

# DISABILITY-INCLUSIVE EDUCATION & EMPLOYMENT UNDERSTANDING THE CONTEXT NIGERIA



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## About this report

This report was developed by University of Abuja, the International Centre for Evidence in Disability at the London School of Hygiene & Tropical Medicine, and Mastercard Foundation.

The report aims to inform Mastercard Foundation's disability and inclusion programming and strategy development. It draws on a literature review, as well as key informant interviews with relevant stakeholders, investigating the inclusion of youth with disabilities in education and employment in Nigeria. The information in this report will be built on in the next phase of this research project, through in-depth interviews with young men and women with disabilities.

## Contributors



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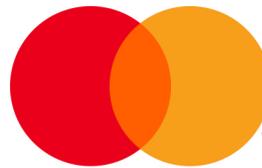
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The International Centre for Evidence in Disability (ICED) provides evidence to improve the wellbeing of people with disabilities globally.

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The Mastercard Foundation is one of the largest foundations in the world and has worked to advance financial inclusion and education in Africa and transform education and employment systems for Indigenous youth in Canada, improving the lives of more than 139 million people.

Their *Young Africa Works* strategy seeks to enable 30 million young women and men to secure dignified and fulfilling work by 2030.

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## Publication date

December 2022

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## Acknowledgements

We would like to thank the key informants that took part in this research for giving their time and sharing their knowledge. We also thank the Research Assistants involved in the data collection. Thank you to Jyoti Shah for providing project support. Further, we thank Dr Tom Weir for his support to the final report, as well as Dr Xanthe Hunt for her review. Thank you also to Bilmor Technical and Vocational Centre for providing photos for use in this report.

## Suggested citation

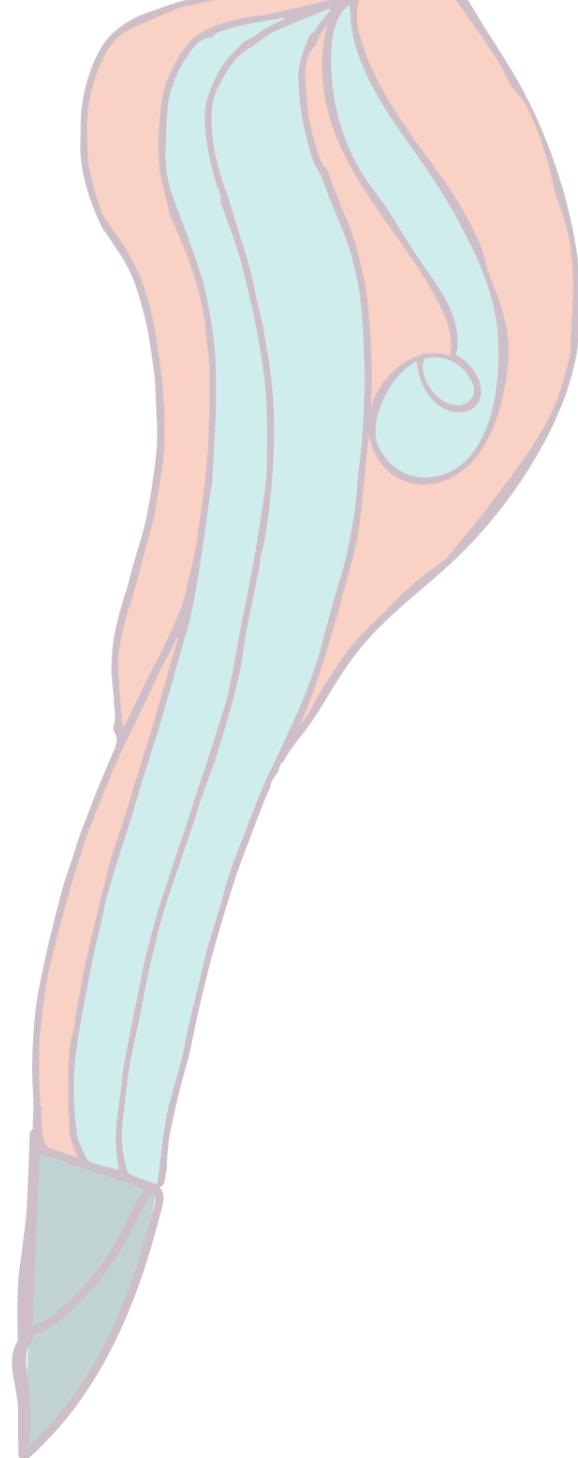
International Centre for Evidence in Disability,  
University of Abuja, Mastercard Foundation. Disability-  
inclusive education and employment: understanding  
the context in Nigeria. London, UK: ICED, 2022

## Design

Cover design by Nzilani Simu

<https://nzilanisimu.com/>

Report design by Nathaniel Scherer at LSHTM



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# Disability-Inclusive Education and Employment: Understanding the Context in Nigeria

## About Disability

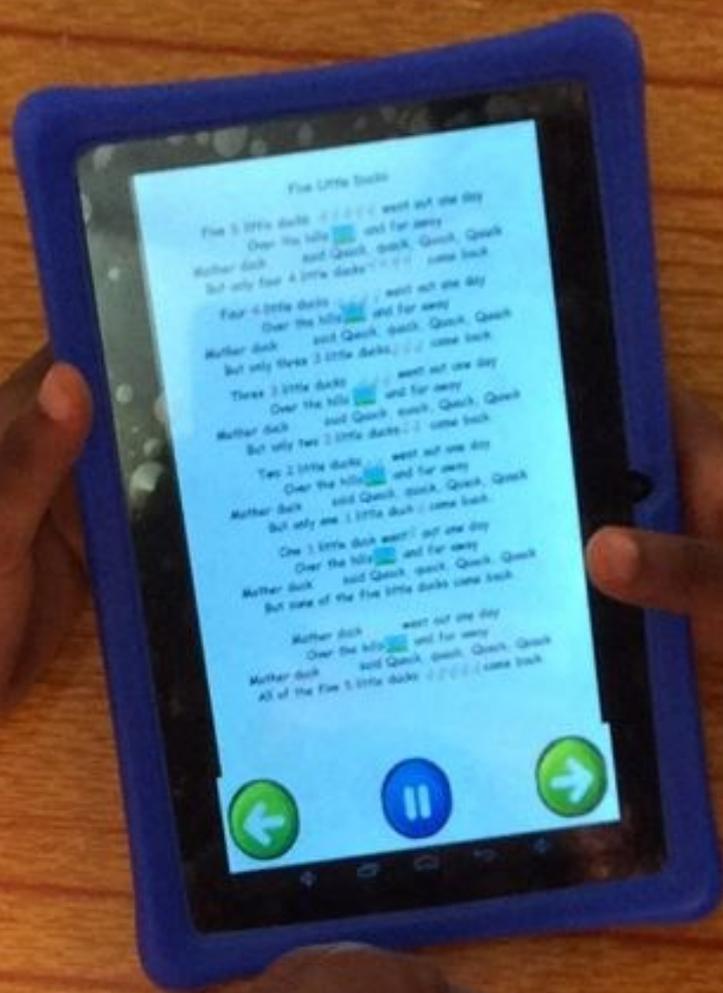
According to the United Nations Conventions on the Rights of Persons with Disabilities (UNCRPD) people with disabilities include those who have: *“long-term physical, mental, intellectual, or sensory impairments, which in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.”*[1]

Estimates suggest that there are 1 billion people (15%) living with a disability globally [2]. People with disabilities often experience barriers to accessing education and employment and this can lead to an increased risk of poverty [2]. They may also face difficulties being included in other aspects of society [3].

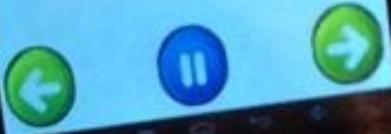
Research in Sub-Saharan Africa shows that with the right support, people with disabilities can achieve economic success. Investing in education and employment for people with disabilities should be part of development efforts, as based on an economic rationale, as well as social justice [4].

## Executive Summary

- Nigerian policies and legislature highlight a supportive policy framework on disability inclusion in education and employment.
- However, according to interview respondents, there are implementation challenges and youth with disabilities continue to face exclusion from education and work.
- Training and guidance on implementation is needed throughout policy and programmes. This includes sensitisation for individual States on accessing funds from the Universal Basic Education Programme (which is available to support inclusive education) and enforcement of the 5% disability employment quota.
- In addition to gaps in policy implementation, other identified factors contributing to exclusion of youth include negative attitudes towards disability and limited access to assistive technology.
- Promising initiatives were identified to promote disability-inclusion for youth including teacher training and employability readiness training. Mapping needs, data and utilising evidence was also reported to be important.
- There is need for government and programmes to partner more meaningfully with Organisations of People with Disabilities (OPDs), including associations of parents of children with disabilities, in the design and implementation of policies and programmes.
- There is a need for further research on experiences and perspectives of youth with disabilities in Nigeria as well as evidence (e.g. from rigorous impact evaluations) to understand ‘what works’ to strengthen youth inclusion in education and employment.



Five Little Ducks  
Five little ducks went out one day  
Over the hills and far away  
Mother duck said Quack, quack, Quack, Quack  
But only four little ducks came back  
Four little ducks went out one day  
Over the hills and far away  
Mother duck said Quack, quack, Quack, Quack  
But only three little ducks came back  
Three little ducks went out one day  
Over the hills and far away  
Mother duck said Quack, quack, Quack, Quack  
But only two little ducks came back  
Two little ducks went out one day  
Over the hills and far away  
Mother duck said Quack, quack, Quack, Quack  
But only one little duck came back  
One little duck went out one day  
Over the hills and far away  
Mother duck said Quack, quack, Quack, Quack  
But none of the five little ducks came back  
Mother duck went out one day  
Over the hills and far away  
Mother duck said Quack, quack, Quack, Quack  
All of the five little ducks came back



# Introduction

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## Disability in Nigeria

The 2018 Nigeria Demographic and Health Survey (DHS) [5], using the Washington Group Short-Set of questions<sup>1</sup>[6], reported an all-age disability prevalence of 1% for people aged 5 years and above. This increased to 7% for people reporting at least some difficulty in at least one functioning domain. Note that this is likely to be a low estimate, as the World Report on Disability found that 15% of the population are significantly affected by disability.

There is evidence that persons with disabilities in Nigeria, including young men and women, face attitudinal, physical, institutional, financial and communication barriers in accessing basic services, including education and employment [7-11]. As a result, people with disabilities are at increased risk of poverty [12]. In addition, social protection schemes do not sufficiently cover persons with disabilities, resulting in high out-of-pocket expenses for health services [13].

## Disability policy context

In 2010, the Government of Nigeria ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). In January 2019, the Government of Nigeria signed into law the Discrimination Against Persons with Disabilities (Prohibition) Act 2018, which was said to herald a new era of prioritization of disability rights by stakeholders and duty-bearers across the country. The Act makes provisions for the full inclusion of persons with disabilities, including the need for quality inclusive education and a 5% employment quota for people with disabilities in all public organisations.

The Act also established the National Commission for Persons with Disability (NCPD), which aims to prevent discrimination against persons with disabilities and to ensure disability inclusion across all sectors. However, implementation of policies have been a challenge as a result of weak law enforcement, inadequate funding, negative attitudes towards disability and a lack of data on disability [14]. At subnational level, about one-third of the thirty-six States have put in place disability inclusive legislation to cater for the welfare of persons with disabilities. These States are Lagos, Plateau, Bauchi, Kaduna, Kogi, Anambra, Kano, Ekiti, Jigawa, and Oyo. The first six States listed have established an agency to implement laws at State level, but the others (Kano, Ekiti, Jigawa, Oyo) have not.

## Employment focus for this research: agriculture, digital, creative

Owing to shrinking revenue from the oil and gas sector, coupled with increasing unemployment rates, agriculture, information communication technology (ICT) and the creative sector were identified in the National Development Plan 2021-2025 as three priority sectors for the Government to invest in, in order to diversify the economy. The National ICT Policy, National Agriculture Policy and National Agriculture Gender Policy all make provisions for the inclusion of persons with disabilities. However, the extent to which these policies are implemented is unclear.

<sup>1</sup> The Washington Group Short Set (WG-SS) asks about level of difficulty ('none', 'some', 'a lot', or 'cannot do') in the following functioning domains: seeing, hearing, walking/climbing stairs, remembering/concentrating, self-care or communicating. Reporting 'a lot of difficulty/cannot do' in at least one domain is commonly used to classify people as having a disability for the purposes of disability statistics and data disaggregation.

## About this study

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This research aimed to assess the policy landscape relating to inclusion in education and employment for young men and women with disabilities in Nigeria aged 15-35, with particular focus on secondary, tertiary and vocational education, and employment in agriculture and tourism. Using the Policy Triangle framework [15], this study highlights:

- Key policies, programmes, and evidence on the situation for people with disabilities
- Key stakeholders and policy processes
- Policy implementation, gaps and challenges, and contextual influences
- Examples of innovation and promising practise to foster greater inclusion

This research involved a literature review and 16 key informant interviews (KIIs) with key stakeholders in Nigeria. Key informants (KIs) included representatives from organisations of people with disabilities (OPDs), government bodies, education providers, local and international NGOs, and private employers.

Additionally, a secondary analysis of the 2018 Demographic and Health Survey (DHS) [5] was conducted to compare education and livelihood indicators for youth with and without disabilities. Disability disaggregated data analysed and published by the Disability Data Initiative [16] and the ILOSTAT database Disability Labour Market Indicators (DLMI) [17] were also included. Further details on these methods are provided in the Appendices.



# Findings

The findings of the study are organised in four parts: (1) education; (2) employment; (3) social and political context; and (4) opportunities.

## Box 1: Information on the quantitative findings

This report includes estimates from secondary analysis completed for this study of 2018 Nigeria DHS data [5], as well as survey data analysed and published by the Disability Data Initiative [16] and ILOSTAT database [17].

Some caution is needed in interpreting and comparing these estimates. Reasons for this:

- Disability is complex to measure and different surveys use different methods.
- The Washington Group short set of questions (WG-SS)<sup>1</sup> are widely recommended for use in national surveys and census [6]. They have the advantage of being relatively simple, rapid and non-stigmatizing, as they don't ask directly about disability. Some surveys using the Washington Group questions estimate lower than expected disability prevalence compared to the World Report on Disability estimates of 15% all ages and 5% children.

The reasons are unclear, but may include: i) WG-SS questions don't ask about mental health (and therefore don't capture all people with disabilities); ii) variation in implementation, such as alterations to wording and/or the meaning of questions intentionally or through translation difficulties; iii) if a statement about disability is included in the survey before asking the Washington Group questions, this may result in under-reporting due to stigma associated with disability.

- The relatively low proportion of youth with disabilities results in small sample sizes for this group, which affects the precision of the estimates. It also means disaggregation of disability data by other important intersectional characteristics (e.g. urban/rural, type of functional limitations) is often not possible.
- There are potential sources of bias, for example: how questions were worded and understood by participants, the extent of interviewer training, the extent that data collection is disability-inclusive (e.g. was there equal opportunity for people with communication difficulties to take part in the survey). These sources of bias can all influence the findings.

The disability estimates presented in this report are therefore subject to error and results may not be directly comparable across different data sources. The disability disaggregated data should be considered as indicators and trends of differences, rather than exact data on inclusion in education and employment.

<sup>1</sup> The Washington Group Short Set (WG-SS) asks about level of difficulty ('none', 'some', 'a lot', or 'cannot do') in the following functioning domains: seeing, hearing, walking/climbing stairs, remembering/concentrating, self-care or communicating. Reporting 'a lot of difficulty/cannot do' in at least one domain is commonly used to classify people as having a disability for the purposes of disability statistics and data disaggregation.

# Findings

## Prevalence of disability

According to the 2018 Nigeria DHS data [5] analysed for this report, 0.5% of youth aged 15-35 reported 'a lot of difficulty/cannot do' in at least one functioning domain asked in the WG-SS; the definition commonly used to classify people as having a disability, for the purposes of disability statistics and disaggregation. This prevalence was similar for men (0.6%) and women (0.5%). Overall, 3.5% reported at least some difficulty with at least one functioning domain.

These estimates align with the Disability Data Report (using data from 2018 General Household Panel survey and 2018 DHS data) [16] which reported a disability prevalence of 0.6% among those aged 15-29 years and 1.9% for 'at least some difficulty'. These estimates are considerably lower than would be usually expected; see Box 1 for further information on variation in disability data.

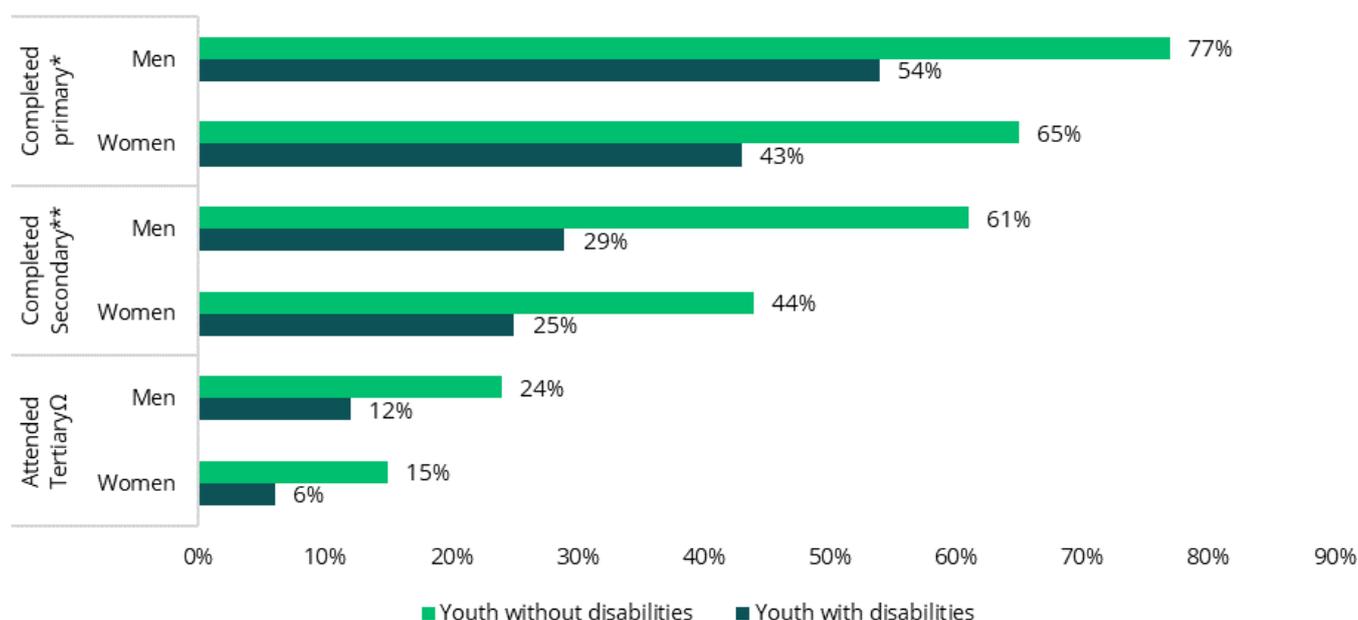
## 1. Education

### 1.1. Education indicators disaggregated by disability status

#### Education level completed (among youth aged 15-35 years)

According to the 2018 Nigeria DHS data [5], youth with disabilities were less likely than their peers without a disability to have completed primary education (49% youth with disabilities vs 71% youth without disabilities), secondary education (27% vs 52%) or to have attended tertiary education (9% vs 19%) (see Figure 1 and Table A1 in the Appendix). These trends were similar for males and females, although completion of each level was lower among females, in each group, compared to males.

Figure 1. Completed Education Levels



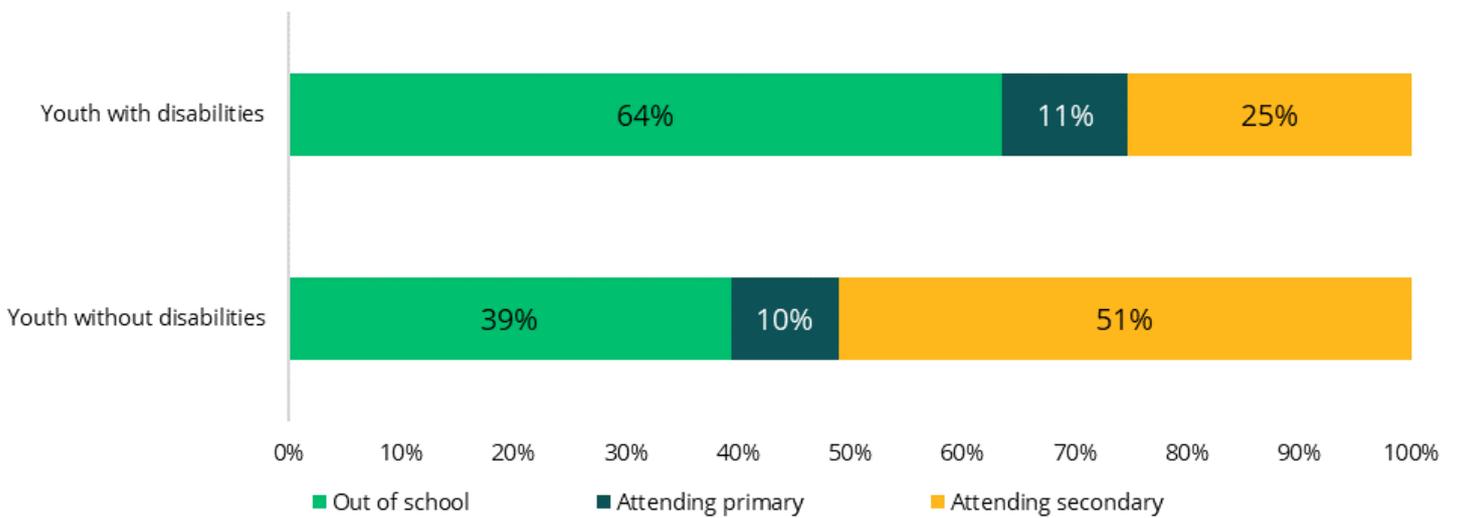
\*5+ years; \*\*21+ years; Ω24+ years (ages groups restricted to 3+ years above the expected age for completion, i.e. 12 years for primary and 18 years for secondary). Differences by disability status were statistically significant at  $p < 0.05$ . Data source: 2018 Nigeria DHS data analysed for this report.

# Education

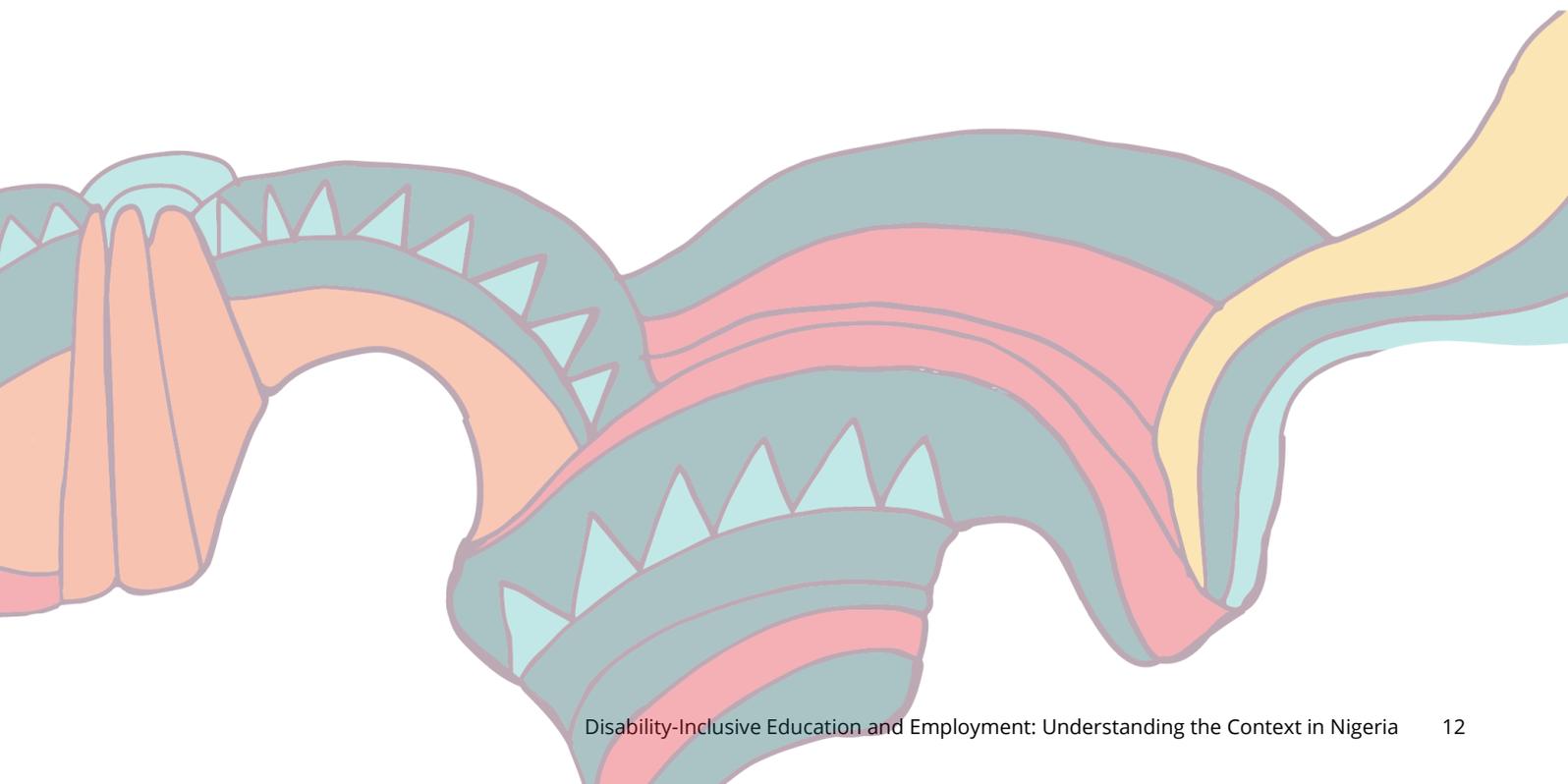
## Current school attendance (13-18 years)

Figure 2 presents current school attendance among people of secondary school age (13-18 years). It shows that young people with disabilities were significantly more likely to be out of school (64%) compared to their peers without disabilities (39%). Overall, secondary school attendance (i.e. proportion attending secondary school out of those of secondary school age) was lower (25%) for youth with disabilities compared to youth without disabilities (51%). It was not possible to disaggregate this by age or gender due to the small number of participants with disabilities.

Figure 2. Current school attendance among young people of secondary school age (13-18 years)



Data source: 2018 Nigeria DHS data analysed for this report. Differences in school attendance by disability were statistically significant at  $p < 0.05$



# Education

## 1.2. Policies and programmes

Table 1. Notable provisions in Nigeria policy and legislation related to disability-inclusive education

Notable provisions	Policy/law
People with disabilities have a right to education. There must be equal and adequate education for all	<ul style="list-style-type: none"> <li>• Constitution</li> <li>• Discrimination Against Persons with Disabilities (Prohibition) Act</li> </ul>
People with disabilities must have access to inclusive education or provisions need to be made for special education	<ul style="list-style-type: none"> <li>• National Policy on Education 2004</li> </ul>
Children with disabilities must be ensured safe and appropriate learning environments, with adapted curricula and accessible facilities	<ul style="list-style-type: none"> <li>• National Policy on Special Needs Education 2015</li> <li>• National Policy on Inclusive Education 2017</li> <li>• Also present in some State policy; e.g. Lagos Inclusive Education Policy 2015</li> </ul>
Teachers must have the capacity to respond to learners with special needs and some must be trained to become expert special education educators	<ul style="list-style-type: none"> <li>• National Teacher Education Policy 2014</li> <li>• National Policy on Inclusive Education 2017</li> </ul>
Government shall provide special facilities, tools, and equipment throughout the country for the training of people with disabilities	<ul style="list-style-type: none"> <li>• National Employment Policy</li> </ul>

A full list of programmes promoting disability inclusion in education implemented in Nigeria within the past five years is provided in Annex Table A5.



Source: Bilmor Technical and Vocational Centre

## Education

Generally, across the six geopolitical regions of Nigeria, the North-West and South-West regions were reported to be the two most progressive regions with regards to disability inclusion. These regions have disability legislation in effect, whereas the North-East and South-East regions do not. Legislation across the States in North-West and South-West regions contributed to the progress of disability-inclusive programmes and practices. For example, Lagos State has allocated the largest funding to disability in the country through the Lagos State Disability Trust Fund (annual budget of approximately N500,00,000; \$1.06 million USD), among other programmes. Due to conflict and terrorism in the region, the North-East has faced challenges in promoting disability-inclusive development.

Although the Discrimination Against Persons with Disabilities (Prohibition) Act 2018 is in effect, Key Informants (KIs) from Organisations of Persons with Disabilities (OPDs) believe that government and key stakeholders need continued training and guidance on the principles of the UNCRPD. The Act is believed to be beneficial, but it does not have the depth of the UNCRPD; KIs told us it is vital the Disability Act should not be the only resource for policy and programme development.

## Education

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The National Inclusive Education policy is in place to support the education of children and young people with disabilities, but KIs reported that implementation is slower than hoped, especially at grassroots level.

*“Despite the presence of legal and policy frameworks at national and State levels, research still indicates significant gaps in the delivery of inclusive education for children with disabilities in Nigeria. Gaps range from: inadequacy in the number of special and inclusive schools at primary and secondary levels to accommodate the millions of out-of-school children with disabilities; inadequate number of special teachers and other professionals required to provide support and services; inadequate assistive teaching and learning materials, including technologies; poor inclusivity and accessibility practices in regular schools which provide integration and inclusive education programmes; poor funding from government at all levels; low level of awareness on inclusive education among stakeholders; poor implementation of and low level of compliance with available legal and policy framework.” (Representative from an INGO)*

The implementation plan for the National Inclusive Education policy makes no mention of funding mechanisms, which was said to restrict action towards disability-inclusive education. Further, KIs reported that there is still limited understanding of inclusive education in many States and there can be limited buy-in for inclusive education from head teachers, teachers and parents. The government is aware and is trying to provide trainings and raise awareness to rectify this, including re-training of teachers through a training of trainers approach. This training was organised by the National Teachers Institute and has been initially implemented in Kaduna State. The curriculum was developed by the National Teachers Institute in collaboration with the Sightsavers SMILE Project, funded through the FCDO “Disability Inclusive Development” programme. Teachers, head teachers and School Based Management Committees (SBMC) in the region have been trained on disability enrolment and accessibility, including modifications to current infrastructure and learning methods.

KIs also reported that the existing policies need to be amended, including the National Policy on Special Needs Education and the National Inclusive Education Policy, in order to include provisions for sign language interpreters, people with Down Syndrome and people with autism, who feel they have been left behind in the policies available. KIs said that there are efforts underway to begin including these. The government is also working with the Nigerian Educational Research and Development Council to ensure that the national curriculum is inclusive.



## Education

The long-standing Universal Basic Education Programme (UBEC) has regularly disbursed money for the education of children with disabilities. In 2021, UBEC began collaboration with the National Commission for Persons with Disabilities to work on efforts to improve education access and inclusion. Although grants for the education of children with disabilities are available through UBEC, KIs reported that some State governments do not apply or access the funds available. This may be because, to access the funds, States must contribute more than 50% of the total cost of projects. In August 2022, data from UBEC and analysed by Dataphyte demonstrated that 32 States had not accessed N48 billion in UBEC funds available for improving education [18]. Anambra, Ogun and Imo have accessed the lowest total funds across States. NGOs and others cannot access the grant without State government; the States not accessing the available funding is thus a hinderance to supporting the education of children with disabilities.

Although there are provisions for primary and secondary school, we were told by KIs that there are no specific legal frameworks relating to mainstreaming adult learners with disabilities at both vocational and tertiary education levels. Each institution is instead responsible for deciding their own approach and guidelines. Some universities have invested resources for interventions to support students with disabilities, including the University of Lagos, University of Jos, Bayero University Kano, University of Nigeria and University of Ilorin. For example, the University of Lagos provides a number of endowment scholarships (of 25,000 Naira/\$55 per year) for people with physical disabilities. They are also eligible to receive accessible accommodation and free meals. There is belief among the KIs that these programmes have made learning more accessible for students with a disability. However, despite such programmes, the number of youth with disabilities transitioning from secondary to university education was reported to be very low.



Source: Bilmor Technical and Vocational Centre

# Education

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## 1.3. Implementation gaps and challenges

Interviews with KIs highlighted a number of factors that impact education policy implementation.

### i) Availability of assistive technology and accessible learning materials

KIs told us that policy implementation and the extent of inclusion is constrained by the limited availability of assistive technology and accessible learning materials. Many assistive products are imported, rather than being manufactured in-country, making them expensive for government and users. Without these devices, students with a disability, especially those with sensory impairments, struggle to engage in learning to the same degree as peers without a disability.

*“When you visit inclusive public schools, particularly at secondary level, assistive devices to make learning accessible and inclusive for adolescents with disabilities, including for those interested in STEM courses, are not available. If government cannot afford it, how easy would it be for individual parents? Government need to remove import duties and support local production.”* (Representative from an OPD)

KIs told us that without such products and materials, it is also very difficult for the majority of people with disabilities to develop the relevant skills needed for future employment. KIs have called for the local production of assistive products to ensure affordability and sustainability.

Various programmes, described to us by KIs, have aimed to include the provision of assistive products. Although this is often impactful, the cost is high, and organisations struggle to scale-up. Without local production, this cost will continue to be high for programme implementers, limiting the potential of these project activities. Whilst we were made aware of some efforts to initiate local production, they were not able to achieve the necessary quality of scale.

### ii) Exclusion of learners with intellectual disabilities

Although policies and programmes for people with disabilities exist, they are usually focused on people with a physical disability. People with intellectual and developmental disabilities are often forgotten in education support. This exclusion is often driven by society's view that people with an intellectual disability are incapable of making meaningful contributions.

*“Society still thinks young adults with an intellectual disability have no right or need to go to school. In fact, government accredited examination boards have no provision for them to write exams in alternative means. Despite persons with an intellectual disability being a large population, they are most marginalised.”* (Representative from an OPD)

# Education

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## iii) Limited funding

Limited funding was reported to be a major challenge; there is little that teachers and schools can do to provide education opportunities to children with disabilities if they are not given the financial support to do so. For example, without adequate resources, they cannot adapt buildings, buy assistive products or provide accessible learning materials. KIs felt the only way to ensure this is rectified was through continued and sustained advocacy with the government.

*“We are supposed to develop programmes and we develop programmes when the funds are available. We have programmes we need to work on but the funds are not readily available. We need to conduct needs assessments in our schools and to assess the level of implementation of these policies, but the funds are not there.”* (Representative from an OPD)

## 1.4. Examples of innovative and promising practices

As well as gaps and challenges, KIs highlighted promising programmes and initiatives that have promoted disability-inclusive education practices.

### Assessment and mapping

Festus Fajemilo Foundation’s (FFF) interest in inclusive education stemmed from the annual “we ring the bell” (WRTB) awareness-raising campaign, which seeks to enlist the support of schools and other stakeholders to advocate for disability-inclusion in the school system. The Festus Fajemilo Foundation is now partnered with the Ministry of Education to conduct an inclusive education project in Lagos State. To inform this project, FFF assessed implementation of the Lagos State Inclusive Education Policy and mapped the 44 public inclusive primary and secondary schools. Findings revealed: i) insufficient number of special educational needs teachers and other trained personnel required to support the implementation of inclusive education; ii) teachers in the 44 public inclusive schools lack relevant capacity to collaborate with special educational needs teachers in the inclusive education process and there are no documented standard operating procedures to facilitate such collaboration. Further, none of the five tertiary education institutions in Lagos States provide teacher training programmes in special/inclusive education. These challenges have made the delivery of inclusive education difficult and they have reduced impact, as the few available special educational needs teachers are overstretched. The full mapping report can be [found here](#).

As a result of this mapping exercise, the Festus Fajemilo Foundation is now implementing a four-year project with the aim of facilitating innovative collaboration between special and mainstream school teachers in delivering inclusive education. They aim to reduce the number of out-of-school children with disabilities by improving inclusive education across the 44 public schools in Lagos State.

# Education

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## Assessment and mapping (cont.)

In the mapping exercise, and in this instance through a focus group discussion, the Festus Fajemilo Foundation also discovered that the inclusion of people with disabilities in the implementation of policies was low. To rectify this, they conducted a two-day training for disability groups and OPDs on inclusive education, advocating for their rights, enhancing their capacity and implementing their programmes. They worked with the government to have OPDs visit schools for them to see the improvements being made in the programme and to provide feedback for future amendments. It was initially difficult to get government buy-in, but now there is reportedly improved collaboration and engagement between NGOs, OPDs and government on inclusive education.

## Teacher training

Part of the project described above involves teacher training. Funded through the Disability Right Funds (DRF) (2021 – 2023), a coalition of OPDs and NGOs, including Festus Fajemilo Foundation and the Joint National Association of Persons with Disabilities, worked with other associations of people with disabilities, government, academia and relevant stakeholders to develop a [cooperative teaching manual](#). The manual aims to provide a step-by-step guide to teaching in special and inclusive education classrooms. Approximately 70 special educators and 100 mainstream teachers in Lagos State have so far been trained with this manual. There are calls from KIs to have this manual rolled-out widely by government.

Festus Fajemilo Foundation are also working with the Ministry of Education and several NGOs to develop an award system for teachers and schools that promote disability-inclusive practices. First to recognise effort and achievement in this area, as well as to incentivise other schools and teachers to improve their own practices.

## Promoting accessible education materials and digital literacy

The Nigeria Association of the Blind, with support from the World Intellectual Property Organisation (WIPO), is providing educational materials in accessible formats for children with a visual impairment in schools, including large print materials, braille textbooks and e-copy books. They are also advocating for the adoption of the Marrakesh Treaty in the revised National Copyright Bill, which supports access to published works protected by copyright for people with a visual impairment. It is important to note, however, that the affordability of accessible education devices and the limited capacity of service providers to make books available in accessible formats are two major challenges for the sustainability of these interventions.

Further, the Ministry of Communications and the Digital Economy have been running a programme for youth across 22 States, to improve digital literacy and skills. In this, youth are given laptops and internet access for one year, as well as training and support. They have provided this to 800 youths in 22 States; 102 of the beneficiaries have been youth with disabilities.

# Education

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## Scholarships and training

The MTN Foundation provide scholarships to blind students at tertiary institutions. Students who score 2.5 GPA or above in their first year can receive 200,000 Naira each year for the remainder of their studies. Beneficiaries are called MTN scholars. Once they graduate, they attend an employability 'boot camp' to enhance their readiness for employment. The MTN foundation are also introducing people with disabilities into their own graduate-trainee internship programme.

This scholarship programme is implemented in partnership with the Nigeria Association of the Blind, who provide guidance on accessibility and mobilisation of the blind community. For example, they ensure that assessments for the scholarship programme are accessible for screen readers and they advise when Braille materials are needed. The Nigeria Association of the Blind also help train blind students on ICT related skills using a screen reader. Over the past 10 years, this scheme is said to have supported over 20,000 students with a disability, with over 1 billion Naira spent.

## Collaboration and partnership

In Kaduna State, through the Disability Inclusive Development (DID) programme funded by UK AID, Sightsavers leads a consortium of international organisations to implement the SMILE project (Supporting Mainstreaming Inclusion so all can Learn Equally) (2020 – 2023). Part of the [Inclusive Futures](#) programme, the project includes capacity building for school management and teachers, to encourage inclusive education practices.

We were told that project implementation has been strengthened through establishment of a steering committee comprised of more than 20 stakeholders with different expertise and experience in disability. This committee has contributed to the development of the project, confirmation of activities, and monitoring and evaluation. KIs called for the support of these steering committees, including representatives from OPDs, for future programmes in Nigeria.

The programme also implemented activities to develop and strengthen school management committees, bringing together schools, parents and local communities, to encourage inclusive education. The steering committee value the input of parents of children with disabilities and it educates parents of children without disabilities on the importance of disability-inclusive education.





Source: Bilmor Technical and Vocational Centre



## 2. Employment

### 2.1. Employment and technology indicators disaggregated by disability status

For DHS surveys, data on literacy, livelihoods, and mobile phone and internet usage are typically collected separately for men and women sub-samples. However, in the 2018 Nigeria DHS, disability data were only collected within the women's sub-sample [5]. These indicators can, therefore, only be disaggregated by disability for young women.

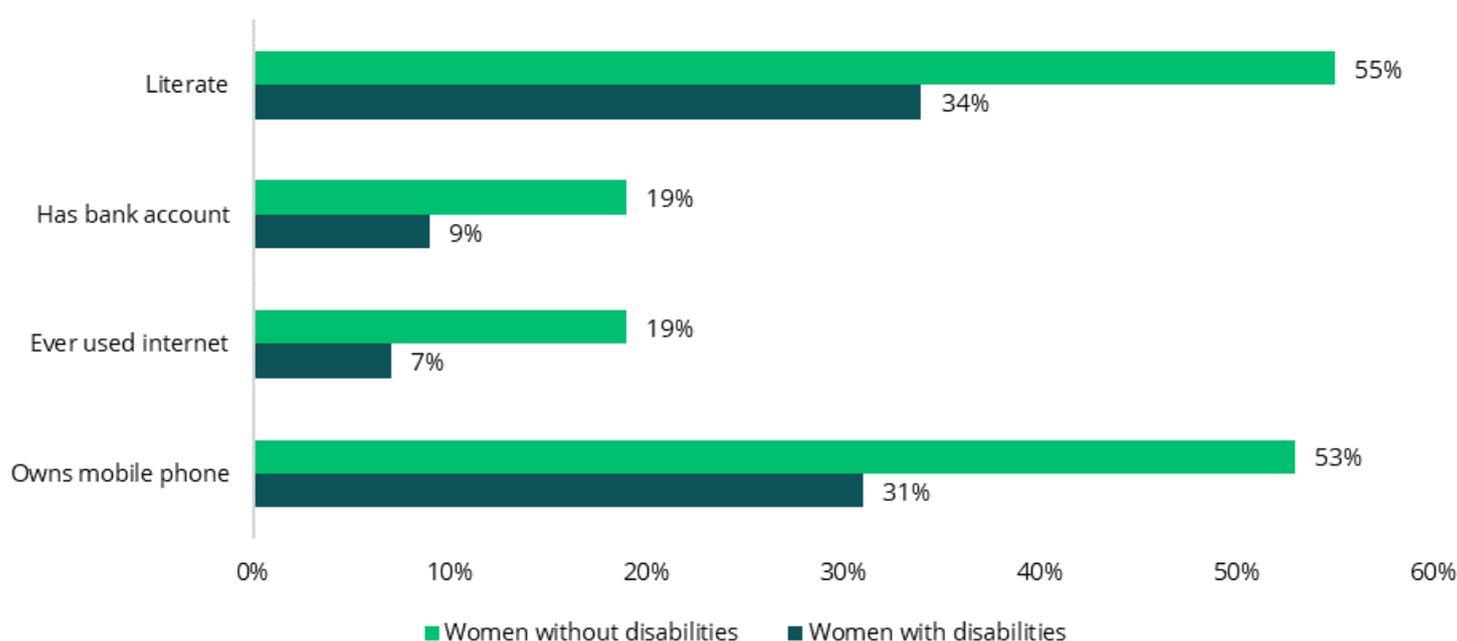
#### Employment

Findings vary by data source. Respondents in the 2018 DHS were asked whether they were currently employed and, if not, whether they had worked during the past 12 months [5]. The proportion of female youth not in employment or education was slightly higher for people with disabilities (42%) and without disabilities (31%). Caution is needed as sample sizes were relatively small and comparisons by work type and frequency are not possible. According to the ILOSTAT database [17], 63% of youth with disabilities are not in education, employment or training (NEET) compared to 21% for those without disabilities (21%). The ILOSTAT data [17] also indicate that monthly earnings for people with disabilities are considerably lower (49% of those without disabilities).

#### Literacy and technology

Figure 3 shows that, according to the 2018 Nigeria DHS data [5], fewer young women with disabilities were literate, owned a mobile phone or bank account or had ever used the internet.

Figure 3. Literacy and use of technology among young women with and without disabilities (15-35 years)



Data source: 2018 DHS data analysed for this report. Disability differences were statistically significant at  $p < 0.05$

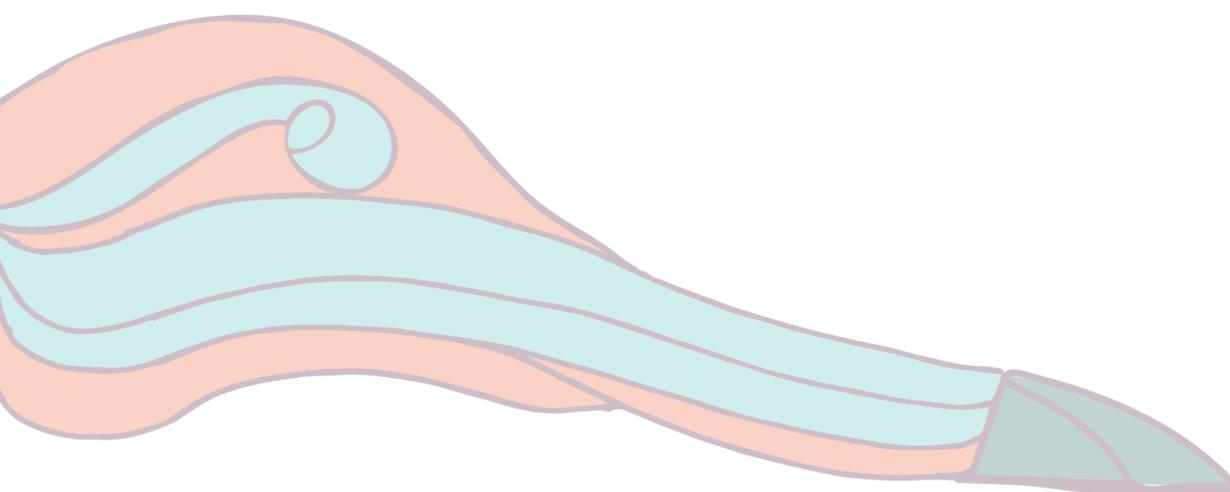
# Employment

## 2.2. Policies and programmes

Table 3. Notable provisions in Nigeria policy and legislation related to disability-inclusive employment

Notable provisions	Policy/law
People with disabilities have a right to employment, free from discrimination	<ul style="list-style-type: none"><li>• Constitution</li><li>• Discrimination Against Persons with Disabilities (Prohibition) Act</li></ul>
Public organisations must allocate at least 5% of employment opportunities to people with disabilities	<ul style="list-style-type: none"><li>• Discrimination Against Persons with Disabilities (Prohibition) Act</li><li>• Also reflected in some State laws; e.g. Lagos State Special People Act 2010</li></ul>
People with disabilities (along with women and youth) are considered a special target group and efforts shall be made to ensure their participation	<ul style="list-style-type: none"><li>• National Employment Policy</li></ul>
Government shall develop a placement scheme for workers with disabilities	<ul style="list-style-type: none"><li>• National Employment Policy</li></ul>

A full list of programmes promoting disability inclusion in employment implemented in Nigeria within the past five years is provided in Annex Table A4.



## Employment

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Provision in the National Disability Act stipulates that all public and private organisations should reserve 5% of their workforce for persons with disabilities. The law has given employers five years (until January 2024) to implement this. As KIs pointed out, the enforcement of the 5% employment quota would strengthen disability inclusion and enable more persons with disabilities to gain decent work. Many see it as a potential game-changer. However, government are yet to put in place measures to monitor the quota and are currently focused on developing standards and tools, as well as spreading awareness of the law to employers. Once this is improved, they will begin to more closely enforce the law. There are currently no incentives being given to companies that meet the quota.

Unemployment is high in Nigeria. KIs felt that there are jobs available, but that the majority of people do not have the necessary skills to fill them. In recent years, there have been improvements in the access that people with disabilities have to employment, and training and skills are improving. There are also more opportunities for internships and there is better engagement between the private and public sectors, to drive forward disability mainstreaming. However, KIs said that improvement was slow. The Inclusion Works project, part of the Inclusive Futures programme, was said to be influential in the positive changes seen in recent years. KIs told us that there remains a need for better understanding of how the system works and how effective policies and programmes have been, including large-scale evaluations of new policies and schemes, such as the 5% quota. Engagement is better than in recent years, but it has the scope to continue strengthening, as private and public sector organisations work more closely and more effectively.

Across Lagos, FCT and Kano, OPDs have been instrumental in promoting disability-inclusive employment. They have been training companies in different sectors on supporting employees with disabilities and they have trained people with disabilities in employability skills to promote their job readiness. Some OPDs described to us the capacity-building they have received to support this role. This may be training from international organisations on how to train and mentor companies or how to conduct accessibility audits. These capacity-building activities have been important to OPDs, as they look to drive disability inclusion in education and employment. They have asked for further such capacity building, funding and technical support, so they can best support NGOs and other partners in programming.

*“The technical capacity building of our people needs to be built. I think sometimes if you don't have the right expertise, you don't have the right people, the right training, engaging government at that level and private sector can be quite challenging. We require this kind of support to be able to mobilize and to be able to deliver at the highest level. Technical support is very key, which we think is affecting implementation of most of our programmes, not only in education and employment.”* (Representative from an OPD)

Little information was given throughout the interviews with regards to the inclusion of people with disabilities in pre-identified key employment sectors of agriculture and creative industries. KIs were largely unaware of progress and actions in these sectors for people with disabilities, from government, NGOs and OPDs. One KI told us that there is a new association of farmers with disabilities, called the Nigerian Farmers with Disabilities Foundation (NIFADIF). However, this is a new association and little is known about it. It is not believed to be an OPD.

# Employment

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## 2.3. Implementation gaps and challenges

Analysis of the data highlighted several gaps and challenges in implementing policies and programmes on disability inclusion in employment.

### i) Limited efforts to improve accessibility

The Discrimination Against Persons with Disabilities (Prohibition) Act stipulates a 5% employment quota for people with disabilities. However, it does not state whose duty it is to provide reasonable accommodation, to ensure that people with disabilities can access employment. According to KIs, most employers, especially small and medium sized enterprises, do not have the capacity and financial means to make their buildings accessible, purchase assistive products and provide other reasonable accommodations. They are not given financial incentives or support to do this, and KIs reported that there are limited government efforts to make these changes.

### ii) Slow progression to a rights-based model of disability

Politically, disability inclusion is gaining momentum, but a charity-based approach for people with disabilities still prevails. KIs said that people with disabilities are perceived as objects of charity, rather than persons that can meaningfully contribute to society. This is seen particularly in the way that government programmes are implemented. The government have made efforts to employ people with disabilities, but we were told that this was seen as charity, where they are employed but they are not expected or supported to work and contribute. They are there to receive a salary and no more. KIs informed us that generally, across Nigeria, knowledge on a rights-based approach is lacking.

*"I feel very sad that persons with disability are only appointed by government as Special Advisors on disability or as the Head of a disability agency. Why not as Head of education, agriculture, youth or ICT agency. I think it is still the denial or incapacitation mentality." (Representative from government)*

### iii) Limited skills, training and development (especially digital skills)

We were told that a barrier for youth with disabilities trying to enter certain sectors, such as the creative or digital space, were limited training, skills-development and mentoring. We were told by many KIs that people with disabilities (and indeed many in Nigeria) are unemployed because they lack skills, rather than a lack of jobs available. KIs pointed specifically to ICT and digital skills lacking. Limited digital skills were attributed to a lack of access to secondary education, limited ICT teaching in the school curriculum and barriers to accessing specialised digital skills training centres for people with disabilities, including inaccessible infrastructure and high costs. KIs called for accessible, affordable skills-training to help people with disabilities get into formal employment.

Efforts have been made to build the capacity of people with disabilities, mostly those with secondary education and above, but it is difficult for people with disabilities in rural areas to take training online, as many have poor internet connection where they live. For those in the urban and peri-urban cities, KIs reported that more investment is needed to build digital literacy and skills of persons with disabilities.

# Employment

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## iii) Limited skills, training and development (cont.)

Further, people with disabilities need information on how to find and access jobs in these sectors, including information on which organisations to approach and what skills are required. They do not always have opportunities to showcase their talents. Having a mentor to guide a youth with a disability from interest through to an employment opportunity would be beneficial. This mentorship may include skills-building, CV review, as well as introductions to employers and ways in which to make oneself visible in the job market.

## 2.4. Examples of innovative and promising practices

The KI interviews highlighted several examples of promising practices to improve access to employment for young people with disabilities.

### Using data and evidence

With funding from UK AID, Sightsavers leads a consortium to implement the Inclusion Works project under its Inclusive Futures programme. The three-year project aims to transform the labour market system to be inclusive of persons with disabilities through generation of evidence and testing of innovative ideas. Many of the activities focus on training and capacity building. Approximately 520 job seekers with disabilities across all impairments (52% male, 48% female) benefitted from their training, with 60% transition into employment. Employers they supported include Unilever, MTN, Access bank, Diageo (Guinness Nigeria), and Standard Chartered bank, among others.

Key to the programme has been understanding need and gathering evidence on what works, to help with activity development and implementation. One of the key aims of the programme is to continue generating robust evidence on these project activities, to inform sustainable and replicable models of disability-inclusive employment (and education).

KIs regularly recommended needs assessments to inform programme activities. Many discussed the value of a 6+ month development phase, in order to conduct a needs assessment and learn from international data.

### Incentives to promote the employment of people with disabilities

The Unilever employee reward policy on disability was highlighted as positively influencing workplace culture. Employees of Unilever across West Africa are encouraged to ask people with disabilities to apply for vacant roles in the company. When job seekers with a disability scale through the hiring process, the employee receives €500 Euro as a referral bonus, paid by Unilever. This is gradually supporting the company to increase disability representation among staff.



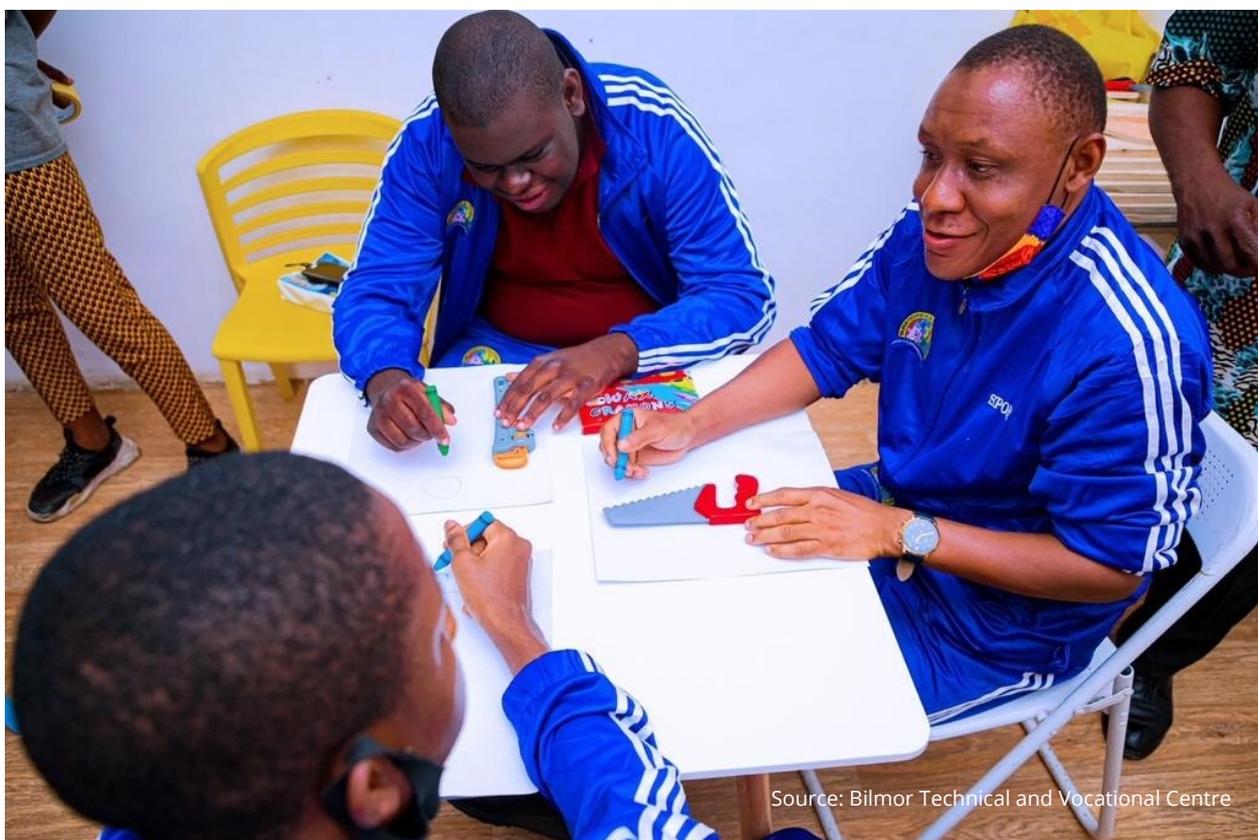
## Employment

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### Job readiness training

Project Enable Africa run a programme to get people with disabilities ready for the labour market. The programme has run for eight years. They provide training and mentorship to help youth with disabilities to develop a strong CV, position themselves for jobs and excel in interviews. Other aspects include how to work and interact with colleagues in a professional environment, leadership and other interpersonal qualities. Some of the programmes also have an English language component, as this is the professional standard across Nigeria. There are specific trainings for different sectors, from hospitality to banking, in order to tailor the individual's skills to the roles they seek. To help beneficiaries move into the job market, the project also aims to connect people with disabilities to job placements, including short-term (2-3 month) internships with companies. A challenge for the project is often leadership and management within companies, who may be ill-informed about disability rights and inclusion. They provide training for employers to overcome this.

Aspects of the programme are costly, as most beneficiaries need to be given a computer to improve their skills and to apply for jobs, for which the project supports. It can also be expensive for the programme to hire multiple sign language interpreters to support deaf youth. The programme has been successful for a number of people, who now work in various industries, but the project has supported only 120 beneficiaries or so, and there are concerns that this is a small proportion of the total number of people with disabilities. There were calls to invest in tools and infrastructure, as well as training, to scale-up and promote long-term viability. Such infrastructure could include ICT hubs and digital classrooms for persons with disabilities, which enable access to computer systems and assistive products. Calls were also given for government funded social workers, including sign language interpreters.



Source: Bilmor Technical and Vocational Centre

# Employment

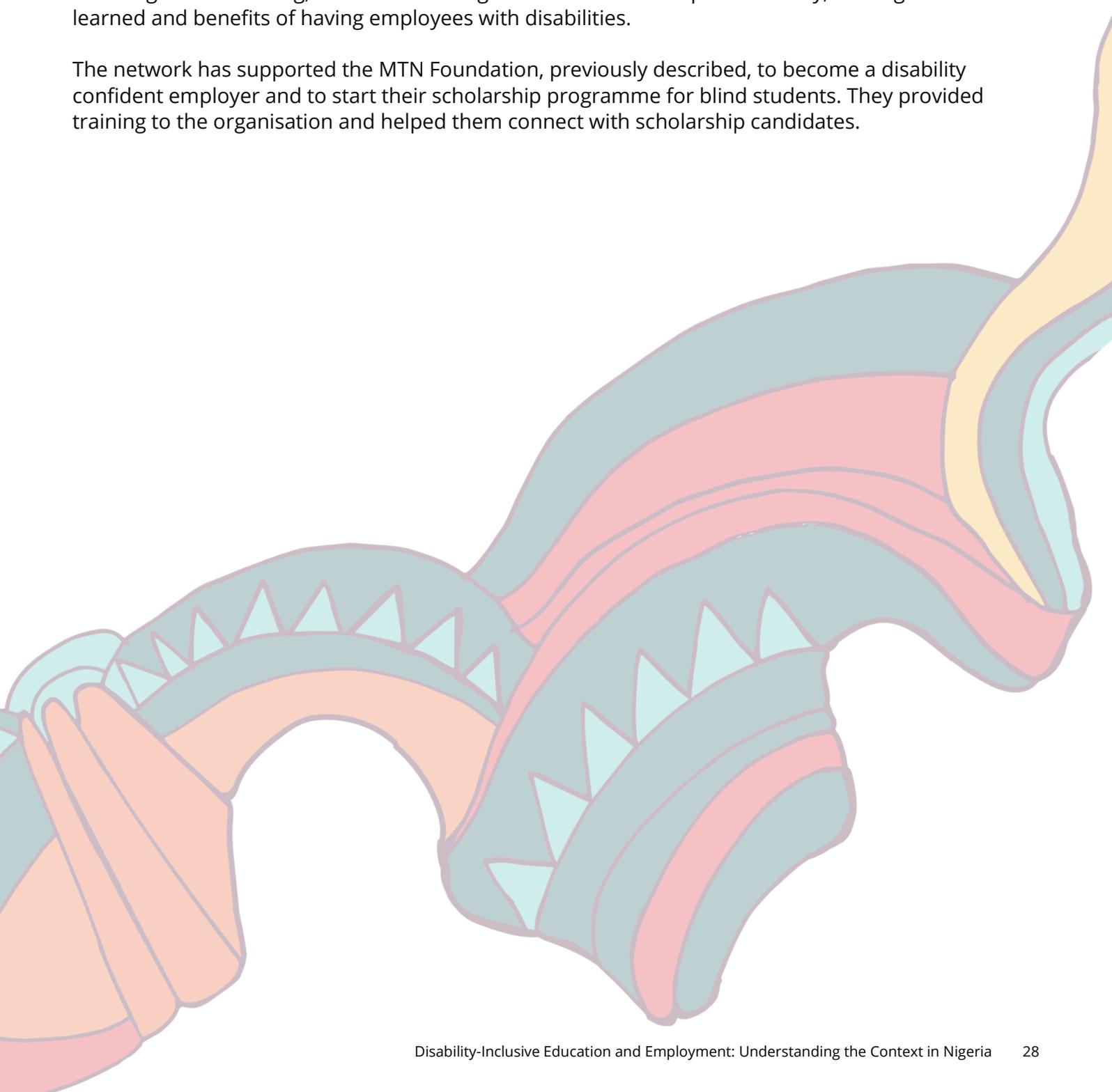
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## Employer networks

The Nigeria Business and Disability Network (NBDN) is an employer-led network championing disability in the workplace, first developed by Sightsavers and Chartered Institute of Personnel Management and funded by UK AID. The platform allows employers to exchange learning with each other, with the aim of promoting disability inclusive workplace practices, building disability confidence among employers and developing job readiness of people with disabilities.

The Network aims to: create a network of organisations committed to promoting the value of people with disabilities to business; serve as a knowledge hub on disability inclusion; strengthen awareness and compliance with the Discrimination Against Persons with Disabilities (Prohibition) Act; provide advisory services to businesses, including disability audit; provide people with disabilities training, coaching and mentoring; and showcase organisations who champion disability, sharing their lessons learned and benefits of having employees with disabilities.

The network has supported the MTN Foundation, previously described, to become a disability confident employer and to start their scholarship programme for blind students. They provided training to the organisation and helped them connect with scholarship candidates.



### 3. Social and political context

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As well as information on policy and implementation, the data highlighted contextual factors that frame access to education and employment for young persons with disabilities in Nigeria.

Predominantly, KIs reported that prejudice and discrimination is still the major challenge shaping the lives of people with disabilities.

*“They keep persons with disabilities in perpetual darkness and do not bring them out to be educated. In this country, people do not want to associate with persons with a disability. Disability is seen as a curse from a cultural perspective. It is also believed to be contagious and so if you associate with persons with disabilities, you can contract it.”* (Representation from government)

We were told that Community members often believe that people with disabilities cannot contribute to society and that many young people with disabilities are told from childhood that they should not aspire to work in large corporate organisations. They are told instead to aspire to precarious and low-paid work.

*“The job transition rate of our scholar programme, particularly for the blind, is quite low compared to those without a disability. Employers still discriminate against persons with disabilities. They think people with a disability cannot perform tasks and contribute to work. However, we think with this recently signed National Disability Act that says employers should reserve 5% of their workforce for those with a disability, companies will gradually change. We are hoping the National Disability Commission will enforce this once the grace period is over.”* (Representative from private employer)

Embracing disability in society is gradually changing. In the media, for example, it is observed that journalists are now willing to say “persons with disabilities” and they are trying to learn the right terminologies. There are calls from the KIs for campaigns in the community, via radio, tv, newspapers to ensure that government, the community, families and people with disabilities themselves understand the meaningful role that people with disabilities can play in education and employment, and society at large. KIs suggested that stories and role models should be included in these campaigns that improve the expectations and aspirations of people with disabilities.

## 4. Opportunities

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Throughout the interviews, KIs indicated opportunities with regards to the scope of work, as well as stakeholders for strategic partnerships. For instance, during the development of national policies, OPDs have often been consulted. The Prohibition Act 2018, for example, was jointly developed by OPDs, legislators, civil servants and civil society actors. KIs believed that such inclusion has strengthened the development and implementation of policies. In implementation, OPDs were able to apply for grants from international development organisations, to help bridge the funding gap to implement policy provisions. However, KIs told us that this consultation is not always inclusive of all groups. We were told that the government is not well-connected to all OPDs.

*“When we were developing the National Agriculture Gender policy, we included OPDs but only those representing persons with albinism, as they are the only group we have access to.”(Representative from government)*

Further, consultation has often failed to include other key stakeholders, including parents of children with disabilities and special needs teachers. We were told that in many instances, OPDs have only been invited to participate in policy and programme development after they have been developed. OPDs reported to us that their participation was often tokenistic. This is not true co-production and was said to violate the UNCRPD. As previously mentioned, the SMILE project coordinated by Sightsavers provides an example of a programme that demonstrated a strong community driven and inclusive participatory approach.

There were calls from some government informants for better collaboration with OPDs and NGOs working with youth with disabilities. Often, government are keen to work with these organisations, but they do not know who is best to talk to. Better coordination of these organisations and connection with government would be useful.

*“In carrying out more of our training programs, it would also be nice if we know how to reach the right NGOs... You know there are so many NGOs now [...] We want to be talking to the right people. So, if it is possible for the organizations that work specifically with youth with disabilities to make themselves known. They should make themselves known, because if somebody asks me now, ‘What organization do you know for youth with disabilities?’ I don’t know. They need to reach out to government institutions so that we know them and we can deal with them when we have things to do.”(Representative from government)*

To facilitate this, KIs wanted to see the government hire disability focal points in all Ministries, with whom OPDs and others can discuss issues at the highest level. Having a focal person will allow people with disabilities to get involved in decision-making processes and provide a lynchpin for collaboration between government, private and public sector organisations. KIs also supported a mapping exercise of the organisations working in disability support, so that they can better connect and support one another. There were also suggestions for more events to bring together organisations and people working in disability-inclusive education and employment. Events to share lessons learned, develop partnerships and celebrate achievements.

## Programme and policy recommendations

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This section outlines key recommendations to strengthen the inclusion of young persons with disabilities in education and employment. Focus is given to policy, programming and future research.

### For policy developers

- Amendments to policies are needed to promote the inclusion of people with intellectual disabilities and autism in education and employment. They are currently left behind in policy and programming.
- Provide clarity on the roles and responsibilities in improving accessibility and providing reasonable accommodation. Be clear who is responsible to fund and action certain activities to improve accessibility in education and employment.
- Begin to promote in-country production of assistive technology. Current prices are insurmountable for many individuals and unsustainable for service providers.
- Develop funding mechanisms for the implementation of the Discrimination Against Persons with Disabilities (Prohibition) Act. Implementers, educators and employers regularly cite funding limits as the major barrier to disability inclusion.
- Create a network of disability focused organisations in Nigeria and promote unity and collaboration. Consider disability focal persons in each Ministry, to coordinate with this network on programmes and implementation.
- Encourage or mandate State government to apply for disability-related funding from the Universal Basic Education Programme.
- Establish an accessible mechanism for persons with disabilities to report discrimination, including exclusion from education and employment opportunities.

### For programmes and policy implementers

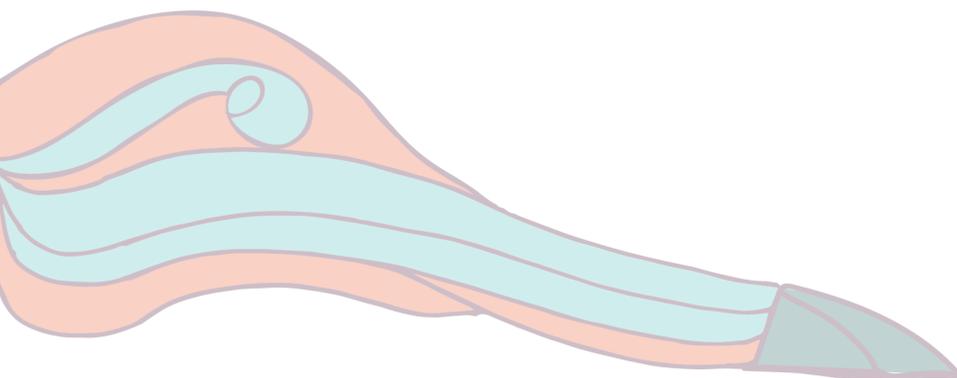
- Engage and collaborate with OPDs and groups of people with lived experience in the design, implementation and evaluation of programmes. In doing so, build capacity of OPDs and provide technical support. This adds value to their work and disability inclusion across Nigeria.
- Scale-up programmes that promote digital skills in youth with disabilities, to support them into education and employment opportunities. This includes training in basic ICT skills, and where relevant, use of assistive products, such as screen readers. Lacking digital skills are currently a major barrier.
- Develop programmes that support youth with disabilities through skills-building, job readiness, and job placement. Provide training and ongoing mentorship. Be mindful of potential for scale-up in programme design.
- In collaboration with government entities, conduct wide-scale awareness raising activities, to better understanding of disability and move to rights-based models. Radio, TV, social media, WhatsApp; various avenues can be effective.

# Programme and policy recommendations

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## For researchers

1. Explore lived experiences of youth with disabilities
  - From the perspective of youth with disabilities, investigate the challenges, enablers, agency and aspirations relating to education and work in Nigeria. Specifically:
    - Experiences in skills training, mentorship and other support to encourage readiness and participation in education and employment.
    - Access to assistive technology and digital skills as enablers to education and work.
    - Participation across the agricultural value chain and digital sector, including participation in targeted programmes.
    - Transition from secondary to tertiary education.
    - Specific individual, institutional and system level challenges faced by girls/women with disabilities in accessing and progressing through education.
    - Experiences of participation in the development of programmes and policies.
2. Explore socio-cultural attitudes towards disability
  - Explore local cultural understandings of disability and drivers of social attitudes towards disability at family, community, organisational/institutional and governmental/structural levels.
3. Explore experiences and perspectives of education providers and employers
  - Explore perspectives and provisions on disability inclusion among teachers and management in mainstream secondary and tertiary education.
  - Assess the extent and nature of training on disability inclusion within teacher training curriculum and continuing professional development.
  - Explore the experiences of employers in supporting disability-inclusive employment.
4. Evaluate the impact of interventions and programmes
  - There is a need for evidence on 'what works' for strengthening livelihoods, education inclusion and to improve attitudes and reduce stigma towards disability.
  - Rigorous evaluations on the impact of programmes and interventions in these areas are needed. This report has highlighted various programmes being implemented in Nigeria. Priority interventions/programmes to evaluate should be determined collaboratively with OPDs, NGOs (and policy makers). Evaluations should assess outcomes as well as processes, to understand mechanisms and specific components that lead to change.



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## Appendix A: Methodology

This report forms part of a multi-country study, investigating disability-inclusive education and employment across seven countries in Sub-Saharan Africa; Ghana, Senegal, Nigeria, Rwanda, Uganda, Ethiopia, Kenya. This report drew from two main sources of data. First, a rapid online literature review was undertaken to identify relevant policies and programmes regarding disability and inclusion of youth with disabilities in education and employment in Nigeria.

### Qualitative data collection

Next, in-depth qualitative interviews were conducted with 16 key informants to gain insights into the process, context, and actors involved in selected policies and programmes, as well as identify challenges, gaps, opportunities, and examples of best practices about education and employment for young people with disabilities. In Nigeria, the research focused on the sectors of agriculture and digital selected in discussion with Mastercard Foundation.

Relevant key informants were identified through the document review and input from local partners, as well as through snowball sampling. Table A1 below provides a breakdown of participant characteristics.

Table A1. Sample of Key Informants

Key informant type	n
Government	5
Organisations of people with disabilities (OPDs)	4
NGOs	2
Education providers	2
Employers	3
Total	16

Interviews were conducted in the English language by Rasak Adekoya, Omojo Adaji and Ebuka Okonkwo at University of Abuja from May to June 2022. Topic guides for the interviews were developed in discussion with the wider project team, Mastercard Foundation and two Advisory groups comprising youth with disabilities based in Uganda and Ghana (hub countries for the wider multi-country study). Prior to data collection, researchers participated in training workshops (jointly with other country teams) covering ethical protocols, interview techniques, maintaining data quality, and in-depth discussion of topic guides. These were pilot-tested, and researchers participated in feedback workshops after conducting at least one pilot interview.

Ethical approval for the study was obtained from the Research Ethics Committee at the London School of Hygiene & Tropical Medicine and Nigeria National Health Research and Ethics Committee. All participants were provided information about the study, and informed consent was obtained (signed or verbal) before the interview.

## Appendix A: Methodology

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### Qualitative data collection (cont.)

Interviews lasted between 45 to 90 minutes. Interviews were conducted face-to-face (n=8) or via phone/zoom (n=8) as convenient for the participant. All interviews were audio-recorded where consent was given (n=16).

Interviews were transcribed into English for analysis. Researchers participated in an analysis workshop (jointly with other country teams in this project) to discuss approaches to coding and analysis. A coding scheme and codebook were developed based on study objectives and emerging themes. Transcripts were coded using the Nvivo-12 software and analysed thematically.

### Quantitative data analysis

A secondary analysis of the 2018 Nigeria Demographic and Health Survey (DHS) [5] was conducted to compare education and livelihood indicators for youth with and without disabilities. The DHS uses a two-stage process to select participants across the 36 States. In each State, within urban and rural areas, a specified number of enumeration areas from the 2006 National Population and Housing census (NPHC) were selected. Households within these areas were selected according to the DHS sampling protocol. For more details on the sampling strategy see the [survey report](#). The analysis accounted for sampling design.

The DHS collected data on disability using the Washington Group Short Set [6]. These questions are widely used for measuring disability in census and surveys. They are designed to identify people with difficulties in basic universal activities who are at higher risk of participation restrictions in an unaccommodating environment. The questions ask about level of difficulty ('none', 'some', 'a lot' or 'cannot do') with: seeing, hearing, walking, remembering/concentrating, self-care or communicating. People reporting 'a lot of difficulty' or 'cannot do' in at least one activity were classified as having a disability, for the purposes of disability statistics and data disaggregation.

The proportion of youth with and without disabilities were calculated for different educational and work indicators (presented in the main report). Data are only presented if the denominators include >50 people. The difference between youth with and without disabilities was tested for statistical significance. Multivariate logistic regression was used to make these statistical comparisons adjusting for age and sex where appropriate (as presented in the Appendix), using the Stata statistical package. The survey sampling design was taken into account in these analyses.

In this DHS, the disability data were collected only in two thirds of the households that were not included in the men's survey. As a result, disability disaggregated data on livelihoods for men are not available as these data are only collected in the men's sample.

Tables of results are available from the next page.

## Appendix B: Tables of quantitative results

Table A2. Education completion by disability status

	Full sample (males and females)		Males only		Females only	
	Youth without disabilities	Youth with disabilities	Age and sex adjusted odds ratio (95% CI)	Youth without disabilities	Youth with disabilities	Age adjusted odds ratio (95% CI)
Completed primary school (15+ years)						
	n=38,695	n=204		n=20,626	n=106	n=98
No	29%	51%	2.6 (1.3-5.1)*	23	46	57
Yes	71%	49%	Reference	77	54	43
Completed secondary school (21+ years)						
	n=24,260	n=141		n=11,129	n=68	n=73
No	48%	73%	2.9 (1.9-4.4)*	39	72	75
Yes	52%	27%	Reference	61	29	25
Attended tertiary (24+)						
	n=18,873	n=115		n=8710	n=55	n=59
No	81%	91%	2.4 (1.3-4.5)*	76	88	94
Yes	19%	9%	Reference	24	12	6

Data source: 2018 DHS, analysed for this report; \* statistically significant at p<0.05.

## Appendix B: Tables of quantitative results

Table A3: Youth with and without disabilities currently out of education, by sex and age

	Youth without disabilities n=14,873	People with disabilities n=78	Odds ratio (95% CI)
Out of education	36%	61%	2.7 (1.6-5.0)*
Attending school	64%	39%	

Data source: 2018 DHS data analysed for this report; \* statistically significant difference at p<0.05.

Table A4: Work, literacy and technology by disability status among young women (15-35) with and without disabilities

	Without disabilities	With disabilities	Odds ratio (95% CI)**
Currently working or in education*	69%	58%	0.6 (0.4-1.0)
Owns mobile phone	53%	31%	0.4 (0.2-0.7)***
Ever used internet	19%	7%	0.4 (0.2-0.9)***
Has bank account	19%	9%	0.4 (0.2-0.9)***
Literate	55%	34%	0.4 (0.2-0.7)***

\*19-35 years; \*\*Odds ratio adjusted for age; \*\*\*statistically significant difference at p<0.05. Data source: 2018 DHS data analysed for this report

## Appendix C: Table of disability inclusion programmes

Table A5: Disability inclusion programmes related to education and employment

Programme	Implementers & Funders	Category and type of work	Target group	Region	Further details
Inclusion Works (2019 – 2022)	Sightsavers  Funded by FCDO	Livelihoods:  <ul style="list-style-type: none"> <li>Aims to test models of inclusive employment practice and generate robust evidence and data which can be used to influence at a national, regional, and global level</li> </ul>	People with disabilities	National (also in Bangladesh, Kenya, Uganda)	Details <a href="#">here</a>
Inclusive Futures (2018 – 2022)	Sightsavers  Funded by FCDO	Livelihoods:  <ul style="list-style-type: none"> <li>Collaborates with employers and jobseekers to improve long-term prospects</li> </ul> Education:  <ul style="list-style-type: none"> <li>Developing a community-focused model for inclusive primary education (in Kaduna State), including the SMILE (Support Mainstreaming Inclusion so all Learn Equally) project</li> </ul>	People with disabilities	National (also in Bangladesh, Jordan, Kenya, Nepal, Tanzania, Uganda)	Details <a href="#">here</a>
LINKS Catalysing Economic Growth in Northern Nigeria (Originally 2019-2026)  [This programme was discontinued in 2021 as a result of FCDO budget cuts]	Coffey International Development  Funded by FCDO	Livelihoods:  Aims to raise income of 3,000,000 people, by creating 100,000 new jobs. They have identified disability inclusion as a priority and will: <ul style="list-style-type: none"> <li>Provide disability training to LINKS staff</li> <li>Train businesses on the benefits of hiring staff with disabilities</li> <li>Produce guidance for disability inclusion in business</li> <li>Develop procurement opportunities for disabled entrepreneurs</li> <li>Provide financial literacy training to OPDs</li> <li>Generate disability data from their activities</li> </ul>	General population, with disability mainstreaming objectives	Northern Nigeria (Kano, Kaduna, Jigawa)	Detailed <a href="#">here</a>  Disability-mainstreaming information <a href="#">here</a>

## Appendix C: Table of disability inclusion programmes

Table A5: Disability inclusion programmes related to education and employment

Programme	Implementers & Funders	Category and type of work	Target group	Region	Further details
SMILE project (Supporting Mainstreaming Inclusion so all can Learn Equally) (2019-2023)	Sightsavers and 11 consortium partners, including organisations of people with disabilities  Funded by FCDO	Education: <ul style="list-style-type: none"> <li>• Part of the Inclusive Futures Programme</li> <li>• Developing a model of disability-inclusive education in eight schools with the aim of scaling up</li> <li>• Activities include: capacity-building and training for head teachers and teachers; strengthening management committees, to bridge the gap between schools and the community; building capacity of OPDs and partnership with government</li> </ul>	Children with disabilities, families schools, OPDs, government	Kaduna district	Further information can be found <a href="#">here</a>
Accessible book consortium	World Intellectual Property Organisation (WIPO) and Nigeria Association of the Blind  Funded by the World Intellectual Property Organisation	Education <ul style="list-style-type: none"> <li>• Providing access to published works for people who are blind or who have a visual impairment</li> <li>• Born from the 2013 Marrakesh Treaty, which aimed to provide accessible materials to countries that signed up</li> <li>• This includes a global book service, with an online catalogue of book, available to the blind free of charge</li> <li>• Guidance on how to publish accessible materials, as well as training and technical assistance</li> <li>• Provision of accessible education materials in national language to primary, secondary and tertiary education (mainly tertiary)</li> </ul>	Students with a visual impairment	Lagos, Oyo, Enugu, Kano, Gombe, Port-harcourt	More information on the work of WIPO <a href="#">here</a>

## Appendix C: Table of disability inclusion programmes

Table A5: Disability inclusion programmes related to education and employment

Programme	Implementers & Funders	Category and type of work	Target group	Region	Further details
Inclusive education project  (2019-2023)	Festus Fajemilo Foundation  Funded by Disability Rights Fund and Liliane Foundation	<p>Education:</p> <ul style="list-style-type: none"> <li>• Assessment of implementation of Lagos State Inclusive Education Policy and mapping of 44 public inclusive primary and secondary schools</li> <li>• Develop cooperative training manual and roll-out to 44 inclusive school</li> <li>• Facilitate OPDs in monitoring children with disabilities enrolment, learning outcomes and inclusive practices at these schools</li> <li>• Advocacy for government support and funding for special/inclusive education course programmes at 5 tertiary education institutions in Lagos State</li> </ul>	Children with disabilities, teachers, government, OPDs	Lagos State	Details <a href="#">here</a>
MTN Scholarships  (Ongoing)	MTN Foundation	<p>Education and livelihoods:</p> <ul style="list-style-type: none"> <li>• High achieving students at university are given a grant of N200,000 per year until graduation</li> <li>• Provide assistive products, such as braille devices etc.</li> <li>• Upon graduation, scholars attend an employability camp to improve employability and job readiness skills</li> </ul>	Students with a visual impairment at university	National	Further information can be found <a href="#">here</a>
Digital skills training	National Information Technology Development Agency	<p>Livelihoods:</p> <ul style="list-style-type: none"> <li>• Providing 5-day training on digital skills/literacy and how to leverage for entrepreneurship opportunities</li> </ul>	People with disabilities	National	Further information can be found <a href="#">here</a>

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