

Situational Analysis on the Integration of Disability Issues in Technical Education Vocational and Entrepreneurship Training (TEVET) Institutions Based in Lusaka, Zambia

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Abstract

The integration of disability issues in education and training programmes has recently been a focus of attention for governments, organizations and institutions in the world. The aim of the study was to establish the extent to which disability issues have been integrated in TEVET institutions in Lusaka province in Zambia. Both qualitative and quantitative research methods were used. The researchers visited 23 sites in Lusaka province and collected data using questionnaires, interview guides and focus group discussion schedules from 250 participants. Participants were principals, heads of departments, lecturers and instructors; managers and employers; disabled and abled students drawn from the Technical Education, Vocational and Entrepreneurship Training (TEVET) institutions within the province. Simple random sampling and purposive sampling techniques were applied. Findings reveal that the majority of the participants were in favour of integrating disability issues into the vocational and entrepreneurship training programmes in TEVET institutions. More abled students were enrolled in TEVET institutions than the disabled. Participants expressed ignorance on the existence of the TEVET National policy on the integration of disability issues in TEVET institutions. The training environment and programmes seemed to be suitable for students with mild than those with severe disabilities. Based on the findings, the study recommends that Technical Education, Vocational and Entrepreneurship Authority (TEVETA) in conjunction with other stakeholders, facilitate a national situational analysis. This analysis should focus on the integration of disability issues in TEVET institutions in order to get a national picture of

the extent to which disability issues have been integrated in institutions. This should apply in both rural and urban provinces of Zambia for generating more detailed and useful information for national planning on integration of disability issues in training programmes.

Keywords: TEVET, disability, integration, Disability Issues, Vocation, Entrepreneurship

Introduction

We report the findings of a study on situational analysis on the integration of disability issues in Technical Education Vocational and Entrepreneurship Training (TEVET) Institutions Based in Lusaka, Zambia. As partners in the vocational and entrepreneurship training of students with and without disabilities in Technical Education, Vocational and Entrepreneurship Training (TEVET) institutions, principals, heads of departments, lecturers and instructors; managers and employers; disabled and abled students were targeted. The study was based on the premise that perceptions held by these key stakeholders on vocational and entrepreneurship training of students with and without disabilities, had the potential of influencing the integration of disability issues and training outcomes of such students in the institutions. The term "*disability*" is now used by many disabled people to represent a complex system of social restrictions imposed on people with impairments by a highly discriminatory society. Disability, however, is a concept distinct from any particular medical condition and increasing moving towards the meaning embraced by the International Classification of Functioning, Disability and Health – ICF (Liberty, 1994; WHO, 2001; Austin, 2001). In line with the World Health Organization position, it is a social construct that varies across culture and through time, in the same way as, for example, gender, class or caste. WHO (2001) further goes to observe that the way society is constructed is characterized for example by a particular built environment. It is dominated by attitudes and expectations of the people, which could lead to social restrictions on certain groups,

which deny vulnerable including the disabled, equal opportunities to participate in all areas of life including vocational and entrepreneurship skills (Joyce and Rossen, 2006). This occurs either through conscious discrimination or because society has not adapted to those groups' needs such as the disabled.

Despite important advances at international level, and a sea change in attitudes towards disabled people in some countries, the situation for the vast majority of the world's disabled people however, remains bleak. For instance, the 1987 Mid-Term Evaluation of the United Nations Decade of Disabled Persons (1992) found that, very little progress on the provision of education and vocational training to the disabled had been made throughout the world. This was especially in the least developed countries, where disabled people were doubly disadvantaged by economic and social conditions. It was also reported that the situation of many disabled people may indeed have deteriorated during the last five years. In 1993, the United Nations' report on *Human Rights and Disabled Persons*, by Special Rapporteur Leandro Despouy, described, in considerable details, the miserable condition of the majority of the world's disabled people as being very poor and most of them living in absolute poverty.

Involvement of persons with disability in vocational and entrepreneurship training programmes however, has increasingly become a major source of concern for both government and policy makers in Zambia. With increasing poverty levels, the problem of vulnerability among disabled groups of the Zambian community in both rural and urban areas, disability is creating immense sufferings among disabled people in the country. Many people with disability do not access vocational and entrepreneurship training for them to acquire skills to help them improve their livelihood. Many issues regarding participation of persons with disability in such training programmes in fact, have emerged and show serious barrier to accessing career opportunities in the society among persons with

disabilities in the country. These have equally posed challenges in the participation of the disabled in Technical Education Vocational and Entrepreneurship Training (TEVET) programmes. These challenges include; insufficient teaching/learning aids and physical infrastructure; stereotyping and stigmatisation of individuals with disabilities with respect to acquisition of skills for independent living (Mandyata *et al.*,2015). Other challenges are; inadequate institutional policies and guidelines that can facilitate creation of a sensitive and responsive training environment to the needs of disabled people and limited career opportunities (Evans, 2008 and Chikopela, 2017).

Realising this problem, the Zambian government, through TEVET policy of 1996, sought to address the problem. It also thought to create a social-economic demand and responsive to national system for vocational skills empowerment and balancing the supply and demand of skilled labour. It also aimed at enhancing productivity and income generation. Vocational skills trainings were seen as a vehicle for the minimisation of social inequalities among people including those with disability in the Zambian society. The government is aware that reduction of inequalities among people can for instance, be enhanced by promoting access to quality vocational skills training of disabled and disadvantaged groups in society. Thus, the Zambian government through the Ministry of Science, Technology and Vocational Training (MSTVT) has introduced reforms. The reforms aimed at improving the technical education, Vocational and Entrepreneurship Training (1996 Policy Document and 1997 Strategy Paper) hence providing a national standing on vocational and entrepreneurship training based on identified problems of individuals, society, training institutions and strategies for implementation respectively (MSTVT, 1996). The majority of persons with disabilities in Zambia however, are not able to realise their potential for full integration into the mainstream of the society because they have little or no access to their fundamental social, political and economic rights. Persons with disabilities face certain limitations in coping with the training environments on equal basis

with able-bodied persons. Most of the programmes that are developed do not take into consideration on their limitations. The exclusion experienced by persons with disabilities is the result of a range of factors. For instance, it is not clear how many disabled persons are enrolled in TEVET institutions and how disability issues are being handled. There are no explicit statistics on the magnitude of disability in Zambia to facilitate reviews and planning of vocational and entrepreneurship training programmes and activities to suit the needs of all students (Kalabula, 2000 and Mandyata, 2015). This is because there has never been a special survey to establish the number of disabled persons and vocational and entrepreneurship skills needed for them in the country.

For planning purposes, the figure used to indicate the extent of disability in Zambia is the WHO estimate of ten percent of the country's population. With the current estimated population standing at 14.5 million (CSO, 2011). Zambia has about 1.4 million persons with disabilities, majority of whom, are unable to access social services including education and training. Because of this situation in their lives, they continue to live in absolute poverty and indeed on the edges of the Zambian society. In 2004 for example, very few persons with disabilities were enrolled in the TEVET system. There were only 973 students with disability out of a total student population of 32,435 in TEVET institutions throughout the country, accounting for 3% of the total enrolment. Out of 973 students with disabilities, 56 were deaf, 169 were mentally impaired, 693 were physically impaired and 55 were visually impaired (MSTVT, 2004). Basing on these enrolment figures and since there are high levels of unemployment in the country, it can be assumed that the situation is much worse amongst persons with disabilities. This situation of under representation among the disabled can be attributed to a number of factors. Such factors are low skill levels due to inadequate education and training involving persons with disability employers; inaccessible and unfriendly work environments; ignorance and inadequate access to information on available vocational skills training programmes in the

institutions. Furthermore, there is a general lack of understanding of disability as a human right in developing society, which leads to failure to recognise and acknowledge that people with disabilities are citizens and should therefore, enjoy equal rights and responsibilities. In addition, the fact that vocational skills have the potential for improving their livelihood emphasises the need to make the training more accessible to persons with disabilities.

The Government of the Republic of Zambia however, has in the recent past embarked on major reforms to review the Technical Education and Vocational Training (TEVT) in order to make it more responsive to the current vocational and entrepreneurship training demands on the economy. In August 1994, the Minister of Science, Technology and Vocational Training appointed a widely representative national task force to review Government policy on technical education and vocational training. It also recommended the changes that would be necessary for the training system to meet new and emerging challenges in the national economy. It also addressed the needs of special groups such as the disabled and the society in general. The government has made some effort in vocational skills training, to reach out to persons with disabilities. MSTVT for example, runs seven institutions that offer special vocational training for persons with disabilities. However, these efforts are not sufficient because a number of factors such as insufficient suitable programmes; inadequate facilities, insufficient information on available training; negative attitudes towards persons with disabilities; insufficient numbers of trained staff; and the inadequate of guidelines dealing with disability issues in TEVET institutions (MSTVT, 2004) are still limiting access to TEVET training programmes. As a way of increasing access to vocational and entrepreneurship training among the disabled, government appointed a task force to look at the possibility of as much as possible to mainstreaming vocation training of persons with disabilities. The new policy is broadened in three respects. First, it incorporates entrepreneurship development. For this reason, the policy is known as the technical education, vocational

and entrepreneurship training (TEVET) policy. Second, the new policy incorporated all types of technical education and vocational training like nursing, agriculture, community development and engineering. Third, it covers training conducted at all levels in both formal and informal sectors. The policy also focuses on the concept of equity on the provision and equal opportunity to all the people of Zambia, irrespective of race, tribe, gender, physical, mental and sensory conditions, location or financial circumstance. Those living in the rural areas should have the same training opportunities as those who live in the large urban centres. The same applies to those who are economically disadvantaged when compared to the more fortunate. The concept of equity in the provision of vocational training would enable Zambia to maximise the potential of labour within the country, regardless of background.

The most important challenge that technical education, vocational and entrepreneurship training faces in Zambia today is how to adequately prepare Zambian citizens for the ever changing occupational world. When the first policy was formulated in 1969, technical education and vocational training was seen as a continuation of the formal educational system. It focused mainly on the training needs of the formal sector as opposed to that of the informal sector. Whereas twenty years ago, technical education and vocational training addressed the needs of a thriving formal sector, the decline in the economy has changed the pattern of the labour market. This development requires changes in the focus of technical education and vocational training. Today, the market is characterised by increased employment in the informal sector. Over seventy percent of the active labour force is engaged in informal sector activities while the growth in the development of the formal sector employment has declined and may continue to decline over the next few years. The new policy observes that the training needs of the informal sector were not being catered for by the existing system. Despite 70% of the active labour force, being engaged in informal sector activities, technical education and vocational training was

aimed at employment in the formal sector yet the existing economic situation is pro-informal sector. The informal sector labour force in fact is characterised by a high participation of youth and women including those with disability, most of whom do not have the educational requirements that would qualify them for the limited places currently offered by the technical education and vocational training system. The format of the training is also unsuited to their needs. There is, therefore, a need to match the supply of skilled manpower and the demand of the labour market. To do this, the 1996 TEVET policy is designed to be highly responsive to the demands of employment patterns in the economy.

Training has been seen as a vehicle for improved productivity. Out of an estimated employable labour force of four million five hundred thousand (4,500,000) people in Zambia, less than half a million (500,000) are employed in the formal sector. It is estimated that more than 80% of the total labour force including those with disabilities has had no access to any kind of appropriate training (CSO, 2011). This is a major contributing factor to the observed trend of falling labour productivity and increasing levels of poverty among Zambians more so the disabled today. In recognition of the declining employment opportunities for the rapidly growing labour force and, in consideration of the increasing number of the population living off and by informal sector activities, the government identified the need to formulate a broader national policy on technical education and vocational training. The aim of the policy was to improve the delivery of skills training to all categories of people including those living with disabilities and link it to the requirements of the economy. Therefore, in order to increase access to vocational skill training among persons with disability, ensure equity, promote equalization of opportunities and improve quality of training all people including person with disability, TEVET started integrating disability issues in its training institutions in Zambia based on the TEVET and Disability policies of 1996. The present study therefore sought to conduct a situation analysis on the integration of disability issues in the

provision of vocational and entrepreneurship training in TEVET institutions in Lusaka district of Lusaka province in Zambia.

Problem

The number and rate at which persons with disabilities have been accessing vocational and entrepreneurship skills continue to be generally an area of concern in Zambia. Despite, the presence of Disability Act of 2012; TEVET training as well as national disability policy of 1996, the number of students with disabilities receiving vocational skills through training is quite insignificant. From the available literature, very few studies have been conducted on issues of disability and vocational training. The very few that are available have focused on other issues including financing of TEVET programmes and less on the integration of special groups such as women and the disable into such programmes. The dilemma we find ourselves in is that, less is known on the extent to which issues of disability have been integrated in regular TEVET training programmes in Zambia. The study therefore was an exploration of the degree to which TEVET institutions have integrated disability issues in their training programmes and activities in Lusaka district in Lusaka province of Zambia.

Objectives

The objectives of the study were:

- (i) To ascertain the sensitivity and responsiveness of the TEVET institutions to the integration of disability issues training programmes and activities in line with Disability Act of 2012, National TEVET and disability policies of 1996.
- (ii) To recommend appropriate interventions at policy, regulator and training providers' levels, for purpose of strengthening the integration of disability issues in the provision of vocational and entrepreneurship skills to students with and without disabilities.

Literature Review

The issue of integration has raised a debate amongst the specialists and the people in educational administration and vocational training. Some ordinary and specialist teachers are for integration of disability issues in their programmes while others are for exclusion. Most specialist teachers and ordinary teachers however, are against the integration of students in ordinary classes due to limitations in having their learning needs met (Kalabula, 2000, Mandyata, 2015). The attitudes of the ordinary teachers towards children with disabilities are also an issue, which has intensified a debate on whether students with special educational needs should be in ordinary or in 'segregative' schools. The views of principals, heads of department, and lecturers/instructors in TEVET institutions on the issue of integrating disability issues in their programmes may equally be the same as those of teachers and administrators at school level hence, the need to carry out the present study in Zambia.

According to Shea and Bauer (1994), there has not yet been a great deal of research regarding the attitudes of practitioners towards integration in both educational and vocational training institutions in most developing countries. A recent synthesis of research by Scruggs and Mastropieri (1996) which dates back to 1958 indicates that approximately, two thirds of the 10560 general educators surveyed across the years agreed with the concept of integration in the education of students with disabilities in principle but in practice. The general educators' degree of enthusiasm on integration of such students decrease, however, when a concept is personally referenced as "Are you willing to teach students with disabilities in your classroom?" (Mandyata, 2002). The majority of educators in the mainstream of education and training do not commit themselves to an integrative approach for various reasons. In fact, support decreases even further when questions address teacher's willingness to make curriculum modifications for identified students. Many educators agree that the idea of integration is good but they seem not to be ready to have students in their classrooms due to their lack of skills

and experience to handle such students, a situation which may be the same with lecturers and administrators in vocational and entrepreneurship institutions.

Evans (2008) in Kirk *et al.* (1996), however, points out that the integration philosophy requires the application of a variety of strategies that can maintain a diverse group of students in the general education environment. These strategies, he claims, must include consultant teacher models, collaborative consultation, collaborative teaching, cooperative professional development and pre-referral consultation. He claims that, it is not enough merely to decree that all exceptional students will be placed in the general education environment. He says if integration has to work, there must be a wide variety of support personnel to help the general education teacher to provide a healthy educational environment for all students. Kirk *et al.* (1996) report that in the study carried out by the Learning Disabilities Association of America (LDA) on the attitudes of people towards integration, the association believes that the regular class is not the appropriate place for many students with learning disabilities.

Moberg (2000) in his study on the development of teacher perceptions in Finland found that Finnish teachers' perception of integrative education is multidimensional and remain still rather negative although the policy of integration has been officially approved and supported since the 70s. He however noted some changes in attitudes towards integration, indicating more willingness among teachers to take students with special educational needs to their classroom than 20 years ago. Kalabula (1991) in his study on the integration of students with visual impairments found that teachers were unwilling to support integrative schooling because of several practical and technical problems. These include, lack of educational resources, inadequate level of information and teaching skills to meet individual needs of all students in ordinary schools. He found that 83% of class teachers had had no training in dealing with the visually handicapped students and therefore they were not experienced

enough to effectively deliver the classroom curriculum to the visually impaired students through the mainstream classrooms. His study however, focused on teachers and pupils in a secondary school setting, yet views of lecturers/instructors and administrators at college level may be quite different hence, the attempt to explore their position on integration of disability issues in vocational training programmes in Lusaka, Zambia.

Manda (2013) found that teachers in the mainstream of colleges of education had inadequate skills for the success of inclusive college programmes. Lecturers lacked skills, methods and strategies to meet the diverse needs of all students in ordinary college classrooms. This agrees with the results of Mandyata (2011) who established in his study that 56.2% of specialist teachers and 75.5% of ordinary teachers felt that ordinary teachers were not skilled to teach children with special educational needs in the ordinary classrooms. Teachers felt ill prepared to handle students with disabilities through ordinary classes hence, their unwilling to support integrative initiatives in their schools. The present study however, investigated the views of students, lecturers and administrators on integrating of disability issues into TEVET institutions in Lusaka in Zambia.

In a report on support materials for managers and administrators in integrative schools, UNESCO (1996) points out that although small-scale or *one off training* are important in the early phases of the move towards integration teachers needed a more comprehensive preparation for integrative classroom practices. The report states that there is a need to establish a longer-term structure for teacher education. This has to be capable of delivering a steady supply of teachers capable of working in an integrative way. A major barrier to the establishment of such a structure in many countries is that training for special educators is organised differently from training of mainstream educators. The result is that special needs education teachers and teacher-trainers see themselves as working in a quite different system to their mainstream counterparts and find it difficult

to share their experiences with them. At the same time, the mainstream teachers and teacher-trainers become deskilled in issues of general education. Special education teachers tend to feel that they have no alternatives other than to refer students with difficulties to them in the education system. This may be true of lecturers/instructors in vocational and entrepreneurship institutions with similar training in Zambia. Nonetheless, in order for people to understand why TEVET policies were necessary and why lecturers work behaviour needed to change to facilitate and accommodate increased access, equalization of opportunities and improving the quality of vocational skill training for persons with disability and working practices in TEVET institutions, this study was seen to be of particular significance. The study therefore, sought to investigate the extent to which disability issues were being integrated into the vocational and entrepreneurship programmes in Lusaka based TEVET institutions in Zambia.

Purpose of the Study

The purpose of the study was to establish the extent to which disability issues were integrated into vocational and entrepreneurship training programmes in selected TEVET institutions based in Lusaka in Zambia. Literature from many countries in the world and Africa in particular seem to have identified vocational and entrepreneurship skills as a vehicle through which to uplift the lives and indeed, fight discrimination, prejudice and poverty surrounding the vulnerable including persons with disabilities. A variety of emerging social and training problems however, have been associated with vocational training and are believed to often negatively affect the sanctity of quality of vocational and entrepreneurship as well as the general outcome of such training. Hence, the present study was an attempt to explore and establish the views of various stakeholders on the integration of disability issues into vocational and entrepreneurship training programmes in Lusaka Zambia.

Significance of the Study

Vocational and entrepreneurship training for persons with disabilities is an event of increasing concern. It is a burning issue with diverse views on how best such training needed to be provided to the disabled. The study gains its importance in attempts to reduce the knowledge gap on the extent to which disability issues are integrated into the vocational and entrepreneurship programmes in TEVET institutions in Zambia. Literature available shows that until now, the research on views of stakeholders on the degree to which disability issues were being integrated into vocational skills training programmes in the study area has not been studied hence, the increased importance of carrying out the current study. It was hoped that the findings would be of help to concerned stakeholders such as Ministry of Higher Education; Technical Education, Vocational and Entrepreneurship Authority; policymakers; administrators; service organizations on issues of disability and skill empowerment in Zambia.

Theoretical Framework

Work has been a pervasive part of human existence and philosophical questions on the meaning of career choices, training, work and workplace have been raised as early as at the times of Hebrews and Greeks. Parsons (1909) presented the first conceptual framework for understanding individuals' career decision process. A growing number of theories and models of career development, career choices and training have emerged among which is the Astin's Career Development Model of 1984. It is an improvement on the earlier theories on career development of individuals. It takes into account various variances, which seem to influence individuals' career choices, development, aspirations, retention, and work behaviours. A cross examination of the theory is beyond the scope of the present study but the theory does spell out social realities of special groups in the society such as women and persons with disabilities often ignored

in career development related studies. The theory argues that career choices, training, progression on the part of women and other special groups such as the disabled are subject to various factors such as, capacity of instructors; prejudice; discrimination; role models and availability of opportunities often imposed by the prevailing socio-economic-political systems (Astin, 1984 and Okocha, 1994). The theory was therefore seen relevant to guide the present study on situational analysis on the integration of disability issues into the technical education, vocational and entrepreneurship training programmes in Zambia.

Topographical Features of Study Site

Our research area was Lusaka in Lusaka province of Zambia. It is one of the 10 provinces in the Republic of Zambia. It is divided into seven districts and is part of the 105 districts in the country. Zambia itself is a land-locked nation. It is surrounded by several countries namely; on the southern front; Zimbabwe and Botswana; on western side; Namibia; Angola and on the northern front; Tanzania; Democratic Republic of Congo and on the eastern front, Malawi and Mozambique. The country has approximately, 752, 614 square kilometres with a national population of 14580,000 (MoE, 2014). The Lusaka province our study area, has a population of 3, 250,943 (CSO, 2011). The district itself has had a rich and eventful history over time starting from the colonial (British) rule, which it served as a capital, administrative and commercial hub of Zambia. It reached its height of its glory in the late 1990s. The factors, which to the capital's prominence include; administrative, railway transportation and commercial activities and is the highly urbanised part of the country. The study area is currently one of highly urbanized areas in the country with the greater part of its population depending on informal sector. Most of the people are living below poverty line (less than one US \$ per day) especially the high-density areas of the district.

Materials and Method

A descriptive survey design was used in this study. This type of design refers to the structure of investigation carried out by using a descriptive survey design. Through this design, the researcher was able to collect data and explain phenomena more deeply and exhaustively to support the findings (Creswell, (2009). Orodho (2003) see a descriptive research design as a conceptual structure within which research is conducted or planned to be carried out. A descriptive survey design was seen as one of the focused approaches, which were able to guide a study of this nature. It has the ability of determining the type of participants, how data need to be collected, analysed and interpreted to support the findings. Because of these attributes, this design was used in this study in the situation analysis on the integration of disability issues into the vocational and entrepreneurships training programmes in Lusaka district of Lusaka province of Zambia.

In this study, a phenomenological approach was used with an understanding that, humans make sense of the world around them by explaining it according to the way they see, feel and experience things around them (Creswell, 2009 and Kasonde-Ng'andu, 2013). This approach was employed in order to explore the views of stakeholders on the integration of disability issues into the vocational and entrepreneurship programmes. The population of this study consisted of 2, 166 abled and 137 disabled students, 126 principals and 436 lecturers in the 126 registered TEVET institutions in Lusaka Province (MSTVT, 2005). Others were managers and employers from; the Ministry of Education, Science and Technology, community development and social services, labour and social services and, sport, youth and child development and service organizations for persons with disability. The sample size was 250 respondents drawn from 23 TEVET institutions based in Lusaka,, nine (9) from ministries and service organizations for persons with disability (10%) of estimated population in studied institutions in the province. A stratified random sampling technique was used to select the study institutions and simple random sampling technique was used for

selecting respondents in each category of respondents and institutions. The duration of the fieldwork was 20 days. Each data collector completed an average of five interviews per day. For the projected sample size of 250 respondents from 23 institutions, this translated into 5 interviews per day. Questionnaires, interview and Focused Group Discussion guides were used in the collection of data. The data collected using questionnaires were analysed quantitatively using the Statistical Package for Social Sciences (SPSS) version 23. Descriptive statistical package was used to generate mean, frequencies, standard deviation, percentages and cross tabulation in describing distributions of lone and summated variables. An inductive method was used in the analysis of qualitative data (Orodho, (2003). Through use of an inductive method, data from interview responses were analysed by coding and grouping of the emerging themes and sub-themes on the integration of disability issues into the vocational and entrepreneurship training programmes in Lusaka Zambia.

Findings and Discussion

We now present the findings and discussion of the study on the extent to which disability issues have been integrated into vocational and entrepreneurship programmes under TEVETA registered institutions in Lusaka district in Lusaka province of Zambia. After presenting the findings and discuss a conclusion is made before making recommendations aimed at reducing the existing gaps in Zambia's attempt to provide vocational and entrepreneurship skills to persons with disabilities through the mainstream vocational training environment in Lusaka in Zambia. On the number of participating TEVET institutions, out of twenty-three (23) institutions that participated in the study, the highest number was of those owned by the private sector 13 (54.78%) while the lowest number (4.35%) were community owned vocational training institutions in Lusaka province. Public owned (Government) made up just 4 (17.4%) implying that the private sector contributed more to the provision of vocational and entrepreneurship skills to the youths including those

with disabilities in the study area. The findings agreed with the position of MSTVT, (2006) Policy framework that seem to promote more the private sector in the provision of such vocational skills while the government remains responsible for policy formulation, implementation and quality assurance in such institutions.

On the issue of enrolment of students with disabilities in vocational and entrepreneurship programmes, out of 2, 309 students enrolled in the participating institutions of which, 1,375 (59.5%) were male while 934 (40.5%) were female. Only 237 were students with disabilities. It was also interesting to note that, of the enrolled number of students with disabilities, 129 (56.9%) were male while 108(47.1%) were female with disability. It was evident that very few persons with disabilities had access to vocational and entrepreneurship training provisions. It was also clear that more male disabled students accessed vocational skills training than females in Lusaka, the study area. These findings confirm the findings by (Okocha, 1994; WHO, 2001 and Austin, 2001) that the more vulnerable youths, including women and the disabled, had less access to vocational and entrepreneurship training hence, living in absolute poverty than the male counter parts. Indeed, this has implications on the quality of life for female persons with disabilities as well as their siblings, most of whom, living in absolute poverty for lack of vocational skills to support their livelihood.

On the question of enrolment of students with disability in TEVET institutions in Lusaka province, the picture was that the disabled students were grossly under – enrolled. Only 137 (5.9%) of the 2, 309 (93.1%) total students' population were disabled. These findings agree with such of Dyson *et al.* (2003) and Madden and Savin (1983) who showed that students with disability were less represented in both educational and vocational institutions. There were several factors leading to under-enrolment of students with disabilities in integrative TEVET institutions. These included: inadequate information on programmes offered to persons with disabilities; lack

of information on people with disabilities requiring vocational training (MSTVT, 2004) and competing claims on training resources with more attention given to needs of normal students (Kelly, 1998). In addition, there was lack of donors' involvement in vocational training programmes and activities for persons with disability and negative attitudes among lecturers, administrators towards the training of such students. Indeed, there is a lack of parents and community involvement in the provision of vocational and entrepreneurship training institutions to make skills more relevant to society needs.

With regard to whether integration of students with disabilities increased access, promoted equity and helped to improve quality of vocational training for All students, 125 (67.5%) of the participants agreed while 40 (21.7%) disagreed with is notion. There were however, 20 (10.8%) who indicated that they were not sure thus, they could not commit themselves to whether or not it increased access. This discovery has greatly contradicted with the findings of Kirk *et al.* (1996) who maintained that the regular vocational training institutions were the appropriate places for the disabled students. It was nonetheless, encouraging to learn that the principals, heads of departments and lecturers in TEVET institutions were quite positive about integrating students with disabilities as well as disability issues in their programmes. However, students with and without disabilities were quite negative about this notion. Students felt that the presence of students with disabilities in their programmes tended to delay them as too much attention was given to them while those with disabilities felt that their fellow students did not socially accept them. Croll and Moses (2000) indicated that professional view of integration of disability in some education sectors revealed support for integration as an idea was strong but students themselves had considerable reservations about the feasibility of integration based on the types and severity of students' difficulties and the insufficient capacity of the ordinary institutions to address needs of all students. On the type of disability mostly enrolled in TEVET institutions, the

study reveals that students with physical and intellectual disabilities were the majority in TEVET institutions. Out of the 237 disabled students found in TEVET institutions, 141 (59.5%) were physically and intellectually disabled while the least enrolled in these institutions, 10 (4.2%) were those with visual impairments. Students with physical and intellectual disabilities often exposed to special vocational skills in areas such as tailoring, catering, home management; weaving; basketry and front office management. This revelation seems to be in tandem with what Croll and Moses (2000) postulated that persons with hearing and visual impairments were less likely to enrol in vocation training institutions because of the nature of their communication modes. Lecturers and instructors often felt less committed to such learners because of their ill preparedness to handle such students. Technical aids and the communication medium may pose great challenges to lecturers and instructors. This may also clearly explain why the TEVET institutions enrol students with intellectual disabilities. Apart from psychological and social hardships they may face, other factors easily be managed by instructors. Upon further investigations, the study discovered that most of these students were enrolled in catering services (MSTV 2006) as opposed to other vocational programmes and activities in such institutions.

On whether a curriculum offered to students with disability in TEVET institutions was appropriate to their vocational and entrepreneurship needs, 50 (20.9%) of the participants thought it was suitable while. Whereas, 120 (50.9%) drawn from various categories believed it was not appropriate. 43 (18.1%) of the participants were not sure on the suitability of the present curriculum hence could not commit themselves. This shows mixed feelings somehow on the appropriateness of the curriculum exposed to students with disabilities in vocational institutions. This mixed scenario of views seems to confirm what Liberman (1985) found in his study that the system of integration dictated a changed in the curriculum, whereas the students with disabilities demanded a curriculum quite different

in a separate classroom. An integrative class required a modified curriculum, which addresses the needs of all students. Tieu (1995) found that teachers perceived some disabilities as being easy to handle than other disabilities, thus institutions tended to look at the severity of disability in their attempt to integrate the disabled into the mainstream of education. Tobin (1972) surveyed both experienced and trainee teachers' attitudes toward disabled students. He discovered that both groups of teachers had least preference for having hearing impaired and maladjusted students in their classes. The lecturers/instructors in the study institutions however, showed a positive view although could not clearly specify which group of disabled students matched with curriculum they were delivering. Nonetheless, if this was in desegregated institutions, a true picture on the preferred disability group as well as the curriculum would have emerged. Further, the greater number of the same people saying not suitable and not sure is also indicative that, if preferences were given, the picture might have been different. As Baker and Gottlieb (1980) in Hegarty *et al.* (1994) reported that teachers respond more or less favourably to different groups of disabled students depending on the type of curriculum and instructional materials provided to them to meet the needs of such students.

On the question whether the infrastructure and training facilities were appropriate, eight (42.1%) of administrators and 22 (57.9%) of lecturers/instructors indicated that the infrastructure and training facilities were appropriate. However, an appreciable number 10 (52.6%) of administrators said the infrastructure and training facilities were not appropriate. The picture painted here gives a mixed feeling. The participants seem not to be very sure of the status quo regarding infrastructure and training facilities in relation to the needs of various group of those with disability. These findings seem to confirm what McGregor and Vogelsberg (1998) reported. In a sample of 1,152 teachers reported to have at least one student with a disability in their class. Large discrepancies were noted between the availability and the necessity of training and resources to support these students.

Mandyata *et al.* (2015) argues that opportunities for effective participation in academic work, availability of resources and support services in schools had positive or negative impacts on the integration of disability issues in educational and training programmes. Colgan (1998) also supported this view that, appropriate infrastructure, training facilities and qualified personnel must be there for integration of students in training programmes to succeed. This view aligns with the attempts being made in TEVET institutions of integrating the disabled in the basic training needs. On the question of types and nature of training programmes disabled students were involved in, it was evident as alluded to earlier that some disabilities were easier to handle than others were. In this scenario, catering services, tailoring and design, carpentry and design seem to be popular. The least popular activities were engineering, accountancy, and video editing among other programmes.

We also found that on the impact of integrating students with disabilities on the operation of TEVET institutions, the majority of respondents thought that it was less demanding. These finding should be taken with great care because the question did not stipulate which disabilities were being referred to in this view. As we have already seen above, some disabilities were favoured as compared to others in an attempt to practice integration. Mandyata (2002; 2011) reported that the visually and hearing impaired were least favoured by teachers in their integrative classrooms and schools. The most favoured were the physically disabled and the partially sighted whom teachers thought presented less challenges both in pedagogy and mobility. It is the writers' conviction that if the institution had integrated more visually and hearing impaired, they would have felt the impact in pedagogy something which would have present challenges since teaching and learning resources would be too demanding. The reason for saying so is that not only are the resources very expensive but they are not locally obtainable. If severely disabled students were enrolled in these institutions, the institutions would definitely feel the impact greatly if they were

integrated in the mainstream vocational training programmes and activities because of their management problems. However, it was very enlightening to learn through the study, that the impact of vocational skills training on lives of TEVET graduate students with disabilities was encouraging. Another encouraging feature in this study was that the dropout rates of students with disabilities in TEVET institutions studies were low. Institutions were able to retain students with disabilities enrolled to completion. Another plausible reason could be that fees are paid not by the parents but mostly by charitable organisations disregarding the few governments run institutions in our research site although, with limited number of students with disabilities enrolled in in TEVET institutions.

Conclusion

The study has reveals the current states regarding the integration of disability issues in the TEVET institutions in Lusaka Province of Zambia. It has found that there are more privately run institutions than government run institutions offering vocational training to persons with disability. It has also revealed that disabled people who have mild disabilities are easily enrolled in these TEVET institutions as compared to those with severe disabilities.

A wide range of skills in which the disabled could be trained in these TEVET institutions are available within the province though very few of these are accessible to people with disabilities. In the writers' view, many disabled people could benefit from the TEVET institutions if information about the vocational skills training programmes were accessible to persons with disability and were widely publicised. The study however, does not provide a national picture on the integration of disability issues in TEVET institutions for the purpose of planning because of its limitation in scope, study environment (urban only) and sample size.

Recommendations

Because of the findings of this study, it has been found necessary to recommend the following to TEVETA and the Ministry of Higher Education:

- (i) In conjunction with other stakeholders, the government should facilitate greater integration of disability issues in TEVET institutions. The ratio of abled and disabled students should be increased in TEVET institutions particularly disabled women who are doubly marginalised in the vocational and entrepreneurship skills training programmes.
- (ii) TEVETA should facilitate the process of developing disability appropriate curricula to meet vocational needs of persons with disability and update training manuals focusing on integrated and barrier-free learning environment in order to accommodate students with disabilities.
- (iii) TEVET should increase the level of awareness on the existence of the Disability Act of 2012; national policy and provisions for disabled among principals, lecturers/instructors, students and other stakeholders to make institutions more sensitive and responsive to the training of disabled persons.
- (iv) The infrastructure and training facilities in TEVET institutions should be made disability-friendly. Already existing institutional infrastructure and training facilities should be modified to enable disabled students access the training programmes.
- (v) Train lecturers/instructors to teach skills that are more challenging to the disabled in fields such as engineering, mechanics, accountancy to widen market opportunities for disabled graduates.
- (vi) Strengthen the dissemination of information on career and vocational training opportunities for the disabled available through TEVETA to the public.

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