






# National Policy on Inclusive Education in Nigeria 2023

EXECUTIVE SUMMARY

# ALL LEARNERS WELCOMED, PARTICIPATING, LEARNING AND ACHIEVING

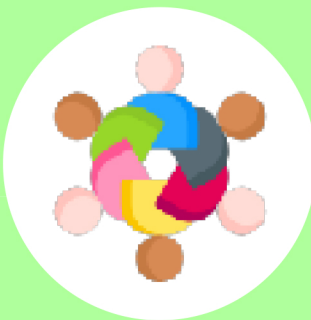
The Federal Ministry of Education has revised the National Policy on Inclusive Education (2023). This is our commitment to ensure that learners from all social, cultural and economic backgrounds and of all abilities are able to :

-  **Access and participate** in an inclusive system with unhindered access to free quality education and active participation of all learners.
-  **Learn in a Safe** learning environment, free from violence, bullying, discrimination and harassment.
-  **Attend and achieve** in a welcoming learning environment with reasonable adjustments and support to meet their learning needs.



## WHAT IS INCLUSIVE EDUCATION?

Inclusive education is 'Education for All'. It is the process of addressing all barriers and providing access to quality education to meet the diverse needs of all learners in the same learning environment. 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.



# OBJECTIVES OF THE NATIONAL POLICY ON INCLUSIVE EDUCATION IN NIGERIA 2023



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



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



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



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



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

## WHAT AN INCLUSIVE SCHOOL LOOKS LIKE:

The staff and parents realise that all learners have the potential to learn. Learners with disabilities and other learners who experience barriers to learning are valued in the classroom and treated like all others. Most importantly, prejudice and all forms of discrimination are actively addressed by the school.

## HOW CAN YOU CREATE AN INCLUSIVE SCHOOL?



Provide learners with a sense of belonging.



Offer an open and welcoming environment.



Promote active listening.



Encourage participation.



Actively work to combat biases.



Focus on boosting and maintaining learner motivation.



# ROLE OF STAKEHOLDERS IN PROMOTING INCLUSIVE EDUCATION

To implement Inclusive Education effectively, the involvement and cooperation of different stakeholders at various levels cannot be ignored. These stakeholders play pivotal roles in shaping policies, implementing practices, and creating an inclusive environment in society.

STAKEHOLDERS	RESPONSIBILITIES
Federal Ministry of Education	<ul style="list-style-type: none"><li>• Direct all education institutions to admit all learners</li><li>• Allocate funding for the implementation of the policy</li><li>• Partner with relevant stakeholders, and sensitise members of the public on the importance of the policy and its holistic implementation</li><li>• Ensure that this policy document is effectively implemented and monitored</li><li>• Conduct research through the relevant Departments to document and disseminate lessons learned to show evidence of impact</li><li>• Collaborate with other relevant Ministries Departments and Agencies (MDAs) such as Ministries of Health, Women Affairs, Justice, Youth, Finance, Labour, Environment, etc.</li></ul>
Universal Basic Education Commission	<ul style="list-style-type: none"><li>• Increase funding for effective implementation of IE, including by targeting appropriate intervention funds at the implementation of this IE policy</li><li>• Develop guidelines for funding releases and realization</li><li>• Monitor quality inclusive education</li><li>• Provide adequate basic education facilities to enhance access for all learners</li></ul>
State Universal Basic Education Boards	<ul style="list-style-type: none"><li>• Increase annual planning, budgeting and resource delivery for effective implementation of this IE policy</li><li>• Develop guidelines for funding releases and utilisation</li><li>• Implement and monitor quality IE</li><li>• Provide adequate basic education facilities to ensure access for all learners</li><li>• Recruit and deploy appropriate teachers/facilitators with a growth mindset to deliver appropriate teacher/facilitator/learner ratios</li><li>• Organise in-service teacher/facilitator training in a range of inclusive education strategies</li><li>• Provide appropriate instructional materials and equipment,</li><li>• Generate data on vulnerable and out-of-school learners</li></ul>
Nigerian Education Research and Development Council	<ul style="list-style-type: none"><li>• Review the curriculum and assessment practice in line with current global best practices on IE</li><li>• Review the inclusive education policy based on a thorough impact assessment.</li></ul>

## STAKEHOLDERS

## RESPONSIBILITIES

Federal Ministry of Information

- Collaborate with the Federal Ministry of Education to create awareness of Inclusive Education
- Create awareness and sensitisation on the benefits of inclusive education using electronic/print media, e.g. documentaries, jingles, billboards, flyers etc.

State Ministries of Education

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

Local Government Education Authority

- Ensure compliance with the State Ministry of Education directives on IE
- Disseminate information on inclusive education locally
- Provide mentoring and supervision for teachers/facilitators and caregivers in schools
- Support relevant data collection on inclusive education and vulnerable learners
- Collaborate with the LGA child protection groups and to ensure an effective response to child protection issues in schools and communities
- Deploy guidance counsellors to all schools
- Advocate, support and mobilise resources at the grass-roots for effective implementation of IE policy
- Coordinate community support services including pre and in-school medical assessment, school-home support etc.

Communities (SBMCs, CBMCs, PTAs)

- Create awareness of IE by involving all the members of the community
- Counsel parents on the importance of IE and organise support for children's enrolment

- Support the provision of infrastructure, instructional materials and equipment
- Ensure effective community participation in enrolment, retention and completion
- Support the implementation of the school development plans and ensure that all vulnerable groups are catered for
- Monitor and evaluate the implementation of the policy at local and community levels
- Support the identification of out - of - school children
- Encourage community ownership of the IE policy for sustainability

#### Development Partners

- Monitor the implementation of the IE policy in their areas of operation
- Support improved awareness on Inclusive Education
- Influence the government to implement the laws that protect the rights of all learners
- Demand accountability and monitor the utilisation of resources in supporting IE activities
- Support research, data collection and capacity building on exclusion issues and vulnerable learners

#### Proprietors of Private Schools

- Make their schools inclusive – reach out to all learners
- Create awareness among parents, guardians, and the public
- Provide school data of enrolled learners for planning purposes
- Train teachers/facilitators and non-teaching staff on inclusive education practice
- Comply with government policies

#### Legislature

- Reassure that laws and legislation support IE
- Ensure the appropriation of adequate funds to support IE implementation

#### Teacher/facilitators/ Headteacher/facilitators/

- Apply the principles of inclusive education in the teaching and learning process
- Facilitate relationships between the schools and the communities to increase enrolment, retention, participation, and completion
- Support the learning process of every learner
- Ensure the usage of relevant instructional learning materials to meet the diverse needs of learners
- Promote peer learning and other methods of knowledge sharing amongst teachers/facilitators, non-teaching staff, and learners
- Identify individual learning needs and advocate/ensure appropriate response
- Ensure appropriate utilisation of assessment tools and methods in accordance with the needs of the learners

- Enrol and welcome all children into the school
- Promote a growth mind set amongst Teachers/Facilitators/headteachers/School

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

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

National Commission for Persons with Disabilities

- Provide educational assistive devices.
- Ensure the monitoring, evaluation, and realisation of National Policy on Inclusive Education
- Ensure that all school facilities in each community all over the Federation shall be built or modified, where and when feasible, to accommodate the special needs of learners with disabilities
- Enforce compliance with Persons with Disabilities (Accessibility) Regulations of all school facilities.
- Create awareness among parents, guardians, and the public on the importance of IE

Civil Society Organisations (CSOs)

- Create awareness among parents, guardians and the public on the importance of Inclusive Education
- Train teachers/facilitators and non-teaching staff on IE practice
- Ensure that schools comply with government policies
- Monitor and track government (National and subnational) policies and programme implementation

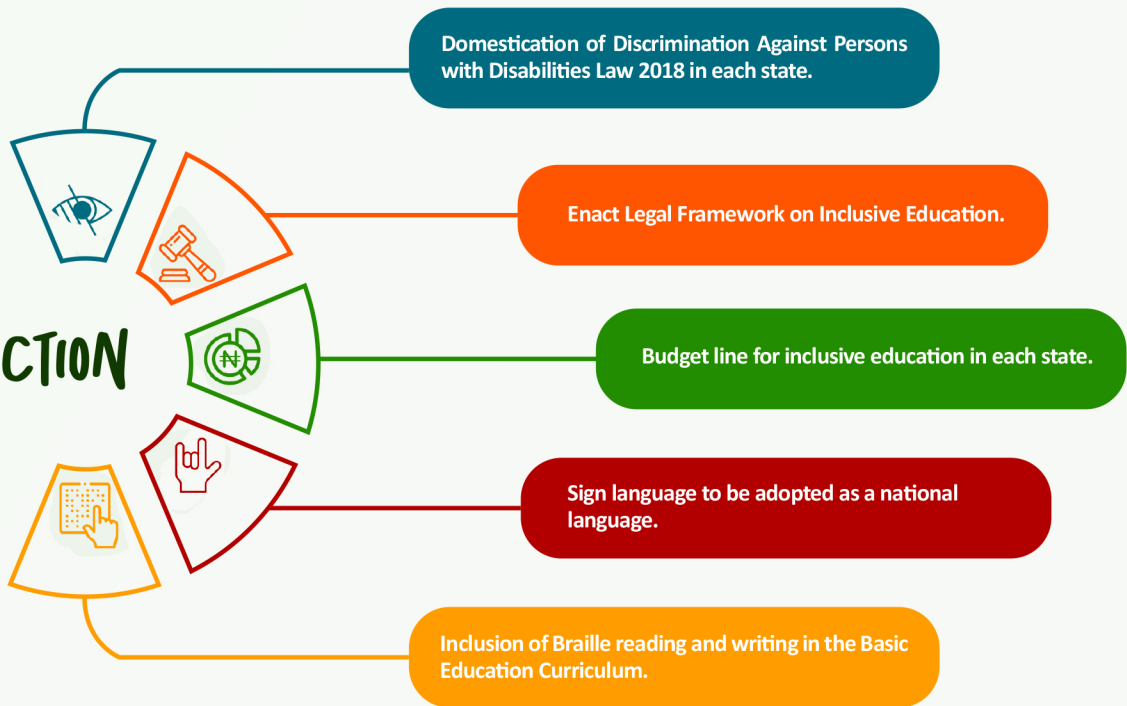


# STRATEGIES FOR IMPLEMENTATION

- 1 High-level sensitisation and advocacy to enhance political will, acceptance, and buy-in on inclusive education by all.
- 2 Effective stakeholders' engagement and community mobilisation at Local, State, National and International levels.
- 3 Regular Capacity - Building for all stakeholders.
- 4 Creating Access and Safety in all Schools/Learning Centres.
- 5 Improving institutional support for inclusive teaching.
- 6 Adaptation of Curriculum and Resource materials.
- 7 Rehabilitating and Upgrading Special Schools to Serve as Resource Centres.
- 8 Adequate Resource Mobilisation, Allocation and Utilisation.



## CALL TO ACTION



Adapted from the:

Revised National Policy on Inclusive Education in Nigeria 2023



Discrimination Against Persons with Disabilities (Prohibition) Act, 2018.



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With support from:

