of the Education for All Handicapped Children Act of 1975, most educators called it the process of mainstreaming which they defined as placing the children with mild disabilities into regular classroom environment for either part or all of the school day.

To be more specific, the lesson for Nigeria and Pakistan is to start Inclusive Education in a gradual manner like US did through mainstreaming with adequate streamlining and before inclusion; the strategy that is now making the US the most successful country in the theory and practice of Inclusive Education. Other lessons for the duo of Nigeria and Pakistan to learn from the American practice of inclusive education are:

- The government of the United States of America recognized that all human beings irrespective of their disabilities must be given equal opportunity with their non-disabled persons in educational enrolment, access, retention and completion.
- The above is identified as part of the national commitment, resulting in the promulgation and enactment of series of laws at different periods by the American Congress to protect the rights of the American with Disabilities. The various Acts of the American parliament such as ADA, IDEA, and others.

- Supportive services are made available for the disabled children to be fit into the regular and conventional schooling.
- Facilities were upgraded, modified and adjusted to suit the needs of the disabled e.g. pliable terrain for wheelchair.
- Under title II of ADA, states and local government are mandated not to exclude people with disabilities from government programmes or activities.
- Job opportunities. Title I of the ADA prohibits private employers, state and local governments, employment agencies, and labour against otherwise qualified people with disabilities. Rehabilitation Act of 1973 also prohibits discrimination of people with disabilities.

Research Question Six: What are the justification and benefits of Mainstreaming-Streamlining before inclusive education for Nigeria and Pakistan?

Justification and the Benefits of Mainstreaming-Streamlining Before Inclusive Education for Nigeria and Pakistan

For the purpose of justification, it has to be clearly delineated that mainstreaming is not the same as inclusion, but a thin line demarcates the two. For every successful inclusion, mainstreaming is a persuasive trial which goes a long way to determine the success an inclusive education programme can record. Mainstreaming is therefore not inclusion, it requires that;

- i. No mainstreamed child should be kept for full-time in a regular classroom, as spending the whole day in a regular classroom with their able bodied and minded peers amounts to full inclusion.
- ii. Mainstreaming has nothing to do with a special school. Any child with special needs that is put in a special school is already a discrimination and exclusion
- iii. Studies have also indicated that teaching children with special needs outside the school, whether in the hospital, at home or elsewhere, other than institutions where teaching-learning takes place is not mainstreaming.. However, a child may be taught as individual or within a small group, which must still be in the school; in the case of a sick or recuperating child.

Mainstreaming and streamlining are the practical preconditions to full inclusion. Whatever inclusion intends to achieve, there is no doubt that it will instrumentally begin with mainstreaming; as exemplified in the American ideas and patterns of inclusive education practice which gradually moved from mainstreaming to full inclusion. For instance, having instructional time for the disabled alongside their able bodied and minded peers (those with no special needs) has been recognized as that which helps the learners to learn the strategies taught by the teachers. On the other hand, the teachers bring in different ways to teach a lesson for special needs students and peers without need. This therefore means that mainstreaming goes with modifications in content, time, materials and space which characterize the learning activities that will involve the special need learners. Involvement of all the students will potentially get them benefit from the modified arrangement.

- ✚ Equally in the mainstreamed classrooms or schools, the students learn from the lesson, how to help one another. Similarly, socialization develops and allows students to learn communication skills from one another, thereby building friendships from this interaction. Also, students can learn about hobbies from one another. The friendship in school is important for the development of learning. Basically, involving peers without needs with special needs peers gives the students a positive attitude towards one another, even after school.
- ✚ Extra-curricular activities - physical fitness development and the achievement of the various accruable benefits of extra-curricular aspects of school-life which the special needs students are involved homeroom, specials such as art and gym, lunch, recess, assemblies, and other electives.
- ✚ Stigmatization associated with special need individuals will be removed when they are mainstreamed and streamlined with those without special needs. On the other hand, the high rate of alms' beggars as a result of their disabilities will be eradicated and special needs students will feel belonging to the society and contribute meaningfully to the national development. As a general dictum, this says that, there are abilities in disabilities.
- ✚ No government in the developing nations of the world can move into full inclusion and succeed in its practice. Full inclusion requires special training of the personnel, characterized with many support services, involves special or modified equipment and adapted facilities; all of which may attract a length of to plan for. However, mainstreaming and streamlining are better steps to successful practice of full inclusive education.

Generally, the benefits of mainstreaming and streamlining to the governments of Nigeria and Pakistan would manifests in the form of:

- i. Resources' conservation. This means that wasteful spending on trying to commence full inclusion which remains a mirage in developing countries like the study areas will no doubt continue to be a trial and error for a very long time; leading to waste of materials and human resources
- ii. Mainstreaming will specifically afford the governments of the two countries of study, and by extension, other individuals, corporate bodies and organizations; the time to plan for full educational inclusion, as this will be more of experimenting how to successfully migrate into full inclusion and subsequently formulate guiding and sustaining policies.
- iii. Removal of inevitable frustrations that will continually plague the practice of inclusion that is not preceded with mainstreaming. Mainstreaming is sequential, modified or adapted and progressively adds value to teaching and learning situation in a mainstreamed classroom or school.
- iv. With mainstreaming, learners differences in their abilities and special conditions are given consideration and special attention deserved from the beginning, moving from simple to moderate and ultimately to general, even in the curriculum and lesson delivery.

CONCLUSION

Statistically, it has been documented that Nigeria has over 22 million people with special need and in Pakistan, the figure of 3,286,630 disabled persons out of a total population of 132,352,000 was first arrived at through the 1998 census, according to Rukhsana (2015) indicating 2.4% disabled. However, a significant drop of upto 80% as reported in the Pakistan 6th population and housing census, 2017 (Pakistantoday, 2017). It is evident that a greater percentage of disabled population in both Nigeria and Pakistan are enrolled into the available special schools and in these special schools, what goes on still portrays discrimination. Having them along non-handicapped students will go a long way to opens the lines of communication between those students with disabilities and their peers. If they are included into classroom activities, all students become more sensitive to the fact that these students may need extra assistance.

The awareness of the need for inclusion in education has grown worldwide. Many international documents such as the Canadian Commission on Emotional and Learning Disorder report of 1970, the 1978 Warnock Report in England, and the 1984 Report by the Ministry of Education in Australia, refute educational exclusion. All of these documents are part of a growing effort among educators around the world to provide children with the opportunity to learn with and from their peers, regardless of any individual differences they may have. Nigeria and Pakistan should therefore not be indifferent to joining the world's focus on educational inclusion. And for the two countries to embark on inclusive education, so many lessons can be learnt from the United States of America (USA).

However, the achievement of this impressive new order in the inclusive education of special need persons in Nigeria and Pakistan is currently a mirage. This is because; inclusive education is not easy to dabble into without adequate preparation and piloting. As earlier indicated, Pakistan is yet to reach a consensus on the practice of Inclusive education and Nigeria is currently developing a policy in this regard. A country like US also did not just start with Inclusive education, but mainstreaming. Mainstreaming and streamlining are the options for these two countries under the study before full inclusion in the education of their special needs persons.

Suggestions

As may be inferred, Inclusive education was preceded with mainstreaming and consequently streamlined in those countries with advanced inclusive education practice today. Governments of Nigeria and Pakistan are therefore expected to pro-actively emulate those efforts by developed countries, as their template; while aiming at full inclusive education. United States America is rated highest and leading in the practice of educational inclusion which she gradually began with mainstreaming and streamlining.

The Governments of the two countries should act not outside the US mode of starting inclusive education by preceding the practice with mainstreaming and streamlining. For inclusive education to be realistic, all existing special schools for the handicaps or persons with special needs should be closed down by the governments of Nigeria and Pakistan. Also, any further proliferation of such special schools by the individuals, corporate bodies or Non-Governmental bodies should be outlawed, but be established as units within the regular school premises to promote mainstreaming and opportunity for streamlining.

In principle, a number of factors will inevitably prompt the success of inclusive education in the two countries of study, which should start with mainstreaming, as widely observed and if adopted; considering the listing from Utah Education Association in submission of Okorosaye-Orubite and Abdulrahman (2008), thus:

- Family-school partnerships
- Collaboration between general and special education teachers.
- Well constructed individualized Education Programme plans
- Team planning and communication
- Integrated service delivery
- Training and retraining of teachers or staff development, not only the special needs teachers, but other teachers that will be in the same inclusive environment.
- Formulation of protective and strengthening laws to back inclusive education.

Mainstreaming and streamlining can potentially remove the stigma associated with various forms of disability that consistently boxes the victims to the corner; begging for recognition and survival.

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