

Inclusive Education and Political Inclusion: A Study of Marginalized Groups and Democratic Processes in Nigeria

Orlunga Bartholomew Godstime^{1*} & Joy Wanwuri Bright-George PhD²

¹Department of Educational Foundations, Faculty of Education Rivers State University, Nigeria

²Department of Special Needs Education and Rehabilitation Science, Faculty of Education Rivers State University, Nigeria

Corresponding Author: *Orlunga Bartholomew Godstime* (Department of Educational Foundations, Faculty of Education Rivers State University, Nigeria)

Received: 23 / 05 / 2026

Accepted: 03 / 07 / 2026

Published: 19 / 07 / 2026

Abstract: Inclusive education and political inclusion are critical pillars for advancing democratic processes in Nigeria, particularly for persons with disabilities (PWDs) who remain among the most marginalized groups. This study interrogates the intersection between educational access and political participation, examining how inclusive education policies and practices shape the democratic engagement of PWDs. Drawing on Nigeria's National Inclusive Education Policy (2016) and international human rights frameworks, the research highlights the persistent challenges such as inadequate infrastructure, limited teacher training, societal stigma and electoral violence that hinder educational inclusion. These challenges directly translate into political exclusion, as limited literacy, inaccessible electoral processes, and discriminatory attitudes restrict PWDs from exercising their rights to vote, contest elections, and participate in governance. Using a mixed-methods approach, the study explores lived experiences of PWDs across selected Nigerian socio-cultural environment, revealing the policy-practice gap between official commitments and realities on the ground two theories guided the study. Findings underscore that inclusive education is not merely a social service but a democratic imperative: it equips PWDs with the knowledge, confidence, and agency to claim political space. The study recommends strengthening the implementation of inclusive education policies, investing in accessible infrastructure, and reforming electoral processes to guarantee full participation of PWDs. Ultimately, the research argues that sustainable democracy in Nigeria depends on dismantling systemic challenges and fostering both educational and political inclusion for persons with disabilities.

Keywords: *Inclusive, democracy, marginalized, participation.*

Cite this article: Godstime, O. B. & Bright-George, J. W. (2026). Inclusive Education and Political Inclusion: A Study of Marginalized Groups and Democratic Processes in Nigeria. *MRS Journal of Arts, Humanities and Literature*, 3(7), 25-30.

Introduction

The background for the development of any nation is anchored on the level of exposure received by its citizenry educationally. Hence, development cannot be imagined unless the citizens of the country are educated and well-organized in a mutual way that gives equal opportunity for everyone to contribute evenly at his or her own pace. therefore, there is a need for an education system that can establish equality amongst the citizens and can include all the units of the society. corroboratively, inclusive education seems to be emerging as a better option for creating an inclusive society that will support equity, fairness, unity and political inclusion. The Nigerian Constitution guarantees the educational rights of all its citizens especially children. Accordingly, education is considered a human right and inclusive education creates an enabling environment for every child to have equal right and opportunity to have access to quality education, irrespective of their status or needs. Thus, inclusive education is therefore seen as a panacea for reducing the number of out-of-school children as it reacts and retains children from marginalized and excluded groups. It gets them enrolled and responds flexibly to the circumstances and needs of all learners, ensuring participation of all and reducing all kinds of barriers to

learning among children. Inclusive education is therefore considered as a pedagogical approach that seeks to revamp the different needs of all learners through the process of reducing the barriers to learning and participation. Its main emphasis is based on the importance of creating a supportive and accommodating environments where every student has equal opportunity to succeed (Raheesh 2024). Inclusive education is grounded in the principles of equity, diversity, and social justice, and is recognized as a fundamental human right (UNESCO, 2020).

The Nigerian national policy on education (2016) highlights that the principle of inclusive education was adopted at the World Conference on Special Needs Education on Access and Quality (Salamanca) in 1994 and later restated in 2000 at the World Education Forum in Dakar. Hence, Nigeria like many other nations adopted the principle of inclusion in her National Policy on Education. Corroboratively, the Federal Ministry of Education, through the National Council on Education at her 58th, 59th and 60th council gathering, reiterated on the need for the continuous mainstreaming of persons with disabilities and other vulnerable individuals into the inclusive education programme. This therefore ensures that all persons, irrespective of their varying abilities, can

access equal opportunities to learn together. Therefore, Nigeria as a nation must ensure that every individual, whether with special needs or not, be given the right to quality education by indulging them in an inclusive school environment where they can learn about the societal norms and values and learn how to relate with other members of the community, bearing in mind that the main focus of education for all is for the fundamental principle of non-discrimination and equality to educational opportunities. However, we cannot talk about equity and unity in the society without allowing everyone to contribute immensely at their own pace, this is because people enjoy a sense of belonging when they are given opportunity to participate in any section of the societal happenstance. Politics like is one place where much discrimination and subjugation are felt especially on persons with special needs as well as minority ethnic nationality, the Nigerian democratic environment is marred with lots of crisis situations ranging from thuggery, assassinations, cultism and unknown gun men attacks etc. all of which have hindered and disenfranchised lots of persons from participating on the selection of persons who will rule the country as president. the question now is are we really practicing democracy?

Dahl cited in Ahmadu (2025) affirmed that Democracy is a system of governance that provides for the equal participation of all citizens in the political process. This is perceived as the fundamental's democratic tenets, and it is what ensures that every citizen in a democratic dispensation is treated equally without bias, meaningfully subservient and non-subservient, politically speaking, to everyone else. Overtime it has been discovered that persons with special needs, the minority ethnic nationalities and the economic disadvantaged falls under the group of individuals who encounter a multitude of challenges to full political inclusion and participation ranging from inaccessible polling places to discriminatory societal attitudes as well as the unfriendly environment that is marked by violence which is considered a major factor for exclusion, despite constitutional provisions and international commitments (Human Rights Watch, 2021). According to the World Health Organization (2021), approximately 15% of Nigerians, or 29 million people, live with disabilities, according to the World Health Organization (WHO, 2021), but their voices are still not heard in governance and policymaking. Nigeria ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2007 and passed the Discrimination Against Persons with special needs (Prohibition) Act in 2018, which clearly requires equal access to electoral processes, but this exclusion still exists (National Assembly of Nigeria, 2018; United Nations, 2020).

Ahmadu (2025) affix that Persons with special needs have historically been marginalized in Nigerian politics, reflecting broader societal neglect and infrastructure shortcomings. Physical inaccessibility, a lack of assistive voting technologies, and a lack of voter education specifically designed to meet their needs have all hindered persons with special needs and other marginalized groups the ability to participate evenly in an electoral process (CCD, 2022). Corroboratively Ahmadu (2025) stipulated that, reports from the general elections in 2019 and 2023 showed that less than 30% of polling places were wheelchair-accessible, and there were very few Braille ballots and sign language interpreters available. These difficulties are exacerbated by sociocultural summersault, which discourages persons with special needs from participating in politics by making them seem unsuited for leadership positions (Amnesty International, 2022). The historical marginalization of

Persons with special needs and other small ethnic nationalities in Nigeria's political landscape reflects broader societal issues.

Literature Review

Sustainable Development Goals for Inclusive Education and Political Inclusion

The 2015 Sustainable Development Goals SDGs placed inclusive and equitable quality education at the center of global development, with goal 4 aiming to ensure lifelong learning opportunities, reduce poverty, address climate change and most importantly combat inequality. for all by 2030. The SDG Goal 10, entitled "Reducing Inequality Within and Among Countries", sets the following target that: "By 2030, empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, or economic or other status.". Persons with disabilities are disproportionately affected by poverty, inequality and conflict. As countries actively seek to address the root causes of these issues, it is imperative for us to ensure that persons with special needs and disabilities are able to have an equal voice in their government and political structures as well as have a chance at changing these patterns for the better if we must develop as a nation.

Barriers to an Inclusive Political Participation in Nigeria

despite international recommendations on sustainable development goals on national obligations and existing good practices that support the right to political participation of various individuals who are marginalized in the society, especially those with disabilities, studies still reveals that persons with disability still encounter numerous barriers to joining political parties or parliaments. While this section provides a brief overview of some of these barriers, which includes political violence, corruption, poverty, discrimination, technological default, policy implementation challenge, poor voter education etc., by implication, it is imperative to remember that all the obstacles described can be resolved with appropriate support from political parties and parliaments, civil organizations, government, in cooperation with disability rights organizations and election management bodies. Other Barriers to an Inclusive Political Participation in Nigeria includes;

Lack of Support from the Society

This is considered as one of the most widespread challenges for persons with disabilities in any political environment, as most people see them as unfit or belief that they are either uninterested in politics or that they cannot participate properly in politics. Thus, individuals with disabilities are rarely encouraged to participate in politics at any level, whether as voters, party members, candidates, observers or elected officials. Therefore, when they express interest in voting or running for an official position, they are often actively discouraged by friends, family and/or community at large.

Education Gaps

Overtime it has always been presumed that persons with disabilities are uninterested or unable to participate in political activities, individuals with disabilities are rarely given the opportunities to participate in active or political education programmes, and materials for civic and voter education campaigns are often inaccessible. General education also continues to present accessibility and inclusion challenges, and many

children and adolescents with disabilities find it difficult to access equal educational experience. Persons with disability often face challenges of inclusion, especially on technical and skill training programmes. These general and civic education gaps often lead to little or no understanding of the basics of democratic decision-making structures, policies framework, electoral processes and branches of power as well as the mechanisms for creating legislation. corroboratively, it becomes more difficult to effectively engage in public or political activities, and to build up the experience and qualifications needed for leadership positions.

Structural and Environmental Default

Different existing structures were designed and built at a time when there were no architectural codes to support accessibility. Unless they have been retrofitted correctly, they are often physically inaccessible or difficult to navigate if using a mobility device, such as a wheelchair or crutches. Unfortunately, even some modern buildings structures have been built without properly assessing whether ramps, elevators, hallways, doorways or even nearby roads and sidewalks are safe and easy to use by persons with physical disabilities. Furthermore, furniture can also pose difficulties if it is not set at the correct height or if it creates an awkward space for movement (Ahmadu 2025). Likewise, rooms are often not optimised for people who use hearing devices. If older buildings are used as locations for polling stations, town halls, debates, parliamentary meetings or offices for staff, it is essential to take physical accessibility into consideration, and to determine how architectural barriers could be mitigated or eliminated entirely. Transportation is another common barrier. Many public transportation options and vehicles have not been designed with the needs of persons with physical, visual, intellectual or certain types of psychosocial disabilities in mind. Accessibility can also vary widely depending on location; rural or suburban areas are likely to have fewer accessible transportation options than urban areas (Igboabuchi 2025).

Lack of Efficient Communication Methods

Persons with disabilities are rarely included in outreach strategies or civic education campaigns. Even when they are targeted, the communication methods are often both inaccessible and non-inclusive. This can pose several challenges for persons with disabilities as highlighted by Ahmadu (2025) that:

- If persons with disability are interested in joining a political party, but the website is inaccessible for screen readers (a technology commonly used by persons with visual disabilities), then finding accurate information is nearly impossible;
- If a video advertisement for a political candidate is shown on television or online, people who are deaf or hard-of-hearing will struggle to understand it if captions or sign language interpretation is not provided; and
- Easy-read materials are rarely available for persons with intellectual or developmental disabilities.
- Furthermore, if persons with disabilities are not shown or referenced anywhere in communications materials, it sends a signal to persons with disabilities that they are not regarded as part of the target group.

Funding and Unemployment

As a result of many of the obstacles already described, it is not unusual for persons with disabilities to be unemployed. With

lower incomes, the expenses involved in running for office or becoming a member of a political party can be particularly challenging. The costs of reasonable accommodations can also sometimes be prohibitive, especially if it is an ongoing accommodation, such as sign language interpretation. This is a key area where strategic support from the state, political parties and parliaments can make a significant difference.

Inadequate Staff Training

Political party and parliamentary staff are rarely trained on how to thoughtfully interact with persons with disabilities or support their accommodation needs. At best, persons with disabilities are provided with inadequate and inefficient services; at worst, they are insulted or pushed aside. This contributes to an overall political environment in which persons with disabilities are given low priority or disregarded completely. Unclear accessibility and reasonable accommodations processes (e.g., understanding who fulfils accommodation requests) can also result in inefficient and unsupportive systems.

Multiple Layers of Discrimination

Aside from disability-specific barriers, it is important to be aware that there are often additional challenges for persons with disabilities who are also members of other under-represented communities. For example, women with disabilities may be concerned about childcare coverage or care for older parents. Youth with disabilities may be eager to participate in politics, but not have much guidance on how to navigate political institutions and systems. Members of indigenous communities, religious groups or ethnic minorities can encounter harsh discrimination based on their identities.

The Electoral Act 2022 and INEC's Disability Inclusion Framework

Another crucial step in formalizing Persons with disability inclusion in Nigeria's electoral process is the Electoral Act 2022. Section 54 (1) (2) of the Act expressly requires INEC to:

1. Provide assistive voting technologies, such as electronic devices, Braille ballots, and materials with large print for voters with visual impairments.
2. Permit Persons with disabilities to have a designated assistant accompany them if they need assistance marking their ballots, as long as they notify the presiding officers.
3. Verify that polling places have ramps, priority voting lines, and other accommodations required for physical accessibility.

INEC created the Framework on Access and Participation of Persons with Disabilities in the Electoral Process (2018) to implement these legal provisions. It provides feasible strategies for increasing persons with disability participation (INEC, 2021). Purchasing and distributing assistive technology, such as tactile ballots, magnifying glasses, and Braille ballot guides, is one of the main projects under this framework.

1. Ad hoc election officials and INEC employees can participate in training sessions on assistive technology and disability inclusion.
2. Working together with disability organizations to run voter education campaigns specifically for people with

disabilities, such as providing easy-to-read formats for voters with intellectual disabilities and sign language interpretation for the deaf.

- Persons with disabilities' employment with the INEC demonstrates a dedication to representation at all electoral administration levels. However, problems still exist. Although INEC worked to increase accessibility for the 2023 elections, only 25% of polling places had working assistive technology, and many persons with disabilities continued to face logistical and attitudinal obstacles, according to a 2023 European Union Observation Mission (EU EOM) report (EU EOM, 2023).

Limitations and Challenges of Inclusive Voter Education and Participation in Nigeria

Challenges to persons with disability Electoral Participation Numerous reports and studies consistently point to several important obstacles. Physical inaccessibility remains a major issue. Voters with mobility impairments are essentially denied the right to vote because polling stations usually lack the necessary infrastructure, such as handrails, ramps, and enough room for wheelchair users (Amnesty International, 2023; IFES, 2023). This also applies to political campaigns, as there are rarely easily accessible locations (DRAC 2022). In addition to physical constraints, ingrained societal attitudes present significant barriers. persons with disability are frequently perceived as paternalistic, which causes voter bias, election officials to offer undue assistance that compromises voter autonomy, and political parties' reluctance to nominate persons with disability candidates (Afolabi, 2022; NNAD, 2021; OSIWA, 2023; Yiaga Africa, 2023). These difficulties are exacerbated by economic exclusion. The financial demands of political participation, such as nomination fees and campaign costs, create insurmountable barriers for the marginalized groups and persons with special needs. persons with disability are further marginalized by communication barriers. Sign language interpreters are mostly absent from political debates and polling stations, and important election materials are frequently unavailable in accessible formats such as Braille or large print (EU EOM, 2023; NNAD, 2023). A digital divide results from the frequent incompatibility of digital platforms with screen readers (DRAC, 2023; Adeyanju, 2022). Inclusion is also hampered by institutional disparities in the political system. The lack of persons with disability appointment quotas and disability desks in political parties suggests a theoretical rather than a practical commitment to inclusion (CCD, 2023; Amnesty International, 2023; Afolabi, 2023). Effective planning and focused voter education are also hampered by systemic data gaps at the INEC regarding persons with disability voters (INEC, 2023; IFES, 2023; DRAC, 2023).

Despite these advancements, several barriers impede the full realization of technology's potential for the electoral participation of persons with disability. Uneven Implementation of Assistive Technologies The unequal distribution and application of assistive voting technologies across Nigeria is a significant obstacle. Rural and underserved areas frequently lack Braille ballots and magnifying glasses, whereas urban polling places may have these amenities (Electoral Institute, 2023). persons with disability in remote areas are disadvantaged by this discrepancy, resulting in an unfair voting experience.

Poor Integration and Maintenance of Assistive Tools

It is common for accessible assistive technologies to be poorly incorporated into larger electoral infrastructure. Some polling places had assistive technology, according to reports from the 2023 elections, but poll workers were not trained to use it, which caused confusion (CDD 2023). Furthermore, persons with disability voters who depended on these resources were irritated by their poor maintenance, such as broken guides in Braille (Onyekwelu, 2023).

Technical Hitches and Disenfranchisement Risks

The 2023 elections highlighted important technical flaws in the BVAS and IRV systems. For persons with disability with physical disabilities, fingerprint authentication occasionally fails, necessitating the use of manual accreditation, which is less dependable and slower (Yiaga Africa, 2023). persons with disability are disproportionately impacted by these technical disruptions, even though they may have already surmounted major mobility and logistical obstacles to get to polling places.

The Digital Divide and Accessibility Challenges

Due to low digital literacy, expensive assistive devices, and restricted Internet access, persons with disability experience a wider digital divide (Adeyanju, 2022). Despite the admirable nature of INEC's online voter education programs, many persons with disabilities, particularly those living in rural areas, are unable to access them. According to a 2022 survey conducted by the International Foundation for Electoral Systems (IFES), only 28% of persons with disability in Nigeria had dependable Internet access, which limited their use of digital electoral resources.

Lack of Inclusive Design in Electoral Technologies

The fact that electoral technologies are not inclusively designed from the beginning is a fundamental problem. Blind voters were excluded from the BVAS because it was not originally designed to be compatible with voice commands or screen readers (Human Rights Watch, 2023). Accessibility issues also arise after elections because persons with disability are further marginalized as election results are rarely released in accessible formats (such as audio or simplified text) (Amadi, 2023).

Methodology

The methodology used in this study mostly involves secondary data analysis and desk research. Information from various previous reports, publications, and legal documents pertaining to electoral accessibility, political inclusion and policy framework for Persons with Disabilities (PWDs) in Nigeria had to be synthesized. The study makes extensive use of human rights reports (from Human Rights Watch and Amnesty International), election observation reports (from EU EOM and Yiaga Africa), and research from disability advocacy groups (such as the Disability Rights Advocacy Center and the Centre for Citizens with Disabilities). Important sources also include a variety of scholarly and policy analyses and official publications from the Independent National Electoral Commission (INEC). To inform the conclusions and recommendations, the methodology focuses on a thorough interpretation and integration of published insights rather than gathering new primary data.

Theoretical Framework

This work is anchored on two theories namely the capable approach theory and the social inclusion theory. The capable theory was propounded by Amartya Sen in the 1980s, later expanded by Martha Nussbaum, while the concept of social inclusion emerged in the mid-20th century, rooted in post-World War II welfare states and sociological theories of cohesion by thinkers like Émile Durkheim and Talcott Parsons. The core idea of the capability theory focuses on what individuals are able to do and be (their “capabilities”) rather than just resources or utility, this theory emphasizes equal access, empowerment and dismantling structural barriers that hinder equal democratic participation to persons with disability and the marginalized groups in the society. The Theory focuses on direct involvement of citizens in the decision-making process by highlighting how persons with disability and other marginalized groups can be empowered through grassroots mobilization, inclusive party structures, and civic education. The theory is very relevant especially in Nigeria where exclusion persists despite formal democratic institutions. The Social Inclusion Theory examines how systemic barriers (cultural, institutional, economic) prevent equal participation. useful for analyzing Nigeria’s political parties, which often exclude women, youth, and persons with disabilities despite constitutional guarantees. While the Capability Approach (Amartya Sen & Martha Nussbaum) Goes beyond formal rights to assess whether individuals actually have the freedom and resources to participate. In Nigeria, this theory helps evaluate whether marginalized groups have the real capacity (education, finance, mobility, representation) to engage in politics. Furthermore, the comparative table of framework core idea relevance to Nigeria strengths participatory democracy ensures that citizens directly engage in governance in other to address weak internal democracy in Nigerian, therefore political parties must promotes grassroots mobilization. social inclusion removing systemic barriers to participation explains exclusion of women, youth, persons with disabilities, however it is reviewed that: Only 4% elected in 2019 and 9% of candidates in 2023 were women. Youth exclusion: Youth candidacy dropped from 34% (2019) to 28% (2023). While persons with disabilities representation stood at only 0.2% of candidates in 2023. By implication, it shows that political parties are most often inclusive on paper but fail to implement inclusive policies.

Conclusion

Democracy cannot thrive without the active participation of all citizens, especially those from marginalised groups. Education is not only a tool for personal empowerment but also a gateway to civic engagement, political awareness, and democratic participation creates an enabling environment through which marginalised groups such as women, persons with disabilities, ethnic minorities, and the rural poor participate actively with the knowledge and confidence to challenge exclusionary practices and demand representation. Political inclusion ensures that these groups are not merely passive recipients of policies but active contributors to governance, shaping decisions that affect their lives. The democratic process in Nigeria remains fragile when large segments of society are excluded. True democracy requires equal access to both education and political participation. Challenges Persistent structural inequalities, such as poverty, gender discrimination, and cultural biases, hinder both educational access and political representation. inadequate enforcement of inclusive policies often leaves marginalised groups at the periphery of

decision-making. Electoral processes, though improving, still face issues of accessibility for persons with disabilities and rural populations. For Nigeria to achieve a truly participatory democratic system, it must dismantle barriers to education and political engagement simultaneously. Only then can marginalised groups move from the margins to the center of Nigeria’s democratic process, ensuring a more just, equitable, and representative society.

Recommendations

The following recommendations are suggested for this study:

1. **Strengthen Implementation:** Advocate for better funding, monitoring, and accountability in inclusive education.
2. **Capacity Building:** Recommend training for teachers, election officials, and policymakers on inclusion.
3. **Awareness Campaigns:** Suggest community-based sensitization to reduce stigma and promote participation.
4. **Legal Reforms:** Push for stronger enforcement of disability rights laws and electoral reforms to guarantee accessibility as well as Include affirmative action provisions that ensure PWDs are represented in leadership positions and election candidacies.

References

1. Ahmadu .J. (2025) Inclusive Democracy in Nigeria: Ensuring Electoral Accessibility and Political Participation for Persons with Disabilities (PWDs) in the 2027 General Elections. *Global Journal of Political Science and Administration*,13 (2) 52-66,
2. Adeyanju, T. (2022). The digital divide and political participation of PWDs in Nigeria. IFES.
3. Adeleke, R. (2021). Digital inclusion and electoral participation of persons with disabilities in Nigeria. *Journal of African Elections*.
4. Afolabi, M. (2023). Barriers to political participation for persons with disabilities in Nigeria. *African Disability Rights Yearbook*, 11, 78–95.
5. Amadi, L. (2023). Accessibility barriers in Nigeria’s electoral process [Working paper].
6. Centre for Democracy and Development (CDD). 64 *Global Journal of Political Science and Administration*,13 (2) 52-66, 2025 Print ISSN: 2054-6335(Print) Online ISSN: 2054-6343(Online) Website: <https://www.eajournals.org/> Publication of the European Centre for Research Training and Development -UK
7. Afolabi, M. (2022). Disability and political exclusion in Nigeria. *Journal of African Elections*, 21(2), 45–62. [https://doi.org/\[DOI if available\]](https://doi.org/[DOI if available])
8. Afolabi, M. (2023). Barriers to political participation for persons with disabilities in Nigeria. *African Disability Rights Yearbook*, 11, 78–95.
9. Amnesty International. (2022). Nigeria: Discrimination against persons with disabilities in elections. <https://www.amnesty.org>

10. Amnesty International. (2023). Nigeria's participation. <https://www.amnesty.org>
11. Igboabuchi B (2025) Minimum Standards on Inclusion of Persons with Disabilities (PWDS) In Political Parties. *Nigerian Open Political Party (NOPP) Project 1 (1) 1-37*
12. Independent National Electoral Commission. (2023). Report on PWD participation in 2023 elections.
13. International Foundation for Electoral Systems. (2022). Comparative study on PWD voting technologies.
14. National Assembly of Nigeria. (2018). Discrimination Against Persons with Disabilities (Prohibition) Act.
15. National Association of the Deaf. (2023). Deaf voters' experiences in Nigeria's 2023 elections. National Human Rights Commission. (2022). State-level domestication of the PWD Act.
16. Onyekwelu, C. (2023). Assistive voting technologies: Gaps and opportunities. Electoral Institute. 65 *Global Journal of Political Science and Administration*, 13 (2) 52-66, 2025 Print ISSN: 2054-6335(Print) Online ISSN: 2054-6343(Online) Website: <https://www.eajournals.org/> Publication of the European Centre for Research Training and Development -UK
17. RAHEESH R (2024) Inclusive Education as a Pathway to an Equitable and Inclusive Society. *CONIC RESEARCH AND ENGINEERING JOURNALS* 7 (12) 505 - 510
18. United Nations. (2020). Convention on the Rights of Persons with Disabilities (CRPD): Nigeria's implementation report.
19. United Nations Development Programme. (2020). Sustainable Development Goals and disability inclusion.
20. World Bank. (2022). Disability survey. <https://www.worldbank.org> and poverty in
21. World Health Organization. (2021). Disability prevalence in Nigeria.
22. Yiaga Africa. (2023). 2023 election observation report. Nigeria: A national Yiaga Africa.Technology and electoral accessibility in Nigeria. <https://www.yiaga.org>