

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



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Recognizing barriers to the inclusion of young people with disabilities in education and employment, a landscape report on Nigeria was developed by the International Centre for Evidence on Disability at London School of Hygiene and Tropical Medicine and the University of Abuja, in partnership with Mastercard Foundation. This brief summarizes trends related to employment and education for young people with disabilities the report.

Key Findings

- Nigerian national policies are supportive of disability inclusion in education and employment, although there is inconsistency in policies at the state level.
- There are implementation challenges in policy and programming.
- Youth with disabilities are excluded due to these challenges as well as lack of affordable assistive technology and negative attitudes towards disability.
- Promising initiatives were identified to promote disability-inclusion for youth including teacher training and employment readiness training.
- There is need for government, funders and programs to partner meaningfully with organizations of persons with disabilities in policy-making and programming.
- Participatory projects and rigorous impact evaluations are needed.

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The Nigerian Context in Brief

1-7% of Nigerians are disabled according to the 2018 DHS, but this is likely an underestimate.

43% of the country's population of 211 million people are under the age of 15 years old.

Young people with disabilities are nearly

2.5 x

more likely to be out of school than young people without disabilities.

Between youth with and without disabilities, there is a

42%

gap in rates of being not in education, employment, or training.

While Policies are Supportive of Disability Inclusion, Implementation Gaps Remain

In January 2019, the Nigerian government signed into law the Discrimination Against Persons with Disabilities (Prohibition) Act 2018, heralding a new era of the prioritization of disability rights by stakeholders and duty-bearers across the country. At subnational level, about one-third of all states have disability inclusive legislation.

Some states have an agency to implement laws at State level. Yet, implementation of policies has been a challenge due to weak law enforcement, inadequate funding, negative attitudes towards disability and a lack of data on disability.

- Disability discussed in the Constitution (missing data)
- Standalone Policy on Disability
- Disability discussed in National Development Plan (missing data)
- People with disabilities have a right to employment, free from discrimination
- Reasonable workplace accommodations for disability
- Quotas in contracts or jobs or incentives for employing PWD
- Legislation enshrining right of people with disabilities to equal access to education
- Access to inclusive education, including provisions required for specialised education

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Implementation Gaps Result in Exclusion of Youth with Disabilities



People with disabilities in Nigeria are less likely to have completed primary education, secondary education or to have attended tertiary education, compared to their peers without disabilities. Young people with disabilities (aged 13-18 years) are significantly more likely to be out of school (61%) compared to their peers without disabilities (38%).



63% of youth with disabilities in Nigeria are not in education, employment or training (NEET) compared to 21% for those without disabilities. Female youth are most likely to be excluded from employment. Data also suggest that monthly earnings for people with disabilities are nearly half of those of people without disabilities.

Key challenges include...



Availability of assistive technology and accessible learning materials.



Limited funding to bring policy provisions to fruition.

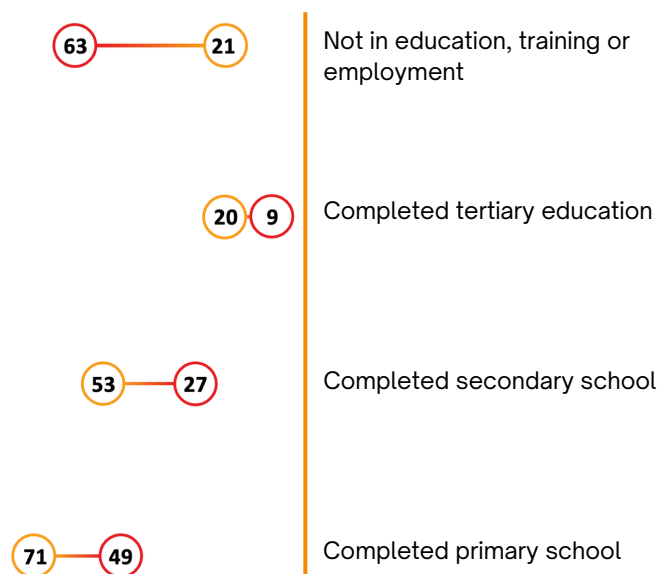


Exclusion of learners with intellectual disabilities.



Limited skills, training and development (especially digital skills).

Education, employment, and training disparities between people **with** and **without** disabilities (%).



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Initiatives to Promote Disability Inclusion for Youth Include...



Ensuring that investments are based on formative needs assessments that include youth.



Facilitating more innovative collaboration between special and mainstream teachers.



Training and mentorship to help youth with disabilities prepare for employment.



Promoting accessible education materials and digital literacy initiatives.



Employer-led networks which promote the value of people with disabilities to business.



The Universal Basic Education Programme's disbursements for disability education and National Commission for Persons with Disabilities collaboration.

Opportunities to Strengthen Practice and Research Insights are Clear

- Promote in-country production of assistive technologies.
- Promote the adoption of disability inclusive policies at the state level.
- Make amendments to policies to promote the inclusion of people with intellectual disabilities and autism in education and employment.
- During the development of policies, improve the representation of women, caregivers, and people with specific impairments.
- Scale-up programs that promote digital skills in youth with disabilities, to support them into education and employment opportunities.
- Generate evidence on 'what works' for strengthening livelihoods, education inclusion and to improve attitudes and reduce stigma towards disability.

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Acknowledgements and References

Data sources: The report upon which this brief is based drew from four main sources of data: a rapid online literature review to identify relevant policy and programs regarding disability and inclusion of youth with disabilities in education and employment; in-depth qualitative interviews with key informants in Nigeria; a secondary analysis of the 2018 Demographic and Health Survey (DHS); and analyses of data from the ILOSTAT database.

Notes: All graph figures are rounded up to the nearest whole numbers. Estimates should be interpreted with caution and considered as indication of trends rather than precise estimates. Reasons for this caution include challenges with disability measurement in surveys and small sample sizes. Further data and references are available in the full report. Image credit: Bilmor Technical and Vocational Centre Abuja.



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