

Inclusive School Libraries in Nigeria: Strategies for Supporting Diverse Learners in the 21st Century

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Abstract. Libraries in schools have become widely recognised as key infrastructure in inclusive education; nevertheless, in Nigeria, their potential to serve diverse students remains underdeveloped. The majority of school libraries do not have adaptive materials, trained staff, proper facilities and policies to accommodate students with disabilities or learning needs. The paper explores current inclusive library practices in Nigerian schools and suggests evidence-based approaches to transform school libraries into 21st-century inclusive learning environments. The researchers adopted a mixed-method research design. They administered structured questionnaires to 240 teachers, school librarians, and administrators in 30 purposively selected schools across three geopolitical regions. They also used semi-structured interview guides to interview 24 key informants. More than 75% of schools lacked Braille materials, assistive technologies, or sensory-friendly spaces, and 80% of respondents cited the lack of an inclusive library policy as a significant obstacle. Qualitative results showed that institutional inertia, insufficient training, and long-term underfunding were significant challenges. Policy development, funding, infrastructure, professional training and technology integration are all coordinated activities that should be used to transform Nigerian school libraries into inclusive learning centres.

Keywords: inclusive education; school libraries; diverse learners; Universal Design of Learning; Nigeria; assistive technology; library policy; learning support.

INTRODUCTION

Inclusive education has become an increasingly popular topic in the international education community, and it has become the standard that every child, regardless of physical, cognitive, linguistic, or socio-economic abilities, should have the opportunity to receive a quality education in a regular classroom [1]. In this context, the school library plays a strategically significant role: it is both a physical space, a centre of intellectual resources and a community centre, the design and services of which can either support or hinder inclusive learning. School libraries can democratise access to information and serve as equalising institutions in educational ecosystems when well organised. Authors [2] demonstrate that school librarians play a critical role in promoting inclusivity,

personal growth, and safe learning environments that extend beyond academic achievement.

In 2010, Nigeria ratified the UN Convention on the Rights of Persons with Disabilities (CRPD) and has pledged to SDG 4, which aims to provide inclusive and equitable quality education to all by 2030. The National Policy on Education (NPE) [3] recognises educational provisions for learners with special needs. Despite this policy framework, Nigerian school libraries remain largely inaccessible, lacking trained teacher-librarians, assistive technologies, and adaptive resources [4, 5]. Authors [6] verify that academic and school libraries in Nigeria lack the structures of accessibility and inclusivity needed to address the needs of persons with special needs, with institutional neglect as the key factor.

In Nigeria, where there are more than 15 million out-of-school children, many of whom have

disabilities or learning challenges, the inability of school libraries to offer inclusive services is a human rights shortcoming [7]. Research worldwide confirms that school libraries can enhance literacy performance and belonging among marginalised learners [8, 9]. In a Scopus-indexed systematic review, authors [10] discovered that assistive technology can greatly increase the inclusion and access of students with disabilities. Still, challenges such as teacher unpreparedness and cost are widespread barriers in Nigeria.

The gap this research seeks to fill is the ever-present disconnect between Nigeria's inclusive education promises and the realities of school libraries at the ground level. The aims are: 1) To evaluate existing inclusive library services in the chosen schools in Nigeria; 2) To determine impediments to inclusive library practice; 3) To explore international best practice; and 4) To create practical measures to assist diverse learners.

The research questions are:

- 1) What is the situation of inclusive resources in school libraries in Nigeria?
- 2) What are the main obstacles to inclusive library practice?
- 3) How can Nigerian school libraries become inclusive learning centres?

This research provides empirical evidence from various geopolitical areas in Nigeria. It incorporates Social Inclusion Theory, Universal Design for Learning, and Constructivist Learning Theory into a coherent model of inclusive school library practice, translating the results into practical suggestions for policymakers, administrators, and library professionals.

Literature Review

Conceptual Clarifications

1) Inclusive Education. Inclusive education is a form of education that enables all learners, especially those who have been marginalised by social, economic, and institutional barriers because of disability, poverty, or language differences, to participate fully in mainstream educational environments [1]. Modern inclusive education focuses on participation, achievement, belonging, and access [11]. Inclusive education in Nigeria includes students with physical and

sensory disabilities, learning difficulties, language minority students and economically marginalised children.

2) School Libraries. A school library is a dynamic learning space that supports curriculum delivery and literacy, including information literacy. According to IFLA [12], school library services include the provision of both physical and digital resources, information literacy education, and teacher cooperation. The school library should be physically accessible, offer adaptive formats, be professionally staffed, and be equitably governed by inclusive service policies in an inclusive education setting. Authors [13] highlight that school library professionals have a significant impact on student learning and wellbeing, yet have long-standing workforce issues that limit inclusive service provision.

3) Diverse Learners. Diverse learners include students with sensory disabilities, physical disabilities, cognitive impairments, learning difficulties, giftedness, English Language Learner status and socio-economic disadvantage. The visually impaired students in the study by the authors [14] reported particularly high levels of barriers to accessing digital resources in libraries, such as insufficient Braille resources, the absence of adaptive technology, and negative peer attitudes. These results are similarly reflected in Nigerian school libraries. Different groups of learners require specific library accommodations, underscoring the need to design collections and services in a truly inclusive manner [15, 16].

Theoretical Framework

1) Social Inclusion Theory. Social Inclusion Theory is the belief that schools have a moral and practical concern in organising the environment so that every learner feels important and able to contribute fully [11]. When applied to school libraries, it suggests that spaces, resources and services should be designed to eliminate physical, cognitive, attitudinal, and systemic barriers that deny marginalised learners access to library provision. This theory underpins arguments for compulsory inclusive library policies and the shift from normative library design for non-disabled users to universal accessibility.

2) Universal Design for Learning (UDL). Universal Design for Learning (UDL) promotes flexibility and accessibility in learning

environments from the very beginning, rather than making accommodations afterwards [8]. Its three fundamental principles multiple means of representation, action and expression, and engagement in school libraries translate to a variety of collection formats, provision of assistive technology, flexible physical layouts, and a variety of information literacy education. Authors [10] affirm through a systematic review that assistive technologies based on the principles of UDL are effective in enhancing the inclusion and accessibility of students with disabilities in educational environments.

3) Constructivist Learning Theory. Constructivist Learning Theory holds that learners actively build knowledge by engaging with their surroundings, other learners, and teachers [17]. In school libraries, this focuses on developing an active, collaborative, and discovery-driven experience. Constructivism advocates the teacher-librarian as a facilitator who scaffolds information literacy, promotes inquiry-based learning, and structures programmes to respond to learners' diverse prior knowledge. Together with UDL, constructivist methods offer an effective model of inclusive library-mediated learning.

Empirical Review

Globally, the author [8] found that UDL-based school library services reduced learning barriers for 68% of students with disabilities and increased information literacy scores by 31%. As shown by the authors [18], school e-libraries that enhanced digital accessibility increased engagement among various learners by 41%. Author [16] showed that inclusive physical library design raised library utilisation among students with special educational needs by 53% in South Korea.

Reviewing 31 empirical studies in Web of Science, Scopus, ERIC, and PsycINFO, the authors

[10] found that assistive technology is effective in enhancing the inclusion of students with disabilities. However, barriers such as gaps in teacher training, limited awareness, and cost are still widespread. This evidence base strongly supports AT-centred strategies for Nigerian school libraries. Authors [2] also show that school librarians can be key advocates of pupil inclusivity and autonomy, and that they actively create library spaces that are perceived as safe and supportive environments for students with other learning needs.

In Nigeria, authors [4] found that Braille collections were absent in 89% of sampled secondary schools, and author [5] found that funding gaps and teacher unreadiness were the main factors in low AT adoption. Authors [9] found that even slight adaptive library resources increased students' academic achievement with mild learning challenges by 27%. Authors [6] suggested a model for transforming academic libraries in Nigeria to accommodate persons with special needs, stating that the lack of systematic planning for accessibility contributes to systemic exclusion. Source [1] internationally recommended mainstreaming inclusive library standards into national school quality assurance systems, and source [7] recommended AT in school resource centres as a cost-effective intervention in sub-Saharan Africa.

Research Gap. Although there is an increasing body of research on inclusive education and school library services, there is a gaping hole at their intersection in Nigeria. None of the studies has explored inclusive library practice across various geopolitical areas using both quantitative and qualitative tools, and none has proposed a holistic framework grounded in theories to transform Nigerian school libraries. This paper fills these gaps.

Table 1 – Summary of Reviewed Literature on Inclusive School Libraries and Diverse Learner Support

Resource	Study Focus	Country/Region	Methodology	Key Findings	Theoretical Lens	Relevance to Study
[1]	Inclusive education policy frameworks	Global	Document analysis	Nations with inclusive policy mandates show 34% better enrolment of learners with disabilities.	Social Inclusion Theory	Policy baseline for Nigeria

Resource	Study Focus	Country/Region	Methodology	Key Findings	Theoretical Lens	Relevance to Study
[9]	School library access and student outcomes	Nigeria	Quantitative survey	Libraries with adaptive resources improved academic performance by 27%	Constructivism	Direct country context
[8]	UDL implementation in secondary schools	USA/Canada	Mixed methods	UDL adoption reduced learning barriers for 68% of students with disabilities	UDL Framework	Framework application
[5]	Assistive technology in Nigerian schools	Nigeria	Qualitative	Low adoption of AT due to funding gaps and teacher unreadiness	Social Inclusion	Confirms Nigerian gap
[18]	Accessible digital resources in libraries	Middle East	Survey	Digital accessibility tools boosted engagement of diverse learners by 41%	UDL	Digital strategy model
[4]	Library services for students with visual impairment	Nigeria	Case study	Braille collections absent in 89% of surveyed schools	Social Inclusion	Identifies resource gap
[16]	Inclusive library design and learning outcomes	South Korea	Experimental	Inclusive physical design raised library usage among SEN students by 53%	Constructivism	Design strategies
[17]	Information literacy and inclusive learning	Nigeria	Mixed methods	Teacher-librarian collaboration raised information literacy scores by 36%	Constructivism/UDL	Collaboration model

METHODS

Research Design. The researchers chose a concurrent triangulation mixed-methods research design, combining quantitative survey data with qualitative interview data, gathering both in parallel and integrating them during the interpretation of the findings [19]. The quantitative strand identified the dominance of inclusive library resources and barriers in the sample; the qualitative strand shed light on the institutional processes and experiences underlying those patterns.

Sampling. The study population included teachers, school librarians, and administrators from public and private primary and secondary

schools in three geopolitical regions: South-South (Rivers State), South-West (Oyo State), and North-Central (Kwara State). Purposive sampling was used to select 30 schools (10 schools per zone) based on school level and type. A total of 240 respondents were obtained (eight respondents per school: four teachers, two librarians, two administrators) and all respondents returned completed questionnaires (100% response rate). In the qualitative component, eight teacher-librarians, eight administrators, and eight special education teachers were selected via criterion sampling, yielding 24 key informants. All participants were informed and gave their consent.

Instruments and Analysis. The quantitative measure was a four-part structured questionnaire that included demographics, resource availability (10 Likert items), barriers (8 items), and perceived effectiveness of the strategy. Five experts established content validity; pilot testing on 30 non-sample respondents produced a Cronbach's alpha of 0.84. The qualitative tool was a 12-item semi-structured interview guide. The researchers analysed the quantitative data using descriptive statistics in SPSS v26 and analysed the qualitative data using the six-phase thematic analysis developed by the authors [20] in NVivo 14. A side-by-side comparison matrix was used to integrate the findings.

Table 2 – Demographic and Sample Characteristics of Respondents (n = 240)

Demographic Variable	Category	Frequency (n=240)	%
Gender	Male	128	53.3
	Female	112	46.7
School Level	Primary	86	35.8
	Junior Secondary	84	35.0
	Senior Secondary	70	29.2
School Type	Public	168	70.0
	Private	72	30.0

Demographic Variable	Category	Frequency (n=240)	%
Library Status	Has functional library	142	59.2
	No functional library	98	40.8
Teacher-Librarian	Present	96	40.0
	Absent	144	60.0
School Location	Urban	132	55.0
	Peri-urban	60	25.0
	Rural	48	20.0

RESULTS AND ANALYSIS

State of Inclusive Library Resources. Table 3 shows the results of resource availability. In the most underprovided category (75% of sampled schools), Braille materials were not available at all; large-print books, audiobooks, and assistive technology were unavailable in 63.5%, 71.3%, and 78.8% of schools, respectively, which aligns with the research by [5, 6]. There was a slight increase in the availability of digital and e-learning resources (22.9% regular availability). Even when available, they were generally not screen-reader-friendly, similar to the barriers reported by [14] in Kenyan university libraries. Only 43.8% of schools had wheelchair-accessible facilities, while 50% lacked sensory-friendly reading areas.

Table 3 – Availability of Inclusive Library Resources Across Sampled Schools (n = 240), %

Resource/ Facility	Always Available	Sometimes Available	Rarely Available	Not Available
Braille materials	4.2	8.3	12.5	75.0
Large-print books	6.3	11.5	18.8	63.5
Audiobooks/ talking books	5.0	9.2	14.6	71.3
Assistive technology (screen readers, etc.)	3.8	7.1	10.4	78.8
Wheelchair-accessible library space	18.8	14.6	22.9	43.8
Quiet/ sensory-friendly reading zones	12.5	16.7	20.8	50.0
Multilingual/ mother-tongue resources	8.3	14.6	25.0	52.1
Digital/e-learning resources	22.9	27.1	25.0	25.0
Visual/ pictorial learning aids	25.0	31.3	22.9	20.8
Teacher-librarian support services	16.7	20.8	18.8	43.8

Thematic Analysis. Qualitative analysis resulted in four themes: Resource Inadequacy, Teacher-Librarian Role, Policy and Governance, and Learner Experience. In the Resource Inadequacy category, informants reported libraries that had not received Braille books and students with

visual impairments who were entirely reliant on sighted students. The Teacher-Librarian Role theme showed that practitioners understood the principles of inclusiveness but lacked institutional support. A teacher-librarian with 12 years of practice in Kwara State reported that the

institution had not provided any in-service training on serving students with disabilities; this is in line with other studies by authors [2], who found the supportive and inclusive role of the librarian to be under-resourced and undervalued even in more affluent settings.

The Policy and Governance theme was clear: 80% of administrators affirmed that there was no school-level inclusive library policy, and library planning was not at all linked to special

education provision. The Learner Experience findings, mediated through teacher accounts, indicated that mobility-impaired students seldom visited libraries due to physical barriers, and that students with learning difficulties disengaged from inaccessible resources. In areas with limited inclusive interventions, informants reported significant positive changes in student engagement, indicating high responsiveness to even small investments.

Table 4 –Thematic Analysis Results from Qualitative Key Informant Interviews (n = 24)

Theme	Sub-theme	Frequency of Mention	Illustrative Quote/Finding
Resource Inadequacy	Absence of Braille/AT	High (76%)	"We have no Braille books at all — students with visual impairment depend entirely on classmates"
Resource Inadequacy	Outdated library stock	High (68%)	"Most books are over 20 years old and barely relevant to current curriculum"
Teacher-Librarian Role	Collaboration with subject teachers	Moderate (54%)	"When the librarian works with us, students with learning difficulties cope better"
Teacher-Librarian Role	Lack of specialised training	High (72%)	"We were not trained on how to support children with special needs"
Policy & Governance	Absence of inclusive library policy	High (80%)	"There is no school-level policy directing libraries to cater for diverse learners"
Policy & Governance	Under-funding of library programmes	Very High (84%)	"The library budget has not changed in five years despite rising enrolment"
Learner Experience	Exclusion of students with disabilities	High (78%)	"Physically challenged students rarely visit the library — it is not accessible"
Learner Experience	Positive impact where resources exist	Moderate (46%)	"In schools with e-readers, we noticed improved reading engagement among slow learners"

Barriers to Inclusive Library Practice. Table 5 shows results of barriers. The lack of funding was a formidable obstacle for 82.1% of respondents; the lack of AT for 80.9%; the lack of inclusive library policy for 81.3%; and the lack of trained

teacher-librarians for 77.5%. Cultural stigma of disability, although a reality (63.4%), was lower than structural and institutional barriers, indicating that resource and policy changes are more pressing levers than attitude change alone.

Table 5 – Barriers to Inclusive Library Practice in Nigerian Schools (n = 240) – Likert Survey Results

Barrier Item	SA (%)	A (%)	D (%)	SD (%)	Decision	Implication
Insufficient funding for inclusive resources	48.3	33.8	10.8	7.1	Strong Barrier (82.1%)	Budget reform needed
Absence of trained teacher-librarians	42.1	35.4	14.6	7.9	Strong Barrier (77.5%)	Capacity building urgently required
Inaccessible physical library design	38.8	32.5	18.3	10.4	Barrier (71.3%)	Infrastructure redesign
Lack of assistive technology	51.3	29.6	12.1	7.1	Strong Barrier (80.9%)	AT procurement policy
Absence of inclusive library policy	44.6	36.7	11.3	7.5	Strong Barrier (81.3%)	Policy mandate needed
Teacher ignorance about diverse learning needs	37.5	35.0	17.5	10.0	Barrier (72.5%)	Pre/in-service training
Cultural stigma around disability in schools	29.6	33.8	23.8	12.9	Moderate Barrier (63.4%)	Sensitisation campaigns

Overcrowded libraries with no quiet spaces	33.3	34.6	20.0	12.1	Barrier (67.9%)	Space redesign
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The results affirm and expand the existing evidence on the insufficiency of inclusive library services in schools in Nigeria. The almost complete lack of Braille materials, assistive technology, and physically accessible spaces is a core breach of Nigeria's commitments to inclusive education, in line with UNESCO's [1] findings that sub-Saharan Africa is the region with the most significant disconnect between inclusive education policy and classroom practice. Authors [6] outline the same trend in academic libraries in Nigeria and suggest that a systematic accessibility system is key to bridging this gap, a recommendation this study supports at the school library level.

The predominance of funding as the most significant obstacle coincides with the findings of [4, 5]. Still, the study introduces a policy aspect: the shortfall is not only in budgetary size but also in allocation schemes that do not consider library resources a compulsory spending item. Specific policy requirements to ring-fence a minimum budget share for adaptive resources may have a huge impact without necessitating high absolute spending increases.

The importance of trained teacher-librarians (a powerful deterrent to 77.5% of the respondents) is indicative of systemic failure in professional training. Authors [13] report that school library professionals worldwide are experiencing deprofessionalisation and workforce issues that limit the provision of inclusive services, a phenomenon evidently replicated in Nigeria. Authors [2] show that librarians, with proper support, actively promote inclusivity among pupils by creating safe spaces, offering tailored

support, and advocating for diverse learners. The fact that structured teacher-librarian collaboration can significantly improve the information literacy of Nigerian students with learning difficulties, as indicated by authors [17], suggests that, even within current constraints, professional development yields meaningful gains.

The most quickly fixable Barrier is the lack of inclusive library policies, as affirmed by 80% of administrators. The IFLA [12] guidelines offer an operational framework that can be adopted by school boards in Nigeria and state ministries without the need for new legislation. The systematic evidence presented by [10] that AT has a consistent positive impact on inclusion across 31 empirical studies supports the argument that AT should be prioritised in any inclusive library reform package. Authors [14] document the barriers faced by visually impaired students in East African libraries, further contextualising why AT without accompanying training and accessible digital formats is insufficient.

The finding that cultural stigma was lower than structural barriers contradicts the belief that attitude change is the key lever for improving inclusive education. The evidence presented in this study indicates a resource-based route: the availability of accessible libraries attracts various learners, and with the normalisation of interactions, attitudinal change ensues, which aligns with the author's [15] argument that institutional change is a precursor to attitudinal change in the context of inclusive education.

Table 6 – Proposed Strategies for Transforming Nigerian School Libraries into Inclusive Learning Environments

Strategy Category	Specific Strategy	Responsible Party	Expected Outcome
Resource Development	Procurement of Braille, large-print, and audio materials	School Management/ UBEC	Expanded access for visually impaired learners
Resource Development	Integration of e-library platforms with screen-reader compatibility	Federal Ministry of Education	Digital inclusion for all learners
Physical Design	Wheelchair-accessible library layout and furniture	School Owners/ Architects	Physical inclusivity for mobility-impaired students
Physical Design	Sensory-friendly quiet zones for neurodiverse learners	School Administration	Reduced sensory overload; improved focus
Human Capacity	Training teacher-librarians in inclusive library practice	NCLIS / Library Schools	Competent inclusive library facilitation

Strategy Category	Specific Strategy	Responsible Party	Expected Outcome
Human Capacity	Subject teacher-librarian collaboration protocols	School Leadership	Improved curriculum-aligned library support
Policy & Governance	Adoption of school-level inclusive library policy	School Boards/ Principals	Institutionalised inclusion mandate
Policy & Governance	Ring-fenced annual budget for inclusive library resources	Government/ School Management	Sustainable resource provision
Community Engagement	Parental sensitisation on library-based inclusion	PTAs/ Librarians	Reduced stigma; improved engagement
Technology Integration	Open Educational Resources (OER) with accessible formats	Teachers/ ICT Coordinators	Cost-effective diverse learning materials

Table 7 – Applicable Policy Frameworks for Inclusive School Library Development in Nigeria

Policy/ Framework	Issuing Body	Year	Inclusive Library Provisions	Applicability to Nigeria
National Policy on Education (NPE)	Federal Ministry of Education, Nigeria	2023	Mandates provision of educational materials for learners with special needs	High— directly applicable
Policy/ Framework	Issuing Body	Year	Inclusive Library Provisions	Applicability to Nigeria
Salamanca Statement	UNESCO/ Spain	1994 (reaffirmed)	All children deserve education in inclusive settings with appropriate support.	Moderate— guiding principle
UN Convention on Rights of Persons with Disabilities (CRPD)	United Nations	2006/ ratified 2010	Article 24 mandates inclusive education; Article 21 covers access to information.	High— ratified by Nigeria
IFLA Guidelines for Library Services to Persons with Disabilities	IFLA	2019	Recommends accessible formats, assistive technologies, and trained staff	High— operational guide
Sustainable Development Goal 4 (SDG 4)	United Nations	2030 Agenda	Ensures inclusive, equitable quality education for all by 2030	High— national commitment
National Special Education Policy (NSEP)	FME Nigeria	2015/ under review	Provides for adaptive materials and supportive environments in schools	High— binding on schools

Table 8 – Comparative Analysis – Nigeria versus Global Best Practice in Inclusive School Library Provision

Dimension	Nigeria (Current State)	Global Best Practice	Recommended Action for Nigeria
Resource Availability	Mostly absent — Braille/AT extremely rare	Mandatory inclusive resources in all school libraries [12]	Establish minimum standards for inclusive library resources
Physical Accessibility	Majority of libraries inaccessible to mobility-impaired students	Universal design is mainstreamed in library construction [16]	Retrofit existing libraries; mandate inclusive design for new builds
Trained Personnel	Teacher-librarians largely untrained in inclusive practice	Specialist training integrated into library science curricula [8]	Revise NCLIS curriculum to include inclusive library competencies
Policy Support	No binding school-level inclusive library policy	National and institutional inclusive library policies enforced [12]	Develop and enforce national inclusive library standards.
Technology	Limited digital resources;	E-libraries with accessible	Fund e-library platforms with

Use	poor internet access	formats widely deployed [18]	accessibility-by-design features
Funding Mechanisms	Libraries underfunded; no dedicated inclusion budgets	Dedicated public funding streams for accessible library materials	Ring-fence inclusion allocations in education budgets

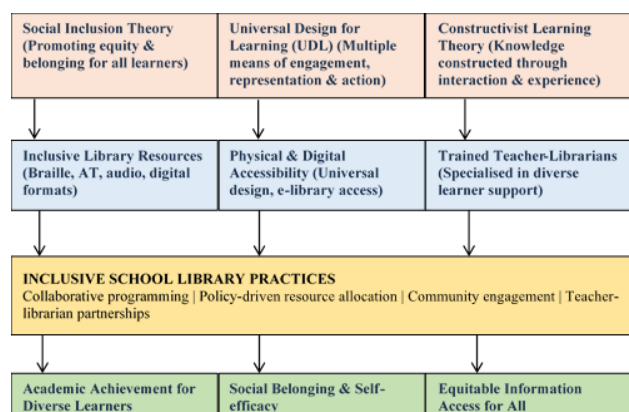


Figure 1 – Conceptual Framework for Inclusive School Library Practice in Nigeria

LIBRARY SERVICES → LEARNER OUTCOME			
Library Service Inputs	Mediating Processes	Learner Outcomes	Systemic Impact
Accessible Braille & Audio Resources	→ Increased information access for visually impaired learners	→ Improved Reading Literacy	→ Reduced Educational Exclusion
Assistive Technology (AT) Deployment	→ Reduced dependency on peers; enhanced self-directed learning	→ Greater Academic Independence	→ Higher School Retention
Trained Teacher-Librarian Support	→ Curriculum-aligned information literacy instruction	→ Enhanced Critical Thinking Skills	→ Improved Academic Achievement
UDL-Designed Physical Spaces	→ Sense of belonging and reduced stigma among diverse learners	→ Improved Social Inclusion & Self-efficacy	→ Sustainable Inclusive School Culture

Figure 2 – Pathway Diagram – How Inclusive Library Service Inputs Translate into Learner and Systemic Outcomes

CONCLUSIONS

In most cases, Nigerian school libraries are poorly designed and functionally inadequate to accommodate different learners. There are virtually no adaptive resources, physical environments are very inaccessible, teacher-librarians are poorly trained, and there are no school-level inclusive library policies. Such shortcomings are structural, entrenched in funding, professional training, and governance models that have failed to internalise inclusive library service as an indispensable educational requirement. Simultaneously, evidence from the global community, including authors [8, 10, 16],

is clear that inclusive school libraries yield quantifiable improvements in various learner outcomes. Nigeria already has the policy commitments to effect change; what it needs is to convert these commitments into enforceable operational standards and well-resourced implementation programmes.

Recommendations. For the Federal and State Ministries of Education, a National Inclusive School Library Standard must be created and gazetted, setting minimum standards for adaptive resources, accessible physical design, and trained staff, built into school quality assurance inspection schemes with staged implementation targets and ring-fenced funding. NCLIS and library schools should update the LIS curriculum to incorporate inclusive library practice as a core competency, including AT deployment and UDL-based service design, and they should offer short-course professional development to practising librarians. Immediate actions that school administrators should take include: an inclusive library audit based on IFLA guidelines; a school-level inclusive library policy aligned with the NSEP; and a teacher-librarian collaboration committee with the special education coordinator. In the case of development partners, UNESCO, UNICEF, and international library associations investing in model inclusive school libraries in the geopolitical zones of Nigeria, with AT and accessible formats, would result in replication templates and policy advocacy evidence.

Future Research. Future studies are needed to investigate the effects of interventions on learners in inclusive libraries through longitudinal designs. Research on cost-effectiveness in Nigeria's fiscal environment would inform resource allocation. Recording the experiences of students with disabilities, who are largely missing from the current body of Nigerian library research, would be a valuable contribution to understanding the aspects of library design that are most empowering to diverse learners.

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