Abstract

This research aims to evaluate the awareness, challenges, and support mechanisms in place for learners with learning difficulties in Nigeria. A pilot survey was conducted to gather insights from a diverse group of stakeholders, including educators, parents, and administrators. The findings reveal critical gaps in knowledge and support while highlighting opportunities for targeted intervention through EduResolve.

Introduction

Learning difficulties such as dyslexia, ADHD, and autism significantly impact learners' academic and social experiences. Understanding the barriers to effective support is essential for improving educational outcomes. This study investigates the perceptions of key stakeholders regarding the current state of support for learners with learning difficulties and identifies areas for improvement.

Methodology

A pilot survey was distributed to 26 respondents, including teachers, parents, educational administrators, and others affiliated with different school types. The survey consisted of closed and open-ended questions designed to assess familiarity with learning difficulties, perceived challenges, and opinions on support initiatives.

The pilot survey aimed to test the clarity and effectiveness of questions about supporting learners with learning difficulties. We received 26 responses from teachers, parents, educational administrators, and others. The feedback will help improve the final survey.

Summary of Responses

WHAT IS YOUR ROLE?	COUNT OF RESPONSES
Teacher	14
Accountant	1
Parent	5
Student	1
Educational Administrator	4
Midwife	1
Grand Total	26

DEMOGRAPHICS
What is your role?
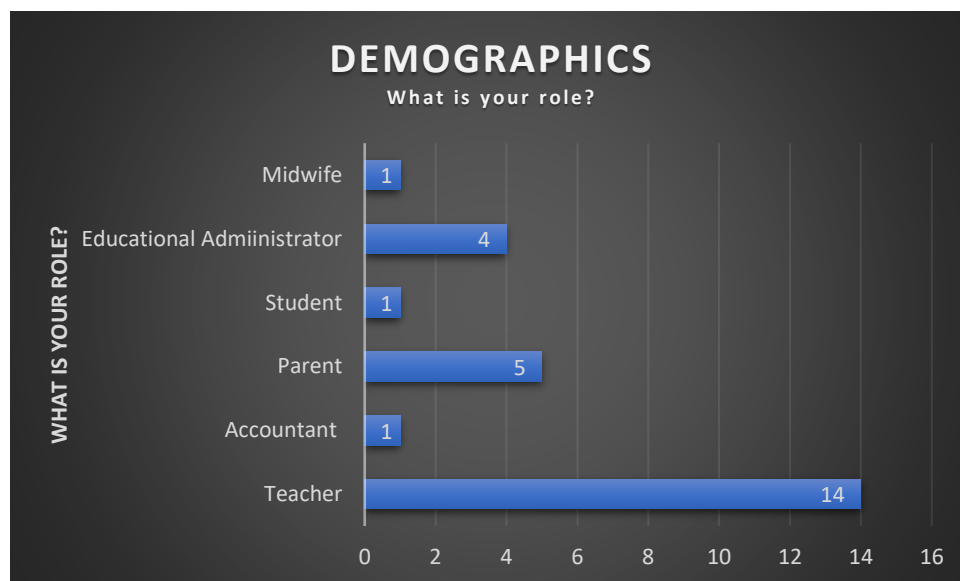
- **Teachers (54%)**: 14 responses – crucial for direct insights on learner support.
- **Parents (19%)**: 5 responses – offer a home perspective.
- **Educational Administrators (15%)**: 4 responses – provide policy and administrative views.
- **Other Roles (12%)**: 3 responses (student, midwife, accountant) – represent a wider community perspective.

Key Observations

- Most responses were from educators, ensuring relevant feedback.
- Parents add valuable insights on at-home learning support.
- Minimal student and non-education professional responses suggest possible confusion or unclear relevance to them.

Recommendations

1. Tailor questions for teachers and administrators in the final survey.
2. Increase parent participation to gather more diverse feedback.
3. Simplify or clarify questions for students and others.

Conclusion

The pilot survey engaged key educational roles, providing valuable feedback. Improving engagement from parents and other groups will make the final survey more comprehensive.

Analysis of School Types in Pilot Survey

Summary of Responses:

WHAT TYPE OF SCHOOL ARE YOU ASSOCIATED WITH?	COUNT OF RESPONSES
Public School	1
Private School	16
Community	2
Not applicable	7
Grand Total	26
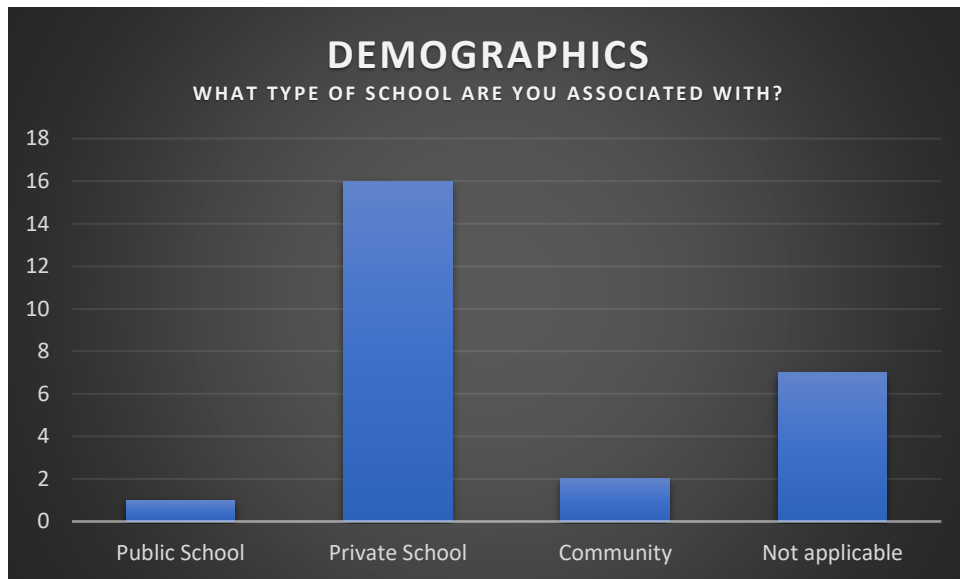
Key Observations:

- **Private Schools (62%)**: Most respondents are associated with private schools (16 out of 26). This suggests that much of the feedback will reflect experiences in private educational settings.
- **Public Schools (4%)**: Only one response came from a public school, indicating underrepresentation of public education perspectives.
- **Community (8%)**: Two respondents identified with community-based education, contributing a small but important perspective on alternative education settings.
- **Not Applicable (27%)**: Seven respondents are not linked to any school, possibly parents or professionals outside of the education sector.

Recommendations:

- **Increase Public School Representation**: To ensure balanced feedback, efforts should be made to engage more public school representatives in the final survey.
- **Include Community Perspectives**: Community-based education responses are valuable and should be further explored in the final study to understand alternative support systems.
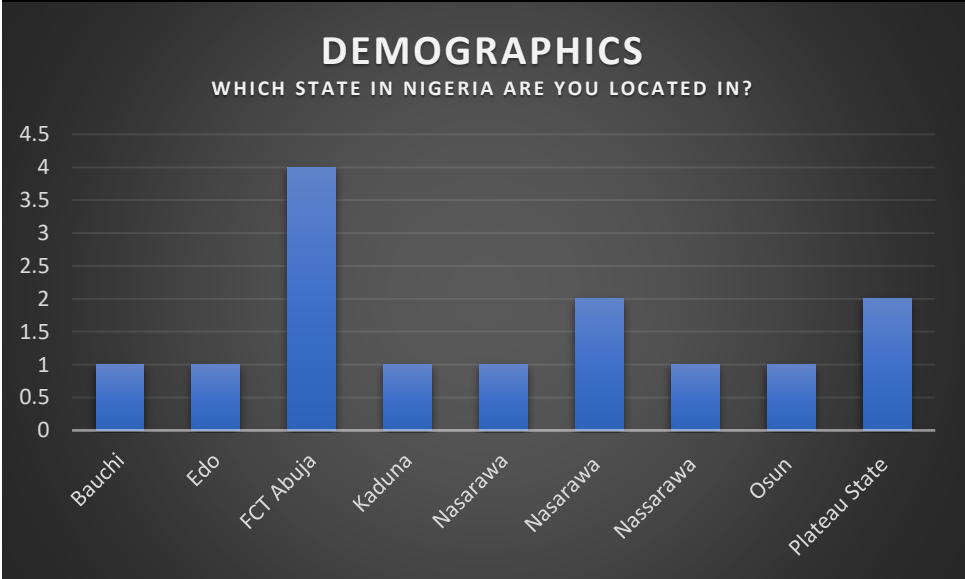
Conclusion:

The pilot survey reflects strong representation from private schools but underrepresents public school perspectives. Ensuring a more balanced sample in the final survey will provide a broader understanding of support for learners with difficulties across different educational settings.

Analysis of Respondents' Locations in Nigeria

Summary of Responses:

WHICH STATE IN NIGERIA ARE YOU LOCATED IN?	COUNT OF RESPONSES
Bauchi	1
Edo	1
FCT Abuja	4
Kaduna	1
Nasarawa	1
Nasarawa	2
Nassarawa	1
Osun	1
Plateau State	2
Grand Total	14

DEMOGRAPHICS

WHICH STATE IN NIGERIA ARE YOU LOCATED IN?

Key Observations:

- **FCT Abuja (29%)**: The highest number of respondents (4 out of 14) are from Abuja, suggesting a strong representation from the federal capital.
- **Nasarawa (29%)**: There are discrepancies in how Nasarawa is recorded (three variations totaling 4 responses), highlighting a need to standardize data entry.
- **Other States (42%)**: Responses from Bauchi, Edo, Kaduna, Osun, and Plateau show a broader geographical distribution, though limited.

Recommendations:

- **Standardize Data Entry**: Ensure consistent spelling for state names (e.g., Nasarawa) in the final survey to avoid duplication and confusion.
- **Expand Geographical Reach**: Efforts should be made to increase participation from a wider range of Nigerian states to ensure more diverse and representative feedback.

Conclusion:

The pilot survey shows a concentration of responses from Abuja and Nasarawa, but participation from other states is relatively low. Improving the geographical balance and ensuring accurate data entry will enhance the final survey's representation across Nigeria.

Analysis of Familiarity with Learning Difficulties

Summary of Responses:

HOW FAMILIAR ARE YOU WITH LEARNING DIFFICULTIES SUCH AS DYSLEXIA, ADHD, OR AUTISM?	COUNT OF RESPONSES
Not familiar at all	3
Somewhat familiar	17
Very familiar	6
Grand Total	26
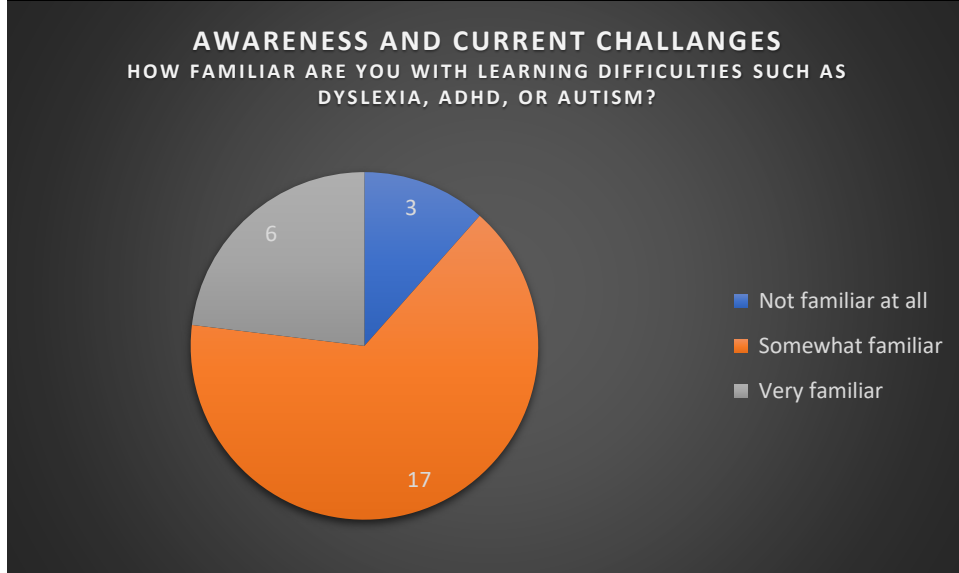
Key Observations:
- **Somewhat Familiar (65%)**: The majority of respondents (17 out of 26) are somewhat familiar with learning difficulties like dyslexia, ADHD, and autism. This suggests that most participants have some level of awareness but may not have in-depth expertise.
- **Very Familiar (23%)**: A smaller group (6 respondents) is very familiar, indicating they likely have more experience or training related to these learning difficulties.
- **Not Familiar (12%)**: A few respondents (3) are not familiar at all, which may limit their ability to provide detailed feedback on support for learners with these conditions.

Recommendations:
- **Tailor Educational Content**: For the final survey, consider providing brief descriptions of each learning difficulty for those who are less familiar to ensure they can still provide meaningful input.
- **Target More Experts**: Increase engagement with respondents who are very familiar with learning difficulties to gather more specialized insights.

Conclusion:

The majority of respondents are somewhat familiar with learning difficulties, with a smaller but significant portion being very familiar. Providing additional context for less familiar participants while encouraging more expert involvement will enhance the quality of responses in the final survey.

Analysis of Challenges in Supporting Learners with Learning Difficulties
Summary of Responses:

WHAT CHALLENGES DO YOU CURRENTLY FACE IN SUPPORTING LEARNERS WITH LEARNING DIFFICULTIES?	COUNT OF RESPONSES
Lack of awareness or understanding	10
Insufficient training for teachers	7
Lack of resources	4
Large class sizes	1
The stigma associated with learning difficulties	4
Grand Total	26

AWARENESS AND CURRENT CHALLANGES
HOW FAMILIAR ARE YOU WITH LEARNING DIFFICULTIES SUCH AS DYSLEXIA, ADHD, OR AUTISM?
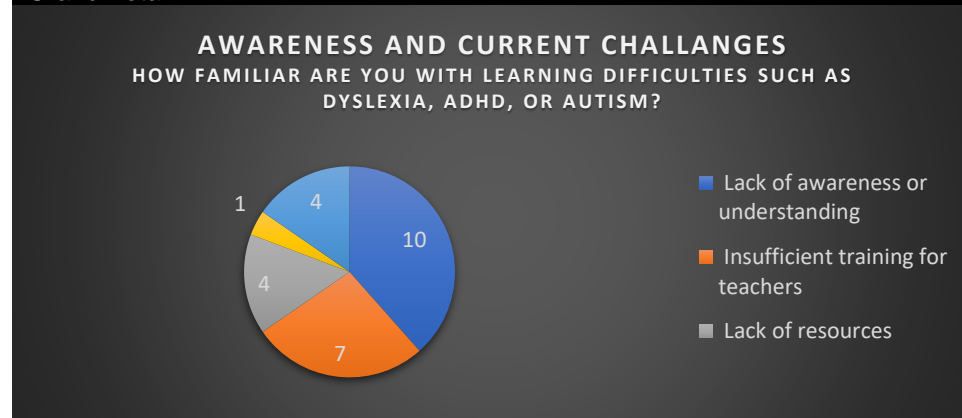
Key Observations:

- **Lack of Awareness or Understanding (38%)**: The most common challenge is a lack of awareness or understanding, indicating a significant gap in knowledge about learning difficulties among educators and the general public.
- **Insufficient Training for Teachers (27%)**: A considerable number of respondents highlighted inadequate teacher training, showing that educators may lack the necessary skills to effectively support learners with difficulties.
- **Lack of Resources (15%)**: Limited resources such as specialized tools and support materials were identified as a barrier by 4 respondents.
- **Stigma (15%)**: Stigma surrounding learning difficulties was mentioned by 4 respondents, reflecting societal attitudes that may discourage support or disclosure.
- **Large Class Sizes (4%)**: Only 1 respondent noted large class sizes, but this could still be a significant issue for managing individual needs in crowded classrooms.

Recommendations:

- **Increase Awareness Programs**: Focus on raising awareness about learning difficulties among educators, parents, and the community to bridge knowledge gaps.
- **Enhance Teacher Training**: Implement more comprehensive training programs for teachers to ensure they are equipped to support learners with diverse needs.
- **Provide More Resources**: Schools and institutions should be supported with adequate resources to better serve students with learning difficulties.
- **Address Stigma**: Develop initiatives that tackle the stigma associated with learning difficulties, creating a more supportive environment for affected learners.
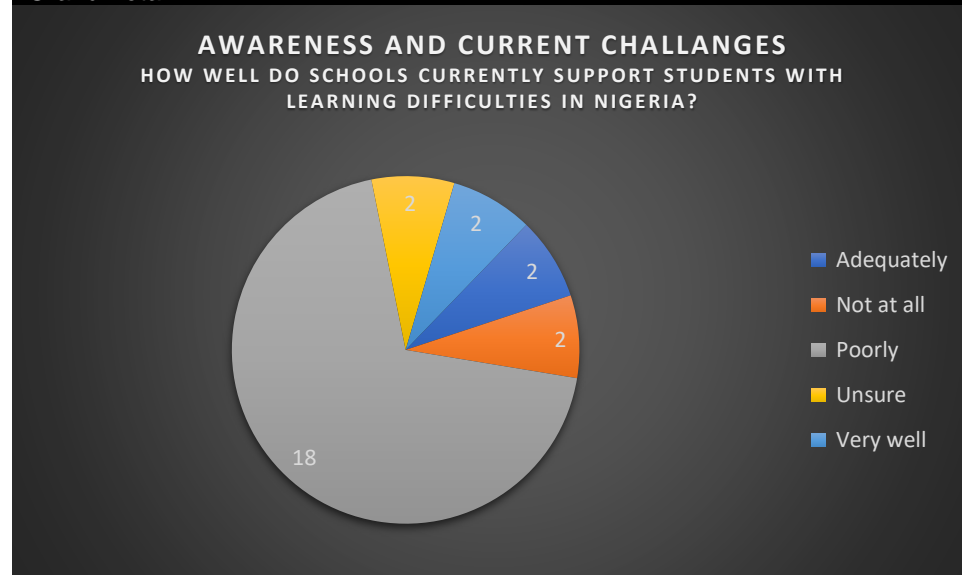
Conclusion:

The main challenges identified include lack of awareness, insufficient teacher training, and limited resources, with stigma also playing a role. Addressing these issues through awareness campaigns, better teacher preparation and resource allocation will be essential for improving support for learners with learning difficulties.

Analysis of School Support for Students with Learning Difficulties in Nigeria
Summary of Responses:

HOW WELL DO SCHOOLS CURRENTLY SUPPORT STUDENTS WITH LEARNING DIFFICULTIES IN NIGERIA?	COUNT OF RESPONSES
Adequately	2
Not at all	2
Poorly	18
Unsure	2
Very well	2
Grand Total	26

AWARENESS AND CURRENT CHALLANGES
HOW WELL DO SCHOOLS CURRENTLY SUPPORT STUDENTS WITH LEARNING DIFFICULTIES IN NIGERIA?

Key Observations:

- **Poorly (69%)**: The majority of respondents (18 out of 26) believe that schools in Nigeria are performing poorly in supporting students with learning difficulties. This suggests a widespread perception that current efforts are inadequate.
- **Adequately/Very Well (15%)**: Only 4 respondents (2 for each) feel that schools provide adequate or very good support, indicating that some schools may have effective measures in place, but these are not the norm.
- **Not at All (8%)**: A small group of respondents feels there is no support at all for learners with difficulties, signaling a complete absence of resources or awareness in some schools.
- **Unsure (8%)**: Two respondents were unsure, suggesting either a lack of visibility into the support systems in place or unfamiliarity with how well schools manage learning difficulties.

Recommendations:

- **Improve Support Systems**: Given the overwhelming feedback that schools are performing poorly, schools need to develop better support structures for students with learning difficulties.
- **Highlight Success Stories**: Schools that are providing adequate or very good support should be identified and their practices shared to help others improve.
- **Raise Awareness**: Engage educators and policymakers in discussions about the critical need to enhance support for students with learning difficulties.
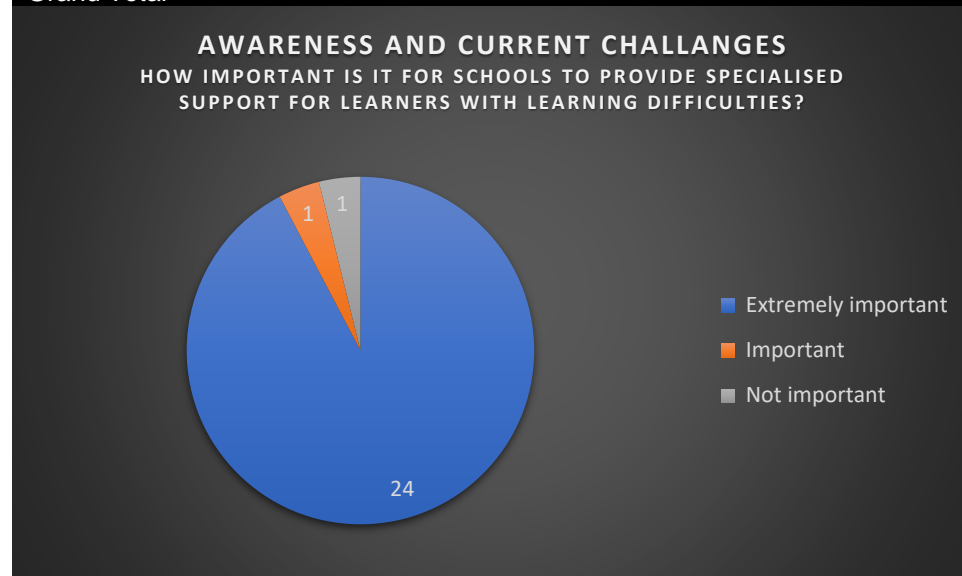
Conclusion:

The data reveals that most respondents feel schools in Nigeria are underperforming in supporting students with learning difficulties. Addressing this issue requires improving support systems, sharing best practices, and increasing awareness across the educational sector.

Analysis of the Importance of Specialized Support for Learners with Learning Difficulties

Summary of Responses:

HOW IMPORTANT IS IT FOR SCHOOLS TO PROVIDE SPECIALISED SUPPORT FOR LEARNERS WITH LEARNING DIFFICULTIES?	COUNT OF RESPONSES
Extremely important	24
Important	1
Not important	1
Grand Total	26

AWARENESS AND CURRENT CHALLANGES
HOW IMPORTANT IS IT FOR SCHOOLS TO PROVIDE SPECIALISED SUPPORT FOR LEARNERS WITH LEARNING DIFFICULTIES?

Key Observations:
- **Extremely Important (92%)**: An overwhelming majority of respondents (24 out of 26) believe that it is extremely important for schools to provide specialized support for learners with learning difficulties. This highlights a strong consensus on the necessity of tailored educational strategies.
- **Important (4%)**: Only 1 respondent views it as important, indicating that most participants see the need for specialized support as critical rather than just beneficial.
- **Not Important (4%)**: Similarly, 1 respondent feels that specialized support is not important, which may reflect differing perspectives or experiences in education.

Recommendations:
- **Emphasize Specialized Support**: Schools should prioritize developing specialized programs and resources to address the needs of learners with difficulties, given the strong demand for such support.
- **Advocate for Policy Changes**: Engage with policymakers to ensure that educational policies reflect the importance of specialized support for learners, leading to better funding and resources.
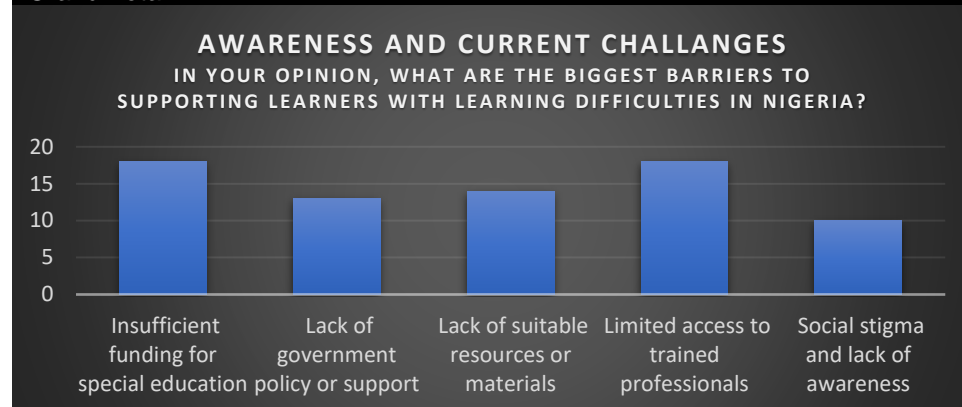
Conclusion:
The data indicates that respondents overwhelmingly recognize the importance of specialized support for learners with learning difficulties. Addressing this need is crucial for improving educational outcomes and ensuring all students receive the support they require to succeed.

Analysis of Barriers to Supporting Learners with Learning Difficulties in Nigeria
Summary of Responses:

IN YOUR OPINION, WHAT ARE THE BIGGEST BARRIERS TO SUPPORTING LEARNERS WITH LEARNING DIFFICULTIES IN NIGERIA?	COUNT OF RESPONSES
Insufficient funding for special education	18
Lack of government policy or support	13
Lack of suitable resources or materials	14
Limited access to trained professionals	18
Social stigma and lack of awareness	10
Grand Total	73

AWARENESS AND CURRENT CHALLANGES
IN YOUR OPINION, WHAT ARE THE BIGGEST BARRIERS TO SUPPORTING LEARNERS WITH LEARNING DIFFICULTIES IN NIGERIA?

Key Observations:

- **Insufficient Funding (25%)**: The most cited barrier (18 responses) indicates that inadequate financial resources for special education severely limit support for learners with difficulties.
- **Limited Access to Trained Professionals (25%)**: Similarly, access to trained professionals is a critical barrier, suggesting a shortage of qualified personnel to address the needs of these learners.
- **Lack of Suitable Resources (19%)**: The need for appropriate materials and resources is emphasized, with 14 responses indicating this as a significant obstacle.
- **Lack of Government Policy (18%)**: Thirteen respondents pointed out the absence of effective government policies or support as a major hurdle in providing adequate support.
- **Social Stigma and Lack of Awareness (14%)**: Although not as prominent as funding and access issues, social stigma and a general lack of awareness still present significant barriers for many learners.

Recommendations:

- **Increase Funding**: Advocate for increased funding for special education programs to ensure schools can access the resources and personnel needed to support learners effectively.
- **Develop Government Policies**: Push for the creation and implementation of robust government policies that prioritize support for learners with learning difficulties.
- **Enhance Training Programs**: Implement training programs for educators and professionals to improve the availability of qualified personnel in special education.
- **Raise Awareness**: Conduct campaigns to reduce stigma and increase awareness about learning difficulties within communities and schools.

Conclusion:

The analysis reveals that insufficient funding, limited access to trained professionals, and a lack of suitable resources are the primary barriers to supporting learners with learning difficulties in Nigeria. Addressing these issues through funding, policy development, training, and awareness campaigns is essential for improving support systems for affected students.
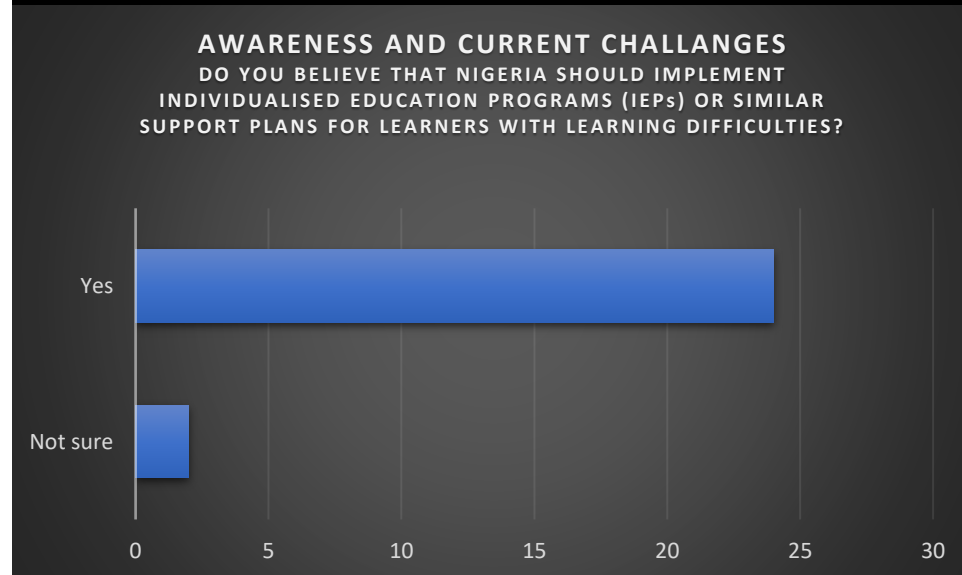
School Project: Analysis of Support for Individualized Education Programs (IEPs) in Nigeria
Summary of Responses:

DO YOU BELIEVE THAT NIGERIA SHOULD IMPLEMENT INDIVIDUALISED EDUCATION PROGRAMS (IEPS) OR SIMILAR SUPPORT PLANS FOR LEARNERS WITH LEARNING DIFFICULTIES?	COUNT OF RESPONSES
Not sure	2
Yes	24
Grand Total	26

Key Observations:

- **Yes (92%)**: A significant majority of respondents (24 out of 26) believe that Nigeria should implement Individualized Education Programs (IEPs) or similar support plans for learners with learning difficulties. This reflects a strong desire for tailored educational approaches that meet the specific needs of these students.
- **Not Sure (8%)**: Only 2 respondents were uncertain, suggesting that while there is overwhelming support for IEPs, there may still be some hesitance or lack of clarity regarding their implementation.

Recommendations:

- **Develop IEP Frameworks**: Establish clear guidelines and frameworks for implementing IEPs in schools to ensure they are effective and tailored to individual learner needs.
- **Train Educators**: Provide training for teachers and educational professionals on how to create and manage IEPs to maximize their effectiveness and ensure proper support for learners.
- **Engage Stakeholders**: Involve parents, educators, and policymakers in discussions about the design and implementation of IEPs to create a collaborative approach that addresses the diverse needs of learners.

Conclusion:

The strong support for implementing IEPs indicates a recognized need for personalized educational strategies for learners with difficulties in Nigeria. Establishing these programs, along with appropriate training and stakeholder engagement, will enhance the educational experience and outcomes for affected students.

Recommendations for Improving Support for Learners with Learning Difficulties in Nigeria

Respondents provided various suggestions to enhance support for learners with learning difficulties in Nigeria. Below is a summary of their key recommendations.

1. Awareness and Advocacy
- **Public Awareness Campaigns**: Increase awareness about learning disabilities to reduce stigma.
- **Government and NGO Initiatives**: Collaborate to promote the rights and inclusion of learners with disabilities in mainstream education.

2. Teacher Training
- **Special Education Training**: Train teachers to identify and support learners with disabilities and develop Individualized Education Plans (IEPs).
- **Inclusive Education Methods**: Adopt adaptive teaching techniques for diverse learning needs.

3. Accessible Educational Materials
- **Specialized Learning Resources**: Provide braille books, audiobooks, and educational software for learners with disabilities.
- **Assistive Technology**: Integrate tools like speech-to-text software to enhance learning.

4. Early Detection and Intervention
- **Screening Programs**: Implement early screening in schools and healthcare centers for timely identification of learning disabilities.
- **Specialized Support Services**: Offer therapy, such as speech and language therapy, to help learners.

5. Parental and Community Support
- **Parental Involvement**: Engage parents through workshops on supporting their children.
- **Community-Based Support**: Establish support groups and after-school programs for additional assistance.

6. Policy and Government Support
- **Inclusive Education Policies**: Advocate for the implementation of policies that ensure support for all learners.
- **Adequate Funding**: Emphasize the need for sufficient funding for special education.
- **Trained Professionals**: Increase the availability of trained professionals for specialized support.

Conclusion

The recommendations reflect a strong consensus on the need for a comprehensive approach to improving support for learners with difficulties in Nigeria. Implementing these strategies will foster a more inclusive educational environment and enhance outcomes for affected students.

Familiarity with EduResolve and Its Support for Learners with Learning Difficulties
Summary of Responses:

HOW FAMILIAR ARE YOU WITH EDURESOLVE AND ITS WORK TO SUPPORT LEARNERS WITH LEARNING DIFFICULTIES?	COUNT OF RESPONSES
Not familiar at all	12
Somewhat familiar	8
Very familiar	6
Grand Total	26
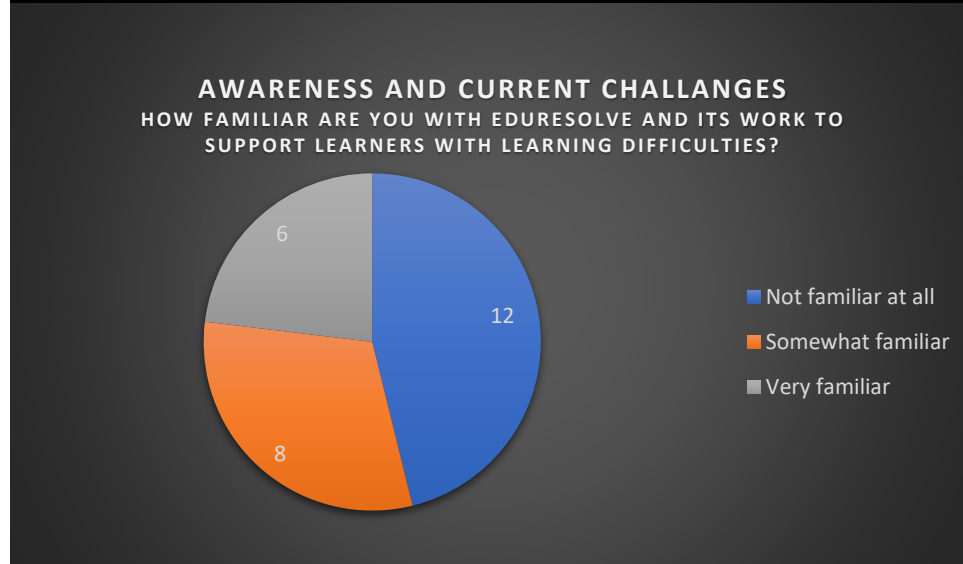
Key Observations:
- **Not Familiar at All (46%)**: The largest segment of respondents (12 out of 26) reported being completely unfamiliar with EduResolve and its initiatives to support learners with learning difficulties. This indicates a significant gap in awareness that may hinder the effectiveness of such programs.
- **Somewhat Familiar (31%)**: A total of 8 respondents indicated they were somewhat familiar with EduResolve, suggesting that while there is some awareness, it may not be sufficient for effective engagement or utilization of its resources.
- **Very Familiar (23%)**: Only 6 respondents expressed being very familiar with EduResolve, reflecting limited in-depth understanding among participants.

Recommendations:
- **Awareness Campaigns**: Develop and implement awareness campaigns to educate teachers, parents, and the community about EduResolve's programs and resources.
- **Training Sessions**: Organize training sessions and workshops focused on EduResolve's services to increase familiarity and encourage the use of its support systems.
- **Partnerships with Schools**: Collaborate with schools to integrate EduResolve's resources into their curriculum and support frameworks, enhancing accessibility for learners with difficulties.
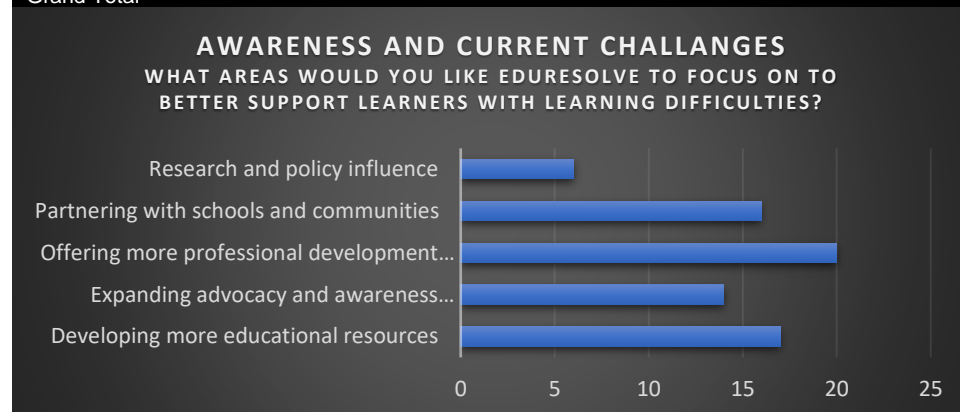
Conclusion

The data indicates a need for greater awareness of EduResolve and its support for learners with learning difficulties. By implementing targeted campaigns and training initiatives, awareness and utilization of EduResolve's resources can be significantly improved, ultimately benefiting students in need.

School Project: Areas of Focus for EduResolve to Better Support Learners with Learning Difficulties

Summary of Responses:

WHAT AREAS WOULD YOU LIKE EDURESOLVE TO FOCUS ON TO BETTER SUPPORT LEARNERS WITH LEARNING DIFFICULTIES? (SELECT ALL THAT APPLY)	COUNT OF RESPONSES
Developing more educational resources	17
Expanding advocacy and awareness campaigns	14
Offering more professional development for teachers	20
Partnering with schools and communities	16
Research and policy influence	6
Grand Total	73

AWARENESS AND CURRENT CHALLANGES
WHAT AREAS WOULD YOU LIKE EDURESOLVE TO FOCUS ON TO BETTER SUPPORT LEARNERS WITH LEARNING DIFFICULTIES?

Key Observations:

- **Professional Development for Teachers (27%)**: The most significant area of interest is providing more professional development opportunities for teachers, with 20 respondents highlighting this as a priority. This underscores the need for equipping educators with the skills to support learners with difficulties effectively.

- **Developing Educational Resources (23%)**: A close second, 17 respondents expressed a desire for EduResolve to focus on creating more educational resources tailored for learners with learning difficulties.

- **Partnering with Schools and Communities (22%)**: Sixteen respondents indicated a preference for enhancing partnerships with schools and communities, suggesting a collaborative approach to support learners.

- **Expanding Advocacy and Awareness Campaigns (19%)**: Fourteen respondents emphasized the importance of increasing advocacy and awareness campaigns to reduce stigma and enhance understanding of learning difficulties.

- **Research and Policy Influence (8%)**: The least selected area was research and policy influence, with only six respondents indicating it as a focus area. This suggests a potential need for more awareness regarding the importance of policy in supporting education.

Recommendations:

- **Professional Development Programs**: Develop comprehensive training programs aimed at equipping teachers with the necessary skills and strategies to support learners with learning difficulties.

- **Resource Development**: Invest in creating diverse educational materials that cater specifically to the needs of learners with difficulties, ensuring they have access to appropriate learning tools.

- **Community Engagement**: Strengthen partnerships with schools and community organizations to create a more supportive network for learners.

- **Awareness Initiatives**: Launch targeted advocacy campaigns to educate the public and stakeholders about learning difficulties, fostering a more inclusive environment.

- **Policy Engagement**: Increase efforts in research and policy advocacy to highlight the needs of learners with difficulties and influence supportive educational policies.

Conclusion

The feedback indicates clear priorities for EduResolve to enhance its support for learners with learning difficulties. By focusing on professional development, resource creation, community partnerships, and awareness initiatives, EduResolve can significantly improve the educational landscape for affected students.

School Project: Understanding of Survey Questions

Summary of Responses:

HOW EASY WAS IT TO UNDERSTAND THE QUESTIONS IN THIS SURVEY?	COUNT OF RESPONSES
Difficult	1
Easy	10
Somewhat easy	2
Very easy	13
Grand Total	26
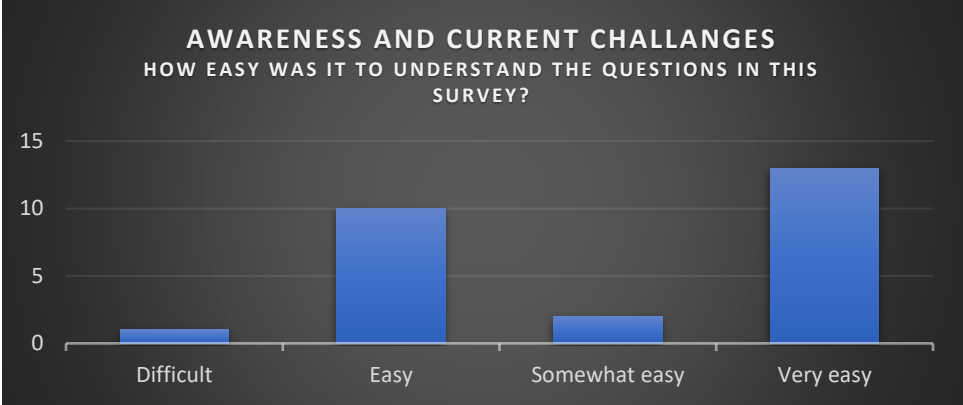
Key Observations:
- **Very Easy (50%)**: The majority of respondents (13 out of 26) found the survey questions to be very easy to understand. This suggests that the questions were clearly phrased and effectively communicated.
- **Easy (38%)**: Ten respondents reported that the questions were easy to understand, indicating a generally positive reception regarding clarity.
- **Somewhat Easy (8%)**: Only 2 respondents felt the questions were somewhat easy, suggesting a minor area for improvement in phrasing or complexity.
- **Difficult (4%)**: Just one respondent found the questions difficult to understand, highlighting that while most found the survey accessible, there may be isolated instances of confusion.

Recommendations:
- **Review Feedback**: Gather additional feedback from the respondents who found the questions difficult to identify specific issues.
- **Clarity in Future Surveys**: Maintain the current question structure that has proven effective while ensuring that any complex topics are explained more thoroughly.
- **Pilot Testing**: Continue conducting pilot surveys to gather insights on question clarity and make necessary adjustments based on participant feedback.

Conclusion

Overall, the survey questions were well-received, with a significant majority of respondents finding them easy to understand. By addressing minor concerns and ensuring ongoing clarity in future surveys, EduResolve can continue to enhance the user experience in its data collection efforts.

School Project: Clarity of Survey Questions

Summary of Responses:

WERE THERE ANY QUESTIONS THAT WERE UNCLEAR OR DIFFICULT TO ANSWER?	COUNT OF RESPONSES
No	20
The questions were straightforward but since I am not in the education sector I was not aware of EduResolve	1
Grand Total	21

AWARENESS AND CURRENT CHALLANGES
WERE THERE ANY QUESTIONS THAT WERE UNCLEAR OR DIFFICULT TO ANSWER?
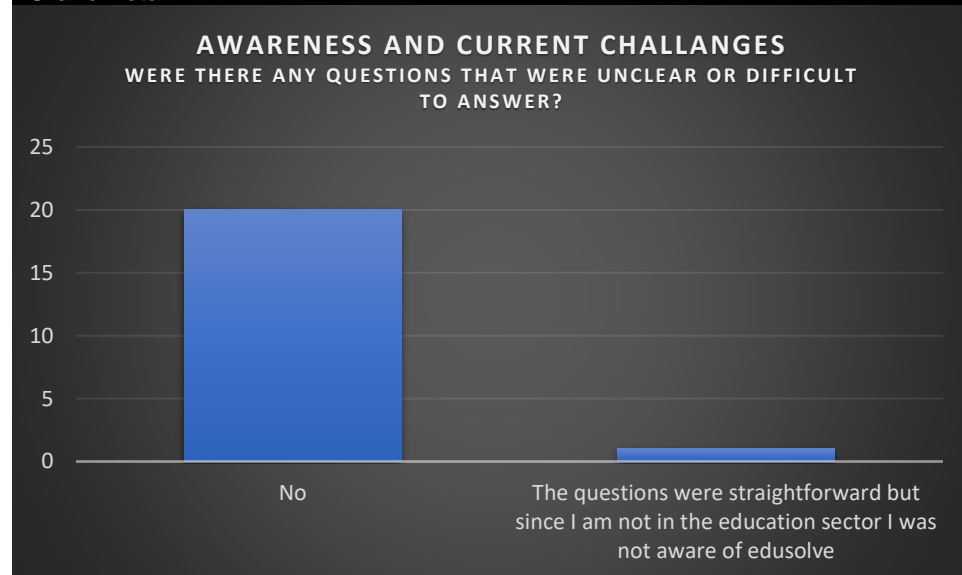
Key Observations:

- **Clear Questions (95%)**: A significant majority of respondents (20 out of 21) indicated that there were no unclear or difficult questions in the survey. This reflects positively on the survey design and question clarity.
- **Minor Concern (5%)**: One respondent noted that while the questions were generally straightforward, their unfamiliarity with EduResolve made it challenging to answer some questions. This highlights a potential gap in awareness that could affect responses.

Recommendations:

- **Awareness Initiatives**: Implement strategies to increase familiarity with EduResolve prior to future surveys. This could include informational materials or brief orientations for respondents.
- **Simplified Context**: Consider providing a brief introduction or background on EduResolve at the beginning of the survey to ensure all participants have the necessary context to understand the questions fully.
- **Ongoing Feedback**: Continue to solicit feedback on question clarity in future surveys to identify any recurring issues.

Conclusion

The feedback indicates that the survey questions were largely clear and easy to answer for most respondents. However, addressing the knowledge gap regarding EduResolve could enhance comprehension and improve the quality of responses in future surveys.

Summary

The study evaluated stakeholder perceptions regarding the support for learners with learning difficulties in Nigeria, revealing significant gaps in awareness, training, and resources, with a strong consensus on the need for specialized support. Recommendations include enhancing public awareness, investing in teacher training, and developing educational resources to create a more inclusive educational environment.

Conclusion

The survey highlights significant gaps in awareness and support for learners with learning difficulties in Nigeria. There is a strong consensus on the need for specialized support, but barriers such as insufficient funding and lack of teacher training persist. EduResolve is positioned to play a critical role in addressing these challenges. By implementing the recommended strategies, EduResolve can improve educational experiences for learners with difficulties and foster a more inclusive environment.