



NATIONAL POLICY ON INCLUSIVE EDUCATION IN NIGERIA 2023



FEDERAL MINISTRY OF
EDUCATION



**REVISED NATIONAL
POLICY ON INCLUSIVE
EDUCATION IN NIGERIA**

2023

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FOREWARD

It is with great pleasure and a profound sense of responsibility that I introduce the revised National Policy on Inclusive Education. In an era characterized by rapid technological advancements and societal changes, education plays a pivotal role in shaping the future of our nation. As the Honourable Minister of Education, I am honored to present this document, which reflects the unwavering commitment of His Excellency, President Bola Ahmed Tinubu, GCFR, to fostering an inclusive and equitable education system that leaves no learner behind, in line with the global education 2030 agenda.

Inclusive education is not just an educational philosophy; it is a fundamental human right. It embodies the spirit of diversity, embracing the richness that comes from acknowledging and respecting the unique strengths and needs of every learner. The revised policy is a testament to our dedication to providing quality education that is accessible to all, regardless of individual differences.

This comprehensive document builds upon the foundation of the previous policy and incorporates valuable insights and learnings gained from the challenges that confronted its implementation. It underscores the need for a paradigm shift in our educational approach, recognizing that diversity in our classrooms is an asset that must be leveraged to cultivate a society that values tolerance, empathy, and understanding.

In line with Sustainable Development Goal 4, emphasizing inclusive and equitable quality education for all, this policy aligns our educational framework with international best practices. It is a call to action for educators, policymakers, parents, and the community at large to work collaboratively to ensure that education is a transformative force that leaves no one marginalized.

As we embark on the implementation of this policy, I urge all stakeholders to embrace the principles of inclusivity and equity, recognizing that our collective efforts today will shape the destiny of our nation tomorrow. Together, let us build a more inclusive and compassionate society through education, where every learner, regardless of background or ability, can thrive and contribute meaningfully to the socio-economic development of Nigeria.

May this revised Nigerian National Policy on Inclusive Education be a beacon of hope, guiding us towards a future where education is a powerful force for positive change and a catalyst for building a more inclusive, educated and prosperous nation.



Prof. Tahir Mamman, OON, SAN
Honourable Minister of Education
Federal Republic of Nigeria

PREFACE

It is with great pleasure and a deep sense of responsibility that I pen this preface to the revised National Policy on Inclusive Education. As the Honourable Minister of State for Education, I am honored to be part of an administration, led by His Excellency, President Bola Ahmed Tinubu, GCFR, that is committed to transforming our educational landscape and ensuring that no learner is left behind.

This updated policy is a big step towards creating an educational system that is inclusive and responsive. It builds on the achievements of previous initiatives and takes into account the changing requirements of our diverse student body. Our goal with this policy is to eliminate obstacles and foster an environment where every child can receive quality education, regardless of their background, abilities, or socio-economic status.

The Ministry of Education, in collaboration with various stakeholders, has undertaken a comprehensive review to ensure that this policy reflects the best practices in inclusive education. The document outlines strategies for accommodating diverse learners, including those with disabilities, and sets forth a roadmap for the implementation of inclusive practices in our schools.

As we embark on this transformative journey, it is essential to recognize the critical role that educators, parents, communities, and all stakeholders play in making inclusive education a reality. The success of this policy hinges on our collective commitment to fostering an inclusive culture within our educational institutions and society at large.

Let this document serve as a guiding light, inspiring us to work tirelessly towards an educational system that reflects the principles of diversity, equity, and inclusivity.

Dr. Hon. Yusuf Tanko Sununu
Honourable Minister of State (Education)
Federal Republic of Nigeria



ACKNOWLEDGEMENT

The development of the revised National Policy on Inclusive Education has been a collaborative and collective effort that would not have been possible without the dedication and contributions of numerous individuals and organizations. On behalf of the Federal Ministry of Education, the Honourable Minister of Education, Prof. Tahir Mamman, OFR, SAN, and the Honourable Minister of State for Education, Dr. Hon. Yusu Tanko Sununu, I extend heartfelt gratitude to all those who have played a vital role in shaping this document.

First and foremost, I express our appreciation to His Excellency, President Bola Ahmed Tinubu, GCFR, for giving the Ministry the leverage and enabling environment to function and deliver on its mandate effectively and efficiently. His visionary leadership has been instrumental in shaping the policy framework that reflects our national commitment to providing quality education for all.

I extend sincere thanks to the partners, Sightsavers International, and TAF Africa, for providing the funding and leadership required to see the process of review through. Your support and collaboration models the partnership we hope to see more of within the Education sector in Nigeria.

A very special note of gratitude is extended to our stakeholders and participants, administrators and education experts, non-governmental organisations, and civil society organisations, at the various levels of workshops and technical sessions held throughout the review process. Your invaluable contributions, inputs, and critique provided the robust exposure required for us to achieve the development of a more responsive document. A dedicated team within the Ministry of Education, whose expertise, diligence, and tireless efforts have been crucial throughout the entire process. Your commitment to excellence and attention to detail have been vital in shaping the policy to meet the diverse needs of our learners.

I also specially acknowledge with appreciation the effort of the committee, headed by Mr. Adeley Adeoyw, former Director, Educational planning, Research and Development (EPR&D), and the Secretary, Mr. Omotomi, A.K., Deputy Director, Language and Special Needs Education, Basic Education Department, the alt-secretary, Mr. Aisuedion A.A of Senior Secondary Education Department, for bringing this revised policy to fruition.

Finally, I would also like to acknowledge the commitment, support, and contributions of staff of the Federal Ministry of Education, without which the development of this revised policy would have been a far reaching ambition.

The Nigerian National Policy on Inclusive Education stands as a testament to what can be achieved through collective action and shared commitment to the principles of inclusivity. As we embark on the implementation phase, I am confident that the continued collaboration of all stakeholders will lead to a more inclusive and equitable education system for the benefit of all Nigerian learners.

Dr. (Mrs.), O.F. Olatunji-David
Director, Basic Education Department



ACRONYMS

- ASC- - Annual School Census
- CSOs - Civil Society Organisations
- CBMCs - Community Based Management Committees (Private Schools)
- FCDO - Foreign Commonwealth and Development Office
- EFA - Education For All
- EMIS - Education Management Information System
- FBOs - Faith Based Organisations
- FGN - Federal Government of Nigeria
- FME - Federal Ministry of Education
- IDPs - Internally Displaced Persons
- IE - Inclusive Education
- LGA - Local Government Area
- MDAs - Ministries Departments and Agencies
- MDGs - Millennium Development Goals
- NCCE - National Council for Colleges of Education
- NERDC - Nigerian Educational Research and Development Council
- NGOs - Non-Governmental Organisations
- NPE - National Policy on Education
- NPIE - National Policy on Inclusive Education
- NTI - National Teachers' Institute
- NUC - National Universities Commission
- OOSCS - Out-of-School Children Survey
- OPDs - Organisations of Persons with Disabilities
- OVC - Orphans and Vulnerable Children
- PR & D - Planning Research and Development
- QA - Quality Assurance
- SBMC - School-Based Management Committee
- SDGs - Sustainable Development Goals
- SME - State Ministries of Education
- SMD - Social Mobilisation Department
- SNE - Special Needs Education
- SS - School Service
- SSIT - School Support Improvement Team
- SUBEB - State Universal Basic Education Board
- UBEC - Universal Basic Education Commission
- UKAID - United Kingdom Agency for International Development
- UN - United Nations
- UNESCO - United Nations Education Scientific and Cultural Organisation
- UNICEF - United Nations Children Fund
- USAID - United States Agency for International Development



DEFINITION OF TERMS

Albinism	A genetic condition with minimal or reduced melanin that produces colouration in the skin, eyes and hair. There are two types of albinism, ocular which affects the eyes only and oculocutaneous which affects the eye, skin and hair.
Assistive Technology	These are devices and services such as visual aids, augmentative communication devices and specialised equipment for computer access that a person with special needs may need to access and benefit from education.
Disability	Long-term physical, mental, intellectual or sensory impairment which in interaction with various barriers may hinder a person's full and effective participation in society on an equal basis with others.
Hearing impaired	These are persons whose sense of hearing is impaired; this could range from the ability to hear partially to total deafness
Impairment	Loss or limitation of physical, intellectual, mental or sensory function on a long-term and/or permanent basis
Inclusive Education	Process of addressing all barriers and providing access to quality education to meet the diverse needs of all learners in the same learning environment.
Intellectual Disability	A disability that affects the cognitive functioning of an individual.
Learners	These are categories of persons that include all children, adults, people with disabilities, the gifted/talented, IDPs, nomads, OVC, migrants, fishermen, farmers, etc .who are enrolled in the education system.
Mainstream	The enrolment of children with disability into the regular school system. This means regular education classes are combined with special education classes.
Mainstream Schools	Learning environments which are not special schools but are regular schools that accommodate and cater for the learning needs of children with disability.
Safe School	A learning environment free of violence, fear, and danger to health, mental and emotional well-being of children to be able to concentrate on learning.



DEFINITION OF TERMS

Segregation	Learners with different educational needs (e.g. those with physical or learning challenges) being placed in a separate educational setting (e.g. a “special school” or a school only for learners with disabilities).
Special Education	The practice of educating learners with special needs aimed at addressing barriers perceived to be possible obstacles to learning, and/or perceived to be limiting an individual’s full participation in education activities.
Special Schools	Learning place that provides education for children with disabilities and the gifted.
Visually impaired	These are persons whose sense of vision is defective and cannot see like any other person. This could range from the ability to see a little to total blindness.
Vulnerable Children	Children below 18 years of age who are currently in adverse conditions and thereby subject to significant physical, emotional, or mental stress, resulting in inhibited development, and who are at greater risk of being exploited, or subject to significant, emotional, or mental stress or harm due to one or more factors.
Resource Centre	Places where a special education teachers/facilitators instructs and assists learners identified with learning difficulties.



1.0 INTRODUCTION

Inclusive education has been internationally recognised as a means of attaining equity, justice and quality education for all learners, especially those who have been traditionally excluded from mainstream education for reasons of disability, ethnicity, gender, giftedness or other characteristics. According to UNESCO, inclusive education is defined as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. This means that all learners have the right to a quality education that caters, to the extent possible, for their individual needs. Some countries around the world including a few states and schools in Nigeria have been promoting inclusive education policies and practices.

Inclusive education is 'Education for All'. It is about removing barriers to learning and involving all learners who otherwise would have been excluded through marginalization and segregation; a process aimed at offering quality education for all while respecting diversity. Inclusive education helps to facilitate learning and equally enhances access, inclusion, and participation for both teachers/facilitators and learners diversities in the teaching/learning process. It ensures that the education system adapts to the learners so that they can achieve their full potential, rather than expecting the learners to adapt to the system. It is a process of strengthening the education system to reach out to all learners.

The Nigerian Government is committed to ensuring Education for All. Nigeria is one of the signatories to the Salamanca Declaration-1994, Dakar Framework for Action-2000, and United Nations Convention on the Rights of Persons with Disabilities-2006 and Sustainable Development Goals (SDGs) developed by the UN in 2015 in which education of learners with Special Needs is to be implemented through an Inclusive Education (IE) approach.

The Salamanca Declaration specifically requires the government to among other things:

- Give the highest policy and budgetary priority to improve education
- Adopt as a matter of law and policy, the principle of inclusive education and enrol all children in school
- Develop demonstration projects and encourage exchanges with countries that have inclusive schools

The Constitution of the Federal Republic of Nigeria strongly protects human rights on all grounds. The National Policy on Education (NPE) guarantees education for all without any discrimination while the UBEC Act-2004 emphasizes free and compulsory education for all Nigerian children of school age irrespective of their diverse needs. Furthermore, the National Policy on Education indicates the need for the inclusion of children with Special Needs Education (SNE) and other strategies for reducing dropout rates in basic education. The core value of these treaties and Policy documents is that all children have the right to receive the kind of education that does not discriminate on any grounds such as ethnicity, religion, economic status, language, gender, disability etc.

<http://unesdoc.unesco.org/images/0017/001778/177849e.pdf>



However, gifted and talented learners are not excluded from this arrangement. This policy document ensures that adequate provisions are made to accommodate the learning processes of this group through curriculum compacting, enrichment and acceleration. The provision of support services, teaching and learning aids such as Braille machines and other devices for learners with visual impairment and sign language interpreters for learners with hearing impairment would ensure the effective implementation of inclusive education (IE) in Nigeria.

This document, therefore, is intended to address the challenges associated with the inclusion of Nigerian children with disabilities and other marginalized children and learners with unmet learning needs into the school system. It is a national benchmark that would set the minimum standard for the effective implementation of inclusive education in Nigeria. It is our conviction that this policy will pave the way for greater access to quality education and in the process reduce the number of out-of-school learners nationwide.

1.1 Statement Of The Problem

Inclusive Education practice in Nigeria is faced with a myriad of challenges leading to the exclusion of some learners and persons, including those with disabilities, from the educational system. This exclusion not only impacts the persons or learners, but also impacts their families and wider society as individuals are prevented from contributing socially and economically. The challenges facing the successful implementation of the policy are physical, societal and economic.

Societal Attitudes: Cultural beliefs and societal negative attitudes towards persons with disabilities are rife in Nigeria. There are certain beliefs that disability is a curse, punishment or contagious condition that makes some families hide children with disabilities away from the public. This set of societal attitudes constitutes a barrier to educational accessibility and societal integration. Those who can attend school or go out in public, often face overt bullying, discrimination, stigmatization, exclusion and abuse, which may continue into adulthood.

Resources: People with a disability, are frequently believed to be less worthy, incapable of learning or becoming independent. This attitude means that schools and families do not want or believe it is worth investing time and resources to educate a child with disabilities. Lack of specialist expertise and training available to teachers and educators means staff cannot identify, understand or support their pupils' learning needs. Financial constraints also play a significant role in the ability of a school or family to make suitable adaptations. Lack of knowledge means that teachers do not know how to make simple, affordable changes that could benefit all pupils.

Environmental/Physical Barrier: The first accessibility barrier learners may encounter on entering school could be a lack of accessible pathways (ramps, rails, smooth and levelled ground) that can aid mobility. Furthermore, inappropriate classroom sitting arrangements can prevent learners from active participation in learning activities. Other barriers to learning include a lack of adaptive learning materials, assistive devices and basic technology.



Discounting people with disabilities and not providing them access to education, and consequently denying them employment, there will be an increase in:

1. Poverty (SDG 1) – as people are unable to access decent, paid employment due to a lack of appropriate qualifications and persistent beliefs about people with disabilities being less able, reliable or trustworthy.
2. Poor health and well-being (SDG 3) – as people with disabilities are less able to physically enter clinics and health centres, are less able to communicate their needs and less able to pay for necessary treatment or medicines. People with disabilities are also more likely to suffer from mental health challenges after lifetimes of being bullied, looked down upon and excluded from the community or even family life.
3. Reduced quality education (SDG 4) - Physical, societal and economic factors all play a role in reducing access to education.
4. Increase in gender inequality (SDG 5) – Women with disabilities or who care for PWD are more likely to be abused and discriminated against.
5. Poorer access to decent work and economic growth for PWDs and their carers (SDG 8)- PWD are more likely to have reduced access to decent work as they have not had access to good quality education and they have not developed the skills and knowledge to find suit employment.
6. Increased inequality (SDG 10) as PWD are left behind due to all the factors outlined above.
7. A reduction in peace and justice (SDG 16) as the PWD and their carers are more likely to be exploited, girls in particular are vulnerable to sexual violence and exploitation. Vulnerable people, such as those with learning disabilities, are also more susceptible to being drawn into criminal gang activity or recruited by extremist militias and are often targeted by such groups. (UNICEF 2021)

The rate of disabilities in Nigeria is expected to increase due to the impact of ageing, war, conflict, natural disasters, and forced displacement, amongst other factors. The World Bank Group (2020) already estimates that Nigeria's national welfare burden is as much as 7% of GDP. If the disabled population continues to increase as predicted and nothing changes in terms of their inclusion in society, that "burden" is going to continue to grow.



1.2 The Differences Between Integration And Inclusion

Inclusive Education is often misunderstood as a new term for “integration” and is thought to be related only to learners experiencing barriers to learning resulting from impairment/disability. In reality, inclusive education differs in both philosophy and practice from integration (see Table 1). Inclusive education involves the whole education system and all learners. In an education system, quality education should be provided in a learner-friendly environment where diversity is experienced, embraced and recognised as enriching to all.

Integration	Inclusion
Requires learners’ adjustment to the requirements presented by the school system.	School environments, curricula and assessment systems are continuously adjusted to the needs of all learners.
Focuses on learners with disability.	Focuses on all learners in the classroom and attends to their individual needs.
Curriculum-centred and teacher/facilitator directed.	Learner-centred and goes through the Interaction – Communication – Dialogue. There is differentiation in approach, methods and assignments.
Integration refers to exceptional learners being partially taught in a main stream classroom. An enabling environment for learners with special needs to fit in their mainstream peers.	inclusion means that all learners attend and are welcomed by their neighbourhood regular schools in appropriate regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.
Teacher-centered	Learner-centered



2.0 BACKGROUND

2.1 Situation Analysis

The development of education in Nigeria followed the same trend as in most other countries of the world. The National Policy on Education addressed different sections of education including special education. The practice of special education in Nigeria started with segregation, with the missionaries championing the course of children with special needs. In 1974, there was direct government involvement in catering for the education and rehabilitation of people with disabilities. The Federal Ministry of Education provided the much-needed leadership by establishing a Special Education Unit within the Ministry with clear policy provisions and guidelines to support implementation.

As a result, there has been a shift from segregation to integration and some forms of mainstreaming at the secondary level of learners with hearing, visual, physical and health impairments. However, there is a clear gap in mainstreaming at the primary school level and even at the secondary level. Mainstreaming was often not accompanied by changes in the organization of the regular schools or in teaching or learning strategies. Thus, difficulties were experienced by learners as a result of how schools were organized. There was little or no interaction between children attending regular classes and children with disabilities.

Special Education has been described as a classroom or private instruction involving unconventional techniques, materials, exercises, facilities and subject matter designed for learners who have one form of disability or the other such as behavioural disorders or learning disabilities, the gifted and talented. The design of special education delivery systems in many schools encouraged isolation. The need to follow inclusive education trends in Nigeria became necessary to remove barriers that encourage exclusion. Exclusion over the years has widened the gap between the learners and the learning environment. Inclusive education initiative has come at a time when the world has realized its benefits and ensuring that all learners are both included in the classroom and quality learning.

Inclusive education is premised on the fact that if the right to education for all is to be upheld, all learners must have access to quality education that meets their basic learning needs and enrich their lives. Education is not only about making schools available to those who are already able to access them but it is about being proactive in identifying barriers and obstacles learners encounter. In an attempt to access opportunities for quality education as well as remove those barriers that lead to exclusion, effective strategies and proactive actions should be taken by all relevant stakeholders in providing an enabling environment for all.



2.2 Rationale

Studies have shown that there are about 18.5 million out-of-school children in Nigeria today, 60% of whom are girls. Estimated primary age and junior secondary age populations in Nigeria were 24.7 million and 10.9 million respectively. Out of these, about 10.1 million children who are supposed to be in basic education were not in school. Most of these children are not in school because of marginalization as a result of gender, poverty, disability, conflict, minority, ethnicity/language/religion, cultural choice, geography (remoteness), age, albinism, almajiri practice, nomadism, migrant fishermen and farmers, teacher/facilitator to learner ratio etc. Despite the universal free access to basic education and the huge amount of resources invested in education, many children are still left out of schooling. Many others drop out due to unsafe or insanitary school environments, abuse and discrimination at school, or lack of effective teaching techniques to help them learn.

The right to inclusion is set out in various international conventions and frameworks. These declarations to which Nigeria is a signatory include among others the Universal Declaration of Human Rights in 1948 which states that every person has the right to education. The Convention on the Rights of the Child (UN, 1989) provides that children with disabilities should also have effective access to and receive education, training, healthcare. The Salamanca Statement and Framework for Action on Special Needs Education – outlines that: “Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. These should include children with disabilities, gifted children, out-of-school children, youth and adults, children from the remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other

disadvantaged or marginalized groups”. Finally, the World Forum Framework for Action, Dakar (EFA goals), MDGs and SDGs all call for the inclusion of marginalized and segregated groups to be educated.

Many policy documents exist in Nigeria in which inclusiveness is implied but are presented as separate interventions for various groups of learners in a segregated educational system. Moreover, the policies do not present a clear explanation of inclusive education and also do not tackle the confusion between special education, integration and inclusive education. The National Policy on inclusive education becomes imperative to have a holistic approach, with a unified system in which formal, non-formal, segregated and mainstream are harnessed.

Nigeria’s quest for social integration and national unity among the various social, economic, political, ethnic, religious and geographic strata can be achieved through inclusive education which promotes social inclusion among all citizens irrespective of their differences. Through Inclusive education, Nigeria can reduce the level of academic failures as children with different learning capabilities are brought together to support one another in the learning process thereby enabling the children to maximize their potential and increase their life chances. Inclusive education brings all learners together creating diverse ways of teaching that respond to individual differences which will benefit all.



Inclusive schools help change attitudes toward diversity, thereby removing discrimination, and at the same time, helping to develop inclusive communities as it enhances social inclusion and acceptance of diversity. It is less costly to establish and maintain schools that educate all learners together than to set up a complex system of different types of schools which specialize in educating different groups of learners. In addition, there is also a long-term economic argument for improving inclusion and access to education for people with disabilities and OVC. The World Bank 2020 report: Disability Inclusion in Nigeria: A Rapid Assessment, states that persons with disabilities are more likely to face higher rates of poverty and greater barriers to the labour market, education, and participation in community life. Their lower rates of economic and labour market participation impose a greater welfare burden on governments and highlights the costs of exclusion, which range from about 3 to 7 percent of the gross domestic product. Investment in our learners now will pay dividends as they become able to contribute socially and economically.

The Nigerian Constitution guarantees the educational rights of all its citizens, especially children. Accordingly, education is a human right and inclusive education gives the child the right and opportunity to have access to quality education, irrespective of status or needs. A child-rights approach is necessary for addressing issues of discrimination. Inclusive education is therefore the panacea for reducing the number of out-of-school children as it attracts and retains children from marginalized and excluded groups. It gets them enrolled and responds flexibly to the circumstances and needs of ALL learners, ensuring the participation of ALL and reducing all types of barriers to

learning for ALL children.

Many policy documents exist in Nigeria in which inclusiveness is implied but are presented as separate interventions for various groups of learners in a segregated educational system. Moreover, the policies do not present a clear explanation of inclusive education and also do not tackle the confusion between special education, integration and inclusive education. The National Policy on inclusive education becomes imperative to have a holistic approach, with a unified system in which formal, non-formal, segregated and mainstream are harnessed.

2.3 Learners Addressed By Inclusive Education

-Education aims to improve the quality of learning for learners of all ages, from early childhood education to higher education, enrolled in non-formal or formal government or private sector education institutions. A useful method of judging whether inclusive education is taking place is to look at the learner's presence, participation and achievement in education. Inclusive education should address learning and development needs, include learners of all ages and encourage and embrace vulnerable and marginalised groups, such as learners excluded from or within education including:



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- Persons living in the streets
 - Children involved in child labour
 - Persons from minority cultures and/or religions, including minority languages
 - Persons who are physically and/or psychologically abused
 - Persons growing up in economic and/or cultural poverty
 - Persons with health challenges, including learners with HIV or AIDS
 - Persons from families who are addicted to drugs
 - Persons with learning disabilities
 - Learners who have dropped out of school
 - Learners who learn differently, slower or faster
 - Persons with disabilities
 - Learners experiencing barriers to learning caused by factors other than impairments
 - Learners with psychosocial challenges, including girls who are pregnant or have given birth.
 - Learners who have been excluded from education due to security problems or an unsafe school environment
 - Learners with all forms of disabilities



3.0 POLICY FRAMEWORK

This policy statement is targeted at putting in place an all-inclusive education system that would guaranty the right of every child to quality education. This policy is designed to achieve Education for All irrespective of individual strengths and weaknesses, hopes and expectations. UNESCO views inclusion as “a dynamic approach of responding positively to pupils’ diversity and of seeing individual differences not as problems, but as opportunities for enriching learning.” It is about changing and improving the way education works. This, in essence, involves restructuring education culture, policies and practices to respond to a diverse range of learners. It is expected that the learning needs of all young people and adults will be achieved through equitable access to appropriate functional education and life-skill programmes. In a bid to attain the Sustainable Development Goals (SDGs 4) of “Inclusive Education,” there is a need to respect all learners, particularly gifted children, children with disabilities, the girl child, those belonging to ethnic minorities, hard-to-reach communities and other out of school children, youth and adults through access to free, qualitative and compulsory Basic Education.

3.1 Principles Of Inclusive Education

The following are the principles which underpin this policy.

3.1.1 Inclusive Education is based on a belief in all learners’ potentials for learning and recognises that each learner has peculiar learning needs:

All learners need not learn in the same way, and not all learners need to achieve the same goal, but all learners need to be supported to attain their full potential and maximise their life chances.

3.1.2 Inclusive education is a human right-based approach:

A human right-based approach emphasizes that all learners have an equal right to access free quality education.

3.1.3 Inclusive education is a continuous process for improving the education system:

It is about changing education, school and classroom practices and empowering educators to be more responsive and flexible in meeting the needs of all learners.

3.1.4 Inclusive education is about meeting the needs of all learners with a special emphasis on learners vulnerable to exclusion and marginalization:

Inclusive education requires identifying and addressing discriminatory or abusive attitudes and practices to reduce barriers to learning and participation.



3.1.5 Inclusive education reflects the social model of disability:

The social model holds that people may have impairments but it is the society, through attitudinal and environmental barriers, which disables them.

3.1.6 Inclusive education is about the early detection of individual learners' needs and providing support to meet these needs:

It is necessary that any learning, psychosocial and health needs of learners are identified early and support is provided to prevent difficulties.

3.1.7 Inclusive schools contribute to the development of inclusive communities:

Inclusion of all learners in the same learning environment will enhance social interaction and acceptance of diversities.

3.1.8 Inclusive education is all about access to quality education:

Inclusive education is making quality education accessible to all learners in a favourable and safe learning environment

3.2 Vision

A society with an inclusive education system with unhindered access to free quality education and active participation of all learners in the same safe learning environment.

3.3 Mission

Engage relevant stakeholders, create awareness, build capacity, strengthen service delivery, monitor and evaluate, hold duty bearers accountable, and ensure implementation for the provision of a standardised, qualitative and accessible education system for the sustenance of equal opportunities and participation for all learners.

3.4 Objectives Of The Policy

3.4.1 To guide education stakeholders in the strategic planning process that strengthens the inclusive education system

3.4.2 To enhance stakeholders' understanding of inclusive education and create a platform for all stakeholders to work in synergy

3.4.3 To improve access and participation to free, quality education for all learners

3.4.4 To create a positive experience that would enhance learning among all learners regardless of age, nationality, ethnicity, sex, or disability;

3.4.5 To create enabling environments for all learners to maximise their potential and increase their life chances, and those of their families.



3.4.6 To raise public awareness and sensitization on issues of inclusive education to promote social inclusion among all strata of society, including, parents, and community leaders.

3.4.7 To mobilise and build opportunities for a community of advocates if inclusive education including all tiers of government, tradition institutions and various social circles where the voices of the persons with disabilities will be heard and included in decision and change-making.

3.4.8 To enable the voices of the families and caers of learners with disabilities to be heard and included in decision and change making of their education.

3.5 Policy Targets

3.5.1 Rehabilitate and upgrade schools in every state annually to effectively provide safe, accessible and inclusive learning environments and promote a suitable learning experience

3.5.2 Increased capacity of teachers/facilitators, administrators and other implementers of National Policy on Inclusive Education (NPIE) annually to be able to instruct and teach all learners regardless of their age, ethnicity, sex, or disability based on their individual learning needs

3.5.3 Integrate Inclusive education modules and principles into all the teacher/facilitator training programmes.

3.5.4 Comprehensive public awareness programmes on inclusive education to be implemented.

3.5.5 Adaptation of curricula to cater for all learners (regardless of their ability and style of learning), including accessible means of assessment of all learners' progress against the curriculum.

3.5.6 Increased understanding, ownership, promotion and implementation of the policy and its guidelines.

3.5.7 Transform one (1) special school per state annually into resource centres to train and advise mainstream teachers/facilitators on supporting children with special educational needs.

3.5.8 Ensure adequate funding and implementation of the policy.

3.5.9 Ensure the voices of the families and carers of learners with disabilities are heard and included in decision and change making of their education, through the inclusion of representatives of parents/carers of learners with disabilities in PTAs, CBMCs, and SBMCs.



3.6 Policy Strategies

The following are the identified strategies to achieve the goals and objectives of this policy:

Strategy 1 High-level sensitization and advocacy to enhance political will, acceptance and buy-in on inclusive education by all.
(Targets 4 and 6)

Key Activities

These activities will be implemented to enhance political will and change the general attitude and behaviour of people as it is expected to increase enrolment:

- i. Advocacy visits to the state and national legislative arms to initiate and follow through the passage of legislation that will promote effective implementation of the inclusive education policy.
- ii. Coordinate activities by involving relevant stakeholders in raising awareness through electronic, print and social media.
- iii. Advocacy visits to specific MDAs, development partners and other non-state actors for example; trade unions, etc.
- iv. Use of traditional/religious institutions and local means of information dissemination e.g. town criers, local town hall meetings and religious/ traditional gatherings.
- v. Sensitize parents and teachers/facilitators on the importance of Inclusive Education.
- vi. Educate the families and carers of learners with disabilities on how to be heard and be included in decision and change making of their education.
- vii. Sensitize parents and teachers/facilitators/facilitators through SBMCs and PTAs on the need to learn modern communication techniques in managing children with disabilities and other vulnerable groups.
- viii. Show and model how inclusive education contributes to society and improves economic growth
- ix. Involvement of the National Orientation Agency (NOA) in driving a strategic Inclusive Education orientation campaign.
- x. Public enlightenment and campaign rallies in places with out-of-school children. For example, motor parks, markets and sundry places.



Strategy 2 Effective stakeholders' engagement and community mobilization at Local, State, National and International levels.
(Target 4)

Key Activities

- i. Stakeholder forums- to build partnerships, share information, take ownership, draw up commitments and support for the implementation of the policy
- ii. Town-hall meetings at the grassroots level to create awareness on inclusion and drive the implementation process.
- iii. Meetings with educators for awareness, advocacy, resource mobilization etc.
- iv. Trainings to build the capacity of teachers/facilitators, to develop and share technical tools to implement inclusive education, monitoring tools and evaluation techniques.
- v. Seminars to further build capacity and create knowledge -based information sharing with relevant stakeholders.
- vi. Roundtable meetings to review and monitor progress on the policy implementation
- vii. Conferences at national and state levels to share learning, experiences, knowledge and best practices



Strategy 4 Creating Access and Safety in all Schools/Learning Centres. (Targets 1 and 7)

Key Activities

- Identification of out of school children organised to inform the planning processes at the state and federal levels.
- Fund allocation and information systems for delivering equipment to enable children to access school, where families and communities cannot fund it. This should include wheelchairs and crutches, braille machines, referrals and prescriptions for glasses, hearing aids, and other assistive devices where diagnosed as necessary.
- Analysing out-of-school surveys and Annual School Censuses, and focusing on the planning and budgeting processes, to identify and prioritise learners at risk of dropping out.
- Updating the SUBEB design and tendering standard to ensure that construction, rehabilitation and equipping of new and existing learning, centres, hostels, laboratories, workshops, offices, toilets to make them accessible to all.
- Provision of facilities, tools, and systems that ensure the reasonable accommodation of all learners with disabilities. Provision of inclusive and accessible recreational and sports facilities
- Provision of electricity power supply through alternative sources such as solar energy.
- Provision of vocational and skills-based learning to give school staff the skills to adapt and improve the accessibility of their lessons, classrooms and schools
- Provision of adequate security in all schools in the federation, including perimeter fencing, supported by government and community-based security personnel and networks supported by SBMCs and PTAs.
- Provision of school/centre clinics and other relevant health care facilities in all schools, in addition to the provision of group health insurance cover
- Training on disaster risk reduction and providing early warning systems in all schools.
- Create regulations and guidance to encourage all registered private schools to accept all school-aged children that come for enrolment.



Strategy 5 Improving institutional support for inclusive teaching (Targets 1 and 7)

Key Activities

- Establishment of 10% of basic salary as monthly allowances for teachers/facilitators and caregivers within the learning environment taking on significant extra duties to promote inclusion, based on agreed criteria.
- Directing recruitment and management systems to create Teacher/facilitator/learner ratios in line with recognised good practice.
- Recruitment or contracting of relevant personnel for advising teachers/facilitators and delivering care and rehabilitation for children with disabilities and learning difficulties, including counsellors, caregivers, audiologists, tactile sign language teachers/facilitators and interpreters, social workers, low vision experts, psychologists, physiotherapists, etc.
- Provide appropriate specialized facilities at the State level to address learning difficulties, such as Braille textbook and examination paper production facilities, audio-visual testing and rehabilitation services, and physiotherapy services for inclusive education.
- Establish functional and inclusive Guidance and Counselling Units in all schools.
- Expand the provision of appropriate inclusive musical and laboratory facilities/materials to support teaching and learning in schools
- Provision of inclusive basic instructional materials at school and LGEA level for children with disabilities e.g. low-cost Braille kits and materials, magnifiers, large print examination papers, textbooks and reading materials, and other assistive technology/devices etc
- Expand the provision of inclusive school/home support, especially for learners with severe and multiple disabilities.
- Provide training and resources to enable teachers/facilitators to create their resources and make appropriate adjustments to make their teaching more accessible and inclusive for all.



Strategy 6 Adaptation of Curriculum and Resource materials. (Target 3 and 5)

Key Activities

- Fourth-yearly review and update of existing curriculum and associated assessments to incorporate Inclusive Education strategies at all levels
- Earmark additional time and appropriate methods for testing and examining children who have difficulty accessing standard tests.
- Support research, development and distribution of new and revised Curriculum and Resource Materials to aid inclusive education
- Encourage improvisation and creative development of resource materials in schools by teachers/facilitators and students to aid inclusive education.
- Produce guidance for teachers/facilitators in adapting teaching methods and using local language according to children's needs and environment, to enhance teaching and learning.
- Adaptation of reasonable accommodation for all learners.
- Produce guidance to enable the voices of the families and carers of learners with disabilities to be heard and included in the decision-making of their education.



Strategy 7 Rehabilitating and Upgrading Special Schools to Serve as Resource Centres. (Target 7 and 1)

Key Activities

- Expand the inclusive status of special schools by accommodating a wide range of learners, including learners without disabilities
- Provision of teaching and learning equipment in special and regular schools to support in-service training and practice for regular teachers/facilitators/facilitators.
- Require special schools/resource centres to collaborate and partner with mainstream schools
- Require special schools/resources centers to collaborate with the families and carers of learners with disabilities in the decision -making of their education.
- Develop and create a provision of vocational and skills -based learning to act as centers of excellence.
- Organise training for teachers/facilitators in the mainstream schools in close cooperation with teachers/facilitators in the special schools
- Require and support teacher/facilitators from the special schools to reach out to provide support to teacher/facilitators in the mainstream schools through, e.g. peer learning, frequent visits to regular schools, follow -up workshops, sharing lesson learnt and knowledge gained
- Recruitment and deployment of teaching and non -teaching staff to special schools to enhance the capacity of the schools to serve as training centres (5% consideration for persons with disabilities in alignment with the Discrimination Against Persons with Disabilities (Prohibition) Act 2018)
- Provision of state budgetary allocation to special schools as resource centres .



Strategy 8 Adequate Resource Mobilization, Allocation and Utilization. (Target 8)

Key Activities

- Federal government through the Federal Ministry of Education, TETFUND, UBEC, NCCE, NBTE, NUC NTI etc. Such as; Yearly budget appropriations for pre and in service teacher/facilitator training, school refurbishment, and direct procurement of educational Materials including ICT, assistive technologies, learning aides; magnified glasses, assessment tools and mobility aids for schools and learning centres.
- The State government through State Ministries of Education, SUBEB etc. Such as: Developing and funding new and adapted educational Materials etc., yearly budget appropriations for provision and renovation of infrastructure and facilities, and organising a nd funding teacher/facilitator training and additional staff recruitment (5% consideration for persons with disabilities in alignment with the disability discrimination law 2018).
- Local government: to facilitate the provision of allowances, encouragement of local production of educational materials,
- Local and international development agencies: Providing support such as technical assistance for capacity building of teachers/facilitators and caregivers and policy revision.
- Private sector: contributing materials and funds through corporate social responsibility
- CSOs and FBOs: mobilising school communities to support inclusion.
- Individuals and philanthropists: donating education facilities, materials and resources to support inclusion.
- SBMC and CBMC Parent Forum, mothers association: mobilising resources locally to support local schools for inclusive education practice.
- SBMCs, CBMCs, FBMCs and Parent Forum, Mothers Associations: provide watch to protect facilities at local schools, and help to maintain school equipment and facilities.
- SMOEs, LGEAs, Parent Forums, CSOs etc to monitor effective utilization of school facilities (make sure learners are allowed to make use of available facilities)
- Publishers of textbooks and other instructional materials should make provision for 30% bold prints and 10% Braille books to cater for inclusive education

4.0 MONITORING AND EVALUATION

4.1 Policy Review

- a. Appropriate monitoring and evaluation mechanisms shall be put in place to evaluate the impact of the inclusive education policy on the learners, the education system and the wider societal development.
- b. A monitoring framework shall be established with a clear set of criteria/responsib and evidence required to measure implementation. The framework shall be linked with the monitoring systems that are already in place in the education sector, e.g. ASC, OOSCS, Drop-outs, EMIS, QA, SS, SNE, SMD, EPR&D, SSIT etc.
- c. Federal Ministry of Education shall on a quarterly basis, monitor the progress towards the implementation of this policy and evaluate its outcome to assess the level of compliance by all stakeholders. The outcome of the M & E shall be published for public information.
- d. The Federal Ministry of Education should also collate properly disaggregated data through developed standard tools that will aid in the implementation of the policy from states and local government areas to assist in the review of the implementation guidelines and resource provision. Information so gathered should be made available and disseminated to all other stakeholders for their input and suggestions towards the review of the policy and its guideline.
- e. State Ministries of Education and State Universal Basic Education Boards (SUBEB) should equally monitor and assess the level of implementation in their respective states and also periodically evaluate the enrolment and the attendance of all children, particularly vulnerable and traditionally excluded groups, in schools. Copies of reports of assessments should be sent to the Federal Ministry of Education for periodic review.
- f. State Ministries of Education and SUBEB should also monitor retention and graduation in schools with more emphasis on vulnerable children.
- g. This policy document should be made available to private schools by state ministries of education with strict compliance. State Ministries of Education shall ensure that the policy document is made available with strict compliance requirements.
- h. There shall be a committee comprising all the relevant stakeholders to ensure that this policy document is strictly adhered to by schools including private schools.
- i. The Local Education Authorities should continuously monitor and evaluate the implementation of this policy at the local government councils, to ensure that the communities are carried along in this process. The outcome of the assessment should be made available to the State Ministry of Education and onward delivery to the Federal Ministry of Education.
- j. The school based management committees (SBMCs) should equally monitor and evaluate the implementation of this policy and report to the local government education authorities on the successes and challenges encountered in the various schools.
- k. School heads and inspectors should adequately be trained and involved in assessment and evaluation.



5.0 SUSTAINABILITY PLAN

Government commitment to inclusive education should be reflected in appropriate legal frameworks established under International convention and recommendation ensuring that Inclusive education is appropriately understood as a rights issue. Its priority in National Policy planning and implementation should be reflected in the Federal comparative allocation in National Budget and requests for development assistance from International Partners and the Private Sector.

- There should be continuous political will by governments at all levels and other relevant stakeholders towards full implementation of the policy and its sustainability.
- Federal Ministry of Education, state ministries of education and local government education authorities should continuously sensitize the members of the public especially, schools, CSOs and parents to buy into and support the implementation of the policy.
- Suitable and continuous funding provisions should be made for the implementation of the policy, at Federal, State, and LGA levels.
- There should be continuous advocacy by the government, its relevant agencies and inclusive units, which will help to sustain the tempo. Such advocacy should be at the Federal, State and LGA levels and costs should be provided for in the yearly budgets.
- Partnerships should be built by the Federal Ministry of Education, its Departments, Agencies, Parastatals, and other relevant agencies and departments with other non-state actors for effective implementation and sustainability of the policy.



GUIDELINE FOR IMPLEMENTING THE NATIONAL POLICY ON INCLUSIVE EDUCATION IN NIGERIA 2023



1.0 IMPLEMENTATION GUIDELINE

This implementation guideline is developed to aid and assist in the implementation of this policy document. This document will not be complete if there are no clear-cut directions towards the implementation of the national policy on Inclusive Education. The implementation guideline looks at the objectives of the policy and the roles and responsibilities of all the relevant stakeholders towards its implementation. It also looks at the policy targets and a strategic action plan on how this policy document will achieve the desired set goals.

1.1 Objectives Of The Implementation Guideline

- a. To guide the implementation process of the policy
- b. To ensure adequate capacity for full implementation of the policy
- c. To drive support for inclusive education
- d. To guide stakeholders to make resources available, adequate, accessible, adaptable, affordable, and of quality, for proper planning, implementation, monitoring and evaluation
- e. To support the plan towards increasing access for all learners
- f. To set criteria that ensures no learners are discriminated against

1.2 Indicators Of An Inclusive Education System

The indicators have been carefully selected to prompt thinking about important areas in the process of developing an inclusive education system.

The possibilities for improving the access and equity situation of children in the school are explored along 4 interconnected dimensions:

I. Creating a Universal-based Systems to Support Implementation of Inclusive Policy - Systems developed should encourage and reach out to all persons in the state and minimize exclusionary pressures. They should involve clear strategies for changing into an inclusive education system with a set of planned activities to respond to diversity.

II. Promoting and Sharing Inclusive Practices in the Schools -This is about developing inclusive education schools that are made accessible and responsive to the diversity of learners and the surrounding communities.

III. Working for the best interest of the children -The development of inclusive schools should not be seen as a mechanical process. The schools implement practices so that learners can actively participate and teachers/facilitators can mobilize ways and mean to support all children's learning and development.

IV. Lobbying for Creating Inclusive Cultures in the Communities -This area is about creating an accepting and collaborating environment in which everyone is valued. Shared inclusive values are developed with the communities and conveyed to all the education stakeholders. The values of inclusive cultures are the ones guiding moment-to-moment practices so that improvement in the education system becomes a continuous process.



Table 2: Inclusive Education Indicators

I. State Systems Supporting the Implementation of the Inclusive Education Policy
<ul style="list-style-type: none">- SMOE/SUBEB/NFE/NEMIS has data on all schoolage children in the Country, whether enrolled or not.- SMOE/SUBEB/ has (or has the plan to develop) a diverse school staffwomen and men with different backgrounds in race, ethnicity, physical ability or disability, religion, language, socioeconomic status, etc.).- 'National and State Education Budget' has captured planned current expenditures related to improving access for outof-school children and school dropouts- SMOE/SUBEB/QA have copies of documents or resources at national or state levels that address inclusive education and cater for marginalised children and those who need extra support- SMD/QA have clear reporting lines for taking action to improve enrolment, quality and retention- Education Officers at SMOE/SUBEB/ LGEA levels have effective monitoring mechanisms in documenting inclusive practices- Education Officers at SMOE/SUBEB/ LGEA levels are utilising this information in making future decisions and plans- Education Officers at the State and LGEA levels have a proper budget allocation that allows them to carry out activities to reach out to learners and promote inclusive education- Education Desk Officers have links with the communities, are responsive to the needs of the communities and provide opportunities for exchanging ideas to bring about positive changes in inclusive practices- SUBEB/SS/SMD know which professional organizations, advocacy groups, and community organizations offer resources for inclusive education and improving access
II. Creating Inclusive School Environment for ALL learners
<ul style="list-style-type: none">- Headteacher/facilitators and teacher/facilitators encourage parents to enrol ALL their children irrespective of their diversities- School-age children in the community attend school regularly- Headteacher/facilitators have processes and procedures in place that help all teachers/facilitators, staff, parents and children to identify and assist all learners based on their needs- Headteachers/facilitators are aware of and can adapt inclusive school practices into daily schedules- Headteacher/facilitators provide flexibility to teachers/facilitators to pursue innovative teaching methods for helping all children to learn- Headteacher/facilitators support/encourage teamwork among teachers/facilitators and learners- Headteacher/facilitators have links with existing health authorities who provide periodic health examinations for all learners- The schools have facilities that meet the needs of all learners, such as separate toilets/latrines for girls, ramps for learners with physical disabilities and tactile floor guides- The schools have a regular supply of clean, safe handwashing and drinking water

III. Inclusive Teaching and Learning Process

- Teachers/facilitators have high expectations for ALL children, believe they all can learn and encourage them to complete school
- Teachers/facilitators in collaboration with parents/SBMCs/CBMCs/PTAs/CSOs/FBOs are involved in finding school-age children who are not in school and support enrolment, retention, participation, completion and progress to a higher level
- Teachers/facilitators know about the conditions that cause physical, emotional, and learning disabilities; and can help learners to get the proper care
- Teacher/facilitators can identify culture and gender bias in teaching environment/materials and correct these biases
- Teachers/facilitators adapt curriculum targets and content, assessment, lessons, and school activities to the needs of learners with diverse backgrounds and abilities
- Teachers/facilitators can assess children's learning in ways that are appropriate to the learner's abilities and needs
- Teachers/facilitators have various assessment tools to measure students' knowledge, skills and attitudes, rather than depending on examination scores
- Teachers/facilitators use a variety of teaching methods and ensure that all learners participate in class and school activities
- Teachers/facilitators use different methods to assess students' ability, knowledge and understanding including written, play, art, sports, verbal, and practical tasks.
- Teachers/facilitators adapt teaching methods and strategies to meet the ability and learning style of each learner
- Learners receive regular assessment information to help them monitor their progress
- Learners are involved in actively participating and developing guidelines/rules in the school to improve inclusion, reduce discrimination, violence and abuse
- All Learners are encouraged and supported by teachers/facilitators to take part in extracurricular activities
- The schools show respect for learners of all religions, and children have opportunities to learn about different religious traditions, as appropriate, during the school day
- Boys and girls report feeling safer in school
- Teachers/facilitators adapt teaching methods and strategies to meet the ability and learning style of each learner

IV. Communities Supporting Inclusive Education

- The SBMCs/CBMCs ensure the participation of all parents in the community
- The SBMCs/CBMCs make and implement plans to increase access and participation of all learners who are not in school
- The SBMCs/CBMCs teacher/facilitators and parents implement plans to support learners who would otherwise struggle to get to school safely (girls, children with disabilities, etc.)
- Learners are followed up by teachers/facilitators and/or the SBMC if their attendance at school is irregular
- SBMCs/CBMCs and community groups offer ideas and resources about the implementation of IE activities.
- Parents request to receive information from the school about their children's attendance and achievement
- Parents of children with disabilities receive the necessary school-to-home support
- CSO have a strong level of engagement and support for schools



1.3 Roles And Responsibilities Of Several Stakeholders

Federal Ministry of Education

- To direct all education institutions to admit all learners
- To allocate funding for the implementation of the policy
- To partner with relevant stakeholders, sensitize members of the public on the importance of the policy and its holistic implementation
- To ensure that this policy document is effectively implemented and monitored
- To conduct research through the relevant Departments to document and disseminate lessons learned to show evidence of impact
- To collaborate with other relevant Ministries Departments and Agencies (MDAs) such as Ministries of Health, Women Affairs, Justice, Youth, Finance, Labour, Environment, etc.

Universal Basic Education Commission

- To increase funding for effective implementation of IE, including by targeting appropriate intervention funds at the implementation of this IE policy
- To develop guidelines for funding releases and utilisation
- To monitor quality inclusive education
- To provide adequate basic education facilities to enhance access for all learners

National Secondary School Education Commission

- To increase funding for effective implementation of IE, including by targeting appropriate intervention funds at the implementation of this IE policy
- To develop guidelines for funding releases and utilisation
- To monitor quality inclusive education at the Secondary School Level
- To provide adequate basic education facilities to enhance access for all learners at the Secondary School level



State Universal Basic Education Boards

- To increase annual planning, budgeting and resource delivery for effective implementation of this IE policy
- To develop guidelines for funding releases and utilization
- To implement and monitor quality inclusive education
- To provide adequate basic education facilities to ensure access for all learners
- To recruit and deploy appropriate teachers/facilitators with a growth mindset to deliver appropriate teacher/facilitator/learner ratios
- To organise in-service teacher/facilitator training in a range of inclusive education strategies
- To provide appropriate instructional materials and equipment,
- To generate data on vulnerable and out-of-school learners

Nigerian Education Research and Development Council

- To review the curriculum and assessment practice in line with current global best practices on inclusive education
- To review the inclusive education policy based on a thorough impact assessment

Federal Ministry of Information

- To collaborate with the Federal Ministry of Education to create awareness of IE
- To create awareness and sensitization on the benefits of inclusive education using electronic/print media, e.g. documentaries, jingles, billboards, flyers etc.

State Ministries of Education

Ensure that all institutions under their supervision implement IE policy

- To ensure a safe, accessible and conducive learning environment for all learners
- To establish and equip resource centres for effective mainstreaming of learners with disability
- To support capacity building for teachers/facilitators, administrators facilitators etc. for effective understanding and implementation of IE principles
- To provide relevant teaching, learning and skill acquisition materials for the effective delivery of education to all learners in line with their diverse educational needs
- To conduct continuous monitoring and evaluation to ensure effective compliance, identify gaps and make necessary adjustments
- To employ relevant support staff (sign language interpreters, braillists, therapists etc.) based on the needs
- To ensure that classrooms are in line with the recommended standard of teacher/facilitator-learners ratio



Local Government Education Authority

- To ensure compliance with the State Ministry of Education directives on inclusive education
- To disseminate information on inclusive education locally
- To provide mentoring and supervision for teachers/facilitators and caregivers in schools
- To support relevant data collection on inclusive education and vulnerable learners
- To collaborate with the LGA child protection groups and to ensure an effective response to child protection issues in schools and communities
- To deploy guidance counsellors to all schools
- To advocate support and mobilise resources at the grassroots for effective implementation of IE policy
- To coordinate community support services including pre and in-school medical assessment, school-home support etc.

Communities (SBMCs, CBMCs, PTAs)

- To create awareness of IE by involving all the members of the community
- To counsel parents on the importance of IE and organise support for children's enrolment
- To support the provision of infrastructure, instructional materials and equipment
- To ensure effective community participation in enrolment, retention and completion
- To support the implementation of the school development plans and ensure that all vulnerable groups are catered for
- To monitor and evaluate the implementation of the policy at local and community levels
- To support the identification of out - of - school children
- To encourage community ownership of the IE policy for sustainability



Development Partners

- To monitor the implementation of the IE policy in their areas of operation
- To support improved awareness on Inclusive Education
- To influence the government to implement the laws that protect the rights of all learners
- To demand accountability and monitor the utilization of resources in supporting IE activities
- To support research, data collection and capacity building on exclusion issues and vulnerable learners

Proprietors of Private Schools

- To make their schools inclusive – reachout to all learners
- To create awareness among parents, guardians and the general public
- To provide school data of enrolled learners for planning purposes
- To train teachers/facilitators and non-teaching staff on inclusive education practice
- To comply with government policies

Legislature

- To reassure that laws and legislation support inclusive education
- To ensure the appropriation of adequate funds to support IE implementation

Teacher/facilitators/Headteacher/facilitators/Schools

- To apply the principles of inclusive education in the teaching and learning process
- To facilitate relationships between the schools and the communities to increase enrolment, retention, participation and completion
- To support the learning process of every learner
- To ensure the usage of relevant instructional learning materials to meet the diverse needs of learners
- To promote peer learning and other methods of knowledge sharing amongst teachers/facilitators, schools staff and learners
- To identify individual learning needs and advocate/ensure appropriate response
- To ensure appropriate utilization of assessment tools and methods in accordance to the needs of the learners
- To enrol and welcome all children into the school
- To promote a growth mind set amongst Teachers/Facilitators/headteachers/Schools

National Universities Commission/National Teachers' Institute/ National Council for Colleges of Education

- To include inclusive education principles and techniques throughout their teacher/facilitator education curricula and ensure effective implementation



1.4 The Strategic Action Plan

S/N	STRATEGIES	KEY ACTIONS	SPECIFIC TARGETS	TIMELINE	ORGANISATION RESPONSIBLE	FUNDING SOURCE
1	<p>High-level sensitization and advocacy to enhance political will, acceptance and buy-in on inclusive education by all.</p> <p>- Domestication of disability discrimination law 2018 in each state</p>	<ol style="list-style-type: none"> 1. Coordinate activities by involving relevant stakeholders in raising awareness through electronic, print and social media. 2. Use of traditional/religious institutions and local means of information dissemination e.g. town criers, local town hall meetings and religious/traditional gatherings. 3. Involvement of the National Orientation Agency (NOA) in driving a strategic inclusive education orientation campaign 4. Public enlightenment and campaign rallies in places with out-of-school children. For example, motor parks, markets and sundry places. 5. Advocacy visits to specific MDAs, development partners and other non-state actors 6. Advocacy visits to state and national legislative arms to initiate and follow through the passage of legislation that will promote effective implementation of the inclusive education policy 7. Sensitize parents and teachers/facilitators/facilitators on the importance of inclusive education 8. Community engagement in every inclusive education program 9. Produce guidance to enable the voices of the families and carers of students with disabilities to be heard and included in decision and change making of their education. 10. 	<ul style="list-style-type: none"> - 37 (1 per state) comprehensive public awareness programmes on inclusive education implemented - 5% reduction in the number of out-of-school children - Enabling inclusive education laws are in place in each state 	<p>Short, Medium, long term</p> <p>Actions 1, 2, 3, & 4, (15 months -from June 2023 to September 2024)</p> <p>Action 5 & 6 (3 months after implementation -</p> <p>Actions 7 - 9(9 months- June 2023 to March 2024)</p>	<p>FME, SME, SUBEB, SBMC, Local Government Education Authorities OPDs and CSOs, National Disability Commission (NDC)</p>	<ul style="list-style-type: none"> • FME, UBEC, SMoE, SUBEB • UNICEF, USAID, FCDO, UNESCO • Sightsavers International • etc. •
2	<p>Effective stakeholders' engagement and community mobilization at Local, State, National and International levels.</p>	<ol style="list-style-type: none"> 1. Stakeholder forum - to build partnerships, share information, take ownership, draw up commitments and support for the implementation of the policy 2. Town-hall meetings at the grassroots level to create awareness of inclusion and drive the implementation process 3. Meetings with educators for awareness, advocacy, resource mobilization etc. 4. Workshops to build capacity, to develop technical tools to implement inclusive education, monitoring tools and evaluation techniques 5. Seminars to further build capacity and create knowledge-based information sharing 6. Roundtable meetings to review and monitor progress on the policy implementation 	<ul style="list-style-type: none"> - All Honourable Commissioners' of Education, SUBEB Chairmen, all Education Secretaries and other key stakeholders have increased understanding, ownership, promotion and implementation of the policy 	<p>Short, Medium, long term</p> <p>Actions 1, 2, & 3, (9 months: (from April 2024 to October 2024).</p> <p>Actions 4, 5, 6 & 7: (from January 2025 to August 2025).</p>	<p>FME, SMoEs, UBEC, SUBEBs, LGEAs, SBMCs,</p>	<p>FME, SMoEs, UBEC, SUBEBs, FCDO, USAID, UNESCO, UNICEF, LGAs, Sightsavers International</p>

S/ N	STRATEGIES	KEY ACTIONS	SPECIFIC TARGETS	TIMELINE	ORGANISATION RESPONSIBLE	FUNDING SOURCE
		7. Conferences at national and state levels to share learning, experiences, knowledge and best practices				
3	Regular Capacity-Building for all stakeholders.	<ol style="list-style-type: none"> 1. Training for Policy-Makers on the understanding of inclusive education policy and implementation techniques 2. Training for school administrators/headteachers/facilitators and other personnel on resource management to address inclusion, encourage the production of learning and teaching materials at local levels, the importance of community mobilisation and participation to support inclusion and mentorship 3. Training for CSOs, NGOs, FBOs, CBOs IDPs, and Media officers on understanding the concept of inclusive education, monitoring of the different activities, mobilise resources and advocacy 4. Continuous training of Teachers/facilitators/Facilitators on classroom management, pedagogic skills on addressing the educational needs of individual learners etc. 5. Training of OPDs, Parents and caregivers 6. Use a problem-based approach to training and retraining teachers/facilitators to enhance their ability to teach diverse learners. 7. Encourage teachers/facilitators to use participatory problem-solving methods. Provide access to relevant information on the implementation of inclusive education. 8. Provision of library materials to support knowledge and information. 9. Promote modern communication techniques to support children with disabilities and other vulnerable groups. 	<ul style="list-style-type: none"> - 100 Policy-Makers per state show a clear understanding of IE - Increased capacity of 500 (teacher/facilitators, administrators and other implementers of NPIE per state) on inclusive education - Libraries established in all the mainstream schools in all the states 	Long term All actions are long-term and continuous (2 years: From January 2025 to December 2027)	FME, SMOEs, UBEC, SUBEBs, Mins. of Women Affairs & Social Development, Mins of Humanitarian and Social Welfare at state level	UNICEF, USAID, FCDO, World Bank, UNESCO
4	Creating Access and Safety in all schools/Learning Centres. safe guarding principles and reporting pathways	<ol style="list-style-type: none"> 1. Identification of out of school children organised to inform the planning processes at the state and federal levels. 2. Assessment of the current state of FG-funded structures provided to States 3. Early identification of learners at risk of dropping out should be considered carefully in the planning processes. Adapting the use of The Washington group of questions (WGQ) 	- A Minimum of 10% of public schools in each state to be made mainstream inclusive schools have suitable learning environments that	Short, Medium, long term 1 & 2; Long/continuous Actions (from January 2025 to December 2027)	FME, SME, UBEC, SUBEB, LGAs, National Association of Proprietors of Private Schools (NAPPS),	UNESCO, UNICEF, USAID, FCDO, UBEC, SUBEB, Proprietors of Private Schools

S/ N	STRATEGIES	KEY ACTIONS	SPECIFIC TARGETS	TIMELINE	ORGANISATION RESPONSIBLE	FUNDING SOURCE
5	Improved Teaching and Learning Conditions i.e. make teaching interesting, more effective and efficient to enhance learning.	<ol style="list-style-type: none"> 1. Establishment of special allowances for teachers/facilitators and caregivers taking on significant extra duties to promote inclusion, based on a set of criteria. 2. Promotion of teacher/facilitators/facilitators and supporting staff members as when due. 3. Employment of other service providers for special needs learners. 4. Creating a Teacher/facilitator/learners ratio that is result oriented. 5. Recruitment of relevant personnel including counsellors, caregivers, audiologists, sign language teachers/facilitators and interpreters, social workers, low vision experts, psychologists, physiotherapists, etc. 6. Adapt teaching methods and local languages peculiar to the environment to enhance teaching and learning. 7. Provide appropriate specialized facilities to address identified learning difficulties. 8. Establish functional Guidance and Counselling Units in all schools. 9. Earmark flexible extra time and appropriate methods for testing and examining children who have difficulty accessing standard tests’. 10. Provision of appropriate musical and laboratory facilities/materials to support teaching and learning. 11. Provision of basic instructional materials for children with disabilities e.g. Braille materials for the learner with visual impairment, hearing aid, magnifiers, large print materials, assistive technology/devices etc. 12. Provision of school/home support especially for learners with severe and multiple disabilities. 13. Elements of special needs should be a compulsory course in every higher institution of learning 14. Continuous professional development for in -service teachers/facilitators and caregivers 15. Sign language should be a compulsory course for basic education teachers/facilitators 16. Employment of people with disabilities 	<ul style="list-style-type: none"> - A special teacher/facilitator/facilitators allowance system established - Inclusive education modules integrated into ALL teacher/facilitator training programmes of Faculties, Institutes and Colleges of Education nationwide - 500 teachers/facilitators/school staff receive continuous training on IE - 60 new support personnel per state recruited and trained to support the implementation of inclusive education in the pilot schools 	<p>Initial training and retraining - Within one year of implementation of the policy document (To start from June 2023 and continues)</p> <p>Actions 1 & 2; (1 year) from June 2023 to June 2024</p> <p>Actions 3, 4, 5, & 6; 2 years (From June 2023 to June 2025)</p> <p>Actions 7 – 12; (2 years) From September 2023 to September 2025.</p>	FME, SME, Proprietors of Private Schools, NUC/NCCE, NUT, SBMCs, NAPPS	FME, SME, UBEC, SUBEB

6	Adaptation of curriculum and resource materials to meet individual learners' learning needs.	<ol style="list-style-type: none"> 1. Regular review and update of existing curriculum and associated assessments to incorporate Inclusive Education at all levels 2. Support research, development and distribution of reviewed Curriculum and Resource Materials to end users 3. Encourage improvisation and creative development of resource materials in schools by teachers/facilitators and students 4. Specifically, adjust the curriculum to meet the educational needs of learners with intellectual disability 	- Adaptation of the existing curriculum that caters to all learners regardless of their ability and style of learning.	Actions 1, 2 & 3; Long-term/continuous. From September 2023, an ongoing	FME, SME, NERDC, NUC/NCCE, SUBEB, NUT, SBMCs, Proprietors of private schools & development partners	FME, SME, UBEC, NERDC, Proprietors of Private Schools, Development partners, NGOs
7	Rehabilitating and upgrading special schools to serve as resource centres	<ol style="list-style-type: none"> 1. Expand the inclusive status of special schools by accommodating a wide range of learners, including learners without disabilities 2. Provision of teaching and learning equipment in special schools to support inservice practical training for regular teachers/facilitators/facilitators. 3. Encourage special schools/resource centres to collaborate and partner with mainstream schools 4. Organise training for teachers/facilitators in the mainstream schools in close cooperation with teachers/facilitators in the special schools 5. Teachers/facilitators from the special school reach out to provide support to teachers/facilitators in the mainstream schools through, e.g. peer learning, follow-up workshops, sharing lesson learnt and knowledge gained 	At least, 1 school in each state is to be transformed into a resource centre. Increase in the number of schools to be subject to each state's capacity	Long-term/continuous Actions 1, 2, 3 & 4; to start from January 2024 and ongoing	FME, SME, UBEC, SUBEB	UNESCO, UNICEF, FCDO, USAID, FME, SME, UBEC, SUBEB, NGOs, Faith-based Organisations

8	Adequate Resource Mobilization, allocation and utilization	<ol style="list-style-type: none"> 1. The federal government through the Federal Ministry of Education, TETFUND, UBEC etc. Such as; Yearly budget appropriations for teacher/facilitator training, school refurbishment, direct procurement of educational Materials including ICT, assistive technologies, learning aides and mobility aides for all schools and learning centres etc. 2. The State government through State Ministries of Education, SUBEB etc. Such as: Subsidizing the cost of all Educational Materials etc. 3. Local government. Such as provision of the allowances, encouragement of local production of educational materials and provision of infrastructure and facilities. 4. Local and international development agencies, such as the capacity building of teachers/facilitators and caregivers, policy review etc. 5. Foreign aid to support in providing necessary facilities in public schools 6. Private sector (as social services to hosting communities) to support in providing necessary facilities in public schools 7. Timely release of funds for specific educational projects 8. Annual education budget tracking 	10% increase in education funding for persons with disabilities and vulnerable groups	Actions 1, 2, 3, 4, 5 & 6; Long term (starting from June 2023)	FME, SME, NUC/NCCE, SUBEB, UBEC CSOs, OPDs	FME, SME, USAID, FCDO, UNESCO, UNICEF, UBEC, SUBEB & Development Partners
9	Sign language to be adopted as a national language and Inclusion of Braille reading and writing	<ol style="list-style-type: none"> 1. Inclusion of sign language in the basic education curriculum 2. Sign language is to be taken in all classes from the basic education level 3. Training on sign language for pre-service teachers/facilitators in the university, college of education and polytechnic. 4. In-service training for all teachers/facilitators in public and private schools on sign language 5. Inclusion of Braille reading and writing in the basic education curriculum 	- All primary and secondary schools in Nigeria, all Universities in Nigeria, all colleges of education and polytechnic in Nigeria	Continuous program starting from June 2024, and ongoing	FME, NUC/NCCE, UBEC, SUBEB, NTI	FME, SME, NUC/NCCE/, USAID, FCDO, UNESCO, UNICEF, UBEC, SUBEB, NTI



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