

**VOCATIONAL TRAINING AND COMMUNITY EMPOWERMENT IN SELECTED
IDPS CAMPSIN HARGEISA SOMALILAND**

BY

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**A THESIS REPORT SUBMITTED TO THE COLLEGE OF HUMANITIES
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DECLARATION

This thesis proposal is my original work and it has not been presented for a degree or any other academic award in any university or institution of learning.

Mohamed Ali Samatar

Name candidate and signature

Date

APPROVAL

This is to confirm that the work presented in this report is carried out by Mohamed Ali Samatar under my supervision.

Name of the supervisor

Signature of the supervisor

DEDICATION

I dedicate this work to my parents and family members for their moral support and the encouragement that they gave me during the study.

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ABSTRACT

The study sought to investigate the effect of vocational training on community empowerment among the internally displaced people in Hargeisa, Somaliland. This study was guided by three specific objectives guided and these were: (i) establishing the forms of vocational training projects used among the internally displaced people in Hargeisa, Somaliland, (ii) assessing the forms of community empowerment activities among the internally displaced people (IDPs) in Hargeisa Somaliland, (iii) examining the relationship between vocational training and community empowerment among the internally displaced people (IDPs) in Hargeisa Somaliland. The research employed descriptive correlational design to describe the relationship between the variables. The findings revealed the following: vocational training was rated satisfactory among the internally displaced people in Hargeisa Somaliland, community empowerment among the internally displaced people (IDPs) in Hargeisa Somaliland was rated satisfactory, the findings indicated a significant correlation between vocational training and community empowerment in Hargeisa, Somaliland. The study revealed the following conclusions: vocational training activities such as retraining, technical training and skills improvement have tried to play a key role in promoting economic competitiveness and prosperity among the internally displaced people (IDPs) in Hargeisa, Somaliland, community empowerment is one of the most powerful instruments for enabling all members of the community to face new challenges and to find their roles as productive members of society, and finally improving vocational training it also increases community empowerment among the internally displaced people (IDPs) in Hargeisa, Somaliland. The following were the recommendations: the government of Somaliland should provide financial support to partners and institutions implementing vocational training activities. This could take either or all of the following forms: cost recovery through charging user fees; government part funding to the vocational training colleges. Given the nascent/formation level of the management structures of respective vocational training centers, it is critically important to train and build the functional capacity of these institutions on the vocational skills training concept and employment promotion so that they can be stronger in their role of designing and implementation of literacy and vocational training in skills with economic and social relevance to the community. The following was the contribution to knowledge: In spite of the efforts of the Government of Somaliland and international community, weak coordination and fragmented implementation of actions has not supported the effective growth of the vocational training sector. The choice of skills training is not always guided by the needs of the market but by need to address all needs by projects whose scope is too small to warrant such undertakings. In such situations, vocational training does not receive appropriate technical direction for its success.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter provides information about background of the study, statement of the problem, purpose, objectives of the study, research questions, hypothesis, scope and significance of the study.

1.1 Background to the study

The study focused on investigating the effect of vocational training on community empowerment among the displaced people in Hargeisa, Somaliland. The background of the study includes historical, theoretical, conceptual and contextual perspectives respectively.

1.1.1 Historical perspective

Globally, it is generally acknowledged that vocational training must be demand driven and that it cannot have a relevant employment impact unless it is placed in the context of an integrated strategy for economic and employment development (Oche, 2013). Accordingly, under the BMZ strategy entitled "Vocational training and the labour market in development cooperation" effective employment promotion comprises three dimensions: improving the employment prospects of the workforce through professional qualification (supply side of the job market), creating jobs by promoting the private sector, which includes financial system development (demand side of the job market), and effective mediation between supply and demand, which is called "matching"(Offorma, 2010).

Although the general conditions for vocational training in the partner countries differ greatly as a function of the country's development stage, training systems often exhibit similar weaknesses. These weaknesses are both quantitative and qualitative in nature. Very many partner countries neither have adequate training capacities nor is their existing offer of vocational training sufficiently aligned with demand or the job market. The rapid expansion of education in the world, vocational training became crucial in the labor structure, since vocational training is a different form from the other training forms, it aims to equip students or employees with

practical skills by allocating large number. Additionally, vocational training is associated with real needs and practical labor use (Cornford, 2005).

In Africa, most of the children have not accessed to attend to schools or dropped out and about less than 19% go into further or higher education and training and to the dearth of skilled vocational educator in the countries of Africa and the argent need for a more credible and higher quality technical and vocational education system.Until very recently, the emphasis on change in the further education and training institutions has largely been of a structural and funds from the education sectors and international donors have also begun to filter into the same institutions and there are various innovative projects on small scale. A number of higher education providers are now beginning to respond to this need by developing programmes and courses to meet the delivery requirements(Mohammed, 2012).

Prior to the civil war that culminated in the collapse of the government in 1991, Somaliland had functioning technical and vocational institutions in Berbera,Borama, Burao and Hargeisa that specialized in a range of technical courses and traditional trades at craft and artisan levels. Youth joined these institutions to acquire specialized skills that in turn enabled them to join the employment sector, either as employees or self employed persons. Most of these institutions were however destroyed or run down during the long period of civil. Consequently, these events resulted to high drop out of youth from schools to add to the number of unskilled youth that existed even before the civil war. With limited skills and no functioning education system, the youth had limited livelihood options (Republic of Somaliland, 2010).

In apparent response to the demand for education and vocational skills training, the international community through UN, INGOs, LNGOs have supported the rehabilitation and or construction of vocational training centers in major towns of Somaliland (Hargeisa, Berbera, Borama, Arigavo, Gebiley, Las'anod, Odweyne ,Ainabo and Burao), Most of the functioning institutions are owned by local Institutions and governments through the support of the International Community (Geele, 2012).

Several skills provided in these institutions include: garment making, soap making, tie and dye, carpentry, computer technology, masonry, electrical installation, plumbing and metal fabrication.

UNESCO through Technical and Vocational Education projects funded by the Italian Government initiated several interventions to revitalize technical and vocational education in Somaliland at the grassroots level. Some of those interventions include: development of curricula/syllabi in selected marketable and demand driven trade areas, training of instructors and center managers, provision of course materials and textbooks to vocational training centres and initiation of standardized assessment and certification (Offorma, 2010).

1.1.2 Theoretical perspective

The study based on Human Capital Theory (HCT). The theory was proposed by Adams Smith in 1776 and later modified by Alfred Marshall in 1890 (Okewo, 2011). The former concluded that a man educated at the expense of much labour and time may be compared to one of those expensive machines and the work he learns to perform should replace to him the whole expense of his education. They latter referred to industrial training as a national investment (Oladipo, 2010). Much later authors such as Mincer (1958), Schultz (1961) and Backer (1975) gave ‘meat’ to this theory when they affirmed that time and money spent on education builds human capital hence one should be able to estimate the rate of return (RoR) on such investment, in a way similar to investment in physical capital. In short, the HTC states that a person’s education is an investment (involves costs, in terms of direct spending on education and the opportunity costs of student time) in her/his human capital (akin to investment by a firm in physical capital), which makes the individual more productive and accrue him/her a future stream of benefits (superior productivity, higher wages and other non-monetary benefits to the individual and the society) (Idoko, 2010).

The theory assumes that formal education is highly instrumental and even necessary to improve the production capacity of a population (Olaniyan and Okemakinde, 2012). This is mainly because formal education has dominated our systems and is the only type of education acceptable in our modern times, however, other forms of education: non-formal and informal are known to contribute to human skills necessary for economic improvement.

In Somaliland, investment in human capital is seen as an exit from poverty and therefore is one of the areas of economic recovery and strategy areas identified by the government (Adam A, 2012). Human capital entails the need to have a skilled population who will in turn contribute to

the economic growth(Samuel, 2010). According to the MOE (2005) studies conducted in Somaliland indicate a strong correlation between education, human capital and earnings, however, the inequitable access to education in Somaliland hinders social, economic and political participation by nomads(Igbuzor, 2012).

Educating girls is one of the ways to improve their human capital: increasing their skills improves their ability to compete for better life while contributing to the economy of the country (Jain & Kurt, 2010). It is therefore against this background that educating girls needs to be given a priority (Adam A, 2012). While contributing the economic growth, investing in human capital helps directly to empower the masses to stand up for their rights as well as that of others (Salako, 2010). This leads to the role Rights Based Approach plays in the education for girls (Jhingan, 2010).

1.1.3 Conceptual perspective

Vocational education refers to the form of education that prepares people for specific trades, crafts and careers at various levels from a trade, craft, technician, or a professional position in engineering, accounting, nursing, medicine, architecture, pharmacy, law etc. Craft vocations are usually based on manual or practical activities, traditionally non-academic, related to a specific trade, occupation or vocation (Mangyvat, 2010).

Community empowerment refers to increasing the spiritual, political, social or economic strength of individuals and communities. It often involves the empowered developing confidence in their own capacities. Forexample empowering citizens to participate fully in economic life across all sectors is essential to build stronger economies, achieve internationally agreed goals for development and sustainability, and improve the quality of life for citizens, men, families and communities (LeFevre, 2013).

1.1.4 Contextual perspective

In Hargeisa, vocational education training is seen as a challenging problem among the internally displaced People due to inadequate vocational education facilities and limited funds to support the vocational education and training activities (Ministry of Ed, 2010). The determination by the Somaliland government to increase access to vocational education and training inspired the

development of policies in the form of approaches and programmes such as free vocational education training but due to poor and misutilisation of these funds the vocational educational institutions have failed to succeed and at the end of the limiting community empowerment among the internally displaced people in Hargeisa Somaliland (Mohammed, 2012). Literacy among the internally displaced people in Hargeisa is still low and is seen to be another possible dimension contributing to the failure of the community empowerment activities and hence leading to low participation by the internally displaced people in the affairs of the country. (Geele, 2010). According to the Somaliland literacy survey conducted countrywide, including Hargeisa and other Somaliland Towns, Hargeisa has the lowest literacy level of only 9% and majority are the internally displaced people in Hargeisa (Republic of Somaliland, 2010).

1.2 Statement of the problem

Even though the government and other NGOs have to empower the IDPs through vocational training programs, however still there exists a problem of limited community empowerment among the internally displaced people (IDPs) in Hargeisa Somaliland, this is attributed to the failure of the Government and development practitioners, political and legal structures not to encourage or give room for community participation during vocational training programs. It is difficult to provide sustainable aid in relation to empower the internally displaced people where capacity is limited and basic means and infrastructure for planned intervention are nonexistent (Folke and Nielsen, 2017). Poor community empowerment is generally less creditworthy among the internally displaced people, less productive, insecure, ignorant and less voice than any other group of people in Hargeisa, Somaliland. For example most of government and donors funded vocational education projects in Hargeisa Somaliland do have pre-determined life spans of initiatives. Still the vocational and educational training institutions do not have standardized curriculum or syllabi to follow hence making community empowerment hard since most of the internally displaced people are illiterate. There is also no standardized system for vocational and educational training assessment, examination and certification, hence limiting the internally displaced people in Hargeisa, Somaliland to participate in the social and economic activities within the community. Hence the need to carry out a study on vocational training and community empowerment among the internally displaced people in Hargeisa, Somaliland.

1.3 Purpose of the Study

The purpose of carrying out this research was to investigate the effect of vocational and educational training on community empowerment among the internally displaced people in Hargeisa, Somaliland.

1.4 Research objectives

- (i) To establish the vocational training used in Selected IDPs Camps in Hargeisa, Somaliland.
- (ii) To assess the community empowerment activities among the internally displaced people (IDPs) in Hargeisa Somaliland.
- (iii) To examine the relationship between vocational training and community empowerment among the internally displaced people (IDPs) in Hargeisa Somaliland.

1.5 Research questions

- (i) What are the vocational training Activities used in Hargeisa, Somaliland?
- (ii) What are the community empowerment activities among the internally displaced people (IDPs) in Hargeisa Somaliland?
- (iii) What is the relationship between vocational training and community empowerment among the internally displaced people (IDPs) in Hargeisa Somaliland?

1.6 Hypothesis

There is no significant relationship between vocational training and community empowerment among the internally displaced people (IDPs) in Hargeisa Somaliland.

1.7 Scope of the study

1.7.1 Geographical Scope

The study was carried out among the internally displaced people (IDPs) in Hargeisa Somaliland. Hargeisa is a city situated in the Maroodi-Jeex region of the self-declared but internationally unrecognised Republic of Somaliland in the Horn of Africa. It is the capital and largest city of Somaliland.



1.7.2 Content Scope

Vocational training (independent variable) was broken down in terms of retraining, technical training and skills improvement. Whereas community empowerment (dependent variable) was measured in terms of social-economic support, education and citizen participation.

1.7.3 Time Scope

The study considered the data on the effect of vocational training on community empowerment among the internally displaced people (IDPs) in Hargeisa Somaliland from 2010 up to 2018. This being the period in which ineffective community empowerment among the internally displaced people (IDPs) in Hargeisa Somaliland has been report most. Still the study has a time scope of five months which ran from October 2017 to February 2018. The time chosen is sufficient to enable the researcher collect reliable information for the study.

1.7 Significance of the study

The following stakeholders will benefit from the findings of the study.

The study will help the internally displaced people (IDPs) in Hargeisa Somaliland to recognize the education and skills opportunities they have and those they don't have and this will increase on empowerment levels among them.

The findings of the study will help donors identify the resources needed by the vocational training institutions in order to effectively improve on community empowerment among the internally displaced people (IDPs) in Hargeisa Somaliland.

The Ministry of Education will use the findings of the study to improve on the education quality standards and provision of enough resources to the vocational education and training centers.

Future Researchers: The findings of the study will add new knowledge /information on vocational training and community empowerment among the internally displaced people (IDPs) in Hargeisa Somaliland.

The study will improve not only researcher's scope of understanding vocational education and training but also entire public hence gain exposure to the vocational education.

The dissertation will be used as reference material by future researchers interested in further research on vocational training and its effects on community empowerment.

The academic community will benefit from the results of the study as it will serve as a reference point on empirical data pertaining vocational training and community empowerment and it will also identify areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section dealt with the review of literature pertinent to the confines of the study. It is organized into four main sections namely theoretical review, conceptual framework, related studies and summary of research gaps.

2.1 Theoretical Review

Human Capital Theory (HCT) was proposed by Adam Smith in 1776 and later modified by Alfred Marshall in 1890 which rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population. The study specifically based on Human capital theory. This is mainly because formal education has dominated in the systems and is the only type of education acceptable in modern times, however, other forms of education: non-formal and informal are known to contribute to human skills necessary for economic improvement (Olaniyan and Okemakinde, 2012).

In Somaliland, investment in human capital is seen as an exit from poverty and therefore is one of the areas of economic recovery and strategy areas identified by the government (MOE 2010). Human capital entails the need to have a skilled population who will in turn contribute to the economic growth. According to the MOE (2010) studies conducted in Somaliland indicate a strong correlation between education, human capital and earnings, however, the inequitable access to education in Somaliland hinders social, economic and political participation by nomads (Samuel, 2010).

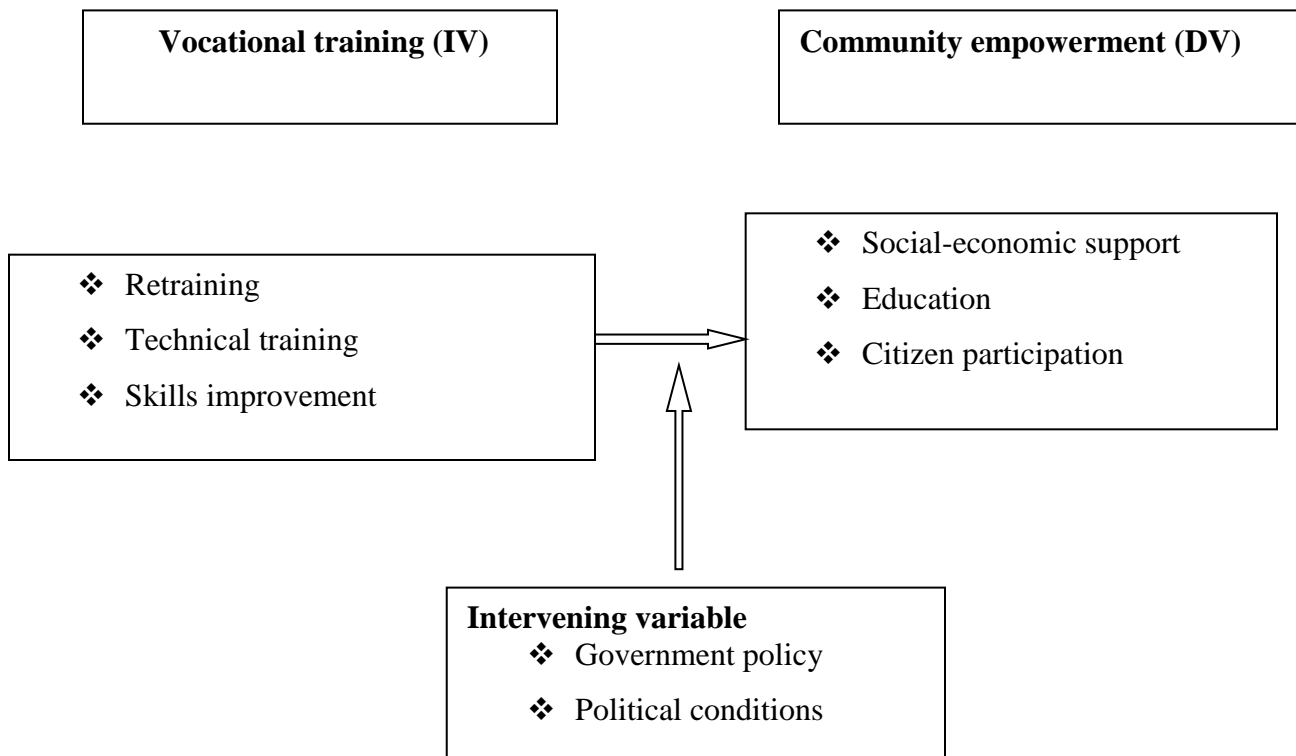
The theory assume that formal education and training increases the productivity of workers by imparting useful, relevant, sustainable knowledge, skills, competencies and social values. This theory relates directly to TVET because of its orientation towards the world of work plus its emphasis on acquisition of employable skills. Moreover, TVET train skilled and entrepreneurial workforce that nation may require to create wealth and emerge out of poverty. To this end, it increases the productivity of workers just the same way machines increase productivity in

entrepreneurship. This is why education is considered as a capital good responsible for developing human skills required for production of goods and services in the economy(Oladipo, 2010).

Educating girls is one of the ways to improve their human capital: increasing their skills improves their ability to compete for better life while contributing to the economy of the country (Oniye, 2012). Nice educated, nomads are expected to manage their livestock and the environment well, participate in democracy and benefit from other services(Salako,2010). It is therefore against this background that educating nomads needs to be given a priority. While contributing the economic growth, investing in human capital helps directly to empower the masses to stand up for their rights as well as that of others. This leads to the role Rights Based Approach plays in the education for nomads (Oniye, 2012).

2.3 Conceptual Framework

A Conceptual framework showing the relationship between vocational training and community empowerment



Source: Alfred Marshall (1890)

A conceptual framework in figure 1 illustrates that vocational training influences community empowerment. Vocational training is conceptualized/ broken into small constructs such as retraining, technical training and skills improvement. Whereas community empowerment (dependent variable) was measured in terms of social-economic support, education and citizen participation. The framework still illustrates that vocational training directly affects the level of community empowerment. However the relationship can be modified by nature of Government policies and political conditions.

Community empowerment consists of the process of enabling communities to increase control over their lives. Communities are groups of people that may or may not be spatially connected, but who share common interests, concerns or identities. These communities could be local, national or international, with specific or broad interests. Empowerment refers to the process by which people gain control over the factors and decisions that shape their lives. It is the process by which they increase their assets and attributes and build capacities to gain access, partners, networks and/or a voice, in order to gain control. Enabling implies that people cannot be empowered by others; they can only empower themselves by acquiring more of power's different forms. It assumes that people are their own assets, and the role of the external agent is to catalyse, facilitate or accompany the community in acquiring power (Laverack, 2008).

Community empowerment, therefore, is more than the involvement, participation or engagement of communities. It implies community ownership and action that explicitly aims at social and political change. Community empowerment is a process of re-negotiating power in order to gain more control. It recognizes that if some people are going to be empowered, then others will be sharing their existing power and giving some of it up. Power is a central concept in community empowerment and health promotion invariably operates within the arena of a power struggle. Community empowerment necessarily addresses the social, cultural, political and economic determinants that underpin health, and seeks to build partnerships with other sectors in finding solutions (Baum, 2008).

2.3 Review of related literature

The review of related literature was presented in line with the study objectives;

2.3. Forms of vocational training

Castree (2004) noted that vocational education and training (VET) play a key role in promoting economic competitiveness and prosperity, the future labour market requires versatile vocational skills and solid competence, complete with continuous renewal of competencies. Development of vocational education and training is based on quantitative anticipation of long-term demand for labour and educational needs and qualitative anticipation of skills needs at a national level. Anticipation efforts produce information about the types of skills and skilled people required in the future world of work and the ways in which this demand can be met through education and training provision. The objective is to match the quantitative demand for and supply of labour as closely as possible. In addition, anticipation data can be used to develop qualifications frameworks, vocational skills requirements and instruction to better meet the skills needs of the future world of work (Briggs, 2005).

Chinwe (2006) argued that especially vocational training funds should be considered a forward looking instrument which is useful for designing basic and advanced training systems in accordance with demand and placing the financing of vocational training on a secure footing. They are usually coupled with a training levy to be paid by enterprises, where the donor contribution can be used for piloting or start-up financing. They usually presuppose a fundamental restructuring of the financing system for vocational training.

Brett (2003) showed that vocational education and training benefits can be grouped using a classical typology based on the nature of results. Two main categories can be identified: economic benefits and social benefits. Both can be analysed on three different levels: the micro level (the benefits for individuals); the meso level (benefits for enterprises/groups) and the macro level (benefits for society as a whole).

Bray (2007) noted that vocational training is a sector within the education system poses a number of difficulties. For the most part, general and academic education is seen as that which builds analytical skills, knowledge and critical thinking, while vocational education and training develops craftsmanship, practical experience and practical problem-solving. However, this simple distinction does not hold up to scrutiny. Critical thinking and analytical skills are needed

in the case of a good plumber or electrician who must routinely make judgements in order to solve problems. Equally, a good surgeon needs a large set of practical skills to masterfully operate a patient. These simple distinctions can also lead to confusion and academic drift of vocational institutions or a vocationalisation of higher education (Cedefop 2008).

Stevenson (2005), researching on vocational education and training in Australia remarks that wherever one looks, the place for the vocational appears to be similar – the vocational is at the bottom of a hierarchy of knowledge and value, it is a stream of learning available to the “lower achiever”, it is governed in a paternalistic way with highly circumscribed degrees of freedom over content and process, it is legitimated solely in industrial and other utilitarian terms, rather than in the connections among different kinds of meaningmaking, and it is preserved for occupations of lower status.

Nyhan (1998) argued that a vocation means nothing but such a direction of life activities as renders them perceptibly significant to a person, because of the consequences they accomplish, and also useful to his associates. However, while such a definition does raise the status of what ‘vocational’ is, it does not solve the practical problem of difficulties in being able to identify vocational education and training provision in certain institutions. In such an approach, vocationalism is important for all types of studies (Hanf, 2002).

Grubb (1999) noted that it is also a matter of political importance to consider how vocational education and training is positioned in relation to the rest of the education system. For instance, in relation to the debate on the relation between gender inequalities and vocational and educational training, the UNESCO Institute of Statistics (UIS) concludes that it is difficult to draw conclusions on whether vocational education and training contributes to gender inequalities. It notes that the issue is complex and likely to vary greatly across regions and countries. It is further made clear that there is both over-representation and under-representation of girls in different countries (UIS, 2006). But where the picture seems improved in terms of female participation, vocational education and training is relegated to a less prestigious strand of education.

Greinert (2005) argued that another approach to political problem comes directly from the role of the state, in relation to how the labour market should be organised. As vocational education and training is an intended bridge between education and the labour market, broader visions are important for the design of a vocational education and training system. Clarke and Winch (2007) trace different definitions of vocational education and training back to the historical context of the nation-state. They contrast the German and French systems with the British system. In the former two systems, the state is instrumental in setting a politically-defined programme of vocational education and training, in the structuring of the labour market and in determining relations between capital and labour.

Greinert (2004) noted that by contrast, in Britain the state's role is simply one of governance or supervision, thus introducing new sets of rules or laws, resulting in an apparent or real fragmentation of relations between labour and capital, often arbitrarily linked to state institutions and thus unresponsive or unpredictably responsive to local or state policies. Consequently, the authors conclude that the British vocational education and training model is less one of state intervention and more of social injustice. It is not hard to imagine that the vision of the state towards the labour market then defines to a large part how vocational education and training is organised, who pays, where it is provided and who benefits from it (Clarke and Winch, 2007).

Bray (2007) noted that the industrialised world invests more in vocational schooling than the developing world. The UNESCO Institute of Statistics (UIS) finds a simple correlation between the two, as 'the greater a country's Gross Domestic Product per capita, the greater its secondary Percentage of Technical/Vocational Enrolment' (UIS, 2006, p.54). However, surprisingly, there is little in the relevant literature to support the link between vocational education and training and development. With a few exceptions, the standard conclusion is that it is wiser for governments to invest in general education than in vocational education and training. This line of reasoning has been set on the pretext of 'the vocational school fallacy' a term coined by Foster when researching the externalities of Western education reform in Ghana.

King and Martin (2002) explain the vocational education and training fallacy as a challenge between planning and reality. Foster's main message was that youth in Africa had already quite

rationally decided in the sixties despite all types of attempts to change their attitude - that an academic education would be better for achieving their goals and improving their position than vocational schooling. Thus while policy could have had many noble goals in trying to improve the situation of socially and economically disadvantaged people, the actual attitudes and behaviour of young people may not match these goals, as was the case in Africa.

Foster's conclusions were based on a study of perceptions of young Ghanaian males on their future prospects and education opportunities. Although several methodological points are made and the mitigating effects of schools on society are recognised, King and Martin's (2002) survey still concludes that 'foster's message today as in 1963 remains relevant for any attempts to use schools to deliver massive changes in attitude and aspiration in the absence of any parallel initiatives in the larger economic environment (King and Martin, 2002).

Oketch (2007) is more critical of the fallacy, claiming that it does not have to apply today, as vocational education is seen as training which forms the basis for future training, not as a way to facilitate job entry, but as a way to facilitate vocational-specific skills over a lifetime. He argues that vocational education and training in Africa needs to be reformed to train for what he calls 'higher skills' linking better with the informal sector (Oketch, 2007). It is however clear that the 'fallacy' continues to influence policymakers today, making them sceptical about the need for vocational education and training.

Chinwe (2010) indicated that the 2009 Global Monitoring Report is quite hostile towards the agenda of 'choice, competition and voice', arguing that competition and choice have the potential to reinforce inequality. Moreover, when Ministers met in Seoul in 1999 at the Second International Congress on Technical and Vocational Education (TVE) they adopted the goal of technical and vocational education for all. Vocational education and training is one of the most powerful instruments for enabling all members of the community to face new challenges and to find their roles as productive members of society. It is an effective tool for achieving social cohesion, integration and self-esteem (UNESCO, 1999).

2.3.2 Forms of community empowerment activities

Bebbington (2007) noted that community empowerment expands the capabilities of the poor to undertake future self help programs through the concept of participation and empowerment. It is a people orientated approach of making the community involved the whole process rather than one with a focus on processes and systems, which can exclude the community. Community empowerment helps people have a sense of ownership over a project being implemented in their area. In this way the international development community attempts to improve the poverty situations of developing countries and set up the basis for future self help programs (Ballou, 1990).

Empowering communities will help people in the future to have less reliance on external forces to help them beat poverty. It involves the expansion of assets and capabilities of poor people to participate in, negotiate with, influence, control, and hold accountable institutions that affect their lives (Narayan, 2002).

Ballou (1990) noted that community empowerment has meaningful outcomes on poverty in developing nations. One of the things that this thesis explores the difference between the reality of this objective and the ideal of empowering approaches. In the past involving people and using local knowledge was seen as fruitless activity, due to the bureaucratic nature and structure of the organizations involved. There was a lack of belief in the abilities of the people to undertake meaningful participation. Nowadays belief in people to become involved in these projects is slowly increasing.

Community empowerment is generally seen as a key for good quality of life, increased human dignity, good governance, pro-poor growth, project effectiveness and improved service delivery (Narayan, 2002). Strategies to employ empowerment objectives vary as societies have class, ethnicity, religion and gender differences. This makes empowerment successful on case by case basis and best tailored to individual community social structures. Assisting people to become involved in development projects was introduced to overcome constraints in the public sector (Meshack, 2004). The public sector in developing regions has sometimes not been able to provide services and infrastructure for the rural poor. Participation taps community resources for

better development. It attempts to reduce the gap between governments and people (Meshack, 2004).

Participation in community development activities is a strong form of empowerment practice. It entails building capacity of the community in so that they can make rational decisions and undertake meaningful input for mutual benefit. It does not necessarily entail the equal sharing of power (Meshack, 2004). Communities and organisations in rural areas would best benefit from consultative participation with minor elements of substantive participation. In this way the organisation involved will have control of the process and the community feels it has enough of a voice to assume some sense of ownership.

A lack of confidence by the international community for the poor to lift themselves out of poverty is apparent. Many academics and development organisations have preconceived views that the poor are complacent in their efforts to break out of poverty. Poor people are generally less creditworthy, less productive, and maybe even more ignorant than richer and more resourceful people. It is difficult to provide sustainable aid to poor people as well as poor countries where capacity is limited and basic means and infrastructure for planned intervention are nonexistent. But it is a challenge that has to be met (Folke and Nielsen, 2006).

Empowerment is a construct shared by many disciplines and arenas: community development, psychology, education, economics, studies of social movements and organizations. Recent literature reviews of articles indicating a focus on empowerment, across several scholarly and practical disciplines, has demonstrated that there is no clear definition of the concept. Zimmerman (1984) has stated that asserting a single definition of empowerment may make attempts to achieve it formulaic or prescription-like, contradicting the very concept of empowerment. However, for health promotion practitioners, making empowerment operational in health promotion contexts is a crucial issue.

Empowerment, in its most general sense, refers to the ability of people to gain understanding and control over personal, social, economic and political forces in order to take action to improve their life situations (Israel et al., 1994). It is the process by which individuals and communities are enabled to take power and act effectively in gaining greater control, efficacy, and social

justice in changing their lives and their environment (Solomon, 1976; Rappaport, 1981, 1985; Minkler, 1992; Fawcett et al., 1994; Israel et al., 1994). Central to empowerment process are actions which both build individual and collective assets, and improve the efficiency and fairness of the organizational and institutional context which govern the use of these assets.

For instance, Longwe & Clark (1994) perceives community empowerment as a means to overcome barriers to people's equality especially in patriarchal societies. For instance, Safilios-Rothschild (1985) attributed people's invisibility in agriculture to patriarchal values that rigidly sustains powerful leaders' supremacy. According to Mayoux (2012) citizens assuming the ability to identify their aspirations and strategies for change besides gaining skills and resources to achieve these aspirations constitutes their empowerment. In addition, community empowerment is viewed as a process that increases people's choices or ability to make choices about their life and the environment they live in (Allendorf, 2010, Mehira, 2011; Kabeer, 2010). Aspirations or needs that citizens strive to achieve have been classified into two categories by Moser who developed a framework for analysing these needs. The categories are practical and strategic gender needs which arise from inequalities that exist between men and citizens. Societies prescribe gender roles based on sex hence the condition of the people arising from the gender division of labour result into practical gender needs (Taylor, 2010).

2.3.3 Relationship between vocational training and community empowerment

Community empowerment is very essential for the development of the country and it could not be denied that citizens have capacity to change the destiny of a country. Citizens are offering their services in two fields, on domestic and economic front. It needs recognition that for the socio-economic development and citizens participation are mandatory and they have ability to mould the nation's fortune (Panigrahy & Bhuyan, 2012).

MoghSomaliland(2010) noted that gender discrimination in vocational education resulted low literacy rate among citizens. Low literacy rate is also one reason of people's poverty because without good education citizens could not gain better status and high level jobs and they could not contribute for the development and economic growth (Chudhary & Rahman, 2010).

Good governance is tied to good development in many ways, but the way that this policy is represented in many texts; make it hard for countries without good governance to receive substantial aid allocations or development projects. This is to the detriment of many developing nations as some of these countries are the ones that need help the most. A role of empowerment is to strengthen governance, so there is an ethical conflict in this area. However information is a key and knowledge is power. Informed citizens are better equipped to take advantage of opportunities. The relevance of this information is especially important if the poor are to take effective action (Narayan, 2002). The best way to do this is through technical education and training education.

Local community members need to work together and to mobilise resources to tackle problems collectively (Narayan, 2002). Many development organizations undervalue the capacity of communities to collectively solve problems (Narayan, 2002). The participation of communities in development projects is a major aspect of an empowering approach. Participation works well at the small scale. Community based organisations if trained correctly can manage and supervise locally based construction and maintenance activities very effectively (Meshack, 2004). There is a fine balance between success and failure of participation in that it needs to be locally based with little input from external forces. Governments and donors can in fact undermine contributions made by the community in that they take over projects and locals lose their sense of ownership (Meshack, 2004).

Participation in development projects does however need outside stakeholders but the community needs to be the one driving the project. An example of the different stakeholders involved in participatory projects is given over the page. As can be seen there are many people who can contribute to a development project. Community empowerment involves face to contact between the participants and those who make the decisions. It strengthens relationships between bureaucrats and beneficiaries (Outreach International, 2007). This is the stage where the community helps in implementing the infrastructure or service.

The structure and cultures of the various organisations in the application of empowerment programs have significant effects on the achievement of empowerment objectives (Bebbington et

al, 2007). Deeply rooted professional cultures within organisations reduce everyday commitment on the ground to implement empowerment objectives (Bebbington et al. 2007. 615). A major problem is objectives getting lost in the bureaucratic chain. Community empowerment as a concept goes against entrenched values and powers in most of the organisations where empowerment is implemented (Bebbington et al, 2007).

Making the rural poor involved in empowerment and participatory programs is hard to achieve due to their social exclusion. The gap between the poor in rural areas and those of their more wealthy countrymen is large and widening (Courtney et all in Godinot and Wodon (2006). Because the rural poor are socially excluded, often development organisations such as the World Bank think of the poor as ignorant and complacent. More often that not they are excluded from participating in projects in a meaningful way, due to pre existing biased views that they are not worthy, or indeed, have the skills to participate effectively.

Community empowerment often goes against the social constructs of many developing nations, where it occurs. An example of this is the empowerment of women in patriarchal societies. Empowerment is not only a logistical matter but also needs to be explained in such a way that the mindsets of people can be directed to achieve meaningful outcomes. This is even more important if the concept can be seen as a controversial juxtaposition to entrenched social and organisational values (Abdi, 2012).

2.4 Related studies

Effective vocational training and development programs aimed at improving the community members' performance. Vocational training refers to bridging the gap between the current performance and the standard desired performance (Gupta, 2004). Vocational education in relation to technical training could be given through different methods such as on the coaching and mentoring, peers cooperation and participation by the subordinates. This team work enable community members to actively participate on the job and produces better performance, hence improving organizational performance. Vocational training programs not only develop the community but also help an organization to make best use of their human resources in favor of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such

training programs for its community members to enhance their abilities and competencies that are needed at the workplace (Gupta, 2011).

Vocational training not only develops the capabilities of the citizens but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner. Moreover it also enables community members to behave in an effective manner. Vocational training develops local citizens and results in superior performance with in their activities (Svenja, 2013), by replacing the traditional weak practices by efficient and effective work related practices (Narayan, 2002).

Vocational training is the systematic approach to affecting individuals' knowledge, skills and attitudes in order to improve individual, team, and organizational effectiveness. Vocational training is defined as an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill. It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of community members (Romani, 2004).

Vocational training comprises of the acquisition of knowledge, skills, and competencies as a result of the teaching of practical skills and knowledge that relate to specific useful competencies. Vocational training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of vocational training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few (Dessler, 2012).

Cornford (2005) argue that vocational education and training a very effective method to lifelong learning, students learn most successfully when they are personally involved and when knowledge is attained through a discovery process. Through active learning, students have a broader understanding that complex issues do not have simple, one-dimensional answers; rather, solutions occur in a multidimensional space where variables are not as independent as they appear. Internationalizing the curriculum by including examples helps prepare students for

employment in a globalized world. The National Skill Development Policy has an ambitious plan to skill about 12-15 million youth each year. As part of this policy and to ensure execution, the Government of India has setup the National Skill Development Mission (under the aegis of the Hon.ble Prime minister of India), the Coordination Committee and the National Skill Development Corporation. The Policy amongst other things proposes to establish a National Vocational Education Qualification Framework(Haigh, 2002).

The integration of Vocational Education and Vocational Training is critical for the success of the VET model. The Vocational Education, Training and Skill Development sector is fragmented, unregulated and under-developed both at National and State level. There is no single regulatory body for this sector in India today. While Vocational Education is under the ambit of Ministry of Human Resource Development (MHRD), the Industrial Training (ITIs) units are under Ministry of Labour and Employment at the Center. Vocational Education, Technical Education and management of Industrial Training Institutes is largely governed by the Dept. of Higher & Technical Education. There is no uniform policy governing Vocational Education and Training system in the Country. The quality of Vocational Education imparted by a number of VTP's is also questionable as no quality standards and measures are in place. The Government also has several bodies offering varied vocational education and training courses without any uniformity or standards (Bray, 2007).

Afeti (2006) suggested that there is a close relationship between TVET, social employment, socio-economic growth and development (Ministry of Higher Education Science and Technology in Somaliland. This is because of its orientation towards the world of work and its emphasis on acquisition of employable skills. Moreover, Afeti noted that TVET is well placed to train skilled and entrepreneurial workforce that nations need to create wealth and emerge out of poverty.

The skills and knowledge people acquire are the engines of economic growth and social development of any nation (Goel, 2010). This has enhanced the need to establish Technical and Vocational Training Institutions (TVTIs) responsible for the provision of these skills. Moreover, it underlines the basis for the use of TVET by several developed countries as an instrument of

development, countries like Japan, Sweden and Italy gave more recognition to TVET through adequate funding. In Europe, at least 50% of the students in upper secondary education pursued some form of technical cum vocational education while in China, India and South East Asia, the figure was 40% whereas in Africa it was less than 20% (UNESCO, 2009). Research done by UNESCO noted that while enrolments in TVET was quite high in North Africa (averaging 24% of total sector enrolment between 2001 and 2005), the sector generally occupied a smaller position in school system in sub-Saharan Africa (5% between 2001 and 2005 with a falling trend) (UNESCO, 2006).

Ahmed (2010) postulates factors influencing access to Youth Polytechnics as forms of Technical and Vocational Education and Training, highlight some of these factors as Career Opportunities, Parental level of Income, physical facilities and Human resource. Research done by Mursoi on assessment of factors that influence secondary school student perception towards TVET in Eldoret West district noted that student enrolment in TVET institutions was shaped largely by people's views for example parents, teachers/counselors, peers and academic achievements. Edwards and Quinter observed that Factors Influencing Students Career Choices among Secondary School students in Kisumu Municipality includes availability of employment and opportunities for advancement (Babalola, 2011).

UNESCO's report on Education for All noted that two thirds of those enrolled in educational institutions in Philistine, Bangladesh and Sub-Saharan Africa withdrew before the end of education cycle due to low income (UNESCO, 2007). This is because low family income limits parent's ability to pay fees plus meeting other indirect costs of education. Generally, it's agreed that the schools physical facilities like classrooms, libraries, desks, laboratories, books and playing fields have a direct impact on student's performance in schools. A study done in Nigeria on quality educational output revealed that availability of physical facilities like text books, laboratories and other equipment's are vital for effective teaching and learning (Adeyemi,2008). He noted that lack of such facilities compromises quality teaching which affects enrolment rates in educational institutions.

Research done by Abuel-Ealer revealed that teachers are critical in the provision of quality education because they impart literacy and numeracy skills plus a set of complex analytical, social and emotional skills (Abuel-Ealer, 2012). Therefore; he noted that educational institutions should have sufficient and highly qualified teachers for provision of quality education. In Somaliland, Khatete noted that teachers are critical in the provision of quality education and teacher competency after preservice training can be improved through in-service programmes whose aim should be to enable a practicing teacher to improve on instructional and professional knowledge, interests and skills. Teachers in VET institutions lack necessary industry-based technology skills updated through industrial attachment (UNESCO, 2009).

The need to reform TVET provision has been undergoing policy overhaul to increase access, make it more relevant and appropriate to the sectors development needs and realign it with global socio-economic direction (UNESCO, 2009). To this end, the Government of Somaliland has formulated policies on TVET backed by legal strategies that revolve around, among others; equity in access, promotion of partnerships among VET stakeholders and linkages to promote relevant skill development to meet market needs (Awang, 2011).

Learners need to be up-skilled to take on higher value-added tasks so that they can be more productive. They need to be re-skilled to take on new tasks so that they can broaden their capabilities. And they need to be multiskilled to take on multiple tasks so that they can be more flexible and responsive to the labor market. The lifelong learning continuum will be best sustained if there is a diversity of delivery mechanisms. Innovative approaches to flexible delivery of TVET including the use of information and communication technology and distance learning should be particularly welcomed. Vocational training is a teaching technique that uses problem-solving as the basis for student learning. The technique is student centered with teachers taking the role of a facilitator. Its general aims are to construct a knowledge base, develop problem-solving skills, teach effective collaboration and provide the skills necessary to be a successful lifelong learner (Bell, 1995).

Vocational training relates to the responsibility of the learner for their own learning, or else, the active participation of the learner. While traditional teaching is basically seen as the act of

dispatching the information from the teacher who knows to the student who must learn, active learning is seen as teaching strategies resulting in student activities. However, the degree of active involvement of the learner can vary depending of the teaching methods in terms of self-experience level that is incited. Methods of active learning can be among others: individual assignments, resulting in self-study, small groups to work with projects and assignments, stimulating collective learning, simulation games to develop decision making skills and also peer review, pair shares, role playing, debate, case studies, and cooperative learning (Oladipo, 2010).

Empowering enables someone to act and it is essential as a result of any learning process, most particularly when referring to education for sustainable development. The recommendations report from the 2nd International Congress on Technical and Vocational Education (TVE), it must encompass inclusiveness and wider access, a shift to human development needs and empowerment for effective participation in the world of work” (UNESCO, 1999). The ever-increasing sustainability challenge demands that learning is always linked to action and that learners feel empowered to do something about it(Laverack, 2008).

Research done by Baum(2008) on effect of economic status on education noted that students from poor families are more likely to miss school than those from rich families because of failure to pay school fees. Becker and Tomes in their research in New York on the rise and fall of families noted that poor families were financially constrained hence could not invest in education of their children. UNESCO’s report on Education for All noted that two thirds of those enrolled in educational institutions in Philistine, Bangladesh and Sub-Saharan Africa withdrew before the end of an education cycle due to parents’ low income (UNESCO, 2007). This is because low family income limits parent’s ability to pay fees plus meeting other indirect costs of education while students risk repetition and eventually dropout of school.

Somaliland’s economic survey report noted that Poor economic growth in Somaliland led to persistent poverty among Somaliland households (Narayan, 2002) who lived below poverty line and were therefore unable to access basic services like food, shelter, healthy and education. This was why Ngerechi observed that even though tuition fees in YPs was reasonable, it still remained high for most families that were poor. This he noted hindered access and retention in TVET

institutions because most often students are sent home for fees, get demotivated, disinterested and dropout. Research by Ngumbao on factors affecting youth enrolment in YPs in Mombasa County noted a direct link between economic status and enrolment rates(Romani,2004).

Ahmed(2010) noted that that the vocational schools physical facilities like classrooms, libraries, desks, laboratories, books and playing fields have a direct impact on students' performance in schools. Research done by Gurney in London noted that successful teaching and learning took place in school buildings that were safe, clean, quiet, comfortable and healthy. He further observed that lack of such facilities affects the teachers morale and effectiveness while poorly maintained physical facilities affects the learners ability to succeed because they impact on factors like learners attitude towards the school, self esteem, security, comfort and social behavior.

A study done in Nigeria on quality educational output revealed that availability of physical facilities like text books, laboratories and other equipment's was vital for effective teaching and learning (Babalola,2011). He noted that lack of such facilities compromises quality teaching which affects enrolment in educational institutions. He added in his study on the impact of school infrastructure on access to secondary education that schools with modern facilities like laboratories and up-to-date equipment significantly attract and enroll more students, perform better and have large transition rates to University and other colleges than those without(Babalola,2011).

In planning the quality of education and training, it is obvious that teachers are probably the most vital component of the entire education process. Towards this end Alavi'sstudy revealed that teachers are critical in the provision of quality education because they impart literacy and numeracy skills in addition to providing a set of complex, analytical, social and emotional skills (Alavi, 2011). He went further to note that how they are prepared for teaching is a critical indicator of education quality given that good teacher training should deal with aspects like academic qualifications, pedagogical training, experience, in-service training and professional

development. Therefore, he concluded that educational institutions should have sufficient and highly qualified teachers.

In Somaliland, it was noted that teachers were vital in provision of quality education according to research done by Castro on teachers' effectiveness who also noted majority (65% of 1200 teachers surveyed) had limited knowledge in English (Castro, 2000). Thus; the Federal Network of Teacher Training was designed to prepare teachers for curricular changes, skill development and use of instructional materials in the subject matter. The government of Argentina noted an improvement of students' performance in the subject particularly in the poorest areas of the country (Decibe, 2000).

Haigh (2002) revealed declining educational standards in educational institutions due to poor quality of teachers (Somaliland Education Network, 2006). Both teachers and students had no mastery of language of instruction in English which affected its performance in national examinations. Therefore, during the quality education conference organized by Somaliland Education Network and OXFAM GB, participants pointed out that teacher competencies, training and welfare were the core ingredients for quality education and thus, recommended to the Ministry of education to provide a total package for pre-service training of two years for primary and secondary school teachers and also develop and implement a comprehensive, well planned and co-ordinated in-service training programme. In 2008, the government together with OXFAM financed seminars in English courses and information communication technology integration in curriculum delivery. This led to improvement in performance mostly in English, an indicator that the teacher as an implementer of curriculum is a key determinant of students' education quality (Abuel-Ealeh, 2012).

Research conducted in Somaliland on "Issues and challenges of quality education in secondary school" revealed declining educational standards in educational institutions due to poor quality of teachers (Somaliland Education Network, 2006). Both teachers and students had no mastery of language of instruction in English which affected its performance in national examinations. Therefore, during the quality education conference organized by Somaliland Education Network

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In Somaliland, teacher characteristics after preservice training can be improved through in-service programmes whose aim should be to enable a practicing teacher improve on instructional and professional knowledge, interests and skills (Bray, 2007). Therefore, to him improvement in quality of learning depends on improvement of teacher competency since they are at the center of teaching and learning process and moreover, the quality of Technical Vocational Education and Training to a great extent depends on the competence of the trainer. It was observed that teachers in VET institutions lack necessary industry-based technology skills updated through industrial attachment (UNESCO, 2009). UNESCO further noted that Somaliland Technical Training College (STTC) had shifted from its original mandate as a producer of trainers and was now competing to offer programs similar to National Polytechnics and therefore quality technical teacher training had been completely compromised. Moreover, teachers in Vocational Education and Training Institutions rarely go for in-service trainings, lack a scheme of service and earned little salaries hence had low morale. The few qualified teachers left the profession due to low salaries, difficult working conditions and insufficient professional support (Gupta, 2004).

2.5 Research gaps

The researcher used human capital theory. However this theory can not be fully relied on due to a number of reasons for instance it assumes vocational education increases productivity in the workplace, resulting in higher individual wages, but it provides little insight into the processes through which education and training are translated into higher wages among the internally

displaced people. This introductory section highlights gaps in empowerment and participatory practice and the way it is implemented. It is necessary to look at the development organisations that undertake these types of projects that are in partnership with in the internally displaced people. One problem in application is the lack of accountability that these organisations take if a certain project does not live up to intended outcomes. A large gap also exists in the literature with regards to the participation of the management systems for development projects in relation to community empowerment (Brett, 2003). These management systems for participation to be successful need to be open give the people voice (Brett, 2003). External agencies have a defined role in this process and they also make the strongest claims for participatory approaches. Unfortunately they limit the process of participation and accountability in that they fail to enable the local people to impose sanctions on them if they fail in their projects (Brett, 2003).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covered the procedures and strategies used in collecting and analyzing data. The main sections discussed in this chapter include research design, target population, sample size, sampling procedure, data collection, research instruments and data procedure, data analyses.

3.1 Research Design

This study used the descriptive survey research design. Descriptive studies are non-experimental researches that describe the characteristics of a particular individual, or of a group. It dealt with the relationship between variables, testing of hypothesis and development of generalizations and use of theories that have universal validity. It also involves events that have already taken place and may be related to present conditions (Kothari, 2013). Further, descriptive surveys are used to discover causal relationships (descriptive correlational), the study used both quantitative and qualitative approaches both at data collection and analyst stages.

3.2 Research Population

In this study the population of internally displaced people (IDPs) in Hargeisa Somaliland was 4997, however the researcher was targeting a population which involved 183 respondents from the 3 vocational schools in the selected IDPs Camps in Hargeisa and these included Directors, teachers, students and the internally displaced people (parents) in Hargeisa, Somaliland (Somaliland Ministry of education report, 2017).

3.2 Sample Size

The minimum sample size was computed using the Slovene's formula, which states that, for any given population, the required sample size is given by;

$$n = \frac{N}{1 + N(e^2)}$$

Given a total population of 183 respondents, only 127 respondents were got,(100 respondents filled questionnaires and 27 respondents interviewed) for the 3 IDPs Camps Institutions.

The breakdown of the population and sample size was shown in Table 3.1.

Table 3. 1: Summary of Population and Sample Size

Vocational Schools	Respondents	Population	Sample size
Ayaha Vocational school	Director	1	1
	Teachers	26	18
	Parents	15	10
	Students	35	24
Statehouse Vocational school	Director	1	1
	Teachers	11	6
	Parents	13	10
	Students	30	21
Daami Vocational school	Director	1	1
	Teachers	6	4
	Parents	16	12
	Students	28	19
	Total	183	127

Source: Somaliland Ministry of education report, 2017

3.3 Sampling techniques

The main sampling technique that was used in this study was random sampling specially Systematic Random Sampling. Using this method, a list of the respondents in the vocational schools and IDPs Camps in Hargeisa community was compiled. In selecting the respondents, these were selected while skipping the next and selecting the next two all over again until the sample size was reached. This sampling technique was considered because it prevented cases of biasness in sampling. Purposive sampling was also used to determine profile of respondents like Directors who are believed to have more information about vocational training activities and how they affect community empowerment.

3.4 Research Instruments

3.4.1 Questionnaire

The research employed self-administered questionnaires which are as Kothari (2013) notes are instruments of data collection that are handed out to respondents and are filled by them without any assistance from the interviewer. The researcher chose this instrument because he wished to cover a large representative sample of 127 respondents.

3.4.2 Interview Guide

An interview guide was an oral administration of a questionnaire and it gave a general plan to follow for data collection (Amin, 2005). An interview guide was preferred because it encourages face to face interaction with the respondents so that issues can be clarified therefore gaining in-depth information on the subject matter. However, the interview guide is expected to be time consuming which limited responses to just a small number of respondents. In addition, the interview guide was used to supplement the information given in the questionnaires. The key informants on whom this instrument was used were the Directors and some of the teachers in the vocational schools.

3.5 Validity and reliability of the research instrument

3.5.1 Validity

To test the validity, the researcher gave the questionnaire to the supervisor to assess its relevancy in relation to study variables. The supervisor was asked to assess the validity of the questions in the questionnaire by ranking them from 1 to 4 against objectives of the study and the research questions. 1-represents strongly disagree, 2-Disagree, 3-Agree, and 4 for strongly agree. From there, a Content Validity Index (CVI) was calculated. This CVI should be greater than or equal to 0.7 in order to declare a research instrument valid. For the purpose of this study, using this formula;

$$\text{CVI} = \frac{\text{No of questions declared valid}}{\text{Total no of Questions in the Questionnaire}}$$

$$\frac{27}{31}$$

$$\text{CVI} = 31$$

$$\text{CVI} = 0.87$$

After obtaining a CVI of 0.87, the research instrument was declared valid since the calculated CVI of 0.87 was above 0.7 which is the minimum CVI index required to declare a research instrument valid (Amin, 2005).

3.5.2 Reliability

To ensure the reliability of the instrument, the researcher used the test-retest method. The questionnaire was given to 15 people and after two weeks, the same questionnaire was given to the same people and the Cronbatch Alpha was computed using SPSS. The minimum Cronbatch Alpha coefficient of 0.75 was used to declare an instrument reliable.

Table 3. 2:Reliability Test Results

Variable	Cronbach's Alpha	Number of items
Retraining	0.751	8
Technical training	0.861	8
Skills improvement	0.814	8
Community empowerment	0.881	10
	0.826	34

3.6 Data Collection Procedures

3.6.1 Before the administration of the questionnaires

Before the administration of the questionnaires the researcher took an introductory letter from the College of Humanity and Social Science (HSS), the researcher had to first seek authorization from the proposed respondents to conduct research and review the questions to avoid errors and ensure that only qualified respondents are approached. The respondents were explained to about the study and were requested to sign the informed permission Form. After that, the researcher reproduced more than enough questionnaires for distribution. The final step in this phase involved selecting research assistants who assisted in the data collection; the researcher briefed and oriented them in order to be consistent in administering the questionnaires.

3.6.2 During the administration of the questionnaires

The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution. On retrieval, all returned questionnaires were checked if they were answered.

3.6.3 After the administration of the questionnaires

The data gathered was collated, corded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS) and MS Excel.

3.7 Data Analysis

The frequency and percentage distribution were used to determine the demographic characteristics of the respondents. The means were applied mainly for the dependent/independent variables. To interpret the obtained data, the following numerical values and descriptions were used.

Table 3. 3:Mean Range Interpretation Table

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

Pearson Linear correlation coefficient was used to determine the relationships between the study variables. And regression analysis was also used to determine the significant effect of vocational training on community empowerment.

3.8 Ethical Considerations

To ensure utmost confidentiality for the respondents and the data provided by them as well as reflect ethics practiced in this study, the following was done. All questionnaires were coded to provide anonymity of the respondents. As for those involved in the study, they were requested to sign the informed consent. Authors quoted in this study were recognized through citations and referencing. Finally, presentation of findings were generalized.

3.9 Limitations of the Study

The researcher claimed an acceptable (0.05 level of significance) 5% margin of error in view of the following anticipated threats to validity with relevance to this study:

Extraneous variables: The researcher had no control over the extraneous variables such as honesty of the respondents, personal biases and descriptive nature of the Design. For untruthfulness where some of the respondents were expected not to say the truth, the researcher probed the respondents further to establish the truth when it was necessary.

Uncooperative behavior of some respondents who were reluctant to give information could limit the researcher in this study. However, the researcher mitigated this by assuring the respondents that the study was intended for academic intentions only and the researcher showed them his university identity card and university letter permitting him to carry out the research.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter shows the profile information of respondents, forms of vocational training, community empowerment, relationship between vocational and community empowerment and the effect of vocational training on community empowerment among the internally displaced people (IDPs) in Hargeisa, Somaliland.

4.1 Profile of respondents

Respondents were asked to provide information regarding their gender, age and level of education, their responses were summarized using frequencies and percentage distributions as indicated in table 4.1 below;

Table 4. 1:Frequency and percentage according to profile of respondents

Category	Frequency	Percent
Gender		
Male	82	65
Female	45	35
Total	127	100
Age		
below 19 years	13	10
20-30 years	33	26
31-40 years	53	42
41-50 years	28	22
Total	127	100
Education qualification		
Certificate	15	12
Diploma	65	51
Bachelors degree	44	35
Masters's degree	3	2
Total	127	100

Source: Primary data, 2018

Table 4.1 denoted that majority of the respondents in this sample were male 82(65%) as compared to 45 (35%) who were female, hence observing that there is a big gender gap among the vocational training institutions in relation to the beneficiaries in HargeisaSomaliland.

Regarding age; results in table 4.1 revealed that majority of respondents in this sample (42%) ranged between 31-40 years of age, this also implied that that majority of respondents in this sample were in their middle adulthood, these were followed by those between 20-30 years of age constituting 26%, indicating that these were in their early adulthood, 22% were between 41-50 years and 10% were below 19 years.

With respect to education qualification; the study further showed that diploma holders (51%) dominated this study, Bachelors degree were 44(35%) and these were followed by certificate holders (12%), and only 2% were Masters's degree holders.

4.2 Vocational training programs

Vocational training programs was the independent variable in this study and was broken into three constructs and these are; retraining (with four questions), technical training (with four items) and skills improvement(with four questions). Each of these questions was based on a four point Likert scale and respondents were asked to rate the extent of vocational training programs by indicating the extent to which they agree or disagree with each question, their responses were analyzed using SPSS and summarized using means as indicated in Table 4.2;

Table 4. 2:Means showing vocational training programs

Items on vocational training programs	Mean	Std	Interpretation
Retraining			
Retraining leads to better short term and long term health outcomes at work	3.74	.995	Very Satisfactory
Retraining promotes long term financial security among community members	2.89	1.017	Satisfactory
Retraining provides a sense of community and social inclusion	2.76	1.081	Satisfactory
Retraining provides people with a valued and productive role which is recognised by their community and their family	2.41	1.069	Unsatisfactory
Average mean	2.95	.78129	Satisfactory
Technical training			
Knowledge and skills from technical training can help meet the needs for a specific position in the labor market	3.37	.994	Very Satisfactory
Technical training helps to keep up an individual with industry changes	2.62	1.137	Satisfactory
Technical training results in an overall improvement of the quality of life of the citizens by expanding necessary skills and competencies	2.59	1.087	Satisfactory
Technical training skills cause other social services, to reach the citizens through employment	1.91	1.059	Unsatisfactory
Average mean	2.62	.57756	Satisfactory
Skills improvement			
Skills improvement programs has always helped the IDPs to be in touch with all the latest technology developments	3.38	1.012	Very satisfactory
Skills improvement projects have always helped the IDPs to be able to see weaknesses and skill gaps	3.26	.964	Satisfactory
Skills improvement projects have always helped to attract new talent among theIDPs	2.78	1.119	Satisfactory
There are vocational training projects implemented with the aim of improving skills among the IDPs	2.27	.962	Unsatisfactory
Average mean	2.92	.65097	Satisfactory
Overall mean	2.83		Satisfactory

Source: Primary Data, 2018

Key for interpretation of means

Mean range	Response range	Interpretation
3.26 - 4.00	Strongly agree	Very satisfactory
2.51 - 3.25	Agree	Satisfactory
1.76 - 2.50	Disagree	Unsatisfactory
1.00 - 1.75	Strongly disagree	Very unsatisfactory

Results in table 4.2 indicated that the vocational training is generally satisfactory and this was indicated by the overall mean of 2.83, which implies that vocational training has tried to play a key role in promoting economic competitiveness and prosperity among the internally displaced people (IDPs) in Hargeisa, Somaliland.

Results indicated that under retraining, one item was rated very satisfactory (mean=3.74), which implies that retraining has always enabled to supplement on the vocational training activities among the internally displaced people (IDPs) in Hargeisa, Somaliland, the following items were rated satisfactory namely; (mean=2.89 and mean=2.76), one item was rated unsatisfactory (mean=2.41), which indicated that retraining has not adequately provided people with a valued and productive role which is recognized by their community and their families in Hargeisa Somaliland.

With respect to technical training; as the second construct on the dependent variable was measured using four items/ questions and it was rated satisfactory on (mean=2.62), implying that technical training has tried to provide for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and an alternative for those pursuing higher education. Results still indicated that Knowledge and skills from technical training can help meet the needs for a specific position in the labor market (mean=3.37), technical training helps to keep up an individual with industry changes (mean=2.62), it has resulted in an overall improvement of the quality of life of the citizens by expanding necessary skills and competencies (mean=2.59). But however technical

training skills have not effectively caused other social services, to reach the citizens through employment (mean=1.91).

Skills improvement; this variable was measured using four items and it was rated satisfactory on average (mean=2.92), hence implying that skills improvement projects have tried to improve the quality of education and enhance the capabilities of the technical institutions to become dynamic, demand-driven, quality conscious and competitive at national levels. Still results indicated that skills improvement programs has always helped the IDPs to be in touch with all the latest technology developments (mean=3.38), skills improvement projects have always helped the IDPs to be able to see weaknesses and skill gaps (mean=3.26), skills improvement projects have always helped to attract new talent among the IDPs (mean=2.78). However one item was rated unsatisfactory (mean=2.27) and this was the fact that there are no effective vocational training projects implemented with the aim of improving skills among the IDPs.

4.3 Community empowerment

The dependent variable in this study was community empowerment, this variable (DV) was broken into three constructs and these are; social-economic support (with six questions), education (with five questions) and citizen participation (with four items/questions). Each of these questions was based on a four point Likert scale where respondents were asked to indicate the extent to which they agree or disagree with each question, SPSS 16.0 was used to analyse their responses and summarized using means and ranks as indicated in tables 4.3 below;

Table 4. 3:Means showing community empowerment

Items on community empowerment	Mean	Std	Interpretation
Social-economic support			
The youths are equipped with the skills to start their own businesses	3.34	.993	Very Satisfactory
Every year your provided with funds for your kids' education from the government	2.89	.974	Satisfactory
The government has created employment opportunities for youths	2.72	.994	Satisfactory
The local government has created public sector jobs for the youths	2.67	1.137	Satisfactory
The youths are provided with funds to start their own businesses	2.58	1.087	Satisfactory
You always have enough income to enable you meet your needs	2.05	1.059	Unsatisfactory
Average mean	2.72	.57756	Satisfactory
Education			
Government has provided education funds to schools in your community	3.31	1.012	Very Satisfactory
Students from government schools have access to diversified content of learning	3.09	.964	Satisfactory
Students from in your community have access to education materials such as textbooks	2.75	1.119	Satisfactory
The district has provided free education services to students	2.65	.962	Satisfactory
The local citizens always regard the education services provided as being effective and efficient	2.45	1.014	Unsatisfactory
Average mean	2.85	.65097	Satisfactory
Citizen participation			
Community members are empowered to monitor vocational training projects	3.52	1.017	Very Satisfactory
Community members are trained to monitor community development programmes	3.28	1.081	Very Satisfactory
Community members have powers to control vocational training programmes	2.91	1.069	Satisfactory
Government encourages community participation before taking decisions regarding community empowerment	2.25	1.093	Unsatisfactory
Average mean	2.99	.78129	Satisfactory
Overall mean	2.88		Satisfactory

Source: Primary data, 2018

Key for interpretation of means

Mean range	Response range	Interpretation
3.26 - 4.00	Strongly agree	Very satisfactory
2.51 - 3.25	Agree	Satisfactory
1.76 - 2.50	Disagree	Unsatisfactory
1.00 - 1.75	Strongly disagree	Very unsatisfactory

Results in table 4.3 denoted that community empowerment among the internally displaced people (IDPs) in Hargeisa Somaliland was rated satisfactory and this was indicated by the overall mean of 2.88, implying that community empowerment is one of the most powerful instruments for enabling all members of the community to face new challenges and to find their roles as productive members of society. It is an effective tool for achieving social cohesion, integration and self-esteem among the internal displaced people (IDPs) in the capital of Hargeisa, Somaliland. Regarding social-economic support; results indicate that the extent of social-economic support was rated satisfactory and this was indicated by the average mean (mean=2.72), implying that the citizens in Hargeisa Somaliland have always been helped in solving as many of their home-related problems as possible. Still results indicated that the youths are equipped with the skills to start their own businesses (mean=3.34), every year your provided with funds for your kids' education from the government (mean=2.89), the government has created employment opportunities for youths (mean=2.72), the local government has created public sector jobs for the youths (mean=2.67), the youths are provided with funds to start their own businesses (mean=2.58), however the citizens have no enough income to enable you meet your needs (mean=2.05).

With respect to education; results in table 4.3 indicated that five items were used to measure this construct and it was also rated satisfactory on average and this was indicated by the average mean of 2.85, implying that the government has always provided scholarships to students coming from poor families in Hargeisa Somaliland. Still results indicated that the Government has provided education funds to schools in the community (mean=3.31), students from government schools have access to diversified content of learning (mean=3.09), students from in your community have access to education materials such as textbooks (mean=2.75), the district has

provided free education services to students (mean=2.65), however the local citizens do not always regard the education services provided as being effective and efficient (mean=2.45).

Citizen participation; results in table 4.3 connoted that citizen participation as the last construct on community empowerment was measured using four items (questions) and it was rated satisfactory on average (mean=2.99), implying that citizen participation has tried to expand the capabilities of the poor to undertake future self help programs through the concept of participation. It is a people orientated approach of making the community involved the whole process rather than one with a focus on processes and systems, which can exclude the community. Two items were rated very satisfactory, (mean=3.52 & mean=3.28). one item was rated satisfactory (mean=2.91) and one item was rated unsatisfactory (mean=2.25), which implies that the Government has not effectively encouraged community participation before taking decisions regarding community empowerment.

4.4 Relationship between vocational training and community empowerment Hargeisa, Somaliland

The last objective in this study was to assess the relationship between vocational training and community empowerment in Hargeisa, Somaliland; here the researcher had to establish whether there is a relationship between vocational training and community empowerment in Hargeisa, Somaliland. To fulfill this objective, the researcher correlated the mean indices on vocational training and that on community empowerment using the Pearson’s Linear correlation Coefficient (PLCC) and results are indicated in table 4.4 below;

Table 4. 4: Pearson correlation between vocational training and community empowerment

Variables Correlated	r-value	Sig	Interpretation	Decision on Ho
Vocational training Vs Community empowerment	.715	.004	Significant correlation	Rejected

Source: Primary Data, 2018

Pearson’s Linear correlation Coefficient (PLCC) results in table 4.4 indicated that vocational training has a significant relationship on community empowerment in Hargeisa, Somaliland, since the sig. value (0.004) was far less than 0.05, which is the maximum level of significance

required to declare a significant relationship. Therefore this implies that increasing vocational training significantly improves community empowerment activities among the internally displaced people (IDPs) Camps in the capital of Hargeisa, Somaliland.

4.5 Effect of vocational training on Community empowerment in Hargeisa Somaliland

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.473 ^a	.524	.215	.55553

a. Predictors: (Constant), Vocational training

ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	8.021	1	8.021	25.992	.000 ^a
Residual	27.775	90	.309		
Total	35.796	91			

a. Predictors: (Constant), Vocational training

b. Dependent Variable: Community empowerment

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.326	.315		4.207	.000
Vocational training	.562	.110	.473	5.098	.000

a. D.variable: Community empowerment

Regression analysis results in the Model Summary table indicated that the vocational training accounted for 52.4% on community empowerment in Hargeisa Somaliland and this was indicated by r-squared of 0.524, implying that vocational training significantly contributes 52.4% on the community empowerment among the internally displaced people (IDPs) Camps in Hargeisa Somaliland.

The ANOVA table indicated that vocational training significantly affects the community empowerment and this was indicated by the F-value=25.992 and Sig-value=.000, since the sig. value (0.000) was less than 0.05 and which is the maximum level of significance required to declare a significant effect. This implies that vocational training highly affects the community empowerment among the internal displaced people (IDPs) in the capital of Hargeisa, Somaliland. The coefficients table indicated that considering the standard error, vocational training significantly affects the community empowerment ($\beta=0.562$, Sig=0.000).

Decision on hypothesis

The hypothesis was rejected since the significant value was found to be less than 0.05 (Sig=0.000).

Data from the interview indicated the following;

“Vocational education is gaining tremendous importance in our country in recent years.

The lack of employability as an outcome of the education system has given rise to the need for skill based education. The development and economic growth of Somaliland will be accelerated if the youth of our country get vocational education and acquire relevant skills. The Central and the State Government are emphasizing on building skilled human resources. The Prime Minister of Somaliland has created the National Skill Development Mission with the ambitious objective of creating 500 million skilled resources in the next 5 years. The National Skill Development Corporation has been established to further implement this objective. However, at present Vocational Education and training system is fragmented, unregulated and lacks quality. Therefore there is a need to redefine the objectives of Vocational Education, Training & Skill Development so as to align with the changing environment and industrial needs”.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter focuses on the findings, conclusions; recommendations based on the conclusions of this study and suggested areas that need further research following the study objectives and study hypothesis.

5.1 Discussions

This study aimed at investigating the effect of vocational training on community empowerment in Hargeisa, Somaliland, three specific objectives guided this study and these were; (i) establish the vocational training projects used in Selected IDPs Camps in Hargeisa, Somaliland, (ii) assessing the community empowerment activities among the internally displaced people (IDPs) in Hargeisa Somaliland, (iii) examining the relationship between vocational training and community empowerment among the internally displaced people (IDPs) in Hargeisa Somaliland.

Objective one; Assessing the vocational training projects used in Selected IDPs Camps in Hargeisa, Somaliland

The findings indicated that the vocational training activities such as retraining, technical training and skills improvement have tried to play a key role in promoting economic competitiveness and prosperity among the internally displaced people (IDPs) in Hargeisa, Somaliland, therefore implying that the vocational training activities. This finding is in line with Brett (2003) who argued that vocational education and training benefits can be grouped using a classical typology based on the nature of results. Both can be analyzed on three different levels: the micro level (the benefits for individuals); the meso level (benefits for enterprises/groups) and the macro level (benefits for society as a whole). Two main categories can be identified: economic benefits and social benefits.

Stevenson (2005) noted that researching on vocational education and training in Australia remarks that ‘ wherever one looks, the place for the vocational appears to be similar the vocational is at the bottom of a hierarchy of knowledge and value, it is a stream of learning available to the “lower achiever”, it is governed in a paternalistic way with highly circumscribed

degrees of freedom over content and process, it is legitimated solely in industrial and other utilitarian terms, rather than in the connections among different kinds of meaningmaking, and it is preserved for occupations of lower status. Nyhan (1998) argued that a vocation means nothing but such a direction of life activities as renders them perceptibly significant to a person, because of the consequences they accomplish, and also useful to his associates. However, while such a definition does raise the status of what 'vocational' is, it does not solve the practical problem of difficulties in being able to identify vocational education and training provision in certain institutions. In such an approach, vocationalism is important for all types of studies (Hanf, 2002).

Bray (2007) noted that vocational training is a sector within the education system poses a number of difficulties. However, this simple distinction does not hold up to scrutiny. Critical thinking and analytical skills are needed in the case of a good plumber or electrician who must routinely make judgements in order to solve problems. Equally, a good surgeon needs a large set of practical skills to masterfully operate a patient. These simple distinctions can also lead to confusion and academic drift of vocational institutions or a vocationalisation of higher education. For the most part, general and academic education is seen as that which builds analytical skills, knowledge and critical thinking, while vocational education and training develops craftsmanship, practical experience and practical problem-solving.

Afeti (2006) suggested that there is a close relationship between Technical and Vocational Education Training (TVET), social employment, socio-economic growth and development (Ministry of Higher Education Science and Technology in Somaliland. This is because of its orientation towards the world of work and its emphasis on acquisition of employable skills. Moreover, Afeti noted that TVET is well placed to train skilled and entrepreneurial workforce that nations need to create wealth and emerge out of poverty. The skills and knowledge people acquire are the engines of economic growth and social development of any nation (Goel, 2010). This has enhanced the need to establish Technical and Vocational Training Institutions (TVTIs) responsible for the provision of these skills. Moreover, it underlines the basis for the use of TVET by several developed countries as an instrument of development, countries like Japan, Sweden and Italy gave more recognition to TVET through adequate funding. In Europe, at least 50% of the students in upper secondary education pursued some form of technical cum

vocational education while in China, India and South East Asia, the figure was 40% whereas in Africa it was less than 20% (UNESCO, 2009). Research done by UNESCO noted that while enrolments in TVET was quite high in North Africa (averaging 24% of total sector enrolment between 2001 and 2005), the sector generally occupied a smaller position in school system in sub-Saharan Africa (5% between 2001 and 2005 with a falling trend) (UNESCO, 2006).

Objective two; the community empowerment activities among the internally displaced people (IDPs) Camps in Hargeisa Somaliland

The findings indicated that community empowerment is one of the most powerful instruments for enabling all members of the community to face new challenges and to find their roles as productive members of society. It is an effective tool for achieving social cohesion, integration and self-esteem among the internal displaced people (IDPs) in the capital of Hargeisa, Somaliland. The finding also agrees with Ballou (1990) who noted that community empowerment has meaningful outcomes on poverty in developing nations. There was a lack of belief in the abilities of the people to undertake meaningful participation. Nowadays belief in people to become involved in these projects is slowly increasing. One of the things that this thesis explores the difference between the reality of this objective and the ideal of empowering approaches. In the past involving people and using local knowledge was seen as fruitless activity, due to the bureaucratic nature and structure of the organizations involved.

Narayan (2002) added indicated that community empowerment is generally seen as a key for good quality of life, increased human dignity, good governance, pro-poor growth, project effectiveness and improved service delivery. This makes empowerment successful on case by case basis and best tailored to individual community social structures. Assisting people to become involved in development projects was introduced to overcome constraints in the public sector (Meshack, 2004). The public sector in developing regions has sometimes not been able to provide services and infrastructure for the rural poor. Participation taps community resources for better development. It attempts to reduce the gap between governments and people. Strategies to employ empowerment objectives vary as societies have class, ethnicity, religion and gender differences.

Community empowerment entails building capacity of the community in so that they can make rational decisions and undertake meaningful input for mutual benefit. It does not necessarily entail the equal sharing of power (Meshack, 2004). Communities and organisations in rural areas would best benefit from consultative participation with minor elements of substantive participation. In this way the organisation involved will have control of the process and the community feels it has enough of a voice to assume some sense of ownership. Participation in community development activities is a strong form of empowerment practice.

A lack of confidence by the international community for the poor to lift themselves out of poverty is apparent. It is difficult to provide sustainable aid to poor people as well as poor countries where capacity is limited and basic means and infrastructure for planned intervention are nonexistent. But it is a challenge that has to be met (Folke and Nielsen, 2006). Many academics and development organisations have preconceived views that the poor are complacent in their efforts to break out of poverty. Poor people are generally less creditworthy, less productive, and maybe even more ignorant than richer and more resourceful people.

Objective three; the relationship between vocational training and community empowerment among the internally displaced people (IDPs) in Hargeisa Somaliland

Findings indicated that vocational training has a significant relationship on community empowerment in Hargeisa, Somaliland. Hence implying that increasing vocational training significantly improves community empowerment activities among the internal displaced people (IDPs) in the capital of Hargeisa, Somaliland. The finding also agrees with Narayan (2002) who noted that local community members need to work together and to mobilise resources to tackle problems collectively. The participation of communities in development projects is a major aspect of an empowering approach. Participation works well at the small scale. Community based organisations if trained correctly can manage and supervise locally based construction and maintenance activities very effectively. There is a fine balance between success and failure of participation in that it needs to be locally based with little input from external forces. Governments and donors can in fact undermine contributions made by the community in that they take over projects and locals lose their sense of ownership. Many development organizations undervalue the capacity of communities to collectively solve problems.

Community empowerment involves face to contact between the participants and those who make the decisions. It strengthens relationships between bureaucrats and beneficiaries. Participation in development projects does however need outside stakeholders but the community needs to be the one driving the project. An example of the different stakeholders involved in participatory projects is given over the page. As can be seen there are many people who can contribute to a development project. This is the stage where the community helps in implementing the infrastructure or service(Outreach International, 2007).The structure and cultures of the various organisations in the application of empowerment programs have significant effects on the achievement of empowerment objectives (Bebbington et al, 2007). A major problem is objectives getting lost in the bureaucratic chain. Community empowerment as a concept goes against entrenched values and powers in most of the organisations where empowerment is implemented. Deeply rooted professional cultures within organisations reduce everyday commitment on the ground to implement empowerment objectives (Bebbington et al, 2007).

5.2 Conclusions

Objective one; From the findings of the study, the researcher concluded that vocational training activities such as retraining, technical training and skills improvement have tried to play a key role in promoting economic competitiveness and prosperity among the internally displaced people (IDPs) in Hargeisa, Somaliland.

Objective two; From the findings of the study it was concluded that community empowerment is one of the most powerful instruments for enabling all members of the community to face new challenges and to find their roles as productive members of society. It is an effective tool for achieving social cohesion, integration and self-esteem among the internal displaced people (IDPs) in the capital of Hargeisa, Somaliland.

Objective three; Vocational training significantly improves community empowerment activities among the internal displaced people (IDPs) in the capital of Hargeisa, Somaliland.

5.3 Recommendations

Based on the findings, the study recommends the following:

5.3.1 Objective one;

The government of Somaliland should provide financial support to partners and institutions implementing vocational training activities. This could take either or all of the following forms: cost recovery through charging user fees; government part funding to the vocational training colleges.

The Community who live in these three Internal Displaced People (IDPs) camps must be organized among them and build advocacy groups who raise the problems in the community on half of the people in the Camps.

5.3.2 Objective two;

Given the nascent/formation level of the management structures of respective vocational training centers, it is critically important to train and build the functional capacity of these institutions on the vocational skills training concept and employment promotion so that they can be stronger in their role of designing and implementation of literacy and vocational training in skills with economic and social relevance to the community.

This study recommended LNGO/INGOs to support the Somaliland Government and Vocational Training institutions the mechanisms of empowering the community.

5.3.3 Objective three;

Orientation of the vocational training teachers on adult education pedagogy/methodologies. Even if they have been found qualified during recruitment, orientation is critically important for consensus and solidifying their understanding on vocational and livelihoods skills training objectives and expectations as well as the different stages in the learning process.

5.4 Contribution to knowledge

In spite of the efforts of the Government of Somaliland and international community, weak coordination and fragmented implementation of actions has not supported the effective growth of the vocational training sector. The choice of skills training is not always guided by the needs of the market but by need to address all needs by projects whose scope is too small to warrant such undertakings. Implementation of education programs in Hargeisa, Somaliland is coordinated through the Education Sector Committee (ESC), yet there are many partners with sub-programs falling under this sector but subsumed under a different thematic area. In such situations, vocational training does not receive appropriate technical direction for its success.

5.5 Areas for further research

Prospective researchers and even students are encouraged to research on the following areas;

1. Education Empowerment and citizen participation in technical training activities in Hargeisa, Somaliland.
2. Social-economic support and vocational training programs among the internal displaced people (IDPs) camps in the capital of Hargeisa, Somaliland.
3. Education skills and Poverty reduction among the internal displaced people (IDPs) camps in the capital of Hargeisa, Somaliland.

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APPENDICES

RESEARCH APPENDIX I: RESEARCH INSTRUMENTS

SECTION A: Profile of respondents

1 Age: (a) below 19 years, (b) 20-30 years, (c) 31-40 years, (d) 41-50 years, (e) 51 and above

2. Gender

_____ (1) Male

_____ (2) Female

3. Social-economic supportal qualification

1) Certificate ()

2) Diploma ()

3) Bachelors degree ()

4) Master's degree ()

5) PhD ()

APPENDIX II : QUESTIONNAIRE ON VOCATIONAL TRAINING

DIRECTION: rate your ability, knowledge or skill on the following item by ticking the right number corresponding with each question. Key; 1=strongly disagree; 2 = Disagree; 3 = Agree; 4 = strongly agree.

	Retraining				
1	Retraining provides people with a valued and productive role which is recognised by their community and their family				
2	Retraining promotes long term financial security among community members				
3	Retraining provides a sense of community and social inclusion				
4	Retraining leads to better short term and long term health outcomes at work				
	Technical training				
1	Technical training helps to keep up an individual with industry changes				
2	Technical training results in an overall improvement of the quality of life of the citizens by expanding necessary skills and competencies				
3	knowledge and skills from technical training can help meet the needs for a specific position in the labor market				
4	Technical training skills cause other social services, to reach the citizens through employment				
	Skills improvement				
1	There are vocational training projects implemented with the aim of improving skills among the IDPs				
2	Skills improvement programs has always helped the IDPs to be in touch with all the latest technology developments				
3	Skills improvement projects have always helped the IDPs to be able to see weaknesses and skill gaps				
4	Skills improvement projects have always helped to attract new talent among the IDPs				

APPENDIX II: QUESTIONNAIRE ON COMMUNITY EMPOWERMENT

DIRECTION: rate your ability, knowledge or skill on the following item by ticking the right number corresponding with each question. key; 1=strongly disagree; 2 = Disagree; 3 = Agree; 4 = Strongly agree.

Items on women empowerment		Rank			
Social-economic support					
1	As a parent you always have enough income to enable you meet your needs	1	2	3	4
2	Every year your provided with funds for your kids' education from the government	1	2	3	4
3	The government has created employment opportunities for youths	1	2	3	4
4	The youths are provided with funds to start their own businesses	1	2	3	4
5	The local government has created public sector jobs for the youths	1	2	3	4
6	The youths are equipped with the skills to start their own businesses	1	2	3	4
Education					
1	The local citizens always regard the education services provided as being effective and efficient	1	2	3	4
2	Government has provided education funds to schools in your community	1	2	3	4
3	Students from government schools have access to diversified content of learning	1	2	3	4
4	Students from in your community have access to education materials such as textbooks	1	2	3	4
5	The district has provided free education services to students	1	2	3	4
Citizen participation					
1	Government encourages community participation before taking decisions regarding community empowerment	1	2	3	4
2	Community members are trained to monitor community development programmes	1	2	3	4
3	Community members have powers to control vocational tranining programmes	1	2	3	4
4	Community members are empowered to monitor vocational training projects	1	2	3	4

Thanks for your responses

Interview guide

In your own understanding, explain the state of vocational and education training programs in your area

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