

# Spring 2024 Professional Fellow

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**Job Title and Employer:** Legal Consultant and Attorney  
Ethiopian Federal Ministry of Justice  
**Project Title:** Guideline Development for Accessible Technical and Vocational Education and Training (TVET) Colleges in Dire Dawa, Ethiopia

**Issue:** Research indicates that in developing countries, people with disabilities (PWDs) face poverty and dependency partly due to limited access to vocational training opportunities (ILO, 2017). In Ethiopia, the absence of a comprehensive disability act exacerbates the issue, leaving PWDs without guaranteed access to these types of institutes. As a result, TVETs have admitted to rejecting students due to negative perceptions of disability (Malle et al., 2015).

Fortunately, PWDs can still demand access under general laws, such as Article 89 of the Ethiopian Constitution, which ensures equal rights for all citizens. Additionally, Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD), of which Ethiopia is a signatory, guarantees that PWDs can access tertiary education, vocational training, and lifelong learning.

**Project Objective:** Mohammed's project aims to improve the accessibility of enrollment in TVETs by developing guidelines for accommodation for students with disabilities (SWDs) in both Dire Dawa Polytechnique and Ethio-Italy TVET Colleges. This will help SWDs gain better skills and education, enabling them to contribute more effectively to their communities and society overall.

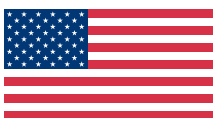
**Project Activities:** The initial phase of the project is a thorough assessment of the barriers that hinder the enrollment of SWDs at these colleges. Mohammed will gather input through surveys and interviews from various key groups, such as currently enrolled and prospective SWDs, TVET staff handling admissions and disability support, and college leadership. Based on the assessment results, Mohammed will draft guidelines with actionable steps for implementation for these TVET colleges.

In the following phase, Mohammed and a wider group of key stakeholders will present and review the guidelines to ensure diverse perspectives are considered. In addition to SWDs and TVET staff and leadership, this group will include representatives from the Dire Dawa Mayor's Office, the Bureau of Education, the Bureau of Women and Social Affairs, and organizations of persons with disabilities (OPDs), such as the Ethiopian Women with Disabilities National Association (EWDN), Dire Dawa Branch. Mohammed will gather and incorporate their feedback and input accordingly.

In the final phase, Mohammed will pilot the guidelines at each TVET college, revisiting and refining the actionable steps based on their experience with implementation.

## References:

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- International Labour Organization (ILO) (2017). Making TVET and Skills Systems Inclusive of Persons with Disabilities. *Employment Policy Brief* (September 2017). Retrieved from: [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_605087.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_605087.pdf)
- Malle, A. Y., Pirttimaa, R., & Saloviita, T. (2015). Inclusion of Students with Disabilities in Formal Vocational Education Programs in Ethiopia. *International Journal of Education*, 30(2): 57-67. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1094820.pdf>



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