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## Evaluating the Vocational Rehabilitation Programme for Persons with Special Needs in Southwestern Nigeria

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### Abstract

Vocational Rehabilitation Programme (VRP) is designed to address the social, economic and learning needs of Persons with Special Needs (PWSNs). Though there are evidence that the programme's objectives are hardly met, previous studies largely focused on determinants of learning outcomes of PWSNs in Southwestern Nigeria with little emphasis on evaluation of VRP. Therefore, this study was carried out to evaluate VRP in terms of the quality of instruction, availability of facilitators, and level of skills acquisition. The study sampled 1,569 individuals which consisted of all the 26 head of the vocational rehabilitation centers/public-owned special schools, 276 facilitators, 168 Care-givers, 1,099 individuals with special needs in the 26 centres and public-owned special schools offering vocational rehabilitation programme in six southwestern states (Oyo, Osun, Ondo, Ekiti, Ogun and Lagos). The study adopted a descriptive survey design. Three research questions were tested and answered using mean, standard deviation and percentages. The study found that the general performance of the PWSNs in the programme was low as against the objective norm of 2.50, while supervision and control by the supervising government agency were ineffective. In addition, lack of trained facilitators, inadequate funding, ineffective supervision and monitoring, lack of training equipment and facilities were the major challenges confronting the effective VRP implementation. The vocational rehabilitation programme provided for Persons with Special Needs in Southwestern Nigeria was not impactful. Therefore, there is the need for effective supervision and provision of essential facilities and resources.

**Keywords:** Vocational rehabilitation programme, Persons with special needs, Skills Acquisition.

### Introduction

In our contemporary societies, individuals are expected to shape their life by making various choices that would add values to theirs and the society at large. According to Van Houten and Jacobs (2005) the dominant notion of citizenship is living in a community, which is synonymous with possibilities of an independent individual who is reflective and able to contribute to economic development of such a given society. Hence, the need for individuals to be built with skills to make them self-reliance, in which persons with special needs mostly are not given such opportunity to vocational programme that would grant them the required skills. The vocational centres are to serve in filling the missing link between the persons with special needs and economic fruitfulness for self-reliance through their vocational rehabilitation programme.

Individuals with special needs that veers from the norm in physical or mental characteristics, social or emotional behaviours, interpersonal abilities or multiple impairments that need adjustment of instructional channel, special needs instructional activities, for them to attain an appreciable level according to their individual needs and strength (Andzayi, 2012). The impairment may be observable, as in blindness, orthopedic impairment, or it may be unobservable, as in learning disabilities (Smith, 2007). Accordingly, Andzayi (2012) observed that exceptionality is easier explained than defined; it is in one way or the other different from children who are considered normal by the greater segment of the population. Hence, exceptional/persons with special needs as

ones that deserve unique educational environment with relevant instructions and structure for them to realise their potentials (Chan et al., 2001). It is a common belief that PWSNs cannot be trained; this has prevented PWSNs from attaining a lofty height and living a self-fulfilling life with the required skills through vocational education and training. According to Nwanaka and Amaehule (2011) who opined that possession of skills is important in preventing youths from becoming social misfits; because, these skilled persons become gainfully employed through vocational training and acquisition of skills. They also opined that vocational and technical training helps to arrest some social ills such as armed robbery, stealing and youth restiveness among others which agreed with the understanding that acquiring relevant skills helps reduce crime and street begging through self-reliance in the society.

The level of skills obtained in a vocational training programme is determined by the course content or instruction, which has a significant impact on the status quo and national progress. Course content includes all informative materials needed for participation and comprehension, such as video recordings, practical, assigned reading, audio recordings, tests, and other learning resources. Only with the assistance of a facilitator can this topic be driven through facilitation effectively. Making anything simpler or less challenging is the process of facilitation, in general. It is frequently employed in the context of workshops or group meetings when a largely impartial third party with little decision-making power assists the group in becoming more productive and efficient through relevant training and workshops (Schwarz, 2002). Instead of concentrating only on results, facilitation emphasises how individuals engage in the learning or planning process. The role of a facilitator is to assist individuals in working through a process together; they are not the source of insight or information. This indicates that a facilitator's role is to elicit ideas and opinions from the group rather than to impart opinions. To support the trainees' learning process, they needed to deepen their comprehension and apply what they learned. A facilitator supports participants' interactions, knowledge acquisition, and experience building. Within the allocated time, participants will be able to accomplish their stated aims and objectives with the assistance of the facilitator, who leads a process (Nauheimer, 2003). The facilitator's primary responsibility is to improve the group's experience and learning. By pointing them in the right directions and creating an environment that encourages reflection and inquiry, as well as by meeting learning objectives, the intention is to support students' learning and ultimately shape the abilities they acquire (Potter, 2008).

Adedokun (2020) observed that persons with special needs of this generation are aware that to be employed is part of being an adult, a responsible and a contributing participant in the nation's way of life. To be employed has significant psychological, societal, physiological, spiritual and fiscal benefits. To get involved in work leads to having economic freedom; it also promotes an individual decision making skills and effectively manage one's ability to make choices and to manage one's life. Many people believe that developing one's skills can be the key to ending severe poverty and hunger by opening doors for work, which in turn can lead to the production of wealth and jobs while fostering independence and self-sufficiency (Isaac, 2011). The idea of acquiring skills, the capacity to learn practically in novel situations while drawing from one's past experiences and abilities is known as skill. A skill is said to be acquired, according to Gumbari (2009), when a person can execute it without considering how to do it or breaking it down into its component parts. The process of learning new abilities and applying them in specific contexts is called skill acquisition. Developing one's skills is crucial to launching an enduring profession. According to Gumbari, skills can be acquired in a variety of methods, such as through independent research in a particular area, creative practice and inquiry, or automatic repetition of certain tasks without requiring thought.

Adedokun (2020) asserts that, given the high rate of unemployment in Nigeria, acquiring skills is even more crucial. The acquisition of skills is the foundation of life itself and is an ongoing process. As soon as we can walk as toddlers, we begin to participate in the processes involved in the acquisition of new skills. The skill set just becomes more complex over time. Each will have unique motivations for learning new skills (Victor & Olarewaju, 2022). The process of acquiring new skills, practices, or methods of operation is known as skills acquisition, and it is typically accomplished through education or experience. Since the beginning of time, man has transformed materials via the development of skills. However, according to Diigbo (1989), development requires skilled hands and brains to apply the information and practices in an efficient manner. The ability to acquire new skills is known as skill acquisition. These skills might be manual, like learning to build or make something, or cerebral, like learning to talk, listen, read, and write. Experts gain knowledge, and then they gain power; other people trust experts, and they will trust you; experts earn more and have broader career prospects; experts help you adapt to the realities of the labour market; you acquire skills that meet immediate requirements; you acquire the basis for adjusting for future needs; the possible is flexible and teaches you to be flexible too; experts gain knowledge, and then they acquire power; experts have more opportunities for employment; etc. Programs for acquiring skills, such as the vocational program, are a foundation that aims to empower and train women, youth, and others from less privileged backgrounds to become self-sufficient and mentor others.

Numerous empirical studies have demonstrated the beneficial and comprehensive impact that vocational rehabilitation programme have on the working conditions of individuals with special needs. The success of a rehabilitation programme is greatly impacted by the occupational reintegration of people with special needs and the chronically ill, as per Langle, et al (1997) theory that work and employment play major roles in shaping human life within any community. For this reason, it is imperative that such programs be carefully planned. Additionally, Kosciulek (2004) believed that vocational rehabilitation programme had a major influence on improving the quality of life for individuals with special needs as well as their job performance. The fundamental conceptual framework of the vocational rehabilitation programme has facilitated the long-term career development and active participation of individuals with special needs; as a result, the program and counselling will support the empowerment of individuals with special needs. A research by Oyebanji (2024) examined the issues that the management of blind students' education in Nigerian public schools was confronting. The study discovered that sufficient policies for including students with special needs in inclusive classrooms, appropriate knowledge of teaching in inclusive classrooms, accommodations for including students with special needs, the availability of appropriate educational resources, collaboration between general and special education teachers, and the allocation of necessary funds are all necessary for an effective management of blind education in Nigerian public schools. Although integrating students with special needs into regular classrooms has certain benefits, inclusion techniques must take into account a number of drawbacks in order to be successful. The evaluation of the MDGs and objectives in relation to special needs education yielded poor results, according to a descriptive survey study by Osuorji (2011). The evaluation concentrated on inclusive education because it continues to be the guiding principle for the creation of Education for All (EFA) and the implementation of the MDGs with regard to the special needs index. The study's findings, the researcher concluded, had actually made people more aware of the importance of keeping an eye on and evaluating initiatives related to national development.

According to Langle et al. (1997), "Work and employment are of central importance for the structuring of human life within any society." Therefore, a major factor in the effectiveness of their rehabilitation was the occupational reintegration of PwSNs. According to Nordt et al. (2007), vocational training is a crucial component of treating PwSNs since it lowers the chances of poverty and improves the quality of life PwSNs. Mavromaras and Polidano (2008) investigated the effect of vocational education on the employment rate of individuals with disabilities using dynamic panel econometric estimates. They came to the conclusion that vocational education significantly and over time improved disabled people's productivity and work involvement. Fadyl and McPherson (2009) found the same thing when they looked at the long-term benefits of vocational education and training for those who recover from traumatic brain injury (TBI) and go back to work. "Vocational rehabilitation is commonly recommended as a means of facilitating return to work after TBI," the researchers found.

PWSNs of all kinds receive minimal social support in the workplace. People with disabilities are not disadvantaged in terms of participation, but are in terms of completion," as noted by Polidano and Mavromaras (2010), especially those with more limiting conditions and those with mental health problems who have low levels of social support. Insofar as others' negative attitudes toward PWSNs influence how they live their lives, Fitch (2002) asserts that "social attitudes toward disability may be as important as the disability itself. Numerous vocational rehabilitation programme in the public sector are intended to help PWSNs find employment. Stern et al. (2011) studied this type of programme that offers PWSNs in the state of Virginia vocational rehabilitation services. Vocational rehabilitation services generally have positive long run effects for PWSNs in the labour market, according to their findings.

Numerous issues have affected the vocational education programme over time, making it difficult to implement and sustain. These issues include lack of facilities and equipment, lack of facilitators who are both adequate and readily available, societal attitudes toward trainees with special needs, shortage of qualified personnel and supporting staff, and ineffective programs at public-owned special schools and rehabilitation centres. Another issue with vocational programme is classifying people so they can suit in appropriately during their training. Lere (2007), citing Okyere and Adams (2003), observed that this is because many outstanding children do not easily fall into a single category because they may have many disabilities. The exceptional child may be placed in the incorrect group as a result of inadequate assessment instruments being utilised in the identification and classification processes. Furthermore, labelling brought about by classification results in stigmatisation and acquires permanence (Lere, 2007). The increasing rate of unemployment in the nation, particularly among those with special needs, made this study necessary. Hence, understanding and evaluating the programme of vocational education with regards content, facilitators and skills acquisition as with persons with special needs becomes pertinent.

### **Purpose of the study**

The general purpose of this study was aimed to evaluate the vocational rehabilitation programme for persons with special needs in southwestern Nigeria.

### **Research Questions**

The study provided answers to the following research questions:

- What are the contents of the vocational rehabilitation programme taught with the contents specified in the objectives of the programme?
- What is the quality of available facilitators at vocational rehabilitation centres and public-owned special schools?
- What is the level of skills acquisition of the trainees in the vocational rehabilitation programme?

### **Methodology**

This study adopted the descriptive research design of survey and ex-post facto-type. The study aimed at evaluating vocational rehabilitation programme for persons with special needs in the Southwestern, Nigeria; using the Content, Input, Process, and Product (CIPP) model of evaluation since the study is also evaluative in nature and purpose. The CIPP model provides a plan to structure the type of data which would be collected and the kind of questions to be raised. Thus, the variables were not manipulated in any way in the course of the study. The population for this study was all the heads of the rehabilitation centres and public-owned special schools in southwestern Nigeria that offer vocational rehabilitation programme, the facilitators, the trainees with special needs and the care-givers. Based on the difficulty to make complete study of all cases from which the inclusions were to be drawn. Simple random sampling technique was used to sample 1,569 individuals which consisted of all the 26 head of the vocational rehabilitation centers/public-owned special schools, 276 facilitators, 168 Care-givers, 1,099 individuals with special needs in the 26 centers and public-owned special schools offering vocational rehabilitation programme in six southwestern states (Oyo, Osun, Ondo, Ekiti, Ogun and Lagos). The 26 heads of VRCs and PoSSs were enumerated, while 276 facilitators, 168 caregivers and 1,099 PWSNs were randomly selected. The public-owned special schools without VRP were dropped from the study while all centres and public-owned special schools with VRP were further considered and used for the study. This totaled 26 in number. To achieve the objectives of the study a well-structured questionnaire was developed with 3 sub-themes that critically answered the needed questions for the study. The questionnaires were administered by the researcher and his research assistants and subjects were asked to feel free to fill the instruments and ask questions were clarity is needed. Significantly, a return of 100 percent was marked and collected from the sampled subjects. The data collected were analysed using the descriptive statistics of mean, frequency count, standard deviation, and percentage. The mean was used to compare the differences across the factors; frequency count was used to depicting the number of occurrence of values in the study; standard deviation was used to tell how far the samples are from the mean and average as used in the study, while percentage was used to compare values in relation to the entire population and also as an indication of performance as used in the study.

### **Results**

**Research Question 1:** What are the contents of the vocational rehabilitation programme taught with the contents specified in the objectives of the programmes?

**Table 1: Response on the Contents of the Vocational Rehabilitation Programmes**

S/N	Statement	NAA	VL	L	H	VH	Mean	S.D.
9	Provision for pre-vocational training for persons with special needs	15 5.4%	33 11.9%	87 31.5%	74 26.8%	82 29.7%	3.69	1.127
14	Opportunities for development of potentials for vocational competency	20 7.2%	33 11.9%	85 30.8%	80 29.0%	78 28.3%	3.66	1.150
16	Provision of adequate vocational rehabilitation programmes' facilities and equipment for training	18 6.5%	27 9.8%	92 33.3%	91 33.0%	66 23.9%	3.64	1.081
13	Opportunities for development of good communication ability	28 10.1%	79 28.6%	42 15.2%	39 14.1%	116 42.0%	3.59	1.438
1	Provision of vocational rehabilitation centres	19 6.9%	75 27.2%	37 13.4%	76 27.5%	88 31.9%	3.57	1.307
10	Provision and implementation of law and policy on vocational rehabilitation programmes for persons with special needs	26 9.4%	36 13%	94 34.1%	77 27.9%	69 25.0%	3.55	1.179
15	Opportunities for development of potentials for social competency	15 5.4%	70 25.3%	51 18.5%	82 29.7%	73 26.4%	3.52	1.228
5	Provision for equal opportunities for persons with physical disabilities	38 13.8%	75 27.2%	69 25.0%	39 14.1%	93 33.7%	3.41	1.420
7	Provision for equal opportunities for persons with learning disabilities	59 21.4%	80 29%	74 26.8%	30 10.9%	92 33.3%	3.27	1.519
8	Provision for equal opportunities for persons with special needs to compete favourably with persons without disability in vocational programmes	53 19.2%	70 25.4%	79 28.6%	56 20.3%	71 25.7%	3.27	1.412
12	Provision of appropriate training methods for persons with hearing impairment	73 26.4%	88 31.8%	87 31.5%	21 7.6%	80 29.0%	3.07	1.533
11	Provision of appropriate training methods for persons with visual impairment	52 18.8%	112 40.5%	47 17.0%	58 21.0%	59 21.4%	3.04	1.429
3	Provision for equal opportunities for persons with hearing impairment	75 27.2%	134 48.6%	40 14.5%	22 8.0%	80 29.0%	2.90	1.594
4	Provision for equal opportunities for persons with intellectual disabilities	89 32.2%	114 41.3%	69 25.0%	30 10.9%	63 22.8%	2.83	1.543
2	Provision for equal opportunities for persons with visual impairment	88 31.9%	111 40.2%	83 30.1%	22 8.0%	60 21.7%	2.79	1.508
6	Provision for equal opportunities for persons with behaviour disorders	66 23.9%	123 44.6%	85 30.8%	34 12.3%	34 12.3%	2.68	1.298
GRAND MEAN = 3.28								

KEY: NAA; Not at all, VL; Very low, L; Low, H; High, and VH; Very High

The results from the above table showed that provision for pre-vocational training for persons with special needs (mean=3.69) ranked highest by the mean score rating and was followed by Opportunities for development of potentials for vocational competency (mean=3.66), Provision of adequate vocational rehabilitation programme' facilities and equipment for training (mean=3.64), while Provision for equal opportunities for persons with behaviour disorders (mean=2.68) was the least ranked from the results shown. The result conclusively revealed that the contents of the vocational rehabilitation programme are in line with the objectives of the programmes. This implies that both the contents of the vocational rehabilitation programme taught and the contents specified in the objectives of the programme are comparable and relative serves its goals.



## Research Question 2: What is the quality of available facilitators at vocational rehabilitation centres and Special Schools?

**Table 7: Showing the Availability of Service Providers and Resources**

S/N	Statement	Available		No of Programmes' Providers				
		Yes	No	N.R	1-2	3-5	6-10	11-20
1	Facilitators for Persons with hearing impairment	8 30.8%	18 69.2%	8 30.8%	6 23.1%	8 30.8%	2 7.7%	2 7.7%
2	Facilitators for persons with Learning disabilities	8 30.8%	18 69.2%	8 30.8%	4 15.4%	4 15.4%	6 23.1%	4 15.4%
3	Facilitators for persons with Visual impairment	15 57.7%	11 42.3%	15 57.7%	3 11.5%	2 7.7%	2 7.7%	2 7.7%
4	Facilitators for persons with Intellectual disability	9 34.6%	17 65.4%	9 34.6%	5 19.2%	8 30.8%	2 7.7%	2 7.7%
5	Facilitators for persons with Physical disability	18 69.2%	8 30.85	18 69.2%	2 7.7%	2 7.7%	2 7.7%	2 7.7%
6	Audiologists	20 76.9%	6 23.2%	20 76.9%	2 7.7%	1 3.8%	1 3.8%	2 7.7%
7	Speech therapist	18 69.2%	8 30.8%	18 69.2%	2 7.7%	2 7.7%	2 7.7%	2 7.7%
8	Occupational therapists	23 88.5%	3 11.5%	23 88.5%	1 3.8%	1 3.8%	-	1 3.8%
9	Guidance Counsellors	13 50.0%	13 50.0%	13 50.0%	3 11.5%	5 19.2%	2 7.7%	3 11.6%
10	Psychologists	21 80.8%	5 19.2%	21 80.8%	1 3.8%	2 7.7%	1 3.8%	1 3.8%
11	Ophthalmologists	24 92.3%	2 7.7%	24 92.3%	1 3.8%	-	1 3.8%	-
12	Nurses	18 69.2%	8 30.8%	18 69.2%	4 15.4%	2 7.7%	1 3.8%	1 3.8%
13	Regular Teachers	7 26.9%	19 73.1%	17 26.9%	3 11.5%	3 11.5%	2 7.7%	1 3.8%
14	Care-givers	5 19.2%	21 80.8%	5 19.2%	6 23.2%	5 19.2%	5 19.2%	5 19.2%
15	Day-guards	2 7.7%	24 92.3%	2 7.7%	8 30.8%	4 15.4%	10 38.5%	2 7.7%
16	Vocational Instructors	4 15.4%	22 84.6%	4 15.4%	8 30.7%	10 38.5%	2 7.7%	2 7.7%

From the table above it could be seen that guidance counselors, facilitators for persons with visual impairment, regular teachers, nurses, speech therapists, facilitators for persons with physical disabilities, Audiologists, psychologists, occupational therapists and ophthalmologists were not available while day-guards, vocational instructors, care-givers, facilitators for persons with hearing impairment, facilitators for persons with learning disabilities, and facilitators for persons with intellectual disabilities were the programme providers at vocational rehabilitation centres and special schools in southwestern Nigeria.

**Research Question 3:** What is the level of skill acquisition of the trainees in the vocational rehabilitation programme?

**Table 8: Contents' Coverage of Vocational Rehabilitation Programme.**

S/N	Contents	No Response	Not Taught	Taught
1	Carpentry	-	972 88.4%	127 11.6%
2	Shoe-making and repairing	-	497 45.2%	602 54.8%
3	Tying and dyeing	-	29 2.6%	447 40.7%
4	Sewing and Knitting	35 3.2%	396 36.0%	668 60.8%
5	Basket-making	17 1.5%	497 45.2%	585 53.2%
6	Weaving	20 1.8%	502 45.7%	577 52.5%
7	Embroidery	49 4.5%	875 79.6%	175 15.9%
8	Baking and Confectionery	50 4.5%	691 62.9%	358 32.6%
9	Block-making	54 4.9%	970 88.3%	75 6.8%
10	Laundry work	28 2.5%	804 73.2%	267 24.3%
11	Animal husbandry	41 3.7%	504 45.9%	554 50.4%
12	Gardening	29 2.6%	311 28.3%	759 69.1%
13	Mechanics	42 3.8%	929 84.5%	128 11.6%
14	Typing and computer studies	8 0.7%	406 36.9%	685 62.3%
15	Home management	3 0.3%	304 27.7%	792 72.1%

The results from the above table reveals that various vocational rehabilitation programme that are available for the trainees at the vocational rehabilitation centres and special schools across South-West, Nigeria are animal husbandry, weaving, basket-making, shoe-making and repairing, sewing and knitting, typing and computer studies, gardening, and home management while block-making, carpentry, mechanics, embroidery, laundry work, baking and confectionery, tying and dyeing were the vocational rehabilitation programme not exposed to the trainees at vocational rehabilitation centres and special schools across South-west Nigeria.

### Discussion

The study found out that contents of vocational rehabilitation programme were being taught in all vocational rehabilitation centres and special schools across southwest Nigeria. Such programmes include shoe-making & repairing, tying & dyeing, sewing & knitting, basket-making, weaving, animal husbandry, gardening, typing & computer studies and home management. Equally, some of the contents of vocational rehabilitation programme at the vocational rehabilitation centres and special schools in the South-West, Nigeria were not adequately covered such as carpentry, embroidery, baking & confectionery, block-making, laundry work and mechanics. The implication of this finding is that the trainees at the centres would lack expertise of those programmes left untaught

and therefore cannot perform tasks in such programme relevant to their future needs. Furthermore, the findings of the study indicated that the contents of the vocational rehabilitation programme are in line with the objectives of the programmes in all vocational rehabilitation centres and special schools across Southwest of Nigeria. These imply that there are provisions for pre-vocational training for persons with special needs and opportunities for development of potentials for vocational competency, good communication ability, and social competency. The findings further confirmed that there are provisions of adequate vocational rehabilitation programme facilities, equipment for training, provision of vocational rehabilitation centres, provision and implementation of law and policy on vocational rehabilitation programme, provisions of equal opportunities for all cadres of persons with special needs and provisions of appropriate training methods.

The study also found that there is inadequate supply of service providers (facilitators), other supporting staffs and resources in the vocational rehabilitation centers and special schools in the southwestern Nigeria. With the inadequate and at times non-availability of service providers such as the facilitators as shown in the results of this study, vocational rehabilitation programme for persons with special needs are far from being implemented. These tally with the arguments of Lere, et al (2005), that non-availability of personnel and resources in any educational programme would make for the failure of such programme. Lovelace, et al (2006) confirmed this finding when he stated that non-availability of manpower is a major problem militating against effective special education programme in Nigeria. Omede (2012) emphasised that provision of quality education for persons with special needs in Nigeria hinges on adequate supply of qualified education personnel. Parker and Szymanski, 2003 identified lack of special education facilitators as one of the major problems militating against special education practices in Nigeria. Besides, the availability of qualified facilitators will result in better learning performance. This is in line with the assertion that no educational enterprise can rise above the quality of teachers/facilitators who implement the curriculum (FRN, 2007).

The finding of this study confirmed that provision for pre-vocational training for persons with special needs ranked highest by the mean score rating and was followed by opportunities for development of potentials and skills for vocational competency, provision of adequate vocational rehabilitation programme facilities and equipment for training, opportunities for development of good communication ability, provision of vocational rehabilitation centres, provision and implementation of law and policy on vocational rehabilitation programme for persons with special needs, opportunities for development of potentials for social competency, provision for equal opportunities for persons with physical disabilities, provision for equal opportunities for persons with learning disabilities, provision for equal opportunities for persons with special needs to compete favourably with persons without disability in vocational programme, provision of appropriate training methods for persons with hearing impairment, provision of appropriate training methods for persons with visual impairment, provision for equal opportunities for persons with hearing impairment, provision for equal opportunities for persons with intellectual disabilities, provision for equal opportunities for persons with visual impairment, provision for equal opportunities for persons with behaviour disorders in that order. This implies that there is adequate supervision and control of vocational rehabilitation programme in southwest Nigeria.

## Conclusion

This study was embarked upon mainly at evaluating vocational rehabilitation programme for persons with special needs in Southwestern Nigeria and has exposed the areas of strengths and weaknesses. Strengths include the contents of the vocational rehabilitation programme that are in line with the objectives of the programme. The result established that there were reasonable numbers of contents being covered by the vocational rehabilitation facilitators in Southwestern Nigeria. In line with the result, there is adequate supervision and control of vocational rehabilitation programme and as established by this study, vocational rehabilitation programme in Southwestern Nigeria have not fully achieved its objectives. On the other hand, weaknesses which need to be improved upon include inadequate training materials shortage of the programme facilitators at the various centres, at the various public-owned special schools that offer vocational rehabilitation programme and vocational rehabilitation centres across Southwestern Nigeria.

## Recommendations

Based on the findings of the study, the following recommendations are hereby made:

- The contents and instructions for schools of persons with special needs should be updated to cater for their needs and that of their immediate community for self-reliance.
- Adequate and qualified vocational facilitators to train persons with special needs in all public-owned special schools and rehabilitation centres in Southwestern Nigeria.



- Empowerment after acquisition of basic skills, reorientation and reinstatement into the society for self-reliance and independence should be the end plan of the structure.

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