



SECTION FOUR



SNE DIALOGUE WITH CROSS-CUTTING DISCIPLINE

This section has eighteen chapters. The chapters are classified as crosscutting because they touch persons with disabilities in their daily activities wherever they are. They are services without walls. They are classified in this section into barriers and access enhancement, counselling, gender, assistive technology, demographics, higher order thing, ICT, mentoring and volunteerism. Joyful reading.

CHAPTER 13

DEMOGRAPHIC CHARACTERISTICS AND PUBLIC FINANCING OF INCLUSIVE EDUCATION OF PERSONS WITH DISABILITIES IN NIGERIA

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Introduction

Nigeria has continued to make some progress in socio-economic terms despite some developmental challenges in terms of monolithic economy, infrastructural deficit, institutional deficiency, negative effects of growing income inequality on poverty reduction, the weak governance, worsening systemic corruption, threatening insurgency that has resulted in people being displaced and increased insecurity. Nigeria has a large youth population but a low human development using the United Nations Development Programme (UNDP) classification despite its 9.7 expected years of schooling, 51.1 percent adult literacy rate, adult mortality rate (per 1,000 people) of 328 for females and 368 for males and public health expenditure of 3.6 percent of the Gross Domestic Product (GDP). In 2020, the Nigerian economy with GDP per capita of PPP \$5,316 was severely hit by the impact of COVID-19 resulting in a sharp decline of oil prices.

The demographic characteristics of people with disabilities in Nigeria

According to the World Health Organization, in 2018, about 29 million of the 195 million Nigerians were living with a disability (World Bank, 2020). The 2018 National Demographic and Health Survey reported that 7 percent of the population had some difficulty with regards to various domains of disability, and 1 percent have a lot of difficulty or cannot function in at least one domain. Other estimates of disability prevalence vary depending on the source and range from 2 percent to 10 percent. Prevalence rates are roughly equal between males and females. The Joint National Association of Persons with Disabilities (JONAPWD) estimate that there are over 25 million persons with disabilities in Nigeria, while other estimates suggest the figure is only 3.3 million.

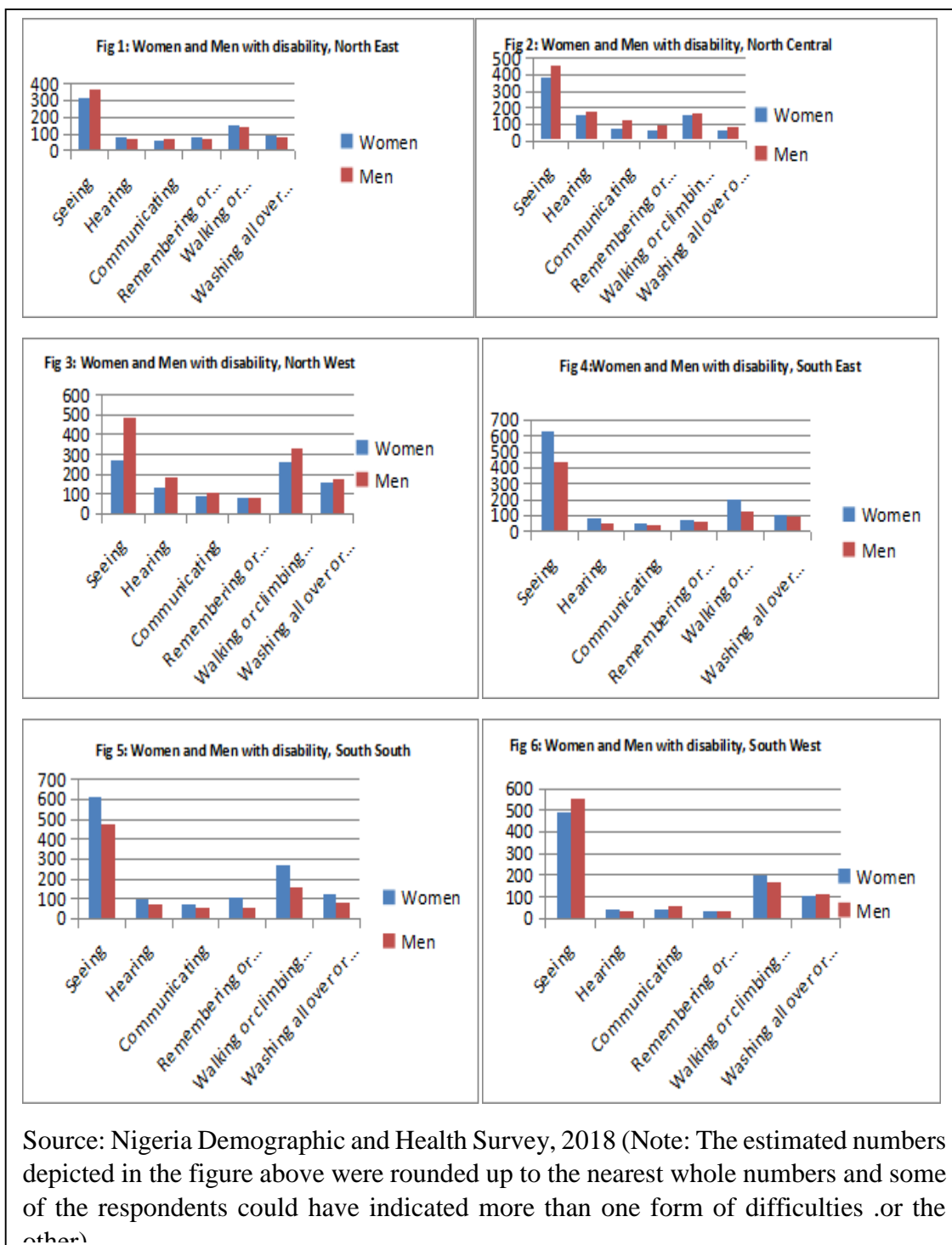


Figure 1 showed the number of de facto household women and men age 15 and above with functioning difficulty according to domain in North East, Nigeria. It revealed that 315, 80, 61, 85, 150 and 94 women reported having seeing, hearing, communicating, remembering or concentrating, walking or climbing steps and washing all over or dressing difficulties respectively while 370, 70,70, 75, 140 and



84 men reported having seeing, hearing, communicating, remembering or concentrating, walking or climbing steps and washing all over or dressing difficulties respectively in North East, Nigeria.

Figure 2 showed the number of de facto household women and men age 15 and above with functioning difficulty according to domain in North Central, Nigeria. It revealed that 383, 151, 70, 59, 157 and 59 women reported having seeing, hearing, communicating, remembering or concentrating, walking or climbing steps and washing all over or dressing difficulties respectively while 459, 175, 120, 98, 170 and 87 men reported having seeing, hearing, communicating, remembering or concentrating, walking or climbing steps and washing all over or dressing difficulties respectively in North Central, Nigeria.

Figure 3 showed the number of de facto household women and men age 15 and above with functioning difficulty according to domain in North West, Nigeria. It revealed that 273, 137, 88, 78, 263 and 156 women reported having seeing, hearing, communicating, remembering or concentrating, walking or climbing steps and washing all over or dressing difficulties respectively while 490, 185, 111, 83, 333 and 176 men reported having seeing, hearing, communicating, remembering or concentrating, walking or climbing steps and washing all over or dressing difficulties respectively in North West, Nigeria.

Figure 4 showed the number of de facto household women and men age 15 and above with functioning difficulty according to domain in South East, Nigeria. It revealed that 626, 83, 48, 70, 204 and 109 women reported having seeing, hearing, communicating, remembering or concentrating, walking or climbing steps and washing all over or dressing difficulties respectively while 436, 46, 43, 59, 131 and 89 men reported having seeing, hearing, communicating, remembering or concentrating, walking or climbing steps and washing all over or dressing difficulties respectively in South East, Nigeria.

Figure 5 showed the number of de facto household women and men age 15 and above with functioning difficulty according to domain in South South, Nigeria. It revealed that 615, 99, 71, 103, 266 and 119 women reported having seeing, hearing, communicating, remembering or concentrating, walking or climbing steps and washing all over or dressing difficulties respectively while 477, 70, 58, 53, 156 and 82 men reported having seeing, hearing, communicating, remembering or concentrating, walking or climbing steps and washing all over or dressing difficulties respectively in South South, Nigeria.

Figure 6 showed the number of de facto household women and men age 15 and above with functioning difficulty according to domain in South West, Nigeria. It revealed that 490, 42, 42, 36, 200 and 109 women reported having seeing, hearing, communicating, remembering or concentrating, walking or climbing steps and washing all over or dressing difficulties respectively while 553, 37, 56, 31, 168 and 112 men reported having seeing, hearing, communicating, remembering or concentrating, walking or climbing steps and washing all over or dressing difficulties respectively in South West, Nigeria.



Comparing the figures 1 to 6, it was observed that seeing difficulty had the highest prevalence in the six geopolitical zones of Nigeria while communicating disability had the least prevalence in the North East, South East and South South regions and remembering difficulty had the least prevalence in the North West, North Central and South West geopolitical zones of Nigeria.

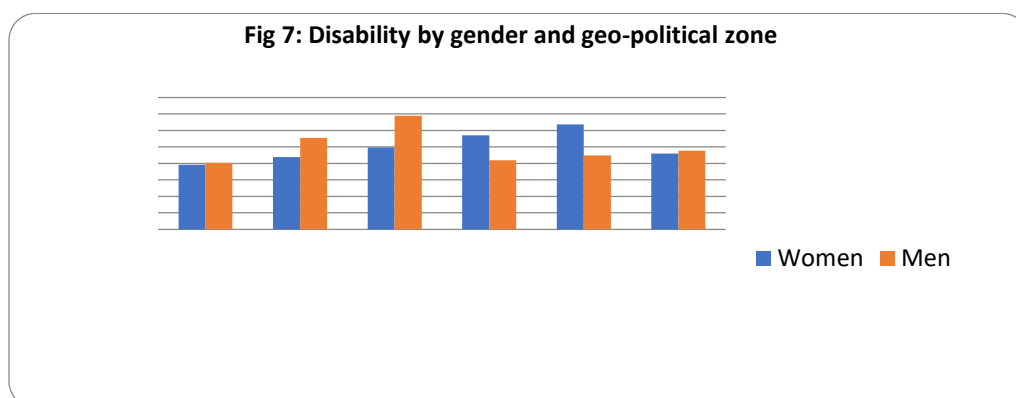


Figure 7 showed the disability by gender and zone. It revealed that the South-south and North East geo-political zones have the highest and lowest number of women with disability respectively while the North central and North East geo-political zones have the highest and lowest number of men with disability respectively. Among women with disability in Nigeria, the south south geo-political zone had the highest number (1273), followed by south east (1140), then north west (995), then south west (919) and then north east (785) while among the men with disability, the north west zone had the highest number (1378) followed by north central (1109), then south west (957), then south south (896), then south east (840) and then north east (809).

The development of inclusive plans and policies for people with disabilities

A decade ago, lack of inclusive policies, programmes and laws topped the list of barriers facing inclusion of persons with disabilities in education, health, employment and other socio-economic spheres of life (World Health Organization, WHO, 2011). For instance, a review of 28 countries participating in the Education for All Fast Track Initiative Partnership found that 10 had a policy commitment to include children with disabilities and also had some targets or plans on such issues as data collection, teacher training, access to school buildings, and the provision of additional learning materials and support. However, while a further 13 countries mentioned disabled children, they provided little detail of their proposed strategies and five countries did not refer to disability or inclusion at all. Nigeria has a national policy on education that has been reviewed several times to respond to the dynamics in the fast-changing internal and external environments. However, the issue of lack of inclusive plans and policies has gradually become a thing of the



past (Table 1). For instance, in 2015, Nigeria launched a National Policy on Special Needs Education that focuses on creating a least-restrictive environment, achieving zero rejections, and delivering the total inclusion and diversification of services beyond the school target. The Federal Ministry of Education is moving away from Special Education towards a broader focus on Special Needs Education and Rehabilitation Services. Special education is the education of children who differ socially, mentally and physically, from the average to such an extent that they require modifications of usual school practices (Encyclopedia Britannica available at <https://britannica.com>). As classified by Slaughter (2018), the six types of special education are: push-in services (for students requiring minimal therapy thus temporarily pushed out of the classroom), pull-out services (for students who are pulled out of classroom for special therapy in one-on-one group setting), inclusive classrooms (comprising a mix of students with varying abilities and co-teachers allowing those who have special needs to get the additional help they require while remaining in the traditional classroom setting), exclusive education (involves being placed in a small room of students who have similar educational needs, at times, in the traditional school setting), specialty schools (are for students with severe cognitive and/or physical disabilities), and residential services (for students who require around-the-clock care including medical care beyond what could be managed at home). The National Teacher Education Policy from 2014 includes an objective of ensuring that teachers have the capacity to respond to learners with special needs. The policy also commits to developing courses to produce teachers who are specialists in special needs education. Under the Disabilities Act (2018), access to education for persons with disability has been ensured by making a provision for the establishment of a National Commission for Persons with Disabilities. Table 1 shows a summary of the global, regional, national and sub-national efforts at crafting plans, policies, programmes and laws touching on people with disabilities with a particular focus on Nigeria.

Table 1 : Global, Regional, National and Sub-National Plans, Policies, Programmes and Laws Touching on People with Disabilities

Level	Treaty, agreement, convention, or protocol
International	1. <u>Universal Declaration of Human Rights</u> (1948) (article 3, 21, 23, 25);
	2. <u>International Covenant on Civil and Political Rights</u> (1966) (article 26);
	3. <u>International Covenant on Economic, Social and Cultural Rights</u> (1966) (article 2);
	4. <u>Declaration on the Rights of Mentally Retarded Persons</u> (1971);
	5. <u>Declaration on the Rights of Disabled Persons</u> (1975);
	6. <u>Declaration on the Rights of Deaf-Blind Persons</u> (1979);



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7. Convention on the Elimination of Discrimination Against Women (1979) (article 3);
 8. World Programme of Action Concerning Disabled Persons (WPA) (1982);
 9. Convention (No. 159) concerning Vocational Rehabilitation and Employment (Disabled Persons) (1983);
 10. Convention on the Rights of the Child (1989) (article 2, 6, 12, 23, 28);
 11. Principles for the Protection of Persons with Mental Illnesses and the Improvement of Mental Health Care (1991);
 12. Standard Rules on the Equalization of Opportunities for Persons with Disabilities(1993);
 13. Convention on the Rights of Persons with Disabilities CRPD of 13th December, 2006, opened for signature on 30 March 2007
- Regional (Africa) the African Charter on Human and Peoples' Rights (1981):
1. article 16 (1) provides that every individual shall have the right to enjoy the best attainable state of physical and mental health
 2. article 18 (4) states that disabled persons have the right to special measures of protection
- National (Nigeria)
- The Nigerian 1999 Constitution
 - Section 16(2)(d) ensures the “welfare of the disabled” as a government’s responsibility.
 - Section 34 provides for the dignity of human persons, covering persons with disabilities
 - The Nigerian with Disabilities Decree 1993
 - Grants 15% tax deduction for organization that employ disabled people
 - Provides that 10% of both labour force and training funds be reserved for the disabled.
 - National Development Plans from 1958 to 1968
 - National Vision 20:2020 from 2009 to 2020
 - National Economic Empowerment and Development Strategy from 2005 to 2016
 - Nigeria Economic Recovery and Growth Plan 2017 to 2020
 - Nigeria Integrated Infrastructure Master Plan 2015 to 2045
 - National Policy on disability in Nigeria 2017
 - National Policy on Albinism 2012³
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- The Discrimination Against Persons with Disabilities (Prohibition) Act 2018²
 - It prohibits discrimination on the basis of disability and imposes sanctions including fines and prison sentences on those who contravenes it. To ensure that people who have a disability are treated fairly and equally.
 - Secures the full and effective participation and inclusion of persons with disabilities in the society in general and particularly in education

- Sub-National (States in Nigeria)
1. Lagos State Special Peoples Act, 2010 for the establishment of an office (Lagos State Office for Disability Affairs) for persons with disabilities, and to safe guard the rights of such people³
 2. States that have passed disability laws in Nigeria include Plateau, Lagos, Ondo, Jigawa, Anambra, and Ekiti (International Bank for Reconciliation and Development/World Bank, 2020)³

Sources: (1) Dada and Odewenwa (2013), (2) NGA 2018 https://www.ilo.org/dyn/natlex/natnex4.detail?p_isn=112595&p_lang=eng (3)International Bank for Reconciliation and Development/World Bank, (2020)

The situation of persons with disabilities in education

Despite various efforts at developing inclusive legal frameworks, the United Nations (UN 2018) categorically declared the situation of persons with disabilities in education is such that (a) many youths with disabilities remain excluded from education , (b) many children with disabilities are out of school, (c) persons with disabilities spend fewer years in school than persons without disabilities, (d) persons with disabilities have lower literacy rates than persons without disabilities, and (e) persons with disabilities still face many barriers to education. In spite of the availability of several plans, policies, programmes and legal frameworks backing up inclusive practices, the situation of persons with disabilities in education in Nigeria can be rightly said to be as described by the United Nations. Table 2 reveals that in Nigeria, (a) many (88 percent of) children with disabilities are out of school,(b) many (75 percent of) youths with disabilities remain excluded from education, (c) children, youths and adults with disabilities spend fewer years in school than persons without disabilities, (d) persons with disabilities have lower literacy rates than persons without disabilities, and (e) persons with disabilities still face many barriers to education such that persons with disability have lower completion rates at secondary and university levels respectively.



Table 2: Educational state of persons with disabilities in Nigeria (Most Recent Data)

Indicator	Percentage		Remark
	With Disability	Without Disability	
Children participation rate	12 (88% excluded)	57	Unfavourable
Youth participation rate	25 (75% excluded)	55	Unfavourable
Adult participation rate	0.5 (99.5% excluded)	4.5	Unfavourable
Youth Literacy rate	36 (64% excluded)	64	Unfavourable
Primary school completion rate	100 (0% excluded)	78	Favourable
Secondary school completion rate	40 (60% excluded)	56	Unfavourable
University completion rate	4.5 (95.5% excluded)	9.1	Unfavourable

Source: UNESCO and Global Education Monitoring Report (2020)

Notes: (1) na = not available; (2) As far as skills training and empowerment programme is concerned, 120 persons with physical challenges were involved in STEEP-C: (3) regarding enterprises development to develop vocational skills in shoe making, tailoring, hair dressing and computer, many persons with disabilities have been benefiting although unclear effectiveness has been reported: (4) It has been reported that access to assistive devices, technologies and assistance has been generally unavailable owing to high cost or inadequate utilization

Barriers to Inclusion in Nigeria

Access to basic services is critical to the socioeconomic development of individuals. Persons with disabilities regularly face a variety of obstacles related to employment and livelihoods; public information and communications; health; community-based rehabilitation, assistive devices and technology; transportation; social protection; electoral and political processes; institutional landscape; legal frameworks and programming as well as education. As far as barriers to education of persons with disabilities are concerned, the World Health Organization (WHO) and the World Bank (2011) categorized them into system-wide and school-based barriers (Table 3).

Table 3: Barriers Facing the Education of Persons with Disabilities Worldwide

S/N	Barrier
A	System-wide barriers
1.	Divided ministerial responsibilities (Ministries of health, education and so on)
2.	Lack of legislation, policy, targets and plans



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3. Inadequate resources
 - B School-related barriers
 4. Irrelevant curriculum and pedagogy (materials and methods)
 5. Inadequate training and support for teachers
 6. Physical barriers (special buildings, roads and bridges)
 7. Labelling (according to health condition)
 8. Attitudinal barriers
 9. Violence, bullying and abuse

Source: WHO and World Bank (2011)

Nevertheless, IBRD/World Bank (2020) reviewed existing literature to show that while there is a noticeable increase in the level of awareness regarding inclusive education for children with disabilities in Nigeria, there are inadequate opportunities to participate in quality education. This is because of lack of facilities and learning materials and aids, including assistive technologies due to their high cost; lack of educational support in tertiary education in form of disability support units to cater for disability needs and provide reasonable accommodations in classes and during examinations so as to address a situation where visually impaired students use typewriters to answer examination questions and an invigilator reads the questions to the visually impaired students, who then responds on a typewriter using two sheets of paper plus a carbon sheet between them, which is manually set. Other barriers to the education of persons with disabilities as reviewed by IBDR/World (2020) include inadequate and unskilled human resources or specialists; inaccessible environment; limited career opportunities due to stigma and dearth of skilled workers to handle subjects like mathematics; absence of legislation that guarantees inclusive education [in some states]; moreover, unprepared and inadequately trained stakeholders and teachers to embrace the concept of inclusive education, thus, resulting in early detection and intervention deficiency. IBDR/World (2020) further highlighted inadequate implementation of existing disability-responsive education policies and laws; discriminatory attitudes among school heads, teachers and peers; a dearth of early identification and intervention programmes and inadequacy of public and private funding to meet learning and teaching needs for children with disability. In Nigeria, the two topmost concerns are school-based institutional and system-wide financing barriers (Pinnock, 2020). Nevertheless, IBDR/World (2020) emphasized the negative impact of the twin system-wide barriers of governance (including weak political will) and financing without which the conditions for both the quality, learner-centred education needed for inclusive teaching, and for additional capacity to support children with special needs, are not in place. The next section focuses on financial bottleneck to the education of persons with disabilities in Nigeria.



Financial Barrier to Education of Persons with Disabilities

Nigerians with Disability Act (1993) promised equal and adequate education for all persons with disabilities and the Disabilities Act (2018) also guarantees equitable access to education. Barriers to education for persons with disabilities include funding as well as a failure to access funding when it is available; and household poverty limiting persons with disabilities to pay school fees and other indirect costs of their education. The 2020 Global Education Monitoring Report found that in Nigeria, owing to the fact that national budgets for education are often limited and families are frequently unable to afford the costs of education), there is limited use of assistive hardware (e.g. large key keyboards, mouse alternatives) and software (e.g. screen readers, magnifiers, print-to-Braille converters, Braille-to-speech synthesizers, speech-to-text converters, memory/organization devices, voice-over on devices). Where assistive technology was being used, it was mainly people with hearing impaired and people with learning disabilities who used it. Power supply hampered the use of available devices (UNESCO 2000, Thompson, 2020, World Bank, 2020). Nevertheless, the Dakar Framework for Action recognizes that achieving Education for All will require increased financial support by countries and increased development assistance from bilateral and multilateral donors (UNESCO 2000). While these financial strategies are recommendable, studies (Ayeni and Babalola, 2009, Babalola, 2001a, Babalola, 2012, Babalola, 2015a, Babalola, 2015b, Babalola, 2001b, Babalola, 2019, Babalola and Raji, 2018, and Babalola, Jaiyeoba, Ayeni and Ojelabi, 2006) have shown these funding suggestions have not always been forthcoming in Nigeria, thereby restricting progress in achieving global declarations. Table 4 reveals that about half of the sampled countries experienced a decrease in the percentage share of education in the total national expenditure between 2012 and 2021. Nigeria was one of the 11 countries that experienced a noticeable decrease in their education share.

Table 4: Education as percentage of total education expenditure in 20 sampled Sub-Saharan African countries, 2021

Country	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Trend
Angola	8.37	8.83	6.16	8.92	6.55	6.76	5.41	6.05	6.47	6.92	Decrease
Burundi	16.43	17.24	23.84	27.5	20.78	19.76	19.52	21.22	20.74	20.44	Increase
Cameroon	15.18	13.82	12.88	13.24	12.69	15.91	16.88	14.09	14.39	14.89	Decrease
Republic	10.62	8.08	9.39	8.39	7.32	8.9	9.14	9.8	9.78	9.09	Decrease
Congo	9.32	14.72	6.56	7.95	12.85	15.69	15.58	17.93	18.29	17.88	Increase
Côte d'Ivoire	20.86	21.57	21.77	21.17	22.39	20.63	18.29	17.38	15.08	14.98	Decrease
Gabon	12.58	8.74	11.23	10.91	10.28	16.06	14.7	14.16	15.03	15.12	Increase
Guinea	9.46	14.13	11.99	11.6	15.77	13.38	14.87	12.41	14.29	11.98	Increase
Lesotho	17.43	19.31	18.1	14.0	14.00	15.12	14.13	13.14	13.79	13.66	Decrease
Madagascar	20.33	13.99	18.97	16.96	19.84	17.15	19.82	17.95	15.34	15.52	Decrease



Mali	22.4	16.62	18.22	18.16	13.9	16.53	15.89	14.64	14.47	15.96	Decrease
Namibia	22.75	24.06	22.1	22.57	23.94	24.67	23.32	26.39	24.94	24.81	Increase
Niger	19.19	18.08	21.66	18.51	15.35	13.22	16.34	13.01	13.33	11.95	Decrease
Nigeria	8.55	8.68	9.04	9.26	6.65	6.12	5.94	5.85	5.13	5.14	Decrease
Rwanda	15.82	16.86	13.73	12.54	12.28	11.08	10.8	11	10.78	11.32	Decrease
Sao Tome	13.72	18.83	12.32	11.3	15.97	18.4	20.12	17.59	16.13	16.58	Increase
Senegal	20.8	25.74	24.76	23.78	21.34	20.59	21.54	18.31	22.06	21.08	Increase
Seychelles	6.77	9.55	12.08	12.59	11.72	10.26	11.83	11.13	9.17	10.48	Increase
S. Africa	19.68	18.7	18.99	18.7	18.05	18.72	18.9	19.6	19.53	18.42	Decrease
Zambia	17.2	15.4	20.1	16.34	15.66	14.93	17.12	15.29	12.38	11.51	Decrease

Source: UNESCO Institute for Statistics. Available at: <http://data.uis.unesco.org> (see Appendix Table 1 containing all countries in the sub-region). Note: Sampling was based on countries with data available while those without data available between 2012 and 2021 were excluded

Figure 8 reveals that Nigeria spent 5.14 percent of her total expenditure on education in 2021 making the country the least financially committed investor in education among 20 sampled countries in Sub-Saharan Africa (Sampling was based on countries with data available while those without data available between 2012 and 2021 were excluded). If Nigeria with her large economy has placed low priority on the investment in the entire education sector, then the education of persons with disabilities is most likely to suffer the same financial squeeze.

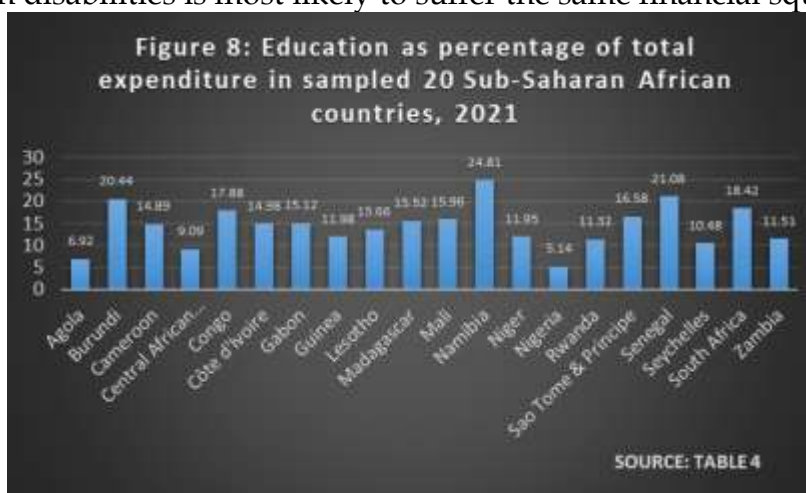
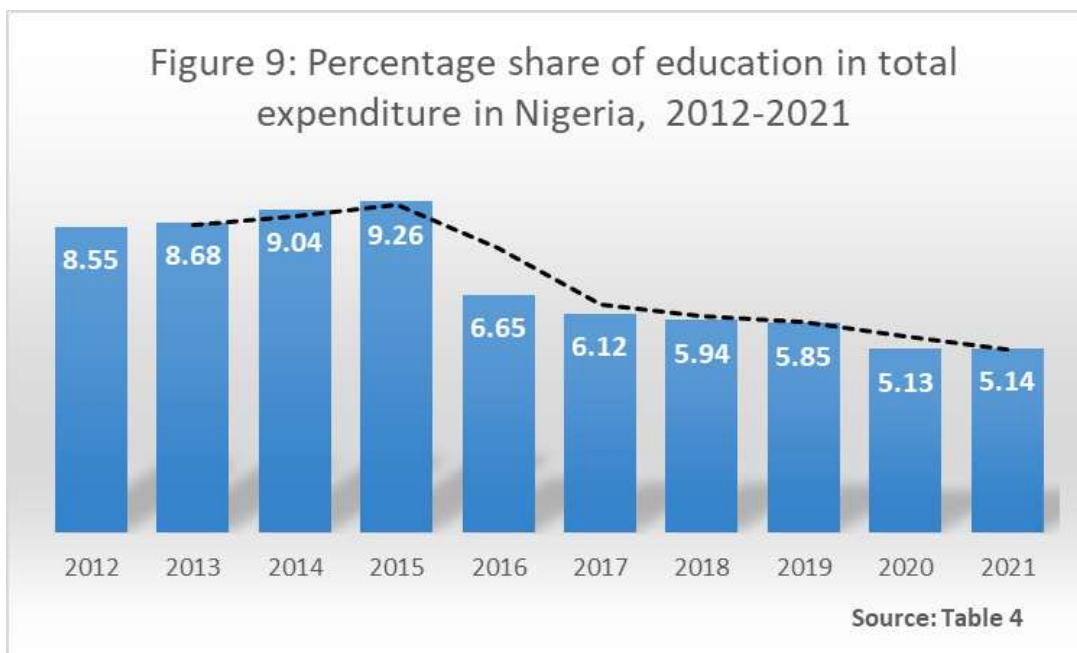


Figure 9 further shows that Nigeria drastically reduced her financial commitment to education as from 2015 when the proportion of the total expenditure devoted to the education sector dropped significantly from 9.26 percent to 6.65 percent in 2016. From 2016, the share of education in total national spending gradually decreased from 6.12 percent in 2017, to 5.94 percent in 2018 through 5.85 percent in 2019 and lastly to 5.14 percent in 2021.



With the type of downward trend in financial commitment of the nation to education, it is evident that the country's political will for education of persons with and without disabilities has started to diminish since 2015. This declining financial trend has probably made education in Nigeria to be at risk and therefore, has made financial barrier to become the most formidable of all the system-wide and school-related barriers to schooling in Nigeria. With the enactment of Acts (2018) and its gradual enlightenment and the initial efforts to enforce it at the federal and state government levels in the country, it appears the concept of inclusive education has been gaining acceptance across Nigerian. The major challenge is financing (Pinnock 2020) which is probably a global issue, though, with variation in intensity ranging from minimal in the developed world to a very deep crisis in the developing countries. The next section dwells on possible financial solutions.

Funding strategies for the education of persons with disabilities at global and Nigeria's levels

Nigeria has been making efforts to make the educational system inclusive of persons with disabilities, removing barriers and addressing discrimination on the ground of disability. With the low level of public expenditure on education in Nigeria, the country might borrow from global practices on funding the education of persons with disabilities. Many countries in the world have attacked barriers to inclusive education by: increasing school physical accessibility through reviewing school buildings, facilities and installing or modifying ramps, and lifts; offering financial support for students with disabilities to in forms of students grants and loans, and coverage of transport costs to schools; building capacity of teachers in inclusive education while teachers training classes and/or the provision of training manuals for teachers have been offered in some countries; raising awareness in schools or in the communities; and establishing monitoring mechanisms through



formulation of commissions, a task team, or a group that provide guidance on education to ensure the needs of students with disabilities are met and to monitor the progress; and integrating a National Action Plan on Disability into the national development strategy (Division for Inclusive Social Development, DISD, 2022); Governance and finance (UNESCO/GEMR, 2020). Nigeria is the largest GDP in Africa, yet, governance and underfunding of public education have continued to lower the quality that learner-centred education needed for inclusive teaching, and for additional capacity to support children with special needs. Nevertheless, there are lessons that could be learned from the past financial strategies adopted at global, national and sub-national levels. The next section is an attempt to summarise the past financial practices.

Underfunding, corruption and low Nigeria’s priority on education

Education in Nigeria often suffers from underfunding or funding gap in which what the education sector required to provide quality services to all learners falls short of what is available to effectively run the education system. Underfunding aside, the education system also suffers from high level corruption and misappropriation. UNESCO and GEMR (2020) estimated the likelihood that over \$1 billion, an amount that exceeds Nigeria’s capital expenditure on health and education combined over the same period, leaked from the country’s education coffers between 2014 and 2018. Underfunding of education in Nigeria is probably a matter of low national priority for education. Although states like Kaduna, Kano, and Jigawa, have prioritised funding for basic education within a very limited operating capability (UNESCO and GEMR, 2020), Nigeria has made skills (education and training), technology or ICT adoption as well as innovation (including research) bottommost priorities in her development agenda (Babalola, 2019, 2020).

Table 5 shows that Nigeria’s five bottommost priorities were ICT adoption (12th priority), innovation capacities (11th priority), skills from education and trainings (10th priority), infrastructure (9th priority), institutions (8th priority). On the other hand, the county’s three topmost priorities were market size, labour market and macroeconomic stability.

Table 5: Nigerian Policy Prioritization, 2018 and 2019

WEF’s GCI 4.0 with revised indicators	Score (of 100)		Average 2018 & 2019	Policy Prioritization
	2018	2019		
Institutions	42	41	41.5	*8
Infrastructure	42	40	41.0	*9
ICT (Technology) adoption	26	33	29.5	*12
Macroeconomic stability	56	60	58.0	3
Health	51	47	49.0	6
Skills from education	40	40	40.0	*10



Product Market	52	52	52.0	5
Labour Market	59	60	59.5	2
Financial Market	44	44	44.0	7
Market Size	71	71	71.0	1
Business dynamism	55	59	57.0	4
Innovation capacities	31	32	31.5	*11

Notes: (1) Higher education and training has been replaced with skills while health and primary education has been separated and replaced with health alone; (2) * denotes the five least prioritized areas of reform in 2018 and 2019.

Sources: World Economic Forum (2018, and 2019)

Table 5 covers some details about Nigeria's priority on education. Table 6 shows the country's rank on education and training between 2018 and 2019. It reveals that the weakest links in the chain of education and training in Nigeria were quality of vocational training, skill-set of graduates, critical thinking in teaching, digital skills of population and school life expectancy in that order of weakness. Thus, out of 140 contestants, Nigeria ranked among the last 20 countries in six out of nine indicators of educational performance.

Table 6: Nigeria's global rank on education and training (skills), 2018-2019

Index	2018		2019		Weakest link
	Value	Rank/140	Value	Rank/140	
Mean schooling years	46.0	105	46.0	105	
Staff training (extent)	44.2	91	44.1	102	
Quality of voc. Training	32.2	137 ¹	30.5	139 ¹	1
Skillset of graduates	32.1	135 ²	29.8	139 ¹	2
Digital skills of Population	38.4	121 ⁵	40.4	122 ³	4
Ease to find skilled staff	46.7	98	49.1	97	
School life expectancy	48.2	133 ³	48.2	117 ⁵	4
Critical thinking in teaching	24.3	131 ⁵	23.7	135 ²	3



STR	primary	31.1	119	31.1	120 ⁴
education					

Source: Babalola (2019)

Global, national and sub-national (state) inclusive education funding practices

Globally, three major funding strategies have been adopted in financing inclusive education: these are donations from international partners; internal government funding and engagement of interest groups with the finance ministry to increase national budget allocation to inclusive education as well as the share of education and particularly inclusive education in total national spending. The first strategy concerns receiving financial support from international donors and partners: donors fund inclusive education initiatives either directly or indirectly through the government. When donations are given, they usually have some conditions attached to receiving funding from donors. One of such conditions might include featuring the national plan on disability in the national budget, and in the national development strategy, as a prerequisite to access donor funding.

International donations to governments: Some states in Nigeria have been able to use international donor funding to position themselves in relation to qualifying requirements for the UBE intervention fund and to strengthen some aspects of inclusive education and to develop their inclusive education policies. Secondly, regarding receiving and accessing financial support through the national budget to enhance medium-to-long term sustainability owing to the increasing uncertainty attached to international donations. For example, in Lagos State, SUBEB has been supported by DFID to strengthen regulation of private schools to promote quality and inclusion. In the same vein, In the Northern states where incomes are too low to allow for much private education, governments have invested in school expansion and school feeding to boost attendance among the poorest. Some states have been able to use bilateral education projects such as ESSPIN, and pooled funds such as the Global Partnership for Education (GPE), to leverage intervention fund matching. The UBE Intervention Fund requires a Counterpart (Matching) Fund. Federal finance mechanisms under the Universal Basic Education Intervention Fund, which target investment against challenges in achieving universal basic education, require match funding from state budgets. This requires several starting conditions: that State Governors have a strong personal commitment to educational reform; that decision makers at state level see the political and institutional benefits of focusing funds on marginalised groups; and that states have the institutional capacity to deliver against federally-funded improvement programmes. Weaker, poorer states are not in this position. States with better capacity are often still not at the level of financing and management to deliver education at the level needed to include marginalised children. If funding must come from the national budget, then it becomes necessary to engage early



with the Ministry of Finance to negotiate for a national budget realizing that support leads to support (Dada & Odewenwa, 2013) and that assistance given by international donors is increasingly being provided through direct budgetary support rather than to specific national programmes. The third strategy concerns mobilizing political will and buy-in to promote increased budget allocation, through the activities of interest groups, for the national plan for persons with disabilities and thereby enhancing sustainability of disability-related initiatives. In Nigeria, federal and state governments recognize that major investments are needed to get the conditions of teaching and learning right to meet the needs of a diverse population of learners. Political leadership in States and at Federal level will need to recognise the urgency of investing seriously in quality, inclusive education as a way to promote social and economic inclusion. Without significant and sustained changes to education finance flows, inclusive education will remain a long way off in many parts of Nigeria.

Government grants: government grants come in form of indirect intervention funds through Universal Basic Education Commission (UBEC) and State Universal Education Board (SUBEB) to the school level, and the direct intervention funding to schools for school improvement including meeting of the needs of persons with disabilities. Similar funding arrangement exists at the tertiary education level in Nigeria. There are commissions for the university, college and polytechnic/technical institutions. Government indirectly gives grants to the institutions of learning through the commissions that serve as booster stations; then there is an intervention funds. The Tertiary Education Trust Fund (TETFUND), established in 2011 to disburse, manage, and monitor education tax to government owned tertiary institutions in Nigeria. The federal UBEC Intervention Funds, funded by a levy on oil revenues, have been the main source of funding outside aid projects to basic education in Nigeria. Fund criteria reflect an equitable education improvement agenda and are compatible with the induce education policy, offering money for educational equity, infrastructure, teacher training, management committee training, and special educational needs (UNESCO and GEMR, 2020). A new fund also provides school communities with direct grants for school improvement. A major challenge with Intervention Funds is that they require counterpart funding from states since several states have been blocked for years from intervention funds through their inability to provide matching funds.

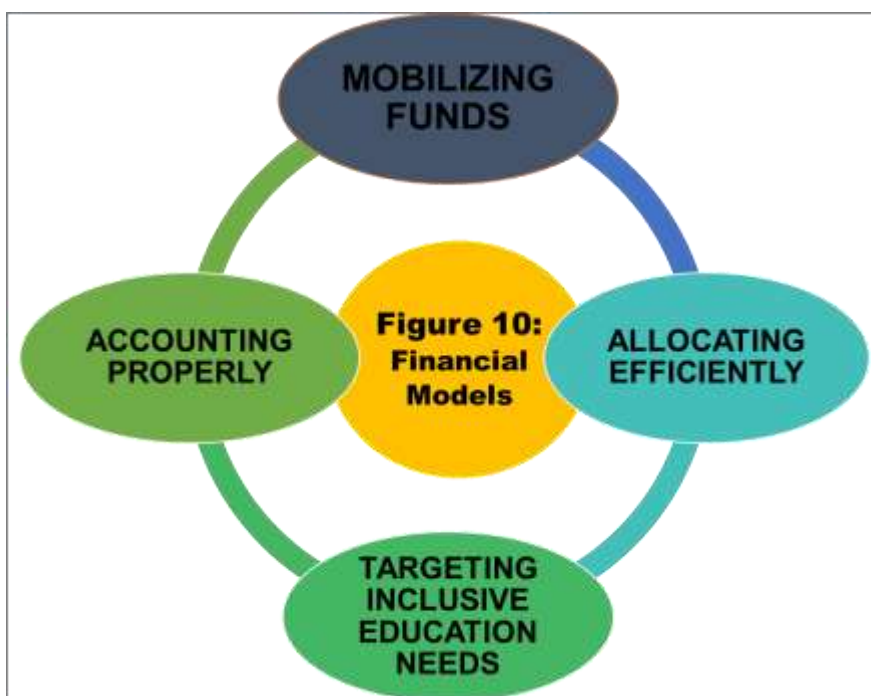
Governance structure (conflicts of funding rules and roles): as far as government's management of grants and intervention funds to basic education are concerned, the governance split between the Federal and State Universal Basic Education Commissions, and Education Ministries at Federal and State levels. The education policy-making role is a ministerial function, but most basic education services are funded by UBEC/SUBEBs, from state and federal budgets. This means it is difficult to allocate funding directly against policy provisions. There is no clear



financing mechanism for the national inclusive education policy and disabilities law, or any of the state inclusive education policies and laws.

Suggested funding strategies

Four inclusive education funding models are hereby suggested for possible adoption in Nigeria. These are mobilization of more funds to education sector, more efficient allocation of the mobilized funds, particularized financial intervention targeting inclusive education needs of persons with disabilities and better accountability for the allocated funds (Figure 10).



Mobilizing sufficient inclusive education funds: Nigeria is one of the fastest growing economies in the world but mainly a mono economy that is largely dependent on revenues from oil and gas. Nigeria spends the bulk of her oil money to reduce budget deficits, fund investments and build foreign exchange reserves. Consequently, there is a limit on a spread of available revenues towards telecommunication, banking, infrastructure, education, innovation and technology in oil-rich economies. Hence, there is an urgent need to mobilize for increased public share to education.

There are four major funding models to mobilize sufficient funding for education. Firstly, there is the purely publicly financed education in which salaries are paid and subsidies are given to students to ensure quality and equity of education. Secondly, there is the privatized public funding model which involves withdrawing of subsidies, encouraging internally generated revenue, cost sharing, requesting for accountability, commoditization, exporting educational products and introducing loan schemes. The third model is known as the public-supported private institutions that are grant aided by the government. This allows the



government to control tuition fees and other aspects of private education to make it more inclusive of persons with disabilities and children from low-income background. Fourthly, there is the self financed, not-for profit private funding model in which some institutions avoid government's financial intervention to retain their autonomy and remain independent. Lastly, there is the purely for-profit private funding model in which companies invest in intellectual stock by paying students costs, mentoring them for work and allowing them to pay later when they start earning salaries. Nigeria government is currently shifting from pure public model to private public partnership. Nevertheless, the funding of the education of persons with disabilities is expected to be viewed as a pure social responsibility where funding will be devoid of the usual charity perspective in which some privileged office holders think they are in position to render a philanthropic service to some second-class citizens who are begging the government for inclusiveness. In countries where the private burden of education is high, governments often provide loans, scholarships or vouchers to alleviate the burden on students with disabilities and their parents. However, cost sharing between governments and recipients of education at tertiary level of education has remained a political issue owing to the perceived wealth and lack of public accountability in Nigeria. Students and their parents often argue that the only value being added by the oil-rich society to Nigerians is the exception from paying the full cost of higher education in the federal institutions. They also argue that the corruption level in Nigeria shows that the government has minimal internal control to ensure efficient utilization of the recovered money in favour of the education of the poor and persons with disabilities. At the institutional or school level, while government gives grants as a social responsibility (not as a charity), there could be mobilization of charities in form of philanthropic donations and endowments from alumni, private industries, and private individuals. These are often in response to tax regimes that encourage charity such as tax exception. Furthermore, each institution of learning could mobilize funds from short vocational courses, contract research, consultancy services, productive activities, and other revenue-generating activities.

At the same time the organization of the persons with disabilities need to air their needs to the government and form an effective pressure group to engage the budgetary process and ensure their needs are represented in the education budget every year.

Efficient allocation of inclusive education funds there are educational allocations made to the school instruction, the student for searching or researching. Allocation to school instruction is made up of two allocation mechanisms, namely: (1) negotiated funding mechanism and (2) formula funding model comprising input-based allocation, output-based allocation and quality-based allocation. The second allocation to students might include grants and scholarships from governments administered by institutions provided as vouchers, means-tested, need and merit based approaches. This includes tax benefits to offset tuition and living cost, loans, mortgage, amortized, income-contingent (mandatory and



operational). The third is the research funding through block grant or competitive contract

Intervention funds targeting inclusive education needs:

There are public and private sources of intervention funds. The model being used in Nigeria is charging private companies to fund the weak areas of education. The second model is to recover public subsidy to education and relocate it back to education in form of intervention fund. When subsidies are removed, it usually cause some pains that must be cushioned to avoid unnecessary politicization of education. This process of recovering subsidies, reallocating them and reimbursing the needy is known as 3Rs or triple Rs (Figure 11). The needy requiring reimbursement is the student with disabilities and his or her household. The needy requiring reimbursement is the inclusive school that needs resources to meet the needs of persons with disabilities.



Figure 11: Fund Recovery, Reallocation and Reimbursement Model (3Rs)

Public Accountability for inclusive education fund: It is required that those who render public service or hold public funds must account for the use of that fund to the people they serve. Holders of public funds are expected to account for stewardship of public funds with respect to regularity, propriety, value for money and effective management systems. They must also demonstrate compliance with the law, government policies and initiatives as well as public expectations regarding proper conduct. In Nigeria, public accountability is ensured in various ways. These include election, opposition, legislature, judiciary, ombudsman (public watchdog like the Public Complaints Commission), ethics, anti-corruption agencies, and informal pressures (such as the Civil Societies and Associations representing the interests of persons with disabilities). The use of informal pressure is the only public accountability instrument under the control of persons with disabilities in Nigeria. This has to be organized and empowered to ensure that the



money meant for inclusive education of persons with disabilities is effectively accounted for.

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Appendix Tables:

Appendix Table 1: Education as Percentage Share of Total Expenditure in Sub-Saharan Africa												
Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Angola	8.68	8.94	8.37	8.83	6.16	8.92	6.55	6.76	5.41	6.05	6.47	6.92
Benin	26.1 4	20.9 6	25.0 2	22.3 4	22.2 3	17.48	18.79	19.88	17.71			
Botswana						17.53	16.5	17.04	15.61	15.35		
Burkina Faso	16.1 7	19.5	15.9	16.1 7	19.3 7	18.03		21.44	22.66			
Burundi	16.5 9	14.9 8	16.4 3	17.2 4	23.8 4	27.5	20.78	19.76	19.52	21.22	20.74	20.44
Cabo Verde	14.2 2	15.1 5		14.7 8	16.2 8	16.75	17.84	16.41	17.57	15.15	17.09	15.11
Cameroon	18.7 5	14.8 7	15.1 8	13.8 2	12.8 8	13.24	12.69	15.91	16.88	14.09	14.39	14.89
Central African Republic	6.48	7.83	10.6 2	8.08	9.39	8.39	7.32	8.9	9.14	9.8	9.78	9.09
Chad	8.12	10.0 8	9.21	12.4 6	9.9	8.9	13	16.36		14.21	11.67	15.13
Comoros		21.4 1	18.4 9	16.0 7	18.8 9	13.35						
Congo	24.7 3		9.32	14.7 2	6.56	7.95	12.85	15.69	15.58	17.93	18.29	17.88
Côte d'Ivoire	22.7 7	22.4 3	20.8 6	21.5 7	21.7 7	21.17	22.39	20.63	18.29	17.38	15.08	14.98
Congo	9.58			16.1 7	10.5 5	11.74	14.64	14.01				
Djibouti	12.3 3					8.58	12.01	13.25	13.99			
Eswatini	18.2 8	22.3 3			24.8			18.67	17.22	18.51	15.89	
Ethiopia	26.3	29.6 7	30.5 4	27.0 2	25.9 2	27.1	23.01	26.51	24			
Gabon	13.3 3	13.7 4	12.5 8	8.74	11.2 3	10.91	10.28	16.06	14.7	14.16	15.03	15.12
Gambia	17.6 1	15.1 2	13.8	10.5 9	11.7 5	11.03	10.45		11.36			
Ghana	20.7	30.6 3	37.5 2	21.2 2	20.9 9	23.81	22.09	20.1	18.6			
Guinea	12.4 4	14.2 6	9.46	14.1 3	11.9 9	11.6	15.77	13.38	14.87	12.41	14.29	11.98
Guinea-Bissau	9.07	10.2	14.5 4	16.1 9	13	13	10	15				
Kenya	20.5 6	19.2 5	19.9 2	19.1 4	17.0 8	16.66	17.35	17.71	19.04			
Lesotho		21.2 4	17.4 3	19.3 1	18.1	14	14	15.12	14.13	13.14	13.79	13.66
Liberia			5.18	4.67	6.89			8.34	8.15			
Madagascar		19.7 8	20.3 3	13.9 9	18.9 7	16.96	19.84	17.15	19.82	17.95	15.34	15.52
Malawi	12.4 6	15.0 5		20.5	16.6	21.8	17.2	14.34	15.83	14.59	11.5	
Mali	16.5	18.2 6	22.4	16.6 2	18.2 2	18.16	13.9	16.53	15.89	14.64	14.47	15.96



Mauritania		13.68	10.02	11.41			9.33			10.23	9.73	
Mauritius	14.57	13.85	14.96	14.79	20.91	19.46	19.96	20.36	19.27	18.68	16.12	
Mozambique	19.92	19.59	19.77	19.03	17.83	19.85	20.2	18.94	17.39	19.03	17.93	
Namibia	26.12	23.95	22.75	24.06	22.1	22.57	23.94	24.67	23.32	26.39	24.94	24.81
Niger	19.09	20.12	19.19	18.08	21.66	18.51	15.35	13.22	16.34	13.01	13.33	11.95
Nigeria			8.55	8.68	9.04	9.26	6.65	6.12	5.94	5.85	5.13	5.14
Rwanda	17.55	15.34	15.82	16.86	13.73	12.54	12.28	11.08	10.8	11	10.78	11.32
Sao Tome and Principe	19.33	16.95	13.72	18.83	12.32	11.3	15.97	18.4	20.12	17.59	16.13	16.58
Senegal	24.05	21.09	20.8	25.74	24.76	23.78	21.34	20.59	21.54	18.31	22.06	21.08
Seychelles	10.86	10.39	6.77	9.55	12.08	12.59	11.72	10.26	11.83	11.13	9.17	10.48
Sierra Leone	12.8	12.41	14.13	15.2	15.09		12.47	19.89	32.73	35.01	34.24	
Somalia						1.42	1.31	1.7	3	4.26	4.41	
South Africa	18.04	18.7	19.68	18.7	18.99	18.7	18.05	18.72	18.9	19.6	19.53	18.42
South Sudan		3.95		3.23	4.13	3.28	0.83	1.07	0.87			
Togo	19.62	16.9	17.68	16.59	17.39	16.66	15.99	23.14	21.77			20.8
Uganda	10.1	13.61	11.45	11.74	11.7	13.22	12.47	12.2	11.25	11.47	11.25	
Tanzania	19.8				17.3			24.4	20.5			
Zambia	16.9	15.3	17.2	15.4	20.1	16.34	15.66	14.93	17.12	15.29	12.38	11.51
Zimbabwe	8.54		29.75	28.66	30.02	29.47	23.53	20.87	19.04			
Source:	UNESCO Institute for Statistics. Available at: http://data.uis.unesco.org											

Appendix Table 2: Distribution of Population by Sex and Type of Disability in Nigeria (Latest Census)								
Sex	Total	Type of disability						
		Seeing	Hearing	Speaking	Mobility	Mental	Other	None
M	71,345,488	778,418	240,644	192,411	248,903	105,785	142,590	69,636,737
F	69,086,302	697,303	229,242	175,649	218,212	88,951	135,061	67,541,884
T	140,431,790	1,475,721	469,886	368,060	467,115	194,736	277,651	137,178,621
Source: National Population Commission (NPC,2006)								