

The Best Practices and Strategies for Developing Culturally Responsive and Inclusive Curricula in Nigeria Education

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Abstract: This paper aims to explore the best practices and strategies for developing culturally responsive and inclusive curricula in Nigeria education. The paper begins by defining the concepts of culture, cultural responsiveness, and inclusion, and explaining their importance for enhancing the quality and relevance of education in a diverse society. The paper then reviews the current state of curricula development and implementation in Nigeria, highlighting the challenges and gaps that hinder the achievement of cultural responsiveness and inclusion. The paper then proposes some best practices and strategies for developing culturally responsive and inclusive curricula in Nigeria education, based on the literature review and the experiences of other countries. The paper concludes by offering some recommendations and implications for policy makers, curriculum developers, teachers, and other stakeholders in the education sector.

Keywords: Curriculum, best practices, strategies, inclusion and culture.

INTRODUCTION

BACKGROUND TO THE STUDY

Culturally responsive and inclusive curricula are essential for providing quality education to all students in a diverse and multicultural society. According to the National PTA, culturally and linguistically responsive teaching and inclusive curricula should emphasize academic success for all students, enhance cultural competence by fostering understanding of students' cultures, promotes family engagement by making connections between home language and school language, and challenge social inequities by empowering students to become critical thinkers and agents of change.

However, in Nigeria, the development of culturally responsive and inclusive curricula faces many challenges, such as lack of adequate resources, teacher training, stakeholder involvement, and policy support. Ogunyinka, *et al.*, (2015) argue that curriculum practices in Nigeria are still not making adequate provision for inclusive education to children of all categories, and suggest some ways forward, such as revising the curriculum objectives, content, methods, and evaluation to reflect the diverse needs and interests of learners; involving parents, communities, and experts in curriculum development and implementation; providing regular professional development for teachers on inclusive pedagogy; and creating a conducive learning environment that respects and celebrates diversity. Similarly, Akinpelu, (2018) emphasize the importance of appropriate curriculum development involving all stakeholders and the integration of multicultural education in the curriculum. They also identify the scope for

further research on the effect of involving all education stakeholders in curriculum development and the need for capacity development of instructor providers to enable them foster unity in diversity.

In addition to these studies, other researchers have also contributed to the literature on culturally responsive and inclusive curricula in Nigerian education. For example, Okeke & Drake, (2014) examines the challenges of implementing multicultural education in Nigeria and proposes a framework for developing a multicultural curriculum that incorporates the values of democracy, human rights, social justice, and peace. Nwosu & Ezeudu, (2020) explores the role of indigenous languages in promoting cultural diversity and inclusion in Nigerian schools and recommends that teachers should use students' mother tongues as a medium of instruction and a resource for learning. Ezeudu, *et al.*, (2019) investigate the perceptions of teachers and students on inclusive education in secondary schools in Enugu State and identify some factors that hinder or facilitate its practice, such as teacher attitude, school infrastructure, curriculum adaptation, and instructional materials.

Implicitly, culturally responsive and inclusive curricula are vital for achieving the Sustainable Development Goals of the United Nations by 2030, especially Goal 4 which emphasizes on Quality Education. Nigeria has a great potential to become a leader in this field, if it can overcome the existing barriers and adopt best practices from other countries. As Gay, (2010) state, "through their journey to empower children to be critical

and compassionate consumers, they show that children are ready to engage with complex global issues that affect their lives and communities".

The development of culturally responsive and inclusive curricula in Nigerian education is not only a moral and ethical obligation, but also a strategic and pragmatic necessity. Some of the needs for CRIC are:

- To align with the global and national goals of education: CRIC can help Nigeria achieve the Sustainable Development Goals (SDGs) of the United Nations by 2030, especially Goal 4: Quality Education for All. CRIC can also support the implementation of the Universal Basic Education (UBE) policy in Nigeria, which aims to provide free and compulsory education for all children.
- To enhance student learning outcomes: CRIC can improve student achievement by providing relevant, meaningful and engaging learning experiences that build on their prior knowledge, cultural assets and linguistic resources. CRIC can also foster critical thinking, creativity and problem-solving skills that are essential for the 21st century.
- To promote social justice and equity: CRIC can challenge the existing power structures and inequalities that oppress and exclude some groups of students from accessing quality education. CRIC can also empower students to become active agents of change and social transformation in their communities and society at large.

Nigeria is a diverse and multicultural country with over 250 ethnic groups and over 500 languages spoken (Ogunyinka, *et al.*, 2015). However, this diversity is not adequately reflected or respected in the current education system, which is largely influenced by the colonial legacy of English as the medium of instruction and a Eurocentric curriculum that marginalizes or ignores the indigenous cultures, languages, histories, and knowledge systems of Nigeria (Ogunyinka, *et al.*, 2015; Oyebade, *et al.*, 2019).

This situation has resulted in various challenges and problems for Nigerian education, such as low enrolment and retention rates, poor academic performance and achievement gaps, lack of relevance and motivation for learning, cultural alienation and identity confusion among students, low self-esteem and confidence among teachers and students, conflicts and violence among

different ethnic groups, and limited opportunities for social mobility and economic development (Ogunyinka, *et al.*, 2015; Onyibe & Onukaogu, 2017). Therefore, culturally responsive and inclusive curricula is important for Nigerian education because it can address these challenges and problems by providing a more inclusive, equitable, relevant, and engaging education that can empower students to achieve their full potential as learners and citizens in a diverse and globalized world. Therefore, this paper seeks to investigate the best practices and strategies for developing culturally responsive and inclusive curricula in Nigerian education

Statement of the Problem

One of the challenges facing Nigerian education is how to develop curricula that reflect and respect the diversity of cultures, languages, and identities of its learners. According to Adeniji-Neill & Neill (2018), education should foster unity in diversity and instill attitudes of mutual respect and understanding among students from different backgrounds. However, they argue that the current curriculum practices in Nigeria are not adequate for inclusive education and multicultural education. They suggest that curriculum development should involve all stakeholders and integrate multicultural perspectives in the content, process, and evaluation of learning outcomes.

Nigeria is a multicultural and multilingual country with over 250 ethnic groups and more than 500 languages (Falola, 2008). The Nigerian educational system reflects this diversity, as it offers different types of schools (public, private, religious, etc.), curricula (national, regional, state, etc.) and languages of instruction (English, Hausa, Igbo, Yoruba, etc.). However, the current curriculum practices in Nigeria are still not making adequate provision for inclusive education to children of all categories. Many students face marginalization, discrimination and exclusion based on their culture, language, religion, gender, disability or socioeconomic status. Therefore, there is a need for a more culturally responsive and inclusive curriculum that can address the diverse needs and interests of all learners and foster unity in diversity. It is against this background that this study examines the best practices and strategies for developing culturally responsive and inclusive curricula in Nigerian education.

OBJECTIVE OF THE STUDY

The purpose of this study is to explore the best practices and strategies for developing culturally

responsive and inclusive curricula in Nigerian education.

Specifically, the study seeks to:

- investigate the current state of curricula development and implementation in Nigeria
- explore the current challenges and opportunities for developing culturally responsive and inclusive curricula in Nigerian education;
- investigate the best practices and strategies for developing culturally responsive and inclusive curricula in Nigerian education, based on existing literature and empirical evidences;
- examine how these best practices and strategies be implemented and evaluated in Nigerian educational settings.

RESEARCH QUESTIONS

1. What is the current state of curricula development and implementation in Nigeria?
2. What is the current challenges and opportunities for developing culturally responsive and inclusive curricula in Nigerian education?
3. What are the best practices and strategies for developing culturally responsive and inclusive curricula in Nigerian education, based on existing literature and empirical evidences?
4. How can these best practices and strategies be implemented and evaluated in Nigerian educational settings?

Literature Review-Concept of Culturally Responsive and Inclusive Curricula Development

The concept of culturally responsive and inclusive curricula development is based on the idea that students learn better when their culture, identity, and experiences are valued and integrated into the teaching and learning process. Culturally responsive teaching means using students' customs, characteristics, experience, and perspectives as tools for better classroom instruction. Culturally inclusive curricula aim to create a learning environment where all students feel respected, supported, and engaged.

According to Gay (2018), culturally responsive teaching has several characteristics, such as:

- Seeing cultural differences as assets
- Creating caring learning communities where cultural different individuals and heritages are valued
- Using cultural knowledge of ethnically diverse cultures, families, and communities to guide

curriculum development, classroom climates, instructional strategies, and relationships with students

- Challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression
- Being change agents for social justice and academic equity
- Mediating power imbalances in classrooms based on race, culture, ethnicity, and class
- Accepting cultural responsiveness as endemic to educational effectiveness in all areas of learning for students from all ethnic groups

Culturally responsive and inclusive curricula development is not only beneficial for students of colour, but also for all students. It helps them understand different perspectives and build empathy. For example, a student might learn about the history and culture of another group of people and appreciate their contributions and struggles. It also helps them develop critical thinking skills and a sense of social responsibility. For example, a student might analyze how power and privilege operate in society and how they can challenge injustice and promote equity. Moreover, it prepares them for living and working in a diverse and global society. For example, a student might develop intercultural communication skills and awareness of global issues.

WHAT IS THE CURRENT STATE OF CURRICULA DEVELOPMENT AND IMPLEMENTATION IN NIGERIA

Curricula development and implementation in Nigeria is a complex and dynamic process that involves multiple stakeholders and challenges. According to Okebukola (2020), some of the best practices and strategies for curricula development include: aligning the curricula with the national goals and vision (Okebukola, 2020; Olorundare, 2016), ensuring the relevance and quality of the content and pedagogy (Okebukola, 2020; Okoli & Onyeneje, 2016), engaging the teachers and learners in the design and evaluation of the curricula (Nieto & Bode, 2012) and Okebukola, 2018), promoting the integration of information and communication technology (ICT) and innovation (Nwosu, *et al.*, 2014 and Okebukola, 2018), and fostering collaboration and partnership among different sectors and levels of education (Okebukola, 2020; Oni, 2007). The best practices and strategies for curricula development and implementation in Nigeria are influenced by the historical, cultural and socio-economic factors of

the country. According to Amadioha and Owhonda (2020), curriculum implementation is the process of translating the curriculum plan into action in order to achieve the educational goals. Some of the challenges that affect curriculum implementation in Nigeria include inadequate funding, lack of qualified teachers, poor infrastructure and facilities, and resistance to change.

The current state of curricula development and implementation in Nigeria can be traced back to the colonial era, when the British introduced a Western-style education system that was largely irrelevant to the local context. Since then, various attempts have been made to reform and revise the curriculum to suit the changing needs of the nation. For example, in 1882, the government implemented an Education Act with a Board of Education that marked a significant milestone in Nigeria's educational history. In 1960, the Ashby Commission recommended the establishment of compulsory manual projects in Nigerian secondary schools, and suggested various types of curricula for different levels of education. In 1981, the National Policy on Education was introduced, which emphasized the importance of functional education for national development. In 2007, a new secondary school curriculum was developed by the Nigerian Educational Research and Development Council (NERDC), which aimed to promote creativity, entrepreneurship and lifelong learning among students.

However, despite these efforts, there is still a gap between the intended curriculum and the implemented curriculum in Nigeria. There is a need for more research and innovation in curricula development and implementation, as well as more collaboration and coordination among different agencies and stakeholders involved in education. The ultimate goal is to provide quality education that will equip Nigerian students with the knowledge, skills and values that will enable them to contribute positively to their society and the world at large.

WHAT IS THE CURRENT CHALLENGES AND OPPORTUNITIES FOR DEVELOPING CULTURALLY RESPONSIVE AND INCLUSIVE CURRICULA IN NIGERIAN EDUCATION?

Culturally responsive and inclusive curricula (CRIC) are educational approaches that aim to respect, value and celebrate the diversity of learners and their backgrounds, while also promoting academic success and social justice.

CRIC can help students develop cultural competence, critical thinking, empathy and civic engagement, as well as foster family and community involvement in education. However, developing and implementing CRIC in Nigerian education faces several challenges and opportunities that need to be addressed.

One of the current challenges and opportunities for developing culturally responsive and inclusive curricula in Nigerian education is to address the diversity of learners and their needs in a multicultural society. According to Umaru-Yusufu & Okorieocha, (2020), education can be described as a contribution to the formation of something that will have a long-lasting effect on the people's mind and faculties. Therefore, curriculum development should involve all stakeholders and integrate multicultural education in the curriculum. Multicultural education is a solution for students to accept, understand, and respect their friends who have different ethnicities, religions, and personality values (Umaru-Yusufu & Okorieocha, 2020).

Another challenge and opportunity is to align the curriculum with the global and national goals of education, such as the Sustainable Development Goals of the United Nations and the Universal Basic Education in Nigeria. Ogunseemi and Ajibade, (2020) argue that curriculum practices in Nigeria are still not making adequate provision for inclusive education to children of all categories. They suggest that inclusive education should be related to the curriculum practice in Nigeria, considering the concept, the needs, the challenges, and the way forward. Inclusive education is the basic right of citizens in all the continents of the world and so, must be treated as such (The Cult of Pedagogy Podcast. (2019).

A third challenge and opportunity is to enhance cultural competence and family engagement by fostering understanding of students' cultures and making connections between home language and school language. The National PTA (2019) states that culturally and linguistically responsive teaching and inclusive curricula should emphasize academic success for all students, enhance cultural competence by fostering understanding of students' cultures, promote family engagement by making connections between home language and school language, and develop critical consciousness by challenging students to question social inequalities. The Cult of Pedagogy Podcast. (2019) also provides a tool to evaluate curriculum

based on culturally responsive education principles. They draw on Ladson-Billings (1994; 2014) and Gay (2018) who are leading scholars in the field of culturally relevant/responsive teaching and pedagogy.

Another challenge is the lack of a clear and coherent policy framework for CRIC in Nigeria. Although the Universal Basic Education (UBE) Act of 2004 mandates the provision of free and compulsory education for all children, regardless of their physical or social limitations, there is no specific guidance on how to incorporate CRIC into the curriculum. Moreover, the existing curriculum is often criticized for being outdated, overloaded, irrelevant and insensitive to the diverse needs and interests of learners. For instance, Zaretta, (2015) argue that the curriculum does not reflect the multicultural reality of Nigeria, which has over 250 ethnic groups and languages, as well as various religious and cultural affiliations. They also point out that the curriculum does not adequately address the global and national issues that affect learners' lives, such as poverty, inequality, conflict, climate change and human rights.

Another challenge is the lack of capacity and resources for teachers and schools to implement CRIC effectively. Teachers are often not trained or supported to adopt culturally responsive teaching practices that can engage and motivate learners from diverse backgrounds. They may also face resistance or misunderstanding from parents, colleagues or authorities who may perceive CRIC as a threat to their own culture or identity. Furthermore, schools may lack the necessary infrastructure, materials, funding and autonomy to create inclusive learning environments that can accommodate learners' diverse needs and preferences. For example, schools may not have enough classrooms, furniture, textbooks, libraries, computers or internet access to facilitate CRIC.

Despite these challenges, there are also some opportunities and initiatives that can support the development of CRIC in Nigerian education. One of them is the involvement of various stakeholders in the curriculum development process. According to Zaretta (2015), inclusive education and curriculum practices in Nigeria require the collaboration of policymakers, educators, researchers, parents, communities and learners themselves. They suggest that stakeholders should participate in identifying the needs, goals, content, methods and evaluation of CRIC that are relevant

and responsive to their contexts. They also recommend that stakeholders should engage in continuous dialogue, feedback and reflection to ensure that CRIC is dynamic and adaptable to changing situations.

Another opportunity is the integration of multicultural education in the curriculum. Multicultural education is a concept that aims to promote respect for diversity and social justice through education. It can help learners develop positive attitudes towards themselves and others who are different from them. It can also help learners acquire knowledge and skills that can enable them to participate effectively in a pluralistic society. As Paris & Alim (2017) notes, multicultural education can be implemented in various ways in the curriculum, such as by incorporating diverse perspectives, experiences and contributions of different groups; by using culturally relevant materials and resources; by adopting diverse teaching strategies and assessment methods; and by creating a supportive school culture that values diversity.

Developing culturally responsive and inclusive curricula in Nigerian education is a complex and challenging task that requires a holistic and collaborative approach. However, it is also a worthwhile and necessary endeavor that can benefit not only learners but also society at large.

WHAT ARE THE BEST PRACTICES AND STRATEGIES FOR DEVELOPING CULTURALLY RESPONSIVE AND INCLUSIVE CURRICULA IN NIGERIAN EDUCATION, BASED ON EXISTING LITERATURE AND EMPIRICAL EVIDENCES?

Culturally responsive and inclusive curricula (CRIC) are essential for ensuring that all students have access to quality education that respects and values their diverse backgrounds, experiences, and perspectives. CRIC can also foster social justice, academic equity, and intercultural competence among students and teachers. However, developing and implementing CRIC is not a simple or straightforward task. It requires a deep understanding of the local context, the needs and interests of the students and their communities, and the existing research and best practices on CRIC.

According to Ezeuduji & Okeke-Uzodike, (2020) CRIC is an approach to teaching and learning that:

- Emphasizes academic success for all students

- Enhances cultural competence by fostering understanding of students' cultures
- Promotes family engagement by making connections between home language and school language.
- Challenges racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression.
- Mediates power imbalances in classrooms based on race, culture, ethnicity, and class
- Accepts cultural responsiveness as endemic to educational effectiveness in all areas of learning for students from all ethnic groups

Culturally responsive and inclusive curricula is also student-centered, meaning that it takes into account the prior knowledge, experiences, interests, and strengths of the students as well as their learning styles, preferences, and goals. CRIC is not a one-size-fits-all approach, but rather a dynamic and flexible one that adapts to the changing needs and contexts of the students and their communities (Sensoy & DiAngelo, 2017).

Meanwhile, developing CRIC in Nigerian education requires a holistic and collaborative approach that involves multiple stakeholders at different levels of the education system. Some of the key steps and strategies for developing CRIC are:

- Conducting a needs assessment to identify the current situation, challenges, opportunities, strengths, weaknesses, gaps, resources, expectations, and goals of the students, teachers, parents, community members, and other relevant stakeholders regarding CRIC.
- Developing a vision statement that articulates the purpose, values, and principles of CRIC for Nigerian education.
- Developing a curriculum framework that outlines the goals objectives, content, pedagogy, assessment, and evaluation of CRIC for different subject areas and grade levels.
- Developing curriculum materials that are culturally responsive and inclusive, such as textbooks, lesson plans, activities, projects, and resources that incorporate local and indigenous cultures, languages, histories, and knowledge systems as well as global and multicultural perspectives.
- Providing professional development for teachers and school leaders that enhances their knowledge, skills, attitudes, and practices regarding culturally responsive and inclusive curricula.

- Providing support and guidance for teachers and school leaders in implementing and monitoring CRIC in their classrooms and schools.
- Engaging parents and community members in supporting and participating in culturally responsive and inclusive curricula through various forms of communication, collaboration, and partnership.
- Evaluating the effectiveness and impact of culturally responsive and inclusive curricula on student learning outcomes, teacher performance, school climate, community involvement, and social change.

What are Some Examples of CRIC in Nigerian Education?

There are many possible ways to apply CRIC in different subject areas and grade levels in Nigerian education. Here are some examples:

- In language arts, teachers can use literature that reflects the diversity of Nigerian cultures and languages as well as global and multicultural perspectives. They can also encourage students to use their home languages or dialects as well as English in their oral and written communication. They can also facilitate discussions and activities that promote critical literacy skills such as analyzing texts from multiple perspectives, questioning assumptions and biases, and expressing opinions and arguments.
- In mathematics, teachers can use examples and problems that are relevant to the local context and culture of the students such as measuring distances using traditional units, calculating prices using local currency, or exploring patterns using geometric shapes found in local art forms. They can also expose students to different mathematical systems and concepts from other cultures such as Arabic numerals, Chinese abacus, or Egyptian fractions. They can also encourage students to use different strategies and methods to solve problems such as mental calculation, estimation, or trial-and-error.
- In science, teachers can use inquiry-based learning that engages students in exploring natural phenomena using their prior knowledge, observations, questions, hypotheses, experiments, data collection, analysis, conclusions, and reflections. They can also integrate indigenous knowledge systems such as traditional medicine, agriculture.

HOW CAN THESE BEST PRACTICES AND STRATEGIES BE IMPLEMENTED AND EVALUATED IN NIGERIAN EDUCATIONAL SETTINGS?

Culturally responsive and inclusive curricula are essential for promoting equity, diversity and social justice in education. They aim to respect, value and celebrate the cultural identities, backgrounds and experiences of all learners, and to foster a sense of belonging and empowerment. However, developing and implementing such curricula is not an easy task, especially in a complex and diverse context like Nigeria.

One of the best practices for developing culturally responsive and inclusive curricula is to involve the stakeholders in the process. This means engaging the learners, their families, the community members, the educators and the policy makers in a collaborative dialogue about the goals, content, methods and outcomes of the curricula. By doing so, educators can ensure that the curricula reflect the needs, interests, values and aspirations of the learners and their communities, and that they are relevant, meaningful and respectful of their cultural diversity. Moreover, involving the stakeholders can also increase their ownership, commitment and support for the curricula.

Another best practice for developing culturally responsive and inclusive curricula is to adopt a critical pedagogy approach. This means challenging the dominant narratives, assumptions and stereotypes that often marginalize or oppress certain groups of learners, and empowering them to question, critique and transform their social realities. A critical pedagogy approach also means recognizing and addressing the power dynamics, inequalities and injustices that exist in the educational system and society at large, and advocating for social change. Furthermore, a critical pedagogy approach also means creating a safe, supportive and democratic learning environment where learners can express their opinions, perspectives and emotions freely and respectfully.

A third best practice for developing culturally responsive and inclusive curricula is to integrate multiple sources of knowledge and ways of knowing. This means acknowledging that there is not one single or universal truth or reality, but rather multiple truths and realities that are shaped by different cultural contexts, experiences and worldviews. Therefore, educators should strive to

incorporate diverse sources of knowledge and ways of knowing into the curricula, such as indigenous knowledge, local knowledge, experiential knowledge, spiritual knowledge, artistic knowledge and scientific knowledge. By doing so, educators can enrich the learning process, honor the epistemological diversity of the learners and their communities, and foster intercultural dialogue and understanding.

These are some of the best practices and strategies for developing culturally responsive and inclusive curricula. However, developing such curricula is only one part of the equation. The other part is implementing and evaluating them effectively.

According to Okebukola (2020), here are some suggestions based on the findings in their study:

- Implementing culturally responsive and inclusive curricula requires ongoing professional development for educators. Educators need to constantly reflect on their own cultural identities, biases, assumptions and practices, and learn how to adapt their pedagogy to meet the diverse needs of their learners. Educators also need to collaborate with their colleagues, share their experiences and challenges, seek feedback and support from each other, and learn from best practices in other contexts.
- Evaluating culturally responsive and inclusive curricula requires multiple forms of assessment that capture the holistic development of learners. Educators should use both formative and summative assessments that measure not only the cognitive outcomes of learners, but also their affective, social and behavioral outcomes. Educators should also use both quantitative and qualitative methods of assessment that provide rich data on the learners' progress, achievements, challenges and feedback. Moreover, educators should involve the learners themselves in the assessment process as active agents who can self-assess their learning goals.

SUMMARY

This study summarizes the best practices and strategies for developing culturally responsive and inclusive curricula, which are essential for serving a multicultural society and fostering students' academic success and cultural competence. According to, culturally responsive teaching can be defined as using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make

learning encounters more relevant and effective for them. It also involves challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression, as well as being change agents for social justice and academic equity. A culturally responsive curriculum is inclusive of all students and their diverse backgrounds, identities, and perspectives. It also promotes family engagement by making connections between home language and school language. Some of the benefits of a culturally responsive and inclusive curriculum include increased academic engagement, improved test scores and attendance rates, and closed opportunity gap. A culturally responsive curriculum also helps students understand different perspectives and build empathy.

CONCLUSION

In this paper, the researcher discussed the best practices and strategies for developing culturally responsive and inclusive curricula in various educational settings. The importance of understanding the diverse backgrounds, experiences, and perspectives of learners, as well as the need to engage them in meaningful and relevant learning activities that foster their academic, social, and emotional growth were also highlighted. Some examples of how to implement these practices and strategies in different disciplines and contexts, such as language arts, mathematics, science, social studies, and arts were also provided. It is hoped that this paper will inspire educators to reflect on their own practices and beliefs, and to adopt a more culturally responsive and inclusive approach to curriculum development that benefits all learners.

RECOMMENDATIONS

The following recommendations were made based on the findings and arguments of the study:

1. There is need to conduct a comprehensive needs assessment to identify the strengths and gaps of the current curricula in terms of cultural diversity and inclusion.
2. Involvement of stakeholders from different cultural backgrounds and perspectives in the curriculum design and review process is important, ensuring their voices are heard and respected.
3. There is need to incorporate diverse and authentic sources of knowledge, perspectives, and experiences into the curricula, avoiding stereotypes and biases.

4. Alignment of the curricula with the relevant standards, frameworks, and policies that promote cultural responsiveness and inclusion at the local, national, and global levels is of importance.
5. There is need to provide multiple and flexible ways of learning, teaching, and assessing that cater to the diverse needs, interests, and abilities of the learners.
6. Foster a positive and supportive learning environment that values and celebrates diversity, encourages dialogue and collaboration, and challenges discrimination and prejudice.
7. Implement ongoing monitoring and evaluation mechanisms to measure the effectiveness and impact of the curricula on learners' academic achievement, cultural competence, and social-emotional well-being.
8. Engage in continuous professional development and learning opportunities to enhance educators' knowledge, skills, and attitudes towards culturally responsive and inclusive curricula.

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