

**TRANSITION OF TRAINEES WITH COGNITIVE IMPAIRMENT (TCI) FROM
VOCATIONAL INSTITUTIONS (VI) TO THE WORLD OF WORK
IN JINJA CITY**

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20/U/GMSN/13104/WKD

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND
GRADUATE TRAINING IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DEGREE OF
MASTER OF SPECIAL NEEDS EDUCATION
OF KYAMBOGO UNIVERSITY**

OCTOBER, 2023

DECLARATION

I, **Wakolli Conorias Lucy**, acknowledge that this is my original work and has never been submitted for consideration by any university or other higher institutions of higher education for any award.

Sign:..... Date.....

Wakolli Conorias Lucy

APPROVAL

I hereby attest that, as the supervisor, I have given my consent for submission of the research report titled "Transition of Trainees with Cognitive Impairments from Vocational Institutions (VI) to the World of Work in Jinja City."

Sign:..... Date.....

Prof. J. B. Okech

Sign:..... Date.....

Dr. Odeke -Nato Joseph

DEDICATION

I dedicate this dissertation to my beloved parents Mr. and Mrs. Lawrence Kitongo for the initial academic support and the Sisters of Mary-Kakamega for supporting me in my vocation and education.

ACKNOWLEDGEMENT

Sincere thanks go to all my participants who willingly availed me with the information needed as far as this research was concerned. Special gratitude goes to the education officer Jinja City who permitted me to conduct this research in his jurisdiction. I greatly acknowledge my supervisors Prof. J.B. Okech and Dr. Odeke Nato - Joseph for their tireless correction and guidance. It was partly because of that this dissertation came to successful end. Special thanks go to the Missionaries of Africa (White Fathers) for spiritual and financial supports given to me during my studies. I greatly acknowledge Kyambogo University staff, my classmates particularly Yvonne Winnie Amany, Munialo Paul, Bakumbaine Noah and Etoori Benard, as well as; my friends Mukhwana Michael and Phionah Mwebaze for encouraging and supporting me in the course of this study. Sincere thanks also go to the staff of St. Ursula special school for being there for me in days that I was away for my studies. Special gratitude goes to Bishop Charles Martin Wamika for recommending me to go for further studies. I also acknowledge my biological brothers and sisters for both moral and financial support towards my studies. I also acknowledge Sisters of Mary in my community for the spiritual and moral support they rendered to me during my studies.

May the God Almighty reward you all abundantly.

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LIST OF ABBREVIATIONS

| | |
|---------|--|
| BTVET- | Business, Technical Vocational Education and Training |
| CRPD- | Convention on the Rights of People with Disabilities |
| DPOD- | Disabled People's Organizations, Denmark |
| EFA- | Education for All |
| FC- | Functional Curriculum |
| IWDs- | Individuals with Disabilities |
| MDs- | Millennium Development Goals |
| MoFPED- | Ministry of Finance, Planning and Economic Development |
| NCDC- | National Curriculum Development Centre |
| NPDU- | National Policy on Disability in Uganda |
| NUDIPU- | National Union of Disabled Persons of Uganda |
| PwDs - | Persons with Disabilities |
| SBC- | Standard Based Curriculum |
| SDGs- | Sustainable Development Goals |
| SDIP- | Social Development Investment Plan |
| SNE- | Special Needs Education |
| TCI- | Trainees with Cognitive Impairment |
| TVET- | Technical Vocational Education and Training |
| UDHR- | Universal Declaration of Human Rights |
| UMWA- | Uganda Media Women's Association |
| UN- | United Nations |
| UPE- | Universal Primary Education |
| UPIAS- | Union of Physically Impaired Against Segregation |
| VI- | Vocational Institutions |
| WHO- | World Health Organization |

ABSTRACT

The research study is titled: *Transition of Trainees with Cognitive Impairment from vocational institutions to the World of Work in Jinja City*. The purpose of the study was to: assess the factors that facilitate transition of trainees with cognitive impairment from vocational institutions to the world of work. The target population comprised four categories of participants (principal, trainees, instructors & prospective employers). Qualitative research approach, guided by a case study design were used in this study. Semi-structured interviews were used in collecting data for this study. The study was carried out from June 2022 to March 2023. The findings show that there is no specific curriculum used for training of TCI. The findings also reveal that there is employment policy; though not implemented using appropriate guidelines. It was also revealed that graduates with cognitive impairment (CI) get employed out of sympathy by employers. The study therefore recommends that curriculum should be modified to cater for all categories of trainees, employment policy, guidelines and content be clear in order to benefit TCI and prospective employers of TCI need to be sensitized and made aware of the educational needs of graduates with CI.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The purpose of the study was to assess the factors that influence the transition of trainees with cognitive impairment (TCI) from vocational institutions (VI) to the world of work. This chapter describes the study's background, problem statement, theoretical framework, purpose, objectives of the study, research questions, scope of the study and significance.

In the past, no one thought TCI would be successful in obtaining a qualification in vocational education anywhere in the world (Ioanna, et al., 2021). They note that if it was vocational education, it would even be worse for any society to believe that such categories of persons would be capable to enrol for vocational education. With time however, one by one, TCI began to attend educational institutions. As a result, more attempts have been made to enrol them into VI. Today, in the 21st century any form of education, be it regular education, or vocational has become a right for everybody to acquire. All people have the right to work, to a free choice of employment, acceptable and favourable working conditions, and to protection against unemployment, according to both Article 23 of the 1948 Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child (1989). Persons with disabilities (PwDs) are guaranteed the right to employment on an equal basis with others under Art. 27 of the same Convention.

In Uganda, the Ministry of Education and Sports has made vocational training one of its main policies through the Technical Vocational Education Training (TVET) Policy (Ministry of Education and Sports, 2019). As a signatory to these treaties, Uganda is required to adapt its

provisions and put them into practice for the benefit of all categories of individuals with disabilities.

1.1.1 Conceptual Background

Cognitive impairment is the continuous shortfall in the brain's capacity to function effectively. It is when a person has difficulty in remembering, learning new things, concentrating, or making decisions that affect their everyday life (Zastrow *et al.*, 2016). Manifestations of cognitive impairment comprise of memory loss, difficulty in concentrating, completing tasks, understanding, remembering, following instructions, and solving problems. Other regular signs may include mood swing, loss of motivation, and being unfamiliar with surroundings. Cognitive impairment ranges from mild to severe (Zastrow *et al.*, 2016).

Cognitive impairment is a sign of someone's condition rather than a sickness (Zastrow, *et al.*, 2016). Trainees with cognitive impairment struggle with things like memory or paying attention (Zastrow *et al.*, 2016). They can have trouble with communication or understanding. They might have problems identifying people, places, or objects, and they find strange environments or circumstances frightening.

Among other conditions, categories of cognitive impairment include: (a) attention deficit hyperactive disorder (ADHD), (b) autism spectrum disorder, (c) down syndrome, (d) cerebral palsy, (e) hearing impairment, (f) visual impairment, (g) hydrocephalus and others.

This study focused itself to category "C", which is down syndrome. Down syndrome is a genetic disorder that can lead to a variety of physical and developmental issues, ranging in severity (Hemphill & Kulik, 2016). Individuals with Down syndrome are birthed with an extra chromosome, such as trisomy 21, which is by far the most prevalent variety and causes each cell in the body to have three copies of chromosome 21 rather than two. Another type of

Down syndrome is called translocation Down syndrome. Each cell in this kind either contains a complete extra chromosome 21 or a portion of one. But Mosaic Down syndrome results from it being joined to another chromosome rather than existing on its own. Only a small percentage of cells carry an additional copy of chromosome 21 in this unusual form (Hemphill & Kulik, 2016). The body needs the appropriate number of chromosomes, or sets of genes. One extra chromosome is present in those with Down syndrome, which causes a number of problems that can have an impact on their physical and mental well-being. The mother's age (below 16 and above 35) and the fact that both parents have the condition are potential causes of Down syndrome, among others. According to Hemphill and Kulik, the impact of Down syndrome might vary greatly from person to person. Some people will almost entirely be able to support themselves as they grow older, while others will need considerable help. Although there are differences in mental abilities, most people with Down syndrome have mild to severe difficulties with reasoning, comprehending, and thinking (Hemphill & Kulik, 2016). Throughout their life, they will continue to learn and acquire new skills, although it may take them longer to complete essential tasks like walking, talking, and developing social skills (Hemphill & Kulik, 2016).

Persons with Down syndrome frequently share some physical characteristics (Zachary, 2022). They typically talk more slowly than other children of the same age, have short hands and fingers, flat face, flat head, heavy tongue, and have Intelligence Quotients (IQs) that fall in the mild-to-moderately low range. Persons with Down syndrome may range from mild, moderate and severe. Persons with mild and moderate Down syndrome may not need a lot of supervision and direction when carrying out any activity and those with severe Down syndrome need a lot of supervision and direction when performing any activity (Katie, 2017).

This study particularly focused on trainees with mild Down syndrome because they are able to do work independently with less supervision. Learners with cognitive impairment may not manage to do all the courses in the VI but may manage to acquire skills in tailoring, knitting, beading, shoe making, carpentry, brick laying, agriculture (both animal and plant husbandry), catering, self-help skills and activities of daily living among others according to their abilities (Heymann, *et al.*, 2014).

Young people go through transitions as they go from primarily being in educational settings to permanently looking for, getting ready for, or creating a career, as well as steadily raising their standard of living (Elder, & Siaka, 2014). Additionally, it is the procedure through which people who have never been employed might attain a steady position within the employment system. Beginning with graduation or a young person's first economic activity, the International Labor Organization (ILO), in collaboration with the MasterCard Foundation, defines the transition period as lasting until the young person finds a steady or satisfying work (Elder & Siaka, 2014). Work placement, supported employment services, advice and counselling, job orientation, and career guidance are a few examples of transitional services for people with disabilities.

Vocational education refers to any style of training that provides learners with the specialized information needed to carry out a particular career. This training usually takes the form of classes and practical training sessions (Heymann, *et al.*, 2014). These programs typically substitute experiential learning for standard academic lessons. Under the guidance of an active and highly skilled specialist, students are taught the fundamentals and skills of a particular occupation.

In vocational training centres, technical courses like computer programming, offset printing, electronics, radio and TV repair, stenography, welding, and automotive repair are taught.

Graduates with these skills have certifications that the government recognizes. But the centres also give a lot of focus to training other skills, namely business management and basic life skills (Heymann, *et al.*, 2014).

The Sustainable Development Goals (SDGs) 4.3 of the United Nations states that by 2030, there ought to be equitable access to high-quality, reasonably-priced technical, vocational, and postsecondary education, including higher education for all people. This brought vocational education to the attention of the world (UN, 2015). The former global agenda, which prioritized basic education, the Millennium Development Goals (MDGs), and Education for All, has been altered as a result of this (EFA). The SDGs strongly emphasize the need to develop transferable skills across goals, promote sustainable economic growth, and guarantee that everyone has access to good work, which highlights the rising significance of vocational education (McGrath, *et al.*, 2018). As Uganda attained universal primary education (UPE) in 2003, the country's policy on vocational education entered a new phase (Bategeka & Okurut, 2006).

Due to the fact that vocational education is school-based, a portion of the time is spent learning technical skills in the workplace and a portion of the time learning those skills in the classroom. At the conclusion of the program, workplace training is required for both vocational levels. One of a young person's most significant turning moments in life is the transition from school to work since poor performance in the first few years of employment may negatively affect future outcomes (Stewart, 2007).

According to TVET curriculum, VI equip students with cognitive impairment with hands on skills that can help them get employment or be self-reliant and start up their own jobs and businesses. Therefore, it is equally important for trainees with cognitive impairment to train

in vocational skills so that they equip themselves with the skills that can help them to compete for jobs like any other person (Ministry of Education and Sports, 2019).

Finding employment is a significant issue for most PwDs. Even though PwDs possess the required skills and experience, the majority of prospective employers do not give them the opportunity to compete for employment. This means that majority of them are unemployed. The government began a vocational training program to teach persons with disabilities hands on skills in an effort to alleviate the employment crisis among PwDs. However, the reach of these programs is limited, and they no longer correspond to the market's demand for employable skills (Svalund & Hansen, 2013).

1.1.2 Contextual Background

In Jinja city, there is no clear policy and no sign that trainees with cognitive impairment go through after completing their studies. They are on their own, people don't recognize them. Trainees with cognitive impairment are still given low priority in society. VI in Jinja City equip trainees with cognitive impairment with hands on skills like tailoring, knitting, beading, shoe making, carpentry, brick laying, agriculture (both animal and plant husbandry) as well as catering which are on a small basis. This cannot make them transit to the world of work and compete with others in the job market. Their lesser level of education and training puts them at a disadvantage when seeking for jobs, and they experience prejudice as a result. TVET curriculum utilized by these training institutes is outside their scope because it is the same curriculum used by regular institutions. Additionally, the teaching strategies used do not take into account individual differences, thus the students do not graduate with the high calibre skills required to enter the workforce. These VI admit anybody with cognitive impairment regardless of whether he or she has ever gone to school or not as long as she or he has interest in studies. This means that these trainees are at different levels of education

but being taught together which makes it difficult to grasp and understand. Some of them end up completing when they have not acquired adequate necessary skills. Given that these trainees are slow, there is no specific timing for them to complete their studies, as long as they get the skills. This makes these trainees to be reluctant even some dropping out of school because they do not have a specific timing to end the course. The instructors who are training TCI are not specialized in handling trainees with special needs. They are training on job to support these trainees with cognitive impairment. This shows that the needs of these trainees are not catered for since they do not receive the training from special needs instructors. These institutions do not have clear network with other organizations to help their graduates transit to the world of work which gave the researcher doubt if they get jobs after graduating. The institutions face the challenges of inadequate equipment and materials to be used for the training of TCI like tailoring machines, brick laying equipment, fabrics, agriculture equipment like incubators, spraying cans insect sides, material for making shoes among others. Since the majority of TCI come from low-income families, they are unable to purchase the necessary tools and materials for their transition to the workforce after they graduate.

Some few graduates with cognitive impairment are employed by private organizations as there are some organizations with in Jinja City which are already working with graduates with cognitive impairment. These organizations get these graduates by announcing in churches during awareness raising and also some relatives who already work in such organizations connect the graduates for employment especially those who are related to them. Those without connections however, end up staying at home with all the skills they have acquired which is a waste of time. Trainees with cognitive impairment in Jinja City sometimes are under employed simply because they do not have knowledge on policies concerning employment and employers take advantage to exploit them. In light of this, the

researcher carried out this study to determine what trainees with cognitive impairment encounter when transitioning to the world of work.

1.2 Statement of the Problem

VI in Jinja equip trainees with cognitive impairment with hands on skills in tailoring, knitting, beading, shoe making, carpentry, brick laying, agriculture (both animal and plant husbandry), catering among others. The trainees join the institutions with low or no formal educational background. The training offered in these institutions is on a small scale which limits their transition to the world of work and compete favourably with others. What is not known currently however, is how these trainees with cognitive impairment from Jinja City transit from VI to the world of work. This study thus, was intended to find out how trainees with cognitive impairment transit from VI to the world of work.

1.3 Purpose of the Study

The purpose of this study was to assess the factors influencing transition of trainees with cognitive impairment (TCI) from VI to the world of work.

1.4 Objectives of the Study

The objectives of the study were to:

1. Find out the relevance of the vocational training curriculum to the transition of trainees with cognitive impairment from VI to the world of work.
2. Examine how vocational training institutions in Jinja city are implementing the provisions on employment policy to influence the transition of trainees with cognitive impairment from VI to the world of work.
3. Establish the perception of prospective employers of graduates with cognitive impairment towards their employment in the world of work.

1.5 Research Questions

The questions that follow served as the study guide;

1. What is the relevance of the vocational training curriculum to the transition of trainees with cognitive impairment from VI to the world of work?
2. How are vocational training institutions in Jinja City implementing the provisions on employment policy to influence the transition of trainees with cognitive impairment from VI to the world of work?
3. What are the perception of prospective employers of graduates with cognitive impairment towards their employment in the world of work?

1.6 Justification of the Study

In the recent past, data concerning how TCI have benefited from vocational institutions established by the government of Uganda has not been clear even when the number of TCI has been growing. There has been a growing trend towards establishment of vocational institutions in Uganda and therefore TCI ought not to be left in this trend. Currently, there is limited literature concerning TCI in the Ugandan context. Many of TCI in Ugandan vocational institutions have been subjected to basic skills training which may not facilitate them to compete in the labor market.

1.7 Scope of the Study

This study was conducted in Jinja City. It concentrated on one vocational institution that was chosen and given a pseudonym so that confidentiality and anonymity of the institution is preserved. Only one vocational institution was chosen as the case study because it is the only VI that enrolls trainees with CI in Jinja City.

This study focused on how trainees with cognitive impairment transit from VI to the workforce. It covered the relevance of the curriculum to influence the transition of trainees with cognitive impairment from VI to the world of work, whether there is or is not policy support for the transition of trainees with cognitive impairment from VI to the world of employment. The study also explored the perceptions of prospective employers of persons with cognitive impairment in Jinja City.

It took nine months to complete the investigation thus from July up to March, 2023.

1.8 Significance of the Study

It is hoped that the findings of the study may help:

Employers to change their attitudes toward recruiting graduates with cognitive impairment in different departments basing on the skills they have acquired in their studies such that they can also have equal employment opportunities like other ordinary persons.

Policy makers to simplify the policy for better understanding to enable the implementers use it appropriately, and also to monitor it to ensure that it is implemented appropriately.

Curriculum designers and developers to modify the curriculum to cater for the individuals needs of TCI to enable them get skills that can facilitate their transition from VI to the world of work.

Trainees with cognitive impairment to understand the employment policies that support them such that they can have equal opportunity as they transit to the world of work.

Assisting educators and vocational institution administrators in comprehending why prospective employers have a negative perception towards recruiting PwCI such that sensitization can be given to them.

Additionally, this information will offer new data to the body of knowledge already available on the transition of TCI from VI to the workforce for future scholars.

1.9 Definition of Operational Terms

Underlined are the operational terms:

Vocational education: this is any style of training that provides pupils with the specialized information needed to carry out a particular career. This training usually takes the form of classes and practical training sessions (Heymann, *et al.*, 2014). For this study, vocational education means education given to trainees who did not manage to attain formal education but are taught hands on skills that can enable them to be self-independent and earn a living.

Vocational institutions: these are training centres where technical and practical courses like computer programming, offset printing, electronics, radio and TV repair, stenography, welding, and automotive repair are taught. But the centres also give a lot of focus to training other skills, namely business management and basic life skills (Heymann, *et al.*, 2014). For this study, vocational institutions are institutions where TCI acquire hands on skills basing on their abilities that can enable them transit to the world of work.

Trainees with cognitive impairment: These are persons who struggle with things like memory, reasoning or paying attention. They have problems with identifying people, places, or objects, and they might find unfamiliar environments or circumstances scaring (Zastrow & Kirst-Asman, 2016). This study focused mainly on trainees with mild down syndrom who can do work independentyly with less supervision.

Transition: This is the movement from predominantly being in educational settings to more permanently searching for, being ready for, or establishing a job (Elder, & Siaka, 2014). In

this study, transition meant TCI who have acquired different skills necessary to find a job that can help them enhance their livelihood.

1.10 Theoretical Framework

The social model of disability guided this study. Due to conversations between Disability Alliance and the Union of the Physically Impaired against Segregation, the social model of disability was created over the course of the previous 40 years by individuals with disabilities (UPIAS, 1976). The Model was created to acknowledge and address disability discrimination and exclusion. In accordance with the social model of disability, rather than an individual's impairment, society's structure is what leads to disability (Oliver, 2009). In agreement with this model, a society must take action as a whole to change the environment so that persons with disabilities can fully engage in all aspects of society (Swain *et al.*, 2011). For example, the curriculum should be inclusive and adjusted to suit the individuals' needs particularly trainees with cognitive impairment. The aim of the curriculum for trainees with cognitive impairment should be for employability and independent living so as to suit in the society. Despite some progress, nations still have a long way to go before attaining the objectives set forth in Article 27 of the United Nations Convention on the Rights of Persons with Disabilities (CRPD, 2014). Institutional discrimination is one of the many societal and environmental hindrances that prevent people with disabilities from engaging in the labor force and finding suitable work (Barnes, *et al.*, 2002).

Significant percentages of people with disabilities are not employed, and those who are employed are more inclined to work in the informal sector, in low-skill positions with unfavorable working conditions, and to earn lower income than their non-disabled colleagues (Mora *et al.*, 2021). In addition, PwD are more likely than their non-disabled colleagues to encounter violence and harassment at work ("Violence and harassment against PwDs in the

realm of work," 2020). However, employment ought to be more inclusive despite disabilities with the social model of disability.

Prospective employers ought to understand and actively eliminate barriers like segregation in certain activities, language used to them, labelling, steps on the buildings, acceptance at work to tap into the talents of and fully engage employees with cognitive impairment in the workforce. They ought to provide them with necessary accommodations like giving them enough time to complete tasks given, teaching them routines to aid their memory such that their competencies are exposed and they are able to perform.

The social model of disability has shown success for PwDs in society, assisting them in overcoming prejudice and discrimination, fusing civil rights and political involvement, and permitting them to take up their appropriate place in society (Oliver, 2009).

The social model significantly contributes to the freedom of disabled persons by identifying social impediments that should be eradicated. The social model shows that, rather than being the result of character flaws, the problems that persons with disabilities confront are brought on by social injustice and marginalization. As a result, society has a moral obligation to relieve itself of its obligations and make it possible for those with disabilities to participate (Oliver, 2009).

The social model helps to identify hindrances that make living more difficult for those with disabilities. Eliminating these obstacles encourages equality and offers PwDs more freedom, choice, and power. The social model can influence how people with impairments are perceived. The focus is shifted from the person with a handicap to the barriers and attitudes that make them disabled. The society, not the crippled person, is to blame. It is the society that must change, not them. They can experience rage and pride instead of self-pity (Oliver, 2009).

The social model of disability has manifested success for PwDs in society, opposing prejudice and rejection, tying civil rights and political commitment and empowering persons with disabilities to occupy their proper place in society. Its development has been crucial to a new social movement that allows PwDs to unite and use political activity to fight their experiences of oppression (Oliver, 2009).

Relevance of the social model of disability

This model was useful in this research because it assisted the researcher to identify environmental barriers and discussed them in light of trainees with cognitive impairment.

The model also helped the researcher to assess the perception of prospective employers by looking at some of the visible factors towards trainees with cognitive impairment.

Weaknesses of the social model of disability

By emphasizing the body as the focus of physical impairment and excluding intrinsic constraints, the social model of disability is critiqued by Edwards (2008) for favouring one form of impaired identity over another and neglecting differences. In accordance with this study, trainees with cognitive impairment may have either visible or invisible signs of disability which can take someone to tell whether this person has disability or not thus, depriving them from getting the necessary accommodations in the world of work.

Application of the social model of disability to the study

This model applies to this study because trainees with mild cognitive impairment can train in VI and acquire skills that can make them realize their potentials, live an independent life and be of a great value in the society.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The study-related literature is reviewed in this chapter. The aim is to locate studies written by a variety of authors that will assist the researcher in obtaining trustworthy responses to the research issue. The review has been conducted in line with the study's objectives, which are reproduced below as follows: evaluation of the curriculum's relevance, ascertaining whether or not there is a policy that supports the transition of TCI, and ascertaining the perspectives of prospective employers of TCI.

2.2 The Relevance of Curriculum on Transition to the World of Work

Any curriculum must consider students' needs during its design and development if it is to be relevant to them. This section therefore, assesses how other scholars have discussed the relevance of the curriculum towards trainees with cognitive impairment.

The determination of what students must learn in school that is pertinent to society and personal values has made school curriculum one of the most divisive topics in the area of education throughout the years (Taub *et al.*, 2017). Taub, *et al.* assert further that because of their daily struggles, students with impairments including those with CI must rely on others in order to survive. The authors draw the conclusion that teachers of these students with impairments must use a teaching methodology that will enable them to understand the concepts being taught and put them to use once they have finished their studies.

Self-determination and skill development were cited by Gragoudas (2014) as crucial elements of the curriculum for preparing trainees with cognitive impairment for the workforce.

Children with cognitive disabilities are better likely to succeed as contributing members of society if self-determination skills are taught to them. In order for people with cognitive disability to know themselves, be aware of the kind of accommodations they may need, and express those needs to potential employers, the author draws the conclusion that self-determination is essential. More broad and tailored teacher support is one of the key components of the career readiness study curriculum for trainees with disabilities (WHO, 2015).

Through the design of the curricula, institutions play a critical role in educating trainees with cognitive impairment for employment. Majority of schools however, put more emphasis on college preparation than genuine workforce readiness. Many people feel that having a college degree gives them a significant edge in the job market, but for many students, postsecondary education is not the best or even a viable option. Some trainees with cognitive impairment graduate from school without the abilities necessary to secure and keep a job (DPOD-NUDIPU, 2016).

To promote applied competencies among all technical vocational education training (TVET) beneficiaries, the development of social and practical skills is extensively stressed in the curricula utilized in Ugandan VI for all technical vocational education training (TVET) programmes. The Assessment Bodies collaborate with the workplace to design the training structure and curricula for TVET programs in order to include components that are necessary in the workplace (Ministry of Education and Sports, TVET Policy, 2019)

In the TVET Policy, every TVET institution prioritizes practical, hands-on learning that is combined with flexible, workplace-focused delivery methods (Ministry of Education and Sports, TVET Policy, 2019). The advancement and authorization of the curricula and educational modules (competence profiles, occupational standards, training standards,

examination and certification standards) for use by all TVET providers involved deliberation with the National Curriculum Development Center (NCDC), assessment bodies, and the working world (both public and privately owned) (Ministry of Education and Sports, TVET Policy, 2019). This has been done to make sure the framework was applicable, especially at work. The appropriate accrediting bodies only examine educational and training materials that have been approved by the TVET Council. The TVET Council receives feedback from the world of work, assessment, and certification agencies on a regular basis to help with curriculum creation and evaluation (Ministry of Education and Sports, TVET Policy, 2019). At the conclusion of the course, TCI in Jinja City receive certificates that allow them to transit to the world of work.

Dependent upon the needs of the workplace and with TVET Council approval, the relevant Sector Skills Councils take it upon themselves to review the curriculum and training content at least every three years after implementation. The TVET curricula can, however, still be routinely evaluated as necessary. The needs of the labor market as well as the existing norms, practices, and technology in the labor market affect the several curriculum and training frameworks at all levels and types of TVET delivery. Employers, trainers, community members, and trainees are all active participants in the development of TVET curricula and other training frameworks in order to accurately reflect the complete range of stakeholders' expectations in all aspects of the TVET training curriculum and make it pertinent to the skills required in the workplace (Ministry of Education and Sports, TVET Policy, 2019). The principal and the instructors in Jinja City assist TCI in learning and passing the course by tailoring the curriculum to the trainees' abilities.

The primary goals of the training processes at all levels of TVET provision are practical and hands-on training (Ministry of Education and Sports, TVET Policy, 2019). The theoretical

content included in TVET training however, varies accordingly to guarantee that the trainees build fundamental mastery in important ideas and concepts that are necessary for effective understanding and practice within the respective fields of training. Quality apprenticeships are heavily emphasized in Uganda's TVET curriculum and vocational schools as a means of assisting young people in making the transition from the realm of education to the world of labor. Good apprenticeships are crucial for boosting young people's employability since they enable them to gain knowledge, advance personally, and receive a certificate. They also present a genuine chance to begin establishing a profession and get experience in the working world.

Effective apprenticeship programs help to connect the skills that employers are looking for with those that students have learned in educational and training institutions. A different form of technical vocational education and training which enables students from all backgrounds to get the information, skills, and competences necessary to do a particular job is a quality apprenticeship consist of off-the-job learning and on-the-job training (Ministry of Education and Sports, TVET Policy, 2019). Similarly, World Bank World Report on Disability (2011), provides that few TVET institutions, include apprenticeship programmes which are accessible for persons with disabilities.

In Brazil, trainees, after completing their apprenticeship, have high chances of getting a permanent formal job and are paid better salaries as compared to trainees who did not go for apprenticeship (Corseuil *et al.*, 2014).

TVET has demonstrated to be meaningful because it offers both the trainees and their instructors the freedom to introduce their creativity, innovation and personal enterprise into the educational processes as opposed to only what has been stipulated by the designers of school curricula (Mjelde, 2008).

Developing skills is essential to increase the chances of PwDs to compete in the labor market with ordinary persons (ILO, 2017). ILO further states that vocational training institutions historically render training programmes that are fit to the specific needs of PwDs. These measures however, are usually not well connected with labor market demands and do not meet the standards needed by employers.

Technology changes rapidly and in order for trainees to understand and engage with emerging technologies in the workplace, TVET trainers need to acquire knowledge and familiarize themselves with emerging technologies, including but not limited to ICT (ILO, 2012). ILO adds that technology should not be included for its own sake as a curricular add-on; but rather, needs to be pursued in the same way as other instructional methods and curriculum modifications.

Trainees with disabilities face difficulties in their day-to-day activities that make them dependent on others in order to live successful lives. In the educational sector, such disabilities require trainers to adopt teaching curriculum that would help the trainees to understand the concepts and apply them after completing their studies (Taub, *et al.*, 2017).

Transition and vocational programs are essential for the school administration to appreciate the deep rooted consequences for individuals with cognitive impairment (Roberts, *et al.*, 2016). According to Roberts *et al.*, it is essential to prepare these individuals for meaningful employment when they enroll in vocational institutes. Relevant courses, career skills, and seminars on work study and job placement opportunities, for instance, are appropriate for trainees with cognitive impairment. This can be achieved by developing curriculum that will support their ability to maintain attention and study, by teaching them how to complete assignments, and by providing businesses with a personal profile analysis of TCI to determine what they are able to achieve.

Finding employment is a significant issue for most PwDs even though they possess the required skills and experience (Svalund & Hansen, 2013). They further add that employers do not give them the opportunity to compete for employment and that many of them are unemployed.

From the above literature, it can be noted that for the curriculum to be relevant for transition of trainees with cognitive can impairment to the world of work, it should be one that, indeed, imparts knowledge and skills to students that are needed in the labor market. From the literature, it was also discovered that there is little or no studies that have been carried out relating to how TCI are helped to transit to the world of work in Uganda and this has created a significant gap in the transition of Graduates with CI. This study addressed this by specifically focusing on how best TCI can transit to the world of work.

2.3 Employment Policy that Support on Transition from VI to the World of Work

Every government or institution needs rules governing it in order to function properly. Uganda has a robust legal and policy framework on inclusion of PwDs. However, its implementation is difficult. Regarding the National Employment Policy for Uganda of (2011), employing vulnerable people, such as those with cognitive disabilities, is crucial for economic growth and the alleviation of poverty (NUDIPU & UMWA, 2018).

Similarly, all disadvantaged groups, including those with cognitive impairment, are encouraged to have fair access to education, training and employment under the Business, Technical, Vocational Education and Training Act, No. 12, 2008 (DPOD-NUDIPU, 2016).

The Employment Regulations (2011) of Uganda contain a number of rules pertaining to those with impairments. One of these is mandating employers to welcome applications from people with disabilities when posting job openings, provided the position's essential requirements are

met (NUDIPU, 2018). The regulations, according to NUDIPU, forbid companies from employing discriminatory screening techniques when conducting interviews and call for them to guarantee workplace accessibility as well as PwDs' access to equality of opportunity and treatment at work. The Ministry of Gender, Labor, and Social Development (2022) is tasked with training businesses on how to support people with a variety of disabilities on a daily basis as well as preserving the rights of people with disabilities. Similarly, ILO (2015) states that designing and offering specific upgrading courses for instructors in particular skills required for teaching TCI is essential.

Article 27 of the United Nations (UN) Convention on the Rights of Persons with Impairments (CRPD) guarantees the right to employment for people with disabilities (CRPD). In the same article (CRPD, 2006), the chance to earn a living through being selected or accepted in the labor market and work environment that are open, inclusive, and accessible to persons with disabilities is further emphasized. In addition to outlawing all forms of job discrimination, the CRPD encourages self-employment options, access to vocational training, and asks for acceptable workplace accommodations. Hand- in hand with the CRPD, and as a means of achieving the Sustainable Development Goals, employment has been explicitly identified as central to poverty eradication—either in the wage sector or in self-employment activities.

The Ugandan Employment Act No. 6 of 2006 and the Equal Opportunity Act (2006) both forbid discrimination against PwDs in the workplace (DPOD-NUDIPU, 2016). This refers to finding work, retaining employment, and ending forced labor, among other things (NUDIPU, 2018). Similar to this, the Persons with Disabilities Act (2019) supports appropriate accommodation for those with disabilities and forbids discrimination in work. Similar to this, Article 21 of the 1995 Ugandan Constitution forbids discrimination against anyone with impairments while making job offers.

Trainees with cognitive impairment should be given full social inclusion and fair access to employment, to the International Labor Organization (ILO, 2004). The International Labor Organization Convention on Vocational Rehabilitation and Employment of PwDs (2008) and the United Nations Convention on the Rights of PwDs (1983) are two international treaties that Uganda has ratified. All of this suggests that Uganda has policies supporting the transition of trainees with cognitive impairment from VI to the workforce.

A framework for addressing the needs of PwDs is provided by the Uganda National Policy on Disabilities, which was published in 2006 and is based on human rights (DPOD-NUDIPU, 2016). The policy acknowledges that it can be very difficult for PwDs to find employment, especially given the accessibility issues and the lack of opportunities that some employers give them (NUDIPU & UMWA, 2018).

According to National Employment Policy (2011), all actors have a duty to implement the employment policy for the good of individuals with CI. The National Employment Policy further provides that the Ministry responsible for Labor ought to spearhead the implementation of the policy in collaboration with other ministries.

The Business, Technical, Vocational Education and Training (BTVET) Act of 2008 also offers Uganda's first legal framework for vocational education at the secondary and higher education levels. Additionally, the government intends to provide non-formal skills training to youths who have dropped out of school due to disabilities (Okinyal, 2012). The BTVET Act, which was passed in 2008, is the most significant law governing modern vocational education in Uganda and gives learners with cognitive impairments the skills they need to compete in the labor market (MoFPED, 2004).

As described above, there are numerous regulations and laws that support TCI to transit from VI to the workforce, but these laws and policies are not followed. As a result, Persons with CI

face discrimination in employment and those who do have a chance to land on a job are paid inadequately.

The biggest gap which has been identified in the above review is that not been any localized research study undertaking to highlight the employment policies and how they facilitate the transition of TCI from VI to the world of work. In an attempt to address this gap, the study focused on how VI in Jinja City are implementing the provisions on the employment policy to facilitate the transition of TCI from VI to the world of work.

2.4 The Perceptions of Prospective Employers of Trainees with Cognitive Impairment

Finding and keeping a job can be challenging for many trainees with cognitive impairment. Because of employers' unfavourable perceptions of PwDs as a result of stigma and fear, unemployment rate for those with cognitive impairment is much higher in most nations (Kraus, 2017). For effective transition of trainees with cognitive impairment to the world of work, there should be prospective employers willing to employ them.

World Health Organization (2011) provides evidence of how employment rates vary between countries and globally. A cognitively disabled individual has a lesser chance of landing a job than someone without one. Employees with cognitive impairment report underemployment, unpaid part-time labor, and lower earnings significantly more frequently than their peers do, even when they are employed (Brault, 2012). Employers frequently have unfavourable views of the work-related abilities of persons with cognitive impairment, which is a major factor in their lower participation rates and underemployment (Gaunt & Lengnick-Hall, 2014). In Jinja, City, TCI are under employed simply because they may not have that sense of questioning the employers and have no knowledge on policies concerning employment. So, the employer uses it as an advantage to exploit them. These persons may work from morning to evening and they are just paid little just because they are not aware of the labor laws.

Employers have always had lax hiring policies when it comes to those with disabilities. Since they could not function well at work, the majority of these firms believe that hiring PwDs would have a detrimental reduction on their productivity and financial results (Pagan, 2013). Pagan goes on to say that employers have a significant impact on reducing the high unemployment rate that affects people with impairments. Researchers have discovered that employers' attitudes toward PwDs have a substantial impact on the worrisome unemployment rate for people with disabilities (Pagan, 2013).

Ojok *et al.* (2019) study found that just 53% of businesses were ready to recruit people with a handicap, with profit-driven private organizations being the least willing at 38%. The study also revealed that companies were more likely to recruit people with albinism and physical disabilities but less likely to employ people with cognitive impairment.

Employers have a negative perception about the job performance of trainees with cognitive impairment (Kaye *et al.*, 2011). They are perceived as being less devoted or reliable than others who do not have this issue, as well as slowing down work, making mistakes, getting into accidents, being weak, needing more oversight, and being late. They are also perceived as being less productive than people without this problem. In other words, people occasionally view workers who have cognitive impairment as difficult employees.

Employers have perceptions that persons with cognitive impairment find it difficult to bond with their co-workers because they are treated differently at work (Jammaers, *et al.*, 2016). It is difficult to find someone who completely comprehends the thoughts of people with cognitive impairment, according to Jammaers *et al.* Jammaers *et al.* further explain that this is one of the reasons why most of them rarely develop long-term friendships with their workmates since they are poor at interpersonal relations.

Employers have false assumptions about those who suffer from cognitive impairment. The widespread misconception that many handicapped people are unreliable employees prevents employers from being better prepared to hire them. This is partly because there aren't enough programs to help disabled persons move from education to job (Wehman, *et al.*, 2015). Wehman, *et al.* add that when it comes to recruitment and retention of workers with cognitive impairments, employers still do not comprehend the regulations or what constitutes reasonable adjustments.

Some firms are open to hiring persons with cognitive impairment, but their issues and worries center on how customers would react, particularly when it comes to service delivery as compared to other sectors and production companies (Madera, 2013). According to Madera, many employers believe that working with disabled persons would not be especially comfortable for their consumers and clients. Some people still have a misconception about PwDs and do not feel comfortable being offered services by such persons. Therefore, employers feel that once they employ persons with cognitive impairment their customers will run away.

According to the above literature, employers' attitudes toward PwDs contributes to stigmatization and discrimination, which poses a serious obstacle to their formal employment. Entrance into the formal job market is challenging for persons with disabilities, both in terms of their personal self-confidence to pursue possibilities and their access to knowledge about employment vacancies and prospects. Since it was established that private and public sector businesses discriminate against persons with disabilities during the interview and selection process, many skilled persons with disabilities are left without jobs (DPOD-NUDIPU, 2016). Likewise, in Jinja discriminations against persons with disability manifests amongst the employers.

Everything that can be concluded from the aforementioned authors is that numerous studies have looked into how employers feel about people who have cognitive impairments. The results typically show that businesses' worries about disabled persons are unfounded in terms of costs like accommodation and client/customer loss as well as concerns about productivity, absenteeism, attrition, and workplace relationships. Therefore, most of them find it hard to employ PwCI even when they have the necessary qualifications. Likewise, in Jinja, TCI are underrated and are not given opportunities to exercise their skills compared to the ordinary people.

Likewise, some of the literature cited above indicates that little has been tackled on as far as perceptions of prospective employers are towards employing graduates with CI from vocational institutions. This study however, focused on how finding out the perceptions of prospective employers towards Graduates with CI.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the study approach, design, population, study samples, sampling technique, data collection tools, credibility, worthiness, and technique for data analysis and interpretation.

3.2 Study Approach

This research was qualitative in nature. Qualitative research approach is the primary way of data collection in a natural setting which provides descriptive and verbal explanations of the research findings (Creswell & Poth, 2017). For this study, qualitative research was most suitable because there is little to no information about employers' views on the employment of trainees with cognitive impairment and their transfer from VI to the world of work. The goal of qualitative research is to fully comprehend social phenomena occurring in their natural environments (Creswell, 2013). Qualitative research collects and examines non-numerical data to better comprehend ideas, viewpoints, or experiences. The researcher obtains a thorough insight of the setting using qualitative methods instead of numerical ones. By examining participants' specific descriptions, qualitative research helps the researcher to discover concepts that are currently unknown and create patterns, classifications, and themes from the bottom up (Creswell, 2013). The researcher conducted interviews to obtain qualitative data.

3.3 Study Design

This research used a case study design. A case study demonstrates the procedures employed and their interactions. A case study is a thorough examination of the particular unit under inquiry (Kothari, 2013). Finding the factors that collectively explain the behaviour-patterns of

the given unit is the aim of the case study design. In contrast to a thorough statistical survey or in-depth comparative analysis, a case study analyses a particular research subject in greater detail. It assists in condensing a very wide field of study into a single, manageable subject (Kothari, 2013). The researcher used a case study design because it allowed her to carefully evaluate the data in a particular context. In this study, the case was Jinja City.

3.4 Population, Sample and Sampling Techniques

The population, study sample, and sampling methods are described in the preceding parts of this section. These are described in 3.4.1, 3.4.2 and 3.4.3 below.

3.4.1 Population

The population is made up of all the characteristics that are pertinent to certain research (Amin, 2005). The target population of the study comprised different categories of participants namely: principal (1), instructors (12), trainees (50), and prospective employers (20).

3.4.2 Study Sample

The study sample for the above target population was arrived at, by using one method of selection namely, purposive sampling in order to arrive at the numbers of the categories as follows: principal (1), instructors (4), trainees (10), and prospective employers (8).

Table 1: Participants that the Researcher Used in the Study

| Category | Population | Study Sample | Sampling Method/ Technique |
|-----------------------|------------|--------------|----------------------------|
| Principal | 1 | 1 | Purposive |
| Trainees | 50 | 10 | Purposive |
| Instructors | 12 | 4 | Purposive |
| Prospective employers | 20 | 8 | Purposive |
| Total | 83 | 23 | |

Source: Primary Data

As noted in table1, the study sample included principal (N= 1), trainees (N= 10), instructors (N= 4), and prospective employers (N= 8).

3.4.3 Sampling Technique

Sampling technique is the procedures used by the researcher to choose representative members of the target population (Oso & Onen, 2009). Purposive sampling technique was used in selecting all the participants of the study. These included the principal, instructors, prospective employers and trainees. Purposive sampling refers to the process of selecting participants who the researcher believes will be capable of giving the necessary data (Amin, 2005). In regard to the selection criteria, the principal was sampled by virtue of being the head of the institution, with knowledge and experience about the topic under study and as such, being the right authority to give correct information. The instructors and prospective employers were selected basing on the knowledge, experience and skills they had in teaching and employing trainees with cognitive impairments respectively. Lastly, the researcher chose trainees whose condition was mild and could speak and give relevant information needed for the study. The researcher chose purposive sampling technique because it allowed her to collect qualitative responses that led to better insights and more precise findings for the study.

3.5 Data Collection Methods

This section covers the data collection instruments, which included the interview as mentioned in sections 3.4.1 below.

3.5.1 Interviews

An interview is a technique of acquiring information that entails delivering oral stimuli and eliciting responses in the form of speech responses (Kothari, 2013). Interviewing is a qualitative research method that involves the researcher and participant engaging in a conversation about subjects related to the research endeavor. Interviews were conducted with

the help of a semi-structured interview guide in order to reduce prejudice and maintain uniformity. In a semi-structured interview, participants are asked a series of open-ended questions by the researcher, followed by follow-up inquiries that dig deeper into their answers (Yin, 2014). The interview addressed all three objectives. Data acquired from interviews was an important source of information. The most common type of interviewing, according to Merriam and Tisdells (2015), is semi structured interviews. This type of interview was used by the researcher to attain a greater mastery of the topic, sources, and participant experiences (Lodico *et al.*, 2010). All four categories of participants underwent an interview. Semi structured interviews were used because they encourage a two-way communication between the researcher and the participants, they provide an opportunity to freely adjust the questions accordingly, they are flexible to ask follow up questions and allow participants to expand their responses during data collection process (Merriam & Tisdells, 2015).

The researcher established a rapport with the participants by telling them why she was conducting this research and by giving them a consent letter to sign accepting to voluntarily take part in the study. Thereafter, the interviews took place, the conversation was audio recorded and at the same time the researcher noted down the major points.

3.6 Data Collection Procedures

Before undertaking the actual study in the proposal area, approval of the research proposal by the supervisors as well as the department of Special Needs Education (SNE) Kyambogo University was granted. A pilot study was then conducted from one vocational institution with a similar environment with where the actual study was conducted to ascertain the credibility and authenticity of the research instrument. After finding it credible, the researcher obtained acceptance to conduct the study from graduate school and an introductory letter was given. After obtaining permission, the researcher personally formulated a letter of consent

addressed to the participants and there after visited the proposed study location to meet the prospective participants. The researcher then got acceptance from the principal of the vocational institution to collect data. The researcher established a rapport with the participants by telling them the reasons as to why this research was being conducted and by giving them a consent letter to sign accepting to voluntarily be used in the study. Thereafter, the interviews were arranged and conducted with each participant. During the interview, the conversation was audio recorded and at the same time the researcher noted down the major points.

3.7 Data Analysis and Presentation

The processes in data analysis that help uncover relevant information for business decision-making include cleaning, transforming, and modelling data (Daniel, 2022). The intension of analysing data is to draw out relevant information from data and decision-making using that information.

When the exercise of data collection was over, raw data were transcribed from audio format to text format. The data transcribed from the semi structured interview schedules was checked and subjected to inductive thematic data analysis to build patterns, categories and themes. Qualitative data were transcribed, coded individually against themes. Common themes were identified by searching for key words, arranging them into categories and subcategories. Pseudonyms were used to hide the identity of participants. Comments were given on response and where necessary, direct quotations were made accordingly.

Thematic analysis is a technique for analyzing qualitative data that involves identifying, analyzing, and reporting recurring patterns throughout data collection (Clarke and Braun, 2017). Thematic data analysis was applied in this research since it was an effective technique for analyzing data that enables researchers to draw attention to important themes, compile

data, and analyze different data sets. Thematic analysis also offers academics a great degree of flexibility in terms of the kind of study topics it can address (Cohen & Manion, 2007).

A theme is a significant thread that permeates the data. A theme summarizes an important component of the data that corresponds to the research's objective. It is produced when a researcher groups together participants' concerns and thoughts from qualitative data into a single category or cluster (Cohen & Manion, 2007).

A category is a group of related data that has been grouped together, and this arrangement permits the researcher to recognize and expound the qualities of the category. This thus makes it possible to define the category itself and then contrast it with other categories (National Research Council, 1995).

A pattern is when something occurs regularly and repeatedly to assist with finding commonalities, similarities or recurring patterns in participants' response (Merriam- Webster, 2016).

3.8 Ethical Consideration

The researcher gathered data from the principal, instructors and trainees following formal approval from the institution's principal after sharing with her the purpose of the study. The researcher informed the participants that taking part in the study was completely voluntary. To preserve their privacy, the participants' identities were not disclosed in the dissertation, and the data collected was only utilized for academic purposes. Confidentiality was assured to participants which enabled the researcher to get accurate data.

3.9 Credibility and Authenticity

Credibility is the trust that can be put in the research findings. It measures whether the study findings are correct and accurate (Irene & Albine, 2018). It is looks at the integrity of the

research findings and the steps followed throughout the whole process of collecting and analysing data. Credibility can be emphasized through member checks, where the researcher gives provisional results of the study to the participants to assess the degree of similarity and include their views into the findings of the study (Irene & Albine, 2018). On the other hand, authenticity is how well researchers capture many viewpoints and values of study participants and how they create change among study participants and system during analysis. Authenticity in research shows that the study's findings were genuine and well founded (Lincoln and Guba, 1985). To increase credibility and authenticity in this study, the researcher discussed the findings with the supervisors to evaluate whether they were justifiable. The researcher also used triangulation of participants where four participants that is, principal, instructors, trainees and prospective employers were interviewed individually in the study.

3.10 Limitations and Delimitation

In the process of carrying out this research, the researcher faced limitations as explained below:

The researcher used only one vocational institution and yet there are so many VI in Uganda and the information obtained may not be applicable in other institutions and this limited the implications of the findings. This was counteracted by carrying out a pilot study in another institution of similar conditions and environment to ensure that the tools were credible.

The number of participants were very small and in one way or another limited the implications of findings. This was mitigated by triangulation of participants where four categories of participants were used to bring credibility of the results.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

In this chapter (Chapter Four), the data collected are presented, interpreted and discussed. The study objectives that guided this study were: to find out the relevance of the curriculum for transition of TCI from VI to the world of work; to examine whether policy support the transition of TCI from VI to the world of work; and to find out the perceptions of prospective employers of TCI in the world of work. Both thematic and content data analyses are used. Thematic analysis, refers to a method for analyzing qualitative data that involves searching across a set of data to identify, analyze, and report repeated patterns (Braun & Clarke, 2006). It involves an active process of self-examination, where a researcher's personal experience plays a vital role in making meaning from data. It has a special benefit in that it provides a flexible method of data analysis and allows researchers with various methodological backgrounds to participate in this type of analysis. As for content analysis, it is a research analysis method used to establish the presence of certain words, themes, or concepts within some given qualitative data (Fraenkel & Wallen, 2006). Content analysis is an approach used by researchers to investigate human behavior indirectly, through analysis of their communications. Its benefit, according to the authors is that it enables the researcher to use the communications texts and the probability of alteration in data becomes less. It is for the above reasons that the types of analyses are used. The responses captured are presented in forms of short words, as well as verbatim narrations. Each of the responses are given following the four (4) parameters (categories) of the participants, namely: the single selected principal of a vocational institution (code named as P_1), vocational institution instructors ($I_1, I_2...I_4$), trainees with cognitive impairment ($T_1, T_2...T_{10}$) and prospective employers ($PE_1,$

PE₂...PE₈).The participants who are individuals with cognitive impairment (**T₁, T₂...T₁₀**) were not subjected to responding to objective two (dealing with policies for they are not expected to be well versed in that area). The presentations are provided in the next sections.

4.2 Description of Participants

The study targeted the principal, instructors, trainees and prospective employers. The total sample size of participants expected was 23 comprising of 01 Principal, 04 instructors, 10 trainees and 08 prospective employers respectively. From the above, all the participants were reached and interviewed and this was possible due to the small number selected and the nearness to the location of the study. More details are shown in the table below. Table 2: provides the description of the demographic characteristics of participants.

Table 2: Demographic characteristics of participants

| Category | Gender | | Total |
|-----------------------|---------------|---------------|--------------|
| | Male | Female | |
| Principal | | 01 | 01 |
| Instructors | 01 | 03 | 04 |
| Trainees | 0 | 10 | 10 |
| Prospective employers | 02 | 06 | 08 |
| Total | 03 | 20 | 23 |

Source: Primary Data

Principal

This study was interested in the principal who had spent eight years at the institution. She is a female with a bachelor’s degree in vocational education.

Instructors

The study was interested in the instructors who had spent some time interacting and training TCI in both inside and outside classroom. The individual characteristics are presented below:

I1: She is a female with a bachelor's degree in fashion and design with education and with experience of six years. She teaches tailoring.

I2: She is a female with a certificate in weaving and knitting and has experience of fifteen years. She teaches weaving and knitting.

I3: She is female with certificate in hair dressing and has experience of five years. She teaches hair dressing.

I4: He is a male with a certificate in tailoring and has experience of six years. He teaches tailoring.

Trainees with cognitive impairment

The study was interested in TCI to share their experience in their studies and their transition to the world of work. These students were selected basing on their ability to communicate effectively.

Prospective employers

The study was interested in prospective employers to share their perceptions and experience towards graduates with CI.

PE1: She is female with certificate in hair dressing and has experience of ten years. She has a saloon.

PE2: He is a male with a diploma in tailoring and has experience of fifteen years. He has tailoring workshop.

PE3: She is a female with a bachelor's degree in business studies and has experience of seventeen years. She has a factory that makes matches.

PE4: He is a male with a diploma in fashion design and has experience of twenty years. He has a fashion and design workshop.

PE₅: She is a female with a diploma in tailoring and has experience of ten years. She has boutique.

PE₆: He is a male with a certificate in weaving and knitting and has experience of fifteen years. He has a crafts workshop.

PE₇: She is a female with a certificate in agriculture and has experience of fifteen years. She has a chicken farm.

PE₈: She is a female with a diploma in hairdressing and has experience of fourteen years. She has a saloon.

4.3 The Relevance of Curriculum on Transition to the World of Work

The study sought to establish the relevance of curriculum on transition of TCI from vocational institutions to the World of Work in Jinja City. This aspect was important because what is taught in the curriculum determines the employability of graduates with CI. When participants were asked about how the curriculum is relevant on the transition of TCI to the world of work, the emerging issues were: vocational education curriculum and transition of TCI, curriculum support of apprenticeship, missing link in the curriculum and curriculum improvement.

4.3.1 Vocational Education Curriculum and Transition of TCI

When participants were asked about how the curriculum facilitates transition of TCI from VI to the world of work, participants responded that they don't follow a specific curriculum in training TCI.

One of the participants said:

There is no specific curriculum used in training of TCI. Here in our institution since most of the training are of different education levels, it becomes difficult to follow the curriculum. In fact some trainees have never attended any formal education and they are here with us, we cannot refuse admitting them (P₁).

Another participant had this to say:

There is no curriculum used but we base on trainees abilities. Yah, here we expose these trainees to a variety of skills and when we see what they are performing better, we try to put more emphasis in that (I₂).

Another participant said:

They are trained in only basic skills that may not help them to get well-paying jobs. Mmm, what these trainees acquire here are just simple skills to make them survive but cannot make them compete in the labor market. You know, because of their inability, they are not able to acquire all the skills like other ordinary trainees (PE₃).

The remaining participants (n=20) also said that: these trainees receive hands-on training on a small basis and the content given is not enough to help them to compete in the labor market.

From the above findings, there is an indication that the content used in the vocational institutions does not facilitate smooth transition of TCI from VI to the world of work since they acquire only fundamental skills which are inadequate for employment.

This finding is in line with that of the UN Convention on the Rights of PwDs (1993), which states that governments of member nations should build up a vocational training programme to give PwDs employable skills. These programme however, only cover a small portion of the needs for marketable skills in developing nations.

The above findings however, contradict with Heymann *et al.* (2014) where they indicate that having a relevant curriculum is crucial for preparing students to enroll in schools and find gainful work. This implies that there is a big gap on how the curriculum for trainees with CI has to be carefully handled since there is no specific curriculum used in the vocational training institution in Jinja City. This, therefore means that the study objective implies that

there still exists a wide gap in the curriculum setting in vocational training institutions in Jinja City as far as the study topic is concerned.

4.3.2 Curriculum Support of Apprenticeship

When participants were asked about how the curriculum supports apprenticeship in the facilitation of TCI to transit from VI to the world of work, the major responses were that it makes TCI gain experience and helps them to network with others. These are shown below:

One of the participants said:

Whatever the trainees learn from apprenticeship is directly relevant to what they will do in the world of work. Actually, apprenticeship makes them to gain experience in what we are teaching them (P₁).

In a similar response, another participant stated:

Those who go for apprenticeship are helped to network with other organization. Yah, some of them get friends from the organization during apprenticeship who may connect them for employment after finishing their studies (T₃).

Another participant had this to say:

If given enough time for apprenticeship, it would help these trainees to get enough experience to compete in the world of work like any other ordinary trainees from different institutions. But time is short for them to do apprenticeship. In fact, some came here for only one week for apprenticeship which I think never gave them any experience (PE₇).

The findings shown above give an impression that apprenticeship programme is not well utilized in VI for TCI. The findings also suggest that and if TCI are given an opportunity to go for apprenticeship, it could be relevant for them to gain experience and get connected for their easy transition to the world of work in Jinja City.

The findings are in agreement with the Ministry of Education and Sports (2019) on TVET Policy which states that good apprenticeships are crucial for boosting young people's

employability since they enable them to gain knowledge, advance personally, and receive a certificate. They also present a genuine chance to begin establishing a profession and get experience in the world of work. Effective apprenticeship programmes help to connect the skills that employers are looking for with those that trainees have learnt in educational and training institutions.

Similarly, Corseuil *et al.* (2014) provide that trainees who go for apprenticeship, after graduating, have a greater chance of finding permanent formal job and earn high salaries compared to trainees who did not go for apprenticeship programme.

It also emerged however, that TCI do not go for apprenticeship. This is evidenced in the response that stated that: *“I have never gone for apprenticeship”* (T₉).

The finding provided imply that TCI in vocational institutions in Jinja City are missing the opportunity to go for apprenticeship that would make them real practical and experienced persons ready to transit to the world of work. Equally, the World Bank World Report on Disability (2011) indicates that few TVET institutions include apprenticeship programmes which are accessible for PwDs.

4.3.3 Missing Link in the Curriculum

When participants were asked about what they think is missing in the curriculum that deters adequate facilitation of TCI in their transition to the world of work, major responses were that the curriculum does not cater for individual needs and not all the skills are being trained.

These are shown below:

One of the participants said:

Whatever curriculum currently being used, is not holistic. It does not cater for the needs of individuals and trainees with multiple impairment cannot catch up easily given their nature.

Another participant stated:

Computer literacy is missing. Yah, you know we want to learn how to use phones and computers to communicate to our parents and friends and also get new fashions. For sure sister I can call you and greet you on phone if I learn how to use it (T₃).

Another participant stated that:

Communication skills are missing. Trainees with cognitive impairment have not been taught to communicate properly with other people. You find them isolated looking as if they are sick and yet they are well but only lack the language to use to socialize freely with others in the organization (PE₇).

The findings show that there are different gaps in the curriculum that can enhance the transition of TCI from VI to the world of work like lack of communication skills, computer literacy and the curriculum not being holistic. The findings also suggest that TCI are not given a variety of skills that can enable them to transit to the world of work.

These findings are contrary with that of Rus (2014) who points out the importance of integrating technical communication skills in the TVET curriculum is to prepare trainees to communicate with people in the world of work.

On the other hand, some participants (n=2) had a differing response as regards to whether there is any missing link in the curriculum by explaining that most of the instructors are not ICT literate. In original words, the participant expressed: “*instructors are not trained to handle TCI*” (I₁).

This implies that TCI are taught by instructors who have inadequate pedagogical training in Special Needs Education (SNE) to prepare TCI in the skills required by prospective employers. Instructors for that reason, ought to receive specialized training in SNE to make them more resourceful in teaching TCI.

This finding is in line with Taub, *et al.* (2017) who point out that because of their daily struggles, trainees with cognitive impairments must rely on others in order to survive. The authors conclude that instructors of trainees with CI must use a teaching methodology that enables their trainees to understand the concepts being taught.

Additionally, Ministry of Education and Sports (2019) on TVET Policy states that all instructors in TVET institutions shall be subjected to the regular performance assessment to continuously evaluate their performance and introduce relevant capacity building programmes to improve on the weak areas.

This shows that the TCI are disadvantaged in obtaining the relevant skills required to use to transit to the world of work. Therefore, instructors ought to receive specialized training in SNE to make them more resourceful in teaching TCI

4.3.4 Curriculum improvement

When participants were asked on how they think the curriculum ought to be improved to facilitate the transition of TCI from VI to the world of work, the major responses were: communication skills should be included and individual needs of trainees should be catered for. These are presented and discussed below:

One of the participants stated that:

Communication skills ought to be emphasized because these graduates don't have a convincing language to customers in the organization. I had one who even told the customer, if you don't want me to attend to you go away and the customer got intimidated and went way (PE₁).

Another participant stated:

The curriculum is wide. Therefore it should be modified to cater for all trainees' individual needs. For example, giving them topics which they can manage basing on their understanding and capabilities, but not to force them to study all the topics found in the curriculum (I₄).

Another participant said:

There is no clear way to improve the curriculum. Individual needs of trainees with CI should always be considered to determine all they have to learn. You know the curriculum is very wide and TCI are expected to learn and master the whole of it in one year. Just image that short period of time given to them and basing on their nature (P₁).

The findings given above provide an impression that the designed curriculum is currently not broken down for TCI and considerations are not given on individual differences and their needs as it ought to be. Additionally, the findings show that TCI in VI in Jinja City are short of communication skills needed for their meaningful employment and therefore communication skills ought to be offered to TCI since they will need to effectively communicate with employers and customers as they transit to the world of work.

The above findings are in line with that of Rus (2014), who provides that the importance of integrating technical communication skills in the curriculum is to prepare trainees to communicate with people in the world of work.

Similarly, ILO (2017), states that skills development is a crucial initiative to increase opportunities of persons with disabilities to join the labor market. Specialized vocational training institutions usually provide training programmes that are geared towards specific needs of persons with disabilities.

Likewise, Ministry of Education and Sports (2019) on TVET Policy states that vocational counselling and encouragement of role models can assist to sensitize disadvantaged groups to engage in vocational training opportunities that match their interest and abilities. Persons with disabilities often get wrong ideas that only selected programmes are “deemed suitable”, based on disability-related stereotyping.

4.4 Employment Policy that Support on Transition from VI to the World of Work

In this section, the study sought to establish how vocational training institutions in Jinja City are implementing the provisions on employment policy to facilitate the transition of TCI from VI to the world of work. This aspect is very vital because employment policies promote the employability of graduates with CI. The emerging issues were: instructors' guidance on how to implement the employment policy, instructors help given to TCI to know the employment policy, employment policy in promoting skills amongst TCI in their transition to the world of work and weaknesses in the employment policy towards transition of TCI to the world of work.

4.4.1 Guidance to Instructors in the Institution on Implementation of the Policy

When participants were asked about how instructors are guided on how to implement the provisions on employment policy to facilitate transition of TCI to the world of work, participants (n=13) responded that instructors are not usually given any formal guidelines to follow as they train the TCI.

One participant mentioned: *"No formal guidance. Staff do implementation basing on their expertise"* (P₁).

The findings imply that instructors of TCI are not formally guided on the implementation of the employment policy which may be a challenge to the transition of TCI to the world of work since they will not know how the employment policy caters for them.

This contradicts with Ministry of Education and Sports (2010) which states that instructors and tutors need to be equipped with knowledge and methods that enable them to counsel trainees and guide them for future employment within the world of work.

Participants (n=3) said that sometimes, they are taken through workshops to orient them on the new emerging policy issues concerning the teaching of TCI

One of the participants said: *“We sometimes have workshops to guide us about the employment policy though not regularly” (I₃).*

In short, the key finding here is that regular refresher workshops are important in the implementation of the transition of trainees with cognitive impairment to the world of work.

The statement indicates that instructors have attained some guidance on employment policy.

This gives a strong reflection on how important it is for the instructors to be well versed with policies such that they can transfer them to trainees with CI in VI in Jinja City.

This finding concurs with ILO (2015) which provides that scheming and providing specific upgrading courses for instructors in specific skills required for teaching trainees with cognitive impairment is essential.

Participants (n=2) said that sometimes, there is need for follow-up to see whether the policy is followed by employers.

One of the participant said:

There is need for follow-up to see whether the policy is being put into practice or not because policies are formulated from above and no one comes to monitor their implementation (PE₄).

The above finding indicates that the employment policy is in place but are not well implemented because of the top-bottom approach, something that disconnects the VI from what is supposed to be done.

This is in agreement with the Republic of Uganda the National Employment Policy (2011) which provides that all actors have a duty to implement the employment policy for the good of individuals with CI. The National Employment Policy further provides that the Ministry responsible for Labor ought to spearhead the implementation of the policy jointly with other ministries (Ministry of Gender, Labor and Social Development, 2011). Therefore, everyone

concerned ought to ensure that the employment policy provisions are fully implemented in Jinja City, among other sectors.

4.4.2 Instructors help given to TCI to know the Employment Policy

When participants were asked about how instructors of TCI in VI are helped to know the provisions on employment policy requirements for the smooth transition of TCI to the world of work, participants (n=13) responded that training and retraining through refresher courses and through policy guidelines. A response from one of the participants was:

Instructors receive short trainings from the Ministry of Labor Gender and Social Development to equip them with provisions on the employment policy though these are not on a regular basis (I₄).

Another participant responded that: *“Through policy guidelines”* (PE₈).

A similar view by another participant was: *“Training and retraining through refresher courses helps them to master their training skills”* (P₁).

The findings indicate that continuous professional development of instructors in VI in Jinja City is important.

The above findings are in line with that of ILO (2015) which states that designing and offering specific upgrading training for g instructors in specific skills required for teaching trainees with cognitive impairment is essential.

Additionally, the Ministry of Gender, Labor, and Social Development (2022) is tasked with training people on businesses that enable them gain relevant knowledge and skills. Training of instructors ought to be encouraged as it enables them to have information about the provisions on employment policy which they will impart to TCI to facilitate their transition to the world of work.

4.4.3 Employment policy in promoting skills amongst TCI in their transition to the world of work

In this subsection, the study was interested in finding out how the provisions on employment policy facilitate promotion of TCI skills for transition to the world of work. The major responses that arose included: efforts are made to ensure that hands on skills are applied at all times, enables them to be dependable at work, enables them to be focused and committed on job, enables them to be retained on job, enables them to cooperate and socialize with others and they are helped to get hand on skills based on their efforts and abilities. They have been presented below:

One of the participants expressed that: *“Efforts are made to ensure that hands on skills are applied at all times”* (P₁).

Another one responded that: *“They are helped to get hand on skills based on their efforts and abilities”* (I₁).

This finding suggests that the provisions on employment policy promote skills to TCI basing on their abilities given their impairment which help them for easy transition to the world of work and the findings give strong features on how the employment policy promotes hands on skills in TCI something that is currently being tried on a small scale in Jinja.

The above findings concur with BTVET Act (2008) - a law which currently governs modern vocational education in Uganda. This law gives TCI the skills that help them to compete favorably in the labor market.

A similar view by another participant was: *“Enables them to cooperate and socialize with others”* (PE₂).

The findings imply that the policy enables TCI to freely interact with others as needed which facilitates easy transition to the world of work.

The finding however, contradicts with Jammaers, *et al.* (2016) who observe that most employees with CI rarely develop long-term friendships with their workmates since they are poor at interpersonal relations. This implies that there is a need to understand that these graduates with cognitive impairment in vocational institutions in Jinja City need continuous guidance and counselling on how to relate well with others.

Another participant said: *“It enables them to be retained on job”* (PE₆).

The findings shown above provide an impression that graduates with CI after transiting to the world of work can be retained like any other ordinary person.

The findings contradict with Wehman, *et al.* (2015) who note that when it comes to appointing and retaining employees with cognitive impairments, employers still do not comprehend the regulations on what constitutes reasonable adjustments.

4.4.4 The Weaknesses in the Employment Policy Towards Transition of TCI to the World of Work

From the expressions of the participants, it was stated that the weaknesses in the employment policy provisions towards the transition of TCI to the world of work included: lack of supervision, no startup capital for trainees, some skills are not offered, generic nature of the policy, no inclusion of TCI in the policy, the language used is difficult and individual needs not catered for. These are presented below:

One participant had this to say: *“There is no inspection on how the policy is being utilized”* (PE₅).

The other participants stated:

The policy does not talk about providing these trainees with startup capital and materials therefore when they finish their studies, they cannot start up their own businesses since most of them are from poor families (I₃).

In a similar response, another participant stated:

This employment policy is general, it is not stipulated in the language that some people understand and is not interpreted for a lay person to understand and follow them clearly. They are just put on paper but they lack enforcement (I₄).

There were other participants (n=2) whose major response stated that a lot of vital skills are not offered by VI to TCI. One of the participants said: “*A lot more of skills are not offered to learners*” (P₁).

The findings shown above reveal that the employment policy provisions have not given much help to TCI to transit to the world of work because their needs are not catered for. This indicates that there is no evidence that TCI in VI in Jinja City are being helped to understand the provisions of the employment policy.

The findings provided also indicate that the government has not taken the initiative to interpret the employment policy to all people and be able to supervise its implementation in different sectors.

These findings are in line with that of Cazes and Verick (2010), who point out that the major hindrance on the ability to implement labor regulation for low-income countries are attributed to inadequate administrative/institutional capacity.

However, the findings contradict with the Republic of Uganda the National Employment Policy (2011) which provides that equal opportunities ought to be provided for PwDs to enable them access quality education, vocational training and workplaces.

Similarly, the findings also contradict with the UN Convention on the Rights of PwDs (1993) which states that governments of member nations should build up a vocational training programme to give PwDs employable skills. These programmes however, only cover a small portion of the needs for marketable skills in developing nations.

This statement gives strong features on how TCI in VI in Jinja City are not offered all skills which may hinder them to compete in the labor market as they transit to the world of work. This however, is due to inability of the trainees to understand some skills given the nature of their impairment.

4.5 Perception of Prospective Employers of TCI towards Their Employment in the World of Work

This section sought to find out the perception of prospective employers of TCI towards their employment in the world of work. This aspect is very important because perceptions of prospective employers determine the transition of TCI to the world of work. The emerging issues were: employment of TCI after their training, expectations of prospective employers towards graduates with CI, concerns of prospective employers about employing graduates with CI and prospective employers positive acceptance of graduates with CI.

4.5.1 Employment of TCI after their Training

When participants were asked whether trainees with CI get employment after training or not, there were mixed answers as, some of them said it is not clear whether they get jobs, some said they are employed while others said they are not employed.

One of the participants said:

It is not so clear if they get employed after leaving the institution or not. It is difficult to make follow ups about our graduates to find out whether they are employed or not given that the institution is not facilitated financially to carry out follow ups (P₁).

Another participant stated that:

Some of them get employment out of sympathy or just because someone knows them. But it has not been seen on large scale that they walk to organizations where no one knows them and get a job on merit like any other person without any disability (I₁).

Another participant observed that: “*Those who are privileged are employed but others don’t get jobs*” (I₂).

Additionally, another participant said:

The skills I get may not be enough for me to be employed. In my village most people put on gomases and suits but here they don’t teach us how to make them. We are only taught how to make shirts and dresses only and mainly for young children (T₁₀).

These findings imply that TCI in vocational institutions in Jinja City may not be acquiring appropriate skills in the training that can enable them to easily transit to the world of work and compete favorably in the labor market. In addition to that, the findings also show that graduates with CI from VI institution in Jinja get employment out luck or chance and they are currently being employed at a very low level because of the misconception people have towards them.

The findings are in line with that of Kraus (2017), who provides that the rate of employment for TCI is significantly lower in most countries due to stigma and fear and the negative impressions employers have on PwDs.

The findings however, contradicts with the National Employment Policy for Uganda (2011) which stresses that employing PwDs, such as those with cognitive impairment, is crucial for economic growth and the alleviation of poverty.

On the other hand, some participants had a differing view as regards whether TCI get employed after their studies or not. They said that they will not look for jobs but rather start their own businesses.

One participant expressed that:

No need of being employed by someone, I will be self-employed. I have a friend in fact she is our neighbor at home who was beaten by her employer

and taken to police because some money got lost at the saloon where she was working and they accused her of stealing. It has caused some fear in me to work for someone (T₂).

The findings indicate that graduates with CI in vocational institutions in Jinja City prefer being self-employed to being employed by other people because of the fear of mistreatment and discrimination by prospective employers.

These findings concur with Ministry of Education and Sports (2019) on TVET Policy which states that the main aim of the vocational education is to offer employable programme to young people with disabilities so that they can become employed or self-employed. Additionally, Article 27 of the United Nations (UN) Convention on the Rights of Persons with Impairments (CRPD, 2006) guarantees the right to employment for PwDs and also encourages self-employment options.

4.5.2 Expectations of Prospective Employers towards Graduates with CI

In this subsection, participants were asked about the expectations of prospective employers on graduates with CI of the institution. The main issues that arose included: they don't expect them to perform like others, they are expected to create friendship with others and be reliable, they are expected to be dirty and unpresentable, they have low level of skills, they expect them to be less productive, they are expected to be self-reliant and may cause accidents.

One of the participants expressed that:

They are expected to do work like any other person which may not be possible in some areas like using electronic machines because given their nature, they might forget and cause accidents in an organization. You know, these people forget things. As an instructor I know their weaknesses and strength (I₂).

Another one responded that:

Some employers believe that graduate with CI can be engaged while others have low opinion on them and believe they have low skills given their low levels of education and capability. Here, we even admit those from homes who have never gone to school (P₁).

The other participant expressed that: *“They expect us to be dirty and stressful. Some people base on our look to judge our abilities”* (T₄).

The findings indicate that graduates with CI from vocational institutions in Jinja City are perceived as being less productive and difficult to be employed. The findings also show that given their nature, most people don't like associating with them and feel they are unclean. While some prospective employers however, expect them to work like any other person but of course basing on their impairment, they may not do so much as ordinary employees.

The above findings are in line with the social model of disability as our theory in the study where by the society is mostly responsible for people's physical limitations. The Model was created to acknowledge and address disability discrimination and exclusion (UPIAS, 1972). According to the social model of disability, rather than an individual's impairment, society's structure is what leads to disability (Oliver, 2009). In accordance with this model, a society must take action as a whole to change the environment so that PwDs can fully participate in all aspects of society (Swain *et al.*, 2011).

These findings are also in line with Kaye *et al.* (2011) who observe that employers have a negative perception about the job performance of trainees with cognitive impairment because they are perceived as, making mistakes and needing more oversight. People occasionally view workers who have cognitive disability as difficult employees, being less devoted or reliable than others who do not have this issue, as well as getting into accidents.

Equally, Pagan (2013) provides that since they could not function well at work, the majority of the firms believe that employing PwDs would have a detrimental effect on their productivity.

Tiun Ling Ta, *et al.* (2011), however, provides that employees with disability can work and perform like other ordinary workers if offered employment opportunities. Prospective employers need to give equal employment opportunities to graduates with CI like any other ordinary person since they can also work and be productive.

4.5.3 Concerns of Prospective Employers about Employing Graduates with CI

When asked to identify the concerns prospective employers have about hiring TCI from the VI, the major emerging issues included: they are lazy, dirty, need a lot of time to accomplish tasks, they have low skills, they cause accidents, they are not flexible and do substandard work and they don't attract customers.

One participant had this to say:

Graduates with CI basing on my experience dealing with them as their instructor are lazy, they are dirty, they need a lot of time to accomplish tasks, they cause a lot of accidents, they are not flexible and they do substandard work as compared to ordinary employees (I₄).

Another participant explained that:

Graduates with CI don't attract customers. Actually, when you look at them their appearance alone puts you off. You know in my saloon; I receive customers of high class who may not want to be worked on by such category of people. Me I just give them petty jobs like mopping and washing towels. Yes, that's what I give them. Given that businesses are profit oriented, I would love employing those who are clean for the sake of my customers (PE₇).

The other participant stated that:

They are less productive and not reliable. They keep on absenting themselves, they take a lot of time to do their tasks, they do work according to their moods and they don't want new ideas being imposed on them (PE₆).

The findings provided indicate that most of the prospective employers have low opinion on graduates with CI and have a misconception about PCI and do not feel at ease employing such persons in Jinja City. This seems to stem from the fact that they judge them by appearance rather than performance. That's why graduates with CI find it hard to compete in the labor market and easily get employment like other ordinary people.

Research findings above concur with Kaye *et al.* (2011), who assert that employers have a negative perception about the job performance of graduates with CI. They are perceived as being less devoted or reliable than others who do not have this issue, as well as slowing down work, making mistakes, getting into accidents, being weak, needing more oversight, and being late. They are also perceived as being less productive than people without this problem. In other words, people occasionally view workers who have cognitive disability as difficult employees.

Similarly, Madera (2013) claims that some firms are open to hiring persons with CI, but their issues and worries center on how customers would react, particularly when it comes to service delivery as compared to other sectors and production companies. According to Madera, many employers believe that working with PwDs are not especially comfortable for their consumers and clients because of their nature. They believe that their customers would not like it being worked upon by persons with CI. People need to be sensitized to consider PwCI like other persons and give them any opportunity available to work.

4.5.4 Prospective employers' acceptance of graduates with CI

When the participants were asked what they thought should be done to enable prospective employers positively accept TCI from the institution, the major response was that sensitization awareness campaigns ought to be done.

One participant stated that:

There should be repeated awareness campaign to prospective employers. Yah, it can be done through radios talks, in churches and on other big events. Actually if we don't talk about these children with disabilities in public, people will still have that negative attitude towards them (P₁).

Another participant had this to say:

There ought to be policy guidelines exposed in open places like noticeboards, walls and other public areas such that everyone gets some information about the policy and refer to it always (PE₂).

Another participant expressed that:

By creating awareness to them so that they can develop positive attitude towards us and learn how to work with us and the accommodation we need ought to be put in place (T₁).

The above findings indicate that prospective employers currently have little, or no clear sensitization that empowers them to work well with graduates of CI in Jinja City. Prospective employers of graduates with CI are thinly sensitized in providing required support for graduates with CI and that's why they end up not considering them for employment opportunities like other ordinary persons.

These findings are in agreement with PwDs Act (2020) which provides that employers normally discriminate against and marginalize PwDs because of negative beliefs mainly due to the limited understanding by the employers of the causes of disabilities as well as of the rights, potentials and abilities of such categories of people in society.

Additionally, the policy cited above is strongly supported by the UN (2015), which states that there is need for public awareness to promote positive attitudes and greater social acceptance towards such categories of persons.

Not only that, Kaye, *et al.* (2011) observe that numerous government and community organizations across the United States of America have published materials to counteract employers' (and co-workers') lack of awareness of workers with CI and these materials, according to Kaye et al., are crucial because of the fact that both employers and workers with disabilities complain about employers' ignorance of disabilities. This is an indication that there is need for awareness campaigns in the public for people to develop positive attitudes towards persons with impairments.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations. Additionally, suggestions for further research are presented. Presentations are aligned with the objectives of the study which were meant to find out the relevance of the vocational training curriculum to the transition of trainees with CI from VI to the world of work, how vocational training institutions in Jinja City are implementing the policy on employment to facilitate transition of trainees with CI from VI to the world of work and the perceptions of prospective employers towards graduates with CI. The summary focus on the key findings of the study objectives.

5.2 Summary of Findings

The study revealed that there is no specific and relevant curriculum used and the instructors base their teaching on personal accumulated experiences. The results also revealed that the content used in the training is not adequate to enable TCI transit to the world of work successfully and with all the confidence they ought to have and trainees are trained only in basic skills that are inadequate to enable them get well-paying jobs.

The study findings contend that the quality of curriculum for training TCI is wanting and that the curriculum currently used does not help enough to have the TCI get appropriate training for hands-on-skills required for effective employment in the world of work.

The study revealed that that there is a policy on Vocational education for TCI on one hand. The results however, indicate on the other hand that the policy guidelines are not clear, to enable effective implementation. The findings further shows that none of the participants can explain with confidence and clarity how the policy is working without clear guidelines. The

results therefore, confirm that in the presence of employment policy on vocational education for TCI in Jinja City, absence of its implementation guidelines remains an issue of concern.

The study also established that it is unclear about suitability of graduates with CI to get employed anywhere. The skills the graduates with CI get are inadequate for employability of such categories of persons. These graduates with CI, however, are only employable for casual job performance

The findings actually indicated that graduates with CI are employed out of sympathy. As such, the key finding on this third and last objective confirm that employment of graduates with CI still remain problematic in the world of work. For that matter the finding on this objective leaves a big gap, as far as the topic, which dwells on the transition of trainees with CI from VI to the world of work in Jinja City.

5.3 Conclusions

Basing on the study findings, it is hereby concluded that there is no specific curriculum used. The content used in the training is not enough, to enable TCI to transit to the world of work successfully and with all the confidence they ought to have.

The trainees are trained in basic skills that are inadequate for them to get well-paying jobs.

Basing on the findings of the study, it is concluded that there is employment policy, but no formal implementation guideline to perfect it in Jinja City. The absence of the employment policy implementation guidelines remains unresolved in Jinja City. As such, the manner in which VI conduct the training for TCI is half-hazard, unstructured and unclear.

Basing on the results of the study, it is hereby concluded that graduates with CI get employed out of sympathy and they are only employable for casual job performance. Employment of graduates with CI still remain problematic in the world of work.

5.4 Recommendations

These recommendations are made in regard to the study objectives as follows:

1. The curriculum needs to be modified to cater for all individual learner's needs particularly, for TCI. This is because the current curriculum is not broken down to cater for the needs of TCI.
2. Employment policy ought to be clear both in its content and guidelines for the benefit of TCI. The language used in the employment policy ought to be simplified for all categories of people for easy understanding and implementation.
3. There is need for creation of awareness campaigns to prospective employers to sensitize them about persons with CI so that there is change of attitude towards employing graduates with CI and giving them equal opportunities as their counterparts. There is need to sensitize prospective employers about the necessary accommodation that can enable employees with CI to comfortably access the working environment with ease.

5.5 The Research Contribution to New Knowledge in the Area of Special Needs

1. The new knowledge is that there is no specific curriculum that is used in vocational institutions to instruct trainees with cognitive impairment. Rather, the training requires the instructors' creativity to enable them develop the skills needed to help these trainees transit to the world of work.
2. The policy by the Ministry of Education and Sports and the Ministry of Gender Labour and Social Development is not currently clear in guiding the implementation of transition of trainees with cognitive impairment to the world of work.

5.6 Areas for Further Research

1. A study ought to be carried out to explore how the curriculum can be modified to suit the trainees' individual needs in vocational institutions
2. This research was conducted in vocational institutions in Jinja City. Similar research studies ought to be conducted elsewhere for comparison purposes

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Appendix i: Consent Form

Dear participant,

My name is Wakolli Conorias Lucy (SR), a student from Kyambogo University pursuing a Degree of Master in Special Needs Education. As part of the course requirements, I am carrying out a study on: Transition of Trainees with Cognitive Impairment from VI to the World of Work in Jinja City. You have been selected as a potential participant in this study, so I am politely asking you to participate in the interview, which I will conduct with you in no more than one hour. Your information will be used exclusively for academic purposes and will be handled with the strictest confidentiality.

You'll need some patience and time to answer the questions. Your participation in the study is entirely voluntary, however it is crucial and desired that you make an effort to accurately respond to all questions that are relevant to your situation. You won't suffer any consequences if you want to opt out at any time. The generated data will be kept completely private and utilized just for the study. Please feel free to contact me at +256-775105245 if you have any questions.

Thank you.

Signed:

Wakolli Conorias Lucy (SR)

Confirmation of acceptance have read and understood the purpose of the study and hereby consent to participate

Signature..... Date.....

Appendix ii: Interview Guide for the Principal

Section A: Relevance of vocational training curriculum

1. How does the curriculum used in this VI facilitate trainees with cognitive impairment to transit to the world of work?
2. In which way does the curriculum support apprenticeships in the facilitation of trainees with cognitive impairment to transit from vocational institution to the world of work in your institution?
3. What do you think is missing in the curriculum that deters adequate facilitation of trainees with cognitive impairment in their transition to the world of work in your institution?
4. How do you think the curriculum could be improved to facilitate trainees with cognitive impairment to transit from vocational institution to the world of work in your institution?

Section B: How provisions on employment policy in vocational training institutions are implemented

5. How are instructors in your school guided on how to implement the provisions on employment policy to facilitate transition of trainees with cognitive impairment to the world of work?
6. How do instructors in your institution help trainees with cognitive impairment know the provisions on employment policy requirements for their smooth transition to the world of work?
7. How do the provisions on employment policy promote skills amongst trainees with cognitive impairment in their transition to the world of work?

8. What do you think are the weaknesses in the employment policy provisions towards facilitation of trainees with cognitive impairment in their transition to the world of work?

Section C: Perception of prospective employers of trainees with cognitive impairment

9. Do trainees with cognitive impairment who attend this your institution normally get employment after their training and who are their main employers?
10. What are the expectations raised for employers by trainees with cognitive impairment who graduate from your institution?
11. As a principle, what concerns do you think employers have about employing trainees with cognitive impairment from your institution?
12. What do you think should be done to enable prospective employers positively accept trainees with cognitive impairment from your institution?

End

Thank you so much for your support.

Appendix iii: Interview Guide for Instructors

Section A: Relevance of vocational training curriculum

1. How does the curriculum you use in this vocational institution facilitate trainees with cognitive impairment to transit to the world of work in your institution?
2. In which way does the curriculum you use support apprenticeships in the facilitation of trainees with cognitive impairment to transit from vocational institution to the world of work in your institution?
3. From your experience as an instructor in your institution, what do you think is missing in the curriculum that deters adequate facilitation of trainees with cognitive impairment in their transition to the world of work?
4. How do you think the curriculum could be improved to facilitate trainees with cognitive impairment in your institution to transit to the world of work?

Section B: How provisions on Employment Policy in vocational training institutions are implemented

5. As an instructor in your institution, how are you guided on how to implement the provisions on employment policy to facilitate transition of trainees with cognitive impairment to the world of work?
6. How do you help trainees with cognitive impairment in your institution know the provisions on employment policy requirements for their smooth transition to the world of work?
7. How do the provisions on employment policy promote skills amongst trainees with cognitive impairment in your institution in their transition to the world of work?

8. What do you think are the weaknesses in the employment policy provisions towards facilitation of trainees with cognitive impairment in your institution in their transition to the world of work?

Section C: Perception of prospective employers of trainees with cognitive impairment

9. From your experience, do you see trainees with cognitive impairment who attend your institution normally getting employment after their training and who are their main employers?
10. What are the expectations raised for employers by trainees with cognitive impairment who graduate from your institution?
11. As an instructor, what concerns do you think employers have about employing trainees with cognitive impairment from your institution?
12. As an instructor, what do you think should be done to enable prospective employers positively accept trainees with cognitive impairment from your institution?

End

Thank you so much for your support.

Appendix iv: Interview Guide for Prospective Employers

Section A: Relevance of vocational training curriculum

1. How does the training given in VI help trainees with cognitive impairment be employable in your organization?
2. From your experience as an employer, how do you think the curriculum used in VI support apprenticeships of trainees with cognitive impairment to transit to work in your organization?
3. What do you think is missing in the curriculum used in VI towards facilitation of trainees with cognitive impairment in their transition to work in your organization?
4. How do you think the curriculum could be improved to facilitate trainees with cognitive impairment to transit from VI to work in your organization?

Section B: How provisions on Employment Policy in vocational training institutions are implemented

5. How should provisions on employment policy be implemented in VI to facilitate transition of trainees with cognitive impairment to work in your organization?
6. How should instructors of trainees with cognitive impairment in VI be helped to know the provisions on employment policy requirements for their smooth transition to work in your organizations?
7. How do you think the provisions on employment policy promote skills amongst trainees with cognitive impairment in their transition to work in your organization?
8. What do you think are the weaknesses in the employment policy provisions towards facilitation of trainees with cognitive impairment in their transition to work in your organization?

Section C: Perception of prospective employers of trainees with cognitive impairment

9. In which activities of work do you employ trainees with cognitive impairment from VI?
10. What are the expectations do you have as an employer about trainees with cognitive impairment who come to your organization for work?
11. What concerns do you have about employing trainees with cognitive impairment in your organization?
12. As an employer, what do you think should be done to enable trainees with cognitive impairment be employed in your organization?

End:

Thank you so much for your support.

Appendix v: Interview Guide for Trainees

Section A: Relevance of vocational training curriculum

1. How do you think the curriculum used for your training facilitates your transition to the world of work?
2. In which way does the curriculum used support apprenticeships in facilitation of your transition to the world of work?
3. As a trainee in this institution, what do you think is missing in the curriculum that discourages adequate facilitation of your transition to the world of work?
4. How do you think the curriculum could be improved to facilitate your transition to the world of work?

Section B: How provisions on Employment Policy in vocational training institutions are implemented

5. What do your instructors teach you about provisions on employment policy towards facilitation of your transition to the world of work?
6. As a trainee, how are you helped to know the provisions on employment policy requirements for your smooth transition to the world of work?
7. How do the provisions on employment policy facilitate promotion of your skills for transition to the world of work?
8. What do you think are the weaknesses in the employment policy provisions towards your transition to the world of work?

Section C: Perception of prospective employers of trainees with cognitive impairment

9. Which hopes do you have of getting employment after your training and who is your potential employer?

10. What do you think are the expectations of your potential employers towards hiring you in their organizations?
11. What concerns do prospective employers have about employing trainees with cognitive impairment in their organizations?
12. As trainee, what do you think should be done to enable trainees with cognitive impairment be employed in organization?

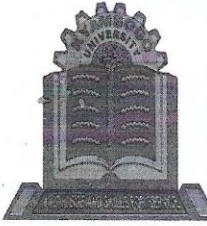
Thank you so much for your support.

Appendix vi: Budget for the Research

| Items | Amount (UGX) |
|--|---------------------|
| Stationery, typing and printing services | 200,000 |
| Travel | 200,000 |
| Photocopy services | 100,000 |
| Airtime and internet services | 100,000 |
| Miscellaneous | 100,000 |
| Total | 700,000 |

Source: Primary Data

Appendix vii: Introductory Letter



KYAMBOGO UNIVERSITY

P. O. BOX 1, KAMPALA
FACULTY OF SPECIAL NEEDS & REHABILITATION
Tel: 0414-286237/285001/2 Fax: 0414-220464

2ND December 2022

To whom it may concern

Dear Sir/Madam,

SUBJECT: INTRODUCTORY LETTER FOR DATA COLLECTION

This is to introduce the bearer... *WAKOLLI CONDRIAS LUCY*

Reg. No: *201U/C.M.S.N/13104/WKA* who is a student of Kyambogo University in the Faculty of Special Needs and Rehabilitation, and is enrolled to pursue a study programme leading to the award of a Master of Special Needs Education Degree. As partial fulfillment of the requirements for the award of the Degree, she/he is required to undertake a research on an approved area of study.

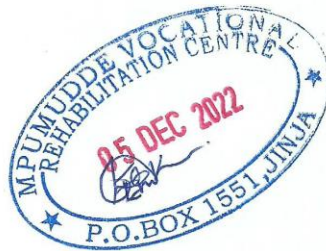
The purpose of this letter, therefore, is to request you to allow him/her to collect data for his/her research study.

Kyambogo University will be grateful for any assistance rendered to the student.

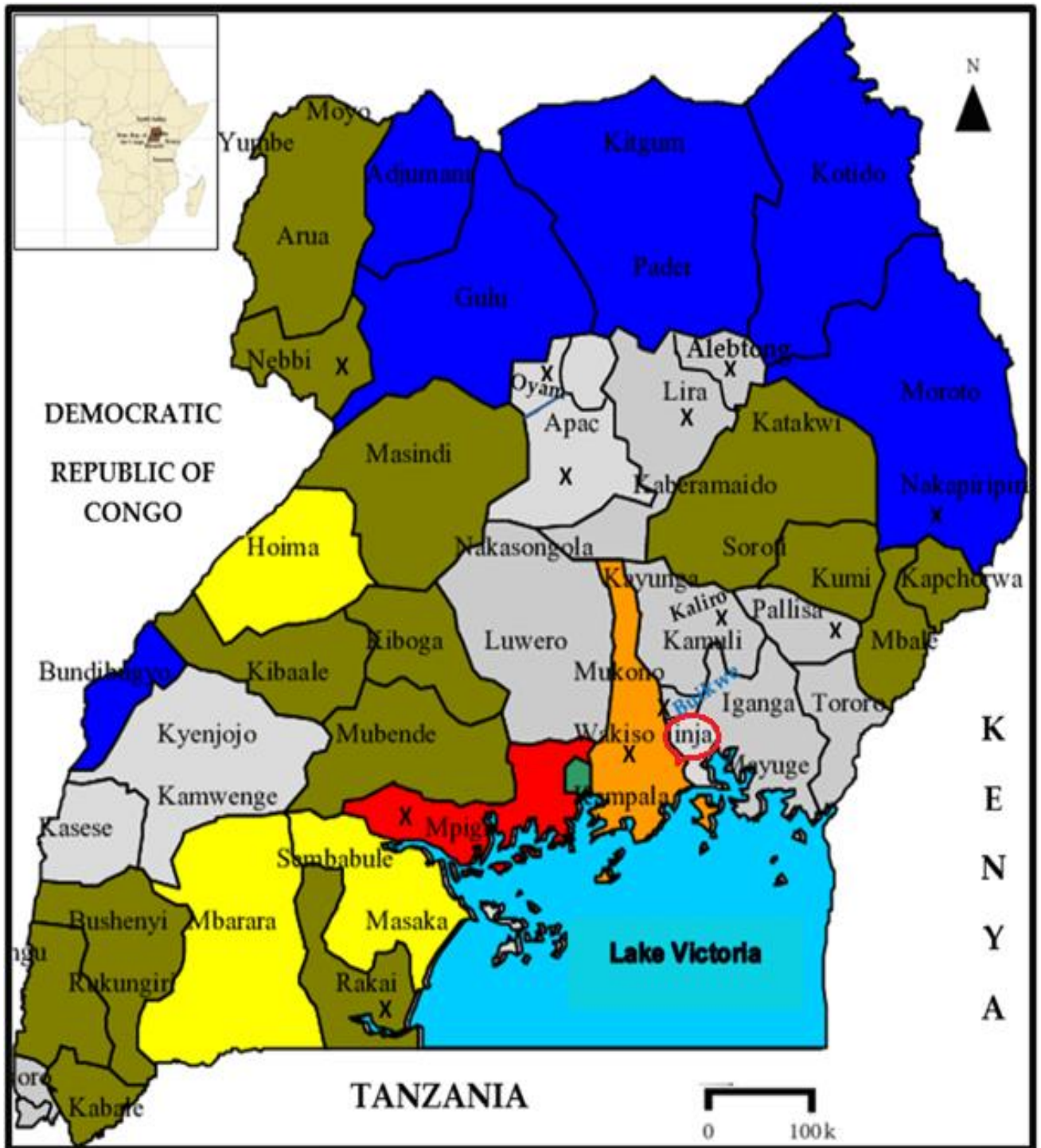
Sincerely,

Stackus
Dr. Okwaput Stackus

FOR DEAN



Appendix viii: Map of Uganda showing Jinja district



Source: Adapted from Uganda Bureau of Statistics, 2017

Appendix ix: Map of Jinja district showing area of study



Source: Adapted from Uganda Bureau of Statistics, 2017