

# CURRICULUM AND PROGRAMME ENRICHMENT FOR PERSONS WITH DISABILITIES IN BORNO STATE

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**Abstract:** This paper examines curriculum and program enrichment for persons with disabilities in Borno. The concept of curriculum and enrichment was discussed with its development and implementation added among others includes curriculum and program enrichment for various categories of persons with disabilities. Meaning of Curriculum enrichment as well as factors to be considered in enriching the curriculum are discussed with emphasis on resources (human, finance and materials), implementation (methods, skills), evaluation and monitoring. Based on the discussion, recommendations among others are made. Head teachers should ensure for effective implementation of enriched curriculum with adequate materials, making the instruction a practical oriented one, through the use of concrete objects.

**Keywords:** curriculum and program enrichment, (human, finance and materials), (methods, skills).

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## 1. INTRODUCTION

It is believed that how children learn is as important as what they learn. With this, we are to discuss curriculum and enrichment for persons with disabilities in this paper. Curriculum is broadly defined as the totality of student's experiences that occur in the educational process. The term refers to specifically a planed sequence of instruction, or to a view of the student's instructional goals (UNESCO, 2003 in Braslavsky, 2003). For this, curriculums are planned to value meet the interest of persons with disabilities in different areas of education.

Schools and parents of persons with disabilities often face challenges in providing educational needs of their children. Therefore program are enriched to meet the needs of persons with disabilities. Andzayi (2004) opined that Enrichment is the process whereby educational experiences are provided to the students beyond those of the regular programs. Programs are plans of activities to achieve something. Program enrichment is adding value to the programs of those persons with disabilities. Programs like socialization, vocational skills, arts and craft and others can be added into the programs of persons with disabilities.

Curriculum enrichment program means process whereby educational experiences and values are modified to meet the educational needs of persons with disabilities beyond that of regular programs. This adds more values to their education and improves their learning style.

This paper is going to restrict the discussion only on curriculum and program enrichment for persons with disabilities in the following field of education:

- Learning disabilities
- Autistic disorder and
- Intellectual Disabilities

## CONCEPT OF CURRICULUM

Curriculum as a concept has its root from a Latin word ‘currere’ which means to “run a race”. This means that curriculum is a running race that has a starting point and ending point within a particular period of time. Curriculum has been defined broadly by many authors and educationists in many ways to suit many purposes. Guga and Bawa, (2012) define Curriculum as all the learning experiences a learner has under the guidance of a school UNESCO (2003) sees it as specifically to a planned sequence of instruction, or to a view of the student’s instructional goals. Curriculum can be envisaged from different perspectives, as a course of study, but Hancock, Dyk and Jonrse, (2012) in Special needs education curriculum, (2016) opined that curriculum can be ordered into a procedure:

Step 1: Diagnosis of need

Step 2: Formulation of objective

Step 3: Selection of content

Step 4: Organization of content

Step 5: Selection of learning experience

Step 6: Organization of learning experience.

Step 7: Determination of what to evaluate and of the way and means of doing it.

Under some definitions, curriculum is prescriptive, and is based on a more general syllabus which merely specifies what topics must be understood and to what level of achieve a particular stage or standard.

In this context curriculum is a carefully selected learning activity for persons with disabilities to be covered by the learner under the good relationship of the school. It often consists of general learning objectives and list of courses and resources especially for persons with disabilities. National Policy on Special Needs Education in Nigeria, (2016) No. 7.0 stated that curriculum-multiple curricula and differentiated curricula that would be tailored to individualized need. In this curriculum should be tailored to meet the individual need of persons with disabilities.

## CURRICULUM DEVELOPMENT FOR PERSONS WITH DISABILITIES

It is necessary to plan and develop curriculum for persons with disabilities in different areas of their needs. In 2005, the Nigerian government adopted a National Basic. Education Curriculum from Grade I to Grade 9. The policy was on outgrowth of Universal Basic Program announced in 1999, to provide free, compulsory, continuous public education for these years. In 2009, the Government implemented a revised version of the National Curriculum, but people with special needs were not carried along.

In the Western world, special need persons are being considered in the planning and implementation of the school curriculum irrespective of the nature and the degree of their disabilities. To design a curriculum that would meet the individual need of persons with disability, there must be a proper identification and assessment to be carried out in order to spot out their areas of strength and weakness. If this is not done, any attempt to reach out to them will be futile.

In line with the above, Obani, (2004) was of the opinion that having identified and assessed their needs, the next essential action the school should take is to provide a curriculum that is derived from the general curriculum and design programs that would be tailored towards addressing the special needs and learning problems. He postulated that their problems and needs are in most cases different from one another for example. Learning disabilities, visually impaired, hearing impaired, intellectually disabled gifted and talented etc, the program of each should be design in such a way that the additions to the general curriculum that will suit their needs by using assistive device.

Curricula must allow for differentiation within a school or class relative of needs, abilities and aptitudes of the students. This will necessitate whole school planning, regular review and the development of cross-curriculum skills. If a student is operating below his or her chronological age, he or she should be thought using age appropriate methods, approaches and resources. Guidelines that offer broad descriptions of content is therefore likely to be appropriate. The guideline should be flexible enough to be relevant to a wide variety of schools and class type within each factor. Curriculum development should also take account of the complex learning style of students (Broslavsky, 2003).

## **CURRICULUM IMPLEMENTATION**

Curriculum Implementation has to do with the process of putting the planned curriculum and its objective into action. This is the process of translating the clearly stated objectives into action. According to Guga and Bawa (2012) Curriculum Implementation means actualization, concretization, making real the planned curriculum. It is actual use of curriculum plan. It is a critical phase in the cycle of planning and delivery.

1. Laissez-faire Approach: This gives teachers full power to determine what they consider most appropriate to teach in the class room and in whatever way they want to teaching. There is a little control of monitoring.
2. Authorization Approach: In this approach, teachers are directed by authority to follow a particular curriculum. The school leadership directs teachers to teach subjects in specific ways. In essence, teachers have no control over the subject they teach.

## **PROBLEMS OF CURRICULUM IMPLEMENTATION**

1. Financial Constraints
2. Inadequate/poor infrastructure and learning environment
3. Communication/Learning problem
4. Poor staff motivation, poor staff development programs and remuneration.
5. Lack of acceptability strategy or model of implementation
6. Inadequate and inappropriate instructional method and materials
7. Untrained and uncommitted teachers
8. Lack of commitment to effective implementation on the part of the same parent, policy makers and government officials.
9. Hidden Curriculum
10. Frequent teacher strike and student riots.
11. Large school and classroom population.
12. Absenteeism and late coming to school.

## **CONCEPT OF ENVIRONMENT**

On the primary school level, students spend all the class time with their peers but receive extra materials to challenge them. Enrichment may be as simple as a modified assessment provided by a regular classroom teacher. It might include formal program such as imaginative activities or academic competitions such as reciting difficult multiplication table and mathematics or expressing certain phrases in English language, reciting poetries, and difficult poems. These works are done in addition to and not instead of regular school assignment. Enrichment helps children with special needs to improve in their academic performance.

## **CURRICULUM AND PROGRAM ENRISHMENT FOR VARIOUS CATEGORIES OF PERSONS WITH DISABILITIES.**

### **Learning Disabilities:**

To ensure effective and efficient education provision for persons with learning disabilities, you should observe the following:

- I. There should be individualization of instruction based on the need and ability of each child.
- II. The physical setting of workplace should be none distractive that is, avoid very bright colors in the classroom like wall pictures, charts and dresses.
- III. The length of time devoted to each learning period should be kept short because of the short attention span of some of them.

- IV. Each lesson should be brief and aim at achieving a specific objective. The child should be assigned a single course at a time and be motivated appropriately when he has performed the work satisfactory.
- V. The method of communication between the teacher and the child is very crucial.
- VI. The teacher should be a good model by talking slowly but natural and should associate speech with fun and interest.
- VII. Motor activity should be involved in academic learning.
- VIII. Concrete object should be used to teach concept.

#### **Children with Autism/Autistic Disorder:**

- I. The goals and objectives for such children should be based on their individual need.
- II. Assessment of each child should be carried out carefully by a team of professionals to lead to individualized education plan.
- III. Review previous records of the child's progress report and cumulative records.
- IV. Learn about the child's current skills and the parent's desired goals by interviewing the parents.
- V. Use activity guide as source of idea.
- VI. Assess each initial skill and ability
- VII. Task analysis of skills and ability
- VIII. There should be instruction suitable for the child's level
- IX. Use of effective verbal and physical examples to guide the child's performance at work.
- X. Gradual removal of examples to ensure independent performance.
- XI. Organize classroom for activities to take place.
- XII. Use picture to provide information to the child.
- XIII. Provide verbal instructions and direction in a brief and clear manner.
- XIV. Determine whether verbal, visual or physical examples are more effective
- XV. Break task to be taught into smaller and more manageable steps
- XVI. Provide parents with relevant and helpful source of information.

#### **Children with intellectual disabilities**

- I. What is to be learned should be broken into simple, short step
- II. Lesson presentation should be given in a variety of ways
- III. Use a variety of teaching aids.
- IV. Reinforcement should be appropriately provided in form of praise and recognition.
- V. Frequently use modeling teaching technique
- VI. Parent and teachers should satisfy the basic social belonging and acceptance.

#### **MEANING OF CURRICULUM ENRICHMENT**

Curriculum enrichment means addition of items into curriculum to fortify or strengthen it further for improvement on the development that already exists. Okeke, (1996) called it curriculum revision and observed that:

The idea of adding or removing items in the curriculum implies revision or renewal. To renew a curriculum is to revise or modify an existing curriculum with the hope of providing a better program. Whenever any change occurs in any stage of the curriculum process or in the entire curriculum, and when the learning experiences that pupils are exposed to are affected, we conclude that new life has been given to the existing curriculum. Such is curriculum renewal.

The idea is to renew a curriculum through some modifications for the purpose of achieving a program that is better than the former. Curriculum planning process has a model with different phases, and evaluation being the last which tends to relate to objectives for modifications if need be. Curriculum enrichment can occur at any stage of curriculum process. For example, when there is a change in the desire and aspiration of the society, undoubtedly, it will affect the curriculum by bringing changes in the contents that will be taught for the realization of the needed desires and aspirations in the learners. Again, now that Nigerian society is experiencing unemployment and problem of technological development, the solution of this problem calls for curriculum enrichment where new contents will be added. Desired contents/subjects/courses for this, among others, include, apprenticeship education, entrepreneurial education, and creativity, and productivity education.

### **REASONS FOR CURRICULUM ENRICHMENT**

A nation's desires and aspirations are subsumed into her educational curriculum in the form of knowledge, skills, attitudes values, etc to be learned. These desires and aspirations will be met only if the curriculum is comprehensively enriched with necessary information required.

Notably the type of curriculum that existed many years ago is not the one that is in vogue today. This is because the society in which we live is very volatile and dynamic so that it affects the educational curriculum. Curriculum is considered to be highly effective in meeting the educational goals when there is, almost, high quality curriculum enrichment for the provision of fundamental changes and tools desired for meeting the goals of the society. There are good schools in the nation but when good schools operate with inadequate curriculum, their production impacts negatively on the society.

Presently, a change in Nigerian primary education curriculum is what is needed to improve primary school learners in particular and the society at large. This improvement among others include training in new existing career skills to enable the learners to be well grounded in acquiring occupational skills that will help them to integrate well into the ever changing world. In other words, addressing skills requirements in modern societal trends and development, particularly in acquiring suitable desired skills the society demands become the focus of the curriculum.

### **CONSIDERABLE FACTORS FOR THE CURRICULUM ENRICHMENT**

#### **a) Needs Analysis**

Analysis of needs here includes that of the learner and the nation. Five items in the hierarchy of needs as identified by Maslow (1954) come into play, together with the needs of the society. The individual and society now become prime factors of consideration and thus gain attention than before. It is on this that Amadi and Obiefuna (2005) observed that;

Societal demands dictate the type of experiences the school should offer children. Society wants school to inculcate its culture in the learners and the learners have their basic needs which they expect from schools. They need to be able to provide food, shelter and clothing for themselves and their dependents and ultimately become self-actualized.

Furthermore, they identify that curriculum planners should therefore study the needs of the society and those of the learners. By doing so, they identify concepts, behaviours, values and skills they consider worthwhile to be included in the curriculum of primary education for laying basic foundation of the needed experiences. Stressing further, Dike and Eze, (2009) added that,

It is for this singular reason that nations that want to remain competitive in any cutting edge technology always invest a substantial chunk of their national budgets on education. To achieve this, such nations come up with a vision/mission. This is equivalent to developing an anticipatory curriculum. Needs analysis is an instrument that can assist a nation to develop a relevant curriculum.

Thus, the above summarizes the relevance of needs analysis in enriching curriculum of primary education. For a situation where a nation's problem is unemployment, the analysis should assess this and know that the need for employment not only be addressed by the government offering employment to the deserving youths but rather to make the youths become self-employed and reliant as enunciated in the national policy on education (2004).

### **Creativity, Inventiveness and Productivity Education**

The present primary education curriculum in Nigeria is weak and does not embrace creativity. Creativity gives room to productivity, meaning that the education produces little or nothing when it comes to creativity. This condition completely blocks the way for inventiveness in the curriculum of primary education.

Advanced countries like Japan, Europe, United States of America, Britain among others, have greatly made their curriculum to embrace creativity and productivity which has greatly been helping them in economical and technological advancement. To address the present situation in Nigeria creativity, inventiveness and productivity education in primary education curriculum will go a long way in helping to establish many industries in the country.

### **Entrepreneurial Education**

Entrepreneurial education is the act of teaching and training given to people for the purpose of acquiring certain valuable occupational skills that will enable them gain self-employment, (Okoro&Afurobi, 2010). This education instills in the learner, the ability to coordinate, make decision, bear risks, being able to manage, become an innovator, organizer, initiator, among others, (Illoeje, 1999). Osiala (2003) observed entrepreneurial education as a productive agent that employs other factors for the creation of goods. In essence, it equips program recipients with required knowledge and skills towards production of goods and services. The above idea on the concept of entrepreneurial education shows that when integrated into primary education curriculum, it will prepare the learners early in life for business ventures, both as employers of labor and self employed. This will undoubtedly reduce the risk of unemployment.

### **Apprenticeship Education**

Apprenticeship education is initiated through agreement for a younger person or less experienced person in a particular skill to work under skilled employer for a fixed period of time. Uwameiye, R (in Badmus) sees apprenticeship education as; A work place learning in which arrangement is entered into by the school, business and employee where each is distinctive, each has independent role, yet each is working towards the same result of producing a trained, skilled and valuable employee.

This education focuses on skill acquisition which is derived from theory to practice. Future learning of basic knowledge and attitude are guaranteed. He/she gains high rate of maturity which manifests through high rational reasoning and thinking skills. To crown it all, the learners gain insight into professional duties. All these put together, form the integral part of an enriched primary education curriculum that addresses the problem of unemployment.

### **Self Reliant Education**

Self reliance means relying on one's own abilities and efforts, being independent and not relying on anybody for assistance. Self reliance means that, the program recipients are expected to make proper use of their hands to produce vital instrument rather than searching for the white collar jobs. (Badmus, 2000). Primary education curriculum needs to contain skill acquisition subjects that need to equip learners for effective contribution for the development of not only the learner herself/himself but also the nation at large. What is the issue that will solve the problem of unemployment more than when one is reliant upon oneself? Ability to create ideas for problem solving that earns one a source of livelihood, is effectively projecting and sustaining in terms of unemployment. All these center on self-reliance which emanates from learners to the entire nation. The answer is enrichment of primary education curriculum, with practical work as a prime factor of consideration.

### **Computer Training**

We are now in a world where computer aids greatly for performance and rendering of services. Yet computer education is yet to be effective in our primary schools (Salou 2007). Almost everywhere, computer services are needed; in our schools, industries, hospitals, and government and non-governmental establishment. Very soon nobody without computer literacy will be offered employment. Those who are already on the job but have no knowledge of computer will be thrown out of jobs. What will the fate of the nation be like when primary education curriculum is developed without considering computer education? Certainly, this will help to increase the problem of unemployment. It is based on this that Omolayole (2000) observed that in addition to formal education, and skill acquisition, computer education will in the near future become a compelling factor for everybody seeking employment in a large corporate organization. This makes it necessary, if not mandatory for computer training to be made an element of primary education curriculum. Though it is in the curriculum but the implementation is farfetched.

### **Factors that can affect an enriched curriculum**

It is important to note that when a curriculum is reviewed, a lot of factors need to be checked to avoid affecting the curriculum negatively, these factors among others include:

- a) Resources (financial, human and material)
- b) Implementation (methods and skills)
- c) Evaluation
- d) Monitoring

#### **a) Resources:**

Coming to resources, we have financial, human and material resources. Human resource refers to human beings which teachers are the most important in curriculum implementation. They are at the center of curriculum implementation and therefore need to be well cared for by paying their salaries, allowances and other incentives on time. They should be given the opportunity for in-service training for updating their knowledge which leads to effective implementation of the curriculum. When these are lacking, positive results will not be achieved. Again financial resources which is funding, funds is needed particularly now the curriculum is well oriented. Materials for practical are provided using funds. The new subjects incorporated into the curriculum are also capital intensive. These require enough funds and for this to be effectively funded, the government should not be left alone to do it. The funding should be cooperatively done from people's donations, community participation, stake holders, PTA, etc.

Another is material resource which is instructional materials for teaching. They are information carriers designed specifically to accomplish objectives in a teaching learning situation. This needs to be adequately provided in its different forms and sizes for effective impartation of knowledge.

#### **b) Implementation:**

This refers to the actual teaching. Instruction here should be made to embrace practical works with many and varied materials. Methods used should be practical oriented with different instructional skills utilized. The concepts taught should be brought home for learners who are to be taught both in the class and outside the class environment, using concrete and real life examples.

#### **c) Evaluation:**

Evaluation refers to assessment on the concepts taught. It is carried out during instruction and each stage of implementation (formative evaluation) and at the end of the program (summative evaluation). Emphasis on this should be on making the learner to construct, create, build, and manipulate tangible objects in their measurable and precise terms. This helps to know the strength and weakness of the curriculum, for probable amendments. Evaluation should be comprehensive enough to cover the three domains of educational objectives.

#### **d) Monitoring**

This is referred to as a way of handling a project (i.e. the reviewed curriculum) for effective achievements of the objectives with little or no wastage experienced. In monitoring, effective implementations are rewarded while defaulters are blamed for improvement. A review curriculum requires to be monitored by well trained personnel of high integrity selected from federal, state and local levels from time to time. This will make the staff concerned to put in their maximum efforts for implementing the activities of the curriculum.

## **2. CONCLUSION**

We live in a dynamic society which changes from time to time. This change affects curriculum that is being used to transmit societal culture, values, norms, etc to the learners. This calls for a review of the curriculum particularly at primary education level that transmits basic knowledge, ideas, values, information, attitude, etc to the persons with disabilities.

The society is faced with problem of unemployment coupled with technological development. Reviewing the primary education curriculum of persons with disabilities means that emphasis is laid on production of individuals with special needs for technological development and solution of the problem of unemployment. This condition calls for the inclusion

of some concepts/subjects such as creativity, inventiveness and productivity education, entrepreneurial education, self-reliant education, among others in the curriculum. These subjects, it is hoped, will instill in persons with disabilities, the desirable skills for self employment and technological development in Nigeria.

### 3. RECOMMENDATIONS

1. Head teachers should ensure that enriched primary education curriculum is effectively implemented with instructional materials required for its implementation. This will make the learners interest effectively with the materials for positive learning to be registered.
2. Instruction should be practical oriented and carried out both in the class and outside the class using concrete objects of real life situation to bring the concept home.
3. Funds should be made available for payment of teachers' salaries and allowances. This will help to raise their morale.
4. The government should employ the services of competent supervisors to monitor the implementation of the curriculum.
5. Head-teachers should make sure that computers are made available in their schools and that computer training is effectively carried out.

(Okoro, 2016)

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