

Research Article

## Multidisciplinary Transition Planning for School-To-Work and Independent Living Among Learners with Special Needs

Oroma Alikor, PhD<sup>\*1</sup>, Dumo Patience Bobmanuel, PhD<sup>2</sup>

<sup>1</sup> Department of Educational Foundations Rivers State University, Nkpolu-Oroworkwo

<sup>2</sup> Department of Special Needs Education and Rehabilitation Science Rivers State University, Nkpolu-Oroworkwo

**Email:** Oroma.Alikor@ust.edu.ng<sup>1</sup>, dumo.bobmanuel@rsu.edu.ng<sup>2</sup>

*\*\*Related declarations are provided in the final section of this article*

### ARTICLE INFORMATION

**Received:** 10 Sep 2026

**Accepted:** 29 Sep 2026

**Published:** 12 Oct 2026

**Correspondence Author:**

Oroma Alikor PhD \*

Copyright © 2026 The Author(s). The Authors retain copyright. Licensed under the Creative Commons Attribution 4.0 International License ([CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

### Abstract

Multidisciplinary transition planning has become increasingly important in preparing learners with special needs for successful movement from school to employment, independent living, and active participation in society. This article examines how multidisciplinary transition planning supports school-to-work outcomes and independent living among learners with special needs in Nigeria, with particular attention to Rivers State and secondary and tertiary education. It explores the concepts of multidisciplinary transition planning, school-to-work transition, and independent living, while highlighting the importance of coordinated collaboration among educators, counsellors, families, vocational specialists, employers, community organizations, and policymakers. The discussion further analyzes practical strategies for strengthening transition planning through individualized support, career preparation, life skills development, inclusive educational practices, and policy implementation. It also examines challenges affecting effective transition planning, including inadequate funding, limited institutional capacity, insufficient professional training, weak stakeholder collaboration, and persistent societal attitudes toward disability. The article argues that successful transition planning extends beyond academic achievement by equipping learners with functional competencies, self-advocacy skills, workplace readiness, and confidence for adulthood. Strengthening multidisciplinary partnerships and inclusive support systems can improve employment opportunities, social participation, and independent decision making for persons with disabilities. Ultimately, advancing transition planning

within secondary and tertiary institutions contributes to sustainable inclusion, improved quality of life, greater economic participation, and national development by ensuring that learners with special needs are adequately prepared to navigate adult responsibilities, contribute meaningfully to their communities, and achieve greater independence throughout adulthood. The findings encourage stronger institutional commitment, sustained stakeholder partnerships, evidence-based implementation, and continuous policy evaluation nationwide.

**Keywords:** Multidisciplinary Transition Planning; School-to-Work Transition; Independent Living; Learners with Special Needs; Nigeria

## INTRODUCTION

The transition from school to adulthood is a critical stage for learners with special needs, requiring preparation beyond academic achievement to include employment, independent living, social participation, and self-determination. Learners with disabilities often face barriers such as limited accessibility, negative societal attitudes, and inadequate support systems, making coordinated transition planning essential.

This article examines multidisciplinary transition planning as a comprehensive framework for supporting learners with special needs during the movement from school into adulthood. It explores the processes involved in school-to-work transition, the development of independent living competencies, and the collaboration mechanisms required among schools, families, professionals, employers, and community stakeholders. The article further examines implementation challenges that hinder effective transition systems and highlights strategies for strengthening coordinated transition practices to improve lifelong outcomes for learners with disabilities.

In Nigeria, many learners with disabilities struggle to move successfully from school into employment and community life due to weak collaboration among schools, families, employers, and support agencies. Consequently, many complete their education without adequate preparation for work or independent living. Nwafor and Alikor (2026) traced the shortfalls of Nigeria's inclusive mass education policies, including the Universal Basic Education scheme, to inadequate funding, short-sighted planning and too few qualified teachers, and these same gaps help to explain why learners with disabilities still leave school poorly prepared for adult life.

Transition planning provides a structured process that connects education with future life goals by identifying learners' strengths, interests, aspirations, and support needs. Effective transition planning should be person-centered, allowing learners to actively participate in decision-making processes concerning their education, career pathways, independence, and community participation rather than remaining passive recipients of educational services.

Multidisciplinary transition planning strengthens this process through collaboration among special educators, counselors, families, vocational specialists, and community organizations. Such cooperation creates comprehensive support systems that improve employment opportunities and independent living outcomes.

This approach also supports sustainable development by promoting disability inclusion and maximizing human potential. The United Nations (2016) emphasize that achieving inclusive development requires the removal of barriers that limit access to education, employment, social participation, and equal opportunities for persons with disabilities.

However, effective implementation in Nigeria remains constrained by inadequate professional capacity, weak stakeholder collaboration, limited vocational opportunities, and poor policy enforcement. Addressing these challenges requires coordinated action from educational institutions, government, families, communities, and the private sector to prepare learners with special needs for productive adulthood and meaningful participation in society.

## **CONCEPT OF MULTIDISCIPLINARY TRANSITION PLANNING**

Multidisciplinary transition planning is a coordinated educational approach that supports learners with special needs as they move from school into adulthood. Unlike conventional educational planning that focuses mainly on academic achievement, it addresses employment preparation, independent living, social participation, and personal development. The approach recognizes that learners with disabilities require diverse forms of support, making collaboration among professionals, families, and institutions essential.

The foundation of transition planning is multidisciplinary collaboration, where teachers, counselors, therapists, vocational specialists, families, and policymakers contribute expertise to develop individualized pathways. This ensures that transition decisions consider learners' abilities, interests, career goals, and environmental needs rather than focusing only on academic outcomes. Ajuwon and Ozoji (2021) examined transition services and inclusive practices for learners with disabilities in Nigeria, and their work supports the view that transition services and inclusive practice must be planned together rather than as separate concerns.

In special needs education, transition planning emphasizes individualized support because learners possess different strengths, challenges, and aspirations. Flexible planning enables institutions to provide appropriate interventions, skill development opportunities, and support systems that promote future success while adopting a person-centered approach to disability inclusion.

Within Rivers State, multidisciplinary transition planning remains underdeveloped, as many educational systems prioritize school completion without adequate attention to post-school outcomes. Ajuwon (2018) noted that inclusive education in Nigeria requires stronger support structures that move beyond access and enrollment toward meaningful participation and functional outcomes for learners with disabilities. Transition planning therefore serves as a pathway for extending inclusion beyond the classroom.

Transition planning functions as a bridge between education and adulthood by connecting learners' school experiences with future opportunities in employment, independent living, and community participation. Secondary and tertiary institutions represent critical stages because they provide the period when learners develop advanced academic, vocational, social, and self-determination skills needed for adult responsibilities. Strengthening transition services at these levels supports the goals of Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education and lifelong learning opportunities for all learners, including persons with disabilities.

Families remain central to effective transition planning because they provide valuable knowledge about learners' abilities, preferences, and daily experiences. Their involvement improves decision making and ensures that transition goals reflect realistic social and environmental conditions. Obi and Mensah (2020) related family participation to the educational outcomes of learners with disabilities, which underlines the value of drawing parents and guardians into each stage of the transition process.

Effective transition planning also requires partnerships between educational institutions, employers, vocational centers, and community organizations. Such connections allow learners to apply acquired skills in real-life settings and improve access to employment opportunities through appropriate workplace support and adaptation.

The success of multidisciplinary transition planning depends on professional competence. Stakeholders require continuous training in disability support, career development, vocational preparation, and inclusive practices to ensure that collaboration produces meaningful outcomes.

## **CONCEPT OF SCHOOL-TO-WORK TRANSITION FOR LEARNERS WITH SPECIAL NEEDS**

School-to-work transition is the structured process through which learners with special needs acquire the skills, experiences, and support required to move from education into employment, entrepreneurship, vocational activities, or productive adult roles. It requires attention to individual abilities, career interests, functional skills, accessibility needs, and support systems. The aim extends beyond job placement to developing independence, economic participation, and social inclusion.

Transition preparation should begin before graduation rather than after learners leave school. Early planning allows educators, families, and professionals to identify learners' strengths, develop appropriate career pathways, and provide meaningful educational and practical experiences. Effective transition outcomes depend on timely preparation, employment-focused instruction, community-based learning opportunities, and strong collaboration among schools, families, and relevant stakeholders. Therefore, transition planning should be embedded throughout secondary and tertiary education to ensure learners with special needs are adequately prepared for employment, independence, and social participation.

In Nigeria, many learners with special needs complete education without sufficient exposure to vocational training, career counselling, workplace experiences, or entrepreneurship opportunities, creating a gap between qualifications and economic participation. Effective transition activities should include vocational internships, workplace mentorship, entrepreneurship training, apprenticeships, and partnerships between special schools, universities, vocational centres, and employers. For example, institutions in Rivers State can collaborate with businesses, technology firms, artisans, and government agencies to provide workplace exposure and practical skill development before graduation.

Career counselling services in universities and colleges are also essential for helping learners identify career options, access accommodations, develop employment skills, and make informed decisions. This is particularly important within Nigerian labour realities, where high unemployment, limited workplace accessibility, employer misconceptions, and weak disability inclusion practices create additional barriers. According to the National Bureau of Statistics (2021), unemployment remains a significant national challenge, with persons with disabilities facing further disadvantages in accessing economic opportunities. Iroegbu and Okafor (2021) also identified the barriers that persons with disabilities face in the transition to employment in Nigeria, which shows that career counselling must prepare learners for the realities of the labour market and not only for the choice of a career.

Transition planning should also recognize that economic participation extends beyond formal employment. Nigerian learners with disabilities can achieve independence through entrepreneurship and skills-based enterprises such as digital services, tailoring, agriculture, crafts, catering, repairs, and other vocational ventures. Entrepreneurship training, mentorship, and access to business networks can support sustainable livelihoods where traditional employment opportunities are limited.

Work-based learning experiences connect classroom knowledge with real economic environments. Vocational internships, community-based training, and employer partnerships enable learners to develop practical skills, workplace behaviour, communication abilities, and self-advocacy. Collaboration with industries such as hospitality, information technology, manufacturing, and creative sectors can promote inclusive employment while demonstrating the capabilities of persons with disabilities. Successful transition strengthens dignity, independence, confidence, and social participation. In Rivers State and across Nigeria, effective transition systems require collaboration among schools, tertiary institutions, vocational agencies, employers, disability organizations, and government bodies to provide accessible training, career counselling, entrepreneurship development, and sustainable economic opportunities. Yusuf and Ibrahim (2022) linked vocational preparation to the employment outcomes of learners with disabilities in Nigeria, which strengthens the case for building work-based learning into transition programmes well before graduation.

## **CONCEPT OF INDEPENDENT LIVING FOR PERSONS WITH SPECIAL NEEDS**

Independent living for persons with special needs refers to the capacity of individuals with disabilities to exercise choice, make decisions, manage daily activities, and participate meaningfully in society with appropriate assistance where required. It does not mean living

without support; rather, it emphasizes having control over personal decisions, expressing preferences, and receiving support that promotes autonomy, dignity, and self-determination. Within transition planning, independent living is a critical outcome because education must prepare learners not only for academic success but also for practical adulthood experiences.

For Nigerian learners with disabilities, independent living involves addressing everyday realities such as mobility limitations, transportation barriers, financial management, communication, decision-making, access to assistive technology, and community participation. Many learners encounter difficulties navigating public spaces, accessing transportation systems, managing personal resources, or obtaining technological tools that support learning and independence. Without deliberate preparation, these barriers can restrict their ability to participate fully in social, economic, and civic activities.

Developing independent living skills requires intentional educational intervention. Schools must support learners in building practical competencies including self-advocacy, problem solving, personal care, financial literacy, social interaction, and informed decision-making. These skills enable individuals to manage daily responsibilities and make choices about education, employment, relationships, and community involvement. Sam-Kalagbor (2026a) found that learning styles, peer relationships and time management were all positively related to students' educational development in higher institutions in Rivers State, which suggests that personal management skills of this kind deserve a deliberate place in transition programmes for learners with special needs.

Within Nigerian cultural contexts, family relationships significantly influence independent living outcomes. Families often provide essential protection and assistance due to limited disability support structures and social services. However, excessive protection may unintentionally reduce opportunities for learners to develop confidence and autonomy. Effective transition planning should therefore encourage families to balance care with empowerment by providing guidance while allowing individuals with disabilities to participate in decisions affecting their lives.

Independent living also depends on accessible environments and effective support systems. Barriers such as inaccessible buildings, inadequate transportation, limited access to assistive technologies, and insufficient community-based resources continue to restrict participation among persons with disabilities. Okeke and Aniche (2020) emphasize that promoting disability inclusion requires addressing environmental and social barriers while strengthening support structures that enable persons with disabilities to participate fully in society.

Secondary and tertiary institutions serve important roles in preparing learners for independent adulthood. Through counseling, disability support services, peer networks, vocational preparation, and practical learning opportunities, institutions can strengthen learners' confidence, self-advocacy abilities, and readiness for community participation. In Rivers State and across Nigeria, transition programmes must extend beyond academic certification by integrating life skills, employment preparation, and community engagement.

Independent living is closely connected to economic empowerment because financial knowledge, vocational competence, and employment opportunities increase individuals' ability

to make independent choices. Therefore, transition planning should recognize independent living as a lifelong process that combines personal skills, family support, accessible environments, and inclusive opportunities.

## **THE ROLE OF MULTIDISCIPLINARY COLLABORATION IN TRANSITION PLANNING**

Effective transition planning for learners with special needs requires coordinated collaboration among stakeholders rather than isolated professional efforts. Transition involves integrating educational, vocational, psychological, and social support to prepare learners for employment, independence, and community participation. Eze and Amadi (2023) examined collaborative support systems in relation to transition outcomes for learners with disabilities in Nigerian educational institutions, and their work supports the position that coordinated support across professions produces better outcomes than isolated effort.

Each stakeholder contributes a specific responsibility within the transition process. Teachers provide assessment, identify educational needs, and adapt instruction to support learner development. Counsellors guide career planning, self-advocacy, decision-making, and goal setting. Families provide continuity of support by sharing knowledge of learners' abilities, preferences, and challenges. Employers create workplace opportunities through internships, skills development, and employment pathways, while government institutions provide policies, funding, and structures that sustain inclusive transition services.

Successful collaboration requires active communication and shared planning. In Nigerian secondary schools, teachers, counsellors, families, and vocational partners can work together to develop transition plans that identify learner strengths, career interests, accommodations, and future opportunities. In universities, disability support units can collaborate with academic departments, career centers, employers, and government agencies to connect academic support with professional preparation and independent living. Family involvement strengthens transition outcomes because families connect school-based interventions with everyday experiences. According to Zhang et al. (2020), effective family engagement improves transition outcomes by supporting realistic goal setting and providing continued assistance beyond educational settings.

## **TRANSITION PLANNING STRATEGIES FOR PREPARING LEARNERS WITH SPECIAL NEEDS FOR EMPLOYMENT AND INDEPENDENT LIVING**

Effective transition planning requires strategies that connect education with adulthood realities for learners with special needs. Individualized transition plans should identify learners' abilities, interests, goals, and support needs. Nigerian schools can implement these plans through assessments, collaboration among teachers, counsellors, families, and learners, and regular progress reviews to support employment, independence, and social participation. Bala and Ibrahim (2022) studied individualized transition planning and career preparation among students with special needs in Nigeria, which supports the use of individual plans as the starting point for career preparation.

Learners should develop self-advocacy and life skills through counselling, classroom activities, and practical experiences. Schools can teach communication, decision-making, financial management, and personal responsibility while enabling learners to understand their rights and request appropriate support.

Career guidance, vocational preparation, assistive technology, and inclusive teaching practices are essential school-based strategies. Nigerian institutions can strengthen career counselling through trained personnel, career assessments, and partnerships with industries. Vocational preparation can be achieved through internships, apprenticeships, and practical training, while assistive technology and inclusive teaching methods can improve accessibility and participation. Nwuke and Osuji (2024) examined the management of digital learning environments for students with special needs in public schools in Rivers State, and their work shows that assistive and digital tools serve these learners well only when schools plan, organise and support their use rather than simply acquiring them.

Community and employment strategies require partnerships with employers, government agencies, and organizations. Schools can create internship opportunities, mentorship programmes, entrepreneurship training, and community-based learning experiences that develop workplace skills and independence. Entrepreneurship education can equip learners with financial literacy, digital skills, and business management abilities.

## **CHALLENGES AFFECTING EFFECTIVE TRANSITION PLANNING FOR LEARNERS WITH SPECIAL NEEDS IN NIGERIA**

Despite recognition of transition planning in special needs education, implementation in Nigeria remains limited by institutional, structural, and social barriers. Many learners with disabilities leave school without adequate preparation for employment, independent living, and community participation, affecting their adult outcomes.

The absence of structured transition programmes means many institutions prioritize academic achievement over career readiness and life skills, leaving learners without essential workplace and independence competencies. Limited teacher training in transition planning, disability support, and assessment further reduces the quality of individualized support provided. Nwuke and Nwanguma (2024) found capacity building to be a tool for improving staff job performance in public universities in Rivers State, and the same reasoning applies to teachers and counsellors, whose ability to plan transitions depends on deliberate and continuous training.

Funding shortages restrict access to vocational training, assistive technologies, counselling, and employer partnerships, causing institutions to lack effective transition systems and forcing families to become the main support providers after graduation. Poor collaboration among stakeholders also creates service gaps and limits employer awareness of disability inclusion practices.

Social stigma and weak policy implementation continue to restrict participation by reinforcing barriers in employment and community engagement. Addressing these challenges requires strengthening institutional structures, improving teacher preparation, increasing funding,

enhancing stakeholder collaboration, and ensuring effective policy implementation. These measures are essential for developing transition systems that support learners with special needs beyond schooling and promote successful participation in adult life.

## **STRENGTHENING TRANSITION PLANNING THROUGH POLICY SUPPORT, COMMUNITY ENGAGEMENT, AND INCLUSIVE PRACTICES**

Strengthening transition planning requires institutional frameworks that integrate school-to-work preparation into special needs education. Nigerian institutions should adopt coordinated transition policies linking schools, tertiary institutions, vocational centres, employers, and government agencies.

Government should establish monitoring systems, enforce transition standards, provide funding, and evaluate institutional performance. Disability support offices in tertiary institutions should coordinate transition plans, career guidance, assistive services, and employment support. Sam-Kalagbor (2026b) found that principals and vice-principals in public senior secondary schools in Port Harcourt Metropolis rated the role of artificial intelligence high in school record management, which suggests that digital record systems could help schools and disability support offices to track each learner's transition plan and progress over time.

Schools should integrate vocational training, entrepreneurship, independent living skills, and workplace experience into transition programmes through partnerships with vocational centres and industries. Garba and Musa (2023) reported that transition-oriented programmes improve employment readiness and independent participation.

Employers should collaborate with educational institutions through internships, apprenticeships, inclusive recruitment, and workplace accommodations to expand employment opportunities. Taylor and Ogbonna (2023) documented the contributions of the Nigeria Liquefied Natural Gas Company to educational development in Bonny Kingdom, Rivers State, which shows that corporate bodies in the state already support education and could extend that support to internships, training and workplace placements for learners with special needs.

Regular professional development should strengthen teachers' and counsellors' capacity for individualized transition planning and multidisciplinary collaboration. Government, disability organizations, and communities should implement awareness programmes that reduce stigma, encourage family participation, and promote learner independence. Ikechukwu et al. (2026) examined teachers' digital competence in relation to effective classroom instructional delivery in senior secondary schools in Port Harcourt Metropolis, and their work supports the inclusion of digital and assistive technology skills in the professional development offered to teachers who support learners with special needs.

In Rivers State, coordinated partnerships among schools, tertiary institutions, vocational centers, employers, community organizations, and government agencies can significantly improve transition outcomes for learners with special needs.

## CONCLUSION

Multidisciplinary transition planning strengthens special needs education by preparing learners with disabilities in Nigeria, particularly in Rivers State, for employment, independent living, and reduced dependency. Success requires collaboration among schools, families, employers, and government to improve disability inclusion, expand economic participation, and strengthen national human capital development. Educational success should therefore be measured by learners' post school employment, independence, and community participation rather than academic achievement alone.

## RECOMMENDATIONS

To achieve effective transition outcomes for learners with special needs, coordinated actions are required among key stakeholders. The following recommendations outline practical measures for strengthening transition planning, employment readiness, and independent living support in Nigeria.

1. Federal and State Ministries of Education should establish transition units and conduct annual assessments.
2. Schools should implement transition plans connecting learners with employers and support agencies.
3. Universities and teacher institutions should integrate transition and employment preparation courses.
4. Institutions should partner with industries for internships and job opportunities.
5. Employers should promote inclusive recruitment and workplace support.

## Article Publication Details

This article is published in the [OpenMind Journal of Multidisciplinary Innovation & Development](#), ISSN: 3108-2920 (Online). In Volume 2 (2026), Issue 5 (Sep - Oct) - 2026  
The journal is published and managed by [OMR PUBLICATION](#) .

## Acknowledgements

We sincerely thank the editors and the reviewers for their valuable suggestions on this paper.

## Authors' contributions

All author(s) read and approved the final manuscript.

## Funding

The author(s) declare that no funding was received for this work.

### **Data availability**

No datasets were generated or analyzed during the current study.

### **Declarations**

#### **Ethics approval and consent to participate**

The author(s) declare that not applicable.

#### **Consent for publication**

The author(s) declare that not applicable.

#### **Competing interests**

The author(s) declare no competing interests.

## **REFERENCES**

1. Ajuwon, P. M. (2018). Inclusive education for students with disabilities in Nigeria: Benefits, challenges and policy implications. *International Journal of Special Education*, 33(2), 285–299.
2. Ajuwon, P. M., & Ozoji, B. E. (2021). Transition services and inclusive practices for learners with disabilities in Nigeria. *Journal of Special Needs Education Research*, 12(2), 45–59.
3. Bala, M. A., & Ibrahim, H. S. (2022). Individualized transition planning and career preparation among students with special needs in Nigeria. *Nigerian Journal of Educational Research and Development*, 18(2), 67–81.
4. Eze, R. N., & Amadi, K. C. (2023). Collaborative support systems and transition outcomes for learners with disabilities in Nigerian educational institutions. *African Journal of Special Needs Education Research*, 11(1), 22–36.

5. Garba, A. M., & Musa, R. A. (2023). Inclusive transition programmes and employment readiness among students with disabilities in Nigerian higher institutions. *Journal of Education and Rehabilitation Studies*, 15(1), 88–103.
6. Ikechukwu, B. P., Wordu, H., & Mbaba, A. E. (2026). Teachers' digital competence and effective classroom instructional delivery in senior secondary schools in Port Harcourt Metropolis, Rivers State. *UKR Journal of Arts, Humanities and Social Sciences*, 2(8), 6–18. <https://doi.org/10.5281/zenodo.21771624>
7. Iroegbu, M. N., & Okafor, J. C. (2021). Barriers to employment transition among persons with disabilities in Nigeria. *Journal of Disability Studies and Inclusive Development*, 6(2), 51–65.
8. National Bureau of Statistics. (2021). *Labour force statistics: Unemployment and underemployment report*.
9. Nwafor, N. H. A., & Alikor, O. (2026). “No child left behind”: Implementation challenges of related educational policies in Nigeria. *UKR Journal of Arts, Humanities and Social Sciences*, 2(6), 229–236. <https://doi.org/10.5281/zenodo.20923289>
10. Nwuke, T. J., & Nwanguma, T. K. (2024). Capacity building as a tool for administrative staff improved job performance in public universities in Rivers State. *Journal of Social and Management Sciences*, 3(2), 211–225.
11. Nwuke, T. J., & Osuji, C. U. (2024). Managing digital learning environment for students with special needs in public schools in Rivers State, Nigeria. *Journal of Association of Educational Management and Policy Practitioners*, 6(1), 187–196.
12. Obi, F. B., & Mensah, J. (2020). Family participation and educational outcomes among learners with disabilities. *African Journal of Inclusive Education Studies*, 8(1), 33–47.

13. Okeke, B. C., & Aniche, J. C. (2020). Inclusive education and the challenges of accessibility for learners with disabilities in Nigeria. *Journal of Education and Practice*, 11(18), 45–52.
14. Sam-Kalagbor, V. O. (2026a). Academic resilience and education development in higher education institutions. *IKR Journal of Education and Literature*, 2(5), 1–9.  
<https://doi.org/10.5281/zenodo.22734222>
15. Sam-Kalagbor, V. O. (2026b). Roles of artificial intelligence on educational management for sustainable development in public senior secondary schools in Port Harcourt Metropolis. *UKR Journal of Education and Literature*, 2(5), 27–37.  
<https://doi.org/10.5281/zenodo.22671436>
16. Taylor, D. I., & Ogbonna, B. (2023). Contributions of Nigeria Liquefied Natural Gas Company to educational development in Bonny Kingdom, Rivers State. *African Scholar Journal of African Innovation and Advanced Studies*, 28(2).
17. United Nations. (2016). *Convention on the Rights of Persons with Disabilities: General comment No. 4 on the right to inclusive education*.
18. Yusuf, A. O., & Ibrahim, M. S. (2022). Vocational preparation and employment outcomes among learners with disabilities in Nigeria. *Nigerian Journal of Special Education and Rehabilitation*, 14(3), 61–75.
19. Zhang, D., Landmark, L. J., Grenwelge, C., & Montoya, L. (2020). Promoting family participation in transition planning for students with disabilities. *Journal of Special Education Leadership*, 33(2), 75–86.

## PUBLISHER'S NOTE

OMR PUBLICATION remains neutral with regard to jurisdictional claims in published maps and institutional affiliations. The statements, opinions, and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of OMR PUBLICATION

and/or the editor(s). OMR PUBLICATION disclaims responsibility for any injury to people or property resulting from any ideas, methods, instructions, or products referred to in the content.