

DISABLING CAMPUSES: THE DEVELOPMENT AND OUTCOMES OF NIGERIAN DISABILITY POLICIES

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Abstract : The focus of this paper/study is to assess the accessibility of learning infrastructures and facilities of public educational institutions to students (living) with disabilities (SWD) in Nigeria. The objectives include examining the relevant policies on inclusive education system or program, identification of relevant buildings and infrastructures, determining the accessibility provisions in the buildings and the built environment and comparison of accessibility characteristics against the conventional standard. The study made on the basis of a case study approach and survey access audit checklist covers walking, visual and hearing impaired. The study found that accessibility to buildings and infrastructure in Nigerian Universities is poor and is worsening. Only the health buildings/centres/infrastructures are provided with ramps, definitely not because of the disabled but because of hospital stretchers. In this era of social integration, efforts should be made by policy makers and building and urban designers to incorporate all inclusive accessibility modes into planning and design of educational institutions to accommodate both able and the disabled for national development.

Keywords: Accessibility; Assessment; Built-environment; Policies; SWD

INTRODUCTION

Physical disability is not a self-willing for the victim. It comes in two broader ways; while some are born with physical disability, others are victims of disability by accident. The fact that any one today is able bodied does not mean he/she or our love ones cannot become disabled in one form or the other tomorrow. Behold the trauma of a friend, who had an accident and as a result became paralysed, or lost a part of the functional body, need not to be compounded by making it difficult to be productive and live an unfulfilled life. Or perhaps an innocent child who accidentally became physically challenged must he or she be segregated from old school friends and put in a special school? An integrated accessibility system to all facilities needs to be put in place. The term student with disability (SWD) denotes individual with physical, learning, speech, hearing or orthopaedic problem.

The needs of the SWD's vary with the disability type and severity of health condition. Various studies such as [1, 2] show that the visual and the walking impaired experiences more mobility restriction than others, hence they are termed the students with mobility limitation (SWML) in this research, and they are the focus of the study. The hearing impaired often experienced mobility restriction in an emergency situation, such as when crossing a busy street, and are taken unaware in a fire engulfed building or building component such as lift because they cannot hear sound when alarm is sounded. The problem encountered by the hearing impaired is usually the communication obliviousness which may be detrimental to their mobility needs, as such they are included among the PWML in this research. The services required by visually impaired differ from that of walking and hearing impaired. In the same way, the infrastructure needed by each individual disabled student is peculiar to his/her disability type. For example, SWD using wheelchair as a means of movement required ramp (that is neither too steep nor too narrow) and lift for vertical circulation. The visually impaired on the other hand, required brail labels on doors and tactile walkways [3].

In special schools/centres, Persons with disability (PWD) (especially children, teenagers, and young people) are assembled in a centre and cared for including training; this led to the establishment of special schools up to higher educational level. However, no matter the case the victims already had a feeling of being segregated/ separated from their peers just because of their disability challenges. In rehabilitation; or integration approach PWD are to be catered for right in their own environment while the people around them are expected to show compassion and render help to assure the disabled person of full acceptance. With various forms of disability, restriction of mobility is usually the most common handicap [4] In the individuals with disability of the lower limbs, wheelchairs could become essential on temporary or permanent basis [5]. Benefits of wheelchair in mobility and social activities include conservation of energy and improved quality of life (QOL) [6]. Getting the mobility assistive devices such as wheelchair is one thing and accessible wheelchair environment is another. The worth decreases if the environment is not supportive. It turns out to be more exasperating in employment, education, health, and recreation [5].

Nigeria has generations of Universities based on year of establishment. An educational institution is a whole community in itself for all of life importance. It serves as a learning place; provides employment, health and recreational facilities as well as home for the young, adult and the elderly. Therefore for every educational institution (especially universities), there must be adequate provisions of the necessary accessibility options and facilities both within the interior and exterior of the buildings, transportation (movement and circulation), and the road system for all users (disabled or not). Nigeria is a member of the United Nation (UN), Commonwealth, AU and UNESCO etc. as well as a signatory to different charters such as Convention on the Rights of Persons with Disability (CRPD). The various organisations spell out in one way or the other, the responsibility of disabled people on their government to improve their welfare and integrate them in an inclusive environment, without discrimination. Furthermore, in fulfilling this goal the government promulgated a policy christened Nigeria with disability policy decree to cater for the accessibility, transportation, and educational needs of the disabled. The 1999 Nigerian constitution mandates that all groups of people should be treated with equity and justice. The disability legislations to back up the policies however, are yet to be promulgated [7].

1.1. Background of the problems

Nigeria is one of the largest countries, and the most populous in Africa, with her unparalleled financial might, much is expected from her, by over 19 million disenfranchised disabled citizens. Yet, the outcomes of disability in Nigeria on the disable and on the society are still linked to individual tragedy [8] and inability to adapt to the societal manacles. The plight of this vulnerable group has been ignored and overlooked by the national legislations and implementation of policy [7], particularly in the campus built environment. The campus built environments were conceived neither with the disabled in mind nor were they modified to accommodate this disadvantaged members of the society. Several factors continue to limit the chances of inclusion and fuel marginalization. Often in discussions and in policy documents government convey promises of equalizing opportunity but ignore the implementation all together. The central message of this research is a call upon the researchers to focus on the areas of concentrated disadvantages; the educational built environment of the marginalized disabled group tagged the “poorest of the poor” by [9].

The study seeks to find out how the national disability and accessibility policies impact on the built environment and therefore the disabled student’s livelihood. This could serve as an insight into the role of the built environment on facilitating or hindering SWD from participating in inclusive learning. The study is a part of Ph.D. research on the effect of the built environment on disabled student’s participation in university education pursuance in Nigeria. The research aims to examine the role of specific characteristic of university built environment as it promotes or hinders participation in educational pursuance and suggest ways to overcome the identified environmental limitations if there is any.

2. LITERATURE REVIEW

2.1 Definitions of relevant terms

- 2.1.1 **Accessibility:** Accessibility refers to “the ability to reach, understand, or approach something or someone. In laws and standard; it refers to what the law requires for compliance.
- 2.1.2 **Physical access:** is to do with independent mobility-ability by the disabled without undue barrier either vertically or horizontally around, within or outside the building premises.

- 2.1.3 **Physical features:** Consists of such elements of building design, construction, or approach to the building, furniture and equipment, fitting and fixtures, material finishes and dimension specifications placed or conceived as temporarily or permanently on the premises of the built environment.
- 2.1.4 **Standard:** Standard is a level of quality acceptance as a norm which varies from place to place.
- 2.1.5 **Public Accommodation:** Buildings open to and provided for the public whether publicly or privately owned.
- 2.1.6 **Disability:** Combination of personal tragedy, bio-psychosocial forces and operations [10]
- 2.1.7 **Disabling Environment:** The disabling environment is such feature that imposes restriction on the participation of the disabled people. The effect of environment on disabled people can be numerous [2]

In the opinion and findings of the [9] little quantitative research in the socioeconomic status of PWD in the developing nations of the world existed though grown recently. The available data confirmed that PWD are at a disadvantage in educational attainment and employment market [11]. The past studies found that PWD have lower employment rate and lower education [12, 13]. The 2011 World Health Organization (WHO) report estimated that over a billion people are living with disability which is equivalent to 15% of the world population [9]. 75% of those people (living with disability) are from the developing countries. In Nigeria, the UN put the number of PWD to approximate 20% of the country's population [14]. Physically disabled people face different kinds of challenges ranging from exclusion, discrimination, and inaccessibility to buildings and infrastructures. The built environment is the most outstanding symbol of disabled people exclusion and discrimination from social life [1].

The Turkish Disability Discrimination Act (DDA) 1995 defines disability as “a physical or mental impairment which has a substantial and long term adverse effect on one’s ability to carry out normal day-to-day activities” [1]. Considering disability under the scope of DDA, experiments were divided into 2 theoretical perspectives; the medical and social experiments. The medical model focuses on disability at individual level considering the disabled people as “individual medical tragedy”. Disabled people are seen as a minority group on the basis of their impairment and they are excluded from the rest of the society or are marginalized [1, 6]. The social model of disability view society as failing, both through environmental design and in service delivery to people living with disability (PWD) [15]. [16] coined the term “*architecturally disabled*” to define those who are disadvantaged through the architecture and spaces that surround them rather than their own being. Disability according to social model is all things that impose restrictions upon disabled people, especially in relation to the built environment which is seen as “oppressive”[2]. Public buildings and most especially educational institutions from pre-primary [17] to ivory towers are one of the built environment units to be equally and independently shared by all individuals (disabled or not). In order to have equal access, such environment must be designed in a way that different requirement can be met at the highest level of flexibility or be adaptable to such flexibility. However, “public buildings *e.g. Universities buildings* (italics introduced) in most part of Nigeria, are not provided with adequate accessible facilities for disables nor adaptable design of buildings”[5].

2.3 Campus/Building and Disability

University campuses are like mini cities on their own right and are the focus of this paper. In a university environment the places of common interest that should come with unhindered access are many including but not limited to; Central Administration (Senate Building/Chancellery), Library, Lecture Theatre, Hospital, Lecture and Conference rooms, Sport and Recreational Centres and Student hostels. Provision of equal access to facilities and services to all people with different characteristics should be top on the agenda [4]. Yet in most cities and campuses PWD cannot easily access facilities of the built environment [6, 18, 19].

Design of physically barrier free environment can begin from the following four basic areas that complement one another [20]: (i) inside the building (ii) Near the building, (iii) in the street, roads and walkways and (iv) open space and recreational areas. Architects and planners need to take into consideration that students and other users of the campuses environment are not homogeneous in ability. Universal design (UD) approach should be adopted in campus design. UD is a holistic approach attributed to architect Ronald L. Mace aimed to describe designs of buildings and products that are meant to incorporate the requirements of majority of people as much as may be practically possible [16]. Thus UD opted for equalizing accessibility options for all users without segregation. The major challenge to the SWML is the restraints imposed by environmental limitations. SWML simply need same access to same facilities and services and nothing more. Several campuses around the world have moved aggressively to incorporate and include SWML environmentally and accessibility wise[3, 17].

By 1998, 93 to 150 million children (age 0-14 years) living with disabilities have been historically decentralized from mainstream education opportunities, confining them to special schools, like “School for the blind” or “School for the deaf”. These special schools reached only a small proportion of the disabled children because they are expensive for most parents of disabled children [21]. The UN CRPD recognizes the right of children with disabilities both to be included in the general education system and to receive the individual support they require (Article 24-CRPD, 2006).

While the international human rights framework has changed lives in some developing and most developed countries, PWD have not reaped the same benefits in Nigeria. PWD in Nigeria are being denied the access to education that would enable them to be independent, most of the disabled therefore, resorted to the kindness or charity of others. Despite this international initiative of CRPD (which Nigeria signed in 2007 and ratified since 2010), accessibility to education is far from being achieved for PWD in most developing countries in general, and in Nigeria in particular. This is unfortunate because education is probably “the greatest investment that any nation can embark upon for the development of its economic, political, sociological and human resources” [5], and is a good measure of how much interest a government has, and importance it attaches to the well-being of its citizens.

No study appears to exist on the enrolment of PWD in the mainstream Nigerian university education. Only 272 special schools, homes, centres and integrated schools cater for the education of Special needs children in Nigeria; a country whose PWD population was put at 19 million. Only 10% of the over 19 million disabled are receiving education in Nigerian educational environment [22]. Fig. 1 shows the UNESCO, “out-of school children in (thousand)”.

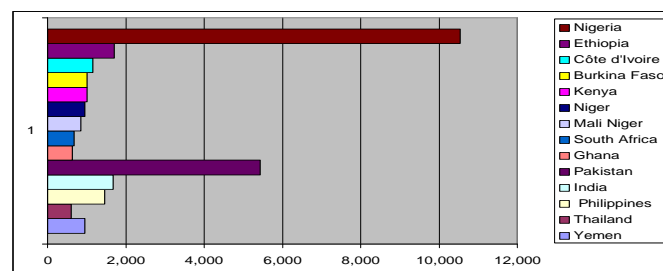


Fig. 1 UNESCO, 2013 Out-of school children (in thousands)

UNESCO declared that Nigeria is the country with highest number of children who are not enrolled in schools worldwide. Thus, the number of SWD in university level is far less. Still the very few that get to universities are deterred by what [16] termed “*architectural disability*” because architects and the designers of the environment are oblivious of their existence. According to [16] the idea that environment can be designed with requirements of the disabled in mind was unheard of in the early 60’s. To guarantee involvement of SWD in educational pursuance the environment must be made accessible [3]. But, was it? Thus the study wants to find out the situation in Nigeria as provided by the laws.

3. METHODOLOGY

A physical access audit checklist is used to examine the selected buildings for compliancy with criteria designed to measure the usability of the buildings for the visually, hearing and walking impaired students. The assessment examined how much of the building can be used independently by the disabled students users. The audit checklist was evaluated based on the use of matrix comprising of pre-determined factors with weightage given [23]. This study considers areas/buildings of interest to all students disabled or not. Such areas are ten (10) in number including; Senate building/Central administrative block, Library, University Health centers/Hospital, Lecture theatres and room, Sports and recreation facilities, student hostel and banks located apart from each other. The accessibility factors available include ramps to buildings, automatic doors, and elevators in multi-storey buildings, curving, washrooms, seating, and designated parking. Using case studies and literature review, the enumerative aspect of the research is to provide statistical backing (with primary data) to the content analysable and relevant policies (enshrined in laws) that should have been enjoyed by the disabled in Nigeria. The different methods are expected to

strengthen the research into an evidence based outcome through the process of triangulation with existing and relevant literature reviews from Nigerian disability studies e.g. [5, 13, 14, 22, 24].

The descriptive survey approach of the one-time observation of building and infrastructure from the two universities were analysed and photographs were taken to reinforce the findings. Some of the pictures (in figure 5) were also downloaded from the website of the case studies i.e. Ahmadu Bello University (ABU) Zaria (federal university) and Kano University of Science and Technology (KUST) Wudil (State University). ABU has multiple campuses but the survey was carried out in the main-campus only. The buildings/ infrastructures that attract larger population within the campus were selected in the two Universities for this study. Measurements of the following details were recorded the doorway width, height of threshold, height of steps, width of route, gradient of ramps, doorways and width of walkways, emergency exists, and alarm/lights, lifts among others. Data from the survey and accessibility checklist was analysed.

The two case studies are Ahmadu Bello University Zaria (ABU), Zaria and Kano Science and Technology Wudil (KUST). The former belongs to the first generation of Nigerian universities. The latter, is a new millennium generation university that was established in 2001. The two universities are publicly owned. While ABU belong to the federal government of Nigeria, KUST is a state government owned university belonging to the Kano State of Nigeria. Table 2 below shows the 10 focused structure and area of accessibility consideration in each university.

4.0. Result and analysis

The data was ascribed a rank of between 0, 1, 2 or 3 (representing never, sometimes, often and always respectively). The buildings/facilities that have 100% accessibility provisions were ranked 3, those with 50% and above ranked 2, those with less than 50% ranked 1 while those with no provisions ranking 0. The rankings were summed up for deductions. The result indicates that even though ABU has relatively better accessibility provision than the newly established KUST Wudil (established in 2001).

Table 2, presents the provisions of access to the people with mobility impairment in ABU and KUST to building entrance ramps out of aggregate of 30, ABU scored 8 (26.7%) and KUST 4 (13.3%). The percentage provisions of ramps in ABU buildings are greatly inadequate while 13.3% of KUST is worse especially in a university established/converted to university in the current millennium. The score of 2 ascribed to the hospitals indicated that 50% or more in the entrance in the hospital have ramp, however, the ramps were not originally design to create access for the PWD but for the hospital stretchers and wheelchairs for patients. This means that PWD are not in the consideration in the design and construction of the campus. In respect of Automatic doors, there is none in both ABU and KUST. This is contrary to expectation in both Universities, when there is the Educational Trust Fund Support from the federal government of Nigeria. New buildings have been developed in the recent past (2-5 years back); still none of this new development has intelligent doors, thus a discriminating infrastructure to disabled. Even though, most of the buildings at KUST are one-storey buildings no elevator/lift was provided in the story buildings including the school library (score of 0%). Elevator for ABU score 3.3%, within only a single building (the Senate) being provided with 3 lifts, which is greatly in adequate for the ten story structure accommodating hundreds if not thousands of people. None of the other multi-storey buildings, faculties, and departments has functional lift. ABU score 11 (36.7%) with respect to curving, an average of 1 curve for each observed building while KUST score 6 (20%). Hospitals again have highest number of curving in both universities, this means that the hospitals were not originally designed for PWD but as a requirement for hospital services; this is another sorry state. There are no modified washrooms for the use of PWD, 1 score was recorded for each of the campuses; this too in the hospitals for medical reasons. For sittings for the disabled only 1 was recorded for ABU Hospital. There are no designated parking for PWD in both ABU and KUST as shown in figures 2.

For persons with hearing impairment, the study sought to identify provisions for easy movement and usage of facilities in the universities campuses, such as Telecommunications devices for the deaf (TDD), Amplification systems, and Emergency Alarm light in both the Universities under study Table 3, shows that there were no provision for DDT, Amplification system and emergency light. The few emergency alarm lights provided in ABU-8 and KUST-2 are grossly inadequate and most are out of function. The alarm light here found in senate building, library, hospital and bank at ABU while it is found only in central admin and hospital in KUST and they too were long out of function. This means no provision is meant for the persons with hearing impairment in both ABU and KUST, how then will they be informed of any impending danger that warrant an immediate and quick evacuation/exit from a building. The provision is worse for the visually impaired persons, as there were no provisions at all as shown in table 4. Invariably the blind are not expected to attend University or even a function at

S /no	Facilities/ Buildings	ABU Zaria											KUST-Wudil											
		Ranking	Senate building	Library	Hospital	500 seated theatre	300 seated theatre	Lecture room	sport center	Student hostel	Recreational Center	Bank	TOTAL	Central Admin	Library	Hospital	500 seated theatre	300 seated theatre	Lecture room	sport center	hostel	Recreational Center	Bank	TOTAL
												1												0
G	Designated parking																							
25	adequate reserve parking	3										0												0
26	Parking/ half or more	2										0												0
27	Parking/fewer than half	1										0												0
28	none have reserve Parking	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Source: the Author(s) survey

Table 2 - Accessibility for the persons with hearing impairment

S /no	Facilities/ Buildings	ABU Zaria											KUST-Wudil											
		Ranking	Senate building	Library	Hospital	500 seated theatre	300 seated theatre	Lecture room	sport center	Student hostel	Recreational Center	Bank	TOTAL	Central Admin	Library	Hospital	500 seated theatre	300 seated theatre	Lecture room	sport center	hostel	Recreational Center	Bank	TOTAL
H	Telecommunication devices for Deaf (TDD)		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
29	office for the disabled	3										0												0
30	TDD half or more	2										0												0
31	TDD fewer than half	1										0												0
32	None has TDD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total											0												0
I	Amplification Systems																							
33	All have systems	3										0												0
34	Systems/ half or more	2										0												0

Source: the Author(s) survey

Table 3 - Accessibility for the persons with Visual impairment

S /no	Facilities/ Buildings	ABU Zaria											KUST-Wudil											
		Ranking	Senate building	Library	Hospital	500 seated theatre	300 seated theatre	Lecture room	sport center	Student hostel	Recreational Center	Bank	TOTAL	Central Admin	Library	Hospital	500 seated theatre	300 seated theatre	Lecture room	sport center	hostel	Recreational Center	Bank	TOTAL
K	Signs/Door Markings																							
41	All in Braille/large print	3										3												3
42	Signs/ half or more	2										0												0
43	Signs/fewer than half	1										0												0
44	None in braille/large print	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total											0												0

Source: the Author(s) survey

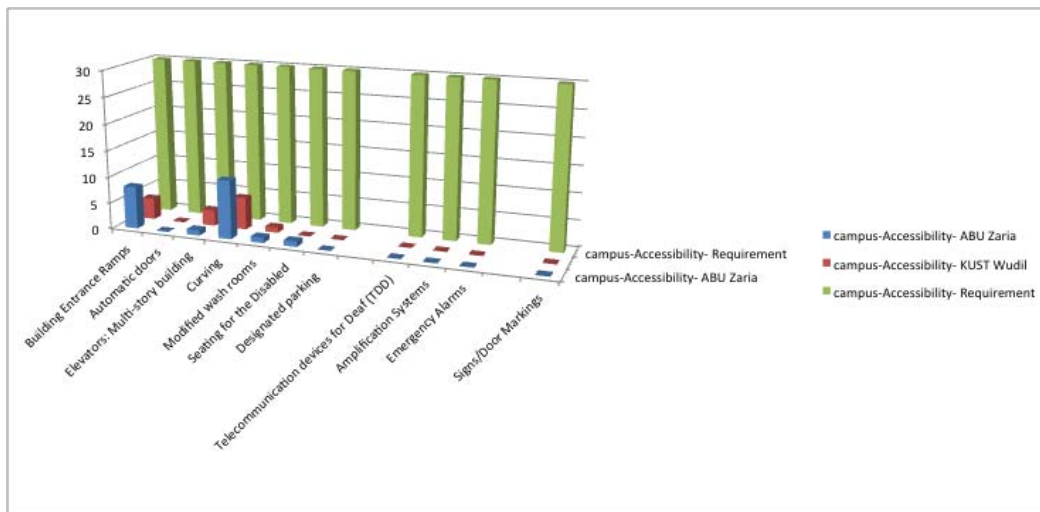


Figure 2: Existing accessibility situation for SWD in ABU and KUST

4.1. Readings from the National disability policy

Table 4 Highlight of the rights accorded to disabled students in “Nigerians with Disability Decree 1993”

Disability Decree	Section title	Key Emphasis	Remarks
Section 1	General Principles	Standards for enforcement	
Section 2	Declaration of policy	On Equal treatment	
Section 3	Interpretation	Meaning of disability in national context	
Section 4	Rights and privileges	Equal access to health services etc.	Not provided
Section 5	Education	5.1- free education at all levels	Falling standard
		5.3.2-structural adaptation of all educational institutions	No implementation
		5.4.2.1- provision of special needs of the disabled	
		5.4.2.5 improve university education facilities to ensure maximum benefit for the disabled-	
	“Government shall ensure that no less than 10% of all educational expenditures are committed to the educational needs of the disabled at all levels”		
Section 6	Employment and vocation	Without discrimination	
Section 7	Housing	Access and accessibility	Not implemented
Section 8	Accessibility	8.1- “ accessibility to public institutions and facilities are hereby guaranteed to the disabled”	Grossly inadequate
		8.2- government shall provide (a) adequate mobility within its facilities (b) suitable exits for the disabled	
Section 9	Transportation	Access and accessibility to the facilities, services and infrastructures	Grossly inadequate
Section 10	Social services		
Section 11	Sport & recreation etc.		

Source: Nigeria: Nigerians with Disability Decree 1993

5.0 Discussion and implication of research

The unflinching rights proclaimed by the Nigerian disability Decree of 1993 include access to health services and facilities (Section 4), yet hospital services and facilities are hardly accessible. Access to education (Section 5) yet student’s enrolment is in Nigerian tertiary institution is not much [22]. Again, accessibility in the educational environment is poor, as indicated by the research findings. Yet ABU is looked upon by sister university as a role model in Nigeria. ABU is by far the largest university in West Africa and second largest in Africa

(<http://www.abu.edu.ng>). A right to employment of the disabled was clearly stated in (Section 6). However the senate/chancellery buildings were not provided with accessible infrastructure; how then are the disabled expected to manage, if ever they are to be employed. (Section 8) elaborated on the right of the disabled to accessibility in all public buildings; the questions are, were the institutional buildings not public for the disabled students? Or is the modification not worth pursuing? Section 9 makes a charity promise of making all public transportation free and accessible for the disabled; now, the policy is a couple of decades old, when is it going to see the light of the day? Transportation is neither free nor accessible till date [25]. No bus stop was sighted inside ABU neither KUST. Neither a walkways existed from outside gate for the wheelchair bound to access the biggest campus in West Africa, no tactile pavement for the visually impaired. The narrow walkways from the main gate of KUST were further congested with trees (street furniture) see pictures (in table 5). Are mobile impaired not to be educated? Section 5 sub-section 1 decreed free education for disabled in Nigeria at all levels. Similarly, subsection 2.3.2 puts a mandate on the government organs and authorities to ensure structural adaptability of all educational institutions to the needs of the disabled. Specifically, (section 8) reinforced the commitment for accessibility to SWD to educational institutions.

Apart from the Nigerian disability decree, Nigeria was among the first to sign and the first to ratify the UN CRPD, it is also among the first to violet the treaty. Why else is the implementation taking so long? PWD are still poor, marginalized, and excluded [14, 26]. Today no reliable disability data exists in Nigeria [26]; the most populous country in Africa. A non-governmental human right advocacy group called the attention of the Nigerian president to assent to the bill for the full integration of disabled people into the society [27] yet the open letter received not even a nodding acquaintance from presidential office.

Table 5 - Pictures of the buildings at ABU Zaria and KUST Wudil














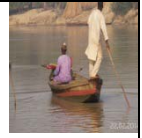
						
The only building with (3 number) lift in the university.	No designated car park for the disabled in ABU library	Hospital: The only building with ramp is the hospital.	Lecture theatre: Narrow footpath leading to lecture theater with steep stair case	Lecture room: class busy with no space for wheelchair to manoeuvre	Walkways: Rough footpath leading to the student hostel is not wheelchair accessible	Garden / recreational center for the “abled-bodied”?
Senate/Chancellery	Main Library	Hospital	Theater	Lecture room	Walkways	Recreational facilities
						
Narrow footpath in the administrative block	No designated car park for the disabled in KUST library and faraway from other buildings.	The corridors are narrow and the doorways less than 900mm	Absence of ramp but a step of more than 100mm riser in the theatre & no designated	inaccessible lecture theatre with steps 200mm riser high; wheelchair unfriendly	Trees planted in the middle of the walkways thereby narrowing the walkways	The river wudil bordering KUST as a relaxation area is not accessible by all

Figure 4 (Source: Authour(s) survey and Ahmadu Bello University website www.informationng.com and nairaland.com and the KUST Wudil website)

Conclusion

Despite Nigeria being among the first countries to endorse and ratify the UN CRPD, in 2007 and 2010 respectively and against the Nigeria’s “People With Disability Decree of 1993”, it is unimaginable that the country had no physical provision to back up the documents [28] as can be seen in the study. Majority of public universities in Nigeria lack the facilities to support integrated and inclusive education for the disabled. It is even more evident for a younger university developed and remodelled in the millennium to lack in basic and necessary facilities that support PWD in education, which has been declared a right for all. In terms of infrastructure and educational facilities Nigeria is falling in standard most especially with regards to accessibility issues for PWD. This is an unacceptable

state of affairs in the 21st century. A coordinated and sincere political action, at federal, state, and local level is needed to implement and enforce laws and conventions with respect to accessibility and educational right of the PWD. A building bylaw that will integrate PWD into urban and regional designs is therefore inevitable. The limitations of the studies include the following:

1. The PWD were not sighted during the data collection exercise therefore PWD were not involved in the study, there is need to hear their view about access to quality education.
2. The study was not benchmarked on any conventional standard but on the planning and design expectations of educational institutions that will be inclusive for all in line the provisions of the Nigerians with Disability Decree of 1993.
3. No benchmarking or comparison has been made with any other country's provision for PWD

These limitations are the impetus for further research/study into accessibility for PWD in developing countries in line with the provision of UN CRPD, and the concept of UD and the impact of the built environment on the participation of disabled student's educational pursuance.

In conclusion, the objective of examining the relevant policies on inclusive education in Nigerian context and the response of the educational environment to them was achieved through comparison of decade's old policy with infrastructural provisions; by content analysis and accessibility checklist.

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