

Curriculum and transition for the Intellectually Challenged learners: Effects of Curriculum on transition to the world of work of learners with Intellectual Disability from Special schools

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Abstract

Majority of children with intellectual disability continue to be in special schools irrespective of their age, ability and the duration of schooling. As a result they rarely leave school to join the community as a productive member of the society; where as the ultimate aim of special education is employability and independent living. People believe that persons with intellectual disability are not capable of obtaining and holding a job. This is not true, even though employment rate for adults with intellectual disability are minimal especially for young ladies with intellectual disability. It is out of the challenges faced by learners with intellectual disability in transiting from school to work that the research was conducted intending to investigate whether with appropriate planning and coordinated training, individuals with intellectual disability can secure and maintain meaningful and gainful employment.

Book url: <https://www.amazon.com/Curriculum-transition-Intellectually-Challenged-learners/dp/6138837843>