



A LEAP FROM SPECIAL AND INCLUSIVE EDUCATION TO INCLUSIVE SPECIAL EDUCATION: A CALL FOR CONCERN

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ABSTRACT

The focus of this article is to demonstrate that change is constant in the educational system. Education especially for children with disabilities has been a call for concern. This is so because, many have tackled the problem of education for children with disabilities from diverse angles. Some just like Louise Mbibeh thinks that these children can only be taught in an inclusive classroom reason being that special education is a form of divide learning or segregation. But others in the other hand just like Marry Warnock thinks that special education is necessary in the field of education especially for children with severe levels of disabilities. For inclusive education does not only means learning under the same roof but receiving all children despite their nature and placing them where they can learn best. But that will not be our point of focus. In this article, we want to demonstrate that neither special education nor inclusive education only can provide appropriate education for children with disabilities. The two of them must come together with their different strategies and provide a better education for these children. Both inclusive and special education are important non should be abandoned or valued above the other. Inclusive nor special education cannot function well without the other. Both needs each other so as to provide appropriate education for children with disabilities. What is the way forward now? inclusive special education is our way forward as a means to promote equality, quality and best education for children with disabilities. It is also a means through which controversies that exist between special and inclusive education are addressed and quality education established.

Keywords:

Inclusive Education, Special Education, Education, Inclusive Special Education

RÉSUMÉ

Le présent article vise à démontrer que le changement est continu dans le système éducatif. L'éducation, en particulier celle des enfants en situation de handicap, constitue un sujet important. En effet, nombre de chercheurs ont abordé la question de l'éducation des enfants en situation de handicap à travers différents prismes. Certains chercheurs, comme Louise Mbibeh, pensent que ces enfants ne peuvent être éduqués que dans une classe inclusive, car l'éducation spéciale est une forme d'apprentissage marginal ou de ségrégation. Par contre, d'autres penseurs, comme Marry Warnock, pensent que l'éducation spéciale est nécessaire dans le domaine de l'éducation, surtout pour les enfants souffrant de handicaps graves. En effet, l'éducation inclusive signifie, non seulement apprendre sous le même toit, mais encore accueillir tous les enfants en dépit de leur nature et les mettre dans un environnement où ils peuvent le mieux apprendre. Toutefois, cette approche ne nous intéresse pas dans le cadre du présent travail. Dans le présent article, notre but est de démontrer que ni l'éducation spéciale ni l'éducation inclusive ne peuvent à elles seules offrir une éducation de qualité aux enfants en situation de handicap. Il est important de combiner les deux approches suivies de leurs différentes stratégies, afin de donner une meilleure éducation à ces enfants. L'éducation inclusive et l'éducation spéciale sont toutes deux importantes et ne doivent pas être négligées ou valorisées l'une par rapport à l'autre. L'éducation inclusive et l'éducation spéciale ne peuvent fonctionner correctement l'une sans l'autre. Ces deux approches ont besoin l'une de l'autre pour assurer une éducation de qualité aux enfants en situation de handicap. L'éducation spéciale inclusive constitue l'approche la plus adaptée pour promouvoir l'égalité, la qualité et la meilleure éducation possible pour les enfants en situation de handicap. Il s'agit aussi d'un moyen d'aborder les controverses qui existent entre l'éducation spéciale et l'éducation inclusive et de mettre en place une éducation de qualité.

Mots-clés :

Éducation inclusive, éducation spéciale, éducation spéciale inclusive

INTRODUCTION

Before we begin, there is a need for us to identify some of the key terms that surrounds this article and define them for clarification. The term inclusive comes from a Latin word *inclusus* which can be understood as “Including everything within its scope”.¹ Beyond its etymology, inclusive can be defined as: “that which is responsible for seeking assistance in capturing and providing education services to all students in school authorities, communities, families, educational institutions, health services, community leaders, and others”.² Special comes from a Latin word *Specialis* meaning “That which is of a particular interest to someone or that which is distinguished by its unique or unusual quality”.³ Etymologically, the word education originates from two Latin words: “*educere*” or “*educare*”. The first one is understood as to “*rear*” or to “*train*”. The latter, is translated as “*to lead out*” or to “*bring out*”. From the two etymological definitions of the word education, the first one, education is seen as the “rearing or bringing up of children through character training and discipline so that, they live up to some standard set by the society”.⁴ Considering the second etymological definition of education, it is seen as a process that: “involves the provision of conditions that will help the child’s nature to unfold; that is, the conditions that will help to bring out the best in the child”.⁵ Education can also be defined as: “the process of giving or receiving systematic instruction”.⁶ Education brings change around the world. It was for this reason that Michael Farrell underlined: “to be educated, implies that, the individual has been changed by the experience of education in terms of behaviours towards others, ability to understand the world and an ability to do things in the world”.⁷ To be educated therefore means to be reformed and transformed. In the eyes of Garry Hornby: “inclusive special education involves the recognition that all

¹Inclusive in *Diccionario de la Lengua Espanola*, vigesima Tercera edition, real AcademicEspanola, 2014, p. 50

² Mega Iswari, Marlina, Nurhastuti, Irda Murni, Armaini, *Friendly Inclusive Environment Toward Learning in Inclusive Education*, Atlantis Press Sarl, DOI: 10.2991/Assehr.K.200217.018, 2020, p. 86

² *Ibid.*

³*Ibid.*, p. 101

⁴Tambo, L, cited by Nelson Shang, Ngalim Valentine BANFEGHA, *On The Dangers of Inert Ideas in Education: Reflections on Alfred North Whitehead's Aims of Education and Other Essays*, <https://www.researchgate.net/publication/350036888>, 2020, p. 1

⁵ *Ibid.*

⁶ Michael Farrell, *Foundations of Special Education: An Introduction*, 1st edition, Singapore, John Wiley & Sons, Ltd, 2009, p. 2

⁷ *Ibid.*

children with special educational needs and disabilities will be provided for appropriately within each country's education system, with the majority of them in mainstream school".⁸

It is now widely believed that the policy of full inclusion is not working that is, children with and without disabilities studying in the same classroom and as such there is a need for a new solution to teaching children with special needs. This solution is aimed at bringing practical ways in which children with special needs can achieve education which addresses their needs. Garry Hornby remarked: "the concept of full inclusion is theoretically unsound and practically impossible to achieve".⁹ This is because, it is considered that there will always be some children with special educational needs and disabilities who cannot be successfully included in mainstream classrooms, which means that there is a limit to the proportion of children who can effectively be educated in mainstream schools and thus there is a need for a new more realistic vision for the education of children with special educational needs and disabilities to replace both inclusive and special education. It is therefore proposed that this will best be achieved by developing a realistic theory of inclusive special education which will synthesize philosophies, policies, and practices of both inclusive and special education. This is done in order to present a clear way for the effective education of all children with and without special educational needs and disabilities.

I. THE REFORMULATION OF INCLUSIVE EDUCATION: EQUITABLE QUALITY EDUCATION FOR ALL

Inclusive education in this context means education for children with and without disabilities. Inclusive education if well-structured is one of the best way to harmonize education. It brings children or people from every background together despite their diversities. It is an education of no borders, it promotes unity, love, acceptance and togetherness. The challenge that inclusive education has been facing is that, it has not been well structured that is, to meet the needs of every child. It has been discovered that, in an inclusive school the needs of others have been met while others are facing difficulties in satisfying their needs. This is because many have misunderstood what is meant by inclusion in education. To include every child in an educational system or in a classroom does not only means placing them in the same classroom but putting them where their needs can be met. Inclusive education has been failing because they include every child in the same classroom even those with severe

⁸ Garry Hornby, *Inclusive Special Education: Evidence-Based Practices for Children with Special Needs and Disabilities*, p. 12

⁹Garry Hornby, *Inclusive Special Education: Evidence-Based Practices for Children with Special Needs and Disabilities*, New York, Springer, 2014, p. 2

levels of disabilities thus making the school outcomes to be very poor. The needs of others are met while others are just there because they need special teachings or different resource room. Including every child in education is good but let them be placed where they can learn best and their needs fulfilled.

Schools that promote inclusive education should be capable to bring out potentials in all children. All the inclusive schools must be capable of: “[...] combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving an education for all [...]”.¹⁰ Inclusive education should be redefined so that any aspect in it that brings the system down can be removed and effective inclusion implemented. Children needs to be educated where they can learn best and their needs addressed. Educational inclusion where the needs of all children are not meet has a problem. Inclusive education is posing a very big problem especially to children with severe levels of disabilities, this is because these children are not receiving appropriate education that addresses their needs.

Implementing special education is still part of inclusive education in another dimension. Sending those with severe levels of disabilities to special school is still inclusion. This is said so because many have argued that sending children to special school is like separating them from other children but now the question is, what is the aim of full inclusion when other children are not learning? Some have argued that special education should be banned and inclusive education implemented as the only system of education reason being that there is no special world these children will live in after leaving school. This a very big challenge that is bringing down the outcomes of inclusive schools nowadays the problem of full inclusion even with children facing severe disabilities. Inclusive education does not only means studying under the same roof but where the needs of every child can be acquired.

Disabilities of every child should be the point of attention so as to balance up the educational system. Note should also be taken that Banning special education has raised many doubts as seen with Philippa Gordon-Gould, Garry Hornby when they remarked: “The consequences of the various attempts towards implementing full inclusion are considered and whether the closing down of special schools and special classes, along with the loss of specialist pedagogical skills and resources, is a move likely to serve the best interests of vulnerable children and society as a whole in the long run”.¹¹ The two systems of education should be implemented and work hand in hand because banning the other will lead to downfalls in the overall outcomes of the schools. Philippa Gordon-Gould and Garry Hornby remarked:

¹⁰ David Mitchell, *What Really Works in Special and Inclusive Education Using evidence-based teaching strategies*, USA, Canada, Routledge, 2008, p. 28

¹¹ *Ibid*, p. 4

“inclusion movement has come to a final crossroads where important decisions for the way forward need to be made”.¹² This is because full inclusion is failing in its objectives.

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II. PROVISION OF EFFECTIVE SPECIAL EDUCATION

Special education has been under attack over the past decade, who believed that special education is the reason why full inclusion is not effective and leads to exclusion. Special education has been considered as : “a symbol and guarantor of separation and exclusion and therefore incompatible with the idea of inclusion”.¹⁵ Again:

A child who has been classified as ‘learning disabled’ is excluded from certain careers and educational pathways, even if he or she receives special educational support in general school, or access to these careers is made more difficult. In this respect, special needs education has immense consequences for children’s chances of learning and education. In other words, special needs education is a handicap in all cases, whether in special or inclusive settings. Even if the disadvantages of special schools no longer apply, they retain a considerable residual destructive potential which has an immediate effect on practice and the future of children. Any support by special education is seen as damaging.¹⁶

Children with disabilities has suffered a lot especially within the period of 1933 and 1945 in Germany where the Nazi government sterilized and murdered children with disabilities. The number of children with disabilities are doubling every year but the number of special schools are at a decrease. Inclusive education without special education is not 100% working and so need the intervention of special

¹² Philippa Gordon-Gould, Garry Hornby, *Inclusive Education at the Crossroads Exploring Effective Special Needs Provision in Global Contexts*, New York, Routledge, 2023, p. 197

¹³ *Ibid*, p. 4

¹⁴ Philippa Gordon-Gould, Garry Hornby, *Inclusive Education at the Crossroads Exploring Effective Special Needs Provision in Global Contexts*, New York, Routledge, 2023, p. 197

¹⁵ Hänsel, D. Sonderpädagogik cited by Bernd Ahrbeck, Marion Felder in *Analysis of Barriers to Inclusive Schools in Germany: Why Special Education Is Necessary and Not Evil*, Doi:10.3390/educsci10120358, 2020, p. 1

¹⁶ *Ibid*, p. 6

education. It was for this reason that Garry Hornby is proposing the system of inclusive special education which;

Builds upon elements of the Finnish model of special education delivery. It can be seen as a new theory which combines inclusive and special education. In the theory of inclusive special education, each child with special needs should receive the most appropriate intervention in the best possible setting with the aim of achieving the highest possible level of inclusion in the community post-school.¹⁷

The aim of this theory is to foster acceptance and diversity. Many but not all children will be educated in the general classroom thus a continuum placement option is highly demanded that is, placing children according to their areas of needs. Therefore: “Inclusion will fail if a totalitarian approach such as “full inclusion” or “all means all” is taken and special education is eliminated”.¹⁸

There are still lots of lapses as to how special educational needs are being provided to children with special educational needs and disabilities. There has been lot of limitations in the effectiveness of special education provisions more especially in the less developed countries. This is because children with disabilities has not received resources or equipment’s that can facilitate their learning. Equally lack of finances has caused many countries not to be able to realized effective special education outcomes. Another hindrance is that, there is inadequate teachers that are being trained only to teach disabled children like the blind, deaf, doom etc. many teachers are still lacking in this domain or specialty. Teacher’s knowledge and skills are considered as the key success to both special and inclusive practices. What has caused this is because people feel reluctant or uncomfortable being with disable people, of going to school just to finish and teach disable children. They do so forgetting that these children also constitute part of the society and so needs to receive also education that addresses their needs.

For special education to be effective first and foremost, teachers, educators and parents need to develop positive mind-sets about the disabilities of these children. This is so because when they develop negative mind-set about disable children to teach them or send them to school becomes a problem and so they cannot teach them with love and anything done without love does not bring positive outcomes. They also need to develop positive attitudes towards these children. Immediately teachers develop negative attitudes towards children, it will hider them from teaching them well and so will affect negatively children’s educational outcomes. When children know that they are loved, it permits them to learn well. For this reason, let teachers create a welcoming atmosphere for these children and this will go a long way to uplift the educational outcome and also reduce that rate of illiteracy among these

¹⁷ Garry Hornby sited by Bernd Ahrbeck, Marion Felder in *Analysis of Barriers to Inclusive Schools in Germany: Why Special Education Is Necessary and Not Evil*, p. 10

¹⁸ Bernd Ahrbeck, Marion Felder in *Analysis of Barriers to Inclusive Schools in Germany: Why Special Education Is Necessary and Not Evil*, p. 10

children. Many teachers have also been reluctant teaching these children with the misconception that it takes a lot of their time. Time should be devoted to these children to make sure that they also receive education that will enable them to live independently in their adult lives. For special education to be effective, there must be effective provision of their educational needs. First of all, the educators need to understand and provide resources that will help address the special needs of these children. If these children are not provided with resources that does not address their needs, the learning outcome will either be stagnant or it will drop.

Provision of wrong resources to these children will end up with poor results. Because of this, educators need to identify first of all the needs of these learners. The question they should always ask is this; what does this child precisely need to improve on his or her learning? Immediately what he or she needs is identified, 50% of his or her success is attained and the reverse is true. This special education should be provided equally to every child with educational disability. During the rehabilitation act which was passed in the United States in 1973, it was decided: "No otherwise qualified individual with handicaps shall solely by reason of her or his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance".¹⁹ These children should not be treated differently for any reason.

III. A LEAP FROM SPECIAL AND INCLUSIVE EDUCATION TO INCLUSIVE SPECIAL EDUCATION: A CALL FOR CONCERN

Inclusive special education is opposing the strategies used in inclusive and special education. Inclusive education is using the strategy of full inclusion wherein all children including those with severe levels of disabilities are taught in the same classroom. Inclusive special education proposes a system wherein children facing severe levels of disabilities be removed and sent to special schools and those in special school who can study in an inclusive setting be removed and send into an inclusive school. Inclusive special education is also proposing that inclusive and special educationist should work hand in hand so as to overcome challenges faced in educating children with disabilities. Inclusive special education is not in opposition of inclusive and special education. It opposes only their different strategies used in teaching children with disabilities. But its mean aim is to synthesize differences existing between inclusive and special education for a better and quality education for children with and without special

¹⁹ Bateman, David; Bateman, C. Fred, *A Principal's Guide to Special Education*, United States of America, Library of Congress Cataloging-In-Publication Data, 2001, p. 6

educational needs. Inclusive special education has as key principle the: “synthesis of inclusive education and special education and the implementation of the evidence based-practice”.²⁰

The goal of inclusive special education is to make sure that the differences that exist between inclusive education and special education be nullified and a strong relationship established between them. Johanna Fitzgerald et al. after looking at inclusive special education, remarked that “we acknowledge both inclusive and special education as equally important components of an integrated education system and a recognition of a continuum of teacher expertise to meet common, distinct and unique needs of students”.²¹ Furthermore, “while the model recognizes that most students should be educated in mainstream classrooms, it advocates the need for flexible movement across a continuum of provision for students with significant needs”.²²

Because of the incapability of inclusive education, Warnock wants to give a new look into special education. She affirmed: “The successful special education seems to be a model that could be followed by others”.²³ For her, there is an increasing evidence that inclusion is not working and so should be given a new look to it. Hornby for this very reason writes: “The views of children with learning or behavioural difficulties should be taken into account when deciding on where they are best educated. Following placement, their views should be sought with regard to whether they are satisfied with the education they are receiving”.²⁴ For him, children should learn in an environment where they are satisfied because it will help them to concentrate and study well. When children are being placed where it is not pleasing them they won’t study well because the type of education provided to them does not address their educational needs.

Warnock however concluded: “Inclusive education should be rethought and redefined in order to allow children with special educational needs and disabilities to be included in the common educational enterprise of learning, wherever they can learn best”.²⁵ This is because inclusive education is failing and for her special education should be given a new look. She goes further to demand for the continues need

²⁰ Ibid, p. ix

²¹ Johanna Fitzgerald, Joe Lynch, Angela Martin, Bernadette Cullen, Editor: Garry Hornby and James M. Kauffman, *Leading Inclusive Learning, Teaching and Assessment in Post-Primary Schools in Ireland: Does Provision Mapping Support an Integrated, School-Wide and Systematic Approach to Inclusive Special Education?* <https://doi.org/10.3390/educsci11040168>, 2021, p. 3

²² Garry Hornby cited by Johanna Fitzgerald, Joe Lynch, Angela Martin, Bernadette Cullen, Editor: Garry Hornby and James M. Kauffman in *Leading Inclusive Learning, Teaching and Assessment in Post-Primary Schools in Ireland: Does Provision Mapping Support an Integrated, School-Wide and Systematic Approach to Inclusive Special Education?* p. 3

²³ Marry Warnock, “Special Educational Needs: A New Look”, Barton, London University Press, 2005, p. 45

²⁴ Garry Hornby, *Are Inclusive Education or Special Education Programs More Likely to Result in Inclusion Post-School?* Editor: James Albrigh, University of Plymouth, 2021, p. 2

²⁵ Ibid, p. 13

for special school for children with special educational needs and disabilities. She states: “The dogmatic special school closure lobby must recognize that for some children special schools are the best or indeed the only option”.²⁶ There are some children whose level of disabilities are so severe that they cannot be educated in an inclusive classroom but only in a special school or classroom. She was not completely against inclusive education but emphasized that it should not be the only means of educating children with special educational needs and disabilities because special schools maybe the only option for some children.

Terzi however underlined: “The dogmatic special school closure lobby must recognize that for some children, special schools are the best or indeed the only option”.²⁷ She however thinks that not every disable child can be educated in an inclusive school or classroom; this is because there are some children with severe cases who can only learn in a special school or classroom or need a resource room. Reason why she believes that in some cases, a special school is the best and only option for such children. It was equally for this very reason that Farrel underlined: “The rational for inclusive education is seriously flawed and there is a lack of empirical evidence to support its effectiveness”.²⁸ Inclusive education in his own perspective lacks concrete evidence that can support its effectiveness and so there is a need for special schools to support its effectiveness. It has been discovered that not all children in inclusive schools are receiving appropriate education due to their natures and so special classrooms should be provided to them.

Likewise, in developing countries like Cameroon where education for children with disabilities is still farfetched, “We task ourselves to create an exemplary republic united in its diversity to carry the country to emergence... Such a republic will be achieved through a harmonious community spirit.... In this effort, our education is highly implicated”.²⁹ We need an appropriate educational system which can build up children with disabilities and address their needs. Education in developing countries have been considered as a privilege and not as a right. More attention needs be given to special educational needs provision because the development of a country is determined by the level of its education. Cameroon is looked upon as a country that will emerge by 2035 and so the educational systems needs to be worked upon in preparation for this emergence. Tani Emmanuel Lukong and Nformi Doris Jaja underlined:

Proper attention has not been given to special needs education in terms of planning and organization. It’s planning; organization and management have been characterized by lack of vision and commitment,

²⁶ Lorella Terzi, *Special Educational Needs: A New Look*, continuum: London, Open University Press, 2010, p.129

²⁷Lorella Terzi, *Special Educational Needs: A New Look*, p. 129

²⁸Michael Farrel, “*Debating Special School*”, London, Routledge, 2010, p. 29

²⁹ Roland Ndille, *Learn History, think unity: National integration through History education in Cameroon*, <https://www.researchgate.net/publication/343651559>, DOI: 10.17159/2223-0386/2020/n23a3, 2020, p. 44

inadequate funding, lack of cooperation among experts, negative attitudes influenced by traditional values, and culture.³⁰

Implementing effectively education for children with disability demands a lot of commitment for an emerging Cameroon. It has been remarked that:

Some special needs children with talents in Cameroon and indeed the world over have lived and died without education. Many have also lived and died, unknown and perhaps unwanted, their talents lost at the detriment of the society. As it is the case in most developing countries, effective participation of all able bodied individuals is required for the building and total transformation of their respective societies. This expectation is a bit difficult for persons with special needs due to their handicapping conditions.³¹

We need inclusive and special education to be empowered in this country Cameroon so as to address all individual's educational challenges of persons with disabilities. Emerging Cameroon should emerge together with quality education given to children with disabilities. This is so because it has been discovered that "While inclusive education (IE) has been promoted since the 1990s, most schools in Cameroon in practice are far from being inclusive".³² We need to work hard towards an inclusive Cameroon which will provide education to children with disabilities as a right and not as a privilege.

In Cameroon after implementing and experimenting the Objective Based Approach (OBA), it was discovered that it was incapable to bring forth best teaching and learning process. Some called it to be incompetent and inadequate. Competency based approach was put in place to replace OBA. This competency base approach also known as CBA permit learners to be able to work and discover their capabilities. It is no teachers centred but learner centred. This is an approach that help enhance learning both for children with and without disabilities. This approach can be so helpful in inclusive special education as it will permit children with disabilities to work on their own and their potentials discovered. This approach has gained grounds most especially in the world of academics. It permits learners not to only acquire knowledge but to use it to solve their daily problems in life, work and families, socials and also professional challenges. It helps children with disabilities to actualize themselves and this helps in the effective implementation of inclusive special education. CBA is considered a developmental tool for inclusive special schools. CBA focuses more on what the learner can do which is in line with the principles of inclusive special education. Lilian F. Wiysahnyuy remarked: "In the CBA, the focus is to

³⁰ Tani Emmanuel Lukong, Nformi Doris Jaja, *Inclusive Education in Cameroon; Dictates of Learning Environment on the Academic Participation of Students with Physical Disabilities in the South West Region of Cameroon*, vol. 2, <http://dx.doi.org/10.20431/2454-7654.0203005>, 2016, p. 48

³¹ *Ibid*, p. 49

³² Ngoran Mathew Banlanjo, Valentine Banfegha Ngalim and Willem Elbers, *School Leaders as Positive Deviants in Cameroon: Champions of Inclusive Education*, Radboud University Press, 2022, p. 1

enable learners to master the knowledge, skills and attitudes needed for the world of employment and general life”.³³

In a recent special text of special education of Kauffman et al, they suggested that educators should be more concerned for what students learn rather than why they learn it and concluded about inclusion that “To us; it seems to be a well intention idea routed primarily in a misinterpretation of civil rights law and magical thinking about disability and effective instruction. We agree with Warnock that inclusion should mean being involved in a common enterprise of learning, rather than being necessarily under the same roof”.³⁴ Teaching children with disabilities does not necessarily mean they should all be in the same classroom but these children should be placed according to their level of disabilities because what matters is not where they learn but what they learn. First and famous, there is confusion about what is meant by inclusion as noted by Norwich when she writes: “The definition and use of inclusion is seriously problematic”.³⁵ This is because the term is used in various ways for example to refer to inclusive school or inclusive society. She thinks that inclusive education means increasing the proportion of children with special educational needs and disabilities in mainstream school while maintaining special school for those who need them. It was because of this very reason Hornby remarked: “The term inclusion is described to mean the state of affairs in which all children are educated in mainstream classes within mainstream schools with only temporary withdrawal to special schools”.³⁶

For this reason, “The critical decision now to be made is about whether to continue promoting an unrealistic vision of inclusion or to accept that a new more realistic and responsible way forward should be found and acted upon. We propose the best way forward as being through integration of the best aspects of inclusive education and special education”.³⁷ This is because: “Inclusion in mainstream classrooms, regardless of a child’s type or level of disability, could be seen as unfair and discriminatory, and therefore inconsistent with children’s human rights, as a result of its failure to provide appropriate treatment”.³⁸ So let inclusive special education be established and all forms of differences existing between inclusive and special education be removed.

³³ Lilian F. Wiisahnyuy, *The Competency Based Approach in Cameroon Public Secondary Schools: Modes of Appropriation and Constrains*, <https://doi.org/10.20431/2349-0381.0801011>, 2021, p. 94

³⁴ James M. Kauffman, Michael C. Nelson, Richard L. Simpson and Devery R Mock *Contemporary Issues* in J.M Kauffman and D.P. Hallahna(eds) “*Handbook of Special Education*”, New York: Rutledge, 2011, p. 36

³⁵ Warnock quoted in Terzi 2010, p. 100

³⁶ Garry Hornby, *Inclusive Special Education: Evidence-Based Practices for Children with Special Needs and Disabilities*, p. 23

³⁷ Philippa Gordon-Gould, Garry Hornby, *Inclusive Education at the Crossroads Exploring Effective Special Needs Provision in Global Contexts*, p. 197

³⁸ *Ibid*, p. 197-198

Conclusion

The major question that surrounded this article was to address the divergent views put in place by inclusive and special educationist in teaching children with special needs and disabilities and to look for a way forward. The aim was equally to change the way people should see special and inclusive education. They should not be looked upon as being diametrically opposed in nature but with eyes of similarities. It can be seen without doubt that without special education inclusive education will be limping and the reverse is true. Special education is needed for children with severe levels of disabilities whom their needs cannot be met in an inclusive classroom while inclusive education is good as well for those children who are normal or have educational challenges and yet can still study with normal children. It should be noted that for us to have quality education for children with and without disabilities, the strategies of inclusive and special education must co-exist and be working hand in hand with each other. So much so that any child found in an inclusive classroom who's his or her disability level cannot be handled in an inclusive classroom will be sent directly to a special classroom and a child brought by parents to study in a special school and after careful examination can study in a general classroom will be sent in to an inclusive classroom. And we should equally take note of the fact that inclusive and special education should be on the same campus so as to make everything easier. This will also permit teachers of inclusive classroom to have contacts with special teachers since there are specialist to handle severe cases. Special teachers will then help them to be able to handle children with moderate disabilities in their classrooms. For this reason, inclusive education cannot function well in the provision of quality education for children with disabilities without the help from special education

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