ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

EDUCATIONAL AND JOB OPPORTUNITIES FOR FEMALE INDIVIDUALS WITH HEARING IMPAIRMENT IN ADDIS ABABA



BY
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Abbreviation

DFID-------Department of international development

ILO---------International labor organization

UN----------United nation

ENAD------Ethiopian National Association of the deaf

dB----------Decibel

ALDS ------Assistive Listening devices

UNICEF---United nation international; children's' fund

UNDP------United nation development program

UNESCO--United nation educational, scientific and cultural organization

NGO--------Non-governmental organization

Abstract

The main objective of this study is to identify the educational and job opportunity of female individual with hearing impairment in Addis Ababa. To achieve this goal, both qualitative and quantitative methods of research were employed. The quantitative part deals with educational opportunity and the qualitative research assesses the job opportunity. Questionnaire was prepared by the researcher which has 48 items and pilot study was made to check its feasibility and improve its validity. All female students with hearing impairment from Minilik II secondary school were part of the sample which constitute (Grade 9=15 girls in special class, grade 10= 4 girls in integrated class, and grade11= 1girl in integrated class) and the other 20 subjects were taken from the association using convenient sampling technique. Questionnaires were distributed to the respondents with the help of interpreter. For the case of qualitative study semi- structured interview was conducted with three women who are working and looking for job at present and answers were written by the researcher while the interpreter interviewed the respondents. In addition Semi-structured interview was also made with the Ministry of education and Ministry of Labor and social Affair who are responsible for the education and employment of people with disability in Addis Ababa.

The result of data collected through questionnaire was analyzed using percentage and displayed using tables and bar charts. Based on the results, conclusion and recommendation were made to the concerned bodies. *The finding suggested that there is a need for pre, primary and secondary school program that consider special educational need of students with hearing impairment in different parts of the city.*

For those attending at higher education, the help of note taker, interpreter, tutor, should be provided. It is also suggested that instructors at higher education should be cooperative to provide prepared note ahead of the class. It is also suggested that women with hearing impairment need support in finding job and at working places. In addition it indicated that even though more vacancies encouraged women to apply it never encourage women with disabilities in general. There for it is suggested that vacancies should consider the potential of women with hearing impairment.

The finding also revel that women who are working have problem of changing for better job because of their disability and stuck in low paid job which make their life hand to mouth and live in poverty.

Chapter one

1.Introduction

1.1 Background of the study

The main reason what make most people live in poverty is lack of access to resource and lack of skills or opportunities to make a decent living. Skills developed thorough appropriate education. Education is one of the keys to social development and to virtually every aspect of the quality of life (Oxford university, 1996). First and foremost education is about developing intellectual curiosity and enquiry. It improves the quality of life and empowers people to solve all kinds of social and environmental problems; it spreads values in both official and hidden curricula.

However, not all children in the world get chance to proper education. In most developing countries, poverty, backwardness, illiteracy and bad culture prevent access to the education of many children specially children with disabilities. It also affects the life of many women, aged people and other vulnerable members of the society.

In Ethiopia the population is increasing at high rate. Long bus queue, suffocated classes, crowded hospital, shortage of food, shortage of house, high traffic jam, high number of unemployed, large number of street children, prostitution, theft are some indicators of large population growth but limited resource. As the population increase the diversified need and interest are also increased. As it has tried to satisfy the needs of the majority, the minority are overlooked, ignored and forgotten.

As 85% of Ethiopian populations are rural, we dare to conclude that most people with disabilities are found in rural area in which society mostly uneducated, little chance of going to school and lack of knowledge and awareness of disability. Lack of knowledge and awareness of disability may lead to mistreatment of people with disabilities. In those area, the fate of people

with disabilities especially who are mildly mentally retarded and deaf are curl one as they looked physically normal. They are abused and prone to high labor work throughout their lifetime. This is more serious on girls and women.

A critical way that most of us learn about the thought, idea and feelings of others are by listening to people tells us their experiences. Through this exchange we expand our knowledge share idea, express emotion and function in typical work place and social setting. Lack of getting adequate information limits the individual level of understanding and knowledge acquisition, which results lower academic achievement. Deafness is one of a disability that hinders the individual from getting information unless it intervenes early educationally, socially and medically, Smith and Luckasson, (1995).

In Ethiopia, no written documents survive about the condition of people with disabilities and their education in the traditional educational system. However, it was possible for some disabled groups to attend church education. As Tibebu, (1995) stated cited Kinfe, (1993); traditional religious education has a dominant place in the educational history of Ethiopia. Christianity, Islam and a lesser extent Judaism and Paganism, all established schools for their adherents. In particular, Christianity and Islam had well-established schools with the support of written texts, and paganism and Judaism passed on their traditions through oral teaching. Especially in the Ethiopian Orthodox Church, people with visual and physically impairment would have no problem in attending the school since the education was mostly oral. However, no attempt was given to educate deaf in traditional education prior to 1960s. However, somehow, some deaf and partially hearing individual benefited from this education.

In addition, there is no document which helps to understand the term both hard of hearing and deafness, instead it is described in single term consisting negative notions such as "idiots" which is to say those who can not be educated or do not at all understand Tirussew, (2000). As Tirussew, (2000) explain

referring the meaning from dictionary of Kesate Berhan, (1951), hearing impairment is evident by the widely used Amharic term "donkoro" meaning as described in the Amharic Dictionary an individual whose hearing organ does not at all function, mentally handicapped and who lacked that ability to understand any language.

The central statistics Agency's census (1986) indicated that there were about 190,200 individuals with hearing loss in Ethiopia. It was about 0.08% of the total population. The number could be even twice as much when considering the difficulty of obtaining a valid and reliable census. This was because most parents hide their children or unwilling to admit the presence of deaf children in the family due to the social stigma attached to deafness and homeless were not included in the census.

Women are at the heart of most societies, educating girl is one of the most important investments any country can make in its own future, DFID, (2005). However, most of them live their life in poverty. Poverty is not misfortune rather it is lack of proper education, training and employment. Education has a profound effect of girls and women's ability to claim other rights and achieve status in society, such as economic independence and political representation DFID, (2005). Having an education can make an enormous difference to a woman's chance of finding well-paid work, raising a healthy family and preventing the spread of disease such as HIV. Girls' education has long been recognized as a human right. But even at primary school level, this right is being denied to 58 million girls and further 45 million boys world wide DFID, (2005).

Although both female and male with disabilities may be challenged equally, the problem of female with impairment is quite different from that of male. Biological difference, social and cultural influences all interact together and make the aspiration of girls to appear to be lower than those of their male peers. This is true also for women with hearing impairment as their loss of

hearing isolate them from family, friends, community, and physical environment Winzer, (1990). Women carry the greatest burden of violence poverty and under development. The problem is double when the women are disabled. It could be worst if they are deprived of appropriate education, training and employment, which hinder their chance to realize potential and in most cases remain unproductive citizens.

From above writing we understand that women are the most vulnerable group of the society and the problem become serious if they have any kind of disabilities. Hearing impairment limits the individual level of understanding and participation in school, work and other social setting. And deaf girls and women are one of the most vulnerable groups who have problem of getting information unless they get proper education, job, training and assistance in their life. So it is important to do a research to assess the educational and employment situation of these individuals.

1.2 Objective of the study

1.2.1 General Objectives

- to identify the educational and job opportunity of women/girls with hearing impairment in Addis Ababa.

1.2.2 Specific Objectives

- to identify areas which do not have pre, primary, and secondary school for the deaf
- to assess situations that causes dropout from school
- to assess help and assistance they get from parents, peers, teachers and school
- to identify their interaction with the peers and school environment
- to identify how they find and get job
- to assess situation in job promotion and salary increment

1.3 Statement of the problem

Everyone is not born with sufficient survival skills, but he/she acquires them through socialization (Garwood, 1983). Similarly without special training a child born deaf will not learn to speak (Moores, 1996). If they are deprived of appropriate education, training and employment they do not get chance to realize potentials and in most cases remain unproductive citizens.

If development refers to the betterment of human beings and change towards achieving human needs, it should be inclusive of all citizens (Misrak, 2006). On some occasions development seem to overlook the need of women, elderly people with disability and other vulnerable member of the society.

Studies revealed that people with disabilities in our country are frequent victims of pervasive discriminations particularly in the area of employment (Feruz, 2006). The extent of this discrimination is demonstrated by the fact that only a few disable adults are employed, while much more people with disabilities could work if given the opportunity. This study is concerned with assessing and identifying the educational and job opportunity and challenge they face in their education and problems and difficulties while looking for job and at job environment. Hence the study will attempt to answer the following research questions in the area of education and employment.

Education

-Do they get nursery, Kindergarten, primary, secondary school in their area?

-Is there any challenge they face at primary, secondary and at higher education?

-What kind of challenge they face?

- Were/are there adequate support from their teachers, peers and school?

- Are there any dropout of schools?

-How is their interaction with other students like?

- Is there any private or government college educating particularly deaf?

-Who is responsible for deaf teachers training?

-Is the school environment suitable for them?

-In what kind of setting are they learning?

Employment

-How many female deaf individual are working in Addis Ababa?

-Do they get job commensurate to their training?

-Is there any responsible body that helps them to find job?

-Do they face any challenge to find a job?

-Is vacancy available for them? Where do they find job?

-Is there any challenge they face at work place?

- Do they paid equivalent to hearing women who have equal training?

1.4 Significance of the study

Deafness cannot usually attract public sympathy because it is not visible and cannot be seen by the naked eye Smith and Lucksson (1995). Sometimes due to the invisibility of their deafness they are subject to violence, sexual abuse that is sever in the case of women. Therefore, the contributions of this study to female deaf individuals are:-

- enhance awareness how deafness affect education of female deaf individual who are both biologically and socially vulnerable
- make pertinent authorities and policy makers aware of the real educational problem of female individual with hearing impairment.
- enhance understanding about the educational and occupational problem of girls and women with hearing impairment
- indicate help should be provided to those attending college or university
- increase awareness that education of deaf individual should be started as early as possible
- indicate help should be provided to those who are looking for job and at work place

1.5 Delimitation of the study

This study is particularly concerned with educational and job opportunities of female deaf individual in Addis Ababa. It would have been more important if deaf women from some other cities and rural parts of Ethiopia were included in the study.

1.6 Limitation of the study

Getting information from the intended participant has been a difficult task in the research process. Lack of adequate information and research about employment situation of women with disabilities has also been another limitation to conduct the research process.

1.7 Operational definition

Hearing impairment: - a hearing loss that include both deaf and hard of hearing.

Deaf: - Individual who are deaf unable to use hearing as the primary way to gain information. Those who do not hear people conversation at all.

Hard of hearing:- Those who hear people conversation partially.

Job: - any types work, government or private, a monthly or weekly paid position of employment. It could be on part time or full time basis. A job can be a business own by women with hearing impairment.

Female individual: - a girl or lady or women who are deaf or hard of hearing above school age level and capable of working.

Education: - Pre- school, primary school, secondary school, and higher education. The school could be special, regular, or inclusive that

understand the special educational need of individual with hearing impairment.

Opportunity:-

Education

- chance to get school in their living area that recognize their special educational need
- support and assistance they are given and acceptance they get from family, friend, teacher and school
- a chance to go to school

Job

- Chance to get job vacancy
- availability of job for female deaf individual
- help and assistance to look for job
- help and assistance at work place
- people acceptance in work place

Chapter Two

2. Review of Related Literature

2.1 Historical Background of deaf education

In history, attitude toward people who are deaf have varied. Some societies protect them other ridiculed, persecuted and even put them to death (Moores, 1996). They were also deprived of rights and inheritance, restriction from the celebration of mass and denial of the right to marry with out the expressed dispensation of pop (Deland 1931, Peet 1851, Smith and Luckasson, 1995). Because of their inability to speak and to use language common to the general culture in which they lived, deaf persons were considered to unable to learn and they were regarded for all practical purpose as mentally handicapped. McAnally, Rose and Quiglely (1994).

The first systematic efforts to educate the deaf were initiated in Spain, by a Spanish Benedictine monk Pedro Ponce de Leon (1520-1584). He was credited with being the first teacher of student who was deaf. He had remarkable success teaching his students to read, write and speak and to lead productive lives and enter to a variety of profession (McAnally, Rose, Quglely, 1994, Moores, 1996, Smith and Luckasson, 1995). Unfortunately, very little is known of the techniques employed by Ponce de Leon. Although he produced a written account of his work, no record of it survives; it was either lost or destroyed. Other writer including one of his students suggests that he began with reading and writing and then moved on to speech and he used a manual alphabet in instruction. It is unclear whether he used signs. Different writers reported that Ponce de Leon reversed the usual order of instruction by first teaching the deaf to write pointing out by finger the things to which the written character corresponded and then procuring them.

Next to Spanish vast contribution was made by Great Britain. The honour of being the educator of the deaf in Great Britain must go to either William Holder

(1616-1698) or John Waillis (1618-1703), Smith and Luckasson, 1995, Moores, 1987).

Holder's instructional approaches resembled those of the Spanish masters, beginning with writing and manual alphabet as a means of teaching language and speech. The first school for the deaf in Great Britain was established by Henry Baker (1698-1774). According to his own reports he developed a method of instructing the deaf to read, write, understand and speak the English language.

As in Great Britain, the efforts in France were motivated by the pioneering work of Spanish educators. The two best-Know claimants for the title were Jacob Rodriguez Pereire (1715-1790) and Abbe' Charles Michel De L'epee(1712-1789) two equally brilliant individual. Pereire started his work after falling in love with a deaf girl and he became the first well-known teacher in France. De l'Epee began his work later but was responsible for establishing the world's first public school for the deaf, in Paris in 1755 Moores, (1996).

De Fontenay was one of Pereirs student who became a noted linguist studying not only European language but also Hebrew, Syria and Arabic (Deland, 1931, Moores, 1996). Pereire's students were sworn to secrecy concerning his methods for it was his intention to keep the methods with in his family. Unfortunately, at the time of pereir's death even his own family was not familiar with his methods. Pereire's work died with him.

Most of Pereire's techniques came from a letter written by his student De Fontenay, who apparently had little regret about violating his oath. Although Pereire did not teach retarded individual, his work greatly influenced the techniques used in later years by educator of the retarded. Itard, a physician at the school for the deaf in Paris utilized many of Pereire's sense training techniques in his classic work with Victor, the wild boy of Aveyron who found in wood of France in 1799 (Lane, 1979, Moores, 1996, Smith and Luckasson, 1995).

Samual Heinicke (1729-1784) is known as the originator of the German Method. Like others, Heincicke was secretive about the specific techniques he employed. Heinicke argued that pure thought was possible only through speech. He disagreed with the teaching of letters before the teaching of speech, arguing that this went against the natural order of learning. Like others his methods have not survived.

Most educators of the deaf made secrete to their methods that was because of the economic well being of their own families. Since public school for the deaf did not exist, these teachers were obliged to concentrate on educating children of the rich and powerful. The teaching methods they developed represented the most precious inheritance they could pass on to their family Moores, (1996).

Although the major advances in the education of the deaf were achieved in Spain, Great Britain, France, Germany, other countries like Italy, Austria, Russia, Belgium and Sweden contributed to improving the conditions of the deaf Moores, (1996).

In the early 19th century in the United State, lack of literacy was not a great obstacle to full participation in society. Illiteracy did not limit economic mobility and success. Similarly, uneducated deaf person found no great obstacle because of lack of education. However, deaf children from educated and well- to- do families sent to Europe for education (Besft, 1943, Mooer 1996).

With the advent of the industrial revolution, it is likely that uneducated deaf person in New England faced obstacles to employment and to functioning in society. In United State, rather than sending a few deaf children from wealthy families to Europe, community leaders developed an interest in the establishment of school.

The honour of establishing the first permanent school for the deaf in the United States belong to Thomas Hopkins Gallaudet (1787-1851). He becames interested in the education of 9 year old Alice Cogswell a deaf daughter of a neighbour. Her father Dr Cagswell was a surgeon and president of town of Connecticut, Gallaudet success in teaching the girl few sentence strengthened him to establish a school for the deaf in Connecticut.

Dr Cogswell establishes a committee to raise funds to send a person to Europe to study education of the deaf. The money was raised in one day. Thomas Hopkins Galludet planed to go first to Great Britain to study Braidwood's method and then to Paris to learn the French method. Gallaudet sailed for Europe in the spring of 1815. However, Braidwood's family were not interested to train him because they made their method secretive. Gallaudet went to Paris had developed great interest in the French method. He was immediately placed in training stayed for four months and took deaf teacher Laurnet Clerc with him. Thus it was that the first teacher of the first schools for the deaf in United States was a deaf individual.

In 1864 the school renamed Gallaucdet College (and eventually Gallaudet University) in honour of Thomas Hopkins Gallaudet. It remains today the only liberal arts college for the deaf in the world. This is how the education of the deaf grows up and spread throughout the world. Through missionary and other humanitarian activates it disseminated throughout the world.

2.2 Historical Background of deaf education in Ethiopia

Modern education began in Ethiopia in 1908 during the time of Emperor Minilik, ruled Ethiopia (1889-1913) Tekeste, (1990). Minilik School was the first school. The Egyptian Copts were the first teachers. The Ethiopian church, which up to that period had a monopoly on education, strongly opposed the establishment of modern school (Tekeste, 1990, Lulusegged, 1969). The Emperor overcame a churches opposition by giving in to many of its demands. And stressed that the school would only be engaged in the teaching

of foreign language proficiency of which was essential for the maintenance of the country's independence. The king thought, the presence of Ethiopian knowledgeable in European language was considered crucial for the maintenance of sovereignty of the country. French, English, Italian, and Arabic were main subjects taught in Minilik II School. Graduates found ready employment both in government and in the foreign legations.

However, no attempt was made to educate deaf individual before 1960s in traditional religious education in which oral teaching more dominated. Visually impaired and physically disabled had no problem in attending the school even some of them had good position in church Tibebu, (1995). Where as deaf were considered unable to learn and understand.

As Ethiopian National Association of the Deaf (ENAD, 1995) cited Mary and C.curl (1999), stated the first school for the deaf was established in 1961, by the missionary work of the church of Christ with twenty deaf children in a rented building around piazza by people who came from the USA.

In 1964, the school got a permanent site in Makanissa area on a land denoted by Princess Tenagneworq Haile Selassie, and the school was named after her youngest son prince Amaha Desta. It is now renamed Mekanissa School for the Deaf.

The school used simultaneous (total) communication through the English language as a means of instruction, and was in use until 1969. Hailu Yesuneh introduced bilingualism through Amharic language. And the first sign language text in Amharic was produced in 1978 (ENDA, 1995).

Other Missionaries came in the footsteps of the church of Christ and opened three more special schools. One in Keren a town in Eritrea, and one in Addis Ababa, and the town of Hosanna in southern Shoa. In addition, the Church of Christ opened one more school for the deaf in the town of Mazoria in Sidamo

region.

In the 1970's intensive advocacy for the inclusion of deaf children by parents, teachers of the deaf, deaf citizens, and advocates of the deaf. In response, the Ministry Of Education took over the Ezne Tsimuman School for the Deaf later it was renamed Alpha school for the Deaf, and expanded the class up to 8th grade.

Recent evidence shows that residential, integrated, special, and regular classes are forms of educational provision available for students with hearing impairment in Ethiopia. These days religious organisation is focusing more on giving support to all children with disabilities. The Mekaneyesus and the Orthodox Churches, for example, have special programmes arranged for the deaf Azalech, (2005).

There are a total of ten special, integrated, regular, preschool, primary, junior, secondary and technical schools programs, which serve deaf and hard of hearing students in Addis Ababa. Missionaries sponsor most of these schools with the exception of Alpha school for the Deaf, which is supported by the government (ENDA, 1995).

Pre and primary special school			
No	**Name of school**	**Grade level**	**Location**
1.	Alpha school for the deaf	Pre school-grade 8	Bole
2.	Mekansissa school for the deaf	Pre school-grade 8	Mekanisa
3.	Victor school for the Deaf	Pre-school-grade 5	Shola
4.	ENAD pre school for the Deaf	Pre-school	Ketchene
Special classes/units primary and secondary			
5.	Akaki	up to grade 4	Akaki
6.	MinilikII primary school	preschool-grade 8	Arat kilo

7.	Yekatit 23 school	up to grade 4	Mesalemia
8.	Sibiste Negase	up to grade 4	Nifas Silk
9.	Minilik II secondary school	9-10	Arat kilo
10	Entoto Technical and Vocational school	Technical school	Entoto

It has been more than 40 years since movement to educate individual who are deaf started in Ethiopia. However, education of deaf children does not have satisfactory pace. Education is a basic necessity for all human being. It is recognised as a primary means for gaining independence, appropriate employment, and economic and self-empowerment. Most deaf children in rural area and some cities do not get chance to education, training and participating in the different social group.

The central statistics Agency's census (1986) indicated that there were about 190,200 individuals with hearing loss in Ethiopia. It was about 0.08% of the total population. The number could be even twice as much when considering the difficulty of obtaining a valid and reliable census. This was because most parents hide their children or unwilling to admit the presence of deaf children in the family due to the social stigma attached to deafness.

2.3 Understanding of hearing impairment

Deafness is unseen defect, Reed (1987), and those who are not professionally involved probably least understand it. Unless parents, teachers, psychologists, social workers and doctors are taught the consequences of deafness, it may remain undetected even may cause much confusion and heartache for a child and the parents. And may be mistaken for other condition such as mental retardation.

In order to discuss educational program and services for the individual with hearing impairment, it is necessary to have some basic understanding of the concept. The term hearing impairment has different meaning for different

authors. For most, the term hearing impairment covers the entire range of auditory impairment, encompassing both the deaf person and the one with a very mild loss, who may understand speech. For others, the term hearing impairment refers to the smaller class better known as the hard of hearing (Moores, 1996).

2.3.1 Measure of deafness

The severity of hearing impairment is determined by the individual reception of sound according to the degree of intensity or loudness as measured by decibel (dB). Softer, quitter sounds have lower decibel; louder sounds have higher decibel numbers. A decibel level of 125 or louder is painful to the hearing person. Decibel levels ranging from 0 to 120 dB are used to test how well an individual can hear different frequencies (number of vibration per second). A child with normal hearing should be able to perceive sounds at 0 dB. 0 indicate no loss and numbers greater than 0 indicate the degree or amount of loss. Small numbers indicate mild losses, large numbers indicate moderate to sever to profound losses.

2.3.2 Definition

According to the severity of hearing loss, people with hearing impairment can be divided in to two groups: the deaf and the hard of hearing.

Smith and Luckasson (1995) define hearing impairment as an overall term that includes all levels of hearing loss, both deaf and hard of hearing (p, 452). According to Smith and Lucksson, (1995), those who are **deaf or profoundly hard of hearing** have a hearing disability so sever that they have little useful hearing even if they use hearing aids. They have usually 70dB ISO or greater that precludes the understanding of speech. Although almost all persons who are deaf perceive some sound, they cannot use hearing as their primary way to gain information.

People with hard of hearing are those whose hearing is disabled to an extent (usually 35-69dB ISO) that makes difficult, but does not preclude, the understanding of speech through the ear alone, without or with hearing aid.

Tirussew, (2000) cited British Ministry of Education defines "deaf" and "partial hearing" in terms of educational need. Deaf pupils are pupils with impaired hearing who require education by methods suitable for pupils with little or no naturally acquired speech or language. Partially hearing pupils are pupils with impaired hearing whose development of speech and language even if retarded is following a normal pattern and who require for their education special arrangement or hearing aids. Though not necessary to use all the educational methods used for deaf pupils.

Although the degree of hearing loss is important, the age of onset or when the hearing loss occurs is also important. According to age of onset, individual with hearing impairment can be grouped in to two: the prelingually deaf and postlingually deaf.

The individual who become deaf before they learn to speak and understand language are referred to as prelingually deaf. They either are born deaf or loss their hearing as infants. According to data gathered by the commission on the Education of the deaf (1988), approximately 95 percent of all children and youth who are deaf are prelingually deaf.

Those whose hearing impairment occurs after they have learned to speak and understand language are called postlingually deaf. Many are able to speak and understand language and able to retain their abilities to use speech and communicate with others orally.

Most studies indicted that, one in ten of those who are prelingually deaf at least one parent who is deaf Smith and Lukasson (1995). Children in this group typically learn to communicate during early childhood through manual

communication (sign language or a combination of sign language and oral language). On the other hand, nine in ten of the prelingually deaf have normally hearing parents. These children may have more difficulty acquiring speech and language because their parents do not use a total communication approach (both sign and oral language).

2.4 Identification of students with hard of hearing

Hearing impairment can be prevented if identified early. The earlier identified, the better a child's chance for receiving treatment for developing good communication skill, appropriate behaviour, and satisfying social relationship. If a child's hearing impairment goes undetected until the age 5 or 6 the age at which children typically enter school great valuable opportunities for learning will surely have been lost (Heward and Orlansky, 1988). Once the hearing problem is identified and diagnosed, medical and educational service can be provided according to the need.

There have been more substantial changes in education of the deaf over the past generation than in any comparable period in history. Since the first school for the deaf were established, concern has been expressed about these students' lack of academic achievement and poor command of language. In most developed countries education of the deaf has undergone tremendous changes in recent years. A wide range of option is now available for individuals who are deaf from infancy through adulthood Moores, (1996). An issue of educational placement, mode of instruction and special curricula now is decided on the basis of individual needs. As Moores, (1996) further explaind in spite of undeniable improvement, however, deaf people continue to face serious obstacles in their everyday lives. Academic achievement remain far behind what it should be and mastery of written.

Up to about 1900, individual with hard of hearing did not have recognition as a group. Those with the mild impairment were enrolled in regular classes and achieved what they could with regular methods although many individual

teachers of these regular classes had made whatever adjustment they could a for them.

Although not always recognized by the regular classroom teachers a particular student learning or behaviour problem might result from a hearing loss (Gearheart, Weishahan and Gearheart, 1988). The teacher could misjudge the student as being mentally retarded or emotionally disturbed or as having some type of specific learning disability. In other instance the teacher may feel the student's problem caused by some failure in the teacher's method. Until the teacher recognizes that student's problem may be the result of a hearing loss, she/he could waste a great deal of time on fruitless remedial measures. Therefore, it is very important for regular classroom teachers to be aware of some common behaviour that indicate a hearing loss (Gearheart, Weishahan and Gearheart, 1988). Some behavioural indicators that hearing impaired children shows are:-

Do not smile when spoken to, cupping the hand to the ear, asking others to speak louder, failure to respond, say what constantly, tilt head at unusual angle to get better sound, noises in head, avoid talking to people, lack adequate flow of language, slow and inaccurate in school work, poor in spelling where dictation methods are used, difficulty following direction, lack of attention, put his/her own interpretation on many questions and topic as a substitute for complete hearing and understanding. They are also uninterested in any group sensitive, suspicious, hard to accept as cordial acquaintances

There are also medical indications of a hearing loss that should not be ignored by the teacher. These include frequent

- earaches
- fluid running from the ear
- frequent colds or sore throats
- recurring tonsillitis

Awareness of students' allergies is also very important. Allergy can produce swollen tissue in the nose and ears areas leading to faulty hearing.

Teachers should also be aware of otities media, inflammation of the middle ear that without treatment can cause conductive loss. Early detection is a vital importance. It has 1 out of 10 persons in US has a hearing loss and it affect more people than cancer, tuberculosis, blindness, and multiple scleroses (Gearheart, Weishahan and Gearheart, 1988).

2.5 Placement

The identification process involves gathering information about existing programs consulting with state or national professional. After reading of school brochures, and a reflection on phone contacts, a list of placement options can be generated. One of the principal goals of education is to insure that children with disabilities shall have equivalent, although not necessarily identical education to that of non-disabled children.

The issue of educational placement has taken on paramount importance to send a child with disabilities to school. As a result of diversity of need and growth in option, the placement options are many. Successful and appropriate placement requires careful planning and cooperation of professionals and parents. The parent-professional partnership is an important feature of the placement process Handleman and L. Harries, (1986). In the arena of educational placement disabled child continues to require special attention, location, staffing and related variables need to be considered by administrators and educators. Each of these very important partners in the placement process is interested in the students' well-being and committed to secure the most appropriate education. Possible setting must be identified and visited selection agreed up on after lengthy admission process can begin.

Students with hearing impairment are provided services in many settings/programs some of them are:-

1. Residential school – Residential school programs provide facilities to house students as well as to educate them. Children living with in commuting distance generally attend on a day basis, and those living farther away stay at

school of a residential. 40 percent of students in residential schools for the deaf have attended on a day basis.

2. Day school - In large metropolitan areas programs may be established in separated schools for the deaf children commute to those schools daily, and hearing children are not enrolled.

3. Day classes Day-class programs are classes for the deaf established in a public school building in which the majority of children have normal hearing. Instruction may be in completely self-contained classes, or children may spend part or most of their time in regular classrooms.

4. Resource Rooms most resource room are planned so that children spend most of their day in regular classes, returning to the special class for additional attention usually in particular academic areas. The resource room teacher is generally expected to provide individualized services to student, varying in age, hearing loss, and academic achievement.

5. Itinerant programs- In itinerant programs, children attend regular class full time and receive support service from an 'itinerant' teacher, who may work with children from several different schools. The support services vary from daily to weekly lessons, depending on a child's individual needs.

2.6 Hearing impaired children in regular classroom

Modern philosophy requires that children with disabilities shall participate as far as possible with pupils in regular class to gain the benefit of a normal situation. Preparation may have to be made under the direction of a teacher especially trained in their particular types of disabilities Baker, (1959). In 1993, the U.S. department of education office of special education programs reported that nearly five million children with disabilities received special education service during the 1991-1992 school year (U.S. Department of Education, 1993). Sixty nine percent of these children were enrolled in general

education classrooms, over 40 percent of the time. More than half of the total children with disabilities represents by this report ranged in age from 3 to 11 years. Thus, one can assume that general early childhood and elementary programs went to great lengths to include this marginalized population.

Now a day, the global trend on the education of children with special needs is towards inclusive education Tirussew, (2005). Inclusive education means welcoming all children without discrimination into ordinary school. Despite this, integrating children with hearing impairment in to the regular classroom, has triggered controversy among teaches, professionals and parents. Because fulfilling the special needs of deaf students particularly of those who are integrated with the hearing learners is not an easy task. It needs reliable knowledge and consistent effort of the classroom teachers. It again demands deliberate collaboration among classroom teachers, school principal, parents and other professionals in the school Smith and Lukasson, (1995). In addition to this, teachers and hearing students' attitude towards the hearing impaired students and teachers' competences are factors that can affect the effectiveness of integration. Moreover, organization, financing, regulations, teachers training and so on can all facilitate and enable integration, but, if teachers do not actively support the effort to achieve integration the placement of students with special needs in regular setting will remains problematic. In general, communication problem, attitude of teaches and hearing students, school administrators, financing, regulation and teachers training are the main factors that affect the integration of students in regular classes.

According to Gearheartt, Weishahn, and Gearheart (1988), the following are some advantage for hearing impaired students offered by regular classroom placement.

i/ An opportunity to continue relationship with hearing classmate

ii/ An exposure to a greater variety of language styles

iii/ An opportunity for the student to compute academically with hearing classmates. The academic pace is faster, and general achievement level expectations are raised

iv/ Preparation to function in a hearing world. All individuals interacting with hearing impaired students must remember that the ultimate objective for the hearing impaired student is to function as independently as possible in a hearing society.

2.7 Early intervention

If one can not prevents disorders and problems from developing on the first place, perhaps the next best option is to identify them early and intervene early. The success of early intervention programs depends as much up on accurate identification of participants as up on the nature of the intervention itself. It is common to see minor impairments growing to major disabilities because of the lack of early intervention. For example minor visual or auditory impairment escalate to blindness or deafness with out early medical or educational intervention.

In general, the early 1960s early intervention program were unavailable for infants and young children with disabilities, parents whose children were identified as being disabled were advised to institutionalised their youngsters (Cooper, 2000).

Early intervention can be understood as an aggregation of many different types of help assistance, services and so forth provided to family, the child with disability, the society and caregiver. It encompasses a wide range of experimental, educational and therapeutic treatments, training procedures and supportive experiences.

The identification and intervening during infancy and in early childhood helps children with hearing impairment increase their communication development and academic success. Many studies support early intervention effectiveness.

It is designed to prevent deficits or to improve an existing disability by providing therapies (such as speech, language) Kirk,Gallagher,Anastasiow (1993).

As kirk,Gallgher,Anastasiow ,(1993) stated, early intervention program are a logical extension of early childhood programs. These early childhood programs, called nursery school or preschool were an out growth of psychologist concerns for children's mental health, which was perceived to be developed through positive child rearing practice in the early years of a child's life (Freud, 1965, Erikson, 1950, 1990).

Preschool or nursery schools were designed to provide a sound base for the child's growth and development in to a secure and competent child. It provides opportunities for interacting with other children usually of the same age. However, children with disabilities were excluded form most of these program. The prevailing opinion was that little could be done for a child with disabilities, as intelligence and skill potential was fixed at birth. The opinion changed markedly in 1960s that intelligence was influenced by parental- child rearing strategies and in the environment with age appropriate toys and teaching. From an economic perspective, early educational intervention is an investment in the lives of young children that may yield both immediate and future returns.

In Ethiopia, the advent of the idea and importance of early psycho-social intervention gained impetus in the beginning of the last decade. In 1989, early intervention for psycho-social development of infant and young children was jointly initiated by department of psychology Tirussew, (2000).

Intervention forms

Intervention program cannot be successful if changes are made only in the individual child. Change in the child environment must also occur that will enhance the existing competencies of the child.

1. Family focused early intervention

Attitude of parent are perhaps the most important element in a child's environment Tirussew (2005). The birth of the child with disabilities represents the loss of dream or hop for normal, healthy son or daughter (Wishes, Drew, Logan, Hardman, 1988). After knowing the child has disability most parents experience sadness and depression while others exhibits anger, rejection hostility and pessimism which in turn would affect the child's feeling and behaviour.

Studies reveal that, most parents in Ethiopia do not know about their child's disability early enough to begin and get the support on the right time. They may discover the disability after a serious damage has occurred (Tirussew, 2005). The accessibility to early assessment and treatment service in Ethiopia is almost non-existent. Parents visit traditional places for getting their children treatment Tibebu, (1995). It is not uncommon to find institution and secular traditional healers. Therefore, to reduce these problems behaviour, training, educating parents to interact with their disable child and to become more effective parents is very important. In some cases siblings and other relatives also are involved.

Therefore, Parents should receive information about deafness in general and about the immediate and long term implications for their child and other family members. At the same time parents should receive counseling and support at they work thorough their own adjustment to the presence of deafness in their child. Simultaneously, they should be developing skills related proper fitting and care of hearing aid, the provision of intellectually and socially stimulating environment and perhaps the addition of a manual form of communication to the family.

2. Educational Intervention

Listening is an important learning tool from the time a child is born. An infant learns to discriminate between loud and soft, high and low disturbing and

pleasant sounds. He or she also learns to determine the direction, distance and meaning of sounds. Between the ages of 12 and 24 months, as a result of his previous language experiences, he begins to learn to speak and develop his own language skills. Obviously if the child has hearing impairment his speech and language development may be delayed. Underdeveloped speech and language skills are the greatest limitation imposed by a hearing impairment. The students delayed speech and language influence his ability to develop communication skills such as reading and writing.

2.8 Early childhood care and education

The education of children with hearing impairment should begin at the earliest possible age. If not, the young deaf child may lose interest in learning and settle in to a state of complete dependency. More than other students, children with hearing impairment need to receive intensive educational experiences as early as possible. Professionals in the field agreed that education should begin at birth or at the time hearing impairment was discovered for the individual and the entire family need to be involved. Parents need to know how to help their child acquire language and communication skill and a positive self concept. They are primarily responsible for the child's integration in to the family, neighborhood, school and community. They need to learn how this disability affect the individual and members of the family Tirussew,(2005) .In addition to parental care, nursery and preschool should be provided. Several recent studies have looked at factors in the nursery and school environment, which have a significant effect on the child's development Webster (1986).

Habtamu stated cited Zanden (1989) the cognitive skills acquired during the preschool years have profound implication for children's ability to function as members of society (P, 252). Every aspect of his early growth, every developmental accomplishment is colored by the attitude of those around him. Children need love, acceptance, protection, nourishment, movement, play, freedom and guidance. Families, kgs, schools and the community at large must participate in the satisfaction of these needs. Social and moral attitude

do not grow spontaneously form social interaction but are the result of education.

Psychologist, educationalists, and other agree that the physical, cognitive, social and emotional development of children laid the foundation for the complex later life, personality development and abilities. For instance, some argue that process of abstract thinking, and reasoning abilities of inference and problem solving, sense of integrated self-identity and autonomy begin development in early childhood (preschool period). Hence, early stimulation (schooling, play, activities, intervention etc), promotes acquisition of language, expansion of cognitive abilities, better social skills, stable personalities development and better adjustment to life Habtamu, (1989).

Many researchers agreed that, children who have been to a per- primary school show better progress at primary stage. Many parents and caregivers have understood intuitively that warm, everyday interaction-cuddling infants closely or singing to toddlers actually helps prepare children for learning throughout life.

Does early childhood care and education builds the child's brain? The field of early childhood education received a major shot in the arm during the past year with the wide dissemination of research on how a baby's brain develops. Brain development activity during the early years of a child's life has brought significant attention to the field of early childhood care and education. As recently as 15 years ago it was believed that brain structure and capacity were set at birth. It is now known that the types of early experience a child has the frequency in which they occur and with whom they happen can determine a child's futures learning capacity McGraw-Hill, (1998/99).

McGraw-Hill, (1998/99) further stated, it is the responsibility of the society and professional in the field to provide stimulating environment in which young children best learn. We must be responsive to each child best learn, and

provide many opportunities for language, music and literature to be heard on a daily basis. We can educate parents as to their responsibility in providing on appropriate environment that allows the brain to develop to its full capacity.

Quality early care and education should be a cornerstone to successful child future development McGraw-Hill, (1998/99). Effective parenting and teaching require the adult to monitor a wide variety of the experiences children encounter.

How can quality preschool programs benefit children? Early childhood care and education helps the child's future education and development. It improves and develops the child's brain. The brain of a baby is still forming long after the child has left the womb not merely growing bigger, as toes and arms do, but forming the microscopic connection responsive for feeling, learning and remembering Begley, (1998/99). In short, a child brain is born to do but that it is born without knowing how to do. Scientists are just now realizing how experiences after birth, rather than something innate, determine the actual wiring of the human brain Begley, (1998/99). "Only 15 years ago, neuroscientists assumed that the structure of their brain [had been] genetically determined "McGraw-Hill, (1998/99). They believed that the genes we are born with determine the structure of our brains. They held that this fixed structure determines the way we develop and interact with the world. But recent brain research, enabled by new technologies, disproves this notion Newberger, (1998/99). Heredity may determine the basic number of neurons (brain cells) children born with, and their initial arrangement, but this is merely a framework. A child's environment has enormous impact on how the circuits of the brain will be laid. Nature and nurture together-not nature or nurture alone- determine the out come of our lives. Beginning even before birth, the kind of nourishment and care a child receives affect not only the "wiring" of the brain but also the qualities of the experiences beyond the first years of life.

It is known that during the early years the brain has the greatest capacity for change. The brain's ability to adapt with experience confirms that early stimulation sets the stage for how children will continue to learn and interact with other throughout life. Children who are emotionally neglected or abandoned early in life not only are more likely to have difficulty in learning but also may have more trouble experiencing empathy, attachment, and emotional expression in general Newberger, 1998/99. Particularly during the first three years of life brain connections develop quickly in response to outside stimulation. Thus, when we snuggle a baby or talk to him in a singsong, undulating rhythm, we are contributing to the growth of his brain. Studies make one thing clear. Talking to an infant increase the number of words she will recognize and eventually come to understand. She also will learn better when spoken to in brief phrases, preferable in singsong tones.

In general, enriched home and school environment can help make the most of children's mental capacities. We also know that when we bring an understanding of child development to our interaction with children, we can meet their developmental needs more than just adequately. Parents and general public need to have children's best interests in mind. The key to fostering early childhood learning understands that there will be a range in the amount of stimulation children are comfortable with and can tolerate. Parents or caregivers who push children too fast or too hard can do as much damage as those who do not challenge children at all. "Be rigorous, but be aware of early signs of overload". Continue to respect the child as a human being and use common sense in determining when he enjoys what he is learning and when he is resistant.

What types of early experiences are beneficial to the development of a healthy brain? In general, the finding of many researches affirms how many parents and caregivers have known for years, which are very important for the child future development. They are summarized as follows:-

1/ Good parental care

2/ Warm and loving attachment between young children and adults
3/ Positive age appropriate stimulation from the time of birth really do make a difference in children's development for a lifetime McGraw-Hill, (1998/99). While we know that development of children's capacity to learn is crucial in the first few years of life, children during these years receive the least attention from the educational world.

UNESCO'S world survey of 73 countries on early childhood education (ECE) shows that the main objectives of early childhood care and education for many countries are the following (in order of priority).
1/ Total development of the child
2/ Intellectual development of the child
3/ Preparation for primary school
4/ Language development of the child
5/ Child care/ minding
6/ Health and nutrition
7/ Religious instructions
Early childhood professional and advocates may find increased support for public understanding and support for child care that guarantees proper nutrition, well planned physical environment and developmentally appropriate practices to ensure that most promising future for all young children and families.

Early child hood teachers

Early childhood education practices continued to develop and changed during the first half of 20th century. Research in child growth and development influenced both the way teachers viewed the learning process and the types of experiences that we provided in kindergarten and nursery school class. In the 1900s, another philosophy and curriculum for teaching young children was developed in Italy by a doctor named Maria Montossori, (White and Coleman, 2000). Maria Montessori (1879-1952) began her program when she was asked

to organize school for young children who lived in a large tenement project in Rome in early 1900s.

The nursery school teacher or parents may be ever more positive. She can not only provide the opportunities but can actively assist the child in his development from egocentricities towards associative and cooperative activities, governed by freely accepted and understood common rules. Her comments and reactions to the social behavior shown by children, the ways in which she encourages cooperation and self-sacrifice or settles disputes, her praise and blame, even the question she poses, will train and regulate the behavior of her charges.

2.9 Primary education

Development, economic or social, if it benefits something from education, the base lies at the primary level. Professional educators have the responsibility to meet the future demands and challenges of society, and this the elementary classroom-is where it all begins. The life long attitude of elementary students learning will be shaped, for the part before the finish fifth grade. Along with this comes the desire to seek out new information about the world around us and to apply this knowledge in the form of technology. It is the job of teachers and other professional in the field to build the skills, content, knowledge and desire for inquiry that will allow these students to function in a society. Teachers will need to be life long learners and researcher in their own classrooms.

Elementary education is considered to be a basic human need or a minimum human need, as it equips people with fundamental knowledge, skills, values and attitude and enhances their capacity to change and their willingness to accept new ideas. Elementary education is also an essential means of meeting other core basic needs like adequate nutrition, clean drinking water, health care etc. It is not difficult to visualize the spiraling influence of elementary education on meeting other basic needs.

The contribution of education to development has been documented by many writers and researchers. While education in general is considered as the "corner stone" of development, primary education is where the foundation lies (The world Bank, 1990, Metasebia, 2001). The central purpose of primary education is creating a literate population and laying the ground for higher level of education. Primary education as educators believe is one important means of raising the rate of literacy. Literacy as a human right is also considered to be a factor in facilitating economic and social development. It is therefore, possible to say that progress towards achieving development goals requires an effective and efficient system of primary education. Failure to give due regard to primary education contribute to problems that hinder to meet development objectives, for development requires educated and skilled manpower. Development in all its dimensions is practically lame in a society where a considerable proportion of the producing population is illiterate.

2.10 Communication mode and methods of instruction

The fact that so many children have been left out from the educational process is because of their physical, mental or emotion deficiencies or because educational opportunities are scarce or not existent. Deafness in academic world demands special attention and programming to teach such children. No one who has personal knowledge of a hearing impaired child in the family, friends, or by way of professional involvement in the school setting, can be aware of the potential obstacle to learning which may arise for such children (Webster and Wood, 1989).

In the totally deaf child, development of speech and understanding must start at early stage before learning of fundamental subjects. After communication has been established there comes the long process of teaching the deaf to read, write and master the process of education. The acquisition of language is perhaps the most critical achievement of childhood. Language, thinking and conceptual growth are intimately conjoined. Language both shapes and is shaped by our experience of the world, social relationship and emotional well

being depended on communication. For the child with sever hearing loss, learning to speak tends to be the focus of the child's acceptance by a hearing society.

In order for teachers to assist hearing impaired children to achieve positive learning outcomes, they must fully have in depth knowledge of communicating with hearing impaired children. An effective communication system that permits those using it to exchange information with high degree of ease, flexibility, speed and accuracy in a wide variety of circumstances is very essential in the process of intervention and rehabilitation process of hearing-impaired children Tirussew, (2000).

Throughout history, the education of the deaf children has been surrounded by great controversy Moores, (1996). The main issue of the debate has been whether an **oral, manual language or both** should be used in the communication and education of deaf children. As Gearheart, weishahan, Gearheart, (1988) stated, the development of language and communication skills is the primary emphasis of educational programming of hearing impaired students. This controversy has been concerning the most effective and efficient method of communication for these students. Four methods have been advocated.

1/ Manual method
2/ the oral method
3/ total communication method.
4/ Cued speech

Each of these methods is briefly discussed in the paragraphs that follow.

1/ Manual communication /Sign Language/ is a set of gestures representing words or concepts. It is generally used by the adult deaf population and has been called the mother tongue. Finger spelling or manual alphabet is another form of manual communication. In finger spelling various finger positions represent individual letters of the alphabet that are used to spell out words.

2/ Oral method also called the oral –aural method. Children receive input through speech reading (lip reading) and the amplification of sound, and then express themselves through speech variability with in the oral method. For e.g. some programs emphasize the use of residual hearing, others stress the use of vision, and still others balance the two. All programs however, prohibit the use of signs and finger spelling.

The proponents of the "**oral only**" method suggest that the use of manual/signs communication will interfere with the child's motivation for developing/acquisition of oral skills/speech. They maintain that the integration of the deaf child into the dominant hearing community will be hampered. They also suggest that manual language do not have the capacity for expressing abstract ideas.

The oral- aural method communication makes use of oral and auditing training and speech reading. This method encourages the use of residual hearing while the presentation of material emphasizes the student's visual and auditory attention. The development of speech is influenced by the level of residual hearing, the degree of hearing loss and the child's age on set of the hearing loss.

3/ Total communication- is a combination of the oral method plus the use of signs and finger spelling. The children receive spelling and express themselves through speech sign and finger spelling. Signs are differential from finger spelling in that sign may represent complete idea or words rather than individual letters of the English alphabet. Traditionally, signs were used in coordination with speech, necessitating the use of manual codes on English.

Of course, the use of amplification is stressed. The oral method emphasizes speech reading and oral speech as the primary means of communication. Gestures and other movement are generally not used other than those ordinarily used by hearing individuals to supplement conversation.

4. Cued speech- is used to augment oral program, especially speech reading. It includes eight hand shapes in four specific positions to represent phonetic elements that are not readily visible (Cartwright, Cartwright and Ward, 1984, Schwartz, 1984). The cued speech system was deliberately designed in such a way that it could not be used as an independent or total form of communication (Quigley and Paul, 1984)

2.11 Teachers of the deaf

For many type of children with disabilities, the teacher is the second key person to open up the avenues of communication so that the curriculum may function effectively. For example, the development of speech and understanding in the totally deaf child must proceed in its early stage before learning of fundamental subjects. In order for teachers to assist hearing impaired children to achieve positive learning outcomes, they must fully have in depth knowledge of communicating with hearing impaired children.

Deafness itself does not affect a person's intellectual ability to learn. Children, who are deaf, do generally require some form of special support to gain an adequate education Tibebu (1995). But the problems become serious when these special supports are deprived to be provided in an organized and sufficient manner. There fore, special educators and teachers play a major role in order to provide quality service to individual with hearing impairment.

The special teacher must be versatile is dealing with children who are basically frustrated or confused, she/he must be cooperate with their parents, with medical profession and with the regular teacher so that her special class or group- is an integral part of the school. Because of these many requirements there is always a shortage of teachers for exceptional children. This shortage exists system provide an additional salary increment.

Obviously, teachers of the deaf must be very talented, on their love and friendliness for these children. They must be endowed with unusual patience,

have warmth and enthusiasm so as to inspire their pupils to overcome the barriers to social communication Moores, (1996). In general, teachers of hearing impaired children learn technique for modifying instructional methods and materials. They learn about appropriate curricular for developing motor, cognitive, academic, social, language, affective career and functional life skills.

Teachers need to have complete information obtained before taking a hearing impaired students into the class, be certain that there is sufficient information concerning the nature of the loss, the amount of residual hearing, how the student communicates.

2.12 Class Room and Building of the school

Classrooms should be cheerful and well lighted since many exceptional children have been discouraged and frustrated by their disability. Giving them the least attraction and basement rooms or the oldest building does them a great disservice.

Above all it must be remember that, children with disabilities are children and should be made to feel welcome, comfortable and a real part of the school or school system. Extra care should be given to the education of the exceptional children so that it may compensate for his/her disability.

Class room environment should

- provide the audience with a clear and direct view of your mouth and face
- speak from a well lighted area of the room
- reduce background noise
- speak clearly and naturally at your normal pace unless you are asked to slow down

2.13 Teaching Strategies

One of the principal goals of education is to insure that children with disabilities shall have equivalent, although not necessarily identical education to that of non-disabled children (Baker, 1959). Children with disability in general require more simplified and attractive way of teaching. Because of the impairment, some methods and procedures must be varied but the general aim and purpose must b the same. Unless such aims and purpose are always kept in mind the education of exceptional children become a thing apart foreign and unrelated to the education of all children. Teachers are considered to be shape the academic perspective and social life of every disabled child. Teachers can take different approach in learning and communicating to encourage students' active participation. The teacher of hearing impaired aims to provide some means by which a child can overcome this disability and live as normally and independently as possible.

Solomon (2005), cited Keller et al (2001) stated, effective teaching strategies for children with hearing impairment. Some of them are given below:-

i/ General courtesy

- Get the attention of a student with hearing impairment before speaking and communicating face always face the students.
- If not facing a student with a hearing impairment, gently touch a student on the shoulder or on the arm to indicate that you want to talk to him/her.
- When communicating always face the students with hearing impairment.
- Facial expression, gestures, and other-body language will help convey your message.
- repeat new vocabulary in deferent way
- The use of visual aids is most helpful since vision is the students' primary means of receiving information.
- write all homework, assignments, class instruction and procedural changes on the chalkboard

- Avoid vibrations
- Do not talk while writing on chalkboard

ii/ General strategies

Obtain feedback from your hearing impaired students at every opportunity as an indicators or students level of understanding

- sit students closer to the lecturer
- look directly at the student
- speak slowly, naturally and clearly
- do not exaggerate your lip movement

When writing material for hearing impaired students

- break up long sentence
- reduce difficult vocabulary
- when using a pronoun be sure that antecedents very clear

2.14 Higher education

The growth in the number and quality of higher education opportunity representing perhaps the greatest success of education. However, many deaf students are hampered by limited skills in reading and writing. As Moores, (1996) describe as many as 50 percent may not get a high school diploma. Those who begin secondary education tend to drop out at a higher rate than hearing students. Those who do earn degree make less money than their hearing counterparts. In short, despite significant improvement, an economic cost of deafness is paid at every educational level.

Historically schools for deaf individuals organized their programs to provide the majority of students with technical/vocational skills. At the time of their establishment in the early 19th century, the first schools for the deaf were designed to provide students with all the skills necessary for success in the world of work. No though was given to the establishment of college or advanced technical or vocational training program Moores, (1996). Usually, the students spent an increasing portion of their day on vocational training as they

technical or vocational training program Moores, (1996). Usually, the students spent an increasing portion of their day on vocational training as they progressed through school, thus by the time they reached their last few years, a relatively small percentage of their time was devoted to academic subjects.

Impetus for establishment of postsecondary program for individual with hearing impairment came from the publication of students by Boutner, stuckless, and Moores, (1964), Moores (1996) on the occupational status of young deaf adults in New England.

The results were interpreted as demonstrating the needs for regional postsecondary, vocational/technical training centers. Among the major finding were

1. Young deaf adults were underemployed, the majority were engaged in semiskilled or unskilled position.
2. The wage of young deaf adults were 22 percent below those of their hearing counterparts
3. Training provided by the programs for deaf individuals in New England were is reality prevocational training and failed to provide the students with the necessary competitive skills.
4. Deafness itself precluded relatively few skilled occupations. However most of the positions were not available to deaf students because they lacked appropriate training.
5. Deaf students and young deaf adults received insufficient vocational counseling and placement services.
6. Of the employed adults, 95 percent were rated average or better in job performance by their immediate supervisors.
7. The greatest problems noted by supervisors related to difficulties in communication.

The study was replicated in seven southern and the results were similar also supported to concept of preparation program for post school employment.

In response to the research, during the 1970s the number of deaf students in postsecondary program was more than doubled. Although an unprecedented number of postsecondary training opportunities for deaf individual were available many deaf students were unable to take advantage of it. Almost one half of deaf high school students drop out or receive only a certificate of attendance. Of those with school diploma that go to postsecondary education the attrition rate was high. It was because of a number of challenges.

Challenges at university and college

- Many deaf students were hampered by limited skills in reading and writing
- For most hearing impaired students who have managed well enough in ordinary school their problem in higher education were the need for special support as the teaching in higher education present different from teaching in school.
- The language is more technical and more rapid and there is much more rapid and there is much more note taking and it is impossible to take note and lip-read at the same time. As a result, they need to ask fellow students to put carbon paper under his/ her note pad to provide a copy of his note. This means they need to find an accommodating fellow student who is capable of taking good notes and whose writing is legible! (Reed,1984, Mooers,1996)

Now a day, in most developed countries, a wide range of options are available for deaf individuals from childhood to adulthood. They learn about deaf culture and also learn about the wide array of college programs available to them, which help them to select the right college. They get support from their government. The 1991 college guide for deaf students lists 150 postsecondary accredited programs designed specifically for deaf students (Rawling, Karchmer, Decaro, and Allen, 1991, Smith and Luckason, 1995). These programs serve 7,664 students with hearing impairments, and all have support service including a coordinator (Smith and Luckason, 1995).

However, not all students who are deaf complete higher education. As Schroedel and Watson (1991) found that 20 percent drop out and the dropout rate seems to be higher at school that does not have a broad array of support services for these students (Smith and Luckason, 1995).

Culturally or linguistically diverse youth who are deaf are at particular risk. They are less likely to seek postsecondary education and those who do are more likely to enter technical-vocational rather than for year college programs. What makes a post secondary program successful is that they have a large support staff, including note taker and interprets, tutor who facilitate the academic integration of the students.

When we come to our country Ethiopia, research made in the case of deaf education in 1995 showed that, there were 12 teachers training institutes, 3 universities, and 6 colleges awarding certificate diploma and degree to teachers in various fields. . However, except Hosaena Institute that trains teachers at certificate level there is no teacher training facilities for special education teachers (Tibebu, 1995). Previous report also showed that there were no special education courses for prospective teachers.

Now a day, in Ethiopia, the number of college and universities are increased by far amount. Dr Sintayehu, Minister of Education, stated at a conference held at Jimma University that more than 120,000 students are pursuing higher education in 21 state-owned universities in Ethiopia (The Ethiopian Herald, 18, March 2007). According to the Minister 41,000 students have joined various universities this academic year, of which more than 11,000 are enrolled in the 13 new universities, which are under construction.

2.15 Employment situation of deaf

In rapidly changing world, education and employment plays important role in the life of many. Of critical importance are obtaining equitable employment, being able to obtain and hold a job equivalent with the person's abilities,

earning a fair wage, and being satisfied with job, Smith and Luckason, (1995). People with hearing impairment must also be able to participate in their community and society. Obtaining satisfactory employment is of the more critical importance to the disabled adolescent than to the non-disabled adolescent because of the difficulty he/she has experienced throughout his life in achieving such independence, Moores, (1996).

The inadequacy of the training and education of persons with disabilities in Ethiopia compared with the magnitude of the problem hindered and exclude the disabled in the free labor market. However, there are some disabled Ethiopian engaged in productive and gainful activities. Presently persons with disability engaged in different social setting. These are government owned special enterprises for the disabled, public agencies, privately owned special workshops for training and production, cooperation and self-employment. Some of these institutions are owned and run by associations of persons with disabilities; some are owned by NGOs others by missionaries. There are some persons with disabilities serving in government institutions Metasebia, (2001).

As Metasebia stated, cited, a study conducted by Tirusew, 1998 on problems and prospects of persons with disability tried to find out the problem encountered by person with disabilities in area of employment, it was found that among other unwillingness of the management to hire persons with disability, biased and rigid criteria of employment, ignorance about the potential of persons with disability, were the reasons for the violations of the right of persons with disability even in the existence of the law that prohibit discrimination on the basis of disability.

No reliable data is available today on the number of disabled persons engaged in productive activity in Ethiopia, and labor market information being gathered on urban wage employment does not identify workers having a disability. However, approximately 1500 disabled persons are employed in Rehabilitation Agency sheltered workshops, and an estimated 1000 employed in production

private agencies, including those of the Ethiopian National Association of the Blind some 400 disabled workers are employed in the United Abilities Company umbrella and Dry cell Factory in Addis Ababa (MOLSA, 1990, Metasebia, 2001).

The Ethiopian National Association of the deaf (ENAD) was founded in 1971 and assist its members to get medical help, provides counseling services, train members, parents and interested group in sign language, help members to get job and provide interpretation services ENAD (1995).

2.15.1 Challenge at work

Although many signs that the situation is improving for adults with hearing impairments. Some experience significant challenge in their adult lives. According to Moores, (1996), some of the challenges are:

- Do not hold jobs commensurate with their education, skill and experience
- Many adults who are deaf and professional who work with them believe that people who are deaf face considerable discrimination. Discrimination and bias can affect individuals' livelihoods.

In the work environment there should be someone who is able to supervise their work and give advice and support when required. In addition, youth employment officers who have placed deaf school leavers in job usually continue to visit them regularly during their first year in employment Skelt and Alen, (1994). This increase the youngsters' job stability, for the officer can help to clear up misunderstanding that arise between the deaf youth and his colleagues, and give the youth and his employer a chance to discuss his progress and his prospects.

2.15.2 Finding Job

Looking for work is essentially a matter of finding out about a job, and then competing for it. That is true for anybody. If you are a person who happens to have a disability, what is different is that you face tougher competition; you must arm yourself as best you can for the completion you will face. There are hurdles or obstacles you must overcome, both 'out there' and 'inside yourself' Bolles,(1991).

Your main obstacles 'out there' are of course the ignorance, fear, anxiety, prejudice, and discrimination that you will run in to with employers or your future co-workers. Much of this is based on ignorance, which you will have to dispel yourself, Bolles, (1991).

The main obstacle 'inside yourself' will be the temptation to feel hopelessness. This is based obviously, on what you already know about the nature of the world of work. Or rather, on what you think you know. The sad truth is that many of us with disabilities do ourselves believe the damaging myth that 'the world out there' believes, and uses to justify not hiring us.
The dark thoughts that those of us with disabilities often have when first we set out job- hunting, we compare ourselves with those who don't have any observable disabilities, and it comes out sounding like this:-

"I am disabled, they are not, I am probably unemployable, they are not, I am filled with a sense of what I cannot do, while they are filled with a sense of what they can do, I am set apart from the rest of mankind, they are not, I have nothing in common with an employer, while they do, I have to ask the employer to redesign the job to accommodate my limitations., while they do not."

All of these thought are common, all of these thoughts are understandable, but all of these thoughts are untrue. More over treating them as though they were true will inevitably cause the hopelessness you are trying to avoid.

Many disabled people seek, find and keep employment with out resource to any form of specialized help. In industrialized countries large number of people with disabilities possibly ever the majority; manage their own employment concern, using only the services available matters to the general population.

Now a day, in most developed countries, the disabled youth obtain job from the usual procedure of answering advertisements and following leads provided by friends and relatives. As Skelt and Alan, (1994) stated disabled young have employment advantage which include a provision of Disabled person Employment act, 1944. The Disabled person Employment Act 1944 states that employment of more than 20 people should have a quota of three percent disabled people of their staff.

2.16 Women with disabilities

Over 500 million persons worldwide are disabled as result of a physical or mental disability. Despite the total lack of international statistics concerning the situation of disabled women, it can be reasonably assumed that they account for at least one-third (or 150 million) of the total population of disabled individual in the world today (WHO, 1981).
Social scientists have pointed out the double discrimination from which disabled women suffer: one because of their sex and one because of their disabled status. This discriminating is sever and quite pervasive in that affect all area of life, education, employment economic status, marriage and family health care and rehabilitation.

Little research has been undertaken and little literature exists on the subject of disabled women. Nevertheless, available evidence indicates that they face serious problems of access to education, employment and rehabilitation programs even in societies where such problems of access to rehabilitation program are highly developed. It has also been provide that women in many countries are disadvantaged with respect to men from social, cultural and economic point of view, UNESCO, (1970).

Chapter 3

3. Research Methodology

This chapter explains the research design used in the study, sample, sampling technique, and instrument used to collect data and method of data analysis and interpretation.

3.1 Research Design

The main objective of this study is to asses the educational and job opportunity of female individual with hearing impairment in Addis Ababa. It also assesses their chance to get pre, primary, and secondary school in their living area. Moreover, the study identifies communication methods used; understanding of peers, help they get from parents, friends and teachers in the school. It also assesses the provisions of teaching in their special educational need.

In regard to the employment opportunity it assess how they find and get job, who help them to look for job, how their working situation like and their relationship with the employer and workers and working environment.

In order to achieve the above objectives both qualitative and quantitative research method were used. The quantitative study assesses the educational situation of the participants. To do that questionnaire was prepared which has 48 items. It includes questions that help to identify the situation of their education in the past and present. The researcher with the help of sign language interpreter filled questionnaire.

The qualitative study deals with the employment situation of female deaf individual, which is presented, in case study. It assess how they are looking for job, where they get vacancy, who help them to get job, for those who are working it asks the situation of work environment, salary increment, promotion in job, employer relationship, interaction with other workers and

working environment. The study was conducted by interviewing and asking what they face, what they feel, what they are doing at present, and what changes education brings to their life. Interview was also performed by the researcher with the help of sign language interpreter. While interview was made the researcher wrote all the participants answer.

In addition, interview was made with the key informant person from Ministry of education who is responsible for education of individuals with disabilities in the country. It helps to examine the present situation of deaf education, how many service provider schools are available for individual with hearing impairment in different part of the city, what kind of help and support are provided to education of deaf individual in general and female deaf individual in particular and what is intended to do in the future.

Interview was also made with key informant person in the Ministry of employment and social affair who is responsible for employment situation of individual with disabilities in Addis Ababa. It helps to assess whether they have got help and support to find and get job, who help them to find, how their relationship like with employer, what is intended to do concerning their employment situation in the future.

3.2 Sample and Procedure

3.2.1 Samples

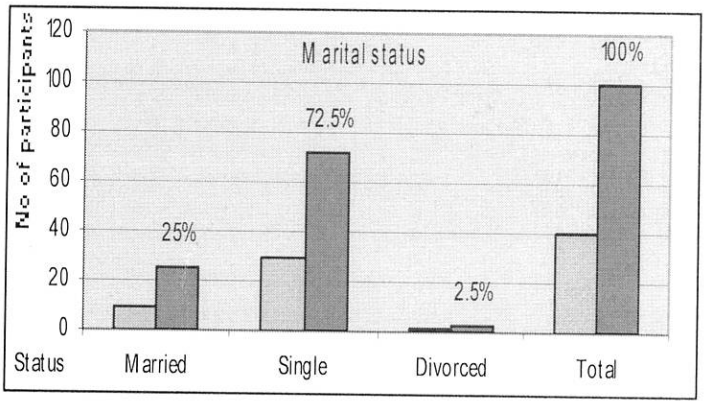
Subjects included in the quantitative study were 40 female deaf individuals. They were all between age 14 and 35 years old. 20 were taken from Minilik II Secondary School who are learning at present and 20 were taken from deaf association who has diverging educational and social background. From 40 participants (10)25% were married, (29)72.5% single and (1)2.5% was divorced. And their educational level 7(17.5%) between grads 1-8, 20 (50%) between grade 9-11, 7(17.5%) 12 complete, 2(5%) preparatory, 1(2.5%) learning at higher education at presented, 3(7.5%) graduated from college and university.

The main criteria for selection were respondents should be deaf or partially hearing, women or girl, at any educational level, and willing to participate.

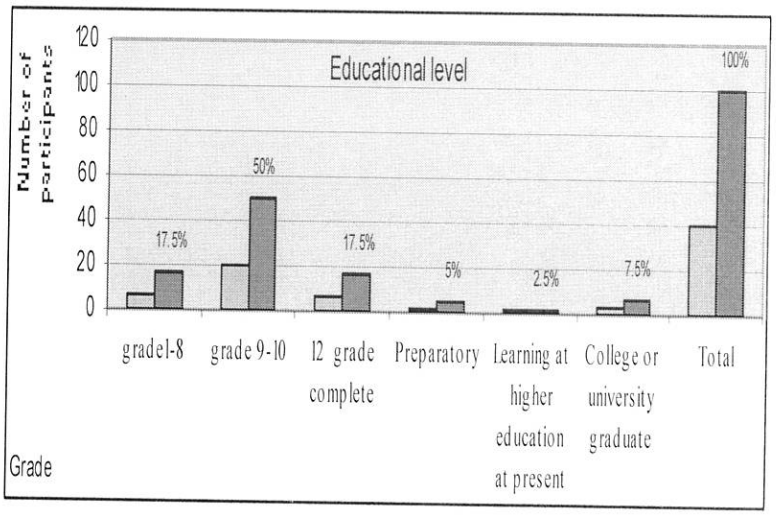
In the qualitative study subjects included in a case study were three deaf women, one is looking for job and two are working at present. It also include the interview of two key informants persons who are responsible for education and employment of disabled people from ministry of education and employment and social affairs in Addis Ababa respectively.

All the background information's are summarized in the following table and charts.

Marital Status	Frequency	Percent
Married	10	25
Single	29	72.5
Divorced	1	2.5
Total	40	100



Educational level	Frequency	Percent
grade1-8	7	17.5
grade 9-10	20	50
12 grade complete	7	17.5
Preparatory	2	5
Learning at higher education at present	1	2.5
College or university graduate	3	7.5
Total	40	100



3.2.2 Sampling technique

The technique used to select the sample from population was convenience-sampling techniques. Questionnaire was given to any female individual encountered in the association, which constitutes 20 members of the participants. The other 20 participants were taken from Minilik II Secondary School who are learning at the moment from grade 9 to 11. (Grade 9=15 girls in special class, grade 10= 4 in integrated class, and grade11= 1girl in integrated class) which means the number of all girls with hearing impairment in the Minilik II Secondary school compound were included in the sample.

For the qualitative study purposive sampling technique was used. It is used to select those who can give and share their ideas frankly. Selection was made by the help of interpreter who has close contact to Deaf individual in the association. All participants were selected based on their willingness and name and address were excluded form the case study.

Two key informant persons from Ministry of education and Employment and social affairs were selected who are responsible for education and employment situation of disabled individual. Those persons have rich and in-depth information to share about the education and employment situation of persons with hearing impairment.

3.3 Instrument

The main instruments used in this study were questionnaire and interview. It was prepared by the researcher. The questionnaire was open ended that left a space for the participants to explain their ideas and feeling freely. It includes both present and retrospective types of questions. Thus, the questionnaires were about both their past and present educational situation and experiences. It has three parts, part one include background data which is very relevant to get personal information, part two about the educational situation education, and part three include information about those who join college or university.

The semi- structured interview includes the employment situation of the participants. Interview was also conducted to two key informant individual from ministry of education and employment and social affairs officer in Addis Ababa.

3.4 The pilot study

To check the feasibility of a tool, a pilot study was conducted to 10 female deaf individual who are member of the association. While the pilot study was done ladies/girls raise different questions for clarification and explanation. Moreover, they asked questions like why we are collecting data from them, what use they get out of it and others. Responses were given from the researcher using translator. Some of them were reluctant and others were happy to give us any information. From the pilot study modification and correction had been made, additional choices were included, similar questions were canceled out. So that it improves the validity of the instrument.

3.5 Data analysis technique

All data were collected in Amharic and translated in to English, which has equal meaning. Data were discussed, explained and presented in clear way easy to read and understand. Data collected through quantitative method was analyzed using statistical percentage method and displayed using tables and bar charts.

Chapter Four

4. Results and Discussion of the study

4.1 Results of the study

As it is mentioned in chapter one, the main objective of this study is to identify the educational and job opportunity of women with hearing impairment in Addis Ababa. In order to attain these objectives data were gathered using qualitative and quantitative methods, analysis and interpreting was made that help us to answer the research questions in the area of education and employment. Which are:-

Education

- Do they get nursery, KG, primary, high school and college or university that consider their special educational need?
- Is there any challenge they face at primary, high school and at college or university?
- What kind of challenge they face?
- do they get adequate support and assistance from their parents, teachers, peers and school environment?
- Are there any dropouts of schools/college/university?
- Is there any private or government college educating individual with hearing impairment considering their special educational need?
- Who is responsible for deaf teachers training?
- Is the school environment suitable for them?
- In what kind of setting are they learning?

Employment

- How many female deaf individual are working in Addis Ababa?
- Do they get job equivalent to their training?
- Is there any responsible body that helps them to find job?
- Do they face any challenge to find a job?
- What kind of challenge they face at work place?

- Do they paid equivalent to hearing women who have equal training?
- Do they get salary increment and job promotion as other workers?

The results of data collected using questionnaire are presented by using tables and displayed by bar charts. Next to that case study and interview with key informant person will be followed. And then discussion of the results will be presented.

Table -1 Participants place of residence

	Region	Frequency	Percent
Which region are you from?	Addis Ababa	28	70
	SNNP	3	7.5
	Oromia Region	5	12.5
	DireDewa	1	2.5
	Tigri Region	3	7.5
	Total	**40**	100

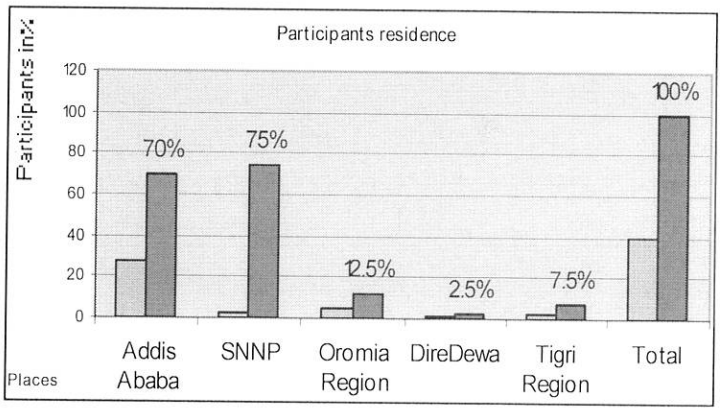
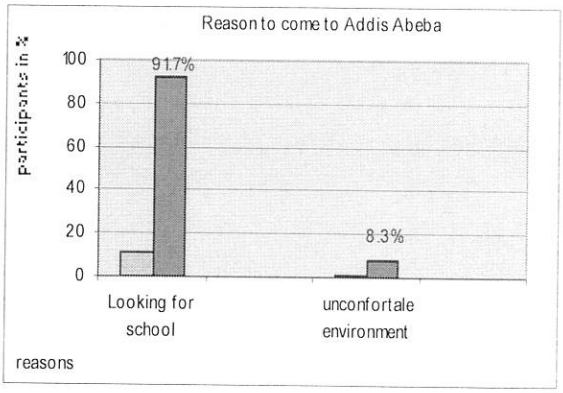


Table- 2 Reason to come to Addis Ababa

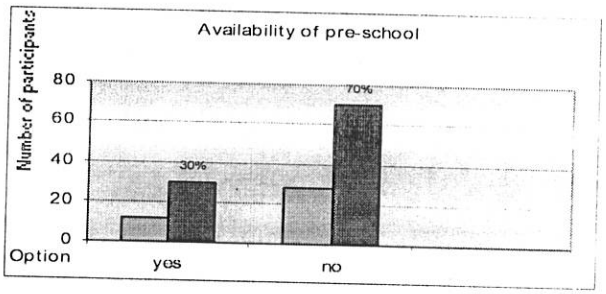
	Reason	Frequency	Percent
Why do you come to Addis Ababa?	Looking for special school for deaf	11	91.7
	The environment I live was not comfortable	1	8.3
	Total	**12**	100



Among 40 participants included in the sample 70% of them were originally from Addis Ababa. Where as the other 30% were from different parts of the country. Of 12 participants 11(91.7%) main reason to come to Addis Ababa was to look for school for the deaf.

Table- 3 Availability of Pre- School in their living area.

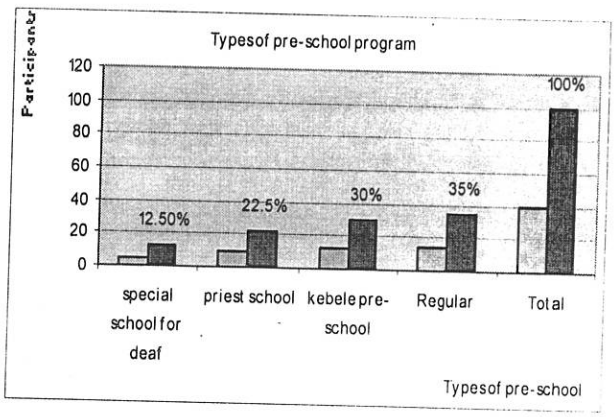
	Option	Frequency	Percent
Do you get pre-school program in your living area?	yes	12	30
	no	28	70
	Total	**40**	100



This study indicated that of 40 participants who are living in different part of Addis Ababa, the majority 28(70%) of the respondents did not get pre-school program in their living area.

Table- 4 Types of pre school program

	Option	Frequency	Percent
In what kind of preschool program did you attend?	special school for deaf	5	12.5
	priest school	9	22.5
	kebele pre-school	**12**	30
	Regular	**14**	35
	Total	**40**	100



Of 40 participants 5(12.5%) of them were learned in special school for the deaf, 9(22.5%) in priest school, 12(30%) in kebele preschool, and 14(35%) were from regular school.

Table -5 Availability of Primary school in their living area.

	Option	Frequency	Percent
Did you get primary School in your living area?	yes	10	25
	no	30	75
	Total	**40**	100

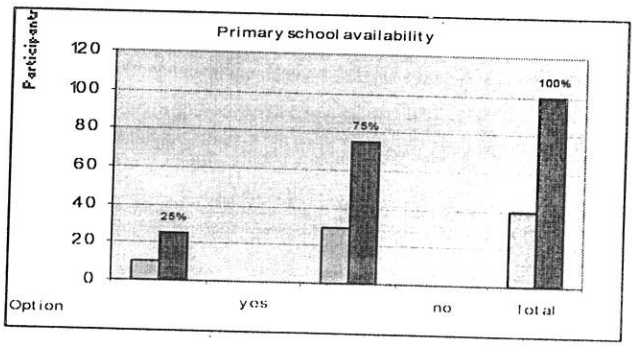
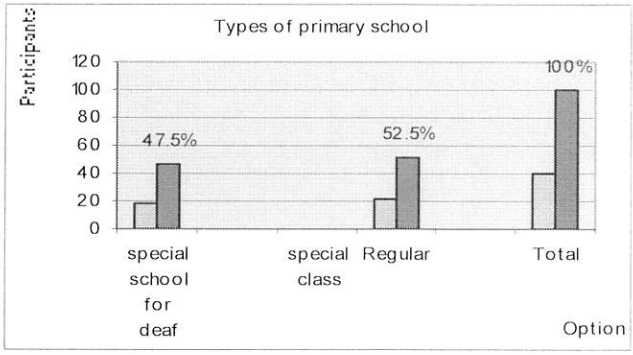


Table- 6 Types of primary school

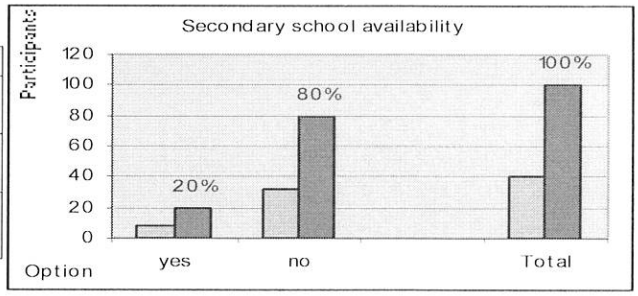
	Option	Frequency	Percent
In what kind primary school program did you attend ?	special school for deaf	19	47.5
	special class	-	-
	Regular	21	52.5
	Total	**40**	100



The study also indicated that 30(75%) of the participants did not get the chance to attend primary school in their living area, however, 19(47.5%) attend their primary education on special school for the deaf; whereas the other 21 (52.5%) were in regular school together with hearing students.

Table- 7 Availability of Secondary school in their living area.

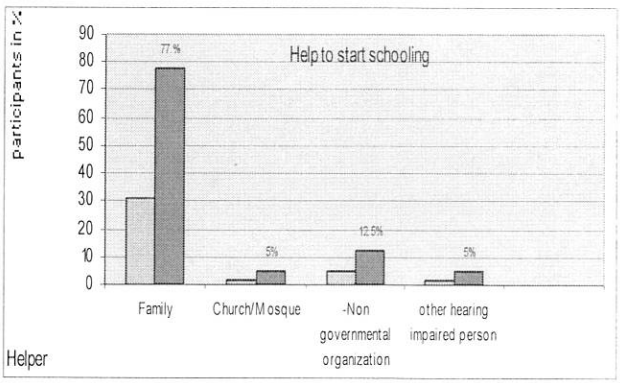
	Option	Frequency	Percent
Did/ do you get secondary school in your living area?	yes	8	20
	no	32	80
	Total	**40**	100



32(80%) of the participants did/do not get secondary school in their living area.

Table- 8 Help to start school

	Option	Frequency	Percent
Who helped you to get education?	Family	31	77.5
	Church/Mosque	2	5
	Non-governmental organization	5	12.5
	other hearing impaired person	2	5
	Total	**40**	100

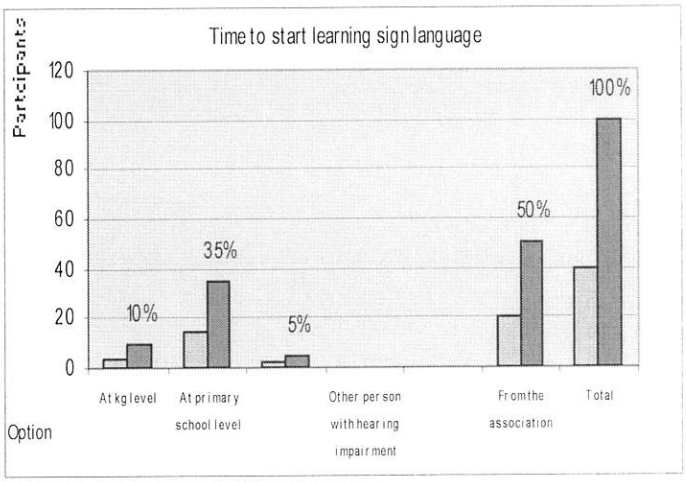


This study shows 31(77.5%) of the participants start school because of their parents, and the other 2(5%), 5(12.5%), 2(5%), were by the help of

church/mosque, non-governments organization, and other hearing impaired persons respectively.

Table- 9 When did they start sign language

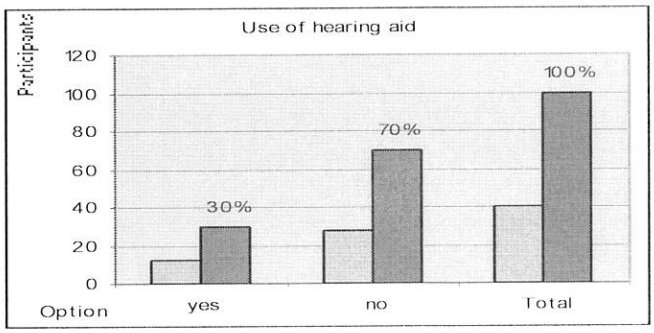
	Option	Frequency	perc ent
When did you start learning sign language?	At kg level	4	10
	At primary school level	14	35
	With the help of other hearing impaired person (after grown up)	2	5
	From the association (after grown up)	20	50
	Total	**40**	100



20(50%) of the participants started learning sign language from the Deaf association (after they are grown up). The other 4(10%) at kg level, 14(35%) at primary school, and 2(5%) with the help of other hearing impaired.

Table- 10 Use of hearing aid

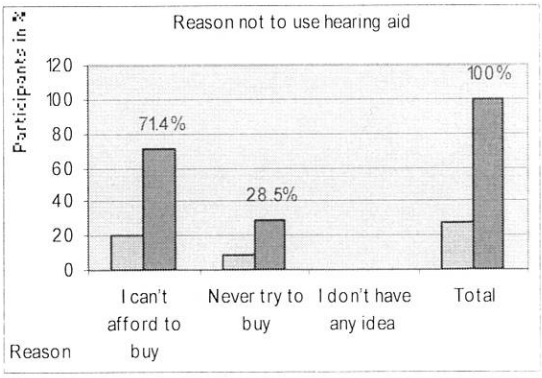
	Options	Frequency	Percent
Have you ever used hearing aid?	yes	12	30
	no	28	70
	Total	**40**	100



Among 40 participants 28(70%) of them have never used hearing aid due to different reasons and the other 12(30%) benefited from the hearing aid.

Table- 11 Reasons for not using hearing aid

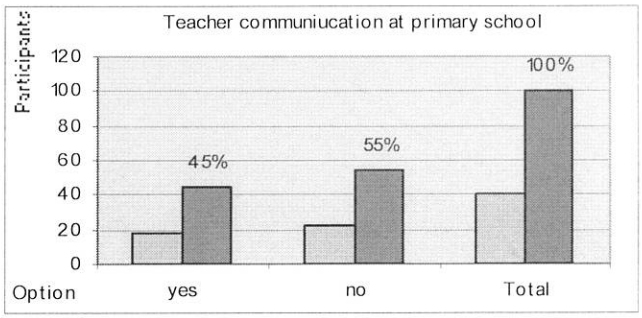
	Option	Frequency	percent
What was your reason you haven't use hearing aid?	I can't afford to buy	20	71.4
	Never try to buy	8	28.5
	I don't have any idea	-	-
	Total	**28**	100



When they explain their reasons why they have never use hearing aid 20(71.5%) can't afford to buy and the other 8(28.5%) never try even to buy.

Table- 12 Teachers' communication using sign language at primary school

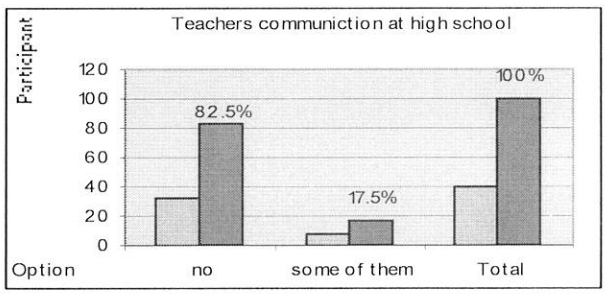
	Option	Frequency	percent
Did your teacher at primary school communicate with sing language?	yes	18	45
	no	22	55
	Total	**40**	100



Out of 40 participants 22(55%) of them respond that their primary school teachers' did not communicated using sign language. whereas the other 18(45%) did communicate with sign language.

Table- 13 Teachers' communication at secondary school

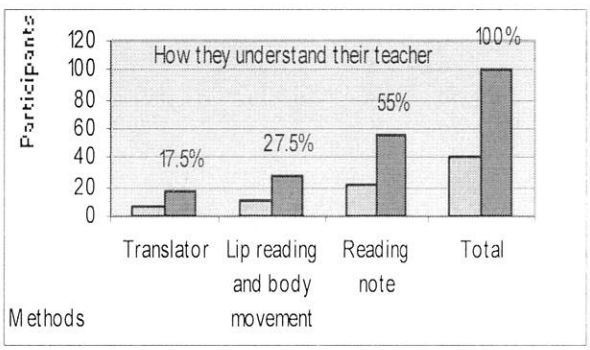
	Option	Frequency	Percent
Did/ does your high school teachers communicate with sign language?	yes	-	-
	no	33	82.5
	some of them	7	17.5
	Total	40	100



33(82.5%) of the participants explain that their high school teachers do/did not communicate using sing language. And the other 7(17.5%) explained some of them.

Table-14 Means by which they understand their teachers

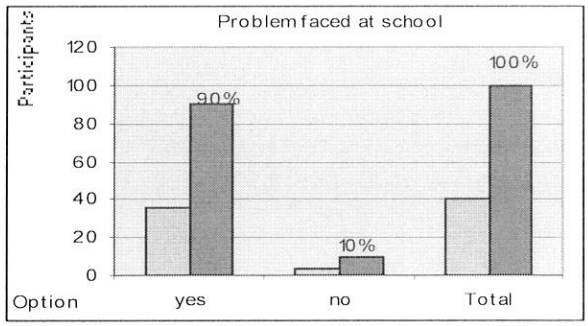
	Option	Frequency	Percent
How do/did you understand what your teacher teach you?	Translator	7	17.5
	Lip reading and body movement	11	27.5
	Reading note	22	55
	Total	40	100



The majority 22 (55%) understand by reading note after class and the other 11(27.5%) try to understand and follow up their teachers by reading the lip and body movement while teachers are teaching and the rests 7(17.5%) using translators. However, they explained that translators do not available in every subjects and every time.

Table -15 Problems faced at school

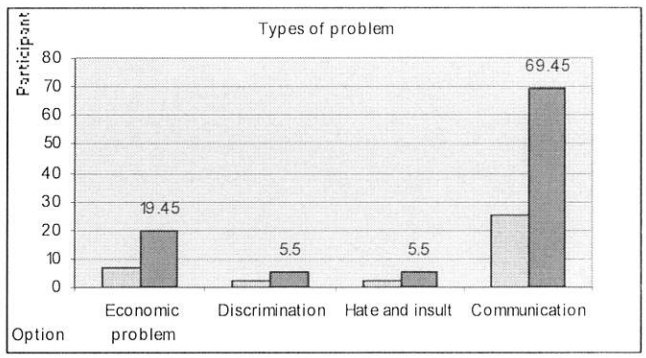
	Option	Frequency	Percent
Did/do you face any problem at school just because you have hearing impairment?	yes	36	90
	no	4	10
	Total	40	100



Among 40 participants 36(90%) respond that they face different types of challenges while they were/are in school the other 4(10%) reported that they did not face a serious problem in their school life.

Table-16 Types of difficulties they faced at school

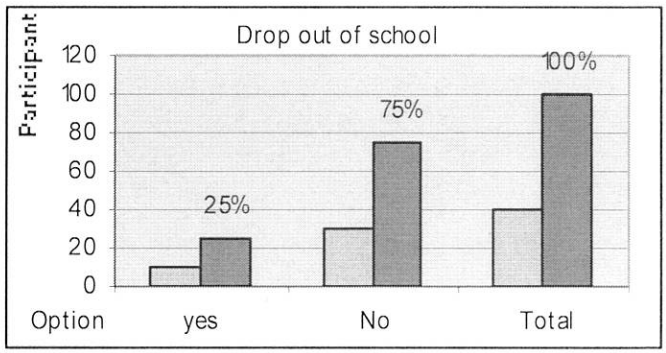
	Option	Frequency	Percent
What kind of problem did/do you face?	Economic problem	7	19.45
	Discrimination	2	5.5
	Hate and insult	2	5.5
	Communication	25	69.45
	Total	36	100



The majority 25(69.45%) of the participants explained that they face communication challenge and the other experience economic problem, discrimination, hate and insult, was rated as 7(19.45%), 2(5.5%), 2(5.5%) respectively.

Table-17 School drop out

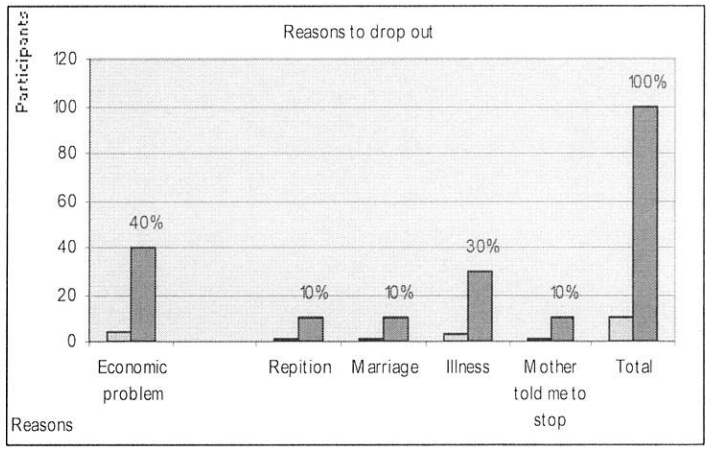
	Option	Frequency	Percent
Have you ever dropped out of school?	yes	10	25
	No	30	75
	Total	40	100



10(25%) of the participants have dropped out of school due to various reasons whereas the other 30 (75%) never experienced dropping out.

Table-18 Reason to drop out

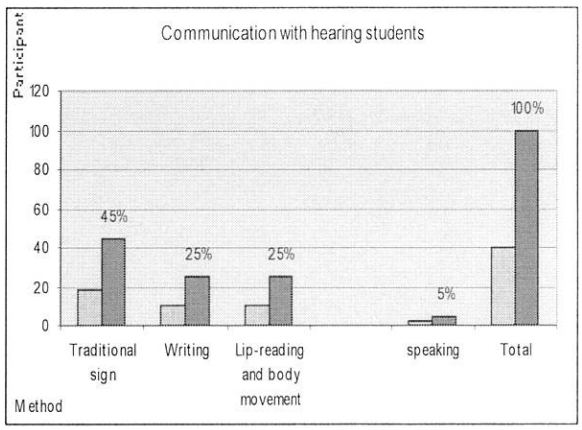
	Option	Frequency	Percent
What was the reason of your drop out?	Economic problem	4	40
	Repition	1	10
	Marriage	1	10
	Illness	3	30
	Mother told me to stop	1	10
	Total	10	100



Among 10 participants the majority 4(40%) of the participants dropped out of school because of economic problem and the other reasons were repetition, marriage, illness, mother instruction, that is 1(10%), 1(10%),3(30%), and 1(10%) respectively.

Table- 19 Communication with hearing students

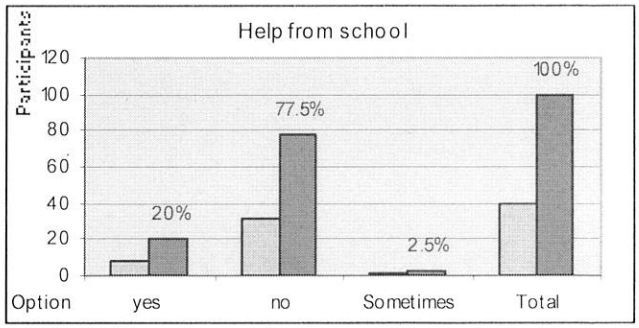
	Option	Frequency	Percent
How do you communicate with hearing students?	Traditional sign	18	45
	Writing	10	25
	Lip-reading and body movement	10	25
	speaking	2	5
	Total	**40**	100



Among 40 respondents most participants 18(45%) explained that they communicate using traditional sign method, and the other using writing, lip-reading and body movements and speaking which is10 (25%), 10 (25%), and 2(5%) respectively.

Table -20 Help from school

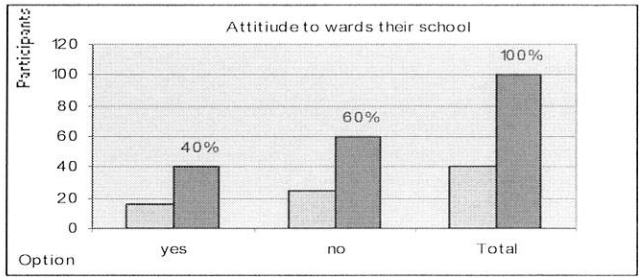
	Option	Frequency	Percent
Did/do get any help from your school?	yes	8	20
	no	31	77.5
	Sometimes	1	2.5
	Total	**40**	100



31(77.5%) of the respondents explain they did/do not get any types of help from their school. And rests 8(20%) of the respondents explain they get some help from their school.

Table -21 Attitude toward their school

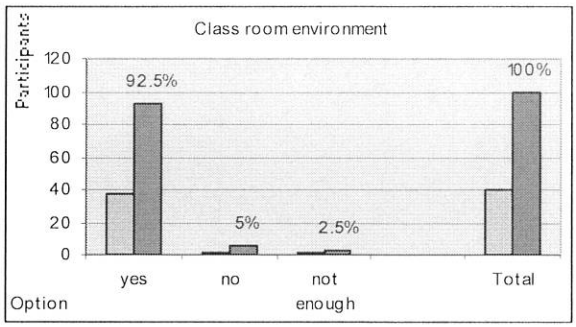
	Option	Frequency	Percent
I like my school.	yes	16	40
	no	24	60
	Total	**40**	100



24(60%) do not like their school, whereas the other 16(40%) like their school.

Talbe-22 Classroom environment

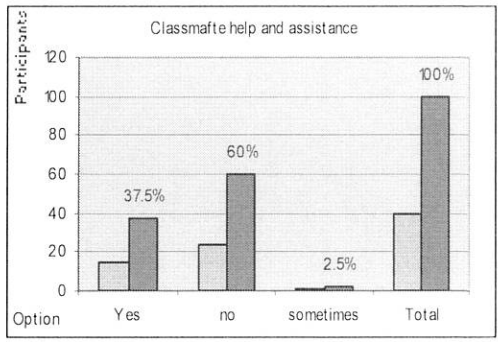
	Option	Frequency	Percent
The class has/had very good light to see things clearly.	yes	37	92.5
	no	2	5
	not enough	1	2.5
	Total	**40**	**100**



37(92.5%) of the respondents explained that their class has very good light so that they can see things clearly in the classroom. However, 2(5%) of the respond the school was not comfortable to see things clearly and the other 1(2.5%) not enough.

Table- 23 Help from Classmate

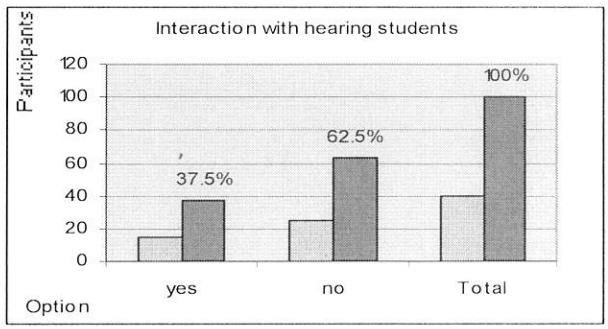
	Option	Frequency	Percent
My class mate helps me to do my assignment.	Yes	15	37.5
	no	24	60
	sometimes	1	2.5
	Total	**40**	100



24(60%) of the respondents did/do not get help from classmate to do their assignments. Whereas the other 15 (37.5%) benefited from friends help and assistance to do their home work and assignments.

Table -24 Interaction with hearing students

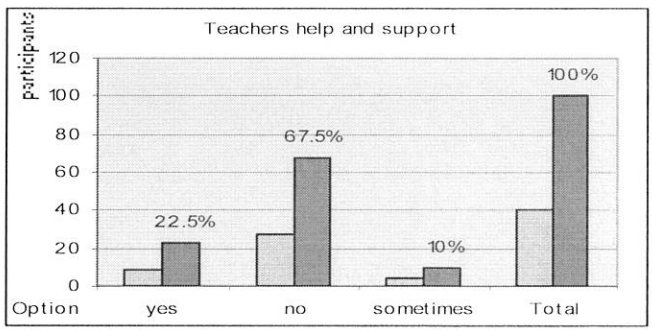
	Option	Frequency	Percent
I play with hearing students freely.	yes	15	37.5
	no	25	62.5
	Total	40	100



This study shows 25(62.5%) of the participants do/did not play with hearing students and the other 15(37.5%) respond that they play with hearing classmate freely.

Table- 25 Teachers help and support

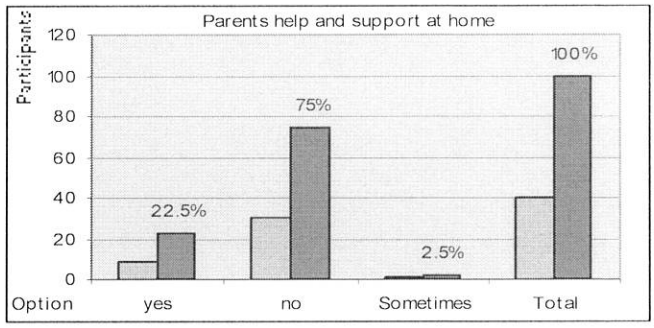
	Options	Frequency	Percent
My teacher helps me in my education.	yes	9	22.5
	no	27	67.5
	sometimes	4	10
	Total	40	100



27(67.5%) of the respondents explained that they do/did not get any help from their teachers. And the other 9(22.5%) they get help when they need and other 4(10%) do/did get sometimes.

Table-26 Parents help and support at home

	Options	Frequency	Percent
My parents help me at home to study.	yes	9	22.5
	no	30	75
	Sometimes	1	2.5
	Total	40	100



30(75. 5%) do/did not get any help for their education at home from parents whereas the other 9(22.5%) have/had got parents help at home to study and do their homework and assignments the rest 1(2.5%) she gets sometimes.

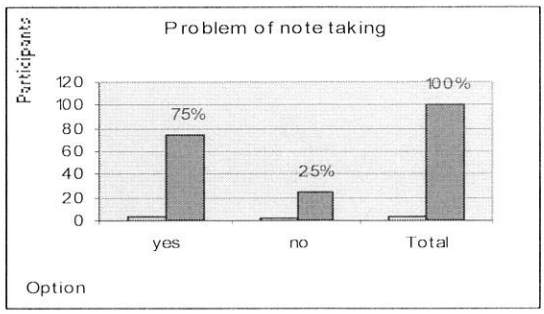
Higher education

There are only four women with college or university education. There departments are:-

- Public Administration and development management
- computer science
- Accounting
- Education

Table- 27 Problem of note taking

	Option	Frequency	Percent
Did/do you have any problem of note taking?	yes	3	75
	no	1	25
	Total	**4**	100



Among 4 participants 75% of them said they have problem of getting appropriate note to study while the other 25% explained no problem of note taking.

Table-28 Instructors' communication

	Option	Frequency	Percent
Did/do your instructors communicate in sign language?	yes	-	-
	no	4	100
	Total	4	100

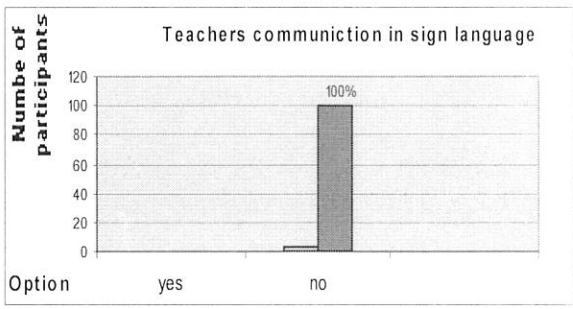
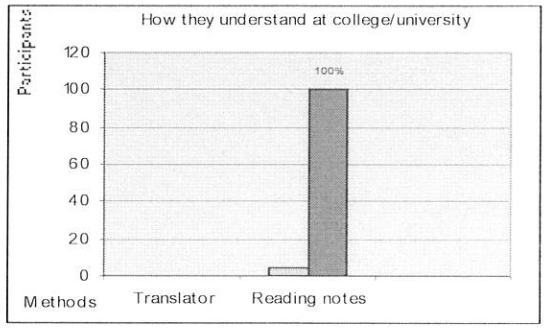


Table- 29 How they understand their instructors

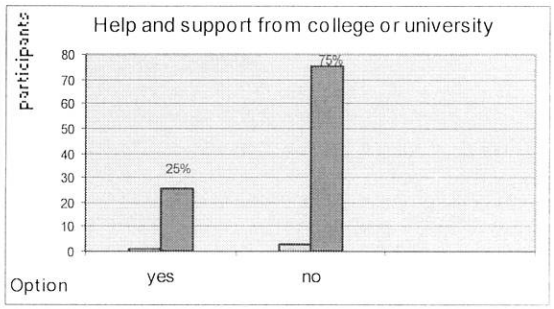
	Option	Frequency	Percent
If he do/didn't communicate with sign language how do you understand them?	Translator	-	-
	Reading notes	4	100
	Total	**4**	100



100% of the respondent's explained their teachers do /did not communicate using sign language. All of them use reading note to understand the subjects as there was no translator in their class.

Table -30 Help and support form university/College

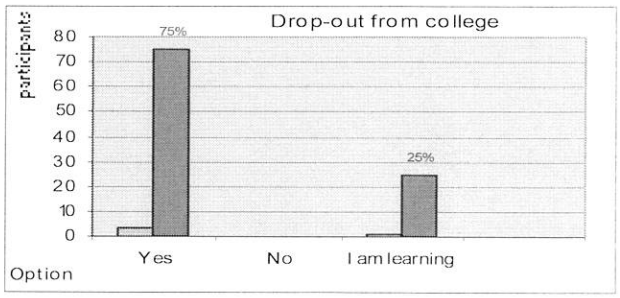
	Options	Frequency	Percent
Did/do you get support from your College/University?	yes	1	25
	no	3	75
	Total	**4**	100



3(75%) of did/do not get any help from their college/university where they are learning. Whereas 1(25%) said that she gets some help from her college/university she is attending.

Table -31 Drop out of college/ University

	Option	Frequency	Percent
Have you completed your college/ university study?	yes	3	75
	no	-	-
	I am learning	1	25
	Total	4	100



3(75%) of the respondents completed their college and university. They earn their diploma whereas 1(25%) of the respondents is learning at the moment.

Case one

I am 22 years old. I am deaf. I was born and grow up in Addis Ababa. I am the only deaf person in my family. I was graduated from Infonate College in accounting a year ago. Now I am looking for a job. As my mother told me, I became deaf when I was a little girl. As she told me, I was fine until I was one year old and became deaf after a long time sickness. My mother felt very bad when she remembers the situation of my illness.

My parent's didn't know I was deaf for long time. They were very happy when I got cured from the disease and become well again. They thought I didn't respond them because of the disease. From time to time they realize that I don't hear when they were calling me from my back and understood I am deaf. As my mother told me, it was hard for her to accept that I am deaf and argued with my father "my daughter is not deaf", but later as time passed by she understand my real problem.

Even I am deaf, I usually eager to do different things. But every time it was difficult for me to get what I want, which make me angry and do unnecessary things like breaking or throwing things. My mum used to beat me when I do such things and felt sorry when I cried. Sometimes she cried with me.

When I was at school age I went to Mekanissa School for Deaf there I learned a lot. Sign language, reading, writing, and it was a place where I got base in my education. After I was completed my primary school there I went to Minilik secondary school. Most teachers do not communicate in sign language; subjects were more and more difficult and we needed to compete with hearing students. Forming friends by itself was difficult. I had friends who came from Mekanissa School but we needed to meet and communicate with hearing students. In the beginning they were happy to see us signing with my friend and try to communicate with us, but it was difficult for them. Later, they form their own friends and left us alone. My friends and I tried our best in our education even though it was difficult to understand what the teachers taught

in class. Somehow, I have completed my secondary school but I did not get good result that helps me to join government college/Universities. However, I joined Infonet College accounting department.

At the beginning, I faced a lot of challenge to understand the basic concepts but as time passed by I got used to it with relentless effort of my parents at home. They helped me by writing to understand everything they can. Teachers give us prepared note, not only for me but also for all students so I have no problem of getting note. But I never understand what the teachers' explanation in class except looking at their movement and reading what is written on the blackboard. Somehow, I have completed and graduated from college. Now here I am looking for job.

When she was asked is there any organization that is helping by joining them to employers or help them in looking for job, she said that we don't have any. We come to our association just in case they have some vacancies or other related organization. Otherwise we go to look for job at "Pizza" information box which is found in front of "sent Georgis church" or "Arat Kilo" information box like any other hearing person. Sometimes I read from Magazine, and with the help of my families and friends.

When she was asked has she ever worked before, she said I worked but it was for free. I worked to get some work experience and it was for short period of time. As she explained, she worked for organization which stands for people with disabilities, and there are many people who communicate with sign language. I have faced no problem communicating with the workers and I have no problem in doing my tasks.

I have applied for job so many times in hand as well as by mail. However, none of them call me for interview. In my application paper I explained I am a deaf and assure them I am capable of doing any accounting activities if they gave

me the chance, I think I am not chosen because there are a number of hearing students who have good qualification as we are competing equally with them.

When she was asked is there any advertisement in the magazine or in the information boxes that call for people with disabilities, she replied that she has never saw a vacancy which call for specifically for deaf and has never heard from other person too.

When she was asked what should be done in the future to help hearing impaired individual to get job, she replied we need to get help and support, employers need to cooperate us by employing and helping individual with hearing impairment, we have the capacity to work just like other person if we get the chance. But we need people understanding and acceptance. Every body learns to get job otherwise what is the use of learning? Sitting without work might lead to forgetting what we have been learning and will make us burden to our family and the society in general. In addition, if we are not employed and get work, children under us will not be encouraged to learn and going to school. That means it has effects on the education of the coming deaf generation. The government needs to help us by setting policy and budget and private organization need to help us by giving us job, connecting us to the employer, which is very helpful for our social integration and interaction.

Case two

I am 27 years old. I am deaf from birth. I come from Diredewa. I come to Addis Ababa because the environment in Diredewa was very hot and because of that I felt very serious pain in my ear. I was completed secondary school at EtegeMenen Comprehensive secondary school. I was the only deaf student in the school at that time. There was no interpreter or helper to support my education. I was competing with hearing students. I spent most of my time keep quite talking to no one. After I was completed my secondary education I didn't get chance to join University/College. However, I found a job teaching in a deaf school with very small salary. Now I am a teacher at ENAD/ Ethiopian

National association for Deaf (Co-action pre-school).

Because the salary I have got is not enough I do some part time job. I do 'massage'. It helps me to pay my rent, transportation and college fee. I am also first year college student studying education in extension program at Cottobe Teachers Training College.

I have decided to get diploma in education, to upgrade my qualification. But I found it very hard. Being a deaf and learning at college is very difficult. I have faced a number of problems. One the teachers do not communicate is sign language. And there is no translator. Moreover they speak very fast language that I often couldn't understand what teachers said. I also can not take note except it has written on the blackboard. But most teachers do not write complete lecture note on the blackboard. The only way I can get note is by copying from classmate, most of the time it is not complete and difficult to read.

The other problem I have faced is that we have given a lot of group assignment that need discussion with group which is big trouble to me. I am always the observer. I have never participated in the discussion and sometimes do not understand what they are talking about. It is a big problem that alienated me from the group and created a big challenge in my college life. However, my classmates are very helpful that after they have completed their work, they write my name together with them.

As I told you I am working at the moment. I found job from the association. In my working area, I have no problem of communication as we are teaching children with hearing impairment. Most workers know how to communicate using sign language. However, when I am doing massage work, sometimes I face some problem especially when I am doing for men. They try to talk to me and I do not reply them. Most of them think I do it deliberately which they found it very difficult to accept when I try to communicate them in sign.

When she was asked is there organization that helps people with hearing impairment in finding job? She replied no. There is no organization that does such things for individual with hearing impairment. I am lucky to get this job. But there are a lot of women with out work. Being a deaf has many difficulties to work, to travel, to tell your problem to the doctor, to communicate with neighbor, and most importantly to learn.

I have never got salary increment and job promotion since I was employed. However, I have good relationship with my boss as well as partners working with me. The classrooms are good I can see things clearly in it.

Case three

I am 29 years old. I am deaf from birth. I was born in Harer but grown up in Addis Ababa. I was completed primary school in my living area with hearing students. And then I joined Medhanialem Secondary school. I don't have any other communication other than gesturing and body language until I was completed secondary school. I just went to school and came back home with out communicating with anyone and I didn't know sign language either. After I was completed my secondary school I used to stay at home because I didn't have any where to go. I didn't get chance to join higher education because my 12 grade result was not good and my parents didn't have the capacity to teach me in private college. I was feeling so bad that I was always worried about my life. With the help of other hearing impaired person in my vicinity, I became introduced to the association.

After I came to the association I started learning sign language, met girls which have the same problem as me. When we come for sign language training, we discussed about different things. One day when I came to the association as usual, I saw people reading something in front of the association wall and I also went to read. It was job advertisement, which was what I wanted to get. It was a thing that I needed more than anything. So I got employed, now I am working for the association thanks to God.

We are producing bag. I put buttons and belts on the bag. We are paid based on how many bags we are completed. If you have the power to do it fast you may get better money otherwise you will get very little. We paid in cents for a bag that we have to struggle every day to get better payment.

When she was asked whether she face any communication problem in working area, she replied that, because I am working in the association there is more people that have the same problem as me that I don't feel any strange feeling. We don't spend our time talking. We always concentrate in our work, to produce more bags and get better money so I have never have communication problem in my working area.

Do you get salary increment and job promotion like any other worker? As I told you our salary is based on the amount of bags we are producing. There is no increment in salary since I am starting job. We are doing the same kind of job day after day.

Is the place you are working convenient for you? Or can you see things clearly? The room we are working is a little bit dark however we managed to do, we are ok.
When she was asked how her relationship with other worker and her boss like she replied that our relationship with other worker is good however, we don't spend time to talk or to do other activity; we concentrate on our work to produce more bags and get better money. Our boss is a little bit serious but we don't have communication problem with him.

Do you like your job? The job is difficult. I always wanted to look for another better job, but am afraid how I communicate. So I stuck here working very hard to get very small money.

When she was asked whether she faced a problem just because she is a women, she replied that, I don't remember I face any problem because I am a

women but because of I have hearing loss, I have lost a lot of chances and sometimes faced a problem that some people insult me specially when I am traveling on the bus, when they asked me to move or to do other things and when I don't replied them they touch me and say something which I don't hear them but I felt bad at that time.

When she was asked what should be done to improve the employment situation of individual with hearing impairment? She replied that we need to get vocational training. When we are taking vocational training we need to get some help until we completed it. Otherwise a people like me can't do vocational training with out help. If I am going for training I have nothing to eat or for transportation so it is impossible for me to undergo for training. We need more kind people and more NGOs to help us.

Key informant- 1

An interview was conducted with key informant person from ministry of employment and social affairs who is responsible for the employment of people with disabilities in Addis Ababa concerning the employment situation of people with hearing impairment. The position of the man was "disability Affairs Senior Experts". A very good understanding was there between the expert and the researcher and the expert was cooperative and helpful.

For the question how many workers with hearing-impairment are found in Addis Ababa? And how many of them are women? The expert answer was "we don't know", because there have never been a survey made at national or local level concerning the employment situation of people with disability. This will be done in the future; we have a plan to identify how many are employed, unemployed and underemployed. We only have the 1994 census that made at national level we relay on it for our activities but that didn't reveal how many are working or not working. This might have solution with the census made at the moment (census made, 2007).

When he was asked whether they provide help for those who are looking for job, that by joining the work finder and employer, his answer was short and precise that "no" we don't help them to look for job and we don't have any connection with any employer. In other words, we don't have any law that forces us to do this. However, if they are trained by themselves, educated, have the qualification and get the job and if they come to us for help, we help them by writing letter to the company/ employer to ask them to be helpful and cooperative. Still we don't force the employer to employ them.

When the key informant was asked does your organization encourage employer to hire person with hearing impairment in particular or people with disabilities in general, he replied, your question is connected to the law Article 101/94 issued and ratified but not implemented.

For question do you provide help and support for individual with hearing impairment at work place just in case they face discrimination by other workers, denied of access to promotion, salary increment, improvement like any the individual in the company? His answer was still we don't force employers but we do some awareness raising educational program. In the program we tell them the numbers of person with disabilities are increasing from time to time. It is because of different reasons. Accident, diseases, birth problem, premature birth, teenage pregnancy, different types of sexually transmitted diseases can cause disability on newly borne child and grown ups. There are also different reasons a persons can be disabled. No one has guarantee for tomorrow, people with disabilities should be helped and educated so that they can afford to live in this competitive world independent life, which have a positive impact on reduction of poverty and growth of economy. He also added that disability affairs should not be left for people with disability alone it is also a problem of parents, school and society at large.

In general, the Government of Ethiopia ratifies and accepts regulations and recommendations set by ILO at different times. And law also issued in

1986E.C/1994 by Ethiopian Government concerning employment opportunity of people with disabilities however, not yet implemented and explained difficult to put it in to practice under the economic condition of the country. (Ministry of employment and social affairs, 1993 E.C)

Key informant -2

Interview conducted with official from Ministry of Education concerning education of individual with hearing impairment was very successful. The official was very knowledgeable and explained how the situation likes from the beginning. He provided two magazines to the researcher, which is very important and supportive for the study.

The program of special needs education (SNE) was started as section in ministry of education in 1976E.C. Short term training was given to teachers who were working in Sebeta, Hosaena, Alfa and other NGOs. After the training these people tried their best to improve the quality of education and services given to their students with different disabilities. The Government of Finland was/is the first to promote and support the expansion of the program throughout the country.

Special needs education program started to get much attention from 1994 E.C. that every teachers learn its introduction in common course. For previous teachers the program is now given in workshop and seminar so that it increase awareness about disability and reduces suffering of students with disability.

When he was asked how many students with hearing impairment are learning in Addis Ababa, and how many of them are girls? His answer was we don't have any database that tells us how many students with disability are learning at the moment and in gender and disability type. But for sure we will have it in the future. The program is included in the ESDP (Education Sector Development Program), but it does not explain how to implement it from the grassroots level. No report had been produced, planners had not been included it in their plan and there is no budget allocated for it. The program is

mainly supported by non- governmental organizations charities. Students and their teachers have not got any professional help and support from the government.

For the question how many students with hearing impairment drop out and what is the cause of their drop out? The response was we don't have any statistics showing this situation specifically but he referred Ministry of Education, (2006, p. 5) report on that do not tells the dropout rate of hearing impaired individual but it tells the drop out rate of all individual with disability, which is very high, about 22.4% at the first grade, and high again at the seventh grade. Their main reasons as it is stated were lack of identification, assessment and support.

When he was asked is there any college/university that specifically teach individual with hearing impairment? He replied, there is no specific college or university that train people with hearing impairment, but they are free to join any college or university as long as they meet the required entrance criteria.

When asked is there any college or university that train teachers who teach individuals with hearing impairment? The response was "Sebeta" Institute is the only institute that train teachers for elementary school teachers at certificate level. That means they train teachers who come from different elementary school who have certificate and they give them additional certificate for special needs education. Except this there is no other institute or college /University that train teachers for special needs education in general and hearing impairment in particular. For the future, "Debrebrehan" Teachers College and "Mekele" teachers training college applied to do teachers training at diploma level. "Sebeta" Institute also applied to upgrade itself to the college level for sure it will happen not so long.

For question is there enough pre, primary, and secondary schools that serve individual with hearing impairment, and which part of the city are they found?

He replied, you can get the answers from the directory made in 2007, by Ministry of education.

According to the directory made 2007 by Ministry of education indicated that, there are five special schools which provide pre-school services for students with hearing impairment that are found in "Bole" (Alfa School for Deaf), "Ketchene" (ENAD Pre School for Deaf), Shola (Victor school for deaf) and Aratkilo (Minilik II primary school).

On the case of primary school Bole (Alfa school for the Deaf, up to grade 8), Mekanisa school for the deaf up to grade 8, Shola (Victor school for the Deaf, up to grade 4), Akaki up to grade 4, Arat kilo (Minilk II primary school), 'Nifas silk (Sibiste Negase, up to grade 4), Mesalemia (Yekatit 23 up to grade 4).

Minilik II secondary school is the only school that provides secondary school service for individual with hearing impairment in Addis Ababa. There are no other secondary schools, which provide services however, they may join the school but there is no translator services are available.

What should be done in the future concerning education of hearing impaired individual and disabled people in general? the special needs educator should work with the curriculum developer to decide what should be included in the course that help to increase awareness of people, work with planner and policy maker that help to improve the situation and participation of individual with hearing impairment in particular and individual with disability in general and on contrary reduce the suffering, isolation and exclusion of people with disability.

4.2 Discussion

4.2.1 Pre-school availability in the living area

Education of children with hearing impairment should begin at the earlier age as possible or at the time hearing impairment was discovered. Professionals in the field agreed that education should begin at birth. Parents, especially mother who first communicate are the first responsible for integration of the child in the family, friend, neighbourhood, school and community. Preschool a period the child goes before formal education include nursery, kgs are very important periods that a child with hearing impairment needs greatest support. It is the time when the seeds of communication are sown and when language should begin and developed Reed, (1987). It is the basis of most learning, not only in the formal aspect of education, but also in the development of character, emotion and social relationship.

In order to send the child to school, the availability of school in the area, specially trained teacher and appropriate school environment, which accommodate the special needs of the child, are very important.

Otherwise, parents might not encourage to send their child to school as they model no one in their living area or tend their children to send in a far away place in search of education which cause fatigue, separation, travelling long distance for the child or high amount of school and travelling costs for parents which might at the end lead students to withdraw from their education.

Several studies indicated that at early school age, children with hearing impairment should develop communication skill, need specially trained teachers and school that understand and help them to develop communication skill. This study identifies the problem of availability of pre school program for individual with hearing impairment in most parts of the city.

Children with hearing impairment are individual with different learning styles and abilities as their ability to hear is limited. Clearly students who cannot

hear the communication of other well have more difficult time learning through traditional instructional methods. These children should attend their pre-school at the school which is specially prepared for deaf. They need to devote most of their time learning sign language and other communication skill that help them to learn academic subjects in their later school life. However, in this study of 40 participants 87.5% attend preschool program at traditional priest, kebele and regular school, which is not, recognized their special educational needs. This might cause communication problem and children may not develop basic skills like reading, and arithmetic as expected of their age that can lower their academic achievement.

4.2.2 Primary school availability in the living area

Primary education is considered to be a basic need or minimum human need, as it equips people with fundaments knowledge, skill, values, attitude and enhances their capacity to change and their willingness to accept new idea. At this level the desire to seek new information about the world around them increases. They are taught basic skills of communication that they will use in subsequent school endeavours and ultimately in life. Elementary education is also an essential means of meeting other core basic needs like adequate nutrition, clean drinking water, health care, etc.

This study also reveals the problem of primary school availability in most parts of Addis Ababa. It indicated that young children travel long distance every morning to get into schools which recognize their special educational needs or live far away from family whereas hearing peers learn in their door steps.

Now a day's preschool, primary and secondary schools open everywhere. The number of primary schools is increasing so that Children have a number of choices to go to either in private, state or public school in their doorstep. As (*አዲስ ዘመን መጋቢት 6/1999*) stated, a large number of primary schools are building in each Kebele and will constructed more in the future in order to achieve education for all 2015. There are a number of opportunities based on

their socio economic status. Opportunities are also available for most disabled students; however, students with hearing impairment are the least advantaged social group that there is not enough primary school program in different parts of Addis Ababa that these students can join and served according to their special educational need. Most primary school have up to grade four so that these children have the possibility to join regular school which do not recognize their special educational needs or travel a long distance to get in to the school in which they need.

4.2.3 Availability of secondary school in living area

Secondary schools are a transition to university and college. At this age students develop different behaviour as secondary sexual characteristics began. At this time these students need the help, attention and support of parents and school to guide them in good way.

This study also reveal that the lack of secondary school for most individual with hearing impairment in Addis Ababa. Minilik II secondary school is the only secondary school that gives secondary school program for deaf in Addis Ababa. As a result students in different parts of the city have two chances. One to join regular school available in their living area or travelling all way to Arat kilo to join Minilik II secondary school. There is no special school which serve at high school level. As the students who are attending at the special or regular school completed their junior elementary school they join in this school to follow up their secondary education. These schools have special and integrated classes in regular compound. There are special and regular teaches, however; the numbers of teachers who communicate in sign language are very small

4.2.4 Help to start schooling

In early days, education was the right to only the rich and privileged. However, nowadays, all children boys and girls, rich and poor, every race and ethnic group, children with disabilities and who are not have right to attend school sided by side at different private, public and state schools.

It is true that parents are responsible for their children education and well-being. They are the first person who helps their child for social integration and involvement. However, because of lack of awareness and education, most parents believe that children with hearing impairment cannot learn because they are unable to hear and communicate with the language that society speaks. The cost of education is another biggest factor preventing families sending their children to school. Parents often faced with a number of other related costs such as paying for secure transport to and from the school to ensure their daughter properly come home. Because of this reason and other, they prevent their child from school. This study indicates 31(77.5%) girls/ women start school with the help of their parents.

Charities, religious and other voluntary organization are good for girls. They use the media to highlight the problem of girls missing out on education, which in turn has galvanised the public to help raise more funds for girls' education, and hold national and local leaders to account. In addition, they can pay an important role as education providers where state provision is inadequate.

4.2.5 Time they start learning sign language

The immediate and most important effect of an impairment of hearing is the impact it has on communication. At whatever age the impairment begins will affect communication to an extent, depending on the type and degree of impairment; this will differ from person to person. It will affect not only what the person hears and comprehend but also the extent to which they can control their speech. Hearing children acquire language in simple steps and it grows as the need arises whereas deaf children can not acquire language in any such easy way. They will not be able to understand it or use it unless they are given special training for doing so. To the very deaf children the world is a place of quietness; they might not understand what the person spoken to them. They cannot communicate with those in their particular environment as they lack the tools to do so. They have no words to express themselves, to protest, to request, to participate in conversation, to add to it their own ideas or feeling.

Being unable to do so made them frustrated, unhappy or withdrawn from social environment.

Many students who are deaf use sign language as primary means of getting information. Sing language is "native" language used by the deaf individual. It is a visual gastrula language. Unlike spoken language, it needs appropriate facial expression that goes with signing the message you are trying to convey. Sign language is living language, Hafer and Wilso, (1996) that deaf people use it every day to argue, joke, declare love, or express sorrow. It is vital, beautiful language that binds the deaf people together. Signing is fun to learn and fun to teach Hafer and Wilso, (1996). Along with fun, however, comes responsibility. Sing language has a long history that Deaf people themselves created it out of the innate need to communicate that all humans seems to have.

In general, if a child doesn't have sufficient hearing to function fully with spoken language, signing is likely to be the most viable alternative. Several researchers reveal that, Deaf children who learn sign at a young age also tend to be better adjusted emotionally, do better in school and have better social relationship with their parents and peers in relative to those children raised in speech only environment. The time they start to learn sign determine their fluency of communication. The earlier it starts the better they communicate and adjusted socially.

From this study, among 40 participants 20(50%) learn sign language after they are grown up from the association. All (100%) of the participants communicate using sign language, however, how effectively and fluently they use needs further research.

4.2.6 Use of hearing aid

Hearing aids help people to make better use of their residual hearing, they are called assistive listening devices (ALDs). For those with hearing impairment the hearing aid is the most commonly used electronic device, it amplifies sound

so that the person can hear more easily. For some individual, hearing aids allow them to hear more easily with in the normal range. But for others, it may not be comfortable to use. It has therefore enabled many individuals who are hard of hearing to attend and profit from regular education classes and to participate fully in mainstream society (Smith and Luckason, 1995).

A hearing aid is not a complicated piece of equipment. It compensate for hearing loss by amplifying sound. It cannot replace the natural ability of the ear and the student who wears an aid should not be expected to hear normally. Limitation in the use of an aid may be imposed by total damage to the ear, by the nature of speech sounds or by the hearing aid itself.

This study reveal that most 28(70%) of the participants have never use hearing aid. From 12 participants who used before some of them are not use it any more because they stated it was painful and not comfortable. They claimed they hear painful sound. It may be caused by inability to adjust and fit the hearing aid. As Gearheart, (1988) explain, misunderstanding of what a hearing aid can do is very common which finally cause avoidance of the aid. It occasionally squeal and annoy the hearing impaired students and classmate. This squall may be caused by an improper fitting or incorrectly placed in the ear.

Gearheart, (1988) also suggested that hearing students/classmate/ and parents can be given the opportunity to actually listen to a hearing aid. This experience may provide a greater understanding of the functioning with hearing devices. Even though the parent or the student has examined the hearing aid prior to coming to school, the aid may not adequately function in school. Although it is not the primary responsibility of the teacher, to troubleshoot hearing aid problem, it is helpful to be aware of a few minor factor that may cause malfunction so that students get proper education with the help of aid.

4.2.7 Teachers communication at primary and secondary school

A large number of teachers and professionals believe that most children with hearing impairment can taught orally but there is a large minority group who are very deaf and need manual support in education. For children who cannot learn through hearing, learning to speak is separate and distinct task, which does not depend on the mode of communication used. Some children with hearing impairment can learn to read and write yet cannot lip-read and speak Reed, (1987). They need special help and assistance to acquire it because they miss out on many early and critical opportunities for developing basic communication skills. Hans and Furth, (1973), a psychologist who devoted much of his career to studying the language development of people with hearing impairment, suggests that a good way to approximate the experience of a child who is deaf from birth or early childhood is -

> *to watch a television program in which a foreign language is being spoken- with the sound on the TV set turned off! You would be faced with the double problem of reading lips and understanding unfamiliar language Heward and Orlansky,(1988).*

Hearing is vital in every aspect of our daily existence. If you are unable to hear, you would also unable to speak and, find it difficult to participate fully in the activities of your school or college, your job, your neighbourhood, and even your own family, unless some special adaptation is made.

Teachers of the deaf should be those persons, who have keen interest in teaching children with hearing impairment, must complete specialized training program, have good communication in sing language in particular and have proper education and training to care, protect, and help, follow-up and lead individual with hearing impairment in good way.

From this study the response of 40 participants indicate that 22(55%) of participants teachers at elementary school do not communicate in manual

communication methods. As most important subjects presented orally, students miss many information, so they can not compete with hearing students which finally overshadow the benefit they get from integrated class.

On the case the secondary school 33(82.5%) of the participant respond that their teachers do not communicate using sing language.

4.2.8 Understanding what teachers teach in class

Deaf children are different from hearing children in their ability to listen is limited. This limitation does not directly affect the Childs intelligence; however, it has a negative effect on Childs understanding of what the teachers teach and delay in speech and language development. Lack of understanding and delay of language development influence a child communication skill such as reading, writing and speaking. The extent of difficulties in language depends on the child degree of hearing loss, age of onset, the time intervention began and the use of valuable hearing aid.

This study indicates that there is understanding problem for individual with hearing impairment while they are learning in class. They attributed this to that most teachers do not communicate using sing language. As a result of communication barrier they have difficulty to understand what their teachers teach in class. It is like communication between the person who speak only Amharic and only Oromiffa. If they don't hear each other, how could we possibly they understand each other? Language brings big gap that students only see teachers movement which as they explained cause them great distress, anxiety, unhappiness and hopelessness in their life.

When they were asked to further explain how they understand what the teacher said, most of them replied by reading note after class.

4.2.9 Problem faced at school

Girls/women are vulnerable group of the society emotionally, biologically as

well as socially. Several studies reveal that women carry the greatest burden of violence, poverty and underdevelopment (United Nation, 1992, p 171). These all could be doubled when the girls/ women are disabled. Many women with disabilities around the world face discrimination, not because just they are women and disabled but also because are illiterate, unskilled and poor. All too frequently most disabled, poor women are deprived of all human right and may be inspired to begging.

Social exclusions can also affect girls/women. Girls are more likely to exclude from school on the basis of cast, ethnicity, religion or disability. The World Bank estimates that only about 1 percent of disabled children and young people in developing countries attend school. These groups are often not considered when policies are drawn up.

This study reveals that they face different kinds of challenge while they are at school. Among them communication and economic problems were the major one.

Some of them also face discrimination; hate and insult whcih affect girls a lot. When girls abused at school they fear, unable to express their feeling isolated and unable to concentrate on their education. This is serious on hearing impaired girls which she is even unable to explain what happened to her in school to mother, sibling, or relatives as her way of oral communication is limited and blocked. In other words, abuse and avoidance of girls at school are great barriers to girls' education.

4.2.10 School dropout

One of the major sources of concern for professional in students with special needs is "exit" from school system prior to finishing their education. Drop-out is an incidence of pupils' school leaving before completing an educational cycle they are enrolled. It is considered as wastage for the pupil who drop-out has failed to achieve the educational objective of that particular grade or level of education (UNESCO, 1984, Adane, 1993). As Adane, (1993), stated cited

Rumberer, (1987), the phenomenon of dropping out is a sever problem for the individual and the society. The individual will remain with low academic skill and with little or no opportunity to obtain further education. The society, on the other hand, face social economic and cultural disadvantage.

When the 40 participants were asked weather they have been dropped out of school in their school life 30(75%) respond that they have never dropped out of school where as the rests 10(25%) respond that they have dropped out because of different reasons. Economic problem and illness were their main reason of dropped out of school.

4.2.11 Interaction with hearing students

Socialization means our responsiveness to one another. Human beings are inescapably social beings, so much so that we find it difficult to live in isolation from other people. Our responsiveness to other human being is perhaps the most important aspect of human existence Fernald and Fernald, (1999).

The comprehension, use and enjoyment of language are prime requisites for all people who are to live useful and satisfying lives. Without language there can be not interaction of thoughts, ideas, or feelings, no understanding of what is going all around one, no opportunities for self expression, no mental growth, no chance to share in the treasure to be found in books.

When they were asked whether they play and interact freely with their hearing peers, they explained they have difficulties in playing with hearing students. In their break and lunch time hearing students might not wait them, they might pick other hearing students and left them behind. Remember they cannot call them from back. At this time they might feel unhappy, angry and unwanted. They are also unable to complain why they left them behind later. As a result they may prefer to be with other student with hearing impairment as they share the same problem, experience and feeling.

4.2.12 Help and support at school

School at elementary and secondary level should provide services of interpreters, trained teachers of the deaf, if capable physical and speech therapists. Deaf children deserve to be in an environment where they can communicate with peers, teachers, and staff, to be in an environment that meets their academic, social, and emotional need, to be in an environment where they are truly included in every aspect of school.

School also should follow up the students' situation by forming good and continued relationship with parents. It should also give advice to parents that how parents help their children at home if possible provide sign language training to parents and siblings.

Most of them asked what help means. And the researcher gave the description. That help means support and assistance the school provide to the students in order to facilitate their education. It include providing tutor to help them in doing assignment and homework, translator when they want to discuss with their teachers, peers, training in sign language, reference material, advice to cope up problems in their life, help and advise how to handle their hearing impaired children to parents and so on.

4.2.13 Attitude towards their school

An attitude is a predisposition to response in certain way Fernald and Fernald (1999). It develops initially from contacts with our parents, early teachers and other adults. Later in life peer and friend s are to be highly influential.

If deaf children in their school, classmate are kind, helpful, teachers give appropriate help and assistance, school have cheerful and loving environment students likely to have good relationship with their classmate and teachers that they eventually develop a positive attitude toward their school. That means students unconsciously develop love and affection to their school based on the association they face in school. They are reinforced to go to school, love their

school environment and anything happen in school. If on the other hand, they face ignorance, unwanted ness, exclusion from their peer, subjects difficult to understand and help is not available from the teacher and school, they are most likely to hate their school which eventually forced to dropout.

Different research outcome reveal that, students attitude toward their school play a key role in achieving successful social interaction with teachers, peers and school community which in turn has a positive effect on the child academic success.

From this study 16(40%) participants like their school. On the other hand 24(60%) of the respondents they don't like their school.

4.2.14 Situation of classroom environment

Because of the specialized nature of the task of educating deaf children, class size tend to be small Gearheart, (1988), classroom should be cheerful, well lighted since many hearing impaired children have been discouraged and frustrated with their disability. Above all children with disability should be made to feel welcome, comfortable in real part of the school and social system. Extra care should be given to their education and classroom environment.

The classroom environment should provide the audience with a clear and direct view of teacher mouth and face and no background voice. Remember, the hearing impaired students listen with their eyes (Gearheart, 1988) as well as their ears. The students should be 5-10 feet of the speakers.

When the 40 girls/women asked how their classroom environment like, whether it had/has light to see things clearly and comfortable in their classroom 37(92.5%) respond the classes they are/ were learning is comfortable to see things clearly without any difficultly.
If the classroom has good light, those who benefit from speech reading will get the chance to see the teachers mouth movement clearly so that it enhance

their understanding. Classroom environment is both physical and instructional environment of the classroom. While teaching teachers should not stand in front of window for this make speech reading very difficult. They should not also stand in dark area or in an area where there may be shadows. Generally speech reading is easier when the light source is behind the student. The teacher should stay in one place as much as possible when giving oral explanation or while lecturing.

4.2.15 Teachers help and support at school

The teacher is the single most important variable Gearheart, Weishahan and Gearheart, (1988). The teacher must be understanding but not pitying and should treat student with hearing impairment as nearly as possible. Like any other students in the classroom, being fair and truthful, not lenient in reporting their progress. The disabled student should be treated as a student who is not, who is an individual and who incidentally, has impaired hearing. Teachers need to modify and adapt curriculum material and teaching strategies in order to meet the students' special educational needs.

The basis of all educational progress must be the teacher. The teacher of the deaf should be trained as teacher of hearing children but have to have additional qualification in sign language and others communication skills, anatomy of ear and problem of hearing impairment that causes on the child. The teacher is also very dynamic to explain what kind of future the class gives them. They need to ensure that there is purpose for them to take the class and it is a great area where they can advance and get good jobs.

Teachers need to recognize the importance of working together on behalf of children. They need to communicate with parents by sending assignment explaining parents to help them at home convince parents that they have to help their child at home and have to sign on it to ensure they have been following up their child's education.

Teachers should also offer advice and whenever possible should briefly discuss topics with the hearing impaired students before the actual class presentation. This goal may be accomplished by providing the students with an outline of the material to be discussed. Allowing the hearing impaired students to pre-read assignment is very helpful. When the teacher gives an assignment he/she should write it on the board in addition to giving it orally. Teachers, specially kg and nursery hearing impaired teachers should know that hearing impaired students may fatigue more easily than other students and teacher should be aware of this potential problem.

This study reveals that most students do not get before or after class help from their teacher. 27(67.5%) of the participants' do/did not get after or before class help from their teachers.

4.2.16 Parents help and support

Parents are primary caregiver. Many educators stress on the needs of parents with disability particularly in early years and the part they could play in the assessment and education of their children. However, studies reveal that, most parents in Ethiopia do not know about their child disability early enough to begin and get the support on the right time. They may discover the disability after a serious damage has occurred (Tiruseew, 2005). Even after discovered, they probably visit traditional places for getting their child treatment and cure.

Research indicate that, hearing impaired children are not included in family discussion, not told stories, not told what happened in the home environment. Most parents think it is the waste of time talking to deaf child Reed, (1987). The worst is they believe a child with hearing impairment is unable to learn because they do not communicate and understand the language society speaks.

Attitude of parents are perhaps the most important element in Childs development Tirussew, (2005). After knowing the child has disability most parents experience sadness and depression, while other exhibits anger,

rejection, hostility, and pessimism, which in turn would affect the Childs feeling and behavior.

Sometimes parent's day-to-day life is often a struggle for survival and that leave the education of their children to the school. They believe teachers are solely responsible for their child education. They also suggest that they have little or no time to deal with the education of their children in school activity and are unable to confer with the staff on any matter (discipline, academy, health). They also think they lack professional skill and ineffective event they take part in the learning process of their children with disability. However, education of disabled child in general, a child with hearing impairment in particular could be a joint task of both teachers and parents. Parents, children and school need to have a mutually accessible means of communication, not only for the transmission of information, but as a structure to support learning and development in a variety of domains. Communication between parents and teachers should be honest, open and frequent. Parents should be empowered in sign language, concepts of hearing impairment and have to treat and handle their child so that they can help their child in after school homework, assignment, reading, math, language development and social adjustment.

However, this study reveal that 30(75%) of participants do not get parents help and support at home. To help a child, of course, the educational level of parents is an important factor. In Ethiopia, most parents are uneducated even educated parents may face this problem. Often when parents attempt to become involved with their Childs assignment, they find themselves on unfamiliar ground

Higher education

Higher education makes a great difference in the lives of people with hearing impairment. When we see higher education option of deaf students in Ethiopia, after completing secondary school and preparatory, they have only

one chance that they join college/university for hearing students, as there is no program available for students who are deaf.

The college/university should provide counseling assistance, tutoring, translator, or remedial help, for these students who are deaf and at particular risk. What make a higher education program successful for students with hearing impairment are large support staffs including tutor, note taker, counselor and interpreter who facilitates the academic integration of students and help after class to understood the content of the lecture.

Although many sign indicate that the situation is improving for adults with hearing impairment, some experience significant barriers in their adult lives. As most other group of people with disabilities, these adults often do not hold job commensurate with their education, skill and experience (Jacobs, 1989, Smith and Luckason, 1995). Many believe that they have difficulty holding a job, because some supervisors are uncomfortable towards them. When this happens, finding a comparable job is not easy.

Among 20 participants who are member of the association, only 4(10%) of the participants found to be join state and private college/Universities at different departments stated above

4.2.17 Problem of note taking at college or university

This study reveal that the problem of note taking at college/university of students with hearing impairment. among 4 participants 3(75%) respond they face a real problem of note taking. The college lecture is fast and rapid, and most instructors do not write note on the blackboard, they face a serious problem to lip-read or attend at the same time. They explained that they totally unable to understand what the teachers said in the class. In the class they are observer, they do not ask, answer or participate. The other big problem they face are/were they don't even have one hearing impaired friends

in their group, which help them to talk some times. All of them are the only deaf in their department.

1(25%) explained that she has no problem of note taking because she is attending at private school. All of her teachers at private college give prepared note to their students. Whereas the others attending state college/universities explained that they got note by copying from classmate, however, most of the time it does give sense that cause them confusion and distress as the only means to know about the subject. They explained that they try to refer from the book in which the teachers advised however, the stated books are not always available.

4.2.18 Help and support form College or University

When they were asked whether they get help and support from College/university they are/were learning, among 4 participants 1(25%) respond that she got the needed help and support from her college whereas the other 3(75%) respond that they have got no help and support from their college/universities. They are learning with hearing students with no interpreter, in oral only classroom, no advice and counseling are given. As they said some teachers do not even know they are hearing impaired students. Whereas 1(25%) responds that she has got support like reference book, appreciation and encourage from her college and teachers explain difficult concepts in writing.

4.2.19 Dropout from college or university

All (100%) have never dropped out/stopped their college education no matter what they face difficulties; however, they do not satisfied with their result. How strong these women were/are competing their higher education without any help and assistance and absence of communication. Which was difficult even for hearing students that lead most of them under-qualified to stay in college/University. There is some resilience who are capable of carrying and cope up problems that face in life. However, what a shame these ladies if do

not get a job after all these years of suffering. This calls that great attention should be given to those brave individuals who won the college life without listening for a minute.

4.2.20 Discussion of cases and key informant person

Everyone has abilities, or things can do. And everyone has disabilities or things can't do (Bolles, 1989). Every individual needs respect and encouragement. The presence of disability no matters how sever does not alter these fundamental needs. The exclusion of people with disability from employment possibility as well as other social services is violation of the basic human right (ILO, 2002).

Several studies indicated that, the number of people with disabilities is increasing globally. War, accident, pre-mature birth, advanced medical technology, aging, birth complication, sexually transmitted disease, HIV aids and other are among the reasons that causes different types of disability therefore, training and employment of people with disability are very important for the country to consider as it constitute a large workable force.

Throughout the world, people with disability are participating and contributing in the world of work at all levels. However, many persons with disabilities who want to work do not have the opportunity to work due to many barriers. It is clear that if they get the chance people with disabilities not only have a valuable contribution to make the national economy but also their employment reduces poverty.

In most developed and some developing countries, many organizations and their network, including employer and workers association of persons with disability are contributing to facilitate the employment, job retention and return- to- work opportunity for people with disability.

Even though, there is not much research done concerning the occupational situation of women with disabilities in Ethiopia, nationwide survey, carried out in 1971 regarding the occupational pattern and employment situation of women indicate that, traditionally Ethiopian women participate in every aspect of agricultural activities as well as modern sector of economy (Seyoum, 1992). However, many women with disabilities in Ethiopia left without education; training and decent living possibilities that exclude them from different social and economic participation in which finally push them to begging. However, this study reveal that some women with hearing impairment managed to work in different social sectors like tailoring, embroidery, cleaning, teaching, carpet making, bag making, massage work, accountant, and office works using computers and other works. And there are women who have their own business.

Interview conducted with experts from employment and social affairs indicted that there is no database that indicate the number of people who are employed, unemployed or under employed at the present time. In other words, except the 1994 census that made at national level there has been no survey made to indicate such situation. In general, the number of people with disabilities who are working or not working at the moment is not known.

Concerning the provision of help and assistance in job finding and at work place, and join them with employers, it is explained that, there is no organized body or agents that help people with disabilities to support in doing such activities. Even though there are some vocational rehabilitation centers available to train people with disabilities they have no guarantee for their employment. They (case, 1, 2, and 3) stated that, there is no one to help them to find job that they do it all by themselves. Those experts who are responsible for employment of people with disabilities work mainly in awareness raising program of employers and workers. In addition, they also help them by writing letters to the employers to co-operate them to employ.

As case one described, she explained her disability in the application paper; she never got chance even for interview. Even though there are a number of vacancies that call for women to apply, it never encouraged women with disabilities to apply. Case 2 also indicated that she have never seen a vacancy that call for women with disabilities in general and with haring impairment in particular. They also explained that all vacancy requirements never recognize women with disabilities even though they are capable of doing as much as hearing. Their explanation were supported by expertise from employment and social affairs, he indicted that even though considerable attention has been paid in recent years to examining the provision of different types of disabilities, job related legislation, vocational rehabilitation, however, less attention has been devoted to the question of the effectiveness of the laws and its implementation in improving employment opportunities of people with disability in general and hearing impairment in particular. He also explained that people with disabilities never get professional help to find a job and support at work place. Therefore they are not yet benefited from legislation that stands for employment of people with disabilities i.e. 101/1994.

It is also indicated that there is no considerable attention has been also given to improve the working environment to accommodate the special needs of people with hearing impairment. No one visit them in their working area, and no one has contact with employer on behalf of them to modify the working environment to make accessible for them.

Interview conducted with case 2 and 3 indicated that they do not get salary increment and promotion in job even though they are serving for many years in the organization. This leads them to live in the low wage in which they live hand to mouth which does not bring any change to their life.

Chapter Five

5. Summary, Conclusion and recommendation

5.1Conclusion

Having all the above ideas in mind, the results were analyzed and interpreted the following are concluded:-

- the needs of pre, primary and secondary school and higher education and vocational/technical training centers in different parts of the city that accommodate the special educational needs of individual with hearing impairment
- teachers and instructors at higher education do not communicate using sign language so that they are not be able to transfer knowledge
- Students with hearing impairment are not benefited from hearing aid due to economical problem. And those who use it does not use it properly due to lack of knowledge of adjustment of hearing aid
- students with hearing impairment do not get appropriate help and support for their education at home
- teachers at high school and higher education are not supportive and helpful
- students with hearing impairment have problem of understanding what they have learned in class, in other words they are not benefited from classroom discussion, they mainly understand the subjects by reading after class
- women who are attending government college/university face note taking problems as instructors lecture very fast and do not recognize the special educational needs of students with hearing impairment
- trained/graduate women with haring impairment suffer because of lack of vacancy information. Even though most vacancies encouraged women to apply it never invite women with disabilities
- There were no organized bodies to help them to join employment

- Inappropriate education forced them to unskilled jobs in which they are paid minimum wages and minimum wages will never lift a person out of poverty.
- education of individual with disabilities are mainly supported by NGOs and charities
- educatioal and training policy 1994, and employment policy 101/1994 stands for education and employment of individual with disabilities but not yet implemented
- women worker with hearing impairment stuck in one job without increment in salary and promotion in job

In general, the result of this study indicates that all (100%) of the participants got chance for primary, secondary or higher education. 25% were dropped out due to different reasons. All (100%) were able to communicate using sign language; however their fluency and effective use of sign language were not assessed under this study. Even though, all participants have been educated at least at primary level, it is not enough to work and live in this competitive environment with very limited job opportunity and very tight economic condition. A lot has to be done to improve the educational and job opportunity of girls/women with hearing impairment.

5.2 Recommendation

In order to improve the above stated problems and factors that affect the educational and employment opportunities of girls/women with hearing impairment, the following measures must be considered by the concerned bodies.

1. Pre and primary school that consider the special educational needs of students with hearing impairment should be made available in area around Burayu, Cotobe, Entoto, Saries, AlemBank and other suburb of the city

2. Secondary school service/special/integrated should be available in other high school in different part of the city to reduce travel, time and other costs

3. Teachers should have training of sign language on top of educational qualification they have

4. More awareness-raising program should be given to hearing students about the problem of hearing impairment and its consequence so that peers might understand and be supportive and helpful.

5. School need to have close communication with parents so that students with hearing impairment will benefit from help to study and do home work understanding of their parents at home.

6. Special consideration should be given to the college/university entrance point for individual with hearing impairment so that there will be more students with hearing impairment at college/university.

7. School, college/universities should provide the help of tutor, interpreter and note taker that increase the academic success of individual with hearing impairment.

8. Instructors at government college/university should identify their students with hearing impairment and should provide prepared note ahead of the class which help them read the subject prior to the class and follow up during the session.

9. Help should be provided to those who are finding job by joining them with employer

10. Technical and vocational centers should be available for those individual with hearing impairment according to their need so that they are employable

11. Help and assistance should be provided and law should be enforced to those who are working so that they will not be discriminated in job promotion and salary increment

12. Job advertisement should consider the potential of women with hearing impairment and give chance and encourage them to apply like hearing job finder

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Appendix- 1

Questionnaire

This questionnaire is going to be filled by female individual with hearing impairment. It is prepared in order to assess the educational opportunity of female individual with hearing impairment in Addis Ababa. The questionnaire is prepared as part of a study that is undertaken as a partial fulfillment of the requirement for the degree of Master of Arts in psychology. I kindly requested a candid to answer so that the study reflects the fact. Thank you.

Part I

Instruction: - Tick ☑ which is appropriate for you

Back ground data

1. Age_____
2. Your marital status

   A/ Married ☐ C/ Divorced ☐

   B/ Single ☐ D/ Widow ☐
3. Your general educational level

   A/ 1-8 ☐ D/ 10+2 ☐ G/Learning at higher level ☐

   B/ 9-10 ☐ E/ 12 complete ☐

   C/ 10+1 ☐ F/ uneducated ☐
4. Your qualification

   A/ Certificate ☐ B/ Diploma ☐ D/ M.A degree ☐

   C/ BA Degree ☐ E/ PH.D ☐ F/ higher level ☐

   G/ Other please specify _____
5. Is there any other hearing impaired person in your family?

   A/ yes ☐ B/ no ☐
6. If your answer for question number 5 is "yes", what is your relationship?

   A/ Father ☐ C/ Sister ☐ E/Grand mother ☐

   B/ Mother ☐ D/ Brother F/ Grand father ☐

   G/Other pleasespecify_____
7. What is the cause of your hearing impairment?

   A/ Birth complication B/ loud Sound C/ Accident

   D/ Beaten by somebody E/ genetics F/ Disease

8. When was your disability begun?

A/ From birth ☐ C/ After I learn to speak ☐

B/ Genetic ☐ E/ Other pleases specify_____

9. What are you doing at the moment?

A/ I am learning ☐ C/ I am looking for job ☐

B/ I am working ☐ D/ I have nothing to do ☐

E/ other please specify_____

Part II Education

10. Which region are you from?

A/ Addis Ababa ☐ D/ Tigri regioal state ☐

B/ Oromia Region ☐ E/ Somali Regional State ☐

C/ SNNP ☐ F/ DireDewa ☐

11. Why do you come to Addis Ababa?

A/ Looking for special school for the deaf ☐

B/ Because the place I live were not suitable environment ☐

C/ My parents move to Addis Ababa ☐

C/ Other reason please specify_____

12. Did you get pre-school in your living area?

A/ yes ☐ B/ no ☐

13. In what kind of placement/setting did you complete your pre-school?

A/ Special School for deaf ☐ D/Special class ☐

B/ Integrated ☐ E/If other please specify_____

C/ Traditional priest school ☐

14. Did you get primary school in your living area?

A/ yes ☐ B/ no ☐

15. In what kind of placement/setting did you complete your primary school?

A/ Special School for deaf ☐ C/Special class ☐

B/ Integrated ☐ E/If other please specify_____

16. Did you get secondary school in your living area?

A/ yes ☐ B/ no ☐

17. In what kind of placement/setting did you complete your secondary school?

A/ Special School ☐ B/ Integrated ☐

C/ Traditional priest school ☐ D/Special class ☐

18. Who helped you to get education?

A/ Family ☐ C/ non-governmental organization ☐

B/ Church /mosque ☐ D/ other please specify_____

19. When did you learn sign language?

A/ At KG level ☐ D/ At college ☐

B/ At primary school ☐ E/ I have not learned ☐

C/ At secondary school ☐ F/ Other please specify_____

20. Did /do your primary sho school teachers communicate with sing language?

A/ yes ☐

B/ no ☐

21. Did /do your high school teachers communicate with sing language?

A/ yes ☐

B/ no ☐

22. If they did not communicate with sign language, how did/do you understand?

A/ Translator ☐ B/Lip reading ☐

C/ Only reading note ☐/ other please specify_____

23. Have you ever use hearing aid?

A/ yes B/ no

24. If your answer for question 22 is "no" what was your reason?

A/ I don't need it B/ I can't afford to buy

C/ I never try to buy D/ If other please specify_____

25. If your answer for question 24 is "yes" do you still use it?

If your answer is "no" please specify your reason_____

26. Did/do you face any problem at school because you are a girl with hearing impairment?

A/ yes ☐ B/ no ☐

27. If your answer for question number 25 is "yes" what kind of problem was it?

A/ Economic problem ☐ C/ physical punishment ☐

B/ Discrimination ☐ D/ Hate and insult ☐

E/ other please specify_____

28. Have you ever drop out of school?

A/ yes ☐ B/ no ☐

29. If your answer for questing number 27 is" yes", what was the reason?

A/ Lack of educational support ☐ B/ Lack of economical support ☐

C/ No one understand me ☐ D/ Lack of communication ☐

F/ other please specify_____

30. How do you communicate with hearing students?

A/ Traditional body language ☐ B/ Writing ☐

C/ Lip-reading D/ Speaking ☐

31.Do/did you get help and support from your school?

A/yes ☐ B/no ☐

31.If your answer for question no 30 is yes what kind of help do/did you get

A/Money B/Advise C/Books

D/other please specify----------

32. Did your parents help you to do your homework and study at home?

A/ yes ☐ B/ no ☐

33. I like my school.

A/ yes ☐ B/ no ☐

34. The class has/had very good light to see things clearly.

A/ yes ☐ B/ no ☐

35. My friends help me to do my assignment.

A/ yes ☐ B/ no ☐

36. I play with hearing students freely.

A/ yes ☐ B/ no ☐

37. My teacher helps me in my education.

A/ yes ☐ B/ no ☐

38. I have problem to get reading note.

A/ yes ☐ B/ no ☐

39. I often have trouble to understand what the teacher said?

A/ yes ☐ B/ no ☐

Answer question 40-48 if you join college or university, before or now

40. If you join /Institute / college / university please state your

28. Have you ever drop out of school?

A/ yes ☐ B/ no ☐

29. If your answer for questing number 27 is" yes", what was the reason?

A/ Lack of educational support ☐ B/ Lack of economical support ☐

C/ No one understand me ☐ D/ Lack of communication ☐

F/ other please specify_____

30. How do you communicate with hearing students?

A/ Traditional body language ☐ B/ Writing ☐

C/ Lip-reading D/ Speaking ☐

31.Do/did you get help and support from your school?

A/yes ☐ B/no ☐

31.If your answer for question no 30 is yes what kind of help do/did you get

A/Money B/Advise C/Books

D/other please specify----------

32. Did your parents help you to do your homework and study at home?

A/ yes ☐ B/ no ☐

33. I like my school.

A/ yes ☐ B/ no ☐

34. The class has/had very good light to see things clearly.

A/ yes ☐ B/ no ☐

35. My friends help me to do my assignment.

A/ yes ☐ B/ no ☐

36. I play with hearing students freely.

A/ yes ☐ B/ no ☐

37. My teacher helps me in my education.

A/ yes ☐ B/ no ☐

38. I have problem to get reading note.

A/ yes ☐ B/ no ☐

39. I often have trouble to understand what the teacher said?

A/ yes ☐ B/ no ☐

Answer question 40-48 if you join college or university, before or now

40. If you join /Institute / college / university please state your department_____

41. Did you have any problem of note taking?

A/ yes ☐ B/ no ☐

42. If your answer for question no 41 is "yes", how did/do you get note?

A/ Copying from friends ☐

B/ My instructor gave me his note ☐

C/ Other please specify_____

43. Did your instructor communicate with sign language?

A/yes ☐ B/ no ☐

44. If your answer for question number 43 is "no" how do you understand what your instructor taught you?

A/ Lip reading ☐ C/ Using translator ☐

B/ Reading note ☐ D/ Other please specify_____

45. Did you get any special support from your college or university?

A/ yes ☐ B/ no ☐

46. If your answer for question 45 is "yes", what kind of support did/do you get?

A/ Economical ☐ C/ Material like reference book ☐

B/ Training like sign language☐ D/ Other please specify_____

47. Did you complete your college or university education?

A/ yes ☐ B/ no ☐

48. If your answer for question no 47 is "yes", why did you stop your education?

A/ Lack of support ☐ B/ The language was difficult to understand ☐

C/ Economical problem ☐ D/ If other please specify_____

Appendix- 2

ይህ መጠይቅ የሴቶች መስማት የተሳናቸውን የትምህርት እድልን ለማጥናት የተዘጋጀ ነው። የምትሰጡት መልስ ለጥናቱ ጠቃሚ ስለሆነ ትክክል ነው ብላችሁ የምታምኑትን እንድትመርጡ በትህትና እጠይቃለሁ።

ክፍል አንድ መመሪያ፡- ተስማሚ የሚሉትን በመምረጥ አክብቡ

1) እድሜ----------

2) የትዳር ሁኔታ

ሀ) ያገባች ሐ) ፈት

ለ) ያላገባች መ) ባል በሞት የተለያት

3) አሁን ያሉበት የትምህርት ደረጃ

ሀ) 1-8 ☐ ለ) 9-10 ☐ ሐ) 10 -1 ሰ/ በከፍተኛ ደረጃ እየተማረ ያለ ☐

ሠ) 10-2 ☐ መ) 12 ያጠናቀቀ ☐ ረ) ያልተማረ

4) በከፍተኛ- ደረጃ የተማሩ ከሆነ የትምህረት ደረጃዎ

ሀ) ሰርተፍኬት ☐ ሐ) ዲግሪ ☐ ሠ) ፐ.ኤች.ዳ

ለ) ዲፕሎማ ☐ መ) ኤም.ኤ☐

ረ) ሌላ ካለ እባክዎን ይፃፉት----------

5) በቤተሰብ ውስጥ ከእርሶ ሌላ መስማት የተሳነው ሰው አለ?

ሀ) አለ ለ) የለም

6) ለ5ኛው ጥያቄ መልስዎ «አዎ» ከሆነ ከእርዎ ጋር ያላቸሁ ዝምድና ምንድነው?

ሀ) እናት ለ) አባት ሐ) እህት

መ) ወንድም ሠ) የሴት አያት ረ) የወንድ አያት

ሰ) ሌላ ከሆን እዚህ ቦታ ላይ ይፃፉት----------

7) የመስማት ችግር የተከሰተብዎት በምን ምክንያት ነበር

ሀ) በወሊድ ጊዜ ☐በተፈጠረ ችግር ሐ) አደጋ ደርሦብኝ መ) ሰው መትቶኝ

ለ) ከፍተኛ ድምፅ መ) በዘር ተላልፎ የመጣ ነው☐ ሠ) በበሽታ ምክንያት ☐

ሠ) ሌላ ከሆነ እባክዎንይዘርዝሩት ----------

8) የመስማት ችግር የተከሰተብዎት ከመቼ ጀምሮ ነው?

ሀ) ከተወለድኩ ጊዜ ጀበሮ ለ) ካደግሁና መናገር ከቻልኩ በኃላ

9) አሁን ምን እየሰሩ ነው?

ሀ) እየተማርኩ ነው ☐ ሐ) ስራ እየፈላግሁ ነው ☐

ለ) እየሰራሁ ነው ☐ መ) ምንም አልሰራም ☐

ሠ) ሌላ ካለ አባክዎን ይፃፉት ----------

ክፍል 2

ትምህርትን በተመለከተ

10) ከየትኛው የኢትዮያ ክፍል ነው የመጡት?

ሀ/ አዲስ አበባ　　መ/ ትግራይ ክልል

ለ/ ኦሮሚያ ክልል　　ሠ/ ሶማሊያ ክልል

ሐ/ ደቡብ ሕዝቦች　　ረ/ ድሬደዋ

11) ወደ አዲስ አበባ የመጡበት ምክንያት ምን ነበር?

ሀ/ የመስማት የተሳናቸው ት/ቤት ለመፈለግ　　ለ/ የምኖርበት ቦታ ስላልተመቸኝ

ሐ/ ቤተሰቦቼ ተቀይረው ስለመጡ　　መ/ሌላ ካለ ይፃፉት----------

12) በሚኖሩበት አከባቢ የቅድመ ትምህርት /ኬጂ/ የትምህርት ፕሮግራም አግኝተው ነበር?

ሀ)　አዎ　　ለ) አላገኘሁም

13) ለ12ኛው ጥያቄ መልስዎ «አዎ» ከሆነ ይማሩበት የነበረው ት/ቤት ምን ይመስል ነበር?

ሀ) ለመስማት የተሳናቸው ብቻ የተለየ ት/ቤት

ለ) ከሚሰሙ ተማሪች ጋር በመቀላቀል / በተገዳኝ ትምህርት ቤት

ሐ) የቁስ ት/ቤት　　መ) ልዩ ክፍል　　ሠ/ሌላ ካለ ይፃፉት----------

14) በሚኖሩበት አከባቢ የአንደኛ ደረጃ የትምህርት ፕሮግራም አግኝተው ነበር?

ሀ)　አዎ　　ለ) አላገኘሁም

15) ለ14ኛው ጥያቄ መልስዎ «አዎ» ከሆነ ይማሩበት የነበረው ት/ቤት ምን ይመስል ነበር?

ሀ) ለመስማት የተሳናቸው ብቻ የተለየ ት/ቤት

ለ) ከሚሰሙ ተማሪች ጋር በመቀላቀል / በተገዳኝ ትምህርት ቤት

ሐ) ልዩ ክፍል　　መ) ሌላ ካለ ይፃፉት----------

16) በሚኖሩበት አከባቢ የሁለተኛ ደረጃ የትምህርት ፕሮግራም አግኝተው ነበር?

ሀ)　አዎ　　ለ) አላገኘሁም

17) ለ16ኛው ጥያቄ መልስዎ «አዎ» ከሆነ ይማሩበት የነበረው ት/ቤት ምን ይመስል ነበር?

ሀ) ለመስማት የተሳናቸው ብቻ የተለየ ት/ቤት

ለ) ከሚሰሙ ተማሪች ጋር በመቀላቀል / በተገዳኝ ትምህርት ቤት

ሐ) ልዩ ክፍል　　መ) ሌላ ካለ ይፃፉት----------

18) □ ትምህርት እንድታገኙ የረዳዎት ማነው?

ሀ) ቤተሰቦቼ □　　ሐ) መንግስታዊ ያልሆነ ድርጅት □

ለ) ቤተክርስያን □　　መ) ሌላ ከሆ ይፃፉት----------

19) የምልክት ቋንቋ ከመቼ ጀምሮ ተማሩ?

ሀ) ከኬጂ ጀምሬ ☐ ለ) አንደኛ ደረጃ ት/ቤት ሳለሁ ☐

ሐ) ሁለተኛ ደረጃ ት/ቤት ሳለሀ ሠ) ኮሌጅ ከገባሁ በኋላ ☐

መ) ሌላ ካለ ይፃፉት ----------

20) የአንደኛ ደረጃ መምህርዎ በምልክት ቋንቋ መግባባት ይችል ነበር?

ሀ) አዎ ☐ ለ) አይችልም

21) የሁለተኛ ደረጃ መምህርዎ በምልክት ቋንቋ መግባባት ይችል ነበር?

ሀ) አዎ ☐ ለ) አይችልም

22) ለ 20ኛው ጥያቄ መልስዎ «አይችልም» ከሆነ ትምህርቱን እንዴት ይረዱ ነበር?

ሀ) በአስተርጓሚ ☐ ለ) ከንፈር በማንበብ ☐ ሐ) ኖት በማንበብ

23) ለመስማት የማያግዙ መሳሪያዎችን / hearing aid / ተጠቅመው ያውቃሉ?

ሀ) አዎ ☐ ለ) አላውቅም ☐

24) ለ 22ኛው ጥያቄ መልስዎ «አላውቅም» ከሆነ ለምንድን ነው ያልተጠቁመት?

ሀ) አያስፈልገኝም ☐ ለ) በጣም ውድ ስለሆነ መግዛት አልችልም ☐

ሐ) ለመግዛት አስቤው አላውቅም ☐ መ) ሌላ ካለ ይፃፉት----------

25) ለ 22ኛው ጥያቄ መልስዎ «አዎ» እስካሁን ይጠቀሙበታል?

☐ መልስዎ «አልጠቀምም» ከሆነ ምክንያቱን ይጻፉ----------

26) ሴት መስማት የተሳነው በመሆንዎት በትምህርት ቤት ውስጥ የደረሰብዎት ችግር አለ?

ሀ) አዎ ☐ ለ) የለም ☐

27) ለ 25ኛው ጥያቄ መልስዎ «አዎ» ከሆነ የደረሰብዎት ችግር ምን ይመስላል?

ሀ) የገንዘብ ችግር ለ) ማግለል ☐ ሐ) የአከል ቅጣት መ) ጥላቻ እና ስድብ

☐መ) ሌላ ካለ እባክዎን ይፃፉት----------

28) ትምህርትዎትን አቀርጠው ያውቃሉ?

ሀ) አዎ ☐ ለ) አቀርጬ አላውቅም ☐

29) ለ 27ናው ጥያቄ መልስዎ «አዎ» ከሆነ በምን ምክንያት አቁረጡ?

ሀ) በትምህርቴ የሚረዳን ሰው በማጣት ☐ ሐ) ሚረዳኝ ሰው በማጣቴ ☐

ለ) በገንዘብ የሚረዳን ሰው መ) በመግባባት ችግር

ሠ) ሌላ ከለ ይፃፉት----------

30) ከሚሰሙ ተማሪዎች ጋር እንዴት ግባባሉ? ☐

ሀ) በባህላዊ ምልክት ቋንቋ ለ) በጽሁፍ ሐ) ከንፈር በማንበብ መ) በንግግር ☐

31) ቤተሰቦቼ እንዳጠናና የቤት ስራዬን እንድሰራ ይረዱኝ/ኛል ነበር

ሀ)አዎ ለ)አይረዱኝም

32) በሚማሩበት ት/ቤት ድጋፍና እርዳታ ይደረግልዎት ነበር?

ሀ) አዎ ለ) አይደረግልኝም

32) ለ 31ኛው ጥያቄ መልስዎ «አዎ» ከሆነ ምን አይነት እርዳታ ይደረግልዎት ነበር?

ሀ) የገንዘብ ለ) የምክር ሐ) የመ ሀፍት

መ) ሌላ ካለ እባክዎን ይፃፉት----------

33) ት/ትቤቴን እወደዋለሁ

ሀ)አዎ ለ)አልወደውም

34) ክፍሉ በቂ ብርሀን ስለነበረው ነገሮችን በግልፅ ማየት እችል ነበር

ሀ) አዎ ለ) የለም

35) የት/ቤት ገደኞቼ የቤት ስራዬን እንድሰራ እና እንዳጠና ይረዱኝ ነበር

ሀ) አዎ ለ) አይረዱኝም

36) ከክፍል ገደኞቼ ጋር በነፃነት እጫወት ነበር

ሀ)አዎ ለ) አልጫወትም

37) መምህራኖች በትምህርቴ እርዳታ ያደርጉልኝ ነበር

ሀ)አዎ ለ)አያደርጉልኝም

38) የማነበው ኖት የማግኝት ችግር ነበረብኝ

ሀ) አዎ ለ) አልነበረብኝም

39) መምህሩ የሚለውን ምንም አልረዳም

ሀ) አዎ ለ) እረዳለሁ

ከ 40 - 48 ያሉትን ጥያቄዎች ኮሌጅ ወይንም ዩንቨርስቲ ገብታችሁ ከነበረው / እየተማራችሁ ከሆነ ብቻ መልሱ::

40) ዲፓርትመንት ----------

41) ማስታወሻ (ኖት) የመያዝ ችግር ገጥሞዎታል?

ሀ) አዎ ☐ ለ) አልገጠመኝም ☐

42) ለ 41 ኛው ጥያቄ መልስ «አዎ» ከሆነ የተባለ ኖት ከየት ያገኙ ነበር?

ሀ) የገደኞቼን ኮፒ በማድረግ

ለ) መምህሬ የራሱን ኖት ይሰጠኝ ነበር ☐

ሐ) ሌላ ከለ እባክዎ ይፃፉት ----------

43) የኮሌጅ መምህርዎ የምልክት ቋንቋ ይግባቡ ነበር?

ሀ) አዎ ☐ ለ) አይችሉም ☐

44) ለ 43 ኛው ጥያቄ መልስዎ አይችሉም ከሆነ እንዴት ይረዱ ነበር?

ሀ) የከንፈር እንቅስቃሴን በማንበብ ☐ ለ/ የገደኖቼን ኖት በማንበብ ሐ/ተርገሚ ☐

መ/ ሌላ ከለ እባክዎ ይግለፀልኝ----------

45) ከሚማሩበት ኮሌጅ/ዩኒቨርስቲ እርዳታ ያገኙ ነበር?

ሀ) አዎ ☐ ለ) አላገንም ☐

46) ለ 45ኛው ጥያቄ መልስዎ«አዎ» ከሆነ ምን አይነት እርዳታ ያገኙ ነበር?

ሀ) የገንዘብ ☐ ሐ) የመሀሀፍ እና የአጋዝ መሀሐፍት

ለ) ልዩ ስልጠና ለምሳሌ የምልክት ቋንቋ ☐

መ) ሌላ ከለ እባክዎ ይግለፀልኝ----------

47) የጀመሩትን የኮሌጅ / ዩኒቨርስቲ ትምህርት ጨርሰዋል?

ሀ) አዎ ☐ ለ) አልጨረስኩም ☐

48) ለ 47ኛው ጥያቄ መልስዎ«አልጨረስኩም » ከሆነ በምን ምክንያት አቀረጡ?

ሀ) በእርዳታ ማጣት ☐ ሐ) ትምህርቱ በጣም ከባድ ነበር ☐

ለ) የገንዘብ ችግር ☐ መ) የመግባቢያ ቀንቀ ችግር ☐

ሠ/ ሌላ ከለ እባክዎን ይፃፉት----------

Appendix- 2

These questions are prepared to interview female deaf individual with hearing impairment who are looking for job at present. Its aim is to assess job opportunity of female individual with hearing impairment in Addis Ababa. I kindly requested a candid to answer so that the study reflects the fact. Thank you.

1. age?
2. What was the cause of your impairment and when did it was started?
3. Do you communicate using sign language?
4. Tell me how your primary, secondary and higher education likes? Where did you learn?
5. Did you face any problem when you were looking for job?
6. Where do you get vacancy?
7. Is there any body that helps you to look for job or join you with employer?
8. Do you have any qualification or training?
9. How long have you been looking for job?
10. Have you worked before?
11. Who help you to live now?
12. What should be done to help you get job?
13. Is there any job that advertises only for hearing impaired individual?
14. Have you ever got the chance for job interview?

ይህ የቃል መጠይቅ ሴቶች መስማት የተሳናቸው የስራ እድልን ለማጥናት የተዘጋጀ ነው። የምትሰጡት መልስ ለጥናቱ ጠቃሚ ስለሆነ ትክክል ነው ብላችሁ የምታምኑትን እንድትነገረኝ በትህትና እጠይቃለሁ።

ስራ ፈላጊዎች

1. እድሜ
2. መስማት የተሳነዎት ከመቼ ጀምሮ ነው? ምክንያቱስ ምን ነበር?
3. በምልክት ቀንቀ መግባባት ይችላሉ?
4. እስቲ ስለ አንደኛ ደረጀ ት/ት ሁለተኛና በኮሌጅ ትምህርትዎትን እንዴት እንደተማሩ ግለፁልኝ?
5. ስራ በመፈለግ ላይ ሳሉ የደረሰበዎት ችግር አለ?
6. ስራ የምትፈልጉት የት ነው?
7. ስራ በመፈለግ የሚረዳዎት ወይም ከአሰሪ ጋር የሚያገናኝዎት አካል አለ?
8. በምን ሞያ ሰልጥነዋል ወይም ምን የሞያ ብቃት አለዎት?
9. ለምን ያህል ግዜ ስራ ሲፈልጉ ቆዩ?
10. ከዚህ በፊት ሰርተው ያውቃሉ?
11. አሁን ለመኖር የሚረዳዎት ማነው?
12. የስራ እድል እንዲኖር ምን ቢደረግ ይሻላል?
13. ለመስማት የተሳናቸው በተለየ የስራ ማስታወቂያ ይወጣል
14. ለስራ መጠይቅ ቀረበው ያውቃሉ?

Appendix-3

These questions are prepared to interview female deaf individual with hearing impairment who are working at present. Its aim is to assess job opportunity of female individual with hearing impairment in Addis Ababa. I kindly requested a candid to answer so that the study reflects the fact. Thank you.

1. age?
2. What was the cause of your impairment and when did it start?
3. Tell me how your primary, secondary and higher education likes? Where did you learn? Did/do you face any problem while you were at school?
4. Did you face any problem when you were looking for job?
5. Where do you work?
6. What is your status in your organization?
7. How did you get job? Who help you to get job?
8. What is your educational level?
9. Do you get job equivalent to your qualification?
10. Do they pay you equivalent to other workers who have same qualification with you?
11. Does hearing people working with you?
12. How is your relationship with hearing worker?
13. Do you like your job?
14. How do you get information from your employer?
15. Is there any discrimination you face because you are hearing impaired?
16. Is there any body at work place to assist you on your work?
17. Is the work difficult for you? Why?
18. What was your employer feed back for your work?
19. Is there any problem you face just because you are deaf woman?
20. Do you get promotion & salary increment like other worker in your organization?

ይህ የቃል መጠይቅ የተዘጋጀው ሴቶች መስማት የተሳናቸው የስራ እድልን እና በስራ ቦታ የሚገጥማቸውን ጫና ለማጥናት የተዘጋጀ ነው። የምትሰጡት መልስ ለጥናቱ ጠቃሚ ስለሆነ ትክክል ነው ብላችሁ የምታምኑትን እንድትነገረኝ በትህትና እጠይቃለሁ።

1. እድሜ
2. መስማት የተሳነሽ ከመቼ ጀምሮ ነው? ምክንያቱስ ምን ነበር?
3. በምልክት ቀንቀ መግባባት ትችያለሽ?
4. እስቲ ስለ አንደኛ ደረጀ ሁለተኛ ት/ት በኮሌጅ ትምህርትሽን እንዴት እንደተማርሽ ግለፀልኝ?
5. የት ነው የምትሰሪው?
6. የስራ መደብሽ ምንድነው?
7. ስራ ፈልገሽ እንዴት አገኘሽ?
8. የትምህርት ደረጃሽ ምንድን ነው?
9. ከትምህርትሽ ጋር ተመጣጣኝ የሆነ ስራ አገኘሽ?
10. ከሌሎች ሰራተኞች እኩል ይከፈልሻል?
11. የሚሰሙ ሰዎች አብረውሽ ይሰራሉ?
12. ከሰራተኞች ጋር ያለሽ ግንኙነት እንዴጽ ነው?
13. ስራሽን ትወጂዋለሽ?
14. ከለቃሽ መልእክት እንዴት ታገኛለሽ?
15. መስማት የተሳነሽ በመሆንሽ በሽራ ቦታ የደረሰብሽ በደል አለ?
16. በስራ ቦታ በስራሽ የሚረዳሽ ሰው አለ?
17. ስራው ይከብድሻል?
18. ከአለቃሽ ጋር ያለሽ ግንኙነት እንዴት ነው?
19. የስራ እድገትና የደሞዝ ጭማሪ እንደማንኛውም ሰው ታገኛለሽ?
20. መስማት የተሳናቸውን ሴቶች በስራ ቦታ ለመርዳት ምን ቢደረግ ይሻላል ትያለሽ?

Appendix-4

These questions prepared to make interview with responsible personnel for individual with disability at Ministry of education. It is prepared in order to assess the educational opportunity of female individual with hearing impairment in Addis Ababa. I kindly requested a candid to answer so that the study reflects the fact. Thank you.

1. How many deaf students are found in Addis Ababa? How many of them are female?
2. Is there any special support given for female deaf students? If any what are they?
3. How is the attrition rate of deaf student? Why is this attrition occur?
4. Is there any college or university that train deaf students at the moment? In what area of study they attained?
5. How many special and integrated schools are found in Addis Ababa?
6. Is there any College that train special teacher of individual with hearing impairment?
7. What is the reason that teachers training college does not train deaf teachers in sign language?
8. How many students with hearing impairment are attending at higher education? How many of them are girls?
9. Is there any help provided to parents to help their children at home?
10. What is intended to do for education of deaf individual in the future?

ይህ የቃል የተዘጋጀው በትምህርት ሚኒስተር የአካል ጉዳተኞችን ትምህርት በሚመለከታቸው ሰዎች የሚመለስ ነው። መጠይቁ መስማት የተሳናቸው ሴቶች የትምህርት እድልን ሁኔታ እና በትምህርት ቤትና በኮሌጅ የሚደርስባቸውን ችግር ለማጥናት የተዘጋጀ ነው። የምትሰጡት መልስ ለጥናቱ ጠቃሚ ስለሆነ ትክክል ነው ብላችሁ የምታምኑትን እንድትገልጹልን በትህትና እጠይቃለሁ።

1. በአዲስ አበባ ውስጥ ስንት የሚሆኑ መስማት የተሳናቸው ተማሪዎች ይገኛሉ? ስንቶቹ ሴቶች ናቸው?
2. መስማት ለተሳናቸው በተለይም ለሴቶቹ በትምህርታቸው እስከአሁን የተደረገ እርዳታ እና ድጋፍ አለ?
3. የመስማት የተሳናቸው የትምህርት የማቋረጥ ሁኔታ እንዴት ነው? የሚያቋርጡበትስ ምክንያት ምንድነው?
4. መስማት የተሳናቸውን የሚያስተምር ኮሌጅ ወይም ዩንቨርሲቲ አለ? በምን በምን ትምርት ክፍል እያጠኑ ነው?
5. መስማት የተሳናቸውን የሚያስተምሩ ት/ቤቶች በአዲስ አበባ ውስጥ የት የት ይገኛሉ? ስንት ናቸው?
6. መስማት የተሳናቸውን የሚያስተምሩ መምህራን የሚያስለጥኑበት ተቋም ወይም ኮሌጅ አለ?
7. በመንግስትም ሆነ በግል በከፍተኛ ደረጃ የሚማሩ መስማት የተሳናቸው ተማሪዎች ይገኛ ሉ? ስንቶቹ ሴቶች ናቸው? ይገኛሉ? ስንት ልዩ ስንት በአከቶ?
8. መስማት ለተሳናቸው ወላጆች ልጆቻቸውን እንዲረዱ የሚደረግላቸው እርዳታ አለ? /የካውንስሊንግ፣ የምልክት ቋንቋ/ የመሳሰሉት
9. ለወደፊት መስማት ለተሳናቸው የትምህርት ጉዳይ ምን ለማድረግ ታቅዷል?

Appendix-5

These questions prepared to make interview with responsible personnel for individual with disability at Ministry of labor and social affairs. It is prepared in order to assess the job opportunity of female individual with hearing impairment in Addis Ababa.
I kindly requested a candid to answer so that the study reflects the fact. Thank you.

1. How many deaf people are working in Addis Ababa? How many are female?
2. Is there any special consideration for female deaf individual for their employment?
3. Do you help them to find a job?
4. Do you enforce employers to employ deaf individual?
5. Do you have any reward for those employ people with disabilities?
6. How do you have any control whether give equal chance to people with disability?
7. Is there any law that enforces people with disabilities, in general deaf people in particular to get job?
8. How do you protect people with disabilities from discrimination and bias at work place?
9. What is intended to do for employment situation of persons with disabilities in the future?

ይህ መጠይቅ የተዘጋጀው ለሰራተኛና እና ማህበራዊ ጉዳይ ሀላፊ የአከል ጉዳተኞችን የስራ እድል ሁኔታ በሚከታተሉ ሰዎች ሲሆን መስማት የተሳናቸው ሴቶች የስራ እድልን ሁኔታ በስራ ቦታ እና በስራ ፍለጋ የሚደርስባቸውን ችግር ለማጥናት የተዘጋጀ ነው። የምትሰጡት መልስ ለጥናቱ ጠቃሚ ስለሆነ ትክክል ነው ብላችሁ የምታምኑትን እንድትገልሀልኝ በትህትና እጠይቃለሁ።

1. ስንት መስማት የተሳናቸው ሰዎች በአዲስ አበባ ውስጥ በስራ ላይ ይገኛሉ? ስንቶቹ ሴቶች ናቸው?
2. ለሴቶች መስማት ለተሳናቸው በተለይ ለስራ ፈላጊዎች እና በስራ ላይ ላሉ ምን ድጋፍ ይደረግላቸዋል?
3. ስራ በማፈላለግ ትረዳቸዋላችሁ?
4. ቀጣሪዎችን መስማት የተሳናቸውንም ሆነ ሌሎች አከለ ጉዳተኞች እንዲቀጥሩ /ግፊትና ማበረታታ ታደርጋላጨሁ? እንዴት እንዴት?
5. አከል ጉዳተኛን ባጠቃላይ መስማት የተሳናቸውን በተለይ ለሚቀጥሩ ቀጣሪዎች ምን ድጋፍ /ማበረታታት ታደፈርጋላችሁ?
6. መስማት የተሳናቸው በተለይ አካለ ጉዳተኞችን ባጠቃላይ በስራ ቦታ ችግር እንዳይደርስባቸው እንዴት ትቆጣጠራላችሁ?
7. የአካል ጉዳተኞችን ስራ እንዲሰሩ የሚያበረታታ የረቀቀ እና የፀደቀ ሕግ አለ?
8. የአካል ጉዳተኞችን ስራ ቅጥር ሁኔታ ለወደፊቱ ምን ለማድረግ ታቅዱዋል?

Declaration

I, the undersigned declare that this is my original work and has not been presented for a degree in any other university and that all sources of materials used for this thesis duly acknowledged.

Name: Zewditu G/Hiwot

Signature: ----------

Date : 10 Aug 2007