

INCLUSIVE TVET AND EMPOWERMENT OF PERSONS WITH DISABILITIES: OPPORTUNITIES AND CHALLENGES

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ABSTRACT: Independent living and access to decent means of living for persons with disabilities has been one of the concerns of many governments and disabled people organizations for years. With science and technology taking a center stage in global approaches to development, undoubtedly a new window of opportunities is open for TVET education. The principal rationale for this systematic literature review was to examine the opportunities and challenges of inclusive TVET, share knowledge to spark and inspire processes that will usher rapid growth from all directions.

A systematic review of the literatures using information collected from different sources was actuated. Multitude of search engines were used to search for the literatures and only peer-reviewed articles published after 2000 were selected and reviewed except extracts perceived to be of fundamental mileage to the study.

Inclusive TVET presents lot of opportunities that include self-reliance, acquisition of social and survival skills, improved job prospect, promotion at workplaces, winning employers' trust and confidence, national economic growth and reduction in governments' spending on persons with disabilities, better health conditions, empowerment, competitiveness and self-employment, effectiveness and efficiency at workplaces. Notwithstanding, there are challenges which can be catalogued into attitudinal barriers, institutional barriers, environmental barriers, economic barriers, social barriers, political barriers, and cultural barriers. To conclude, the findings indicate great opportunities and more if the major constraints are addressed urgently.

KEYWORDS: TVET, persons with disabilities, opportunities, challenges, empowerment, inclusive.

1. INTRODUCTION

Education is one of the greatest gift parents and nations can give to children since it is one of the social services that can impact on the overall development of a person being socially, morally, emotionally, physically, mentally, spiritually, politically; and economically (National Academic press, 2015). Thus, with this transformative power, leave alone being a fundamental human right, persons with disabilities should have equal access to it more especially, inclusive vocational education just like the tertiary education, adult education; and lifelong education without an iota of discrimination (UKaid, 2021). For persons with disabilities employment is not only a source of financial gain but a critical step in rehabilitation, employment and societal acceptance as it accords them sense of recognition, belonging, social inclusion, independence; and trustworthiness in the society (Yehualawork, 2021).

Persons with disabilities like all other communities, majority of them have the capacity to perform all types of jobs with the required enabling environment and support services; however, they are highly disadvantaged when it comes to job security and employment in the job market (Silvia, 2020). With vocational education, the chances of persons with disabilities getting jobs are largely enhanced as it prepares them to work in different trades and occupation which include but not limited to radio and television repairs and maintenance, woodwork, metalwork, business management, entrepreneurship, handicraft, domestic science, building and construction, hairdressing, tailoring, just to name a few (Timothy, 2019). In view of persons with disabilities accounting for ten percent of the world population, any nation that excludes its citizens with disabilities stands to lose significantly in its gross domestic product (Pillai Prakash, 2016).

2. METHODOLOGY

A systematic review of the literatures using information collected from different sources was actuated. Google search engine, google scholar, web of science; and scopus database were used to search for these articles. During the search numeration combinations of words and phrases were used to ensure articles reflect the most recent knowledge and scholarly works. The systematic searches beget varied and voluminous articles which had to be sieved not only to meet the inclusion and exclusion criteria but to ensure the fundamental objectives of the study are wrangled.

Therefore, only peer-reviewed scholarly publications published after 2000 were selected except extracts perceived to be of basal mileage to the study. However, articles published by staunch international organizations known to have been working in the promotion of access to quality and relevant education including TVET for years and has produced indefatigable knowledge in the promotion of access to education were stealthily appraised.

Inclusion and Exclusion Procedures

The underneath procedures were adopted in articles inclusion. That is, only:

1. Peer-reviewed scholarly articles on TVET and inclusive TVET.
2. Peer-reviewed scholarly articles published from 2000 to 2023.
3. Articles on international or regional perspectives on TVET and inclusive TVET.
4. Articles on TVET and inclusive TVET published by international organizations with years of meritorious experiences in the promotion of access to quality and relevant education.

To exclude some articles from the review, the below captioned criteria were applied. That is:

1. Non-peer reviewed articles.
2. Articles published before 2000 unless critical and impactful.
3. Media generated articles including newspapers.
4. Articles not published in English language.

In spite of the fact that both qualitative and quantitative articles were trawled, only 87 articles out of 215 were qualified for reviewed which is largely due to a dearth of data. In essence, only peer-reviewed articles and publications by international organizations considered trustworthy because they occasioned standard, ethical; and robust studies were reviewed.

3. DISCUSSIONS

The literature review has revealed a wide range of issues pertaining to inclusive TVET. To discuss these issues, they are classified into various opportunities consisting of: self-reliance, acquisition of social and survival skills, improved job prospect, promotion at workplaces, winning employers' trust and confident, national economic growth and reduction in governments' spending on persons with disabilities, better health conditions, empowerment, competitiveness and self-employment opportunities, effectiveness and efficiency at workplaces; and challenges consisting of: inaccessible transportation system, selection and evaluation procedures, discriminatory policies and institutional discrimination, public negative attitudes, poor communication systems, lack of proper and adequate materials and equipment, inadequate trained teachers, inadequate state funding, lack of safe and secured environment, inaccessible built environment, inadequate social support and social services, lack of entry requirements, lack of political commitment and data, lack of TVET policy for persons with disabilities, inadequate collaboration; and inadequate participation of disabled people organizations.

Opportunities of Inclusive TVET

Self-reliance

The ability to provide for oneself without looking for support from anyone is very critical in the socio-economic independence and intellectual development of any person and community particularly the vulnerable ones(Thanayus, 2019). This is particularly important to the persons with disabilities communities as it ushers in acceptance and recognition as equals in the society. Therefore, it is not unusual for communities to be constantly struggling to be self-reliance through various avenues including the acquisition of relevant education and tangible assets(HOPE, 1984). With the centrality of vocational education, science and technology in today's national development agendas, the access to quality and relevant vocational skills have undoubtedly become liberating skills to be reckoned with(Kola, 2014) occurring with: persons with disabilities attending TVET doesn't only enhance their marketability but also their overall life skills development that require language, literacy and numeracy skills which will subsequently capacitate them to manage their daily lives more independently, contributing to their effective participation in their communities and broader society's development(Craney, Jackson, Lemisio, & Moors, 2022). Inclusive TVET enables persons with disabilities to

become more independent and less depended on families and the environment/communities for their survival needs (Rajput, 2022).

Acquisition of social and survival skills

Since creation, to survive has always been a challenge for mankind as it calls for the control of the physical and social environment. Because survival is a must, man has developed and adopted different strategies and methods to empower him or herself. Fundamental among these, are the social and technical skills in order to be able to socialize with each other to form communities and also manipulate the natural resources (Harmon, 2010). Thus, social and technical skills have significantly impacted on the life and living conditions of humanity as substantiated: inclusive TVET consisting of different programmes develops the life skills of persons with disabilities in areas such as self-awareness, empathy, cognition, motor skills, knowledge, communication, creative skills, problem solving skills, coping with stress skills; and interpersonal skills (Rajput, 2022). Inclusive TVET has multiple impacts on the life and livelihood of persons with disabilities in terms of building and strengthening their cultural capital (skills and knowledge, credentials and socio-emotional competencies), social capital (bonding, bridging and linking social relationships), aspirations, and health, that are far beyond the economic consequences (Arquitectura et al., 2015).

Improved job prospect

For any person to live a decent and productive life, economic independence is critical. Though there are many ways to economic independence, access to well-paying jobs is highly recognized and admired by many citizens (Seubert, 2021). Thus, it is only rational that people explore all possible opportunities including the vocational and technical world for better employment opportunities lending support to: inclusive TVET maximizes the possibilities of full employment, increases confidence in work skills, participation in workforce, greater retention and longer hours work, exposure to a wide array of career possibilities (European Agency for Development in Special Needs Education, 2014). Inclusive TVET has heightened the opportunities of persons with disabilities securing jobs in the job market on graduation (Mohamed, Mohd, & Mohd, 2014). The vocationally trained persons with disabilities don't only get employment immediately they have graduated but they are nine times more likely to be employed in comparison to those who have not been vocationally schooled (Mohamed et al., 2014). TVET is one of the critical determining factors of access to decent jobs among persons with disabilities (Pillai Prakash, 2016). TVET is capable of enhancing the productivity and earning of persons with disabilities working community by ensuring the programs are more inclusive and trainees with disabilities are accorded all the required support (UKaid, 2021). As enshrined in Article (24 and 27) of the UN Convention on the rights of persons with disabilities, TVET is a fundamental link in the inclusion of persons with disabilities in the economic arena as over 70 percent of young persons with disabilities can easily get employment with access to relevant trainings and appropriate school to work transition programme (UKaid, 2021). However, in some studies, it is found that while those who have completed TVET programmes are more likely to obtain job, only 18 percent are engaged competitively, mostly for minimum wage (Desmond & Baboila, 2017).

Promotion at workplaces

To progress and enjoy the benefits of one's sweat especially in the formal sector, promotion is fundamental. To be promoted in a workplace has been a challenge for many employees especially when the institutions don't have a clear and accessible promotion policy or better put conditions of service policy. In some cases, policies exist but hardly implemented in the manner they should be resulting to some employees being engaged in multiple behaviors including dishonest ones just to be promoted (Kirya, 2020). For some, in addition to working hard, they have pursued different programs and/or courses being academics or vocational to enhance their promotion (Ozturk, 2011) substantiating: persons with disabilities' completion of vocational education does not only increase their possibilities of getting employment but also enjoying other opportunities in the communities including further training and promotion (Mavromaras & Polidano, 2011). Inclusive TVET, in addition to boosting graduates employability, it has catapulted their ability to read and understanding of critical information, promotion to new and more demanding positions; also, they are comfortably able to retain their jobs with additional responsibilities, and above all, it has accorded them the confidence to apply for different and more paying jobs (Craney et al., 2022).

Winning employers' trust and confident

To acquire a job in today's competitive market, it does not only require a highly graded certificates/degrees from well-placed universities and/or higher institutions but to be morally upright and trustworthy in character and deeds (Firmin, 2009). Combining these critical requirements and with timely and effective delivery has led to some employees winning the hearts and minds of employers concurring with: as accessing TVET for persons with disabilities is not only a vehicle for eradicating stigma and discrimination through gainful employments

and self-reliance but it equally eliminates the uncertainties that employers have about persons with disabilities applicants, validates their skillfulness, high level of preparation and commitment to work, and willingness to re-jig the composition of their skills and competence(Mavromaras & Polidano, 2011). Inclusive TVET in addition to making persons with disabilities potential candidates for employment, it has significantly improved the trust employers have to hire them(Mohamed et al., 2014). Persons with disabilities not getting jobs in their areas of specialization is not only detrimental to their future development but also the government and sponsors who have massively invested time, energy; and financial resources to support their employability and career development(Mohamed et al., 2014).

National economic growth and reduction in governments' spending on persons with disabilities

The welfare of citizens of any nation is largely tied to its economic growth and decreased in unnecessary public spending or manageable ones such as rising pension rate and welfare spending since it could result to government spending less on key factors of production(Fron, 2011). There are multiple of factors responsible for the national economic growth for example, reduction in public expenditure and optimal engagement of all the factors of production particularly the human one(Bakare, 2020). With the maximum utilization of the human resources, the economic growths and public expenditure on social welfare services demises(John Kitching, 2014) because nearly everyone is engaged and earning for him or herself, paying taxes and contributing to various national schemes for brighter future(Hala, 2021). Persons with disabilities accessing TVET reduces unemployment in the communities, dependence on their families for their needs, crimes against persons with disabilities and others in the society while increasing economy growth(Sunday, 2019). Policies meant to promote the reintegration of persons with disabilities in the labor market must consider vocational re-training and efficient instruments to sustainably improve productivity at workplace(Echarti, Schüring, & Donoghue, 2020). Persons with disabilities accessing TVET has significantly reduced the possibilities of being unemployed, the number of time they receive social security benefits while increasing their chances of getting lucrative pension at the age of retirement(Echarti et al., 2020).

Better health conditions

Living healthy by accessing quality, relevant and affordable healthcare services is a fundamental human right as enshrined in multiple of international conventions(Tengiz, 2021). To remain healthy cannot be divorced from the meeting of the fundamental basic needs such as food, shelter, safe environment, and good healthcare services. To acquire and enjoy these rights, a stable mental mind is critical. However, hardly can there be stable mind without economic freedom through gainful engagement among others (Maaikie, 2014). Vocational training is one of the most important requirements for persons with disabilities rehabilitation throughout the globe(Majid, 2015). Inclusive TVET benefits persons with disabilities in different ways such as improving their economic conditions, health, self-esteem, increased community participation, greater quality of life, self-confidence, improved path way to employment, contributing to national economic growth, innovation capability, human capital development, creating revenue for central and local government; and increased social networks for development(Griffin Tabatha, 2008).

Competitiveness and self-employment opportunities

To secure and maintain a job in these economically trying times, in addition to being competitive, one must be highly trained and in multiple of areas including the vocational ones(Forster, 2017). With vocational skills, in a technologically driven world, one is not only well positioned to get a job in established organizations but equally one can establish his or her own enterprise/business(Shubha, 2017) conforming with: inclusive TVET, accords persons with disabilities the opportunities to strengthen their hard and soft skills which can be in the form of general skills, social skills, communication skills, mathematic skills and furthermore make them become more competitive in the job market(Aini, 2022). The advantages of inclusive TVET for persons with disabilities include earning decent livelihood in the community, self-reliant or self-dependent, acquiring managerial skills, entrepreneurship, ability to utilize local resources for livelihood, the exposure to more productive techniques and moderately modern devices of production for higher income, boost their contribution in the local industry or economy, competitiveness at trade fairs; and improvement in their standard of living and the creation of pathways to equality in the society(Obraori & U, 2023).

Effectiveness and efficiency at workplaces

For institutions and even individuals to survive in this highly competitive world, they must be able to deliver services effectively and efficiently. With such, not only cost is saved but the customers' satisfaction attained the gateway to loyalty, expansion and viability through profits(Safariena, 2020). Effectiveness and efficiency is tied to multiple of factors, fundamental of which is the human resources which hardly can be acquired without trainings. Therefore, availing staff and citizens training opportunities both nationally and internationally is *sin qua no* in skills development, effectiveness and efficiency(Yimam, 2022) as corroborated: attending TVET does

not only make persons with disabilities secure jobs of their choice but also permit them to continue to develop their skills in the areas they are best at (Mohamed et al., 2014). Inclusive TVET doesn't only prepare trainees with disabilities for employment but has equally made them strong competitors in the job market (Mohamed et al., 2014). Studies have consistently demonstrated the added value of inclusive TVET namely; improved job prospects, effectiveness, cost efficiency, empowerment; and social inclusion of persons with disabilities (Light for the World, 2020).

Challenges of Inclusive TVET

Inaccessible transportation system

To access quality and relevant education including vocational one, students should be able to move swiftly and freely from their homes to school. Thus, there must be accessible and affordable transport system if not free, for students to enjoy their fundamental human right to education (Rosemary, 2016). In the absence of such critical structure, students more especially, those with disabilities, accessing quality and relevant vocational skills will remain a nightmare (Danielle, 2022) concurring with: in Nepal, inclusive TVET is beset by multifarious factors encompassing inaccessible transport system, handicapping built environment, effectively following instructors, and discrimination by peers in spite of all these frustrations, participants affirmed that inclusive TVET is the best option to empower persons with disabilities (Adhikari, 2018).

Selection and evaluation procedures

For universities and colleges to admit, evaluate, grade and promote students freely and fairly there must be some highly calculated procedures. Although a procedure that fit-all is not only the best but the most convenient and defensible method, because students are individuals, alternative methods that accommodate some significant differences must be sought otherwise; some communities or groups will be sacrificed by the system (Kusurkar, 2021) concurring with: to improve the participation of persons with disabilities in TVET, it requires, the use of quota system selection of students, training of teachers, changes in conventional workshops and instructional facilities, introduction of electronic instructional materials/aids like audio, video, and audio-visual (Sunday, 2019). Although persons with disabilities have the abilities to pursue TVET programmes, however, there are challenges like community perception about disabilities, appropriate evaluation mechanisms, equipment, infrastructural factors; and teachers that militate against it (Sunday, 2019). In recruiting trainees, the assessment procedures and tools must be disability sensitive otherwise, the needs and aspirations of persons with disabilities will be compromised from the start (Lalhmingsangi, Renthlei, & Chhakchhuak, 2023).

Discriminatory policies and institutional discrimination

Seemingly, discrimination though criminal and socially condemned, has been around for years and would be around if tough legal actions are not taken against the perpetrators. The worst form of it is the structural ones as they become the rules or modus operandi of institutions that are entrusted with cardinal services funded by tax payers and meant for all. With such practices, the disadvantaged communities continue to linger in poverty and sorrow as they cannot access the most fundamental social services for growth and development, for example, healthcare and education (D'Anna, 2018) as catalogued in some studies: national human resource development is only feasible and sustainable when the programmes are equitable, inclusive; and accessible to all citizens (Pillai Prakash, 2016). Some of the critical factors that challenge the full participation of persons with disabilities in TVET consist of lack of trained and motivated instructors, modules that lead to immediate employment, negative public attitudes, discriminatory national policies and legislations, architectural barriers, lack of coordination and partnership, inaccessible buildings, communication systems, infrastructures, lack of or inadequate assistive devices, and the psychological barriers in the minds of the persons with disabilities themselves (Yehualawork, 2021). Inclusive TVET is best attained by governments and development partners formulating policies and strategies that endorse the rights of persons with disabilities as enshrined in national and international legal instruments (Yehualawork, 2021). Persons with disabilities have the fundamental human rights to access general tertiary education, vocational training, adult education, and lifelong learning without an iota of discrimination and above all, on equal basis with the rest (UKaid, 2021).

Public negative attitudes

Attitude, one of the principal determinants of a person's altitude or success in life is fundamental in the socio-economic, educational, health; and political development of anyone (Javier, 2020). Thus, the attitudes we have toward ourselves and those that people have toward us are one of the major players in our development as they significantly determine what we should enjoy unfettered (Fisher, 2017). In other words, if the public hold negative attitudes towards a particular group their enjoyment of certain fundamental human rights even education become near-impossible (Chiam, 2020) concurring with: the attitudinal barriers to accessible TVET consist of negative assumption about persons with disabilities' abilities, lack of awareness of the efficiency of persons with disabilities, discrimination and stigma, lack of emotional support and pastoral counselling in

training institutions(UKaid, 2021). To realize inclusive TVET, governments and development partners must eradicate socio-cultural barriers such as misconceptions about disability, discriminatory attitudes like perceiving children with disabilities as a disgrace to their families and should not be enrolled in any educational programmes(Review, Gomda, Sulemana, & Zakaria, 2022). One of the most striking barriers to inclusive TVET include discrimination and isolation, inaccessible buildings; and policies with high entry cut off point marks(Murgor, Kosgei, & Keter, 2014). The realization of inclusive TVET is severely hampered by public negative attitudes, inadequate classroom support, and inaccessible school infrastructures and facilities(Craney et al., 2022). Some of the obstacles to inclusive TVET include public perceptions about disability and persons with disabilities namely, fear, ignorance, negative attitudes, lack of understanding, and inappropriate behaviors, all signaling that persons with disabilities are different from the rest, they are feared and less valuable (ILO, 2015). To make TVET inclusive there is urgent need for awareness raising and acceptance, bridges to learning; and reasonable accommodation in the learning environment or facilities(UKaid, 2021).

Poor communication systems

Access to effective and efficient communication method/system is now a fundamental pillar in the socio-economic and political development of all especially in this information, communication and technology dominated world. This is undisputable because we need information to empower ourselves, communicate with people and also address our daily needs(IFLA, 2017). Thus, lack of access to information due to poor communication systems can have profound negative impacts on societal development and even people enjoyment of their fundamental human rights including access to quality, relevant and affordable education and vocational skills(Jerry, 2011) according support to: the environmental barriers to the attainment of inclusive TVET, include inaccessible training institutions and work places, lack of disability friendly transportation system; and inadequate accessible communication and information sharing systems(UKaid, 2021). In Ethiopia, inclusive TVET is challenged by numerous factors that include inaccessible built environment, acute shortage of adaptive training and learning materials and equipment, inadequate preparation of instructors in terms of special needs students; and lack of regards for some UN Conventions and international protocols(Malle, 2017).

Lack of proper and adequate materials and equipment

To be successful or be able to navigate through the strata of this sophisticated world, one needs to be adequately equipped both intellectually and technologically as majority of the goods and services are produced and traded with machines instead of manpower(Ardelean, 2021). Thus, for nations and communities to succeed in delivering goods and services to their citizens including inclusive education(Rachel, 2015), they need proper and adequate equipment and materials as anything sort of that the negative impacts can be profound(Jennifer, 2016): factors inhibiting the implementation of inclusive TVET include inadequate supervision, diverse and poorly accessible classes and workshops, student barriers, moody and often tantrums students, lack of parental support, hyper and noisy peers, unavailability of instruments to practice at home; and lack of enough materials to repeat certain exercises both in the class and at home(Rosyidi, Junaidi, & Sunandar, 2017). Social stigma of disability and insufficient funding, bad attitudes, inadequate materials and equipment, poorly trained staff, and small classroom size are major setbacks in the attainment of inclusive TVET(Sunday, 2019). Persons with disabilities benefitting from TVET programmes are constrained by multiple of barriers that include but not limited to lack of adaptive educational materials, facilities and highly trained instructors(Yehualawork, 2021).

Inadequate trained teachers

Education as a fundamental human right has for decades been on the agenda of both international and national institutions thus, warranting the subscription of all or majority of nations to the call for “education for all” regardless of any status being sex, social, economic; and political standing. To attain this international sky-high goal, well-trained teachers among other things is a must(Farah, 2018), otherwise, many communities will be left behind especially, the most vulnerable ones corroborating: in Nigeria, the shortage of technical instructors and special need teachers is a threat to inclusive TVET(Sunday, 2019). To deliver inclusive TVET, governments and development partners must transform schools’ settings, vocational and technical curriculum, increase and decentralized technical colleges, adequately fund instructional facilities, teaching and learning materials, accord TVET the attention it deserves by addressing the lack of skilled manpower, acute shortage of qualified teachers and inadequate budgetary allocations(Sunday, 2019). Lack of special training both at the level of preservice and in-service is a potential barrier to inclusive TVET(Pillai Prakash, 2016). Inclusive TVET can be seriously compromised if issues such as insufficient pedagogical skills and vocational training among instructors, inadequate facilities and equipment, and instructors’ lack of the incorporating of the exosystem and macrosystem factors are not addressed with urgency(Jamaluddin, Fatehah, Sapak, & Kadir, 2021).

Inadequate state funding

Access to quality, relevant and affordable social services and the protection of fundamental human rights are some of the principal contracts that citizenships and their states/governments have entered into (Liliya, 2004). To deliver these critical services states collect taxes and take loans to fund them. However, some sectors have not been adequately funded, causing some communities and groups especially the disadvantaged ones, being deprived or near-deprived of their fundamental human rights (IBP, 2017) as substantiated: in spite of some special schools and training centers have managed to integrate vocational education in their curricula, due to lack of funding, they cannot introduce their trainees to a variety of skills (Lalhmingangi et al., 2023). One of the critical barriers to persons with disabilities accessing TVET include lack of commitment from the top most stream of the systems resulting to lack of strategic plans, recognition, individual ministries' inadequate commitment to inclusion; and poor resource allocation (UKaid, 2021).

Lack of safe and secured environment

For communities and nations to embark on any meaningful activity being social, political, educational or economic, they need safe and secured environment. Thus, security is critical in the socio-economic and political development of any society. To learn, retain, and implement what is learned for the benefit of the wider communities in terms of development and development initiatives, security and peace must be assured and delivered by governments (Ebeh, 2015). Therefore, anything short of that can negatively impact on the access to any form of social services including education particularly, for those who are already disadvantaged due to some circumstances lending support to: due to inadequacy in the design of vocational schools for visually impaired persons especially, in terms of accessibility, space, sensory awareness, learning enhancement/materials, flexibility, healthy wellbeing, safety and security, sustainability, natural environment in building structures; and open free space, Indonesian special education facilities cannot be compared to the references (Maknun, Barliana, & Cahyani, 2019). In Samoa, inclusive education is challenged by multiple of barriers that include discrimination, lack of safety environment, underestimation of the capacities of persons with disabilities, lack of financial support, parents prioritizing educating children without disabilities, limited access to rehabilitation services, lack of policies and strategies for inclusive education and its decentralization, inaccessible infrastructures, transport systems, schools, inadequately trained teachers, limited teaching and learning materials for special needs students, insensitive curriculum; and assessment approaches (Craney et al., 2022).

Inaccessible built environment

Moving around freely within one's continent, nation, and community without any obstacle is no longer a privilege but a fundamental human right as enshrined in many international conventions and national laws including national constitutions (Konstantinos, 2022). The protection of such a basic human right is fundamental because for anyone to succeed and live a productive life in the society, s/he must be able to move from one place to another freely both to explore and create opportunities for development. The right to healthy life and access to relevant social services including education is better enjoyed when a person is able to move freely from home to schools, colleges; and universities and within the institutions too (Grace, 2023). Thus, anything short of that can have profound negative impacts on access to quality, relevant and affordable education including vocational one substantiating: generally, the implementation of inclusive TVET is severely handicapped by some intervention quality (curriculum and content, instructors and instruction, administration and management), learning environment (physical environment, instructor-student relationship and peer relationship, individual characteristics; and wider social norms and values (Shi & Bangpan, 2022). Inclusive TVET can be made possible through adjustments in facilities and classroom arrangements, curricula, course materials, and teaching methodologies (Craney et al., 2022). In South Africa, persons with disabilities access to TVET is constrained by inaccessible buildings, inadequate student support services, trainees with disabilities not being accepted and regarded as part and parcel of the student community, and lack of assistive devices especially for the physically impaired students (Ntombela, 2020). Additionally, inclusive TVET is only feasible with major changes in the physical environment, classrooms, dining areas, play and sport areas; and wash facilities (Review et al., 2022). Inclusive teaching and learning connotes making reasonable changes in all critical areas including the built environment to accommodate the needs and aspirations of all students without distinction (Craney et al., 2022).

Inadequate social support and social services

Life, being a problem solving process is not an easy task (Andrew, 2013). Therefore, it is not uncommon for some especially the vulnerable communities being stranded requiring some support to pick the pieces. These supports can be as small/simple as acceptance and recognition in a community which ultimately opens the doors for inclusion in planning, execution of programmes; and services delivery (Lalhmingangi et al., 2023). Thus, without support, the vulnerable communities will be left out of the map of success and contributors in national

development endeavors since they cannot benefit from the basic social services including education to empower themselves and as well reposition themselves for a productive life as netted in: to ensure inclusive TVET, the following inputs are critical and should not be compromised- budget for teachers training, more skill training centers with multitude of programmes, complete of sets of infrastructure, materials, and back by parental support(Rosyidi et al., 2017). For inclusive TVET to be realized, it demands among other things strong partnership, removal of physical barriers, provision of emotional and psychological support, disability sensitive educational environment that include teaching and learning materials(Ntombela, 2020). The succeed of inclusive TVET, calls for the addressing of stumbling blocks like inadequate funding, instructional materials, facilities, harsh and intimidating lecture rooms, poorly trained lecturers, shortage of equipment, social services, poor workshop organization(Sunday, 2019).

Lack of entry requirements

To be successful in every field of study, one must be given the opportunities to pursue courses/programs that are directly related to that particular field or discipline(Booz, 2010). For instant, hardly can anyone be computer scientists without doing mathematics and related courses. Therefore, any denial of a student to pursue courses that are relevant to his or her field of study would automatically mean limiting his or her chances in specializing in that field/area as corroborated: the societal biases against women and the refusal to admit students with disabilities into science related courses erroneously believing that the degree will be wasted has significantly disadvantaged trainees with disabilities to join TVET and other programs of interest(Review et al., 2022). Persons with disabilities inadequate representation in TVET programmes can be blamed on many factors that include their lack of completion of secondary education that resulted to poor language, literacy, numeracy skills, work skills; and life skills they require to succeed to further their education and competitiveness in the workforce, to live independently, and to participate in the building of their respective societies(Craney et al., 2022). Persons with disabilities, because of lack of basic schooling/education, they are rendered unqualified to be admitted in skill training centers which subsequently result to lack of skills, low confidence, low expectations, and low accomplishment consolidating communities' erroneous belief that they cannot participate in TVET (Lalhmingangi et al., 2023).

Lack of political commitment and data

For any nation to develop, it requires among other things, a strong leadership with a clear vision and mission that is acceptable to almost the entire nation or the majority of the populace. With such support, the political leadership is fully mandated to mobilize resources and commit them to areas that don't only stimulate economic growth but also social development. Because over the years, the world has witnessed some economic meltdowns, many nations especially those in the third world have experienced some serious budget deficiencies warranting the initiation of stringent financial measures including cutting budgetary allocations to some institutions including health and education sector(Alexander, 2022). With such economic conditions, it takes strong political commitment to care for the needs and aspiration of the vulnerable communities resulting in severe dampening/starving of initiatives like poverty alleviation, inclusive programming and inclusive education by underfunding relevant inputs/requirements(David, 2022) concurring with: inclusive TVET is challenged by the lack of commitment from the central and local governments authorities resulting to acute shortage of funds to purchase educational materials and the construction of facilities that are disability sensitive (UNESCO, 2021). Challenges to inclusive TVET include discriminatory policies, lack of disability disaggregated data, physical and communication barriers, attitudinal barriers; and lack of involvement of Disabled People Organizations (VET TOOLBOX, 2022). In Nigeria, inclusive TVET is challenged by series of obstacles namely; non-availability of functional workshops, inadequate teaching and learning materials, epileptic power supply for the operation of workshop equipment; and poorly trained instructors(Obraori & U, 2023). Lack of inclusive policies, access to appropriate apprenticeship; and institutional structures are huge setbacks in implementing inclusive education(Review et al., 2022). To ensure inclusive TVET delivery, there must be globally accepted definition of the concept and the full participation of persons with disabilities in the entire process from inception to delivery(Review et al., 2022).

Lack of TVET policy for persons with disabilities

Policies, one of the guiding principles/guidelines for programming and services delivery are very critical in national development efforts. Responsible and responsive policies are clear indicators of matured and committed government in addressing public concerns(USAID IRAQ, 2021). Therefore, any inadequate, bias and irresponsible policies will ultimately result in irrational distribution of scarce resources, conflicts, condemnation, underfunding of institutions, favoritism, nepotism, discrimination, corruption, extortion, bribery; and disadvantaging of communities among other social ailments(UKaid, 2015) substantiating: to support inclusive TVET and subsequent employment of persons with disabilities graduate, the following barriers must be addressed with urgency- high prevalence of poverty, lack of person-centered support and guidelines, inadequate

inclusion in integrated work settings, huddles to obtain employment, and the lack of first-hand data from graduates themselves(Desmond & Baboila, 2017). At institutional level, the barriers comprise lack of consideration in education and employment policies and ignoring of inclusion in the current policies and legal frameworks which further heighten discrimination(UKaid, 2021). Decentralization of inclusive TVET through strategic plans and partnership with all relevant stakeholders should be a must in order to alleviate the plight of persons with disabilities in all regions(Review et al., 2022). Special schools and training centers are known to offer insufficient vocational education and training to persons with disabilities attributable to lack of good policies(Lahmingsangi et al., 2023). The bullying and harassment of trainees with disabilities by their peers and teachers must be condemned and sanctioned by policies and other regulatory frameworks as it result to self-esteem lowering and dropping out of programmes(Review et al., 2022).

Inadequate collaboration

To completely prevent, address or minimize the impacts of some social problems in the communities, it requires collaboration with some organizations particularly the principal stakeholders(Boutillier, O'connor, Zyzis, Roberts, & Banasiak, n.d.). This is very critical hence no one institution can address a social problem single handedly in view of the needed resources being human, financial; and material. In every partnership, each member is cherished and recognized based on his or her expertise or comparative advantage. Thus, collaboration is not only complementary but also a form of resource mobilization(Costelloe et al., 2018) certifying the dividends in strengthening the existing collaboration in inclusive education: to fast track inclusive TVET with concrete facts, it is fundamental that employers of the persons with disabilities TVET graduates are engaged and supported by the governments and development partners(Mohamed et al., 2014). The success of inclusive TVET requires more holistic perspectives on disability and the needs of persons with disabilities trainees in addition to the involvement of counsellors at public employment agencies, case managers at job centers, and educational experts(Reims & Tophoven, 2021). Strong partnership between government institutions, ordinary members of the community, NGOs, multisectoral and multidisciplinary networks at regional and international levels; and corporate organizations will not only benefit the instructors but the entire inclusive TVET initiative(Jamaluddin et al., 2021). For TVET for persons with disabilities to become more effective and efficient, there must be some meaningful cooperation between state institutions(Lahmingsangi et al., 2023). For inclusive TVET to be realized and sustained, it requires the active participation of all particularly doctors, therapists, social workers, counsellors and other professionals through multidisciplinary approach(Pillai Prakash, 2016).

Inadequate participation of Disabled People Organizations (DPOs)

Specialization is critical in many respects as it doesn't only deepen one's understanding of a particular subject matter but most importantly, it expedites the delivery of services with maximum efficient(Ajiboye BO, Adegun isau, 2013). In addressing complex fundamental human rights issues like access to quality, relevant and affordable education, it sometime demands the institution of technical working groups charged with different issues based on their expertise. Disabled people organizations all over the globe are not mere organizations but institutions with pools of expertize who are capable of changing the narratives when accorded the needed space and support. Therefore, ensuring inclusive TVET becomes success stories in the globe, DPOs active participation as a key stakeholder is a must. With such strategy, one is rendering the approach to inclusive TVET holistic while pooling financial and human resources together for effective response(Islam, 2017), granting support to: To bridge the skills gap of persons with disabilities via inclusive TVET, governments and development partners need to consistently act based on recommendations and international standards in the United Nation Convention on the Rights of Persons with Disabilities (UNCRPD), consult Disabled People Organizations (DPOs), insist on quality education for all, adaptive teaching and learning materials, accessible built environment, provision of merit-based scholarships and other support, internship and apprenticeship, disability disaggregated labor market data; and training of instructors in inclusive education without discrimination(Light for the World, 2020). To attain TVET for all, it requires among others, one for all system, full involvement of persons with disabilities, barrier-free environment, market driven approaches, highly trained teachers and support staff, adequate resources; and reasonable preparation of the trainees with disabilities(UKaid, 2021).Inclusive TVET can be made possible through adjustments to facilities and classroom arrangements, curricula, course materials, and teaching methodologies in collaborative fashion(Craney et al., 2022). To eliminate the obstacles to inclusive TVET, it demands regular public sensitization, visit to local disabled people organizations (DPOs), volunteering to work with persons with disabilities and families, and supporting rehabilitation centers(ILO, 2015).

Summary and Conclusion

Inclusive TVET presents lot of opportunities to persons with disabilities namely; self-reliance, acquisition of social and survival skills, improved job prospect, promotion at workplaces, wining employers' trust and confident, national economic growth and reduction in governments' spending on persons with disabilities, better

health conditions, empowerment, competitiveness and self-employment opportunities, effectiveness and efficiency at workplaces. Notwithstanding, the challenges include inaccessible transportation system, selection and evaluation procedures, discriminatory policies and institutional discrimination, public negative attitudes, poor communication systems, lack of proper and adequate learning materials and equipment, inadequate trained teachers, inadequate state funding, lack of safe and secured environment, inaccessible built environment, inadequate social support and social services, lack of entry requirements, lack of political commitment and data, lack of TVET policy for persons with disabilities, inadequate collaboration; and inadequate participation of disabled people organizations. To conclude the findings revealed great opportunities and more if the major constraints which can be pooled into attitudinal barriers, institutional barriers, environmental barriers, economic barriers, social barriers, political barriers; and cultural barriers are addressed urgently.

Declaration of conflict of interest

I declare that there is no conflict of interest with respect to the study, authorship and/or publication of the article.

Financial support declaration

I received no monetary support for the study, authorship and/or publication of this article. This manuscript was solely and wholly financed from my monthly salary.

4. ACKNOWLEDGEMENT

I sincerely acknowledge the technical assistance and support of my family, colleagues in the Department of Sociology and the Department of Information and Technology in writing this article.

Ethics Approval

Ethics approval was not necessary for a study of this nature and scope.

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