



Budgeting for Inclusive Education & Training for PWDs in Nigeria:

Baseline survey on mainstreaming disability-inclusion in the process of budgeting for, and implementation of the Inclusive Education Policy in Lagos State

Supported by

**DISABILITY
RIGHTS
FUND**





Budgeting for Inclusive Education and Training for PWDs in Nigeria:

Baseline survey on mainstreaming disability-inclusion in the
process of budgeting for, and implementation of the
Inclusive Education Policy in Lagos State.

ISBN 978-978-994-658-7

© The IREDE Foundation (TIF) ~ July 2021 ~

This document may be reproduced
in any accessible formats and circulated through any medium strictly for
public and non-profit use with adequate reference to the Publishers –
The IREDE Foundation (TIF).

No part or whole of this document shall be reproduced for commercial
purposes without the permission of its Publishers.

This document may be downloaded from the website of
The IREDE Foundation: www.theiredefoundation.org

IG : @theiredefoundation

Twitter : @theirede

Facebook: @theiredefoundation

LinkedIn :@thairedefoundation

Design & Printed by
Damilare Matthew-Akinsiku for *The IREDE Foundation*

Cover Photo: by Demola Ajayi for *The IREDE Foundation*

Disclaimer

*The content of this document does not represent the views of
Disability Rights Fund (DRF) USA which provided funding support for the conduct of
the research and publishing of this report.*

Contents

<i>List of Abbreviations</i>	4
<i>Acknowledgment</i>	5
<i>Executive Summary</i>	8
<i>Preamble: Food for Thought</i>	12
Part One: Introduction; No Education for PWD = Poverty. The Number and Gaps	13
Disability = Poverty:	15
Objective	23
Scope of Work and Report Methodology	24
Part Two: Legal Framework for Inclusive Education for PWD in Nigeria (Lagos) and Effort so Far	29
The CRPD Provision on Inclusive Education	30
The SDGs, Inclusive Education and Milestones for PWD	33
Inclusive Education Policy in Nigeria: Laws, Plans, Policies and Programmes.	36
2015 National Policy On Special Needs Education In Nigeria	39
The Lagos State Special People Law 2011 and the Lagos State Inclusive Education Policy of 2015.	45
Delivery Of Special Education In Lagos: Pwd Falling-off	48
Part Three: Inclusive Budgeting framework for PWD	59
Inclusive Budgeting for Disability – the CRPD Expectations	60
Local Government/Area Council Annual Budget Process in Nigeria: Windows for PWDs to Engagement.	67
Budget Preparation in the Local Government Level	69
The Preparation of a LGA Budget: Step By Step	70
Part Four: The Data and Survey	75
The Data and Making Inclusive Budget for Disability Work in Lagos.	76
Appraisal of Inclusive Education Budget Implementation in Ikorodu and Kosofe LGAs	84
Part Five	87
Filling the Gap for Inclusive Budget Process	
Conclusion	88
<i>Broad Recommendation</i>	91
<i>References</i>	93
<i>Appendix I</i>	97
<i>Appendix II</i>	105

List of Abbreviations

CRPD	-	Convention on the Rights of Persons with Disabilities
CSOs	-	Civil Society Organizations
ECCDE	-	Early Childhood Care Development & Education
ESSPIN	-	Education Sector Support Programme in Nigeria
FACC	-	Federation Account Allocation Committee
FGDs	-	Focused Group Discussions
IE	-	Inclusive Education
JSS	-	Junior Secondary School
LASODA	-	Lagos State Office for Disability Affairs
LGA	-	Local Government Area
LGEA	-	Local Government Education Authorities
LSSPL	-	Lagos State Special People's Law
MEPB	-	Ministry of Economic Planning and Budget
NGOs	-	Non-Governmental Organization
NPE	-	National Policy on Education
OPDs	-	Organisation of Persons with Disabilities
PWDs	-	Persons with Disability
SDGs	-	Sustainable Development Goals
SEMIS	-	State Education Management Information System
SSS	-	Senior Secondary School
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNICEF	-	United Nation Children Funds
SPL	-	Special People Law

Acknowledgements

This baseline research is part of our project activities for the implementation of the United for Inclusive Education (UIE) Project, which is aimed at promoting quality education for all children with disabilities in Lagos State. It is also a contribution to knowledge on the budgeting process for inclusive education in Lagos state.

This report was supported by the Disability Rights Fund (DRF) and written by the Centre of Inclusive Development (CID) with research support from Crystal Chigbu and Wuraola Kayode of The IREDE Foundation. We also wish to acknowledge the support of Dr Olayinka Akindayomi and Dr Matilda Kerry of CDC, Afolabi Fajemilo and Janet Adekuoroye of FFF for their contribution and knowledge sharing. Mr Donald Ofoegbu who as our independent consultant work on data analysis and review of this research, Thank you.

Dr. Adebukola Adebayo, Chairman of Joint Association of Persons with Disabilities (JONAPWD) and Ms. Tsema Ede-Okoye were editors of this report and provided rich contribution and overall guidance at all stages to its completion.

We commend our key stakeholders represented by Organisations of Person with Disabilities, Ministries, Departments and Agencies from the Lagos State Office for Disability Affairs (LASODA), Ministry of Economic Planning and Budget (MEPB) and the Lagos State Universal Basic Education Board (LASUBEB) for their engagement and participation during the data collation process.

Thanks goes to the programs and administrative staff of The IREDE Foundation for support as the project would not have been possible otherwise. The team for the project very much enjoyed conducting the study and found the experience to be enriching, educational and encouraging for future research initiatives in the field of inclusive education for other states.

The project consultant and overall project manager take full responsibility for the report and its contents.



Photography by
Nelson Owoicho
For The IREDE Foundation

Foreword

On behalf of The IREDE Foundation which is the lead organisation for the coalition, Children Developmental Centre (CDC) and Festus Fajemilo Foundation (FFF), I am pleased to present the report on- Mainstreaming Disability- Inclusion in the process of budgeting for, and the Implementation of the Inclusive Education policy in Lagos State.

This report showcases one of the many ways in which The IREDE Foundation (TIF) supports, works and contributes to the implementation of the Sustainable Development Goals (SDGs) on access to quality education and reduced inequality both in state and national levels.

This report has shined the light on the existing gaps in budgeting for inclusive education, persons with disabilities involvement and participation in the budgeting process. We also see the trends in disability-inclusive budgeting on a state and national level.

With the identification and reporting of the gaps collated during the Focus Group Discussion and Key Informant Interview sessions, this report provides institution-centred recommendations for, Organisations of Persons with Disabilities, Ministries, Departments and Agencies, Civil Society Organisations and Development Organisation and the Media.

Effort has been made to make this report a comprehensive, informative, and useful document for Persons with Disabilities, Organisation of Persons with Disabilities, State and National Ministries, Agencies and Departments, School Administrators, Parents/caregivers, and other beneficiaries at large.

I conclude with a call to every one of you to join us in ensuring inclusiveness and promoting quality education for children with disabilities in this decade and beyond.

Join us to provide and advocate for an accessible future for children with disabilities in Nigeria, West Africa, and Africa.

Crystal Chigbu
Executive Director
The IREDE Foundation.

Executive Summary

Anthing can make anyone disabled, and anyone can be disabled at any point in time. Hence, Disability is and should be everyone's Business.

Nigeria signed and ratified both the Convention on the Rights of Persons with Disability (CRPD) and its Optional Protocol on 30 March 2007 and 24 September 2010 respectively. Article 24 of the CRPD provides that all schools must be inclusive of, and accessible to all children including those with disabilities in Nigeria. Nigeria has equally signed-up to the 17 Sustainable Development Goals (SDGs), Goal 4 of which targets that by 2030, all school-age children including those with disabilities must have access to qualitative, functional and effective basic education. Nigeria's National Policy on Education 2015 provides that education must be inclusive and that all children including those with disabilities have the right to qualitative, functional and effective basic education. The Universal Basic Education Act of 2004 provides that basic education is free and compulsory for all school-age children. Lagos in June 2011 passed the Lagos State Special People's Law, to protect the rights of People with Disabilities in the state. The Law seeks to uphold the rights of all persons living with any form of disability by safeguarding them against all forms of discrimination and giving PWD equal rights and opportunities that includes access to inclusive education and vocational skills.

Nigeria's National Policy on Special Needs Education 2015 requires that the Federal and State Governments ensure that the education of children with Special Needs is free at all levels. The Federal, State and Local governments are also to ensure that all necessary training, facilities and equipment that would ensure easy access and implementation of Special Needs Education programmes and services are provided for. Special needs education is capital intensive - procurement of assistive learning technologies, and training for staff, certifications programs, construction of state of the art facilities, provision of transportation, etc. However capital-intensive special needs schools are, they are affordable by the government, if backed with political will and priority given to provide better educational access for persons with disability and special needs.

After 10 years of the CRPD sign-ups, 5 years of the National Policy on Special Needs Education and

3years after the existence of the Discrimination against Persons with Disabilities (Prohibition) Act, a vast majority of persons with disability are still denied access to basic education, skills, training and quality inclusive education. Persons with disabilities are more likely to experience adverse socioeconomic outcomes such as less education, poor health access, lower levels of employment, and higher poverty rates. Not only do people with disabilities experience a disproportionately high level of poverty, being poor increases their chances of having a disability and reduced their access to vital services such as access to quality inclusive education and health care service. 25 million Nigerian citizens are living with disabilities. This is approximately 20% of the entire Nigerian population. Lagos as a centre of excellence; with its over 24 million people have over 10% of this population living with disability. These are the most poverty susceptible persons in Nigeria and the world.

Globally, there are between 93 and 150 million children with disabilities under the age of 14, according to the 2011 World Report on Disability. In Africa, an estimated 6.4% of children in this age range have moderate or severe disabilities; and less than 10% of all children with disabilities under the age of 14 are attending school. Research has shown that children with disabilities constitute more than 50% of the over 10.5 million out of schoolchildren in Nigeria. According to UNICEF, about 95% of children with disabilities amounting to about 7 million children with disabilities are out of school in Nigeria. Exclusion of children with disabilities from education has an adverse economic impact at the family, community, and country level. The schooling deficit experienced by children with disabilities can become the most challenging impediment to earning an income and long-run financial health as adults. Recent studies show a positive wage return on education for children with disabilities, while the costs of exclusion of persons with disabilities from the labour market range from 3% to 7% of a country's GDP.

Nigeria may have a sunshine Special Needs Education policy that clearly stipulates what is needed to provide best inclusive education, but in practice, the policies lack implementation, and political will. For a country like Nigeria with vast resources and a huge volume of fiscal wastage and misappropriation, the problem is one of political will, interest and concern, rather than financing.

Fiscal provisions in the form of budgetary allocation to operationalise these laws at national, state and/or local government levels have not been as expected. PWDs are still suffering the same challenges of discrimination and marginalised even in the budget processes at the national, state and local government levels. PWDs are excluded in the budget planning, budget consultations, budget drafting,

and budget defence in the executive and legislative chambers. PWDs are absent in the budget implementation and budget evaluation and reporting. Historically, budget line items for programs and projects that relate to persons with disability at national, state and local government levels are never specified or explicit. The line items are most times embedded in generally ambiguous line items, and even in implementation of such programs, information and data on the impacts of these projects and programs are never disaggregated to show the direct impact on persons with disability. Even civil society organisations, research hubs and think tanks that engage in budget analysis and public finance advocacy in Nigeria and most parts of the world, more than often omit PWDs in their scope of research, budget analysis and advocacies.

More than often, the budget documents are not prepared in formats that are accessible to persons with disabilities i.e to the visual impaired. Budget documents even in their limited hardcopy format are not available on the websites of most States and Local governments for public downloads. When efforts are made to get hardcopies of these documents from the local and state government secretariats, access to the building and offices becomes the challenge; as they are mostly not designed to be accessed by PWDs. The poor access to education and the analytical skills required to understand the budget document and effectively engage with the government and other stakeholders is another challenge among the PWD community and civil society actors.

It is therefore critical to ensure, in this regard, the full and equal participation of persons with disabilities in all spheres of fiscal planning and implementation of the National, State and Local government budget. This is to ensure that the budget works for all persons living with disability; after all disability should be everyone's business.

This report focused on evaluating the fiscal effort of the Lagos State government and two of her local governments (Ikorodu and Kosofe LGA) in promoting quality education for all persons with disabilities, strengthening of community support and participation in the budget process and enhancing involvement and responsiveness of the public towards inclusive budgeting for inclusive education and vocational skills for PWDs.

The study recommends:

1. It is important that government officials, policymakers, and decision makers are aware of the

- importance of disability as a development issue and enhance data collection on disability.
2. Investments in inclusive employment and livelihood interventions are critical to addressing unemployment challenges among persons with disabilities. These could include entrepreneurship training and business advisory services, as well as the promotion of locally produced assistive devices and accessible workplaces.
 3. A lack of quality data on children with disabilities makes it nearly impossible to both locate out-of-school children and ensure that those in school are receiving the support needed to succeed. Both national governments and development partners are playing an increasingly important role in encouraging the collection of information on disabilities through household surveys and education management information systems.
 4. Strengthen national policies and the legal system to ensure access to quality education for all persons with disabilities. These policies are useless without fiscal provisions in the annual budget and initiating investment programs for special need schools.
 5. Build the capacity of policymakers as well as other decision makers at the community and national levels to enhance their knowledge on disability inclusion in education.
 6. LGA should drive Social inclusion through access to basic services (education, energy, water, sanitation, waste removal, and health care) to address the unacceptably high levels of multi-dimensional poverty that stunts the potentials of PWDs
 7. Make schools and educational facilities accessible by creating an enabling environment for students with disabilities and by making physical and virtual environments accessible.
 8. Provide training to teachers and other education specialists to gain knowledge and experience in inclusive education for persons with disabilities.
 9. Establish monitoring mechanisms to evaluate the implementation of policies and laws on inclusive education.
 10. Improve national collection and disaggregation of education indicators by disability.
 11. Explore online and smartphone crowdsourcing applications to obtain bottom-up information on the accessibility of schools for persons with disabilities.
 12. State and local government departments and units responsible for education and social protection programs should take up initiative to encourage more partnerships and collaborations locally and internationally to rollout more inclusive vocational training centres and special school centres. Private sector organisations and business communities across sectors should be invited and engaged towards investing in PWDs empowerment programs.
- 

Food for Thoughts

“Disability is part of the human condition – almost everyone will be temporarily or permanently impaired at some point in life, and those who survive to old age will experience increasing difficulties in functioning”.



“Anything can make anyone disabled, and anyone can be disabled at any point in time. Hence, disability is and should be everyone’s business”.



“Disability is complex, and the interventions to overcome the disadvantages associated with disability are multiple and systemic – varying with the context”.



“Persons with disabilities want the same things in life that everyone wants”.



“For persons with disabilities, prejudice can be the biggest barrier”.

PART ONE



Introduction

*No Education for Persons
With Disabilities = Poverty.*



1. United Nations Flagship Report (2018) Published In 2019 - Disability And Development Report Realizing The Sustainable Development Goals By, For And With Persons With Disabilities 2018 (Accessed June 15, 2021 - <https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2021/04/Updated-Executivesummary-Un-Flagship-Report-Disability-Final.Pdf>)

According to the UN Flagship Report on Disability and Development 2018, realizing the Sustainable Development Goals (SDGs) by, for and with persons with disabilities, shows that people with disabilities are at a disadvantage regarding most of the Sustainable Development Goals. While this is true for most parts of the world, it is worst for developing countries like Nigeria where poverty and inequality are at their widest, and discussions around the inclusion of persons with disabilities in development planning and citizen right are minimal and almost non-existent.

The report shows that despite the progress made in recent years, persons with disabilities continue to face numerous barriers to their full inclusion and participation in the life of their communities. It sheds light on the disproportionate levels of poverty; their lack of access to education, health services and employment; and their underrepresentation in decision-making and political participation. This is exacerbated for women and girls with disabilities.



The main barriers to inclusion occasion discrimination and stigma on the grounds of disability. Some of them include the lack of accessibility to physical and virtual environments, lack of access to assistive technology, essential services and rehabilitation. In addition, the lack of support for independent living is critical for the full and equal participation of persons with disabilities. Data and statistics compiled and analysed in the present report indicate that persons with disabilities are not yet sufficiently included in the implementation, monitoring and evaluation of the SDGs.

Disability=Poverty

Disability is both a cause and consequence of poverty, yet national and international policymakers; state and non-state stakeholders across the board have not historically recognised or prioritised this issue within grassroots, regional, national and international development efforts.

Persons with disabilities are more likely to experience adverse socioeconomic outcomes such as less education, poorer health access, lower levels of employment, and higher poverty rates. **Poverty persists because it replicates itself.** The causes of impoverishment are its effects. This means that those who experience some aspect of poverty, such as the lack of educational opportunity, are more likely to suffer its other consequences, such as poor health access, unemployment, poor access to information, malnutrition, increased poverty, deprivation, among others. This is the vicious cycle of poverty. A reality most persons with disabilities have come to know and live with because they lack access to quality inclusive education needed to equip them with the skills to take on jobs and make a good income to live a dignifying life.

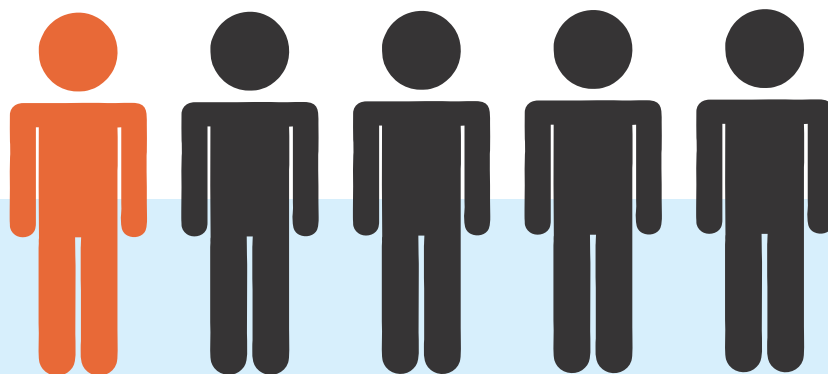


Source: Australian Disability Development Consortium

Not only do people with disabilities experience a disproportionately high level of poverty, being poor increases their chances of having another disability and reduces their access to vital services. This cycle of poverty for people with disabilities, their families and communities can be very hard to break without access to proper inclusive education that empowers persons with disabilities the knowledge, skill, experience and exposure needed to make a living through productive activities.

1 in 5

of the world's poorest people have disabilities



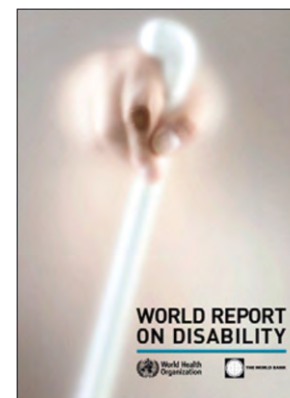
According to the World Report on Disability by the World Health Organisation and World Bank, there is an estimated 1 billion persons with disabilities worldwide. 25 million Nigerian citizens are living with disabilities. This is approximately 20% of the entire Nigerian population. Lagos with a population of about 24 million, has over 10% of this population with a disability.

Key Facts from the World Report on Disability 2011

- Over a billion people or about 15% of the world's population have some form of disability.
- 1 in 5 people or 20% of the population of the poorest people in developing countries have a disability.
- 80% of people with disabilities live in developing countries
Children with disability are much less likely to attend school than children without disability.
- The gap in primary school attendance rates between disabled and non-disabled children ranges from 10% in India to 6% in Indonesia.
- In many low and middle income countries, only 5% to 15% people who require assistive devices/technology receive them.
- Only 20% of women with disabilities in low income countries are employed compared to 58% of men with disabilities.
- People with disabilities are at greater risk of violence: up to 4 to 10 times the rate of violence against people without disabilities.

According to the 2011 World Report on Disability, there are between 93 to 150 million children with disabilities under the age of 14, globally. In Africa, an estimated 6.4% of children in this age range have moderate or severe disabilities. Less than 10% of all children with disabilities under the age of 14 are attending school.

In 2019, an estimated 65 million primary and secondary school-age children have disabilities – close to half of them are out of school. The exclusion of children with disabilities from education has an adverse economic impact at the family, community, and country level. The schooling deficit experienced by children with disabilities is the biggest impediment to earning an income and having a healthy run as adults. Recent studies show a positive wage return on education for children with disabilities, while the costs of exclusion of persons with disabilities from the labour market range from 3% to 7% of a country's GDP.



1. Australian Disability Development Consortium (Accessed July 20, 2021): Cycle Of Poverty And Disability. <https://www.addc.org.au/Home/Disability-Development/Disability-And-Poverty-Cycle/>

2. World Bank. 2020. Disability Inclusion In Nigeria: A Rapid Assessment. World Bank, Washington, Dc. © World Bank. <https://openknowledge.worldbank.org/handle/10986/34073>
License: Cc By 3.0 Igo.

3. World report on disability 2011. https://www.who.int/disabilities/world_report/2011/report.pdf

5. World Bank (November 30, 2018) Briefing - Disability-Inclusive Education In Africa Program.
<https://www.worldbank.org/en/topic/disability/brief/disability-inclusive-education-in-africa-program>

6. Usaid And Jonarpid (2017): Press Statement By The Joint National Association Of Persons With Disabilities (Jonapwd) On The Baseline Survey Conducted As Part Of Its Project On Inclusive Universal Basic Education For Children With Disabilities In Nigeria With Support

In Nigeria, the World Bank reported that less than 3% of persons with disabilities receive any formal education especially in countries like Nigeria. According to UNICEF, an estimated 93 million children worldwide live with disabilities, nearly 50 per cent of them are not in school, especially in developing countries like Nigeria. Furthermore, research has shown that children with disabilities constitute more than 50% of the over 10.5 million out of school children in Nigeria despite the provision of the Universal Basic Education Act of 2004 that basic education is free and compulsory for all children. According to UNICEF, about 95% of children with disabilities amounting to about 7 million children with disabilities are out of school in Nigeria⁴.

- **25million Nigerians citizens are living with disabilities.**
- **Less than 3% of persons with disabilities receive any formal of education in Nigeria.**
- **Children with disabilities constitute more than 50% of the over 10 million out of school children in Nigeria**
- **About 95% of children with disabilities amounting to about 7million children with disabilities are out of school in Nigeria,**
- **7million of the 10 million Out-of-School Children are Children with Disability.**



The development of persons with disabilities on the demand side has been observed to be extremely slow, because of the high rate of illiteracy in the community. Hence the need to advance the call for and provision of inclusive education for persons with disabilities in Nigeria.

The right to education is clearly defined in international policy and human rights frameworks. The **UN Convention on the Rights of Persons with Disabilities (CRPD)** sets out the responsibility of states to provide an inclusive education system at all levels. Article 24 states that people with disabilities have the right to education on an equal basis with others and without discrimination.

Article 24 of the CRPD promotes an inclusive education system at all levels based on equal opportunity and freedom from exclusion; persons with disabilities must have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training.

The importance of inclusive education is also set out in the **2030 Agenda for Sustainable Development** (Agenda 2030), which emphasizes quality and learning.

Nigeria signed and ratified both the Convention and its Optional Protocol on 30 March 2007 and 24 September 2010 respectively. Article 24 of the CRPD provides that all schools must be inclusive of, and accessible to all children including those with disabilities in Nigeria.

Nigeria has equally signed up to the 17 Sustainable Development Goals (SDGs). Goal 4 provides that by 2030, all school-age children including those with disabilities must have access to qualitative, functional and effective basic education.

Nigeria's National Policy on Education provides that education must be inclusive and that all children including those with disabilities have the right to qualitative, functional and effective basic education. The Universal Basic



Education Act of 2004 provides that basic education is free and compulsory for all school-age children.

On 23 January 2018, Nigeria's President, Muhammadu Buhari signed into law the Discrimination against Persons with Disabilities (Prohibition) Act, 2018. This Act prohibits all forms of discrimination on the ground of disability and imposes a fine of one million naira for corporate bodies and one hundred thousand for individuals or a term of six months imprisonment for violation concurrently. The Act also provides rights and privileges, which include access to education, healthcare, priority in accommodation and emergencies for PWD.

At the subnational level, Lagos state in June 2011, passed the Lagos State Special People's Law, to protect the rights of People with Disabilities in the state. The Law seeks to uphold the rights of all persons living with any form



of disability (PWDs) in Lagos State by safeguarding them against all forms of discrimination and giving PWD equal rights and opportunities that include access to inclusive education and vocational skills. Subsequently, the Lagos State Special People's Law established the Lagos State Office for Disability Affairs (LASODA). The Governing Board was inaugurated by the then Executive Governor of Lagos State, Mr Babatunde Raji Fashola (SAN) on 9 July 2012, and charged with implementing the Law.

Unfortunately, 10 years after the inauguration of the LASODA and 3 years after the existence of the Discrimination Against Persons with Disabilities (Prohibition) Act, a vast majority of persons with disabilities are still denied access to basic education, knowledge, skills, training and quality inclusive education, which is the gateway to economic prosperity and dependence; a pathway out of the circle of poverty and marginalization.

Fiscal provisions in the form of budgetary allocation to operationalise these laws at national and state levels have not been as expected. PWDs are still suffering the same challenge of discrimination in the budget processes at the national, state and local government levels. PWDs are excluded in the budget planning, budget consultations, budget drafting, and budget defence processes. In the executive and legislative chambers, they are absent in the budget implementation and budget evaluation and reporting process as well. History has shown that budget line items for projects that relate to persons with disabilities at national, state and local government levels are never specified nor explicit. The line items are mostly embedded in generally ambiguous line items, and even in the implementation of such programs, information and data on the impacts of these projects and programs are never disaggregated to show the direct impact on persons with disabilities.



More than often, the budget documents are not prepared in formats that are accessible to persons with disabilities, for example in braille for the blind. Budget documents even in their limited hardcopy format are not available on the websites of most States and Local governments for public downloads. When efforts are made to get hard copies of these documents from the local and state government secretariats, access to the building and offices become the challenge; as they are mostly not designed to be accessed by PWDs. Even when the buildings are accessed, offers of cash tokens and out-of-pocket expenses are expected to get photocopies of the budget documents; even when these are tagged public documents.

Local governments are a fundamental part of Nigeria's political landscape; they may understand citizens' daily lives more intricately than politicians at the state and federal level and are sometimes better equipped to respond to localized issues. Yet, public data and information about how state governments manage and disperse federal money specified for redistribution to local governments are scarce. This data could play a critical role in ensuring local government autonomy, holding state governments accountable for mismanaging funds and providing clarity around why certain local governments receive more than others do.

The poor access to education and the analytical skills required to understand the budget document to effectively engage with the government and other stakeholders is another challenge among the PWD community and civil society actors.

It is therefore critical to ensure that the full and equal participation of persons with disabilities in all spheres of fiscal planning and implementation of the National, State and Local government budget. This is to ensure that the budget works for all persons with disabilities. This report focuses on evaluating the fiscal effort of the Lagos State government and two of her



local governments (Ikorodu and Kosofe LGA) in promoting quality education for all persons with disabilities, strengthening community support and participation in the budget process and enhancing involvement and responsiveness of the public towards inclusive budgeting for inclusive education and vocational skills for PWDs.

Objective

1. To present a report that increases awareness on the need for PWD inclusive budgeting in State and LGAs for education.
2. To provide State and LGA authorities with the necessary knowledge and tools for inclusive budgeting, Universal Design, and OPDs involvement to fulfil the educational needs of children with disabilities
3. To present a baseline survey and desk review of the LGA education budget for PWDs, as well as a situational analysis of inclusive education in the state and local governments.
4. Evaluate the perception of PWDs towards understanding budgeting, budget participation and their assessment of the government in ensuring an inclusive budget for PWDs.
5. To present simulation and windows through which PWDs can participate and be included in the budgeting process for inclusive education in the state and LGAs.
6. To present recommendations on how inclusive education can be achieved in Nigeria through effective and inclusive budgeting WITH PWDs.

Scope of Work and Report Methodology:

The report is both an exploratory and descriptive research on the level of inclusiveness and effectiveness of the budget process of Lagos state and two (2) of her selected local governments – Ikorodu Local Government and Kosofe Local government. Their population density and their relatively larger revenue expectations informed the choice of the local governments.

Between 2007 and 2018, both Ikorodu and Kosofe LGAs were among the largest LGA collectors of the Federal Allocation in Nigeria.

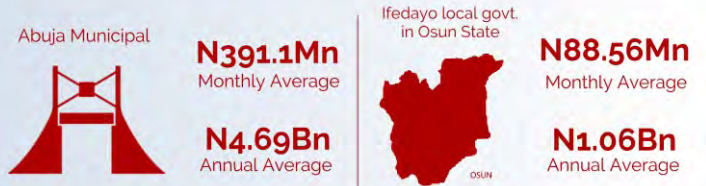
The study employed secondary data, extracted from annual budget publications, FAAC annual allocations and data from the UN and other secondary data sources such as published journals, magazines, and reports from related studies, third-party testimonies and interviews.

Qualitative primary data was collected using a well-structured questionnaire. The questionnaire was administered to target samples and was used to guide series of focus group discussions and interviews on and off-line. Collected data were analysed using both descriptive and inferential statistical methods.

Tables, graphs and charts were used to describe outcomes, and trends, while percentages, and simple frequency was used to analyse the data for easy understanding and inference.



N15.5 trillion LGA allocation pocketed by State Governments in the last 12 years



About the Sample Locations

Ikorodu and Kosofe Local Government Areas.

Ikorodu is a large city in Lagos State, Nigeria. It is located to the northeast of Lagos City, along the Lagos Lagoon and shares a boundary with Ogun State. At the 2006 census, the population was 689,045, in 2016 the population was reported to be an estimated 944,158. It is the largest local government in Lagos State. Indigenous settlers of Ikorodu immigrated from Sagamu, Ogun state.

Situated approximately 36 km north of Lagos, Ikorodu is bounded to the south by the Lagos Lagoon, to the north by a boundary with Ogun State, and to the east by a boundary with Agbowo-Ikosi, a town in Epe Division of Lagos State. Ikorodu LGA is one of the prominent areas in Lagos state. The town has grown significantly in the past 40 years and is divided into sixteen or seventeen "Ituns" or minor areas. The main industries in the town are trading, farming and manufacturing. Ijebu dialect is widely spoken in Ikorodu.

In 2003, the existing Ikorodu LGA was split for administrative purposes into Local Council Development Areas. These lower-tier administrative units are now 6- Imota, Igbogbo/Bayeku, Ijede, Ikorodu North, Ikorodu West, and Ikorodu.

Kosofe Local Government Area is headquartered in the town of Kosofe. It has an area of 84.4 km² (31 sq mi) and a population of 934,614 at the 2006 census and estimated to be 1,280,646 in 2016. It was created on the 27th of November, 1980. It is located in the northern part of the state; it is bounded by 3 local governments namely: Ikeja, Ikorodu and Shomolu. It also shares a

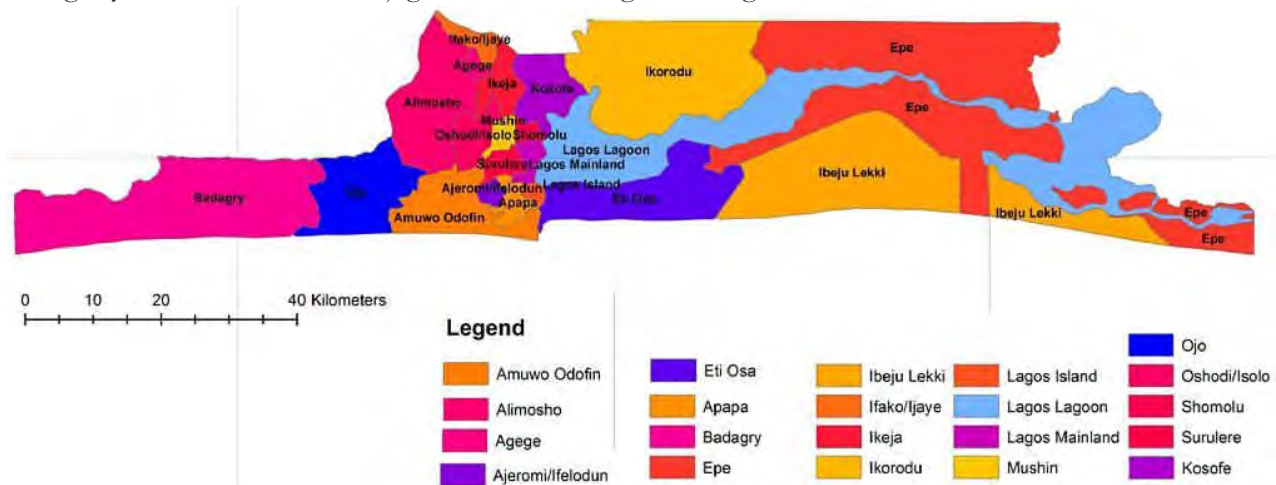
7. Lagos State Government Digest Of Statistics (2017) By The Lagos Bureau Of Statistics Ministry Of Economic Planning And Budget The Secretariat Alausa, Ikeja, Lagos.

8. Lagos State Government Digest Of Statistics (2017) By The Lagos Bureau Of Statistics Ministry Of Economic Planning And Budget The Secretariat Alausa, Ikeja, Lagos.

boundary with Ogun State. Its area of jurisdiction comprises ten wards and encompasses an area of 178.85sq/km with its headquarters at Ogudu. NPC (2006) puts the population of Kosofe at 682,772 people with 358,935 males and 323,887 females.

The indigenous dwellers of Kosofe LGA are mainly the 'Aworis' whose major occupation was mat-weaving, farming and fishing. However, due to its location as the gateway to Lagos State and the hospitality of the indigenes, Kosofe houses people from the northern and eastern part of Nigeria who engage in commercial activities in the various markets such as Mile 12 and Ketu markets. Another emergent class of dwellers in the Kosofe area are senior civil servants and officials who live in government residential areas of Magodo and Ogudu. Kosofe is a bustling commercial centre being the terminal for all food items and fruits from all parts of the nation.

There are over 35 communities in Kosofe LGA and these include Oworosoki., Ifako, Sholuyi., Anthony village, Ajao estate, Ogudu, Ojota; Alapere, Orisigun, Kosofe, Ajelogo and Akanimodo; Ikosi, Ketu, Mile 12, Ayedere, Maiden; Isheri, Olowora, Shangisha, Magodo phase 1 & 2; Agboyi-1; Agboyi-2; Owode-Onirin, Ajegunle and Odo-Ogun among others.





Photography by
Nelson Owoicho
For The IREDE Foundation

PART TWO



Legal Framework for Inclusive Education for PWD in Nigeria (Lagos) and Effort so Far.





The CRPD Provision on Inclusive Education

In 2006, the United Nations Convention on the Rights of Persons with Disabilities (CRPD) came into force. The CRPD is one of nine core international human rights treaties and it includes **33 core articles** covering all areas of life.

In February 2016, 161 out of 193 United Nations Member States or **over 80% of countries have ratified the CRPD**. Once a country ratifies this means that the country is legally bound to implement the core 33 articles and must report on their progress in writing to the United Nations periodically.

The CRPD Prescription on Education: Article 24 Education

1. States Parties recognize the right of persons with disabilities to education. To realize this right without discrimination and based on an equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:
 - a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
 - b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
 - c) Enabling persons with disabilities to participate effectively in a free society

2. In realizing this right, States Parties shall ensure that:
 - a) Persons with disabilities are not excluded from the general education system based on disability, and that children with disabilities are not excluded from free and compulsory primary education, or secondary education, based on disability;
 - b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
 - c) Reasonable accommodation of the individual's requirements is provided;
 - d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
 - e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.
3. States Parties shall enable persons with disabilities to learn life and social



Photography by
Nelson Owoicho
For The IREDE Foundation

development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

- a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
 - b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
 - c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments that maximize academic and social development.
4. To help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.
 5. States Parties shall ensure that persons with disabilities can access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.



The SDGs, Inclusive Education and Milestones for PWDs

Disability is referenced in various parts of the SDGs and specifically in parts related to education, growth and employment, inequality, accessibility of human settlements, as well as data collection and monitoring of the SDGs, for instance:

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

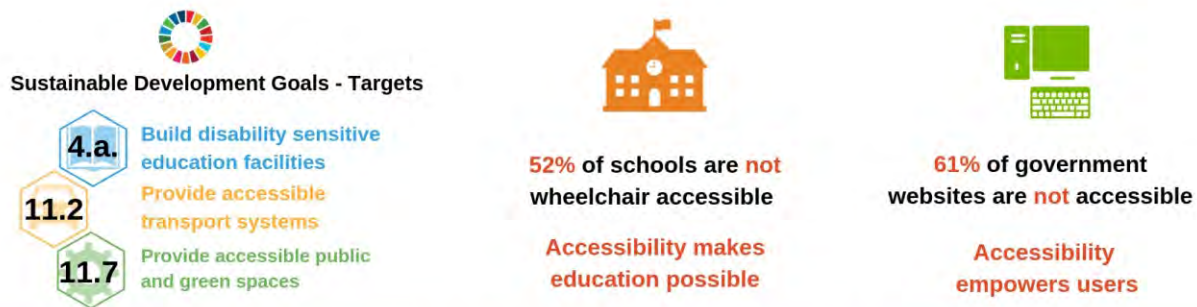
- Goal 4 on inclusive and equitable quality education and promotion of life-long learning opportunities for all focuses on eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities. In addition, the proposal calls for building and upgrading education facilities that are child, disability and gender sensitive and also provide safe, non-violent, inclusive and effective learning environments for all.
- **Targets for Goal 4:**
 - By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes.
 - By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education.
 - By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.



- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- By 2030, *eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.*
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and *appreciation of cultural diversity* and culture's contribution to sustainable development.
- **Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.**
- By 2020, substantially expand globally the number of scholarships available to developing countries, in particular, least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.
- By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.



From the global lens efforts to meeting the relevant SDG Goals that speaks to the need for access for PWDS as required by the CRPD is still poor, especially for developing countries in Africa- Nigeria precisely.



Accessibility for Persons with Disabilities



Countries with accessibility standards or guidelines



Convention on the Rights of Persons with Disabilities
Article 9 requires States to ensure equal access to facilities and services



The 1999 Constitution of the Federal Republic of Nigeria contains a non-discrimination provision, prohibiting distinctions based on 'place of origin, sex, religion, status, ethnic or linguistic association or ties' (Art. 15.2), and mandates the government to provide equal and adequate educational opportunities at all levels (Art. 18).

(Art.15.2) Accordingly, national integration shall be actively encouraged, whilst discrimination on the grounds of place of origin, sex, religion, status, ethnic or linguistic association or ties shall be prohibited.

(Art. 18.1) Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.

(Art. 18.2) Government shall promote science and technology

(Art.18.3) Government shall strive to eradicate illiteracy; and to this end Government shall as and when practicable provide;

(a) free, compulsory and universal primary education;

(b) free secondary education;

(c) free university education; and

(d) free adult literacy programme.

As stated in the 2004 Compulsory, Free Universal Basic Education Act, introduced after the 1999 UBE scheme, and in the 2007 Education Reform Act, free, compulsory and universal basic education is provided in the country 'for every child' (Art. 2). Education opportunities from early childhood up to adult literacy are guaranteed to all, including special groups, such as 'nomads and migrants, girl-child and women, Almajiri, street children and disabled groups.'

The 2004 Fourth Edition of the National Policy on Education advocated for access to inclusive education along with integration and special education provision. In 2015, Nigeria adopted the National Policy on Special Needs Education. Additionally, the Child Rights Act outlines that every child has the right to free, compulsory and basic education.

A shift in the education approach has been marked through civil society mobilization and technical support from the 2008–16 ESSPIN, which led to the approval of the National Policy on Inclusive Education in 2017. Informed by the principle of inclusive education as a human right, the National Policy on Inclusive Education plans to engage relevant actors, raising awareness, building capacity and service delivery to provide 'standardized, qualitative and accessible education for all, regardless of age, nationality, ethnicity, sex or disability. Among its eight strategies, it aims to ensure adequate accessibility, create a safe and appropriate learning environment, improve teacher training, adapt curricula and learning



9. Education Sector Support Programme in Nigeria (ESSPIN)

10. The United Nations Educational, Scientific and Cultural Organisation's GEM Report on Nigeria's Education inclusion. <https://education-profiles.org/sub-saharan-africa/nigeria/~inclusion>

materials and rehabilitate and upgrade special schools to serve as resource centres. It also contains implementation guidelines for federal and state stakeholders for proper planning and monitoring.

The 2017 National Policy on Inclusive Education endorses the UNESCO definition of inclusive education, considering it as 'the process of addressing all barriers and providing access to quality education to meet the diverse needs of all learners in the same learning environment. According to the document, inclusive education addresses vulnerable and marginalized groups, such as learners who are excluded from or within education; living in the streets; involved in child labour; from minority cultures and/or religions, including those speaking minority languages; physically and/or psychologically abused; growing up in economic and/or cultural poverty; with health challenges, including learners affected by HIV or AIDS; or from families who are addicted to or abusing drugs; as well as those with temporary learning challenges, those who have dropped out of school, learners who learn differently – slower or faster – than the average learner, those with impairments/disabilities, learners experiencing barriers to learning caused by factors other than impairments, and learners with social or emotional challenges, including girls who are pregnant or have given birth.



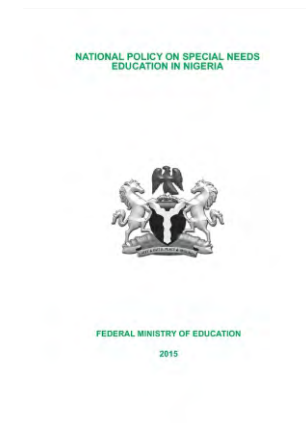
2015 National Policy On Special Needs Education In Nigeria

The National Policy on Education (NPE) 1977 paid attention to the issues on Special Needs Education by creating a section for it. The implementation of the Policy between 1978 and 2013 has been subjected to various interventions which include among others: teacher development, institutional development framework, the establishment of special schools, curriculum reviews and other initiatives by the Government and Non-Governmental Organization (NGOs). However, research at global, continental and regional levels and by human rights groups has given rise to new concepts. These have therefore necessitated the need to review the policy to ensure best practices in the field of Special Needs Education.

Based on the above, the Nigerian government commit to driving Special Needs Education on the following principles:

- Creating the least restrictive environment.
- Zero Reject (Education for all notwithstanding the circumstance of life, setting and services).
- Total inclusion of Persons with Special Needs within the ambience of societal operation.
- Diversification of services beyond the school setting to include the home and the hospital.

The National Policy on Special Needs Education emphasizes the least restrictive environment, zero reject, total inclusion and diversification of services beyond the school target. With the Policy and the Implementation Guidelines developed, it is expected that the practice of Special Needs Education will henceforth be based on global best practices.



According to the policy, the expression 'persons with special needs is not limited to persons with physical impairments, according to the 2015 National Policy on Special Needs Education. Rather, it refers to various forms of exceptionalities, such as visual impairment, hearing impairment, 'mental retardation (intellectual disability/intellectual developmental disability, physical or health impairment, behavioural disorders, communication and speech impairment, learning disabilities, multiple disabilities, autism and albinism, as well as as at-risk children and the gifted and talented.

The policy requires that the Federal and State Governments ensure that the education of children with Special Needs is free at all levels. The Federal and State Governments are also to ensure that all necessary training, facilities and equipment that would ensure easy access and implementation of Special Needs Education programmes and services are provided.

Special needs education may be capital intensive - procurement of assistive learning technologies such as; braille, embosser, braille translator, OmniPage/open book, quick tac, Job Access With Speech (JAWS) for windows, acoustic cabinet, scanner, laptop, low vision aids and devices, binocular, camera, audiometer, tympanometry, otoscope, video otoscope, tuning fork, Otoacoustic Emission (OAE), Auditory Brainstem Response (ABR), Auditory Steady-State Response (ASSR), etc; training for staff, certifications, construction of state-of-the-art facilities, transportation, etc. However, capital intensive special needs schools are, affordable by the State government, if backed with political will and priority is given to provide better educational access for persons with disabilities and special needs.

Nigeria may have a Special Needs Education policy that stipulates what is needed to provide the best inclusive education, but in practice, the policies lack implementation, political and mass civic concerns. For a country like Nigeria with vast resources and a huge volume of fiscal wastages and misappropriation, the problem is one of political will, interest and concern, rather than financing.

11. Federal Ministry of Education (2015): National Policy on Special Needs Education in Nigeria

12. The United Nations Educational, Scientific and Cultural Organisation's GEM Report on Nigeria's Education inclusion. <https://education-profiles.org/sub-saharan-africa/nigeria/~inclusion>

The provision of Special Needs Education (SNE) requires heavy funding and comprehensive planning, especially when the population of those requiring such services in SNE increases by the day. According to the policy, the funding required for Special Needs Education shall be provided: primarily by the Federal, State and Local Governments. Other funding supports can come from government Agencies/Parastatals, the Private Sector, International Development Partners, Non-Governmental Organizations (Local and International), Corporate Organizations, Civil Society organizations, Faith-based Organizations, individuals and philanthropists. The Federal Ministry of Education plays a coordinating role between the relevant agencies.

So far

There is no functional legislation on Special Needs Education. The kind of laws that exist is mainly that of grants-in-aid. Some of the laws in some states are now moribund. What exists now are policies, which must be backed by legislation, and the role of Special Education teachers in the context of the policy must be highlighted.

The absence of comprehensive data on Persons with Special Needs has hampered the planning and implementation of programmes over time. In Nigeria, available data are silent on albinism. The issue of access, vision and skin problem in the case of albinism makes their inclusion into Special Needs Education necessary.

The classrooms of the 21st century should be entirely technology-driven. There is a need to look at equipment, materials and funding that will propel this process. The nature of funding is an evolving thing as we develop the policy.

13. Source: Statistics for Special needs Schools in Nigeria by EDUCELEB.com (Accessed July 15, 2021)

According to EduCeleb.com taking a statistics of the number of special needs schools preceding the tertiary level, shows that the number of full-fledged nursery, primary and secondary special needs schools according to the Nigerian government is 1,117. The highest number of fully-fledged special needs schools are in Kano state with 153 schools, followed by Kaduna with 79 and Lagos with 75 special needs schools. According to EduCeleb, the major thing that makes these schools inclusive is the presence of special needs children, NOT the availability of working facilities needed to take care of the peculiarities of special needs children. EduCeleb has earlier reported the breakdown of 315,579 classrooms in bad conditions across Nigeria.

SPECIAL NEEDS SCHOOLS IN NIGERIA

EDUCELEB.COM © 2020
...everything education

Special needs persons

- Visual impairment
- Hearing impairment
- Physical and health impairment
- Intellectual disabilities
- Emotional and behavioural disorders
- Speech and language impairment
- Learning disabilities
- Multiple disabilities
- The gifted and talented
- Albino

— National Policy on Education

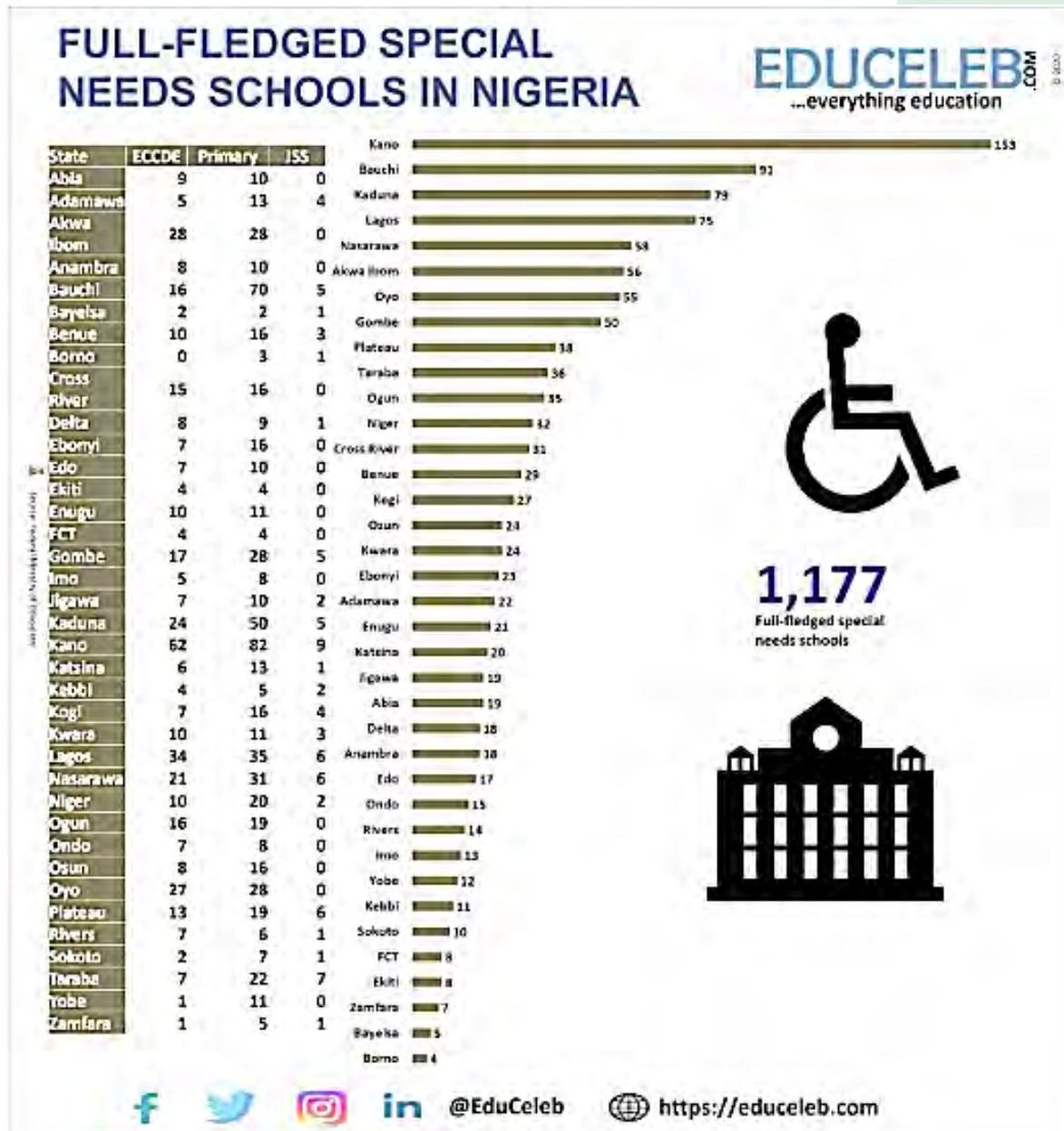
1,177

Full-fledged special needs schools

33,603

Inclusive schools (having special needs children population)





INCLUSIVE SCHOOLS FOR SPECIAL NEEDS CHILDREN IN NIGERIA

EDUCELEB.COM
...everything education

State	ECDE & Primary	JSS
Abia	567	168
Adamawa	579	147
Akwa Ibom	676	127
Anambra	843	193
Auchi	1,261	405
Bayelsa	103	46
Benue	803	268
Borno	336	123
Cross River	602	186
Delta	561	162
Ebonyi	610	188
Edo	333	108
Ekiti	229	72
Enugu	796	146
FCT	352	100
Gombe	490	153
Imo	896	180
Jigawa	1,158	314
Kaduna	2,014	282
Kano	2,906	627
Katsina	1,826	270
Kebbi	686	135
Kogi	346	118
Kwara	414	154
Lagos	924	320
Nasarawa	603	171
Niger	821	175
Ogun	329	144
Ondo	372	88
Osun	228	100
Oyo	342	190
Plateau	1,073	311
Rivers	392	141
Sokoto	780	132
Taraba	557	194
Yobe	288	86
Zamfara	658	119



At the state level, Enugu approved an inclusive education policy in 2015 and has planned to review it in compliance with the national one. Kwara's inclusive education policy has focused on the reduction of discrimination against albino children in education, working with the Albino Foundation. Aligned with the federal policy, Kaduna's inclusive education policy supports the inclusion of children with disabilities into regular schools and improved education access for marginalized girls and boys, including Almajiri learners and street and nomadic children.

The Lagos State Special People Law 2011 and the Lagos State Inclusive Education Policy of 2015.

Lagos State Ministry of Education endorsed the Lagos State Inclusive Education Policy on the 26th of May 2015. The policy seeks to achieve the UBE objectives, in line with the SDGs goal 4, the Lagos State Special Peoples' Law 2011, and the CRPD as it relates to inclusive education.

Recognizing the need to have a reliable database of all out-of-school children in the State, the policy is pertinent to embark on a census, for accurate planning and projection. The policy is said to facilitate the conduct of a census of all out-of-school children with an emphasis on the direct and remote causes that are inimical to their education. This is intending to plan different strategies for different groups of children in the State.

The out-of-school children in Lagos State are those children of basic school age who are unable to attend school due to various circumstances such as the divorce of their parents, parents' professions, religion, parental economic status/poverty, cultural beliefs, disabilities, vulnerable children, teenage pregnancy, among others.

As a response to the needs of all people with disabilities in Lagos State, the State House of Assembly has passed into law, the **Lagos State Special People's Law 2011**. This law addresses the fundamental rights of all

14. The United Nations Educational, Scientific and Cultural Organisation's GEM Report on Nigeria's Education inclusion. <https://education-profiles.org/sub-saharan-africa/nigeria/~inclusion>

children with disabilities as it concerns their education. It also made provision for inclusive education, with emphasis on creating access to education in all schools in the State, eradicating discrimination and stigmatization of people with special needs.

The existing inclusive education programme is more of integration/mainstreaming, as there are myriads of challenges to the programme. These are inadequate infrastructure, shortage of personnel, high ratio of pupil-to-teacher, and inadequate instructional materials.

The Lagos State Special People's Law (LSSPL) of June 2011 established the Lagos State Office for Disability Affairs (LASODA). The Governing Board was inaugurated by the Executive Governor of Lagos State, Mr Babatunde Raji Fashola [SAN] on 9 July 2012 and charged with implementing the Law.

The Law seeks to uphold the rights of all persons living with any form of disability [PWDs] in Lagos State by safeguarding them against all forms of discrimination and giving them equal rights and opportunities.

Responsibilities of the LSSPL Office:

The Lagos State Special People's Law stipulates 19 functions of the office. They can be summarized into these 8 categories;

1. Advocacy, Public enlightenment and Reorientation of the public.
2. Registration and coordination of associations of PWDs in Lagos State. Establishment of a PWDs database to ensure proper planning.
3. Collaboration with Ministries, Parastatals and corporate bodies in respect of building codes, all government policies, programs and activities. Liaising with international organizations to ensure the best practices are available.

4. Issuance of directives and guidelines for the education, social development and welfare of PWDs, including preventive and curative exercises.
5. Issuance of guidelines and directives to the relevant authority on special sports and special schools for PWDs.
6. Issuance and revocation of certificates of disability and customized insignia to be used at parking lots.
7. Ensuring compliance with the Law by receiving complaints from PWDs, investigation, prosecution and sanctions in appropriate cases of any violation of the Law. Actualising the enjoyment of all rights of PWDs in the Law.
8. Establishment and promotion of schools, vocational and rehabilitation centres for the development of PWDs.



15. Ministry of Education, Lagos State: Annual School Census Report 2009 – 2010. Produced by the State Education Management Information System (SEMIS) Committee

16. Ministry of Education, Lagos State: Annual School Census Report 2013 – 2014. Produced by the State Education Management Information System (SEMIS) Committee (October 2014)

17. Ministry of Education, Lagos State: Annual School Census Report 2017 – 2018. Produced by the State Education Management Information System (SEMIS) Committee

Delivery Of Special Education In Lagos

The Lagos state government, apart from rehabilitating the existing special schools, claims to have also increased the number of inclusive units in the state schools to 38.

The Reality: According to the Lagos State School Census Report 2009-2010, the number of children with special needs decreases sharply from 880 in primary 1 to only 159 in senior secondary 3 (in the same year, 2009-2010). This implies that children with disabilities are not getting the necessary additional support to get a complete educational experience.

Also, the Lagos State School Census report 2013-2014 states that the number of children with special needs decreases sharply from 733 in primary 1 to only 118 in senior secondary 3 (in the same year, 2013-2014).

Enrolment of Special Needs Children in Primary and Secondary Schools 2009 - 2010

Type of disability	PRY 1	PRY 2	PRY 3	PRY 4	PRY 5	PRY 6	JSS1	JSS2	JSS3	SSS1	SSS2	SSS3
Blind / visually impaired	24	12	12	13	10	5	8	20	11	23	35	64
Physically challenged	242	70	49	60	47	44	49	64	36	57	66	44
Hearing / speech impaired	279	205	230	174	136	82	47	62	24	51	69	45
Mentally challenged	335	89	72	47	35	16	11	15	4	8	15	6
Total Pupils	880	376	363	294	228	147	115	161	75	139	185	159

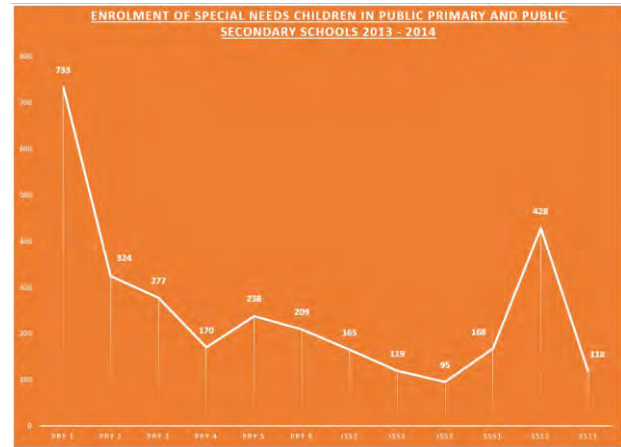
Enrolment of Special Needs Children in Public Primary and Public Secondary Schools 2013 - 2014

Type of disability	PRY 1	PRY 2	PRY 3	PRY 4	PRY 5	PRY 6	JSS1	JSS2	JSS3	SSS1	SSS2	SSS3
Blind / visually impaired	29	5	7	15	15	15	9	3	6	7	8	26
Physically challenged	38	34	24	41	21	9	41	34	26	60	50	45
Hearing / speech impaired	228	185	121	15	138	152	89	71	56	85	54	45
Mentally challenged	438	100	125	99	64	33	26	11	7	16	316	2
Total Pupils	733	324	277	170	238	209	165	119	95	168	428	118

Enrolment of Special Needs Children in Public Primary and Public Secondary Schools 2017 - 2018

Type of disability	PRY 1	PRY 2	PRY 3	PRY 4	PRY 5	PRY 6	JSS1	JSS2	JSS3	SSS1	SSS2	SSS3
Blind / visually impaired	16	30	44	48	53	59	27	30	22	6	3	13
Physically challenged	54	55	44	61	42	20	67	44	45	35	20	9
Hearing / speech impaired	97	126	169	128	147	153	115	108	99	109	54	69
Mentally challenged	140	69	62	65	54	34	26	9	12	7	1	0
Total Pupils	307	280	319	302	296	266	235	191	178	157	78	91

In the latest Lagos State School Census report for Y2017-2018, the number of children with special needs decreases sharply from 307 in primary 1 to only 91 in senior secondary 3 (in the same year, 2017-2018).



The above trends on the enrolment of children with special needs in the sessions 2009-2010, 2013-2014 and 2017-2018, clearly show that for all the periods, the number of special needs children progressive reduced

Source: Ministry of Education, Lagos State: Annual School Census Reports from 2009 to 2018

significantly as over the classes in all the academic years. One may be tempted to reason that these reductions in the enrolment and dropouts of children with special needs from public primary and secondary schools can be traced to an expected increase in the number of persons enrolled in vocational training and skill acquisition programs, but this may not be the case.

Data from the Lagos State Ministry of Youth and Social Development 2014, 2016 and 2017 on vocational training skill programs from 2014 to 2016, shows that a total of 5,897 persons in 2014 acquired vocational skills; in 2015 it was 6,248 people that acquired the vocational training and in 2016 the number was 20,579 people. Should we assume the vocational training programmes are inclusive? Most likely not. Persons with disabilities that enrolled in the vocational pieces of training in these years are: 2014 had 579 PWDs of the 5,897 people (that is 6%). Between 2015-2016, there were 295 PWDs of the 6,248 (4.72%). From 2016 to 2017 there were 1,247 PWDs ***

STATISTICS ON GRADUATES THAT ACQUIRED VOCATIONAL SKILLS YEAR 2014-2016

S/N	COURSE	DURATION	2014			2015			2016		
			MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	Computer Studies	6months	748	763	1,511	737	798	1,535	2,416	2,645	5,061
2	Catering/Hotel Management	9months	28	909	937	36	966	1,002	122	3,643	3,765
3	Fashion Design/Dress Making	12months	80	741	821	78	846	924	235	2,401	2,636
4	Hairdressing &Cosmetology	9months	29	648	677	45	711	756	136	2,538	2,674
5	Textile Design/Hat/Bead Making	6months	21	722	743	24	812	836	82	2,199	2,281
6	Adult Literacy	6months	19	63	82	6	12	18	68	153	221
7	Photography	6months	312	196	508	332	171	503	1,034	612	1,646
8	Weaving	9months	1	5	6	0	0	0	2	5	7
9	Barbing	6months	215	13	228	235	8	243	688	41	729
10	Welding	9months	23	1	24	46	0	46	134	2	136
11	Screen Printing/Transfer	9months	72	11	83	66	9	75	280	45	325
12	Aluminium Fabrication	9months	104	1	105	115	1	116	410	3	413
13	Refrigerator/Air-Condition	9months	44	2	46	49	0	49	186	3	189
14	Vulcanizing &WheelAlignment	6months	10	0	10	14	0	14	35	0	35
15	Tiles Laying	9months	62	0	62	67	0	67	265	1	266
16	Shoe/Bag making	9months	20	25	45	24	32	56	62	65	127
17	Knitting	9months	0	1	1	0	1	1	0	5	5
18	Fish Smoking	3months	0	0	0	1	0	1	2	0	2
19	Pottery making	9months	1	1	2	0	0	0	3	2	5
20	Furniture Making	9months	6	0	6	5	1	6	23	3	26
21	Mat Weaving	6months	0	0	0	0	0	0	0	0	0
TOTAL			1,795	4,102	5,897	1,880	4,368	6,248	6,183	14,366	20,549

of the total 20,579 people (6.01%). This implies that even with the significant increase in the number of vocational skill programs, persons with disabilities are less than 5% of the total enrollees.

STATISTICS ON REHABILITATED PERSONS AT REHABILITATION AND VOCATIONAL TRAINING CENTRE FOR DISABLED, OWUTU YEAR 2014

S/N/ ITEMS	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	TOTAL
1 Old Admission b/f	21	22	23	23	21	22	22	19	19	17	20	21	250
2 New Admission	1	1	1		1					3	2	1	10
3 Pending Admission	3	3	2	2						3	2	1	16
4 Apprehension (No of Trainees returned from home leave)	0												0
5 Day Trainee	1	1	1	1	1	1							6
6 No of Death													0
7 Leave	3	3	3	3	3	3		2					20
8 Closed		1											1
TOTAL	29	30	31	29	26	26	22	21	19	23	24	23	302
ANALYSIS OF VOCATIONAL CLASSES													
9 Tie & Dye	5	5	6	6	5	5	5	3	3	3	4	5	55
11 Tailoring	3	3	3	3	3	3	3	3	3	3	3	3	36
12 Shoe Making	5	6	6	5	5	6	5	5	4	5	5	5	62
13 Art & Signs	4	4	4	4	4	4	4	4	4	4	4	4	48
14 Beads Making	5	5	6	6	5	5	5	3	3	3	5	5	56
TOTAL	54	56	60	56	51	52	44	41	36	41	45	45	579
ANALYSIS OF REHABILITEES INTO PHYSICAL CHALLENGES AND STATUS													
15 Mentally Challenged/ Learning Disabilities	5	5	6	5	5	5	5	3	3	3	5	5	55
17	4	5	5	5	4	4	4	4	3	4	4	4	50
TOTAL	9	10	11	10	9	9	9	7	6	7	9	9	105
18	1	1	1	1	1	1	1	1	1	1	1	1	12
19 Deaf	2	2	2	2	2	2	2	2	2	2	2	2	24
20	3	3	3	3	3	3	3	3	3	3	3	3	36
21	1	1	1	1	1	1	1	1	1	1	1	1	12
22 Dumb	1	1	1	1	1	1	1	1	1	1	1	1	12
23	2	2	2	2	2	2	2	2	2	2	2	2	24
24	-	-	-	-	-	-	-	-	-	-	-	-	0
25 Deaf & Dumb	1	1	1	1	1	1	1	1	1	1	1	1	12
26	1	1	1	1	1	1	1	1	1	1	1	1	12
27	2	2	2	2	2	2	2	2	2	2	2	2	24
28	1	1	1	1	1	1	1	1	1	1	1	1	12
29 Autism	3	3	3	3	3	3	3	3	3	3	3	3	36
30	2	2	2	2	2	2	2	2	2	2	2	2	24
31 Partially Dumb	1	1	1	1	1	1	1	1	1	1	1	1	12
32	3	3	3	3	3	3	3	3	3	3	3	3	36
33	-	-	-	-	-	-	-	-	-	-	-	-	0
34 Physically Challenged at the Chest	1	1	1	1	1	1	1	1	1	1	1	1	12
35	1	1	1	1	1	1	1	1	1	1	1	1	12

STATISTICS ON REHABILITATED PERSONS AT REHABILITATION AND VOCATIONAL TRAINING CENTRE FOR DISABLED, OWUTU YEAR 2016

S/N/ ITEMS	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	TOTAL
1 Old Admission b/f	25	25	26	25	27	28	29	28	28	28	30	34	333
2 New Admission	0	1	0	2	1	1	0	0	0	2	0	1	8
3 Pending Admission	1	4	4	3	2	4	5	5	6	4	4	3	45
4 Apprehension (No of Trainees returned from home leave)	10	0	0	6	0	0	0	0	0	0	0	0	16
5 Day Trainee	0	0	0	0	0	0	0	0	0	0	4	4	8
6 No of Death	0	0	0	0	0	0	0	0	0	0	0	0	0
7 Leave	3	2	10	6	5	4	3	3	3	3	5	15	62
8 Closed	0	0	3	0	0	0	3	1	0	0	0	0	14
TOTAL	39	32	41	42	35	37	38	37	37	37	43	58	476
ANALYSIS OF VOCATIONAL CLASSES													
9 Tie & Dye	5	5	5	5	5	5	5	5	5	5	5	5	60
11 Tailoring	2	2	2	3	3	3	3	3	3	3	3	3	33
12 Shoe Making	6	6	5	6	6	6	6	6	6	6	6	7	72
13 Art & Signs	3	4	4	4	4	4	4	4	4	5	5	5	50
14 Beads Making	7	7	7	7	7	7	6	6	6	7	7	6	80
TOTAL	23	24	23	25	25	25	24	24	24	26	26	28	295
ANALYSIS OF REHABILITEES INTO PHYSICAL CHALLENGES AND STATUS													
15 Mentally Challenged/ Learning Disabilities	9	9	8	9	9	9	8	8	8	8	8	8	1247
17	4	4	4	4	5	5	5	5	5	5	5	5	55
TOTAL	13	13	12	13	14	14	13	13	13	13	13	13	1247
18	1	1	1	1	1	1	1	1	1	1	1	1	12
19 Deaf	0	0	0	0	0	0	0	0	0	0	0	0	0
20	1	1	1	1	1	1	1	1	1	1	1	1	12
21	0	0	0	0	0	0	0	0	0	0	0	0	0
22 Dumb	0	0	0	0	0	0	0	0	0	0	0	0	0
23	0	0	0	0	0	0	0	0	0	0	0	0	0
24	1	1	1	1	1	1	1	1	1	1	1	1	12
25 Deaf & Dumb	1	1	1	1	1	1	1	1	1	1	1	1	12
26	2	2	2	2	2	2	2	2	2	2	2	2	24
27	3	3	3	3	3	3	3	3	3	3	3	3	36
28	2	2	2	2	2	2	2	2	2	2	2	2	24
29 Autism	3	3	3	3	3	3	3	3	3	3	3	3	36
30	2	3	2	3	3	3	3	3	3	4	4	4	37
31 Partially Dumb	2	2	2	2	2	2	3	3	3	4	4	4	34
32	4	5	4	5	5	6	6	6	6	6	6	6	71
33	0	0	1	1	1	1	1	1	1	1	1	1	10
34 Physically Challenged at the Chest	0	0	0	0	0	0	0	0	0	0	0	0	0
35	0	0	1	1	1	1	1	1	1	1	1	1	10

18. *** Please note that the figure reported in the report does not add up for the number of persons with disability. This either suggest errors in estimation or deliberate inflation of the number of PWDs

STATISTICS ON REHABILITATED PERSONS AT REHABILITATION AND VOCATIONAL TRAINING CENTRE FOR DISABLED, OWUTU 2016/2017

		ANALYSIS OF REHABILIITEES INTO PHYSICAL CHALLENGES AND STATUS													
15	Mentally Challenged/ Learning Disabilities	Male	9	9	8	9	9	9	8	8	8	8	8	8	1,247
16		Female	4	4	4	4	5	5	5	5	5	5	5	5	
17		TOTAL	13	13	12	13	14	14	13	13	13	13	13	13	1,247
18	Deaf	Male	1	1	1	1	1	1	1	1	1	1	1	1	12
19		Female	0	0	0	0	0	0	0	0	0	0	0	0	0
20		TOTAL	1	1	1	1	1	1	1	1	1	1	1	1	12
21	Dumb	Male	0	0	0	0	0	0	0	0	0	0	0	0	1,271
22		Female	0	0	0	0	0	0	0	0	0	0	0	0	
23		TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	1,271
24	Deaf & Dumb	Male	1	1	1	1	1	1	1	1	1	1	1	1	12
25		Female	1	1	1	1	1	1	1	1	1	1	1	1	12
26		TOTAL	2	2	2	2	2	2	2	2	2	2	2	2	24
27	Autism	Male	3	3	3	3	3	3	3	3	3	3	3	3	36
28		Female	2	2	2	2	2	2	2	2	2	2	2	2	24
29		TOTAL	5	5	5	5	5	5	5	5	5	5	5	5	60
30	Partially Dumb	Male	2	3	2	3	3	3	3	3	3	4	4	4	37
31		Female	2	2	2	2	2	3	3	3	3	4	4	4	34
32		TOTAL	4	5	4	5	5	6	6	6	6	8	8	8	71
33	Physically Challenged at the Chest	Male	0	0	1	1	1	1	1	1	1	1	1	1	10
34		Female	0	0	0	0	0	0	0	0	0	0	0	0	0
35		TOTAL	0	0	1	1	1	1	1	1	1	1	1	1	10



It must be stressed that the reported data on the number of persons with disabilities that enrolled in the vocational skill training centres in the tables above are grossly underestimated, unreliable, misleading and the estimations may be wrong as indicated in the above line.

SUMMARY STATISTICS ON YOUTH AND SOCIAL DEVELOPMENT

S/N	DESCRIPTION	2016	2017
1	Number of youth Centres	32	32
2	number of licensed Orphanage Homes	55	60
3	Number of registered Youth organisation	38	42
4	Number of recreational centres (open space)	4	4
5	Number of reported abandon children	35	136
6	Number of social welfare	-	-
7	Number of children in transit home (care & protection)	45	562
8	Number of beggars and destitute rescue.	1047	1258
9	Number of beggars and destitute reintegrated/transferred to their state of origin	1132	686
10	Number of family social service cases registered	1580	2108
11	Number of child abuse cases	279	270
12	Number of rehabilitated and vocational trained persons with disabilities	5	-
13	Number of vocational skill acquisition and empowerment	26	85
14	Number of family recorded.	100	101

19. Lagos State Government Official Web Portal (December 2018): LAGOS GRADUATES 15 TRAINEES WITH DISABILITIES IN DIFFERENT VOCATIONS. <https://lagosstate.gov.ng/blog/2018/12/10/%EF%BB%BFagos-graduates-15-trainees-with-disabilities-in-different-vocations/>

20. Inclusive News Network (January 23, 2020): Lagos Begins Training For 300 Persons With Disabilities. (accessed August 10, 2021)<https://inclusivenews.com.ng/2020/01/23/lagos-begins-training-for-300-persons-with-disabilities/>

There is no accurate or recent data on the number of rehabilitation and vocational training across the state. The statistics from the ministry of youth and social development shows that 32 youth centres were in the state in both 2016 and 2017. The statistics also report that 5 persons with disabilities were rehabilitated and vocationally trained in 2016. In December 2018, it was reported that the Lagos State government graduated 15 trainees with disabilities from its vocational rehabilitation centre in Owutu, Ikorodu.

In January 2020, The Lagos State Government flagged off vocational training for 300 People with Disabilities in the state and assured that it would continue to support and provide protection for them. This was at the flag-off ceremony of the 2019 Vocational Training and Empowerment programme for People Living with Disabilities at the Vocational Rehabilitation Centre, Owutu, Ikorodu. The flag-off of the 2019 Disability Vocational Training and Empowerment programme was held across three divisions in Lagos State, Ikorodu, Badagry and Epe local governments simultaneously.

No information on whether any vocational training centre exists in Kosofe local government area of Lagos state. Recent information as already reported suggests that there are 3 vocational training centres for persons with disabilities in the State and 75 (34 ECCDE, 35 Primary and 6 JSS) fully-fledged special needs schools across Lagos State.

The data below shows that no significant difference exists in the number of educational institutions in the two local governments – Ikorodu and Kosofe LGAs; except that Kosofe local government is not getting as much attention as it should for the establishment of better learning facilities for persons with disability, despite its relatively larger population of 934,614 people, compared to 689,045 people in Ikorodu LGA. If 10% of this population are persons with disabilities, then Kosofe LGA needs to be equipped with many more state of the art learning facilities for PWDs. Both LGAs are among the top collectors of federal allocations from 2007 – 2018; with Kosofe 3rd highest with NGN49.95billion and Ikorodu coming third with NGN46.43billion.

STATISTICS OF ACADEMIC INSTITUTIONS 2014/2015 SESSION

S/N	LOCAL GOVERNMENT AREA	PRIMARY SCHOOL	SECONDARY		COLLEGE OF EDUCATION	TECHNICAL COLLEGE	LAGOS STATE POLYTEHNIC	LAGOS STATE UNIVERSITY
			JUNIOR	SENIOR				
1	Agege	50	13	8	-	-	-	-
2	Ajeromi/Ifelodun	71	19	20	-	-	-	-
3	Alimosho	76		25	-	1	-	-
4	Amuwo Odofin	43	19	20	-	1	-	-
5	Apapa	24	6	6	-		-	-
6	Badagry	53	14	13	-		-	-
7	Epe	78	26	25	1	1	-	-
8	Eti-Osa	35	20	20	-	-	-	-
9	Ibeju-Lekki	39	9	9	-	-	-	-
10	Ifako-Ijaiye	25	11	8	-	-	-	-
11	Ikeja	32	13	13	-	1	-	-
12	Ikorodu	61	27	29	-	1	1	-
13	Kosofe	40	16	17	-	-	-	-
14	L/Island	32	11	10	-	-	-	-
15	L/Mainland	57	14	9	-	-	-	-
16	mushin	77	16	16	-	-	-	-
17	Ojo	54	17	15	1	-	-	1
18	Oshodi	56	26	22	-	-	-	-
19	Somolu	48	9	10	-	-	-	-
20	Surulere	63	29	29	-	-	-	-
Total		1,014	315	324	2	5	1	1

Statistics On Institution 2015/2016 Session

S/N	LOCAL GOVT AREA	PRIMARY	SECONDARY			TECHNICAL COLLEGE
			JUNIOR	SENIOR	TOTAL	
1	Agege	50	13	8	21	
2	Ajeromi/Ifelodun	71	19	20	39	
3	Alimosho	75	34	25	59	1
4	Amuwo Odofin	43	19	20	39	1
5	Apapa	24	6	6	12	
6	Badagry	53	14	14	28	
7	Epe	78	27	26	53	1
8	Eti-Osa	35	19	20	39	
9	Ibeju-Lekki	39	9	9	18	
10	Ifako-Ijaiye	25	11	8	19	
11	Ikeja	32	13	12	25	1
12	Ikorodu	62	29	28	57	1
13	Kosofe	40	14	14	28	
14	L/Island	32	11	10	21	
15	L/Mainland	57	14	9	23	
16	Mushin	78	16	16	32	
17	Ojo	53	17	15	32	
18	Oshodi	56	25	22	47	
19	Somolu	48	9	10	19	
20	Surulere	63	29	29	58	
Total		1,014	348	321	669	5

Statistics of Public Junior Secondary School Enrolment by Gender and LGA 2017-2018

LGA	Number of Schools	Public		
		Pupils	Girls	% girls
Agege	13	15,196	8,109	53%
Ajeromi Ifelodun	19	18,505	9,304	50%
Alimosho	34	48,477	24,177	50%
Amuwo Odofin	19	11,139	6,052	54%
Apapa	6	8,951	4,341	48%
Badagry	14	22,999	11,177	49%
Epe	27	15,352	7,400	48%
Eti Osa	19	12,862	6,909	54%
Ibeju Lekki	9	8,192	4,189	51%
Ifako Ijaye	11	14,534	7,066	49%
Ikeja	13	13,660	6,937	51%
Ikorodu	30	43,728	21,723	50%
Kosofe	14	17,869	9,222	52%
Lagos Island	11	6,765	3,313	49%
Lagos Mainland	14	11,656	5,994	51%
Mushin	16	13,767	6,158	45%
Ojo	17	24,113	12,151	50%
Oshodi Isolo	25	20,138	10,531	52%
Shomolu	9	13,706	7,542	55%
Surulere	29	24,566	13,640	56%
Total	349	366,175	185,935	51%

Statistics of Public Senior Secondary School Enrolment by Gender and LGA 2017-2018

LGA	Number of Schools	Public		
		Students	Girls	% girls
Agege	8	9,728	5,352	55%
Ajeromi Ifelodun	20	14,525	7,408	51%
Alimosho	25	27,592	14,088	51%
Amuwo Odofin	20	6,249	3,295	53%
Apapa	6	5,752	2,876	50%
Badagry	14	14,647	7,198	49%
Epe	26	10,970	5,586	51%
Eti Osa	19	10,256	5,627	55%
Ibeju Lekki	9	4,484	2,246	50%
Ifako Ijaye	8	7,348	3,564	49%
Ikeja	12	9,097	4,586	50%
Ikorodu	28	21,511	11,181	52%
Kosofe	14	9,872	5,188	53%
Lagos Island	11	5,682	2,735	48%
Lagos Mainland	9	6,412	3,269	51%
Mushin	16	10,267	4,674	46%
Ojo	15	13,318	6,737	51%
Oshodi Isolo	22	13,275	7,177	54%
Shomolu	10	7,968	4,497	56%
Surulere	29	19,707	11,177	57%
Total	321	228,660	118,461	52%

Statistics of Public pre-primary school enrolment by Gender and LGA 2017-2018.

LGA	Number of Schools	Public		
		Pupils	Girls	% girls
Agege	50	3,371	1,587	47%
Ajeromi Ifelodun	70	3,737	1,841	49%
Alimosho	75	4,931	2,267	46%
Amuwo Odofin	43	2,640	1,326	50%
Apapa	24	1,483	684	46%
Badagry	50	4,683	2,223	47%
Epe	62	3,328	1,660	50%
Eti Osa	35	2,667	1,314	49%
Ibeju Lekki	33	2,586	1,300	50%
Ifako Ijaye	26	1,786	803	45%
Ikeja	32	2,397	1,189	50%
Ikorodu	61	5,702	2,805	49%
Kosofe	40	3,831	1,872	49%
Lagos Island	32	2,144	1,012	47%
Lagos Mainland	56	3,557	1,773	50%
Mushin	76	2,679	1,342	50%
Ojo	54	3,984	1,882	47%
Oshodi Isolo	56	3,247	1,601	49%
Shomolu	47	1,673	794	47%
Surulere	63	3,267	1,641	50%
Total	985	63,693	30,916	49%



Photography by
Nelson Owoicho
For The IREDE Foundation

PART THREE



Inclusive Budgeting Framework for PWD



PWDs are yet to be counted, catered for, or allowed opportunities for meaningful inclusion. According to Senator Nurudeen Usman,

“in the government's duty of promoting and protecting disability rights, it must be understood that our disabled brothers and sisters are just as valuable as the non-disabled citizens.” The government, therefore, owes PWD the duty of care and protection just like all citizens of Nigeria. Nigeria as a nation pulls its strength from its diversity, however, diversity is not just in tribe and tongue or religion but also in ability and disability. When given access to education, information, health services, transportation, inclusion in governance, as well as other opportunities, PWD can reach their fullest potential and contribute greatly to the productivity and progress of Nigeria.

21. Being a paper delivered by Senator Nurudeen Abatemi-Usman (PDP, Kogi Central), Vice Chairman Senate Committee on Niger Delta Affairs, at a programme organized by women with disabilities in Abuja in February 2013. Online access to Presentation: <http://247ureports.com/making-a-case-for-nigerians-living-with-disabilities-by-senator-nurudeen-abatemi-usman/> or <http://sunnewsonline.com/new/making-a-case-for-disabled-nigerians/>

22. International Budget Partners: Orientation to Budget Advocacy (Accessed 15th July 2021) <https://www.internationalbudget.org/budget-advocacy/orientation/>

Inclusive Budgeting for Disability – the CRPD Expectations

The budget goes a long way to reveal the intention of the government and its agencies, towards her population and its fractions. The budget process of a country reflects the level of openness, accountability, transparency and most importantly, inclusiveness of the government agenda, fiscal planning and processes. It is, therefore, necessary for ALL citizens, stakeholders, especially the civil society organizations (CSOs) to be engaged in the decision-making process of the budget. Engaging the budget process in general, rests on three fundamental tasks, getting access to budget information, understanding the implications of the choices involved, and, through advocacy, taking action to help shape those budget choices.

People with disabilities are vulnerable economically, socially, and physically. They rely on public services to meet their needs, and the government to ensure their rights are protected. Though this is a relatively new area of budget work, civil society organizations (CSOs) can use, and have used, budget analysis to assess policy proposals related to those with disabilities, monitor service delivery, and evaluate whether expenditures are effective.

Inclusive Budgeting

No public instrument or law impacts the lives of the citizenry like the budget. Government budgets are a very important component of the life of all citizens. Every citizen should know about their government's budget allocations, expenses and implementation of the budget at national, state and local government levels. Everyone should be completely aware of how the government is putting the budget to use and how it affects their interest.

By analysing the budgets for their impact on people with disabilities, focus on public services becomes critical to their well-being, including health particularly rehabilitative services, education and training, socioeconomic integration, and protection against discrimination. Such analysis not only inform decisions about what would be the most efficient and effective use of public funds for disabled people but also can identify problems in budget execution that undermine policy goals and program effectiveness.

Too often, public finances are viewed through the narrow lens of technical efficiency, or with an outsized emphasis on fiscal discipline to the exclusion of other important values. Public finances should be rooted not only in these important considerations, but also in those associated with equity, democracy, and human rights. This implies putting greater emphasis on the distributional impact of fiscal policies, relative to their impact on growth or deficits. The traditional focus on efficiency should be complemented by

greater emphasis on effectiveness in service delivery, to ensure public spending delivers on key results such as addressing basic needs and promoting equality.

CSOs that have analysed budgets for their impact on people with disabilities have focused on public services critical to their well-being, including health particularly rehabilitative services, education and training, socioeconomic integration, and protection against discrimination. They have then used the evidence from their analysis to effectively advocate for the needs of disabled people.

Civil society budget analysis focused on people with disabilities can:

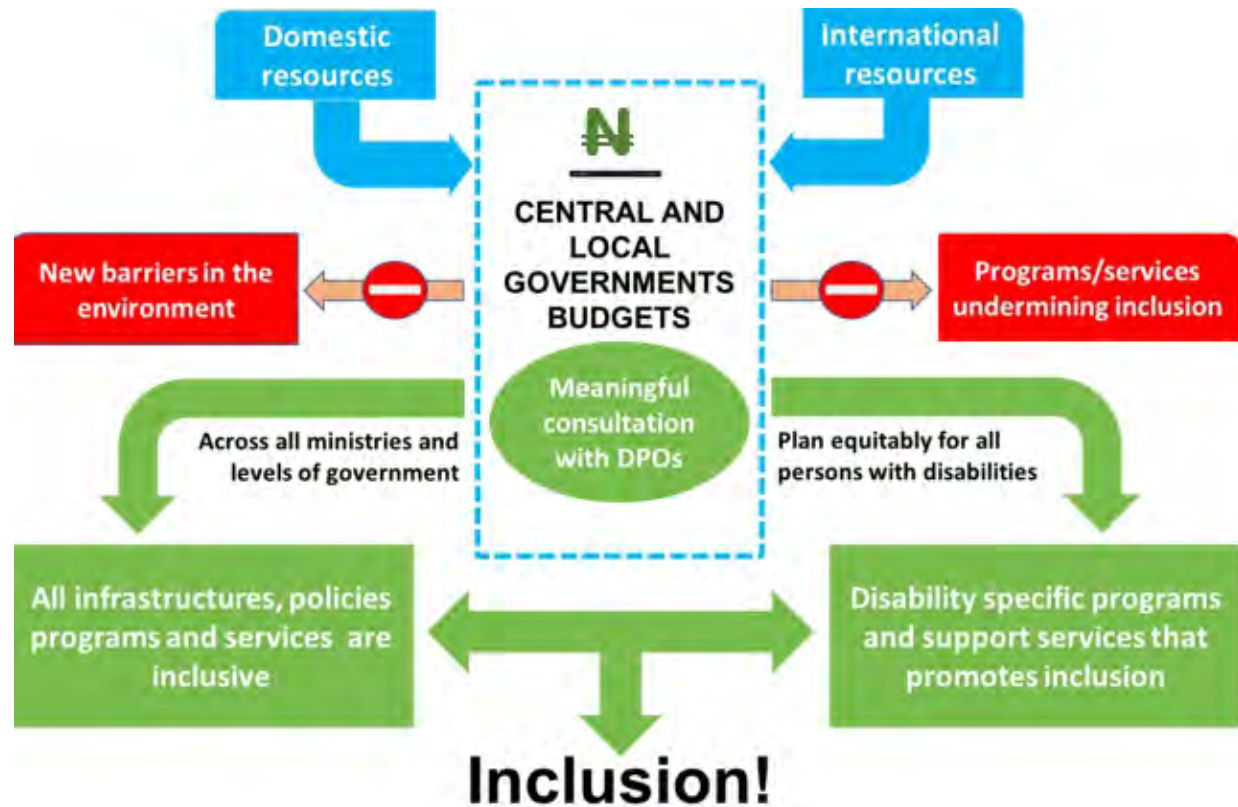
- Raise awareness about their needs and rights
- Inform policy and budget debates
- Identify gaps in spending and problems in service delivery
- Describe trends in spending and assess their impact

The UN Convention on the Rights of Persons with Disabilities (CRPD) – which explicitly sets out states' obligations to ensure the realization of all the civil, political, cultural, social and economic rights of all persons with disabilities – was adopted in 2006. This has now been ratified by 177 countries worldwide. According to the 2011 World Report on Disability (World Health Organisation and World Bank), national implementation of the CRPD requires policy reforms, social innovation, pilot programs and scaling up of successful local practices for most countries and in most policy areas. This in turn requires better and greater mobilization and use of public resources for inclusion.

Inclusive budgeting is probably the broadest concept. It implies that government revenue generation and expenditures will contribute to inclusive development, involving and benefitting all people in their diversity. This includes persons with disabilities among others and pays attention to the impact of revenue generation and expenditures on the most

marginalized. It ensures that all marginalized groups are meaningfully consulted in budget processes. For all its strengths, one weakness is that this approach can miss the specific requirements of different groups, particularly the most marginalized within each constituency, such as services that would be needed for persons with deafness, blindness for instance.

Source: Adapted from the Center for Inclusive Policy



Disability budgeting and disability responsive budgeting is an echo of gender-responsive and child responsive budgeting, with a focus on persons with disabilities. The issue is that such approaches are not specific enough and can create confusion. While worthwhile, these actions don't promote inclusion. Worse, under the heading of “disability responsiveness” they might undertake expenditures directly at odds with the CRPD, such as spending on residential institutions, segregated education or psychiatric hospitals who may practice forced treatment and coercion in contradiction with the CRPD.

CRPD compliant budgeting is more specific and sets expectations for budget analysis and advocacy. While the CRPD Committee has not yet developed specific guidance on the subject, one could elaborate few basic elements in line with CRPD Article 3 (general principles) and Article 4 (general obligations):

- The overall public finance management system contributes to the realization of all human rights of all persons with disabilities as specified in the CRPD, using all public financial management instruments (transfers, public procurement, grants, contracts, tax expenditures...)
- Public resources do not finance programs and services that are in contradiction with the CRPD principles and provision:
 - Plans are implemented for the reform, transition and reallocation from non-CRPD compliant to CRPD compliant policies, services and programs.
 - This applies also to services that are publicly funded and/or regulated but delivered by private entities
- All spending is done in ways that prevent the creation or perpetuation of barriers with a strong emphasis on accessibility and non-discrimination requirements in public procurement, among other specific measures. Too often, investments in infrastructure, services and programmes are

23. United Nations, Convention on the Rights of Persons with Disabilities

24. BUDGETING: Disability inclusive or CRPD compliant budgeting? by Daniel Mont. <https://inclusive-policy.org/budgeting/disability-inclusive-or-crp-compliant-budgeting/>

likely to inadvertently create more barriers for persons with disabilities, which ultimately produce unnecessary costs to overcome them further down the line, impairing the effectiveness of domestic and international resources.

- Public resources should be used to:
 - Sustain and ensure universal access to effective national policies, programs and services compliant with CRPD
 - Scale-up effective local programs, services and initiatives compliant with CRPD
 - Allow for the development of new policies addressing gaps in required services for inclusion
- In many countries, the largest spenders of public resources for disability inclusion are; in descending order- the ministry of social affairs, the health and education ministries, and sometimes the ministry of labour. Most ministries do not have a specific allocation that would contribute to making their services and programs inclusive of persons with disabilities.
- Money follows responsibilities: in some countries, responsibilities for service delivery have increasingly been transferred to local governments, but with no commensurate transfer of resources from the central level, which increases competing priorities at the local level.
- Revenue generation including taxation is progressive and takes into consideration the extra costs faced by persons with disabilities
- The principle of non-retrogression is fully applied and prevents disproportionate and arbitrary cuts in resources allocated for the inclusion of persons with disabilities. Austerity measures that have



weakened standards of support across Europe since the 2008 crisis are an illustration of such negative policies.

- Budgeting processes and reports are transparent, with agreed-upon indicators for monitoring the progress of CPRD compliant budgeting, including not only budgetary obligations but expenditures, as well.

As mentioned, countries irrespective of their level of income or economic development have to use maximum available resources to meet CRPD commitments, but the way this should be done varies according to context.



Local Government/Area Council Annual Budget Process in Nigeria.

~ *Windows for PWDs to Engage.*

Section 16 of the Nigerian Constitution provides that “ALL” Nigerians should get the gains of equitable distribution of resources; they should be managed and distributed by the Governments. By implication, all citizens should be interested in how resources are gathered and spent.

Countries like Brazil, Singapore, India and Malaysia, which were at par with Nigeria in the 1960s, have turned around their economies because of fiscal responsibility. This has not been the case for Nigeria.

Public budgets in Nigeria, especially at State and Local government levels are not easily available and accessible to the public. Government budgets in Nigeria often lack openness and comprehensiveness. And when available; citizens, lack both interest and skills to effectively engage the budget processes.



Budget Governance in Nigeria

Characterized by

Over Centralized Budget	Lack Timesliness	Secrecy; not available to the public	Lack accountability mechanism	Not simple; technical jargons
Not comprehensive; no details	Frivolous & wasteful line times	Lack prioritization; repetitious allocation	Lack prioritization; repetitious allocation	No pre-budget documents
Budgets are not in tandem with politics	Lack public participation /consultation	Poor and late of funds	Poor utilization rates	No/poor. late feedback

A local government's annual (or in some cases biennial) budget indicates an LGA's civic priorities, projected revenue and costs, and plan for the future—what revenue will pay for which departmental services and for whom those services exist.

The budgeting process at the local government level emphasizes the human and behavioural aspects of the estimates. It specifically concerns answering the question of. **“Who gets what, how, when and why of the local government financial resources?”** The local government budget is generally for twelve months; hence, it is commonly known as the Annual Estimate. An annual budget is both a financial plan as well as a political document. It is argued that a budget is more of a political document as both the budget objective and its allocations are embroidered with politics and governed by political considerations.

Budget Preparation in the Local Government Level

The Local Government Council finds it more convenient to prepare its budget on line-item budgeting. Under this approach, homogenous activities are grouped into a programme each of which has the following objectives:

- a) To become the cost centre for collecting details during the preparation of the annual budget.
- b) To serve as control centre during the implementation of the approved annual budget for financial accounting purposes.
- c) To become a reference point during the revision of that annual budget and for audit of financial transactions.

The preparation of the local government budget must be per the FINANCIAL MEMORANDA, which provide for a uniform classification of revenue and expenditure to be adopted by all local government councils throughout the country. The uniform estimate classification will also apply to the accounts of all local government councils. This will enable comparison to be made at any time throughout the year between the provision under the heads and subheads in the estimates and the same heads and sub-heads in the accounting record.



The budgets or Estimates are usually prepared in four sections viz:-

1. Recurrent Revenue
2. Capital Revenue
3. Recurrent Expenditure including personnel emoluments and allowances.
4. Capital Expenditure

The Preparation of an LGA Budget: Step By Step

- **Step 1** - A Call Circular is Disseminated: Circulation of a call letter by the Treasurer to all departments to collect their departmental budget proposals.
- **Step 2** - Departmental Filling and Submission of Call Circular: Each department is expected to fill the call circular with the proposed departmental estimates for projects, programs and remunerations, after the filling, the departments are expected to submit their proposed budgets to the treasurer who in turn sends it to the Finance and General Purpose Committee.

- **Step 3 - Budget Defence:** this stage entails the defence of the proposal by Departments before the Finance and General Purpose Committee of the LGA.
- **Step 4 - Consolidation of the Proposed Budget:** Preparation of consolidated draft Budget by the treasurer.
- **Step 5 - Submission of the consolidated draft Budget:** the treasurer after compiling the draft budget submits the consolidated draft budget to the LG Legislative Council Members (The LG Chairman and Ward Councillors).
-
- **Step 6 - Onward submission to the State Government House - *Bureau of Local Government Affairs and Chieftaincy Matters*:** After the legislative council members have approved the draft budget, it is forwarded to the state government through the Bureau of Local Government Affairs and Chieftaincy Matters.
- **Step 7 - Approval from the Governor's Office:** After this, the draft budget is forwarded to the governor's office by the Bureau of LG Affairs for final approval. When approved, the budget becomes the approved budget of the council for the year.
- **Step 8 - Communicating the Budget:** After administrative preparation, legislative approval, and financial implementation, the annual budget is ready to be communicated to the public. Local leaders should ensure all stakeholders have access to the same information, in multiple accessible formats (both print and electronic). Examples of communications methods include:
 - Formal budget books – citizen guide to understanding the budget, etc.
 - Press releases
 - Public presentations
 - Summary sheets/Budget Infographics
 - Social media

- **Step 9 - Budget Implementation, Budget Monitoring and Reporting:** After the approval, funds are released for implementation and are monitored for reporting. Note that budget Implementation Reports place special emphasis on priority capital projects, particularly in the area of critical infrastructure.
- **Step 10 - Audit Report:** The Audit stage provides oversight to ensure that spending was according to appropriation. Unfortunately, for Nigeria, audit reports are seldom done, largely belated or are shrouded with secrecy.

Problems Associated with Budgeting at the Local Governments in Nigeria

Citizen Engagement is Key

There is no legal framework for public involvement in local governance in Nigeria. Community involvement is assumed through a range of civil society actors including traditional rulers, community-based and cooperative organisations, NGOs and youth and women's development programmes.

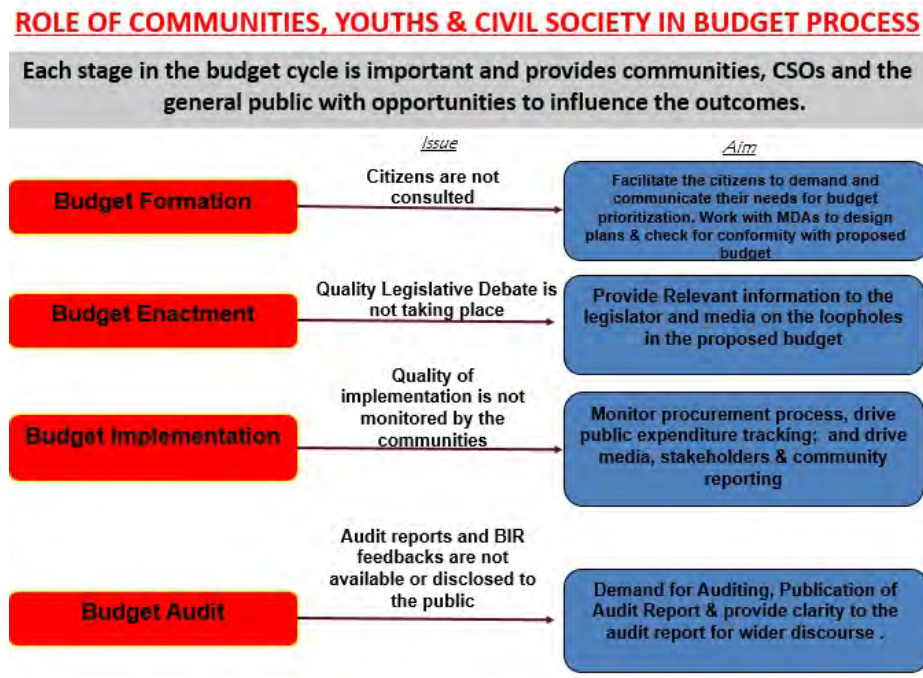
More than **95% of Local governments and Area councils in Nigeria do not have websites or up-to-date social media account.** There is no e-government strategy for local authorities in Nigeria.

Community members must provide input throughout the budget planning process. Soliciting their input in the local government's choices further strengthens trust and the buy-in on government affairs.

Ways to engage communities in the process include:

- Town Hall Meeting
- Citizen education on LGA Fiscal processes and budget briefings
- Focused discussion sessions
- Needs surveys – Taking stock of community charter of demands
- Toll-free lines
- Functional social media accounts
- Active websites
- Open channel for news letters
- Committed community service desk in all LGA offices

The diagram below shows clear windows for PWDs, youths and community groups to engage the local government fiscal processes.





Photography by
Jaiyeola
For The IREDE Foundation

PART FOUR



The Data and Survey



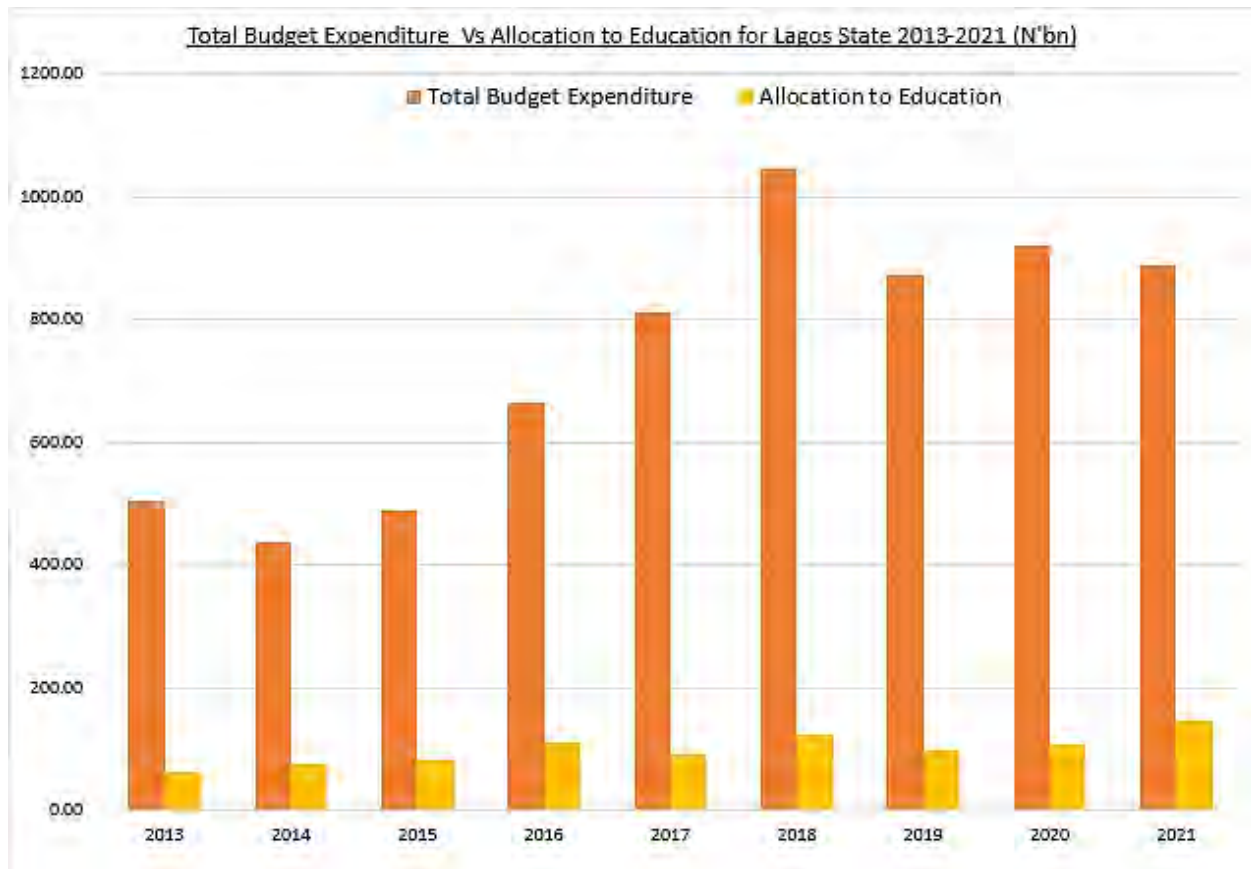
The Data for Making Inclusive Budget for Disability Work in Lagos.

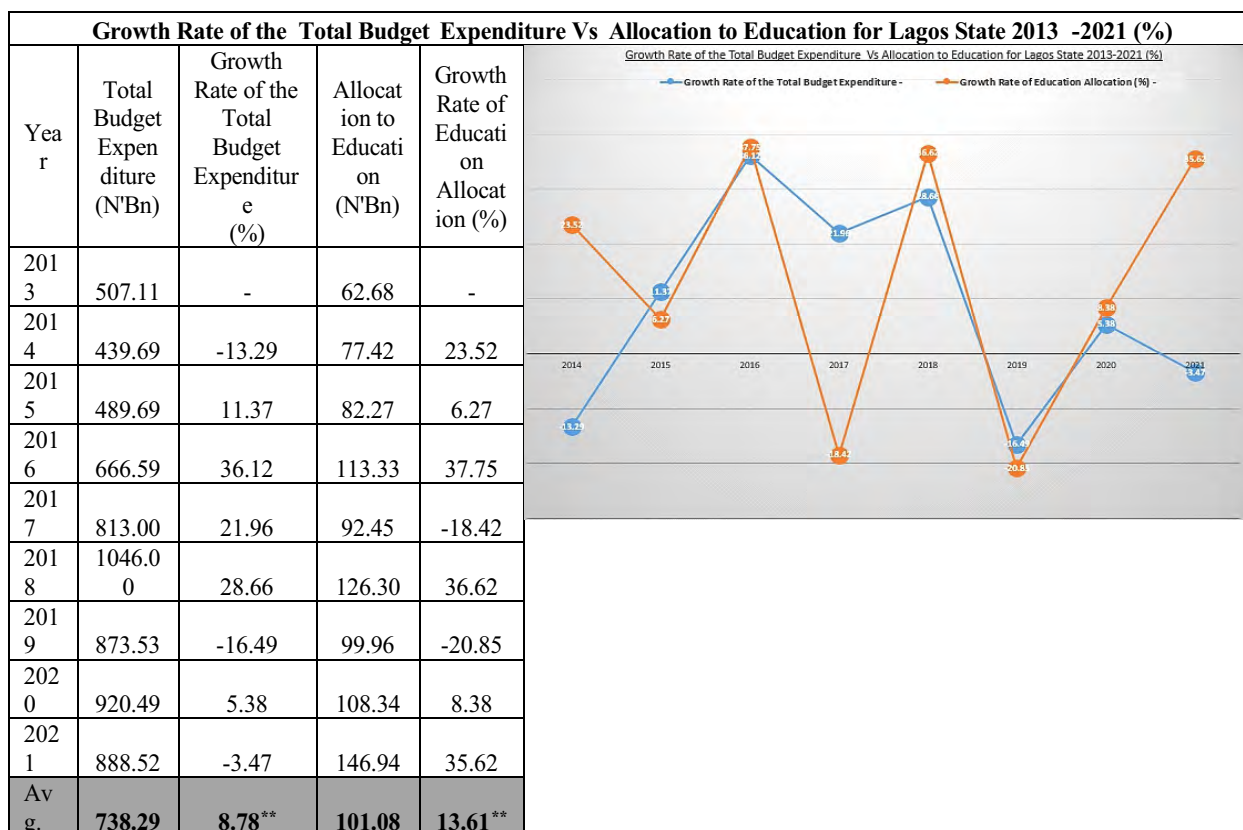
The budget of the Lagos state government has over the last 9 years increased significantly at an average growth rate of 8.78%, peaking at approximately N1.05trillion in 2018. The increase in the State's budget is largely explained by its increased internally generated revenue and attractive debt infrastructure profile. The growth rate in the total revenue and expenditure also reflects in core sector improvement like the education sector.

Revenue, Recurrent, Capital and Total Budget Expenditure Vs Allocation to Education and Social Protection Sector in Lagos State 2013 -2021								
Year	Revenue (N'Bn)	Recurrent Expenditure (N'Bn)	Capital Expenditure (N'Bn)	Total Budget Expenditure (N'Bn)	Allocation to Education (N'Bn)	% Allot. Education to Total Budget Expenditure	Allocation to Social Protection (N'Bn)	% Allot. Social Protection to Total Budget Expenditure
2013	416.33	214.73	292.38	507.11	62.68	12.36	2.53	0.50
2014	466.51	241.87	247.83	439.69	77.42	17.61	2.47	0.56
2015	489.69	241.98	247.71	489.69	82.27	16.80	1.60	0.33
2016	542.87	258.24	404.34	666.59	113.33	17.00	4.03	0.60
2017	642.85	305.18	507.82	813.00	92.45	11.37	6.18	0.76
2018	897.42	347.04	699.08	1,046.00**	126.30	12.07	8.04	0.77
2019	620.53	387.05	345.30	873.53	99.96	11.44	5.63	0.64
2020	812.47	413.41	507.06	920.49	108.34	11.77	NA	NA
2021	812.47	460.59	702.94	888.52	146.94**	16.54	9.15	1.03
Avg.	633.46	318.90	439.38	738.29	101.08	14.11**	4.95	0.65

Between 2013 to 2021, the Lagos state education sector has earned an average of 14.11% of the entire Lagos budget over time. Despite massive fluctuations in the allocation to education in the state, it still has a growth rate of 13.61%.

The composition of the allocation to education shows that more allocation is tilted towards office overheads and personnel cost, which both makes up the recurrent revenue. Rather than more capital allocations, in a time where reports show large scale dilapidation of public learning facilities and huge shortfalls in the number and provisions for special needs schools and vocational training centres for PWDs in LGAs like Kosofe local government.





Data sources: Lagos State Ministry of Budget and Economic Planning, Lagos Bureau of Statistics for various years.

Unfortunately, the budget estimates for the education sector does not provide any detail on the budget line items for PWDs. The ministry did not explicitly state how much will be allocated to provide learning aids for PWDs in the special schools or vocational training centres. The budget document and the entire budget process was not inclusive for PWDs. A detailed review of the entire sectorial document – reports, annual hotline statistics, quarterly

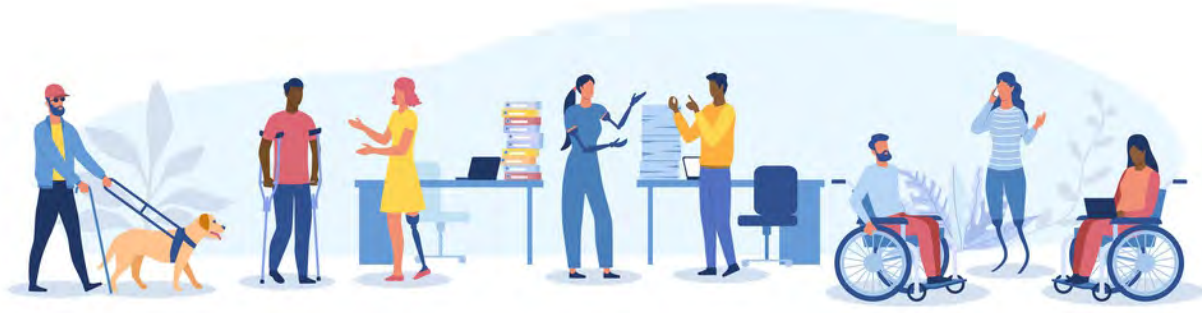
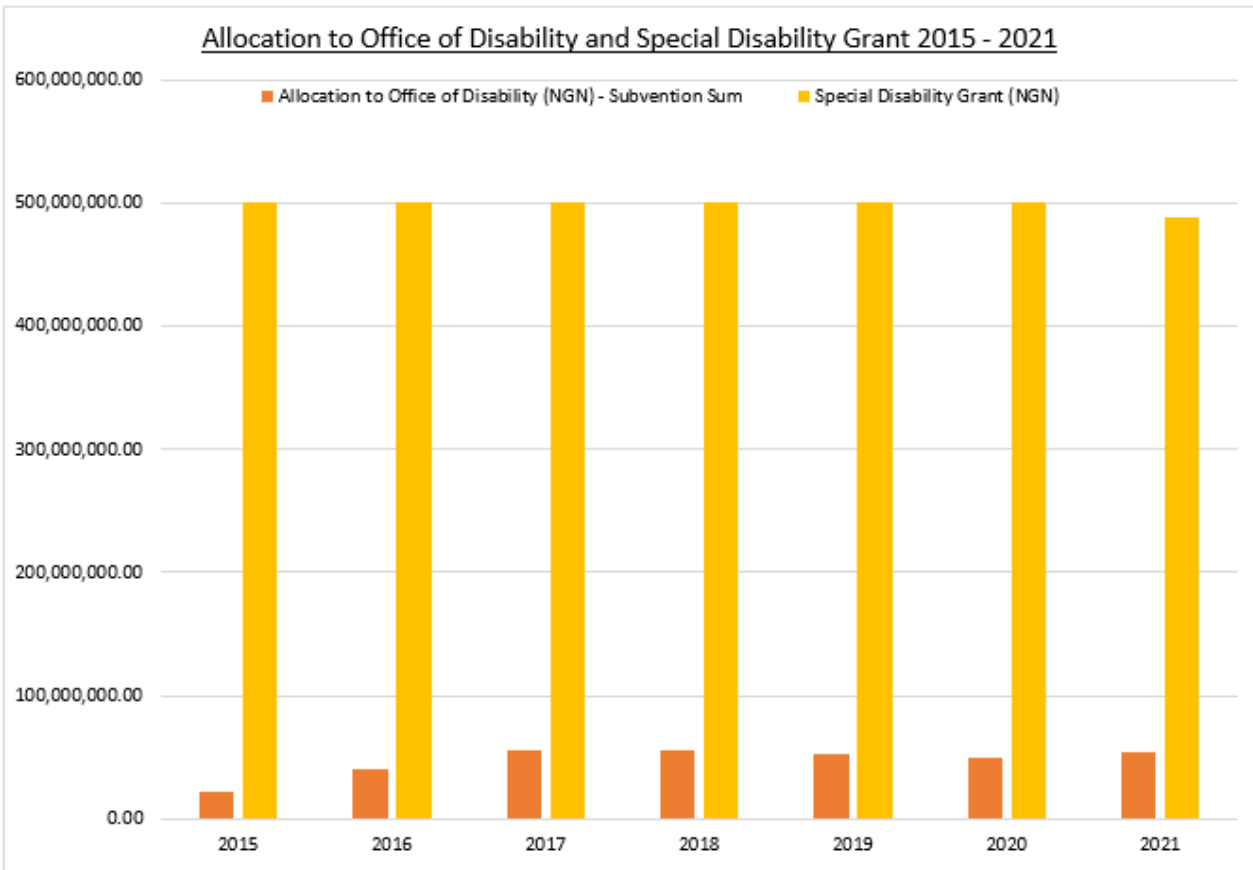
reports, budget implementation reports, education consensus report, etc., all fail to provide disaggregated, comprehensive and reliable information on PWDs enrolments, fiscal allocations as it relates to their access to education and vocational training centres. Even the local government secretariats could not provide details on the allocations to persons with disabilities.

Data sources: Lagos State Ministry of Budget and Economic Planning, Lagos Bureau of Statistics for various years.

In a state where more than 10% of its population are PWDs, the only available budget information for PWDs is allocated to the Office of Disability, which are labelled as subvention funds. The special disability grant was also in the last 5 years consistent. However, no implementation or evaluation report has reached the public to show accountability, transparency and genuine concerns and goodwill for persons with disabilities.

If 10% of the Lagos population are PWDs and need access and better inclusive education, the table below shows a threshold of what 10% of the education budget if allocated to the improved education of PWDs should look like.

Budget Composition for Lagos State Ministry of Education 2016 - - 2021			
YEAR	Recurrent Expenditure	Capital Expenditure	Total Education Allocation
2016	85.37	27.96	113.33
2017	58.12	34.33	92.45
2018	45.07	24.83	69.90
2019	12.48	27.48	99.96
2020	80.71	55.39	136.10
2021	103.65	43.29	146.94



If 10% of the education budget is allocated (with more capital than a recurrent expense, to improve PWDs learning environment), the assumed estimate will only be an average component of the entire budget at 1.39%. This is inconsequential compared to the budget for education and other core sectors of the state. 1.39% of a State's total budget to cater for 10% of the citizens with disabilities is reasonable. 10% of the education sector to internal revenue is 1.92%. this can be a practical baseline – a threshold for delivering inclusive education for PWDs.

Data sources: Lagos State Ministry of Budget and Economic Planning, Lagos Bureau of Statistics for various years. (Yellow Column Authors Assumption)

Total Budget Expenditure, Allocation to Education Sector, Allocation to Office of Disability and Special Disability Grant 2015 - 2021					
Year	Total Budget Expenditure (NGN)	Allocation to Education (NGN) (1)	Allocation to Office of Disability (NGN) - Subvention Sum (2)	Special Disability Grant (NGN)	Assume 10% of Education to PWDs (Special Needs and Vocational Training for PWDS (NGN) *** (2/1)*100
2015	489,690,000,000.00	82,274,000,000.00	21,600,000.00	NA	8,227,400,000.00
2016	666,590,000,000.00	113,329,000,000.00	40,000,000.00	NA	11,332,900,000.00
2017	812,998,000,000.00	92,450,000,000.00	56,041,591.00	NA	9,245,000,000.00
2018	1,046,000,000,000.00	126,302,000,000.00	56,041,591.00	500,000,000.0 0	12,630,200,000.00
2019	873,530,000,000.00	99,964,000,000.00	NA	500,000,000.0 0	9,996,400,000.00
2020	920,490,000,000.00	108,340,000,000.00	49,330,189.00	500,000,000.0 0	10,834,000,000.00
2021	888,515,000,000.00	146,935,000,000.00	53,687,399.00	487,500,000.0 0	14,693,500,000.00
Average	813,973,285,714.29	109,942,000,000.00	46,116,795.00	496,875,000.0 0	10,994,200,000.00

Actual Revenue, Total Budget Expenditure, Allocation to Education Sector, Allocation to Office of Disability+ Special Disability Grant 2015- 2021 {Assumptions for PWD Education}							
Year	Actual Revenue Performance	Total Budget Expenditure (NGN)	Allocation to Education (NGN)	Allocation to Office of Disability + Special Grant for PWD	Assume 10% of Education to PWDs (Special Needs and Vocational Training for PWDS (NGN)	Assumed 10% to PWD Access to Inclusive Education to Actual Revenue Performance (%)	Assumed 10% to PWD Access to Inclusive Education to Total Budget Expenditure (%)
2015	399,382,000,000.00	489,690,000,000.00	82,274,000,000.00	521,600,000.00	8,227,400,000.00	2.06	1.68
2016	436,328,000,000.00	666,590,000,000.00	113,329,000,000.00	540,000,000.00	11,332,900,000.00	2.60	1.70
2017	514,405,000,000.00	812,998,000,000.00	92,450,000,000.00	556,041,591.00	9,245,000,000.00	1.80	1.14
2018	612,923,000,000.00	1,046,000,000,000.00	126,302,000,000.00	556,041,591.00	12,630,200,000.00	2.06	1.21
2019	623,413,000,000.00	873,530,000,000.00	99,964,000,000.00	552,685,890.00	9,996,400,000.00	1.60	1.14
2020	760,741,000,000.00	920,490,000,000.00	108,340,000,000.00	549,330,189.00	10,834,000,000.00	1.42**	1.18
Average	557,865,333,333.33	801,549,666,666.67	103,776,500,000.00	545,949,876.83	10,377,650,000.00	1.92**	1.34

Data sources: Lagos State Ministry of Budget and Economic Planning, Lagos Bureau of Statistics for various years. (Last 3 Columns are Authors Assumption)

The table below shows the 2019-2021 Lagos State Ministry of Education capital budget allocation to 5 special schools and the 44 inclusive public primary and secondary schools respectively.

Budget Allocation to Special and Inclusive Schools:

Year	Special Schools	Inclusive Schools	Total For Special And Inclusive Schools
2019	N31,140,000	N21,120,000	N52,260,000
2020	N33,250,000	N22,120,000	N55,370,000
2021	N37,000,000	N25,120,000	N62,120,000

As shown in the table above, there has been a regular increase in the capital budget allocation to special and inclusive schools in Lagos State between 2019 and 2021; with the combined total budget allocation rising by about 19% from N52,260,000 in 2019 to N62,120,000 in 2021.

However, the above data does not reflect the total expenditure of the State government per inclusive education, as it was impossible to obtain budget details from other relevant MDAs including LASUBEB, Ikorodu and Kosofe LGAs, and LASODA respectively for in-depth analysis to determine the sufficiency and impacts of allocations made and actual releases made within 5 years



Appraisal of Inclusive Education Budget Implementation in Ikorodu and Kosofe LGAs

TYPE OF SCHOOL	IKORODU LGA	KOSOFE LGA	TOTAL NUMBER OF SCHOOLS
PRIMARY	Local Government Primary School, Ipakodo	I). Maryland Primary School II). G.R.A. Primary School, Ogudu	3 Primary Schools in Ikorodu and Kosofe LGAs
JUNIOR SECONDARY	Ipakodo Junior Grammar School	Nil	1 Junior Secondary school in Ikorodu LGA
SENIOR SECONDARY	Ipakodo Senior Grammar School	Nil	1 Senior secondary school in Ikorodu LGA
TOTAL	3 primary/junior/senior schools in Ikorodu LGA	2 Primary schools in Kosofe LGA	5 primary/ junior/ senior schools in Ikorodu and Kosofe LGAs

The above table indicates that there is a total of 5 inclusive public primary and secondary schools in Ikorodu and Kosofe LGAs respectively. However, while Ikorodu LGA has one inclusive primary, junior secondary and senior secondary school respectively, Kosofe LGA has only 2 inclusive primary schools with no junior and senior secondary schools.

This implies that Ikorodu and Kosofe LGAs have a total of 3 inclusive public primary schools, and a total of one each of junior and senior secondary schools respectively. Kosofe LGA is lacking in both junior and senior secondary schools to enrol CWDs transiting from the 2 primary schools in the LGA.

Meanwhile, it was impossible to obtain specific budget allocations to the 5 inclusive public primary and secondary schools in Ikorodu and Kosofe LGAs respectively within the duration of this survey despite the several letters written and visits made to Ikorodu and Kosofe Local Government Education Authorities (LGEA) and the Education Department of the 2 LGAs.

In addition, due to bureaucratic bottlenecks in obtaining official clearance, it was also impossible to administer questionnaires to teaching staff of the 5 inclusive schools in the 2 LGAs to appraise the use of allocated funds and other resources for teaching and learning in the 5 inclusive schools.

Nonetheless, in a view to further assess the level of disability-inclusiveness of the education budget of Lagos State, Focused Group Discussions (FGDs) was conducted with OPDs and education MDAs including the Ministry of Education, LASUBEB, Ministry of Economic Planning and Budget (MEPB) and LASODA respectively.

The FGDs sought to assess the understanding of the OPDs and MDAs on—

- i. Legal and Policy frameworks On Disability Rights and Inclusive Education;
- ii. Disability-Inclusive Budgeting Process;
- iii. Budgeting for Inclusive Education; and
- iv. Partnership/Engagement between OPDs and education MDAs.



PART FOUR



Filling the Gap for Inclusive Budget Process



Conclusion

Persons with disabilities and OPDs in Lagos State have expressed significant dissatisfaction in the level of implementation of the SPL and the IE Policy as there is no credible evidence to indicate that the State's education and disability-focused MDAs have complied significantly with provisions of the 2018 IE Policy Implementation Guide since 2019 till date. More so, PWDs and OPDs have lacked sufficient knowledge of, and poor participation in the process of budgeting for, and implementation of IE Policy frameworks.

Budgeting for the implementation of the Lagos State IE Policy has failed to meet fundamental principles and practices of the disability-inclusive budgeting process. Notwithstanding the visible contributions of OPDs to the implementation of the IE Policy, education and disability-focused MDAs in Lagos state have failed to establish an institutional framework that facilitates effective participation of PWDs and OPDs in the process of budgeting for the implementation of the IE Policy.

While the Lagos State government, has, through the MEPB, put in place an annual stakeholders budget consultative forum to facilitate citizens' participation in the State Government's budget process, there is no verifiable framework of ensuring access and inclusion for PWDs and OPDs in the budget consultation process. In addition, OPDs lack the required human and institutional capacity to actively participate in these budget consultations.

Strategic Actions

Stakeholders at the two FGDs agree that steps should be taken to strengthen the participation of PWDs and OPDs in the process of budgeting for, and implementation of the Lagos State SPL and IE Policy respectively. To achieve this, the following strategic actions targeted at the key stakeholders are proposed—

OPDs are required to:

1. Strengthen their human and institutional capacities on budget advocacy and participation in the budget process.
2. Sensitize members on the essence of budget advocacy and budget participation.
3. Put in place institutional structures that will help drive and sustain engagements in the budget process.
4. Develop strategic action plans to facilitate budget advocacy and engagement activities.
5. Identify and collaborate with CSOs, media, MDAs and other stakeholders in pushing for more disability inclusion in the budget process.

Education, Disability-Focused and budget MDAs are to:

6. Strengthen their human and institutional capacities on the disability-inclusive budget process.
7. Develop guidelines or framework on application of disability-inclusive budgeting process. Such guidelines should highlight issues of producing budget documents in accessible formats, use of accessible venues for budget engagements, prioritizing of disability-inclusion issues in budget consultation agenda, etc.
8. Comply with provisions of the IE Policy and its Implementation Guide in designing, planning and implementing annual budget allocation for full implementation of the SPL and the IE Policy respectively.
9. Establish functional institutional collaborations with OPDs to facilitate their participation in the budget process.

Budget-Focused Mainstream CSOs are to:

10. Strengthen their human and institutional capacities on the disability-inclusive budget process.
11. Develop guidelines to facilitate disability inclusion in budget advocacies and engagements. Such guidelines should include the

provision of advocacy and capacity-building tools in accessible formats, use of accessible venues for budget advocacy, capacity-building and related activities, prioritizing of disability issues in budget advocacies, etc.

12. Establish institutional structures that will drive and sustain disability inclusion in CSO-led budget advocacies and engagement.
13. Establish technical and institutional collaborations with OPDs to facilitate their participation in the budget process.

Media Organizations are to:

14. Strengthen their human and institutional capacities on the development of media content on the disability-inclusive budget process.
15. Develop guidelines to facilitate disability inclusion in media coverage and reportage of budget issues, processes and engagements. Such guidelines should include the provision of media content in accessible formats, use of appropriate disability-inclusion concepts and terminologies, prioritizing of disability issues in media coverage and reportage of budget issues, processes and engagements, etc.
16. Establish technical and institutional collaborations with OPDs to facilitate their participation in the budget process. This should include engaging knowledgeable PWDs and OPDs to feature on media programs and editorials on budget issues.

Development Organizations are to:

17. Review conditions/criteria for their budget support interventions and grants to facilitate disability inclusion.
18. Provide specific disability-focused technical and grant support to OPDs to improve their human, technical and institutional capacities in engaging the budget process.
19. Provide technical support to CSOs, media and MDAs to strengthen their disability-inclusion capacity.

Broad Recommendation

1. Strengthen national policies and the legal system to ensure access to quality education for all persons with disabilities.
2. Build the capacity of policymakers as well as other decision-makers at the community and national levels to enhance their knowledge on disability inclusion in education.
3. LGA should drive **Social inclusion** through access to basic services (education, energy, water, sanitation, waste removal, and health care) to address the unacceptably high levels of multi-dimensional poverty that stunts the potentials of PWDs
4. Make schools and educational facilities accessible by creating an enabling environment for students with disabilities and by making physical and virtual environments accessible.
5. Provide training to teachers and other education specialists to gain knowledge and experience in inclusive education for persons with disabilities.
6. Adopt a learner-centred pedagogy that acknowledges that everyone has unique needs that can be accommodated through a continuum of teaching approaches.
7. Engage civil society and local communities in inclusive education.
8. Establish monitoring mechanisms to evaluate the implementation of policies and laws on inclusive education.
9. Improve national collection and disaggregation of education indicators by disability.

10. Explore online and smartphone crowdsourcing applications to obtain bottom-up information on the accessibility of schools for persons with disabilities.
11. Government officials, policymakers, and decision makers must be aware of the importance of disability as a development issue and enhance data collection on disability.
12. Investments in inclusive employment and livelihood interventions are critical to addressing unemployment challenges among persons with disabilities. These could include entrepreneurship training and business advisory services, as well as the promotion of locally produced assistive devices and accessible workplaces.
13. A lack of quality data on children with disabilities makes it nearly impossible to both locate out-of-school children and ensure that those in school are receiving the support needed to succeed. Both national governments and development partners are playing an increasingly important role in encouraging the collection of information on disabilities through household surveys and education management information systems.

References

1. Australian Disability Development Consortium (Accessed July 20, 2021): Cycle Of Poverty And Disability. <https://www.addc.org.au/home/disability-development/disability-and-poverty-cycle/>
2. Being a paper delivered by Senator Nurudeen Abatemi-Usman (PDP, Kogi Central), Vice Chairman Senate Committee on Niger Delta Affairs, at a programme organized by women with disabilities in Abuja in February 2013. Online access to Presentation: <http://247ureports.com/making-a-case-for-nigerians-living-with-disabilities-by-senator-nurudeen-abatemi-usman/> or <http://sunnewsonline.com/new/making-a-case-for-disabled-nigerians/>
3. BUDGETING: Disability inclusive or CRPD compliant budgeting? by Daniel Mont. <https://inclusive-policy.org/budgeting/disability-inclusive-or-crpd-compliant-budgeting/>
4. Federal Ministry of Education (2015): National Policy on Special Needs Education in Nigeria
5. International Budget Partners: Orientation to Budget Advocacy (Accessed 15th July 2021) <https://www.internationalbudget.org/budget-advocacy/orientation/>
6. Inclusive News Network (January 23, 2020): Lagos Begins Training For 300 Persons With Disabilities. (accessed August 10, 2021) <https://inclusivenews.com.ng/2020/01/23/lagos-begins-training-for-300-persons-with-disabilities/>
7. Lagos State Government Official Web Portal (December 2018): LAGOS GRADUATES 15 TRAINEES WITH DISABILITIES IN DIFFERENT VOCATIONS. <https://lagosstate.gov.ng/blog/2018/12/10/%EF%BB%BFlagos-graduates-15-trainees-with-disabilities-in-different-vocations/>
8. Lagos State Government Digest Of Statistics (2017) By The Lagos Bureau Of Statistics Ministry Of Economic Planning And Budget The Secretariat Alausa, Ikeja, Lagos.

9. Lagos State Government Digest Of Statistics (2017) By The Lagos Bureau Of Statistics Ministry Of Economic Planning And Budget The Secretariat Alausa, Ikeja, Lagos.
10. Ministry of Education, Lagos State: Annual School Census Report 2009 – 2010. Produced by the State Education Management Information System (SEMIS) Committee
11. Ministry of Education, Lagos State: Annual School Census Report 2013 – 2014. Produced by the State Education Management Information System (SEMIS) Committee (October 2014)
12. Ministry of Education, Lagos State: Annual School Census Report 2017 – 2018. Produced by the State Education Management Information System (SEMIS) Committee.
13. Statistics for Special needs Schools in Nigeria by EDUCELEB.com (Accessed July 15, 2021)
14. The United Nations Educational, Scientific and Cultural Organisation's GEM Report on Nigeria's Education inclusion. <https://education-profiles.org/sub-saharan-africa/nigeria/~inclusion>
15. Usaid And Jonarpid (2017): Press Statement By The Joint National Association Of Persons With Disabilities (Jonapwd) On The Baseline Survey Conducted As Part Of Its Project On Inclusive Universal Basic Education For Children With Disabilities In Nigeria With Support.
16. Understanding Disability, World Report on Disability (2011)- https://www.who.int/disabilities/world_report/2011/chapter1.pdf?ua=1
17. United Nations, Convention on the Rights of Persons with Disabilities
18. United Nations Flagship Report (2018) Published In 2019 - Disability And Development Report Realizing The Sustainable Development Goals By, For And With Persons With Disabilities 2018 (Accessed June 15, 2021 - <https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2021/04/Updated-Executivesummary-Un-Flagship-Report-Disability-Final.Pdf>

19. World Bank (November 30, 2018) Briefing - Disability-Inclusive Education In Africa <https://www.worldbank.org/en/topic/disability/brief/disability-inclusive-education-in-africa-program>
20. World Bank. 2020. Disability Inclusion In Nigeria: A Rapid Assessment. World Bank- <https://openknowledge.worldbank.org/handle/10986/34073> License: Cc By 3.0 Igo.

Appendix I

FOCUSED GROUP DISCUSSION WITH MDAs AND OPDs ON DISABILITY-INCLUSIVE BUDGETING FOR IMPLEMENTATION OF INCLUSIVE EDUCATION IN LAGOS STATE

OPDs and education MDAs confirm the existence of legal and policy frameworks that support implementation of IE in Lagos state. These include the Lagos State Special People's Law (SPL) and the Lagos State IE Policy respectively.

However, while OPDs lack knowledge of the content of both the SPL and the IE policy documents, LASUBEB and LASODA were the only MDAs which had comprehensive knowledge of the SPL and IE Policy. The MEPB had no knowledge of the provisions of the SPL and IE policy.

“I have heard about the disability law and the inclusive education Policy. But I've not read through both of them before now...”(OPD member).

“I attended a workshop where we were told about the SPL and the education policy for special needs children. I even have a copy. But I can't recall any of the contents.”(OPD member).

“LASUBEB was involved in developing the IE policy. We also have the SPL which guides our work as it affects implementation of IE policy.”(LASUBEB official)

“It is the SPL that established LASODA. So we're custodians of the SPL and we oversee its implementation. As for the IE policy, LASODA has a copy and we engage the inclusive schools...” (LASODA Official)

“The MEPB does not currently have copies of the SPL and IE policy. We will make efforts to get the documents and use them to guide our work.”(MEPB Official)

With regards to implementing the SPL and IE Policy, only LASODA and LASUBEB indicated having statutory roles as provided by the two documents.

“According to the Universal Basic Education Act, LASUBEB is responsible for all primary and junior secondary schools. So, by default, we oversee all the 31 inclusive primary schools in the State. The IE Policy provides that LASUBEB should make provisions for human, technical, material and infrastructure needs of the 31 inclusive primary schools. The Board has been meeting all its obligations to the schools since they were established.” (LASUBEB Official).

“At LASODA, the SPL mandates us to only monitor what the inclusive schools are doing. But we also provide assistive aids to pupils and students in the inclusive schools.” (LASODA Official).

Although the IE Policy makes provisions for civil society organizations such as OPDs to support implementation of IE in Lagos State, only few OPDs indicated having such activities.

“In our cluster association for the physical, we pay visits to some of the inclusive schools to observe their challenges and to mentor the students.” (OPD Member).

“My association for the blind cluster conducts advocacy to LASUBEB and Teaching Service Commission (TESCOM) to push for employment for qualified teachers with disabilities. We also advocated that Blind students in one of the inclusive schools to be provided with brailled textbooks and other learning facilities and government responded.” (OPD Member).

“Since the COVID-19 lockdown we have been working together with the government to ensure that CWDs participate in the E-learning program of the State government.” (OPD Member).

“My association advocates for children with albinism. We tell the government to make sure that these children sit in the front of the classroom and that the government should provide them with glasses for them to see the whiteboard.” (OPD Member).

Finally, as shown in the evidence above, the poor awareness and knowledge of the SPL and the IE Policy by OPDs and some MDAs is an indication of the low level of public awareness of both documents. Nonetheless, it is pertinent to acknowledge that despite this poor awareness, citizens groups such as the OPDs still make some effort to support implementation of the SPL and the IE policy respectively.

3.3 Disability-Inclusive Budgeting Process

Neither the OPDs nor the MDAs demonstrated a clear understanding of “disability-inclusive budget process.” None of the respondents provided any concrete evidence to show how they support the practice of disability-inclusive budget process. Also, there was no evidence to show that the SPL and the IE Policy provided for a disability-inclusive approach to budgeting. For example, all the OPDs indicated that they had never participated in any budget process of any of the MDAs.

“I have never seen the Lagos state education budget and neither have I seen the inclusive education budget.” (OPD Member).

“I don’t even know how the government budget is done.... I don’t know when they do it or how they pass it to the public.” (OPD Member).

“Do you think the government will think that a disabled person should take part in the budget when they look down on us as nobody?” (OPD Member).

Meanwhile, the MEPB indicates that the Lagos State Government implements an inclusive budget process because the government holds an annual ritual of Citizens Consultative Forum on the Budget before it is sent

to the State House of Assembly. However, the MEPB was not clear on how disability-inclusive the process is.

“We invite the citizens to make their input into the budget before it is sent to the Assembly. Well, I think the disabled people are not exempt...” (MEPB Official).

In addition, LASUBEB and LASODA believe that making budgetary provisions for the benefit of persons with disabilities such as through budgeting for the IE Policy are evidence of a disability-inclusive budgeting process.

“LASODA is for people with disabilities and all that we do is to serve them even if they are not involved directly. For instance we have junior and senior staff who are disabled. Even the General Manager is a person with a disability.” (LASODA Official).

“LASUBEB has been doing a lot for CWDs in the 31 inclusive primary schools. We have well trained professionals in special education who make the budget.” (LASUBEB Official).

In summary, evidence shows that while the Lagos state government has put in place interventions to facilitate citizens’ participation in the budget process, the inclusion of PWDs and OPDs is still farfetched. Specifically, education and disability-focused MDAs still lack understanding on what disability-inclusive budgeting process is, as well as how to adopt the practice of disability-inclusive budgeting in the making of inclusive education budgets.

3.4 Budgeting for Inclusive Education

All OPDs and MDAs acknowledged that the government makes annual budgetary provisions for implementation of the IE Policy. However, none of the respondents could provide concrete evidence with regards to the

actual percentage of the State's education budget allocated to inclusive education.

“I think the SPL talks about inclusive education, so, it means that there is a budget for it.” (OPD Member).

“I don't even know anything about the education budget in Lagos state not to talk of the budget for inclusive education.” (OPD Member).

“It is the same budget that we implement for all the primary schools in the State including the 31 inclusive schools. However, we receive a special education grant from UBEC in Abuja dedicated to inclusive and special schools and we use it to get their assistive learning aids. Apart from this, there is no separate budget for inclusive education. But those in finance or accounts have details.” (LASUBEB Official).

Similarly, OPDs and MDAs acknowledge that inclusive education is supported through additional funds that come from non-governmental sources. However, none of the respondents could provide accurate data on the percentage of inclusive education budget that comes from non-governmental sources.

“I'm aware of some philanthropists and private companies who donate to inclusive schools.” (OPD Member).

“We receive appreciable support from the private sector. In addition, we have the ‘Adopt a School’ Initiative which Lagos state partners with the private sector to support schools. Some of these schools also include inclusive schools.” (LASUBEB Official).

“I'm aware of the disability funds from LASODA which have been used to support inclusive education.” (LASODA Official).

With regards to assessing the implementation performance of inclusive education budgets, and the sufficiency of allocated funds, neither the OPDs nor the MDAs could provide any documented or data-backed evidence. However, MDAs believed that the implementation of inclusive education budgets have been satisfactory without any concrete evidence. On the other hand, OPDs think the performance has been below 50%.

“I will score the government 30% on implementation of an inclusive education budget.” (OPD Member).

While OPDs could not indicate any milestones achieved as a result of implementation of inclusive education budgets, MDAs highlighted some milestones.

“Some of LASUBEB's key achievements include increased enrollment; consistent increase in number of inclusive schools especially from less than 10 inclusive primary schools in 2006, to 31 as at 2021; provision of assistive learning aids; provision of mid-day meals etc.” (LASUBEB Officials).

“The Disability Office has been making provision in its budget through the Disability Fund to support inclusive education in the State. LASODA has also prioritized inclusive education in its Strategic Plan for the next few years.” (LASODA Official).

Accordingly, while it is obvious that the Lagos State government makes annual budgetary provisions for implementation of inclusive education, there is no clear evidence to indicate the sufficiency and impact of the allocation. In addition, OPDs' lack of knowledge of budget allocations to inclusive education in Lagos state could be responsible for their low confidence in the government's performance, as well as their inability to track and appreciate the inclusive education milestones reported by the education MDAs.

3.5 Partnership/Engagement between OPDs and education MDAs

There is consensus among OPDs and MDAs on the significance of collaboration among education demand-side and supply-side actors. All respondents agreed that collaboration between the citizens and government is a strategic requirement for operating a democratic and inclusive government such as is the mantra of the Governor Babajide Sanwo-Olu Administration in Lagos State. Accordingly, in line with provisions of the SPL and the IE Policy, CSOs such as OPDs and the government are expected to forge a strategic partnership to ensure effective implementation of the IE Policy.

“OPDs have a very important role to play in inclusive education because they represent the voice of the people.”(OPD Member).

“OPDs are able to inform the government on the needs of the people.” (OPD Member).

“OPDs can help monitor implementation of the budget for inclusive education.” (OPD Member).

The OPDs and MDAs acknowledged the prevalence of some level of collaboration between them with regards to implementation of inclusive education. This is clear in the evidence provided in section 3.1 above. However, there is no strong evidence to suggest that such collaborations extend to the process of budgeting for inclusive education.

The MDAs made references to some of the existing collaborations with OPDs—

“Our participation in this program is strong evidence of our partnership with OPDs. Similarly, we’re also working with several other OPDs to

improve the inclusive education program in the State.” (LASUBEB Official).
“LASODA works in collaboration with OPDs. We hold regular meetings with them before we make decisions.” (LASODA Official).

“The Development Partnership Department (DPD) of MEPB plays a significant role in engaging CSOs especially in the budget consultative programs and we don’t discriminate against disabled people. We’ll do more to engage with them.” (MEPB Official).

On the contrary, OPDs indicated that they hadn’t been engaged in collaborations with MDAs with regard to budget—

“OPDs have not really engaged with the government on a budget for inclusive education. However we have participated in programs organized by CSOs on budget.” (OPD Member).

“Since we are not included in the budget process, we can't say we have made any input, let alone talk about achievement.” (OPD Member).

“My association, the Blind cluster, has held meetings with the Ministry of Education on the need to increase the budget to inclusive schools. However, we don't know if the government fulfilled their promise.” (OPD Member).

The education MDAs reiterated on MEPB’s conduct of annual stakeholders consultative forum on the budget in which they believed OPDs should have been involved; despite failing to give steps taken by the government to ensure participation of OPDs. In addition, the MDAs could not give evidence on any specific inclusive education milestones achieved as a result of the perceived OPDs’ participation in such public consultations.

Appendix II

Focused group discussion with mdas and opds on disability-inclusive budgeting for implementation of inclusive education in lagos state.

FGD GUIDE FOR MDAs

S/N	KEY ISSUES	PROBING QUESTIONS
1.	Legal and Policy frameworks On Disability Rights and Inclusive Education	I). Which disability rights laws in Lagos are you aware of? And How do these laws promote education of PWDs? II). What is your knowledge of any policy frameworks which promote inclusive education in Lagos State? III). How is your MDA contributing (in terms of your statutory roles) towards implementation of these legal and policy frameworks? IV). In the last 5 years, what key achievements have your MDA recorded in implementation of these legal and policy frameworks? V). What are the key challenges experienced by your MDA in implementation of these legal and policy frameworks? VI). How do you think these challenges can be overcome?
2.	Disability-Inclusive Budgeting Process	I). How does the Disability Law and Inclusive Education Policy provide for ensuring a disability-inclusive budget process? And how has this influenced your budget process? II). What other guidelines does your MDA use in ensuring disability-inclusion in its budget process? III). What are the key milestones achieved by your MDA with disability-inclusion in its budget process? IV). What are the key challenges or hindrances to achieving disability-inclusion in your MDA's budget process? V). How do you think these challenges can be overcome?
3.	Budgeting for Inclusive Education	I). How does the Disability Law and Inclusive Education Policy provide for the funding of inclusive education by the government? II). In the last 5 years, what percentage of your education budget is committed to inclusive education? And what fraction of this is actually spent? III). What percentage of your inclusive education budget comes from other sources besides government allocation? IV). What percentage of your inclusive education programs is your MDA able to finance with both governmental and non-governmental sources of funds? V). How would you rate the level of sufficiency of your MDA's budget for inclusive education? VI). What major milestones have been achieved by your MDA with regards to budgeting for inclusive education? VII). What are your MDA's key challenges to achieving an increased budget for inclusive education? VIII). How do you think these challenges can be overcome?
4.	Engagement with DPOs	I). How does the Disability Law and the Inclusive Education Policy provide for engagement with DPOs by your MDA in implementation of Inclusive education?

S/N	KEY ISSUES	PROBING QUESTIONS
1.	Legal and Policy frameworks On Disability Rights and Inclusive Education	<p>I). Which disability rights laws in Lagos are you aware of? And How do these laws promote education of PWDs?</p> <p>II). What is your knowledge of any policy frameworks which promote inclusive education in Lagos State?</p> <p>III). How are DPOs contributing (in terms of your statutory roles) towards implementation of these legal and policy frameworks?</p> <p>IV). In the last 5 years, what key achievements have DPOs recorded in implementation of these legal and policy frameworks?</p> <p>V). What are the key challenges experienced by DPOs in implementation of these legal and policy frameworks?</p> <p>VI). How do you think these challenges can be overcome?</p>
2.	Disability-Inclusive Budgeting Process	<p>I). How does the Disability Law and Inclusive Education Policy provide for ensuring a disability-inclusive budget process in all MDAs of government? And how has this influenced the knowledge and capacity of DPOs on the budget process?</p> <p>II). What knowledge do you have on other guidelines on disability-inclusive budget processes used by government MDAs?</p> <p>III). What knowledge do you have about any major milestones achieved by government MDAs with regards to disability-inclusion in their budget process?</p> <p>IV). What knowledge do you have about any challenges or hindrances to achieving disability-inclusion in the budget process of government MDAs?</p> <p>V). How do you think these challenges can be overcome?</p>
3.	Budgeting for Inclusive Education	<p>I). How does the Disability Law and Inclusive Education Policy provide for the funding of inclusive education by the government?</p> <p>II). What knowledge do you have about the percentage of the education budget of government MDAs committed to inclusive education? And what fraction of this is actually spent in the last 5 years?</p> <p>III). What knowledge do you have about the percentage of the government's inclusive education budget that comes from other sources besides government allocation?</p> <p>IV). What knowledge do you have about the percentage of government's inclusive education programs that are</p>

FGD GUIDE FOR DPOs

