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PROVISION OF SPECIAL NEEDS EDUCATION FOR THE BLIND IN SEBETA AND WOLLAYTA SCHOOLS

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ABSTRACT

The purpose of this study was to examine the extent and problem of special needs education provision for the blind in Sebeta and Wollayta schools for the blind and the implication on the process of implementing the educational program in the schools as well.

To carryout the study, relevant literature review was made on the topic understudy. Related documents were searched on teachers' level of education, their professional training, students' enrollment, school facilities, and special instructional materials and services from the two schools, department of special education at the Ministry of Education and the Ethiopian National Association for the Blind.

The subjects of the study considered in collecting pertinent information were teachers, students and directors of the two special schools for the blind.

In order to achieve the purpose of the study, formal questionnaire, interview, and school observation were carried out. And the data obtained through these instruments were analyzed using percentages.

Finally, the findings of the study revealed that the two special schools for the blind have difficulty in several basic factors affecting the education of the children. To mention some: absence of specially modified curriculum, shortage of professionally trained teachers, inadequacy in the provision of special instructional materials and services, absence of mechanism for classifying the two groups of visually handicapped children (the blind and the partially sighted) etc.

CHAPTER I

INTRODUCTION

1.1 Background to the Problem

Education plays an important role in the transformation of society for a better way of life. It is through education that the young generation develops knowledge, skills, and attitudes in order to cope with the demands of the rapidly changing world. To this end, education is recognized as a human right which should be accessible to all citizens irrespective of sex, color and economic and physical status, that is every person in any society has an equal right to education (MOE, 1982: 4).

Similarly, Sheila and Sally (1994:79) cite the Fish report, which with respect to the provision of integrated education and policy for equal right and equality of opportunity state that:

> The aim of education for children and young people with disabilities and significant difficulties are the same as those for all children and young people. They should have opportunities to achieve these aims, to associate with their contemporaries, whether similarly disabled or not, and have access to the whole range of opportunities in education, training, leisure and community activities available to all.

The realization of achieving these educational aims for all children requires commitment in the provision of special instructional materials and services. Above all for children who have neither sight or limited sight, visual observation and incidental learning are not accessible avenues of learning because these children can not observe movements, actions, or manipulation of objects performed by others. Thus, it is

critical for visually handicapped students to actively participate in the instructional process available. To the contrary, if these children restricted and over protected, then the result will be dependent children who lack the ability to realize their full potential (Scholl, 1986).

Similarly, stressing the need to provide the blind children with special education Salisbury (1974:1) states that with a proper education and the advantage of a helpful school situation, the blind can attain a state of reasonable social and economic independence. Particularly at primary school level, the school is in a position to do much to ensure desirable goals of education and to offer sound models after which a child might pattern himself.

On the other hand, if a school situation is not suitable it can equally damage or distort strong and healthy development of a child and cause him to turn to dependence.

Brennan (1986:31) cites the Warnock report, which with reference to the education of children with special educational needs, states that the aims of education are the same for all children, and that they are two fold:

> First, to enlarge a child's knowledge, experience and imaginative understanding, and thus his awareness of moral values and capacity for enjoyment; and second, to enable him to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

More specifically, throughout history there have been stories told about remarkable and talented blind people who managed, often with insightful assistance, to educate themselves and to make significant contributions to their societies (Roberts, 1986: 1). As mentioned by Roberts (Ibid.), Nicholas Saunderson (1682-1739), a noted professor of mathematics; Francis Huber (1750-1831), a Swiss naturalist, and Maria Theresa Von Paradis (1759-1824), a Viennese pianist and music teacher are some of the more recent illustrious blind persons.

Regarding the efforts made on the provision of special needs education, Hallahan and Kauffnman (1988:24) say that:

> individuals and ideas have played crucial roles in the history of special education but it is accurate to say that much of the progress made over the years has been achieved primarily by the collective efforts of professionals and parents. They further express their strong belief that it is of paramount importance to realize that even children whose exceptionalities are exotic or extreme can be helped to lead a fuller life.

Like other parts of the world, the purpose of the education for the blind in Ethiopia is to give them as much knowledge as possible, to widen their horizons, to mould their social and personal being, to train them in the culture and the philosophy of life that they may be better fitted to take their rightful place in the modern world (MOE, 1982:5).

The accomplishment of desired educational goals for the blind requires considering the curricular needs of the pupils, and the inclusion of special or additional areas such as keyboard skills or mobility and orientation that will enable the pupil to have full access to the curriculum and to take part in all aspects of school life (Chapman and Stone, 1988).

In general, as stated by Brennan (1986:35), education for special needs is most clearly reflected in the objectives of the curriculum and associated teaching methods. Both these must be realistically related to the pupils for whom they are intended and must, therefore, take account of individual potentials and disabilities while remaining as close as possible to those for all pupils of the same age. He further emphasized that if children with special needs are to be appropriately and effectively educated special or modified curriculum or specially adopted conditions of learning are necessary. Hence, the problem of this study is to examine the provision of special needs education for the blind in Sebeta and Wollayta.

1.2 Statement of the Problem.

The ultimate effectiveness of special education should be evaluated in terms of its success in assisting students with handicaps to maximize their level of independent functioning in normalized environment. To this end, as mentioned by many educators of the field, the education of visually impaired children requires the provision of: a) specialized instruction; b) teachers who have many specialized skills and are knowledgeable, competent, and creative in working with the needs of individual children, and c) specialized services.

Thus, the purpose of this study is to examine the provision of special needs education for the blind in implementing the current curriculum in Sebeta and Wollayta schools for the blind and also to identify some major problems encountered in the process of implementing their educational program. Moreover, based on findings reached constructive recommendation will be made.

The most important research questions to be answered by the study are the following:

1) How far do the contents of the curriculum given in both schools for the blind cover the desirable areas of education recommended for the blind?

2) To what extent are they relevant?

3) Are there specially trained teachers?

4) Are there special instruments and facilities required for visually impaired pupils?

1.3 Significance of the Study

Due to various reasons, determining the exact number of blind people who need special education has been found difficult in Ethiopia till today. However, as far as general estimate is concerned, according to Mengistu (1989:3), it has been only about three out of every two hundred blind children who received special education. From this general estimate, it can be understood that the basic efforts of the majority of the blind in many parts of Ethiopia are still directed largely toward struggle for survival. In other words, it can be said that many of the blind are dependent on others for food, clothing and shelter. Their chance of having relatively good health, comfortable living and other conditions are solely in the hands of their parents and relatives or perhaps entirely dependent on the charitable actions of the local community as well as other humanitarians.

However, as suggested by Hallahan and Kauffman (1988:6) children with special needs require special educational provision and related services if they are to realize their full human potential. Moreover, the new training and education policy

encourages the various regions to construct their own curriculum that best fits the socioeconomic and cultural settings of that particular region. Besides these, basically, curriculum construction presupposes the assessment of local needs and interests. It is, therefore, of paramount importance to investigate the degree of importance given to the provision of special needs education for the blind in the implementation of the curriculum in Sebeta and Wollayta schools for the blind to enable them realize their full human potential.

1.4 Delimitation

The relevance of any curriculum is tested on the basis of its realistic relation to the pupils for whom it is intended. Therefore, the curriculum must take account of individual potentials and disabilities. Furthermore, its effective implementation is appraised on the basis of the learners' special educational need. Thus a curriculum which is relevant for one particular group of people may be irrelevant for another group of people. Taking this into account, the scope of this study is limited to two schools for the blind (Sebeta and Wollayta) of Region 4 and Southern Nation, Nationalities and Peoples' Region respectively.

2.5 Definition of Terms

1. **Blind**:- is one whose vision loss indicates that he can and should function in his total educational program chiefly through Braille system, audio aids, and special equipment necessary for him to pursue his education effectively without the use of residual vision (Hallahan and Kauffman, 1988: 349).

2. **Braille**:- is a touch system of reading and writing for the blind in which the letters of the alphabet are represented by various combinations of raised dotes, may be written by hand with a stylus and slate or on a mechanical Braille writer (Good, 1973: 70).

3. **Braille Slate:-** is a device which acts as a guide for the blind in writing Braille (Good, Ibid.).

4. **Braille Stylus**:- an awl-like punch for making Braille dotes by hand on a Braille slate (Good Ibid.).

5. **Curriculum Implementation**:- refers to the process of converting the written document in to action or actualizing what has been there in the planned curriculum (Fullan and Pomfret, 1977).

6. **Partially Sighted**:- is one who retains limited but useful vision for acquiring an education but whose visual impairment after needed treatment or correction or both reduces school progress to such an extent the special educational provisions are necessary (Dunn, 1967:420).

7. **Specialized (modified) curriculum**:- is one that requires special curricular modification more than adaptation of the general curriculum which contains some specific subjects and special skills that enable the blind children to function effectively in their total educational program as well as in coping with their environment (Cruickshank and Johnson, 1967:320).

8. **Special Educational Needs**:- include specially designed instruction that meets the unique needs of an exceptional child , special materials, teaching techniques, equipment and facilities (Hallahan and Kauffman, 1988, 3-4).

9. **Visually Impaired (Handicapped) Children**:- includes the partially sighted and the blind (Kirk, et al, 1993 :15).

CHAPTER II

REVIEW OF THE RELATED LITERATURE.

2.1. A Brief Overview on the Education of Disabled Children.

Children with learning disabilities are children with unusual patterns of perceiving the world. Their neurological patterns seem somewhat different from those of children of the same age without disabilities. Persons with learning disabilities have in common some type of school or community failure: They are not able to do what others with the same lavel of intelligence are able to accomplish (Kirk, Gallagher, and Anastasiow, 1993:250).

More specifically, as put by Tylor, Sternberg and Richards (1995:7) handicapped or disabled children are those children evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi handicapped, or as having specific learning disabilities. Due to these impairments, they need special education and related services if they are to realize their full human potential (Hallahan and Kauffman, 1988; Brennan, 1986 and Lyon, 1993).

To this end, the goal of special education is to provide a free, appropriate, public education for every student regardless of how seriously the student might be handicapped (Tylor, Sternberg and Richards, Ibid.). Similarly in this regard Galloway, Armstrong and Tomlinson (1994:10) say that the aims of education for children and

young people with disabilities, and significant difficulties are the same as those for all children and young people. Disabilities and significant difficulties do not diminish the right to equal access to, and participation in society.

In addition to these it seems to make sense that identifying children having difficulty in regular class and providing them with a separate education would be wise and human (Hegarty, 1992:15; Finlan, 1994:83).

From this discussion it can be understood that the education of children with disabilities mainly depends on the provision of special educational services so as to enable them realise their full human potential.

Among the disabilities mentioned above, the concern of this study mainly focuses on the provision of special educational services for the blind.

2.2 Historical Development of Education for the Blind

Although the organised type of education for the blind came in the later part of the Eighteenth century, in its unorganised form it had existed for many centuries as far back as the Middle Ages. The report of Department of Health in Scotland as quoted by Tylor and Tylor (1967:251) indicates the following possible reasons:

> The earliest special welfare provisions were those for the blind. Blindness has always made special appeal to voluntary effort, possible because most people find it less difficult to imagine a life without sight than a world without speech or sound, or to comprehend, the efforts of severe physical disability.

According to Baker (1969:324), during the Middle Ages the blind were placed under the care and supervision of monasteries for more humanitarian treatment. In 1254 a shelter for the blind as "Hotel des Quinzevingts" was established in Paris. During the next years various individuals founded many such kind of institutions for the blind throughout western Europe. Finally these efforts led to the establishment of organized schools for the blind.

According to Farell in Kirk , et al (1993:324), the first school for the blind was organized in Paris in 1785 by Valentin Houy. In Liverpool, the first school for the blind was established in 1790 by voluntary organizations. In the United States the first boarding school for the blind was organized in 1829. This residential school was named "**The New England asylum for the blind**." This school was renamed as the "**Perkin Institute and the Massachusetts School for the blind"** (Kirk, et al, 1993: 335).

This period is remarkable in the history of education for the blind. Because, it was at about this period, in the nineteenth century, that the basic Braille system of writing for the blind was introduced by Louis Braille, who was blind at five years of age in an accident with a knife (Hallahan and Kauffman, 1988: 356).

Louis Braille, a French citizen, for whom the system is named, devised the basic system of reading and writing for the blind that is used today. Then after, another tactual system other than the existing Braille system was developed by the French officer called Charles Barber, as a replacement for the former raised line letters

invented by Louis Braille. However, according to Lowenfeld in Hallahan and Kauffman (1988:356), this later system was not accepted by everyone immediately. As a result, there was much debate about whether to use it or search for another means. Finally in 1932 Standard English Braille with raised dotes system was established as a standard code. Especially this final resolution made it possible for all Braille readers to be able to read no matter who had trained them.

2.3 Early Detection, Identification, and Enrolment of Children with Visual Problems.

Identifying and enrolling children with visual problems who need special educational services is not an easy task. The identification can not be successfully performed by the efforts of an organization and its personnel. Rather, it is a team work of different organizations, such as educational, medical and other related agencies as well as parents.

There is a great need for initial discovery of visual defect, which gradually leads to a systematic type of identification. This initial discovery can be initiated by some symptoms that are likely to be seen in the children who may or may not be admitted to special schools depending on a systematic form of identification. According to Tylor and Taylor(1967:13) and Best (1992:73) the initial discovery or early detection of children who need special help is then usually made, by one or a close co-operation of groups or individuals such as parents, local education authorities, school officer, the public health nurse, etc.

Among all these, parents seem to play a major role in providing information concerning the visually handicapped child in a family to all concerned agencies. However, especially in developing countries, it has been practically observed that most parents do not believe that blind children can learn and therefore do not send such children to special schools "(UNESCO, 1974:107). Sometimes they may also refuse even to report the presence of such a child in a family. To reduce this kind of problem, then, "guilt feelings of the stereotype of the blind beggar; concepts of darkness has to be rationalized by parents of the blind child" Cruickshank and Johnson, (1962:16). With regard to this, experiences of Kenyans can be cited as a good example to get co-operation of parents, to give information for identification purpose and to bring the children to special schools, which UNESCO puts as follows:

> Schools for blind children make arrangements whereby teachers from these schools visit churches, chiefs' consultative meetings and markets to provide information on special education. In most cases, these teachers are accompanied by some of their blind pupils who demonstrate their reading and writing abilities, and also sing and play, thereby stimulating interest among parents (UNESCO, 1974: 107-8).

Whatever the case may be, nowadays there seems to be a great recognition of the importance of identifying the children at early age as much as possible and beginning some kind of special instruction either at home or in special pre-schools. As a result in some developed countries like Sweden special experts are assigned to provide information and give advice to blind children up to seven years of age. The primary function of these experts is not only giving advice and providing information to children, but also visiting the homes of blind children in order to give the parents instructions on their training and at the same time to see that these children are admitted to regular kindergartens (Cruickshank and Johnson, 1962: 21, Mitchell, 1991: 158; Warren, 1984:41).

As it can be seen from the above discussion, the major motive of having such kind of arrangement is to maintain close contact with the parents concerning problems related to special needs of blind children and also to facilitate a systematic identification process. As a result when children with eye defects are discovered a systematic type of identification process is recommended before attempt is made to send the children to any kind of special schools. Many types of diagnostic procedures need to be employed in order to assure the proper identification of those children who need special education. Therefore, this process requires integrated effort of many individuals, organizations and also the use of a number of tools.

Besides the identification of visual problems, certain serious auditory defects also need to be detected following the same pattern. These children are limited to rely upon their hearing senses largely due to their visual problem. Regarding this, Rusalem (1972:159) suggests that " in order to examine the use of hearing by blind persons the sense of hearing should be evaluated ... in professional audiological examinations conduct prior to, or early in the evaluation process " .

After the identification process is completed the enrolment or admission process follows. Above all professional educators seem to play a major role, because the final decisions regarding enrollment are the responsibilities of educators. According to Cruickshank and Johnson (1962:76) the educator's function is to:

1) see that complete data is gathered regarding a child;

2) hear each diagnostician's report ;

3) obtain a recommendation regarding placement from those who have

examined the child, and

4) make the final decision regarding educational placement in terms of known facts regarding the child and in terms of the realities of educational situation.

As can be understood from the discussion, the admission of visual handicapped children to special schools is not based only on the degree of auditory and visual defects identified by ideological and eye examinations. But prior to admission, in addition to the recommendations of the specialists educators observe their inability to read large print and regular print texts respectively in both the blind and the partially sighted cases. Admission age is also another criterion for enrolment purpose.

However, it is obvious that for developing countries, like Ethiopia, having difficulty to provide all these facilities and required manpower, educators in the field of special education noted that logical decision as to how blind children enrolled or admitted in special schools cannot be accomplished.Unless such types of provisions are achieved, according to Cruickshank and Johnson (1962:75), "errors are going to be made in the placement of children in the educational program and ... children are going to receive less from educators than is their right."

Generally, the decision as to whether the child should be placed in a program for blind children, a class for partially sighted children, or remain in regular schools is decided on the basis of such kind of thorough medical findings together with the educational factors already discussed.

2.4 Definitions and Classifications of Visually Handicapped Children.

Unlike many other kinds of disabilities, it is relatively easy to distinguish visually handicapped individuals on the basis of their physical appearance and a variety of symptoms. In addition, the term blind, for example, is normally thought to mean totally blind. Because of these confusions, people tend to consider all visually handicapped children as they are totally blind regardless of the degree of their visual impairment.

In the eye of professionals, in the field of special education and medical men, however, visually handicapped children are subdivided at least in to two major categories based on the following two classification approaches.

2.4.1 Traditional Classification and Definition.

In the traditional classification method, children with visual handicap fall in to two categories - the blind and the partially sighted. This type of classification is primarily based on the assessment of visual acuity, which is used to indicate sharpness or clearness of vision. The Senellen test, which is the invention of Dr. Hermann Sennellen, is used as a basic unit of measurement of visual acuity (Dunn , 1965:414).

Initially Senellen set a chart with standardized block letters or symbols at a distance of 20 feet, which is clearly distinguishable by normal eye. Since that time, the test distance from the chart is set to be at 20 feet simply for convenience. In testing visual acuity, then, an individual is placed at a distance of 20 feet from the chart and reads letters or symbols to the best of his visual ability. In such a way, if the individual

stands at 20 feet and reads the line of letters or symbols clearly, he is said to have 20/ 20 vision and also considered a person with normal vision (.Dunn, 1965, 114-20).

On the other hand, according to this classification "the blind have visual acuity of 20/200 and less. Whereas the partially sighted have visual acuity between 20/70 and 20/200." Senellen measurement as quoted by Deighton, (1971: 443). This means if an individual stands at 20 feet, but can read only what an individual with normal vision can read from a distance of 200 feet, he is said to have 20/200 vision and considered to be blind according to this traditional way of classification.

Likewise if an individual stands at 20 feet and can read only what an individual with normal vision can read from a distance of 70 feet, he is said to have 20/70 vision and classified under the category of partially sighted.

One important concept to be noted here is that both the lower and the upper figures which look like the denominator and the numerator vary based on opinions of different writers. For instance according to Chapman (1978:8) this figure may be reduced to 30,18, or 6.

Although this classification method works for some specific purpose, it has its own limitation when attempt is made to apply it in the process of educating two groups of visually handicapped children. It is not flexible and functional for the purpose of arranging educational program, which each group of the visually handicapped children needs. Hallahan and Kauffman (1988:336) for example, State that "many

professionals particularly educators... have observed that visual acuity is not a very accurate predicator of how one will function or effectively use the remaining sight he has." Kershaw(1973:113) and Keogh(1980:258) also suggest that an arbitrary definition of blindness in terms of sight testing type is impractical.

Generally, educators in the field of special education suggest that the two groups - the blind and the partially sighted have to be distinguished clearly for they have their own unique features that need different special assistance and treatment in their total educational program. As an evidence, Dunn (1965:419) and Hallahan and Kauffman (1988:337) present the following research findings to prove the failure of traditional classification based on visual acuity measure and also its inadequacy in indicating clearly the basic difference between the two groups, specially for educational purpose.

> An outstanding study (Jones, 1961) of the registration data of 14, 125 children described as blind,... indicates that about 80 percent of the children who were reported with in the 20/200 vision category read print while about 12 percent of those in this same category read Braille and 5 percent read both.

Hence, it is because of this limitation that many educators seem to reject the traditional method of classification of visual impairment. Instead they firmly support the following classification method.

2.4.2 Educational Classification and Definition

Recognizing the basic limitation of the traditional definition and classification, the following educational definitions and classification for educational purpose of the two visually handicapped groups have been and are still favored by educators. This later classification uses educational definitions which show how the children function in

school activities rather than how they are measured on clinical tests. The definitions are:

> The blind child is one whose vision loss indicates that he can and should function in his total educational program chiefly through Braille system, audio aids, and special equipment necessary for him to pursue his education effectively without the use of residual vision. Partially seeing child is one who retains limited but useful vision for acquiring an education but whose visual impairment after needed treatment or correction or both reduces school progress to such an extent the special educational provisions are necessary (Dunn, 1965: 420).

Basically many educators agree with educational classification. However, an important point to be noted is that educational classification does not totally deny the usefulness of clinical measures of visual acuity that is used in the traditional classification. In both classification methods clinical measures are used to screen the two groups of visually handicapped children. The difference, however, seem to lie on the aim of classification and application of the results of clinical measures. In this regard, Dunn (1965:420) suggests:

> Children meeting the criteria of traditional definitions must be observed by experienced educational personnel charged with making decisions and implementing them in educational programs... which will best enable the child to function in accordance with his scholastic aptitude.

Similarly Chapman (1978:8) also forwarded that:

> The teacher's observation of the way in which the child appears to use his vision is essential, since it is possible for children with comparable measure of visual acuity seem to be able to perform tasks demanding sight differently.

Thus, it is the ability to acquire knowledge and skills either through residual vision or other means other than vision that determines the classification as well as the type of

educational programs for the two groups. To this end, according to Cruickshank and Johnson (1962:5) " a different type of educational program must be under taken for the blind child who can see as opposed to the blind child who has no vision ability. "

Generally, the emphasis is now much less on rigid categories as in the case of traditional classification. Rather, the important variable for educational classification is the degree to which the child is able to use his residual vision or other means other than vision in his total educational program.

2.5 Educational Provisions for the Blind.

Authorities in the field of education assert that approximately 85 percent of educational experiences and materials used with sighted children involve visual experience. Obviously if blind children are exposed to such kind of experience with out any adaptations in the general curriculum and some additional subjects and materials, they cannot achieve the desired goals of the educational program. Thus, to achieve the desired goals of education, the remaining senses of the blind: senses of hearing, touch, smell are required to be developed and utilised by employing special methods, materials or equipment . Hence, the curriculum for these children must include " adaptations of the general or regular school curriculum, some additional or specialized content, and specialized materials and equipment." (Kirk, etal, 1993: 333).

2.5.1 The Regular School Curriculum and its Adaptations

Although the media differ due to their visual problem, the educational provisions for the blind are similar to those for the sighted children, especially with regard to the

contents of the general curriculum. Regarding this, Brennan (1986:36) said that though the curriculum for the blind is similar to that set for the sighted children, the visually handicapped pupils must acquire special, additional skills to overcome their disability, learn to use special equipment for recording or mobility. In addition to this Hatlen and Curry in Kirk, et al, (1993:381) asserted that educators are increasingly recognizing that students who are blind require a modified curriculum, not just an adapted standard curriculum.

In this regard, emphasizing areas, which need special modification in the normal (standard) curriculum, Hatlen and Carry in Kirk, et al, (Ibid.) identified three areas of special instruction:

1) Concepts and skills that require more practice by those with visual handicaps (For example, teaching the concept square in a variety of settings , sizes, and functions).

2) Concepts and skills that are specific to the needs of those with visual handicaps (For example, reading by listening, a "gestalt"(overall understanding)for serial learning and self-advocacy).

3) Concepts that sighted children learn through incidental visual observation. (For example, walking down the street, using public transportation).

On the other hand Chapman and Stone (1988:107) expressing their worry in meeting the needs of the blind fully in an adapted curriculum have to say that:

> " Meeting the curriculum needs of pupils with visual handicaps is like trying to get a quart of water in to a pint pot. This comment arose in a planning meeting in which teachers were trying to fit mobility training

> sessions and Braille teaching in to the already full-time table of a visually handicapped pupil in the first year of a comprehensive school."

Concluding their argument they suggest that in order to avoid the danger of this, each pupil with special needs will have to have these evaluated carefully in terms of curriculum requirements and access. In the case of the visually handicapped this will include recognition that there are special curriculum elements, such as learning Braille and mobility that are 'core' in terms of their essential value to the pupil, not 'optional extras'. Moreover, in real terms these are challenges that are being faced with workable if not always ideal solutions.

Similarly, Hughes in Chapman and Stone (1988:108) in describing the approach taken to curriculum planning by the staff of a visual handicapped department in a secondary school where such pupils are integrated stated that the emphasis is that the individual child is the unit of consideration rather than the general curriculum. However, the team of teachers here recognized that the visually handicapped pupil may need more time for academic areas than in the case for some other pupils. Besides, time will also be needed for learning techniques relating to personal management, as well as adaptive skills such as type writing and possibly Braille.

In general, realistic and flexible curriculum planning will help to support the 'forgotten' visually handicapped pupil who maybe struggling to keep pace with the fully sighted. In such a case, the curriculum load and need for remedial work will require examination in the light of the implications of visual handicap for learning

(Brennan, 1986).

From this discussion it can be understood that all those experiences that will ensure the achievement of the basic knowledge and skills of the educational program are fundamentally the same for both sighted and blind children. However, this does not mean they are totally identical because, there are also some variations which are necessitated by the visual problem of the blind.

2.5.2 Specialized Curriculum and Equipment

Although educational provisions for the blind has got a lot of common ground with that setup for sighted children, there are also certain areas of the curriculum which require special curricular modification more than adaptation of the general curriculum. These areas of specialized curriculum contain some specific subjects and special skills which enable the blind to function effectively in their total educational programs as well as in coping with their environment. According to Booth, Swann and Amasterton (1992:163) and Cruickshank and Johnson (1962:320), these components of the specialized curriculum designed to meet the educational needs of blind children are named "plus curriculum" for the fact that they are in addition to the general or ordinary school curriculum required for the children.

The specialized educational provisions for the blind may vary according to the standard of development and other circumstances in different schools and countries. But according to many authorities, the following special subjects are basic in most schools for the blind.

2.5.2.1 Communication Skills

One of the emphasis that differentiates special educational programs for the blind from that of the sighted children is the area of communication skills. One of the most important special subjects for the blind in the area of communication skills is Braille for it is an irreplaceable source of reference for reading and writing to the blind. But it seems better to give some description about the nature of the Braille system itself.

Basically, there are different forms of Braille, which vary in terms of writing words. However, they can be roughly classified in to two major classes as Grade I Braille and Grade II Braille. Grade I Braille is the one that uses words in their usual and obvious sense with out contractions, and as a result easier to learn.

Grade II Braille, on the other hand, makes great use of contractions or shortened forms of words. Because of this it is difficult to learn as compared to the former one. But once learned it can be written and read much faster and also requires much less space than the former one (Scholl, 1986:302 and Hallahan and Kauffman, 1988:356).

The method and procedure of teaching reading In Braille is very similar to that of teaching reading in print. It proceeds alongside to that of reading for sighted children. Usually children at grade one level are in a position to read in Braille at the level where sighted children begin to read in print. However, at the point where emphasis shifts from reading code of alphabets to reading words and sentences, learning to read Braille becomes much more difficult than learning to read in print because, the blind cannot perceive many words at once as sighted children do (Hallahan and Kauffman,

1988,: 358-9; Moss, 1995: 198-9).

As compared to the sighted children, one major problem of the Braille reading is that, it is difficult to get adequate reading materials in Braille. Concerning this Dunn (1965:450) states that "few sources of materials for reading in Braille are available. These sources are unable to provide the wealth of materials available to normally seeing children." However, this limitation of Braille can be compensated by special device called 'Optican' which is another tactual method of reading.

This device consists a camera, which converts printing to an image of individual letters delivered to figures by vibrating pins. As such it makes accessible many more reading materials such as newspapers, magazines and the like (Hallahan and Kauffman, 1988:359; Cline, 1992: 320).

According to Kirk et al, (1993:336) "Braille writing is taught later than Braille reading" Braille can be written by hand using a special 'Slate' and 'stylus'. This is advantageous for the child at a time when he needs to have lighter equipment to use in different situations. But because it is employed by hand, it is much slower than the other writing devices (Hallahan and Kauffman, 1988:358).

Among the devices used for writing the symbols of Braille, the easiest and fastest is the Braille typewriter. Specially, according to Scholl (1986:303) "... with the introduction of Grade II Braille ... the early use of the typewriter is encouraged. Because of the contractions in Braille, the typewriter affords valuable experience in

all spelling".

In addition to Braille typewriter, the standard print typewriter is also very important to the blind if they are to communicate with sighted individuals, especially in a written form. Because of this blind children are taught to use a standard print typewriter as soon as possible, usually in the third or fourth grade (Kirk, et al 1993).

Another emphasis in the area of communication skills for the blind is listening skill. For visually handicapped children learn many of their subjects largely through listening to their teachers and recorded audio lessons, "it is becoming more and more commonplace for visually handicapped to have access to records and tapes and a variety of recording devices" Hallahan and Kauffman (1988:361) and Ainscow (1994:96).

2.5.2.2 *Mobility Training.*

Skills in mobility play an extremely important role in the personal and social adjustment as well as in the educational process of blind children. Obviously, one of the problems that are imposed on blind children is their inability to move independently. Kirk, et al (1993:336) noted that "the situations which force dependence and may cause greatest personality and social problems are very likely to center about mobility." Hence, the schools for the blind are in a position to provide favorable conditions so that, blind children learn to move comfortably.

Dunn (1965:444) and Scholl (1986:315) state about the goal of mobility training as follows:

> The goal of programs of mobility ... for blind children is an optimum degree of independent functioning by the individual... the programs are designed to help the individual attain the ability to cope with his environment effectively without sight in terms of his developmental level.

Similarly as to Rusalem (1972:156) the contents of mobility training for the blind include:

> Awareness of the environment, purposefulness and safety in movement, and relatedness to the physical and social cues that inform a blind person about the world in which he lives.

According to Dodds (1988:225) and Kirk, et al (1993:336) canes are the most common and acceptable devices or tools for mobility training. Accordingly, for blind children at elementary school level, early use of cane is recommended for the fact that it is the age or level at which blind children are expected to begin to extend their movement beyond their familiar environment. In addition to canes, "mental aspects of mobility training can also be developed by using embossed maps" Tobin (1994: 3).

2.5.2.3 *Skills of Daily Living.*

This area of the specialized curriculum for the blind is designed primarily to help blind children to establish socially accepted patterns of behavior. In other words, it enables blind children to acquire socially useful information, which sighted children acquire visually, but which is not accessible to blind children because of their visual problem. This area comprises:

> techniques to be used at mealtimes, shopping techniques, care and maintenance of clothing and personal belongings, ... systematization of

> daily routine, money identification, use of the telephone and other devices, development of tactile, kinesthetic and olfactory abilities (Rusalem, 1972:156; and Scholl, 1986:343).

Kirk, et al (1993:338) also made these and other similar points. The skills of daily living that include customary in grooming, eating, rules for formal relations or behavior among people and the ways to implement these customs without visual cues or hint about how to behave are important for blind children.

2.5.3. Handicraft Subjects.

Probably, among the total educational provisions for the blind at elementary school level, the training in the area of handicrafts is the most important one. In this regard Salisbury (1974:19) remarked that:

> ...the most important part of the curriculum should be devoted to manual skills... because the majority of blind children will ultimately depend for their livelihood on their ability to use their hands.

According to Salisbury (Ibid.), handicraft or handiwork can cover a wide field and it is quite certain that most of the work done in elementary schools can easily be tackled by blind children at this level. For example, he cited some of them as follows:

a) knots, undoing buttons, sewing on buttons, clay models, string making,

b) simple weaving, basket making, net making,

c) the use of main tools (hammer, chisel, etc.),

d) knitting, mat-making, making handles for hoes and axes (Salisbury, 1974:20).

In attempting to strengthen their hands and also to refine their sense of touch, therefore, it can be said that the training in these and other subjects, related to manual skills have got much help. By doing so, the elementary schools may provide a sound foundation on which blind children can later on depend for their livelihood as mentioned above.

Generally, as it can be seen from the discussions so far, the curriculum in the schools for the blind covers the same materials or contents found in regular schools with some other additional contents. Perhaps, this situation can either lengthen the schooling time of blind children for certain period of time beyond that of the children in regular schools or reduce the number of subjects which they can be involved at any one time (Brennan, 1986:36).

2.5.4. Teachers and their Training.

To achieve success, teachers need to possess important qualities that enable them to play their role successfully. As noted by Hornby (1995:3) leaders in the field of education agreed on the following points as to what qualities are essential for successful teaching:

> the teacher's professional equipment, knowledge of the child and society, the purpose, methods, materials, and outcomes of education are some of the important qualities serving as a starting point without which no one can hope to be successful in teaching.

On the other hand, Spungin and Tylor in Scholl (1986:256) state that the national committee of the United States Office of Education identify the following competencies needed by teachers of handicapped children, including teachers of blind

and of partially seeing children:

1) the same competencies required of qualified teachers of sighted children plus a sequence of specialized preparation;
2) medical knowledge involving the anatomy of the eye and the implications for education and development of visual handicapped pupils;
3) guidance and counseling skills;
4) knowledge of instructional strategies ;
5) skills in teaching orientation and mobility;
6) ability to teach communication skills, Braille, typing and listening;
7) curriculum adaptation and development ;
8) assessment and evaluation;
9) knowledge of role and ability to work with other specialists, agencies and appropriate organizations.

Therefore, as it can be understood from the above statements dealing with blind children demands tactful and qualified teachers with some kind of special training in addition to or beyond that of regular school teachers. In the **Guide to Teachers Training Program in Special Education in Africa**, it is reported that there are several colleges offering special education courses for teachers of the blind in Kenya, Ghana, Tanzania, Nigeria, and other countries. Ethiopia has yet to establish one (UNESCO, E.D.- 85/2, April, 1985: 4-7)

Kenya, for example, trains teachers of the visually handicapped at one of the units of a regular teachers college for the duration of two years with entry requirements of high school complete plus three years experience of teaching in regular schools.

Historical and theoretical aspects of education of the visually handicapped, counseling, pre-school education, development of curricula for teaching, orientation and mobility, and proficiency in use of various machines are some of the courses being offered to teachers of the visually handicapped during their training years in the college (UNESCO, E.D- 85/2, April, 1985:7).

Ghana also trains teachers of the blind and partially sighted at one department of a regular teachers college, named 'Akropong-NKwopin' teachers college. The special education unit in this college trains teachers of the visually handicapped for the duration of two years. Entry requirement to this training is post secondary certificate with a minimum of three years post qualification teaching experience at elementary school level. At this college about fourteen major courses with some practical subjects as well as other courses related to education of the blind are being offered (UNESCO, E.D.-85/2; Ibid.).

Although some of the courses slightly differ from country to country, other African countries also follow the same pattern in training teachers of the visually handicapped children, according to this UNESCO report.

Besides qualified teachers, there is also a great need for a highly trained and experienced director for a school of the blind. As part of special education, the blind education has got its own unique nature which needs special consideration especially from the director with a reasonable qualification for the place he/she assumes, because, it is the director who must guide or lead the children and the teachers and

also, who must bridge the school with the community.

Voelker in Cruickshank and Johnson (1962:653) put the above idea this way: "... because of the highly technical nature of his work, the director is generally selected for this position on the basis of his training and experience in special education as well as certain qualities of leadership." To this he adds also that " the director must posses not only knowledge of special education programs and services but, equally important, have high level skills in leadership and administration."

Generally, as it can easily be seen from the above discussion and the nature of identification, enrolment, and the curriculum and equipment discussed earlier, it is clear that the teachers as well as the director of the schools for the blind must have extensive specialized training in the field of special education, if educational procedures are to be carried out successfully.

2.5.5. Classrooms and Class-size

Classrooms for blind children must be constructed or built in such a way that they fit to the particular needs of the blind and they are conducive for all activities conducted in the classrooms. First of all, the classrooms should be placed in the buildings away from internal as well as external or street noise whenever possible, for the fact that blind children largely depend on their hearing senses in their total educational program (Ministry of Education and Fine Arts, 1960 E.C.: 12). Concerning the nature of the classrooms Voelker in Cruickshank and Johnson (1962:671) also suggests that:

> even though the enrolment is small ... the room should be of regular

2.6 A Brief History of Education for the Blind in Ethiopia.

According to Yusuf (1987:1), the kind of education that existed in Ethiopia before the twentieth century was traditional oriented and characterized by church education. He goes on to say that " ... education at the time was in the hand of religious people ... the churches and the monasteries ... were the major centers of learning. The primary aim of such education was to prepare young men for the service of the church." At the same time in the traditional educational system instruction was given orally to students. Hence, the blind were not at disadvantage in the teaching learning methods of the time.

The Amharic version of the material prepared by the Ministry of Education and Fine Arts (1960 E.C. 4) revealed that education of the blind in Ethiopia began simultaneously with that of the sighted people. As a result Ethiopia's system of educating, the blind was recognized all over the world. This was because its delivery was oral and convenient for the blind. Consequently, they were able to serve in churches equally with the sighted people. Similar idea has been expressed by Rigby as cited in Mengistu (1989:13) as follows:

> it was possible for blind children to receive the traditional type of education as reading and writing were kept to a minimum and instruction was given orally to all students, whether they were blind or sighted, and this was , therefore, probably the first known instance of an integrated system of education for the blind... in the past Ethiopia was world renowned for the number of blind persons who ... were famous as teachers and scholars.

In the first decades of the twentieth century, Ethiopian school system started to follow the western type of education. Since this school system gives priority to reading and writing and also since no attempt was made to introduce Braille reading and writing, the blind were unable to follow and were eliminated from the educational system. As

such the education of the blind which had previously been on an equal position with that of the sighted declined, although it continued to some extent at traditional schools (Ministry of Education and Fine Arts, Ibid.).

However, beginning from the third decade of the twentieth century the following modern schools for the blind were opened by various groups, in various parts of the country.

The first modern school for the blind was opened in 1924 by the American Presbyterian Church. Though the exact number of students the school had at the time was unknown, it was said that the school was built in Dembi-Dolo (Wollega Region). But it was closed after a short period of time. Another school was opened by the Swedish Evangelical Mission at Entoto(Addis Ababa) in 1951. This school was transferred to Bakko,(Western Shewa) currently in the Oromia Federal Administrative Region, where it functions at present. Following this, the third school was established by Emperor Haile Sellasie in 1952 at Urael (Addis Ababa). This school was later on transferred to Sebeta in the outskirts of Addis Ababa since 1956, where it functions at present. The fourth school, which is located in Soddo, Wollayta , was opened in 1957 By Sudanese Interior Mission currently in the South Ethiopia Nation, Nationalities and people's Administrative region. (Ministry of Education and Fine Arts, Ibid.).

According to the information from Ethiopian National Association of the Blind, a school for the blind at Ghimbi, was opened in 1971 by the German Hermannsburgh Mission but not functional at present. The Irish Mission opened another school for the blind in Shashemene in 1980. Finally, the most recently opened school for the blind is

at Mekelle in Region One, which was launched in 1991 by the current Ethiopian Government.

In general, at present there are five primary schools for the blind with a total of 588 children and 71 teachers of the blind in the country.

At present the Ministry of Education in collaboration with the National Association of the Blind and the Institute of Curriculum Development and research Center addresses the educational needs of the handicapped children in these and other special schools. There are different plans to be undertaken by three sections, namely: Special Education Administration, Teacher Training and Curriculum Development operating under the MOE's Special Education Department.

CHAPTER III

METHODS AND PROCEDURES OF THE STUDY

This study was aimed at examining the provision of special needs education for the blind in Sebeta and Wollayta special schools of the blind and the implication on their level of educational achievements. The research type employed to conduct this study was a descriptive qualitative survey method. The instruments used for data collection were formal questionnaires prepared in English as well as Amharic. To supplement the questionnaires, interview, documentary investigation and school observation were also carried out.

3.1 Sources of Data

Data concerning teachers level of education, their professional training prior to and on the profession, their experience in both regular and special (for the blind) schools, teachers and students degree of sight, students enrolment, school facilities, special instructional materials and equipment were searched from school documents. Besides this, the number of special schools for the blind in the country, blind pupils enrolment in these schools were obtained from unpublished materials at the special education department in the Ministry of Education and Ethiopian National Association of the Blind.

Other than data obtained from documents, students, teachers, and directors of the two schools were used as basic sources of data in the study.

3.2 Sampling Procedures

In order to select adequate and representative samples from all sources, among the five special schools for the blind, the two schools for the blind (Sebeta and Wollayta) were selected using random sampling technique (i.e. by writing each school names on a slip of paper and placing the slips in a container and picking out the two).

The selection of the subjects from each sample schools was made as follows:

Students: From each sample schools, using stratified random sampling 28 blind students from grades 4-8 were selected. Here, since all blind students due to their visual disability can not read and write print materials by themselves, the writer was forced to take a representative sample size (33%) out of the total number from the indicated grade levels which accounts a total of 56 blind students.

These grade levels (4-8) were chosen for they are the levels at which most basic skills and knowledge begin to be offered and children's maturity level become reasonable.

Teachers: Since the total number of teachers who are teaching at second cycle of primary level (grade 5-8) in the two schools was small and manageable, a total of 31 teachers, twenty from Sebeta and eleven from Wollayta school for the blinds were taken without any sampling.

3.3. Instruments of Data Gathering

The ultimate effectiveness of special needs education provision should be evaluated in

terms of its success in assisting students with handicaps in maximizing their level of independent functioning in normalized environment.

To this effect a preliminary survey was made to collect all the personal opinions, skills and qualifications, special equipment and school roles expected from each during the school academic year. In other words these are the qualities of the curriculum for the blind to be implemented appropriately and effectively. Thus, based on the results of the preliminary study together with those constructive amendments formal questionnaire for teachers of the blind and blind students was prepared to gather information on the extent of special needs education provision for the blind, which largely contribute to the level of their educational achievement.

The questionnaire for both respondents contains two parts. The first part of the questionnaire contain 29 and 20 closed ended items for teachers and students respectively which require both respondents to choose one among the given alternatives that best fits to each question. On the other hand, part two contains two questions for each group that requires to write at least four possible major factors which they assume might affect the effectiveness of the teaching learning process of the blind. Besides this, the 25th item for teachers and the 15th and 19th items for students contain a list of special instructional materials and basic needs of life respectively . Then the respondents were requested to indicate extent of availability and adequacy.

The questionnaires were prepared first in English and then translated into Amharic.

The Amharic versions of the questionnaires were distributed to 31 teachers and 56 students of the two schools for the blind. In addition to the data obtained through the questionnaires, an interview was made with directors of both schools.

3.4 Administration of the Questionnaire.

Before the questionnaire and interview were administered some basic precautions were taken:

a) the objective of the study was made clear to all the respondents;

b) the assisting invigilators were given the necessary orientation on how to help the blind respondents;

c) brief orientation was given on how to answer each part of the questionnaires.

3.5 Methods of Data Analysis.

After pertinent information were collected through questionnaires, interview and documentary investigation on the provision of special needs education for the blind, the data obtained through the questionnaire were analysed by computing the percentage of the responses in favour of each item. Whereas, results of the interview, school observation and documentary investigation were used to substantiate the analysis.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

This part of the paper deals with the analysis and interpretation of data collected from teachers, students, and school directors of Sebeta and Wollayta Schools for the blind. As it was mentioned, the questionnaire was distributed to 31 teachers and 56 blind students, and all the papers were returned and made for use. In addition to this documentary investigation, interview and school observation have been carried out.

The responses of teachers and students to each question were analyzed and interpreted by using percentages. Most of the data gathered were analyzed using tables followed by discussions. For the sake of convenience related questions were treated together. The data from the interview, documents referred, and school observation were used to substantiate teachers' and students' responses.

Accordingly, the analysis deals with the current status of the two especial schools for the blind, characteristics of respondents, teachers' professional training backgrounds, teachers' interest towards their job, method employed in classifying the two groups of visually handicapped children, classroom and school environment, provision of especial training, children's knowledge of writing and reading devices, children's relationship with teachers, peer groups and the community, in this order.

4.1 Brief Overview on the Current Status of the two special Schools for the Blind.

4.1.1 Sebeta School for the Blind

According to information obtained from the Ministry of Education, this school was under a direct control of the former Haile Selassie I Foundation until 1974, when the Ministry of Education took over the responsibility. At present the Oromia Education Bureau is fully charged with the provision of all the necessary manpower and material resources as well as supervision of the school.

Information obtained from Sebeta School for the blind shows that the school currently consists of 102 staff, of which 36 are teachers and the rest 66 are non teaching support staff. There were 243 students at the school in 1998/99 school year.

Currently, the School offers all academic subjects given in the regular elementary school programs. In addition to subjects in handicraft like, weaving, carpet, and rug making, and sewing, special subjects like Braille and mobility are also being offered in the school. However, after completing primary school, students join the nearby regular comprehensive high school where they are integrated with the sighted pupils.

According to the academic director of the school, the Sebeta Special School for the Blind has the following buildings and facilities:

(a) six hostels for blind children, each accommodating 48 students;

(b) one large office for teaching staff, four medium sized offices, one treasury office, and one duplicating room;

(c) one modern gymnasium room;

(d) a four-room clinic;

(e) a Braille printing house which consists of different modern equipment but presently not at service;

(f) handicraft shops for weaving, wood work, rug-making, and other services;

(g) a very wide Braille library;

(h) a modern bakery, but not functional at present;

(I) two modern villas for staff charged with providing assistance to and follow-up of the children;

(j) classrooms;

(k) buildings initially built for the service of different development projects like dairy barn, poultry house, fish production pool, and others. However, all these buildings are not functioning at present except the dairy barn.

4.1.2 Wollayta school for the Blind

This school was opened by the Sudanese Interior Mission in 1957 in Wollayta located in Sidamo Administrative Region. The school initially admitted only 6 blind children and increased its enrolment.

Information from the Ethiopian National Association of the Blind indicates that this school was under a full control of the Sudanese Interior Mission until 1974. In 1974, its function was interrupted for some months and was again opened as a special school for the blind by the German Christofer Blindon Mission in full charge of providing all the necessary manpower and material resources as well as its supervision. At present, according to information obtained from the school, it is to

some extent subsidised by the Government.

Data obtained from the school reveals that at present the school accommodates a total of 27 staff, of which 11 are teachers and the rest 16 are non-teaching support staff. The number of students in this school in 1998/99 academic year is 85. The types of academic, handicraft and special subjects contemporarily offered are nearly same with those at Sebeta school for the blind.

Pupils completing seventh grade at the school go to the regular junior and comprehensive high schools to be integrated with sighted pupils.

The Wollayta special school of the blind possesses the following buildings and facilities, as informed by the school director:

(a) two hostels for blind children, each accommodating 43 students;

(b) one medium-sized office for teaching staff;

(c) one medium-sized Braille library;

(d) a very wide store for school facilities;

(e) one large dinning hole with a kitchen;

(f) a three-room clinic;

(g) two offices, for the administrative staff and the principals each;

(h) a very wide meeting hall, which can accommodate 250 people;

(I) one modern villa for the school director;

(j) classrooms and buildings for kindergarten, and

(k) a medium-sized room for production of teaching materials.

4.2 Characteristics of Respondents

4.2.1 Characteristics of Teacher respondents

The characteristics of teaching staff at both settings, in terms of sex, age, educational levels, and service years is summarized as follows:

Table 1. Characteristics of Teachers' Population

No.	Description of Items	Responses	Respondents by School					
			Sebeta		Wollayta		Total	
			No.	%	No.	%	No.	%
1	Sex	Female	8	40	3	27.3	11	35.5
		Male	12	60	8	72.7	20	64.5
		Total	**20**	**100**	**11**	**100**	**31**	**100**
2	Age	20-30 Years	2	10	4	36.4	6	19.4
		31-40 Years	11	55	6	54.5	17	54.8
		Above 40 Years	7	35	1	9.1	8	25.8
		Total	**20**	**100**	**11**	**100**	**31**	**100**
3	Visual ability	Sighted	15	75	5	45.4	20	64.5
		Partially Sighted	-	-	3	27.3	3	9.7
		Totally Blind	5	25	3	27.3	8	25.8
		Total	**20**	**100**	**11**	**100**	**31**	**100**
4	Level of Education	Below Grade 12	-	-	-	-	-	-
		12 Complete	-	-	1	9.1	1	3.2
		12 + T.T.I.	6	30	10	90.9	16	51.6
		Diploma	14	70	-	-	14	45.2
		12 + III	-	-	-	-	-	-
		Degree	-	-	-	-	-	-
		Total	**20**	**100**	**11**	**100**	**31**	**100**
5	Years of Services in Regular Schools	No Service	5	25	4	36.4	9	29
		1 - 5 Years	3	15	2	18.2	5	16.1
		6 -10 Years	7	35	3	27.2	10	32.3
		11 -20 Years	5	25	2	18.2	7	22.6
		Above 20 Years	-	-	-	-	-	-
		Total	**20**	**100**	**11**	**100**	**31**	**100**
6	Years of Services in Schools for the Blind	1 - 10 Years	9	45	7	63.6	16	51.6
		11- 20 Years	9	45	3	27.3	12	38.7
		21 - 30 Years	2	10	1	9.1	3	9.7
		Above 30 Years	-	-	-	-	-	-
		Total	**20**	**100**	**11**	**100**	**31**	**100**

As can be seen from Table 1, the total number of teachers teaching at the 2nd cycle of

the primary level in both schools was 31, all of whom responded to the questionnaire. As indicated in the table, the teachers consisted of 20(64.5%) males and 11 (35.5%) females.

In terms of age, 6 (19.4%) teachers were in the range 20-30 years, 17 (54.8%) between 31-40 years. While the rest 8(25.8%) were over 40 years. With regard to their sight condition, about 20 (64.5%) of the teachers were normal sighted., where as 3(9.7%) and 8(25.8%) respectively were partially sighted and totally blind.

Regarding their level of education, 16(51.6%) of the teachers had a grade twelve plus one year of training, and 14 (45.2%) were grade twelve completes with two years of training. One teacher had only completed grade twelve. From this, it can be said that most teachers, especially those in the Wollayta school do not meet the standard of education or qualification required by the Ministry of Education as teachers of primary school at the 2nd cycle.

About 22 teachers generally had taught in regular schools of these years, 5 (16.1%) for 1-5, 10 (32.3%) for 6-10 and 7 (22.6%) for 11-20 years. And the rest 9 (29%) had no teaching experience in regular schools. This implies that most of the teachers have got reasonable experience of teaching in regular school. This is needed because practices in other African countries like Kenya and Ghana reveal that the teacher training institutes for the handicaps require that the admitant has a minimum of three years of teaching experience in regular schools.

As to their teaching experience in schools for the blind, 16(51.6%), 12(38.7%) and 3(9.7%) of the teachers have been teaching for 1-10, 11-20 and 21-30 years

respectively. This shows that most of the teachers have many years of experience, which implies that they are familiar with the school environment and are also well experienced in teaching the blind.

4.2.2 Characteristics of the student Respondents

The table below summarizes the characteristics of blind pupils in both special schools in terms of sex, age, grade level and degree of sight loss.

Table 2. Characteristics of Students' Population

No.	Description of Items	Responses	Respondents by School					
			Sebeta		Wollayta		Total	
			No.	%	No.	%	No.	%
1	Sex	Female	13	46.4	12	42.9	25	44.6
		Male	15	53.6	16	57.1	31	55.4
		Total	**28**	**100**	**28**	**100**	**56**	**100**
2	Age	Below13 Years	-	-	3	10.7	3	5.3
		13 -15 Years	6	21.4	3	10.7	9	16.1
		16 -18 Years	21	75	22	78.6	43	76.8
		Above18 Years	1	3.6	-	-	1	1.8
		Total	**28**	**100**	**28**	**100**	**56**	**100**
3	Grade Level	Grade four	-	-	9	32.1	9	16.1
		Grade five	5	17.9	8	28.6	13	23.2
		Grade six	8	28.6	7	25.0	15	26.8
		Grade seven	9	32.1	4	14.3	13	23.2
		Grade eight	6	21.4	-	-	6	10.7
		Total	**28**	**100**	**28**	**100**	**56**	**100**
4	Degree of Sight loss	Partially Sighted	11	39.3	9	32.1	20	35.7
		Totally Blind	17	60.7	19	67.9	36	64.3
		Total	**28**	**100**	**28**	**100**	56	**100**

The above table describes second group respondents who were 56 blind students from the two schools (Sebeta and Wollyta) for the blind. From these students 9(16.1%), 13(23.2%), 15(26.8%), 13(23.2%) and 6(10.7%) were from grade four, five, six, seven and eight respectively.

The students consisted of 25(44.6%) females and 31(55.4%) males.

In terms of age 3(5.3%) students were below 13 years, 9(16.1%) students between 13-15; 43(76.8%) students between 16-18 and 1(1.8%) student was above 18 years. From this distribution, it can be said that most of the students were not within the normal primary school age of children (i.e. 7-14). This indicates the absence of well - organized mechanism needed for the early identification and enrolment of the blind children.

Regarding the degree of sight loss, 20(35.7%) of the students were partially sighted, whereas the remaining 36(64.3%) were totally blind.

4.3 Teachers professional Training Backgrounds

The data obtained from the teachers regarding participation in special professional training or refresher courses on the teaching of blind students is presented in table 3.

Table 3. **Teachers Special Professional Training and their participation in refresher courses**

No.	Description of Items	Responses	Respondents by School					
			Sebeta		Wollayta		Total	
			No.	%	No.	%	No.	%
1	Initial professional Training	Yes	-	-	6	54.5	6	19.4
		No	20	100	5	45.5	25	80.6
		Total	**20**	**100**	**11**	**100**	**31**	**100**
2	The duration of the training	Short time seminars or workshops	-	-	2	18.2	2	6.4
		3-6 months	-	-	-	-	-	-
		1- 2 years	-	-	4	36.4	4	13.1
		more than two years	-	-	-	-	-	-
3	Participation in refresher courses	Yes	12	60	11	100	23	74.2
		No	8	40	-	-	8	25.8
		Total	**20**	**100**	**11**	**100**	**31**	**100**
4	Adequacy of the Training	Yes	10	50	10	90.9	20	64.5
		No	2	10	1	9.1	3	9.7
5	Reasons for inadequacy	Irrelevance of the course content	2	10	-	-	2	6.5
		In adequate duration of training	-	-	1	9.1	1	3.2
		Poor presentation approach	-	-	-	-	-	-

As can be seen from table 3, 80.6 percent of the teachers affirmed that they had not received any kind of initial special professional training that could help them teach the blind. Only 19.4 percent of them said that they have received a special initial professional training.

In connection to this, 6.4 percent of the teachers indicated receiving the special training through short-time seminars and workshops, while 13.1 percent through training program offered for one to two years of duration.

All the teachers in Sebeta school for the blind responded that they had not received any kind of special training for their roles.

Regarding the provision of in-service training after assignment in the special schools for the blind, 74.2 percent of the teachers have participated in a refresher course and 25.8 percent have not.

With regard to adequacy of their training for teaching in the special schools, 64.5 percent of the teachers responded positively (yes), 9.7 percent of them responded negatively (no).

In explaining for inadequacy of their training, 6.5 percent of the respondents noted that the course was irrelevant while 1 respondent indicated that the duration was too short.

Generally, responses of teachers (to item one in table 3 and item four in table 1) clearly indicate that most of the teachers in both schools for the blind especially those in Sebeta are not equipped with adequate professional qualification to effectively

carryout their duties as special teachers of the blind. Such a crucial problem seems to have emanated from the lack of special teacher training institution for the handicaps. In line with this, scholars in the field of special education agree that to achieve the desired goals of special education, teachers need to possess important qualities that enable them to play their role successfully. Hence dealing with blind children demands tactful and qualified teachers with some kind of special training in addition to or beyond that for regular school teachers (Scholl, 1986:250).

4.4. Teachers Interest towards their Job

The table below deals with teachers rationale for becoming a special teacher of the blind and their contemporary interest towards their job.

Table 4. Teachers' Interest Towards their Profession

Description of Items	Responses	Respondents by School					
		Sebeta		Wollayta		Total	
		No.	%	No.	%	No.	%
Rationale for becoming a special teacher of the blind	On Interest	12	60	8	72.7	20	64.5
	Out of Interest	4	20	-	-	4	12.9
	Lack of other job opportunities	-	-	1	9.1	1	3.2
	To get Transfer	4	20	2	18.2	6	19.4
	Total	**20**	**100**	**11**	**100**	**31**	**100**
Teachers' current Interest	Very high	-	-	-	-	-	-
	High	12	60	8	72.7	20	64.5
	Average	6	30	2	18.2	8	25.8
	Low	2	10	1	9.1	3	9.7
	Very Low	-	-	-	-	-	-
	No Interest at all	-	-	-	-	-	-
	Total	**20**	**100**	**11**	**100**	**31**	**100**
Reasons for Low Interest	Boring and Difficult Nature of the Task	2	10	1	9.1	3	9.7
	Low Payment	2	10	-	-	2	6.4
	Inadequacy of special equipment	4	20	2	18.2	6	19.4

As shown in Table 4, 64.5 percent of the respondents noted that they have been teachers of the blind because of interest to teach the blind. Whereas the others (35.5 %

of the teachers), confirmed that they become teachers of the blind out of their interest due to lack of other job opportunities or to get transfer.

On the second item of the same table, the respondents were asked to indicate their level of interest in teaching the blind at present. Accordingly, 64.5 percent of the teachers claimed to have high interest, 25.8 percent indicated to have an average interest, and the rest 9.7 percent rated their interest in teaching the blind to be low. Some respondents, about 35.5 percent, attributed lack of interest to inadequacy of instructional materials, low payment, and difficult and boring nature of the task.

It can be deduced that the most serious problem for teachers to have low interest in teaching the blind is shortage of teaching materials and equipment, which was also reported as a crucial problem by most teacher and student respondents in the open-ended questions. The report of Mark Vaughan and Ann Shearer as cited in Dessent, (1987.56) indicated that the issue of commitment particularly the personal commitment of teachers is a central lesson, as drawn from the experiences of integrated schooling in Massachusetts. That is, all sorts of people in Massachusetts believe that children and young people with special educational needs have a right to participate as fully as possible in the mainstream in their local educational community-and so in the social life of the wider community as well. The belief has brought rising of expectations - and that has had its positive results (Dessent, 1986). Moreover, in-service training is an essential professional right for all those in the education service and whose work has an impact up on children and schools. It contributes to processes such as attitude formation and change. To promote the interest of special teachers most educators in the field of special education suggest

that they should be paid special salary additions, over and above the remuneration received by their mainstream colleagues.

4.5 Method of Classification

Table 5 below shows method used in classifying children with visual problems so as to provide educational programs in accordance with their visual disabilities.

Table 5. Method of Classification

Item Description	Responses	Respondents by School												Grand Total	
		Teachers						Students							
		Sebeta		Wollayta		Total		Sebeta		Wollayta		Total			
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No	%
Method used to classify the blind children was	Visual acuity Measured in clinical tests	2	10	3	27.3	5	16.1	2	7.1	2	7.1	4	7.1	9	10.3
	Students educational performance	-	-	5	45.4	5	16.1	2	7.1	10	35.7	12	21.4	17	19.5
	No-classification at all	18	90	3	27.3	21	67.8	24	85.8	16	57.2	40	71.5	61	70.2
	Total	**20**	**100**	**11**	**100**	**31**	**100**	**28**	**100**	**28**	**100**	**56**	**100**	**87**	**100**

As shown in the table, 70.2 percent of both group respondents affirmed that there is no any type of classification in their school. The remaining 10.3 and 19.5 percents respectively said that the classification was made through visual acuity measured in clinical tests and students educational achievement in the instructional process.

In addition to this, according to information obtained through interview, failure to classify happened mainly due to shortage of teachers and classrooms. Hence, the two groups of visually handicapped children, the blind and the partially sighted, who have got their own unique features and need different special programs and treatment in the instructional process were treated in the same class and the same approach without any classification. However, the need for classifying the two visually handicapped

groups is emphasized by many specialists in the field. For instance, Cruickshank and Johnson (1962:5) and Scholl. (1986:25) have said that different types of educational programs must be undertaken for the blind child who can see as opposed to the blind child who has no visual ability.

4.6 The Classroom and School Environments

Information obtained from teachers regarding the class size is summarized in table below.

Table 6. Class Size of the Schools

Item Description	Responses	Teacher respondents by School					
		Sebeta		Wollayta		Total	
		No	%	No	%	No.	%
Average class size	Below 10	-	-	1	9.1	1	3.2
	10-15	2	10	10	90.9	12	38.7
	16-20	18	90	-	-	18	58.1
	21-30	-	-	-	-	-	-
	Above 30	-	-	-	-	-	-
	Total	**20**	**100**	**11**	**100**	**31**	**100**

As it is shown in the table, 3.2 percent and 38.7 percent of the respondents respectively confirmed that the average class-size was below 10 and between 10-15 pupils. Whereas the rest 58.1 percent of them reported that classrooms contained an average between 16-20 students. Information obtained from the interview reveal that the major compelling problems for the presence of large class sizes were inadequacy of classrooms and specially qualified teachers.

Whereas, 41.9% of the respondents noted that class-size of the schools was compatible with the standard (which is set by MOE), others 58.1 percent reported that class-sizes were beyond the standard and over crowded. In any case, the ultimate

class-size in the developed countries like the UK is twice less than the size observed in our case (Sebeta and Wollayta schools for the blind).

In this respect, Kirk, et al (1993:34) has said that the optimum class size for the blind at primary school level is generally 6 to 8 pupils so that each child's program is fitted to his particular needs. On the other hand, all special schools in the UK feature small class, usually 4 to 5 blind children and not more than 12 children when print readers (Best , 1972:41)

On the other hand, the teachers and students views on the suitability of classrooms and school compound are summarized as follows.

Table 7. Suitability of Classrooms and School Compound

Description of items	Responses	Respondents by School													
		Teachers						Students						Grand Total	
		Sebeta		Wollayta		Total		Sebeta		Wollayta		Total			
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
Class-rooms	Suitable	18	90	3	27.3	21	67.7	15	53.6	7	25	22	39.3	43	49.4
	Not suitable	2	10	8	72.7	10	32.3	13	46.4	21	75	34	60.7	44	50.6
	No response	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	**20**	**100**	**11**	**100**	**31**	**100**	**28**	**100**	**28**	**100**	**56**	**100**	**87**	**100**
School compound	Suitable	18	90	2	18.2	20	64.5	14	50	12	42.9	26	46.4	46	52.9
	Not suitable	2	10	9	81.8	11	35.5	14	50	16	57.1	30	53.6	41	47.1
	No response	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	**20**	**100**	**11**	**100**	**31**	**100**	**28**	**100**	**28**	**100**	**56**	**100**	**87**	**100**

As can be seen from the table, 90 percent of teachers and 53.6 percent of students in Sebeta school for the blind assured that both the classrooms and the school compounds were suitable. Whereas 72.7 percent of teacher and 75 percent of student respondents in Wollayta school for the blind believed that both (classrooms and school compound) were not suitable. This implies that both the classrooms and the school compound in Sebeta school for the blind were constructed in such a way that

they fit to the particular needs of visually handicapped children, as opposed to those in Wollayta school. Among the major reasons for the unsuitability of the classrooms and the school compound in Wollayta school for the blind was that a transfer has been made from the former environment for unknown reason, which however was well planned and constructed. Regarding the need for conducive classrooms and school compound, Best, (1992:51) has suggested that the environment in which visually handicapped children work such as classroom, school corridors and playgrounds require careful attention so as to enable them fit in and work at their best.

4.7 The State of Instructional Facilities

Tables 8 and 9 below show availability and adequacy of instructional materials and equipment as responded by both schools' teachers and students respectively.

Table 8. Availability and Adequacy of Instructional Materials and Equipment

Description of items	Responses	Teachers' Response by School					
		Sebeta		Wollayta		Total	
		No.	%	No.	%	No.	%
A special curriculum for the school for the blinds	Available	-	-	1	9.1	1	3.2
	Not available	18	90	9	81.8	27	87.1
	Adequate	-	-	-	-	-	-
	Not adequate	2	10	1	9.1	3	9.7
	Total	**20**	**100**	**11**	**100**	**31**	**100**
Braille Books	Available	8	40	6	54.5	14	45.2
	Not available	4	20	1	9.1	5	16.1
	Adequate	-	-	-	-	-	-
	Not adequate	8	40	4	36.4	12	38.7
	Total	**20**	**100**	**11**	**100**	**31**	**100**
Slates and Stylus	Available	4	20	4	36.4	8	25.8
	Not available	-	-	-	-	-	-
	Adequate	-	-	-	-	-	-
	Not adequate	16	80	7	63.6	23	74.2
	Total	**20**	**100**	**11**	**100**	**31**	**100**
Braille Typewriter	Available	8	40	4	36.4	12	38.7
	Not available	-	-	-	-	-	-
	Adequate	-	-	-	-	-	-
	Not adequate	12	60	7	63.6	19	61.3
	Total	**20**	**100**	**11**	**100**	**31**	**100**
Standard print typewriters	Available	10	50	4	36.4	14	45.2
	Not available	-	-	4	36.4	4	12.9
	Adequate	-	-	-	-	-	-
	Not adequate	10	50	3	27.2	13	41.9
	Total	**20**	**10**	**11**	**100**	**31**	**100**
Tape Recorders	Available	-	-	-	-	-	-
	Not available	20	100	11	100	31	100
	Adequate	-	-	-	-	-	-
	Not adequate	-	-	-	-	-	-
	Total	**20**	**100**	**11**	**100**	**31**	**100**
Opticans	Available	-	-	-	-	-	-
	Not available	20	100	11	100	31	100
	Adequate	-	-	-	-	-	-
	Not adequate	-	-	-	-	-	-
	Total	**20**	**100**	**11**	**100**	**31**	**100**
Mobility Devices	Available	14	70	3	27.2	17	54.8
	Not available	-	-	2	18.1	2	6.5
	Adequate	2	10	-	-	2	6.5
	Not adequate	4	20	6	54.7	10	32.2
	Total	**20**	**100**	**11**	**100**	31	**100**
Tools for Handicraft Training	Available	10	50	1	9.1	11	34.5
	Not available	4	20	8	72.7	12	38.7
	Adequate	-	-	-	-	-	-
	Not adequate	6	30	2	18.2	8	25.8
	Total	**20**	**100**	**11**	**100**	**31**	**100**

Table 9. Availability and Adequacy of Instructional Materials and Equipment (Students Response)

No.	Description of items	Responses	Students' Response by School					
			Sebeta		Wollayta		Total	
			No	%	No	%	No	%
1	Braille books	Available	-	-	1	3.6	1	1.8
		Not available	12	42.9	4	14.3	16	28.6
		Adequate	1	3.6	-	-	1	1.8
		Not adequate	15	53.5	23	82.1	38	67.8
		Total	28	100	28	100	56	100
2	Slates and Stylus	Available	-	-	4	14.3	4	7.1
		Not available	1	3.6	1	3.6	2	3.6
		Adequate	2	7.1	1	3.6	3	5.4
		Not adequate	25	89.3	22	75.5	47	83.9
		Total	28	100	28	100	56	100
3	Braille typewriters	Available	-	-	3	10.7	3	5.4
		Not available	2	7.1	5	17.9	7	12.5
		Adequate	4	14.3	1	3.6	5	8.9
		Not adequate	22	78.6	19	67.8	41	73.2
		Total	28	100	28	100	56	100
4	Standard print typewriters	Available	2	7.1	3	10.7	5	8.9
		Not available	3	10.7	17	60.7	20	35.7
		Adequate	2	7.1	-	-	2	3.6
		Not adequate	21	75.1	8	28.6	29	51.8
		Total	28	100	28	100	56	100
5	Tape recorders	Available	-	-	1	3.6	1	1.8
		Not available	19	67.9	21	75.0	40	71.4
		Adequate	-	-	-	-	-	-
		Not adequate	9	32.1	6	21.4	15	26.8
		Total	28	100	28	100	56	100
6	Opticans	Available	-	-	-	-	-	-
		Not available	28	100	28	100	56	100
		Adequate	-	-	-	-	-	-
		Not adequate	-	-	-	-	-	-
		Total	28	100	28	100	56	100
7	Mobility Services	Available	-	-	2	7.1	2	3.6
		Not available	6	21.4	7	25.0	13	23.2
		Adequate	3	10.7	1	3.6	4	7.1
		Not adequate	19	67.9	18	64.3	37	66.1
		Total	28	100	28	100	56	100
8	Tools for handicraft training	Available	2	7.1	2	7.1	4	7.1
		Not available	4	14.3	12	42.9	16	28.6
		Adequate	1	3.6	1	3.6	2	3.6
		Not adequate	21	75.0	13	46.4	34	60.7
		Total	**28**	**100**	**28**	**100**	**56**	**100**

As revealed in item one of table 8, 87.1 percent of the teachers affirmed that there is no curriculum specially meant for the blind in both schools. The interviewed directors of both schools explained that they had been only informed by higher bodies (especially the Institute of Curriculum and Research Center) about a plan to develop a specially modified curriculum for the blind hence, teachers have been working with the curriculum for regular schools, with some adaptations with regard to special needs education. For instance there are subjects like Braille, mobility training and handicraft designed (planned) by some former school teachers.

Regarding the instructional materials and writing devices like Braille books, slates and stylus, Braille and standard print typewriters the majority (more than 60 percent) of both group of respondents indicated the materials were available but still inadequate.

On the other hand, as shown in the above tables, all (100%) of the respondents reported that tape recorders and opticans were not available in the schools. Moreover, mobility devices and tools for handicraft are not adequate though there were some.

One can see from the overall responses in tables 8 and 9 that there was severe shortage in most of the instructional materials and equipment needed for the blind. Responses by interviewed school directors revealed that the inadequacy of these materials (equipment) emanate from a combination of factors like lack of supply in instructional materials from the concerned bodies and poor maintenance service in the schools. This later problem has resulted in total absence of some materials like the Braille printing machine, which was not functional in Sebeta school for the blind.
Besides, there was lack of skilled manpower to be charged for the proper maintenance

of these special materials (equipment).

However, regarding the importance of those instructional materials and equipment for the visually handicapped children, most educators in the field of special education like (Scholl, 1986; and Hallahan and Kauffman, 1988) wrote that one of the emphasis that differentiates special education program for the blind from that of the sighted children is the area of communication skills. To this effect the most important special subject for the blind in the area of communication skills is the Braille, as it is an irreplaceable source of reference for reading and writing to the blind.

Besides the Braille typewriter, the standard print typewriter is also very important to the blind if they are to communicate with sighted individuals, especially in written form. Thus, the inadequacy of these most important communication devices in both schools has negative impact on the education of the children.

Furthermore, as visually handicapped children learn many of their subjects largely through listening, it is very important to have access to records and tapes and a variety of recording devices. Similarly tools for mobility and handicraft training's play great role in the personal and social adjustment as well as in the educational process of blind children. However, the scarcity and the absence of such important tools were serious problems for the blind children in the schools in focus.

4.8 The Provision of Special Training

4.8.1 Training in Handicraft

The table below presents adequacy and availability of handicraft training as reported by teachers and students.

Table 10. Availability and Adequacy of Handicraft Training

Description of items	Responses	Respondents by schools: Teachers				Students				Grand total			
		Sebeta		Wollayta		Total		Sebeta		Wollayta		Total					
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Provision of handicraft training		14	70	11	100	25	80.7	22	78.6	23	82.1	45	80.4	70	80.5
		6	30	-	-	-	19.3	6	21.4	5	17.9	11	19.6	17	19.5
		10	100	11	100	31	100	28	100	28	100	56	100	87	100
Duration of the training	Yes	-	-	-	-	-	-	1	3.6	-	17.9	1	1.8	1	1.1
	No	4	20	6	54.5	10	32.3	9	32.1	5	64.2	14	25.0	24	27.6
	Total	10	50	5	45.5	15	48.4	12	42.9	18	17.9	30	53.6	45	51.7
Adequacy of the training	Yes	6	30	8	72.7	14	45.2	12	42.9	15	53.5	27	48.2	41	47.1
	No	8	40	3	27.3	11	35.5	10	35.7	8	28.6	18	32.1	29	33.3
Reasons for in Adequacy	More of Theory Emphasizing	-	-	-	-	-	-	-	-	2	7.1	2	3.6	2	2.3
	academic subjects	1	5	-	-	1	3.2	4	14.3	3	10.7	7	12.5	8	9.2
	Lack of qualified teachers	1	5	1	9.1	2	6.5	6	21.4	3	10.7	9	16.1	11	12.6
	All	6	30	2	18.2	8	25.8	-	-	-	-	-	-	8	9.2

As revealed in the table, 80.5 percent of both group respondents have confirmed handicraft training to be offered in the schools.

However, the time allocated for handicraft subjects indicated that it was not sufficient, according to 51.7 percent of both group respondents.

The third item in the same table asked if the training was in a position to enable the blind children to cope up with their future life satisfactorily. Accordingly, 45.2 percent of the teachers and 48.2 percent of the students indicated that the training was satisfactory to enable the children to deal with their future life while the rest (35.5 percent of the teachers and 32.1 percent of the students) maintained the contrary view. According to these later respondents, the training was insufficient because it was

more theoretical, emphasizing academic subjects, and due to shortage of qualified teachers. Thus, with such lack of qualified teachers, shortage of time allotment and inadequacy of tools for handicraft training (as indicated by majority of respondents), it would be difficult to imagine adequate and effective training to be provided by the schools.

It should however be noted that among the total educational provisions for visually handicapped children, the training in the area of handicrafts is the most important one because the majority of the blind children would ultimately depend for their livelihood on their ability to use their hands (Salisbury, 1974).

4.8.2 Mobility Training and Skills of Daily Living

The table below then shows the status of mobility training and daily living skills as viewed by the respondents.

Table 11. Mobility Training and Skills of Daily Living

No.	Description of Items	Responses	Respondents by School												Grand Total	
			Teachers						Students							
			Sebeta		Wollayta		Total		Sebeta		Wollayta		Total			
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Method used in teaching mobility training	Theoretically	-	-	-	-	-	-	1	3.6	6	21.4	7	12.5	7	8.0
		Practically	8	40	-	-	8	25.8	2	7.1	2	7.1	4	7.1	12	13.8
		Both ways	12	60	11	100	23	74.2	22	78.6	20	71.5	42	75.0	65	74.3
		No mobility training at all	-	-	-	-	-	-	3	10.3	-	-	3	5.4	3	3.5
		No response	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Total	**20**	**100**	**11**	**100**	**31**	**100**	**28**	**100**	**28**	**100**	**56**	**100**	**87**	**100**
2	Effectiveness of the training	Adequate	20	100	11	100	31	100	24	85.7	27	96.4	51	91.1	82	94.3
		Not Adequate	-	-	-	-	-	-	4	14.3	1	3.6	5	8.9	5	5.7
		I don't know	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Total	**20**	**100**	**11**	**100**	**31**	**100**	**28**	**100**	**28**	**100**	**56**	**100**	**87**	**100**
3	Provision in skills of daily living	Adequate	2	10	3	27.3	5	16.1	5	17.9	9	32.1	14	25.0	19	21.8
		Not adequate	8	40	3	27.3	11	35.5	8	28.6	17	60.7	25	44.6	36	41.4
		Not offered at all	10	50	5	45.4	15	48.4	15	53.5	2	7.2	17	30.4	32	36.8
		No response	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Total	**20**	**100**	**11**	**100**	**31**	**100**	**28**	**100**	**28**	**100**	**56**	**100**	**87**	**100**

Table 11 reveals that 74.2 percent teachers and 75 percent students reported that mobility training was offered both theoretically in the classrooms as well as practically outside the classrooms; and such approach is appropriate and encouraging. In this way, the extent to which blind children benefit from the training to move freely and confidently becomes high and this is the ultimate goal of mobility training for visually handicapped children. Thus efforts made by the schools in this respect need to be appreciated.

As far as the provisions of daily life skills are concerned, 83.9 percent teachers and 75 percent students generally revealed that the provision of these skills in both special schools was not adequate or not offered at all. The inadequacy (or the absence) of one of these basic skills which are highly demanded by the visually handicapped children would result in inability to acquire socially needed behaviors. The provision of daily living skills for the blind children is paramount important as they enable them to acquire socially useful information which the sighted can acquire visually but which is not accessible to blind children because of their visual problem (Scholl, 1986)

4.9 Communication Skills

Children's communication skills (knowledge of writing and reading devices) as viewed by the respondents are presented in Table 12 below.

Table 12. Knowledge of Writing Devices

Description of items	Responses	Respondents by School: Teachers Sebeta No	%	Teachers Wollayta No	%	Teachers Total No	%	Students Sebeta No	%	Students Wollayta No	%	Students Total No	%	Grand Total No	%
Ability in writing Braille	Slates and Stylus	2	10	7	63.6	9	29.0	14	50	23	82.1	37	66.1	46	52.9
	Braille typewriter	2	10	-	-	2	6.5	1	3.6	2	7.1	3	5.4	5	5.7
	Both types	16	80	4	36.4	20	64.5	13	46.4	3	10.8	16	28.5	36	41.3
	Can not write in both devices	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	I don't know	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	20	100	11	100	31	100	28	100	28	100	56	100	87	100
Ability in using standard print typewriter	Yes	18	90	-	-	18	58.1	13	46.4	3	10.7	16	28.6	34	39.1
	No	2	10	11	100	13	41.9	15	53.6	25	89.3	40	71.4	53	60.9
	I don't know	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	20	100	11	100	31	100	28	100	28	100	56	100	87	100

As revealed in the table, 52.9 percent of the total respondents confirmed that children can write by using slates and stylus only, while 5.7 percent said by using Braille typewriter only. On the other hand, the rest 41.3 percent indicate that they could write by using both types.

Nevertheless, as indicated by a higher proportion, most blind children depend on using slates and stylus. The scarcity of Braille typewriter and standard print typewriter (which were more preferable than stylus and slates) makes it difficult for children to become efficient in communication skills.

To sum up Table 12 and data from the open-ended questions reveal that the majority of students depend mainly on slates and stylus due to lack of Braille typewriter and print typewriter. In line with this Kirk, et al (1993) and Scholl (1986) have noted that in addition to the Braille typewriter the standard print typewriter is also very important to the blind if they are to communicate with sighted individuals, specially in written form.

Moreover, blind children were to be tough to use the standard print typewriter as soon as possible , usually in the third or fourth grade. However, this was not noticed even in fifth and sixth grades in the schools under study.

4.10 Blind Children's Relationship with their Teachers

The students' perception of the degree of their relationship with teachers was observed as follows.

Table 13. Teacher -Student Relationship

Item Description	Responses	Student respondents by School					
		Sebeta		Wollayta		Total	
		No	%	No	%	No	%
Degree of Teacher's commitment	Very high	-	-	-	-	-	-
	High	6	21.4	3	10.7	9	16.1
	Average	12	42.9	10	35.7	22	39.3
	Low	8	28.6	13	46.5	21	37.5
	Very low	2	7.1	2	7.1	4	7.1
	No Effort at all	-	-	-	-	-	-
	Total	28	100	28	100	56	100

As shown in table 13, 16.1 percent and 39.3 percent of the total student respondents in order said that, efforts of the teachers in assisting and helping their blind pupils was high and average. While the remaining 37.5 percent and 7.1 percent of students respectively rated-teachers effort to be low and very low. This clearly indicates minimum teacher-student relationship in and outside classes. However, let alone for blind children who need more assistance and care, teacher-student relationship is very important in any instructional process because more effective learning will take place as the student becomes a more active partner in the establishment and maintenance of a learning relationship with his teacher (Kemp, 1976). Furthermore, teachers'

commitment would play a great role in the educational provision of the blind (Scholl, 1986 and Best, 1982).

4. 11 The Provision of Basic Needs for Life

Table 14 illustrates availability and adequacy of basic needs for life provided by the two special schools as reported by the students.

Table 14. **Adequacy of Basic Needs For Life**

Description of items	Responses	Students Response by School					
		Sebeta		Wollayta		Total	
		No	%	No	%	No	%
Food	Adequate	6	21.4	16	57.1	22	39.3
	Not adequate	22	78.6	12	42.9	34	60.7
	Not available	-	-	-	-	-	-
	Total	28	100	28	100	56	100
Dormitory service	Adequate	16	57.1	14	50	30	53.6
	Not adequate	12	42.9	14	50	26	46.4
	Not available	-	-	-	-	-	-
	Total	28	100	28	100	56	100
Water	Adequate	12	42.9	25	89.3	37	66.1
	Not adequate	16	57.1	3	10.7	19	33.9
	Not available	-	-	-	-	-	-
	Total	28	100	28	100	56	100
Toilet	Adequate	6	21.4	13	46.4	19	33.9
	Not adequate	22	78.6	15	53.6	37	66.1
	Not available	-	-	-	-	-	-
	Total	28	100	28	100	56	100
Lounge	Adequate	-	-	-	-	-	-
	Not adequate	1	3.6	3	10.7	4	7.1
	Not available	27	96.4	25	89.3	52	92.9
	Total	28	100	28	100	56	100
Health Service	Adequate	5	17.9	10	35.7	15	26.8
	Not adequate	13	82.1	18	64.3	41	73.2
	Not available	-	-	-	-	-	-
	Total	28	100	28	100	56	100
Light	Adequate	17	60.7	22	78.6	39	69.6
	Not adequate	11	39.3	6	21.4	17	30.4
	Not available	-	-	-	-	-	-
	Total	28	100	28	100	56	100
Cloth	Adequate	12	42.9	13	46.4	25	44.6
	Not adequate	16	57.1	15	53.6	31	55.4
	Not available	-	-	-	-	-	-
	Total	28	100	28	100	56	100

As can be seen from the table, 78.6 percent and 57.1 percent students in Sebeta school for the blind respectively noted that supply of food and water was not adequate. Whereas 57.1 percent and 89.3 percent students in Wollayta respectively reported that food and water supply was adequate. Thus, the seriousness of such deficiencies is noted in Sebeta special school for the blind.

Regarding dormitory service and light supply, more than half of the total respondents in both schools confirmed the adequacy of the services. On the other hand, more than 80 percent of the respondents pointed out that there was no lounge service at all.

With reference to toilet, health service and clothing, around half of the total respondents claimed that there was scarcity in these services (refer table).

It can generally be inferred, from the table that even though the dormitory and light services were adequate, children in both schools could suffer from lack of most basic needs such as toilet, lounge, medication, and clothing.

4.12 Blind Children's Relationship with the nearby School Community and Sighted Peers

Data on blind children's access with sighted peers and perception of the community about the blind is summarized in table below.

Table 15. Relationship of Children with Community and Sighted Peers

No	Description of items	Responses	Respondents by School													
			Teachers						Students						Grand Total	
			Sebeta		Wollayta		Total		Sebeta		Wollayta		Total			
			No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Access with Sighted Peers in regular Schools.	Yes	6	30	10	90.9	16	51.6	3	10.7	5	17.9	8	14.3	24	27.6
		No	14	70	1	9.1	15	48.4	25	89.3	23	82.1	48	85.4	63	72.4
		Total	20	100	11	100	31	100	28	100	28	100	56	100	87	100
2	Outlook of the nearby school community.	Consider them equally with other members of the society	8	40	9	81.8	17	54.8	11	39.3	5	17.9	16	28.6	33	37.9
		Inferior to other members of the society	10	50	1	9.1	11	35.5	12	42.9	13	46.4	25	44.6	36	41.4
		Totally dislike the blind	2	10	1	9.1	3	9.7	5	17.8	10	35.7	15	26.8	18	20.7
		No response	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Total	20	100	11	100	31	100	28	100	28	100	56	100	87	100

As indicated in the above table, more than 70 percent of both group respondents ascertained that blind children did not have any access with the sighted peers of the same age in regular schools.

Regarding the attitude of surrounding community, 41.4 percent of the total respondents replied that the nearby communities perceived the blind equally with other members of the society. In contrast, 37.9 percent indicated that the children are considered inferior to others while the rest 20 percent believed that the communities totally dislike the blind children.

Based on the above discussion, it can be said that the blind children were not in a position to cultivate the socially accepted behaviors by having close attachment with the nearby communities as well as with the sighted peers with whom they are going to live and work in their future life. In this respect, Hawarth (1987) noted that if a handicapped is not accepted by peers, teachers and the community at large, the child may develop a guilty complex, and views his handicapped as a punishment, or turns aggressively against his environment because of fear and anxiety. In contrast, over protective attitudes may also well result in the physically handicapped children finding refuge in their disability, and failing to achieve and perform to their maximum potential.

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Summary

The tasks set forth at the beginning of this research project were to examine the extent and problem of special needs education provision for the blind in Sebeta and Wollayta schools for the blind and the implication on the process of implementing the educational program in the schools as well.

In order to achieve the purpose of this study, basic questions were raised regarding the extent of special needs education provision for the blind and the relationship between the provision of special needs education and overall educational achievement of the blind. Question was also raised about the qualities of the curriculum for the blind and whether it is implemented appropriately and effectively.

To carry out the study, relevant literature review was made on the topic under study. In addition to this, to gather information on the teachers level of education, their professional training for the blind prior to and on the profession, related documents were searched from the two schools for the blind, department of special education at the Ministry of Education as well as the Ethiopian National Association for the Blind.

Besides, documents were referred on students-enrolment, school facilities, and special instructional materials and equipment. Moreover, formal questionnaire was distributed to 31 teachers of the blind and 56 blind students to gather information on factors underlying to the educational achievement of the blind. Furthermore, interview

of school directors and overall observation of the school condition were made.

The data obtained through questionnaire, interview and school observation were analyzed using percentages.

Followings are the major findings of the study:

1) Majority (90.9%) of the teachers in Wollayta and some (30%) in Sebeta special schools were observed as lacking the necessary qualification (diploma) as per the requirement of the Ministry of Education for the 2nd cycle of the primary level.

2) All (100%) of the teachers in Sebeta and about half (45.5%) in Wollayta schools for the blind have not received the initial special professional training of teachers for the blind.

3) Though all teachers in Wollayta had received on job training in the area, the training was reported as not adequate to carry out their task efficiently, while 40 percent of teachers in Sebeta were working without even any preliminary orientation required for teaching the blind.

4) Some (35.5%) of the teachers in both schools have got remarkable teaching experience in special schools for the blind as well as in regular elementary schools.

5) The majority (64.5%) of the teachers in both schools initially were interested in teaching the blind, however, responses of some (35.5 percent) indicated that they were forced to join the profession as a last resort for job opportunity. Teachers tended to dislike it because the task was boring, the payment was low, and the schools were not equipped with the necessary especial instructional materials and services.

6) The two groups (the blind and the partially sighted) were given the same educational program without any distinction. This contradicts the fact that the two groups require two different educational programs.

7) The average number of blind students in a classroom (i.e. class size) particularly in Sebeta school for the blind was large and beyond the standard (optimum) size set for the blind. As shown in table 6, the average class-size of the school was between 16-20 while the standard had to be between 10-15.

8) Both the classroom and the school compound in Sebeta school for the blind were found to be suitable to the particular needs of the visually handicapped children whereas those in Wollayta were not, as reported by 70 % of the respondents.

9) There was inadequacy in both schools in the provision of special teaching materials and equipment like Braille books, slates and

stylus, Braille typewriter, standard print typewriter and others. Moreover, schools did not have a specially modified curriculum.

10) Handicraft training offered in the schools was not adequate. As clearly indicated by the respondents the problem resulted from insufficient time allotment, and lack of basic tools. Besides, the training was inefficient to enable the children to lead their future life satisfactorily because of the following major reasons:(a) the training was more of theory, (b) greater emphasis was given to academic subjects, and (c) there was shortage of teachers efficiently qualified in the area.

11) Mobility training in both schools was found to be adequate and effective to the extent of enabling the blind children move freely and confidently.

12) Although subjects in the area of daily living skills were offered they were found to be still inadequate so as to enable the visually handicapped children establish socially accepted patterns of behavior which is not accessible to them because of their handicaps (as indicated by 78.2% of the respondents).

13) Though children were taught to use Braille writing and reading devices, it was not satisfactory to enable them communicate effectively with the sighted individuals such as teachers and peers. This mainly stemmed from scarcity in the provision of writing devices

like Braille typewriter and standard print typewriter which intern inhibited teachers to provide individual (per head) assistance in order that children could get sufficient practice on these devices.

14) The children's relationship with the teachers in the establishment and continuance of the instructional process was found to be minimal (39.3%). Moreover relationship with the sighted peers was totally non-existent as reported by 72.4% of the respondents.

15) Being boarding schools, they were unable to afford some basic necessities such as toilet, lounge, medication and clothing and these were found to be among the problems that create difficulty in their schooling.

16) The children's relationship with the nearby school community was found to be unfavorable, as the community often underestimated the blind children.

5.2. Conclusion.

Based on the findings of the study, the following conclusions were reached:

Dealing with blind children demands tactful and qualified teachers with some kinds of special training in addition to or beyond that for teachers of regular schools requiring special instructional materials and services, especially modified curriculum and conducive school environment.

However, the two schools for the blind, studied were found to have difficulty in several basic factors affecting to the education of the blind. To mention some: shortage of qualified teachers with necessary professional training, inadequacy in the provision of especially modified curriculum, absence of mechanism for classifying the two groups of visually handicapped children and lack of especial instructional materials, etc.

The multiplicity of problems in the schools suggest that the necessary or adequate attention has not been given from the MOE and the special educational division. In general, it is very difficult for the schools to proceed their activities as special schools given all the unfavorable conditions. In the existing trend, it is not unlikely that the programs in long run be forced to fully concentrate on the academic curriculum. In this way, it is not possible that the programs offered would help the blind children to gain special skills in accordance with their special needs to cope up with their environment.

5.3. Recommendation

On the basis of the conclusion reached from the study, the following recommendations are suggested:

1. It is well understood that one of the most determinant barriers that need to be solved is the preparation of professionally qualified teachers and upgrading of their level of qualification in teaching and caring for the visually handicapped children. To this end, the Special Education Teacher Training Section at the Ministry of Education that is responsible for the planning, organizing, and undertaking training programs for teachers of the blind should pay due consideration to this crucial issue. This arrangement could include:

1.1 Establishing short-term in-service training like Kiremt programs, for teachers who are working in schools for the blind without any initial professional training. This could be done by creating a joint effort and link between the Ministry of Education and the respective Regional Education Bureau's.

1.2. Recruiting teachers from regular primary schools who are already qualified and then offering a special training for teaching the blind by establishing a unit in one of the existing regular teachers college like experiences in Kenya and Ghana.

2. Absence of a specially modified curriculum guide and lack of special instructional materials and equipment constitute a very real problem in both special schools for the blind. Under such circumstances it seems very difficult for the schools to proceed the instructional process required easily and successfully. Thus, the following possible measures ought to be taken:

2.1. the Special Education curriculum Development section in the Ministry of Education should develop a better modified curriculum so that schools of the blind can meet the special education needs of the children adequately and successfully.

2.2. the Ministry of Education together with the Regional Education Bureau ought to fulfil the maintenance unit of the schools with qualified technicians, as well as the necessary equipment in order to intervene the deterioration of the existing materials and equipment.

2.3. the Ministry of Education in collaboration with the Regional Education Bureau should supply the schools with additional special instructional materials and equipment required like specially modified curriculum, Braille books, slates and stylus, Braille typewriter and standard print typewriter.

2.4. the administrative personnel in both schools ought to supervise the materials regularly and report to the concerned higher bodies thus making them more effective and productive.

3. The schools should establish appropriate mechanism of classifying the two groups of visually handicapped children (the blind and the partially sighted) so as to facilitate appropriate educational provision.

4. The schools ought to make arrangements whereby the visually handicapped children could have access with their sighted peers in regular schools. Moreover, these schools should arrange whereby teachers from the schools visit Mosques, Churches, chiefs' of consultative meetings and markets so as to disseminate information on special education.

5. These schools as boarding schools ought to pay due attention to the provision and control of children's basic necessities particularly toilet, lounge, medication and clothing services.

6. Education policy makers ought to pay due consideration in fulfilling the educational needs of the blind.

7. It is better to conduct a more comprehensive survey research in the area so as to improve the education of the blind children.

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Appendix -1

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Questionnaire to be filled by blind students in Sebeta and Wollayta schools for the blind.

Dear Respondent:

The purpose of this questionnaire is to examine the extent and problems in the provision of special needs education for the blind in your school. Since your sincere response has a great value to the finding, you are kindly requested to be considerate in answering the questions. Your co-operation in answering the questionnaire is highly appreciated.

Direction 1: Give appropriate answer to each of the following questions in the space provided or by marking "X" in the box.

1. Sex ☐ a) Female ☐ b) Male

2. Age ☐ a) Below 13 years b) 13-15 years
   c) 16-18 years d) Above 18 years

3. Grade level ☐ a) grade 4 b) grade 5 ☐ c) grade 6
   ☐ d) grade 7 ☐ e) grade 8

4. Degree of sight loss ☐ a) partially sighted ☐ b) totally blind

5. Nature of the classrooms for your learning
   ☐ a) suitable ☐ b) not suitable ☐ c) I don't know

6. Nature of the school compound for your learning
   ☐ a) suitable ☐ b) not suitable ☐ c) I don't know

7. Is handicraft training offered in your school?
   ☐ a) Yes ☐ b) No

8. The time allotted for handicraft subject is

☐ a) more than necessary ☐ b) sufficient ☐ c) not sufficient

9. Do you think that the handicraft training offered in your school enable you to cope up with your future life satisfactorily?

☐ a) Yes ☐ b) No

10. If no, What is your reason?

☐ a) the training is largely theoretical
☐ b) emphasis is given to academic subjects
☐ c) lack of specially trained teachers
☐ d) all are problems
☐ e) I don't know

11. Methodology employed in mobility training is

☐ a) theoretically in the classroom
☐ b) practically outside the classroom
☐ c) both ways
☐ d) no mobility training at all
☐ e) I don't know

12. How far did the mobility training help in your movement?

☐ a) enable me to move freely and confidently.
☐ b) still I need assistance from others.

13. Educational provision in the area of daily living skills is

☐ a) adequate ☐ b) not adequate ☐ c) not offered at all

14. Among Braille writing devices, you ca write using

☐ a) slates and stylus only
☐ b) Braille typewriter only
☐ c) both types (a & b)

15. Can you write using standard print typewriter?

☐ a) Yes ☐ b) No

16. Degree of availability and adequacy of instructional materials and equipment

	Available	Not Available	Adequate	Not Adequate
16.1 Braille books				
16.2 Slates and Stylus				
16.3 Braille typewriter				
16.4 Standard print typewriter				
16.5 Tape recorders				
16.6 Opticans				
16.7 Mobility devices				
16.8 Tools for handicraft training				

17. Do you have access with your normally sighted peers?

☐ a) Yes ☐ b) No

18. As a boarding school provision of basic necessities

	Adequate	Not Adequate	Not Available
18.1 Food			
18.2 Dormitory			
18.3 Water			
18.4 Toilet			
18.5 Lounge			
18.6 Health Service			
18.7 Light Service			
18.8 Cloth			

19. Efforts of teachers in delivering the instruction and assisting the blind is

☐ a) Very high ☐ b) High ☐ c) Average

☐ d) Low ☐ e) Very low ☐ f) No effort at all

20.. How the nearby school community perceive the blind?

☐ a) equally with other members of the society.

☐ b) they underestimate the blind children

☐ c) they dislike the blind children

☐ d) "b" and "c"

e) any (other specify_____

Direction 2. Fill in the blanks with the appropriate answer.

21. Write down at least four major problems that you observed in the teaching - learning process of your school?

a) _____

b) _____

c) _____

d) _____

22. Indicate their possible solutions you think?

a) _____

b) _____

c) _____

d) _____

Appendix-2
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION

Questionnaire to be filled by teachers in Special Schools for the Blind.

Dear Respondent:

The purpose of this questionnaire is to examine the extent and problems in the provision of Special needs education for the blind at Sebeta and Wollayta. Since your sincere response has a great value to the finding, you are kindly requested to be considerate in answering the questions your co-operation in answering the questionnaire is highly appreciated.

Direction 1. Give appropriate answer to each of the following questions by writing in the space provided or by marking "X" in the box.

1. Sex ☐ a) Female ☐ b) Male

2. Age ☐ a) 15-20 ☐ b) 21-30 ☐ c) 31-40 ☐ d) Above 40

3. Visual ability ☐ a) Normal sighted ☐ b) Partially sighted ☐ c) Totally blind

4. Level of Education ☐ a) Primary complete ☐ b) Below grade 12 ☐ c) 12 complete ☐ d) 12+T.T.I. ☐ e) Diploma ☐ f) Degree

5. Years of service in regular schools
☐ a) No service ☐ b) 1-5 years ☐ c) 6-10 years

6. Years of service in schools for the blind
☐ a) 1-5 ☐ b) 6-10 ☐ c) 11-15 ☐ d) more than 15 years

7. Have you received a special training before you were assigned to teach the blind?

☐ a) Yes ☐ b) No

8. If your answer to item "7" is yes, the duration of your training was

☐ a) through short term seminars and workshops

☐ b) for 3-6 months

☐ c) for 7 months - 1 year

☐ d) for 1-2 years

☐ e) for more than 2 years

f) any (other) specify_____

9. Have you ever attend any refresher course after you have been assigned as a special teacher in this school?

☐ a) Yes ☐ b) No

10. If yes, do you think that the refresher course you attend enable you to function as a special teacher of the blind?

☐ a) Yes ☐ b) No

11. If no, what is the reason?

☐ a) the content of the refresher course was irrelevant.

☐ b) the duration of the refresher course was too short.

☐ c) the methodology employed was not appropriate.

12. Why have you been a special teacher of the blind?

☐ a) because you were interested in teaching the blind.

☐ b) because you were assigned by MOE without your interest.

☐ c) because of lack of other opportunities

☐ d) to get transfer

e) any (other) specify_____

13. Your present interest in teaching the blind is?

☐ a) very high ☐ b) high ☐ c) average ☐ d) low

☐ e) very low ☐ f) no interest at all

14. If your answer to item "13" is low or very low or no interest at all, what do you think to be the reason?

☐ a) teaching the blind is a more boring and difficult task.

☐ b) due to low payment.

☐ c) due to lack of special teaching materials.

☐ d) no additional payment (like from night school)

☐ e) I don't know

f) (any other) specify_____

15. The average class-size in your school is?

☐ a) below 10 ☐ b) 10-15 ☐ c) 16-20

☐ d) 21-30 ☐ e) above 30

16. The class rooms of the school are:

☐ a) suitable ☐ b) not suitable ☐ c) I don't know

17. The school compound is

☐ a) suitable ☐ b) not suitable ☐ c) I don't know

18. Degree of availability and adequacy of instructional materials and equipment

	Available	Not Available	Adequate	Not Adequate
18.1 A special curriculum for the blind				
18.2 Braille books				
18.3 Slates and Stylus				
18.4 Braille typewriter				
18.5 Standard print typewriter				
18.6 Tape recorders				

18.7 Opticans				
18.8 Mobility devices				
18.9 Tools for handicraft training				

19. Is handicraft training offered in your school?

☐ a) Yes ☐ b) No

20. The time alloted for the handicraft subjects is

☐ a) more than necessary ☐ b) sufficient

☐ c) not sufficient

21. Do you think that the handicraft training offered in the school enables the blind children to cope up with their future life satisfactorily?

☐ a) Yes b) No ☐

22. If no, what is your reason?

☐ a) the training is largely theoretical

☐ b) emphasis is given to academic subjects

☐ c) lack of specially trained teachers

☐ d) all are problems

☐ e) I don't know

23. Method employed for classifying the two groups of visually handicapped children was

☐ a) visual acuity measured in clinical tests.

☐ b) students achievement in the instructional process.

☐ c) no classification at all.

24. Method employed in mobility training is

☐ a) theoretically in the classroom.

☐ b) practically outside the classroom.

☐ c) both ways.

☐ d) no mobility training at all.

☐ e) I don't know.

25. How far did the mobility training help the children in their movement?

☐ a) enable them to move freely and confidently.

☐ b) still they need assistance from others.

26. Educational provision in the area of daily living skills is

☐ a) adequate ☐ b) not adequate ☐ c) not offered at all

27. Among Braille writing devices, children can write using

☐ a) slates and stylus only.

☐ b) Braille typewriter only.

☐ c) both types (a & b).

28. Can the children write using standard print typewriter?

☐ a) Yes b) No ☐

29. Did children have access with their sighted press?

☐ a) Yes b) No ☐

30. How the nearby school community perceive the blind children?

☐ a) equally with other members of the society.

☐ b) inferior to other members of the society.

c) any (other) specify _____

Direction 2. Fill in the blanks with the appropriate answer.

31. Write down at least four major problems that you observed in the teaching-learning process of your school?

a) _____

b) _____

c) _____

d) _____

32. Indicate their possible solutions you think?

a) _____

b) _____

c) _____

d) _____

Appendix-3

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION

Interview for directors of Sebeta and Wollayta special schools for the blind

The purpose of this interview is to examine the extent and problems in the provision of special needs education for the blind in your school and to come out with some suggestions and recommendations based on the findings reached. Since your sincere response has a great value to the finding, you are kindly requested to be considerate in answering the questions.

Your cooperation in answering the interview is highly appreciated.

1. Depending on the unique nature of education for the blind the number of students (class-size) should not exceed 10-15. Is this standard kept in your school? If not what is the problem?

2. Basically, it is believed that blind and partially sighted children should be treated in different instructional programs. Does such programs considered and employed in your school? If not what was the reason?

3. Do you think that basic instructional materials such as Braille and standard print typewriters, handicraft tools, Braille print books, taperecorders etc. are fully equipped in your school? If not what are the problems? What do you think to be done in order to overcome the problem?

በአዲስ አበባ ዩኒቨርሲቲ የትምህርት ክፍል
ካሪኩለምና ኢንስትራክሽን ዲፓርትመንት

በአካል ጉዳተኞች ትምህርት መስክ ማየት በተሳናቸው የ1ኛ ደረጃ ት/ቤ ተማሪዎች የሚመለስ መጠይቅ።

የዚህ መጠይቅ ዋና ዓላማ በት/ቤቶች ውስጥ ስለሚሰጠው የዓይነ ሥውራን ትምህርት ሁኔታ ለማወቅና አንዳንድ ችግሮች ቢኖሩ የመፍትሔ ሃሳቦችን ለመጠቆም ነው።

ማሳሰቢያ ፡–

ሀ/ በመጠይቁ ላይ ስም መፃፍ አያስፈልግም
ለ/ እያንዳንዱ ጥያቄ እየተነበበ ተማሪዎቹ በማዳመጥ በሚሰጡት መልስ አንፃር የዚህ / / ዓይነት ምልክት ይቀመጥ
ሐ/ ባዶ ቦታ ለተሰጣቸው ጥያቄዎች የተማሪዎች መልሶች በተሰጡት ቦታዎች ላይ ይስፈሩ።

1. ፆታ ☐ ሀ/ ወንድ ☐ ለ/ ሴት

2. ዕድሜ _____

3. የክፍል ደረጃ ☐ ሀ/ 4ኛ ☐ ለ/ 5ኛ ☐ ሐ/ 6ኛ
መ/7ኛ ☐ ሠ/ 8ኛ ☐

4. የማየት ችግርህ/ሽ/
ሀ/ ሙሉ በሙሉ/ዓይነ ሥውር/
ለ/ በከፊል ብቻ

5. በት/ቤቱ ውስጥ የእጅ ሙያ ሥልጠና /ትምህርት/
☐ ሀ/ ይሰጣል ☐ ለ/ አይሰጥም

6· በተራ ቁጥር "6" ለቀረበው ጥያቄ መልስህ/ሽ/ "ይሰጣል" የሚል ከሆነ በመሰጠት ላይ ያለው የእጅ ሙያ ሥልጠና /ትምህርት/ ለወደፊቱ ራስህን/ሽን/ ለማስተዳደር ያስችለኛል ብለህ/ሽ/ ትግምታለህ/ሽ/?

☐ ሀ/ አዎ ☐ ለ/ አልገምትም

7· በተራ ቁጥረ C "7" ለቀረበው ጥያቄ መልስህ/ሽ/ "አልገምትም" የሚል ከሆነ ምክንያቱ

☐ ሀ/ የትምህርቱ አሰጣጥ በቲዎሪ ላይ ስለሚያተኩር
☐ ለ/ ትኩረት የሚሰጠው ለቀለም ትምህርቶች በመሆኑ
☐ ሐ/ በዚህ ዘርፍ የሰለጠኑ መምህራን በብዛት አለመኖር
☐ መ/ ሁሉም
ሠ/ ሌላ ምክንያት ካለ _____

8· በት/ቤቱ ለእጅ ሙያ ትምህርት የተመደበው ጊዜ

☐ ሀ/ ከሚፈለገው በላይ ነው ☐ ለ/ በቂ ነው
☐ ሐ/ በቂ አይደለም

9· የእንቅስቃሴ /ሞቢሊቲ/ ትምህር የምትማሩት፡—

☐ ሀ/ በክፍል ውስጥ በቲዎሪ
☐ ለ/ ከክፍል ውጭ በሚደረግ ተግባራዊ ልምምድ
☐ ሐ/ በክፍል ውስጥና ከክፍል ውጭ
☐ መ/ ምንም ዓይነት የእንስቃሴ /ሞቢሊቲ/ ትምህርት አይሰጥም

10· በት/ቤት የሚሰጠው የእንቅስቃሴ /ሞቢሊቲ/ ትምህርት ምን ያህል ይረዳህ/ሽ/ የመስልሃል/ሻል/?

☐ ሀ/ በቀላሉና እንደ ልብ ለመንቀሳቀስ አስችሎኛል
☐ ለ/ እስካሁን ድረስ ለማደርገው እንቅስቃሴ /ጉዞ/ ማየት የሚችሉትን ሰዎች እርዳታ እፈልጋለሁ

11· የተማርከው/ሽው/ የዕለታዊ አኗኗር /ስኪልስ አፍ ዳይሊ ሊቪንግ/ ትምህርት ዕለት ተዕለት ለምታካውናቸው ለወደፊቱ በዚህ በኩል ለምታደርጋቸው ሁኔታዎች ተገቢውን ዕውቀት በመስጠቱ ረገድ በቂ ነው ብለህ/ሽ/ ትገምታለህ/ሽ/?

☐ ሀ/ በቂ ነው ☐ ለ/ በቂ አይደለም ☐ ሐ/ በጭራሽ አይሰጥም

12· ብሬልን መፃፍ የምትችለው/ይው/

☐ ሀ/ በ "ስሌትና" "ስታይለስ"

☐ ለ/ በብሬል ታይፕራይተር ☐ ሐ/ በሁለቱም

13· ዓይናማዎች በሚጠቀሙበት መደበኛ ታይፕራይተር ተጠቅመህ/ሽ/ መፃፍ ትችላለህ/ያለሽ/?

☐ ሀ/ አዎ ☐ ለ/ አልችልም ☐ ሐ/ በጭራሽ አልተሞከረም

14· በአጠቃላይ የቀለም፣ የእጅ ሙያና ልዩ ትምህርቶችን ለማስተማር የሚያስችለ፡–

	ሀ/ አሉ	ለ/ የሉም	ሐ/ በቂ ናቸው	መ/ በቂ አይደሉም
14·1· በብሬል የታተሙ መጻሕፍት				
14·2· የብሬል መፃፊያ "ስሌትና "ስታይለስ"				
14·3· የብሬል መፃፊያ ታይፕራይተር				
14·4· የመደበኛ መፃፊያ ታይፕራይተር				
14·5· ትፕርኮርደሮች				
14·6· ኦፕቲካን				
14·7· የእንቅስቃሴ /ሞቢሊቲ/ መማሪያዎች				
14·8· የእጅ ሙያ መማሪያ መጣሪያዎች				

15· የመማሪያ ክፍሎችህ/ሽ/

☐ ሀ/ ምቹ ናቸው ☐ ለ/ ምቹ አይደሉም

16· የት/ቤቱ ግቢ ለምታደርገው/ጊው/ እንቅስቃሴ ሁሉ

☐ ሀ/ ምቹ ነው· ☐ ለ/ ምቹ አይደለም

17· የዕድሜ እኩዮችህ/ሽ/ ከሆኑት ዓይናማ ተማሪዎች /ልጆች/ ጋር ለመገናኘት ዕድል አለህ/ሽ/?

☐ ሀ/ አዎ ☐ ለ/ የለኝም

18· ት/ቤቱ አዳሪ እንደመሆኑ መጠን ለኑሮ አስፈላጊ የሆኑ ነገሮች፡—

	ሀ/ በቂ ነው·	በቂ አይደለም
18·1· ምግብ		
18·2· መኝታ		
18·3· ውሃ		
18·4· መፀዳጃ		
18·5· መዝናኛ		
18·6· የሕክምና አገልግሎት		
18·7· መብራት		
18·8· አላባሳት		

19· መምህራኖችህ ትምህርቱን በሚገባህ/ሽ/ መልኩ ለማቅረብና ችግር በገጠመህ/ሽ/ ጊዜ ለመተባበር የሚያደርጉት ጥረት

☐ ሀ/ በጣም ከፍተኛ ነው· ☐ ለ/ ከፍተኛ ነው·

☐ ሐ/ መካከለኛ ነው· ☐ መ/ ዝቅተኛ ነው·

ሠ/ መንም ጥረት አያደርጉም

20· ከአካባቢው ሕብረተሰብ ጋር ያለህ/ሽ/ ግንኙነት

☐ ሀ/ እንደማንኛውም ሕብረተሰብ ተከባብረን፣ ተግባብተንና ተረዳድተን እንኖራለን

☐ ለ/ ሕብረተሰቡ ለኛ ያለው ግምት ዝቅተኛ ነው·

☐ ሐ/ ሕብረተሰቡ በአካባቢው መናራችንን ጨርሶ አይፈልገውም

☐ መ/ "ለ" ና "ሐ" ሠ/ ሌላ ካለ ይገለጽ———————

21· በአጠቃላይ በት/ቤቱ በትምህርትህ/ሽ/ ላይ እክል ፈጥረዋል ብለህ/ሽ/ የምታገምታቸውን /ችያቸውን/ ችግሮች ከሉ ዋና ዋናዎቹን በትገልጽ/ጪ/

ሀ/ _____

ለ/ _____

ሐ/ _____

መ/ _____

22· በተራ ቁጥር "21" ለጠቀስካው/ሻቸው/ ችግሮች መፍትሔ ይሆናሉ ብለህ/ሽ/ የምትገምታቸውን/ችያቸውን/ ሃሳቦች ግለጽ/ጭ/

ሀ/ _____

ለ/ _____

ሐ/ _____

መ/ _____

በአዲስ አበባ ዩኒቨርሲቲ ትምህርት ፋክልቲ
ካሪኩለምና ኢንስራክሽን ዲፓርትመንት

በአካል ጉዳተኞች ትምህርት መስክ ማየት የተሳናቸው ትምህር ቤት መምህራን የሚመለስ መጠይቅ።

የዚህ መጠይቅ ዋና ዓላማ በት/ቤቶች ውስጥ ስለሚሰጠው የዓይነ ሥውራን ትምህርት ሁኔታ ለማወቅና አንዳንድ ችግሮች ቢኖሩ የመፍትሔ ሃሳቦችን ለመጠቆም ነው።

ጊዜዎን መስዋዕት በማድረግ መጠየቁን በመመለስ ስለተባበሩን በቅድሚያ እናመሰግናለን።

ማሳሰቢያ

ሀ/ በመጠይቁ ላይ ስም መግፍ አያስፈልግም፣

ለ/ አማራጭ ለተሰጣቸው ጥያቄዎች ትክክለኛ ነው በሚሉት መልስ አንባር የዚህ / / ዓይነት ምልክት ያስቀምጡ፣

ሐ/ ባዶ ቦታ ለተሰጣቸው ጥያቄዎች ትክክለኛ ነው የሚሉትን ሀሳብ ባጭሩ ያስፍሩ።

1. ፆታ ☐ ወንድ ☐ ሴት

2. ዕድሜ _____

3. የማየት ችሎታ
   - ☐ ሀ/ መሉ በሙሉ ማየት ይችላሉ
   - ☐ ለ/ በከፊል ብቻ
   - ☐ ሐ/ ዓይነሥውር

4. የትምህርት ደረጃ
   - ☐ ሀ/ ከ12ኛ ክፍል በታች
   - ☐ ለ/ 12ኛ ክፍል
   - ☐ ሐ/ 12+መምህራን ማሰልጠኛ ተቋም
   - ☐ መ/ 12+2 /ዲፕሎማ/
   - ☐ ሠ/ 12+4 /ዲግሪ/

5· የአገልግሎት ዘመን

5·1· በመደበኛ ት/ቤትች ———— ዓመት

5·2· በዓይነሥውራን ት/ቤቶች ——— ዓመት

6· የዓይነሥውራን መምህር ሆነው ከመመድብዎ በፊት ዓይነሥውራንን ለማሰተማር የሚያበቃ ልዩ ሥልጠና አግኝተዋል?

☐ ሀ/ አዎ ☐ ለ/ አላገኘሁም

7· በተራ ቁጥር "6" ለቀረበው ጥያቄ መልስዎ "አዎ" ከሆነ የሰልጠናው የጊዜ ርዝመት

☐ ሀ/ የአጭር ጊዜ ሴሚናር

☐ ለ/ ከ3–6 ወር በሚደርስ ሥልጠና

☐ ሐ/ ከ1–2 ዓመት

☐ መ/ ከ2 ዓመት በላይ

☐ ሠ/ ሌላ ካለ የጊዜው መጠን ይግለጹ ————————

8· ዓይነሥውራንን ማስተማር ከጀመሩ በኋላ በሙያ ተሐድሶ ፕሮግራሞች ላይ ተሳትፈው ያውቃሉ?

ሀ/ አዎ ለ/ አልተሳተፍኩም

9· በተራ ቁጥር "8" ለቀረበው ጥያቄ መልስዎ "አዎ" የሚል ከሆነ ከሙያ ተሐድሶ ፕሮግራሞቹ ያገኙት ዕውቀት አንድ የዓይነሥውራን መምህር ሊኖረው የሚገባውን ዕውቀት ለማግኘት አስችሎኛል ብለው ይገምታሉ?

ሀ/ አዎ ለ/ አልገምትም

10· በተራ ቁጥር ·9· ለቀረበው ጥያቄ መልስዎ "አልገምትም" የሚል ከሆነ ምክንያቱ፡–

☐ ሀ/ በተሐድሶ ፕሮግራም የተሰጠው ትምህርት ከሙያው ጋር ቀጥተኛ ግንኙነትና ጠቀሜታ ስለሌለው

☐ ለ/ የተሐድሶ ፕሮግራሙ ጊዜ በጣም አጭር ስለነበር

☐ ሐ/ የተሐድሶ ትምህርቱ አቀራረብ በሚገባኝ መልኩ ስላልተሰጠ

☐ መ/ ሌላ ካለ ይግለጹ ————————

11· ዓይነሥውራንን በማስተማር ሙያ ላይ የተሰማሩት

☐ ሀ/ ዝንባሌ /ፍላጐት/ ስለነበረዎት

☐ ለ/ ከፍላጓትዎ ውጭ በት/ሚ ስለተመደቡ

☐ ሐ/ ሌላ አማራጭ የሥራ ዕድል ባለመኖሩ

☐ መ/ የሥራ ዝውውር ለማግኘት

12· በአሁኑ ጊዜ ዓይነሥውራንን ለማስተማር ያለዎት ፍላጐት፡–

☐ ሀ/ ከፍተኛ ☐ ለ/ መካከለኛ ☐ ሐ/ ዝቅተኛ

☐ መ/ ምንም ፍላጐት የለኝም

13· በተራ ቁጥር "12" ለቀረበው ጥያቄ መልስዎ ዝቅተኛ ወይም ምንም ፍላጐት የለኝም የሚሉ ከሆነ ምክንያቱ፡–

☐ ሀ/ ዓይነሥውራንን ማስተማር አሰልችና አድካሚ ሥራ በመሆኑ

☐ ለ/ ደመወዝ /ክፍያው/ አነስተኛ በመሆኑ

☐ ሐ/ በት/ቤቱ ውስጥ የዓይነሥውራንን ማስተማሪያ መሣሪያዎች ያልተሟሉ ስለሆነ

☐ መ/ ተጨማሪ ክፍያ ስለማያስገኝ /ለምሳሌ ከማታ ትምህርት/

☐ ሠ/ ሌላ ምክንያት ካለ _____

14· ት/□! □ጽፈ፫1ጨ ጼጼጼ□ሜ] ፳□፫1 □※]ፙ፪ ጼፋፍጸ □፭□ጷፍጪ?

☐ጣ/ ጼጲጾጷ □ጼ□ጲ—] ጽ፭ፊ) ፓ□ጷ ጼጽ※] 1ጰ$ ጳያ□

☐ፍ/]ጷጨኽ] □ጲ፱□ጪ 1ጰ$ ጳያ□

☐ጳ/ ጷጨጷ ፀፍፍጪ ጳ□□ኽ6ጷ

15· □]/□! □ጳጨ□ ※ጲጽፈ□ ፀፍጪ ፪፭ጥ □ጲ□□፪ ※ጼጽፋ □ጽፈ፫1 ፵ጥኽ □ጳጽጷ□፡–

☐ ጣ/ ጼ 10 □$1

☐ ለ/ ከ 10–15

☐ ጳ/ ጼ 16–20

☐ መ/ ከ 21–30

☐ ሠ/ ከ 30 በላይ

22. በት/ቤቱ ውስጥ የሚሰጠው የዕለታዊ አኗኗር/ስኬል አፍ ዳይሊ ሊቪንግ/ ለተማሪዎች ተገቢውን ዕውቀት በመስጠቱ ረገድ

ሀ/ በቂ ነውጉር ☐ ሐ/ የዕለታዊ አኗኗር የሚባል ትምህርት
ለ/ በቂ አይደለም ☐ በጭራሽ አልተማሩም ☐

23. ተማሪዎች ብሬልን መጻፍ የሚችሉት
ሀ/ በ "ስሌትና "ስታይለስ" ☐ ሐ/ በሁለቱም ☐
ለ/ በብሬል ታይፕራይተር ☐ መ/ በጭራሽ አልተማሩም ☐

24. ተማሪዎች ዓይናማዎች በሚጠቀሙበት መደበኛ ታይፕራይተር ተጠቅመው መጻፍ ይችላሉ?

ሀ/ አዎ ☐ ለ/ አይችሉም ☐ ሐ/ በጭራሽ አልተማሩም ☐

25. በአጠቃላይ የቀለም፤ የእጅ ሙያና ልዩ ትምህርቶችን ለማስተማር የሚያስችሉ:-

	ሀ/ አሉ	ለ/ የሉም	ሐ/ በቂ ናቸው	መ/ በቂ አይደሉም
25.1. በተለይ ለዓይነሥውራን ት/ቤት ተብሎ የተዘጋጀ ሥርዓተ ትምህርት /ካሪኩለም/				
25.2. በብሬል የታተሙ መጻሕፍት				
25.3. የብሬል መጻፊያ "ስሌትና" "ስታይልስ"				
25.4. የብሬል መጻፊያ ታይፕራይተር				
25.5. የመፀበኛ ጽሕፈት ታይፕተር				
25.6.ቴፕሪኮርደሮች				
25.7. "አፕቲካን"				
25.8. የእንቅስቃሴ /ሞቢሊቲ/ ማስተማሪያ መሳሪያዎች				
25.9. የእጅ ሙያ ማስተማሪያ መሣሪያዎች				

26. በአርስዎ ግምት እያንዳንዱ የመማሪያ ክፍል ለዓይነሥውራን ተማሪዎች

☐ ሀ/ ምቹ ነው· ☐ ለ/ ምቹ አይደለም

27· የት/ቤቱ ግቢ ዓይነሥውራን ተማሪዎች ለሚያደርጉት እንቅስቃሴዎች
☐ ሀ/ ምቹ ነው· ☐ ለ/ ምቹ አይደለም

29· የአካባቢው ሕብረተሰብ ለዓይነሥውራን ተማሪዎች ያለው አመለካከት
☐ ሀ/ እንደማንኛው የሕብረተሰብ አካል እኩል ግምት ይሰጧቸዋል
☐ ለ/ እንደማንኛውም የሰው ልጅ ተምረው ራሳቸውን ችለው ኑሮአቸውን መምራት እንደማይችሉ
ሐ/ ሌላ ካለ ይገለጽ _____

30· ባጠቃላይ በት/ቤቱ ውስጥ በመማር ማስተማር ሂደት ላይ እንቅፋት ፈጥረዋል ብለው የሚገምቱትን ዋና ዋና ችግሮች ከዚህ በታች ባሉት ባዶ ቦታዎች ቢጠቀሱ፡—
ሀ/ _____
ለ/ _____
ሐ/ _____
መ/ _____

31· በተራ ቁጥር "30" ለጠቀሷቸው ችግሮች መፍትሔ ናቸው ብለው የሚገምታቸውን ሀሳቦች ቢገልጹ፡—
ሀ/ _____
ለ/ _____
ሐ/ _____
መ/ _____

DECLARATION

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

Name: Getaneh Hamid

Signature: Getaneh

Place: Addis Ababa University

Date of submission: 21/5/99

This thesis has been submitted for examination with my approval as a university advisor.

Name: Derebssa Duferra (Ph.D.)

Signature: Duf

Date of Approval: 24/5/99