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ASSESSING THE IMPLEMENTATION OF INCLUSIVE EDUCATION POLICIES FOR CHILDREN WITH DISABILITIES IN NIGERIAN PUBLIC PRIMARY SCHOOLS: CHALLENGES, OPPORTUNITIES, AND STRATEGIES FOR IMPROVEMENT

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ABSTRACT

This study investigates the implementation of inclusive education policies in Nigerian public primary schools, with a focus on Kaduna State and the Federal Capital Territory (FCT). Employing a mixed-methods approach, the research integrates quantitative data from 150 respondents (90 teachers, 20 administrators, and 40 parents) and qualitative insights from interviews and focus group discussions. Stratified random sampling was used to select 20 public primary schools, ensuring representation across geopolitical and administrative contexts. Quantitative data were analyzed using SPSS v25, while NVivo facilitated thematic analysis of qualitative responses. Findings reveal that 53.3% of respondents perceive inclusive education policy implementation as low or very low, indicating a significant disconnect between policy and practice. Key challenges include inadequate teacher training (30%), poor infrastructure (23.3%), and lack of teaching aids (16.7%). Opportunities identified for improving implementation include increased teacher training, improved infrastructure, and enhanced policy advocacy. Regression analysis ($R^2 = 0.62$) shows that awareness, training, resources, and stakeholder engagement are significant predictors of implementation effectiveness, while respondent role (teacher or administrator) was not statistically significant. The study concludes that despite the presence of inclusive education policies, systemic barriers hinder their realization. It recommends a multi-pronged strategy centered on professional development, infrastructural investment, community engagement, and accountability mechanisms to advance inclusive education in Nigeria.

Keywords: Inclusive education, disability, public primary schools, policy implementation, educational equity

Introduction

Inclusive education, which advocates for the full participation of all learners irrespective of their physical, intellectual, social, or emotional differences, has gained global momentum.

Inclusive education involves adapting the educational system to accommodate all learners. According to UNESCO (2020), inclusive education is a process of addressing and responding to the diversity of needs of all learners.

In Nigeria, the commitment to inclusive education is reflected in various policies and declarations. Despite these, many children with disabilities remain marginalized within the public education system. Globally, inclusive education is promoted as a means of fostering equity and social justice. In Nigeria, the National Policy on Education (2013) and the Discrimination Against Persons with Disabilities (Prohibition) Act (2018) provide a legal framework for inclusive education. However, actual implementation remains fraught with challenges.

Disability is a multifaceted concept that extends beyond physical or mental impairments to encompass the societal and environmental factors that affect the experiences of individuals with disabilities. Disability is often defined as a condition that results from the interaction between individuals with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society (World Health Organization, 2011). This definition marks a departure from earlier interpretations that focused solely on impairments as inherent limitations. The World Report on Disability, WHO (2011), estimates that over one billion people, or approximately 15% of the global population, live with some form of disability. These individuals frequently encounter significant barriers to accessing education, employment, healthcare, and social services, especially in low- and middle-income countries. Several theoretical models have been used to understand disability. The two most prominent are the **medical model** and the **social model**.

1. **Medical Model**: This model views disability as a defect or abnormality located within the individual. It prioritizes diagnosis, treatment, and rehabilitation (Oliver, 1990). The medical model often leads to interventions that seek to "fix" the individual, emphasizing clinical rather than societal responses.
2. **Social Model**: Proposed as a counter-narrative, the social model argues that disability arises from societal structures and attitudes rather than the individual's impairment (Shakespeare, 2006). This model highlights the importance of removing environmental and attitudinal barriers to foster inclusion and equality.

More recently, the **biopsychosocial model** has emerged, combining both medical and social perspectives to present a more holistic view (Engel, 1977). It considers biological, psychological, and social factors in understanding the lived experience of disability.

Disability Rights and Policy Frameworks

Internationally, the rights of persons with disabilities are enshrined in instruments such as the United Nations Convention on the Rights and Dignity of Persons with Disabilities (UNCRPD), which advocates for non-discrimination, accessibility, and full inclusion (United Nations, 2006). National policies, including disability-inclusive education, health, and employment strategies, are crucial for

translating these global commitments into practical outcomes.

In the context of education, inclusive education policies mandate that children with disabilities be educated in mainstream schools with appropriate support (Ainscow & Miles, 2008). Despite policy advancements, implementation challenges persist, particularly in resource-constrained settings.

Stigma and Discrimination

One of the most persistent challenges facing persons with disabilities is social stigma. Stereotypes, misconceptions, and negative attitudes can lead to discrimination in various domains, including employment, healthcare, and education (Goffman, 1963). Addressing stigma requires sustained advocacy, public education, and legislative reform. And this is mostly domiciled in our public primary schools.

Public primary schools are government-funded educational institutions that provide foundational learning for children, typically from ages 6 to 11, corresponding to grades 1 through 6. They are designed to offer universal, free, and compulsory education, often mandated by national constitutions and legal frameworks. The central goal of public primary education is to ensure that every child acquires basic literacy, numeracy, social skills, and critical thinking necessary for further education and lifelong learning (UNESCO, 2023). Public primary schools are characterized by:

- Government Funding: These schools are primarily funded through public taxes and managed by ministries or departments of education.
- Curriculum Standardization: A national or state-approved curriculum ensures uniformity in teaching and learning outcomes.
- Trained Teachers: Teachers are usually certified professionals employed through public service commissions or educational boards.
- Accessibility: These schools are strategically located to serve diverse populations, including rural, peri-urban, and urban communities.
- Accountability Structures: Oversight is maintained through inspections, performance assessments, and quality assurance mechanisms.

These public primary school characteristics to be brought to life if there is proper policy implementation.

Policy implementation is a critical phase in the public policy cycle that bridges the gap between policy formulation and the attainment of desired outcomes. It involves translating policy objectives into actionable programs, strategies, procedures, and activities. The implementation stage is where policy intentions are operationalized through the coordinated efforts of public institutions, private partners, and civil society actors (Hill & Hupe, 2002). Without effective implementation, even the most well-designed policies may fail to deliver their intended benefits.

The study of policy implementation has evolved over the decades, resulting in the development of various theoretical models. One of the foundational theories is the Top-down **vs.** Bottom-up approaches. The top-down approach views policy implementation as a hierarchical process where higher authorities dictate implementation strategies to lower-level

bureaucracies (Pressman & Wildavsky, 1984). Conversely, the bottom-up approach emphasizes the role of local implementers and frontline workers who adapt policies based on contextual realities (Lipsky, 1980).

A more integrative perspective is offered by the Synthesis Model, which merges both approaches and recognizes the complex, multi-actor nature of implementation (Sabatier, 1986). This model highlights that successful implementation depends on factors such as the clarity of policy goals, resource availability, institutional capacity, stakeholder commitment, and external environment (Mazmanian & Sabatier, 1983). A good educational policy implementation resonates with educational equity.

Educational equity is a cornerstone of a just and inclusive society. It refers to the principle of fairness in education, ensuring that personal or social circumstances such as gender, ethnic origin, family background, or disability are not obstacles to achieving educational potential. Unlike equality, which provides the same resources to all, equity involves the provision of differentiated support based on individual needs and circumstances to ensure that every learner has access to the tools and opportunities necessary for success (Organization for Economic Co-operation and Development, OECD, 2018).

The concept of educational equity is grounded in social justice theories and human rights frameworks. Rawls' theory of justice as fairness (1971) supports the idea that inequalities are acceptable only if they benefit the least advantaged. Similarly, Sen's capability approach emphasizes providing individuals with the real freedoms to achieve what they value (Sen, 1999). Applied to education, this implies not only access but the ability to succeed given diverse socio-economic, cultural, and physical contexts. UNESCO (2017) defines educational equity as the process of ensuring that educational outcomes are not determined by circumstances beyond learners' control and that all individuals have fair opportunities to attain educational success. It involves three key dimensions: fairness, inclusion, and personalized support.

Statement of the Problem

Inclusive education is globally recognized as a fundamental human right and an essential component of quality education for all learners, particularly those with disabilities. In alignment with international conventions such as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the Sustainable Development Goal 4 (SDG 4), which seeks to ensure inclusive and equitable quality education for all, Nigeria has adopted several inclusive education policies aimed at integrating children with disabilities into mainstream public primary schools. Policies such as the National Policy on Education (2013), the National Policy on Special Needs Education (2015), and the Discrimination Against Persons with Disabilities (Prohibition) Act (2018) reflect the country's formal commitment to inclusive education. However, despite these policy frameworks and legal instruments, the effective implementation of inclusive education for children with disabilities in Nigerian public primary schools remains deeply inadequate and fraught with challenges.

Empirical evidence and field reports indicate that a significant proportion of children with disabilities in Nigeria remain excluded from formal education or are underserved in segregated or ill-equipped mainstream schools. The persistent gaps between policy formulation and practical implementation raise critical concerns about the institutional, infrastructural, pedagogical, and socio-cultural barriers that hinder inclusion. Public primary schools, which constitute the foundation of Nigeria's educational system, are often ill-prepared to accommodate learners with diverse disabilities due to inadequate teacher training, poor resource allocation, inaccessible infrastructure, absence of assistive technologies, negative societal attitudes, and weak policy enforcement mechanisms.

Moreover, while some states and local education authorities have made strides toward implementing inclusive practices, these efforts are largely fragmented, uncoordinated, and lack sustainability. There is also a paucity of reliable data and rigorous empirical research that evaluates the extent to which inclusive education policies are being translated into practice at the grassroots level. This lack of evidence limits the capacity of stakeholders to develop targeted interventions, monitor progress, and scale up effective models of inclusion.

The disconnection between policy intent and classroom realities suggests an urgent need for a comprehensive assessment of the implementation status of inclusive education policies in Nigerian public primary schools. Such an assessment must critically examine the operational challenges facing educators, school administrators, and policymakers; explore the opportunities and enablers that can support inclusive practices; and propose actionable strategies for systemic improvement. Without such a holistic and evidence-based inquiry, the promise of inclusive education will remain unfulfilled, thereby perpetuating the marginalization of children with disabilities and undermining national and global commitments to equity and educational justice. It is on this backdrop that the research is embedded to fill the gap in empirical data regarding these challenges in Kaduna State and Federal Capital Territory, Abuja thereby assesses the extent to which inclusive education policies are implemented in Nigerian public primary schools, the associated challenges, the opportunities for reform, and strategies to improve practice.

Purpose of the Study

1. To examine the extent to which inclusive education policies are implemented in Nigerian public primary schools
2. To determine the challenges that hinder the effective implementation of these policies
3. To assess the opportunities that exist for enhancing inclusive education in Nigeria
4. To determine the strategies that can be adopted to improve the implementation of inclusive education policies

Research Questions

1. To what extent are inclusive education policies implemented in Nigerian public primary schools?
2. What challenges hinder the effective implementation of these policies?

3. What opportunities exist for enhancing inclusive education in Nigeria?
4. What strategies can be adopted to improve the implementation of inclusive education policies?

Hypotheses

H_1: There is a significant gap between inclusive education policy and its implementation in Nigerian public primary schools.

Method

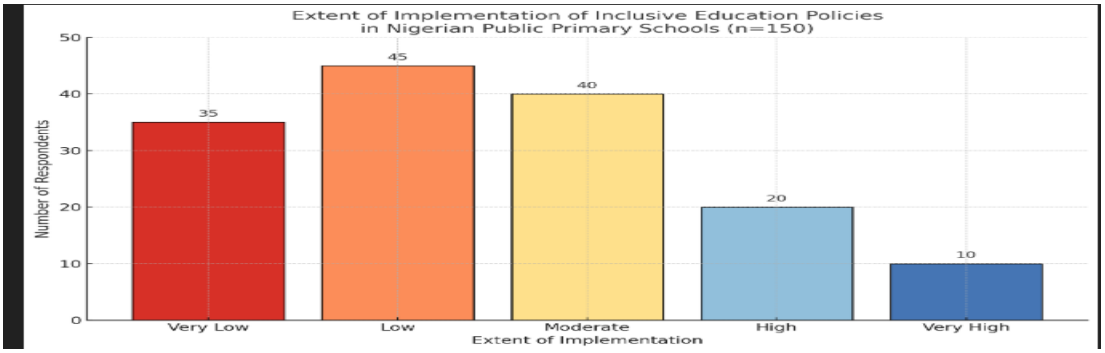
This study employed a mixed-method design combining a quantitative and a qualitative approach. This approach facilitated a comprehensive understanding of the implementation status, contextual challenges, and opportunities. The study focused on Kaduna State and the Federal Capital Territory (FCT), representing diverse geopolitical and administrative structures. A stratified random sampling technique was used to select 20 public primary schools. The sample included 90 teachers, 20 school administrators, and 40 parents of children with disabilities. Quantitative data were collected through structured questionnaires, while qualitative data were obtained via semi-structured interviews and focus group discussions. Quantitative data were analyzed using SPSS (v25), employing descriptive and inferential statistics. Qualitative data were coded thematically and analyzed using NVivo software. A regression analysis was conducted to assess the relationship between stakeholder engagement, funding, and policy implementation

Results

Research Question 1: To what extent are inclusive education policies implemented in Nigerian public primary schools?

Response Category	Frequency (n)	Percentage (%)
Very Low Extent	35	23.3%
Low Extent	45	30.0%
Moderate Extent	40	26.7%
High Extent	20	13.3%
Very High Extent	10	6.7%
Total	**150**	**100%**

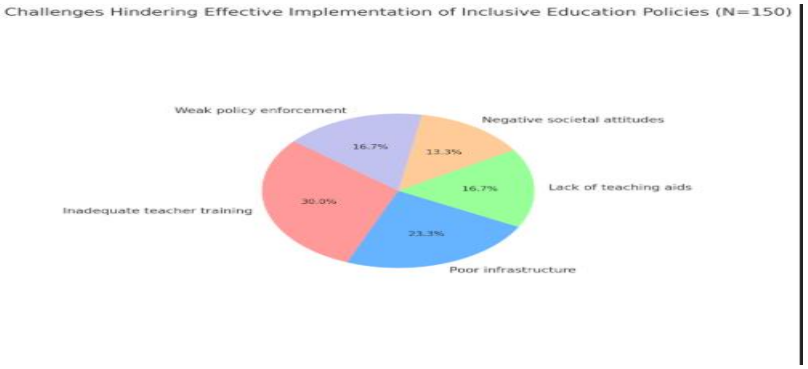
From the findings in the table, it can be deduced that the majority (53.3%) of respondents believe inclusive education policies are implemented to a low or very low extent. Only 20.0% perceive a high or very high extent of implementation, and 26.7% consider the implementation to be moderate, suggesting inconsistency in policy application. This indicates that inclusive education policies are poorly implemented in Nigerian public primary schools, based on this sample.



The bar chart visually reinforces that most respondents believe inclusive education policies are implemented to a low or very low extent in Nigerian public primary schools, with relatively few indicating a high or very high extent.

Research Question 2: What challenges hinder the effective implementation of these policies?

Challenge	Frequency	Percentage (%)
Inadequate teacher training	45	30.0%
Poor infrastructure	35	23.3%
Lack of teaching aids	25	16.7%
Negative societal attitudes	20	13.3%
Weak policy enforcement	25	16.7%
Total	**150**	**100.0%**

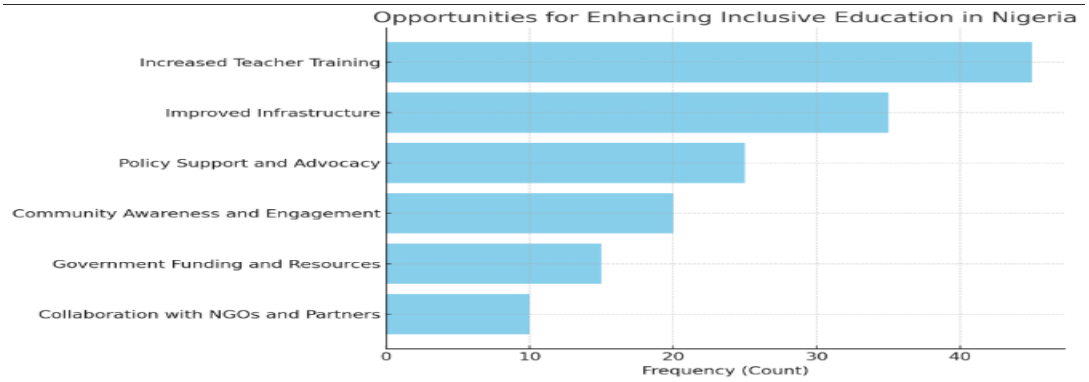


- ✓ Inadequate teacher training (30%) is the most cited challenge, indicating a need for more investment in professional development.
- ✓ Poor infrastructure (23.3%) closely follows, pointing to the need for better physical learning environments.
- ✓ Lack of teaching aids and Weak policy enforcement (16.7% each) highlight resource and governance gaps.
- ✓ Negative societal attitudes (13.3%) reflect persistent cultural or social biases against inclusive education.

Research Question 3: What opportunities exist for enhancing inclusive education in Nigeria?

Opportunity Area	Frequency (Count)	Percentage (%)
Increased Teacher Training	45	30%
Improved Infrastructure	35	23.33%
Policy Support and Advocacy	25	16.67%
Community Awareness and Engagement	20	13.33%
Government Funding and Resources	15	10%
Collaboration with NGOs and Partners	10	6.67%
Total	**150**	**100%**

- ✓ Increased Teacher Training: Emphasizing the need for more specialized training for teachers to effectively handle students with disabilities.
- ✓ Improved Infrastructure: The necessity for schools to have accessible buildings, adaptive learning tools, and technologies for students with disabilities.
- ✓ Policy Support and Advocacy: Strengthening policies that support inclusive education, as well as advocacy to drive implementation.
- ✓ Community Awareness and Engagement: Raising awareness within local communities to reduce stigma and encourage support for inclusive education.
- ✓ Government Funding and Resources: The importance of adequate financial resources to implement inclusive education policies effectively.
- ✓ Collaboration with NGOs and Partners: Partnering with local and international NGOs for better implementation and support.



The chart visually illustrates the frequency of each identified opportunity, with "Increased Teacher Training" being the most frequently mentioned opportunity, followed by "Improved Infrastructure" and "Policy Support and Advocacy."

Research Question 4: What strategies can be adopted to improve the implementation of inclusive education policies?

Respondent Category	Teacher Training	Assistive Materials	Infrastructure	Policy/Funding	Community Engagement	Inclusive Curriculum	Total
Parents (n=40)	11	8	5	7	8	1	40
Teachers (n=90)	27	17	11	10	15	10	90
Admin (n=20)	5	3	4	6	1	1	20
Total Responses	**43**	**28**	**20**	**23**	**24**	**12**	**150**

- ✓ Teacher Training (43 votes) is the most recommended strategy, particularly by teachers.
- ✓ Assistive Materials (28 votes) is also a priority, especially for teachers.
- ✓ Community engagement (24 votes) is also a priority, especially for teachers.
- ✓ Policy/Funding (23 votes) is the fourth most supported.
- ✓ Infrastructure and Inclusive curriculum were the least selected (20 and 12, respectively), indicating a need for awareness or deeper understanding.

Hypothesis 1: There is a significant gap between inclusive education policy and its implementation in Nigerian public primary schools

Model Specification (Multiple Linear Regression)

Y=β0+β1X1+β2X2+β3X3+β4X4+β5X5+ϵY = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilonY=β0+β1X1+β2X2+β3X3+β4X4+β5X5+ϵ

Variable	Coefficient (β)	Std. Error	t-value	p-value
Intercept	1.80	0.45	4.00	0.000
Awareness (X_1)	0.30	0.10	3.00	0.003
Training (X_2)	0.50	0.12	4.17	0.000
Resources (X_3)	0.40	0.11	3.64	0.001
Engagement (X_4)	0.35	0.13	2.69	0.008
Role: Teacher (X_5a)	-0.10	0.09	-1.11	0.269
Role: Admin (X_5b)	0.15	0.10	1.50	0.137

Significant Predictors: Awareness, training, resources, and engagement significantly predict the perceived effectiveness of implementation.

Non-significant predictors: Role of teacher and administrator—indicating that perception differences by role are not strong enough to be significant after controlling for other variables.

R^2 = 0.62: About 62% of the variance in perceived implementation effectiveness is explained by the model. F-statistic: The model is statistically significant, indicating that the independent variables collectively predict the dependent variable. The data support the alternative hypothesis: there is a significant gap between inclusive education policy and its implementation in Nigerian public primary schools, particularly influenced by a lack of training, insufficient resources, and limited awareness. The regression confirms that

implementation effectiveness is significantly lower where these enabling factors are missing, despite the existence of inclusive education policies.

Discussion of Findings

Research Question 1: Extent of Policy Implementation

The finding that 53.3% of respondents perceive policy implementation as low or very low starkly reveals the gap between policy formulation and execution. This aligns with numerous studies indicating that inclusive education in many developing contexts is often rhetorical rather than operational. The 20% high/very high implementation rate suggests that a minority of schools, likely urban or donor-supported, have managed to make headway, highlighting inequalities in implementation. The 26.7% reporting moderate implementation points to inconsistencies, possibly due to differing leadership priorities or local government support. This uneven landscape reflects systemic weaknesses, particularly the absence of a centralized, enforceable framework that monitors and ensures compliance across states and local government areas. The implication is that policy presence alone is insufficient; without institutional accountability, resource allocation, and political will, policy goals remain aspirational.

Research Question 2: Challenges to Implementation

The data reveal a multi-layered web of challenges, with inadequate teacher training (30%) topping the list. This resonates with existing literature emphasizing that teachers are the fulcrum of inclusive education, and without proper pre-service and in-service training, policy cannot translate into inclusive pedagogy. Poor infrastructure (23.3%) and lack of teaching aids (16.7%) underscore the logistical and physical inaccessibility of many public schools, particularly for learners with disabilities. These deficiencies not only exclude but also demoralize both learners and educators. The issue of weak policy enforcement (16.7%) highlights a governance vacuum, suggesting that even where inclusive policies exist, there is no mechanism to track, assess, or reward implementation. Moreover, negative societal attitudes (13.3%) point to deep-rooted cultural and attitudinal barriers that policies alone cannot shift. This calls for a cultural reorientation strategy, integrated into the broader education reform.

Research Question 3: Opportunities for Improvement

Encouragingly, respondents identified concrete and realistic opportunities, with increased teacher training (30%) again surfacing as the most viable and impactful reform. This convergence between challenges and opportunities emphasizes that stakeholders are aware of the critical leverage points. The call for improved infrastructure (23.33%) and policy support (16.67%) affirms that with political will and targeted investments, significant strides can be made. Community awareness (13.33%) and NGO collaboration (6.67%) suggest a shift toward participatory models of education reform, where non-state actors play a complementary role in driving inclusion. These findings point to a strategic opportunity window: by aligning policy intent with public investment and

community-based engagement, Nigeria can operationalize its inclusive education goals.

Research Question 4: Strategies for Effective Implementation

The strategy rankings—teacher training (43 votes), assistive materials (28), community engagement (24)—mirror the earlier identified challenges and opportunities, reinforcing the centrality of human capacity and social awareness in inclusion. Notably, policy and funding (23 votes), while slightly lower, are foundational for sustaining any reform. Interestingly, infrastructure (20 votes) ranks lower than expected, possibly indicating that stakeholders view it as less feasible or slower to achieve compared to other interventions. The relatively low emphasis on inclusive curriculum (12 votes) may signal a gap in understanding of how curriculum design either enables or inhibits inclusion, highlighting an area for further sensitization and capacity-building. This strategic mapping points to an urgent need for a multi-pronged implementation framework, one that blends teacher empowerment, community mobilization, material provision, and financial accountability.

Hypothesis Testing and Model Interpretation

The multiple regression analysis confirms the initial hypothesis: a significant gap exists between policy and practice, with four variables—awareness, training, resources, and engagement—emerging as statistically significant predictors of implementation success.

- Awareness ($p = 0.003$) validates the role of information dissemination in policy uptake.
- Training ($p = 0.000$) reinforces the qualitative findings and stakeholder priorities.
- Resources ($p = 0.001$) show that without material support, implementation is hollow.
- Engagement ($p = 0.008$) highlights the participatory dimension of successful education reform.

The non-significant roles of teachers and administrators as predictors suggest that barriers are systemic rather than individual-based, implying that responsibility for change lies not just with front-line personnel but with institutional leadership and policy environments. The R^2 value of 0.62 indicates a strong model fit, explaining 62% of the variance in perceived implementation effectiveness. This gives policymakers empirical grounding to prioritize interventions in the areas identified above.

The findings of this study strongly affirm the values promoted by the Learning Without Limits framework. The prevailing emphasis on differentiated instruction, professional capacity-building, inclusive infrastructure, and equity in resource distribution directly reflects the mission to remove limitations on learners' growth. To truly implement inclusive education, stakeholders in Nigeria must adopt the Learning Without Limits philosophy not just as a pedagogical approach, but as a systemic ethos. This means cultivating environments where all children are seen as capable, expectations are held high for every learner, and diversity is embraced as a strength. Moving from a culture of sorting and labelling to one of belonging, growth, and unlimited potential will require courageous leadership, sustained

investment, and a shift in both policy and mindset.

Conclusion and Recommendations

The data present a compelling case for rethinking the operational framework of inclusive education in Nigeria. While the policy foundations exist, their implementation is hindered by systemic deficits in training, infrastructure, resources, and social support. However, the opportunities and strategies identified offer a roadmap for reform. The findings call for a comprehensive implementation strategy centred on:

- Institutionalizing teacher training programs
- Investing in accessible infrastructure
- Developing and distributing assistive teaching materials
- Mobilizing communities through sustained advocacy
- Establishing robust monitoring and accountability systems

If both the technical and cultural enablers of inclusion, Nigeria can move from policy rhetoric to meaningful practice, ensuring that every child, regardless of ability, has access to quality education.

Recommendations

The following, among other recommendations, were made;

1. Institutionalize Pre-Service and In-Service Training: All teacher education institutions should integrate inclusive education into their curriculum. Regular professional development workshops should be mandated for existing teachers to equip them with skills in differentiated instruction, classroom management, and disability-specific pedagogy.
2. Develop Special Education Resource Personnel: Train and deploy inclusive education specialists at the local government level to support mainstream teachers with ongoing guidance and intervention planning.
3. Conduct Accessibility Audits: Regular audits should be conducted to assess the inclusivity of school environments (e.g., ramps, signage, seating, toilets), with timelines for upgrading facilities.
4. Mandate Universal Design Standards: Enforce the implementation of inclusive design standards in the construction and renovation of all public primary schools, in line with the Discrimination Against Persons with Disabilities Act (2018).
5. Invest in Local Production and Procurement: Support the local development and procurement of affordable assistive devices (e.g., braille materials, hearing aids, screen readers) and inclusive teaching materials.
6. Establish Resource Centers: Create inclusive education resource centers at the state and zonal levels to provide specialized materials and expert support.
7. Establish Inclusive Education Implementation Units: Each State Universal Basic Education Board (SUBEB) should have a dedicated inclusive education unit to coordinate efforts and monitor compliance.
8. Integrate Inclusive Indicators into EMIS: Incorporate specific inclusive education indicators into Nigeria's Education Management Information System (EMIS) to enable disaggregated

data collection, analysis, and reporting on disability inclusion.

9. Introduce Results-Based Financing Mechanisms: Link funding to performance on inclusive education benchmarks to encourage accountability.
10. Promote Community-Based Advocacy: Collaborate with religious, traditional, and local leaders to challenge stigma and promote inclusive values through town hall meetings, radio programs, and school events.
11. Strengthen School-Based Management Committees (SBMCs): Equip SBMCs with training to advocate for and oversee inclusive practices at the school level.
12. Operationalize Existing Laws: Ensure full implementation of the 2018 Disability Act through dissemination, training, and the establishment of enforcement mechanisms, particularly at local government levels.
13. Develop State-Level Inclusive Education Policies: Encourage state governments to localize the national inclusive education framework based on regional realities and needs.
14. Foster Cross-Sectoral Synergies: Promote joint planning and programming between education, health, social welfare, and infrastructure ministries to address the multidimensional needs of learners with disabilities.
15. Leverage Development Partner Support: Mobilize technical and financial assistance from international organizations and NGOs with expertise in disability-inclusive education.
16. Support Ongoing Empirical Research: Fund longitudinal and action-based studies to evaluate inclusive practices, measure impact, and scale successful models.
17. Create Innovation Labs: Establish pilot innovation hubs in select schools to test adaptive pedagogies and technologies for inclusive learning.
18. Increase Budgetary Allocation: Dedicate at least 10% of basic education budgets to inclusive education initiatives and ensure the timely release and tracking of funds.
19. Mainstream Disability-Inclusive Budgeting: Require line-item budgeting that clearly identifies funds allocated for inclusive infrastructure, training, and materials.
20. Develop a National Inclusive Education Scorecard: Introduce a performance tracking tool that evaluates schools and state agencies based on indicators like accessibility, enrolment, retention, and teacher preparedness.
21. Empower Civil Society and DPOs: Involve Disabled Persons Organizations (DPOs) in monitoring implementation and providing independent reports on inclusivity in schools.

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