THE SPECIAL EDUCATOR
A Journal Publication of
The Nigeria Association of Special Education Teachers (NASET)
Print ISSN: 1597-1767 e-ISSN: 2971-5709
https://www.tspeducator.com
Volume 24; Issue 3; September 2026; Page No. 148-156.

Feedback Loops in the Implementation of Inclusive Education in Nigeria

***Enyia, G.A. & Oyewumi, A.M.**
Department of Special Education, Faculty of Education, University of Ibadan, Nigeria.

***Corresponding author email:** detiem16@gmail.com

Abstract
This paper explores the role of feedback loops in the implementation of inclusive education in Nigeria. Inclusive education aims to provide quality learning opportunities for all children, including those with disabilities, in regular school settings. However, its success largely depends on effective feedback mechanisms that allow continuous improvement. This paper discusses the concept and types of feedback loops, their application at classroom, school, and policy levels, and their importance in addressing diverse learning needs. It highlights major challenges hindering effective feedback in Nigeria, such as inadequate teacher training, poor institutional structures, limited resources, and weak stakeholder involvement. Furthermore, the paper presents best practices and successful models from both local and international contexts, proposing practical strategies for strengthening feedback loops—including capacity building, simple feedback tools, stakeholder engagement, and supportive leadership. Analysis indicates that well-designed feedback loops are essential for bridging the gap between inclusive policy and practice. The paper concludes that strengthening feedback mechanisms is critical for achieving sustainable inclusive education in Nigeria, and offers suggestions for teachers, school leaders, government, and other stakeholders to build more responsive and effective inclusive systems.

Keywords: Feedback Loops, Implementation, Inclusive Education, Policy, Special Needs

Introduction

Inclusive education has become an important goal in many countries around the world, including Nigeria. It means giving every child, no matter their abilities or disabilities, the chance to learn together in regular schools. Nigeria has made several efforts to support this idea through different policies over the years. For example, the country introduced the National Policy on Special Needs Education in 2015 and later the National Policy on Inclusive Education in 2017. These policies aim to remove barriers so that children with disabilities can learn alongside their peers in mainstream classrooms. However, turning these policies into real success on the ground has been difficult. Many schools still face problems such as a lack of trained teachers, poor infrastructure, and limited resources. Education in Nigeria serves millions of children, but many with special needs are still left behind. Some children with disabilities stay at home or attend separate special schools that are few and far between. This situation creates inequality and stops the country from reaching its full potential. Researchers have noted that inclusive education is still at an early stage in Nigeria. Researchers have noted that inclusive education is still at an early stage in Nigeria (Eleweke & Rodda, 2002; Angwaomaodoko, 2023). Challenges like inadequate funding (Ogunode, 2020), negative attitudes from society (Torgbenu et al., 2018), and weak implementation of policies (Ibrahim, 2019) continue to slow progress. For instance, Balogun (2026) pointed out issues such as poor teacher preparation, cultural barriers, and insufficient infrastructure that make it hard for inclusive education to work well. Other studies have also shown that even when children with disabilities are physically present in classrooms, they often do not receive the support they need to learn effectively. The journey towards inclusive education in Nigeria started gaining more attention after the country signed international agreements like the United Nations Convention on the Rights of Persons with Disabilities. This pushed the government to create local policies that support equal opportunities. States such as Lagos, Enugu, and Kaduna have tried to adopt their own inclusive education rules. Yet, experts like Angwaomaodoko (2023) explain that a big gap remains between what the policies say and what actually happens in schools. Many teachers feel unprepared, and schools lack basic materials

Cite this article as:
*Enyia, G.A. & Oyewumi, A.M. (2026). Feedback Loops in the Implementation of Inclusive Education in Nigeria. *The Special Educator, 24*(3), 148-156.

like ramps, assistive devices, or adapted learning resources. This paper takes a clear and definitive position: this persistent gap between policy and practice is not just an operational delay; it is fundamentally a position paper that highlights a structural failure. Specifically, current efforts lack a strong theoretical base and clear definitions to guide how policies are executed on the ground. To solve this, we must anchor our approach using Systems Theory and Cybernetic Control Theory. In simple terms, systems theory views education as a connected network where every part—from the classroom teacher to the national policymaker—affects the whole. Cybernetics teaches us that any healthy system needs a continuous feedback loop to check its progress, catch mistakes early, and make adjustments. Without this theoretical foundation, our current educational approach operates blindly, leaving teachers and students without proper guidance. Feedback loops refer to the process of collecting information about how something is working and then using that information to make improvements. In simple terms, it is like a cycle: you do something, check the results, learn from them, and adjust your actions for better outcomes. In education, feedback loops help teachers, school leaders, parents, and policymakers understand what is going well and what needs to change. For example, a teacher might give students a short test or ask for their opinions, then use the responses to change teaching methods. This continuous cycle of action, feedback, and adjustment is very useful for solving problems quickly. Feedback loops refer to the process of collecting information about how something is working and then using that information to make improvements (Senge, 1990). In simple terms, it is like a cycle: you do something, check the results, learn from them, and adjust your actions for better outcomes. In education, feedback loops help teachers, school leaders, parents, and policymakers understand what is going well and what needs to change. For example, a teacher might give students a short test or ask for their opinions, then use the responses to change teaching methods. This continuous cycle of action, feedback, and adjustment is very useful for solving problems quickly.

The concept of feedback loops comes from systems thinking and has been used in many fields, including business and healthcare, before being applied more to education (Checkland, 1999). In learning environments, feedback loops involve gathering data from different sources such as student performance, teacher observations, or parent comments and feeding it back into the system. This helps everyone involved to respond in real time rather than waiting until the end of the term or year when it may be too late to fix issues. Authors like those discussing formative assessment stress that good feedback should be timely, specific, and focused on helping learners grow (Hattie &Timperley, 2007). When feedback loops are strong, they create a culture of continuous improvement (Fullan,2014). Feedback loops are especially important in inclusive education because every child learns differently (Booth &Ainscow, 2011). In a regular classroom that includes children with disabilities, teachers need constant information about how well each student is coping (Forlin, 2006). Without proper feedback mechanisms, small problems can grow into bigger barriers (Florian, 2014). For instance, if a child with hearing difficulties is struggling but the teacher does not receive regular feedback, the child may fall behind. On the other hand, strong feedback loops allow schools to identify needs early and provide support such as extra help, modified lessons, or assistive technology (Ainscow, 2005). Studies by Black and Wiliam (1998), Hattie and Timperley (2007), and Alordiah (2025) have shown that when feedback is built into daily classroom activities, both teachers and students benefit greatly. In the context of Nigeria, feedback loops can play a key role in making inclusive education more successful. Many Nigerian schools operate with limited resources and face unique local challenges (Angwaomaodoko, 2023; Okoro, 2021). Regular feedback from teachers, parents, and even the students themselves can help school administrators and government officials understand what is working and what is not (Ezeribe, 2020). This information can guide better decisions on teacher training, resource allocation, and policy changes. Without these loops, efforts to implement inclusive education may remain weak and disconnected from the real experiences of learners and educators (Federal Ministry of Education [FME], 2017). The importance of feedback loops goes beyond individual classrooms. At the policy level, they help connect what happens on the ground with national goals (Cochran-Smith &Lytle, 2009). For example, if schools report consistently that teachers lack training in handling diverse learners, the government can respond by creating more professional development programmes. Feedback also encourages involvement from parents and communities, who know their children best (Torgbenu et al., 2018). When everyone shares information openly, it builds trust and leads to better collaboration (Epstein, 2018). Researchers have highlighted that effective feedback mechanisms are essential for adapting inclusive practices to local needs and overcoming common barriers in developing countries like Nigeria (Omede, 2016). This position paper focuses on feedback loops in the implementation of inclusive education in Nigeria. Grounded in a solid theoretical base, the main purpose is to explore how these systems can be strengthened to support better outcomes for all learners, especially children with special needs. It seeks to understand current practices, identify gaps, and suggest practical ways to improve feedback systems at different levels, from classrooms to government ministries. Ultimately, this paper argues that integrating continuous, multi-level feedback loops into inclusive education frameworks is essential for bridging the gap between national policies and classroom realities in Nigeria. By examining how feedback operates across classroom, school, and policy tiers, this paper contends that systematic data exchange can effectively counteract resource limitations, guide strategic teacher training, and foster collaborative environments necessary for

Cite this article as:
*Enyia, G.A. & Oyewumi, A.M. (2026). Feedback Loops in the Implementation of Inclusive Education in Nigeria. *The Special Educator, 24*(3), 148-156.

sustainable inclusion.

Concepts of Inclusive Education and Feedback Loops

Inclusive education is an approach that ensures all children, regardless of their abilities, backgrounds, or disabilities, learn together in the same classrooms. It goes beyond simply placing students with special needs in regular schools. The goal is to remove barriers so that every learner can participate fully and succeed. According to UNESCO, inclusive education means identifying and removing all obstacles to learning. It covers changes in teaching methods, curriculum, and school environments to support diverse needs. This idea is rooted in human rights and aims to promote equity and quality education for everyone. Inclusive education is widely recognized by educational scholars as a continuous, dynamic process of school improvement aimed at responding to the diverse needs of all learners (Booth & Ainscow, 2011; Ainscow, 2020). Scholars such as Florian (2014) describe inclusion as a transformative pedagogical approach that shifts the focus from fixing individual student deficits to enhancing the capacity of mainstream classrooms to teach all children effectively. Furthermore, Forlin (2006) emphasizes that inclusive education involves structural and cultural changes within schools to ensure equitable participation, while UNESCO (2020) frames it as an ongoing commitment to identifying and eliminating barriers across curricula, policies, and environments. Inclusive education is not the same as integration or mainstreaming. While integration often focuses on placing students with disabilities into regular classes with some support, true inclusion means transforming the entire school system so that diversity is valued and supported from the start. (Ainscow, Booth, & Dyson, 2006) (Stainback & Stainback, 1996)

In Nigeria and many other developing countries, inclusive education is still growing. Researchers such as Angwaomaodoko (2023) note that it remains at an early stage due to challenges like lack of awareness, inadequate teacher training, poor infrastructure, and limited resources. However, the benefits are clear. When done well, inclusive education improves academic outcomes, builds social skills, and promotes acceptance among all students. It helps reduce discrimination and prepares children for life in a diverse society. Bui et al. (2010) and other studies have shown that students with disabilities often achieve more and feel a greater sense of belonging in inclusive settings. Feedback loops are another important concept that supports effective teaching and learning. A feedback loop is a cycle where information about performance or progress is collected, shared, and used to make improvements. In education, it involves teachers, students, parents, and school leaders regularly exchanging information so that adjustments can be made quickly. Meredith (2015) describes a student feedback loop as a process of checking understanding that is specific, timely, and focused on helping learners improve. It is not just about giving marks or criticism. Good feedback helps students know what they are doing well and what they need to do differently. Feedback loops work through repeated cycles: action, observation, feedback, and adjustment. For example, a teacher may give a short activity, observe how students respond, provide immediate comments, and then change the next lesson based on what was learned. This creates continuous improvement rather than waiting until the end of a term. David (2019) explains feedback loops using ideas from single-loop and double-loop learning. Single-loop learning fixes immediate problems, while double-loop learning looks deeper to change underlying approaches or strategies. In inclusive classrooms, these loops are very useful because students have different learning needs. Regular feedback helps teachers identify when a child with a disability needs extra support, modified materials, or different teaching methods. The combination of inclusive education and feedback loops is powerful. Inclusive education aims to bring all learners together, but without good feedback systems, teachers may not know how well it is working. Feedback loops provide the information needed to adapt practices to real classroom realities. Lipnevich et al. (2021) highlight that effective feedback includes information about current performance, goals, and how to close the gap. When these loops involve multiple people like teachers, students, parents, and administrators, they create stronger support systems. In practice, feedback loops in inclusive education can include classroom observations, student self-assessments, parent meetings, and regular progress reviews. They help schools respond faster to challenges such as lack of resources or untrained staff. Strong feedback mechanisms also build trust and collaboration among stakeholders. As more countries, including Nigeria, work towards inclusive education, understanding and strengthening feedback loops becomes essential for turning policies into successful daily practices. These two concepts together support the idea of responsive, equitable education. Inclusive education provides the vision of schools for all, while feedback loops supply the practical tools to make that vision work effectively on the ground. By continuously learning and adjusting through feedback, schools can better meet the needs of every child and create truly welcoming learning environments. (Carless, 2019) (Garrote, Sermier Dessemontet, & Opdenakker, 2017) (Loreman & Deppeler, 2018)

Types of Feedback Loops in Educational Settings

Feedback loops are important processes in education that help improve teaching and learning. They involve collecting information about performance and using it to make better decisions. There are several main types used in schools. One common type is a positive feedback loop. These reinforce good behaviours or understanding and encourage students to continue doing well. For example, when a teacher praises a student's effort, it builds confidence and motivates the learner to keep improving. Positive loops help create a supportive learning environment. Negative (or balancing) feedback loops, on the other hand, correct mistakes and help maintain

Cite this article as:
*Enyia, G.A. & Oyewumi, A.M. (2026). Feedback Loops in the Implementation of Inclusive Education in Nigeria. *The Special Educator, 24*(3), 148-156.

balance. They identify errors or gaps and guide students toward the right direction. This type is useful for fixing problems early before they become bigger. Another important type is formative feedback loops. These happen during the learning process through quizzes, class activities, or observations. They give students quick information so they can adjust immediately. Teachers also use this to change their teaching methods. Many studies show that formative feedback is very effective for student success. Peer feedback loops allow students to give and receive comments from classmates. This builds collaboration and helps learners see different perspectives. Self-feedback loops (internal) encourage students to reflect on their own work and become more independent. Finally, there are external feedback loops that come from teachers, parents, or school leaders. In inclusive education, these loops help identify the specific needs of children with disabilities. Understanding these different types allows educators to create stronger systems for continuous improvement.

Feedback Loops in the Implementation Process

Feedback loops play a vital role in the successful implementation of inclusive education. They create a continuous cycle of collecting information, reviewing progress, and making necessary changes. This helps schools and policymakers respond quickly to challenges instead of waiting until problems become too big. In the implementation process, feedback loops operate at different levels. At the classroom level, teachers gather information from daily observations, student performance, and quick checks to adjust their teaching methods. For example, a teacher may notice that a child with learning difficulties is struggling with a lesson and immediately provide extra support or change the activity. This ongoing process improves learning outcomes. At the school level, principals and administrators use feedback from teachers, parents, and students to improve school policies and resources. Regular meetings and reports help identify gaps in teacher training or infrastructure. According to studies, strong feedback mechanisms between teachers and school leaders lead to better implementation of inclusive practices. At the policy level, feedback loops connect ground realities with government decisions. Information from schools flows upward to ministries, enabling better planning and resource allocation. USAID projects in Nigeria have successfully used feedback loops to drive improvements in education programmes. In inclusive education, these loops are especially useful because they help address the diverse needs of all learners. When feedback flows freely among teachers, parents, and support staff, it leads to timely interventions and more effective inclusion. Authors such as Baker (2022) emphasize that well-designed feedback loops promote continuous improvement and equity in education systems. Overall, embedding feedback loops throughout the implementation process builds a responsive and adaptive system that supports the goals of inclusive education in Nigeria.

Challenges of Feedback Loops in Nigerian Inclusive Education

Feedback loops are essential for improving inclusive education, but implementing them effectively in Nigeria faces many serious challenges. These difficulties often weaken the continuous cycle of collecting information and making improvements in schools. The primary challenges include:

1. **Lack of strong institutional structures:** Many schools do not have clear systems for collecting and sharing feedback, as teachers rarely document classroom experiences or student progress in a systematic way; according to Okechukwu (2021), weak monitoring and evaluation frameworks in Nigerian schools make it difficult for feedback to flow from classrooms to school administrators and government officials. **Inadequate teacher training and capacity:** Most teachers in mainstream schools have limited skills in special needs education and struggle to identify learning difficulties or provide useful feedback; as noted by Balogun (2026), many teachers lack the confidence and knowledge to give timely and meaningful feedback to students with disabilities, resulting in poor-quality feedback that does not lead to real improvements.
2. **Resource constraints:** Many schools lack basic tools such as computers, internet access, or even simple record-keeping materials needed for effective feedback systems, and these problems are even worse in rural areas; Angwaomaodoko (2023) highlighted that insufficient funding and poor infrastructure limit the use of technology-based feedback tools that could make the process faster and more reliable.
3. **Socio-cultural factors:** Negative attitudes towards disability and low parental involvement reduce the flow of information, as many parents are reluctant to share feedback due to stigma or lack of awareness, while hierarchical structures in schools sometimes discourage junior teachers and parents from speaking openly to school leaders.
4. **Disconnection between government policies and school realities: A**t the policy level, feedback from the ground rarely reaches policymakers, leading to decisions that do not address actual needs; studies by Adebayo (2024a) show that poor coordination between federal, state, and local education authorities weakens feedback mechanisms.

Advantages of Feedback Loops in Inclusive Education

Feedback loops offer many important benefits in inclusive education. They create a continuous cycle of gathering information, reviewing progress, and making improvements. This process helps schools become more responsive

Cite this article as:
*Enyia, G.A. & Oyewumi, A.M. (2026). Feedback Loops in the Implementation of Inclusive Education in Nigeria. *The Special Educator, 24*(3), 148-156.

to the diverse needs of all learners, including children with disabilities.

One major advantage is that feedback loops help identify learning needs early. Teachers can quickly notice when a student is struggling and provide timely support. This prevents small problems from becoming major barriers. According to Smith (2021), regular feedback enables educators to adjust teaching methods to suit different learning styles, leading to better academic outcomes for students with special needs. Feedback loops also promote equity and inclusion in the classroom. They ensure that the voices of students, parents, and teachers are heard. When children with disabilities receive regular feedback, they feel valued and supported. This builds their confidence and encourages active participation in learning. Johnson (2023) noted that effective feedback systems help close achievement gaps between students with and without disabilities. Another key benefit is the improvement of teaching practices. Teachers receive useful information about what works and what does not. This supports their professional growth and helps them develop better skills for handling diverse classrooms. In Nigeria, where many teachers have limited training in special education, feedback loops serve as an important tool for ongoing learning (Okafor, 2024). At the school and policy levels, feedback loops lead to better decision-making. School leaders can use information from classrooms to allocate resources more effectively and improve infrastructure. Policymakers can also design programmes that address real challenges faced by schools. Adebayo (2025) emphasised that strong feedback mechanisms create a responsive education system that adapts to changing needs. Furthermore, feedback loops strengthen collaboration among stakeholders. Parents become more involved when they are asked for their opinions, and this partnership supports children's learning both at school and at home. It also builds a culture of continuous improvement rather than one-time fixes. Overall, feedback loops make inclusive education more effective, equitable, and sustainable. They help transform policies into successful practice by ensuring that every child receives the support needed to succeed. In the Nigerian context, investing in these loops can greatly enhance the quality of education for learners with special needs.

Examples of Feedback Loops in Classrooms

Feedback loops in classrooms are practical ways teachers and students continuously check progress and make improvements. In inclusive education settings, these loops are especially useful because they help address the different learning needs of all children, including those with disabilities. Here are some clear examples:

1. Daily Check-in Loops

At the start or end of a lesson, a teacher asks quick questions like "What did you understand today?" or "What was difficult?" Students with disabilities can use thumbs up/down, drawings, or simple communication boards. The teacher uses this immediate feedback to adjust the next lesson. This helps identify struggles early (Smith, 2022).

2. Formative Assessment Loops

Teachers give short quizzes, exit tickets, or observation checklists during lessons. For example, while teaching mathematics, a teacher notices a student with learning difficulties making repeated errors and immediately provides extra examples or one-on-one support. The student's improved performance then feeds back into the teaching plan (Okafor, 2024).

3. Peer Feedback Loops

Students work in pairs or small groups and give feedback to each other using simple sentence starters such as "I like how you…" or "You can improve by…". In inclusive classrooms, this builds collaboration and helps students with special needs learn from their peers while developing social skills (Johnson, 2023).

4. Self-Reflection Loops

Students are encouraged to reflect on their own learning using smiley faces, learning diaries, or simple rating scales. A child with autism, for instance, might indicate how comfortable they felt during group work. The teacher reviews these reflections and modifies seating arrangements or activities accordingly.

5. Parent-Teacher Feedback Loops

Teachers send home simple communication books or use WhatsApp groups to receive regular updates from parents about a child's behaviour, challenges, or successes at home. This two-way flow of information helps create consistency between school and home support.

6. Assistive Technology Feedback

In classrooms with tablets or speech-to-text tools, data on how often a student uses the device and their success rate provides automatic feedback to the teacher for better support.

These practical examples show that feedback loops do not need to be complicated. When used regularly, they create a responsive classroom environment where every child, regardless of ability, can learn better. In Nigerian inclusive classrooms, simple and low-cost methods are often the most effective (Balogun, 2026; Adebayo, 2025)

Best Practices and Successful Models of Feedback Loops

Feedback loops work best when they are regular, clear, and involve everyone, such as teachers, students, parents, and leaders. Several best practices and successful models have shown great results in inclusive education. One key best practice is timely and specific feedback. Teachers give students quick, clear comments during lessons

Cite this article as:
*Enyia, G.A. & Oyewumi, A.M. (2026). Feedback Loops in the Implementation of Inclusive Education in Nigeria. *The Special Educator, 24*(3), 148-156.

instead of waiting until the end of term. This helps children with disabilities adjust their learning immediately. Effective feedback should be goal-oriented, positive, and actionable. For example, instead of saying "good work," a teacher might say, "You explained the story well. Next time, try adding more details about the characters." Authors such as Hattie and Timperley (2015) stress that feedback focused on improvement greatly boosts student progress. Another important practice is involving multiple stakeholders. Successful schools create regular meetings where teachers, parents, and support staff share observations about how children with special needs are coping. Peer feedback and self-reflection also help students become more independent. In inclusive classrooms, using simple tools like observation checklists and exit tickets allows teachers to gather useful information daily.
Technology-supported feedback is becoming popular. Adaptive learning tools and simple mobile apps can track student progress and send alerts to teachers. In well-resourced schools, these tools create faster and more accurate feedback loops. Internationally, countries like Finland and parts of the United States have successful models. They use continuous professional development for teachers and strong school-parent communication systems. The SISEP framework in the US, for example, promotes bidirectional feedback between classrooms, schools, and policymakers, leading to better implementation of inclusive practices. In Nigeria, some schools in Lagos and Enugu have recorded success through regular teacher reflection meetings and community engagement programmes. Isaac (2025) noted that schools with active parent-teacher associations and simple monitoring tools showed better inclusion outcomes. Other effective models include formative assessment cycles and collaborative inquiry groups, where teachers regularly discuss challenges and solutions together. Baker (2022) highlighted that bidirectional and iterative feedback loops help build more equitable and responsive education systems. For Nigeria to benefit fully, best practices should focus on low-cost, practical approaches such as classroom journals, regular parent meetings, and teacher mentoring programmes. These models prove that when feedback loops are well designed, they create continuous improvement and make inclusive education more successful for every child.

Strategies for Strengthening Feedback Loops

Strengthening feedback loops is very important for making inclusive education work better in Nigeria. When feedback systems are improved, schools can respond faster to the needs of children with disabilities and achieve better learning outcomes. Here are some practical strategies that can help. First, provide regular training for teachers. Many teachers do not have the skills to give useful feedback. Schools and government should organise workshops on how to collect, interpret, and use feedback in inclusive classrooms. Training should focus on simple methods like observation checklists and student self-assessment. According to Balogun (2026), well-trained teachers are better at creating effective feedback loops that support diverse learners. Second, create simple and clear feedback systems. Schools can introduce easy tools such as daily reflection journals, weekly progress forms, and suggestion boxes. These tools help teachers and administrators collect information regularly. Regular staff meetings should be held to discuss the feedback and decide on actions. Okechukwu (2021) recommends that schools develop structured feedback protocols to ensure information flows smoothly from classrooms to school leaders. Third, involve all stakeholders. Parents, students, and community members should be actively included in feedback processes. Schools can organise regular parent-teacher meetings and use simple questionnaires in local languages. When parents share their observations, teachers gain a fuller picture of the child's needs. Angwaomaodoko (2023) found that strong parent-school partnerships significantly improve feedback quality in Nigerian inclusive settings. Fourth, make use of low-cost technology. Even basic mobile phones can be used to send quick feedback through SMS or WhatsApp groups. In areas with better facilities, simple digital tools and learning management systems can make feedback faster and more accurate. Adebayo (2024b) noted that technology-supported feedback helps bridge the gap between policy and classroom practice. Fifth, build strong leadership and policy support. School heads should create a safe environment where teachers feel free to share honest feedback without fear. At the government level, ministries should set up monitoring systems that collect feedback from schools and use it to review policies. Isaac (2025) emphasised that leadership commitment is key to sustaining feedback loops. Finally, monitor and celebrate progress. Schools should regularly review how well their feedback loops are working and recognise teachers and students who show improvement. This creates motivation and a culture of continuous learning. By adopting these strategies, Nigeria can build stronger, more responsive feedback loops. These improvements will help bridge the gap between policy and practice, leading to more successful inclusive education across the country. The focus should be on practical, low-cost solutions that fit the Nigerian context while aiming for long-term sustainability.

Conclusion

Inclusive education holds great promise for ensuring that every child in Nigeria, including those with disabilities, receives quality education in regular schools. This study has explored the critical role of feedback loops in the successful implementation of inclusive education. Feedback loops refer to the continuous process of gathering information about teaching and learning, reviewing it, and using it to make improvements. The research highlighted different types of feedback loops, including positive, negative, formative, peer, and self-feedback. It showed how these loops operate at classroom, school, and policy levels to support better decision-making. However, the implementation of effective feedback loops in Nigeria faces significant challenges such as poor

Cite this article as:
*Enyia, G.A. & Oyewumi, A.M. (2026). Feedback Loops in the Implementation of Inclusive Education in Nigeria. *The Special Educator, 24*(3), 148-156.

institutional structures, inadequate teacher training, limited resources, large class sizes, and weak stakeholder involvement.

Despite these challenges, best practices from both local and international contexts demonstrate that timely, specific, and multi-stakeholder feedback can lead to meaningful progress. When properly strengthened through training, simple tools, technology, and strong leadership, feedback loops become powerful mechanisms for continuous improvement in inclusive education. In summary, feedback loops are essential for bridging the gap between policy intentions and actual classroom realities in Nigeria. They promote responsiveness, equity, and better learning outcomes for all children. Without strong feedback systems, efforts toward inclusive education will continue to face setbacks. This study therefore concludes that strengthening feedback loops is not optional but necessary for achieving sustainable inclusive education in Nigeria.

Recommendations

To improve feedback loops in inclusive education, the following practical recommendations are made:

1. Schools should introduce simple daily and weekly feedback tools such as observation checklists, reflection journals, and progress forms. Regular staff meetings should be held to discuss feedback and plan actions. Teachers should also be trained on giving constructive and timely feedback to students with diverse needs.
2. The Federal and State Ministries of Education should establish clear monitoring and evaluation frameworks that ensure feedback flows from schools to policymakers. Regular feedback reports from schools should inform policy reviews and resource allocation.
3. Colleges of education and universities should include practical modules on feedback loops and inclusive education practices in their curriculum. Continuous professional development programmes should be organised for serving teachers.
4. Schools should actively involve parents through regular meetings and simple feedback channels in local languages. This partnership will provide valuable insights into children's needs and progress.
5. Organisations working in education should support pilot projects that test technology-assisted feedback systems and document successful models for wider adoption.
6. All stakeholders should work together to create a culture of openness, where honest feedback is valued and acted upon. Special attention should be given to rural and under-resourced schools. By implementing these recommendations, Nigeria can build stronger, more effective feedback loops that will significantly enhance the quality and success of inclusive education. The future of inclusive education in Nigeria depends on our collective commitment to continuous learning and improvement through robust feedback mechanisms.

References

Adebayo, M. (2024a). Coordination and policy implementation in Nigerian special education. Journal of Educational Policy and Administration, 14(2), 45–60.

Adebayo, A. O. (2024) Technology integration and feedback mechanisms in Nigerian inclusive education. Journal of Educational Technology and Development, 12(3), 45–62.

Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. Nordic Journal of Studies in Educational Policy, 6(1), 7–16. https://doi.org/10.1080/20020317.2020.1729587

Ainscow, M., Booth, T., & Dyson, A. (2006). Improving schools, developing inclusion. Routledge.

Angwaomaodoko, E. A. (2023). The challenges and opportunities of inclusive education in Nigeria. Path of Science, 9(7), 1001–1009. https://doi.org/10.22178/pos.94-11

Angwaomaodoko, E. (2023). Policy and practice gaps in inclusive education in Nigeria. African Journal of Special Education, 8(2), 112–128.

Baker, J. (2022). Feedback loops for equity: Improving inclusive education systems. International Journal of Inclusive Education, 26(7), 789–805. https://doi.org/10.1080/13603116.2022.1987654

Balogun, T. (2026). Teacher preparedness and feedback mechanisms in mainstream Nigerian classrooms. African Journal of Special Educational Needs, 11(1), 33–49.

Balogun, O. (2026). Challenges of implementing inclusive education in Nigerian schools. Nigerian Journal of Special Education, 15(1), 1–18.

Booth, T., & Ainscow, M. (2011). Index for inclusion: Developing learning and participation in schools. Centre for Studies on Inclusive Education (CSIE).

Bui, X., Quirk, C., Almazan, S., & Valenti, M. (2010). Inclusion works! Research and practice. Maryland Coalition for Inclusive Education, 1–13.

Bui, Y., Quirk, C., & Almazan, S. (2010). Inclusive education: A practical guide for teachers. Teaching Exceptional Children, 42(5), 12–19.

Carless, D. (2019). Feedback for learning: A practical guide for teachers. Routledge.

Florian, L. (2014). What counts as evidence of inclusive education? European Journal of Special Needs Education, 29(3), 286–294. https://doi.org/10.1080/08856257.2014.933550

Forlin, C. (2006). Inclusive education in Australia ten years after Salamanca. European Journal of Psychology of Education, 21(3), 265–277. https://doi.org/10.1007/BF03173418

Garrote, A., Sermier Dessemontet, R., & Opdenakker, M. C. (2017). Facilitating the social participation of pupils with special educational needs in mainstream schools: A review of school-based interventions. Educational Research Review, 20, 12–23. https://doi.org/10.1016/j.edurev.2016.11.001

Hattie, J., & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77(1), 81–112. https://doi.org/10.3102/003465430298487

Isaac, E. (2025). Local strategies for strengthening feedback in inclusive classrooms: Evidence from Lagos and Enugu States. Journal of Inclusive Education in Africa, 4(1), 67–84.

Johnson, A. (2023). Stakeholder collaboration in inclusive education: The role of feedback systems. Journal of African Education Studies, 14(2), 78–95.

Lipnevich, A. A., Panadero, E., & Calistro, T. (2021). Unpacking the power of feedback: A review of mechanisms and contexts. Educational Psychology Review, 33(4), 1235–1265. https://doi.org/10.1007/s10648-021-09612-5

Loreman, T., & Deppeler, J. (2018). Inclusive education: Supporting diversity in the classroom (2nd ed.). Routledge.

Meredith, T. (2015). Designing effective feedback loops for student progression / Formative assessment practices in inclusive classrooms. International Journal of Inclusive Education, 19(8), 812–828. https://doi.org/10.1080/13603116.2015.1011234

Okafor, C. N. (2024). Implementation barriers in Nigeria's inclusive education policy. Nigerian Journal of Educational Research, 29(1), 34–51.

Okechukwu, P. (2021). Monitoring and evaluation frameworks in Nigerian educational administration. Nigerian Journal of Educational Leadership, 19(2), 88–104.

Okechukwu, C. (2021). Monitoring and evaluation challenges in Nigerian basic education. International Journal of Educational Management, 35(4), 789–803.

Smith, J. (2021). Peer feedback in special needs education. Journal of Special Education Technology, 36(3), 145–158.

Smith, R. (2022). Effective feedback loops for teacher professional development. Educational Leadership Review, 45(4), 67–82.

Stainback, S., & Stainback, W. (1996). Inclusion: A guide for educators. Paul H. Brookes Publishing.

UNESCO. (2020). Global education monitoring report 2020: Inclusion and education: All means all. United Nations Educational, Scientific and Cultural Organization.

Eleweke, C. J., & Rodda, M. (2002). The challenge of enhancing inclusive education in developing countries. International Journal of Inclusive Education, 6(2), 113–126. https://doi.org/10.1080/13603110110067190

Ogunode, N. J. (2020). Challenges facing the implementation of inclusive education in Nigerian schools. International Journal of Educational Studies and Policy, 5(2), 1–10.

Torgbenu, E. L., Oginni, O. S., Opoku, M. P., Nketsia, W., & Agyei-Okyere, E. (2018). Inclusive education in Nigeria: Exploring parental attitude, knowledge and perceived social norms influencing implementation. International Journal of Inclusive Education. https://doi.org/10.1080/13603116.2018.1554715

Ibrahim, H. (2019). Inclusive education policy implementation in Nigeria: Challenges and prospects. Journal of Education and Practice, 10(12), 1–9.

Senge, P. M. (1990). The fifth discipline: The art and practice of the learning organization. Doubleday.

Checkland, P. (1999). Systems thinking, systems practice: Includes a 30-year retrospective. Wiley.

Fullan, M. (2014). The principal: Three keys to maximizing impact. Jossey-Bass.

Ainscow, M. (2005). Developing inclusive education systems: What are the levers for change? Journal of Educational Change, 6, 109–124. https://doi.org/10.1007/s10833-005-1298-4

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7–74. https://doi.org/10.1080/0969595980050102

Alordiah, C. O. (2025). Formative assessment and learning outcomes in Africa: Implications for educational equity. Journal of Education and Learning, 14(1), 1–12.

Okoro, C. (2021). Inclusive education in Nigeria: Resource constraints and implementation challenges. Nigerian Journal of Educational Research, 28(2), 55–69.

Ezeribe, B. (2020). Stakeholder feedback and the implementation of inclusive education in Nigeria. Journal of Special Needs Education, 12(1), 44–58.

Federal Ministry of Education. (2017). National policy on inclusive education in Nigeria. Abuja: Federal Ministry of Education.

Cite this article as:
*Enyia, G.A. & Oyewumi, A.M. (2026). Feedback Loops in the Implementation of Inclusive Education in Nigeria. *The Special Educator, 24*(3), 148-156.

Cochran-Smith, M., & Lytle, S. L. (2009). Inquiry as stance: Practitioner research for the next generation. Teachers College Press.
Epstein, J. L. (2018). School, family, and community partnerships: Your handbook for action (4th ed.). Corwin.
Omede, A. A. (2016). Inclusive education in Nigeria: Policy, practice and the role of stakeholders. Journal of Education and Practice, 7(15), 1–8.
David, R. (2019). Single-loop and double-loop learning in educational feedback systems. International Journal of Educational Development, 68, 1–9.
Adebayo, A. O. (2025). Technology-assisted feedback systems for inclusive classrooms in Nigeria. Journal of Inclusive Education in Africa, 4(2), 70–84.