Effectiveness of Transitional and Follow-Up Programmes to Community Integration of Young Adults with Intellectual Disabilities (YAWID) in Kiambu County, Kenya

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Abstract

The purpose of this study was to investigate how vocational education and transitional services offered in vocational institutions helped young adults with intellectual disabilities (YAWID) attain full community integration. The study objectives included investigate the effectiveness of transitional services and follow-up programs towards aiding their community integration. The study employed both quantitative and qualitative approach. Quantitative analysis was applied for the purpose of clarification, strengthening, explaining and supporting qualitative information.

The research design for this paper was a descriptive case study. The target population comprised all young adults with intellectual disabilities in Kiambu County. The sample of the study included 10 young adults with intellectual disabilities. Other respondents were a head teacher/employer, 2 vocational teachers and 9 parents. Data collection was completed via use of interview guides, note taking, audio recording and an observation checklist. The actual data collection took 30 days. Data from interviews and observation text were coded and codes created according to the themes of the study. Qualitative data analysis was by use of Atlas ti software computer programme. Quantitative data analyses were completed manually through tallying the frequency of segmented responses. Further, the findings revealed that in as much as young adults with intellectual disabilities were offered vocational skills in the special school, what they were engaged in was not relevant to the skills they trained in. This led to some of them disliking the kind of jobs they had as avenues of community integration. It was evident that a well-specified vocational transitional services for persons with intellectual disabilities was lacking.

Conceptual Framework and Related Literature on Transitional Services for Young Adults with Intellectual Disabilities

Education process and transition enhancing processes are both needed to ensure better outcomes in the lives of persons with intellectual disabilities. As the model suggest, the quality of our lives is multidimensional. Implementing the concept would require a deep commitment and a

sustained effort on the part of all parties involved in the transition and integration processes as shown in Figure 1.

This conceptual framework is based on Halpern's model of transitional services. The researcher however adapted it to accommodate education progress of persons with intellectual disabilities. The conceptual framework shows that for a student to be integrated fully in his or her community, the kind of education received in schools must address the community adjustment needs. The study used 3 Halpern's avenues of community integration: generic services which in the framework are referred to as education progress, time-limited support indicated as post-school vocational programmes and ongoing support being referred to as Transitional Services.

There has to be a procedure for a person with intellectual disabilities in vocational institutions to attain a level of independent living. A student needs to receive vocational skills and transitional services which are vital for community adjustment. When formal academics of persons with intellectual disabilities are over, prevocational skills precede vocational skills. An IEP is developed for each learner. In preparation of community adjustment, transitional services are offered such as career guidance and counseling. On the other hand, a student may fail to gain the necessary skills in school. Such a person would need further training in a post-school programme; vocational training, social training and individualized vocational plan are emphasized.
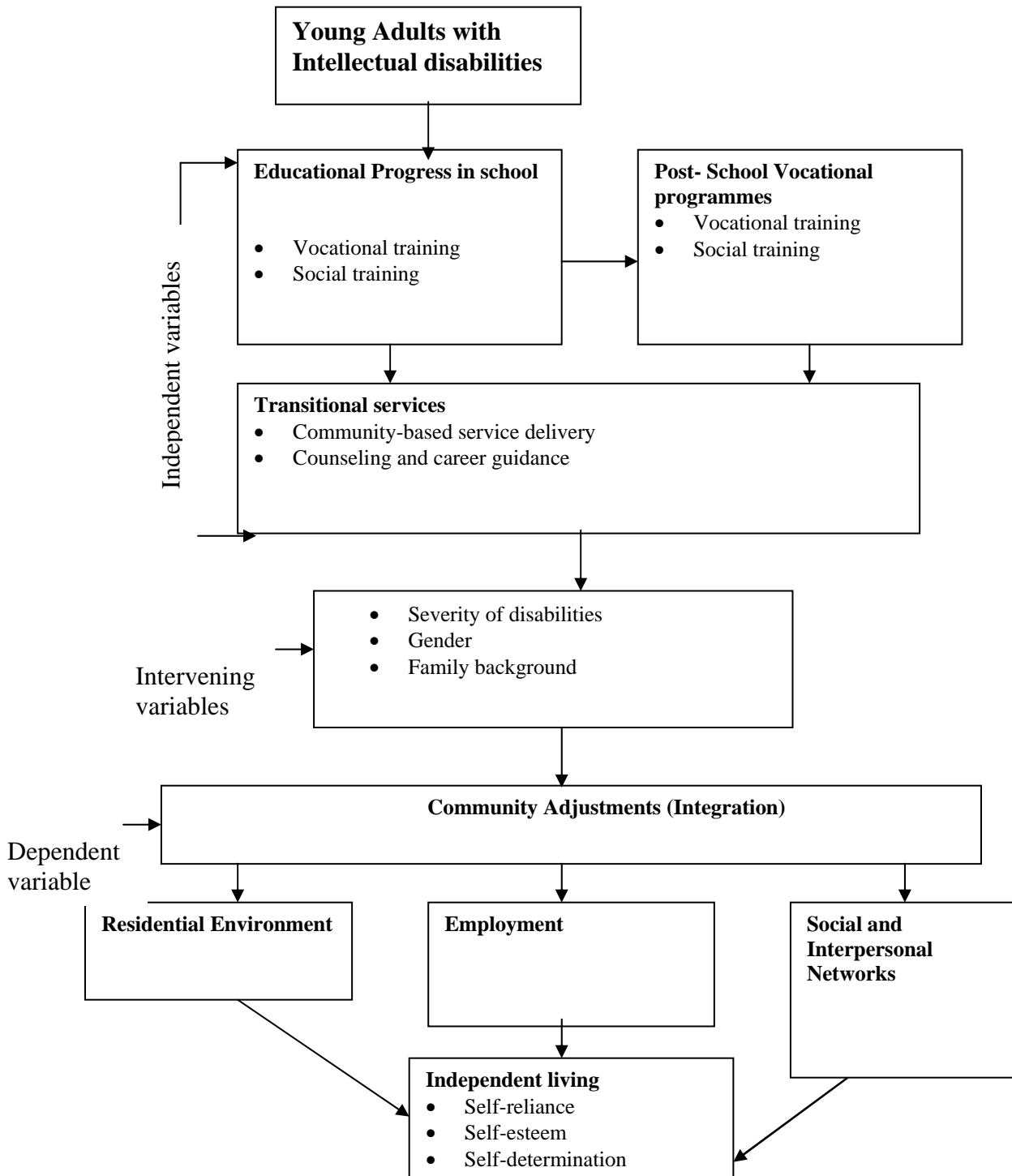
Further, transitional services would be required and the person may adjust to community life in terms of supported employment, full employment, or self-employment and other social activities. Likewise, a student may have acquired just daily living skills and live with the family after school. He or she may live independently through owning properties. Interpersonal interaction adds to the value of self-esteem. This is fulfillment of learners' needs in accessing interest, transport facilities, civil rights, e.g. rights to inheritance and legal justice among others. All this lead to community integration of YAWMR hence, the relevance of the model to this study.

However, intervening variables have to be dealt with first to allow smooth transition. Such intervening variables include disability severity, gender, and family background among others. Where the disability is severe, the inability to perform is high. Male and female course perception may prevent a person from joining the appropriate course trade. For instance, a female may be perceived abnormal in masonry by the society or a male may look odd in saloons attending to women hair styles. Poor families are surrounded by disability stigma and are isolated in the society. They therefore withdraw from trying anything for their children including failing to educate them even when there is free primary education (Kamere, 2004).

Curriculum for Persons with Intellectual Disabilities
According to Heward (2006), several approaches should be used to enable a person with intellectual disabilities acquire the necessary education. These approaches include: Curriculum goals, functional curriculum, and community living skills. Identifying functional curriculum goals for students with intellectual disabilities has become a major priority for special educators (Heward, 2006). Community living skills are also important in preparing persons with

Figure 1: Source is from Halperns model of Transition.

Young Adults with Intellectual disabilities

Independent variables

Educational Progress in school

- Vocational training
- Social training

Post- School Vocational programmes

- Vocational training
- Social training

Transitional services
- Community-based service delivery
- Counseling and career guidance

Intervening variables

- Severity of disabilities
- Gender
- Family background

Dependent variable

Community Adjustments (Integration)

Residential Environment

Employment

Social and Interpersonal Networks

Independent living
- Self-reliance
- Self-esteem
- Self-determination

intellectual disabilities to acquire such skills as; development and maintenance, home-making and community life, vocational, leisure, travel, job placement and self- determination. Gargiulo (2006) further emphasizes that education provided to learners with intellectual disabilities must learn functional skills in preparation to live and work in their immediate communities. Sifuna and Sawamura (2008) posit that strengthened development of communities should be based on the qualitative growth of individuals for the community where persons with intellectual disabilities are included rather than quantitative expansion of education. Further, Friend (2008) emphasizes that students with intellectual disabilities should access the same sets of services in the same settings as other students without disabilities. Friend (2008) emphasizes full integration to community life.

TIQET(Total Integration Quality Education Tiqet) in the Republic of Kenya, 1999 recommends that the curriculum for children who have been diagnosed with intellectual disabilities needs to emphasize some academic subjects, self-help skills, community living, and vocational skills. The commission further states that persons with intellectual disabilities should be fully integrated in their communities. Republic of Kenya (2003) on Special Needs Education (SNE) Task Force reports that very few special schools offered vocational training programmes.

Nyakondo (2000) discussed problems faced by teachers teaching persons with intellectual disabilities and doubts the curriculum for social skills as far as promoting integration of persons with intellectual disabilities into the community in which they find themselves is concerned. He further emphasizes that persons with intellectual disabilities should be given a chance to overcome their handicaps in order to facilitate their integration into the rest of society. According to Nyakondo (2000), vocational rehabilitation is vital for all persons with disabilities including those with intellectual disabilities. However, he cites that many vocational institutions cater for other disabilities overlooking those with intellectual disabilities, thus limiting their community integration.

Transitional Services
Transition services are planned educational and support services for individuals with special needs who are moving from one level of education to another such as from vocational institutions to community integration. Transitional services include transition assessment process, job training and follow-up and job retention. Kirk, Gallagher and Anastasiow (2003) argue that, due to vocational problems experienced by learners with intellectual disabilities, educational interventions should target the demands of adulthood, adaptation to adult roles and especially work. This includes; community-based instructions that involve teaching students transition-related skills in the actual community settings in which they are used (Turnbull, Turnbull & Wehmeyer, 2007).

Attempting to anticipate where the field of intellectual disabilities is going, Gargiulo (2009) cites that the global vision is to include more community-based activities that are available across several domains, including employment, education and residential options. This should only be by improving both the quality and quantity of programmes and services for persons who are mentally retarded. Greater attention should be paid across all age groups to fostering self-

advocacy and self-determination, as persons with intellectual disabilities seek greater control over their lives and fuller participation in all aspects of the society (Gargiulo, 2009).

Kraemer and Blacher, (2001) highlight that little is known regarding the extent to which schools are implementing transition programmes for students with severe intellectual disabilities and other related issues. Such issues include; parental expectation of transition outcomes, post-school vocational outcomes, and parental involvement in the transition process. Kraemer and Blacher also found that majority (54%) students who exited the school systems were working in segregated environments. In yet another study, 188 young adults with moderate or severe intellectual disabilities were examined. A Quality of Life Questionnaire (QOL-Q) was used as the primary outcome measure. Young adults who had exited schools had significantly higher overall quality of life scores than did those who were still attending school. Those that had jobs in the community also had significant higher levels of quality life (Kreamer, Mclntrge & Blacher, 2002).

A study by Kamere (2004) suggests that development of special education for children with physical handicap in Kenyan vocational institutions should aim at integrating the persons with intellectual disabilities society, taking into account the individual student needs, reference and interest. Such programmes should include functional curriculum, vocational education, acquisition of daily living skills transitional services and community adjustment skills. However, Kamere goes on to argue that society views the special needs individuals as less able and incapable. They are also viewed as lesser or non productive citizens, who cannot contribute much to the development of a country. They are, therefore, stereotyped as those incapable of performing. As a result, the education given to them is one which is inexpensive, employing little skilled manpower and one which is attained in the shortest time possible. In this case, it is geared towards manual training and acquisition of basic skills for survival. Training towards industry and business fields is rarely availed to these persons (Kamere, 2004).

Kamere (2004) suggests that there is need to carry out a study showing different vocational training programmes available for the different groups of individuals with special needs, their viability, and their appropriateness in meeting the needs of a modern economy. She also suggests that there is need to carry out specific studies on other special needs groups including those who are mentally retarded, visually impaired, hearing impaired or multiply handicapped individuals prompting the researcher to establish the vocational education and community integration of young adults with intellectual disabilities in Kiambu County.

Transition Assessment Process
Transition planning occurs for students aged 16 years and above according to IDEA,   2004 where content must address a minimum instruction, community experiences, and developmental of adult living objectives and if appropriate, daily living skills and functional vocational evaluation (Taylor, 2000). Transition from school to adult life is essential. Transition assessment, planning, education and transition assessment resources or use in secondary settings are necessary to ensure effective community integration (Mclouglin & Lewis, 2005). How these have been practiced in Kenya and particularly in Kiambu County was the researcher's concern.

Kweku (2000) argues that trainees are not selected by the use of formal vocational assessment tools, neither are they offered the opportunity to practice in real workshops in integrated settings. Further, a study by Odei (2004) on evaluation of social skills development among children with intellectual disabilities also cites a problem in Ghana where children in school are not reassessed annually in social skills competence by a multi-disciplinary team. In a comparative study of intervention for children with intellectual disabilities children in the integrated setting show a better functioning level on social skills and communication skills which are basic for every activity of life. The Kenyan scene is yet to be established. (Dereje,2001)

A study by Kihoro (2010) emphasizes that the most crucial aspect of special needs education is the assessment process since it is the point at which some children are judged differently from others. This necessitates their removal from the normal education programme offered to the majority of children in schools. However, it should also be practiced in transitional assessment for community integration. This research explored how persons with intellectual disabilities are assessed for transitional placement in Kiambu vocational institutions. All the above studies however, did not include those who completed schooling, hence prompted a gap that this research sought to fill.

Job Training, Follow-Up and Job Retention
Heward (2006) cites work skills, including job search skills, and the need to improve initial training, vocational guidance and access to employment for those threatened with social exclusion as the most important aspects in the life of persons with disabilities including those with intellectual disabilities. Friend (2008) further emphasizes that supported employment is the practice of assisting adults with disabilities to obtain jobs in the competitive market and providing them with the necessary physical, instructional and social support to ensure success for the employee and satisfaction for the employer. This is not easy for a person with intellectual disabilities. Hallahan, Kauffman and Pullen (2009) argue that adults with intellectual disabilities have high rates of unemployment but with appropriate training individuals with intellectual disabilities can hold down jobs with success, measured by such things as attendance, employer satisfaction, and length of employment.

In Kenya, the available job facilities to young adults with intellectual disabilities are limited. Facilities include; carpentry, masonry, poultry, ornament-making, tailoring and metal work, among others. However, very few individuals with intellectual disabilities are offered such job opportunities. They live a life of dependency on families and significant others due to negative societal perception that disability is inability which should not be the case. The study findings have disapproved this belief since there was evidence of a few YAWID (Young Adults with Intellectual Disabilities) already engaged in the community participation.

Study Methodology

Research Design
A descriptive case study design was employed for both the qualitative and quantitative approaches. A qualitative approach was chosen because the researcher wanted to understand the phenomenon by studying individuals and site in their natural setting (Creswell, 2003). A Qualitative approach provided a comprehensive analysis or an intensive investigation of

vocational training, social training and transitional services that aided young adults with intellectual disabilities for community integration. It also enabled the researcher to personally interact with the respondents in the study. This gave first-hand information from the respondents, thus advocating a more serious focus on integrating persons with intellectual disabilities in the community. Quantitative data strengthened the qualitative information for more clarity.

Location of the Study
The study was carried out in Kiambu County, Kenya. Kiambu is approximately 20 kilometers from Nairobi city. It has an area of 736.3 square kilometers with a population of 1.623, 282 (802,609 male and 820,673 female). It boarders Murang'a at the North, Nairobi at the South, Machakos at the East and Kajiado at the West. It is an agricultural area where cash crops like coffee, pyrethrum and tea are grown. It has business premises in its major and minor towns. Kiambu which is both rural and urban was purposively selected. The number of individuals in Kenya diagnosed with intellectual disabilities is…..

Sampling Techniques and Sample Size
This section presents sampling techniques and the sample size the researcher used to carry out the study. In this study, purposive and snowballing sampling techniques were used. This techniques is…..(define) cite source

Purposive sampling was used to select Maria Magdalene institution because it was the largest vocational institution for persons with intellectual disabilities in Kiambu County. Therefore, it was hoped that it would give the sample of graduate respondents needed for the study. However, the head teacher and vocational teachers were also purposively sampled.

After identifying a small number of individuals who had the required characteristics, the researcher used parents as informants to identify others who qualified for inclusion in the study. Young adults with intellectual disabilities helped to locate other persons of their kind with or without employment. Parents gave information of other parents with young adults with intellectual disabilities.

Creswell (2005) cites that for the qualitative inquiry, the intent is not to generalize to a population but to develop an in-depth exploration of a central phenomenon hence the researcher's decision to use a small sample of the target population. The sample for the study ought to have comprised 1 head teacher, 2 vocational teachers, 10 employers, 10 parents and 10 young adults with intellectual disabilities; 3 female and 7 male. The sample size of both parents and employers was to be dictated by the number of YAWID who had graduated from Maria Magdalene. From 2005-2010, there were just 16 graduates. All the respondents were from Kiambu County. In total, the respondents were projected to be 33 in number. However, the employers reduced from 10 to 1 since most of the graduates were just absorbed in Maria Magdalene Institution. Parents sample size also reduced to 9 since one of the parents never agreed to be interviewed and claimed all the information could be sourced from the son whom she said was a grown-up. The sample size therefore reduced to 23 respondents.

Research Instrument
To achieve the objectives of the study, primary data were collected using the following instruments; interview guides for the head teacher, vocational teachers, parents, YAWID and employers and observation schedules were used on YAWID working. See appendix A for samples of the research data instruments.

Interview Guides
Direct personal investigation involves collecting information personally from the respondents concerned. This method is particularly suitable for intensive investigations (Kothari, 2003). Thus, more information in greater depth was obtained from the study. Interview guides for the head teachers, vocational teachers, employers, YAWID, and for parents all comprised 6 items that helped further probing. These comprised general information, identification and classification of YAWID, vocational education, transitional services, community integration avenues and barriers to community integration of YAWID.

Observation Schedule
Information was obtained by way of investigator's own direct observation without consulting the respondents. The information obtained under this method related to what was currently happening and it was not complicated by either the past behavior or future intentions or attitudes. Many persons with intellectual disabilities lack expressive language skills hence the relevance of observation instrument. Further, the instrument gathered first-hand information. The researcher employed a non-participant observation to gather information on persons with intellectual disabilities behavior as they work. The researcher collected information by use of both descriptive and reflective field notes. Descriptive field notes recorded a description of the events, activities and people (e.g. what was happening) while reflective field notes recorded personal thoughts that the researcher had that related to her insights, or themes that emerged during the observation. Observation schedule comprised seven items for YAWID working.

Data Analysis
Data were coded and created according to the themes of the study. Translating from English to Kiswahili was employed. The researcher developed themes from respondents in groups about YAWID's identification and classification, vocational education, transitional services, community integration avenues and barriers to community integration. Text from interviews and observation analysis was by use of a computer programme Atlas ti. Atlas ti helped the researcher to organize text and compare segments of information. Again, it was easier to search, retrieve and browse all data segments and notes relevant to an idea. However, qualitative data analyses were manually through tallying the frequency of segmented responses. The researcher summarized those themes and wrote down how they reflected to experiences reported by other

Results and Discussion

General Information of Respondents
The sampled population consisted of YAWIDs bio-data, respondents' experience with YAWID and parental level of education. Young adults with intellectual disabilities' age ranges from 24

years to 35. The sample comprised of 10 YAWID out of which 3(30%) were females and 7(70%) were males. The Bio-data distribution is summarized in Table 1.

Table 1
Bio-data of the Sampled YAWID

Age	Gender		Frequency	Percentage
	Male	**Female**		
20-25	1	1	2	20
26-30	4	2	6	60
31-35	2	0	2	20
Total	**7**	**3**	**10**	**100**

Findings suggest that there is no gender balance in Maria Magdalene Vocational Institution. This is an issue that should be looked at to empower females with intellectual disabilities as far as vocational training is concerned to enable them to be self-reliant. It is evident from the findings that young adults with intellectual disabilities are placed in the vocational institution. However, many are males since you get courses like carpentry and masonry being male-domain skills. These skills are mostly taken by male persons with intellectual disabilities and could be the reason why female graduates were few.

The researcher wished to seek respondents' experience with YAWID. This information was gathered from the head teacher of Maria Magdalene who also turned out to be the only employer of YAWID and vocational teachers. From the findings, it was noted that the head teacher had the longest experience of 20 years with YAWID. The second respondent was one of the vocational teachers for 13 years and the other vocational teacher had only 3 years experience. The results showed that the head teacher and one of the vocational teachers had enough experience and knowledge of 20 and 13 years respectfully in teaching persons with intellectual disabilities. Therefore, their graduates must have gained skills required to adjust to community living. The many years of experience make teachers experts in the area, thus able to modify curriculum to be community integration-oriented.

The researcher also sought to determine the employers' experience with YAWID. The researcher targeted 10 employers but it was found that YAWID were not employed in many other places apart from their own institutions from which they graduated they graduated. In this case, the head teacher of Maria Magdalene turned out to be the only employer of her graduates. The results showed a need to advocate for these youths employment in the entire society. This is significant in that employers either don't know about these individuals or these individuals do not seek employment. Hallahan et al., (2009) support this when they say adults with intellectual disabilities have high rates of unemployment.

The researcher sought to determine if parents of YAWID were educated. The results are presented in Table 2.

Table 2
Parental Level of Education and Frequency

Education level	Frequency	Percentage
Std 7	2	22.2 %
Form 4	6	66.7 %
Higher Diploma	1	11.1 %
Total	9	100 %

Vocational Education Offered in Institutions for Persons with Intellectual Disabilities
The main objective of vocational institutions for persons with intellectual disabilities is to make these individuals gain skills that could lead to community integration in terms of employment and societal participation. This would enable them to be self-reliant and contribute to the development of the societal engagements. This would also enable them to be productive in the society at large. Gargiulo (2006) emphasizes that education provided to learners with intellectual disabilities must be functional in preparing them with skills to live and work in their immediate communities. Sifuna and Sawamura (2008) further emphasizes that development of communities should be based on the qualitative growth of individuals for the community where persons with intellectual disabilities are included rather than quantitative expansion of education. Interviews held with the respondents concerning vocational education offered to the trainees of Maria Magdalene special school revealed that those trainees were trained on a number of skills. These included among others, vocational training, activities of daily living and social skills.

**Vocational Skills Offered in the Vocational Institutions**
In this section, the researcher sought to discover the vocational skills offered to persons with intellectual disabilities and how relevant the skills were in their community integration. Further, the researcher was interested in knowing the likes and dislikes of the skills the YAWID trained in.

Interviews with respondents revealed that trainees were exposed to skills such as carpentry, tailoring, masonry, welding, agriculture, jewelry and ornament making. This was given by educators (trainers) as what they offer in the vocational classes. One of the trainers stated:

> "We have several skills that are vocational skills and they include; carpentry, tailoring, masonry, welding, agriculture, jewelry and ornaments" (Personal Communication Female head teacher, 2011).

Graduates interviewees were also asked state what they took as vocational courses. The responses were as in Figure 2.

Figure 2
Courses offered in   Maria Magdalene Vocational Institution
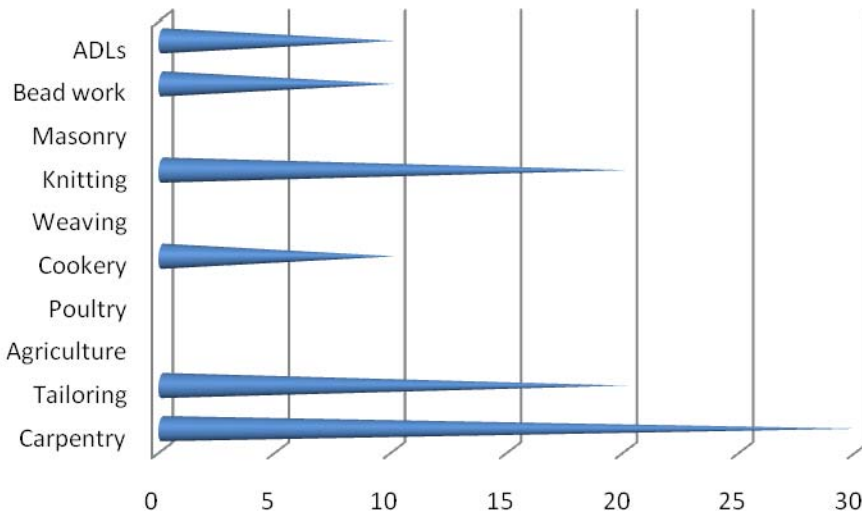
The table above indicates that courses offered to YAWID included; Activities of daily living,beadwork,masonry,knitting,weaving,cookery,poultry,agriculture,tailoringand carpentry. This information was reported by the head teacher and vocational teachers. Parents were also asked to give the same responses since all were referring to all the courses taught. It was not evident whether there was specification of the course to YAWID as the administrator had said. However, Figure 2 shows that 3(30%) of the graduates reported to have done carpentry, 2(20%) tailoring, 2(20%) knitting, 1(10%) cookery, 1(10%) beadwork and 1(10%) had only acquired activities of daily living. Skills like masonry, weaving, poultry and agriculture were not reflected in the reports given by the graduates meaning they were not trained or none of the graduates was interested in them contrary to what was reported by the administration that they did all those courses. This motivated the researcher to ascertain whether YAWID were comfortable with the courses they took. YAWID were asked whether they liked or disliked the courses. The results are provided in Figure 3.

Figure 3
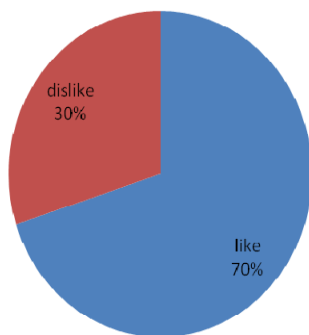YAWID Graduates likes and dislikes of the courses they took

Figure 3 shows that for both genders, most of the respondents liked whatever course they were trained in. Seven (70%) out of the 10 graduates reported that they liked the courses they took while 3(30%) of them reported to have liked something else. However, the researcher observed and asked what work they were doing at the moment and it appeared again what most of them did was ordinary manual work like being a grounds man, teacher aide, watchman and others that did not reflect the course that they took in vocational institution. They just got absorbed in school after graduation and very few did what they trained in. Basically, what they did was daily living activities like cleaning the compound and the like. Similarly, the researcher asked on the course relevance. Most respondents said the courses were relevant as in Table 3.

Table 3
Course Relevance to YAWID's Community Integration

Course relevance	Frequency	Percent
Yes	16	69.6
No	7	30.4
Total	**23**	**100**

Despite the observation made by the researcher, majority claimed that whatever training they received in school was helpful, especially when one was able to manage himself instead of the family members or caregivers. From Table 3, 16 (69.6%) of the 23 respondents said the courses were relevant while 7(30.4%) said they were not. Some respondents felt that the skills would motivate self-employment initiatives such as soap making. One of the respondents confirmed this when she said:

> *"Mother sells it and buys things for us in the family, for example you can see am smart mum bought this dress for me and am putting it on today" (Personal communication, Female YAWID no. 5, 2011).*

On the other hand, their parents supported that whatever they did in school was useful to them as far as their daily living was concerned. One parent had the following to say:
Yet another parent asked how she would comment on the kind of education her daughter received in relation to her community living, her response was:

> *"She is able to earn a living through soap making and people come to buy her soap and even Maria Magdalene school." (Personal communication, Female parent no. 4, 2011).*

This was confirmed by one of the vocational teachers when she was asked whether they had any graduate who is self-employed. She had the following to say:

> *"Yes, one of our girls is making soap so we buy chemicals for her when the finances are there to boost her business." (Personal Communication, Female vocational teacher no. 1, 2011).*

Graduation and Accreditation of YAWID Graduates from 2005-2010
Educators were asked to give the number of graduates who had graduated from 2005-2010. Their responses were as per Table 4.

Table 4
Number of Graduates from 2005-2010

Year	Female	Male	Frequency	Parentage
2005	-	-	-	-
2006	3	7	10	62.5
2007	-	-	-	-
2008	-	4	4	25
2009	-	-	-	-
2010	-	2	2	12.5
Total	**3**	**13**	**16**	**100**

Table 4 results indicated that majority of the trainees 10(62.5%) graduated in 2006 while none graduated in 2007, 4(25%) graduated in 2008 while again none graduated in 2009. The least number that graduated was 2(12.5%) in 2010. These results imply that graduation of YAWID was not regular and even when they graduated, they were very few. Table 4 also shows a higher male graduates 13(81.25%) out of 16 and 3(18.75%) female graduates. All Females graduated in 2006. The implication is that not many females reach graduation. Another implication is that either the females drop out of school before they reach vocational classes or parents fail to take them to school-due to fear of their safety. Female trainees are prone to sexual abuse as one of the parent stated:

> *"She says they force her to have sex but we have never witnessed and at one time we thought she is becoming mad until the head teacher said she is not going to work again."*(Personal Communication, Female parent no 2, 2011).

Generally, vocational class graduation seemed to reflect individual completion of a course as per the vocational assessment process. One of the vocational teachers when asked how they knew YAWID was ready for graduation said:

> *"We have a process called transition assessment process where we do observation as certain skills are performed and gauge them as perfected or still need to be improved. Again, we assess the completed work and see whether it is okay."* (Personal Communication, Female vocational teacher no. 1, 2011).

Graduation from vocational institution is very vital since these persons will have gained skills of community adjustment. Integration on the positive side gives YAWID a sense of belonging by making them feel part of the society. It builds their self-confidence when they work together with persons without disabilities. This also sensitizes the society to appreciate their ability. However, although integration stands out as being the preferred practice, it needs to be planned from inception of skill training to graduation so that it caters for the needs of YAWID. Having known the number of graduates from 2005-2010, the researcher sought to know how YAWID were accredited after they completed the courses and the results were as presented in Table 5.

Table 5
Accreditation of YAWID

Accreditation	Gender		Frequency	Percentage
	Female	Male		
Employed without certificates	2	7	9	90
Not Employed but with certificate (DIT)	1	-	1	10
Total	**3**	**7**	**10**	**100**

From the above analysis, it is only 1(10%) female who had DIT certificates with grade tests III, II, I. The rest 2(20%) female and 7(70%) male graduates did not have any certificate to show that they completed vocational training. At the same time, the one with the certificate was not currently employed. It is evident that most of the graduates with intellectual disabilities were not accredited after vocational training.

The study findings revealed that only one of the graduates had some form of accreditation of DIT trade tests. Others were not accredited. They had no certificate to show that they completed vocational training. It was also noted that all the employed YAWID did not have any certificate to show that they are employed having completed vocational training. This resulted from what Kweku (2000) complained as trainees not being selected by the use of formal vocational assessment tools and not being offered the opportunity to practice in real workshops in integrated settings. The only trainee with grade tests certificate was a class eight leaver who joined vocational school just for the course. However, she had no employment. From this result, it shows there is a need to advocate the vocational training of females and more so advocate for their employment so as to balance their male counterpart. Vocational trainers and parents require seminars to enlighten them on the need to cater for the female trainees to facilitate their community integration not only in employment but even in other forms of community participation.

Effectiveness of Transition Services
Respondents were asked to mention transitional services that were offered in vocational institutions as preparation upon community integration of YAWID. One transition service mentioned by majority of the respondents was guidance and counseling. Most of the YAWID said they were given advice by the teachers on how to look for jobs and manage themselves.

Interview with the head teacher revealed that there were several transitional services offered to YAWID before being integrated into the community such as follows:

These trainees are offered individualized transitional programme where one is supported to make choices of the skills to take as well as the kind of job they should choose. They are also offered guidance and counseling and self-management skills e.g. cooking, grooming. Parents meeting to guide on their sons or daughters career choices are held. We normally look for internship for them for 6 months and later they come back for graduation and we also give an exit package, e.g. we may buy a machine, roll of clothe and others to help them start a self-reliance life by starting small business (Female head teacher, 2011).

While these should be the ideal transitional services offered to YAWID before graduation, the head teacher emphasizes that it has not always been possible due to funds problem and also the issue of qualified personnel as technical special education teachers. She said curriculum had also been a problem since there was no vocational curriculum for learners with intellectual disabilities. She continued to say they adapted the regular vocational curriculum to suit all vocational training individuals depending on their level of ability and acquisition of the skill. A vocational teacher who is also a parent of YAWID also argued that these transitional services have not always been effective due to time factor. This is what she said:

> *"Very little services are offered because of time factor. Vocational trainers do not have enough time to cater for the trainees I being one and I have done the rest at home."* (Personal Communication, Female vocational teacher no. 1, 2011).

In terms of effectiveness of transitional services the study found that trainees were offered services such as individualized transitional programmes where one was supported to make choices of skills he/she would train in and thereafter look for jobs related to what they trained in. Other services included guidance and counseling, internships and exit packages to start self-reliance business. This agrees with Taylor (1997), that information to special needs students, regarding the assistance they can receive from the school and community agencies to help them prepare for and obtain jobs should be provided by the vocational specialized counselors. Taylor further supports that work study coordinators should spend half of their time with the employers and should help special needs persons enrolled in their programmes in finding work study placement through internships. However, the issue of curriculum, funds and qualified personnel was found to hinder effective transitional services. Most of the graduates were found to be employed in jobs not related to what they trained in. For example, majority of the young adult men were grounds men while they trained in carpentry and masonry. Others are not working showing a deficiency in the curriculum, lack of funds to start carpentry sheds for them as well as lack of qualified special education vocational personnel.

Follow- Up / Post-Institutional Support to YAWID
In determining the follow-ups and post-institutional support to YAWID post-institutional life after vocational training, the findings of the study revealed that majority of the graduates had some form of community acceptance in terms of jobs though none was working in the areas they trained in. Referring to Table7, only 2(20%) had self-employment and 7(70%) were in different areas of employment in the same institution they trained in and again doing different jobs from the courses they trained in. One (10%) had no employment at all. However, when administrators were asked whether they did follow-ups, one of them said:

> *"We normally make a follow-up of where they are job placed; however, we have financial constraints because the funding by the government does not cater for the job trainer expenses. So, it's a bit hard and we get tired of using our own monies."* (Personal Communication, Female head teacher, 2011).

Another respondent who was a vocational teacher also highlighted:

"Normally we have not been able to do much but we contribute capital to those doing self-reliant business." (Personal Communication, Female vocational teacher no. 1, 2011).

One of the YAWID interviewed whether anyone followed their whereabouts she said:

"Nobody else, it is the teachers only." (Personal Communication, Male YAWID no. 4, 2011).

Yet another one said:

"Teachers visit me and bring me chemicals to make soap, mum has a women group that also buys threads for me and soap chemicals and I do a lot of work." (Personal Communication, Female YAWID no. 5, 2011).

From the above comments, it seems it's only their teachers that try to follow them after graduation and teachers also complain of fund problems and that their follow-ups are not done accordingly. One of the teachers highlighted the reason for their follow-up as follows:
They are followed to be encouraged, keep in touch with the employers, check whether skills are helping in their work places and create rapport with employers (Personal Communication, Male vocational teacher no. 2, 2011).

Parents asked over the same highlighted that teachers like to be with them to monitor and prevent their being overworked by other workers especially in the institution. YAWID asked about who supported them in their post-institutional life. The results were as tabulated in Table 6.

Table 6
YAWID Report on Post-Institutional Support

Persons supportive	Frequency	Percentage
Parents	2	20
Teachers	6	60
Parents and teachers	2	20
Total	**10**	**100**

From Table 6, majority 6 (60%) reported that it's only their teachers that supported them even to get the kind of jobs they had. Two (20% recommended their parents as the only supporters and especially those that were not employed. Others 2(20%) reported that both parents and teachers supported them in their daily living life after graduation.

Kraemer and Blacher (2001) confirm the findings that, little is known regarding the extent to which schools are implementing transition programmes for students with severe intellectual disabilities. It is also evident in the findings that very few employers are found. This implies that their transition is not smooth and therefore, transitional services are not effective. This should be looked into by trainers of persons with intellectual disabilities and that this training should reflect resources available in the community including human resource. This will ensure smooth

community integration of YAWID. In addition, the study established that post-institutional support was highly offered by teachers rather than other members of the community. These findings do not concur with Friend (2008) that supported employment is the practice of assisting adults with disabilities to obtain jobs in the competitive market and providing them with necessary physical instructional and social support to ensure success for the employee and satisfaction for the employer

Table 7
Types of Employment

Employment	Female	Male	Frequency	Percentage
No Employment	1	-	1	10
Grounds men/Watchmen	-	6	6	60
Teacher Aide	1	-	1	10
Self-employment	1	1	2	20
Total	**3**	**7**	**10**	**100**

The researcher sought to know the current employment status of YAWID graduates from Maria Magdalene and the response showed of the 16 graduates from 2005-2010, only 10 of them can be located where they are and most employments reflect male YAWID while females are left out to do family chores at their homes because most courses are male oriented e.g. carpentry and masonry. In our case, we have (1) teacher aide female, (2) self-employed a male and female, (6) males working in the institution, (1) other female was once employed but not working now (Female head teacher, 2011).

From Table 7, 1(10%) female of the 10 sampled YAWID was unemployed. Six (60%) males were employed as grounds men, 1(10%) female as a teacher aide while 2(20%) female and male had some kind of self-employment. The table also indicates that the few kinds of employment opportunities open to this group of graduates were basically in their own institutions with very few being self-employed. Comparing with the findings in Figure 2 in page 9, none of the above mentioned employments reflected the courses offered to these graduates in the institution. None was a carpenter, tailor or bead worker. These findings are in line with Kweku (2000) who informed that these trainees were restricted to very few trades and spent unspecified periods of training. Kamere (2004) further supports the findings when she argues that persons with disabilities are stereotyped as those incapable of performing and as a result, the education given to them is one which is inexpensive, employing little skilled manpower. In this case, it is geared towards manual training and acquisition of basic skills for survival and that's why activities of daily living skills lead to one being employed as a teacher aide. A teacher aide cleans the classroom and attends to the young ones who are not toilet trained.

Hallahan et al., (2009) further confirm the findings that adults with intellectual disabilities have high rates of unemployment but with appropriate training they can hold jobs with success. Similarly, YAWID with employment were interviewed whether they would prefer other jobs different from what they have, the results were as presented in Table 8.

Table 8
YAWID Employees Preferring Other Jobs

Response	Frequency	Percentage
Preferring other Jobs	5	71.4
Not Preferring other Jobs	2	28.6
Total	**7**	**100**

From Table 8, 5 (71.4%) of the 7 employed YAWID said they prefer other jobs while 2(28.6%) of them said they would not prefer other jobs. Most of these claimed to be working in areas they didn't train in. One of the respondents had the following to say:

> *I liked weaving but I don't do weaving because I was given other work* (Personal Communication, Female YAWID no. 1,2011).

Women have specific traits that make them best in such skills like weaving. When the local community uses weaving products like baskets, it can be the best activity these YAWID can do in their community to earn a living. This is the reason why the respondent above still feels she would have been well-placed if she did weaving instead of other activities.

Effectiveness of Transition Services and Follow-Up Programmes
The findings also revealed that trainees in Maria Magdalene were offered a variety of transition services in preparation for their community integration. They ranged from guidance and counseling, individualized education programmes, internships and self- management skills. Further, the study realized that graduates lacked follow-ups to establish their well-being. The report revealed that it is only teachers that tried to make a follow-up and even then, there was no fund to facilitate their follow-up. One teacher said they also get tired and stop the exercise of following up. The teacher further reported funds as being the major problem because they lacked enough money to empower the self-employed graduates. This meant that these graduates did not receive encouragement either to continue working and most of them run away from places of work. Again, these individuals get overworked since no one monitors their working and some become conditioned to teachers since they are the only supporters they see around.

Conclusion

There are no well-established transitional programmes to make follow-up of the graduates and this becomes a great hindrance to their community integration. Transition of YAWID from vocational institutions has not been very smooth from school to community integration. Many young adults with intellectual disabilities reported not being engaged in other aspects of community integration apart from employment. Thus transitional services effectiveness is limited as far as community integration of young adults with intellectual disabilities is concerned. Therefore the researcher recommends further researches on YAWIDs transition from school to vocational institutions and further the extent of course relevance to their community integration.

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