

Readiness of Technical Vocational Institutions in the Delivery of Technical Vocational Education and Training for Differently Abled Persons

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Abstract. Even though inclusive education is getting more attention, we still don't fully understand how Technical Vocational Institutions (TVIs) in Baguio City run Technical Vocational Education and Training (TVET) programs designed for people with disabilities. Therefore, this study investigated the degree of initiative by Technical Vocational Institutions (TVIs) in Baguio City, whether there was low in-placed initiative based on the inclusion criteria, or whether the institution already showed a great degree of initiative. The study then intends to investigate additional factors influencing education inclusion. The study uses a modified and validated survey questionnaire in a mixed-method research design that is anchored in the Vocational Education and Training (VET) toolbox criteria, which consist of five (5) major indicators: Disability Support Unit (DSU), Accessibility, Human Resources, Complaint Mechanism, and Funding for Inclusion. The survey included 12 school heads/administrators with TESDA program registrations in tourism, construction, language, ICT, and health. The research found that most schools lack the initiative and evidence to implement inclusive education. Despite the limited initiative from the institutions, 9 out of the 12 schools adhere positively to some inclusiveness criteria, such as correct designs on doors, gates, stairs, rooms, sanitary conditions, work equipment, and escape and rescue measures. The follow-up interview identifies additional factors influencing the provision of technical training for persons with disabilities (PWD). These factors encompass challenges related to accessibility and infrastructure, financial support and resource limitations, human resource and instructor training, inclusive curriculum and support services, commitment to strategic planning and long-term implementation, attitudinal barriers, and societal stigma. The study recommended establishing a Disability Support Unit (DSU) and dealing with the factors that hinder the full implementation of inclusive education for persons with disabilities.

Keywords: Differently abled persons; Technical Vocational Education and Training; Technical Vocational Institutions; Vocational Education and Training.

1.0 Introduction

According to Nhlapo (2025), of the World Bank, 16% of the world's population has a disability, with the majority being of working age. According to Browne (2017), disability is more common among women and girls (19%) than among men and boys (12%). Employment numbers emphasize disparities: only 20% of disabled women in low-income nations work, compared to 59% of males (European Disability Forum, 2022). These findings highlight the difficulties disabled people experience in gaining equal access to education and work. Motivated by these inequities, the researcher wants to know if the Philippines is effectively addressing the shortage of

training possibilities through technical education programs for people with disabilities (PWDs). The emphasis is mainly on technical vocational education and training (TVET) institutions in Baguio City, where there is currently little published research on the extent of inclusive implementation.

Multiple international frameworks advocate for integrating disabled students in Technical and Vocational Education and Training (TVET). The United Nations' Agenda 2030 and its 17 Sustainable Development Goals (SDGs) emphasize the principle of inclusivity, encapsulated in the commitment to "Leave No One Behind." SDG 4 highlights the importance of inclusive and equitable quality education, whereas Target 8.5 advocates for full, productive employment and equal remuneration for work of equal value for persons with disabilities (UN DESA, 2015). The UN Convention on the Rights of Persons with Disabilities (CRPD), particularly Article 27, affirms the rights to equal remuneration, access to technical and vocational education and training (TVET), safe working conditions, and opportunities for career advancement. The International Labor Organization (1983) reinforces these principles via Convention No. 100 concerning equal remuneration, No. 111 of the International Labor Organization (1958) addressing non-discrimination, and No. 159 of the International Labor Organization (1983) focusing on vocational rehabilitation and employment for individuals with disabilities. Republic Act 7277, known as the Magna Carta for Persons with Disabilities (PWDs) in the Philippines, defines disability and stipulates the necessity for access to education and employment. Despite existing legislative safeguards, there is a significant lack of comprehensive studies evaluating the actual adherence of TVET institutions to inclusive practices, especially in Baguio City.

A commitment to nondiscrimination, accessibility, equal opportunities, and full involvement of handicapped people with disabilities is outlined in the ILO's 2022–2030 Disability Inclusion Strategy (UNICEF, 2023). However, there are still several obstacles to practical implementation. According to Ebuenyi et al. (2020), barriers to inclusive technical and vocational education include cultural stigmas, rigid curricula, inexperienced teachers, and ambiguous policies. Global best practices demonstrate different success levels. Despite the importance placed on pedagogical and social abilities, a shortage of qualified educators in Germany has worsened disadvantages among young people in transition systems (Peinemann, 2021). Bangladesh, an early signatory to the CRPD, on the other hand, requires all TVET institutions to have a 5% admission quota for students with disabilities (International Labor Organization, 2016). With the help of the 2012 Disability Act and CRPD ratification, Zambia has also made progress toward inclusion by moving from special schools to mainstream vocational training (International Labor Organization, 2016). In towns like Baguio, where educational systems must adapt to suit local demands and international norms, these examples offer crucial insights for the Philippines in assessing and improving inclusive practices in its TVET schools (International Labor Organization, 2017).

Current global research highlights the importance of inclusive practices in vocational education and training (VET), focusing on teacher training and curriculum adaptation to better accommodate people with disabilities and migrants. Matafora (2020) supports the viability of inclusive teacher training. However, Torrano et al. (2022) identify substantial challenges such as educator attitudes, insufficient collaboration, and inaccessible school procedures. UNESCO's TVET Strategy (2016–2021) assists Member States in providing all individuals with the necessary skills for decent work and lifelong learning, focusing on young employment, equity, gender equality, and sustainability (UNESCO, 2021). Despite expanding efforts worldwide, there are still gaps in recognizing the unique issues faced by inclusive VET educators and measuring VET students' viewpoints. This rising corpus of research highlights the need for specific studies in localized contexts, such as Baguio City, Philippines, to assess how inclusive techniques are adapted or whether they exist within technical-vocational education systems.

Moreover, the Department of Health (2024) recorded 889,764 males and 805,121 females with disabilities, the most prevalent of which were physical, speech, and psychosocial. Employment statistics suggest that 51% of people with severe disabilities are unemployed, showing systemic hurdles. The National Council on Disability Affairs (NCDA) classifies disabilities ranging from visual and hearing impairments to rare diseases, but it lacks granular data relevant to towns such as Baguio. Without this, policy formulation remains broad and potentially ineffective in addressing local circumstances. CARAGA area Director Rosalinda Apura's 2016 Disability Prevalence Survey underlined the necessity of localized registries to drive evidence-based programs. For Baguio City, which has a mix of urban and indigenous populations, research is urgently needed to determine whether inclusive education policies and training programs genuinely reach and empower PWDs. Grounded, city-specific data could enable targeted interventions to promote a truly inclusive TVET environment consistent with

national priorities and global development goals.

The Philippine government, under the Magna Carta for Disabled Persons (Republic Act No. 7277), strongly supports the right of people with disabilities (PWDs) to quality education and skill development. Sections 12 and 13 of the Act (1992) require that educational institutions do not deny PWDs entrance based on their impairments and actively consider their special requirements in education policy, infrastructure, and service supply. These include accessible facilities, auxiliary services, and financial aid through scholarships, loans, and subsidies from governmental and private institutions. Despite these rules, implementation and monitoring across regions are variable. According to the 2010 Census of Population and Housing, 1.44 million Filipinos—or 1.57% of the population have a disability, with the majority falling into the working-age group of 15 years and older (TESDA, 2020). Hence, Baguio City, an important educational hub in Northern Luzon with a diverse student population and active technical-vocational schools, requires customized study. While policies exist, there is limited information on how efficiently they are enforced in the city. Are PWDs benefiting from these inclusive demands in local technical-vocational education? Are schools in Baguio City accessible and supportive of PWD students? Addressing these issues through empirical research can give policymakers valuable insights, improve compliance with national mandates, and ensure that inclusive education is a reality rather than a legal ideal.

In the Philippines, the Technical Education and Skills Development Authority (TESDA) has promoted inclusivity through programs such as the Training for Work Scholarship Program (TWSP), which allows PWDs to earn National Certificates (NCs) required for employment both locally and internationally (TESDA, 2020). Ignacio and Tabu (2018) documented excellent TESDA training for PWDs in housekeeping and barista courses, focusing on people with hearing impairments and autism. Although the pilot program produced high certification and employment rates, graduates stayed in temporary positions. These findings show that, while inclusive training is viable, systemic deficiencies in job placement and long-term assistance remain. Despite national agreements, there is little research on how these programs are implemented and sustained in specific localities such as Baguio City. Given the city's changing urban context and its population of working-age PWDs, there is an obvious need to explore whether local institutions provide equal access, adequate accommodations, and viable job routes for PWDs through TVET.

Despite growing global support for inclusive education, some studies have found significant gaps that impede effective implementation. Muzite and Gasa (2024) recognized physical and curricular inaccessibility as essential barriers for students with impairments, emphasizing the importance of localized solutions. Mosalagae and Bekker (2021) show a policy and practice gap, revealing that prevalent exclusionary practices lead to learners' poor academic performance and represent a larger dearth of educated educators capable of providing special needs teaching. Similarly, Okech et al. (2021) identified the lack of proper support networks as a persistent impediment to inclusion. Moreover, Sierra et al. (2025) emphasized the importance of adopting inclusive methods, citing institutional constraints that impede the inclusion of people with disabilities in TVET institutions. Jobir (2025) also stated that underfunding, poor infrastructure, and persistent societal stigma are key barriers to creating truly inclusive educational environments. As the gap was unveiled, the researcher was encouraged to determine the initiative and implementation level of the different training institutions in Baguio City on delivering inclusive education, focusing on differently abled persons, including the underlying factors and barriers in converting their vocational institutions to inclusive schools.

2.0 Methodology

2.1 Research Design

The researcher used a mixed-method type of research for this study, wherein the researcher used quantitative and qualitative methods to gain a deeper understanding of the research problem, which was piloted before deployment of the tools. The collected data through survey questionnaires was interpreted to answer the first problem processed through the weighted mean of the following assessment indicators: disability support unit, accessibility, human resources, complaint mechanism, and funding for inclusion. The quantitative part of the study focused on data collection from school administrators/heads/presidents using the assessment indicators from the assessment of the inclusivity of TVET colleges using the VET toolbox sourced online through vettoolbox.eu, where the researcher modified it. The tool was available online and was highly encouraged by the author to be retrofitted as an assessment criterion for assessing institutions' inclusivity. After the survey, the

researcher conducted follow-up interviews to gather further information as part of the qualitative design of the study. The interview results are treated through a structured thematic analysis for the coding system. This allowed the researcher to propose better recommendations for Vocational institutions in delivering programs to differently abled persons.

2.2 Research Participants

The researcher uses purposive sampling to represent the different sectors in the study locale. The target population of this study is the TVET-registered schools in the City of Baguio that have at least one Certificate of Program Registration (CTPR) under TESDA. The researcher identifies twelve (12) respondents, heads/administrators representing their schools. The respondents were chosen regardless of gender, civil status, number of children, and gross income. The schools come from the list of private and public schools in Baguio City through the records of the Technical Education and Skills Development Authority (TESDA) provincial office, which is responsible for registering schools under the agency and then releasing Certificate of Program Registration (CTPR) that serves as their license to offer TVET programs. The TESDA training centers were not chosen as participants as they already have plans and budgets for inclusivity compared to private schools. Special funded schools (local and international), integrated schools, and government agency-funded schools with vocational programs were also not included in the selection of participants for the research.

2.3 Research Instrument

A standard questionnaire was adopted from the Vocational Education and Training (VET) toolbox, created in 2017. This provides partner countries with know-how, tools, and advice to improve the effectiveness and inclusiveness of VET reforms. Both instruments were pilot tested and validated for reliability by the researchers assigned as tool validators from the University of Baguio Research and Development Center (UB RDC), and they were given a tool validation certificate. The tool comprises five (5) assessment indicators and criteria/statements that must be fulfilled by the institution in delivering their respective TVET programs and must be present and continuously offered. These indicator sets include Disability Support Unit (DSU), with 28 assessment criteria; Accessibility, with 66; Human Resources, with 4; Complaint Mechanism, with 5; and Funding for Inclusion, with 4. Respondent data was collected using a single survey checklist. For the second problem, the researcher conducted a follow-up questionnaire to determine what other reasons Technical Institutions (TVI) perceive as their readiness to deliver Technical Vocational Education and Training (TVET) to differently abled people. One person from each institution answered the respondents' tool. They rated on a 5-point Likert scale, with 5 being the highest and values 5-“the initiative is implemented and actively monitored”, 4-“the initiative is being implemented but needs to be consistently offered”, 3-“the initiative is in development and needs implementation”, 2-“the initiative is being considered and needs development” and 1-“the initiative needs consideration”. Based on the VET toolbox spectrum, areas for improvement are 1-3, while the institution's TVET policy strength is 4 or 5. A weighted mean was used to interpret scores.

2.4 Data Gathering Procedure

The researcher prepared a cover letter to the institution's head explaining the objective and purpose of the study and a brief explanation about each respondent's role in the study's realization and ensured that the data gathered would be treated with the utmost confidentiality. To gather information available to the respondents, the researcher seeks help from the TESDA provincial office through the approval of the provincial director located at Wangal La Trinidad, Benguet. A letter was provided, and the course was conducted through the Unified TVET Program Registration and Accreditation System (UTPRAS) focal. The data collection took place from November 2024 to February 2025. The proponent used the Baguio-Benguet group chats to gather information conveniently, where consent was considered individually, and all TVI heads, administrators, and presidents were members. The researcher sent the research instrument containing the cover letter through personal encounters (meet-ups) for the respondents who do not have access to internet connectivity. Once all the data is complete, the researcher personally collects it. The follow-up interviews were done online at the most convenient time for the respondents. Lastly, confidentiality was considered by the researcher during the study, and information was cleared to be used for academic purposes only.

2.5 Ethical Consideration

In the conducted study, the researcher considered ethical considerations to come up with fair and unbiased research, starting with informed consent, which means that the respondents of this study are well informed of the purpose, benefits, and risks behind the survey before they agree or decline to join. The researcher also

considers the confidentiality of the participants. The right to withdraw from the respondents was also allowed at any moment without jeopardizing their participation in future studies or their relationship with the researcher and the university. No explanations were sought upon respondents' choice of withdrawal. The researcher also ensured that all respondents were free from potential harm, particularly physical, social, and psychological. Moreover, regarding results communication, the researcher ensured that this research work is free of plagiarism and research misconduct and accurately represents the results of this study. Throughout the study process, the researcher ensured that ethical standards were respected. The University of Baguio Research Ethics Committee (UB REC) ethically reviewed the manuscript with protocol number.

Furthermore, sharing research findings with respondents is essential to the research process. Lastly, the soft copies of all data were maintained in a password-protected computer and laptop, kept safe and accessible by the researcher; hence, data was only kept for record-keeping purposes related to the research. After a year, the researcher removed the softcopy files from his computer and laptop, following ethical data retention standards.

3.0 Results and Discussion

3.1 Readiness in the Delivery of Technical Education to Differently Abled Persons

In terms of Disability Support Unit

Table 1 shows the mean of the Disability Support Unit assessment indicator on the readiness of the Technical Vocational Institution to serve differently abled persons. As revealed in the table, the mean of the Private institutions states that their initiative level is under development and needs implementation ($M=3.31$). The study's findings indicate a negative initiative from technical vocational institutions; however, certain areas require improvement. The mean ratings across the indicators demonstrate moderate to strong support systems for students with disabilities. The interval spans from 2.92 to 3.83. The standard deviation values, ranging from 1.03 to 1.57, indicate variability in respondents' experiences or impressions regarding the services provided. The average score of 3.17 for the first four criteria and 3.25 for the fifth and sixth indicators suggests that DSU and services from private schools are being acknowledged; however, further efforts are required for complete implementation. The study indicates that effective service delivery relies on active collaboration with organizations of persons with disabilities (OPDs) and the implementation of feedback systems, which necessitate a cooperative team approach involving teachers, parents, support staff, and specialists (Cabañero, 2023). The Department of Higher Education & Training (2022) emphasizes the significance of standardized functions for the Disability Support Unit (DSU) as the initial point of contact for individuals with disabilities.

However, another TVET Instructors sub-indicator, with an average of 3.25 to 3.83, indicates moderate to high initiative in accommodating students with disabilities. DSU helps with learning adjustments and staff training: The DSU is important to TVET teachers with high marks (3.83 for learning accommodations and 3.75 for staff training). This shows that the DSU helps teachers accommodate disabled pupils. Educating faculty is key to enhancing the academic experience for students with impairments, especially in vocational settings where adaptations are less uniform (Aguirre et al., 2020). Alternatively, Course Activity Adaptation: The grades for generating accessible communication formats (3.42) and adjusting course activities (3.58) suggest that the DSU is tailoring course material to each student's needs. Universal Design for Learning (UDL) studies recommend more flexible and inclusive curricula for all students (Almeqdad et al., 2023). These findings support qualitative comments that infrastructure issues and rental agreements limit customization possibilities and accessibility. Participant comments in the qualitative study show that funding restrictions and poor infrastructure prevent many organizations from providing sufficient accommodations. This mismatch indicates that while support systems are improving, physical and digital infrastructure still hinders service delivery.

The mean range for student support indicators is 3.08 to 3.42. To implement college ideas, student support must work hard. Assistance policies and equipment, Disability regulations, and assistive equipment during matriculation are well-regarded, but marketing efforts for students with disabilities during enrollment (mean 3.08) need improvement. Comprehensive disability policies and proactive communication about accessible services by program implementers, including universities and colleges, are crucial to creating an inclusive atmosphere (Bessaha et al., 2020). Conversely, assistive technology and social support: The mean support of 3.25 for students to buy assistive equipment shows that institutions must offer equitable access for students from varied socioeconomic situations. Green et al. (2023) stress that inclusiveness requires proper support suited to students' needs

Table 1. Readiness in the Delivery of Technical Education to Differently Abled Persons in terms of Disability Support Unit

Indicators	Mean	SD	Interpretation
General			
1. A DSU has been established	3.17	1.03	TIDNI
2. The DSU offers services to increase the participation and learning achievements of students with disabilities.	3.17	1.27	TIDNI
3. The DSU has developed and published a diversity and inclusion policy for the TVET college that lays out the services offered	3.17	1.40	TIDNI
4. The DSU connects with Organizations of Persons with disabilities-OPDs for the exchange of challenges, ideas, and lessons learned as well as external advisors.	3.17	1.40	TIDNI
5. The DSU has a system for collecting and acting on feedback from students with disabilities about the support services provided	3.25	1.29	TIDNI
6. The DSU has protocols in place to address emergencies involving students with disabilities	3.25	1.29	TIDNI
TVET Instructors			
7. The DSU assists in providing learning accommodations for students with disabilities.	3.83	1.03	TIBINCO
8. The DSU conducts training sessions for instructors and staff to improve their understanding and accommodation of students with disabilities.	3.75	1.06	TIBINCO
9. The DSU assists in adapting course activities so that learners with disabilities can participate in meaningful.	3.58	1.16	TIBINCO
10. The DSU unit assists in developing communications and handouts in alternative formats that are accessible for learners with disabilities and enable them to participate in meaningful.	3.42	1.24	TIBINCO
11. The DSU facilitates leveraging third-party services to enhance classroom inclusivity and individual student support	3.25	1.36	TIDNI
12. The DSU connects with students with disabilities or their caregivers to create dialogue and exchange of best practices	3.17	1.40	TIDNI
Students Support			
13. Disability policies that promote access and support structures for students with disabilities are in place.	3.42	1.08	TIBINCO
14. Persons with disabilities are actively addressed during enrolment using advertisements, information events, and accessible information on the colleges' website.	3.08	1.16	TIDNI
15. Assistive devices and other accommodations are available to support the matriculation process for persons with disabilities.	3.25	1.29	TIDNI
On-boarding			
16. The college provides students with orientation events that are accessible to all students with disabilities.	3.67	1.15	TIBINCO
17. Mobility instructors are appointed to assist students with disabilities in adapting to the college environment.	3.58	1.31	TIBINCO
18. The DSU assesses the abilities and needs of students with disabilities.	3.75	1.05	TIBINCO
19. The DSU in cooperation with OPDs identifies suitable assistive devices to support individual students.	3.33	1.37	TIDNI
20. Students with disabilities from all socio-economic backgrounds receive assistive devices.	3.50	1.31	TIBINCO
21. Students are instructed by the DSU and/or OPDs about how to use the assistive device.	3.33	1.55	TIDNI
22. The college implements a buddy system where older learners support new learners to find their way around the college and the whole new environment.	3.50	1.38	TIBINCO
On-course Support			
23. Sign Language interpreters and other auxiliary support staff are orientated on the students' program and subject outcomes by subject lecturers to assist the auxiliary staff member in understanding the academic needs.	3.00	1.41	TIDNI
24. The disability support unit coordinates support services, assistive technology support, conversion of learning materials to Braille, and screen-reader software accessibility.	3.08	1.31	TIDNI
25. The college monitors, documents, and evaluates the progress of students with disabilities. Based on the evaluation support will be recommended.	3.33	1.30	TIDNI
26. The disability support unit ensures that the examination unit on campus has a database of trained persons to act as readers and scribes.	3.08	1.24	TIDNI
27. Examination concessions are considered and accommodated based on the student's assessment. Concessions are discussed between the disability support unit, OPDs, the local TVET authorities, and the students.	2.92	1.24	TIDNI
Exit Support			
28. The college features a job placement unit.	3.17	1.19	TIDNI
29. The job placement unit networks with the industry and maps the demand of the industry.	3.25	1.14	TIDNI
30. The job placement unit in cooperation with the disability support unit hosts preparation workshops for students with disabilities to prepare them for the work environment.	3.17	1.11	TIDNI
31. The job placement unit in cooperation with the disability support unit hosts awareness workshops for the industry to promote the employability of students with disabilities.	3.17	1.11	TIDNI
32. The job placement unit monitors the placement of students with disabilities and collaborates with the disability support unit and OPDs to mitigate challenges and conflict.	3.17	1.11	TIDNI
Overall	3.31		TIDNI
Scale	Statistical limits	Descriptive Interpretation	
5	4.21-5.00	The Initiative is implemented and needs to be actively monitored (TIAM)	
4	3.41-4.20	The Initiative is being implemented, but needs to be consistently offered (TIBINCO)	
3	2.61-3.40	The Initiative is in Development and Needs Implementation (TIDNI)	
2	1.81-2.60	The Initiative is Being Considered and Needs Development (TIBEND)	
1	1-1.80	The Initiative Needs Consideration (TINC)	

Onboarding sub-indicators under DSU average $m = 3.17$ – 3.75 . Assistance with mobility and orientation: Mobility teachers (3.58) and accessible orientation activities (3.67) show that the DSU helps new students adjust to college. Colleges are taking more initiative to assess disabled students' abilities and needs ($M=3.75$). Personalized orientation programs boost academic and social outcomes for students with impairments, according to one study (Savita & Sharma, 2022). Tools and advice: Private institutions lack need assessment and assistive equipment provision (3.33). Instruction on utilizing these devices (3.33) is also needed. Research shows

that assistive technology is crucial to higher education performance for disabled students (McNicholl et al., 2019). The sub-indicator On-course support averages $M=2.92$ – $M=3.33$. This average interpretation shows that the colleges' evaluation criteria for activities were observed and need implementation, emphasizing opportunities for improvement. The lowest mean scores are 2.92 to 3.08 for Analysis and Support Services: Test support (readers, scribes). These regions ensure disability-friendly test access for students. Evans and Zhu (2022) suggested that students with impairments need exam accommodations like extra time and assistive technology to have equal opportunity.

Moving forward, observing and assessing student development: With a mean score of 3.33 for tracking and evaluating student development, the DSU's part in determining and suggesting more help, such as peer tutoring or extra classes, becomes even clearer. Regular student progress monitoring has been shown in studies to help those with impairments have better academic results (Nunes et al., 2018). Qualitative findings reflect this variability, showing that infrastructure challenges, especially in rented facilities, limit institutions' capacity to accommodate students with disabilities. Low mean scores for aspects like assistive equipment and exam accommodations highlight gaps in infrastructure investment. Participants noted poor accessibility, such as inadequate physical facilities and internet access. This indicates that while there are efforts to support students with disabilities, significant improvements in infrastructure and digital tools are needed to realize the DSU's initiatives fully.

The last sub-indicator for exit support in the DSU shows that the initiative is still in development and requires implementation, with a range of $M=3.17$ to $M=3.25$. Networking and job opportunities: The job placement unit is a helpful tool, with mean scores ranging from 3.17 to 3.25 for networking with the sector, organizing preparation seminars, and tracking placements. With students with disabilities making up a notable portion of the student body, understanding their experiences and how to support them effectively is essential. The institution should prioritize its students' best interests when dealing with corporations for work placements (Mogaji & Nguyen, 2022). Another critical step in promoting the employment of students with impairments is sector awareness seminars. Studies suggest improving job outcomes for individuals with disabilities largely relies on employer awareness and knowledge (Ikutegbe et al., 2024). The statistics show that the DSU at the TVET institution is implementing initiatives to support students with disabilities, especially in learning accommodations, staff training, and orientation. Several areas need improvement, such as exam accommodations and proactive information sharing during enrollment. According to research, promoting an inclusive workplace is an ongoing process that benefits from regular assessment and strategy adjustments (Tarikhkhyzy, 2023).

In terms of Accessibility

Table 2 shows the mean of the Disability Support Unit assessment indicator on the readiness of the Technical Vocational Institution for differently abled persons. As revealed in the table, the mean of the Private institutions states that the initiative is implemented and needs to be consistently offered ($M=3.48$). Table 2 ratings show that, according to barrier-free design principles, most building accessibility indicators, such as college administration awareness of differently abled needs, are implemented at an above-average level in private colleges. The mean score of 3.50 for awareness of which group uses various spaces indicates a basic yet active effort to ensure architectural designs accommodate differently abled individuals. Scores of 3.17 highlight the need for consistent attention to specific groups' capacities and requirements. The college initiative on alternative ramps and inclusive construction could be a future adjustment for installation. Sharma & Kumar (2022) concluded that barrier-free design in built environments positively impacts the empowerment of physically disabled individuals. Therefore, attention should be given to creating proper ramps, hand railings, suitable floor finishes, and other techniques that eliminate barriers for the physically challenged.

The mean scores for path and building accessibility, as per the Paths and Navigation criteria, are consistently in the TIBINCO range, with a score of 3.67 for wide and high paths. Most institutions have lifts and ramps, averaging 3.58. Floors were installed with a slip-free design and appropriate coverings ($M=3.42$). The training centers installed signage and tactile features for client orientation ($M=3.75$). TIDNI scores for inclined pathways (3.33) and lifts (3.08) require enhancement. The least critical criteria for doors and gates addressed by training colleges were automated doors ($M=2.75$) and the 90cm limit for doors ($M=3.25$). Criteria 10 to 14 indicated favorable placements of doors and gates that are accessible and convenient for disabled students ($M=3.92$ –4.00).

Table 2. Readiness in the Delivery of Technical Education to Differently Abled Persons in terms of Accessibility

Indicators	Mean	SD	Interpretation
Accessibility			
1. The college management is aware of which group of people uses or will use certain buildings, rooms, work equipment, alarm systems, and so on.	3.50	1.24	TIBINCO
2. Existing abilities and needs have been clarified for this group of people.	3.17	1.11	TIDNI
3. Impairments and needs are considered when renovating buildings, planning new buildings, or procuring work equipment.	3.42	1.00	TIBINCO
4. Relevant information	3.50	1.09	TIBINCO
5. Alternative possibilities for the use of buildings or the operation of work equipment are in place	3.25	1.06	TIDNI
Paths Outside and Inside			
1. Paths are 150 cm wide.	3.67	1.15	TIBINCO
2. Paths are sufficiently high - usually at least 220 cm clear height.	3.67	1.15	TIBINCO
3. Paths are free of thresholds, steps, and uneven surfaces.	3.67	1.15	TIBINCO
4. Alternatives to stairs and steps are available	3.58	1.08	TIBINCO
5. Floor coverings are even and slip resistant.	3.42	1.08	TIBINCO
6. Paths are inclined (lengthwise and crosswise) as little as possible.	3.33	0.98	TIDNI
7. Lifts at least 110 cm wide and 140 cm deep.	3.08	1.31	TIDNI
8. Easy orientation is ensured (for example through signage or tactile floor coverings).	3.75	1.06	TIBINCO
9. Paths are sufficiently illuminated.	4.00	0.95	TIBINCO
Doors and gates			
10. Doors are easily noticeable	3.92	1.08	TIBINCO
11. Sufficient space for movement in front of and behind manually operated doors is available.	3.75	0.97	TIBINCO
12. Door handles are easily accessible at an average height of 85 cm.	4.00	0.85	TIBINCO
13. Door handles are designed to be easy to grip	4.00	0.85	TIBINCO
14. The effort required to open the doors is as low as possible.	4.00	0.85	TIBINCO
15. Automated doors are installed where necessary	2.75	1.29	TIDNI
16. Doors and lift doors at least 90 cm wide and 205 cm wide.	3.25	1.29	TIDNI
Stairs			
17. Stairs are at least 120 cm wide.	3.83	0.83	TIBINCO
18. Uncertainties of use avoided	3.58	0.79	TIBINCO
19. All steps of a staircase are slip-resistant.	3.75	0.87	TIBINCO
20. An intermediate landing after a maximum of 12 steps is in place.	3.67	1.07	TIBINCO
21. A handrail on each side of the stairs at a height of 85 to 90 cm is installed.	3.67	1.15	TIBINCO
22. Handrails extend at least 30 cm beyond the first and last step.	3.58	1.08	TIBINCO
23. The rising ratio is the same for all steps of a staircase (ideally 17 cm for the riser and 29 cm for the tread)	3.75	0.97	TIBINCO
24. The stair treads are marked to be easily recognizable from one another.	3.33	0.89	TIDNI
25. Undercuts of the treads are excluded to avoid "getting stuck"	3.42	1.00	TIBINCO
26. There are tactile markers at the start and end of stairs for the visually impaired	2.17	0.83	TIBCND
Rooms			
27. Rooms offer sufficient space	3.50	0.90	TIBINCO
28. Circulation areas within rooms are at least 90 cm wide.	3.92	0.90	TIBINCO
29. There is a sufficiently large movement area behind worktables	4.08	1.00	TIBINCO
30. When arranging work equipment, accessibility is ensured for all users and considers individual reach distances and heights.	4.00	0.85	TIBINCO
31. Sufficient and individually adjustable illuminance is available for all expected users	3.67	1.15	TIBINCO
32. Glare is avoided through a suitable arrangement of furniture and other work equipment.	3.67	0.89	TIBINCO
33. Room acoustic conditions are adapted to the requirements of people with hearing impairments.	3.50	1.38	TIBINCO
Sanitary			
34. Enough accessible toilet cubicles are available.	4.00	1.04	TIBINCO
35. Unlocking of doors from the outside is possible in emergencies.	4.08	0.90	TIBINCO
36. Doors open to the outside of the cubicle.	3.92	0.90	TIBINCO
37. It is possible to raise the alarm from inside the cubicle.	3.08	1.08	TIDNI
38. The emergency call system can be triggered while sitting on the toilet bowl or lying on the floor.	3.00	1.13	TIDNI
39. The emergency call system is easily recognizable for blind or visually impaired people.	3.00	1.21	TIDNI
40. Operating elements and equipment are accessible and operable - even without changing the sitting position.	3.58	1.00	TIBINCO
Work Equipment			
41. The work equipment and the associated works area is perceptible and operable for all potential users	3.42	1.08	TIBINCO
42. The technical processes of the work equipment meet the abilities and needs of the potential users.	3.42	1.00	TIBINCO
43. Relevant elements of the work equipment are accessible to all potential users	3.42	1.08	TIBINCO
44. The work equipment is usable by all potential users	3.42	1.08	TIBINCO
45. The work equipment is sufficiently fault-tolerant regarding foreseeable errors so that the work task can be completed without danger.	3.42	1.08	TIBINCO
Software and websites			
46. The content presented is perceptible to all users	3.25	1.06	TIDNI
47. The perceptibility of important content is ensured through the two-senses principle	3.25	0.97	TIDNI
48. Operability is ensured through the two-channel principle	3.42	1.16	TIBINCO
49. Usability is ensured for all users	3.08	1.16	TIDNI
50. The content and structures are comprehensible for all users	3.17	1.19	TIDNI
51. The structure and use are predictable for all users	3.00	1.28	TIDNI
52. The content is compatible with the input or output devices used by users	2.83	1.03	TIDNI
Information and communication			
53. Guidance and orientation systems are comprehensible for all people	3.33	0.98	TIDNI
54. All people can perceive the information intended for them	3.25	0.87	TIDNI
55. Information and communication facilities	3.42	1.24	TIBINCO
56. Communication systems are usable by all people	3.17	1.03	TIDNI
Escape and rescue			
57. The alarm-triggering element is perceptible to all persons	3.17	1.03	TIDNI

58. The alarm triggering is feasible for all persons	3.08	1.16	TIDNI
59. The alerting of all persons is guaranteed for emergencies - also of persons with sensory impairments.	3.33	1.15	TIDNI
60. The escape and rescue route concept is comprehensible for all persons	3.58	0.90	TIBINCO
61. The safe escape or rescue of all persons ensured - especially of persons with limited mobility.	3.83	0.83	TIBINCO
62. The structural conditions are suitable for a rescue	3.75	0.97	TIBINCO
Overall	3.48		TIBINCO

The data results for the stairs, criteria from items 17 to 23 (M=3.58 to M=83), indicate the college's adherence to accessible stairs for physically challenged students. However, item 24 (M=3.33) and item 26 (M=2.17) regarding stair threads and tactile features were not met by the training college. The trade college rooms were initiated for implementation and require ongoing offerings. Indicators 27 to 33 average between 3.50 and 4.00, indicating moderate to high implementation by the colleges. These show that institutions prioritize clear pathways and access, yet design modifications may be necessary to enhance accessibility for disabled individuals. This reinforces the qualitative concerns that the current infrastructure is insufficient, particularly in rented or under-resourced facilities. According to qualitative results, the most significant obstacle to inclusion is infrastructure issues. Many schools operate in rented spaces, which limits customization and accessibility improvements. Participants mentioned concerns such as a lack of ramps, bad internet, and limited physical accessibility, particularly for students with impairments. Additionally, the qualitative findings reflect this: numerous institutions stated that they were unable to remodel rental buildings, which explains the inconsistency in quantitative infrastructure rankings.

It was emphasized by Morley (2024) that one strategy for enhancing inclusivity in vocational education and training (VET) is adhering to the Universal Design in TVET facilities, where colleges should ensure that all learning spaces are accessible to individuals with disabilities. This includes creating barrier-free design environments that accommodate the physically disabled in sensory-friendly classrooms. The same findings also coincide that the level of availability of infrastructure in the implementation of inclusive education on skill acquisition among students with learning disabilities needs to be addressed for successful inclusive education practice (Umar, 2019). The move for inclusivity was also aligned with the building and transport, where physical barriers that make it difficult for people with disabilities should be audited for adherence to international standardization by the ILO in 2017.

School sanitary facilities have a mean of 4.08 for unlocking doors from the outside in emergencies, suggesting strong emergency preparedness. Accessible toilets (M=4.00) and cubicle doors (M=3.92) meet the 34th and 36th criteria, respectively. The comfort room disposables accessibility rating (M=3.58) met criterion 40. School emergency call systems on criteria 38 and 39 (M=3.00) and cubicle alarms at 3.08 suggest that schools are still evolving and need additional emergency inclusion. As required by the National Council on Disability Affairs (2024), the accessible stand-alone toilet will have a waterproof emergency call button inside and outside. The schools' initiative level demonstrates that most indicators are TIBINCO, showing strong accessibility efforts from indicators 41 to 45, with an average work equipment operability rating of 3.42. Studies show that infrastructure facilities should satisfy learners' needs for rooms, equipment, media, and resources, fostering inclusivity and helping special needs pupils (Azzahra et al., 2022).

Institutional software and websites received average evaluations, demonstrating effort but not execution. Indicators 46, 47, 49, 50, 51, and 52 have scores from M=2.83 to M=3.25. Focus on the lowest mean across the criteria to identify content compatibility issues with input/output devices like Braille displays. Information boards, personal computers, and phones are ICT facilities as per Criterion 48, M=3.42. Education and technical training require digital access; failure to provide assistive technology compatibility may limit differently-abled students. Remote education arose post-pandemic, requiring TVET institutions to train and support teachers and instructors online, according to UNESCO-UNEVOC (2021). Service delivery to disabled customers requires tools and technology. Escape and rescue routes are TIBINCO-rated 3.58 to 3.83 for indicators 60, 61, and 62, protecting disabled people. Some sections need attention: indicator 57 averages 3.17, indicator 58 averages 3.08, and criterion 59 is M=3.33. These indicate that while certain alarm-triggering elements are visible, major changes are needed for total safety. Automation and effective alerts improve educational institutions since staff and students respond quickly (Mustafa et al., 2023). Qualitative accounts indicate that inadequate internet connections and digital exclusion hinder accessibility (Participant 2). This argument is supported by low quantitative scores in digital access indicators—software and website presence averaged M=2.83–3.25, indicating gaps in assistive technology compatibility.

In terms of Human Resources

Table 3 shows the mean of the Disability Support Unit assessment indicator on the readiness of the Technical Vocational Institution for differently abled persons. As revealed in the table, the means of the private institutions state that there is an initiative that requires implementation (M=2.73).

Table 3. *Readiness in the Delivery of Technical Education to Differently Abled Persons in terms of Human Resources*

Indicators	Mean	SD	Interpretation
1. Skilled and qualified staff in the field of Sign Language interpretation is employed. The person can communicate in the locally used Sign Language and can interpret during courses.	2.50	1.17	TIBCND
2. Skilled and qualified staff in the field of occupational therapy are employed. The person suggests suitable accommodations and assistive devices that increase the functionality of learners with disabilities.	2.50	1.17	TIBCND
3. Skilled and qualified staff in the field of educational psychology are employed. The person advises instructors, learners, and caregivers about how people learn. This includes teaching methods, instructional processes, and individual differences in learning.	3.08	1.08	TIDNI
4. Skilled and qualified staff in the field of orientation and mobility training is employed. The person provides instructions that help learners with disabilities to develop or learn the skills and concepts they need to travel safely and independently within the TVET college and commute from their homes.	2.92	1.08	TIDNI
5. Skilled and qualified staff is trained to handle and support the integration of service animals in the college environment.	2.67	1.15	TIDNI
Overall	2.73		TIDNI

Table 3 shows that the average scores for human resource indicators at private Technical Vocational Institutions (TVIs) for differently abled individuals suggest these institutions are developing and need more efforts to improve accessibility. The mean score is 2.73, within the range of 2.50-3.08, indicating that "The Initiative is in Development and Needs Implementation (TIDNI)." A mean score of 2.50 shows a lack of experienced and qualified personnel for sign language interpretation, essential for hearing-impaired learners with disabilities. This highlights a significant lack of human resources to properly support hearing-impaired learners. Sign language improves learners' self-expression, connects them to the hearing world, and fosters ties with the deaf community. A qualified trainer helps learners build a strong foundation for communication and social interaction (Tharuka, 2025). The Occupational Therapy score (M=2.50) shows a lack of qualified individuals to recommend suitable accommodations and assistive devices for differently abled learners. The disparity is concerning, as occupational therapy is crucial for giving students the necessary support to succeed in school. SAGE (2020) highlights the importance of occupational therapists, focusing on personalized treatment and promoting independence for individuals with disabilities. Grit Psychology (2024) lists the benefits of having an occupational therapist in an institution: enhanced independence, improved mental health, cognitive and emotional support, holistic care, and skills development for daily activities.

Conversely, educational psychology (M=3.08) shows the highest mean score of 3.08, indicating that TVET institutions are taking steps to hire skilled personnel in this area. Educational psychologists guide educators in modifying instructional strategies to meet the diverse learning needs of differently abled students, greatly influencing educational outcomes. Therefore, effective instruction design by teachers to enhance student engagement and discussions on interdisciplinary learning, multimodal learning, technology-assisted learning, and meaningful learning in vocational education are key focus areas (Ye et al., 2024). Orientation and Mobility Training scored M=2.92, showing efforts to help differently abled learners navigate the institution and commute independently. A study emphasized that orientation and mobility training (OMT) skills are crucial for fostering self-efficacy in mobility and promoting independent living, leading to increased self-efficacy, higher post-secondary education rates, employment, and improved overall quality of life (Bandukda et al., 2021). Support for service animals (M=2.67) indicates moderate progress in the initiative. These figures closely reflect the qualitative descriptions, in which participants reported the absence of HR officers for special needs (Participant 5), unqualified teachers (Participant 7), and insufficient training and financing (Participant 11). This demonstrates that, despite institutional awareness, implementation is hampered by staffing shortages and a lack of specialized support. While there are efforts to integrate service animals into the campus environment, further attention and development are needed. The Americans with Disabilities Act (2020) defines service animals as those that assist disabled students by guiding visually impaired individuals, alerting those with hearing impairments, maneuvering wheelchairs, providing safety during seizures, reminding individuals with mental health conditions about medication, alleviating anxiety in PTSD sufferers, and performing other tasks.

In terms of the Complaint Mechanism

Table 4 shows the mean of the Disability Support Unit assessment indicator on the readiness of the Technical Vocational Institution for differently abled persons. As revealed in the table, the means of the private institutions state that there is an initiative that requires implementation (M=3.35).

Table 4. *Readiness in the Delivery of Technical Education to Differently Abled Persons in terms of Complaint Mechanism*

Indicators	Mean	SD	Interpretation
1. Complaint systems must offer a variety of communication means: oral, written, and easy-to-read, Braille, audio, face-to-face, via website, or through meetings.	3.17	1.19	TIDNI
2. Anonymous complaint boxes are accessible for most users. For users that cannot write or blind, other means of communication must be available (For example, text messages or voice mail).	3.08	1.08	TIDNI
3. The DSU, in cooperation with OPS, must be involved in the development of an accessible complaint mechanism.	3.25	1.22	TIDNI
4. Ensure the anonymity of the complainer. All complaint communication means must be anonymous and secure.	3.67	1.30	TIBINCO
5. Follow-up and responses to complaints must be provided in an accessible format.	3.58	1.08	TIBINCO
Overall	3.35		TIDNI

The fourth indicator in Table 4 of the complaint system shows an average of 3.35, indicating a need to consider implementing the complaint mechanism in various technical-vocational institutions. Criterion 1 showed a mean score of 3.17 for complaint systems across communication channels, indicating a TIDNI score, which reflects the lack of an established complaint system despite considerable initiation efforts. The second criterion shows a similar result, with technical institutes failing to implement complaint boxes for students with disabilities (M=3.08). The third indicator, M=3.25, shows the average initiatives from the school regarding collaboration with the DSU and OPS. The first three criteria of the complaint mechanism show that significant improvements are needed in developing systems for Trainees with disabilities. The National Disability Services ("N, D") highlights the benefits of a complaint procedure that encourages engagement and feedback in the disability services sector. It promotes openness, leading to the reporting of grievances that result in positive business outcomes and improved safety. The Disability Advocacy Network Australia emphasizes the advocacy sector's experience, showing how a functional accessibility complaints mechanism can drive change and enhance the disability services system and beyond. Criterion 4 (M=3.67) is beneficial, showing that complainants' confidentiality and security are well protected. This corresponds with the high ranking for criterion 5, which has an average score of 3.58 for the private college's follow-up responses and complaint handling. Both indicators were set up and regularly provided to students. SpriggHR (2020) noted the benefits of confidentiality and anonymity for complainants, stressing that feedback should stay confidential and only be shared with the intended recipient, protecting the complainant. Survey Connect (2025) emphasized that feedback should benefit both the receiver and provider and accommodate accessible formatting for disabled members' follow-up responses and complaints.

In terms of Funding for Inclusion

Table 5 shows the mean of the Disability Support Unit assessment indicator on the readiness of the Technical Vocational Institution to serve differently abled persons. As revealed in the table, the means of the private institutions state that there is an initiative that requires implementation (M=2.85).

Table 5. *Readiness in the Delivery of Technical Education to Differently Abled Persons in terms of Complaint Mechanism Funding for Inclusion*

Indicators	Mean	Std. D	DI
1. The college must provide funding for setting up and running a DSU. The funding must cover the human resources and operational expenses.	2.83	1.19	TIDNI
2. The DSU, in cooperation with the college administration, must identify avenues to access third-party funding to cover the expenses for building renovations to increase accessibility.	2.92	1.08	TIDNI
3. The DSU, in cooperation with the college administration, must identify avenues to access third-party funding for the purchase and maintenance of assistive devices.	2.83	1.27	TIDNI
4. DSU budgets are being monitored and evaluated. The funding must be adjusted according to the number of learners with disabilities and the expenses of necessary interventions to provide accommodations and to increase the overall accessibility of the college's facilities.	2.83	1.11	TIDNI
Overall	2.85		TIDNI

The 5th and final indication under "funding for inclusion" has a low average rating of 2.85, showing it relies on institutional initiative and is not implemented by Technical Vocational Schools. Criteria 1, 3, and 4 each have an average of 2.83, showing that measures need to be implemented. The low quantitative scores on funding initiatives are consistent with participants' reservations about long-term commitment to inclusive education practices. Four institutions expressed difficulty with ongoing assistance and management's reluctance to fully commit owing to financial implications and concern regarding resource continuity (Participants 7, 8, 9, and 12). Thus, the company must establish the funds for DSU and third-party funding and monitor budgets as outlined in these requirements before implementing all criteria. The quantitative absence of monetary support for inclusive initiatives is consistent with qualitative concerns regarding support services and inclusive curriculum delivery. Participants 6 and 7 discussed difficulties in recognizing disabilities during enrollment and adapting the curriculum, highlighting limited support mechanisms and the additional strain on educators. Lack of

financial resources limits the institutions' ability to provide tailored learning accommodations, highlighting how financing constraints affect both strategic planning and day-to-day operations. Indicator 2, with a mean of 2.92, shows that DSUs' cooperation with college administration for third-party funding remains unaddressed and unimplemented. This aligns with the qualitative data, indicating that five private schools reported considerable financial limitations in executing inclusion initiatives. Participants reported challenges related to rental issues (Participants 4 & 5), high costs for program adaptation (Participant 10), and difficulties in meeting inclusive education standards (Participants 8 & 9). The comments illustrate the institutional difficulties in obtaining and distributing adequate resources for infrastructure, personnel, and inclusive tools.

Evidence indicates the need for stronger funding initiatives to support a well-funded and operational DSU, along with necessary monitoring and assessment. This result is attributed to Goldan et al. (2022), which indicates that while many studies suggest an inclusive school system is more cost-efficient, countries with both inclusive and special schools face significant cost increases, explaining the low responses from participants. It aligns with the OECD, highlighting that insufficient funding hinders the successful transition to tertiary education for students with disabilities, due to costs related to doctors, therapists, counselors, and administrators (Chiwandire & Vincent, 2019).

3.2 Factors Affecting the Success of the Delivery of Technical Vocational Education and Training to Differently Abled Persons

Accessibility and Infrastructure Challenges

It was found that most schools experienced accessibility and infrastructure challenges. This makes it the most dominant theme that emerged from the study results. Studies found that investing in infrastructure and pursuing improvements must be the responsibility of both private and public schools for improving the students' learning environment through quality school infrastructure (Navarro, 2024). In addition, Barrett and Shmis (2019) emphasized that the Sustainable Development Goals, established by the United Nations, outline the global development agenda and mandate that countries build and upgrade education facilities that are child, disability, and gender-sensitive, and provide safe, non-violent, inclusive, and effective learning environments for all. For the respondents, it was seen that the causes of their infrastructure and accessibility challenge were because many of the schools were renting, hence leaving them no choice for customization and renovation, abiding by the requirement of disabled students mentioned by participants 3, 4, 5, and 12.

We need to improve our facilities further to accommodate PWD students (Participant 3)

The school is renting, and we can't customize our facilities for PWD trainees (Participant 4)

Location of TVI, TVI is renting the place, and the budget for implementation (Participant 5)

Challenges in building requirements (Participant 12)

On the other hand, participants 1 and 2 do have difficulty enrolling disabled persons in their institutions and challenges with accessibility, a positive learning environment, and poor internet connectivity. Due to limited infrastructure development, students with disabilities have difficulty looking for PWD-friendly Technical vocational schools.

There were no enrollees with disability in movement, vision, hearing, or speech. (Participant 1)

Some DSUs don't have access or have poor internet signals, or fail to inform the person on time (Participant 2)

The outcome corroborates the findings of William et al. (2025), who emphasized that inadequate infrastructure impedes students' concentration and learning. The findings indicate that the primary issue is the scarcity of resources, evident in underfunded schools that lack needed supplies, equipment, and facilities, which hinders instructors' capacity to offer adequate support to pupils (Espeño et al., 2024). Additionally, expanding and upgrading school infrastructure will help meet the access and equity objective in Sustainable Development Goals (SDG) 4.1 to 4.5, ensuring adequate and high-quality school infrastructure in creating an inclusive learning environment, which will help create a conducive environment for skills and knowledge acquisition (Navarro, 2024). Another connection from the research also shows that people use and need digital assistive tools, including the Internet. Understanding how this web of networks started, grew, and spread can help us determine the best way to make things more accessible (Botelho, 2021).

Financial Support and Resource Constraints

It was revealed that five (5) of the schools have experienced financial support and resource constraints in implementing TVET for students with disabilities. Evidently, private schools under study have difficulty funding their infrastructure development and employing Disability Support Units (DSU) within their institution. A study reveals that lack of funding is a critical factor that impedes the implementation of inclusive education; it is also a challenge for many colleges, which hinders the level of development (Delubom et al., 2020). In support, public TVET funding could be more efficient and equitable, wherein the government often allocates funds for specific inputs such as trainers, maintenance, facilities, and laboratories (Tanaka et. al., 2024). The five participants elaborate on the constraints affecting their training delivery to disabled students.

The school is renting, budget for implementing (Participants 4 and 5)

Funding challenges involve a lot of costs (Participants 8 and 9)

Generally expensive, given the number of differently abled students enrolled per qualification, this is particular to TVET institutions that do not offer exclusive training programs for persons with disability (Participant 10)

Participants 4 and 5 consistently claimed that they are only renting premises for the implementation of their training programs. Participant 5 stated that economic constraints strongly influenced their decision to implement the inclusion criteria for students with special needs fully. Moreover, participants 8 and 9 also report that financial sources were one of their concerns, as significant expenditures are associated with meeting the needs of the standards specified by the assessment indicators of law under inclusive TVET. This was proven in a study where the program implementers were concerned about the school's financial situation and the resources needed in the classroom. Implementing the right to education involves resources or financing to create schools, pay teachers' salaries and training, and supply instructional materials, among other things (Adanza & Sayson, 2022). Consequently, participant 10 stated their constraint on the expensive costs of applying changes to school facilities and equipment. As highlighted by Penn State (2025), improving the quality of school facilities is costly.

Human Resource and Instructor Training

It was revealed that three (3) schools have experienced human resource and instructor training constraints in implementing TVET for students with disabilities. It was revealed that the schools have difficulty placing human resource officers who focus on attending to students with special needs; likewise, there is an indicated instructor training requirement. Prior research suggests a consensus among practitioners and scholars that an organization's human resource (HR) practices significantly influence the vocational inclusion of minorities. However, mainstream HR practices have yet to adequately address the complexities of sustainability in the workplace (Schloemer et al., 2021). In corroboration, Lapeña et al. (2023) recommend that the government enhance funding and support for special needs education to facilitate acquiring learning resources, infrastructure development, and training and recruiting sufficient educators. Furthermore, the availability of teaching and learning resources significantly impacts implementing inclusive education within schools. The participants narrate their feedback on the human resource and instructor constraints.

There is no available human resource (Participant 5)

There were no qualified instructors (Participant 7)

Insufficient training and funding for instructors on how to accommodate diverse learning needs can affect the success of its implementation (Participant 11)

Participant 5 confesses that their school lacks staff. This suggests that the study area lacks disability-related human resources. Employing impaired student specialists requires administrative responsibilities, including compliance reporting and extensive documentation, which takes time away from student involvement and instructional planning (Izak & Prescott, 2024). Participants 7 and 11 listed instructor qualification and training funding needs. The technical school can hire more instructors/trainers or train current instructors to work with disabled pupils. Empowerment and training also affect teachers' self-efficacy, such as team teaching, observation and feedback, monitoring, and special needs student support in and out of the classroom (Mieghem et al., 2020). In an existing special education system, poor teacher wages, uncertified special education teachers, insufficient training and resources lead to shortages, teacher retention, and many teachers teaching outside their disciplines (Sze, 2005). According to another study, other hurdles to teacher certification, hiring, and training include a lack of teacher expertise and school inclusion awareness. Second, inclusive or regular classrooms with differently abled students lack training; third, there is a lack of examination to select the most appropriate

teaching aids; and fourth, learning difficulties and psychological issues. Teacher preparation programs and school district staff should also collaborate to create and deliver relevant and interactive Professional Development and support teachers beyond their initial years (Larios & Zetlin, 2023).

Inclusive Curriculum and Support Services

The study unveils that two (2) participating schools listed curriculum and support services, overcoming barriers in successfully delivering training for Students with disabilities. The following are the words from different heads of the private schools.

We encourage our trainees with disabilities to inform us about their health issues so that we can easily assess them during their training (Participant 6)

Inclusive curriculum constraint (Participant 7)

Participant 6 was aligned with the function of support services in determining and screening students' disabilities as part of their entry requirements. In case there are support services present in each school, students with disabilities must be treated with humility to assess the needs for self-disclosure, determine the function of self-disclosure, and collaborate with the trainee about the appropriate course of action (Gorica, 2020). Participant 7 was concerned with an inclusive curriculum, wherein implementing an inclusive curriculum entails additional work. In line with this, education specialists may review the tertiary/college curriculum and revise it to incorporate better international standards and principles of inclusive education (Dela Fuente, 2021). Moreover, as challenges arise, Cabañero (2023) recommends that existing laws, administrative support, and inclusive education implementation design programs.

Commitment to Strategy and Long-term Implementation

The study unveils that four (4) participating schools enumerated their challenge of commitment to strategy and long-term implementation in delivering training to students with disabilities.

Employment opportunities and continuous evaluation and improvement (Participant 7)

Support from the management (Participant 8)

It's hard to commit to the strategy (Participant 9)

Management initiative in catering to PWDs (Participant 12)

Participant 7 outlined their approach moving ahead, emphasizing their confidence in delivering quality education to students with disabilities about their employment outcomes. The evaluation and improvement requirements for addressing students with disabilities were also considered. Participants 8 and 12 express their concerns regarding management support, highlighting that one of their primary issues is the funding and resource allocation if the programs are implemented. Conversely, participant 9 expressed apprehension regarding their dedication to the strategy of the presence of PWD training. Awal and Sarkar (2022) assert that all educational institutions must prioritize inclusivity irrespective of their outputs. They advocate for the provision of adequate infrastructural facilities, resource teachers, and alternative assessment systems, as well as diverse teaching techniques, to address the varied needs of every learner. A recommendation to the management was to ensure adequate allocation of maximum resources and provision of support to promote inclusive practices (Aftab et al., 2024). Another result goes with the idea that inadequacy in resources, and financial, emotional, moral, and administrative support are needed as a support mechanism for the successful delivery to learners with disabilities (Campado et al., 2023).

Attitudinal Barriers and Societal Stigma

The follow-up interview revealed feedback from participants about the challenges of attitudinal barriers and societal stigma. Respondent 11 feels that if the school offers an inclusive school in the city, then social problems can occur.

Also, I think societal attitudes and stigma surrounding disabilities may create an unwelcoming environment, affecting the overall success of the implementation.

Participant 11 thinks they'll be judged when they deliver disability-friendly schools. The problem was that Special Education (SPED) schools were founded to serve students with special needs; thus, a technical

vocational school that accommodated disabled students would be a breakthrough. A study found that socioeconomic class affects disabled youth's systematic discrimination and school placement. Material and cultural capital disparity affect learning investments, school quality and experience, and institutional authority navigation and confrontation. These advantages assist high- and middle-class parents overcome ableist barriers and practices in mainstream English schools to give their children a more inclusive and supportive education. Disabled youth from low-income households have several obstacles in school due to micro-level structural discrimination (Chatzitheochari & Butler, 2023). When severe, the attitude barrier—believing impairments are stigmatized—can cause violence, isolation, and bullying (Epic, 2021). Fausto et al. (2024) encourage the public to assist inner development by understanding that we are all the same and that what is different is not always the other.

4.0 Conclusion

This study aimed to assess Technical Vocational Institutions' (TVIs) readiness to provide inclusive technical and vocational education programs for people with disabilities. The research presents a detailed assessment of current limitations and potential for improving inclusive practices in TVET settings by examining five primary institutional criteria: disability support units (DSU), accessibility, human resources, complaint mechanisms, and inclusion funding. Results indicated that the institution's initiative, as assessed through indicators related to the Disability Support Unit, inclusion for funding, human resources, and complaint mechanisms, is still in the planning phase and needs to move towards active execution. On the other hand, accessibility standards generally require continual institutional assistance in the key areas of barrier-free design, digital accessibility, and communication systems. The overall evaluation of participating schools demonstrates that inclusive education is still in its early stages, with staffing, infrastructure, budget, and support service deficits, which implies that most TVIs are not yet ready to support students with disabilities. Hence, schools must establish Disability Support Units, invest in accessibility renovations, train teachers, assign inclusion resources, and create transparent complaint processes for disabled students to improve preparation. The in-depth interviews conducted with respondents in the study identified six recurring themes, which are infrastructure issues, financial support and resource limitations, commitment to strategic and long-term implementation, training of human resources and instructors, development of an inclusive curriculum and support services, as well as attitudinal barriers and societal stigma. Addressing these institutional gaps is critical not only for ensuring compliance with accessibility standards but also for promoting equity and inclusive participation in technical and vocational education. Future research should focus on developing practical implementation models, long-term funding mechanisms, and national policies that enable TVIs to become fully inclusive learning environments for all.

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