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**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION**

**Good Practices and Challenges of Technical Vocational Education and
Training Institutions in Supporting Students with Disabilities in
Gambella Regional State**

**By
Melaku Gedamu**

**June, 2018
Addis Ababa Ethiopia**

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By
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**A Thesis Submitted to the School of Graduate Studies of Addis Ababa
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of Arts in Special Needs Education**

Advisor
Belay Hagos (PhD)

June, 2018
Addis Ababa, Ethiopia

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Name of Signature of Examining Board

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|------------------------------|--------------------|---------------|
| _____ Advisor | _____ Signature | _____ Data |
| _____ Examiner (Internal) | _____ Signature | _____ Data |
| _____ Examiner (external) | _____ Signature | _____ Data |

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been produced and presented in any other academic institutions. All sources of materials used for the study have been duly acknowledged.

Name: Melaku Gedamu

Signature: _____

Date: _____

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List of Acronyms

| | |
|--------|---|
| EFA | Education for all |
| ESDP | Education Sector Development Program |
| ETP | Education and Training policy |
| FDRE | Federal Democratic Republic of Ethiopia |
| ILO | International Labour organization |
| MoE | Ministry of Education |
| NGO | Non-governmental organizations |
| SNE | Special Needs Education |
| TVET | Technical Vocational Education and Training |
| UNESCO | United Nation Educational, Scientific and Cultural Organization |
| SWDs | Students with disabilities |
| FGDs | Focus Group Discussions |
| SWODs | Students With Out Disability |

Abstracts

Persons with disabilities experiences good practices and also do not equally and fully participated due to different obstacles in the education of TVET colleges of Gambella Regional State. For this research four TVET institutions, two from Government and two from faith based were selected because of they were the only available and accessible in the Region and also to Students with Disabilities (SWDs). Purposively sampling of sixteen students four from each TVET college were drawn and from these eight students were students with physical disabilities while the remaining were without disabilities. In addition to this using the same design eighteen trainers, four TVET principals and one regional TVET bureau head office manager were selected .Data were collected using unstructured face to face interviews, focuses group discussions and observations of check list. Data categorizing and organization of major emerging themes and sub themes was done. After repeated reviewing of the data, themes were identified. These were-Good practices and Challenges of TVET institutions in supporting SWDs and policy practices and gaps in TVET institutions for educations of SWDs of Gambella Regional State .The findings revealed and identified that presence of good practices in TVET institutions for SWDs. On the contrary there were different challenges and also policy practice and gaps during implementations of TVET skills for SWDs as the result of being students with physical disabilities and obstacles leaded them to develop several problems because of unable to access and addressed the needs of SWDs in all the given TVET institutions of the research.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

It is estimated that more than a billion people (15 %) of the world's population are living with disabilities. From this total population 80 % of this population are categorized in low –income countries (WHO, World Bank, 2011). In Ethiopia which is 17.6 % of the total populations are assumed to be persons with disability or with some kinds of impairments (WHO, World Bank, 2011). Therefore having impairments, these people have a number of challenges which is related not necessarily to their specific impairment but rather to their lack of equal access to various rehabilitation services such as educational, health services ,employment, social and legal support system (UN, 2011).

Education and vocational training are recognized as fundamental elements of human rights as recommended by many human right documents (united nation, 1948,). The world declaration of education , education for all (EFA) which stated at UNESCO meeting in Jomtien , Thailand in 1990 as a starting point for a global commitment to providing basic quality education for all ,children, youth and adults (UNESCO,2014). Sideways from its general goals, the educational needs of PWDs have attended specific attention through several international declarations (UN, 1983a, and b, UNESCO, 1994).

However, countries which are developing, have thus far done very little to help PWDs to participate in regular education and vocational training. According to UNESCO (2010), education for global monitoring report, most poor countries were not on the right track in achieving the (2015) MDGs. In particular there was a failure to provide for the special needs educations of marginalized people especially PWDs. Even if there are many challenges for educations of PWDs, it is true that significant progress has been made in the field of TVET following the 1990 launch of education for all movement by UNESCO and several other international organizations (UNESCO, 2014). Despite the attention and priority given to skill developments, the success of the EFA program in this area of education has remained limited which is confirmed by the (2012) EFA global monitoring report. Lack of access to skills

training results in employment related challenges for people with disabilities but a number of strategies have been recommended for overcoming those challenges e.g, Beresford (1996) suggested a number of practicable strategies such as providing educational opportunities, offering further training in employability skills, promoting accessible and decent employment, addressing the opportunity costs related to disability and confronting prejudice against people with disabilities. Especially in countries where people with disabilities lead poverty stricken lives due to the multi-faceted challenges they face and Vocational education is an ideal instrument to enhance their economic power and overall wellbeing.

To achieve universal employment, and therefore economic growth, we need to include the hundreds of millions of persons with disabilities who at this moment do not have the opportunity to provide for their own livelihood. One of the reasons why they are not able to earn their own living through wage and/or self-employment is the lack of relevant skills in competitive job markets. We can address this lack of skills by making technical and vocational training by providing appropriate support for students with disabilities in their schools Baart J and Maarse A, 2017).

The term technical vocational and education was known at the world congress on TVET in (1999) in Seoul Republic of Korea. TVET is effective and efficient skill for employment which enables all people including PWDs to discharge poverty and it has high contributions to their society's economic and social welfare. Educating PWDs in TVET skills has key role to solve the problems, eradicate poverty and develop the economic and the lives of an individual particularly those students who did not get opportunities to join the higher educational institutions or those school leavers . TVET skill plays a major role in the lives of the whole communities (people with disabilities and without disabilities at all.) and it's skills are planned to make individuals for a skill or a specialized occupation and it is directly related with country productivity and effectiveness (CEDEFOP, 2011).

In European countries VET is shaped by their cultural diversity and social class values of TVET status in people and it is well prepared and organized form of education which differs from country to country with a number of their nations need. Likewise in developing countries TVETs have a major role in the development of their social, economic, and environment, thus it provides training opportunities to increase the skill of trainees to job opportunities for the

highly increasing of school leavers (Moustafa Wahba, n,d). E.g in Nigeria TVET is part of the formal education system which involves three levels of education (primary, secondary and tertiary) with the interest of people and development of skills as well as support the economic state of a person and the nations in general. (JoET, Vol.4,No.1,2015).Also in Ethiopia TVET system has been working to develop the skills of the nations since 1942 when the first TVET institution was established in Addis Ababa in Tegbareid polytechnic TVET college . In 1994 the Ethiopian Government gives attention, with good commitments for TVET skills as well as establishment of new educational and training policies with good stating strategies and national guidelines for TVET skills. According to ESDP(1) in Ethiopia , TVET become one of the main component and targeted to increase the skilled man power related to development of the country as a whole and pointed out major objectives of TVET .

In addition to having the national guidelines and strategies of TVET skills in Ethiopia , the Ministry of Education included disability issues in the education development programme (3) (2004) and launched a special needs program strategy in 2006 (MoE, 2012). In Ethiopia during the derge regime and before, the issues of PWDs was not raised as important issues because they were not expected productive even if they are educated and employed due to their disability. But according to the European agency for development in special needs education (2013), recommendations:

Focus must be placed on learners of vocational abilities instead of on their disabilities

This is because most employers are not satisfied to employ PWDs having TVET certificate like others normal peers. In addition to this life long career guidance and counselling must be available to all not just when there are transitions especially for PWDs (UNESCO , 2002).TVET prepares learners for specific job or types of work often including practical and procedural activities. The aim of TVET is to enable learners to meet needs of employers for qualified labour and own needs related to production of good and service (Farstad J, 2009).

The TVET skill training opportunities are found in many countries like Ethiopia. TVET training institutions should be constructed in a way that they can be convenient for all individuals including PWDs to conduct the regular TVET activities for those trainees in TVET colleges (MoE 1996). Ethiopia has ratified the UN Convention on the Rights of Persons with Disabilities

but these people with special needs continue to be among the poorest of society. Most are excluded from both the regular education system and vocational training programmes. According to the social model which views that societies as creating barriers and limits PWDs to participate fully from their communities and economies activities and negative attitude, failure to address barriers related with accessibility, laws , policies, and others.(ILO,2013).

1.2. Statement of the Problems

Skill development for people with disabilities includes building confidence and changing the attitude of, both in PWDs and in those around him /her (ILO, 2013). Prasai (2010) as cited journal of Education and practices (vol .5, No.3, 2014), provision of TVET to PWDs is a little difference and complicated than other people since their functional limitation and essential supports needed differs according to disability category and level of severity. Vocational training is skill development of PWDs and non-disability people in order to engage in economic and other activities but unlike non-disabled people, PWDs they start with a number of limitation.

E.g Families, communities and societies considered PWDs as they are people who cannot participate effectively in economic activities as people without disabilities. They always lack access to basic education making them unqualified to join TVETs institutions, higher educations which results in lack of confidence, low expectations, and low achievements.

According to Journal of Education and practice (2014, vol.5,No.3,) vulnerability and barriers that affects access to TVET skills by PWDs are both arising from the individual himself , the surrounding, socio-economic environment and from main stream of TVET institutions. In African countries like Ethiopia due to limited access of TVET institutions, low participations to basic services and negative perceptions to education and job opportunities of PWDs exposes to extreme poverty and dependency of those peoples with disability.

According ESDP(2015-2019/20) Ethiopian Education and Training policy decentralized the TVET system to the local government levels and this responsibilities and it's managements are developed to lower levels. This is with aim to increase efficiency of services and responsiveness to the needs of the actual target groups in the system (MoE, 2015).

According to Ethiopian population census commission (2007) the number of PWDs in Gambella regional state is 3549. From this 1936 are males and 1473 are females. Sufficient data concerning student with special needs in general and those with disabilities in particular are not easily available in the country and even the existing ones are fragmentary and not well organized. This is mainly attributed to the absence of appropriate education data base system (MoE, 2012). According to the current situation of Gambella Regional state, there is no exact statistical data about PWDs that are attending in TVET institutions, but it does not mean that there are not SWDs learning in the TVET institutions. In the region it is known that there are four TVET institutions which are providing TVET skills to those students who cannot score the points to join preparatory schools. These TVET institutions are providing skill training opportunities to those youth in region by qualifying in different field of studies to the students including Students with Disabilities. Hence it is the TVETs contribution that there are many people who are employed and working in different governmental, private and non-governmental office now in the region.

Even if there is provision of TVET skills to all learners, the numbers of TVETs opportunities and their accessibilities to students including SWDs are not addressing the needs of all trainees. In the region, the TVET institutions are mostly found in Gambella town and Dimma woreda only as the result they may not address the needs of all trainees including SWDs in TVET colleges of the region. According to ministry of education(2012) , it is believed that the reason why PWDs do not accessing meaning full education and vocational training opportunity is lack of institutional services ,policy and legislation that properly address the educational and training needs and rights of trainees with SWDs (MoE, 2012, P.4) .

In Gambella Regional State, there are thirteen (13) woredas and has only four (4) TVET institutions. From these two of them are faith based and the remaining are governments. Three of these are found in Gambella town city and one is found in Dimma woreda whereas the other eleven woredas do not have any academics and TVET institutions. Therefore the inadequacy in number and other factors mentioned above are hindering factors of the full participations of SWDs in these TVET colleges. In addition to this, attitudes of the people to educations of PWDs, accessibility, drop out attrition rate, environmental factors and other

related national and regional gaps in TVET institutions are highly affecting the implementation of TVET skills in the region for PWDs (MoE, 2015).

To ensure in providing and making accessible education to PWDs and implementation of the right of conventions of PWDs in educations in the Region, it has to be necessary minimize or eliminate that challenge and find solutions to the identified problems to provide educations of persons with disabilities appropriately.

Hence particular and identified activities that create good practices and challenges to students with disabilities in the region are not still studied and identified by the research. From this point of view the researcher will study what are good practices and challenges of TVET institutions to provide educations for SWDs and to fill the identified gaps of knowledge in the area. Taking this in consideration, the study was designed to explore, assess and identify good practices and challenges of SWDs in TVET institutions to implement TVET skills in Gambella Regional Sate. By doing so, the study attempted to achieve the following general and specific objectives.

1.3. General Objective of the Study

General objective of the study is to explore the practices and challenges of TVET institutions in supporting students with physical disabilities in Gambella Regional State.

1.3.1. Specific Objective of the Study

1. To explores the lived experiences of students with physical disabilities in TVET Institutions
2. To identify good practices of TVET institutions for supporting of students with disability in Gambella Regional state.
3. To assess challenges of TVET institutions in supporting students with disabilities in TVET institutions in Gambella Regional States.
4. To identify the gaps between legal provisions about the right of persons with disabilities and practices on the ground in Gambella Regional State.
5. To forward important recommendations and possible solutions for the challenges which are defied by the researcher.

1.4. Significance of the Study

These days TVET is becoming a global issue, especially in the developing countries. This study is basically designed to investigate the good practice and challenges TVET institutions in supporting of students with physical disability in TVET institutions of Gambella Region. The finding of this study might have the following advantages:

- The result of the study may serve as a ground to assist planners, policy makers, to assess the problem of TVET training and plan mechanisms to solve the problems
- The result of this study may help to enrich the literature related to practice & challenges of TVET implementation to students with physical disabilities.
- The finding of the study may enable to further strengthen the current TVET practice and produce competent citizens by the awareness of those who participate in TVET provision.
- The finding of the study may also serve as a reference and encourage researcher who wishes to investigate the situation in a broader scope.
- Helps the faith based TVET institutions in finding what is expected of them when they investigate on TVET programs.
- The finding of the study may help to provide appropriate support and to make accessible TVET institutions for persons with physical disabilities in the Region.
- The result of study may provide better understanding on the practice and challenges of students with physical disabilities in TVET institutions of Gambella Regional state.

1.5. Scope of the Study

In order to cover all aspects of the good practices and challenges of students with disabilities in TVET colleges of Gambella Region that incorporate all categories of disabilities may require the researchers' skill and may need the collaboration of several stakeholders who have well developed knowledge on the area. So this research focused only on good experiences and challenges of students with different physical disabilities and who are practicing in the four TVET colleges of Government and faith based. Geographically, the study site was Gambella

region TVET colleges which is about 777 kilometres from Addis Ababa and three TVET institutions are located in Gambella town but one TVET college (Dima) is located 300 k.m away from Gambella and found to waste of Gambella.

The participants were from Government and faith base both students with and with out disabilities, Trainers, principals of in all TEVEs institutions and regional TVET Bureau head office manager. But those two participants from regional education Bureau were not involved to lack of willingness to give and in the research.

1.6. Operational Definition

For the purpose of this study, the following terminologies are defined TVET institutes: An educational establishment (college, institute or school) that provides technical vocational education and trainings.

Stakeholders:- Participants who are expected to be involved in planning, implementing and evaluating the performance of implementation of TVET program including trainers, trainees and institutions.

Challenges:- Difficult situation that limits one's ability, potentials and favourable environment.

Opportunity:- A favourable time, occasion or set of circumstance for doing something to implement TVET programs in Gambella Regional State.

Vocational Training:- Activity with the aim to provide the knowledge skills, and attitude required with in an occupation or group of occupation(ILO: 1986).

Disability:- According to WHO (1980), classification system, disability is the consequence of impairment with functional performance limitation and activity by the individual.

Accessibly:- encompasses the usability of environments, facilities and resources for person with disabilities TVET institutions.

Students with disabilities; is one having a physical and sensory impairment which is long term or recurring; and which substantially limits his/her prospects;

Technical Vocational Education and Training: any educational training and learning activity leading to the acquisition of skills, gaining of knowledge which are relevant for employment or self-employment.

1.7. Organization of the Study

This research work is prearranged in six broad chapters. Chapter one deals with introduction, Statement of the problems, research questions, objectives of the stud, significance of the study, the scope of the study,, definition of terms and organization of the study. Chapter two is about review of related literature. Chapter three deals, with research design and methodology. Chapter four deals with analysis and interpretations of data collected. Chapter five discussion and finally the last chapter six involves, conclusions and recommendations provided by the researcher

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Significance of Technical Vocational Education and Training

We live in a complex and fast changing world that increasingly requires individuals to develop their knowledge, skill and attitudes throughout life with education and TVET. Technical Vocational Education and Training (TVET) is a toolbox which people determine what to gained and from which we ourselves decide to extract, what to use and for what reason (UNESCO, 2002) .Previously different terms have been used to describe elements of the field that are now considered as including TVETs. The term TVET has different definitions and looked on through different angles based on the writers perceptions and explained as –a comprehensive term referring to those aspects of the education system involving in addition to a general education, the study of technology and related science, acquisition of practical skills, attitudes, understandings and knowledge related to the world of work|| (UNESCO, 2006).

According to Desalegne (2014) TVET can be defined as it is combination of theories ,practices ,elements of education such as knowledge about some materials ,working methods and others mixed with practical training through instructions in the workshop of training school or practical work in enterprise.

In the advanced world, there is a growing need of skilled laboured industries. This opportunities creates the needs to increase the quality of vocational education in order to improve and upgrade in the field of vocational education skills of work force (Mc Farland and Vickers, 1994). In some countries, vocational training is a synonym for respectable meddle- level training, while in other countries, it is considered as a level that some people choose for the lack of a better alternatives (McFarland and Vickers, 1994).

In developing countries, vocational education and training can considered as a foremost instrument, of poverty reduction. Individuals who can access education and vocational training are better poised to progress in all aspects of life. Recognized this realty, the right to education and training has been established through several international instruments that have global endorsement such as the universal declaration of human rights, Article 26 (UN, 1948), and

convention on the right of the child, Article 26, (UN, 1989). In many countries vocational training programs are designed to serve people of all ages and training needs. This includes young school drop outs, technically talented students, seeking additional training beyond high school, veteran workers needing retaining to the work force. More over with the passage of time, socio-economically disadvantaged groups living the fringes of society, including PWDs have come to be able to enjoy the benefits of TVET program.

Persons with disabilities are individuals and disadvantaged by the society with a number of limitations to participate fully in, education, employment and in socio-economic participation of their country (UNESCO, 1994). Defining what is disability is always not easy because disability is more than description of health issues that is affected by the people's culture, social institution, and physical environment. According to (ILO, 2010), disability is a prediction resulted from the interaction impairment with social, attitudinal and physical environment that interfere equal participation in the community life. On the other hand disability is both social and individual barriers mainly it is the social limitation because the attitude of PWDs (Auxter, 2010). Also there are different models that perceive PWDs differently according to context of the writers of models.

E.g the medical model defines PWDS by their illness or medical conditions, they are discouraged and medical treatments are used to regulate and control access to social benefits, housing, education and employment. According to this model disability is a problem of the individual not societies and sometimes called it individual model. A choice for PWDS is limited and options are provided and approved by the helping experts.

On the contrary the modern view of disability called the social model which is emerged with the evolution of human rights movement and views societies as creating barriers that prevent PWDs from fully participating in their communities. Society has the obligation to remove these barriers and people with disabilities need to play a central role in the removal. Removing barriers may involve making the environment accessible, making information available, having laws and policies about inclusion and working toward changing attitudes about people with disabilities. In many communities today, people with disabilities are organized into Disabled Persons Organizations (DPOs) and have a strong voice. Their self-advocacy helps shape their role in families, communities and with friends. The result of this new social model

and the strong voice of disabled persons have led to a more advanced view of disability that recognizes that:

"A person with a disability can participate and/or contribute to an activity when barriers to the individual's participation in the environment are removed

(ILO, 2013)".

The model is developed to reject and give the right response to the medical model about PWDs. It provided that disability is caused by the society we live in and it is not fault of the individual who encountered impairment. This model takes people with disabilities in to account as part of our economic, environmental and cultural society and the barrier is part of society not the Individual. The social model has been developed with aim of removing gaps so that people with disabilities have the same opportunities as everyone else to determine their own life style. Therefore, the social model has good perceptions and acceptable to all PWDs and those people who have negative attitude towards PWD's, education ,information and communication system, working environment, health and social support services ,transport ,housing , public buildings...etc.,

It is believed that the combination of poverty, ignorance, war, famine and drought with the absence of adequate preventive and rehabilitation services have produced high prevalence of disability in Ethiopia. Moreover, due to socio-cultural and other factors, disability is the least known and the most neglected issue in the country.

2.2. Disability Issues in Ethiopia

When dealing with disability situation in Ethiopia, there is no exact number of statistically data of PWDs in the schools. According to UNICEF disability program in Ethiopia (2006) reports, it is very difficult to obtained reliable evidence on disabilities in sub-Sahara African countries. The statically data in the region is poor and usually states that the disability figure is to be unbelievable or unrealistic of five percentent (5%). The expected reason for the problem or low percentage of PWDs are: poor identification techniques to identify them, Neglected the issues of PWDs in their areas (NNICEF, 2006). Japan International cooperation Agenda (JICA,2002) , report also has a country profile in Ethiopia on PWDs ,that seven point six percent(7.6 %) or five millions are estimated to disability and separately WHO estimated that

10% (7.7 million) people are living with disabilities. Although there are policies, legal rights guide lines about education of PWDs in Ethiopia they are still cope with poor awareness and limited support from families of persons with disabilities, schools, community, and the government.

Thus, begging is a usual alternative to exist where there is highly populated centers as it is help from the religious institutions and charities centres of some PWDs groups. These groups of people are targeted for prejudice most areas like rural because of having very limited awareness to PWDs and neglect and abuse children CWDs. According to the Ethiopian's culture in most extreme cases PWDs have been **shut** inside their homes and purposely kept away from the people because of that -shame they bring to their families. In the case of these issues, PWDs are facing with different challenges and problems in all aspects of their life such as home, environment, schools, health services and work places.

2.3. International Trends of Technical Vocational Education and Training for PWDs

TVET is an important element in any national education system. Production in most area is increasingly depending on specialized labour as product and production process are developed and mechanized. Mostly access to certified man power is very important even if not enough conditions for the efficient consumption of notional resources and for economic competitiveness (UNESCO, 2009). If the economy of a country is fruit full, it has the opportunities to a broad Variety of qualified man power and corresponding education and training prospctions at different levels including technical and vocational skills. In the local context, individuals with qualified vocational training skills can deliver the needed product and available services and have opportunities of new employment (UNESCO, 2009). According to ILO (2002), the education and training system is largely determined by the countries socio-cultural, economic demographic and technical development.

It is an interesting and a striking fact that many economical developed countries give high priority to TVET for economic and competitive ness reasons in their national education system at the same time more attention is not given to TVET in international development cooperation (UNESCO, 2009). In most poor countries the general esteem of TVET is law because parents

and trainees take that TVET much less attractive than general academic education .As the UN agency responsible for education in general and as the lead agency in EFA, UNESCO naturally should have strength for TVET as well as for other education areas. However other UN/international agencies are involved in and have important experiences and competencies in TVET including ILO, WB, and UNDP (UNESCO, 2009). We raise the flag for education as a universal human right, no one must be denied access because of disability this is a UNESCO priority and we are acting across the world to break down barriers for PWDs to empower them as agent of change (UNESCO, 2016). Skill development system has dual objectives of supporting economic growth and contributing to broader social objectives in the interest of society as a whole. These social objectives include expanding access to TVET and skill development opportunities for marginalized groups, such as persons with disabilities. (ILO, 2017).

It was in the cases of the first and the Second World War there was increasing in number of PWDs in countries which are industrialized. This limitations has been given opportunities to PWDs to be visible and has got attention to the idea of resettlement /rehabilitation by the governments, charity organizations, and NGOs. To provide vocational rehabilitation and job employment, polices were arose for PWDs who became disabled by those two wars (Helander, 1999). It was UNESCO(1960),which has been started special education and vocational trainings are necessary for those PWDs .The convention on the right of persons with disability (UN, 2006) recognized the availability and accessibility of education and vocational training for PWDs from the human right perspective.

TVET skills for students with special needs education is very significant for sustainability, empower and to lead independent lives. It is estimated that there are between 108 and 220 million of youth with disabilities worldwide and nearly 80% of them are living in developing countries (UNDESA, 2012). TVET makes ready people for work and for life. The objective of TVET is to provide knowledge, skill, for the required world of work and means of supporting individual's economic income. Therefore it is necessary to make TVET accessible for those youth who are interested to have different skill and determined to change their lives and to bring sustainable development (UNESCO, 2013). Vocational special needs education and training is designed for students who needs special support with their studies due to disability, illness, and delayed

development or for some other reasons. The aim of supporting these individuals while learning in TVET institutions helps SWDs to certify for job occupation or qualification of job employment, lead their independent life , in general to reduce and eliminate poverty in their countries.

2.4. Technical Vocational Education and Training in Africa for PWDs

In 2007 the African union drafted the strategy to review TVET in Africa. The report indicates that there was a good and fresh awareness among many African countries of the critical roles that how TVET plays in the national and country development. The objective of the 2007 strategies is to renew and modernize TVET in Africa and to change it in to main stream activity for African youth learners of in TVET institutions at all levels. It is important to understand that in Africa PWDs in their vast majorities are excluded from education, work and employment due to discrimination and prejudice such as, lack of accessibility to education, vocational training and enough budget allocations, negative attitudes of the society to PWDs in the regions (Africa, Union).

However it is clear that in developing African countries, TVET can be used as workable instrument in program aimed at reducing poverty and unemployment among the general public. This is because in Africa individuals who can access education and TVET are more likely to progress in an aspect of life (Rina Mueke, 2014). Vocational education system in Africa differ from country to country in terms of Delivery systems, the needs of countries enterprises and the level of the institutions .For example sub-Sahara countries such as Kenya TVET program is school based and in some countries, it follows the colonial model and students would join TVET at the end of primary school (Africa Union, 2007).

In many developing societies of like Kenya persons with disabilities hardly have opportunities to education and training in marketable skills that facilitate entry to decent work both at the start and counting working lives. According to the Kenya TVET act, TVET authority board encourages from the TVET Act, (2013), that the training program should be designed in order to operate work that guides to sustainable lifelong skill training which, the special empowers needs of PWDs, minorities, and marginalized people (Government of Kenya Act, , 2013).

Disability prevalence rate in Kenya differs due to different data collection methods used but the national survey of Kenya on PWDs (GoK, 2008) found that 4.6% of its population has some type of disabilities which is equivalent 3.6% young people between the age of (15-24) with visual and physical disabilities as most and frequently reported. Kenya has a number of laws and policies for PWDs such as PWDS Act (2003) which expresses rights, rehabilitations, and equal opportunities for persons with disabilities. In the country there is no obligation or motivations to comply these laws (Torore, 2009). The country's law also requires private and public sectors employer for PWDs to reserve 5% of jobs (Mugu: 2010) and having this law to PWDs help and motivates to learn and reduce high drop out from different primary, secondary and tertiary schools.

Despite of the range of policies and interventions ,there are still a number of pressures challenging PWDs attending in to education, employment and involvements of indifferent societal aspects due to the little or no access /adaptation ,low expectations of families and communities at large.(Mugu: 2010). In 2010 in Kenya there were five (5) TVET institutions belongs to only for PWDs, with total of 2400 registered attendees but this huge number of enrolment of SWDs and TVET institutions were not proportional to satisfy the needs of all SWDs in their environment easily and also more over PWDs may left their home and travel far distance to get TVET education (Mugu, 2010). These kinds of trends violets the article 24 which respects the right of education for PWDS as follows: Persons with disability can access an inclusive, quality and free education on an equal basis with others in the communities in which they live.

It also has negative impact to those students who are with disabilities in their social interactions because SWDs should not learn separately educations from their non-disabled peers instead they have to learn in inclusive settings. Broadly speaking , disability inclusion refers to promoting and ensuring the participation PWDs in education ,skill trainings, employment and all aspects of society and providing the necessary support and reasonable accommodations so that they can fully participate (ILO, Governing Body paper on Disability Inclusion ,GB. 316/POL/2.2012).

In many African countries which are promoting more inclusive societies and job employment opportunities for PWDs required improved access to basic education and vocational training which is relevant to labour market needs and job suited to their skills, interest, and abilities with Necessary adaptations where needed. Not only Africans but also others countries are also identifying those barriers such as making the physical environment accessible ,providing information on time and make accessible and changing negative attitudes and mistaken assumptions about students with dishabilles to positive attitudes.

2.5. Technical Vocational Education and Training in Ethiopia

A detailed analysis of the origin and development of Ethiopian education may not serve the purpose of this study. However, the investigator would like to offer a brief glance at the structure of the current education system, which can serve as background information to understand the problems of quantitative expansion and qualitative improvement.

Ayalew (2008), cited as Berhe (2014) Ethiopia is a country which has been with in its own culture and alphabet form many centuries and was proceeding religious system education in the institutions. These religious institutions were mainly interested to promote their respect ion of doctrines. This religious education was delivered until early twentieth or early nineteenth century when modern education was stared. It was about the 19th century several things were emphasized for the important of modern education in Ethiopia.

Since the victory of great Aduwa in1896inEthiopiagives International recognition for the country and several developed countries were interested to establish and negotiate treaties. The war of Aduwa changed the attention critically Emperor Menilek 2nd to understand.

The inadequate of church education if Ethiopia was to remain independent. The new modernization has been introduced different situations such as establishment of the countries of ministers, telephones, formation of governments, banks and railways and others were needed for the people.

Academic education was continued to be given up to 1936 without the vocational curriculum and after the freedom of the Ethiopia, there was immediate interest and demand educated and trained people to manage the people and their country. Modern education program was introduced and

announced in the needed of educated man powers in the country such as technicians all levels, managers planners, engineers and other labour force. One of the quick responses to this vital demand was the formation of TVET School to train and supply the critically needed trained people in the various areas of technology (Girma, 2009). It was in 1940 that vocational and technical school was established in Ethiopia (Wanana, 1998).

In 1942 Addis Ababa technical school, Addis Ababa commercial school ,1943, Addis Ababa Building Trade school 19 46phase out, jimma Agricultural institute 1944, Bahr Dar polytechnic 19 64 and Ambo Agricultural school 1946 were established and provide huge contributions for the development of TVET institutions in Ethiopia . In Ethiopia TVET was not accepted by some societies and neglected in the history of educational system (EFDR, MoE, 2005). Previously the aim of TVET expansion was to meet the middle level of human power, the demand of in industries services, sub-sector and to provide quality education and trainings in the TVET institutions on time. As the awareness of the people arose about TVETs, the curriculum was revised or restructured according to the demand and culture of the people and also skill development trainings was given to those some stockholders such as planners, trainers and experts to raise their awareness about educations of TVET in the country. . In collaborations with government, NGOs, privates and faith based institutions it is introduced to provide TVET skills for trainers before they employed in any job occupations and those job areas which needs TVET skills. Generally the number of TVET institutions are increased from 17 to 199 between the year of 1997-2004 in Ethiopia (EDRE, 2005). But now according to the Ethiopian Broad Casting corporation news (EBC, 2017, /2010E.C), the number of TVET institutions in Ethiopia currently are 1357. As the time goes the needs and objectives of the country is also changed therefore according to national TVET strategy of Ethiopia (2009) the TVET's target is creating a committed, motivated, adapted and innovative work force contributing to poverty reduction, social and economic developments while promoting the national TVET curriculum.

In Ethiopia to prepare the TVET curriculum and strategy, young people, parents and others are involved (MoE, 2012). The TVET strategy of Ethiopia still does not meet the needs of all trainees especially SWDs in the TVET colleges. The limitations of strategy and the curriculums to address the need of SWDs equally like their peers who are non-disabled were not participatory, different governmental organizations, NGOs, faith based organizations, disability

organizations and all other concerned bodies were not involved in the activity of curriculum designing and preparations.

According to International, Institutes for Capacity Building in Africa (IICBA) the ESDP IV listed out that low awareness about the benefit of TVET, inadequate stake holders' participation in the management and delivery of TVET, lack of capacity and competence of trainers and experts to train and implement the new TVET strategy, inadequate monitoring and evaluation system, low capacity to adopt and transfer technology, inadequate labor market, information system to assess labour market demand, weak information sharing and coordination system, shortage of teaching materials, and inefficient utilizations of resources and equipment are among the challenges facing to implement TVET skills to all trainees including persons with disabilities in Ethiopia (IICBA, V.13.No.2. 2011). Especially there are legal rights and policies at least on paper for the participation of students with disabilities in both regular general education and vocational training programs. For instance, a "Vocational Education Strategy", a "Special Needs Education Programme Strategy and TVETs – SNE guide for PWDs are some of the policies but they are not implemented and provided properly in TVET colleges to PWDs (MoE, 2012).

In most poor countries like, Ethiopia the general esteem of TVET is low and Parents and learners consider TVET skills is not as much as attractive like general, academic education. The governments often give little attention and resources to TVET institutions and consider them arrangements for those who fail to follow an academic career (UNESCO, 2009). Due to this the number of TVET institutes are not enough to accommodate all trainees or students after completing Grade 10 national examination and cannot pass to grade 11 at country and regional level. Most likely students with disabilities are the most affected by these problems but the Rights of Persons with Disabilities (UN, 2006) recognize that the availability and accessibility of education and vocational training for persons with disability from The Human rights perspective must be respected. Even if there is provisions of TVET skills in Ethiopia, there are gaps or limitations on implementations of policies and legal rights to educations of students with disabilities .E.g low enrolment of SWDS in TVET, limited accessibility of TVET institutes to SWD, high rate of dropout from schools and difficulty in transition period from TVET School to work are big Challenges to PWDs at country and Regional level. Besides

to those problems, TVET institutions do not have the necessary resources to fulfil the needed support and share equally school resources to all students including SWDs .

It is true that SWDs have difficulties to get their appropriate needs, equal opportunities, conducive environment, making accessible infrastructures, homes, and transportations systems in TVET Colleges. In according to MoE (1996), training institutions should be constructed in a way that they can be convenient to conduct the daily training activities. Wide school compounds with wide parking and play grounds, separate buildings for different types of trainings and administrative service, like a class room must be moderate (moderate classrooms should be prepared that are not narrow or too wide, not hot or cold, which are convenient for individual trainees and trainers, for group discussions, and for practical training). Classrooms should be also furnished with quality furniture and equipment, and their training materials in their proper placement.

Proc.No.101/1994 is the only legislation in Ethiopia, which specifically addresses concerns of PWDs and provides for equal opportunity in employment and protecting the rights of PWDs to appropriate training, employment opportunities and salary, as well as preventing any discrimination at the work place. It is known that in Ethiopia provision of education has serious and complex problems of relevance, quality, inclusions of CWDs, accessibility and equity. But according to MoE (2008), TVET strategy, TVET system struggles for social inclusion by increasing the access to relevant formal and non-formal TVET and informal learning opportunities by all trainees target groups while ensuring equality of access (MoE, (2008) TVET skills will be accessible regardless of the level of educational attainment, gender, ethnic and religious affiliation .

Some countries in Africa have made progress in introducing disability related legislation, but many of these legislations have not yet been implemented correctly like Ethiopia. In other African countries, existing national laws need to be reviewed in order to achieve equalization of opportunities for persons with disabilities. Improving legislations and implementation strategies has been identified as one of the main issues to be addressed in the _African Decade of Disabled Persons 1999-2000 (ILO, 2004).Although SWDs have their own limitation or restrictions in functioning activities, but it does not mean PWDs achieve their goals in primary and secondary

schools,, universities and TVET institutes if there is –equalization of opportunities to them. Equalization of opportunities, as defined by United Nations World Program of Action Concerning Disabled Persons, (1982):

“The process through which the general system of society, such as the physical and cultural environment, housing and transportation, social and health services, Educational and work opportunities, cultural and social life, include Sports and recreational facilities are made accessible to all”.

The United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) also define equalizations of opportunities as follows:

‘The process through which the various systems of society and the Environment, such as services, activities, information, and documentation, are made available to all, especially to persons with disabilities’.

In general Equalization of opportunities for PWDs implies that the obstacles to their social and occupational integration, which are inherent in an environment , education and training systems, are registered and appropriate measures taken to eliminate them (ILO, 1998). The Ministry of Education and the Regional Education Bureaus have shown their commitment to improving and access Technical Vocational Education and Training. In Ethiopia after the introduction of the Education and Training policy in 1994, the number of formal and non-formal TVET provision institutes have been expanded. The Ethiopian government has recognized the importance and the need for establishing a large number of TVET institutions in the effort to promote economic and technological development in the country to meet the needs of all children and youth with. Different disabilities and non-disabled peer throughout the country equally. However according to Ethiopian new educational policies, there are polices, educational guide lines and legal rights related to provision of TVET skills for PWDs in vocational skills on paper but these policies, guide lines and legal rights are not implemented practically because as indicated by professional, educators, experts, parents and students, the problem may be either of barriers, or issues related to: accessibility, discrimination, stigma/negative attitudes, low expectations, low self-confidence, lack of organizational support, and safety and security. Besides, according to USAID/Ethiopian disability inclusion strategy, people with disabilities in Ethiopia faces a number of challenges such as institutional, environmental barriers, building

and structures ,transportation services, and information are not provided in all accessible format due to negative attitudes of the societies and lack of awareness about educations of PWDs.

As Educational Sector and Development Programme (SDP. V), poor progress during ESDP IV in supporting students with special education needs has a number of causes like, lack of awareness, and poor school infrastructure, facilities and adapted teaching and learning materials for SNE, accompanied with the absence of standards and guidelines (MoE, p. 26). Besides these, there are also other barriers such as lack of knowledge about diversity, insufficient preparation of teachers and education, inflexibility of the curriculum, rigid and poor teaching methods, inconvenient learning environment, lack of need identification processes ...etc.

According to the ESDP (V), the number of TVET trainees enrolled, who have special educational needs, would increase from 1,003 to 3,060. This indicates that provisions of TVET skills are increasing from time to time in Ethiopia hence to provide and implement TVET for students with disabilities effectively ,the government, private institutions, NGOs and others work collaburately to fill the created barriers in different ways at county, regional and woreda levels at large (MP SNE,.,2016-2025).

2.6. Good Practices and Opportunities of TVET Colleges to implement TVET Skills for SWDs

2.6.1. Good Accessibility of facilities and Infrastructures in TVET Institutions for SWDs

Elements which are considered to be good facilities are lecture rooms with good lighting and acoustics; class rooms designed for the particular function they will serve; small rooms for study groups and seminar work; space for individual work, e.g. study cubicle, best placed in library; well organized library facilities conducive to individual research work and study. The creation of appropriate physical facilities is not just a matter of providing the necessary funds and materials .They should be planned and designed by experienced specialized architects in conjunction with teacher educators in order to best serve the needs of all learners in educational process (UNESCO, 1973). Learning can occur anywhere, but the positive learning outcomes generally required by Educational systems happen in quality learning environments. School environments are Combinations of physical, psychosocial, and service delivery elements.

Physical learning Environments or the places, in which formal teaching learning occurs, range from relatively modern and accessibility of buildings to persons with disability can easily move with their wheelchairs and crutches. Also the established school buildings must have ramps; toilet rooms both sex separately, the class rooms which are not small or too large for all students. Good provisions of any TVET program are largely dependent upon the degree of the organization of its training facilities (Coe, 1973.)

TGE (1994: 5) elaborates that due attention is given to the provision and appropriate usage of Educational facility technology, materials, environment, organization and management to strengthen the teaching-learning process and the expansion of education. A pleasant working environment can contribute a great deal to educations of all learners and considerable thought should go into the planning and establishing of physical facilities in order to make the learning environment appropriate to all trainees in the institutions. To identify physical barriers that make it difficult for people with disabilities to take part in mainstream vocational training courses, an accessibility assessment of the building/s and grounds needs to be undertaken, based on international standards.

Where accommodation and transport are provided to trainees, these should also be checked. Action to remove the barriers may involve structural work or other adaptations requiring building renovation. Other steps may be simpler to take, for example by reorganizing layouts and furniture or by installing ramps. Some changes may involve significant costs while many can be introduced at minimal cost and could be undertaken internally, depending on what is involved Availability of modern training facilities with adequate financial resources in any training institution are the major important factors for providing quality training for student as well as for providing skilled- man power the labour market required current. It may seem trite to say that vocational training institutions may be of great value. Therefore, it should be recognized that the training institutions may be of great value and should be recognized that the training institutions have to use resources such as training facilities which trainers and trainees can make use of in connection with their own training program.

Generally, speaking, where various departments of vocational education are providing training for specific occupations it is important to have facilities and equipment that are up to- date with the latest method in business, industry and the home obsolete facilities make for obsolete

training. Obviously it is impossible for training institutions to provide all the facilities for teaching all phases of all occupations. But some training institutions have made great studies in developing teaching aids for teaching purpose (UNESCO 1996). Make use of training facilities in improving training programs. There are no areas of the training program where this is more essential than in vocational and technical education and training (ILO, 1999). The training institutions are to make the fullest possible educational use of training resources Regarding the utilization of available facilities, ILO (1999) states that if training institutions are to utilize more fully the training facilities already existing in the local communities, their programs of vocational education and training should be much more significant than they are.

2.6.2. Teaching Learning Approaches in TVET Institutions towards Students with Disabilities

One of the most important aspects of the classroom interaction concerns the ways in which teachers make sense of and respond to the learning behaviour of their students. It is the teacher's attitudes and expectations that will either improve or worsen the student's educational performance. The attitude of the society, government and citizens on special needs children has been highly negative and degrading, where the disabled were thought to be incapable of contributing anything meaningful to the society (Fakolade, Adeniyi and Tella, 2009). In teaching, attitudes of teachers play an important role in children's educational performance. Teachers attitudes can significantly affect the academic Performance of students with disabilities (Miller, 2001). The teacher's attitude to himself, his work, his or her students and many other things depends on a number of variables which in turn influences his productivity. According to Macqueen (2010), attitude is defined within the framework of social psychology as a subjective or mental preparation for action. Hayes (2010), also view attitude as the individual's prevailing tendency to respond favourably or unfavourably to an object (person or group of people) (Hayes, 2010). Within this context, attitudes refer to the teacher's either favourable or unfavourable feelings or mood towards the learners thereby influencing educational performance. For instance a teacher can define the pupil with disabilities in a particular way such as bright or dull. Based on this theory, the teacher makes prediction or prophecies about the ability or behaviour of the pupil with disabilities. Due to the self- fulfilling prophecy, the pupil with disabilities labelled as bright

will work hard and improve his/her academic performance while dull pupils with disabilities will be de-motivated to put extra effort thereby worsening their academic performance (Hayes, 2010). With the right attitude and framework, teachers can start the learning process on an equal footing for all students including those with disabilities and help them to take responsibility for their learning and exploration.

Attitude about inclusion are extremely complex and vary from teacher to teacher and school to school. Teachers' feelings towards their students with disabilities had a significant effect on their educational attainment. Some studies also showed that some teachers' frustration and negative attitudes influenced the students' academic performance. Labelling or classification of students, teachers' definition of students and low expectation can significantly affect the academic performance of students with disabilities. An effective teacher must have high expectations on all students without discriminating the less intelligent students or those with disabilities. It was further recommended that teachers should attend seminars and conferences to improve their knowledge about ways of practicing and accepting students with disabilities.

2.6.3 Resource Centers in TVET Institutions for Students with Disability

The resource centres address the academic, TVET and social needs of students with special needs. Special Needs Education Strategy 2006 proposed the establishment of resource centres in secondary education, TVET institutions and higher education to identify barriers of learning, and support students with special educational needs and their teachers (MoE, 2012). According to the Guideline for Establishing Support Centres from 2015, the objectives of the resource centres are listed below as follows:

1. To support learning of all students including students with disability in both special schools and mainstream environments;
2. To provide guidance and counselling and special supports
3. To provide necessary equipment, assistive devices (like eye glasses hearing aids braille, styles..etc
4. To support neighboring schools and teachers. The centers should carry out school level screening, identification, assessment and referrals.

Furthermore, the canters are supposed to network with other schools, parents, local authorities, NGO and disability organizations, clinics and hospitals. Existing inclusive education resource centres that currently are built on either school cluster resource centres or special schools could serve as platforms for model schools and be places for experience sharing. Also some of the teacher education colleges could serve as models for other (MPSNE, 2016-25; p.24).

2.6.4 Good Oopportunities of TVET Skills for Students with Disability

Opportunities of TVET skills are an important investment and instrument due to its high contribution to the socioeconomic improvement and overall development of nations.

Countries that have prioritized equal opportunities for persons with disabilities in TVET skills for many years have made considerable progress in tackling the barriers preventing people with disabilities from enjoying the right to work on an equal basis with others and in many cases have separate policies targeting specific groups of persons with disabilities (ILO, 2013).

Educational and training policy system of the countries has opened good opportunities all grade10 (lower or secondary schools) completers are eligible to join the formal TVET programme for all students (FDRE, ministry of education, August, 2015). In spite of different barriers in TVET, there are existing good opportunities for the enrolment of SWDs in vocational education because there are availabilities of soft skill course suitable to the special needs of SWDs and the fact that the enrolment of students with disabilities are being treated under affirmative rules and actions (Abebe Yehualawor un published ,2017). On the basis of the realities that educational opportunities were limited, the new policy had to be formulated in a way that would bring significant changes in a short period of time. Hence, the strategic goal of our policy is: a fair and equitable distribution of quality education as rapidly as possible to all regions, particularly to rural areas where 85% of the population live. Playgrounds and Water Sanitation and Hygiene (WASH) facilities, amenities include facilities such as a pump, well or school furniture within a classroom. Within the context of schools, resources include books and other learning materials, as well as computers, computer software and internet services where they are available (UNECF, 2014). Accessibility to TVET will be increased by expanding and developing TVET institutions (both existing institutions and news ones where necessary) so that more people can enrolled in TVET and so that relevant training is available in words

which previously did not have access to promote training (MoE, 2015). Increasing overall access to relevant formal, non-formal, TVET and informal learning opportunities, the TVET system strives for social inclusion by its all target groups, while ensuring equality of access. The previous neglected of people without relevant schooling , school dropout, people living in the ruler , people with special needs (SWDs) and who are already in work will be overcome. TVET will be accessible irrespective of the level of educational attainment, gender, ethnic and religious affiliations. The United Nation Convention of the Right of Persons With Disability Article (9) ,No. 1a&b accessibility of PWDs is explained as:-To enable persons with disabilities live independently and participate fully in all aspects of life, and States Parties shall take appropriate measures to:-

- i. Ensure persons with disabilities access, an equal basis with others,
- ii. In the physical environment, transportation, information and Communications, including Information and communications technologies,
- iii. Other facilities and services open or provided to the public, both in urban and in rural areas.

According to TVETs—SNE guide ,it is be lived that the reason why people PWDs are not accessing meaning full educational and vocational training opportunities is lack of institutional services , policy and legislation that properly address the educational training and rights of trainees with special education needs. People with disability do not have different opportunities because PWDs are not perceived as being equally productive and therefore not an asset within a –consume and produce –society (MoE, 2012).

2.6.5 Involvement of Stakeholders in TVET Institutions in Supporting of SWDs

Technical Vocational Education and Training opportunities at the interface of different sectors of society, the education sectors, the labour market, industries, agriculture and rural development and public administrations in order to serve and relate to all these sectors through high quality and demand responsive instruments, the TVET system must be steered and implemented with the involvement of a wide stake holders groups. Different stake holders will each contribute their own expertise, experience and capacities (MoE, 2008). In order that their combined effort improve the relevance and effectiveness of the TVET system attachment the most important stake holders of TVET includes ; instructors in TVET system, trainees and their

families, public authorities, private and government TVET providers, civil societies, NGOs, and charity or faith based TVET institutes and private TVET organization are involved on TVET provisions. Stakeholders' participation do not come without cost and effort. Stakeholders who were previously mere consumers of TVET service are now expected to investment time, through ideas and finances, to work the improvement of TVET.

In order to encourage stakeholders to understand such investment, the government is prepared to share responsibilities proportional to the capacity of the responsive stakeholders in different interest and positions (MoE, 2000). In Ethiopia the conceptual principles of TVETs, stakeholders involvement specifically are needed to play a major role in various function as the TVET system. One of these function is stakeholders are needed since they contribute much to the success of these stated by providing and participating in, TVET delivery through, the provision of training to their own staff, offering internship to trainees & providing apprenticeship training. Concerning TVET deliver and in addition to these employer based TVET schemes, non-government TVE institutions will become an increasing important TVET institutions will become an increasing important pillar of the overall TVET supply. Hence in short among various role of improving and widening training delivery made in the central role that stakeholder could play; this leads us to the discussion barrier of TVET provisions to all trainees without discriminations of students with disabilities and to fill those gaps as much as possible in TVET institutions and stakeholders.

2.7. Challenges of Students with Disabilities in TVET institutions

2.7.1. Low Level Awareness of Ttrainers and Principals to Disability and Ability in the TVET Institution

Often services, institutions and organizations do not include PWDs because staff and management do not feel needs to do so. A disability awareness training program can be an important activity to open the minds of people regarding the right and capability of young people with disabilities to be included in vocational training course and learn together with other students (Judith and Ann, 2017).

Negative attitudes are usually the most significant barrier that people with disabilities face and it often underlies the failure to address other barriers such as those related to accessibility, laws

and policies and others. Disability awareness training or disability equity training is an approach to dispelling such negative attitudes. It may need to educate staff, influential people in the community, employers, school leaders, trainers of TVET as well as parents and students with Disabilities themselves (ILO, 2013).

In Ethiopia as many African countries TVET suffers from a relative poor public image to persons with disability. TVET is usually associated with low status, low salary, lack of personal development opportunities, partly due to the low quality of previous TVET programs that did not allow TVET graduates to successful participation in the labor market. Most of the time having disability and low value perceptions to TVET is generally perceived as a place of last resort for those students failed grade ten national examinations to the next preparatory education.

Also studies have indicated or shown that many TVET graduates remain unemployed even in those occupational fields that show a high demand for skilled manpower due to having disabilities. Therefore students with physical disability and their families, TVET authorities, Federal, regional and woreda level of TVET agencies and other stake holders must have awareness to improve and develop provisions of TVET or to remove those barriers in school and TVET institutions. This is because especially provision of TVET to persons with disability is low because, lack of awareness for education of TVET skills to PWDs and low value given on their job performances on job areas (NTVT, 2008).

2.7.2. Awareness of SWDs for TVET Skill and Accessibility of Needed Materials

Unemployment has bad psychological effects on people especially on those students with disabilities trained but could not find employment. For this reason it becomes normal situation for students tend to enrol in types of education and training that expected to bear them immediate employment after training and reject others through to have no employment opportunities. Therefore it is reasonable to propose that employment may have important influence on the development of perception about TVET and choice of fields as a future professional (UNESCO, 1979). On the other hand the uses of TVET depends fundamentally on the extent to which skilled individually apply his or her skills in job employment. Therefore the aim of TVET should be targeted to enable the young people both persons with disability and people without disabilities for salary employment and to self (private) employment that

made positively value the program (jone, 1997).In short developing skills of TVET without job opportunities is nothing more, than wastage of too much time and more resource to all of youth people regardless of any disabilities.

In addition trainee's perception towards the value of TVE program, it might not expect to be positive. Hence developing countries must be supported and facilitate situations for job opportunities, particularly for self-employment if not they would not be in position to positively influence Students attitudes and to get invaluable benefits of TVET program (Jone, 1997).

2.7.3.Budget Allocations in TVET Institutions for Special Needs Educations

Vocational Training Institutions are set up with new and modern training methods being offered. This has naturally led to questions being raised about the costs of training and the mechanism of financing. It is difficult to estimate the exact costs o-n TVET due to its complexities involved in the training system (UNESCO, 1993). In most countries the budget for TVET from public sources is relatively small, ranging from 1% to 12% of the current expenditure on education (UNESCO, 1993).

Under-funding is a structural problem in the TVET sector, particularly in the public system costs of TVET are high, especially if it is provided as center-based training which is still the predominant other of TVET delivery in Ethiopia. As with most other countries, public TVET programs in Ethiopia are usually more expensive that general education resulting in a lower than average teacher/student rational substantial capital and recurrent losses experienced through practical training. As a consequence of budgetary constraints, most public TVET programs are under-funded while rural public TVET programs suffered from poor facilities and shortages of training materials, (National TVET Strategy, 2006:9).

According to UNESCO (1996; 21) quoted in Getachew Hiluf Master Thesis, (2005:29) TVET Programs usually require tremendous amount of budget to run compared to general secondary education. It has been estimated that the cost of one technical school is equivalent to two or three schools offering general education. This high cost of the TVET is mainly due the needs for expensive equipment, facilities and teaching materials, infrastructure of buildings, without such equipment any vocational or technical training yields poor provision or implementation. This results graduates who are unable to find jobs like wise in period of tight

government budgetary policies the quality of training will fall and graduates come across difficulties in securing employment opportunities.

In accordance to MoE (2015) in Ethiopia the total education sector development program five (ESDPV), the general education budget was 80298, and 1 1 2 5 0 was for TVET, for SNE, 281 birr was allocated for implementations and to give appropriate support. Supporting the above, UNESCO (1993) describes that as budget allocations from government sources for education get tighter, the squeeze on availability of funds for TVET apparent in so far as TVET depends on public funds. Costs of TVET as compared with general education are also 2 to 3 times higher as classes are small with trainer trainee ratio 1:7 sometimes (UNESCO, 1993).

Expenditure, equipment infrastructure, consumable e . g . raw materials and spare parts are also much higher than imperative to search for alternative means of financing. The challenge before policy makers is to introduce new and ways of financing as well as to insure that the resources which are available for TVET are used more effectively (UNESCO, 1993). To solve the above budgetary constraints, financial mechanisms have a central role to play in achieving the overall objective including maintaining quality. In this regard, a reconsideration of government's dominant role in financing and provision of training at public training institution is required; this implies that in national training systems where public training budgets are constrained, it is customary to seek alternative or additional funding mechanism for public training. This is often referred to as funding diversification. This funding mechanism takes different forms cost sharing generation, greater cost recovery, levy-grant and voucher systems, student loan, etc, these mechanisms are also formulated by Ministry of Education (MoE, 2003:22).

The TVET strategy indicates in the national TVET strategy (2006), to sustainably increase the quality and gradually the quantity of TVET new funding mechanisms for TVET in Ethiopia will be developed. In the future, the resource constraints of the TVET system will be addressed by a combination of cost saving mechanism (without compromising quality). Generations of external resources in to the TVET system and diversification of funding sources for public TVET programme a major mechanism to sustainably generate additional resources is to stimulate private investment in TVET. In line with the principles already outlined in other sections of this strategy, involvement of companies in TVET, this will include financial

incentives for private investment in TVET and may also include co-financing for instance through voucher schemes outsourcing of public training programs and others (National TVET Strategy, 2006:33).

Moreover the strategy describes that, apart from these reforms, which are related to the open and flexible nature of the TVET delivery system the TVET system will need to diversify its financing sources and mechanisms. The system will need generate sufficient resources for public TVET provision and for the intended reinforcement of its governance and management structures, as well as develop much needed support services. This diversification will be approached in a way that government budgetary allocations and funds provided by foreign Donors are gradually supplemented contributions from direct beneficiaries of TVET without/however, putting the Burden prohibition very high.

2.7.4. Vocational and Guidance Counseling Services for Students With Disabilities in TVET Institutions

Vocational and guidance counselling service may constitute the only student personnel services offered in many of schools more typically the service is found in secondary schools. The basic purposes of guidance and counselling program are to assist students to understand themselves, and to realize their abilities more fully. Most of the time, the student's choice is influenced by the choice of their parents, friends, teachers, and the stream not to choose their interested field of study. Such kinds of bids should be avoided by the help of vocational guidance and counselling service that the students can be able to identify and choose their best stream in which they can get more success (MoE, 2010). Sometimes after streaming, some students raise questions to change their departments; this may be happened when they lately know their interested field of study or biased by others; in such times also students should be consulted by the vocational counsellor Students can face different academic and personal problems while getting training; in such situations also they should get counselling service.

In order to achieve these objectives, the program should provide to students a set of services. Having guidance and counselling program offers a set of services designed to help students to know themselves appraisal. Also it is used to know their immediate and future environment (orientation, educational and occupational information), to empower and make decisions which

will fully utilize students with disability of their experiences individual and group guidance and counselling (Berhe Gedewon, 2011). In addition, a good guidance and counselling program provides assistance to those students seeking a job or a college which will be appropriate for them government, private and NGOs job placements, and checks with them periodically after they have left school to ascertain the effectiveness of the school's assistance to them and their need for further help (follow-up) (Melaku, 2000: 25-26).

Guidance and counselling can involve all types of life situation-personal related like with different students' current and future situations, social, religious, and occupational. The guidance and counselling program is based on analysis of the individual needs; the provision of information; counselling; placement of the right fields in education, social; consultation, follow up; and research and evaluation (Abosetugne, 2000 ; 26). Melaku, (2000: 26) goes on to write that both teachers and school counsellors have the Responsibility to play roles in the guidance and counselling program. More specifically, he mentions that the school counsellor shows concern for and assists:

- The planning educational, career, personal, and social development;
- Aids the student in self-evaluation, self-understanding ,and direction,
- Enabling him or her to make decisions consistent with his/her immediate and long-term goals;
- Encourages the students to participate in appropriate school activities with a view toward increasing his/her effectiveness in personal and social activities.

But most of the time, in our county, some trainees are assigned to fields of training that are not of their interest and also they are not given the chance to take career counselling before they choose the field of study. Placing TVET trainees to fields of study without their choice may lead to the development of negative attitude towards their field of studies TVET institutions and to dropouts from the schools (Desta, 2008:71-73).

The Higher Education Proclamation, NO. 650/2009 of Ethiopia indicates necessary and feasible academic assistance and guidance to be provided to the students. Support through sign language, amenable facilities and programs, relocated classes and accessible environments, alternative testing procedures and educational support aids shall be provided to the physically challenged

students (MPSNE, 2016-2025). According to Seleshi in his AM thesis unpublished (2000), discussed that the Ministry of Education could not assign counsellors to schools, especially in remote areas due to shortage of work force. In such schools, if there is no trained by guidance and counselling teachers having less credit hour were selected and assigned as counsellors. But these had no any training in guidance and counselling courses, the services these individuals used to give were not satisfactory. Even in those schools where counsellors were assigned, there was a difference in terms of the services provided. Some of them were with a background in psychology and the others had sociology and social anthropology. Those who had taken psychology courses had better performance in their jobs. but currently to give appropriate support for those students with disability and others needing special support in any governmental schools there is a trend to places special needs education professionals to give appropriate support including guidance and counselling services to all students according to their needs.

2.8. Practices of Legal Rights and Policies of SWDs and Gaps in TVET Institutions

2.8.1. *Legal Rights and Policy Practice gaps to Support Students with Disabilities in TVET Institutions*

According to the *Education and Training Policy* (1994) children and students with disabilities are among the disadvantaged groups entitled to receive special support (MoE, 1994). The Policy, however, lacks clarity in terms of special needs education and, therefore, special needs education has not been included in the ESDP. The Special support mentioned in the policy requires strategic planning, definition of priorities, objectives and responsibilities to be realized in practice (MoE, 2004).

There are no reliable data available on inclusion or exclusion of disadvantaged groups in education. Until now, planning, data collection and statistics have failed to consider a large minority- that of children and students with disabilities or learning difficulties. According to international estimates 10- 20% of any school age population has special educational needs (ILO, 2004; Peters 2003; UNESCO 2001; Wiman & Sandhu, 2004). In a school age population

of over 15 million in Ethiopia (MOE, 2004), there may be 1.5 to 3 million children who have disabilities; or gifted and talented students who require special attention.

In order to achieve the objectives of the *Education and Training Policy* (1994) special attention has to be paid to children and students who are at risk of repetition and drop out, have learning difficulties or disabilities. Along with the increasing enrolment rates, but remaining and increasing dropout rates, it is high time to include special needs education as an essential component in the overall education sector development. Other African countries have successfully started in doing this, being committed to changes from policy to practice, e.g. Uganda, Zambia. (Daniel, 2003).

2.8.2. International Declarations, Conventions, Policies and Laws to Educations of Persons with Disability

The Universal Declaration of Human Rights (1948): States that everyone has the right of equal access to public services in general and education in particular, and establishes the principle of free basic compulsory education for citizens to support the full development of human personality, and to strengthen respect for human rights and fundamental freedoms. Although there are such types of universal human rights on paper most developing countries have limitations to implement it even if there is good practices on the ground.

The Declaration on the Rights of Disabled Persons (1975): Calls for international and national actions to ensure the rights of peoples with disabilities to all services, enable them to develop their capacities and skills to empower possible, and increase the process of their social integration or reintegration. This types of right is help full countries like Ethiopia because currently people with disability are learning in different institutions then to protect and secure themselves from any prejudice, the declaration on the right of disabled person is a mandatory to PWDs life.

The Convention on the Rights of the Child (1989): Recognizes special needs and it establishes extended assistance, free basic education, and effective access to basic services, education, preparation for employment and recreation opportunities for children and youth with special needs in a way conducive for the children and youths to achieve the fullest possible social integration and individual development. It is also very important to PWDs secure their rights to

get educations with assistance and must be accessible to PWDs. In Ethiopia there are a number of PWDs and these peoples are not provided education services equally like their peers without disability. Especially those PWDs living in the remote area like Gambella regional state still needs too much attentions to provide education and other appropriate supports to PWDs .

The Standard Rules on the Equalization of Opportunities for PWDs (1993): Recognizes the principle of equal primary, secondary and tertiary educational opportunities for children, young people and adults with special needs in an integrated setting; the education of persons with special needs as an integral part the education system. It establishes appropriate, adequate and accessible support services to accommodate educational provisions for persons with special needs in an inclusive setting. This rule gives for peoples with disability must get education with his peers who are not disabled in the same class or inclusive settings.

The Salamanca Framework for Action (1994): Focuses on the right of all children including those with temporary and permanent needs for support and educational adjustment to attend schools in their home community in inclusive classes. According to Ethiopia there are areas which are very far from primary, secondary, colleges and universities are found. This situation makes children and PWDs difficult to get education in their environment or near to their home. So the Salamanca frame work for action (1994) respects persons with disability rights to get education around their environment In addition, a good guidance and counselling program provides assistance to those students seeking a job or a college which will be appropriate for them government ,private and NGOs job placements , and checks with them periodically after they have left school to ascertain the effectiveness of the school's assistance to them and their need for furtherer(follow-up)(Melaku,2000,25-26).

CHAPTER THREE

RESEARCH METHOD

3.1. Research Design

The purpose of this research was to reveal that good practices and challenges of TVET colleges in supporting students with disabilities in Gambella Regional State in four TVET institutes of government and faith-based. The qualitative research method is believed to be useful because it allows to gather data from a wide range of participants and enables to describe the implementation situations of TVET Colleges as it currently exists. In order to meet this purpose, qualitative research design was employed.

The qualitative method was selected for this study because it has been found to be more appropriate to gather deep information on the subject and allow flexibility when running different sessions of interviews and FGDs which helps to clarify unclear questions and pick important cases needed for the research. Besides to this, qualitative approach could a better investigation about individual perspective towards a given phenomenon. At the most basic levels, interviews are conversations (Kvale, 1996), Kvale, defines qualitative research as attempts to understand the word from the subjects' point of view to unfold the meaning of peoples experience, uncover their lived world prior to scientific explanations

3.2. Description of the Study Area

This study was conducted in Gambella regional state which is located in the south-west of our country and found 778 km away from Addis Ababa. It has 13 woredas and Gambella town city. From these Dima woreda has one (1) and Gambella town city has three (3) TVET Colleges. Also the Region is going on good progress in educational sectors (primary, secondary and TVET institutions. Hence its different educational institutions are expanding and providing educational services to Region's societies. Before 1994, the number of educational institutions in the region was very limited and not accessible largely to communities like the current educational institutions. Especially peoples with disabilities were not considered as human being and did not get any kinds of educational chances like persons without disabilities due to cultural and religious impacts in the Region. But now thanks to this government and new educational

policies with Legal rights, strategic laws and policies to address educations for PWDs in the Region.

In 2007 population and housing census of Ethiopia conducted in Gambella regional state as the statically data shows that , there are 3549 peoples with disabilities and 1936 are males and, 1613 females . According to 2017 the Gambella regional education bureau statistical, there were 1202 students with disabilities who were enrolled from grade one to eight (primary education). From these, 690 were males and, 512 are female students with different disability. Besides to this there are Students enrolled in grade (9th -10th) total of 13 students with different disability and only One (1) student is enrolled in grade eleven who has hearing impairment. Currently in the region PWDs are more or less attending in the regular class with their peers in inclusive settings. It is expected that there are some students with disabilities in TVET skills institutions even if there is no statically supported data about the exact number of student with disability enrolled in different TVET institutions in the region. According to the report of regional education and TVET bureau, there are students with physical disabilities in the regular educational programme in different educational levels in the region. Thus there are four TVET colleges in the region and two of them are faith- based Colleges namely Don Bosco and Hope enterprise. Hope enterprise which was established in 197 and it is non-governmental indigenous organization whereas Don Bosco which began its work in Ethiopia in 1975 and religious organization giving education services to Gambella Regional state (Super Utilisateur, 2016). Both are faith based organizations providing education services (primary, secondary and TVET skills of those children's and youth who are helpless and low income family members. In addition to these Openo and Dima TVET Colleges are governmental institutions providing vocational skills to those trainees in the region.

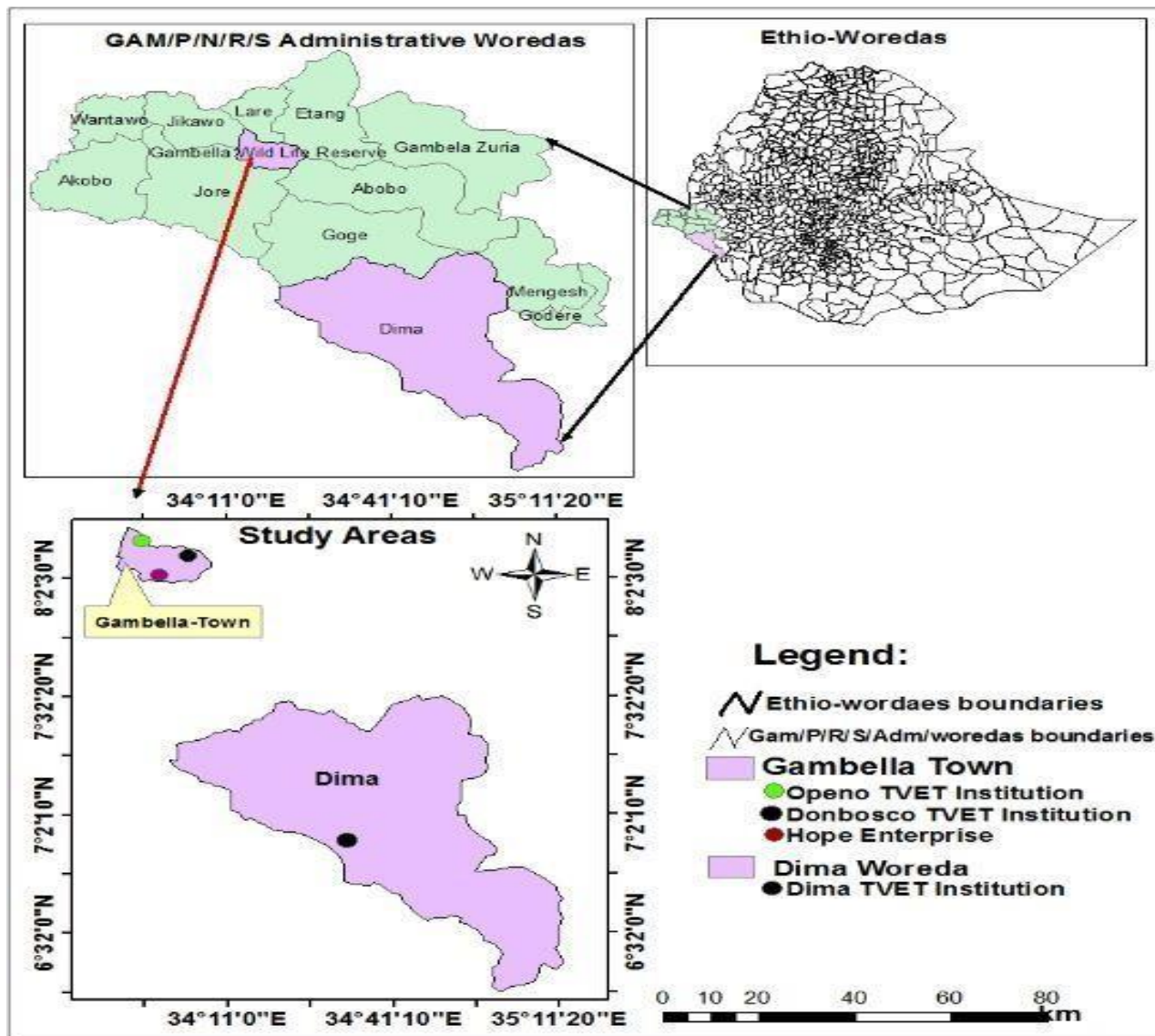


Figure 3.1 Study areas in Gambella Regional State
 Source: Ethio - GIS (2017-2018)

3.3. Participants and Population

In this research the target populations are students with physical disability in TVET Colleges of in the two governmental and two from faith based TVET institutes of in Gambella Regional State. Eight (8) students with different physical disabilities (three students are wheelchair users, two students with hearing impairments, two students who are crunch and stick users and one students has multiple disability (both his right side of fore and lower limbs non-functional)).For this study, two students from each TVET institutes were selected. The same method was used to select students without disabilities or two students from each TVET institutions of Openo, Dima, Hope enterprise and Dom Bosco were selected . Eighteen (18) instructors in four TVET institutions (Dima openo, Dom Bosco, and Hope) were selected . Two instructors from each and totally (8) who are teaching students with disability and have long years services in the institutes were selected for interviews . Six (6) trainers in the three TVET Colleges and two (2) , from each TVET colleges were selected for focus group discussion and participated in group one. But in Dimma TVET college four (4) trainers were selected in group two for FGDs. All instructors who were participated in FGDs were selected due to their long year experiences teaching SWDs in four TVET colleges. Four (4) TVET institutions principals , one from each and one (1) and (1) Regional TVET office head Bureau were selected for interviews.

Table 3.1 Number of Participants in the Research.

| Data sources | No. of participants | Remarks |
|----------------------------------|---------------------|-------------------------|
| Students without disabilities | 8 | interviews |
| Students with Disabilities | 8 | interviews |
| Teachers | 18 | Both interview and FGDs |
| TVET principals | 4 | Interviews |
| Regional TVET Bureau head office | 1 | Interviews |
| Total | 39 | |

3.4. Sampling Technique

In the process of conducting this research work, sampling is necessary and non-probability sampling procedure was used through deliberate or purposive techniques in order to capture

information from a knowledgeable and key group of participants. The purposive sampling allowed people assumed to be aware of the SWDs situation to be interviewed. Writers (Patton, 1990; Miles and Huberman, 1994) as cited in Alemayehu (2003), sampling in a qualitative study tends to be a small number of people nested in their context and would be studied in depth. The researcher used purposive selection based on their willingness to be interviewed, years of learning and work experience and availability. No, interviewee has less than two years of work experiences in all TVET Colleges who are working in the teaching profession. This was done to be able to gather deep information from those who have more experienced and might encounter various problems in different aspects of teaching learning processes in the TVET Colleges. The same procedure was used for trainee participants to select according to their college long year experience, willingness and availability.

3.5. Data Collection Tools

The study has been classified the research questions that are needed to be addressed in the scientific study and to make decisions who should be studied what source of file should be involved and what kind of tools should be employed. The data for this study were obtained from both primary and secondary sources. The primary data sources have been prepared and checked without preceding any piloting. Secondary data were relevant books, journals, reports and other documents on the practice of vocational and technical training. The data collection procedure in the region was designed to be held at regional level TVET institutions providing TVET skills for SWDs and without disability. Data collection system consists of unstructured interview, focus group discussion and observations of check list in the four TVET Colleges of Gambella Regional State. For this purposes sign language interpreted has been used for one student who has hearing impairment.

3.5.1 Interviews

Unstructured interview is one of the most common qualitative methods and one of the reasons for their popularity is that they are effective in providing a human face to research problems. According to Mack, Wood song, and Kathleen (2011), in-depth interview is a technique designed to elicit a vivid picture of participants' perspective on the research topics. During interviews, eight (8) students with physical disabilities were selected because they are

the only available and identified by their physical disabilities. Eight (8) students without physical disabilities were selected because these students have strong relationships and may expected to give more and detailed information about SWDs in each TVET Colleges.

Eight (8) instructors two from four (4) TVET institutions were selected according to their long year experiences of in teaching SWDs in the TVET Colleges. Finally four TVET principals and one (1) regional TVET Bureau head office were interview due to their high responsibly and may have expected having too much and detailed information about teaching and learning process of the four TVET colleges.

The researcher did not lead the participants according to preconceived notions, nor did I encourage participants to provide particular answers by expressing approval or disapproval of what they say. He was motivated by the desire to learn everything the participants can share about the research topic. The researcher was engaged with participants by posing questions in neutral manner, listening attentively to their responses and asking follow-up questions and probes based on these answers. Interviews are an effective qualitative method for getting people to talk about their personal feelings, opinions and experiences. There are also an opportunities for researchers to get insight in to how people interpret and order the world. In-depth interview is also appropriate for addressing sensitive topics peoples might be reluctant to discussing in group setting. Therefore in this study in-depth interviews data consisted of mobile cell phone recording and notes taken during the interviews.

3.5.1. Focus Group Discussions

Focus Group Discussions consists of a set of individuals with similar characteristics or having shared experiences who sit down with moderator to discuss a topic (Amos, 2002). FGDs provide different kinds of information that can be generated from individual's interview and observations (Krueger, 1994 in Amos, 2002). FGDs interviews are often used to supplement other qualitative data but they can be basic data collection strategy of qualitative study (Amos, 2002). Hence Amos asserts that researchers from any of the qualitative paradigms can utilize FGDs as a method to collect data .According to Parahoo (19970) a FGDs is an interaction between one or more researchers and more than one participants for the purpose of collecting data. Hollow and Wheeler (2002) ,states that in

FGDs participants interview with common characteristics or experiences for the purpose of eliciting ideas, thoughts, and perceptions about specific topics or certain issues linked to an area of interest. Therefore in this research study, two groups of ten (10) instructor were formed that consisted of six (6) instructors from three TVET institutions were selected according to their long experiences and teaching SWDs in TVET institutions grouped one. Also four (4) instructors were selected in group two from only one TVET institution (Dima) in the same methods because this College is located far from other TVET Colleges as the result they were forced to participated in FGDs those instructors who have long year experiences in teaching SWDs in Dima TVET college .

3.5.2. Observation of Check Lists

The emphasis of the observation held was on physical environment of TVET institutions in Gambella region and carefully observed with prepared check list by consulting the UN standard Rules on equalization of opportunities for persons with disability (1993) and the convention on the right of PWDs (2006). In addition to this Ghauri et al (1995), as cited in Tigest Sisay (2014) the major advantage of collecting secondary data is that they give general idea on how to conduct the research and the best method to be used.' However, there are shortcomings to it regarding the reliability, accuracy and integrity. The certainty of the facts contained: the age of the data and the issue of bias from the author and place where it was written. Though, having the fact of the shortcomings, this research paper has collected the secondary data from different documents, polices, strategies , journals, internet, websites and research papers which related with the student.

3.6. Data Analysis

The data collected were analysed using thematic analysis. It is a flexible way of description of phenomena from sets of data from the interviews, focus group discussion as well as observational of check lists and allows for thick descriptions to emerge (Braun and Clarke, 2006). Due to the exploratory and descriptive nature of the study, this approach is suitable as the aim was to explore and describe on participants experiences as they are students with disability in TVET institutions. I followed Braun and Clarke"s (2006) step-by-step guideline to discover themes pertinent to the research question. The interview records were transcribed

verbatim. I used the process of systematically searching and arranging data from the observation and the interview transcripts that I accumulated by reading as well as listening to my mobile cell phone. Through repeated readings, I was able to find themes and patterns. Specifically, I searched for certain words, phrase or patterns that were repeatedly presented as I studied the transcripts. I then began to develop my own theme to put data into categories to help me analyse and sort the data (Robert, 2011; Padgett, 2008). Accordingly I identified three major themes showed below in the table

3.6.1. Braun, V. & Clarke, V. (2006). Step-by-Step Thematic Analysis Procedures

The process starts when the analyst begins to notice, and look for, patterns of meaning and issues of potential interest in the data, this may be during data collection. The endpoint is the reporting of the content and meaning of patterns (themes) in the data. Analysis involves a constant moving back and forward between the entire data set .Therefore, writing should begin in phase one, with the jotting down of ideas and continue right through the entire analysis process. Analysis is not a *linear* process where you simply move from one phase to the next. Instead, it is more *recursive* process, where you move back and forth as needed, throughout the phases (Braun, & Clarke, 2006).

Table 3.2 Summary of the Braun, & Clarke (2006) step-by-step Thematic Analysis

| Phase | Description of the process |
|--------------------------------|---|
| 1. Familiarizing yourself | Transcribing data (if necessary), reading and rereading the data, noting down initial ideas |
| 2. Generating initial themes: | Arrange themes features of the data in a systematic fashion across the entire data set, collating data relevant to each code |
| 3. Reviewing themes: | Checking the themes work in data set , generating a thematic „map“ of the analysis |
| 4. Defining and naming themes: | On going analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme. |
| 5. Producing the report: | The final opportunity for analysis. Selection of vivid, compelling extract, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis. |

3.7. Ethical Considerations

The study was conducted after getting support letter from Gambella Regional Stat of TVET Bureau to all of TVET institutions will be given and I followed each of their procedural process to visit the TVET colleges because there is no any statically Date the shows the number of SWDs in each TVET college process needs patience in order identify these students and begin the study. Then informed consent was obtained from study participant as well as their principals and teachers to confirm willingness for participation after explaining the objective of the study. I also assured to the respondents that the information gathered had never used for other purpose rather than the consumption for this study only. The respondents were notified that they have the right to refuse or terminate at any point of the interview. The information provided by each participant was kept confidential and pseudonyms were used in this regard. Voice recorder also used after getting their permission to record.

CHAPTER FOUR

Findings

This phenomenological study was guided by Braun and Clarke’s (2006) step-by-step guideline to discover the major and sub-themes pertinent to the major research questions. Primarily, the general backgrounds of participants, including brief description of their backgrounds in a table, are presented below. Then, the participants’ experience is presented in commonly identified general and sub themes that were elicited from informants’ interviews, FGDs use of interview guides, and checklists in the four TVET Colleges, respectively. The results are descriptions of good practices and challenges of TVET institutions in supporting of students with disability in the four selected TVET institutions of Gambella Region State. Tables are also included to enhance the clarity of the identified major emerging themes and sub-themes.

Tables which are given below further show that ; socio-demographic characteristics (i.e. sex, age, and educational status) of all students including SWDs and the trainers of the College who were sampled in the study.

4.1 Demographic Backgrounds of the Research Participants

Table 4.1 Characteristics of trainees in four TVET Colleges

| Name of TVET | Type of TVET | S WDS | | | Age of SWDs | Education level | SWODs | | | Education Level | Remarks |
|--------------|--------------|----------|----------|----------|-------------|-----------------|----------|----------|----------|-----------------|-----------|
| | | M | F | T | | | M | F | T | | |
| Openo | Goevt | 2 | - | 2 | 21 - 28 | II and III | 1 | 1 | 2 | II and III | Available |
| Dima | Govet | 1 | 1 | 2 | | II and III | 1 | 1 | 2 | II and III | Available |
| Hope | Faith-based | 2 | - | 2 | | II and III | 1 | 1 | 2 | II and III | Available |
| Don Bosco | Faith-based | 2 | - | 2 | | II and III | 1 | 1 | 2 | II and III | Available |
| Total | | 7 | 1 | 8 | | | 4 | 4 | 8 | | |

As indicated in Table 4.1 above, the ages of most SWDs who participated in this study except one student were above 21 years old. Accordingly, it is possible to argue that their disabilities might affect or hinder them from completing grade ten on time or they may not get opportunities to start pursuing their formal schooling at their right age. Concerning the informants' educational level, it can be observed in the above table 4.1 that all of them were pursuing their education at Level II and Level III or they were second year, and third year trainees in those TVET Colleges of the Region.

As illustrated in Tables 4.1, a total of 16 trainees' informants participated in this study. Disaggregated by types of their sex; eight (seven males and one female) of these informants were trainees of SWDs while eight (four males and four females) were trainees of Students without disabilities were sampled from the four TVET Colleges.

Table 4 .2 Characteristics of Trainer Informants in the TVET Colleges

| Name of TVET college | Type of TVET | No. of trainers | | | Age category | Work Experience | Educational level | | |
|----------------------|--------------|-----------------|----------|----------|--------------|-----------------|-------------------|----------|----------|
| | | M | F | T | | | MA degree | | |
| | | | | | | | M | F | T |
| Open | Government | 1 | 1 | 2 | 29 – 36 | >13 years | 1 | 1 | 2 |
| Dima | Government | 1 | 1 | 2 | | >12 years | - | 2 | 2 |
| HOPE | Faith-based | 2 | - | 2 | 25 -32 | 3 and 4 years | - | 2 | 2 |
| Don Bocso | Faith-based | 1 | 1 | 2 | | 2 and 4 years | - | 2 | 2 |
| Total | ----- | 5 | 3 | 8 | | | 1 | 7 | 8 |

Regarding ages of trainer informants in the study, their ages were found in between 25 – 36 years old. Table 4.2 also shows that older informants in the government-owned TVET Colleges were found than those trainers found from faith-based TVET Colleges. With regard to these trainers' education status, all of them were first degree and above holders. Hence, the Ethiopian Education and Training Policy stipulates that the trainers who are assigned to train in the TVET institutions are required to hold at least first degree and above (MoE, 1994). Thus, it can be deduce that the trainers in the TVET Colleges have the required educational levels to offer courses and to train the trainees who are assigned to pursue their further studies in

different fields of Technical and Vocational Education and Training Programmes in those Colleges.

Table 4.3 Characteristics of TVET Trainers who participated in FGDs

| Name of TVET college | Organization of TVET | No. of trainers | | | Age category | Work Experience | Educational level | | | Remarks |
|----------------------|----------------------|-----------------|----------|-----------|--------------|-----------------|-------------------|-----------|-----------|---------|
| | | M | F | T | | | MA degree | | | |
| | | | | | | | M | F | T | |
| Open | Government | 1 | 1 | 2 | 29 - 36 | > 8 years | - | 2 | 2 | Group 1 |
| Dima | Government | 3 | 1 | 4 | | > 8years | - | 4 | 4 | Group 2 |
| HOPE | Faith-based | 2 | - | 2 | 25- 32 | 2 and 4 years | - | 2 | 2 | Group 1 |
| Don Bosco | Faith - based | 1 | 1 | 2 | | 3and 4 years | - | 2 | 2 | Group 1 |
| Total | ----- | 8 | 2 | 10 | | | - | 10 | 10 | |

Table 4.3 depicts the characteristics of those trainers who participated in the FGDs. Ten (eight males and two females) trainers were participants or discussants in the focus group discussions, the FGD participants' ages were in the age category of 25 – 36 years old. Regarding their work experience, those participants who were selected from government-owned TVET Colleges had more than eight years, while those FGD discussants from faith-based TVET Colleges had work experience which ranged from 2 to 4 years. Hence, those trainers in the FGD discussants from the government-owned TVET Colleges are more experience than those from faith-based owned Colleges in Gambella Region.

Regarding their experience, those trainers selected from the governmental TVET Colleges were more experienced or had more than eight years work experience in teaching, while those trainers selected from the faith-based Colleges had between 2 and 5 years work experience. This indicates that the trainers in governmental TVET Colleges are more experienced than those from the faith-based TVET Colleges. Hence, it is possible to conclude that having more work experience has advantage for provision of appropriate pedagogical and psychological treatment to their trainees, particularly for those trainees who are disadvantaged groups (e.g. students with disabilities). Besides to this, four school principals (i.e. one principal from TVET Colleges one Regional TVET Bureau head office were interviewed in the study. The

principals age category was the age of between 34-38 years old. Accordingly, this indicates that the ages of TVET Colleges' leaders are considered to be matured and older adults who are available to manage daily routines of the TVET Institutions.

As to the leaders' educational level and their field of studies, only one of them was found to hold Master Degree in Educational Planning and Management (EDPM). However, the other leaders held first degrees in different fields of specializations which are not related to administration of schools. Here, it is possible to argue that those Colleges in Gambella Region are being administered by 'unprofessional' leaders. Finally, the Head of the Regional TVET Bureau was more matured than those leaders of the TVET Colleges because he was 42 years old and has not relevant field of specialization in TVET administration .

This study examined the current state of good practices and challenges of TVET Institutions in supporting students with disabilities (SWDs) in Gambella Regional State. The study sites include four TVET Colleges, namely, Open, Dima, Hope, and Don Bosco TVET Colleges. Thus, Hope and Don Bosco Colleges are faith-based Institutions, whereas the other two Colleges are governmental Institutions.

The guiding questions for the study are:

- What kinds of good practices do TVET Colleges have to provide persons with disabilities (PWDs) with TVET skills in Gambella Regional State?
- What challenges are facing students with disabilities (SWDs) in TVET Colleges during their provisions of TVET skills in those four Colleges in the Region?
- What gaps exist between the legal provisions for PWDs and the actual practice of their rights on the ground in the four selected TVET Colleges of Gambella Region?

4.2. Emerging Themes

The thematic analysis of the qualitative data was collected using un-structured and face-to-face interviews and, focus group discussions with key informants as well as observations using the respective check lists. Different emerging major themes and subthemes have been developed about the lived and good experiences of students with disabilities in those four TVET Colleges of Gambella Region. Table 4.4 presents summary of these themes and sub themes

of good practices and Challenges of SWDs in the TVET Colleges, as well as gaps of legal rights and polices in Technical Vocational Education and Training (TVET) Colleges which are ratified international and national levels in securing and practiced to give supports for students with disabilities in those four Colleges.

Table 4.4 Major and sub-themes of the findings

| No | Themes | Sub Themes |
|----|--|---|
| 1 | Good practices of TVET Colleges for SWDs to provide supports | <ul style="list-style-type: none"> a. Accessibility of school facilities and infrastructures in TVET institutions b. teaching learning activities in TVET Colleges for SWDs c. Opportunities of TVET Colleges for SWDs d. Accessibilities of resource centre in TVET Colleges for PWDs in Gambella Region e. Stake holders and communities as significant role players in TVET colleges in Gambella region |
| 2 | Challenges of TVET Colleges in supporting SWDs in Gambella Region State | <ul style="list-style-type: none"> a. Lack of awareness of education of students with disability in TVET b. Lack of interest and inaccessibility of courses to SWDs in TVET Colleges c. Inadequate opportunities and inaccessibility of TVET Institutions for SWDs d. Vocational guidance and counselling service provided in TVET colleges problems of Budge allocation TVETs for SNE |
| 3 | Legal rights and educational polices and their gaps to address needs of SWDs in TVET Colleges of Gambella Regional state | <ul style="list-style-type: none"> a. Policy and practice gaps for Students with disabilities in Ethiopia b. International declarations, conventions, and policies and laws to educations of persons with disability |

4.2.1. Good Practices and Opportunities of TVET Institutions for SWDs

This section of study explored, assessed and identified good practices and opportunities for SWDS in TVET Colleges. The type of training programme to be offered determines the needed for accessibility to the different training institutions. Thus, the accessibility of TVET facilities and different physical environments and courses offered in TVET institutions should meet the needs of all students, including SWDs.

4.2.1.1. Accessibility of Facilities and Infrastructures in TVET institutions for SWDs

It is known that, TVET Colleges give opportunities and fulfil facilities for their trainees such as infrastructures (e.g. building, blocks and roads) and other needed facilities by making accessible to all students, including SWDs. In Gambella Region, TVET institutions are providing training on skills to their trainees in the four Institutions. In these institutions; all students, including SWDs are practicing different skills differently in terms of the availability and accessibility of TVET institutions for SWDs. These participant trainees have opportunities of accessing different TVET colleges' skills and can access available courses for SWDs as well as can accessing infrastructures in their TVET institutions like teaching blocks, libraries, workshops toilet, rooms and others.

Regarding to these issues, the principals of two TVET colleges give their views in the following ways: In Don Bosco and Dima TVET Colleges, all students with physical disabilities have access to trainings on skills-oriented courses for SWDs and they may be enrolled in the trainings according to their choice equally like their class mates.

These two principals also added that, all trainees have access to skills training without any discrimination. In addition, they make physical environments in the Colleges accessible to SWDs by establishing ramps in different blocks, libraries, workshops, and toilet rooms which are assigned according to the trainees' sex and thus SWDs can access and get support easily to these facilities.

In the same framework, the researcher conducted physical observations, and unstructured interviews with TVET principals of Hope and Openo TVET Institutions. The two principals however said about accessibility of facilities in Openo and Hope TVET Institutions:

In these TVET Colleges, students with disabilities do not get the necessary supports according to their needs from these TVET Colleges. Also," we fill shame when we see these students are accessing those facilities and infrastructures with the help of their friends. For example, those students with disabilities are trying to access the facilities with difficulty (e.g. learning blocks). Thus, their friends carry SWDs and take them to the lecture rooms. Unfortunately, there is no any course available for these students with disabilities".

From the above-sated quoted materials, it is possible to deduce that those SWDs at Dima and Don Bosco TVET Colleges have equal access to school facilities and they participate in skills training according to their choices. Contrarily, those students at Hope and Openo TVET Colleges have no access to those facilities and they have also unequal utilization of the available facilities. In conclusion, there are unequal access to facilities and infrastructures, and those students with disabilities do not participate in training on skills-oriented courses according to their choices in TVET Colleges in Gambella Regional State.

In support of the above response given by four TVET college principals' one of the informants at Gambella Regional TVET Bureau staff member explained the reasons, as he stated:

Leaders in Dima TVET College and, to some extent, at Don Bosco College have made better work for SWDs than Openo and Hope Colleges. But Openo and Hope Colleges have constraints to fulfil the required facilities for SWDs due to shortage of allocated budget, lack of awareness on the part of the officials about how to give supports to the trainees with disabilities. This is my understanding and expectation as I have been appointed to this office position since 2017. Hence, I do not have detail information. Consequently, I do not know about the reason for such differences in those Colleges. (Regional TVET bureau staff member).

The same informant continued, “ As much as possible,

I plan to allocate extra budget and to facilitate networking of the Colleges with NGOs. To solve those constraints I believed that there should not be such a huge difference among TVET Colleges in Gambella Regional State. These differences further have impacts on the students' development of skills by negatively affecting their effectiveness at work places in future.

Thus, there are noticeable differences in supporting for SWDs at the TVET Colleges in the Region. There are supports and practices in some Colleges for SWDs, but not that much in others. Surprisingly, there are no courses on relevant skills for SWDs; the trainees do not have rights for choosing and learning courses of their choice of interests. For these differences, the Senior Official in Region has no adequate information and even these gaps are considered to be filled by allocating additional budget and establishing network relationships with NGOs, but it may be important to re-visit the overall process and identify the underlying reasons for those differences throughout their origin, establishment and operation in the Region.

4.2.1.2. Teaching and Learning Activities in TVET Colleges for SWDs

All learners differ from one another because of teachers teaching style, peers relationships and course they are learning. As to teaching learning activities in those three TVET Colleges, there are some differences which may emanate from their very nature. Most informants of trainers of Dima, Donbosco, and Hope TVET College who gave their response through interviews and FGDs, in the study unanimously agreed and shared the teaching learning environments:

Moreover, the relationship context of Don Bosco TVET College is always good and there are in the teaching learning process, there have been kind and friendly relationships between the instructors and the trainees because there is no conflict with trainees and even among the trainees themselves. Instructors are respecting and so do SWDs supporting activities which must be performed. As a result, we have good relations to all of the trainees in the Colleges.

Likewise, the majority of SWDs in the sample Colleges voiced by supporting the above-stated statements commonly stated as: “Teachers are giving enough time to their students to finish their exam and assignment, our teachers are punctual and do not become absent from the class. Additionally, students themselves are helping by their friends with mobility to and from class by carrying materials, taking notes, assignments in accomplishing tasks and information .However, in Openo TVET College, there are no positive relationships with teachers like Don Bosco and Dima and Hope TVET Colleges.

One of SWDs who has hearing impairments voiced as follows about peers’ supports in his class:

I am one of those students in (...) TVET College who is learning automotive skills. I had developed this ear problem at the age of nine years. Both of my ears are producing pus and have bad smells. I have visited many medical doctors at local level to get better treatment, but I couldn't get relief from my illness. My problem is not only bad smell of my ears but also I could not able to listen sounds like my friends unless the teachers and my class mates speak loudly to me. Both my teachers and my friends are familiar with my problems. If the teacher's voice is too low to hear during lecture time, my friends then help me by translating what the teacher has said shortly. I love all of my friends; especially those who are sitting with me because they have tolerated the bad smell of pus from my ears and their endless support (interviewed SW HI age 19).

The aforementioned of the interviewed informant has shown that, his classmates faced with very serious problems and encounter with challenges. The classmates and friends of those students with disabilities have suffered from bad smell of his ear, but they tolerate this challenge and are able to give supports to their friend. These events indicate that there exist strong relationships among the trainees in the TVET College during the teaching learning sessions

4.2.1.3. Good Opportunities of TVET Colleges for SWDs

Opportunities which exist in the TVET Colleges make people ready for work and social life. If there are adequate opportunities of TVET Colleges in the country, this section of the society may provide knowledge of and skills at supporting individual's economic income generated from work and other means of income. Therefore, it is necessary to make TVET Institutions accessible for those youth who are interested to develop such different skills and are also determined to change their lives and to bring sustainable development. Accordingly, there are opportunities for acquiring and developing skills at the TVET Colleges which are providing the trainees with trainings by offering many different courses in Gambella Region.

In this study, good opportunists of TVET Colleges exist in Gambella Region, as the informants composed of the principals, trainers and the officials in the Regional TVET Bureau Head Office member obtained through interviewed FGDs, and articulated commonly as follows : "There are four TVET institutional opportunities in the region for students including SWDs to be enrolled and accessing many courses".

As the Dima and Donbosco principals and trainers said that; mainly in the two colleges Dima and Don Bosco TVET colleges all students can access according to their interest. In addition to this equal chance is given to choose fields of study in the two Colleges for SWDs and their interest is respected.

According to the above information given, there are good accessibility and availability for students with physical disability to be enrolled in those institutions in the region as well as trainees are satisfied in their choice mainly in the two TVET colleges. Concerning of good opportunities of TVET colleges the student who has mobility problem said that:

I am 28 years old students moving by using crunch. It was the best chance to me to be enrolled in this TVET College and choosing for this course because for a long time I have been expecting to gain skills from one of TVET institution. Before coming here in this TVET training institution, I have been in agriculture cultivating and fishing in the river standing on one leg, supported by a crunch ...and that was not easy for me. The TVET institution especially my department is also giving support to me and I am very happy and thanks to TVET of my institutions giving this best chance to learn skill and to changing the direction of my life in the future (a student with physical disability age 24)..

From this story, it is possible to deduce that there are opportunities from the TVET Institution which contribute to change in his life direction. He is also interested in these opportunities. Moreover, although he is the student with disability, he has got appropriate courses which made him happy.

In the same way, to explain his opinions further, the case informant stated:

If there are no such chances, we will not have any alternatives to continue our further studies. As it known, we have disabilities and cannot access anywhere easily to search for educational opportunities like our peers who have no disabilities. Similarly, our parents, families or guardians are poor to provide us with financial support to continue our studies.

Likewise, those students with physical disabilities participants of from Dima TVET College said that; they are very lucky and acknowledged the Regional Government's support to give this chance and the TVET Colleges providing for SWDs with many supports.

Therefore, as all key participants said, there are good opportunities of TVET institutions in Gambella that were providing different skills for those SWDs in the institution. Thus, as most informants stated getting such opportunities from these TVET Institutions had high contributions for all students, including those students with disabilities to acquire knowledge and develop different skills which may help them to change the directions of their life as well as no to be jobless.

4.2.1.4. Awareness of Instructors and Principals in TVET Colleges in supporting Special Needs Education students (SWDs)

In the TVET Institutions of Dima, Hope and Donbosco, principals and instructors revealed their responses for interviews and FGDs about awareness in supporting SNEs and to their disabilities

were also investigated .As most of the study participants gave their opinion through interviews and FGDs of Dima, Don Bosco and Hope TVET Colleges agreed and shared their views on the given issues :

They were positive and kind towards SNE and SWDs and have smooth relationships with all students. Moreover they strongly preventing discrimination of SWDS in their TVET institutions and always have trusting relationships with them by providing love and support to SWDs. But as they quoted differently that there might some sort of discrimination from teachers and principals because we talk orally but practically may not true. We are teacher and we know SWDs and their problem how they would treated and supported economically educational and psychological so we have positive rational to their disability and also to them.

The majority of trainees of these TVET colleges added and supporting their instructors of Don Bosco, Dima and Hope were agreed and gave their opinion as follows:

Their instructors and principals had good approach with them a n d they were k i n d as well as respect in the class and give academically supports to them without discrimination among them. Also their class mates students were giving good support to them in the class and out of the class rooms like helping with mobility to and from the class, carrying materials , taking note, assisting in task accomplishing and facilitating communication.

Therefore, as the key informants explained above, there are supportive and positive interactions among the instructors, the principals and their trainees in Dima, Don Bosco and Hope TVET Colleges. Accordingly, educational leaders at all levels, particularly the College management bodies should strive to create most friendly relationships among the students, SWDs and their instructors in the Colleges. .

4.2.1.5. Accessibilities and Availability of Rresource center in TVET Colleges for SWDs

The resource centres address the academic, TVET and social needs of students with special needs. Presences of resource centres in TVET colleges are used to identify barriers for learning and to support students with special needs and their teachers. Accessibility and availability of resource centre is a major activity in any educational institution due to its highest contributions in giving supports to trainees, especially those students with disability. If the TVET

Institutions have resource centres with trained or skilful professionals with necessary materials for its trainees, particularly the students with disability (e.g. wheelchair and crutches for mobility problems, hearing aid for hearing problems, etc.), can be taken as providing supports for SWDs.

To this issue the principal of Dima TVET College has shared his own opinions as follows:

In Dima TVET College, there is a resource centres to support their students with disability. He gave different materials from the resource centre (e.g. wheelchairs and crutches for trainees who have mobility problems, and eye glass for low vision problems) which had been obtained from different NGOs that are working in the Region. In addition to these, the College assigned one teacher to the resource centre to provide services but the assigned employees are not professionals.

Moreover, those informants' students with disability from Dima TVET College added: "The students with disability who are trainees in this College are provided with different materials." In the same framework, the physical observations conducted by the researcher in the above-stated TVET Colleges confirmed the foregoing statements. There was good practice in that the trainees with disability had accessibility to necessary materials in the resource centres which had provided them with appropriate supports. This was the case in Dima TVET College."

Contrarily, other sampled Colleges have not been providing the necessary materials to their trainees with disability. This is substantiated by qualitative data generated from trainers and principles who were selected as key informants from Openo College and Hope College. They argued that: "We have stores and we can then use materials after we have got permissions from College's Office. Nonetheless, we did not give supports for the necessary to SWDs from these stores as they are not resource centres."

To further consolidate the practical findings on such issues under investigation, the views of the Gambella Region TVET Bureau staff member reflected a mixture picture, as he asserted that:

I have visited Dima and Openo TVET College. Based on my field visits, there was better resource support in Dima than Openo College. Accordingly, I blamed the principal as well as the instructors in Openo TVET College. Additionally, there were no available resources for each workshop in the College. Even some selfish and corrupted trainers have taken institution's

property from the workshops and these instructors do not show responsibilities and commitments for helping trainees. Although I have not yet visited the Faith-Based Institutions, I expect that there will be good materials which are better than others or governmental TVET Colleges (Gambella Regional TVET Bureau staff member February, 2018).

Thus, Dima TVET College has better resource centre relative to others. Those SWDs in this TVET Colleges are supported and addressed with the special needs education to SWDs. Also, the researcher has observed and cross checked its reality on the ground - the actual practice in Dima TVET Institution which has provided good supports to the SWDs from the resource centre.

4.2.1.6. Stakeholders and Communities as Significant Role Players in TVET Colleges

At the movement most important stakeholders of TVET include the instructors, trainees, civic societies (CSOs), NGOs, charity or faith-based TVET institutions and private TVET organizations who are involved on TVET provisions. Consequently, regarding the existing contexts in Gambella Region TVET Institutions, the researcher interviewed and conducted FGDs with TVET principals, trainers and selected students to assess and identify those stakeholders who have been involved in all TVET Colleges. The qualitative findings indicate that there has been active involvement of stakeholders in Dima College, but not others. In support of this evidence, the informants of interviews and FGD participants of instructors and trainers unanimously have to say about the parents and stakeholders' involvements in the TVET Institution of Dima TVET colleges:

At the beginning and the end of each academic the year, the principals cordially invite the students' parents and other stakeholders to share ideas or information about current statuses of their children, especially SWDs if their parents reside nearby places or around the College. Moreover, they have strong attachment with NGOs working in the Region like RADO, HANDICAPE and UNIECEF in that they have got different supports to SWDs (e.g wheelchair crutches and computes). In addition, they have good interactions with Gambella Region Bureau of Women and Children's Affairs, and Bureau of Labour and Social Afire (BoLSA). These work relationships are functional in case of employment opportunities for SWDs after they

have graduated. The College also has relationships with government organizations and private agencies to accept trainees (particularly SWDs voluntarily) for field practices or apprenticeships.

Therefore, in Dima TVET College, there is very strong involvements of parents and stakeholders which can be taken as a model in the Region. These stakeholders' participations and their support provisions are helpful for educations of SWDs.

But the majority participants of Openo, Hope and Don Bosco said that: They did not make stakeholders to be involved in their work and do not have relationships or chain with any of government and nongovernmental organization.

As one of governmental (...) TVET trainer, explained about parents and stakeholders' involvement in his TVET,

Most of the time it is the responsibility of TVET principles that can play a major role to establish all these things. But according to Gambella regional State contexts principles were not signed by their political participation and once assigned in position they were not stay in their positions if in the TVET colleges even one year. Due to this problem still parents, communities and other stakeholders involvement of in their TVET colleges was negligible (February 18/ 2018).

In accordance to this, Dima TVET institution has good relations with stakeholders as the result SWDs have been supported in different materials obtained from stakeholders in the Region. But among TVET institutions, there were variability to involve parents and stakeholders.

Lastly the same questions were posed to one of Regional TVET Bureau staff member and gave his opinion as follows:

I was not in this position for a long time just I came before one year ago and have no more information about those governmental and faith based TVET colleges whether they were involving stakeholders or not. As informed by my staffs members Dima TVET College is working strongly but no written report was found in his office.

This indicated that due to the transfer of manager from time to time in the regional TVET office had effects on the managements of head office of TVET institution and also they may not have full awareness about the whole work activities of college in the region. In general, the regional TVET offices has to be established a

strong and practical horizontal relations among TVET institution in the region and has to give due attention in budget allocation equally to all governmental TVET colleges because there is strong variability among them between Dima and Openo from government and Don Bosco and Hope from faith-based institutions.

4.2.2. Challenges of SWDs in TVET Colleges

It is believed that the reason why people with disabilities were not accessing meaning full educational and vocational training opportunity has many preasons. Some of these are lack of institutional services including policies and legislations that properly address educational and training needs in the colleges at country and regional levels. Therefore in this emerging theme two, the researcher has tried to assess, explore and identify those barriers to address special and the needed supports in TVET skills for SWDs in Gambella Regional State. Therefore the challenges in each sub themes were discussed below.

4.2.2.1. Low Level Aawareness among Trainers and principals to Special Needs Education and Students Support in TVET colleges

It is known that SWDs were faced in different challenges in educational institutions ,in employment, in health services and others , depending on impairment of an individual by the institutions ,trainers , peers ,administrators, families, and parents due to low level of awareness about PWDS .According to this ,the researcher would like to assess and identify awareness of all key informants of the this study for educations and support for students with disabilities in Gambella regional state of in four (peno, Dima, D on Bosco and Hope) TVET Institutions.

One to one and face to face interviews and FGDs were conducted with the participants of faith- based principals , trainers, and (Openo) principals of Colleges and commonly quoted about their awareness of educations and supports provisions for SWDs and SNEs as follows:

They are directly employed to this job after graduation and did not have more detail about how support provisions and treatment is provided for SWDs in the TVET Colleges. However, they have an interest to take pedagogical course in the educational colleges because they want to know how to teach and treat students that need special supports from educational

professionals. As instructors, they have to know all skills, knowledge and techniques which are needed to help SWDs in the TVET institutions.

According to their response, most of participants who are working in Faith-Based Colleges have limitations of how to provide supports, and teaching skills for SWDs in TVET colleges.

According to their opinions, the majority (three out of four) principals and majority of trainers in the sampled Colleges did not have adequate awareness about educations of persons with disabilities and special needs educations. This is because as all said they came directly from universities after graduation and employed to each TVET Colleges and in teaching job without taking pedagogical educational courses trainings. There for such school leaders lack of awareness of in TVET Colleges may affect provision of support, implementation of educational of PWD. Also they cannot make and decide the correct decision about PWD right and policies which are ratified and provided international and national levels. Also trainers without having appropriate awareness about disabilities and abilities may treat their students mistakenly and hinders full participation of SWDs in educational fields of in the Gambella Regional state.

4.2.2.2. Lack of Interest and Accessibility of soft Courses for SWDs in TVET Colleges

Regarding to this issue, all participants of SWDs, SWODs, school principals and trainers were asked to assess and identify trainees interest to wards of TVET Skill trainings were given as follows:

As SWD who has hearing impaired voiced:

Before I took Grade 10 national leaving examination my vision and interest was to join the universities but I did not expect that I became the TVET college student. Because TVET colleges belong to those students who have low academic achievements or low (knowledge) people. My friends are also joking at me because I was unable to score good result and attend in preparatory classes like them and enrolled in TVET College. My enrolment in TVET College is also not accepted positively by my parents and they were not happy in enrolled in TVET college because there are many TVET graduated students in our village without job and also the salary to be paid is very small relative to other institutional graduates

(Student with hearing impaired and age of 19).

According to his view, he has given negative value to TVET colleges and its skills at all and not only himself but also his friends have low values to the TVET colleges. In addition to this as he said also, his parents were not interested in TVET colleges and skills because of from the experience of previously graduate students from TVET colleges unable to employed in jobs opportunities.

Supporting the above views of SWD, the majority trainees of Openo and Hop argued and said that:

They were not enrolled according to their choice (e.g. in Hope) TVET college availabilities of courses were only two (ICT and Masonry) as well as in Openo the criteria for enrolment is based on grade ten GPA. A candidate who has low grade report is not given chances to be enrolled according to his/her first choice and he/she would be enrolled in other course and students problem was not considered in this TVET College, as the result trainees of hope and Openo were enrolled without their choice.

Wiwa has one story to this issue: _

My national grade ten exam score was 1.8 and I went to (...) of TVET college which is easily accessible to me relative to other colleges and to be enrolled in according course according to my first choices. But after one week the name of all students and their field of studies was posted in School board screened. One of my friend who was their told me that my name was posted those students who were enrolled in the field of water treatment the filed that I did not know its name before and also its importance to me in the future. As soon as I went to college and asked why this is happened. The registrar manager replied to me you man please do not shouted at me if you do not want to learn you can take your document in addition to this, your result was very low and do not accommodate your result to enrolled in accounting course because all accounting department students have more them 1.8 and above so you cannot compute with them and I cannot amend the TVETs rule and regulation for you. Soon I felt very sad and give my response being emotionally. Because if you do not protest the discrimination made against you, it will persist through out your life and degenerate you. If you act in some way for the respect of your rights or ask your bosses to fulfil your special needs and materials, they consider you as aggressive and naughty who always nags in vain (Personal interview on February 27/2010 E.C.)

According to voice of Wiwa, the selection and enrolment of course for SWD and for other students were not on the choice of trainees. The criteria more specifically challenged SWDs because their field must be more of soft skills and in the TVET colleges courses are not

available to SWDs and they were forced to be enrolled without their choice. Therefore when they enrolled in TVET colleges without much interests in a given fields of study the training would be became a rather demoralized all trainees especially students with disability more affected and create negative image on TVEs killed and experience negatively to it.

4.2.2.3. Inadequate Opportunities' and inaccessibility of TVET institutions for SWDs

As data gleaned in depth through interview and FGDs from participants of, SWDs, SWOD, Trainers, principles and Regional TVET Bureau head office of Gambella, the following responses were revealed by all participants commonly:

Two TVET colleges (Openo and Dima) at Governmental levels are not adequate (enough) and their places of location are not found fairly and most trainees are coming from Akobo ,Goge, Jore and Makiyi wordas, which are very far, remote and difficult to reach these institutions. Even those found in Gambella towns were not accessible in their environment and located all of institution at end of town. As added from Dima SWDs participants more of those who came from gore, Akobo and makiy were challenged too much because its distance from their home to Dima is more than 500 km.

As all participants' trainees' explanations, that they came from different areas of the region crossing very far distance from their home and were challenged to reach and get those TVET colleges. Generally most of institutions were located in Gambella town as the result students who were completed grade ten and did not able to attend preparatory class do not get the opportunities of learning in TVET institutions due to inaccessibility or inadequate of TVET intuitions around their environments especially SWDs were the most challenged by this problem.

Gatlat is one of wheel chair users and he described challenges facing to him to attend TVET skills in Gambella town currently:

As you see the weather in Gambella town, it is very hot so to go school and home really it is difficult to me. I do not have any other chance to me in Gambella expect attending my education that helps me to earn my own life in the future and that is why I walk will my pain full disabilities and with strong hot climate. I cannot able to access transportations easily like my peers, I cannot go fast, like my friends even to walk through big trees shadow because the road is not accessible to

my wheel chair especially when I return to my home, it is a time of very hot and all of my clothes become wet due to sweating and most people stare at me and explained their sorry by their lips (student who has mobility problems age of 27).

As given above by the majority of informants, even those which are found in Gambella town they are located very far from the town and it is also additional challenges for SWDs to access easily particularly those who use wheelchair and crutches since they couldn't access transportation system easily like their friends .

As one of the Regional TVET Bureau head office staff member explained:

Those TVET Colleges giving service currently were established considering the pervious students' population and region's teachers and facilities. More over TVET principles and Trainers had added commonly and one of the reason why number of TVET institutions are low in number in the region is that, no a person or Governmental organization who has been commitment, awareness and responsibilities about expansion and establishments of TVET colleges at regional level and also decision makers at regional levels did not have awareness about TVET institutions service and low value given to TVET Skills.

Thus according to their opinion, there was shortages of TVET institutions in the region to be accessible to all trainees to learn in their environments as result majority of trainees were came from remote areas of the regions in very difficult situation particularly SWDs.

As Data collected thorough interview, FGOs and observation of check list by (SWDs, SWD, TVET principles and instructors as well as the researcher, concerning of physical accessibilities of openo and Hope , most of participants argued commonly about inaccessibility of their TVET colleges and explained as: "*The physical accessibility and facilities of TVET institutions like ramps to block, toile room's, libraries roads, workshops were not accessible and available for PWD to move and access the institutions easily like their friends*". Thus, all students including SWDS were not satisfied in adequacy of TVET skill because low in number and their locations due to concentrated only in Gambella town and unable to access easily in their environment and coming from very far and remote areas of different wordas in the Region.

4.2.2.4. Vocational and Guidance Counseling Service Provided in TVET Colleges for SWDs

Most of the time students' choices in TVET institution were affected by friends, parents, TVETs institutions rule and regulations, teachers, and the stream not to choose their interest fields of study. As the result most of trainees including SWDs were challenged by these problems due to unable to get appropriate guidance and counselling service in TVET colleges. To this issue data was collected in-depth from interviews and focus group discussion of instructors and interviews of SWDs, SWODs and school principals reflect their responses,

As all trainees of TVET Colleges commonly viewed:

They are learning in TVET colleges more than two and above years and through these years they did not have taken any kinds of guidance and counselling service from all TVET institutions. Also they do not know its importance and the problem were related to the TVET colleges because it was their responsibility to provide such service to all of SWDs in each every TVET colleges. As they added that, during enrolment they were confused in which fields of studies would be enrolled as the result we and many students were enrolled by the help of peer, parents.as the result we were misled either of the one of the above situations in their TVET institutions.

Therefore as SWDs explained, due to unable to get guidance and counselling services during and after enrolment in TVET colleges as the result they were challenged in choosing fields of studies according to their choices. Sometime SWDs may select courses that were not fit to their disability and lastly forced to drop out and find another course again.

As one of SWDs said that:

I am a female student with physical disabilities and crunch user to move in (---) TVET college when I came to this college for the first time to be enrolled, I did not decide which fields of studies would be enrolled in (accounting or ICT course) .I became confused because both are soft course and suitable with my disability. I finally shared the problems to my friends to help me and they told me to be enrolled in accounting course because they are learning accounting course. Then I enrolled in accounting but after three months later, I faced many challenges of this course unable to operate different calculations of the course.

Due to this case, I am frustrated and my result was not good and forced to drop out deciding to choose other course next year. But the next year I got another chance to choice and enrolled in ICT courses and now I am the second year students. Thanks my principal and the whole staff members for giving a chance to me because I am sponsored by government fees in my college (a person who has one lower limbs dysfunctional).

As she faced this problem in choosing fields of studies, there were many student including SWDs in the TVET colleges did not get the right field choice, supports from the professionals who were qualified by guidance and counselling services to trainees of the TVET Colleges. From the story above she was confused to choose between the two course and wrongly guided by her friends because they misled her and contributed to waste one year without any value. Thus, if there were vocational guidance counselling services provided and support her college, she might not be misled.

Besides to this interviews and FGDs participants of trainers and principals from Openo and Dima colleges explained as unanimously to this point: In TVET colleges of (Openo and Dima) there were instructors assigned to give guidance and counselling services for all TVET trainees in their Colleges .They were not professional by guidance and counselling but graduated by General metal work and ICT courses.

According to the two colleges informants view, they have awareness about the guidance and counselling service which is needed for all students but the problem is placement of the right man on the right place. As it is explained by participants that instructors were placed who have low credit hours in their colleges and these instructors are not working and giving counselling services correctly and all trainee were not getting appropriate service of guidance and counselling in TVET institutions.

In the case of two faiths based colleges trainers and principals said that: There was no a professional person assigned in guidance and counselling services according these TVET colleges .Bu two priests one from each TVET Colleges which are giving counselling services according to their church missions ".

In addition, principal of Dima TVET college has quoted as follows to this point: *"I asked to be employed a professional person in guidance and counselling, I did not get positive response from*

the regional TVET college and they said we do not have budget for such reason before that we have other burning issues so do not ask such questions".

From these TVET principals and instructors have knowledge about the importance of guidance and counselling that should be provided in the TVET colleges but the problem was on all principals and head office of each government and faith based institution .Because they have the power and mandate to employ professional and to allocate enough budgets to institutions.

4.2.2.5. Allocation of Budgets for SNE and SWDs support in TVET Colleges

To implementation TVET skills, the issue of budget and finance has taken the lions share. This is because through experience without budget and finance, nothing can be done in the field of education. TVET institution is one of educational sector that trains students which needs different supports from the institution and to do this it requires enough budget allocation for implementations of its activity effectively and to satisfy the needs of all students including SWDs in it.

Concerning to these issues Data through interview and FGDs from trainers, principals and staff members of regional head office of TVET institutions were collected and commonly revealed as:

The TVET principles of the two governmental (Openo and Dima) said about budget allocations for special need education supports.

There was no a budget funding or allocation given separately for special needs education implementation or supports from regional TVET office and also there is no action work plan in their TVET colleges. But for HIV/AIDS mainstreaming it has and also instructors and other staff members were contributed voluntarily 1% from their salary per month in addition to its budget for HIV/AIDS mainstreaming allocated and used to awareness raising and giving supports to some students if there are HIV/AIDS victims in the colleges. This work was accomplished by responsible persons for this job who was employed for the institution for HIV/AIDS mainstreaming ,but in the case of SNE no budget allocation for implementation of special need education as well as there was no a person or professional placed in SNE at TVET level.

As quoted principal of Dima TVET College's about his TVET Colleges experience's how he is providing supports for SWDs" *It is a boarding college the budget is given totally but out of this budget I split the given budget from TVET Regional bureau in to different work activities according to my annual plan .But for SNE, I reduced from each department from their share and give for implantations of SNE and those SWDs who needs special supports".*

Based on the given information by participants that , in all TVET institutions in the Region, there is no any work plan and budget allocations for provisions of supports for SWDs in each TVET colleges . But in Dima TVET college , there is good experience in supporting of SWDs even if no legal budget and work plan is allotted they were providing by sharing from other departments in their institution while that of Openo , no budget no work as the principal's information.

As one of Regional TVET head office Bureau staff member has shared his experience on this issue:

I believed that they share the budget according to their TVET colleges woke plan but it was not my mandate to share and allocate budgets for SNE implementation and other. But I am sure that students need special support but when they give the budget they were not considered these issues. As he explained frankly no ideas were raised in his mind about SNE support and there was no a person raised these issues to him.

The same informant added again that " *There is no a responsible or focal person at regional and TVET colleges level and also no job structure in or work plan for special needs education as well as me myself has not any awareness about SNE provisions and budget allocations for SWDs support "*

Similarly Faith based principals of Hope and DonBosc have added in supporting the above issues and said that: Generally, students with special needs learn together in the same /mainstreaming class and get educational service as much as possible but no budget was allowed separately for this purposes.

As Don Bosco principal added and said:

According to my experience, if there was rule and regulations concerning budget provisions for SNE supports, regional TVET office has to enforced to have annual work plan and allocate budgets to implement SNE in all regional TVET colleges including faith based institution.

Therefore not only governmental but also charity or faith based TVET colleges do not have any budget allocation for provision of SNE supports and also there is no any work plan about SNEs. The budget which is needed from the government and non-governments in the TVET Colleges must be give equal chances for both students including SWDs.

The whole trainers of governmental and faith based colleges gave their response to the interviews and FGDs and commonly said that : It was easy to give budget for SNE but the problem was there is no an individual who can play a role in this field of SNE at TVET level but we knew that there were professional in elementary and secondary schools purposely assigned for special needs supports.

Thus from the story given by faith based trainee said above, the student knew that special support was needed for students like him who had health problem and excepting that through his previous experience he asked the some support but the response was negative due to this he might be tried other option to get money and more treatment leaving the school until he got reliefs from his pain of ears. There for as principals of Don Bosco said that to implement SNE in non-governmental TVET colleges there must be awareness for the whole school community, and all TVET institution must made pressure to regional TVET office to give enough budgets and to employ professional of special need education to each TVET institution and the same work has to be done also in faith based TVET institutions.

4.2.3. Legal Rights and Policy Practices and its Gaps to Address Needs of SWDs in TVET Institutions

4.2.3.1 Practice of Legal Rights and Policy in TVET Colleges and Gaps in Addressing the Needs for SWDs.

The aim of this emerging theme is to explore, assess and identify what are the legal rights and policy of PWDs and their practices on the TVET institution for provisions of educations to PWDs. Additionally do TVET principals, instructors, all trainees including SWDs and

Regional TVET bureau head office have the knowledge s of those legal rights and educational policies .In addition to this, are they addressing these legal rights and policies for person with physical disability in Gambella TVET colleges of governmental and faith based ? Thus to those point, interviews and FGDs were posed to all participants of the research.

To explore the participants of all students with physical disabilities about information of the legal rights and policies in their TVET institution whether they are familiar or not to those rights and policies, they revealed the following response to the researcher. They were not familiar with their legal rights in as well as they do not have adequate knowledge of educational policies for SWDs. Generally, they were not expecting that all their legal rights were respected and addressed because there are things for SWDs do not address (e.g. in Openo TVET College) SWDs would not have an opportunities to choose fields of studies according to their interest.

As one of students who has mobility problems from (...) TVET College revealed as: *"some teachers were not punctual for their work because they were not attend their class regularly more over instructors support were based up on racism, culture and ethnicity as the result it was discriminatory approach"*.

On the contrarily, Dima TVET college trainees said that : SWDs legal rights were respected differently from other TVET colleges students because they were getting (e.g, food, shelter , educational materials ,health) from their TVET institutions services as the result we are lucky and happy in learning in our college as they said.

As one of SWD from Openo TVET colleges further expressed his views stating: *"I cannot decide all rights are respected because to say about legal rights. First, I have to know what our legal right are and do these legal rights are practiced or not can be revealed otherwise we will mislead you"*.

To use different window in the same framework, one of the Senior Officials in Dima TVET College claimed that there have been observations of rights of SWDs in the College, when he strongly argued that: "The issue of disability is addressed in the new Ethiopian Education and Training Policy because SWDs are provided not only with

skills, but also other supports (e.g. food, shelter different educational materials, wheelchairs crutches and eye glasses) to SWDs, while they are operating machines and tools in the TVET College.”

Here comes a case in point as one of the HI informant in the study articulated that:

As you have told me about rights of SWDs, I am a deaf student who is learning TVET skills in my College. However, there is no one who knows about sign language both from my instructors and classmates in our TVET College, as well as there is no sign language interpreter for me who has been assigned by the College. Against the backdrop of your words on our rights, what are stipulated in the legal document has not been a reality on the ground which is happening in this (...) TVET College. Thus, what is stated by your words is not beneficial on my part. Finally, the failure to respect our rights are always experienced as challenges faced with communication problems with my instructors and peers and even with those people working in different offices in the TVET Institution (February, 28,2018 student with hearing impairment).

This quoted materials from the key informant reveals that SWDs have not received special supports from the TVET College, and even these students do not clearly know the legal rights of SWDs in the Colleges. Based on all trainees ‘reflections on such issues under discussion, it is possible to deduce that sampled students in the Colleges are not knowledgeable about their rights in the education sector.

Unfortunately, there is one of Regional TVET Bureau head office member who has brought himself to front by claiming his lack of information on Education and Training Policy which stipulates rights of students with disabilities. In this regard, the key informant has this to say:

I have no enough information about the Policy and legal rights of PWDs. This is because of my appointment to the Senior Position in the Regional TVET Office was nominated by the Regional Senior Officials a year ago to this TVET College. Surprisingly, I did not take any educational training course and had no information about what are stated in the new Education and Training Policy in relation to legal right of SWDs in education sector. In addition, there were no any written documents about the new Educational Policy, as well as documents on the rights of PWDs provided in education. Notwithstanding, I do not even know about what these legal right instruments are! All these issues are jobs of those organizations which are working for PWDs like Ministry of Labour and Social Affairs (MoLSA), and bureaux of Labour and Social Affairs (BoLSA). Therefore, the act of knowing about disability and related laws and policies is the

duties and responsibilities of these organizations – let us leave these as their rights because they are stipulated in their establishing Proclamation, to my belief (February, 26 ,2018 Regional TVET head Bureau staff member).

Here, it may be possible to argue that knowing the rights of SWDs might not be a concern for him and he has had misunderstandings about those rights of PWDs. This is because knowing the rights of PWDs is not only for organization's responsibility but also that of the College communities and the societies at large. Generally, this seems to be a discourse on dialogue of the deaf.

Astoundingly, the same informant adduced:” *Legal rights of persons with disabilities are not my problem because I am not a lawyer in the first place and I must not be expected to develop awareness of such rights – these are too much for me to know about their legal rights in education and I am really not working in an organization which is legally established to work for SWDs.*”

In the same vain, the key informant from Hope TVET stated the following statements in supporting the foregoing opinions, when he asserted that

most of the principals and instructors had not known about the new Education and Training Policy. However, these Officials and instructors generally in the TVET Colleges have not yet addressed the issues of disabilities. Likewise, Openo TVET College has not well-addressed the issues of SNE as there were barriers to address their issues due to lack of awareness of education for PWDs in relation to their legal rights in their TVET College.

Conversely, those participants in the FGDs have reflected their views on those issues under discussions. These may emanate from those instructors' various experience for years. Few of the FGD participants from Don Bosco strongly contended that:

According to their experience in the TVET College, the issues of SNE are addressed to PWDs because there are accessibility to and availability of courses on skills training to all trainees according to their interest. They can also access infrastructures independently without the help of other persons.

Those discussants in the FGD from Openo TVET College and Hope TVET College shared their opinions which are similar to the above-stated ones. They reflected that they could not say that

the issues of SNE had been addressed to PWDs in the TVET Collages because the questions of availability of facilities and their accessibilities had not been put in place according to needs of SWDs in the Colleges.

In the final analysis, there is no clear understanding about and awareness of legal rights and instruments provided for PWDs in the education sector at international and national levels among the principals, instructors, officials in head office, as well as other relevant offices, including students with disabilities in Gambella Regional State. These existing contexts at different levels may hinder the proper ways of addressing the legal rights of PWDs in the educational sector in the Region.

CHAPTER FIVE

DISCUSSION

As stated in the preceding chapter, this study would help to increase what is known about supporting SWDs in TVET institution and build new knowledge related to good practices and challenges of SWDs in the TVET institutions. Thus the findings of these studies were discussed and reviewed according to the emerged major themes of with the previous studies and relevant literatures.

5.1. Good Practices of TVET Institutions in Supporting Students with Disabilities Ccurrently in Gambella Regional State.

It started with the first theme of Good practices of TVET institutions for students with disability of two governmental (Dima, and Openo) and two faith -based (Don Bosco and Hope enterprise) TVET institutions.

As stated on the above presentation chapter four parts of theme one, in TVET colleges SWDs were accessing and participating with their non-disabilities peers in different TVET colleges.

There are four TVET colleges and from these, Dima and Donbosco Colleges have shown good practices and experiences for SWDs and they are accessing in like school facilities, and infrastructures independently without support of other persons. Most likely these two TVET institutions have similarities in addressing of students with disabilities needs in education. These *TVET* colleges have made (ramps for wheelchair and crunch user in different blocks library dorms, workshops accessible toilet rooms separately available for males and females) students in the Colleges .According to ILO (2013), person with a disability can participate and/or contribute to an activity when barriers to the individual's participation in the environment are removed (ILO, 2013).

Moreover, TVET-SNE guide (2012), states that, some institutions are more successful than others in meeting the needs of trainees from diverse background (MoE, 2012). In addition to this Good provisions of any TVET programme are largely depending up on degree of Organization of its training facilities (Coe, 1973). Concerning infrastructures and Ethiopian

buildings Proclamation states also that, Proclamation No.101/1994 is the only legislation in Ethiopia which specifically addresses the constitutions of PWDs and provides for equal opportunities and appropriate training for PWDs.

The finding of this study, in Dima and Don Bosco TVET Colleges, SWDs could accessed and getting appropriate supports from the institutions equally with their non-disability class mates since these initiations have been made, ramps, gender appropriate facilities like toilet rooms. More over in Dima College SWDs are provided, food, shelter, health services in the college. According to ministry of education training institutions should be constructed in a way that they can be convenient to conduct the daily training activities (MoE, 1996). Regarding the available of facilities ILO (1999) explains that, if training institutions are to utilize more fully the training facilities already existing in the local communities, their programs of vocational education and training should be much more significant than they are. But Regarding this issues the Regional TVET Bureau head office has not a document about TVET colleges indicating their accessibility and work performance which TVET colleges have given appropriate supports for SWDs and why not other better than give the support to SWDs in the Colleges.

In regarding teaching learning process of SWDs, there are good, strong and supportive teaching learning environments between teachers and students mainly in Dima to some extent, Donbosco and Hope TVET Colleges. In these TVET Colleges , there are smooth and respecting one another among trainees and instructors and trainers are giving extra time for examinations, assignments and take individual responsibilities' for SWDs in the colleges. Moreover in Dima College Teachers sense personal responsibilities to SWDs in their behaviour and also flexible in order to address their needs as they occur. In Donbosco TVET college commonly they were given tutor three days with in a week and SWDs were supported through this processes and the instructors were also punctual and would not be absent from class. Besides to this in all three TVET Colleges students also help each other like by writing notes, carrying their materials, by transportation for those wheelchair and crunch users and hearing impaired students of their class mates. But in the case of openo this kind of trend is not experienced as a result teaching learning approach was not attractive like other as key informants of trainees mentioned .Trainers are not punctual and miss their class most of the time

SWDs were challenged tired in transportation without attending the regular class due to carelessness of their instructors of this Institution. .

Therefore as discussed above in most TVET Colleges there are good and supportive as well as constrictive practices in supporting of SWDs in TVET skill trainings .On the contrary there is not similar practices to among the selected TVET institutions of Gambella Regional State to address the needs of SWDs. Thus the school administers, trainers and the Regional TVET Bureau head office have to play great role and give attentions to reduce these limitations and differences in addressing equally the SWDs. In addition to these, those TVET colleges which are working strongly to address the needs of SWDs in their TVET colleges need more supports and appreciations to do more in the future. According to ministry of education's studies, Educational leaders at all levels, particularly school management bodies should strive to create friendly relationship between and among SWDs and their non- disabled peers, teachers, administrative personnel and supportive staffs by raising the awareness of the school community(MoE,2012).

In the case of opportunities of TVET colleges as explained by the key participants, it has been made SWDs to gained knowledge, skills and helped to change the directions of their life. Because as most of participants explained unanimously even if the adequacy of TVET institutions are not covered or addressed the needs of all students including SWDs in different wordas of Gambella Region, those the established (Dima, Openo , Don Bosco and hope have contributed too much in giving skills trainings and knowledge for SWDs in the Region.

Mc Forland and Vicker (1994) ,cited in Abebe MA thesis (2017) ,it is clear that developing countries TVET opportunities can be used as workable instrument in programme aimed at reducing poverty and unemployment among all people. As all participants of trainees agreed that , opportunities of TVET Colleges have been created too much advantages and has contributions for their life change in the future because after graduation they could be employed in the work of world. According to ILO (2010) report and its avers that case studies have shown that possessing vocational skills significantly increase , persons with disabilities chance of earning fair income, whether it is in salary or self-employment in the formal or informal sector (ILO, 2010).

Regarding to this, in Ethiopia after the introduction of the Education and Training policy in 1994, the number of formal and non-formal TVET provision institutes have been expanded. The Ethiopian government has recognized the importance and the needs for establishing a large number of TVET institutions in the effort to promote economic and technological development in the country to meet the needs of all children and youth with different disabilities and non- disabled peers throughout the country equally (MoE, 2012).

Thus TVET colleges which are established in Gambella Regional state have high contributions for the development of all youth including SWDs in developing and gaining of skills and enables SWDs to be employed in the world of work.

Regarding awareness of trainers, principals and peers towards of disabilities and abilities, most of informants Dim TVET Colleges have good awareness and to some extent with some limitations do have those Hope and DonBosco colleges good awareness to disabilities and abilities. Teachers' attitude can significantly affect the educational performance of students with disabilities (Miller, 2001). According ILO, to inclusion of PWDs in vocational training practical guide line, negatively awareness are usually the most significant barrier that people with disabilities face and it often underlies the failure to address other barriers such as those related to accessibility, laws and policies and others. Disability awareness training or disability equity training is an approach to dispelling such negative attitudes (ILO, 2013).

The findings of this study shows that, awareness of trainers ,principals and their class mates towards disability and their abilities in Dima TVET College is better than from the other three TVET Colleges .This because of lack of knowledge, awareness and skills of those Trainers and principals of Openo, Donbosco and Hope TVET colleges. Thus With the right attitude and framework, teachers can start the learning process on an equal footing for all students including those with disabilities and help them to take responsibility for their learning and exploration.

Regarding to accessibility of resource centre in TVET colleges, as all key participants of interviewed Dima explained that there is resource centre in their college with supportive materials that gives different services for SWDs. SWDs are provided the needed materials from it as also explained by Don Bosco participants there is resource centre but has no a professional

person who can manage and give appropriate support to SWDs according to their needs and interests. In accordance of two key informants (SWDs) of Dima TVET College explanation, last year they were supported from this centres materials (e.g, wheelchair, eye glass, crutches) because they were having problems of low vision and mobility. According studies of guide line for establishing support centres , (2015), objective of resource centre is, Providing necessary equipment, assertive devices like (eye glass, hearing aids , wheelchairs, crutches and others) for their trainees. Besides to this Studies of ministry of education, states that, resource centres address the academic, TVET and social needs of students with disabilities (MoE, 2012). There for as it is stated and supported by different literatures resource centres are a very decisive and important facilities in TVET colleges to address the needs of all students including SWDs. Thus Dima and Don Bosco colleges have resource centres and giving support for SWDs in their institutions but, the support provision is not given by professional person.

To implement educations of in TVET Colleges, for SWDs success fully, it needs involve and relationship of with different stake holders of TVETs colleges. As mentioned by key participants of Dima TVET college ,there is stake holders participation in the support of SWDS and they benefited different supports from stake holders like NGOs (e.g. RADO , HNDICAPE, UN,) and Ministry of Labour and Social Affairs Bureau and others who are working at Regional and woreda levels. As the result it gives appropriate support and reduced barriers of SWDs and helped to provide education of in its TVET college. Because of these stake holder involvements helped this TVET College too much in supply of different working machines serving for SWDs in the College.

As ministry of education studies say: different stake holders will contribute their own experience and capacities if they are involved in teaching learning activities of the educational institution (MoE, 2012).

In addition to this, TVET-SNE guide (2012), states that, it is recognized that in some case the need of trainees cannot be met by the TVET institutions alone. Therefore establishing and developing partnerships between further education institutions and key agencies (MoE, 2012). As also UNECF's clarifies more of about stake holders participations that, Students with disabilities and their parents are experts on their own children need and can often bring innovation and cost effective ideas to the table (UNECF,2014). Therefore as discussed above

there are good practices to involve parents and stake holders in TVET College of Dima, as the result SWDs have been supported in different working machines or materials obtained from those stake holders' donations. But those TVET colleges which do not involve and work with parent and stake holders must learn from the Dima TVET institution and have to develop or share experiences how they could involve stake holder.

Generally, from all discussion above on theme one , there are good practices in providing of supports for SWDs in and addressing of their needs in those four TVET colleges of Gambella Regional state. The findings of my research also revealed that accessibility of facilities and infrastructures and awareness of trainers and principals towards their students are interesting in dima and Don Bosco TVET Institutions. However as explained by participant and observed by the researcher, all TVET colleges have more or less good practiced to address the needs of SWDs even if they have limitations. More over that of Dima TVET College has best practiced / experienced positively in addressing appropriate supports and needs of SWDs in its TVET College.

5.2. Challenges of TVET Colleges in Supporting of SWPDs

It was known that most of the time why SWDs were not accessing meaning full education and vocational training opportunities had a number of contributing factors related awareness of, people towards SWDs , the societies perceptions to TVET skills , environmental and physical barriers, unable to practice legal Rights ,policies and legislations on TVET colleges to provide appropriate supports for SWDs .

The interest and awareness of SWDs towards the TVET colleges and skills may have negative perceptions due to having their own different reasons. The study showed that some SWDs and also quoted that their parents have negative understandings towards TVET Colleges and its skills. According to some SWDs and SWODs revealed on the finding sections that , they gave low values and negative images to the skills and TVET colleges Not only students themselves but also their parents have the same understanding to it as mentioned by some key informants of the research. Because they considered that skills training or TVET colleges belongs to those people who were academically poor students. According to UNESCO strategy on TVETs international consultation meeting on TVET, held on Germany (2009),

In most poor countries (in many rich), the general esteem of TVET, Parents and learners considered TVET Colleges and its skills trainings much less attractive than the general academic education (UNESCO, 2009).

In addition to this as most SWDs revealed that there were not job opportunities for those trainees after graduated from TVET Colleges according to the Gambella Regional State context. Therefore to reduce this barrier and challenge deep and full awareness raising education must be done among all people who are working in the TVET Institutions and stake holders about educations of TVET Colleges and skill trainings. More over the Regional TVET Bureau office, principals, and instructor and stake holders have to be involved to create positive images towards TVET skill trainings and create chances of different job opportunities to all trainees including SWDs after graduations of in their TVET colleges.

Another finding of my research, which was challenging SWDs in TVET colleges was unable to choose and access soft skill course according to their interest and has made most of SWDs to develop negative images both by SWDs and their parents. Therefore SWDs and their class mates have negatively understanding to TVET skills because of unable to get and choose course according to their interest and forced to choose by external factors of TVET institutional rule and regulation stated at regional levels which are discriminatory or not appropriate for SWDs impairments.

Regarding to this, ILO (2013) states that ,the TVET institution is usually associated with low value, status, low salary, lack of personal development opportunities (ILO, 2013). Studies of journal of education and practices(2014, vol.5,no.3) also added on this issue that vulnerabilities and barriers that affects accessibility to TVET skill to SWDs were both raised from the individual himself , socio-economic, Environmental and the institutions of TVET skills. Beside to this the social model which views that, societies as creating barriers and limits PWDs to participate fully from economic activities, failure to address barriers related to with accessibilities, laws, policies (ILO, 2013). There for lack of awareness of SWDs could labelled negatively towards of TVET institutions and TVET skills due to views of either the students and his parents low values given to it or inaccessible of course according to their interest .Thus to reduce or eliminate these barriers students' right must be respected and have to be given chances to choose courses according to their interest. Beside to this TVET institutions of

Gambella Region has apply or implement policies that are prepared at national levels which secure SWDs rights or has to revise their regional TVET rules with that of the federal TVET guide lines for enrolments of SWDs.

Low level of awareness among instructors' principals and high office administrators towards disabilities in TVET Colleges have negative impacts to address the needed supports to SWDs. As the UNESCO stated that, Students with disabilities are not valued with in some societies which is always reinforced through institutional policies and practices that excluded and separate (UNICF, 2009).

The finding of this discussions revealed by most of key informants of the study that the TVET institutions principals, trainers and head office of key leader do not have disability and SNE provisions awareness. As most faith-based instructors all principals informed that because of not taking teachers education courses in educational institutions about the SNE and disability awareness they have some limitations about disabilities and their SNE provisions in the Colleges. Most of the time faith based college employ their trainers who were not graduated from educational colleges as the result they do not have disability and SNE awareness. They have inadequate pedagogical preparation on the parts of trainers in terms of the special training of SWDs.

Due to this, TVET institutional leaders and trainers low level awareness of SNE and disabilities in TVET skill provisions, SWDs may not to be provided the needed supports which is expected from those instructors and principals of TVET institutions according to their disabilities. Specifically those who were assigned at regional higher positions like head office of TVET Bureau and TVET institutions principals could not play their own roles in making decisions about SWDs ,right and policies provided internationally and national level.

Inadequate number of TVET opportunities has impacts on addressing TVET institutions to all SWDs in Gambella Regional State because, those TVET Colleges which were established before now, have not been succeeded and accessible in adequacy to all trainers including SWDs in the region.

As the findings of this study revealed by most of key participants, the number of TVET institutions which were established by the government giving skill training services currently

are low in number and also concentrated in one place of the regional capital city town of Gambella. According to ministry of education, one of the greatest challenges facing institutions is the provisions of appropriate learning opportunities for all trainees, TVET-SNE guide (MoE, 2013). Article (24 ; 5) says that: State parties shall ensure that persons with disabilities are able to access general tertiary education , vocational training , adult education and lifelong learning without discrimination in their environment and on equal basis with others (UNESCO, 2014) .

As quoted by the key participants of principals and trainers it was the responsibility of all decision makers in regional levels who can make decisions to construct more TVET colleges to address the needs to the Gambella Regional State of the societies .

The findings of this discussion is that there was shortage inadequate number of TVET institutions in the region .As the result most trainees were came from very far and remotest of their home to found these TVET colleges. These SWDs came from their home by crossing long distance leaving their families and lost their families support and may be they are challenged psychological and economical. This situation may strongly contradicts which is stated in Article 24 that; Persons with disability can access an inclusive, quality and free education on an equal basis with others in the communities in which they live (UNESCO, 2014).

In addition to this as given by all key informants that; even those which are established and giving services currently are not accessible in different facilities and infrastructure such as learning blocks, libraries tape water, cafeteria and other physical environments of in like Open and Hope TVET colleges. But one can make accessible using naturally found resource materials and with help of communities in any school to address needs or to reduce barriers to SWDs .According to the ILO report on disability guidelines for media (2015), Accessibilities benefits everyone, yet without being able to access facilities and services found in schools and communities, persons with disabilities will never be fully included and participated in activities (ILO, 2015).

Regarding to vocational guidance and counselling services, absence of this services in all colleges results most of the time the trainees choice of courses might be affected or misled by their parents, friends, teachers or by institutional rules and regulations stated by regional or

woreda levels. As majority of participants revealed that in all TVET colleges of Gambella regions, there were not vocational guidance and career counselling service who can provided to all students as the result most of trainees were confused in choosing course in their TVET institution of Gambella Regional State.

Some students were choose course by the help of friends, parents and were misled wrongly as seen from the story given one of the female participant from chapter four above. Thus most of the time, the student's choice may be influenced by the choice of their parents, friends, teachers, and the stream not to choose the right fields of studies to the right choice of the trainees by the right professional person.

According to MoE (2010) ,Such kinds of bids should be avoided by the help of vocational and guidance counselling service that the students can be able to identify and choose their best stream in which they can get more success (MoE, 2010). In addition to this MoE also emphasised that , Increased attention will be given to vocational guidance and counselling to enable future trainees, in particular youth, to choose the right career and make full use of the initial and life-long learning opportunities provided by the TVET system (MoE,2008). According to Moura, (2014) Guidance is very important in an educational context, because promoting career explosion is also a way of promoting learners engagement in school. This in turn is linked with academic success and early dropout prevention especially important for more vulnerable learners (Moura , 2014).

But according to this study, there are TVET colleges that selected trainers among them who were not having knowledge of vocational counselling services to provide counselling services to all students including SWDs. As the result they were not giving the services and acting in the Colleges as vocational guidance and counsellors to fulfil the formalities of the institutions. Also in the faith- based TVET colleges, priests are giving counselling services when the trainees were showing some misbehaviour in their TVET Colleges. In all cases guidance and counselling service is not given but the simply assigned instructors and pops to full fill the gaps or the formality of TVET colleges to cover images of TVET institutions.

According to Seleshi in his AM thesis un published (2000), discussed that the Ministry of Education could not assign counsellors to schools, especially in remote areas due to shortage of

work force. In such schools, if there is no trained by guidance and counselling teachers having less credit hour were selected and assigned as counsellors.

Therefore according to the above discussions and based on different studies indicated that in TVET colleges, the importance of guidance and counselling is a basic issue and as seen from discussions also due to absences of these professionals in their TVET colleges SWDs do not get the right and appropriate supports from this services in their institutions . Students also should get counselling service even after trainees completed their training program; they may need vocational counselling help in making the transition from school to work. In this regard, the linkage of vocational education and vocational counselling help in making the transition from school program personal assistance to trainees in making their plans and decisions about careers, education, employment, and all sorts of personal-social problem. As the result regional Bureau head office, TVET directors, trainers and stake holders must give due attention to employ and assigned professionals of vocational guidance and counselling services in each TVET colleges to support SWDs .

To implement TVET skills and address the needed support to all students including SWDS, budget and finance must be allocated. Because to make accessible TVET institutional facilities, and physical environments and to provide supports for all trainees including SWDs, adequate amount of budget must be needed for special needs education.

UNESCO (1996:21) quoted in Getachew Hiluf (2005:29) -TVET Programs usually require tremendous amount of budget to run compared to general secondary education in technical and vocational programs, lack of funds to supply a program is the most serious constraint to its development and expansion. As UNESCO report (1984) also says that, because of the low level of economic development of many developing countries, a number of countries allotted their resources available for general education for purely science fields than to technical and vocational fields as a result of social demands (UNESCO,1984).

As all key participants of the research informed that, there is no any budget allocation for implementation and provisions of special Needs Education or supports to SWDs in TVET Colleges of the Gambelle Regional State.. According to TVET institutions principal's experience, there is not work plan for SNE support and provision in their TVET institution and

also there is no a person who raises the issues of special needs education in each the TVET colleges. Generally as principals, trainers and Regional TVET Bureau head office, suggested that, in the region, no budget is allocated for support of SNE separately but there is budget allocations for HIV/AIDS mainstreaming separately. To reduce this gap there is an experiences from TVET principal that helped SWDs in their TVET colleges by reducing the budget from different departments' budget and providing supports to SWDs.

The findings of this discussion are that, totally in the region in all TVET institutions of both governmental and faith- based, there is no budgets funded to address the needs of SWDs separately in each TVET institutions. Therefore SWDs have not provided appropriate supports from colleges as well as their colleges have not made accessible TVET facilities and physical environments due to shortage of budget provisions to it. But there were some TVET colleges which are giving support to SWDs even if there was a not legal budget allocation, using their own methods. Therefore according to their suggestions there is no annual work plan or work structure in each TVET institutions and Regional TVET office. Thus there is no special needs students supports which is provided and also no a professional who is working in special needs education and giving those supports to SWDs on each of TVET Colleges.

5.3. Gaps of Legal Right and Educational Policies in Practicing in TVET Colleges to Address Needs for SWDs

There are legal rights and policies provided for PWDs in the field of educational institutions such as primary secondary schools in colleges like academic and TVET colleges and higher institutions of in Ethiopia. These policies and legal rights are instruments used at national and regional levels of TVET colleges to implement and address educations of SWDs in each college. According to this as presented above on chapter four by participant of the research and explained their opinion in different and mixed ways. As key participants of Dima TVET College principals revealed that he has too much information about most of those legal rights and instruments of persons with disabilities but to implement these, there were some limitations and lack of awareness among some instructors, staff member. As he added also inadequate financial

constraints of in the College has made limitations to give awareness in Dima TVET College to the whole TVET staff members about the educations of SWDs in the Gambella Region.

Most of trainees including SWDs do not have knowledge of about those legal rights and instruments of PWDs. But in general their rights in TVET Colleges are not respected except in some college like Dima and to some extent Don Bosco. As all participants of these two TVET Colleges said that SWDs were supported and addressed of their needs e.g infrastructures of colleges are made to be accessible to SWDs. Additionally there was good relationships with trainers, peers and principals at most of TVET Colleges except to some extent openo College. Not only trainees but also most faith -based trainers, principals and Regional TVET head office also do not have knowledge about legal instruments of SWDs in educational institution to provide supports .but the Rights of Persons with Disabilities (2006) recognize that, the availability and accessibility of education and vocational training for persons with disability from The Human Rights perspective must be respected (UN, 2006) .

The findings of this discussion is that ,as it is revealed by participants ,they do not have knowledge s of legal rights and instruments of SWDs in education to address their needs .Also in some TVET colleges more or less they practices to addresses those instruments . On the contrary in some TVET institutions not addressed the needed supports to SWDs in their institutions of Gambella Region. In addressing their legal rights in TVET colleges there were difference in addressing to SWDs in their Colleges. In general, as the majorities revelled commonly their opinion, there were a number of barriers in some TVET institutions to address the needs of SWDs in their colleges either unknowing the those legal rights and instruments of PWDs in education or due to absence of an individual who works and plays a role to make pressure for practicing legal right of PWDs in all TVET Colleges of Gambella Region. Therefore regarding legal rights and instruments PWDs there are gaps in each Colleges to implement and address rights of SWD in both case (in the government and faith based) TVET Colleges.

Regarding of all those good practices and challenges in supporting SWDs in the four TVET institutions of Gambella Regional State as discussed above, the majority of Study participants recommended and for warded as follows: All TVET facilities and infrastructures like physical environments, availability of different soft course and the right of choice according to their interest must be accessible and respected to SWDs. There should be different professionals

such as SNE, guidance and career counsellor which can give supports to SWDs in TVET colleges. Creating awareness raising for all teachers, principals, different stake holders, and high profile of TVET head leader about legal rights and policies of SWDs and their educations in TVET Colleges of Gambella Regional state. Besides to those their legal rights and instruments must be known which are written and ratified international and national levels on the paper to secure and protect PWDs in educational and other sectors. Moreover, adequate budget funding expansion and establishments of new TVET colleges out of Gambella town must be available as the result SWDs can get the opportunities of TVET colleges in their environments. Lastly it would be good if there TVET colleges establish strong work relationships among all TVET Colleges and the Regional TVET Bureau has to create awareness of all those issues under discussions among TVET Colleges. Most of times, when new policies and guidelines are announced and distributed, they may be sent too late or may not be sent to the Faith-Based Institutions. As a result, there may be linkage of information and communication between the Regional TVET Bureau and the Faith-Based TVET Colleges. Thus to avoid this problem there must be strong and supportive relationships among these institutions.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.1. Conclusion

Based on the findings and discussions on chapter five, the following conclusions are drawn. Students with disabilities are one of the societies who are too much disadvantaged in education, employment and in other socio-economic activities before the launch of new educational and training policy of in Ethiopia .But after the launch of the new educational policy in Ethiopia has brought too much opportunities for education and training skills for persons with disabilities in TVET institution. As the result of these TVET skills opportunities, most SWDs are enrolled and attending in the regular TVET programme with their peers in Gambella Regional State. Therefore during their skill trainings in different TVET institutions what are good practices and challenge as well as legal rights and educational policies in TVET institutions in supporting of SWDs are explored, assessed, identified and also concluded as follows:

Students with disabilities are practicing positively both in the TVET colleges of in Government and faith- based institutions. These institutions have been contributed too much for SWDs to gain skills and change their lives. In addition to this, there are chances for SWDs to be enrolled in fields of studies according to their choice and interest in the TVET institutions of Dimma and Donbosco colleges. Also there are TVET colleges which have good accessibilities of school facilities, infrastructures and teaching and learning approaches to address the needs of in SWDs their TVET colleges such as Donbosco and DIMma .Besides to this trainers most of Governmental TVET Colleges have awareness about SNE due to taking pedagogical course in educational institutions and know how to teach and treat SWDs in education but it is not true in Faith based colleges.

There are challenges that hinder full participations of SWDs in the TVET institutions in both Governmental and faith based. There are TVET Colleges not all but some are not providing appropriate supports to address the needs of SWDs of TVET Colleges in the Gambella Regional State. Absence of general guide lines existing for stipulating which type of impairment was well suited with which fields of study provided from federal and Regional TVET agency to TVET Institutions has hindered the full participation of SWDs in TVET Colleges of Gambella

Region .Due to this reasons institutional limitations, and regulations , SWDs cannot access soft course according to their interest and forced to select and enrolled to those courses which are nor suited to their impairments. As the result SWDs may give low values and perceive negatively towards TVET colleges and skill trainings. There is wrong understandings to TVET skill in some of SWDs that TVET skills is given for those who have low academic achievers and also unable to employed and lack of job opportunities after graduated from the TVET Colleges.

Inadequate numbers of Governmental TVET Colleges in the region has limitations for full participations of SWDs in their environments easily. In addition to these the physical

environments, mainly buildings and sidewalks in the campuses, are not accessible to students

with disabilities especially those with physical impairments. Absences of vocational guidance and counselling services with its knowledgeable professional has impacts to students and teachers who need special supports from this service .Because students raised questions to change their departments and this may be happened when they lately know their interested field of studies and created problems during course selections . Absence of Budget allocations for SNE implementation and to give appropriate supports for SWD as well as failure of including the issues of SWDs in the annual action plan of regional TVET bureau and TVET College. Finally lack of knowledge and unable to know the legal rights and educational policies for SWDs and SNE to address the needs of SWDs in the TVET Colleges are another educational challenges for the TVET institutions in Gambella Region. Moreover, there is no a concerned bodies that pressurized to full fill these legal rights of SWD in educational and training institutions. As presented above, several possible reasons why disability issues were not addressed properly according to the policy; first attitudinal and cognitive factors (including the

influence of the traditional sociomedical model on the understanding of disability and a lack of commitment to, and awareness about, such issues) must be changed and aware. Second, there were organisational reasons (such as the absence of a responsible person at Regional level with the capacity to influence policy experts to consider the issue of disability in their work plan statements).

6.2. Recommendation

Based on the results obtained and the conclusions drawn from the study, the following recommendations are suggested

- There are many good practices that are accomplished in different TVET colleges to address the needs of SWDs as the result these Colleges must be appreciated and should be taken as a model for other TVET Colleges which have limitations to address needs of SWDs in their Colleges.
- Students with disabilities cannot access some of the school buildings since they were built without considering students with disabilities need. However, better coordination between the government and contractors of buildings could anticipate and mitigate this barrier.
- Policies that provide cut point marks for students willing to joining TVET have highly restricted for SWDs to be enrolled for vocational and technical skills in some TVET colleges of Gambella Region. Therefore Regional TVET Bureau has to give special attentions to it and solve SWDs problems.
- Create opportunities for both Governmental and Faith –based TVET Colleges to assign special needs coordinator at all levels of TVET Colleges and bureau of Gambella Regional State.
- Create opportunities for both TVET Colleges to assign vocational guidance and counselling as well as resource centre professionals who can give appropriate supports and enabling SWDs participate fully in the TVET Colleges.
- Exert pressure on the regional TVET Bureau and TVET institutions to mainstream the special training needs of PWDs in their directive, recruitment criteria and other related instruments or to develop disability related specific strategic documents that provides reasonable and clear directions on which specific fields of study should made accessible to those particular disabilities in the TVET institutions of Gambella Regional State.
- Include in the annual action plan and reporting formats the issues of SWDs (SNE) in various TVET College and TVET Bureau of in the Gambella Regions.
- There is a needed to develop and apply non-discriminatory supports and approaches to special needs students with disabilities not only shape attitudes of the teacher but also to combat harm full practices in TVET institutions.

- Enhance the awareness to educations of SWDs in TVET colleges to : trainers, principals and Bureau of head office manager at Regional level and other relevant professionals including high-profile positions at regional level by implementing constrictive lobbying dialogues and mechanisms among these people.
- Generally seen, it seems difficult to say that the leadership is carrying out its responsibilities as per the expectation. Therefore, TVET leadership positions should be occupied by people having the necessary professional preparation and experience on the basis of merit. The regional TVET head Bureau had better set criteria for assigning individuals at TVET leadership positions based on demonstrated skills in both TVET Institutions and TVET Bureaus of the Region.
- Training in the absence of suitable facilities and materials is against the objectives of TVET. Thus, it is advisable for the Regional Government of Gambella and the Regional TVET Bureau office to allocate the utmost budget available to fulfil the necessary facilities and give the needed supports to SWDs.
- It is better if it can manage to encourage the involvement of the various stakeholders in the expansion , and proper running of TVET activities of in the region.
- Make SWDs able to demand their rights and pressurize the concerned bodies to full fill their educational and training needs in all their TVET colleges of Gambella Regional state.

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Appendixes

Confidentiality and consent

I may ask some personal questions that some people find difficult to answer. I am not going to talk to anyone about what you tell me. Your answers are completely confidential. Your name will not be written on this form and will ever be used in connection with any of the information you tell me. You don't have to answer any question that you don't want to answer, and you may end this interview at any time you want. However, your honest answer to these questions will help me better understand the practice and challenges of students with physical disabilities in TVET institutions.

I would greatly appreciate your help in responding to this study. The interview will take about one and half hours. Would you be willing to participate?

Signature if interviewer_____

Appendix A

Interview

Guide

Good practice and challenges of TVET institutions in supporting for SWDs in Gambella regional state.

The *purpose* of this research is to assess and investigate the practice of TVET provisions and its challenges for students with disabilities in TVET institutions in Gambella Regional State. The information obtained through interview, focus group discussion observations of documents and other needed materials for this study are helping to investigate what are practices and challenges in TVET institutions for PWDs in the region. It also use full to s e n s i t i z e the TVETs and encourage them to take appropriate action to provide special support and equal access for students with physical disabilities in TVET institutions in the region.

This opened interview are prepared for students with disabilities in TVET institution on the purpose of assessing current lived experiences, practice and challenges of students with disabilities in TVET institutions in Gambella regional sate

Interview Guide for students with disabilities

Part I . General personal Information about student.

- 1.1 Region __ Zone__ Woreda__ Keble____ 1.2 Age-----1.3 Sex:_ M
- 1.4 Parent's occupation__ 1.5 types of disabilities-----1.6 Degree of disability-----
- 1.7 Name of TVETs institutions_____ 1.8 Levels, (Level,1),(Level 2) and (level 3)
- 1.10 Names of department-----

Part II interview guide for SWDS

1. How far is the distance that you traveled from your home to reach your school?
2. How do you travel from home to school and vice-verse?
3. According to your experience how do you explain attitudes of instructor toward your disabilities and the support provided from them? Why /how?
4. Are you interested while enrolled and attend the skills in this TVET institute Why /how
5. Is there vocational and guidance services provided to students with disabilities in your TVET Colleges? why / how
6. According to your experience, is there any opportunity that you have provided any kinds of supports from resource center of in your TVET institutions? /why? /how
7. Could you state the major positive practical activities underway by your college to facilitate the participation of SWDs in TVET institutions? Why?/ how ?
8. What kinds of support are provided from TVET institutions to SWDs to meet your special needs on the provisions of education?
9. When you are enrolled in this TVET institution, who is placed you in this field of study? Why?/how ?
10. Do your class mates give supports to you and SWDs in and out of the class room? Why?/ how
11. Do you believe that the school environment for PWDs (blinds, wheelchair and crutches users) is accessible for mobility? Why /how?
12. According to your experience, what are the challenges that hinder provision of TVET skills to SWDs in your college? Why? / How
13. Are there any practices of discrimination in the school because you are living with disability? why /how ?
14. Do you know the available legal rights & policies in Ethiopia, that you know, formulated to protect the legal rights of persons with disabilities in school? why?/how ?
15. Do you believe that these guiding instruments are being implemented properly in terms of SEN of students with disability in this TVET institution? why?/ how
16. In your opinion, what is expected from the government, professionals, and non- governmental organizations, organizations of persons with disabilities, persons with disabilities, employers, community and others to reduce/eliminate the problem
17. What should be done to improve the challenges of the education of SWDs in TVETs colleges? why? \ why ?

THANKS FOR YOUR CO-OPERATION

APPENDIX B

Interview guide for students without disabilities

These opened interviews are prepared for students without disabilities in TVET institution on the purpose of assessing current good practices and challenges of students with disabilities in TVETs institutions of in Gambella regional state.

Part I. General personal Information about

student

1.1 Region _____ Zone _____ Woreda _____ Keble _____

1.2 Age----- 1.3. Sex: M F

1.3 Name of TVETs institutions

1.4 Levels, (Level,1,) (Level 2) and (level 3)

1.5 Names of department-----

Part II; interview for Students without disabilities

1. According to your experience, do you think that there are good relationships to students with disabilities in the class and out of the class room? Why? /how?
2. How do you explain attitudes of trainers and principals to wards of students with disabilities in your TVET Colleges?/ why ?/how ?
3. Explain the good practices to provide educations for SWDs in these TVET institutions by the TVET College? Why? / How?
4. Through your experience in this TVET College, are there any kinds of support provided to SWDs according to their needs? How? Why?
5. Explain any kinds of support provided from you, other peers and teachers (academically, economical and psychological) to SWDs? Why? How?
6. How do you explain the whole accessibilities and conduciveness of TVET colleges to educations of SWDs in your TVET College? /why? / How?
7. In your experience is there vocational and guidance services provided to all students in this TVET college? Why /how?
8. Are there opportunities that in your TVET College which was provide for SWDs supports from resource centers ? why / how ?

9. What are the major problems that hinder the implementation of TVET skills for SWDs in TVET training program according to their needs? Why? How
10. In your opinion, what is expected from the government, professionals, and non-governmental organizations, organizations of persons with disabilities, persons with disabilities, employers, community and others to reduce/eliminate the problems?
11. .What should be done to improve the challenges of the educations of SWDs in TVETs colleges? Why? /how?

Appendix C

Interview guide for TVET Colleges instructors

These opened interviews are prepared for teachers in TVET institutions on the purpose of assessing current practice and challenges of TVET institutions for students with disability in Gambella regional state. Your participation in this study will provide relevant information on good practice and challenges that encountered by SWDs in TVET institution as well as insight the causes and solutions of the challenges in the TVET colleges.

Part I. General information

1.1 Region _____ 1.2 Age____ 1.3 Sex; M F

1.4 qualifications _____ 1.5 service year in this position _____

1.6 Field of the subject you are currently teaching in TVET institutions _____

Part II, interview for TVET instructors.

1. Is there any opportunity that you had trained in special-needs education before?
Why?/how ?
2. Is there any opportunity that you had trained in disabilities and their education awareness raising programs before now? Why?/how ?
3. According to your experience how do you explain attitudes of teachers to wards disability and their educations in TVET colleges?/why ? how?
4. Can you please mention good /positive practice to educations of SWDs in TVET institutions to address the SENs? Why/how
5. Are there any special supports which are provided for SWDs to increase their participation in your TVET institution by any organization or institutions? Why? /how?
6. According to your opinion, is there sufficient budget allocation for provision of special needs education in your TVET institutes? How /why?
7. Do you believe that the physical, social and pedagogical environment of TVET college is friendly and inviting to SWDs ?why /how?
8. While enrolment of SWDs in TVET institutions, do they enrolled according to their interested fields of studies? why//how?

9. According to your experience is there qualified in the profession and assigned to give services in guidance and counseling to SWDs in TVET College? If there is, what kinds of services are giving to them ? Why? / How?
10. According to your experience, is there any services provided to SWDs in your TVET institutions by resource center? How? / Why
11. In your experience, is there any opportunities that the school has been discussed with stack holders and teachers about education of SWDs before? why ?/how ?
12. According to your experience what are the challenges which tackles the provision of TVETs skills to SWDs in your institution? Why? How?
13. In your opinion do you believe that guiding instruments (legal rights and polices) to educations of SWDs are being implemented properly in terms of SEN of students with disability? Please elaborate briefly?
14. In your opinion, what is expected from the government, professionals, and non-governmental organizations, organizations of persons with disabilities, persons with disabilities, employers, community and others to reduce/eliminate the problem? Why? /how?
15. What should be done to improve the challenges of the educations of SWDs in TVETs colleges? Why? /how?

Appendix D

Guide focus group discussion for TVET

Instructors

Dear respondents, the main purpose of this focus group discussion is to assess the information's about good practice and challenges of students with disabilities in TVET institutions in Gambella Regional state of in four (4) TVET institutions.

Hence, you are kindly requested to provide genuine information for the questions which is of paramount importance for the quality of the research, as well as to bring practical solutions to the problem in question. Thus, I would like to thank you in advance for your cooperation.

Part I. General information

1.1 Region _____ 1.2 Age___ 1.3 Sex; M F

1.4 qualifications_____ 1.5 service year in this poison_____

1.6 Field of the subject you are currently teaching in TVET institutions _____

Interview Guide focus group discussion form

TVET instructors

1. In your opinion how do you explain the practices to provide TVET skills with respect to national TVET strategy to students with disabilities in your TVET institutions?
2. Do you believe that SWDs receive special support such as the provision of adaptive educational /training materials and other relevant facilities and opportunities to get access field of studies in accordance with proclivity and special needs related to their types of impairment?
3. According to your experience, what kinds of supports are provided to student with disability in your TVET institution from their peers or students without disabilities? Please explain specifically each type of supports?
4. Is there provision of vocational and guidance counseling services to all trainees including SWDs in your TVET Colleges?/why ? How?

5. According to your experience is there resource center and how is its service provisions to SWDs in your TVET College?/ why ? How?
6. Do you think that SWDs are interested to learn TVET skills in the TVET colleges? How?/ why
7. Do you have any information about budget allocation to give support educations of SWDs in your TVET colleges? Why?/ How ?
8. Through your experience in this TVET colleges, are there any opportunities that you had trained education of SWDs? /Why? / How?
9. What are the major challenges and opportunities for the participation of students with disabilities in vocational educational program in the context of your region ?why ?/ how?
10. According to your experience, do you expect that students with disability, international and national legal rights and polices are practicing to secure them in your TVET institutions? How? /why?
11. 11 .What should be done to improve the challenges of the educations of SWDs in TVETs colleges? Why? /how ?

THANK YOU FOR YOUR COOPRATIONS!

Appendix E

Interview guide for principals of TVET colleges

These opened interviews are prepared for principals in TVET institution on the purpose of assessing current practice and challenges of TVET institutes of education for students with disability in Gambella regional state.

Part I. General information

1.1 Region____ Zone___ Woreda___ Keble_____

1.2 Age___

1.3 Sex. M F

1. 4. Name of TVETs institutions_____

1.5 service year in this position

1.6 qualification_____

Part II. Interviews to the principals of TVETs institutions

1. Do you have a reliable data that indicates the number of student with disability who are attending their study in TVET program in it? if yes ,how many of these are ? if no, why ?
2. Do you believe that the requirement sets for the entrances of students in TVET institutions accommodates the special educational and training needs of students with disability? Why? How
3. Can you mention good practices/experiences during implementations of TVET skills for SWDs in your institute? How? / Why?
4. Do you believe that SWDs receive special support such as provision of relevant facilities and opportunities to get access field of studies in accordance with proclivity and special needs related to their types of impairment?
5. According to your experience would you mentioned school environments such as pathways, building, class rooms... etc , are accessible and easy to move for students with disability ? Why? / How?
6. In your TVET colleges are there provisions to SWDs vocational and guidance counseling services? /why? / How?
7. According to your experience is there resource center and what kinds of services are provided to SWDs in it? why?/how ?
8. Is there budget allocation stated nationally to give appropriate support for SNE especially SWDs in your college? Why?/ how ?
9. Are there any opportunities that you have discussed with the TVET college's stack holders on provision of educations to SWDs in your TVET colleges? Why? How?
10. According to your experience in this college what are the challenges that are facing provisions of educations in TVET institutions for SWDs? Why? / how?
11. What kinds of measures would be taken to solve these challenges? Measures at; Institutional, Regional and national levels? How?/ why ?
12. Are you informed about the policy, legislation and strategic documents of your country that contain provisions which either prohibit or restrict the participation of SWD in the TVET College? Why?/ how?

13. What are your future plans with regard to SWDs and their challenges to provide appropriate support and minimize challenges in the TVET institution?
14. In your opinion, what is expected from the government, professionals, and non-governmental organizations, organizations of persons with disabilities, persons with disabilities, employers, community and others to reduce/eliminate the problems of educations for PWDs? Why? / how?
13. What should be done to improve the challenges of the educations of SWDs in TVETs colleges? Why? /how

THANK YOU FOR YOUR COOPRATIONS!

Appendix F

Interview guide for Regional TVET Bureau office Head

Dear respondent, the main purpose of this interview is to obtain information about good practice and challenges of students with disabilities in TVET institutions in Gambella Regional state of in four (4) TVET institutions.

Hence, you are kindly requested to provide genuine information for the questions which is of paramount importance for the quality of the research, as well as to bring practical solutions to the problem in question. Thus, I would like to thank you in advance for your cooperation.

Part I . General personal information

Region _____ 1.2 Age----- 1.3 sex____ F

1.4 qualifications--

1 .5 service year in this poison-----

Part II: Interview to regional TVET Bureau head office

1. How do you explain/ perceive Persons with Disability?
2. Do you have a reliable data that indicates the number of SWDs who are attending their education in TVET programs in the region?
3. According to your opinion what good practices are implemented to support SWDs in the TVET College? Why? How?
4. How do you explain the accessibility of TVET colleges in the region to education of PWDs? Why? How? Explain briefly its accessibility to each of them.
5. Is there any support which is provided to SWDs from TVET office? How? Why? When? to which TVET college ? Why? /how?
6. Are there any practice that your TVET office has involved stake holders for educations of SWDs
7. Explain briefly the relationships among TVET colleges, regional TVET office and education Bureau in terms of addressing educations of PWDs in TVET colleges in the region? How? / Why?

8. According to your experience, do you think that there are resource centers and vocational and guidance provision services to SWDs in all TVET colleges? /why / how?
9. How do you explain budget allocation to give appropriate support to SWDs in TVET colleges according to their diversity needs? Why? / Why?
10. According to your experience are there any chances that your TVET office has discussed about education of SWDs in the region with stakeholders before? How? /why?
11. According to your experience what are the challenges which limit the provisions of education to SWDs in the TVET institutions of in region? Why? /how?
12. Could you please state the major practical efforts under way by your office to conduct lobbying and policy dialog with the government to promote the participation of SWDs in TVET program? why ?/ why ?
13. From the legal rights and policies of SWDS given international and national levels, can you explain the gaps between what is on the paper and practices about the right of SWDS on the ground? Why? / how?
14. In your opinion, what is expected from the government, professionals, and non-governmental organizations, organizations of persons with disabilities, persons with disabilities, employers, community and others to reduce/eliminate the problems? How? Why?
15. What should be done to improve the challenges of the education of SWDs in TVET colleges? Why? /how

THANKS TO YOUR CO-OPERATION

Appendix G

Observation check list

The purpose of this checklist is to gather facts about the availability and appropriateness of TVETs , facilities, services, etc. through observation.

Name of the TVET Institute: _____ Technical Vocational Education and Training Institute.

Observation check list

Check list : Access to school and learning environment for TVET institutions .

| A | Walking to school | yes | no |
|----|--|-----|----|
| A1 | Are the routes used to reach the school well maintained and free of obstacles? | | |
| A2 | Are the routes used to reach the school free of busy traffic? | | |
| A3 | Are sidewalks or designated pathways provided along the entrance? | | |
| B | Entering to school and class rooms | | |
| B1 | Where there is a main gates to access school grounds is the entry routes free of ditches cows catches, cattle tramps or other obstacles? | | |
| B2 | Is the path to the entrance wide enough for students using wheelchairs or | | |
| B3 | Is the main entrance the same for all students including SWDs? | | |
| B4 | Is the main entrance free of steps? | | |
| B5 | Are alternative entrance exists free of steps? | | |
| B6 | Is the ground surface at entrance and within the school area firm, even level? | | |
| C | Moving through the school (TVET) institutions | | |
| C1 | Hall ways and walk ways : are the hallways wide enough to allow SWDs | | |
| C2 | Stairs: Are hand rails provided? | | |
| C3 | Flooring: is a ramp provided where there are changes in floor level/ height? | | |
| C4 | Ramps: Are the entry points to ramps free of locked gates? | | |
| C5 | Are doors wide enough to use wheelchair and enter with it ? | | |
| C6 | Are class rooms well ventilated? | | |
| C7 | Are class rooms desks and tables have knee-space clearance for SWDs who | | |

| | | | |
|----|---|--|--|
| D | Sanitation and water | | |
| D1 | Are routes to wash facilities free of barriers and obstacles? | | |
| D2 | Do toilet facilities have doors and roofs for safety and privacy ? | | |
| D3 | Are accessible toilet cubicles wide enough for a wheelchair users to enter and | | |
| D4 | Are ramps provided where there are changes in floor level /height ? | | |
| D5 | Do accessible toilet have raised commode toilets with seats provided ? | | |
| E | Books ,other printed documents and communication | | |
| E1 | Can Braille-printed books and learning materials be provided if required? | | |
| E2 | Can large-print books or enlarging hardware/software be provided if required? | | |
| E3 | Can Braille writers, enlarged keyboards, Closed Caption Television (CCTV), portable note takers and various magnifiers be provided if required? | | |
| E4 | IS SIGN-language interpreting available if required? | | |
| E5 | Has back ground noise from fans and mechanical equipment been minimized | | |
| F | Practical activities | | |
| F1 | SWDs practices in the workshop | | |
| F2 | Accessibility of workshop for SWDs | | |
| F3 | Safety of workshop for SWDs | | |