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Inclusive Education and Criminality: A Challenge to the National Open University of Nigeria

Summary. Inclusive education implies education for all without any form of exclusion. Be it physical, social, or economic impairments, there are no excuses to restrict anybody in school from learning together with their normal counterparts within the same educational facility. At this point in time, the concept of Open University delivering mass education through Open Distance Learning (ODL), without time and space restrictions, becomes expedient. As an opinion paper, this work exrays the Sociological and Criminological relevance of this idea and platform. Though not without challenges, as will be highlighted later, the idea of mass education however bridges the gap between the reached and the unreached to entrench inclusive education. The push for inclusion developed as society searched for adequate ways to socialize, integrate, and care for the learner who, on account of physical or mental deviation, is socially isolated from normal learners, not to profit from regular educational services. However, more direct concern about the need for inclusive education became apparent with the clamor to evolve a concrete meaning to the idea of equal education opportunities for all, whether abled or disabled, particularly in Nigeria. Exclusive education is criminogenic because it engenders prejudice, discrimination, and is against the fundamental human right to a functional education. Also, it is a violation of the criminal law because it deprives the state of full utilization of its human capital endowment for national development. Relevant secondary data and archival contents analyzed and juxtaposed with Ralf Dahrendorf's social conflict theoretical perspective, is used as a mold to synthesize digestible insight to producing policy and an academic position for development. This paper pushes for the closure of the wide gap between inclusion and exclusion within tertiary education in Nigeria.

Key words: Disability, Normal learner Education, Criminogenic, Inclusive Education, Exclusive Education, Open University, ODL

Introduction

It is the vision of NOUN to democratize access to tertiary education. The university is doing this by making education accessible to all. Flexibility, equality, cost effectiveness, and equity are core values, the focus, and driving principles that direct NOUN in its education for all vision[1]. The need to educate able, disable, exceptional, or gifted learners cannot be overemphasized. The system of open and distance learning offered by NOUN has provided opportunities for previously marginalized groups of learners to access educational opportunities in Nigeria and beyond. At present in NOUN, an unprecedented number of married, working class women, members of the Nigerian armed forces Para-military organizations, and inmates in prisons are undertaking academic and professional courses for lateral and upward career advancement. The openness of the university's system however, is not synonymous with a poor product[2]. ODL, a NOUN educational platform that is fulfilling this mandate, is seen here as a special education service/strategy, tailored toward inclusive impartation of all categories of learners using open e-resources (OER). Although not without challenges, as will be seen later, ODL is a strategy powered by information communication technology (ICT)[3]. ICT as an instructional media involves the use of networks of internet broad band connectivity via submarine fiber optics, that drive super wave connections that bring the world into what economist call, the global village with a global economy. Devices such as compact computers, Ipads, tablets, and most sophisticated I-phones have furthered using ICT in reduced space and time, thereby bringing the wide world into something that is palm sized.

The focus of this paper is to examine and evaluate the state of exclusive education and the trend of criminality entrenching it in Nigeria. At the same time, the paper is pushing for mass education without restrictions, such as the vision of NOUN, despite the challenges. To a large extent, quality education in Nigeria and some other developing countries seem to be exclusively reserved for the rich. This is not withstanding the national and international declarations and provisions such as the UNESCO Paris Declaration and Millennium Development Goal (MDG) for equal access to education. However, unequal access is criminogenic because it is an abuse to the fundamental human rights to education (FHRE) and also an obstruction to the millennium development goal. The UNESCO Paris Declaration on "OER, 2008" begins with the premise that everyone has the right to educa-

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[1] O. Jegede, *Getting to know your university*, Brochure Publication, Vice Chancellor's Office, National Open University of Nigeria, 2nd edition, 2006.

[2] V. Tenebe,"NOUN News Bulletin", A quarterly publication of the Directorate of Media and Information, 2011, Vol. 15, No. 15, December.

[3] D.O. Igwe, *The Roles of ICT Development in Open and Distance Education: Achievements, Prospects and Challenges*, "African Journal of Teacher Education" 2012, Vol. 2, No. 2, http://condor.lib.uoguelph.ca/index.php/ajote/article/viewFile/1827/2587 [13.09.2014].

tion, referring to the universal declaration of human rights and other international recommendations and agreements. OER aims to promote open access to digital educational resources that are available online for everyone at a global level[4]. NOUN, as an intervention strategy, is aimed at removing all forms of constraint to accessing education and its inclusiveness as not only fundamental human rights (FHRE), but also as a demand of the millennium development goal (MDG)[5]. Disability, however, may be observable, as in blindness and orthopedic impairment, or it may be unobservable, as in learning disabilities[6]. An exceptional learner can be born into any family, or any social class or race. The family may be rich or poor, black or white, it makes no difference. An exceptional learner can also be born into any culture – African, American, Japanese, or European. An exceptional learner can be found at either end of the normal distribution curve; at one end of the curve are the gifted, while at the other end are the mentally retarded.

However, the concept of ODL as a NOUN platform provides education through Open Education Resources (OER) and accommodates all these exceptions. Learning and teaching can be done from the comfort of the bedroom, impairments, time, and space notwithstanding. Distance learning and, more recently, online learning, has a long history of increasing access to education, dating back to 1833[7]. Correspondence schools and radio instruction contributed to reducing education barriers.

OER are important learning materials in NOUN with the potential to facilitate the expansion of learning frontiers beyond face – to – face contact. The flexible curriculum and the information communication technology application characterizing ODL, as well as, the open content ensure that learners are not starved of their course requirements anywhere in the world. These facilities are an important precondition that support inclusive education because of the interconnectivity involved, making learning at any point, a global phenomenon. In recent years, the debate about inclusive education has moved from developed or high-income countries, like the United States and Canada, down to underdeveloped or low-income countries mostly in Africa and particularly Nigeria, where an official policy of educating children and youth with disabilities alongside their peers without disabilities in ordinary schools has been adopted[8]. Today, if there is any concept that has gained currency in the world of special needs education, it is inclusion.

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[4] T. Caswell, S. Henson, M. Jensen, D. Wiley, *Open Educational Resources: Enabling, Universal Education*. "The International Review of Research in Open and Distance, Learning" 2008, Vol. 9, No. 1.

[5] D.O. Igwe, *Violent Conflicts as an impediment to the Achievement of Millennium Development Goals in Africa*, "International Journal of Military and Strategic Studies" 2011, Vol. 13, Issue 2, pp. 1-27.

[6] Federal Republic of Nigeria (FRN), National Policy on Education, Government Printers, Abuja 1981.

[7] A.B. Fafunwa, *History of Education in Nigeria*, NPC Educational Publishers Ltd, Lagos 2004.

[8] National Policy on Education, Section 7: Special Needs Education. Abuja, Nigeria 2008.

Inclusion is generating thoughts and gaining attention worldwide as a new approach in the provision of services for learners with special needs. International organizations, particularly UNESCO, now see inclusive schooling particularly at the tertiary level as an effective approach in the education of this class of learners[9].

The Salamanca Declaration of 1994 provided the needed international and theoretical perspective for inclusive education. In the report, the point made was that "the task of the future is to identify ways in which the school, as part of the social environment can create better learning opportunities for all and by this means, address the challenge that the most pervasive source of learning difficulties is the school system itself"[10]. The report's description suggests that inclusion combats a discriminatory attitude, as well as, encourages an inclusive society and achieving education for all.

1. Conceptualization of Inclusive Education

Education is a subject of public interest in every society. Sociologists view education in terms of the cultural perspective of the society. Criminologists, however, view it in terms of a strategy to productively engage the society, particularly the youths, by keeping them away from the street and crime. Psychologists look at it as a mental process that engages and develops the mind into productive thinking; like the Chinese proverb states "good thinking, good product". Inclusion refers to the "full-time placement of people of all categories in regular classrooms"[11]. The inclusion movement believes that people with special needs should be placed in the regular school classroom, which they would have otherwise attended, if they had been normal. In other words, each person belongs to the regular classroom, and therefore, there should be no condition imposed to exclude him/ her from that environment.

Inclusion in education is a step further in mainstreaming education as a core value for development, as it presents a means "by which a school attempts to respond to all learner as individuals, by reconsidering and structuring its curricular organization and provision, and allocating resources to enhance equality of opportunity. Through this process, the school builds its capacity to accept all learners from the local community who wish to attend, and in doing so, reduces the need to exclude learners"[12]. Thus, the high point of inclusion lies in its emphasis on the

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[9] UNESCO and Ministry of Education and Science, Spain, The Salamanca Statement and Framework for Action on special Needs Education, adopted at the World Conference on special Needs Education: Access and Quality, Salamanca, Spain, 7-10 June 1994.

[10] L. Waters, Community Education: A View from the Margins, in: Beyond Educational Disadvantage, eds. P. Downs, A.L. Gilligan, IPA, Dublin 2007, pp. 158-169.

[11] D. Staub, C. Peck, *What are the outcomes for nondisabled students?*, "Educational Leadership" 2003, Vol. 52, No. 4, pp. 36-40.

[12] J. Sebba, D. Sachdev, *What works in inclusive education*, Barnardo's, Essex 1997, www.barnardos.org.uk/wwincled.pdf [23.10.2014].

restructuring of the entire school programme and its practices. Here, the content, the process, and the environment of the mainstream programme are restructured "in order to accommodate a much wider range of abilities"[13]. For instance, like the call for inclusion of all students in mainstream schools is part of an international agenda, so also is the call for no exclusion of any learner with or without disabilities into all aspects of life, including job placement.

Inclusion is based on the assumption that:

1. The original place of the learner with special needs is in the regular classroom. Therefore, no condition should be allowed to remove him/her from that environment.
2. All learners have the right to learn and play together. Inclusion is thus a fundamental human right. For instance, the Nigerian constitution makes a provision for suitable education for all persons[14].
3. Denying opportunity to children to learn under the same roof with other learners is devaluing and discriminatory.
4. Exclusion is inhuman and indefensibly criminogenic.

2. Theoretical appreciation of the gap between inclusive and exclusive education

Generally, the social conflict model in this context implies the inherent conflict arising from the power relation between the reached and the unreached. This led to the differential distribution of institutional authority that creates a scenario of supra-ordination and sub-ordination based on educational certification. Polarized interests jostle for recognition and compromise. Dahrendorf[15] opined that an educational institution is the leveler, while institutional authority is the place that divides people into polar categories of the educated and the uneducated. NOUN, as an intervention, reconciles factors of inequality and exclusion in accessing educational opportunity and a resolution of the inherent social conflict. Therefore, very central to his idea of conflict is the premise that the differential distribution of authority in society invariably becomes the determining factor of systemic social conflicts[16].

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[13] UNESCO, Inclusive Education. Retrieved March 18, 2008, portal.unesco.org/education/en/ev.php [23.10.2014].

[14] Federal Republic of Nigeria (FRN), *National Policy on Education*, Government Printers, Abuja 1999.

[15] R. Dahrendorf, *Class and Class Conflict in Industrial Society*, University Press Stanford, Stanford California 1959.

[16] Ibidem.

3. Literacy and Criminality in Nigeria

Nigeria is on a journey to eradicate abuse and crime amidst very low literacy levels. America is a place with one of the highest rates of literacy at 99% and it also has the rule of law[17]; the same conclusion cannot be said of Nigeria. Juxtaposing literacy with crime or the criminality rate suggests the existence of a significant relationship. For instance, while America has total literacy rates of 99% comprising 99% of males and 99% of females, Nigeria's total literacy level is 61.3% and comprises 72.1% of males and 50.4% of females; Pakistan, has a literacy rate of 57% comprised of 69% males and 45% females; and South Sudan with a literacy rate of 27% comprised of 40% of males and 16% of females. However, while America has a minimal level of crime control, the other countries mentioned above have different measures of threatening intractable violent conflict to battle with; this depicts lawlessness and criminality[18]. Therefore, it is not misguided to conclude that though other factors may contribute to crime and vulnerability to it, illiteracy constitutes a significant factor in inducing crime and the vulnerability to it.

HEA[19] identified literacy as one of the key solutions to some of the nation's challenges, adding that "literacy as we all know is one of the solutions to our national challenges of insecurity, poverty, [and] poor health condition, among others. The eradication of illiteracy in the country should not be left in the hands of the state alone. It is important to note that the bulk of the task of eradicating illiteracy in most of the E-9 countries like India, China, Brazil, and Indonesia, among others, is borne by non-governmental organisation. The era of leaving such sensitive issues of our national life entirely in the hands of the government is gone. So the only way we can solve this problem is to resort to inclusive education that will take education to the door steps of all people. If we allow the level of illiteracy to continue to increase, it will pose security problems, and when this happens, one cannot govern, and when one cannot govern, the investors cannot come, and when the investors cannot come, there will be no employment, and where there is no employment, idle hands will increase, and when this happens, hunger and frustration will compel victims to commit crime.

4. Exclusive Education, Criminality, and NOUN

The National Open University of Nigeria is a concept aimed at democratizing access to quality education and entrenching inclusive education in Nigeria, so as to,

[17] D.J. Tenibiaje, *Educational Attainment and Peer Group Influence as Predictors of Recidivism*, "International Review of Social Sciences and Humanities" 2013, Vol. 5, No. 1, pp. 30-37.

[18] World Development Indicators 2007, April 2007, The World Bank.

[19] National Plan of Equity of Access to Higher Education 2008-2013, National, Office of Equity of Access to Higher Education, HEA, Dublin 2008.

increase literacy level that will, in turn, mitigate crime and vulnerability to it. Exclusive education is inimical to this ideal and decreases literacy rate. NOUN was basically established to invigorate efforts at ensuring education for all. However, democracy implies four basic principles: participation, representation, competition, and the rule of law. These principles, if strictly adopted, will inform inclusive education. Normal and abnormal learners have equal opportunity to be educated because the various technical and professional aids to any impairment are provided to ensure participation. Access to education is open to people of all interests, belief, or values. A common space and grounds are provided to encourage measurement of potential competitiveness in the pool of potential. To ensure order, rule and benchmarks are made to accommodate all interests and class. To this end, everybody is made to operate and abide by common rules and regulations for the sake of sanity and order. Deviants are treated as criminals to deter potential offenders. Equality is observed in the process of selection and assessment, evaluation and management.

However, NOUN is contending with the challenges arising from these four democratic principles including: Participation, representation, competition, and the rule of law. "How?" you may ask. First, getting people to know and participate in its programs is a big challenge. Secondly, despite brilliant advocacy efforts by NOUN, reaching out to the consumer of its products across Nigeria and beyond, through traditional and social media, the majority of Nigerians are still uninformed about it. Thirdly, NOUN as a new initiative will normally not be free in an attempt to attract wider competitors (learners), but comparatively cheaper than other conventional university bills. Finally, it is of great concern how to get the operators/providers and the learners to play by the rules, so as not to obstruct the Information Communication Technology System (ICT) delivery of ODL. At this level, criminality will naturally be expedient, particularly as learners and trainers are tempted to cut corners and costs to excel. Many cases of copy right implication are involved; but with time, hopefully, open content will start having security and access right controls for all stakeholders.

5. NOUN intervention as a rescue mission

Against the backdrop of the declining literacy rate in Nigeria, the worst is the increasing rate at which education is becoming exclusively accessible only to the rich. Universities in Ghana and many other European, Asian, and American universities are creating wealth for their countries from Nigerians seeking foreign university education. These are applicants mostly from middle and upper class families whose test and value for certificates do not allow them to see anything good about Nigerian education. Yet, most of these applicant's parents are local

educational policy makers, some even run educational institutions exclusively for the rich. Through corruption and inconsistent policy and its implementation, they ruin home education to rely on foreign ones. Unfortunately, some of these highly placed individuals were beneficiaries of federal free education during their formative years. Now, they are grown and do not want to either make education compulsory and free or to fix the ills in the educational sector. Many of these people parade chains of private universities and colleges that are out of reach in cost for the majority of school seekers. The selfish idea here is that fixing public education will threaten the survival of their private school.

The National Open University of Nigeria was established by the federal government in 1983. The university, now known as ODL compliant that impacts students through OER, remains the only university of its kind in Nigeria and one of the few in the whole of black Africa. The release of this policy was a significant turning point in Nigeria's special education. This is because of its unique mandate of education for all and objectives which include: ensuring equity and equality of opportunities in education in general, but also specifically, university education; providing a wider access to education; enhancing education for all and creating lifelong learning; providing the entrenchment of global culture; providing the entrenchment of educational resources via an intensive use of information and communication technology; providing flexible but qualitative education; and reducing the cost, inconveniences, and hassles of educational delivery.

Because there had never been a time when the state had a clear-cut legal framework criminalizing school drop-out, nor making education compulsory at all levels, many people of school age not only dropped schooling for business, some did not even attempt school at all due to cost and not having someone to pay the bill. The state, therefore, should be held responsible; up until now, the federal government has yet to declare a state of emergency on the educational sector and inclusive education. The high cost of obtaining formal education has left people with no choice but to remain illiterate, even though the state has the capacity to shoulder this bill.

It is a criminal act to deny people of school age the opportunity to access functional education for any reason because it breeds social inequality. The gap created by this denial however, is what NOUN's mandate is made to fill. Any form of subversion of this mandate, either by management or student, is considered a violation of criminal law because it affects the state's interest. Unfortunately, the low ebb of moral value and low institutional capacity to enforce due process has led to NOUN being vulnerable to its system's subversion in Nigeria. For instance, the security and copy right of NOUN open E-resources are compromised since they are open and accessible to all. Particularly, the course materials online are not secured from pirates. However, notwithstanding this challenge, since the

introduction of NOUN centers across the country, southeastern states in particular have witnessed a boost in tertiary school enrollment now more than ever. Similarly, secondary school drop-out rates at 56% have declined to 30%[20].

Nigeria's adult illiterates have increased from 25 million in 1997, to 35 million in 2013. Over 10.5 million children are out of school and this is embarrassing to the nation. Indeed, the embarrassing literacy statistics of Nigeria, justify the need for all stakeholders to redouble their efforts to support NOUN, particularly in its drive to ensure Education for All, (EFA). Global Monitoring reports ranks Nigeria as one of the countries with the highest level of illiteracy. The report on Nigeria stated that the number of illiterate adults has increased by 10 million over the past two decades, reaching 35 million. "Besides, Nigeria has the highest number of out of school children put at 10.5 million[21].

The costs of illiteracy are substantial. Take Pakistan and Korea as examples: Nigeria and Malaysia started with about the same level of education and income in 1950; today, people in Korea and Malaysia have an average of 12 years of education, whereas people in Pakistan and Nigeria have not yet reached 6. Korea's per capita income grew 23-fold versus Pakistan's 3-fold growth and Nigeria's 4-fold[22].

6. NOUN Limitations to delivering Inclusive Education

Inclusive education could accelerate development within Nigeria. However, there are several challenges that must be addressed under two sub-headings – cultural and physical challenges.

6.1. Cultural challenges

The total investment in education falls below the UNESCO recommendation of 26% of the total National budget for education. This is largely because of the high value most educated Nigerians place on foreign education. Their investment in education is to send their wards abroad for foreign university education.

Facilities for ODL are yet to be expanded to include the interest of various forms of physically disabled students. This possibly has to do with the belief that disability cannot be ability in some cultures. This was the view until recently,

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[20] D.D. Smith, *Introduction to Special Education: Making a Difference*, 6th edition, Pearson, Boston 2007.

[21] World Development Indicators 2007…, op. cit.

[22] Ibidem.

when disabled men and women who won Para-Olympic gold medals started being witnessed from different countries. Quality assurance is still a big challenge, particularly when considered in terms of the quality of student's out-put juxtaposed with their credential claims at the point of intake, not to mention, the quality of staff hired.

6.2. Physical challenges (Infrastructure for Higher Education)

Over the years, the Nigerian National Policy on Education has recognized the place of open and distance learning in achieving lifelong education and further widens accessibility space for inclusive education. The policy intends to facilitate successful implementation of an inclusive education program that will adequately meet the learning needs of all children, youth, and adults, especially those who are vulnerable to exclusion. Furthermore, accessibility to postsecondary education, for instance, is affected by the distribution of institutions throughout the country. Most of the registered universities are located in the central or urban region of the country, yet the majority of the population lives in rural areas. The distribution of institutions affects the cost of access. Most of the students are not able to commute from their homes to institutions located in urban areas; thus, they must live near the institution and thereby, incur additional costs. Even universities find it difficult to cope with the reality of having to depend (most times) on a private power supply instead of the public power supply. Moreover, NOUN is ODL driven and uses ICT and OER that basically depend on there being a power supply.

Table 1. Relevant socio-economic indicators for Nigeria

Indicator	As at year 2007
Population	150 million (2007)
GDP per capita (US dollars)	393
Phone subscribers per 100 inhabitants (fixed and mobile)	14.5 (2006)
Computers	860,000
Internet hosts	1,094
Internet users	750,000
Radio households	15.3 million
TV households	6.3 million

Source: World Development Indicators 2007, April 2007, The World Bank.

6.2.1. Telecommunication

Presently the two national carriers, the Nigeria Telecommunications Company (Nitel) and Globalcom, are both private entities. Nitel was publicly owned until late 2006 when it was privatised with no improved result of telecommunication solutions yet. There are four digital mobile (GSM) operators, and 20 other operators have been licensed to provide fixed wireless services at national and regional levels. All six geopolitical zones have Internet access, and efforts are being pursued to increase the penetration. In the year 2000, the penetration rate was 1 in 100 persons; by 2006 the ratio had improved to 14.5 in 100 persons[23]. Nigeria is a member of the consortium that runs the SAT-3 submarine fibre optic cable. The country launched its first communications satellite, NlGCOMSAT-1, on the 13th of May, 2007 to provide telecommunication coverage, navigation, television distribution, direct broadcasting system (DBS), digital broadband, etc. Yet, ODL and OER aspects of NOUN are still threatened by erratic access to quality telecommunications and the high cost of internet network access.

6.2.2. Electrification

The nation generates 3,500 megawatts of electricity against a required minimum of 5,500 megawatts. About 40% of Nigerians enjoy electricity from the national grid. However, unlike in the rural area, electric power supply is sporadic and several communities in urban areas lack electric power. To date, 57 of the 774 local government headquarters have yet to be connected to the grid[24]. The government increased the number and accelerated the development of power generation facilities nationwide after the return to democracy. However, power is still the most challenging factors of what NOUN needs to make education more inclusive.

6.2.3. ICT Policies

Nigeria started implementing its ICT policy in April of 2001 after the Federal Executive Council approved it by establishing the National Information Technology Development Agency (NITDA),[25] the implementing body. The policy empowers NITDA to enter into strategic alliances and joint ventures, and to collaborate with the private sector to realise the specifics of the country's vision of, "making Nige-

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[23] C.O. Adebayo, *Policy Statement by Minister of Communication*, Federal Republic of Nigeria, 8th March, 2006, at the International Telecommunications Union, www.itu.int/newsroom/wtdc/2006/policy_statements/nigeria.html [23.10.2014].

[24] Ibidem.

[25] Nigerian National Policy for Information Technology (NNPIT), National Information Technology Development Agency, 2007, www.nitda.gov.ng/document/nigeriaitpolicy.pdf [24.10.2011].

ria an IT capable country in Africa and a key player in the information society by the year 2015 through using IT as an engine for open distance learning, sustainable development and global competitiveness." This vision is yet to be fulfilled thereby constraining the expected capacity of NOUN to deliver inclusive education.

ICT in tertiary-level education is not as popular and standardised as the National Universities Commission (NUC). This is the government agency responsible for registering and regulating universities and has prescribed[26] PC ownership for universities as follows: one PC to every four students, one PC to every two lecturers below the grade of Lecturer 1, one PC per Senior Lecturer, and one notebook per Professor/Reader. Although the emergence of NOUN has further emphasised the need for the intensive use of ICT as a medium of teaching and learning, the prescribed benchmark is yet to be in place in our tertiary institutions. This deficiency is constraining both the academics and NOUN in particular from being in their best shape to deliver the vision and mission of ODL.

The National Open University of Nigeria (NOUN), formally established in 1983, has created 48 study centres across the country. NOUN's dream is to establish study centres not only in each of the 36 states of the federation but also in local government areas in order to make tertiary education available to all citizens. Each NOUN[27] study centre has a computer laboratory/cyber café equipped with a minimum of 25 computers in a local area network (LAN) configuration. The centres are yet to be connected to NOUN's REPRODAhq (repository, reproduction, distribution, and administration headquarters) through a wide area network (WAN) to enable the mainstreaming of the following activities:

– Training and learning,
– Assessment and testing,
– Interactive sessions,
– Communications (e-mail, chat, forums),
– Internet access,
– Access to virtual library,
– Other computer applications.

NOUN uses the WAN to deliver distance learning courses to all the study centres. Each study centre has facilitators (instructional and tutorial) and student counsellors responsible for guidance and counselling services to the learners. The facilitators and counsellors are drawn from within the community or nearby communities. NOUN's ICT applications presently cover:

1. Management of student records (on-line application, admission, registration, and exam procedures).
2. Learner management system (e-learning and the virtual library).

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[26] P. Okhiria, *The Vanguard.* 8 February 2007; *Daily Champion*, 7 February 2007.

[27] T.A. Nom, *Interactivity in Distance Education, the NOUN Experience*, "Turkish Online Journal of Distance Education" 2006, Vol. 7, No. 4, Article 9.

3. Communication (e-mail, SMS, video-conferencing, and Internet).
4. Delivery of human resource and finance courses. The pdf files of these two courses are already available on-line. The goal of NOUN is to use the REPRODAhq to eventually reproduce all course materials in electronic form. In 2007, NOUN, for the first time, received government budgetary allocation for its programmes. The NUC started an on-line, mandatory continuous professional development (MCPD) programme in pedagogy called the Virtual Institute for Higher Education Pedagogy for lecturers who do not have qualification in education. The British Council has initiated a Digital Library Project (DLP)[28] to assist universities to digitise their libraries. It is against this backdrop that delivering inclusive education envision by NOUN, at least in Nigeria, will still have to wait a while.

7. Summary

The concept of inclusion has three perspectives: sociologists view education in terms of the cultural perspective of the society; criminologists view it in terms of a strategy to productively engage the society, particularly the youths, by keeping them away from the streets and crime;the psychologists look at it as a mental process that engages and develops the mind into productive thinking; Despite NOUN's effort to democratize access to tertiary education and to ensure education for all by making it convenient, flexible, and accessible, the cultural value in favour of conventional education is still a constraint. As an ICT based institution, physical or infrastructural challenges, like the cost of generating a reliable power supply, as well as, the cost of accessing internet connectivity, are basic constraints.

Theoretically, the social conflict models of education in this context postulate the inherent conflict arising from the power relation between the reached and the unreached. This leads to the differential distribution of institutional authority that creates a scenario of supra-ordination and sub-ordination based on educational certification.

The more educated a country is, the lower the crime rate. This was demonstrated by looking at America with more education and having a minimal level of crime to control, compared to other countries with education mentioned having different measures of threatening intractable violent conflict to battle with. It was concluded that the wave crime in Nigeria is not unconnected with the low literacy level in country. In addition to this is the worrisome increasing rate at which education is becoming exclusively accessible only to the rich. Universities in Ghana and many other European, Asian and American universities are creating wealth for their countries from Nigerians seeking foreign university education.

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[28] O. Abayuwana, *The Guardian*, 1 November 2004.

The paper is concerned with how to get the operators/providers and the learners to play by the rules, so as to not obstruct the Information Communication Technology System (ICT) in the delivery of ODL. At this level, criminality will naturally be expedient, particularly as learners and trainers are tempted to cut corners and costs to excel. Many cases of copy right implications are involved, but with time, hopefully open content will start having security and access right controls for all stakeholders.

Conclusion and Recommendations

Inclusive education in Nigeria is still grappling with problems of policy implementation, an environment that is not conducive for practice, and a lackadaisical attitude of the people and government. Implementing inclusion in such an environment may be unrealistic and counterproductive. In addition, the complexity and diversity of the country requires more intensive mobilization of resources and information dissemination before inclusion can be institutionalized. With a nation still given to unscientific modes of explaining natural phenomena and human conditions, where illiteracy still exists in significant proportion, adoption of the inclusive school system may end up not in the best interests of the concerned individuals.

As an important first step toward ensuring long-lasting success, there is a need to eradicate all forms of disparity in access to education. In this regard, the need for the establishment of functional, accessible, and affordable educational facilities cannot be overemphasized. Also, the proper deployment of available trained special educators must be a priority for all school management officials. For ethical reasons, these school officials and law-makers must resist political pressures to make insufficiently informed decisions about special education such as NOUN or even general education services. It is not sufficient for government officials to merely endorse international protocols of special needs education that have not been adequately researched or tested in developing countries. In the debates and discussions that will occur, teachers, administrators, other school personnel, law-makers, students with and without disabilities, and students' parents must be cognizant of the responsibility of educating all students so they can reach their full potential. The bottom line for students with disabilities should be equitable access to opportunities that will guarantee successful outcomes in education, employment, and community integration.

Inclusion should not, and must not, be considered in the absolute. The Salamanca report said as much in the following statement, "we call upon governments and urge them to adopt as a matter of law or policy, the principle of inclusive edu-

cation, enrolling all people of school age in regular schools, unless there are compelling reasons for doing otherwise"[29]. As far as Nigeria is concerned, presently there are enough compelling reasons to treat implementation of inclusive education with caution. There have to be restraints; lest one ends up assisting the special needs people and they ultimately learn nothing. Instead, it is suggested that there be a phased implementation of inclusion. This will mean gradual implementation, commencing with the first phase which is to identify and remove all the potential and actual obstacles to the implementation of inclusive schooling. The next phase would be to establish the required infrastructure, and then the final phase which is the actual implementation.

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Edukacja włączająca a przestępczość: wyzwanie dla Nigeryjskiego Otwartego Uniwersytetu Narodowego

Streszczenie. Edukacja włączająca, zwana też inkluzyjną, przywołuje taki model szkolnictwa, w którym jest ono dostępne dla wszystkich i wolne od jakichkolwiek ograniczeń i wyłączeń. Upośledzenie fizyczne, społeczne czy ekonomiczne nie jest uzasadnieniem dla pozbawienia kogokolwiek możliwości uczęszczania do szkoły i uczenia się w jednej placówce wraz z uczniami normalnymi. To tutaj ma zastosowanie koncepcja uniwersytetu otwartego świadczącego masowe usługi edukacyjne na odległość, a więc niezależne od wszelkich ograniczeń czasoprzestrzennych. Niniejszy artykuł ma charakter prezentacji pewnego stanowiska i podkreśla zalety zarówno samej platformy, jak i jej idei z socjologicznego i kryminologicznego punktu widzenia. Choć nie brak w tej mierze wyzwań, które zostają w stosownym miejscu uwypuklone, to jednak masowa edukacja tego rodzaju zasypuje przepaść między elitami a wykluczonymi oraz służy zakorzenieniu edukacji inkluzyjnej. Nacisk na inkluzyjność edukacji pojawił się wówczas, gdy społeczeństwo zaczęło szukać właściwych sposobów socjalizacji i integracji uczniów niepełnosprawnych oraz dążyć do rozciągnięcia opieki nad uczniami, którzy z uwagi na fizyczne lub umysłowe ułomności są izolo-

wani od uczniów normalnych i pozbawieni możliwości korzystania ze standardowych usług edukacyjnych. Jednakże troska o potrzebę edukacji inkluzyjnej uwidoczniła się wyraźniej, zwłaszcza w Nigerii, dopiero wraz z silnymi głosami domagającymi się nadania konkretnego znaczenia idei równych szans edukacyjnych dla wszystkich, pełnosprawnych i niepełnosprawnych. Szkolnictwo wykluczające jest bowiem kryminogenne, gdyż rodzi uprzedzenia i dyskryminację, i jest sprzeczne z elementarnym prawem człowieka do oświaty. Stanowi także naruszenie prawa karnego, ponieważ pozbawia państwo szansy na pełne wykorzystanie zasobów kapitału ludzkiego dla rozwoju kraju. W artykule przeanalizowano źródła wtórne i materiały archiwalne dotyczące poruszanego tematu, zestawiając je z perspektywą teoretyczną konfliktu społecznego w ujęciu Ralfa Dahrendorfa, co pozwoliło przygotować grunt dla zsyntetyzowania przyswajalnych wyników badań i zająć w tej sprawie konkretne stanowisko, zarówno polityczne, jak i akademickie. W opracowaniu postuluje się znieść lukę między włączeniem a wykluczeniem w nigeryjskim szkolnictwie wyższym.

Słowa kluczowe: niepełnosprawność, edukacja uczniów normalnych, czynniki kryminogenne, edukacja inkluzyjna, edukacja włączająca, edukacja wykluczająca, uniwersytet otwarty, otwarte nauczanie na odległość