



# National Policy on Inclusive Education In Nigeria

Federal Ministry of Education

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**T**he National Policy on Inclusive Education is a practical demonstration of government's desire to equalize educational opportunities for all Nigerian children. The Policy also aligns with global best practices in the field of Special Needs Education, which emphasises that all children be educated together, with modifications to cater for the peculiarities of each learner. The National Policy on Inclusive Education in Nigeria, therefore an all-embracing document (meant for Educationist, governments, parents, learners and everyone who has interest in the educational development of Nigeria) The principle of inclusive education was adopted at the World Conference on Special Needs Education: Access and Quality (Salamanca) in 1994 and restated in 2000 at the World Education Forum in Dakar. Hence, Nigeria like other countries adopted and inculcated the principle of inclusion in her National Policy on Education. Currently, the Federal Ministry of Education, through the National Council on Education at her 58th, 59th and 60th council meetings, reiterated the need for the continuous mainstreaming of persons with disabilities and other vulnerable groups into the inclusive education policy programme. This means that all pupils, irrespective of their varying abilities, have equal opportunities to learn together.

Nigeria as a country must therefore ensure that every learner, whether with special needs or not, be given the right to quality education by putting them in an inclusive school environment where they can learn about the societal norms and values and learn how to relate with other community members, bearing in mind that a key pillar of education for All is the fundamental principle of non-discrimination and equality to educational opportunities.

I therefore, implore all stakeholders in the education sector in Nigeria including parents to ensure that this policy and its implementation guidelines is adhered to and implemented to the letter in order to achieve the Inclusive Education target of the Sustainable Development Goals.

**Mallam Adamu Adamu**  
Honourable Minister of Education

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**M. M. Karage**

**Director**

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## PREFACE


In Nigeria, as well as in other developing countries, government has recognised the importance of Inclusive Education in promoting social justice and equity. One major difficulty that Nigeria and other countries face is, ensuring that human resource development can support these important initiatives. Inclusive education is a reflection of a vision of an education system that includes all learners caters for a wide diversity in the learner population.

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 in order to have a holistic approach, with a unified system in which formal, non-formal, segregated and mainstream are harnessed.

The Nigerian Constitution guarantees the educational rights of all its citizens especially children. Accordingly, education is a human right and inclusive education gives every child the right and opportunity to have access to quality education, irrespective of status or needs. A child-rights approach is necessary in addressing the 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 marginalised and excluded groups. It gets them enrolled and responds flexibly to the circumstances and needs of ALL learners, ensuring participation of ALL and reducing all types of barriers to learning for ALL children.

This policy will address different learners, such as:

- ★ Learners excluded from or within education
- ★ Learners living in the streets
- ★ Learners involved in child labour
- ★ Learners from minority cultures and/or religions, including minority languages
- ★ Learners who are physically and/or psychologically abused
- ★ Learners growing up in economic and/or cultural poverty
- ★ Learners with health challenges, including learners affected by HIV or AIDs
- ★ Learners from families who are addicted to/abusing drugs
- ★ Learners with temporary learning challenges
- ★ Learners who have dropped out of school
- ★ Learners who learn differently, slower or faster, than the average learner
- ★ Learners with impairments/disabilities
- ★ Learners who have been excluded from education due to security problems or an unsafe school environment.




The implementation guidelines of this policy has highlighted various strategies in which this policy will be implemented, monitored and sustained. This will help in the realisation of the set objectives of the Inclusive Education in Nigeria.

**Architect Sonny S. T. Echono**  
**Permanent Secretary.**

## ACRONYMS

ASC	Annual School Census
CSOs	Civil Society Organisations
CBMCs	Community Based Management Committees (Private Schools)
DFID	Department For International Development
DPO	Disabled People Organisation
EFA	Education For All
ECCDE	Early Childhood Care and Development Education
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
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 Teacher Institute



NUC	National Universities Commission
OOCS	Out Of School Children Survey
OVC	Orphans and Children
PRS	Planning Research and Statistics
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/DFID	United Kingdom Agency for International Development
UN	United Nation
UNESCO	United Nations Education Scientific and Cultural Organisation
UNICEF	United Nations Children Fund
USAID	United States Agency for International Development

## 1.0 DEFINITION OF TERMS

<b>Albinism</b>	A genetic condition with minimal or reduced melanin that produces colouration in the skin, eye and hair. There are two types of albinism, ocular which affect the eyes only and ocularcutaneous which affect the eye, skin and hair.
<b>Assistive Technology</b>	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 in order to access and benefit from education
<b>Disability</b>	this is a condition where a person cannot function optimally without an aid either in a long term or in a permanent basis.
<b>Hearing impaired</b>	These are persons whose sense of hearing is defective, this could range from ability to hear partially to total deafness
<b>Impairment</b>	Loss or limitation of physical, mental or sensory function on a long term and/or permanent basis
<b>Inclusive Education</b>	Process of addressing all barriers and providing access to quality education to meet the diverse needs of all learners in the same learning environment.
<b>Learners</b>	These are categories of persons that include all children, adults, people with disabilities, the gifted/talented, IDPs, nomads, OVC, migrant, fishermen, farmers, etc. who are enrolled in the education system.
<b>Mainstreaming</b>	This term refers to the enrolment of children with disability into the regular school system. This means regular education classes are combined with special education classes.

<b>Schools</b>	In this document, this term refers to schools which are not special schools but are regular schools that accommodate and cater for the learning needs of children with disability.
<b>Safety</b>	Schools need to be free of violence, fear, and danger to health for children to be able to concentrate on learning.
<b>Segregation</b>	This refers to learners with different educational needs (e.g. those with physical or learning challenges) being placed in a segregated education setting (e.g. a “special school” or a school only for learners with disabilities).
<b>Special Education</b>	Special education is a 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.
<b>Special Schools</b>	Schools where education is offered to learners with disabilities.
<b>Visually impaired</b>	These are persons whose sense of vision is defective and cannot see like any other person. This could range from ability to see a little to total blindness.
<b>Vulnerable Children</b>	Children who need additional care and protection
<b>Resource Centre</b>	Resource centres are places where a special education teacher instructs and assists learners identified with a disability. Aiming to support children with disability to actively participate with their full potential as individuals in mainstream society

## 2.0 INTRODUCTION

Inclusive education has been internationally recognized 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<sup>1</sup>, 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 some states and schools in Nigeria have been successful in 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, participation for both teachers 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 potentials, 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 UN in 2015 in which education of learners with Special Needs is to be implemented through an Inclusive Education (IE) approach. The Constitution of the Federal Republic of Nigeria strongly protects human rights any on grounds. The National Policy on Education (NPE) guarantees education for all without any discrimination while the UBEC Act-2004 emphasizes free and compulsory education of all Nigerian children of school age irrespective of their diverse needs. Furthermore, the National Policy on Education indicates the need for inclusion of children with Special Needs Education (SNE) and other strategies for reducing dropout rates in primary 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.

However, the gifted and talented learners are not excluded in this arrangement. This policy document ensures that adequate provisions are made to accommodate the learning

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<sup>1</sup> <http://unesdoc.unesco.org/images/0017/001778/177849e.pdf>

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 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.

## 2.1 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.

**Table 1: The Main Differences between Integration and Inclusion**

<b>Integration</b>	<b>Inclusion</b>
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 directed.	Learner centred and goes through the Interaction - Communication - Dialogue. There is differentiation in approach, methods and assignments.

## 3.0 BACKGROUND

### 3.1 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 secondary level of learners with hearing, visual, physical and health impairments. However, there is a clear gap in mainstreaming at primary school level and even at secondary level. Mainstreaming was often not accompanied by changes in the organization of the regular schools, neither in teaching or learning strategies. Thus, difficulties were experienced by pupils as a result of the ways in which schools were organized. There was little or no interaction between children attending regular classes and children with disabilities.

Special Education has been described as classroom or private instructions 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 trend in Nigeria became necessary in an effort 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 in quality learning.

In Nigeria, as well as in other developing countries, government has recognized the importance of inclusive education in promoting social justice and equity. One major difficulty that Nigeria and other countries face is, ensuring that human resource development can support these important initiatives. Inclusive education is a reflection of a vision of an education system that includes all learners and caters for a wide diversity in the learner population. This shift in policy is also reflected in the framework of action on Special Needs Education (UNESCO, 1994) which argues that schools should accommodate all learners regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Inclusive education system therefore means reducing all forms of exclusion and promoting access, equity and participation.

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 removing those barriers that lead to exclusion, effective strategies and proactive actions should be taken by all relevant stakeholders in providing the enabling environment for all.

### 3.2 RATIONALE

Studies have shown that the 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 (FGN /UNICEF, 2008). Most of these children are not in school because of marginalization as a result of gender, poverty, disability, conflict, minority, ethnicity/language/religious, cultural choice, geography(remoteness), age, albinism, nomadism, migrant fishermen and farmers etc. In spite of the universal free access to basic education and 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 framework. These declarations to which Nigeria is signatory include among others the Universal Declaration of Human Rights in 1948 which states that “Everyone has the right to education ...” The Convention on the Right of the Child (UN, 1989) indicates that children with disabilities should 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 adult, children from remote or nomadic population, 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 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 group 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 in order 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. 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 help 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 (UNESCO, 2008).

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 in 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 participation of ALL and reducing all types of barriers to learning for ALL children.

### 3.3 LEARNERS ADDRESSED BY INCLUSIVE EDUCATION

The aim of Education is to improve the quality of education 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 (Ainscow, 2004). 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.
- Learners living in the streets
- Learners involved in child labour
- Learners from minority cultures and/or religions, including minority languages
- Learners who are physically and/or psychologically abused
- Learners growing up in economic and/or cultural poverty
- Learners with health challenges, including learners affected by HIV or AIDS
- Learners from families who are addicted to/ abusing drugs
- Learners with temporary learning challenges
- Learners who have dropped out of school
- Learners who learn differently, slower or faster, than the average learner
- Learners with impairments/disabilities
- Learners experiencing barriers to learning caused by factors other than impairments
- Learners with social or emotional 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

## 4.0 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 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 so as to respond to 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 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.

### 4.1 PRINCIPLES OF INCLUSIVE EDUCATION

The following are the principles which underpin this policy.

**4.1.1 Inclusive Education is based on a belief in all learners potentials for learning and recognises that each learner have 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 to their fullest potentials.

**4.1.2 Inclusive education is a human right-based approach:**

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

**4.1.3 Inclusive education is a continuous process for improving the education system:**

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

**4.1.4 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 in order to reduce barriers to learning and participation.

#### **4.1.5 Inclusive education reflects the social model of disability:**

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

#### **4.1.6 Inclusive education is about 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.

#### **4.1.7 Inclusive schools contribute to the development of inclusive communities:**

Inclusion of all learners in the same schools and classrooms will enhance social inclusion and acceptance of diversities.

#### **4.1.8 Inclusive education is all about access to quality education**

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

## **4.2 VISION**

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

## **4.3 MISSION**

Engage relevant stakeholders, create awareness, build capacity, strengthen service delivery, monitor and ensure implementation for the provision of standardized, qualitative and accessible education system for sustenance of equal opportunities and participation for all learners.

#### 4.4 OBJECTIVES OF THE POLICY

- 4.4.1 To guide education stakeholders in strategic planning process that strengthens the inclusive education system
- 4.4.2 To enhance stakeholders' understanding of inclusive education and create a platform for all stakeholders to work in synergy
- 4.4.3 To improve access and participation to quality education for all learners
- 4.4.4 To create positive experience that would enhance learning among all learners regardless of age, nationality, ethnicity, sex, or disability;
- 4.4.5 To raise public awareness and sensitization on issues of inclusive education in order to promote social inclusion among all strata of the society
- 4.4.6 To mobilise advocates of inclusive education in all tiers of governments, traditional institutions and various social circles

#### 4.5 POLICY TARGETS

- 4.5.1 Rehabilitate and upgrade schools in every state annually to effectively provide safe, inclusive learning environments and promote suitable learning experience
- 4.5.2 Increased capacity of teachers, facilitators, administrators and other implementers of National Policy on Inclusive Education (NPIE) annually to be able instruct and teach all learners regardless of their age, ethnicity, sex, or disability based on their individual learning needs
- 4.5.3 Inclusive education modules and principles integrated into all the teacher training programmes.
- 4.5.4 Comprehensive public awareness programmes on inclusive education implemented
- 4.5.5 Adaptation of curricula to cater for all learners (regardless of their ability and style of learning), including accessible means of assessing and certifying all learners' progress against the curriculum.
- 4.5.6 Increased understanding, ownership, promotion and implementation of the national policy on inclusive education and its guideline
- 4.5.7 Transformed one (1) special school per state annually into resource centres to train and advise mainstream teachers on supporting children with special educational needs
- 4.5.8 Ensure adequate funding and implementation of the inclusive education policy

## 4.6 POLICY STRATEGIES

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

<b>Strategy 1</b>	<b>High level sensitization and advocacy to enhance political will, acceptance and buy-in on inclusive education by all.</b> (Targets 4 and 6)
<p><b>Key Activities</b></p> <p><i>These activities will be implemented in order to enhance political will and change general attitude and behavior of people as it is expected to increase enrolment:</i></p> <ul style="list-style-type: none"> <li>• Coordinate activities by involving relevant stakeholders in raising awareness through electronic, print and social media.</li> <li>• Use of traditional/religious institutions and local means of information dissemination e.g. town criers, local town hall meetings and religious/traditional gatherings.</li> <li>• Involvement of National Orientation Agency (NOA) in driving a strategic inclusive education orientation campaign</li> <li>• Public enlightenment and campaign rallies in places with out-of-school children. For example, motor parks, markets and sundry places.</li> <li>• Advocacy visits to specific MDAs, development partners and other non-state actors</li> <li>• Sensitize parents and teachers/facilitators through SBMCs and PTAs on the need to learn modern communication techniques in managing children with disabilities and other vulnerable groups.</li> <li>• Advocacy visits to state and national legislative arms to initiate and follow through the passage of a legislation that will promote effective implementation of the inclusive education policy</li> <li>• Sensitize parents and teachers/facilitators on the importance of inclusive education</li> </ul>	
<b>Strategy 2</b>	<b>Effective stakeholders' engagement and community mobilization at Local, State, National and International levels.</b> (Target 4)
<p><b>Key Activities</b></p> <ul style="list-style-type: none"> <li>• Stakeholder forums - to build partnerships, share information, take ownership, to draw up commitments and support for the implementation of the policy</li> <li>• Town-hall meetings at the grassroots level to create awareness on inclusion and drive implementation process</li> <li>• Meetings with educators for awareness, advocacy, resource mobilization etc.</li> <li>• Workshops to build capacity, to develop technical tools to implement inclusive</li> </ul>	

education, monitoring tools and evaluation techniques

- Seminars to further build capacity and create knowledge based information sharing
- Roundtable meetings to review and monitor progress on the policy implementation
- Conferences at national and state level to share learning, experiences, knowledge and best practices

**Strategy 3**

**Regular Capacity-Building for all stakeholders.**

( Targets 2 and 3)

**Key Activities**

- Training for Policy-Makers on the understanding of inclusive education policy and implementation techniques
- Training for school administrators/headteachers and other personnel on resource management to address inclusion, encourage production of learning and teaching materials at local levels, the importance of community mobilisation and participation to support inclusion and mentorship
- 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 for ....
- Continuous training of Teachers/Facilitators on classroom management, pedagogic skills on addressing educational needs of individual learners etc.
- Retrain teachers using participatory problem-solving approaches to enhance their ability to teach diverse learners.
- Provide access to relevant information on implementation of inclusive education.
- Provision of library materials – where? to support knowledge and information.
- Promote modern communication techniques to support children with disabilities and other vulnerable groups.

**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 level.
- 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, referrals and prescriptions for glasses, and hearing aids where diagnosed as necessary
- Analysing out of school survey and Annual School Censuses, and focusing planning and budgeting processes, in order to identify and prioritise learners at risk of dropping out.

- Updating SUBEB design and tendering standards to ensure that construction, equipping and rehabilitation of new and existing classrooms, learning centres, hostels, labs, workshops, offices, toilets, is done to make them accessible to all.
- Provision of safe handwashing and drinking water for all schools
- Construction of drainage systems for schools
- Provision of inclusive and accessible recreational and sports facilities
- Provision of electricity power supply through alternative sources such as solar energy.
- Provision of adequate security in all schools in the federation, including school fencing supported by government and community-based security personnel and networks supported by SBMCs and PTAs.
- Provision of First-Aid and other relevant health care facilities in all schools.
- Training on disaster risk reduction and providing early warning systems in all schools.
- Create regulation and guidance to encourage all registered private schools to accept all school-aged children that come for enrolment.
- Create awareness, review and strengthen protection guidelines at school, community, LGEA and State level, and enhance reporting mechanisms, to prevent all forms of abuse, gender-based violence and all other forms of violence in schools.

**Strategy 5**

**Improving institutional support for inclusive teaching**

( Targets 1 and 7)

**Key Activities**

- Establishment of allowances for teachers and caregivers taking on significant extra duties to promote inclusion, based on agreed criteria.
- Directing recruitment and management systems to create Teacher/learner ratios in line with recognised good practice.
- Recruitment or contracting of relevant personnel for advising teachers and delivering care and rehabilitation for children with disabilities and learning difficulties, including: counsellors, care givers, audiologists, sign language teachers and interpreters, social workers, low vision experts, psychologists, physiotherapists, etc.
- Provide appropriate specialized facilities at State level to address learning difficulties, such as Braille textbook and examination paper production facilities, audio-visual testing and rehabilitation services, and physiotherapy services.
- Establish functional Guidance and Counselling Units in all schools.
- Expand provision of appropriate musical and laboratory facilities/materials to support teaching and learning.
- Provision of 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 provision of school/home support especially for learners with severe and multiple disabilities

**Strategy 6**

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

**Key Activities**

- Regular review and update of existing curriculum and associated assessments to incorporate Inclusive Education strategies at all levels
- Earmark flexible extra 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 end users
- Encourage improvisation and creative development of resource materials in schools by teachers and students
- Produce guidance for teachers in adapting teaching methods and using local language according to children’s needs and environment, to enhance teaching and learning.

**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.
- Require special schools/resource centres to collaborate and partner with mainstream schools
- Organise training for teachers in the mainstream schools in close cooperation with teachers in the special schools
- Require and support teachers from the special schools to reach out to provide support to teachers in the mainstream schools through, e.g. peer learning, frequent visits to regular schools, follow up workshops, sharing lesson learnt and knowledge gained

<b>Strategy 8</b>	<b>Adequate Resource Mobilization, Allocation and Utilization.</b> (Target 8)
<p><b>Key Activities</b></p> <ul style="list-style-type: none"> <li>• Federal government through Federal Ministry of Education, TETFUND, UBEC etc. Such as; Yearly budget appropriations for teacher training, school refurbishment, direct procurement of educational Materials including ICT, assistive technologies, learning aides, and mobility aids for schools and learning centres.</li> <li>• 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 and funding teacher training and additional staff recruitment.</li> <li>• Local government. Such as: provision of allowances, encouragement of local production of educational materials,</li> <li>• Local and international development agencies, such as technical assistance for capacity building of teachers and care givers and policy revision.</li> <li>• Private sector: contributing materials and funds through corporate social responsibility</li> <li>• CSOs and FBOs: mobilising school communities to support inclusion</li> </ul>	

## 5.0 MONITORING AND EVALUATION

### 5.1 POLICY REVIEW

- a. Appropriate monitoring and evaluation mechanisms should 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. Establish a monitoring framework with a clear set of criteria's/standards and evidence required to measure implementation. Link this framework with the monitoring systems that are already in place in the education sector, e.g. ASC, OOSCS, Drop-outs, EMIS, QA, SS, SMD, PRS, SSIT etc.
- c. Federal Ministry of Education should periodically monitor the progress towards the implementation of this policy and evaluate its outcome to assess the level of compliance by all stakeholders.
- d. The Federal Ministry of Education should also collate 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 guideline. Information so gathered should be made available and disseminated to all other stakeholders for their inputs 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 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.
- h. There should be a committee comprising all the relevant stakeholders (SUBEB, CSOs, SME, SBMCs, FBOs, DPOs, CBMC etc.) 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 State Ministry of Education and onward delivery to Federal Ministry of Education.
- j. The school base 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.

## 6.0 SUSTAINABILITY PLAN

Government commitment to inclusive education should be reflected in appropriate legal frameworks established in accordance with 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 comparative allocation in National Budget and in 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.
- There should be continuous advocacy by government and its relevant agencies in support of Inclusive education which will help to sustain the tempo.
- Partnership should be built by Federal Ministry of Education 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**

**NIGERIA FEBRUARY 2016**

## 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 objectives of this guideline 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 IE policy
- c. To drive support for inclusive education
- d. To guide stakeholders to make resources available for proper planning, implementation, monitoring and evaluation
- e. To support the plan towards increasing access for all learners
- f. To set criteria that ensure all learners are not 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 Systems to Support Implementation of Inclusive Policy*** - Systems developed should encourage and reach out to all children 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** - Development of inclusive schools should not be seen as a mechanical process. The schools implement practices so that learners can actively participate and teachers can mobilize ways and means 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 on the inclusive cultures are the ones guiding moment to moment practices so that improvement into the education system becomes a continuous process.

**Table 2: Inclusive Education Indicators**

<b>I. State Systems Supporting the Implementation of the Inclusive Education Policy</b>
<ul style="list-style-type: none"> <li>- SMoE/SUBEB/NFE/NEMIS has data of all school-age children in the Country, whether enrolled or not.</li> <li>- SMoE/SUBEB/ has (or has a plan to develop) a diverse school staff (women and men with different backgrounds in race, ethnicity, physical ability, religion, language, socioeconomic status, etc.).</li> <li>- ‘National and State Education Budget’ has clearly captured planned current expenditures related to improving access of out-of-school children and school drop outs</li> <li>- 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</li> <li>- SMD/QA have clear reporting lines for taking action to improve enrolment, quality and retention</li> <li>- Education Officers at SMoE/SUBEB/ LGEA levels have effective monitoring mechanisms in documenting inclusive practices</li> <li>- Education Officers at SMoE/SUBEB/ LGEA levels are utilising this information in making future decisions and plans</li> <li>- Education Officers at State and LGEA levels have proper budget allocation that allows them to carry out activities to reach out to learners and promote inclusive education</li> <li>- Education Desk Officers have links with the communities, responsive to the needs of the communities and provide opportunities for exchanging ideas to bring about positive changes in inclusive practices</li> <li>- SUBEB/SS/SMD know which professional organizations, advocacy groups, and community organizations offer resources for inclusive education and improving access</li> </ul>

## **II. Creating Inclusive School Environment for ALL learners**

- Head teachers and teachers encourage parents to enrol ALL their children irrespective of their diversities
- School-age children in the community attend school regularly
- Head teachers have processes and procedures in place that help all teachers, staff, parents and children to identify and assist all learners based on their needs
- Head teachers are aware of and can adapt inclusive school practices into daily schedules
- Head teachers provides flexibility to teachers to pursue innovative teaching methods for helping all children to learn
- Head teachers support/encourage teamwork among teachers and learners
- Head teachers 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 regular supply of clean, safe handwashing and drinking water

## **III. Inclusive Teaching and Learning Process**

- Teachers have high expectations for **ALL** children, believe they all can learn and encourage them to complete school
- Teachers 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 higher level
- Teachers know about the conditions that cause physical, emotional, and learning disabilities; and can help learners to get proper care
- Teachers can identify culture and gender bias in teaching environment/materials and are able to correct these biases
- Teachers adapt curriculum targets and content, assessment, lessons, and school activities to the needs of learners with diverse backgrounds and abilities
- Teachers can assess children's learning in ways that are appropriate to the learner's abilities and needs
- Teachers have various assessment tools to measure students' knowledge, skills and attitudes, rather than depending on examination scores
- Teachers use a variety of teaching methods and ensure that all learners participate in class and school activities
- Learners receive regular assessment information to help them monitor their progress
- Learners are involved to actively participate and develop guidelines/rules in the school to improve inclusion, reduce discrimination, violence and abuse

- ALL Learners are encouraged and supported by teachers 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

#### **IV. Communities Supporting Inclusive Education**

- The SBMCs/CBMCs ensure 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 teachers 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 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 to 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 Department of PRS 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

### **State Universal Basic Education Commission**

- To increase annual planning, budgeting and resource delivery for effective implementation of this IE policy
- To develop guidelines for funding releases and utilisation
- 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 to deliver appropriate teacher/pupil ratios
- To organise in-service teacher training in a range of inclusive education strategies
- To providing 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/Media**

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

### **State Ministries of Education**

- Ensure that all institutions under their supervision to implement IE policy
- To ensure 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, administrators facilitators etc. for effective understanding and implementation of IE principles
- To provide relevant teaching, learning and skill acquisition materials for 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 recommended standard of teacher-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 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 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-schools medical assessment, school-home support etc.

#### **Communities (SBMCs, CBMCs, PTAs)**

- To create awareness on 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 equipments
- 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 identification of out - of - school children
- To encourage community ownership of the IE policy for sustainability

### **Civil Society Organizations**

- To monitor implementation of the IE policy in their areas of operation
- To support awareness on IE
- To influence government to implement the laws that protect the rights of all learners
- To demand accountability and monitor the utilisation 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 – reaching out to all learners
- To create awareness to parents, guardians and the general public
- To provide school data of enrolled learners for planning purposes
- To train teachers 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 appropriation of adequate funds to support IE implementation

### **Teachers/Headteachers/Schools**

- To apply the principles of inclusive education in the teaching and learning process
- To facilitate relationships between the schools and the communities in order 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, schools staff and learners
- To identify individual learning needs and advocate/ensure appropriate response
- To ensure appropriate utilisation of assessment tools and methods in accordance to the needs of the learners
- To enrol and welcome all children in school

**National Universities Commission/National Teacher Institute/ National Council for Colleges of Education**

- To include inclusive education principles and techniques throughout their teacher 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	High level sensitization and advocacy to enhance political will, acceptance and buy-in on inclusive education by all.	<ul style="list-style-type: none"> <li>- Coordinate activities by involving relevant stakeholders in raising awareness through electronic, print and social media.</li> <li>- Use of traditional/religious institutions and local means of information dissemination e.g. town criers, local town hall meetings and religious/traditional gatherings.</li> <li>- Involvement of National Orientation Agency (NOA) in driving a strategic inclusive education orientation campaign</li> <li>- Public enlightenment and campaign rallies in places with out-of-school children. For example, motor parks, markets and sundry places.</li> <li>- Advocacy visits to specific MDAs, development partners and other non-state actors</li> <li>- Advocacy visits to state and national legislative arms to initiate and follow through the passage of a legislation that will promote effective implementation of the inclusive education policy</li> <li>- Sensitize parents and teachers/facilitators on the importance of inclusive education</li> </ul>	<ul style="list-style-type: none"> <li>- 37 ( 1 per state) comprehensive public awareness programmes on inclusive education implemented</li> <li>- 5% decline on number of out of school children</li> <li>- Enabling laws are in place</li> </ul>	Annually	FME, SME, SUBEB, SBMC, Local Government Education Authorities	<ul style="list-style-type: none"> <li>• FME, UBEC, SME, SUBEB</li> <li>• UNICEF, USAID, DFID, UNESCO etc.</li> </ul>
2	Effective stakeholders' engagement and community mobilization at Local, State,	<ul style="list-style-type: none"> <li>- Stakeholder forum - to build partnerships, share information, take ownership, to draw up commitments and support for the implementation of the policy</li> </ul>	<ul style="list-style-type: none"> <li>- All Honourable Commissioners' of Education, SUBEB Chairs, all ESS and other key stakeholders have</li> </ul>	Yearly	FME, SME, UBEC, SUBEB,	FME, SME, UBEC, SUBEB, DFID, USAID, UNESCO, UNICEF



4	Creating Access and Safety in all schools/Learning Centres.	<ul style="list-style-type: none"> <li>- Use problem-based approach to training and retrain teachers so as to enhance their ability to teach diverse learners.</li> <li>- Encourage teachers to use participatory problem solving methods.</li> <li>- Provide access to relevant information on implementation of inclusive education.</li> <li>- Provision of library materials to support knowledge and information.</li> <li>- Promote modern communication techniques to support children with disabilities and other vulnerable groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Identification of out of school children organised to inform the planning processes at the state and federal level.</li> <li>- Early identification of learners at risk of dropping out should be considered carefully in planning processes.</li> <li>- Construction, equipping and rehabilitation of new and existing classrooms, learning centres, hostels, labs, workshops, offices, toilets, etc. to make them accessible to all</li> <li>- Provision of perimeter fencing with gates</li> <li>- Recruitment of trained and equipped security personnel</li> <li>- Provision of safe drinking water</li> <li>- Construction of drainage systems</li> <li>- Provision of inclusive and accessible recreational and sports facilities</li> <li>- Provision of electricity power supply through alternative sources such as solar energy.</li> <li>- Provision of adequate security in all schools in the federation.</li> <li>- The use of community-based security networks.</li> </ul>	- 12 schools per state (mainstream schools) have suitable learning environment that would enhance learning among all learners regardless of age, nationality, ethnicity, sex, or disabilities	Annually	FME, SME, UBEC, SUBEB, Proprietors of Private Schools,	UNESCO, UNICEF, USAID, DFID, UBEC, SUBEB, Proprietors of Private Schools
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5	<p>Improved Teaching and Learning Conditions i.e. make teaching interesting, more effective and efficient to enhance learning.</p>	<ul style="list-style-type: none"> <li>- Involvement of Parents Forum/ School-based Management Committee (SBMC) in the provision of security in all schools.</li> <li>- Provision of First-Aid and other relevant health care facilities in all schools.</li> <li>- Training on disaster risk reduction and providing early warning systems in all schools.</li> <li>- Encourage all registered private schools to accept all school-aged children that come for enrolment despite their peculiarities.</li> <li>- Create awareness, review and strengthen protection guidelines at school, community, LGEA and State level and enhance reporting mechanisms to prevent all forms of abuse, gender-based violence and all other forms of violence in schools.</li> <li>- Establishment of allowances for teachers and caregivers taking on significant extra duties to promote inclusion, based on a set of criteria's.</li> <li>- Regular promotion of teachers/facilitators and supporting staff members.</li> <li>- Employment of other service providers for special needs learners.</li> <li>- Creating Teacher/learners' ratio that is result oriented.</li> <li>- Recruitment of relevant personnel including: counsellors, care givers, audiologists, sign language teachers and interpreters, social workers, low vision experts, psychologists, physiotherapists, etc.</li> <li>- Adapt teaching methods and local languages peculiar to the environment to enhance teaching and learning.</li> <li>- Provide appropriate specialized facilities to address identified learning difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>- An allowance system established</li> <li>- Inclusive education modules integrated into ALL teacher training programmes of Faculties, Institutes and Colleges of Education nationwide</li> <li>- 500 teachers/school staff receive continuous training on IE</li> <li>- 60 new support personnel per state recruited and trained to support the implementation of</li> </ul>	<p>Initial training and retraining- Within one year of implementation of the policy document</p>	<p>FME, SME, Proprietors of Private Schools, NUC/NCCE, NUT, SBMCs</p>	<p>FME, SME, UBEC, SUBEB</p>
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6	Adaptation of curriculum and resource materials	<ul style="list-style-type: none"> <li>- Establish functional Guidance and Counselling Units in all schools.</li> <li>- Earmark flexible extra time and appropriate methods for testing and examining children who have difficulty accessing standard tests'.</li> <li>- Provision of appropriate musical and laboratory facilities/materials to support teaching and learning.</li> <li>- Provision of basic instructional materials for children with disabilities e.g. Braille materials for learner with visual impairment, hearing aid, magnifiers, large print materials, assistive technology/devices etc.</li> <li>- Provision of school/home support especially for learners with severe and multiple disabilities</li> </ul>	inclusive education in the pilot schools	2016: Subject to review after 5 years	FME, SME, NERDC, NUC/NCCE, SUBEB, NUT, SBMCs, Proprietors of private schools	FME, SME, UBEC, NERDC, Proprietors of Private Schools,
7	Rehabilitating and upgrading special schools to serve as resource centres	<ul style="list-style-type: none"> <li>- Regular review and update of existing curriculum and associated assessments to incorporate Inclusive Education at all levels</li> <li>- Support research, development and distribution of reviewed Curriculum and Resource Materials to end users</li> <li>- Encourage improvisation and creative development of resource materials in schools by teachers and students</li> <li>- Expand the inclusive status of special schools by accommodating a wide range of learners, including learners without disabilities</li> <li>- Provision of teaching and learning equipment in special schools to support in-service practical training for regular teachers/facilitators.</li> <li>- Encourage special schools/resource centres to collaborate and partner with mainstream schools</li> <li>- Organise training for teachers in the mainstream schools in close cooperation with teachers in the special schools</li> </ul>	- Adaptation of the existing curriculum that caters to all learners regardless of their ability and style of learning.  - 1 school per state transformed into Resource Centre	Annually	FME, SME, UBEC, SUBEB	UNESCO, UNICEF, DFID, USAID, FME, SME, UBEC, SUBEB

8	Adequate Resource Mobilization, allocation and utilization	<ul style="list-style-type: none"> <li>- Teachers from the special school reach out to provide support to teachers in the mainstream schools through, e.g. peer learning, follow up workshops, sharing lesson learnt and knowledge gained</li> </ul>	<ul style="list-style-type: none"> <li>- Federal government through Federal Ministry of Education, TETFUND, UBEC etc. Such as; Yearly budget appropriations for teacher training, school refurbishment, direct procurement of educational Materials including ICT, assistive technologies, learning aides and mobility aides for all schools and learning centres etc.</li> <li>- State government through State Ministries of Education, SUBEB etc. Such as: Subsidizing the cost of all Educational Materials etc.</li> <li>- Local government. Such as: provision of the allowances, encouragement of local production of educational materials, provision of infrastructure and facilities.</li> <li>- Local and international development agencies, such as capacity building of teachers and care givers, policy review etc.</li> <li>- Foreign aid</li> <li>- Private sector</li> </ul>	<ul style="list-style-type: none"> <li>- 10% increase in education funding for vulnerable groups</li> </ul>	Ongoing subject to yearly policy review	FME, SME, NUC/NCCE, SUBEB, UBEC	FME, SME, USAID, DFID, UNESCO, UNICEF, UBEC, SUBEB
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## INCLUSIVE EDUCATION (IE) POLICY DEVELOPMENT COMMITTEE MEMBERS

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1	EKE, A. JOYCE	Deputy Director, Special Education Division, Federal Ministry of Education (FME), Abuja
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